

SCHOOLS WEEK

A digital newspaper determined to get past the bluster and explain the facts.

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NETFLIX

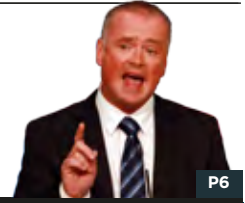
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Features



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The editor's top picks

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Who is the academies minister donating his cash to?

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GCSE results: Meet the country's top progress schools

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Profile: The woman on a mission to make schools accessible



Anne Heavey hated school so much that she dropped out when she was 13, and it took the local authority two years to find out. She did her GCSEs in a year at the local pupil referral unit, and a year later successfully applied to Oxford.

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News

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Guilty: academy trust boss who took a second salary

FREDDIE WHITTAKER @FCDWHITTAKER

An academy trust "superhead" who drew a second salary from a private company contracted to his own schools has been found guilty of unacceptable professional conduct.

A Teaching Regulation Agency conduct panel ruled yesterday (Thursday) that the actions of Liam Nolan (pictured), the former chief executive of the Perry Beeches chain, "lacked integrity".

The panel will now decide whether or not to prohibit him from teaching.

Nolan was referred to the TRA after an investigation by the Education Funding Agency found he was paid £160,000 over two years, on top of his £120,000 headteacher salary.

The second salary was paid for Nolan's services as chief executive of the trust via Nexus Schools Limited, a procurement firm which itself was paid around £1.3 million by Perry Beeches over a number of years.

Nolan and the rest of the Perry Beeches governing body stepped down the same year following the EFA's investigation. The trust is being shut down after its schools were handed to new sponsors.

Earlier this week, the TRA panel heard that Nolan, a former "superhead" often praised by ministers, even signed off invoices from Nexus himself, despite



receiving money from the company.

Nolan accepted many of the allegations against him, but denied they amounted to dishonesty or a lack of integrity.

But the conduct panel, made up of teachers Fiona Tankard and Ian Carter and chaired by lay member William Brown, ruled that his actions constituted misconduct.

The panel found that Nolan breached academy funding rules with his dual role because he failed to seek that his pay arrangements met his tax obligations and because there were no "exceptional temporary circumstances" that justified payment outside payroll.

It was also found proven that Nolan failed to ensure the payments were disclosed in his trust's 2013-14 financial statements, which

breached academy funding and Charity Commission rules.

The second salary payment was made to Liam Nolan Limited, where the head was sole director. Nolan told the panel if he "had the choice again" he would not open the company because it had been a "disaster in my life".

He also told the panel he did some consulting work for the DfE via the company.

Nolan also broke the rules by failing to disclose the conflict of interest that existed around his dual role in an annual declaration of business interests, and by failing to ensure the trust had a written contract with Nexus, the panel found.

He also failed to ensure the trust had a competitive tendering policy before contracting services to Nexus.

The panel concluded that Nolan's actions were "lacking in integrity" because he signed the 2013-14 accounts and annual declaration despite the omissions. However, they ruled that he did not act "dishonestly".

Andrew Faux, representing Nolan, said the former head "deeply regrets that his failure to understand and adhere to the high standards expected of an accounting officer led to the collapse of the educational project that he was involved in".

"He believes that by his actions he has let down his colleagues, the profession generally and, more importantly, the children of Birmingham."

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Research school head to face misconduct hearing

A headteacher at one of the government's research schools is to undergo a disciplinary hearing next week.

John Tomsett [pictured], also a founding member of the Headteachers' Roundtable, will appear before a Teacher Regulation Agency professional conduct panel on Monday.

Schools Week understands Tomsett has been given a leave of absence from his role as headteacher at Huntington School, in York, while the hearing is pending.

The allegations have not been published, but relate to his time at a school in

Eastbourne.

Tomsett has been a headteacher for 15 years, and a teacher for 30 years.

A City of York Council spokesperson confirmed that as this is a regulatory process, it is inappropriate for them to comment at this time.

It was announced in October 2016 that Huntington was one of the first five schools to become "research schools".

The five split £2.5 million in government



funding to build support networks between schools in their area to help teachers make better use of evidence.

Education secretary Damian Hinds visited Huntington School in July, describing it as a "great example of how schools can work together to ensure every child is going to a good school".

Tomsett is also one of the founders of the Headteachers' Roundtable, a thinktank made up of school leaders to campaign for better policy.

Investigation

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Inclusion rooms: how schools are removing pupils from classrooms



Isolation rooms: 'barbaric' punishment for our most vulnerable pupils, or a necessary lever to control bad behaviour in turning around our toughest schools? *Schools Week* investigates...

JESS STAUFENBERG

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INVESTIGATES

Primary schools are using isolation rooms to punish pupils as young as five years old, with some secondaries admitting they are willing to put older pupils into seclusion for up to five days in a row.

A Schools Week investigation has today lifted

the lid on the scale and details of how schools across the country use isolation as punishment for unruly pupils.

The rooms are spaces separate from the classroom, where pupils are sent as a behaviour-management intervention. Many schools use them as part of an escalating set of disciplinary measures.

Our research found over two-thirds of the

country's largest academy trusts have schools that use some form of isolation, although with varying labels from "inclusion units" and "consequence booths" to "time-out spaces" and "calm rooms".

At least four trusts used isolation or intervention spaces on primary-school pupils. That included the Ark Academy chain, where 20 out of its 38 schools had isolation rooms.

Investigation

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Primary pupils can be removed for a maximum of half a day, and secondary pupils for up to a week.

Behaviour policies for St Barnabas Multi Academy Trust in Cornwall state pupils will be moved to a “reflection room” if they break a rule for the fourth time.

The trusts said they are used for children from year 1 upwards. Youngsters can remain there for up to one day.

Other trusts said they could put a pupil in isolation for up to a week, while many others give pupils generic online resources instead of the equivalent work from lessons.

Our findings were echoed in major research published by the Department for Education on Wednesday that found a majority of secondaries, and a minority of primaries, make use of “internal inclusion units”.

Both maintained schools and academies use isolation spaces but academies are more likely to do so, according to the research. However most schools don't have evidence that such strategies actually work, the report found.

The use of isolation was criticised in a Guardian newspaper article earlier this year that revealed the Outwood Grange Academies Trust, which runs 30 schools, does not allow pupils in isolation rooms to look left or right, chew, tap or sigh – rules one parent dubbed “barbaric”.

Another critic has claimed isolation booths are the “bleakest sign of an institution giving up”, and are largely used for pupils with learning or emotional difficulties.

But OGAT said the rooms were a place for pupils to calm down and reflect. Many trusts told Schools Week the rooms also allow for supportive conversations without disrupting lessons for other pupils.

Most schools use some sort of isolation rooms

Schools Week sent a freedom of information request to the 90 largest academy trusts asking if they use isolation rooms. A total of 71 responded, of which 48 (68 per cent) confirmed at least some of their schools used the rooms.

Only three trusts – Surrey-based GLF Schools, St Barnabas trust and Cambridge Meridian Academies trust – said all their schools make use of isolation spaces.

Of the 10 largest academy trusts, three did not provide full responses. Academies Enterprise Trust and Ormiston Academies Trust did not respond at all, and Harris Federation said its academies may use supervised isolation rooms

but it could not provide further information.

Mark Lehain, interim director at pro-free school group New Schools Network, said it would be a “rare” school that didn't have a place where pupils could be separately educated.

Good schools will know when an isolation room could be “overly detrimental to pupils' wellbeing”, he added.

However some trusts clearly oppose isolation rooms, with 22 chains saying none of their schools used them.

A spokesperson for the Surrey-based Bourne Education Trust, which includes five secondaries, said pupils have one-on-one conversations with staff but the trust “does not believe isolation rooms work”.

Trusts which cater specifically for pupils with special educational needs are also unconvinced.

The Eden Academy Trust, which has seven special-needs schools in Middlesex, said isolation rooms are an “ineffective behaviour-improvement strategy” for pupils with learning difficulties.

Schools Week approached several councils on the use of isolation rooms in their schools but was told details could not be obtained.

Even primary schools are secluding pupils

Sean Powers, interim executive principal of St Barnabas trust, said pupils from year 1 upwards – aged five or six – can be placed in what they call “reflection spaces”. The spaces are only accessed when “really needed”, with a record kept of the removal and parents informed, he said.

Ark states it provides a separate space for pupils who “find it difficult to manage their behaviour in the classroom”. Primary pupils are removed for a maximum of half of a day and secondary pupils for up to a week. The trust said pupils engage in reflective and restorative activities.

REACH2 Academy Trust, which has 60 primary schools, said it does not use isolation spaces, but pupils may be removed from lessons to complete their work separately.

Three out of the five primary schools under the Cheshire-based Heath Family (NW) trust use isolation rooms for up to one day. Chief operating officer Craig Parkinson said these were “warm and supportive environments” which include therapeutic activities to help children.

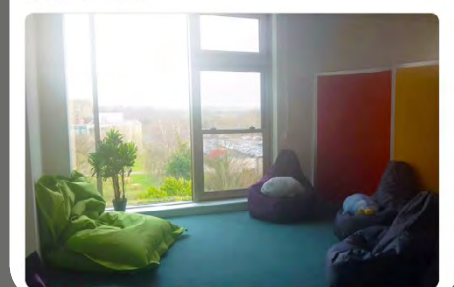
Finally, three of four schools with the Northern Ambition Academies Trust, which only has one secondary, remove pupils to “intervention spaces” as a last resort, preceded by other

What does isolation look like?



Children Put in 'Physically And Mentally Cruel' Isolation For 7 Hours At Delta Academies Trust Schools

Schoolchildren are being isolated for up to seven hours per day in “consequence booths” as punishment for behaviour as... is.gd/u6oWxx



interventions. Pupils can be removed for a whole day but only if they have been aggressive.

But Jules Daulby, director of education at the Driver Youth Trust, said removing primary pupils should be used to calm them down, not as a punitive measure when schools “don't know what to do with them”.

“If you've created a room for these isolations in primary school, and a paid member of staff is in there too, then the money you're paying that staff member should go on preventative help instead.”

Investigation

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Isolation rooms are 'bleakest sign of institution giving up'

Paul Dix, chair of the alternative-provision TBAP Multi-Academy Trust, has claimed in his book on behaviour *When the Adults Change* that a "room with isolation booths is the bleakest sign of an institution giving up".

Such spaces tell children that adults don't know what to do with them, he wrote.

Many trusts told *Schools Week* the isolation rooms are an alternative to fixed-term exclusions – and help to reduce permanent exclusions.

For instance, the Collaborative Academies Trust said being sent home makes pupils "happy", so an internal exclusion is preferred.

However, the latest exclusion data shows pupils with identified special educational needs accounted for around half of both permanent exclusions and fixed-term exclusions.

Dix believes more than 80 per cent of pupils in any isolation room are likely to have additional needs, including "hidden needs" such as trauma, anxiety or neglect.

Leora Cruddas, chief executive of the Confederation of School Trusts, which represents academy trusts, said it is right leaders seek to make schools a "safe and scholarly environment".

However the removal of a pupil must be meaningful to them to enable them to change their behaviour, she said, with interventions assessed "on a case-by-case basis".

'She will fall behind'

Many parental complaints about isolation rooms relate to why pupils were sent there, and how long they remain.

Schools Week can reveal 10 of the 44 trusts that divulged how long pupils remain in isolation rooms had schools in which youngsters can remain in isolation for up to one week.

Airedale Academy in Castleford, part of the Northern Ambition Academies Trust, says in its behaviour policy that pupils in isolation must "have both their break and lunch in isolation" too.

A primary teacher who did not wish to be named told *Schools Week* her year 7 daughter has become anxious and unhappy at school since being repeatedly placed in isolation at a secondary.

The parent claimed the isolation resulted from her daughter chatting in class and not wearing the correct uniform.

The pupil is "only in there with a few books" and the parent claimed she was not told her

daughter had been isolated.

However DfE guidance does not state parents must be informed their child has been placed in isolation, nor that the school must record isolation or internal-exclusion statistics.

Daulby has called for regulations requiring schools to record how many times and how often pupils are placed in isolation.

The school concerned is also part of a trust that told *Schools Week* its isolation rooms have positive benefits.

Responding to the wider question of the use of isolation rooms, Jon Coles, chief executive at United Learning Trust, said schools must have environments in which pupils will obey simple instructions without a long discussion.

But he warned against the "workhouse feel" of punishing pupils in a way that teachers would not punish their own children.

Pupils given 'online resources'

Another issue is whether pupils are missing learning time. More than half (52 per cent) of 47 trusts who answered our question on this said pupils in isolation did not get identical work to their classmates.

For example Delta, Maltby Learning, Oasis Community Learning and Alpha academies trusts said pupils may get work "appropriate" for their age group instead.

Northern Education Trust in Newcastle, which has 20 schools, said pupils can read using the Accelerated Reader software or get work packs.

But the Education Endowment Foundation said the programme had only a "modest" impact on weaker readers in secondary school, offering about three months extra progress.



What the guidance says

The government's statutory behaviour guidance is vague, with the DfE stating disruptive pupils can be put in isolation for "a limited period of time" which is left to schools to determine.

Schools must "act reasonably in all circumstances", and any use of isolation that prevents pupils from leaving a room "of their own free will should only be considered in exceptional circumstances".

Pupils' time in isolation should be as

constructive as possible, it adds.

The government has also used the Blessed Trinity Roman Catholic College as an example of using an "on-call" room for pupils removed from lessons. The room is successful because it is used to help pupils "reflect on their behaviour and cool down from the incident".

A spokesperson for the DfE said it is "up to schools to decide what forms of discipline they adopt, as long as they are lawful and used reasonably".

News: Exclusions

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Budget concerns over rise in exclusions

JESS STAUFENBERG

@STAUFENBERGJ

Schools are incentivised to permanently exclude their pupils rather than give them fixed-term exclusions because then the local authority must foot the bill, alternative providers have warned.

On Wednesday the Department for Education published investigative research it commissioned into alternative provision, following concerns from MPs and school leaders about rising exclusions and the low academic performance of pupils in AP.

Many alternative providers hold the "strong view" schools don't want to pay for short-term placements in AP and so are "incentivised" to permanently exclude pupils so the council must fund the place – a strategy interviewees branded short-sighted as local authorities become cash strapped.

The DfE commissioned IFF Research to carry out interviews with 276 schools and 200 alternative providers, alongside 25 in-depth case studies with alternative providers between



February and June.

The most recent national exclusion figures show permanent exclusions are on the rise, from an average of 35 pupils a day in 2015-16, to 40 pupils a day in 2016-17.

However fixed-period exclusions are also on the up, from 1,786 pupils a day in 2015-16 to 2,010 pupils a day in 2016-17.

Meanwhile, in a second report by Isos, researchers did a market analysis of alternative providers by surveying 118 local authorities and visiting 15 local areas.

It revealed the average cost to the council of a full-time placement in alternative provision for one academic year was £18,000. However this varied, depending on the AP provider.

For instance, a place in private unregistered alternative provision costs £19,000 on average – even though these providers are not inspected by Ofsted.

Private alternative provision that is registered costs even more, at about £20,400.

A Schools Week investigation revealed last year that multi-academy trusts are spending millions on sending pupils to private alternative provision as pupil referral units fill up and council budgets are cut.

However researchers stated pupils with more complex needs can require places in independent provision, which may explain the higher costs.

Researchers in the IFF Research report also warned schools lack "hard evidence" on whether behaviour policies such as placing pupils in "internal isolation units" are effective.

Schools claimed avoiding an exclusion is evidence of success, but they don't carry out formal evaluations so cannot "determine it was the preventative strategies that led to this outcome".

Former education minister Edward Timpson is currently overseeing a review into exclusions.

SCHOOLS WEEK REPORTER | @SCHOOLSWEEK

Hinds considers exclusions law to keep schools accountable

Education secretary Damian Hinds (pictured) is considering introducing legislation to hold schools to account for the pupils they exclude.

Speaking at an event on alternative provision at the Centre for Social Justice on Wednesday, Hinds said some sort of school inclusion performance measure was "not off the table".

Ofsted had said on Monday it would also support new rules that incentivise schools to keep troubled pupils on their books.

The inspectorate was responding to the education select committee's Forgotten Children report in July, which called for schools to be made accountable for pupils they exclude.

The report also claimed the government's "strong focus" on standards has resulted in disadvantaged children being disproportionately excluded.

The Department for Education, in its official response to the report on Wednesday, admitted that "no measure is perfect".

But it acknowledged that the progress 8 benchmark can drive "perverse incentives in the system", particularly for schools with



"challenging intakes".

The DfE said it is taking action, including exploring options "to incentivise inclusivity in school performance measures".

Research by Ofsted found that between 2016 and 2017 more than 19,000 pupils did not progress from year 10 to year 11 in the same state-funded school.

Hinds said permanently excluding a child from

mainstream school "should only ever be a last resort".

But he added: "We support teachers in making these difficult decisions where they are justified, as poor behaviour does have an impact on other children in the class."

Former education minister Edward Timpson has been commissioned to review exclusions. This follows exclusion rates rising for three years running.

The government has also announced £10 million funding over the next two years to help schools that manage behaviour well to train other teachers and share their expertise.

It's unclear whether a particular approach to behaviour – an inclusive ethos, for instance, or a no-nonsense ethos – will be favoured.

When asked about this by *Schools Week*, schools minister Nick Gibb said he wants the system to "reveal the best practice".

He said decisions will not be based on any "preconceived" approach to behaviour policy, but by the "evidence presented in the bids" that show it is "an effective approach to behaviour".

News

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EXCLUSIVE

MAT turns to Netflix for autonomy inspiration

ALIX ROBERTSON
@ALIXROBERTSON4

A lauded academy trust is looking to entertainment giants Spotify and Netflix to develop a new "aligned autonomy" model that moves away from a "no-interference" approach to its high-performing schools.

Luke Sparkes, executive principal of Dixons Academies Trust, outlined the trust's new approach in a speech at the launch of the Confederation of School Trusts (CST) last week.

He said as Dixons Academies developed, it began to operate on the basis that "if a school is performing strongly then it should have freedom and the trust should not interfere".

The hands-off approach seems to be rare in the academy trust space. Research from the London School of Economics and Political Science in June found that the rapid conversion of state schools to academies since 2010 has resulted in "the majority of such schools having less freedom than before" when they were under local-authority control.

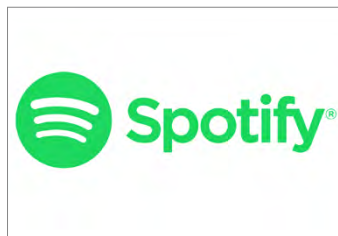


However Sparkes said the trust, which now has 12 schools, was "storing up problems for the future" with its old approach, as the schools were working as "autonomous units" and missing opportunities to "engage with, learn from and support each other".

The trust has reorganised to bring its schools closer together in the last year, but has looked at how leading organisations across the world managed their growth to make sure they get the balance right.

That included consulting guidance produced by American media-services provider Netflix, which warned that organisations tend to reduce free thinking as they grow and introduce more set processes to control day-to-day running.

Dixons is also planning to stay flexible, echoing digital-



music service Spotify's "Agile à la Spotify" manifesto, which explains how to reflect on practice, respond to change and empower teams rather than leading through top-down management

Now Dixons is building an "aligned autonomy" approach, which Sparkes described as a "flatter, less hierarchical organisation" that "engages and empowers everyone".

Sparkes, the former head of Dixons Trinity Academy in Bradford, which has the third-highest progress 8 results in the country at +1.57, said teams are now being built across the chain's schools to share knowledge and develop new ideas.

While the groups have autonomy, they are all aligned by being part of the overarching trust and working for the same mission and

values.

Leora Cruddas, chief executive of the CST, said it is "time for us to shine a light on the concept of autonomy" and "ask why it is desirable, for whom it is for".

It echoes calls from education secretary Damian Hinds earlier this month that "we do need to re-put the case for why school autonomy is a good thing".

Cruddas said: "As a sector, we are used to hierarchical structures – we now need to understand how the people in our organisations can create value quickly, collaboratively and effectively."

Melanie Renowden, deputy CEO at Ambition School Leadership, said Dixons' approach could be a good antidote to successful trusts becoming "complacent", as it involves adapting over time rather than staying static.

A report by the Sutton Trust in April found that 30 per cent of academy senior leaders believed the additional autonomy that comes from academy status has "no effect" at all in the classroom, while 18 per cent said it had a negative impact.

FREDDIE WHITTAKER | @FCDWHITTAKER

Unauthorised pupil absences continue to rise

The rate at which pupils are absent from English schools without permission has risen again this year.

New data for the autumn of 2017 and spring of 2018 shows the rate of unauthorised absence from primary and secondary schools was 1.2 per cent over the period, up from 1.1 per cent in the same period the previous year.

The increase is due to a rise in the number of unauthorised holidays and other unauthorised circumstances, the

government said.

It comes despite attempts to boost attendance in the wake of the government's victory in a high-profile court case against a parent, Jon Platt, at the Supreme Court last April.

The Supreme Court upheld a council's right to fine Platt who took his daughter out of school to go on holiday, strengthening the government's legal position on term-time holidays.

The absence rate for schools overall in autumn 2017 and spring 2018 was 4.7 per cent, up from 4.5 per cent in the same period the previous year.

The proportion of pupils who missed at least one session because of a family holiday rose from 9.4 per cent to 9.6 per cent.

Illness is still the main driver of pupil absence, accounting for 60 per cent of all absence during the same period.

News

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PROBE INTO INSOLVENT PRIVATE SCHOOL'S FINANCES

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES

Auditors are probing the payments made by a private school prior to it going bust owing creditors over £900,000 – including more than £200,000 in unpaid wages to teachers.

Henriette Le Forestier Schools, run by Trevor Averre-Beeson, the co-founder of the collapsed Lilac Sky Academies Trust (LSAT), was put into liquidation last year.

The firm had taken over the Henriette Le Forestier preparatory school in Croydon, south London, in September 2016, but had to close just six months later after running out of money.

Documents filed at Companies House showed the firm owed creditors £917,000. So far none of that money has been paid back, according to company accounts.

And those owed money will have to wait even longer to hear if any cash will be paid out.

Schools Week can reveal the insolvency firm appointed to liquidate the private school firm has "identified various transactions" entered into by the school which require "more detailed investigation".

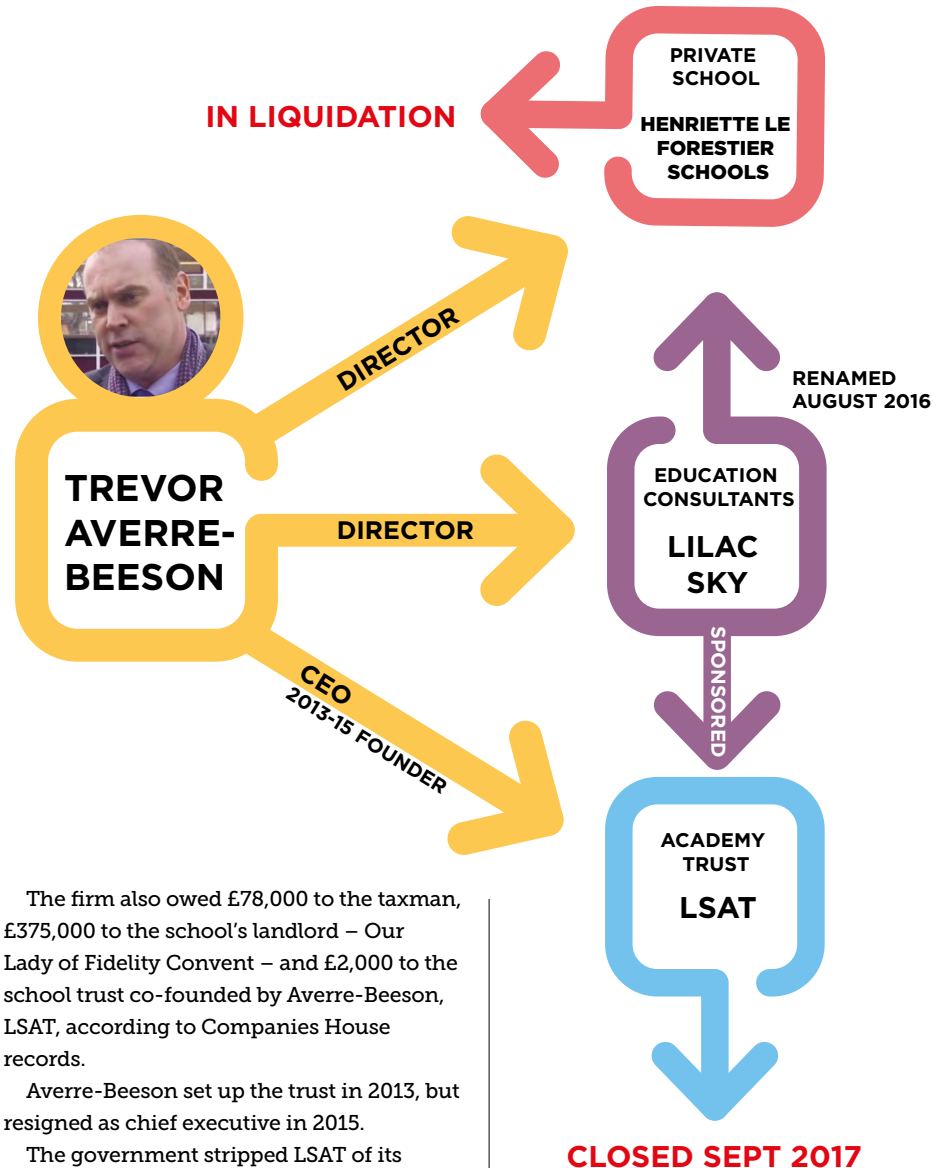
A report filed by the liquidators stated: "Creditors will appreciate that such enquiries have to be dealt with a degree of sensitivity and it is inappropriate to make further disclosure at this time as to do so could prejudice future realisations."

Chris McKay, director at liquidators McTear Williams & Wood, confirmed the investigation is ongoing, but said he could not comment further.

Meanwhile, the National Education Union confirmed to Schools Week that an employment tribunal last year upheld claims, including for unfair dismissal and unauthorised deduction of wages, against Henriette Le Forestier Schools.

Eight teachers who brought the case were awarded £120,766. However because the company is in liquidation, the union's members have been "left out of pocket".

They can now only recover money from the government's redundancy payments office – which usually consists of statutory redundancy pay, statutory notice pay and up to eight weeks' arrears of salary.



The firm also owed £78,000 to the taxman, £375,000 to the school's landlord – Our Lady of Fidelity Convent – and £2,000 to the school trust co-founded by Averre-Beeson, LSAT, according to Companies House records.

Averre-Beeson set up the trust in 2013, but resigned as chief executive in 2015.

The government stripped LSAT of its nine schools in July 2016. It followed poor performance at some schools and finance concerns.

Concerns were raised by the government over LSAT's sponsor – Lilac Sky Schools, the for-profit company owned by Averre-Beeson – providing services totalling more than £800,000 to the trust. This was stopped in 2015.

An Education and Skills Funding Agency (ESFA) investigation into LSAT has still not been published – despite being launched more than two years ago.

However the government, in response to a freedom of information request from Schools Week, stated the investigation has been concluded.

The department said it "intends" to

publish a final version of the report some time this academic year.

Tanya Arkle, deputy director of South Academy at the ESFA said: "I can assure you that we believe it is in the public interest to be fair and transparent about issues relating to how public money is spent, and publishing findings is an important part of this and our aim is to publish where it is appropriate to do so."

Lilac Sky Schools (the for-profit firm) changed its name to become Henriette Le Forestier Schools in August 2016.

Averre-Beeson said he was unable to offer comment due to the complex, sensitive and confidential nature of the issues.

News: Q&A

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Q. We know schools in leafy suburbs are more likely to be outstanding, and those in deprived areas are less likely to be so. Will the new inspection framework change that?

We want to make sure the new framework rewards schools for doing the right things for children. We've acknowledged we've been too heavily focused on the data. We need to look at what's being done and how, not just what comes out at the end of the machine relative to national standards.

It will help us recognise some of the great work schools do that isn't recognisable already. Conversely, it may also help bring to the surface schools that are getting an easy ride without having to do anything much for it.

Q. Schools have an obligation to provide a broad and balanced curriculum. So what will change with Ofsted's curriculum plans?

In practice, not much attention has been applied to that requirement in recent years. Curriculum has got squeezed down, and separated from teaching and learning and assessment.

It's putting curriculum back where it belongs, with the rest of the education core, and putting outcomes into that context.

Q. What will inspectors do if results in a school are good but the curriculum does not make the grade?

Let's say it's a primary school that is essentially teaching nothing but English and maths pretty reductively in year 5 and 6 – I don't think any inspector would be interested in that.

Notwithstanding you're



Editor asks... Amanda Spielman

As Ofsted reveals more of its proposed new inspection framework – before its official public unveiling early next year – editor John Dickens asks chief inspector Amanda Spielman the questions our readers want answering.

squeezing some pretty good numbers out, it is not the kind of education any sensible parent would want for their child.

spectacular, [and] you could have a great curriculum. One is where a school is moving upwards... where someone has come in and is doing

“ Human judgment is not something with crystalline boundaries

Q. And if results are bad but a school has a good curriculum?

We're moving to a quality of education judgment, so that outcomes are looked at only in the context of what the school is doing and how it's doing it.

I can think of situations where the outcomes might still not be

improvement in the right way, not trying to put in the quick fix for year 6 or year 11.

You wouldn't expect to see anything like as quick an [improvement] trajectory, but if you were an inspector who could see that, and that the school was going for "let's make sure it's a really good education", then you

would want to be able to reward that and say: "This is a school doing it the right way."

Q. Heads are worried about the emergence of a "preferred Ofsted curriculum" when your proposals get translated to inspectors on the ground. How will you guard against that?

One way is by making sure what's in the framework is justified by research and evidence, and we don't go beyond that. This isn't about mine or anyone else's thinking on "this is what makes a good curriculum".

We started putting inspector training in for this 18 months ago. We've developed phenomenally good training that is very much grounded in research evidence and cognitive science research.

At the end of the day it is a process of human judgment. The right question is not whether it's perfect in isolation, but whether it gives a better handle than the performance-table data alone.

We should always be working to make the consistency as high as we can between inspectors, but it's really important to understand if you want the human judgment, and you don't want it reduced to a mechanistic tick box that destroys the value and that constructive discussion, then you've got to accept human judgment is not something with crystalline boundaries.

Q. You believe the curriculum changes will help lessen workload. But if you're introducing new requirements, won't that increase workload?

We've been signalling pretty clearly the direction, so any school that gets to next September and goes "oh", I'd be a bit surprised.

News: Q&A

DO YOU HAVE A STORY?
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Q. The consultation is out in January, with the new framework introduced in September. Is that enough turnaround time for schools?

Absolutely. It's not as if we're talking about something that has never existed before; [curriculum] is something that only stopped being a big part of inspection about a decade ago.

We will have done a great deal to iterate and make sure that what's published in January and the draft handbooks that go out with it – I think the first time they've ever been



Damian Hinds

published at that stage – gives people really early notice of essentially the list of things, the taxonomy of questions, that inspectors will have on their minds. We're giving more time than ever before, not less.

Q. We understand education secretary Damian Hinds isn't keen on the new framework changes because of concerns over increased workload. What's the relationship like?

Any new framework gets a lot of discussion. Damian Hinds has told me he completely agrees with our analysis of the present situation in schools, and the framework is very much designed to address the issues we see at the moment.

Q. Will you inspect outstanding schools more regularly?

Ultimately, it's something that comes down to parliament. I've said very clearly and publicly I

think it's something that needs to change, but I can't of my own volition do it in this framework.

Q. You've said you want "more teeth" to inspect multi-academy trusts, but how equipped is Ofsted to inspect corporate governance in trusts?

We've got plenty of people now who have academy trust experience. We've certainly got the capacity, and we would bring in more as and when we needed it.

Q. Can't you test the effectiveness of a MAT by looking at the support it provides schools through batch inspections?

That's like saying you can find out whether Waitrose has good control on food safety and hygiene just by looking at how many Waitrose customers get food poisoning, or by asking staff in the store how food quality is controlled through the supply chain.

You can't have the right conversation with a person who is in school if they aren't making decisions, and don't understand the considerations that have been weighed up over why it's being done as it is. Yes, the outcomes look OK, but what you can't say is this is a robust system that will stand up to the wear and tear over the next few years until we come back again.

Q. It has been well reported how regional schools commissioners stepped on Ofsted inspectors' toes – for instance, in "shadow inspections". Would MAT inspection be Ofsted stepping on RSCs' toes?

Absolutely not. What we provide is the objectivity, and we provide that objective assessment of performance that justifies the actions that RSCs take. The last thing I want to do, having got to a much better place, is to muddy that.

News

DO YOU HAVE A STORY?
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DfE should hand power to locals, says social mobility report

JESS STAUFENBERG
@STAUFENBERGJ

Opportunity area boards seem "too heavily led" by the government and local stakeholders need more influence over deciding on the programmes, a report has warned.

An independent analysis of the government's opportunity areas, its flagship social mobility programme for 12 of the most deprived areas of the country, also found some local representatives struggled to get involved partly because of time commitments.

Each of the partnership boards is meant to come up with specific plans to boost social mobility, including initiatives targeted at schools. They work hand in hand with a Department for Education "local delivery team".

But several stakeholders in the areas said "sometimes the partnership board felt too led by the Department for Education", especially at the start of the programme.

Researchers from the National Foundation for Educational Research, which put together the report, said there is now a need to "enhance local engagement, input and influence over the programme".

Stakeholders said they face logistical challenges such as committing enough time to the project, and also the practical problem of how to roll out the programme while it's still being defined.

The first six opportunity areas – Blackpool, Derby, north Yorkshire coast, Norwich, Oldham and west Somerset – were announced in 2016. The second six – Bradford, Doncaster, Fenland and east Cambridgeshire, Hastings, Ipswich and Stoke-on-Trent – were announced last year.

Each opportunity area will receive £6 million in funding by 2020 to help improve things such as the supply of good teachers, and literacy and numeracy teaching.

But the report stated those involved in the programmes want their impact to be measured over five- to-15 years, rather than the current short-term focus.

However, stakeholders were pleased they had continued to make progress in terms of identifying areas of need and raising awareness about social mobility locally.

Former regional schools commissioner Tim Coulson, who now chairs the partnership board for the Norwich opportunity area, admitted last month the projects had been "slow getting going".



EXCLUSIVE

One in five fail Chartered College tests

ALIX ROBERTSON
@ALIXROBERTSON4

A fifth of teachers studying to be the first ever educators granted "chartered teacher status" have failed at least one part of the course so far – but they have eight strikes before they are out.

The chartered teacher or "CTeach" programme, launched last September by the newly instituted Chartered College of Teaching (CCT), is a 14-month course designed to represent a gold standard of excellence in teaching, which the college hopes will raise the status of the profession.

Professor Dame Alison Peacock, chief executive of the college, said the status would be recognised for "evidence-informed, high-quality teaching practice".

Schools Week has found 20 per cent of the 127 teachers going through the first round of the programme have flunked one of their assessments so far.

Teachers are allowed to fail eight times (or three times on the same test) before they are disqualified.

The course is made up of three phases, and 20 different assessments.

Cat Scutt, director of education and research at CCT, said the course "sets a high standard".

"As in comparable assessments from other professional bodies, such as RIBA for architecture, participants who are not successful on their first attempt at an assessment are able to resit," she added.

Scutt said candidates do not resit immediately, and when they do questions differ from those initially sat.

Candidates can also choose to defer to a

future cohort if they need more time to develop their practice.

The course phases focus on "behaviours", "knowledge" and "practice". Assessment includes a literature review, a written and oral exam testing subject knowledge, and a video journal.

Maths teacher Andrew Old, a regular critic of the college over its policy to allow non-teachers among its officers and council members, said studying for a qualification while working as a teacher "is extremely challenging". He said resits are needed to ensure able teachers do not fail just because of workload issues.

"Any qualification aimed at classroom practitioners has to have a lot of flexibility to accommodate the demands of teaching," Old added.

"It is better to allow several resits of a challenging test than to lower the demands of the qualification or target it only at those who do not have a full teaching load."

Dr Mary Bousted, joint general secretary of the National Education Union, said the resit policy fell in line with other professions, such as solicitors or accountants.

"If you are trying to raise standards in the profession it is more important to ensure the qualification is worthwhile and helps you to be a better teacher."

Applications for the next round of the course are now open.

The college will be looking at whether completion of other programmes – such as master's programmes or chartered status from different subject associations – could be considered towards achievement of CTeach status.

INVESTIGATES

Private schools stay open despite warnings

JESS STAUFENBERG

@STAUFENBERGJ

A private school has been forced to close most classes after the government threatened to shut it down over poor standards – despite other failing schools remaining open, including one that has failed eight inspections.

Only the kindergarten is open at Rudolf Steiner School Kings Langley, Hertfordshire after the Department for Education threatened to deregister the school following an ‘inadequate’ Ofsted grade two years ago.

The school had also failed to meet the government’s independent school standards on six occasions, however on its most recent inspection it met the requirements.

But other failing schools don’t appear to have been hit with deregistration notices, *Schools Week* has found, with one faith school judged ‘inadequate’ four times in a row.

Last year *Schools Week* found 190 non-association private schools, small private schools that don’t belong to the Independent Schools Council and are inspected by Ofsted, had failed to meet independent school standards, but were still open.

Of the ten private schools that failed most often, *Schools Week* found three still remain open.

The worst offender, Rabia Girls’ and Boys’ School, an independent Islamic school in Luton with fees from £1,950 to £2,300, has been graded ‘inadequate’ in four full inspections, and failed the independent school standards eight times since 2014.

The power to close down schools rests with the DfE, but Ofsted has been increasingly outspoken about the government’s inaction.

A spokesperson for the watchdog said “failing private schools are remaining open under the same leadership for far too long”.

“In the interests of pupils’ education and welfare, we believe the department should move to take enforcement action more quickly in these cases.”

Former Ofsted chief inspector Sir Michael Wilshaw wrote two years ago to then-education secretary Nicky Morgan, urging



her to get tough with the Rabia Girls’ and Boys’ School.

Mechinoh School, a Jewish school in Lancashire, was graded inadequate for the third time in March last year, and has now failed the independent school standards five times.

The TTTY School, a Jewish school in north London, was also placed in special measures for the second time in June, and has failed the independent school standards five times.

Ofsted and DfE information pages for the schools show them as still open, and the school websites are up and running. *Schools Week* has contacted the schools but received no response.

It is also unclear whether these schools have been sent deregistration notices – as in the case of Rudolf Steiner School, Kings Langley. The notices are not published by the DfE.

Ofsted reports for all three schools make no mention of deregistration, which they did for the Kings Langley school.

Meanwhile, of the top ten identified by *Schools*

Week, two private schools have been closed since last September. The remaining five now meet standards (see table).

Ofsted inspects approximately 1,000 non-association private schools against the independent school standards, which range from quality of education to welfare and premises.

Rudolf Steiner School, Kings Langley, which charges between £5,577 and £9,857 a year, was graded inadequate in 2016 over a lack of robust safeguarding systems and weak teaching.

Following monitoring visits, the school received a letter from the DfE in July 2017 saying it would be struck off the independent schools’ register.

Rudolf Steiner School, Kings Langley has appealed the DfE decision but still closed most of its classes this year. Principal Stacey Hunter said this was because of financial difficulties and because insurers were reluctant to provide assistance.

The school’s appeal tribunal was also delayed from July this year to the autumn and then spring next year because the DfE “did not submit their evidence by the due date,” its leaders claim.

A spokesperson for the DfE said they cannot comment until the appeal process has concluded. They added all independent schools must meet the standards or face closure.

TOP 10 PRIVATE SCHOOLS TO FAIL INSPECTIONS MOST FREQUENTLY

SCHOOL NO OF	INSPECTIONS FAILED	STATUS
RABIA GIRLS’ AND BOYS’ SCHOOL	8	INADEQUATE
GETTERS TALMUD TORAH	7	CLOSED
BEIS AHARON SCHOOL	6	REQUIRES IMPROVEMENT
BROADLANDS HALL	6	GOOD
KING OF KINGS SCHOOL	5	REQUIRES IMPROVEMENT
T T T Y Y SCHOOL	5	INADEQUATE
MECHINOH SCHOOL	5	INADEQUATE
CENTRE ACADEMY EAST ANGLIA	4	GOOD
AL-MIZAN SCHOOL	4	GOOD
M A GIRLS SCHOOL	3	CLOSED

Minister's charity funds opponents of 'red tape'

FREDDIE WHITTAKER

@FCDWHITTAKER

Academies minister's charity donates to a drive to deregulate post-Brexit

A charity run by the academies minister Lord Agnew (pictured) donated £12,000 to a project set up to look into cutting regulations after Brexit, it has emerged.

Accounts for the Public Interest Foundation, a charity founded by Agnew, his wife Clare and businessman David Tibble, show the Red Tape Foundation was one of eight main benefactors given grants in the last financial year ending April.

The Red Tape Initiative, sometimes referred to as "the other Brexit department", was set up in 2016 by former cabinet minister and Conservative MP Sir Oliver Letwin and Tory peer Lord Marland.

According to its website, the group exists to "identify the most important, least controversial opportunities for cutting red tape in a post-Brexit world".

Agnew, founding chairman of the Inspiration Trust academy chain, was appointed parliamentary under-secretary of state for the school system last September, replacing Lord Nash.

The Red Tape Initiative payment was disclosed in charity accounts published late August. However, the Conservative peer insisted the donation was made before he was appointed to his ministerial office.

"I strongly support the work that the Red Tape Initiative does. I have done this in a private capacity. The donation was made before I became a minister," he told *Schools Week*.

The project claims to be wholly non-partisan and brings together remainers and leavers from all three major UK-wide political parties.

For instance, David Laws, the former Liberal Democrat schools minister, and Labour's Liam Byrne, a former shadow education minister, sit on its cross-party



advisory board.

In the financial year to April 5, the Public Interest Foundation paid out £102,100 in grants. The largest grant handed out by the organisation was £32,500 for the Inspiration Trust.

The foundation also handed £10,000 to the University of East Anglia, £7,500 to the Relationship

Foundation and £5,000 to the Norfolk Churches Trust Limited, of which Lady Agnew is a trustee. Policy Exchange, a right-leaning think tank established by former education secretary Michael Gove, also received £3,500.

In August, Agnew finally resigned from his roles at the Inspiration Trust, almost a year after he became a minister.

It followed conflict of interest concerns over Agnew's dual role, particularly after *Schools Week* revealed in May how one the trust's schools received a softened report from Ofsted after inspectors returned just four months after a damning inspection.

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News: School performance



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EBacc entries on the rise, says new KS4 data

The proportion of pupils in England entering the EBacc has increased slightly this year, with another small rise in the attainment 8 scores for all schools.

Provisional key stage 4 data published on Tuesday revealed how schools fared in the headline accountability measures.

Mainstream free schools posted

the highest average progress 8 score this year at 0.24, followed by converter academies (0.12) and local authority schools (-0.03).

Sponsored academies, meanwhile, averaged a score of -0.19.

The average attainment 8 score for all schools increased from 44.2 last year, to 44.3 this year.

Among state-funded schools

only, the increase was larger, from 46.0 to 46.4.

Data showed 38.4 per cent of pupils entered the EBacc in 2018, compared to 38.1 per cent last year.

However, data on the proportion of pupils achieving the EBacc isn't included this year because of changes on the way the government reports on the accountability measure.

A higher proportion of pupils achieved at least a grade 5 or above in English and maths at state-funded schools this year, up from 42.2 per cent to 43 per cent.

But the Association of Schools and College Leaders has launched an inquiry into GCSE results claiming they need to "better reflect the achievements of all our young people".

Star Academies dazzles in progress 8 chart

Three schools belonging to the Star Academies trust featured in the top ten schools in the country for progress 8, provisional data has shown.

They included the top-of-the-table Tauheedul Islam Girls' High School, which posted a progress 8 score of 1.91.

That means every pupil at the school achieved, on average, nearly two grades higher than an average pupil in other schools with the same prior attainment.

However academic Becky Allen warned in 2016 the school had an "unusual intake", meaning it is not certain how much of the progress reflects pupil characteristics and home-learning environments.

There were also some interesting trends among this year's top ten. For instance, four of the schools were free schools – the school type with the highest average progress 8 score.

The top ten also generally had low proportions of pupils with a statement of special educational needs or an education, health and care plan, compared with the

national average of 4.3 per cent for secondary schools.

Six of the top ten had fewer than one per cent of SEN pupils (using the above measure).

But schools vary in how they identify and record SEN pupils. Chris Rossiter, chief executive of the Driver Youth Trust, also cautioned against over-interpreting the measure which is "for administrative purposes".

Half of the top ten were also all-girls schools.

The list also included four Muslim schools, one Jewish, one Church of England and one Roman Catholic school, and half of the schools had more than 50 per cent of pupils with English as an additional language.

Hamid Patel, chief executive of Star, said the results show non-selective schools "can compete with the very best in the country and make a real difference for our pupils".

A spokesperson for Star added its ambitious targets, strong academic knowledge-rich curriculum, and excellent standards of teaching drove the



soaring scores.

They said as progress 8 compares the progress made between pupils with similar abilities, the proportion of pupils with an SEN statement, or EAL, has a "very small impact".

Mark Lehain, interim director of the New Schools Network, added the results show "free schools are establishing

themselves and delivering really well for their pupils".

In 2016, just seven schools posted progress 8 scores above the +1 mark. This year 54 schools had progress scores above +1.

THE TOP TEN PROGRESS 8 SCHOOLS

- Tauheedul Islam Girls' High School
- Wembley High Technology College
- Dixons Trinity Academy
- The Steiner Academy Hereford
- Bolton Muslim Girls School
- Eden Girls' School Coventry
- Menorah High School for Girls
- William Perkin Church of England High School
- St Anne's Catholic High School for Girls
- Tauheedul Islam Boys' High School

News: School performance



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PROGRESS FALLS AFTER ECDL REMOVED FROM LEAGUE TABLES

Schools that entered droves of pupils for the European Computer Driving Licence saw progress scores slump this year after the controversial qualification was removed from national league tables.

However, schools that used to enter lower proportions of pupils actually saw their progress 8 scores stay the same or increase, research by Education Datalab found (see table).

The BCS Level 2 ECDL Certificate in IT Application Skills was dropped

from counting towards league-table scores from this year following gaming concerns.

Schools Week had revealed the "fast-track" qualification could be taught in just three days.

The number of pupils passing the course shot up by 350 per cent between 2014 and 2016.

Pupils taking the ECDL in 2015 on average scored the equivalent of an A grade, despite having an average score of below a C across their GCSEs.

2017 AND 2018 PROGRESS 8 SCORES BY ECDL ENTRY RATE IN 2017

STATE FUNDED MAINSTREAM SCHOOLS

PERCENTAGE ENTERED IN ECDL, 2017	P8 2017	P8 2018
0-4% ECDL	0.04	0.14
5-19% ECDL	-0.06	-0.01
20-50% ECDL	-0.07	-0.07
50-79% ECDL	-0.10	-0.08
80-89% ECDL	0.04	-0.11
90-100% ECDL	0.20	-0.04

TABLE BY EDUCATION DATALAB

GIRLS CONTINUE TO DO BETTER AS GENDER GAP GROWS

Girls posted both higher average progress and attainment scores than boys – with this year's provisional figures suggesting the gender gap is widening.

The average progress 8 score among girls was 0.22, and the average attainment 8 score was 49.2.

But while girls were improving, boys' performance hardly changed.

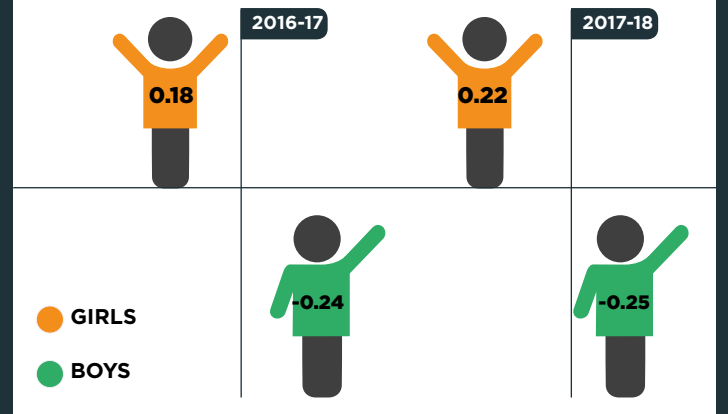
Boys' average progress 8 score

was -0.25 in 2018, 0.47 points lower than the girls. The average attainment 8 of boys was 43.6, 5.6 points lower than the girls.

In 2017, boys' average progress 8 score was fractionally better at -0.24, and their average attainment 8 was slightly worse, at 43.4.

Girls also performed better than boys in the new EBacc average point score this year. They scored 4.28, compared with 3.79 for boys.

AVERAGE PROGRESS 8 SCORE



TRIUMPH - AND DISASTER - FOR FREE SCHOOLS

While free schools topped the school-type progress 8 charts, they have a pretty wide distribution of results.

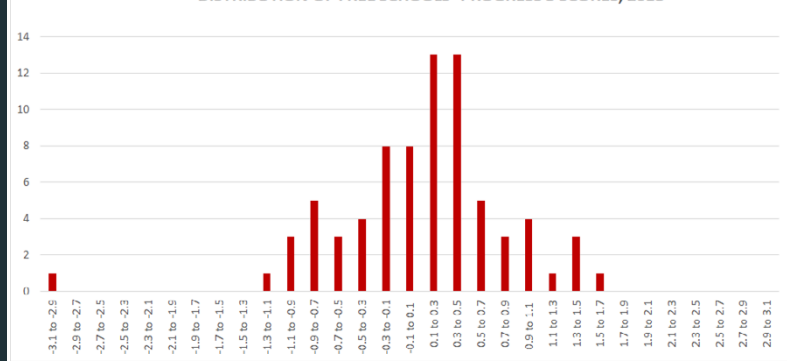
Of the 76 mainstream free schools in the provisional data, 36 of these (43 per cent) actually had a negative score, with the lowest (-2.99) at Robert Owen Academy in Hereford. The school closed in August following an 'inadequate' Ofsted rating.

The next lowest score was the

Steiner Academy Exeter at -1.27. The school was recently warned by government that it could have its funding terminated due to concerns about safeguarding.

The highest score went to Dixons Trinity Academy in Bradford, at 1.57 – the third-highest progress 8 score in the country. It was followed by Eden Girls' School in Coventry with 1.36.

DISTRIBUTION OF FREE SCHOOLS' PROGRESS 8 SCORES, 2018



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INVESTIGATES

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WOMEN HEADS FACE ONLINE VITRIOL

ALIX ROBERTSON @ALIXROBERTSON4

In the era of 24-hour news, stories can spread quickly, and combined with the free-for-all of social media this can be difficult for schools to navigate.

Schools Week has heard how tackling a media crisis can be especially hard for female headteachers, who say criticism of their work rapidly transforms into personal attacks.

'Who is she, with bingo wings, to tell us how to feed our children?'

Hannah Wilson, executive headteacher of a secondary and a primary school in Oxfordshire, was featured in national press over her schools' inclusive kitchens that serve halal meat.

As part of a healthy-eating policy, pupils are not permitted to bring packed lunches and may only drink water. A parent complained to a local paper, and that was picked up in the national media before going "viral" during May half term.

Wilson said: "It went from halal, to packed lunches, to water, to my weight. 'Who is she, with bingo wings to tell us how to feed our children?'" That was the title of a Facebook hate campaign with 3,500 comments."

The group openly criticised her personal life because she is single and does not have children.

Keziah Featherstone, head of school at Q3 Academy Tipton, was featured in the media after a pupil posted online a doctored image of Featherstone on holiday, and refused to take it down.

The student was permanently excluded due to behaviour issues, but claimed to have been unfairly treated because of having dyed-red hair. Suggestions were made that the image of Featherstone, in which she had coloured hair, showed double standards.

"That week I was getting



Act as a credible public advocate for the organisation, promoting and defending its aims, vision and reputation convincingly and robustly	Techniques, tools and strategies for marketing the organisation and handling the media, drawn from a range of schools and non-school contexts	3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach
Contribute to local and central government policy making	The machinery of central government, local government and other public services, including opportunities to collaborate in policy making	

Table 21: NPQEL leading with impact content and assessment criteria

Leading with impact	3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans	Comms/ stake-holder engagement plan, including media handling
	3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach	
Working in partnership	4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans	
	4.4.2 Analyses research into, and examples of, successful school-to-school support partnerships and collaborations applies findings to own plans	

The DfE's National Professional Qualification framework makes brief references to handling the media

death threats and rape threats," Featherstone said. "It mutates over time and gets rereported," she added, explaining the story spread as far as international media.

It happened three years ago but she is still coping with the fallout.

'Multiple Twitter accounts were set up to give me death threats'

Another female head who wished to remain anonymous said she had tried to improve understanding of diversity at her previous school through changes such as a student-led LGBT+ group.

She appeared in the local press alongside accusations of political correctness "gone mad".

The school was in deficit, meaning a redundancy process had to be started, which sparked a Facebook campaign against her.

Further negative media coverage became personal – including raising questions about her relationship with her partner.

"There were multiple Twitter accounts set up to give me death threats," she said, and the media coverage was "incredibly unsettling" for pupils. "I think if the same criticism were being made of a male head it would be very different."

One female primary headteacher told Schools Week similar support, such as coaching, is required for tackling conflict with the local

community as with managing media attacks.

"I have been assaulted, spat on, pushed, I've had abuse hurled in my face on the pavement outside the school.

"I was a f**king foreign bitch' immediately. I'm of Greek Cypriot origin but I've been born and brought up here."

She has worked hard to engage with local people and improve the situation and said building a strong support network is key: "Keep fighting, don't let it demoralise you."

What can be done?

All four women said better training to prepare headteachers for negative feedback is needed.

Wilson called for clearer support focusing on pre-empting problems.

The Department for Education told Schools Week the National Professional Qualifications Frameworks "include learning about media handling".

But how training is delivered depends on the provider. Laura Watkin works in initial teacher development and said that while managing social media comes up in training, it often focuses on positive interactions that promote the school.

How to tackle and cope with negative activity would be helpful, she said, and problems should be raised with and recorded by management.

Melanie Renowden, deputy CEO of Ambition School Leadership, said it can be a challenge to prepare women for the "particular vitriol reserved for female leaders" without putting them off leadership roles.

Ambition School Leadership has developed a women-only version of the National Professional Qualification for Headship.

Featherstone said the teaching unions need "heavyweight solicitors" to tackle false representation, and the Association of School and College Leaders is looking at guidance on how to respond to stories in the media.

News

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FREDDIE WHITTAKER | @FCDWHITTAKER

UTCs urged to raise entry age from 14

The government is lobbying those in charge of controversial university technical colleges to move away from recruitment at 14.

Academies minister Lord Agnew told the House of Lords on Monday that he is "trying to encourage" Lord Baker, the founder of the UTC movement, to "adjust the entry age of UTCs so that they are not in conflict with surrounding schools and then local areas can work in harmony with one another".

His intervention marks a significant climbdown for the government, which until now has been hesitant to express a view either way on UTC admissions.

The UTC model has been fraught with problems, largely because recruiting pupils at 14 is so difficult.

Ministers and UTC architects have come under pressure to change the admissions age as more and more of the 14 to 19 institutions failed to become financially sustainable and closed down.

Agnew did not say what the admissions age should be, but most of those lobbying for change advocate a switch from 14 to 16, a move which would bring UTCs in line with sixth forms.

It comes as new data undermined claims by the architects of UTCs about the "excellent destinations" of their pupils.

THE BAKER DEARING TRUST SAYS:



DEPARTMENT FOR EDUCATION SAYS ACTUALLY IT'S:



The Baker Dearing Trust has repeatedly asserted that just 1 per cent of 18-year-olds leaving the schools were not in employment, education or training — or "NEET".

However, according to the latest destinations data published by the Department for Education today, that figure is actually 8 per cent.

A spokesperson for the trust said its figures were "absolutely not" misleading, adding the trust's information is based on students' immediate destinations.

The DfE's data looks at sustained destinations. The Baker Dearing Trust is looking at changing its data collection.

Education research hit by drop in student numbers

The "long-term health" of education research in the UK is under threat by a decline in the number of people opting to become researchers in the field, a new study claimed.

The Royal Society found there has been a 10 per cent drop in the number of education postgraduate research students between 2011-12 and 2016-17.

Funding from UK government departments and research councils is down 25 per cent as well.

The findings have been described by research charities as "worrying".

Most research students are now over the age of 50, the report found. It urged funders and universities to "foster better links" between students and policy communities.

Education research is often carried out by teachers studying part-time, the study found, and postgraduate-training providers need to make sure these research students are "able to access suitable training and financial support".

Natalie Perera, executive director of the Education Policy Institute, said having a reliable supply of researchers is "essential", and called for action to encourage more youngsters into this area of study.

Early-learning goals achieved by more pupils

The proportion of reception pupils reaching a "good" level of development has risen again this year, according to the latest early years foundation stage profile results.

In 2018, 71.5 per cent of pupils achieved what the government deems to be a "good" development, up from 70.7 per cent last year.

The proportion of pupils achieving at least the expected level across all of the government's early-learning goals also increased, from 69 per cent in 2017, to 70.2 per cent this year.

The average total point score

also increased from 34.5 to 34.6.

Girls continue to outperform boys in reception, but the gender gap is narrowing, according to the data.

Meanwhile, reading, writing and numbers continue to be the three "early-learning goals" with the lowest proportion of children achieving at the expected level or above, the government said.

The government is trialling new early-learning goals in 25 primary schools.

Concepts of space, shape and measure have been removed, with a greater focus placed on vocabulary.

Introductory T-levels scheme loses recruits

Three schools will no longer deliver the first wave of T-levels after one was rated "requires improvement" by Ofsted and two others "decided not to" take part.

The Department for Education this week updated its list of those delivering the first wave of the technical qualifications in 2020.

Bordesley Green Girls' School in Birmingham was removed after being rated as 'requires improvement' by Ofsted in June.

T-level criteria states providers should be rated 'good' or 'outstanding'.

The two other schools, Archbishop Holgate's School in

York, and the George Abbot School in Surrey, "decided not to deliver T-levels".

The first T-level providers were announced at the end of May. George Abbot School was only added to the list on June 18.

Kate Carriett, its headteacher, said the school wants to consolidate its provision in the new A-levels instead, but could look at delivering T-levels in the future.

Archbishop Holgate's did not respond to a request for comment.

Until this week's changes were announced, 16 schools had been approved for the first wave of the qualifications.

EDITORIAL

DO YOU HAVE A STORY?
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Let's see the proof that isolation works in schools

Schools say they need a place to sit down with a pupil, warn them against bad behaviour and offer support.

No teacher can plough through the curriculum if they're repeatedly facing a pupil who tells them to 'f*** off'.

But once the pupil has been removed them from class, what's the best intervention? Silence? Chatting with a teacher? A computer? Nobody knows.

Also, how young is too young? We found some schools sent pupils into isolation from year one.

Can the success of isolation be proven by tracking how often each pupil ends up there?

If it drops off after a few tries and a pupil's grades improve, the intervention could be deemed successful.

But the DfE doesn't collect this data. Many of the trusts using isolation spaces also trumpet the need for "evidence-based education".

The government has put aside £10 million to help schools share good practice on behaviour - let's hope that addresses whether isolation spaces actually help pupils.

Spielman waves away new framework concerns

Ofsted is flashing an increasing amount of its proposed new framework. Enough to get headteachers twitchy - particularly around proposals that inspectors will look more closely at curriculum.

Others are worried that, with the framework consultation to be fully revealed in January, there's not much lead in to the changes in September.

School leaders are also wary of even more changes adding to the workload burden - concerns shared by education secretary Damian Hinds.

Alas, in an interview with Schools Week today, Amanda Spielman has shrugged them off.

Focusing on curriculum means less pressure on results. Increased workload? Pah, Ofsted has been signalling its direction of travel for some time, she said.

And the short turnaround time? Nonsense, Spielman said, the inspectorate is giving schools more time than ever before to prepare.

Like it or loathe it, change is coming. But the chief inspector pledged to keep those changes grounded in evidence - we'll certainly hold her to that.

SCHOOLS WEEK



Get in touch.

We have a government minister paying a visit today.
It's the new Minister for Loneliness but we'll take it...



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Profile

CATH MURRAY | @CATHMURRAY_



“I’m completely biased, and I’ll own that bias”

**Anne Heavey, national director,
Whole School SEND**

Anne Heavey hated school so much that she dropped out when she was 13, and it took the local authority two years to find out. She did her GCSEs in a year at the local pupil referral unit, and a year later successfully applied to Oxford.

“I think they like a wild card,” she says, with a grin. “The guy who wrote my reference was like: ‘You want to meet this one. She’s mad.’”

Whatever images “wild card” might conjure up, the Whole School SEND national director doesn’t immediately fit.

We’re sharing a giant sofa cushion in the foyer of the hipster building in central London where their office is located. Two mugs of green tea perch uneasily on a four-

legged sofa tray. We’ve coincided with free cupcakes day and there’s even (hallelujah) a gluten-free option.

But while I’m surreptitiously slipping off shoes and tucking up my feet, Heavey sits tall, poised – ready to be grilled. Her hair is pulled back; her glasses (bought online: “You really must try it,” she enthuses) emphasise the thoughtful air with which she ponders my questions.

“What intrigues me is how many youngsters whose primary need is physical are not in mainstream schools,” she says. “And I think we need to look at, you know, why haven’t we prioritised getting the school estate accessible?”

“They could be progressing in line with their peers, or exceeding their peers... I think deciding what that minimum expectation is

of accessibility is a conversation we should really have.”

Heavey grew up as a young carer to her disabled parents, and she speaks with an air of calm authority. “SEND was kind of my bread and butter,” she says, matter-of-factly. She’s aware that as well as financial barriers to schools adapting their environment to pupils, there’s also a confidence problem. “I think some aspects of physical disability can be quite intimidating, around medical care... when that’s needed. Intimate care, feeding tubes and things. But it’s possible.”

Teacher discomfort pervaded Heavey’s childhood. As well as being lumbered with low expectations, “because, look at my parents”, teacher interactions could be excruciating. “My mum’s got quite complex disabilities. Her speech is affected as well,

Profile: Anne Heavey

and it was very clear to me that people treated my parents differently to how they treated other people's. At parents' evening: 'Hello... Mrs... Heavey...' And she would sort of say: 'You can speak at normal pace; it's fine.' There was kind of a very patronising attitude."

At primary school, Heavey "played up to" teacher perceptions of her as not very bright, to hide the real reasons behind her failure to complete homework: "Because I had other things to do at home. And I needed to keep that quiet." But come secondary: "It all kind of fell apart because I wasn't really able to manage fooling 14 teachers, when I'd only had to fool one."

She spent years 9 and 10 teaching herself the piano and "reading everything". "But being at home, I could help my mum out. So, you know, it worked."

So how come no one noticed? "I was on a music scholarship at a private school," she explains, "and their standards around keeping kids in are sometimes a bit different, so they just allowed me to leave."

At the start of year 11, a neighbour got in touch with the local authority. "She was like: 'There's a kid round the corner that I don't think is going to school,'" she says, in a way that invites amusement, not pity.

"Then the local PRU got in touch and said: 'We'd like to invite you in and just have a chat,' and then the most incredible people I've ever met in my life got me back in love with learning. I took six GCSEs in year 11, having not been to school since year 8.

"My tutor, Wendy, she was amazing. I just had three hours' tuition a week. I popped into a local secondary school who helped with subject-specific stuff after school. Got me used to going into school again, and then we had a chat about, you know, what next."

What next was a local sixth form. As a total music nerd – "I can't remember them all now," she says, "but I used to know the opus numbers for all the Beethoven piano sonatas and the keys... I was a proper loser" – music A-level was a natural choice. Her grandmother, whom she describes as "the original SEND mum", bought her a cello when she was four. "They were like: 'What do you want?' And I was like: 'I want that one,'" she jokes, mimicking Matt Lucas from Little Britain. "It was too big for me and my feet didn't touch the floor, but there's a picture of me holding this cello."



She also took English, history and drama, "because I was shy and needed to learn how to be around people. Needed to re-humanise."

Unsurprisingly, she wasn't academically

"Disabled parents? Free school meals? Rural Nottingham? Yes, sure, babes"

confident. "I thought, maybe I'll get some Cs. Then my results came in and the head of sixth form said: 'You're going to apply to Oxford or Cambridge, right?'"

"They told me: 'Just go for it. There's literally nothing to lose.'"

She put in an application to Oxford to study music, and had to audition on the piano, which she prepared for with "the most patient music teacher who I think has ever existed... Because I arrived and was like: 'Not done a GCSE, not done theory. Taught myself.' I had some piano grades from back before I dropped out of school. We did grade eight in a year."

She manages to be self-denigrating even in telling me that she was accepted. "I think they thought: 'Disabled parents? Free school meals? Rural Nottingham? Yes, sure, babes.'"

Heavey loved Oxford – the tutorial system suited her aversion to big classes – and after graduating, trained as a teacher. "Which given how much I hated school, I think is fascinating. But I did also leave teaching, so..." she trails off, with a cheeky smile.

She admits having been inspired by her tutors, particularly at the PRU, but also the A-level teachers "who took this complete basket case and just let me run. So I wanted to be that safety net for other kids".

She left to join the Association of Teachers and Lecturers as policy advisor for curriculum, assessment and SEND, and stayed through the merger with the National Union of Teachers to form the National Education Union last year. In line with the union's policy, she argues that more arts subjects should be included in the first-tier EBacc subjects. "They're brutally hard, and really enriching. We learned about German history and the French Revolution through music, which I wouldn't have learned elsewhere. I think I'd like to see that broadened out. I'm completely biased, and I'll own that bias."

In June she was appointed head of Whole School SEND, a charity run through the National Association of Special Educational Needs that has previously received a government grant to develop a SEND audit for schools, and is now undertaking an ambitious national "SEND index". In conjunction with University College London, which conceived the project, they are using surveys, Department for Education releases and Ofsted reports to document the state and condition of SEND provision in each local area – in order to identify pockets of excellence, and where to target support.

So what prompted her to apply for the role? "SEND is the thing that fires me up, really, and it runs very deep, and I just thought: 'I've got nothing to lose by going for this. Things are changing at the NEU. Maybe it's the right moment to move on.' It's just that thing about empowering teachers to see the individual child, and who they could be, and help them on that journey. That's what this project's about."

Opinion

DO YOU HAVE A STORY?
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The desire to achieve a reduction in exclusions is plainly to be welcomed, but councils can't just impose a fining system – schools would have to sign up to it, explains Russell Holland



RUSSELL HOLLAND

Barrister, Michelmores

Is it legal for councils to fine schools for excluding pupils?

Gloucestershire County Council has recently made headlines for proposing to “fine” schools £5,000 for permanently excluding a child. The reality is that the council were not proposing to fine schools, but rather are consulting if schools would like to enter into pooling arrangements whereby when a school excludes a child, it places £5,000 into a fund that would then be given to the school that subsequently admits the child.

Local authorities do not have the power, in law, to fine a school for permanently excluding a child. From a legal perspective there would be nothing, in principle, to stop schools (including academies) entering into arrangements to create a shared fund to assist schools who admit excluded children.

Potential legal issues may still arise though, for example: the nature of the agreement between schools and how any such agreement could be enforced. Further, money given to another school would need to be accounted for and so this would need to be covered from an audit perspective (including, for academies, compliance with the Academies Financial Handbook). However, any such arrangements would have to be entirely voluntary.

The proposal, while innovative, may face difficulties in terms of enforcement and a critical mass of schools willing to sign up to the scheme would be required. So it will

only be known how many schools would be willing to sign up once the consultation process has concluded.

Exclusion is a very emotive issue. Teachers enter the profession and governors give time to schools because they want to educate children. Exclusion is a last resort and there is a process of mandatory reconsideration by governors and a request for a review by the independent review panel.

they do not admit the child. Note that this is only where the IRP quashes the decision, as opposed to recommending that the governing body reconsider – as if there is only a recommendation to reconsider then there is no financial penalty.

The reality though, is that situations do arise where behaviour issues are such that permanent exclusion is considered by the headteacher and

“ This must ultimately rely on goodwill

At present where an IRP quashes a decision to permanently exclude and requires a governing body to reconsider a permanent exclusion, then the school does have to pay £4,000 if

governing body to be necessary. Unfortunately, regardless of the outcome of an IRP review, by the time this process has concluded relationships can often be fractured



such that a parent may not wish to return their child to the school. It may also be the case that during the process, particular needs may be better understood such that a placement at the school is no longer regarded as suitable.

Where a child has been excluded, local authorities follow their “fair access protocol” and anecdotal evidence suggests that some schools feel that they take disproportionate numbers of previously excluded children. Where a child has an EHCP then this must be amended as part of a review of the EHCP and changes may then be the subject of an appeal to the first tier tribunal if amendments are not agreed.

The desire to achieve a reduction in exclusions is plainly to be welcomed but this suggested mechanism is one that must ultimately rely on goodwill. However, it is innovative and it will be interesting to see how schools respond.

From a wider legal and policy perspective, the key issue is being able to secure additional resource to prevent exclusions happening in the first place. In many instances schools will have already put in additional resource to assist a child with behavioural difficulties, but without additional funding this will inevitably have to be at the cost of cutting back on other provision. While the IRP and potential legal remedies provide a route of redress for parents, they can often be at very significant cost (especially if it goes to tribunal), which means that more resource is focused on a legal process that could have been spent on the child.

Opinion



RUTH JOHNSON

Principal research manager, Centre for Education Research and Practice

What does good collaboration look like in the classroom?

Helping students work well together is just as important as the end result, explain Ruth Johnson and Ayesha Ahmed

In a world facing complex challenges, from climate change to Brexit, teamwork and problem-solving are ever more important skills for young people to develop. But with zero-sum social-media rows too often the norm in public debate, how can we encourage effective collaboration in the classroom?

As part of a study into collaborative problem-solving, researchers at AQA and the University of Cambridge Faculty of Education set out to explore groupwork among young people. We aimed to move beyond a general sense that cooperation is productive and identify in detail what good collaboration looks like, and how teachers can assess it formatively.

We worked with 14- to 15-year-olds in schools in the Manchester and Cambridge areas, giving them multistage problem-solving tasks to tackle in groups of three. We recorded them and analysed their discussions, looking for instances

of different types of talk: proposing new ideas, for example, or building on the ideas of others, justifying ideas or resolving disagreements with reasons.

As the groupwork developed, we asked teachers and assessors to observe and comment on it. We then looked at what the students in the better-performing groups were doing differently.

What we found was that the key to collaborative classroom work was balance. When a problem needs to be tackled, it is the balance of contributions and not simply a strongly promoted opinion that is important.

Our study showed that if all participants are contributing roughly equal amounts of talk to a discussion, and if they're responding

to each other by building on ideas and taking them further, they can solve the problems set for them more easily. What's more, if students explain their ideas – rather than simply asserting them – and invite ideas from others and ask each other questions, the group does better. Some specifics of the language are important, too – for example, the use of “shall we” rather than “I think” was common in the better-performing groups.

Also critical are the more social elements, such as ensuring everyone is involved, keeping the group moving forward and bringing

“What we found was that the key to collaborative classroom work was balance

humour to the task. Conversely, in discussions where things didn't go so well, we saw evidence of students taking control or taking a position of authority, building on their own ideas and dismissing the ideas of others, or deferring to another as the authority. Whenever any students in a group made a very low or high number of utterances relative to the rest of the group, there was less progress on the task – the opposite of balance.

None of this happens easily. Groupwork has to be planned well and groups have to be selected carefully. It should happen in

conjunction with other forms of learning, including direct instruction (again, a balance is a good thing), and it has to be done in an informed way – teachers and learners need an explicit understanding of what good participation in a group task looks like.

The materials that we have developed out of our research (www.aqa.org.uk/assessing-collaborative-group-work) include descriptions and exemplars of good participation, as well as ideas for tasks and feedback. We hope that they will enable teachers to answer questions such as: “What feedback should I give this student to enable them to get better at this?”

And, in turn, we hope this will encourage schools to teach not just the subject knowledge needed to complete a collaborative task, but also the skills needed to participate in such tasks.

As one teacher in our project put it: “We do a lot of groupwork but we normally assess the finished piece rather than the activity, so I'm going to look at... assessing the teamwork and the output separately.” This approach enables students to get better at working with each other and to be better prepared for the world beyond school.

Co-authored by Ayesha Ahmed, senior teaching associate, University of Cambridge Faculty of Education

Reviews

BOOK REVIEW



Talent architects: how to make your school a great place to work

By Mandy Coalter

Reviewed by Jenni Hardy, chair of the interim executive board of a Cheshire primary school, and former HR vice president, AstraZeneca

Published by John Catt

This book is for you if you want to make your school “the best place to be”: the best place to work for staff and headteachers, the best place to learn for pupils, or the best place to volunteer as a governor. It will equip you with practical ideas and simple techniques, as well as a few powerful questions upon which to reflect.

Let’s face it, we all aspire to find the best place to work – but quickly fall into the trap of allowing busyness, day-to-day tasks and negative talk to dampen our expectations and self-beliefs. This book reinforces the fact that the opportunity to create a great workplace is there for us all to grasp.

The author, Mandy Coalter, challenges us to rise above the multiple difficulties facing schoolteachers, such as data-assessment overload, lack of resources/funding, high levels of absenteeism, teachers in short supply and newly qualified teachers leaving their chosen career after only a few years. Instead, Coulter – who is an HR director at the United Learning schools group – takes a refreshing look at how those in charge can innovate school culture so that people are truly valued. This, in turn, creates the best learning environment for pupils, and results quickly follow.

Talent Architects explores many practical approaches – drawing from best practice within both the private and public sector – to help manage the ongoing need to attract the best

staff. It also takes us through ways to retain good teachers and assistants once they are onboard – by managing performance, developing potential and growing talent as part of a holistic approach to employee engagement. We know from extensive research that the quality of teaching staff directly impacts pupil outcomes, which makes taking action to build an attractive workplace in schools mission critical.

There are some “deep dives” into how to address teacher workload and wellbeing in order to motivate and consequently retain the best staff. The author also explores the crucial role that leaders play in people management. They have to be visible and model behaviour – “the standard you walk past is the standard you set” – and they must be adept at making things happen through others. Leaders set high aspirations for “all to achieve”, regardless of backgrounds. Different school scenarios and the variety of individuals who comprise the staff team require leaders to be agile in exercising a range of leadership styles.

We are reminded by the author of the importance of sharing successes with parents, staff and children. The

vital role of websites in recruiting talent is emphasised, too – in their content and style, they demonstrate very publicly what the school thinks is important.

The book recognises that engagement happens at the individual level. Therefore, the relationship between manager and member of staff is the unit of change, with factors such as flexible working, more CPD or a simple thanks at the end of a tiring day key to success.

It is essential that we give ourselves time out within busy school schedules to review our people strategies, as this is a positive sign that the school is prioritising building a great workplace. *Talent Architects* reinforces the need for governance teams to ensure that the SLT has a strongly defined people strategy, as well as HR expertise.

If there is one expectation that any chair of governors must have of their headteacher or executive head, it is to commit to being the best leader they

can be. Read this book and understand the impact that excellent people management and engagement skills can directly have on the working environment in schools, and ultimately the ability for a future generation to reach their potential.



Research

Every month Laura McInerney shares some insights from polls of people working in schools, conducted via the Teacher Tapp app.

The last teacher standing wins a headship

Laura McInerney, Co-founder, Teacher Tapp

The title of Graham Greene's 1960 novel *A Burnt-Out Case* refers to an unusual medical condition: lepers who have lost all physical sensitivity to pain, so continually mutilate themselves.

But the point of the novel is that the protagonist suffers the psychological equivalent of that disease. He has been ground down by his life and lacks any zest for it. He is burned out in another way – the way we understand the term today.

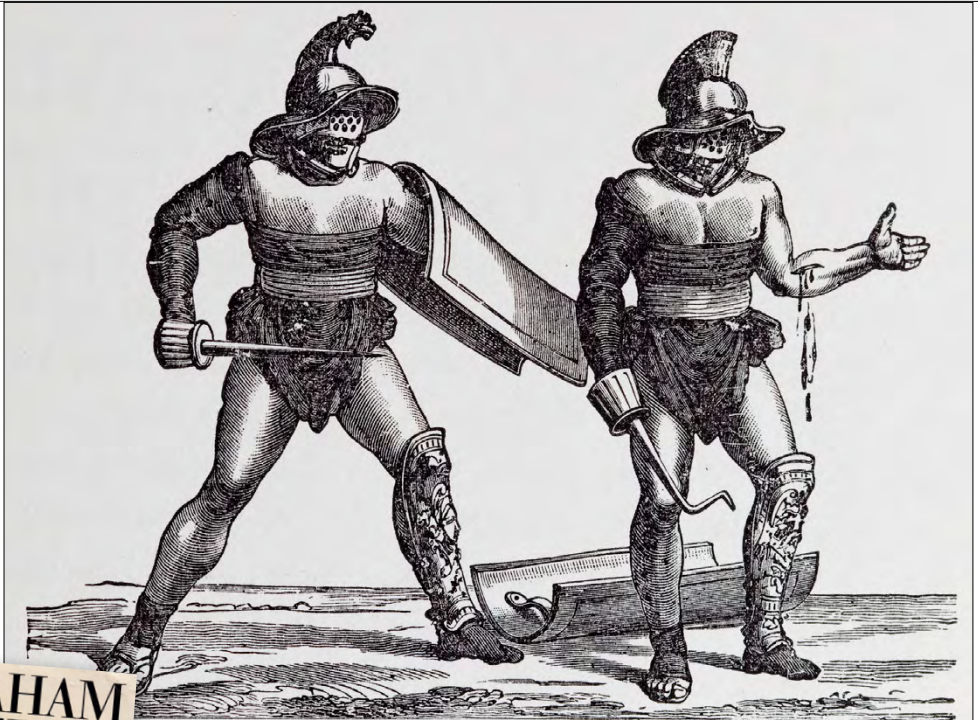
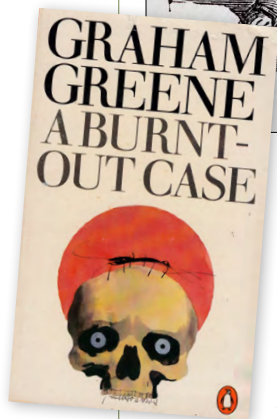
In 2018, the phrase “burned out” is generally used to describe workers who withdraw from work after a period of long-term unresolved stress. But how common is burnout in the teaching profession, and is it a worry?

Last week, during what was the sixth week of term for most teachers, we asked over 2,500 users on Teacher Tapp to tell us about their current levels of exhaustion. We found that 10 per cent – that’s one in 10 teachers – are already experiencing symptoms of burnout “that won’t go away” and which prey on their minds.

A further seven per cent say they feel “completely burned out and wonder if they can go on with the job”. Added together, that’s 17 per cent of teachers – or, to put it another way, on an average corridor with six teachers, one is struggling with burnout.

In my last *Schools Week* column I wrote about the extent to which bad behaviour causes problems for new teachers. From this, you might jump to the conclusion that newbies are therefore the most burned. But that’s not what the data shows. Actually, it’s those who have been in the job between five and 10 years who seem to suffer the most.

Teachers in these years also struggle more with work-life



GLADIATORS.

balance as they juggle the responsibilities of leadership while maintaining a reasonably heavy teaching load (plus, they are usually within the key age group for having young children). Of this group, only six per cent say they are happy at work and have no feelings of burnout. For headteachers, that figure doubles

to 12 per cent.

Seeing this data has made me start to think of teaching careers as a form of gladiator training. It’s almost as if, for the first five years, we send all the behaviour issues your way. Then, if you make it through, you get to battle workload mountain. Finally, cling on long enough and you get to wear the headteacher’s crown.

And all is fabulous. Well... almost.

Secondary headteachers consistently show up as being the happiest groups

on a range of measures. If they are also married to another headteacher, and don’t have children, they seem the happiest of all! This is despite the fact they report working much longer hours than the average secondary schoolteacher. Suggesting that work type and autonomy is more important than workload.

Alas, primary headteachers are not so lucky. While only six per cent of secondary heads said they feel fully burned out, that figure more than doubled to 13 per cent among primary leaders.

Why might this be? Over the past year, the Teacher Tapp team have either worked in, visited or spoken at schools across the country, and the same pattern keeps emerging. While secondary heads have a plethora of senior leaders to lean on, primary heads are often expected to do an expanding number of jobs without support. Delegation is easy when you have administration staff and a heap of assistant heads. It’s hard when you’ve already cut back on every additional pair of hands and safeguarding referrals are escalating because local health and social services are suffering.



Reviews



Amir Arezoo is vice principal of Horizon Community College in Barnsley

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On the sacred and profane of powerful knowledge

@edsacredprofane

A microcosm of wider debate on social media, online educational discourse is rife with binaries: “traditional” versus “progressive”, “inquiry” versus “direct”, “knowledge” versus “skills”. Done in the correct way, this is not actually a bad thing, in that if we use such binaries to challenge “accepted” viewpoints we can move towards a better understanding of effective education. Peter Ford’s blog post on the concept of powerful knowledge does exactly that. He posits the notion that powerful knowledge is a concept that should not be left to theory alone; in fact, even practical subjects have their own powerful knowledge bases. It is an argument that is worth considering in respect to the current notion of a broad and balanced curriculum: “broad and balanced” should not just apply to the subjects that are studied, but also to the mix of theory and practice. Ford, for me, is right in highlighting the danger of being ignorant of powerful practical knowledge, particularly in academic and scholarly subjects such as engineering and architecture.



Lessons that misfire

@teacherhead

A phrase that I use quite often in relation to observing teaching is the “idea salad”: a lesson that is full of pedagogical ideas but misfires due to the lack of connection to the learning or between the ideas themselves. There is no problem with having a toolkit of different strategies to apply in the classroom in order to make lessons informative and engaging, but trying to use all of the tools at once, and in the wrong way, can be (and usually is) fatal. Tom Sherrington elaborates on this problem, citing examples that make it clear why although in theory the idea of throwing everything at a lesson might be great, in reality it is unhelpful. My favourite quote: “It’s important for teachers to spend time thinking hard about how the activities they plan support the learning intentions.” Where lessons go wrong, often it is because planning gets that order the wrong way around.

Follow me into battle

@katie_s_ashford

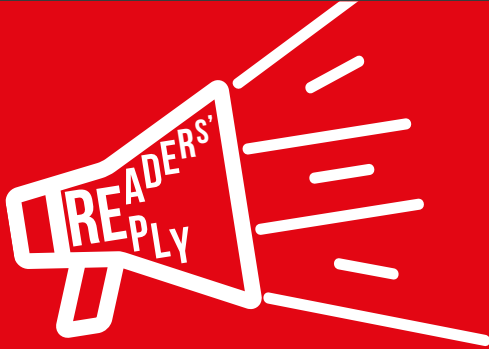
The teacher-student relationship is one of the most important yet least understood concepts in education. Finding the balance between formality and familiarity is an equation that even the most experienced

of teachers has to solve when building relationships with classes. Katie Ashford provides a great summary of the best ways to make the most of this crucial dynamic. It should be no surprise that integrity and authenticity are running themes through Ashford’s post, with every element being common sense. Those who have heard second- and third-hand about Michaela Community School (where Ashford is deputy headteacher) may be surprised about her recommendation of a sense of humour, given the boot-camp myth that the school has had to challenge – and which I do not believe to be true. It is not enough to rely on routines and systems to make a lesson function but instead, as Ashford alludes, the real magic comes from the wider qualities that a teacher brings to their game. I really enjoyed reading this blog.

Retrieval practice promotes deductive reasoning

@acethattest

In the crucible of Twitter discourse, you could get the impression that all teachers are using cognitive science to inform their pedagogical practice. In actuality, understanding of notions such as retention and retrieval, working memory and desirable difficulties are rather nascent in the wider educational world. This is understandable, as many teachers are wary of buying into such trends these days (Brain Gym, anyone?). Even as the field grows in appreciation, cognitive scientists continue to find new and wonderful effects of employing strategies such as low-stakes testing, spaced practice and the like. In this post, Cindy Nebel demonstrates how retrieval practice – quizzing, testing, etc – can be employed to have a positive impact on deductive reasoning. In an accessible, clearly structured and informative essay, Nebel challenges the notion that retrieval practice should only be used to improve factual knowledge, arguing that it can be employed to develop skills, too.



Ofsted accused of conflicting signals over Barnsley school exclusions

Cathy Kirby, Ofsted's Regional Director for North East, Yorkshire and Humber

Ofsted strongly rejects the suggestion that it is contradictory to praise the behaviour policy of a school while raising wider concerns about inappropriate exclusions.

Inspectors recognise when schools set clear expectations of pupils, and staff implement behaviour policies well, so that teachers can get on with teaching and pupils can learn. Any other assessments about exclusions are based on available evidence.

Inspectors always look at whether exclusions are being used appropriately. Schools will not be penalised if excluding pupils legitimately. Indeed, Ofsted supports schools that take a tough line on poor behaviour.

As the chief inspector has consistently said, schools have the right to use both fixed-term, and in extreme circumstances, permanent exclusions, to deal with serious behavioural issues. Our concern lies with schools that are using exclusions inappropriately, including those who send "troublesome" pupils home during inspection.

Barnsley has the highest rate of fixed-term exclusions in Yorkshire and Humber and one of the highest rates in the country. My letter to schools reminded all local education leaders of their responsibility to use exclusions appropriately.

Warning over future of education research as number of postgrad students drops 10%

Janet Downs

The fall in the number of education researchers in the UK is dispiriting but hardly surprising. Policymakers (aka education ministers) may look at research but it's only research that upholds their prejudices. If it doesn't then it's dismissed as the ramblings of the "Blob".

DfE 'recognises' Progress 8 can drive 'perverse incentives'

@stevenmwright

Incentives or not, schools make these decisions consciously and should be held accountable for them.

REPLY OF THE WEEK

@SteveHowell30

Over half of secondary schools use 'internal inclusion units', DfE research finds

I hate the internal "inclusion" centres... if they are included then why are they separate to the rest of the school? What interventions are undertaken? Why are they sitting with a TA / cover supervisor all day? What's with those little booths?



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

Church of England academy faces termination over 'unacceptably low' standards

Jane

And how much will the DfE fork out to bribe another trust to take on this school? How long will the government persist with this discredited idea that the way to improve schools is to turn them into academies?

Schools are being treated like second-hand goods to be handed over to charity shops when no longer wanted by an academy trust, often after the trust has made its money from the school.

Ofsted backs education committee's call for new 'inclusion measure'

@profstig

As a society, we need to be judged by the educational achievements of our most vulnerable children and young people.

@IanMcNeilly

A combination of lack of funding to be able to properly look after the most challenging pupils and alternative provision being decimated is making this admirable aim increasingly difficult to achieve.

Why we replaced our local governing bodies with committees

@jpkerman

It is less about structure and more about relationships. The ability to have trust, honesty and a shared common purpose. How to achieve this is the real challenge.

WEEK IN WESTMINSTER

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

SATURDAY

If any more proof was needed that Amanda Spielman is the Hermione Granger of the education world, we got it at the New Voices conference at the weekend. The chief inspector of schools was spotted sitting on the floor in crowded sessions taking copious notes, and even had time for selfies with star-struck delegates afterwards.

MONDAY

Still in weekend mode.

TUESDAY

Fed up with the usual question-dodging nonsense from politicians, MPs on the parliamentary education committee opted to invite an altogether more reliable witness to talk about the implications for education of the developments in artificial intelligence.

Pepper, a semi-humanoid robot manufactured by SoftBank Robotics and designed with the ability to read emotions, told the committee that robots "will have an important role to play – but we will always need the soft skills that are unique to humans to sense, make and drive value from technology".

Such refreshing honesty and self-awareness is rare in a select committee witness, as Lucy Powell, the former shadow education secretary and a member of the committee, pointed out.

"Pepper's answers to our questions were better than many we hear from

ministers!" she tweeted.

Robert Halfon, the committee's chair and a former skills minister, was equally impressed, and even got a hug from the witness at the end of the session.

2018, ladies and gentlemen.

WEDNESDAY

With all the press attention surrounding the misconduct hearing against former "superhead" Liam Nolan in Coventry, staff at government office Cheylesmore House were on high alert.

Journalists attending the hearing were watched all day, with security guards even posted to wait for them outside the toilets when they went to use the facilities. Hungry hacks weren't even allowed to use the building's canteen, which was open to everyone else involved in the hearing, and instead had to dash into town to sample the delights of Coventry's cafes during a 40-minute lunch break.

Transparency in action!

Meanwhile, Ofsted was on a mission to promote the successes of free schools this week, tweeting emphatically that "83% of free schools are now good or outstanding".

That figure is encouraging indeed, until you realise that many poorly performing free schools have been excluded from the data.

This is because Ofsted decided not to include the inspection results for UTCs and studio schools, which are still types of free schools despite their technical focus and different recruitment age, in its national data releases.

However the government gets the best of both worlds, because new UTCs and studio schools continue to count towards its free school opening targets! Nick Gibb will be rubbing his hands.

THURSDAY

Given the government's constant need to manipulate statistics to paint a rosy picture of the English education system, you'd think ministers would jump at the chance to share some genuinely good news.

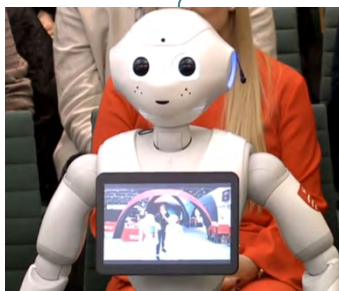
But Nadhim Zahawi, the children's minister, waited more than six hours to tweet about new early years foundation stage profile results that show a higher proportion of reception pupils are reaching a good level of development.

More baffling still is the fact that the DfE still hasn't responded to GCSE results released on Tuesday which reflected favourably on the government's flagship free schools programme.

It's possible the department was simply slow on the uptake, but the relative silence is being taken by some as a sign the DfE is running scared of the UK Statistics Authority, given its recent run-in with the watchdog over misleading figures. Hmm!

Also published today were details of meetings held by top DfE officials, which reveal that Jonathan Slater, the department's top civil servant, met with former education secretary and UTC founder Lord Baker back in June.

The meeting was to discuss "school improvement", but given the problems UTCs are facing up and down the country, we wonder if Slater had a particular type of school in mind.



HEADTEACHER

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(from September 2019)
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Coloma Convent Girls' School is a Roman Catholic school (11-18) with voluntary-aided status. Founded by the Religious Sisters known as the Daughters of Mary and Joseph (also known as the Ladies of Mary) in 1869, the Sisters continue to serve as Trustees of the school. Coloma now has over 1,000 students and is officially recognised as outstanding and as a World Class School. In July 2018, Coloma was named the best secondary school in Croydon by the Real Schools Guide.

We strive to offer an education that will prepare students for life through a commitment to their spiritual and personal growth. Our highly committed staff, supported by the Governing Board, give students real choice, diversity and consistently high standards of education.

The successful candidate will be a practising Catholic who will lead us on to the next stage of our journey, maintaining and developing our profile for excellence and maximising the opportunities from the changing educational landscape.

The successful candidate will:

- be passionate about Catholic Education
- have clarity of vision for the school
- be able to progress Coloma's status as a World Class School
- be able to lead a successful and expanding Sixth Form
- develop partnership with third parties
- be politically astute in all dealings with the Local Authority, Diocese and other relevant bodies
- be a strategic thinker with excellent communication skills
- be able to take key decisions with regard to calculated risks

To apply please visit our website www.coloma.croydon.sch.uk

Visits to the school are warmly encouraged and can be arranged by emailing the Clerk to the Governors (strembath@coloma.croydon.sch.uk)

Closing date for applications: 14th November 2018 at 08:30am

Shortlisting: 20th November 2018

Interviews: 3rd and 4th December 2018

This post is subject to an Enhanced Disclosure Application (with barred list check) to the Disclosure and Barring Service.

We are committed to safeguarding and promoting the welfare of children and young people.



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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.



HEAD TEACHER, MALAWI

Mount View Primary School is an international school located in Limbe, Malawi, offering quality education from Nursery to Year Six. We are a co-educational day school serving over four hundred and fifty students from eighteen different countries. Our curriculum is based on the Cambridge Curriculum, incorporating many aspects of our local environment.

Mount View seeks applications from a qualified and experienced Head teacher wishing to join our teaching community for January 2019. We require an enthusiastic teaching professional, who is motivated to provide the best education for our developing learners.

The position requires a range of talents as it involves two aspects; a good team leader who is able to motivate and lead a team of 45 teachers and highly good at PR, marketing & communication.

We provide a two-year renewable contract with a competitive salary, end of the contract Gratuity, medical cover, and accommodation on campus.

Applicants must hold a recognized teaching degree along with PGCE/QTS qualification and have a minimum of 3 to 5 years administrative experience.

Applications should consist of a Covering Letter, current CV with recent photograph and the details of three referees. The Covering Letter should include your motivation for wishing to apply for the position, both in terms of what interests you about the school and about the country.

Applications should be emailed to: ibheda@gmail.com by the 15th November 2018.

Interviews will take place via Skype from the first week of December 2018.

For more details about the school please check our website <http://mountviewprimarymw.com/>



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 NESA.

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