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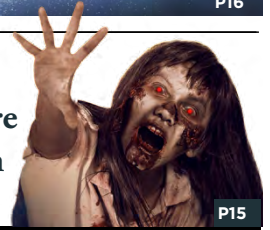
Meet the teachers whose wages are cut if profits plunge



'They'll blame the housing crisis on PRUs soon!'



The zombie grant pupils are missing out on



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FRIDAY, OCT 5, 2018 | EDITION 152

£10m for behaviour
£5m for careers
and, er, that's it!

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CONFERENCE SPECIAL
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Ministers in dock over dodgy data use

- Stats watchdog investigating government's 'scandalous' school funding claims
- Figures minister used to defend school spending included uni and private school fees
- Headteachers hit out over dodgy data use, but DfE insists claim was 'true'

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Features



TOP BLOGS OF THE WEEK

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KAREN WESPIESER

Director of operations,
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How to support young people with literacy difficulties

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The former national schools commissioner has a new job

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Headteachers having to retrain as SENCOs as cuts bite

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The Debate: Should Ofsted be abolished?



Should it stay or should it go? The debate on the future of Ofsted continues, this time between Mary Bousted, joint general secretary of the National Education Union, and Steve Mastin, chair of the Conservative Education Society

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News

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DfE investigated over school funding stats

ALIX ROBERTSON AND JESS STAUFENBERG
@SCHOOLSWEEK INVESTIGATES

The statistics watchdog has launched two investigations into the government's "scandalous" use of education data, with ministers accused of using "smoke and mirrors" to deflect criticism from shrinking budgets.

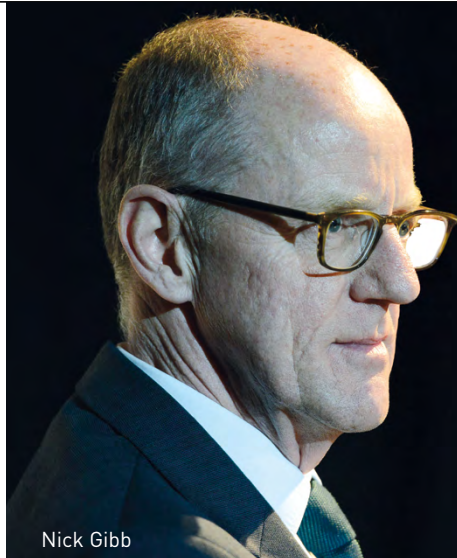
The UK Statistics Authority is investigating the Department for Education's use of an OECD finding that the UK is the "third highest spender on education" to defend its own spending on state schools.

The watchdog is also investigating education secretary Damian Hinds' claim during the Conservative party conference on Tuesday that 1.9 million more children are in "good" or "outstanding" schools than in 2010.

The investigations come just a year after the stats watchdog rapped the department over stalling publication of academy takeover costs, as well as issuing a misleading press release on free schools.

Mary Bousted, joint general secretary of the National Education Union, said the department's funding claim was "appalling, and deliberate, deception", adding it "makes people mad".

The government published the OECD finding as part of its defence over school funding, as 2,000 headteachers marched on Downing Street in protest of cuts. The line was also used in a later interview by schools minister Nick Gibb.



Nick Gibb

But the OECD ranking actually includes public and private expenditure on all education institutions, including universities, from 2015.

The BBC revealed this includes tuition fees paid by students, as well as private-school fees paid by parents.

But *Schools Week* can reveal the figure also includes money universities receive to carry out research, and philanthropic donations to schools, further education providers and universities.

Schools Week re-ran data on the OECD website so only public expenditure on education as a percentage of GDP was counted across all countries.

The UK tumbled from third place to 15 for expenditure on education as a percentage of GDP, out of the 36 member countries.

Vic Goddard, principal of Passmores Academy in Harlow, said the way the

information had been used was "appalling", while governor Bob Harrison said it was "scandalous behaviour" that would result in dismissal for a headteacher.

Geoff Barton, general secretary of the Association of School and College Leaders, added that relying on statistics that "don't bear any analysis" leaves schools feeling "the DfE is disrespecting them".

Earlier this week shadow education secretary Angela Rayner also wrote to Sir David Norgrove, chair of the UKSA, urging him to investigate the claim made by Hinds that 1.9 million more children are in "good" or "outstanding" schools than in 2010.

The number had already been challenged in July by the Education Policy Institute think tank for failing to consider population growth.

A UKSA spokesperson said the findings from the investigations will be published shortly.

The DfE has been in hot water for its use of stats before. The government was rapped in September last year for delaying publishing costs of academy rebrokers, with the watchdog monitoring the situation.

Hinds has also been censured for an "error" when he claimed in parliament that schools would get a real-terms increase in per-pupil funding.

But the DfE insisted its use of the OECD figure was "true". A spokesperson added the expenditure figure was "one of several statistics in the OECD report" that prove the UK is among the highest spenders on education at primary and secondary level.

FREDDIE WHITTAKER | @FCDWHITTAKER

Let RSCs give schools back to councils, says Hinds ally

Regional schools commissioners should be allowed to rebroker academies back to councils if they can't find another trust to sponsor them, according to the man in charge of education at Damian Hinds's local council.

Stephen Reid, a Conservative councillor who serves as executive member for education and skills on Hampshire County Council, said the option should be open to RSCs to "approach the council" if an academy trust fails and a school is left orphaned.

Labour pledged at its party conference last month to allow councils to take back schools from failing trusts as part of a raft of reforms to the academies sector. Councillors, including many Conservatives, have called for the same powers, setting them at odds with their own government.

Reid, whose council looks after schools in the education secretary's East Hampshire constituency, said he didn't fully agree with Labour's plans but would meet the party "probably about halfway".

"I think the regional schools commissioners, if they have run out of options, they've tried academy chain one, two, three and four, and they haven't got anywhere else to go, they should be given the power to re-approach the local authority and say: 'I've run out of options, can you take it on?'"

Reid said Labour's wider plans to move all schools into a local accountability framework overseen by a National Education Service would be a "retrograde step".

Schools pay private companies to teach speedy GCSE equivalents

JESS STAUFENBERG

@STAUFENBERGJ

INVESTIGATES

A private firm is offering schools an £800-per-pupil deal where external staff are parachuted in to teach years 11s a GCSE-equivalent qualification in two weeks.

Private company PET-Xi – which promises to deliver “intensive, results-based interventions” – wrote to heads advertising its business and enterprise qualification counts in the “third bucket” of progress measures, assuring them it is “approved for 2019 performance tables”.

The email stated external staff could teach the subject in just two weeks.

Meanwhile hundreds of schools are using another company called iAchieve for online courses which the firm states can “maximise group 3 progress”.

Testimonials on its website claim pass rates shot up for schools involved. Following *Schools Week* queries, the testimonials were removed.

School experts have been clear it is not unusual or wrong for companies to help schools deliver vocational qualifications, particularly given recruitment issues.

However, a spokesperson for SSAT, a network for teachers, said members would be “very critical” of schools which allowed qualifications to be taught in less than the 120 guided hours recommended by Ofqual.

Nor should they enter pupils for qualifications “just for performance tables” they added.

The disclosures follow concerns over schools appearing to “game” league tables.

Ofsted said last month that inspectors were alarmed by pupils achieving higher results in bucket 3 qualifications than in “core” subjects, and will scrutinise any unusual entry patterns.

The government has already removed a previously approved vocational qualification, the European Computer Driving Licence, from bucket 3 of Progress 8 accountability measures. It followed extensive *Schools Week* investigations that revealed droves of schools were entering pupils, despite claims it could be taught in just three days.



An email from PET-Xi, first revealed by the Education Uncovered website, says the company charges schools a package totalling £833 per pupil for up to five members of staff to teach the NCFE level 2 certificate in Business and Enterprise over two weeks. Homework and additional help are provided.

The company’s site says it delivers “intensive, results-based interventions”. A spokesperson added the course “complements work already done by schools”.

However when asked whether year 11 pupils study the NCFE certificate before PET-Xi arrive, the spokesperson said “typically, pupils won’t have encountered the qualification previously”.

Brian Lightman, an educational consultant, said vocational qualifications are valuable because “a diet of entirely traditional GCSE qualifications” does not suit many pupils.

However enlisting external staff was unusual, and delivering core teaching over two weeks would be “almost impossible”, he added.

Meanwhile tweets from iAchieve state their courses can “maximise group 3 progress”.

This year the company, which was

founded in 2016, has 330 schools paying for online courses that cover NCFE Level 2s in business and enterprise, food and cookery, health and fitness, engineering studies and child development, said chief executive Jonathan Ovenden.

He said vocational qualifications have been denigrated since Michael Gove’s tenure as education secretary, and many schools lack the confidence to offer them.

The company removed several testimonials boasting of increased pass rates after *Schools Week* made enquiries.

Paul Healy, vice principal at Ormiston Rivers Academy in Essex, was quoted as saying pupils moved from a PE GCSE on to the health and fitness certificate via iAchieve with a 97 per cent pass rate. He said the school was hoping to get 100 per cent merit grades next year.

National figures show 70 per cent of GCSE PE pupils got a “strong” pass or above last year.

Mike Clay, Ormiston Rivers’ head of PE, was quoted as saying they switched to the qualification because they felt it was “less practically demanding, would suit our learners and indeed a wider range of learners”.

A spokesperson for Ormiston Academies Trust, which has 37 schools, said the qualifications are challenging and help to engage pupils.

iAchieve is currently promoted at events run by PiXL, the same network which backed ECDL before it was scrapped from league tables.

Sir John Rowling, PiXL’s founding director, said iAchieve offers “brilliant support”, but he wouldn’t advocate entering an entire year group or teaching courses over a few days or weeks.

NCFE’s qualification specification states its business course requires 125 guided learning hours, plus a five-hour assessment.

A spokesperson for the awarding organisation said some centres “may flex” the total amount of time usually taken to deliver their qualifications “as new and innovative teaching models are developed, such as intensive delivery”.

But they do not monitor teaching hours, nor approve or endorse delivery models.

News

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Academy trust gets £300,000 to take on troubled school

SCHOOLS WEEK REPORTER

@SCHOOLSWEEK

EXCLUSIVE

An academy trust was given more than £300,000 in government funding to aid its takeover of a troubled Bright Tribe school.

The Cumbria Education Trust took over the Whitehaven Academy in September. The school has been in special measures since late 2016, and more recently was at the centre of a row between parents and local officials over the state of its building.

Academies minister Lord Agnew has already agreed to provide capital funding for the "majority of the existing school buildings [to be] demolished and rebuilt".

Now *Schools Week* can reveal that CET has also been given £150,000 – the largest grant available to academy trusts for the takeover of failing schools.

The money covers the costs of "necessary work required" before the sponsor takes over.

The trust has also been handed an £80,000 environmental grant, and £73,600 as an emergency strategic school improvement payment.

Children's minister Nadhim Zahawi said the department is "committed to supporting CET to ensure they can drive forward teaching and resource improvements at the Whitehaven Academy".

The trust said the environmental grant has been used for an initial maintenance programme to improve the learning environment for pupils and staff.

The school-improvement funding has allowed the trust to broker "urgent support and bring capacity to focus on key areas of educational provision that were identified as needing immediate attention", a trust spokesperson added.

"CET always puts its pupils and students first, and the focus is to develop the Whitehaven Academy into a great school for the community of Whitehaven."

In an exclusive interview with *Schools Week* last week, education secretary Damian Hinds said images of the Cumbria school's squalid facilities, as seen in a recent BBC Panorama investigation, were "very striking", and said he was "sorry" for everyone affected.

Zahawi, in a recent answer to a parliamentary question, added that "substantial" capital investment will give a "much-needed fresh start for all" at the school.

MAT boss demands crackdown on SATs cheating

EXCLUSIVE



JESS STAUFENBERG

@STAUFENBERGJ

A no-nonsense academy trust boss has called for a shake-up of how SATs tests are administered – with secondary teachers being parachuted in to oversee tests in primaries – to stem the rise in cheating probes.

Sir John Townsley (pictured), chief executive of The Gorse Academies Trust which runs 11 schools in Leeds, believes every primary school should have an identified secondary partner to help them run tests.

His call follows a rise in SATs test results being suppressed because of cheating. Provisional data shows 2,688 test results were suppressed this year while the Standards and Testing Agency investigates maladministration, compared with just 723 last year.

Townsley, who has previously claimed to have pioneered the "zero-tolerance" approach to discipline, told *Schools Week*: "There is now too significant a minority of primary schools doing this for things not to change. The people who lose out are the great majority doing it properly."

"It is now an urgent matter because we're moving to a place where a lot of primary schools are concerned they may be accused."

At present, headteachers are responsible for ensuring staff running tests follow guidance. The government recommends heads also consider inviting a governor or "another trusted member of the school community" to observe tests.

Councils also send moderators into a quarter of primary schools signed up to their external moderation process to check that teacher judgments match national guidelines.

Townsley, who has previously written to schools minister Nick Gibb about his concerns, said the current system was clearly not working, adding school governors may

also have a "vested interest" in not reporting problems.

However he said trustees from a primary school's academy trust overseeing tests would be suitable – as they would want to ensure their secondary schools were given the correct results.

But Stephen Tierney, chair of Headteachers' Roundtable, warned the proposal was "a sledgehammer".

More simple approaches could be effective, such as ensuring year-six teachers do not administer the test or having a senior staff member present if class teachers did not feel confident, he said.

Examples of maladministration include opening test papers early, changing test scripts outside of exam conditions and over-aiding in tests, Department for Education guidance states.

Last month, some results were annulled at the "outstanding"-rated Harris Primary Academy Kent House in south London, run by the Harris Federation, after pupils were "over-aided".

Results were also annulled at another of the trust's schools – Harris Academy Philip Lane in north London – for the same reason. The trust has promised an investigation.

Other known cases of results being annulled include St Matthew's Church of England primary in north London and Oasis Academy Temple in Manchester.

Tierney said cheating exists in secondaries too and malpractice "might be more of a trust problem than a primary school problem".

Kevin Courtney, joint general secretary of the National Education Union, said bringing in secondary school heads would just make SATs administration "even more unwieldy."

A DfE spokesperson said detailed guidance is issued every year to remind schools of their test duties.

Funding

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Budget cuts force heads to double up as SENCOs

JESS STAUFENBERG
@STAUFENBERGJ EXCLUSIVE

A headteacher is training as a SENCO in the evenings because her school can no longer afford to employ a separate member of staff in the role.

Other heads are also doubling up as lunchtime supervisors and kitchen staff as school finances are squeezed tighter.

Special educational needs experts have warned the conflation of the headteacher and SENCO role could leave vulnerable pupils without an advocate, especially if they were at risk of being excluded.

The disclosure follows more than 2,000 headteachers staging an unprecedented march to Downing Street last Friday about budget cuts (see case studies below).

Tracy Taylor, headteacher at Bramber primary school in West Sussex, told *Schools Week* she had started a part-time university course to become a SENCO.

"It's ridiculous. Now I'm doing that as well as everything else. The stress levels are high. We're doing it for the children."



Taylor said she has been forced into the decision after her school expanded from six classes to 10 but she had been unable to increase staff because of funding cuts.

The SEND code of practice states every school must have a qualified teacher who is appointed as the SENCO.

Their role includes

responsibility for SEN policy and provision in the school, providing professional guidance to colleagues, working closely with staff, parents and agencies such as the local authority and therapists, advising on the school's delegated budget and ensuring the school meets the Equality Act.

However the code states the SENCO only needs to achieve the "National Award in Special Educational Needs Co-ordination" within three years of their appointment. This means heads can take on the role with no training to start with.

Katherine Walsh, regional SEND leader for south central England and north west London,

said the role was a "big ask" of a headteacher.

The SENCO ensures their pupils are not overlooked by senior leaders if they are not working to the expected standard in tests, she said.

The head also has no "critical friend" who can challenge their decisions and even prevent a pupil from being excluded, if they are also the SENCO, added Walsh.

But many heads took to Twitter last Friday to say they or colleagues were unable to attend the march because they were SENCOs or lunchtime supervisors.

One assistant headteacher, who did not wish to be named, said the senior leadership team helped run the kitchen because of a lack of staff.

"It's very stressful. It means we have to stay later and arrive earlier."

Paul Whiteman, general secretary of school leaders' union NAHT, said more members are saying they have extra roles as playground monitors or SENCOs.

Heads will have less time to dedicate to the "vital work of school improvement," he said.

The secondary school headteacher

It's part of my moral purpose to provide the best education I can for my pupils. I can't do it on the budget that I have.

It's very tight. I've made cut after cut after cut. I haven't replaced staff, I haven't had any work done on my building. All of it creates an atmosphere in the school which is scary for some people and not very positive.

Even if there is more money, I'll just be able to keep doing what I'm doing.

The alternative provision headteacher

The impact of cuts on children with behavioural, emotional and social needs is real. Schools aren't able to work with children with individual needs. Basically, that means we get filled up quite quickly and there's a massive impact on us. We should be about short stays.

Unfortunately, my colleagues here in mainstream don't have that capacity any more because of cuts. So we're oversubscribed. We only have 50 places left and it's September. About three years ago we'd have 150-200 places. It's getting worse and worse.

The primary school headteacher

There are no places left in special schools so we are taking children with high needs, and we welcome them. But they're not coming with the resources they need or the staff, and it's really impacting on our budget.

We are already in a deficit. Governors are not supposed to sign off a deficit budget but they are having to. We're working closely with the council to get us back up and I don't know how we'll do it. At the moment it's impossible.



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Hinds under fire for neglecting funding

Damian Hinds has come under fire for neglecting school funding in his first party-conference speech.

The education secretary used the address to set out his vision for a "world-class education for everyone, whatever path you take, whatever your background".

But the speech was light on new policies, and angered school leaders because it failed to address funding – seen by many as the elephant in the room.

Funding remains a key campaign issue for unions, despite a move by the government last year to allay school leaders' fears with promises of £1.3 billion of additional funding.

Matters came to a head last week when 2,000 headteachers took the highly unusual step of marching on Downing Street, and the National Education Union unveiled billboards across Birmingham challenging funding cuts to coincide with the party conference (pictured).

Kevin Courtney, the NEU's general secretary, said until schools are "properly funded" there will be "no world-class education system and all other measures will be nothing more than sticking-plaster solutions to a real crisis".

He added 14 schools in Birmingham – where the conference was held – have cancelled Friday-afternoon lessons because they "can no longer staff classrooms properly".

As revealed by *Schools Week* last week, the education secretary focused on three priorities in his speech – academic standards, parity



of esteem for vocational routes and the need to support children beyond the classroom.

He said Conservatives should be "proud" but not "satisfied" with their record on education.

"We should not be satisfied until we can say that we truly have a world-class education for everyone," he said.

"Wherever they come from, wherever they're going and whatever route they're taking through our education system. Until we have made sure that in every region and in every group of our society, opportunity is truly equal."

He said the government had been "investing heavily in the capacity of our system", and spoke of his pride in the free-schools programme, which also got a namecheck from Theresa May in her speech as the prime minister railed against Labour's academies plans.

"Where Labour want to roll back reform, scrap academies and kill off

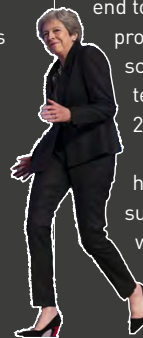
free schools, we will build more of them, because every child deserves a great start in life," she said.

Hinds announced a new £10 million fund for behaviour training in schools, and an expansion of the government's career-leaders programme in schools (see box out).

But Geoff Barton, general secretary of the Association of School and College Leaders, said it was "disappointing" that the "small pots of money" announced are a "drop in the ocean compared to the funding

that is so desperately needed to give all our young people the best-possible education".

Prime minister Theresa May, speaking on Wednesday, pledged an end to the government's austerity programme, which has seen school budgets cut in real terms by 8 per cent since 2010.



But Courtney said headteachers, teachers, support staff and parents would be "utterly dismayed" that school funding wasn't specifically tackled.

THE FIVE SCHOOLS POLICIES

- 1 Update school behaviour guidance, with £10 million behaviour training fund (Pg 11)
- 2 £5m to increase the number of careers leaders in schools from 500 to 1,300, and double number of regional careers hubs to 40. (Pg 11)
- 3 The 32 schools to share £26.3 million to become "English hubs" have been named. The policy was first announced in January. (Pg 12)
- 4 A school sports action plan to be published next spring. (Pg 13)
- 5 £38 million extra for T-levels, a technical alternative to A-levels.



PA

Conservative Party Conference



FREDDIE WHITTAKER | @FCDWHITTAKER

£5m funding boost for careers advice

The government will pump another £5 million into its careers strategy in a bid to train 1,300 "careers leaders" in England's schools and extend links with businesses.

Damian Hinds announced plans to more than double the number of school staff trained to lead on careers advice during his party-conference speech. The government has also said there will be 20 new "careers hubs" across the country.

In its careers strategy, published last December, the government pledged £4 million to train a "careers leader" in 500 secondary schools, and £5 million to set up 20 careers hubs, to bring schools and employers together.

Hinds announced on Tuesday that a further £5 million will go into the scheme, extending the number of careers leaders to 1,300 and creating another 20 hubs, taking the total to 40.

The extension of the careers hubs programme will see more money channelled to the Careers & Enterprise Company, which is already set to receive at least £70 million in government cash by 2020.

The first 20 hubs were unveiled by the company in July. Each hub consists of around 40 schools and colleges, with 710 institutions so far involved in the scheme.

The education secretary spoke about "how important careers advice is and guidance for young people and the key role that is played by careers advisers in schools".

"So we are also going to be doubling the number of trained careers leaders in schools so young people are aware about all those different routes... so they don't think there is only one route they can take to success and they are aware of all the different career options available to them."

The government says this will mean "more work experience, more employers visiting schools and colleges, more talk of careers in the curriculum and more young people acquiring the skills and qualifications they need to succeed".



Teachers to be trained in managing pupil behaviour

Damian Hinds has announced plans for the first substantial government review of behaviour guidance in over three years, along with £10 million in funding to train teachers.

The Department for Education's guidance on behaviour and discipline in schools was last reissued in January 2016, but hasn't been fully reviewed since September 2015.

Ministers are under pressure to help schools manage behaviour in the wake of a rise in the number of exclusions and suspensions from schools. In July, it was revealed that the proportion of pupils permanently excluded from school has risen for the third year in a row.

In his speech to the Conservative Party on Tuesday, Hinds said the £10 million fund would "support the spreading of best practice and knowledge on behaviour management and classroom management so that can be very widely deployed".

"We know, and any teacher will tell you, that good teaching and learning relies on a calm classroom," he said. "Pupil behaviour is absolutely essential."

But Chris Keates, general secretary of the NASUWT teachers' union, said teachers would be "disappointed" with the funding pledge.

"Evidence now shows pupil indiscipline is in the top three concerns teachers have about their job. Teachers will be disappointed, therefore, that in light of this the secretary of

state has focused on more training for them, rather than more support."

The government also plans to reform the training teachers receive in their first two years in the classroom to "ensure that they are able to manage behaviour and thrive in their primary task of teaching".

The £10 million will help schools which manage behaviour well to train other teachers and share their expertise. The money will be spread over the next two years.

No further details were forthcoming from the Department for Education, and it is unclear whether schools will be selected on the basis of having no-nonsense behaviour policies – favoured by ministers – or if a range of approaches will be supported.

But Keates said it was "not the teachers who are the problem", and blamed government cuts. She highlighted a survey that found over half of teachers are regularly subjected to verbal abuse, with one in ten being physically assaulted.

"It's the impact of government policy which has removed access to specialist internal and external support through cuts to services, increased class sizes, created a teacher-supply crisis and narrowed the curriculum leading to disaffection of pupils who can no longer access creative subjects or high-quality vocational provision."

Conservative Party Conference

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'English hubs' bonanza shows a bias towards academies

Most of the primary schools selected to split more than £26 million in funding to become "English hubs" are academies, *Schools Week* analysis has revealed.

Damian Hinds, the education secretary, has revealed the names of 32 schools selected for the government's English hubs programme, first announced by his predecessor Justine Greening (pictured) earlier this year.

The schools will be tasked with identifying specialist literacy teachers who will get additional training to act as experts in teaching in early language and reading from reception year to key stage 1.

Each hub will work with up to 170 primary schools in their area "build a network of excellent phonics teaching in every region".

Of the 32 primary schools selected to lead English hubs, 19 are academies or free schools (60 per cent), six are community schools and six are voluntary-aided or controlled schools. The list also includes one foundation school.

Meanwhile, just 27 per cent of primaries nationally are academies.

Twelve of the schools – all converted academies – have not been inspected since they converted. Of the remaining 20 schools, ten are "outstanding" and ten are "good".

Among the successful schools is the West London Free School, which was

set up by former New Schools Network boss Toby Young.

It has also emerged that the number of hubs has been slashed from 35 to 32 since the scheme was first announced. *Schools Week* understands the change was made because ministers did not receive enough good applications, but the government has not ruled out increasing the numbers in future.

In his speech to the Conservative Party conference, Hinds said government needed to "make sure that all our young people leave our education system with the basic essential skills that they're going to need with them in life whatever path they end up taking, whatever job they end up doing".

"Central to that is English and maths. We have made a lot of progress on English and maths. But we need to go further."

The announcement comes after the government revealed that 82 per cent of year 1 pupils now meet the "expected standard" in the phonics screening check, up from 81 per cent last year.

However, the proportion of pupils meeting the expected standard in key stage 1 reading teacher assessments actually decreased from 76 per cent in 2017, to 75 per cent this year. At the same time, the proportion of pupils working at greater depth in reading rose from 25 to 26 per cent.

According to the government, the hub schools were chosen "through a competitive process" and all 32 "have a background of excellent phonics teaching and are distributed to benefit the areas that need it most".

Defence minister eyes 60,000 cadets in schools target

The defence secretary has vowed to increase the number of cadets in schools to 60,000 by 2024.

Gavin Williamson announced at the Conservative Party conference that he wants to see an additional 17,000 pupils become cadets over the next six years.

The government previously said it would approve 500 cadet units by 2020, with £50 million made available by former chancellor George Osborne for the expansion in 2015.

It emerged last week that ministers are on track to meet their target, after Williamson approved a further 30 cadet units in UK schools, taking the total to 472.

The units now cater for around 43,000 pupils, and the government will soon move its focus from increasing the number of units to boosting pupil numbers. It is not clear whether more money will be made available.

"It is important to recognise the vital role cadets play in our communities, and I am determined to grow the number of young people signing up and make sure their successes are properly recognised each year," said Williamson.

The involvement of the armed forces in schools remains controversial. Critics have expressed concerns that activities such as school cadet units are recruitment-focused, despite claims to the contrary.

Forces Watch, which campaigns against military involvement in schools, said in a recent briefing "[the military] do not acknowledge that the activities they run in schools are about recruitment despite around three quarters of visits being careers-orientated".

"They focus on the narrow argument that they do not sign anyone up in school, characterising recruitment as an event rather than a longer-term process," the organisation said.

"This is despite the army describing its activities in schools as part of a 'drip, drip, drip' approach to build interest in young people and steer them towards enlistment.

"There have been recent calls for recruitment to be further emphasised, with material about the armed forces included in the curriculum and for active marketing of forces careers to cadets."



Lancashire & West Yorkshire

- All Souls' CE Primary
- Burley and Woodhead CE Primary School
- Jerry Clay Academy
- Outwood Primary Academy Lofthouse Gate
- St John Vianney Catholic Primary School
- The Greetland Academy

North

- Lealholm Primary School
- Orgill Primary School
- St Michael's C of E Primary School (County Durham)
- Westgarth Primary School

West Midlands

- Childer Thornton Primary
- Lacey Green Primary Academy
- Little Sutton Primary School
- St John Bosco Catholic Primary School

East Midlands and Humber

- St Wilfrid's Primary School
- Witham St Hughs Academy
- Whiston Worrygoose J & I School

South West

- Broadclyst Community Primary School
- Ilsham C of E Academy
- Mangotsfield CE Primary School
- Ramsbury Primary School
- St Peter's Church of England Primary School (Portishead)
- Trenance Learning Academy

South East and South London

- Chesterton Primary School
- Kingsnorth CEP
- Springhill Catholic Primary School (Southampton)

South Central & North West London

- Roade Primary School
- West London Free School
- Whiteknights Primary School

East of England & North East London

- Elmhurst Primary School
- Grazebrook School
- Myland Community Primary School

Investigation

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Play fair on sports funding, schools told

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

The government has been urged to plug the holes in its sport premium cash scheme, with teachers claiming schools are fudging their funding.

The call comes as the education secretary Damian Hinds announced this week a new "school sport action plan" to get more pupils to play competitive sport.

National sports organisations, including the Premier League, the Football Association, England Netball and the Rugby Football Union, will contribute to the plan. It will be published next spring.

But school sport experts have called on the government to instead concentrate on implementing its current strategies to boost school sport and tackle childhood obesity.

Teachers claim PE and sport premium funding – introduced in 2013 as part of the London 2012 Olympic legacy – is being misused. This year the government doubled the amount it gives to primary schools each year to £320 million, with schools receiving up to £27,510 each.

Schools must use the ring-fenced cash to make "additional and sustainable" improvements to the quality of PE and sport.

But in comments submitted to the Active Matters website and shared with *Schools Week*, one teacher said the funding was a "Wild West" where "anything goes on and you can spend your money on whatever you want".

School leaders are expected to publish details online of how the money is spent. Ofsted will check this during inspections.

One teacher told Active Matters: "My last headteacher went for copying and pasting last summer term's report from an older year. Totally gobsmacked by her brazenness. However HMI didn't spot it."

Another said the online plan was a "complete work of fiction on our website. The money has [instead] been used to prop up TA salaries".

An analysis of 86 primary schools in the London borough of Croydon, seen by *Schools Week*, found a quarter had no



"The intention behind the premium is laudable, but its operation is in urgent need of close scrutiny and comprehensive, widespread evaluation"

evidence online for how the funding was spent last year.

Four in five of the schools (79 per cent) had yet to provide the completed statutory performance report.

A report by the all-party parliamentary group on a fit and healthy childhood, published earlier this year, said a "lack of rigorous audit has increased the undesirable likelihood of the money being hijacked from its original purpose to ease shortfalls elsewhere in school budgets.

"The intention behind the premium is laudable, but its operation is in urgent need of close scrutiny and comprehensive, widespread evaluation."

The Department for Education (DfE) has the power to recoup funding – or withhold future payments – should any school be found to have misused the cash.

But a freedom of information request earlier this year revealed the government has not docked funding from any school since 2013.

A spokesperson for the Active Matters website said this was despite findings from the parliamentary group, its members own

meetings with MPs over funding misuse, and data evidence submitted to the DfE.

The site was still receiving "worrying feedback" over "extensive ongoing malpractice".

A PE consultant, who did not want to be named, told *Schools Week* that misuse of funding was "regrettable, but understandable", given funding pressures.

But he added that it was "short-sighted to not use the funding as it was designed".

A government survey found 55.6 per cent of five to ten-year-olds took part in organised sport competitions in school last summer, down from 62.4 per cent in 2016.

An Ofsted spokesperson said it took the misuse of premium funding "seriously". "If we find that funding is not being used for the right purposes we will make this clear in the school's report and take it into account in coming to a judgment."

The DfE said it trusts schools to decide how they spend the money, but added government officials check published details of premium spending through random samples of schools.

New duty for schools to tackle gangs

SCHOOLS WEEK
@SCHOOLSWEEK

Schools will have a statutory duty to help tackle youth violence, the home secretary has announced, after a new report claimed pupil referral units are "fertile ground" for gang recruitment.

Sajid Javid also announced at the Conservative party conference this week a £200 million endowment fund to target youngsters at risk from crime and violence.

While the Home Office could not provide further details about whether the funding will filter through to schools, Javid also pledged to introduce a statutory duty for all agencies – including in those in education – to tackle the problem.

Again, no further details were forthcoming from the government.

The move follows a contentious report by the St Giles Trust, commissioned by the Home Office, that found exclusion from school is a "highly significant trigger point" for the escalation of county lines – where gangs and organised crime networks exploit children to sell drugs.

The report was critical of pupil referral units, stating youngsters in those institution rarely move back into mainstream education and some only attend for one hour per day.

"They appear to be fertile ground for recruitment and continuing involvement in a variety of negative activities including county lines.

"Exclusion from school does appear to be a highly significant trigger point for the



escalation of county-lines involvement for children who might be on the fringes of such activity."

The scoping report, published on Monday, included talks with statutory and voluntary organisations, children at risk of joining gangs and their parents in 20 different areas.

The findings were a snapshot rather than an "in-depth mapping of issues, services and developments".

But sector leaders in PRUs warned the charity about using such "sweeping statements".

David Whitaker, executive principal at Springwell Learning Community, an alternative-provision school in Barnsley, said the sector gets a "bad deal" when "in reality it's quite often the safest [place] for these pupils because of the level of wraparound care they need".

He highlighted how his school used "great joined-up working" with other agencies to protect pupils, including when police recently had intelligence that gangs were moving into Barnsley from nearby Sheffield.

Whitaker said: "It was picked up quickly by police, officers were then working with schools to make sure it didn't get out of hand."

But he said providing such support is "really difficult", adding: "The more propensity children have to get involved in gangs, the more resources you need to protect them.

"When funding is tight, wraparound care is the first to go. But if it's not provided by schools, that need doesn't go away. It has to be met elsewhere, or not at all."

A *Schools Week* investigation last year found that schools were beginning to lose their access to dedicated police officers as the cuts bit.

For instance, 13 of the 31 police forces that responded to a freedom of information request had no dedicated police officers based in schools at all.

The St Giles Trust report recommended a "requirement" for schools to have "cool-off units" to "encourage better movement back into mainstream schools".

But Mark Lehain, director of the Parents and Teachers for Excellence campaign, was surprised by the suggestion – saying most schools already have such units.

The report also suggested Ofsted should assess exclusions as part of its new framework.

An Ofsted spokesperson said it will consider the report, adding every organisation should be doing all it can to "tackle the scourge of gangs and county-line activity".

See Steve Howell's expert piece on page 26

FREDDIE WHITTAKER | @FCDWHITTAKER

Off-rolling 'Illegal, unethical and unacceptable' - minister

The government will act against any school or multi-academy trust found to be illegally off-rolling pupils, the children's minister has pledged.

Speaking to *Schools Week* at the Conservative Party conference, Nadhim Zahawi said he was "very clear" that "any form of informal exclusion, whatever term they want to give it, that sort of off-rolling is illegal, it is unethical and it is unacceptable".

His comments come as Edward Timpson, Zahawi's predecessor, prepares to report back on his review of exclusions and alternative provision.

The review was prompted in part by rising rates of permanent and fixed-term exclusions, but also concerns about illegal off-rolling, a practice whereby schools get pupils off their rolls without formally excluding them.

Zahawi said he hoped schools would "do the

right thing" and "determine never to exclude", adding the Timpson review should include suggestions of how to incentivise schools to avoid exclusion.

He insisted the government would pursue all institutions that break the law.

"Hear me, here and now", the minister said. "It is illegal. When the government says it is illegal, it means it is illegal and therefore we take action."

Pupils miss out on £85k worth of scholarships

ALIX ROBERTSON
@ALIXROBERTSON4

Youngsters are missing out on applying for around £85,000 in scholarships to support them at university because of a "lack of information" – with grants available for vegetarians, sewing enthusiasts and designers of zombie-destroying weapons.

A new app, called GrantFairy, has been created to find scholarships that students are eligible to apply for based on their personal profile.

Developers say that, so far, users are typically matched with at least £85,000 in funding opportunities, which they say prospective students are often missing out on because they aren't told about the cash.

A search of the app by *Schools Week* found that scholarships were available from a range of organisations for youngsters currently studying.

They included £500 for vegetarian students, £1,200 for sewing or woodwork enthusiasts and £1,500 available for anyone who has completed a triathlon.

Students can even earn £500 plus a laptop for submitting designs of weapons used to destroy zombies (see box outs).

James Kewin, deputy chief executive of the Sixth Form Colleges Association (SFCA), said principals report that they are "not aware of lots of grants for students", adding anything that could "help to connect students with grants at no cost can only be a good thing".

GrantFairy developers claim around £1 billion of scholarship funding is available for students in the UK university education each year.

The app's creator Myles Jardine said the sector's lack of knowledge around which scholarships are available could be because of the rapid changes to tuition fees in the UK.

In 14 years, UK university degrees have gone from being fully-funded to costing £9,000 per year, he added.

"In the US they have had high tuition fees for a very long time and as a result a scholarship culture has had time to develop. In the UK no one really knows about them," he said.

Jardine highlighted that the money isn't just



EXCLUSIVE

THE GRANTS YOU CAN CLAIM

DEAD GOOD

This is perfect for design and technology teachers – students must design a "zombie destroyer". Available from officefurnitureonline.co.uk, applicants design a weapon from five items which could be found in a headteacher's office. They send in their designs and the public votes online on the best. The winner gets £500 and a Dell laptop.

EAT YOUR GREENS

The Vegetarian Charity offers a £500 grant to vegetarians or vegans in studies and aged under 26 – but you won't be eligible if you eat fish or even fruit pastilles. Applicants have to explain how long they've been a vegetarian and what they need the grant for, and trustees vote on the best application.

TAILOR MADE

For young people into DIY, TeachYouToSew.com offers a £1,200 "Self Developing Scholarship" aimed at students passionate about hobbies like sewing or woodwork. You have to submit an essay explaining why your hobby is important and how it has helped you to develop as an individual.

from universities, and GrantFairy has worked with trusts and charities that say they haven't been able to give away their scholarships for several years.

Opportunities also have a variety of eligibility criteria and are not just for the most able or pupils from low-income families, Jardine added.

Ros McMullen, chief executive of the Midland Academies Trust, suggested advice for pupils on scholarship opportunities could be built into schools' careers-education programmes.

"It's not something that in my experience schools are particularly aware of or have expertise in helping the kids with at all.

"It really is pretty tragic that these funds are available and no one is making use of them."

Schools are allowed to use GrantFairy for free, which they can then use to search for grants available for their pupils. The app is currently working with more than 250 sixth forms and charities, including the Prince's Trust and the Social Mobility Foundation.

Students currently at university are charged £2 per month to use the app.

Conor Ryan, director of external relations at the Office for Students, the higher-education regulator, said: "It's important that students can access accurate information on what's available, and universities and colleges have an important role to play in making sure that prospective students are aware of what may be available to them before they start their courses."

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Ofsted denies knowledge-rich schools bias

JESS STAUFENBERG
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Ofsted has batted away claims it favoured "knowledge-rich" schools popular with ministers in its research on good curriculum design.

Last month the inspectorate published a study into the curriculum of 23 schools which Ofsted has said will help "further" its thinking on curriculum quality.

Ofsted boss Amanda Spielman (pictured) has pledged the curriculum will be given greater coverage in Ofsted's new framework.

Only a "small group" of the 23 schools had a skills-led curriculum, and the rest a knowledge-rich or knowledge-engaged approach. Ofsted has insisted it saw strengths and weaknesses in each approach.

But when the inspectorate later published the names of the schools, a blog on the National Education Union's website questioned whether the watchdog had an ideological agenda, pointing out half of the ten secondary schools were free schools.

Two of the schools, Charles Darwin Academy and Jane Austen College, are "knowledge-rich" schools run by

Inspiration Trust, the Norfolk-based chain of 13 schools set up by academies minister Lord Agnew. He only stepped down from his role as trust director at the end of August this year.

The East London Science School, also on the list, has been previously singled out for praise by schools minister Nick Gibb. Its former director of teaching and learning, Summer Turner, is now the English lead at Inspiration Trust.

Meanwhile the director of education at Inspiration, Christine Counsell, also sits on Ofsted's curriculum advisory group, which helped choose the list of schools.

An Ofsted spokesperson said on Monday the schools were chosen for their "particular interest in curriculum design" and the research was "never intended to report on the national picture".

The sample was chosen from inspection reports, advice from the inspectorate's curriculum-advisory group, directors and inspectors, and news stories, they said.

Around 60 schools were identified before they were whittled down to 23 which were fully "engaged and invested in curriculum design".

Nick Lowry, a principal of the Co-op Academy in Stoke, said his school had won a government award for its

character-focused curriculum in 2016, but had not been approached for the research.

Other heads were critical about why there had been no call for evidence, and said the "purposive sampling" amounted to favouritism.

However Ofsted's head of research Daniel Muijs tweeted: "At no point was there any ideologically let alone commercial pressure to select any of the schools in the sample from anyone in or outside of Ofsted."

An Ofsted spokesperson added its curriculum findings will now help to "further our thinking on what indicators of curriculum quality might look like", which will be tested against a representative sample in the next phase of research.

Meanwhile Ofsted said curriculum advisory group members were handpicked by the inspectorate because of their interest in curriculums.

Names were tweeted by Ofsted's Sean Harford last year, and includes knowledge-rich advocates Daisy Christodolou, Tim Oates and Deborah Eyre.



FREDDIE WHITTAKER | @FCDWHITTAKER

Watchdog warned over curriculum inspection role

Ofsted has been warned it is in danger of becoming "both the poacher and the gamekeeper" over plans to inspect schools on their curriculum.

Chief inspector Amanda Spielman has said that curriculum will be given "greater coverage" in its new framework in a bid to prevent inspection being "too focused on outcomes".

The watchdog is now researching different curriculum approaches in schools to "further its thinking" on what "curriculum-quality indicators look like".

But governor Mike Cameron said the inspectorate is in danger of having "too much power in one place", particularly if it is responsible for defining what a good curriculum is, while also deciding whether a school's

curriculum is appropriate.

Russell Hobby, chief executive of Teach First, said that Ofsted taking a view on what is a good curriculum was "incompatible" with an autonomous profession.

Speaking at a Conservative Party Conference fringe event, Hobby added Ofsted doesn't have the resources to do a "proper evaluation" of curriculum quality in a school, highlighting how in some cases inspectors spend less than a full day inspecting "good" schools.

Ofsted's funding has been slashed in recent years, meaning it now spends 52 per cent less in real terms on inspecting schools than it did in 1999-2000.

Richard Sherriff, a former inspector, also told conference-goers that inspections are "not very

accurate" because Ofsted does not have the resources to look beyond simple data.

Hobby suggested Ofsted should look at issues that "we can objectively agree on and can be evaluated", such as safeguarding, finances and exclusions.

He added: "Leave it some other source in the system that could challenge [the curriculum]."

An Ofsted spokesperson said its research shows there is no requirement for a preferred curriculum, what matters is that teachers and leaders have "thought about and are delivering the best possible curriculum for their pupils".

The framework reforms involve a "root and branch" review of resources, including looking at "how we redirect more inspector time back onsite".

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RSCs

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RSCs 'escalate' more tough decisions to ministers

ALIX ROBERTSON

@ALIXROBERTSON4

EXCLUSIVE

Regional schools commissioners have had to "escalate" 21 decisions concerning schools or trusts to different government ministers since 2016, but the method behind who deals with which issue remains unclear.

The schools commissioners have powers devolved from the education secretary to make important decisions such as ordering schools to convert to academies, taking action when schools are underperforming, and managing academy sponsors.

Along with the boards of headteachers who support them, the RSCs can choose to "escalate" a decision about a school or trust to one of the Department for Education ministers, in circumstances when they don't feel they can decide themselves.

Schools Week analysis of headteacher board minutes has shown that, so far, 21 cases have been passed to ministers.

A total of 11 were escalated in 2018, six in 2017 and four in 2016, but none in 2014 or 2015.

Schools Week understands escalations from the headteacher boards take place in sensitive or controversial cases, for example if there is a conflict of interest for the RSC, when a trust is closing down or when the decision might create a new precedent.

It comes after new "principles" for school accountability published in May by the DfE promised to "be more transparent about how we take decisions about schools, and the role of headteacher boards in particular".

The DfE said that decisions go to ministers when approval is needed for a school to be rebrokered to a new sponsor and unusually high costs are likely to be involved.

But *Schools Week* found some cases had been escalated to the academies minister, some to schools minister Nick Gibb and others the education secretary. The DfE did not explain the reasons behind which minister deals with which case.

Geoff Barton, general secretary of the Association of School and College Leaders,



said it "isn't clear" why headteacher boards are escalating some of their decisions to ministers, and greater transparency is needed to "enhance public understanding and confidence".

"Headteacher boards are making crucial decisions over schools which are of great interest and importance to school staff, parents and communities.

"However, the records of headteacher board meetings are devoid of any detail or explanation."

North-west London and south-central

England, led by RSC Martin Post, has made the most number of escalations by far, at nine since 2016, or 43 per cent of the total.

In one example, a case went to then education secretary Nicky Morgan over whether to allow Phoenix High School in Hammersmith and Fulham to convert and be sponsored by Future Academies, the trust started by her own academies minister Lord Nash.

Later decisions were passed on to current academies minister Lord Agnew, including whether to close Alban Academy in Hertfordshire.

In the east of England and north-east London only two cases have been escalated. One was another closure – to shut down St Andrew's CofE Academy in Norfolk – but that decision went to Gibb in June, instead of Agnew.

It is not clear why this case was treated differently to the closure of Alban Academy – however it could have been because the trust founded by Agnew, the Inspiration Trust, runs several schools in Norfolk.

Other examples from the minutes show referrals that have been made simply to a "minister", with no individual specified.

THE RSCS WHO ESCALATED THE MOST DECISIONS

9



MARTIN POST

4



DOMINIC HERRINGTON

Academies

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Academy trust wanted for pioneering 'secure school'

EXCLUSIVE



Medway secure training centre

JESS STAUFENBERG

@STAUFENBERGJ

The government is looking for an academy trust to run the country's first "secure school", *Schools Week* can reveal.

Two years after the idea for "secure schools" for young offenders was first mooted, the Ministry of Justice has committed £5 million to a site in Kent.

The Medway secure training centre, which is currently a young-offenders centre, will be closed and redeveloped before opening as a secure school in late 2020, a MoJ spokesperson confirmed.

The new provision will "place education and healthcare at the heart of youth custody".

Medway training centre was graded "requires improvement" by Ofsted, the Care Quality Commission and Her Majesty's Inspectorate of Prisons in February this year.

A month earlier, a BBC Panorama programme led to four men going on trial for being abusive and violent towards young people. All four were cleared.

No provider has been announced for the school yet, and the application and selection process will not be launched until later this month.

Only academy trusts "with expertise in working with children" may apply, said justice secretary David Gauke.

The Department for Education and MoJ issued draft guidance in June laying out how trusts and other children's organisations can set up secure schools.

It stated bidders must plan a full schedule

of activities during the week and weekend, and provide pupils with three meals a day. Each school must also recruit a top headteacher.

Existing chains that set up secure academy trusts will also need a separate board and funding agreement with the DfE. A financial handbook and inspection framework was in development, the guidance said.

Schools Week then revealed that three alternative-provision trusts expressed great interest in the opportunity back in June; TBAP Multi-Academy Trust based in London, ACE Schools Multi Academy Trust in Plymouth and the Wave Multi Academy Trust in Cornwall.

However TBAP, which runs 11 alternative provision academies, is forbidden from taking on more schools after receiving a financial notice to improve in August. Mainstream trusts remained tight-lipped about the opportunity.

Plans for "secure schools" have been in the pipeline following scathing criticism of existing young-offender services in a 2016 review by behaviour expert Charlie Taylor.

In his report, Taylor warned that children in existing public-sector youth-offender institutions received an average of only 15 hours of education a week, with an ambition of 30 hours thwarted by "staff shortages and rising levels of violence".

Children in custody are often unable to finish courses or sit exams they have been working towards for years, he warned.

The government said it shared Taylor's vision and planned to pilot secure schools, but this didn't go ahead.

Gauke added "more purpose-built secure schools will be constructed in the coming years."

Reach South takes on two troubled schools

ALIX ROBERTSON

@ALIXROBERTSON4

The Reach South Academy Trust has taken on troubled Bournemouth free school Parkfield School, which has been waiting for a sponsor since 2016, alongside acquiring a struggling university technical college.

The trust adopted Parkfield, now an all-through academy, on September 1, and UTC Plymouth on October 1.

Schools Week has followed the progress of Parkfield School since 2015, when it announced it would be moving to a permanent site by an airport runway – despite problems with asbestos, bats and a credible threat from unexploded second world war mines. It had previously been housed in an office block in Bournemouth town centre.

An interim academy board was brought into the school in November 2016 to "drive up standards" but by February 2017 the school had still not moved onto its new £35 million site and was waiting in temporary accommodation for a trust to take it on.

Ambitions Academy Trust was initially proposed, but the plans fell through.

The school finally moved to its new location in September 2017, but was then rated "requires improvement" for a second time by Ofsted in October.

The new principal, Ian Golding, said the school has recently been on "a rapid journey of improvement".

UTC Plymouth was rated "inadequate" by Ofsted in April 2016. No pupils joined year 10 in 2017 and numbers fell to only 75 by the end of the year, despite a capacity of 600.

Principal Polly Lovell said the UTC is "hoping to get confirmation shortly regarding taking our first year 9 students from September 2019".

Reach South runs 11 other primary, secondary and special schools in Devon, Dorset and Wiltshire.

Dean Ashton, chief executive of the trust, said it had been "working closely with both organisations for some time now" and commended their leaders for "already driving improvement locally".

Staff at both Parkfield and UTC Plymouth will transfer to Reach South.

News

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SCHOOL CUTS PAY IF PUPIL NUMBERS DIP

JESS STAUFENBERG @STAUFENBERGJ INVESTIGATES

A "low-cost" private school pays its teachers on a profit-linked scale, allowing it to slash wages if it does not recruit enough pupils.

Beech House School in Rochdale, which charges £6,000 a year for 2 to 16-year-olds, links its teacher pay with pupil numbers. Salaries rise or fall depending on its popularity, Schools Week has learnt.

The disclosure comes as entrepreneurs moot "low cost" private schools as a solution for overcrowding in the state sector.

The Independent Grammar School Durham, which opened last month last month, has been dubbed the first "no frills" private school. It charges £2,700 a year.

Schools Week understands it has also recruited teachers on a profit-share model, in which low pay will be offset by the potential to share profits.

The school refused to comment.

Geoff Barton, the general secretary of the Association of School and College Leaders, said teachers were not in "direct control" of a school's financial performance, so their contracts should not be dependent on it.

"Teachers need to be able to focus on their work in the classroom rather than worrying about contracts that lack security."

Kevin Courtney, the joint general secretary of the National Education Union,

added any school offering less than the "already low rate of pay" was unlikely to recruit enough teachers.

Kevin Sartain, headteacher at Beech House, said his 32 teachers get an incremental pay rise each year, but he had the "option to claw it back" if needed the following year.

He docked wages in 2010 when the economic recession hit and pupil numbers fell.

Teachers, all of whom are paid £23,000 and above as a rule, received a letter that said the low numbers meant some of their pay would be deducted.

However, the school, which is graded good by the Independent Schools Inspectorate, had since rewarded teachers for the school's increased popularity by boosting salaries, Sartain said.

The fluid pay also protected jobs, he said, as there were no cuts as could happen in the state sector. Staff were also encouraged to make "prudent financial decisions".

Sartain said the school's annual fees enabled proper social mobility.

Data from the Independent Schools Inspectorate shows that the average private school fee for a day pupil is about £15,000.



The founder of the Independent Grammar School Durham, James Tooley, has said that his school would focus on traditional academic subjects and would not provide expensive extras such as a swimming pool or extracurricular activities.

Tooley, who is professor of education at Newcastle University, has also said the model involved "fresh, new and so lower-paid teachers" with "larger class sizes".

Another "no frills" school is being mooted in north London by Sophie Sandor, a former employee at the right-leaning think tank, the Adam Smith Institute, and the Institute of Economic Affairs.

She has said while such schools were getting off the ground, they might rely on teachers who "buy into the brand and vision", until the chains grew and could pay more.

JOHN DICKENS | @JOHNDICKENSSW

New charity gets Carter to train academy leaders

Sir David Carter will help train academy leaders in his first role after standing down as national schools commissioner.

Carter has joined the newly merged Institute for Teaching and Ambition School Leadership as executive director of executive leadership.

Carter, who announced he was stepping down as NSC in April, will provide support for executive heads, chief executives and



governors serving pupils from disadvantaged backgrounds.

He will also be "working with key partners in the sector to understand how we can further support and develop educators at all levels".

Carter said the position would allow him to "continue to play a role in improving educational outcomes for children in England".

He tweeted his focus is on CEO and

governor development, as well as a "new model of MAT review so that we share more of what is working in our trust system and supporting better education for children".

It was announced in July that the IFT would merge with ASL into a single charity. The new organisation will have a single focus - to "support teachers and school leaders to keep getting better so that all their pupils, regardless of background, get a great education".

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News

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£22,600 fee breached academy funding rules

ALIX ROBERTSON
@ALIXROBERTSON4

An Education and Skills Funding Agency investigation has found that an academy finance boss was paid a £22,600 ex-gratia fee that breached funding rules.

The investigation into the Westfield Academy, a mixed secondary school with a sixth form in Hertfordshire, also found "potential irregularity" over football tickets costing more than £4,000.

It also uncovered issues including misuse of school funds and assets, non-compliance with procurement, abuse of position and lack of transparency surrounding financial information.

The report said the then chief finance officer was receiving an annual £22,600 honorarium (a voluntary payment for doing work outside their role) that was in breach of pay policies.

Investigators, who visited the school in October last year after anonymous allegations, also picked holes in the school's six-year contract with the nearby Premier League football club Watford.

The deal involved the club providing match-day hospitality, two season tickets, and six tickets per match for a minimum of 19 games every season.

But the ESFA probe found the trust was unable to "fully account" for the use and whereabouts of the two season and six match-day tickets for last year.

Tickets were put in a ballot for staff or pupils



who had shown "exceptional performance and used as a reward". But there was "no evidence" to track all the tickets, which was a breach of contract.

The government also said financial information was withheld from the accounting officer and decisions were taken without his input, while the chair of governors was said to be "taking on executive responsibilities", including approving payments "without the appropriate authority".

The trust also purchased services from a relative of the chair at a cost of £800 during 2015-16, but this had not been declared or included in financial statements.

The ESFA also identified a potential safeguarding issue, where a contractor was found to be living in a "staff bungalow", and the trust did not have evidence they had the appropriate checks. Documentation was provided by the trust after the visit.

The government has recommended an independent review of financial management and governance at the single academy trust. The school did not respond to a request for comment.

Job site rolls out to new regions

ALIX ROBERTSON | @ALIXROBERTSON4

The government's Teaching Jobs Vacancy Service is being rolled out in northwest London and south-central England as part of the second phase of its introduction across the country.

The free service, developed by the Department for Education, allows schools to publish and edit all full-time, part-time and job share vacancies. Ministers claim it could save schools about £75 million.

Over the summer the website was trialled in Cambridgeshire and the North East in a pilot run by digital specialists DXW on a contract of £984,000. It has since been introduced in Northamptonshire.

Now schools in the two new regions have been invited to sign up.

Stuart Lock, executive principal at Advantage Schools in Bedford, said schools spend up to £20,000 on job advertisements that could be "spent on pupils in our schools".

In November last year, *Schools Week* reported that the DfE was working on a prototype of the website, which was first announced by the former education secretary Nicky Morgan in March 2016.

However implementation was delayed, initially until spring. The national rollout is now likely at the end of this year.

In a message to schools, the DfE said it "may need to continue, for now, to use existing recruitment channels alongside this new service". The site has 32 jobs listed.

Frank Field's trust gets first school

FREDDIE WHITTAKER | @FCDWHITTAKER

An academy trust set up by the veteran Labour politician Frank Field and the Tory donor David Ross will take on its first school in December.

The Frank Field Education Trust (FFET) is the brainchild of Field, the MP for Birkenhead, and Ross, the millionaire founder of Carphone Warehouse who chairs the New Schools Network.

Wilmslow Grange Community Primary School in Handforth, Cheshire, will become the trust's lead school.

Schools Week revealed last month the trust had been granted permission to open a free school in Liverpool, and was hoping to take

on a number of existing outstanding schools "imminently".

Wilmslow Grange, which has more than 300 pupils, is rated outstanding across the board. It specialises in helping pupils with autism and other special educational needs.

Tom Quinn, the trust's chief executive, said it "looked forward to supporting subsequent schools to offer exciting, high-achieving curricula whilst retaining an inclusive ethos".

Mark Unwin, Wilmslow Grange's head, added: "We believe that our expertise can assist schools within the trust and promote social justice for the most disadvantaged

schools and families in the northwest in line with FFET's vision. We look forward to an exciting next stage of development for Wilmslow Grange."

Initially called The Cathedral Academies Trust, Field's chain was approved as an academy sponsor in 2016, but changed its name in April to acknowledge that "most people referred to it as Frank Field's Trust".

Field resigned the Labour whip on August 30 to sit as an independent Labour MP. He quit in protest over Jeremy Corbyn's handling of Labour's antisemitism crisis.

EDITORIAL

DO YOU HAVE A STORY?
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DfE irks heads further by spinning the stats

The department has pulled off a remarkable feat - reigniting the school funding cuts debate, while also further marginalising headteachers.

The unprecedented sight of 2,000 headteachers marching on Downing Street to vent their frustrations over falling funding was headline news across the media.

The smart move would be to allow heads the headlines, and hope funding quietly slides back down the national agenda again.

But to hit back, the government wheeled out a shiny new stat from the OECD confirming the UK was the "third highest spender on education in the world".

However the stat wasn't actually about school funding.

The OECD statistic showed the proportion of gross domestic product spent on all education institutions. As we report this week, that includes money universities receive to carry out research, philanthropic donations to schools and tuition fees paid by students.

Disingenuous, dishonest and deceitful were just some of the words heads used to sum up their feelings.

The stats watchdog is now investigating. Relations between heads and the department have hit a new low.

Schools need to get technical

Vocational qualifications have had a seriously bad rap. None of the "core" English Baccalaureate subjects are creative or practical. The 2011 Wolf review blasted them. The knowledge-rich, anti-skills brigade reigns large in the Department for Education.

But there are worrying signs. Exclusions are rising. Pupil referral units are full. Employers are crying out for skills.

We desperately need schools to deliver excellent vocational qualifications. If there are companies helping them, it's probably the result of schools losing confidence in themselves and trying to do right by pupils - and by league tables.

But we need some research into intensive study programmes. It may be some pupils, particularly in alternative provision, benefit from a condensed teaching period. But we need to know for sure.

Meanwhile, schools willing to pay the equivalent of an extra teaching assistant for a large class of pupils to take a two-week course risk Ofsted's wrath.

Here's to great vocational qualifications. Let's protect them.

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The Debate

Steve Mastin,
chair, Conservative
Education Society



Should Ofsted be abolished?

CATH MURRAY

@CATHMURRAY_

Should it stay or should it go? Or should it be reformed? The debate on the future of Ofsted continues, this time between Mary Bousted, joint general secretary of the National Education Union, and Steve Mastin, chair of the Conservative Education Society

Mary Bousted: The question is really, "is Ofsted an organisation that can redeem itself from the negative effects it has on our education system?" My view is that it cannot.

Ofsted makes the right noises – it's got a very strong PR campaign that says "we are reforming ourselves". But I don't believe that story. It's like St Thomas when Christ comes to him and he says, "show me the wounds". I need to see the concrete evidence.

Schools need a very good accountability framework, but the evidence shows that the current accountability system causes far more harm than good. It won't be turned around by tinkering at the edges.

Steve Mastin: I agree that schools should be inspected. But I don't want the Ofsted regime that I have lived through... the fear, the knots in stomachs. It has become this very unwieldy beast that I think Amanda Spielman recognises, and she's making changes. One example is reducing the use of results in making judgments.

The renewed emphasis on the substance of what is taught – on curriculum design – is music to my ears.

So is Ofsted's focus on curriculum a positive move?

MB: I have no confidence that Ofsted is going to be able to do that validly, fairly and reliably. I also don't believe it can look at curriculum without looking at pedagogy, which is very difficult to assess.

It is setting itself a very ambitious goal it will not be able to attain. For schools, it will be even more of, "find the answer inside my head – oh no, it's not that one!"

SM: You have always had to second-guess what the inspector wanted to see in your



lesson. But the emphasis was on genericism, rather than subject specificity. Now, for the first time, Ofsted will ask me about the design of the history curriculum in my school.

MB: What you are saying about the pedagogy of your subject, I absolutely agree! But how on earth do you know, particularly with the turnover of inspectors – on average 15 months – that you'll get one who will actually be able to understand your explanation?

SM: But in your Alice in Wonderland world where you abolish Ofsted and start again with a local inspection system, you still can't guarantee a subject specialist. In the new framework, subject specificity will be valued.

MB: How? And with a much more difficult thing to inspect, such as the curriculum? I think what you're saying is Alice in Wonderland, and you're looking for the white rabbit to pull the Ofsted magic trick out of the hat. You're saying, let's forget the bad old past, and move to the sunny uplands where subject specificity will be respected and I will be able to have those conversations.

SM: I'm not! I'm trusting Amanda Spielman who says there's going to be evolution, not a revolution. I think the noises coming out of Ofsted are long overdue and should be welcomed.

I hope you'll agree that a lack of emphasis on curriculum knowledge and design has led to the curriculum being confused with

Should Ofsted be abolished?



The Debate
Mary Bousted, joint
general secretary,
National Education Union



“Ofsted cannot look at curriculum without looking at pedagogy”

What would an alternative look like?

MB: It would require schools to work in collaboration rather than competition. You need an area-based accountability framework, where the inspectors really know the schools and are able to make judgments in a nuanced way.

If you're not going to get thousands of extremely experienced HMIs, which is a big ask, then you do want people with a better understanding of their local community.

The quality assurance regime wouldn't rely on a day visit, but on an ongoing relationship over a sustained period, with long-term data collection. When a school is running into difficulties, support is brokered from other schools – very much as was practised in the most successful school improvement mechanism there has ever been in England: the London Challenge.

But there is a danger of cosy consensus in that system. So you add HMI, independent of that local area inspection, to quality assure the system.

SM: Reforming Ofsted is the way forward. But something that isn't in the 2019 framework, as far as I know, is that I would like to see fewer lesson observations.

Senior inspectors should be judging some really basic things like behaviour, leadership, health and safety. If the school has good behaviour – which you can see from walking the corridors – and if the leadership has a performance management system where bad teachers are got rid of, struggling teachers are supported, good teachers are left to thrive, and heads of department are encouraged to have curricular conversations, then unless the inspection team has a reason to doubt the judgment of the senior leaders, I would go into very few lessons.

MB: I agree with that!

Points of agreement:

- We need a strong accountability framework
- Workload in schools is a problem
- Subject expertise of inspectors is important
- There should be fewer lesson observations
- We need better quality inspectors

assessment. You end up with schools so focused on tests that they're reducing key stage 3 to two years, and some are even using GCSE-style questions in year 7. That's perverse. It's the tail wagging the dog.

If we focus on curriculum instead, there will be some really tough conversations with school leaders. The same in primary schools with SATs.

Are many of the criticisms about the "old Ofsted"?

MB: What we're asked to believe now is, "that was old Ofsted and now we're going to get new Ofsted," but I think new Ofsted has huge problems.

Ofsted can debunk myths as much as it likes – the quality of its control over its

inspectors and what they demand is very weak. And when we raise that issue, Sean Harford says, "Give us a name!" and that's not the answer: the answer is not to do in inspectors who are inadequate.

SM: Yes it is! just like bad teachers should be chucked out of the profession, bad Ofsted inspectors should be chucked out of the inspectorate.

MB: The fact is your inspection judgment depends on the quality of the team that walks through the door. I would be very interested about the Ofsted inspector who went into a school with low Progress 8 data, and to see if he or she can say it's a marvellous curriculum. It would take a very brave inspector to do that.

Opinion



STEVE HOWELL

Headteacher, City of Birmingham School



‘They’ll blame the housing crisis on PRUs soon!’

The recent debate about exclusions has become a stick with which to beat pupil referral units, says Steve Howell

Almost everyone in education can quote some statistics about pupils excluded from school:

- 60 per cent of the prison population were permanently excluded
- Less than 1 per cent go on to get five “good” GCSEs
- One in two permanently excluded pupils has a recognised mental health need.

So it goes on...

Recent media coverage has, quite rightly, shone a light on exclusions. There is no doubt that they are rising and that some extremely vulnerable young people are among the statistics. What is worrying is that this has somehow become, wrongly, a stick with which to beat pupil referral units.

St Giles Trust has, this week released research that provides more soundbites (<https://www.stgilestrust.org.uk/reports-and-evaluations>). Pupils involved in “county lines” are in pupil referral units (PRUs), often doing only an hour each day, and rarely returning

into mainstream education.

The problem with sweeping statements is that they are just that – sweeping. There is no detail, no back story and they often produce sensationalist headlines that add little to the wider debate.

I welcome the exclusion debate, as do most staff in PRUs. Here’s why – and it’s uncomfortable for some: PRUs don’t exclude pupils. We don’t select the pupils that come through our doors mere days after having the ultimate, if legitimate, education

range of issues before they come to us – that is why they come. Many are already embroiled in the gang world, some have anger issues and many are already involved with the criminal justice system.

It is irrefutable that their academic outcomes are lower than their peers in mainstream. But just try visiting a PRU and asking the staff there whether they have low aspirations and expectations for their children – and be prepared for the response

PRUs did once have a reputation for offering an hour a day, for being filled with pool tables and having a distinct youth club feel. But this hasn’t been the case for more than 10 years in the units that I know. We, with others, offer a full-time GCSE curriculum for our key stage 4 pupils. All our education is full time, our attendance monitoring is second to none and, for the record, there aren’t gang recruiters outside our gates.

What I really want to come out of the exclusion debate is this: parity of esteem for all educational establishments. We are blessed to have the range of provision that is available to us in our education system, let’s appreciate this and accept that PRUs have a place along the continuum of support required for the range of pupils out there.

The apparent rise in “off-rolling” as an alternative to exclusion should tell us something. It’s high time we accept that some pupils simply cannot cope in mainstream and need a different approach; let’s embrace that and then move on to something much more productive.

“Pupils have a range of issues before they come to us – that is why they come”

sanction imposed. We pick up the pieces, listen to, quite often, angry families and navigate a path through all of that to enable them to move on.

PRUs are not to blame for all social ills – although I do expect a future report to link PRUs to the housing crisis facing the country. The reality is that pupils are experiencing a

you get!

Look at this from a different angle, however, and a different picture emerges. A pupil is excluded in year 11 after 11 years in mainstream education, he or she joins a PRU and then we name and shame the PRU sector for its poor outcomes. Of course, the 11 years of mainstream education have had no impact!

Opinion

DO YOU HAVE A STORY?
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About half the teachers in a recent poll said they felt confident teaching young people with literacy difficulties. Karen Wespieser offers some handy tips to help if you're in the other half...

To mark Dyslexia Awareness Week, the literacy charity Driver Youth Trust (DYT) commissioned the teacher polling app TeacherTapp to ask teachers about how confident they felt teaching young people with literacy difficulties.

The poll found that just under half (49 per cent) felt confident – an important finding as every classroom will have at least one child with literacy difficulties.

While we don't have an accurate picture of the number of young people with dyslexia, we do know that 13 per cent of pupils have been identified as having specific learning difficulties (including dyslexia). However, we also know that literacy difficulties occur on a spectrum and while there are young people with clear, diagnosable disorders, there will also be those who quietly struggle.

As you might expect, teacher confidence increases with experience – about six in ten of those who have been qualified for more than 20 years felt confident. Therefore, sharing practice is crucial. Having access to a specialist teacher, or a colleague who has received specialist training in teaching children with literacy difficulties, can help to ensure the necessary support is given.

One of the key recommendations from the Rose report in 2009 was to provide substantially improved access to specialist expertise in all



KAREN WESPIESER

Director of operations,
Driver Youth Trust

How to support young people with literacy difficulties

schools and across all local authority areas. The government responded by pledging £10 million to train "at least one specialist teacher for each local group of schools".

Last year, DYT discovered that the government had allocated just over half of this funding and only 3,000 dyslexia-specific teachers had been trained. Worryingly, the DfE also revealed that it did not hold information of where the specialist

teachers now lived.

We asked the poll respondents about their access to specialist support and found that less than a quarter (24 per cent) had access to a teacher accredited in this area. Most worryingly, though, access was lower in primary schools (18 per cent compared with 29 per cent in secondary schools). Early intervention can be key when it comes to literacy difficulties; young people who

“ All teachers need to have bought into a shared vision ”



struggle with literacy will be unable to access the curriculum and to flourish in other subjects.

So, what can you do if you are one of these teachers who does not feel confident teaching young people with literacy difficulties and you don't have access to specialist support? Here are DYT's top three tips:

1. Remember literacy is a whole-school issue. No pupil will suffer from having more literacy support. Unsurprisingly, English teachers were amongst the most confident when it came to teaching young people with literacy difficulties. However, literacy is not just an area for the English department; it is vital across the curriculum, so all teachers, from physics to PE, need to have bought into a shared vision on how to teach it.

2. Use evidence-based approaches. Dual coding, cognitive load theory and phonics are all ideal methods and, best of all, they all have a rich evidence base demonstrating that they work. The Education Endowment Foundation has produced guidance reports for improving literacy in key stages 1 and 2.

3. Support phonological awareness. At every opportunity highlight rhyme, alliteration, assonance, syllabification, and pronunciation. When teaching vocabulary, point out phonics, syllables, phonemes and get the pupils to identify them too. Be multi-sensory about it: see it, hear it, say it, feel it, write it and repeat.

Reviews

BOOK REVIEW



Exam literacy: A guide to doing what works (and not what doesn't) to better prepare students for exams

By Jake Hunton

Reviewed by Fiona Guiver, deputy head seniors and sixth form (academic), Priory School Edgbaston

Published by Crown House Publishing

The psychology of learning has been insufficiently embedded in most training over the years, leaving the profession vulnerable to group-think bias or in-service training that's rarely evaluated for impact. Jake Hunton had a hunch that something was not quite right with many of his enthusiastic language learning activities born out of received wisdom, experimentation and even the need to perform. *Exam literacy* manoeuvres you gently from his biographical context into the world of research.

Drawing on an abundance of hypothesising, exploration and conclusions from academics and the blogosphere, he explores "what might not work as well" and ultimately "what might work better" to avoid techniques that lull us into "a nice fuzzy sense of cognitive ease".

Exam literacy is a guide to effective exam preparation, yet it does not read like that. In the new era of linear 9 to 1 exams and a gear change from inspection bodies, teachers have a greater understanding of cognitive psychology. Hunton reminds us that the jury is still out on many of the techniques for effective learning. He has no panacea, but calls for more meaningful learner outputs supported by research.

By focusing on techniques in the classroom, the exams become like a sleeping partner: there in the background, but never considered an

end point – and rejected as such at certain stages in the text. Hunton is clear that "the strategies involved in successful exam preparation do not necessarily look like the exam itself".

Exam literacy is intended to challenge the reader to engage with research so that judgments are based on evidence from cognitive science. Attempting to sort "the edu wheat from the pseudochat", he begins with 95 pages focusing on the debate, and then moves on to examples of the most promising practical strategies to deliver results. By results, be clear that he means depth of understanding and recall of knowledge and the ability to apply this in a range of contexts, within and beyond exams.

Highlighting and underlining, rereading, summarisation, keyword mnemonic and imagery for text are explored through examples and a discussion of academic research in these areas. Hunton lets you understand and reflect en route, as he explains why these techniques fall short of effective learning. Here, in "what might not work as well", he refrains from consigning techniques to the scrapheap of educational bandwagons, but warns of their limitations while suggesting which ones might still be of some, albeit limited use.

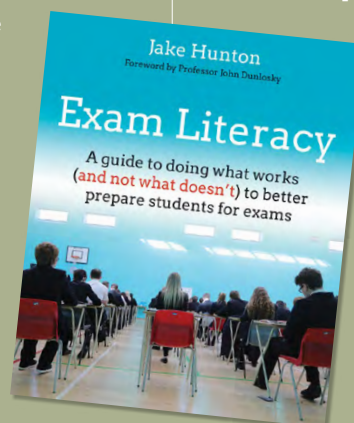
The scene is set in "what might work

better" by a small section on "learning as a generative activity" (based on research by Fiorella and Mayer). It reflects on the surface structures of problems and how they can be potential stumbling blocks for students who struggle to see the actual concrete examples. Structuring his commentary mostly around John Dunlosky's 2013 review of "effective learning techniques", he then moves on to examine more successful methods: elaborative interrogation, self-explanation, practice testing, multiple-choice questions, distributed and interleaved practice.

When I reached the end of part one, I noted with slight irony that retrieval of the information could well be a challenge. Part two is not, as I anticipated, a "dip-in manual", a quick route to classroom techniques. Rather it needs careful reading, relinking the ideas to theory.

Hunton's book challenges individual professionals and educational collectives to adapt their practice to build portfolios of "domain-specific examples", to develop whole school practice and curriculum

design that embrace spaced retrieval practice and cumulative knowledge testing. This is a book that will make you think, but demands a considered response in order to prepare students more effectively for exams by enabling strong long-term recall.



Research

Every month a school from the Education Endowment Foundation's Research School network shares a research-based initiative it has implemented

Pupil premium: how to translate evidence into practice

Daniel Jones, assistant head, Springfield Junior School, Ipswich

A third of our pupils at Springfield are "pupil premium". Last year we won the National Pupil Premium Awards because our outcomes for "disadvantaged" learners were exceptional, and this year 90 per cent of our 30 year 6 pupil premium children achieved the expected standard in reading, writing and maths.

Since winning the award, many school leaders have asked us to share the principles we work from. We use evidence-based approaches as our starting points and carefully adapt them to our school context.

Our two key principles are very simple:

1. Effective teaching

The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning.

After considering how this could be realised amongst the myriad pressures of school life, we created additional time and space to prioritise professional development. On the final Friday of every month pupils take part in an enrichment afternoon that is run predominantly by support staff and enhanced by a few local visiting experts, for example a dance teacher or puppeteer. All sessions are based on PSHE themes and follow a rolling programme over the year.

This allows time for a professional development meeting for teachers, in which we deliver training and constantly reflect on school development priorities and approaches. We predominantly use in-house expertise to deliver these sessions, allowing our middle leaders and subject leaders to develop professionally and have regular whole-school influence.

Sources of evidence on effective delivery



of CPD (such as The Teacher Development Trust's report *Developing Great Teaching* and the Department for Education Standards for teachers' professional development) underline the importance of having regular sequential slots to develop teaching as opposed to spending an Inset day on an initiative, then returning to it halfway through the year. A three-day CPD programme, "Leading Learning, is delivered by a number of research schools in our network to support school leaders with evidence-based CPD to maximise its impact.

As well as adopting these principles, our commitment to CPD extends beyond the teaching staff. Support staff have a weekly half-hour slot (during our singing assembly) that focuses on their needs and is run by different staff members from within the school.

2. Focus on literacy

Our second principle is that children need to be good readers to succeed, not just in literacy but to access the wider curriculum. This is supported by a range of recent robust evidence, including the Education Endowment Foundation and Royal Society findings on the importance of early reading as an essential building block of a good education. Both show that poor literacy skills hold pupils back in school subjects over time.



We know that the junior years are of paramount importance in developing children's reading skills, so we ensure that all pupils read regularly using a structured programme that enables us to match books to pupils with precision. The evidence behind our chosen programme, Accelerated Reader, shows that, delivered well, pupils make good progress for little cost – always a consideration for schools. The scheme also gives us important, nuanced data for each child and helps to inform staff planning. All this is backed up by a culture of celebrating reading with pupils.

Our pupil premium strategy is rooted in our whole-school ethos. We know that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Reviews



JL Dutaut is a teacher of Citizenship and Politics and the co-editor of Flip the System UK: A Teachers' Manifesto

@DUTAUT

Getting Policies Off the Page

@bennewmark



The five-page behaviour policy. The vague uniform policy. The never-heard-of-until-Ofsted-call homework policy. Who among us hasn't experienced their fair share of policy evidently designed to fail? Ben Newmark draws on his own experiences of redundant schemes and draws out simple tips for leadership teams to ensure that when the policy trigger is pulled, it results in more than a flash. If the bull's eye is cultural change for the organisation, then this advice will ensure your aim is true. Faithful to his message, the post shoots straight from the hip.

Student Evaluations of Teaching Are Not Only Unreliable...

@LSEImpactBlog



While this blog focuses on studies carried out in Higher Education Institutions, its results couldn't be more relevant for schools. Student evaluations of teaching may be novel in the rapidly marketising context of universities, but they are already a mainstay in parts of the schools sector. As

TOP BLOGS of the week



HEIs look to quick and affordable solutions to evaluate teaching for accountability's sake, the idea of SETs holds a strong appeal. Here, Anne Boring, Kellie Ottoboni and Philip B. Stark share findings of international research that shows not only that such evaluations are unreliable (there is stronger correlation between a positive review and a student's expectation of success than with actual learning outcomes), but they are also strongly biased against female instructors. This blog should give serious concern to anyone with a student interview panel. Nobody still has students observing lessons, do they?

Generating Student Concern for Learning

@imagineinquiry



Anyone who has read Tim Taylor's Beginner's Guide to Mantle of the Expert will have recognised in its style and prose the calm demeanour and passionate regard we wish all teachers had for their subject. This blog is no different. Tim invites us along as witnesses to his own, ongoing journey of discovery in respect of imaginative inquiry, and leads us to deeply question what we mean by engagement in the classroom. There is a wonderful parallel between the topic at hand and the narrative of discovery through which it is approached. For those more inclined to

ask how this works in the classroom, the author outlines an entire project called Troll Hunters. I can't help but ask myself whether there is a parallel between content and intent here too.

Comprehension Is A Long Wide Game

@smithsmm



As the proposed new Ofsted framework, with its greater focus on curriculum, already starts to make ripples in schools and classrooms, Mr Smith's blog is a timely reminder that many teachers and leaders never actually gave up on 'breadth and balance'. They will be glad to welcome the inspectorate back to good sense. Here, the author focuses on reading and argues that a broad curriculum must take in more than a wide variety of books. To promote good reading means to promote the language and experiences with which to receive those books and to talk about them. A trip to the beach instead of an additional comprehension test could be just the ticket to ensure all have a fair chance to succeed.

That Curriculum Thing

@heymissmith



Always a blogging powerhouse, the world of teacher social media was pleased this week to welcome Miss Smith back after a break from writing. Here, in typical fighting form, she storms the curriculum debate and leaves few cherished ideas untouched, from the National Curriculum as a tool of social mobility and inclusivity, through scripted lessons as a tool of control and risk-mitigation, to the logical underpinnings of today's 'knowledge-rich' zeitgeist. Whether you're a battery teacher who wishes for more or a Tesco Finest Curriculum Range teacher through lack of other options, this blog is food for thought, and holds out the promise of something more à la carte.

CLICK ON REVIEWS TO VIEW BLOGS +



Hinds pledges £10m to help teachers deal with bad behaviour

AssemblyTube

£10 million over 2 years = £5 million per year.
500,000 teachers = £10 per teacher.
After paying all the consultant fees = much less than £10 per teacher.
Basically, a cup of coffee.
Wow!

@alasdairsmith1

What a fakery. As if behaviour has changed so much, the policy needs reviewing. It is playing to the right-wing gallery and probably pandering to the "zero-tolerance" child-abuse policies of so many academies.

Government textbook quality mark "could ease workload"

Janet Downs

Textbooks alone are not enough. The material needs to be adapted appropriately to match the needs of pupils. Textbooks can't be used merely as a script to be slavishly followed. Those who advocate such textbooks are hiding government-endorsed material behind a claim that their use will cut teacher workload. But government seals of approval can be dangerous. Anyone who thinks otherwise should consider what a Trump endorsement might look like.

@edujdw

As a former textbook author I think this is not the way to go. If we start a textbook-adoption scheme there will be pressure brought to bear from many quarters that will not necessarily result in the best textbooks. I refused to write "endorsed" GCSE textbooks on principle.

@aly_sea

Hmmmmm, not really suitable for many of the children I teach, who are preverbal, ASC and highly sensory. We bespoke everything to suit cognitive needs... definitely NEVER "one size fits all".

REPLY OF THE WEEK

Graham Morgan

Government to publish "school-sport action plan"

If the government is trying to boost sports participation then their motive is to be applauded. However, I suggest looking at alternative, grassroots input to any forum is essential. Evidence suggests that national governing bodies and the various sports quangos, despite big budgets, celebrity endorsements and massive media support, are unable to stem the tide of rising inactivity and drop in participation figures. Parkrun is an example that shows there are other approaches that work.

However, if the motivation behind this sports initiative is to improve the health of children then it is doomed to failure as statistics from the past 25 years prove. Those claiming that PE and school sport will transform the health of the next generation need a wake-up call to break their propaganda stranglehold, political lobbying and self-interest. Children's health – physical, mental and cognitive – needs a more holistic approach in partnership with education if it is to succeed.

Ministers and their policy advisers need to listen to other voices than just those who woo their support with hospitality at sports events and celebratory dinners. As Einstein told us, you are insane if you keep doing the same old things and expect different results. Twenty five years of addressing children's health through PE and school sport has not worked – alternative, innovative approaches are long overdue.



THE REPLY OF THE WEEK WINS A SCHOOLS WEEK MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

Investigation: Supersized academy trusts are on the rise

Stephen Cooke

If a business went to a bank and said it was going to expand at the rate of some MATs, serious questions would be asked, not only about finances but the ability of the CEO (possibly an ex or current HT) and the board. Who is taking on the role of the "bank" and asking those serious questions?

Hinds: "We must re-put the case for school autonomy"

@brianlightman

There is less autonomy now in many parts of the system than there has been for many years.

@JonathanRice11

We've had autonomy since LMS [local management of schools] was introduced in 1988. I still have more autonomy as a maintained school head than I would have in most MATs. I'd make a case for that!

WEEK IN WESTMINSTER

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

FRIDAY

Headteachers staged a calm but determined march to Downing Street this morning, devoid of loud chanting but turning up in their numbers to make their point to ministers.

But they were criticised for being too quiet by ITV's political editor Robert Peston, who said because headteachers were "so well-behaved" – which he said was "presumably so as not to set a bad example to your students" – the march might not make it into a TV news piece.

However other Twitter users were quick to applaud the heads for their behaviour, with consultant Ben Verinder responding their "decorum will be part of the story".

Had heads been more unruly, they would almost certainly have been attacked for their behaviour too. It seems they just can't win.

SUNDAY

Ex-education secretary Michael Gove is really getting into the swing of his new job as environment secretary, which seems to pretty much consist of banning stuff that's bad for the planet.

The MP was unsurprisingly delighted, therefore, when his food arrived during the journey to the Conservative Party conference with wooden cutlery.

In the end, Govey barely touched his quinoa salad, but at least the experience brought him some much-needed joy.

MONDAY

As one sector leader said under his breath at the Tory party conference, Ofsted "isn't having a very good time at the moment".

It seems the inspectorate can do nothing right, and faced as much vitriol from speakers to the Conservatives, a party normally move comfortable with the watchdog's role, as it did at Labour's gathering.

At one fringe event, a former inspector warned Ofsted inspections are "not very accurate", and called for a "root and branch" review of the service provided by the watchdog.

Richard Sheriff, the president of the Association of School and College Leaders, warned that Ofsted does not have the resources to look beyond "simple data", and described inspection as "such a hard thing to do", "so pressurised" and warned inspectors have "so little time" and are "poorly remunerated".

"It's not great work to do."

With Ofsted putting the final touches to its new inspection framework (it goes out to consultation early next year) this is hardly what the watchdog will want to hear.

TUESDAY

All eyes were on Damian Hinds as he delivered his first party-conference

speech as education secretary (albeit to a half-empty auditorium).

The MP wasn't alone though. Many of his cabinet colleagues also looked out on a sea of empty red chairs as they delivered their keynotes with delegates shunning the main stage in favour of fringe events with the Brexiteer celebs of Jacob Rees-Mogg, Priti Patel et al.

Those who were in the hall were treated not just to the spectacle of Hinds speaking without a podium or script (he had some short notes on a teleprompter), but a PowerPoint presentation featuring pictures of his hardworking ministers and a load of text that was too small for many in the hall to read.

WEDNESDAY

Read all about it, austerity is over! Or so the government would have us believe. Theresa May attempted to win back the centre ground by pledging an end to the austerity programme that has seen 8 per cent shaved off the budgets of schools in real terms since 2010.

But school leaders remain unimpressed, because it's one thing to promise to end austerity, but another thing entirely to get hold of the cash needed (at least an extra £2 billion a year, according to education unions) and pump it into schools.

Never mind. The PM got her headlines. We wait with bated breath.



The Shared Learning Trust
**THE STOCKWOOD
PARK ACADEMY**

The Stockwood Park Academy have an excellent opportunity for an Assistant Headteacher to join their senior leadership team. We wish to appoint someone who is looking to support school improvement at a senior level and develop their skills in preparation for future Vice Principalship / Deputy Headship. The person appointed will be expected to contribute to the strategic development of the school and most likely lead on one or more of the following key areas: **sixth form provision, teaching and learning, strategic lead of ICT, pastoral, data and performance.** We would like to hear which of these areas most interests you.

KEY DUTIES:

- Accountability for strategic leadership and operational management of aspects of the ADP (Annual Development Plan) and whole school areas of responsibility
- Significant contribution to the collaborative work of the Senior Leadership Team.
- Accountability for leading and line managing other staff
- Accountability for delivering a range of other academy responsibilities

ASSISTANT HEADTEACHER

THE SUCCESSFUL CANDIDATE WILL HAVE:

- Be a qualified teacher
- Have at least two years' experience at middle or senior leadership level
- Have an understanding of current educational issues
- Have a passion for outstanding learning
- Have a clear vision for raising standards

JOB SPECIFICS:

- **Start Date:** January 2019 or April 2019
- **Salary:** Leadership Scale 11 - 15 - £51,234 - £56,434
- **Job Role:** Full time, Permanent

Closing date: Monday 15th October 2018 at 9am.

Interviews held on 18th and 19th October 2018.

Apply via our career's page:

<https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

Or for more information, contact **Katherine Anderson**, Recruitment Officer on **01582 211 226** or k.anderson@thesharedlearningtrust.org.uk



Vacancies

Are you an outstanding teacher, who wants to transform how schools build the essential skills of their students?

Enabling Enterprise is an award-winning social enterprise. Our mission is to ensure that one day, all students leave school equipped with the skills, experiences and aspirations to succeed – beyond just a set of qualifications.

We do this through supporting schools with an award-winning curriculum and support to build their students' essential skills – from 3- to 18-year-olds. We are leading the Skills Builder Partnership, which includes 350 schools, 30 skills-building organisations and 130 top employers.

We are recruiting three roles: London, North and North East of England.

We are looking for self-starters with an entrepreneurial approach, comfortable working with students and presenting to school leaders, and with a passion for education.

You will be dedicated to building and maintaining a network of schools and partners and supporting them to deliver our programmes with outstanding impact.

Please visit www.skillsbuilder.org/jobs to apply online

This round of applications ends at **9am on 22nd October 2018** with interviews taking place on **Friday 26th October.**

Applicants are encouraged to explore our work at www.skillsbuilder.org before applying.

Enabling Enterprise is an equal opportunities employer, and actively encourages applications from all qualified individuals.



Hounslow School
- A Science College

TEACHER OF ENGLISH

FT or PT

Required ASAP or January 2019

Fixed term until August 2019

We are looking for a suitably qualified enthusiastic and hardworking teacher to join our outstanding English Department. Experience and ability to teach KS3 and KS4 English is essential. Our P8 figure for English Language ranked us in the top 10 state schools in Hampshire.

CD: 12.00noon 16 October 2018

For further information and to apply please visit the Recruitment Page on our website www.hounslow.hants.sch.uk



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RESPECT. RESPONSIBILITY. RESILIENCE

Deputy Headteacher (Secondary)

Salary circa £72,000 (negotiable commensurate with a post with this level of challenge) To start January 2019.

DO YOU SHARE OUR PASSION TO INSPIRE EVERY YOUNG PERSON TO REACH THEIR POTENTIAL?

An exciting opportunity has arisen for an inspirational and aspirational leader to join the Cumbria Education Trust (CET) Leadership Team as Deputy Headteacher. With a clear vision for improving education and a passion for learning, the successful candidate will be committed to improving the life chances of the young people who attend CET's schools. They will play a key role in developing and driving the academic provision and shaping the learning. In return, CET can offer a competitive salary, training & support and opportunities for career progression within the Trust.

CET is a growing multi academy trust based in Cumbria. CET is committed to creating outstanding, innovate and exciting learning environments for our schools and their communities. The successful candidate will be joining CET at an exciting time, as we continue to build on our successes and move forward on our journey to establish ourselves as one of the highest performing MAT's in the North of England.

If you have the qualities required, along with the passion and aspirations to contribute to CET's success, then we would welcome an application from you.

This post may involve working in any of the CET schools, however the first deployment will be at The Whitehaven Academy.

Please Note: The Cumbria Education Trust does not accept CV's. If you wish to apply for this post please complete an application form which can be found along with the job description and recruitment pack on the Trust's website at <http://www.cumbriaeducationtrust.org/vacancies> please send to applications@cumbriaeducationtrust.org.

Remember to include a supporting letter and ensure that you give contact telephone numbers (daytime and evening) and contact numbers and email addresses for your referees.

Closing Date: Monday 15 October 2018 at midday, Invite to interviews will go out on Tuesday, 16 October.

Interviews: Friday, 19 October 2018

For an informal discussion or to arrange a visit to CET please contact **Maria Graham (PA to CEO) 016977 45367.**

The Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff members are required to complete an enhanced DBS disclosure.

Cumbria Education Trust, Longtown Road, Brampton,
Cumbria CA8 1AR Tel: 016977 45300
Email: office@cumbriaeducationtrust.org

www.cumbriaeducationtrust.org

TEACHER ADVISOR BIG PICTURE DONCASTER

**BIG
PICTURE
LEARNING** UK

Job Role: Teacher Advisor, Big Picture Doncaster
Organisation Type: Secondary, Alternative Provision
Start date: January 2019
Salary: £25,000 - £35,000+
Applications by: Midnight Sunday 14th October 2018
(interviews in Doncaster 18th October)

The Teacher Advisor Role

We are seeking to appoint up to three Teacher Advisors who are inspired by the opportunity offered by the UK's first Big Picture Learning school. We are seeking someone who is passionate about the potential of all young people to succeed regardless of prior learning histories/personal circumstances.

Teacher Advisors are more than teachers, although they need to be highly capable designers of learning (and thoroughly grounded in curriculum, assessment and safeguarding requirements of the English school system). Teacher Advisors will form deep relationships with young people and their families, supporting personal learning plans, acting as coach and advocate.

Each Teacher Advisor will be a true learner who enjoys the challenges of new approaches to pedagogy and education, seeking professional and personal

growth as a part of a community committed to the success of all students, whilst taking joy in immersive new experiences and contexts.

The School

Opening in January 2019 with a small intake of learners (increasing to 60 in year 2), Big Picture Doncaster will be the first school in the UK founded on the Big Picture Learning school design. The school, which is independently funded, is actively supported by local partners, including Doncaster Council.

Big Picture

Big Picture Learning has supported thousands of students in the US and Australia to succeed against the odds. Providing a different approach to schooling and learning, family partnerships, community-based internships and personalized learning are features of the design. More information: <https://www.innovationunit.org/projects/big-picture-learning-in-doncaster/>.

Details and full job description:

<https://www.innovationunit.org/thoughts/big-picture-learning-is-hiring/>.

Please submit applications to **Claire Adsley** (Claire.adsley@smartpasupport.com) by **midnight on 18th October 2018**.



Director roles commencing in January 2019 at Sydney's benchmark Montessori school.

Inner Sydney Montessori School, established in 1981 and well located in Inner Sydney, is recognised as one of the leading Montessori schools in Australia, yet maintains an enviable small school reputation as a friendly and dynamic Pre-Primary and Primary School with students at the centre of everything we do.

ISMS Principal, Zoe Ezzard welcomes contact from potential applicants to discuss why you should join this growing team. We would love to hear from you!

We are looking for passionate educators with an embedded understanding and appreciation of the Montessori philosophy. You will have a reputable 6-12 Montessori Diploma and hold a relevant teaching qualification. You will also be required to attain NSW Education Standards Authority accreditation.

You will have a Working with Children Check number and a First- Aid qualification.

You will demonstrate:

- A passion for Montessori education and a strong desire to work within a collaborative, authentic Montessori environment;
- The ability to promote a positive and supportive ethos for pupils where all are valued, encouraged and challenged to achieve the best they can;
- Excellent interpersonal skills.

Respect, collaboration and supportive relationships are at the heart of our School culture resulting in an environment where staff feel valued, supported and inspired. We work collaboratively to create nurturing classrooms where each child develops a healthy self-concept, positive values, strong skills, a deep academic understanding and a curiosity and appreciation of nature and the world around them. Our child focused Pre-Primary and Primary School is at enrollment capacity with around 300 students between the ages of 3-12.

In addition, around 100 students are enrolled per term in our esteemed Infant Community Program for 0-3 year olds.

We are very proud of our School & encourage you to learn more about us at www.isms.nsw.edu.au and follow us at [facebook.com/InnerSydneyMontessori](https://www.facebook.com/InnerSydneyMontessori)

Meet with Principal, Zoe Ezzard in London this September!

How to Apply

Please forward applications by including a cover letter and CV to principal@isms.nsw.edu.au

ISMS is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The position is subject to satisfactory references, police clearances, a Working with Children Check and comply with the requirements of NESAs.

Headteacher

(Head of School), Brindishe Manor Primary School, from January or April 2019

Salary: Group 3 within the Leadership point 18-24 plus a discretionary allowance



Brindishe Manor is a two form entry primary school within our Brindishe Federation of three ofsted-rated outstanding schools located in Lewisham SE London.

A maintained Local Authority school which is strong, diverse, forward looking and vibrant with 480 children who learn in a responsible & considerate way. This is one of the most popular local schools for children aged 3-11 years.

Working with our newly appointed Executive Head, our tri-school Governing Body and a supportive SLT you will lead 70+ talented & highly-skilled staff. You will work alongside the Headteachers of Brindishe Lee and Brindishe Green bringing the best possible opportunities to all of the children in our federation. We take pride in offering opportunities to develop leadership skills always look forwards in our thinking.

To find out more go to our schools' website
www.brindishemanor.lewisham.sch.uk

Deadline for applying is: midday on Monday 15th October 2018
Interviews are likely to be : week beginning Monday 29th October 2018

POLICE:NOW

INFLUENCE FOR GENERATIONS

Head of Curriculum (Design and Delivery) £50,000 - £55,000 dependent on experience

Our mission is to transform communities, reduce crime and increase the public's confidence in policing, by recruiting and developing outstanding and diverse individuals to be leaders on the policing frontline.

Participants start their 2-year programme at the Academy, an intensive 6-week training course teaching them how to be exceptional neighbourhood police officers. We now have an exciting new role as the Head of Curriculum to redesign our existing training.

The right person will:

- Create and deliver a dynamic and innovative curriculum, building upon the current training
- Create the right learning environment that will survive the intensive six-week course
- Be confident in delivering lessons and working with a range of operational officers and colleagues to coach them in their delivery
- Have a real commitment to Police Now's mission and the drive to deliver the curriculum across two academies for the first time in 2019.

To apply, please visit: <https://bit.ly/200GSDp>

Closing date: 12th October (may be closed earlier if we offer the right candidate)

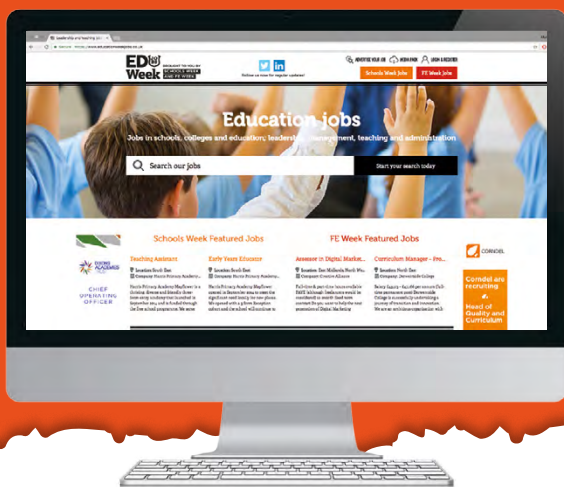
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