

SCHOOLS WEEK

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Part-time teaching: is it really good for schools?



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BENNETT**

Government behaviour advisor and
founder, researchEd

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ROBERT HALFON

Chair, Commons education
select committee

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**TOP BLOGS
OF THE WEEK**

Debra Kidd

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The editor's top picks

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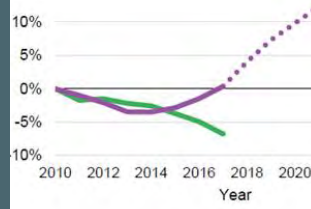
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The stark graph revealing the full teacher recruitment challenge

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Private school warning notices: one year on

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The Debate: Can schools still make savings?



With chancellor Hammond's autumn budget offering schools a one-off payment of £50,000 for "little extras" but no increase in revenue funding, a headteacher and a chief operating officer debate whether there are still areas where schools can make efficiency savings.

P28-29

Ministers to shell out £10m for 200 'external experts'

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The Department for Education will spend £10 million on 200 "external experts" to advise it on policy areas including safeguarding, free schools and the curriculum.

A tender document published this week reveals that the department is searching for organisations to run a "register of external experts" made up of "individuals who have expertise and experience at a senior level in the education sector".

In particular, the government is looking for experts in safeguarding, counter-extremism, free schools, university technical colleges, the curriculum and general education.

The register will initially only include a maximum of 200 experts, but may be reopened in the future, the tender document states.

It comes just months after the DfE was criticised for plans to spend £2.3 million on recruiting up to 250 cost-saving consultants. The latest spending has also further angered unions and school leaders.

Stephen Tierney, who chairs the Headteachers' Roundtable, said it was "another unbelievable waste of public money", coming hot on the heels of a "tin-eared budget" that pledged only "little extras" for schools.

"They already have the unions,



professional associations, leadership organisations, and the Headteachers' Roundtable will happily meet the DfE at any time," he told *Schools Week*. "There is already that opportunity to have those conversations about things like curriculum.

"I'm not sure exactly what they are trying to achieve. Is it that they want certain people, the same old faces, to be paid to give their advice? If they are serious about talking about curriculum, they have to talk to the whole profession."

Kevin Courtney (pictured), from the National Education Union, said the DfE should be "seeking advice from the teaching profession".

"If the government's education policy was coherent and well-thought-through, they would not need to throw taxpayers' money away on experts employed to put a spin on the problems they have caused."

However a spokesperson for the DfE rebutted the criticism – stating they are doing "exactly as suggested" by "using experts from the education profession

to support the department's decision-making".

In August, *Schools Week* revealed how the department plans to spend £2.3 million on massively expanding its money-saving advisers, who will be parachuted into struggling schools to help them cut costs.

The DfE said a trial of its new school resource-management advisers network had won positive feedback from the sector. It is now planning to significantly ramp up the scheme, with an aim to recruit between 160 and 250 advisers over the next two to three years.

Schools Week revealed last year that the DfE had already spent almost £100 million on advice for free-school projects in just three years.

According to the latest tender document, the new register of external experts will be made of people "with a broad range of experience and expertise" from across eight areas covered by the government's regional schools commissioners.

Appointments to the register will not guarantee the award of any work, but will allow advisers to "bid for specific work opportunities made available by the DfE".

A DfE spokesperson added: "We regularly use a range of education experts. This includes individuals with years of hands-on experience working as teachers and leaders within the education profession.

"This procurement will focus on securing important operational expertise at improved value for money."

FREDDIE WHITTAKER | @FCDWHITTAKER

Fears for school-buildings' safety after structural problems in Ireland

The Department for Education has remained silent over fears for the safety of English schools following the closure of a number of buildings built by construction firm Western Building Systems in the Republic of Ireland.

The Irish Department of Education launched an investigation after Tyrrelstown Educate Together and St Lukes National School in Dublin were closed following the identification of structural problems in their buildings.

Schools Week discovered a number of schools in England were either built by or had temporary

or modular facilities provided by Western Building Systems.

However the UK DfE refused to officially comment or even confirm how many English schools are affected.

According to case studies on the WBS website, the company was involved in construction projects at St Mary & St John's CE School in Hendon, Garth Hill College in Bracknell, Willowfield Humanities College in Walthamstow and Willow Dene School in Plumstead.

Rachel Harrison, headteacher at Willow Dene,

said she was aware of the reports about the company, but had not been contacted by the firm or the DfE.

"We are aware of the reports you mention and are following this up as a matter of urgency with the relevant bodies," she told *Schools Week*. "We will make any decisions necessary, depending on the information and advice we receive."

A spokesperson for WBS told *Schools Week*: "All school projects in the UK are completed to building regulated standards."



No details on allocation of Hammond's 'little extras' cash

FREDDIE WHITTAKER
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The chancellor's £400 million capital "bonus" for schools to buy "little extras" could end up with brand-new schools being handed as much cash as those where the "roof is falling in".

Philip Hammond said the money, a one-off injection this year in the form of grants, would be "useful" to fund things like "whiteboards and laptop computers".

It amounts to an average payout of £10,000 per primary school or £50,000 per secondary.

However Hammond's comment that the money can be used for "little extras" was branded "utterly insulting", as schools say they have cut services to the bone to meet the 8 per cent fall in real-terms revenue funding since 2010.

School leaders will have to wait until next year's spending review to find out if there will be any additional revenue cash in the government's long-term school-funding plans.

Critics also pointed out the £400 million fund pales in comparison to the estimated £6.7 billion needed to bring all school buildings in England up to a "satisfactory" standard.

The Treasury refused to answer questions about how or when the money will be distributed, adding information will be



available "in due course".

But sector experts told *Schools Week* the grants are likely to be allocated based on pupil numbers, rather than the specific capital needs of individual schools.

Rachel Gooch, a national leader of governance and governor at two schools in Suffolk, said such a methodology, which is already used for other capital grants for schools, "would make sense".

But she said: "The same amount will go to brand-new schools as to ones where the roof is falling in, [like] mine."

Gooch also warned that the bonus would not make up for real-terms cuts to the devolved capital fund, the annual amount schools get for routine capital spending.

"The DFC was cut by a huge amount at the start of the coalition so schools have lost hundreds of thousands since then," she said. "The annual total is about £200 million and hasn't gone up at all since about 2011."

"So this new sum is substantial compared to that but doesn't come near what was taken from us or what is needed now."

It is also not known whether a minimum pupil-number assumption will be built into the methodology to ensure small schools get a decent chunk of the cash.

Micon Metcalfe, a fellow of the Institute of School Business Leadership, said she envisaged the "small amount" of money being spent on IT equipment rather than actual building maintenance, adding that there is a "bigger issue about real investment in dilapidated schools".

"I think the government either needs to have a systematic programme of investment into the schools estate that goes beyond condition-improvement-fund bids, or it should consider allowing academy trusts to borrow, like further education."

Hammond said schools would be glad to receive the extra cash, adding he thinks it's a "nice gesture".

But Paul Whiteman, the general secretary of the NAHT, said schools were "much too far down the government's list of priorities", while Geoff Barton from ASCL accused Hammond of a "complete misunderstanding of the prevailing funding pressures".

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NHS cash to be used for schools mental-health services

The government will use additional funding for the NHS to extend its plans to improve mental-health services in schools, the chancellor has announced.

In a bid to create parity of esteem between mental- and physical-health services, Philip Hammond announced this week that mental-health funding will increase as a share of the overall NHS budget over the coming five years.

Some of this money will go into expanding previously announced

proposals under the government's children and young people's mental-health green paper for new leads and support teams for schools.

It followed criticism the proposal, expected to be rolled out to between 20 and 25 per cent of schools nationally by 2023, didn't go far enough.

Now the government has pledged to expand the scheme to put a mental-health support worker in every school.

However, officials have not set out a

timeframe for the goal, nor said how much extra money will be pumped in on top of the £300 million allocated in the green paper.

Further details will be released in the government's NHS long-term plan, which is yet to be published.

It follows an announcement last month that schools will be given new guidance on how to measure their pupils' wellbeing.



Politics: Budget

In brief: the chancellor's announcements on schools

The chancellor Philip Hammond has outlined his spending plans for the next year, but little is on offer to schools. Here's your trusty *Schools Week* round-up.

1 £400m capital for 'little extras'

Schools will be handed grants totalling £400 million this year for equipment and maintenance, or "little extras", as Hammond described it in his Budget speech.

The grants will average £10,000 for primary schools and £50,000 for secondary schools. The Treasury hasn't released details, but it is likely to be paid based on pupil numbers. See page 8 for more.

2 Mental-health support for every school

Hammond pledged every school will have a mental-health specialist, but the Treasury has not released any details of a target date for roll-out, or the cost.

Heralded as a new role for mental-health professionals in schools, the pledge is actually an expansion of a policy already announced by the government.

The original proposal, in the government's mental-health green paper, set aside £300 million for mental-health leads in schools and support teams to work in around 20 to 25 per cent of schools by 2023.

However the expansion will be funded from the extra £20 billion funding for the NHS.

More details should be announced in the NHS's long-term plan, whenever that is published. See page 7 for more.

3 £10m for maths and physics teacher retention

A regional trial aimed at improving retention of teachers of maths and physics will get £10 million in funding.

It follows pressure on the government to focus on retention rather than recruitment after it emerged that the same number of teachers left the profession as entered it last year.

New maths and physics teachers already benefit from generous bursaries, and a new delayed-payments scheme for maths graduates aims to reduce drop-out rates among early-careers teachers.

However, according to the latest data, maths- and science-teacher vacancy rates remain a lot higher than the average across all subjects, and the rate at which teachers of both subjects are leaving the profession has increased in recent years.

No further information about the government's new maths- and physics-teacher retention scheme has been provided, and the Treasury told *Schools Week* details will follow "in due course".

4 Fibre broadband for primary schools

Primary schools will be the starting point for a £200 million project to pilot "innovative approaches to deploying full-fibre internet in rural locations".

The first wave will include schools in the Borderlands, Cornwall and the Welsh Valleys.

The government aims to meet a goal of a nationwide full-fibre network by 2033.

5 WWI battlefield visits and Holocaust commemoration

To mark the centenary of the end of the first world war, Hammond will hand out £1 million to pay for more battlefield visits for school pupils.

A further £1.7 million will also be provided to a charitable organisation to provide educational projects in schools to mark the 75th anniversary of the liberation of the Bergen-Belsen concentration camp.

6 Bye bye PFI

The government said it will no longer use private finance initiatives to fund new building projects, including schools.

Hammond said the PFI model is "inflexible and overly complex", and pledged not to sign off any more deals.

This won't affect schools already built under the controversial funding method that are tied into hefty yearly repayments over 25-year contracts.

The government did announce that a new "centre of best practice" will be set up to improve the management of existing PFI contracts – but this will sit in the department of health and social care, so it is unclear if schools will be able to access help.

See page 9 for more details.





Calls to rescue schools tied to 'toxic' PFI deals

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES

The government will no longer use private financial initiatives (PFI) to fund future school-building projects – but is facing criticism for failing to help those schools still tied into “toxic” contracts.

Chancellor Philip Hammond announced on Monday the government won't sign off any new PFI deals, claiming the model was “inflexible and overly complex”.

It follows mounting criticism over use of the deals – whereby private firms build, operate and run buildings that are leased back to the taxpayer under contracts of around 25 years – by successive governments.

Several *Schools Week* investigations have revealed how the hefty contracts are thwarting failing schools from being taken over by new sponsors.

While Hammond's pledge only rules out new PFI projects, the government did announce a new “centre of best practice” will be set up to improve the management of existing PFI contracts.

However this will sit in the Department of Health and Social Care, so it is unclear whether schools will be able to access its help. The Treasury did not respond to repeated requests to clarify the matter.

Labour MP Stella Creasy, a regular campaigner against PFI, called for further action.

“The chancellor claims he wants to learn the lessons of PFI for the future, whilst our schools and hospitals are struggling and cutting services now.

“PFI companies are the payday lenders of the public sector and for too long governments of all colours have borrowed from these high-cost creditors. Not only should we stop using these kinds of PFI deals, we should also tackle the damage done already.”

Research by the Centre for Health and the Public Interest in February found schools were on track to pay £4.8 billion to PFI operators by 2020, generating an estimated £270 million of profits.

But billions are still owed to the firms,

with schools in five regions tied into the contracts until 2039.

A *Schools Week* investigation in 2016 revealed that every state school in England would have to pay more than £1 million to clear the debt still owed to PFI companies.

A subsequent report by the National Audit Office in January found there was little evidence that PFI contracts were good value for money.

According to the latest academies' accounting returns, from 2016-17, a total of 34 academies paid more than £1 million as part of their PFI contract repayments.

Highfields School in Wolverhampton paid £2.1 million in that year – the highest sum in the country.

Government records show the school's total income for the same year was just under £10 million, meaning the PFI repayment made up more than a fifth of its income.

The school did not respond to requests for comment. However its annual accounts for last year list the PFI contribution as a “key risk”.

But the report stated governors believe by becoming an academy they have secured a “sustainable” PFI contribution which the school can “plan and move forward”.

The repayment rose to £2.1 million last year from £1.5 million in 2016.

Schools Week revealed earlier this year how failing schools with hefty PFI bills are still in takeover limbo.

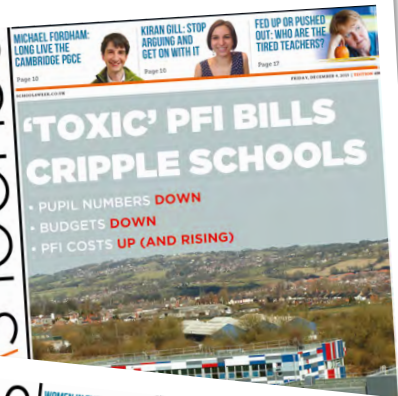
Hanson School in Bradford has been waiting more than seven years for a sponsor to formally take it over.

The school is lumbered with an annual £1 million PFI repayment bill.

One of England's largest academy trusts, United Learning, has even refused to take on



SCHOOLS WEEK



HURRAH! WIN FOR SCHOOLS WEEK AS PFI IS FINALLY SCRAPPED

any more PFI schools, amid concerns about control over buildings.

Councils are also struggling with rising repayments. *Schools Week* reported in 2016 how some local authorities were planning to cut swimming lessons, sports co-ordinators and special-educational-needs provision to plug PFI-budget black holes.

Figures show councils pay on average £1 billion to PFI firms in interest alone each year. Creasy wants the government to “urgently” consolidate the loans, which she says could save around £500 million per year.

“Most PFI projects are owned by a small group of very wealthy companies with very expensive lawyers, making it almost impossible for individual schools or hospitals to stand up to them... If these companies won't play ball, then it's time to bring in a punitive windfall tax on the massive corporation-tax profits they've made to get cash back for our public services.”





Politics: Budget

Give schools an NHS-style funding plan, says Halfon

FREDDIE WHITTAKER

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EXCLUSIVE

Education needs a ten-year funding plan like the one drawn up for the NHS, the chair of the parliamentary education committee has said.

Writing in *Schools Week*, Robert Halfon (pictured), a former education minister and Conservative Party deputy chairman, said it was "inexplicable and astonishing" that the health service can have a ten-year funding and strategic plan while education doesn't.

The senior Tory MP and former aide to George Osborne also said his committee is seeking to replicate in the education community the lobbying role played in the health sector by NHS England, amid concerns that schools don't have access to an "independent body trusted by the public" to represent them.

Further details of a more than £20 billion additional annual funding package for the NHS were announced in the chancellor's



Budget on Monday, but headteachers were left reeling when only a £400 million one-off capital bonus was pledged for schools.

In his article, Halfon said the chancellor's description of the money as being for "little extras" is "only the latest example of the Department for Education's initiative-it is, a piecemeal approach to spending, handing out a few hundred million here and there".

"It is inexplicable and astonishing that the health service can have a ten-year funding and strategic plan but the education sector does not," he said.

"It is imperative that government starts to think more long-term and banish the idea that Treasury processes should be the primary drivers for education funding."

He said the health service had NHS England to "fight its corner with ministers", but warned that schools and colleges "do not have the luxury of an independent body trusted by the public to make its case for the funding the system so desperately needs".

"The commons education select committee is taking on this role," he said.

Geoff Barton, general secretary of the Association of School and College Leaders, welcomed the committee's focus on the issue while the sector feels "utterly beleaguered by the impact of real-terms cuts".

"We believe it should be based on a clear understanding of what it costs to educate a child in each phase of education, with a mechanism in place to ensure that the per-pupil allocation rises in line with inflationary and other cost pressures."

Read Halfons expert piece on page 32

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

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Investigation

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Revealed: the lack of diversity in education leadership roles



INVESTIGATES

JESS STAUFENBERG
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Only three per cent of the largest academy trusts in the country are led by non-white bosses, a new analysis by *Schools Week* has found.

Revealing a stark diversity gap in education's top jobs, our study suggests just two chief executives of the 72 academy trusts with 15 schools or more are black, Asian and minority ethnic (BAME).

We also found not a single director-of-education job or equivalent in the country's largest 20 councils was held by someone from an ethnic-minority background.

Meanwhile, nearly three quarters of the academy-trust bosses in our analysis were men. However at the 20 councils, more than half of the education-director posts were held by women.

Last month the government

admitted that women and ethnic-minority leaders are underrepresented in top roles, and laid out plans to improve diversity under a new statement of intent.

But while diversity figures are collected for teachers and headteachers, there are no such figures published for academy-trust chief executives, nor board trustees.

Hamid Patel, chief executive of Star Academies – one of the two BAME trust bosses identified in our study – said “as a profession of social justice” teaching should lead the way on having a representative workforce.

“This has to be driven at board level,” he added. “We need boards to set challenging targets and monitor progress.”

Patel's trust leads 15 Muslim-ethos schools and also eight non-faith schools across the north, Midlands and London. It is one of the country's best-performing trusts with 10 schools graded 'outstanding'.



Mufti Hamid Patel



Clive Webster

Star started out as Tauheedul Education Trust, which was a faith-based chain. The other BAME chief executive identified in our analysis, Clive Webster, heads the Kent Catholic Schools Partnership.

Webster, who leads 24 schools, said ethnic-minority bosses are too often in post

because the school has a faith designation associated with that background.

However he said he was often the “only black face in the room”, adding that to have the confidence to apply for top roles he “overqualified” himself.

Webster has a joint honours in psychology and philosophy, a PGCE, a masters in educational psychology and a masters in business administration, and has worked in five councils.

By working in non-diverse areas Webster said he tackled the “long-standing myth that black professionals cannot fare well in white environments”.

But one leader said she'd felt forced to anglicise her name after a school referred pupils of the same ethnicity to her even though this was unrelated to her role.

Others said they missed networking opportunities because they couldn't attend pub drinks for cultural reasons.

Just three per cent of

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Investigation

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headteachers are from non-white ethnic-minority backgrounds, government data shows, which has actually fallen by 0.2 percentage points since 2012.

Sameena Choudry, co-founder of WomenEd, has called for the government to collect data on trustee characteristics to reveal whether more diverse boards hire more diverse leaders.

In research with Leeds Beckett university, Choudry found having proper appraisals to "argue their case" for a promotion particularly helped ethnic-minority women with their careers.

The gender gap among headteachers has been well publicised. Just 38 per cent of women are headteachers at secondary schools, although women comprise nearly three-quarters of teachers.

However our finding shows the gap widens at trust chief-executive level. A total of 19 of the 72 academy-trust bosses in our study were women – just 26 per cent.

Almost half of the women-led trusts also either had a Church of England or Catholic designation.

Vivienne Porritt, vice president of the Chartered

The female black CEO: Alison Kriel

Kriel, who believes she may be the only black female CEO in the country, leads the Amaya Trust with one 'good'-rated primary school in north London.

In her experience, BAME teachers often have to be "exceptional to be noticed". Unless she'd been the headteacher when her trust was incorporated, Kriel said she doubted a black woman would have been appointed as CEO.

The "biggest nightmare" has been education leaders wanting her "as a figurehead"

but not allowing her the same authority as white men.

But Kriel recalled a very astute chair of governors – himself a white man – who understood the challenges she was facing and supported her to make rapid school improvements.

"My advice to aspiring black leaders is don't go somewhere you won't be supported. Ask governors: Are you aware of the challenges I will face as a black female leader? Make sure they understand."



College of Teaching and co-founder of WomenEd, said: "The bottom line is, what will this lack of representation say to the young people that academy trusts are educating?"

Porritt also called for research around whether more diverse leadership teams lead to better pupil outcomes – linking it with research done in the business world that found the least diverse businesses were more likely to be less profitable.

Emma Sheppard, founder of Maternity Teacher Paternity Teacher, said women may also avoid promotions if planning to become pregnant as they "don't want to let everyone down", and when they have children may feel guilty about paying huge childcare bills in a way that men often don't.

The Department for Education pledged last month to work with teachers, schools

and academy trusts to increase diversity in the teaching workforce, especially at leadership level.

It plans to set a key performance indicator for its national professional qualifications, which will require recruitment to be more diverse.

The department will also consider equality and diversity as a "priority" in its recruitment and retention strategy too.

WHAT IS THE GOVERNMENT DOING?

- An equality and diversity fund is available for "regional hub" schools to help teachers with characteristics protected under the Equality Act move towards leadership roles
- The Women Leading in Education coaching pledge linked 1,000 women teachers with coaches to support them towards leadership by March 2017, however the target hadn't been hit in January
- New gender pay-gap regulations in April 2017 required all organisations with more than 250 employees to report their gender pay gap; this includes more than 400 academy trusts

Note on method:

Since the DfE doesn't publish data on the ethnicity of multi-academy trust CEOs, we've had a go. We've done this through a method of examining photos plus names, and where we thought it necessary, contacting the person in question. We think we've managed to arrive at a good estimate but as always, we are happy to be corrected on any errors. See editorial page 26

News: Ofsted

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Spielman: the 'major risks' facing education

The chief inspector of schools Amanda Spielman has set out this week what Ofsted believes are the "major risks" to the quality of education and school effectiveness.

In a letter to the parliamentary public accounts committee, Spielman said Ofsted "has not hesitated to speak out" when its inspections identify system-wide concerns.

She also pledged to continue to "speak from the evidence to make sure that Ofsted remains a force for improvement in the education and care sectors" throughout her tenure.

1 Hundreds of schools are 'stuck' in cycle of poor performance

Spielman highlighted there are 490 "intractable schools", institutions that have been "stuck" with poor performance for "a very long time", and set out plans to evaluate why interventions in these schools haven't worked.

"That these schools remain poor for so long means that, for some children, in certain areas, there may be no opportunity to attend a good school at any point in their education," she said. "This is nothing short of a scandal and is a betrayal of children's futures."

The issue was raised in Ofsted's annual report last year, but the chief inspector is still concerned.

2 Outstanding schools 'lack oversight'

Ofsted has ramped up calls recently for the government to remove the inspection exemption for 'outstanding'-rated schools.

As a result of the exemption, brought in in 2011, hundreds of schools have not been inspected for over a decade – as exposed by a Schools Week investigation last year.

Spielman said this leaves Ofsted with "real blind spots as to the quality of education and safeguarding in these schools". Issues such as curriculum narrowing, gaming and poor safeguarding practices may be missed, she added.

3 Lack of power to inspect academy trusts is 'untenable'

Like her predecessor Sir Michael Wilshaw, Spielman has been a vocal campaigner for inspection powers over academy trusts.

At the moment, Ofsted can only conduct "focused inspections" of academy trusts, which does not involve a judgment on their back-office functions and wider organisational structures.

Spielman said it was "vital that our inspection and accountability system also evolves to reflect the new reality of the school landscape".

"We believe this situation is untenable. In many MATs, much decision-making now sits at the level of the trust, not just on financial and employment matters, but in determining curriculum, teaching and assessment."

4 School accountability is narrowing what pupils learn

Curriculum has been one of Spielman's areas of focus since she took over as chief inspector in 2017, warning the current accountability approach is "failing young people".

Recent research by the watchdog found evidence that "an overly data-driven accountability system is narrowing what pupils are able to study and learn", prompting a rethink of Ofsted's inspection system to move the focus away from exam results.

However, in her letter, Spielman said the reasons schools have adopted these policies are "understandable" as the accountability system has become "overly weighted in favour of performance data".

5 Off-rolling and illegal schools a 'huge concern'

The lack of information about where children end up when they are taken out of schools for so-called "home education" is "perhaps my greatest concern as chief inspector", Spielman said.

She said Ofsted had "a lot of anecdotal evidence" that suggests parents are home-educating their children "under duress, to prevent exclusion" and called for a register of home-schooled pupils.

"Often, these parents do not have the capacity to provide a good standard of education. In other cases, parents use home education as a guise to allow them to use illegal schools or to evade the scrutiny of public services."

Spielman said Ofsted's unregistered-schools taskforce continues to identify potential illegal schools, but warned that without powers to seize evidence during inspections, Ofsted is "tackling this problem with one hand tied behind our back".

6 DfE and councils don't support schools under pressure

According to Spielman, "too little support" is given by the Department for Education and councils to "schools that face pressure from groups in the local community or national pressure groups".

Her comments follow a row over a decision by a school in London to ban younger pupils from wearing the hijab.

She said there was "only so much we can do", adding she hoped the government would issue stronger guidance.



Investigation: private schools

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Warning notices issued to 148 private schools

ALIX ROBERTSON
@ALIXROBERTSON4

The government has issued warning notices to almost 150 private schools in the last 12 months, with two schools failing to meet standards in all eight categories they are inspected on.

The Department for Education published the warning notices for the first time in February, more than two years after a *Schools Week* campaign first pressed for the information to be made public.

The letters are issued when regulatory failures are uncovered by Ofsted or the Independent Schools Inspectorate. Private schools must submit action plans to address the problems and can be closed down if they don't act.

September marked a year since the first of the published notices was issued, with 148 handed out in total. Twelve of the underperforming schools have since closed, three of which were serving pupils with special educational needs.

Schools Week analysis showed 76 of the 148 schools (51 per cent) had failed in at least half of the eight categories that independent schools are measured against.

Two schools failed in every category. They were Muslim-ethos school Fig Tree Primary School in Nottingham, and Christian-ethos school the Promised Land Academy in Newham, London.

Quality of leadership was the most problematic category, with 145 schools (98 per cent) identified as having problems such as failing to "demonstrate good skills and knowledge".

The second weakest category was the health and safety of pupils,

raised with 127, or 86 per cent, of schools. Faults included not safeguarding the welfare of pupils who are boarding.

Other categories examined quality of education; spiritual, moral, social and cultural development of pupils; suitability of staff; premises and accommodation; provision of information; and handling of complaints.

Hackney was the local authority that had the greatest number of schools receiving a warning notice, at eight, followed by Birmingham with six. Thirty per cent, or 45 of the schools, were in London.

The majority of schools had no declared religious ethos, at 68 out of 148. The most common ethos was Muslim, with 30 schools in the category, followed by 16 schools that declared themselves Christian. However, a further 10 schools were Roman Catholic and six were Church of England, making a total of 32 schools following Christianity overall.

Nine schools were Jewish, five were inter- or non-denominational, and one each was Buddhist, Sikh and Greek Orthodox.

The majority of the cautioned schools were mixed entry, at 121 out of 148 or 82 per cent. Eighteen, or 12 per cent, were boys-only schools, and half as many were girls-only.

Sixty six (44 per cent) had just 60 pupils or fewer. Some of the schools with very few pupils were well below capacity, while others, particularly special schools, had only been established to teach

small groups. There were 24 special schools in the total cohort and 23 boarding schools.

Newbury Hall School, a 13-to-18 boarding school in West Berkshire, had just five pupils, despite having capacity for 100. In contrast, Waverley School, a zero-to-11 school in Wokingham, had 252 pupils, but space for just 160.

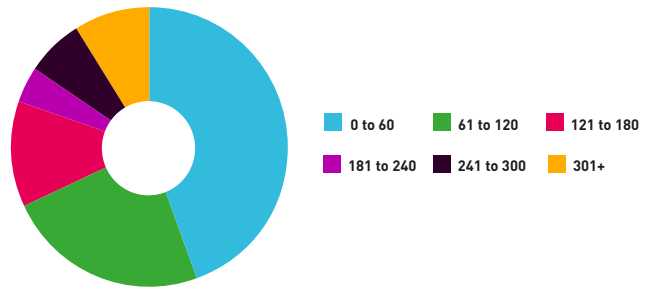
Five of the schools had a selective admissions policy, while 61 were non-selective.

The remaining 82 schools gave a response of "not applicable" or "not recorded".

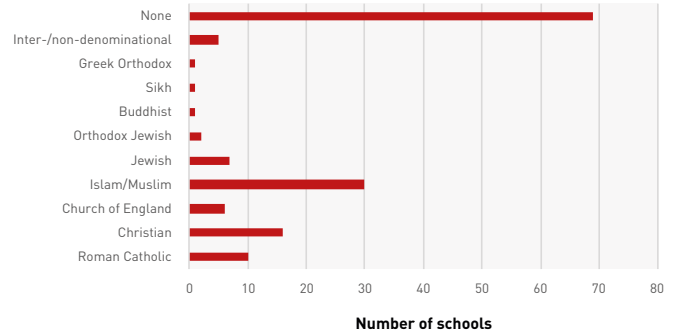
Barnaby Lenon, chairman of the Independent Schools Council, said while the vast majority of private schools given warnings were not members of his organisation.

But he said: "The vast majority of our schools get these things right and those who don't should work quickly to make sure that they do."

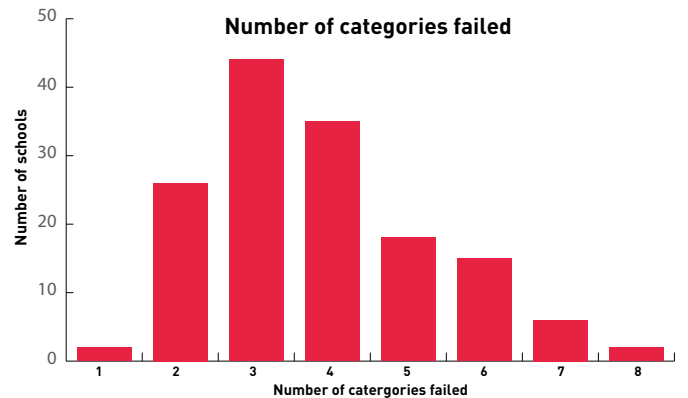
Number of pupils



Religious ethos



Number of categories failed



Elite private schools named in damning inspection file

SIXTY SCHOOLS named in a damning Ofsted inspection file as 'not good' or 'inadequate'.

The file, published on Monday, lists 148 private schools across the country that have been inspected since July last year. It is the first time since 2010 that so many schools have been found to be 'not good' or 'inadequate'.

The schools are named in the file, which is available on the Ofsted website. The schools are listed in order of their overall grade, from 'outstanding' to 'inadequate'.

The file also lists the schools that have been inspected since July last year, and the schools that have been inspected since July 2017.

The file is a damning indictment of the private school sector, and it shows that the government's inspection regime is working.

The file is a damning indictment of the private school sector, and it shows that the government's inspection regime is working.

News

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Firm behind first for-profit free school still losing money

FREDDIE WHITTAKER

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EXCLUSIVE

The private company behind the country's first for-profit free school has made a loss for the third year in a row, documents reveal.

Accounts for the year to June 30, show IES International English Schools UK, which runs IES Breckland free school in Brandon, Suffolk, made an operating loss of £34,500 in 2018.

The company also made losses of £85,226 in 2017 and £49,117 in 2016.

In fact, the company has only posted a profit twice in its six-year existence – in 2014 and 2015. The firm's operations in the UK are supported by Swedish parent company IES Sverige AB, which provided a bailout of £307,000 in 2014.

However, IES International English Schools UK insisted that the losses were the result of investment in the quality of education at the school, which was rated as 'good' for the first-time last year.



"Our full focus is on providing quality education, and we have invested during the past couple of years to improve quality," a spokesperson said.

"That work has paid off and the school is now rated good. However, the investment has impacted the profitability negatively. Our focus remains on improving the quality of the school."

Accounts for the Sabres Educational Trust,

IES Breckland's not-for-profit sponsor, show that the trust paid management fees to IES International English Schools UK of £105,081 in the year ending August 31 2017, more than double the £49,675 paid out in the previous year.

However, £98,240 of the management fee was reinvested in the trust, to fund "activities designed to strengthen the schools (sic) management and improve the quality of teaching and learning", the accounts state.

Meanwhile, IES Breckland continues to perform well after a period in special measures between March 2014 and November 2015.

The secondary school, which has more than 480 pupils, was rated 'good' by Ofsted last November, and a monitoring visit in February of this year prompted by concerns over safeguarding found that this was "effective".

This summer, 60 per cent of pupils at the school achieved a "standard pass" in English and maths, up from 51 per cent last year.

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INVESTIGATES

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Millions spent on graduates who fail to qualify

JESS STAUFENBERG

@STAUFENBERGJ

The government has spent at least £14 million on bursaries for graduates in shortage subjects who failed to qualify as a teacher.

The Department for Education published an analysis on Friday of the impact of bursaries on teacher supply as an "annexe" tagged on to a larger report published earlier last month.

The report found that around 108,790 bursaries were handed out to trainee teachers between 2009-10, and 2015-16. That means more than half of all postgraduate trainees in that period got bursaries, some as much as £26,000.

The study found 11 per cent of newly qualified teachers given a bursary never got a teaching job, compared with nine per cent of new teachers without a bursary.

A slightly higher proportion of trainees handed bursaries achieved qualified teacher status (93 per cent) than non-bursary trainees (91 per cent).

However this varied by subject. Nearly one in six physics trainees (15 per cent) given a bursary did not achieve QTS.

Physics had the highest rate of trainees failing to achieve QTS, followed by computing (12 per cent) and chemistry (10 per cent).

Schools Week analysis shows that in these three shortage subjects alone, the



government would have handed out at least £14 million to graduates who didn't even qualify.

Researchers stated the findings are only an "experimental analysis" that need further evaluation.

However the initial signs aren't good for the government's decision to boost teacher numbers by handing out bursaries.

The National Audit Office warned in 2016 that almost £1 billion had been spent on bursaries by the end of last year, without their impact being properly evaluated.

John Howson, founder of teacher vacancies website TeachVac, has now urged the government to publish drop-out rates for every subject and region so that interventions can be "targeted where they're most needed".

Ministers should also consider offering lower bursaries, but then offer a "bigger

golden hello" once trainees get jobs in schools so they complete training, he said.

The study provided subject-level data for physics, chemistry and computing as they had the highest proportion of graduates who didn't qualify.

Schools Week used separate government initial teacher-training figures to then calculate the actual number of graduates in these three subjects who dropped out. We multiplied this by the lowest bursary award given to those trainees to estimate how much money was wasted.

The actual amount is also likely to be much higher as the DfE significantly increased bursaries to up to £26,000 for those subjects in later years.

The DfE report stated the higher drop-out rates for high-value bursary subjects could be because these graduates are in "greater demand" elsewhere in the labour market.

But a major report by the National Foundation for Educational Research, published this week, stated "generous" bursaries for shortage subjects "do not appear to be incentivising recruitment or retention to the levels required".

The government has started to shift its approach on bursaries.

Maths graduates now get £20,000 while they train and then two subsequent payments of £5,000 in the third and fifth year of teaching, to encourage them stay.

A DfE spokesperson said bursaries were developed with expert institutes to "help to attract people to the profession".

ALIX ROBERTSON | @ALIXROBERTSON4

Andrew Warren announced as West Midlands RSC

The chair of the Teaching Schools Council has been appointed as the new regional schools commissioner for the West Midlands.

Andrew Warren, who is also the executive director of Manor Teaching School in Wolverhampton, will take over from Christine Quinn, who is retiring at the end of the year.

Warren becomes the second TSC member to secure a top job in education after Stephen Munday, chief executive of The Cam Academy

Trust, was appointed as the first president of the Chartered College of Teaching last month.

Warren's appointment also marks a return to a school leader being appointed as RSC.

Sue Baldwin, who became RSC for the east of England and north-east London in August 2017, previously worked for the Department for Education.

While John Edwards, who joined as the RSC for East Midlands and the Humber in May

2017, came from Manchester City Council.

Previously the majority of RSC appointments were school leaders, however some didn't last long and returned to school-leadership roles.

Warren will start the job in early 2019 and will be responsible for overseeing more than 1,000 academies and free schools in the region, where he has been a headteacher since 1994.

Ofqual told to minimise fears around tests cheating

EXCLUSIVE

JESS STAUFENBERG
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A behavioural-insights team commissioned by Ofqual to help it handle messaging around cheating and malpractice urged the regulator not to overplay the problem.

Two companies called EdCom and Now advised Ofqual to avoid making it look as if exams malpractice is "rife", according to an executive director at the watchdog.

The advice was focused on GCSEs and A-levels. Figures in January showed the number of staff penalised for helping pupils cheat in those exams rose 150 per cent compared with the year before.

Ofqual board minutes from March showed it commissioned "behavioural-insights" advice – a policy approach that looks at how small changes can "nudge" people to make better choices – ahead of a summer campaign about malpractice.

A freedom of information request by Schools Week to see the report was refused on the grounds it could undermine public confidence in assessment.

However Julie Swan, executive director for general qualifications, told Schools Week the main takeaway was that "we don't want to do anything to make people think malpractice is rife and widespread, because it's not".

The team advised the regulator not to change its message in a way that could overblow the issue and thereby "normalise" malpractice.



Swan added the advice, which was based on responses from focus groups with 35 school leaders, teachers and pupils, did show that heads may not be recognising the critical importance of exam officers.

This prompted the regulator to write to all heads, linking them to a blog about the responsibilities of exams officers, such as understanding a 60-page manual, managing a huge budget, hiring invigilators and working 12-hour days.

Ofqual is also surveying 700 responses from exams officers about how to better support them and will send out new materials in early 2019. A webinar is also being held with exams officers for

their views next month.

Meanwhile figures for SATs revealed a rise in results being suppressed because of cheating. Provisional data shows 2,688 test results were suppressed this year while the Standards and Testing Agency investigates maladministration.

While that is less than 0.15 per cent of all test results, it is way up on the 723 results that were suppressed over cheating last year.

Schools Week reported last week that Ofqual has urged the Standards Testing Agency, responsible for developing and delivering statutory assessments, to strengthen its guidance so it is "more of an expectation" that key stage 2 tests are independently observed.

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DfE pays £260,000 for a school building to sit empty

EXCLUSIVE

The Department for Education shelled out at least £260,200 in rent for an empty office block that previously housed Bournemouth's troubled Parkfield School.

Parkfield set up in Dorset House, in the centre of Bournemouth, in 2013. It was forced to use the building after plans to move to a former national air-traffic-control training centre were delayed by a host of problems including asbestos, bats and the threat of unexploded bombs.

The all-through free school finally moved to its new £35 million home in September last year, and in September this year joined the Reach South trust.

But a freedom of information request seen

by *Schools Week* showed £260,200 in rent was paid for Dorset House in the year after Parkfield moved to its new site – despite the building sitting empty.

The DfE has faced criticism over its spending on free schools, particularly as headteachers grapple with real-terms funding cuts in their budgets.

A National Audit Office report published last year found four free-school sites had cost more than £30 million each.

Schools Week reported last month how a total of £8.7 million in funding from the DfE was wasted on 44 free-school projects that were cancelled without teaching a single pupil.

The 2016-17 financial statements for Parkfield

Education Limited, the single academy trust that used to run Parkfield School, show the Education and Skills Funding Agency picked up the tab for Dorset House after Parkfield moved.

The accounts state the trust had "obligations under an onerous lease in respect of premises no longer occupied", but that the ESFA was "obligated to fully reimburse these payments".

The lease is now in the process of being "reassigned" to Reach South, however the government will continue to pay the full amount, a spokesperson for the academy trust said.

A DfE spokesperson said they could not comment as the situation was "commercially sensitive".

News

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Jobs website offers teachers route out of profession

ALIX ROBERTSON

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A jobs website set up to help disaffected teachers find work in other industries has been labelled "an indictment of how bad things have become".

Did Teach is a jobs board website that wants to become a "huge portal" for finding jobs that suit the skillset of teachers seeking alternative work.

Modelled on similar services for individuals leaving roles in the military, the police and the NHS, the site has been used by teachers leaving the profession for reasons including workload pressures, a need for flexible or part-time work, and redundancy.

The website was founded by Katie Stickley, a teacher herself, and has signed up around 500 teachers who are sent a mailing list with vacancies outside of the classroom.

On average, teachers using the site have around eight to 15 years of teaching experience.

David Cobb, chief executive of education-services organisation Oceanova, said the site was "an indictment of how bad things have become", and said schools need to focus on improving flexible working and professional-development opportunities to retain staff.

"As a sector, we need to work harder to keep and develop our talent – not let it walk out the door."

A report out this week from the National Foundation for Educational Research found that between 2010 and 2015, the rate of teachers leaving the profession increased from nine per cent to ten per cent in primary schools, and 11 per cent to 12 per cent in secondaries.

Stickley said individuals who have "pledged their time, energy and commitment" to teaching should be

supported, not criticised, if they decide to seek "new horizons beyond the confines of the classroom".

"New challenges" may help some people feel "refreshed" enough to return to teaching in the future, she added, while more graduates may be attracted to the teaching if they feel they are developing transferable skills.

Stickley said she founded the website, which she now runs while teaching part-time, after witnessing colleagues being made redundant.

The website charges companies £50 to advertise jobs for a month.

Stephen Tierney, chair of Headteachers' Roundtable, said it was time for leaders and government to value teachers' skills and "really get hold of what is driving people out of the profession".

The government has previously pledged to launch a new recruitment-and-retention strategy to ensure teachers remain in the classroom.

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Editor asks... Sir David Carter

Former national schools commissioner Sir David Carter tells editor John Dickens his biggest regret in government, insists he didn't lose the battle for education with Ofsted, and admits academy autonomy is waning

The four academy issues that need tackling NOW

Sir David Carter said the system needs to improve in four areas "right now", which will be the focus under his new role as executive director of system leadership at the Ambition School Leadership charity.

That will include looking at "another level" for chief executive training, such as establishing a masters of business administration (MBA). Governance training also needs a "major bit of work", Carter said.

"It isn't systemically awful, but when it goes wrong, it really goes wrong."

improve on identifying effective practice that's driving up results, and sharing that among trusts. He wants to build up an evidence base, and create benchmarks to help trusts compare, for instance, their spending.

Solving the LA-maintained/academy landscape is 'too difficult at the moment'

Carter said former education secretary Nicky Morgan's plan to academise all schools would have been a "real struggle", adding it "divided opinion and was pretty toxic in places".

"But it was a plan," he added. "Like it or not,

Academy autonomy is waning

Carter admitted that autonomy for academies is "probably not the same" as it was for the early converters.

However, he said there was good reason. The first was that trusts are now much more aware what being the "chief accounting officer" actually means.

"If you're a CEO and let all schools have autonomy, you have to be sure you have great people running the schools," he said. "If it goes wrong, it will come back on your ability to run the organisation."

Carter said the second was an inequality issue: "A lot of CEOs have woken up to the reality that the strongest practice in a trust needs to be trust-wide – by definition, that gets in the way of autonomy. The proof is in outcomes."

But he said the risk with a "standardised trust" was that it would put off 'outstanding' schools from joining.

Trusts should produce annual reports to boost parent relations

When asked if trusts are doing enough to engage with their schools' communities, Carter said it was an area of "real uncertainty".

He suggested trusts consider an "annual report" to parents – which he compared to an annual report companies send to their shareholders.

"Parents have the right to know who the person running that trust is. What's the vision? Who's the board? The school also contributes to central costs – what do they get back for that?"

He said while problems with parents normally only surface when things "start going wrong", trusts need to be able to articulate an answer for all parents on "is my child's school better off being run by you in your MAT".

"If you can't answer that, you've got a problem," he added.

Carter accepts he strayed into Ofsted's territory, but didn't lose the battle for education

The former NSC said he had to accept that his masterplan to run "health checks" as part of a MAT review process "could be perceived to be inspectorial".

Was this an admission he had lost the battle for the education landscape against Ofsted? "No, I don't think so," Carter said.

"The battle was never about all the schools," he added, saying this was the part that "got

“ Now you can only intervene when a school falls over. Personally, I don't agree

Another focus will be introducing a reincarnation of his health checks for multi-academy trusts (MATs) and Carter plans to assess five boards as part of a new pilot to help drive improvement.

Finally, Carter said the system needs to

people knew what the plan was. We've a much more egalitarian model at the moment. The system will continue to be quite complex, but that's part of the evolution."

He said tackling this is in the "spreadsheet column for 'too difficult at the moment'".

Interview

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muddled”.

He said the job of RSCs was to start a conversation and intervention, if required, on the back of an Ofsted report only for those failing schools.

He said this got blurred when a school was, for example, due for an inspection next May, but results are “so bad in the summer, you know what’s going to happen”.

Carter said he commissioned education advisors to visit some schools to “reassure me this is OK and isn’t going to fall through the floor before Ofsted inspects”.

‘Now you can only intervene when a school falls over. Personally, I don’t agree’

Carter said while there’s now “no question” that you can only intervene and act when a school has “fallen over”, he said: “Personally, I don’t agree.

“It clears up the system and makes everyone understand it, but that’s six months of kids in a poor school.

“Had we gone in earlier, we could have done something about it. I struggle with that a bit, but I understand the political thinking.”

Ofsted’s desire to inspect MATs risks heaping more burden on trusts

Chief inspector Amanda Spielman told Schools Week this month the watchdog still wants to inspect the governance of trusts.

But Carter said this risks creating “more of a burden” and was worried it would become a “pass/fail” grading.

He said if Ofsted was to do it right, Spielman would need to ensure the quality of inspectors across the system, could recruit a former CEO or trust chair to help her spearhead such inspections, and consider ditching the current batch inspection of MAT schools.

More MAT clones can help tackle sponsor shortage

Much has been made of the government’s struggles to find good sponsors to takeover failing schools.

Rather than finding “untested new sponsors”, Carter said the thinking had moved to “how do I grow offshoots of trusts I know already work”.

Highlighting Delta Academies Trust, set up by Paul Tarn, former deputy chief executive of Outwood Grange Academies Trust, and the spin-off Reach2 trusts, Carter said the model works “really effectively”.

He also said setting up spin-off trusts could stop established trusts growing too large.

Extra RSC scrutiny will lessen chance of academy scandals

The damage done to the academy programme by the high-profile failures such as Bright Tribe and Wakefield City Academies Trust (WCAT) has been “massive”, Carter said.

The former chief executive of the Bristol-based Cabot Learning Federation trust added a common factor in such failures was bad governance.

This included a generic lack of accountability for what happens, with boards too quick to sign off executive decisions without proper scrutiny. Another failing is trusts having “too many bean counters” who go in and monitor school improvement, but not enough people who can actually fix the problems.

However, he said the level of RSC scrutiny of academy transfers is now on a “different scale”, highlighting the added knowledge from more sub-regional staff.

The academies minister is right to tackle CEO pay

Theodore Agnew has been meeting with trust chairs demanding they justify how much they

pay their chief executives.

Agnew’s view was that there wasn’t enough evidence or benchmarking for some pay decisions, Carter said, which the former national schools commissioner described as “a fair one” and “absolutely right to do because it’s taxpayers’ money being spent”.

Carter said the approach is working because some trusts have “reset their salary”, and pointed to the Co-Operative trust’s model of using a CEO-pay cap linked to a trust’s lowest earner as a “really good idea”.

However, he said there is “plenty of room” for trusts to justify their CEO’s pay if they can prove its delivering great outcomes for pupils.

RSC decisions need to be more transparent

Carter said he “did more than anyone else” to unveil the secrecy over RSC decisions, even though there “wasn’t much cover” to do it [presumably a nod to a lack of backing from ministers].

But he said there “needs to be more” in headteacher board minutes than the “very functionary” statements that reveal little about how decisions are made.

When he left office, Carter said minutes were about to include “far more annotated narratives of the conversations that took place”. However, this hasn’t filtered through to published minutes yet.

He said transparency had been a problem for academies because it breeds suspicion over “all sorts of things” and means people can fill the space with subjectivity. “Headteacher boards are good people, doing a good job.”

His biggest success was ...

Carter said he came into the job “unsure whether I could make it about school improvement, and I think I did”, adding: “I proved you can come from being a music teacher to NSC and still talk about school improvement.”

And his biggest failure ...

Carter said he should have moved faster to get trusts they were concerned about to give up schools or improve quicker. “The reality of the scale of the role was sometimes you gave people one more chance, and I think that’s ok. But there’s a couple in my heart I probably knew weren’t going to do it, and I should have worked quicker”.

Research

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Teacher churn continues to rise, report finds

JESS STAUFENBERG
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The proportion of teachers moving to jobs in other schools has risen rapidly over five years, a "churn" overlooked by ministers within the retention crisis, according to new research.

The National Foundation for Educational Research found that whereas five per cent of primary school teachers moved school in 2010-11, that figure almost doubled to nine per cent in 2014-15.

Similarly, the proportion of secondary school teachers who moved schools rose from four per cent to eight per cent in the same time period.

The Teacher Workforce Dynamics in England report, an analysis of labour marketforce data, comes as recent government figures found teacher drop-out rates rose for every subject between 2015 and last year.

Carole Willis, NFER chief executive, said: "The retention and recruitment of teachers is one of the most important policy issues facing England's education system today."

She said retaining teachers in the profession must remain a "top priority", adding: "This is an issue the government cannot afford to ignore."

The NFER report warns the higher rate of teachers moving schools could be causing a "divergence" between the government's "system-level" focus on drop-out rates and a "school-level" focus on vacancies.

Teacher churn is higher in multi-academy trusts, at 10 per cent of the workforce compared to the average of seven per cent for all schools.

After accounting for within MAT movement, the difference diminishes except for secondary schools in MATs where churn is still higher.

Trusts may have "stronger models of



performance management" and act quickly to remove underperforming teachers, the report stated.

Researchers also urged ministers to support schools "disproportionately affected" by teachers moving jobs, such as sponsored academies or those with low Ofsted ratings.

The rate of teachers leaving the profession has also increased. For primaries, it rose from nine per cent in 2010 to 10 per cent in 2015. In secondaries, it rose from 11 per cent to 12 per cent over the same period.

The prospect of higher job satisfaction outside teaching is an influential pull factor, warned the report.

Education secretary Damian Hinds said the government has taken steps to address teachers' work-life balance. A recruitment and retention strategy will be announced soon to "help us continue attracting and keeping great teachers in our schools", he added.

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Research

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Teacher recruitment: the NFER findings

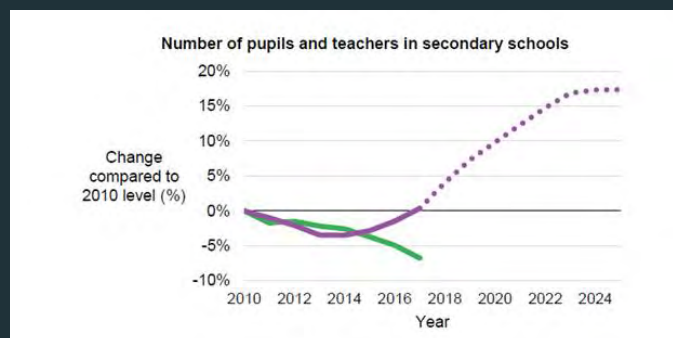
1. THE STARK GRAPH THAT REVEALS THE FULL SCALE OF THE TEACHER RECRUITMENT CHALLENGE

The demand for teachers will rise as primary and secondary pupil numbers continue to grow, the NFER warns.

Primary school teacher numbers have managed to keep pace with pupil numbers, which are expected to plateau in the next decade.

However numbers of new trainees in secondary subjects has fallen short of the government's targets for each of the last five years. An "influx" of secondary teachers is needed to meet the upcoming demand.

Recommendation: Support to make teaching an attractive and rewarding career choice, to include more financial incentives, flexible working and reducing workload.



2. HIGHER PROPORTION OF TEACHERS ARE MOVING FROM SCHOOLS WITH POOR OFSTEDS

The report found a school's Ofsted rating is the "most important" school-level factor in predicting whether a teacher will move or quit.

Inadequate schools have much higher rates of staff turnover.

The NFER study echoes research by FFT Education Datalab showing there is an immediate impact of being downgraded to 'inadequate' on a teacher quitting.

Recommendation: School and system leaders need to review what they can do to identify and support good teachers who are working hard to turn inadequate schools around.



3. TEACHERS WORK LONGER HOURS THAN POLICE AND NURSES

It is often said that teachers' holidays make up for the long hours they work.

But the report found that full-time teachers work more hours than full-time nurses and police officers, even after accounting for holidays.

The NFER found this was because the hours teachers work during term time substantially exceeds the amount of extra holiday they may receive, even if they don't work during holidays.

Recommendation: Schools should consider appointing a governor or trustee responsible for staff welfare.



4. TEACHERS' AVERAGE HOURLY PAY IS LOWER TOO, BUT THEY ARE MORE SATISFIED WITH SALARIES

The researchers ran a scenario in which they estimated teachers' work for about three weeks across their school holidays.

In this case, teachers' real average hourly pay would be £17.10 in 2015-16, lower than that of policing and nursing.

Teachers' real average hourly pay has also decreased by 15 per cent since 2009-10, compared with an 11 per cent reduction for police officers and four per cent reduction for nurses.

However, 79 per cent of teachers say they are satisfied with their income, higher than both nurses and police officers.

Recommendation: The government should target teacher-pay increases at early-career teachers and/or maths and science teachers to improve retention.



5. TEACHERS WHO WORK LONGER HOURS ARE SLIGHTLY MORE LIKELY TO STAY IN THEIR JOBS

The analysis showed a "complex relationship" between teachers' working hours and their probability of leaving. But it found teachers who work longer hours are not more likely to leave the profession, in fact they are slightly more likely to stay.

The finding may seem contradictory, but the report stated it is not reflecting a causal effect of working longer hours on teacher retention. Instead, the report explains "teachers who are unable ... to work long hours to keep up with high workload find it becomes unmanageable". These teachers are then the most likely to leave the profession.

The finding fits with previous FFT Education Datalab research that found unmanageable workloads, not long hours per se, contribute to lower job satisfaction.

Recommendation: Reducing teacher workload could reduce average working hours and increase job satisfaction.



6. OLDER NON-EBACC TEACHERS MOST LIKELY TO QUIT

The leaving rate in 2015 was highest among teachers aged 55-59, at about 25 per cent. Second highest was teachers aged 20-24, at above 15 per cent.

Young EBacc teachers are more likely to quit compared to non-EBacc teachers. However, from age 40 and above, non-EBacc teachers are more likely to quit.

More older non-EBacc teachers leaving is a key factor behind an increasingly younger workforce – a population that is now younger than nurses and police officers, warned the report.

Recommendation: The government should investigate the increasing drop-out rate and explore incentives to keep teachers in the profession longer.



News: While you were away

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Eight suspected illegal schools may be prosecuted

FREDDIE WHITTAKER
@FCDWHITTAKER

Eight institutions suspected of running illegal schools are currently under criminal investigation, it has emerged, just over a week after the government won its first legal battle against an unregistered school.

In a trial widely seen as a test case for the government's clampdown on illegal schools, headteacher Beatrix Bernhardt, 38, and director Nacerdine Talbi, 47, were convicted of operating Al-Istiqamah Learning Centre as an unregistered independent educational institution at Westminster Magistrates' Court last week.

Now Ofsted has confirmed that a further eight settings identified by its unregistered schools taskforce face criminal investigations, though only the Department for Education and Crown Prosecution Service can decide whether to prosecute them.

Ofsted's illegal schools taskforce was set up in 2016 and has since received around £3 million in funding. So far, the team has identified 420 possible illegal settings, carried out 274 inspections and issued 63 warning notices.

However, only 55 schools have been closed or ceased to operate illegally since the watchdog established a special team to deal with the issue in 2016. Of those, 10 have closed and 45 are now complying with the law.



In a letter to MPs this week, Amanda Spielman, the chief inspector of schools, said her inspectors had been "shocked by what they have found in these schools", and demanded powers to seize evidence, claiming the inspectorate is "tackling this problem with one hand tied behind our back".

"Often, the premises are squalid and unsafe. The quality of education offered is often poor and, in some cases, the curriculum is severely limited," she said.

The case of the Al-Istiqamah Learning Centre was the first to make it to court.

The trial heard how Ofsted inspectors found that more than 50 children aged between five

and 11 were taught at the centre, which was not registered as an independent school despite operating for 25 hours a week.

Convicting the defendants, senior district judge Emma Arbuthnot, the chief magistrate of England and Wales, said that the education of children between 9am and 2pm at the centre "precludes full-time education being provided elsewhere".

Bernhardt, also known as Maryam, and Talbi were convicted of running the school in Southall, west London, and sentenced to a three-month curfew. They were also ordered to pay £400 each and a victim's surcharge of £85. The Al-Istiqamah Learning Centre Limited was also fined £100.

Headteacher in sex case found not guilty of unacceptable conduct

A leading headteacher who had a sexual relationship with a former pupil has been found not guilty of unacceptable professional conduct, but may have brought the teaching profession into disrepute, a teacher conduct panel has ruled.

John Tomsett appeared in front of a Teacher Regulation Agency panel last week to face allegations said to have taken place between 1990 and 1992, when he was employed as a teacher at Eastbourne Sixth Form College.

The panel had heard how Tomsett and a former A-level student, who is nearly 10 years younger, had sexual encounters at local beauty spots during the summer after they had both left the college.

The pupil, aged 18 at the time but now in her mid-40s, told the panel Tomsett had kissed her on his last day teaching at the school.

Tomsett, who been granted leave from his



headteacher role at Huntington School in York, said he remembered it as a "goodbye kiss".

Ben Bentley, representing the TRA, said Tomsett "crossed the line and abused a position of trust that is sacrosanct in the relationship between the teacher and pupil".

But Tomsett told the panel that many teachers had sex with students in the 1990s, adding that while in the current climate it is "utterly wrong", society "has changed massively".

The panel found that it was "not proven" Tomsett failed to maintain professional boundaries by engaging in an inappropriate

relationship with the pupil – an allegation Tomsett denied.

However, the panel ruled some of his actions were "unwise, ill-judged and unprofessional".

Tomsett admitted engaging in a sexual relationship with the pupil, but denied unacceptable professional conduct.

The panel found he was not guilty, but said his actions fell short of teaching standards of 1992 and amounted to conduct that may bring the profession into disrepute.

Tomsett said he has no comment to make on the proceedings, other than "it was one of the most challenging weeks of my life".

He added: "I need now to spend time with my family and friends who have been overwhelmingly supportive."

The panel's decision on whether or not to ban Tomsett from teaching will be announced in the coming weeks.

News: While you were away

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NSN rejects plan to merge with campaign group

The board of the New Schools Network has turned down a proposal by its interim boss to merge the charity with a “grassroots” group set up to lobby for education reform.

NSN interim director Mark Lehain proposed that the charity – which promotes and helps people set up free schools – merge with Parents and Teachers for Excellence.

The latter is a campaign organisation set up by Vote Leave and Conservative party donor Jon Moynihan and Inspiration Trust director Dame Rachel de Souza.

A move to merge the two organisations could have been controversial given that the NSN, as an independent charity, has to follow impartiality rules, whereas PTE doesn't.

However, the merger was rejected by the NSN's board, chaired by Carphone Warehouse founder and academy trust boss David Ross.

It was announced last week that Lehain was to stand down as interim director, a role he has held since March.

Lehain, also director of the PTE campaign group, tweeted he told the NSN trustees he would be up for running the charity long term “if I could bring PTE with me”.

He said he could see the pros and cons, but it felt like a “natural overlap and a solution worth exploring”.

“A few chats were had, and in the end it was



decided NSN and PTE could achieve more for kids staying as they were.”

He has moved back to PTE full time this week.

Sigrun Olafsdottir has taken on the day-to-day running of NSN as chief operating officer, with Unity Howard, head of advisory services. A permanent director is being sought.

The NSN was warned over impartiality by the Charity Commission in 2014 after a Telegraph article entitled “Tories are fighting for the people Labour has abandoned” was posted on its website.

NSN was founded by Rachel Wolf, a former adviser to Michael Gove and David Cameron, in 2009. She also helped spearhead the formation of PTE and sat on its advisory council.

Schools Week has previously reported how many of NSN's members have political links mostly to the Conservative party, but PTE has insisted it is “strictly non-partisan”.

The campaign has drawn parallels with “astroturfing” – the practice of masking sponsors of an organisation to push a public relations campaign as a grassroots movement.

Co-operative Academies Trust chief retires

One of the country's fastest-growing academy trusts is seeking a new chief executive after its current boss announced plans to retire.

Frank Norris, the head of the Co-operative Academies Trust, will step down in June 2019.

The trust's new leader will oversee a massive expansion of the organisation, and will also have a maximum salary that is no more than ten times what the trust's lowest-paid employee earns.

Bosses announced plans earlier this year to increase the number of schools in the trust from 12 to around 40 in the coming years, with £3.6 million in funding pumped in by the Co-op's retail arm.

Norris, a former primary school headteacher who has led the Manchester-based academy trust since 2013, has been an outspoken critic of government and the wider academies programme.

In a *Schools Week* profile earlier this month, the 62-year-old warned that academy trusts give too much control to “ambitious” leaders and offer them huge six-figure salaries in the mistaken belief that it will attract the best candidates.

He also revealed his £135,000 salary is eight times the pay of the lowest-paid trust employee. His successor will also be subject to a ratio pay cap – of up to 1:10 between the lowest and highest paid colleagues.

But Norris said he did not anticipate a problem with finding the right candidate.

The former Ofsted inspector and senior manager has also been critical of the watchdog.

Norris believes inspectors no longer have the resources to continue to grade schools on their overall effectiveness, and should instead write a short “day in the life” report on the schools they visit, and present it alongside existing data and a parental survey.

He also wants Ofsted to introduce a requirement for schools to pass financial information to inspectors, so they can give a “value for money” judgment.

Russell Gill, chair of the Co-op Academies Trust, said Norris would be “a hard act to follow”.

Trust to take over schools hit by financial mismanagement claims

An academy trust criticised for serious failings of financial management, including a £12,000 trip abroad for senior leaders, is to rebroker all of its schools to a leading chain.

United Learning, one of England's largest trusts, has been chosen to take on Chingford Hall Primary Academy, Whittingham Primary Academy, Longshaw Primary Academy and Winston Way Academy from the ailing Silver Birch chain.

Last week, Patricia Davies, Silver Birch's chief executive, resigned from the trust citing ill health. She had been on sick leave for several months. Mirella Lombardo, Davies's deputy, also resigned.

In August, Tom Canning, the chief executive of the Boleyn Trust in east London, was seconded to run Silver Birch. He will remain in place to rebroker the schools, the trust said.

In June, investigators from the Education and Skills Funding Agency raised particular concerns about a visit by Davies and another senior leader at the trust to Shanghai and New Zealand in October 2015.

The trip was supposed to cost £7,500, but the final tally came to £12,117 due to additional hotel costs and expenses. The trust had received government funding through the national leaders of education programme, but this only covered £6,000.

Later in June, Silver Birch was handed with a financial notice to improve, which stripped the trust of most of its spending powers, and threatened to remove its schools if things did not get better.

The schools should formally join United Learning by spring next year.

EDITORIAL

DO YOU HAVE A STORY?
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There's a way to go in visible BAME representation

The Department for Education reports the proportion of headteachers of BAME ethnicity, but it doesn't publish that data for the CEOs of multi-academy trusts.

And because we think that's important information to put out there, we've had a go at calculating the figure.

What we found is that, if we want MAT leadership to reflect ethnic diversity in the population, there's still a way to go.

The teaching workforce is about 8 per cent BAME, compared with 14 per cent in the general population. We've estimated the percentage for CEOs of large MATs at around 3 per cent.

That means we'd need eight more large-MAT CEOs of BAME ethnicity to be numerically representative.

We're not claiming that visible characteristics are the be-all and end-all of what's important about diversity.

But there is general agreement that visible representation - seeing people who "look like you" in positions of responsibility - is important for young people's aspirations about what they can achieve.

Our intention is to open a conversation on the subject. Over to you.

All eyes on the spending review

Whether your reaction to Spreadsheet Phil's "little extras" budget was one of elation or anger, one thing is clear: educationalists must not be distracted.

The chancellor was rightly mocked and criticised for his patronising and insulting offer to our schools.

But now we've poked our fun and had our say, it's time for all eyes to turn to next year's spending review, when the real future of our schools will be decided.

Unions are right to point out that the "modest" one-off capital sum won't help hardworking teachers meet the "increasingly complex needs" of the children in their care.

As Robert Halfon argues today in Schools Week, education needs a ten-year funding plan like the one being drawn up for the NHS.

But more than that, the sector must have the resources to do its job. Will that happen? All eyes are now on the spending review next year.

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The Debate

Micon Metcalfe, chief operating officer, Langley Park Learning Trust



Can schools still make savings?

CATH MURRAY

@CATHMURRAY_

With chancellor Philip Hammond's autumn budget offering schools a total of £400 million for "little extras" but no increase in revenue funding, a headteacher and a chief operating officer debate whether there are still areas where schools can make efficiency savings.

Sean Maher is headteacher of a secondary academy in Richmond, West London.

Micon Metcalfe is chief operating officer at a five-school multi-academy trust in South London.

Can schools make more efficient use of their funds?

Sean Maher: One of my major concerns is, when you talk about efficiencies, I wonder what this word really means and at what point it becomes a euphemism for cuts.

Micon Metcalfe: I think one of the problems is, there aren't many people in the sector who've been through dreadful funding before. There's been enough money. And when you're dealing with pupils, you want to do the best for them, so we find it difficult to make really tough decisions around provision or staffing.

SM: When I started teaching in 2000 under the Blair government, they were throwing money at education, there was almost more than you could spend - that had gone too far the other way. I think all headteachers accept there is not an endless pot of money, but it's about providing the best education possible for children.

With council budgets now being slashed to pieces, and the costs that keep coming in behind the scenes, such as national insurance and pensions, we can't continue to provide the level of education that is expected, as well as prop up services that have been cut from councils, like mental health.

We probably can make a few efficiencies, do some shared buying and save £30,000 per school, but that's not going to solve the problem.



"We have to cut our cloth according to the funding we're going to get"

What spending can schools feasibly cut?

SM: Let's define the parameters we want from a school. If all we want is for children to get good English, maths, science, a few other subjects and go home, then fine - the funding levels are probably about right. If we want music, drama and extra-curricular activities, pastoral support and community engagement, we have to put more money into the system.

MM: You're right to say we need to define what schools do, and schools have picked up a lot of additional costs. But if government says "this is the funding you're going to get", we have to cut our cloth accordingly and be transparent about what that means.

With regard to arts and specialist subjects, that's where multi-academy trusts begin to have an edge. There are loads of quick wins in a five-school trust in terms of back office and contracts, but longer term we'd have

to look at deeper collaboration between the schools - that's when you can generate the savings.

In some larger trusts, you're beginning to see specialists teaching a group of schools co-located on one site. It's the expectation of the government that multi-academy trusts are developing ways of delivering these subjects in efficient ways.

I go into a lot of schools and none of them meet the perfect ratio the government is promoting, this 0.78 contact time they say you can achieve through curriculum-led financial planning. And it is feasible - some of the big trusts are doing it, albeit through a dictated model of curriculum that you'd want to unpick, to make sure subjects aren't being left behind.

SM: We need to be careful. Schools have been good stewards of public money, and have been good at cutting their cloth accordingly, particularly since 2015. They have made tough decisions to ensure

Can schools still make savings?



The Debate
Sean Maher, headteacher,
Richard Challoner School



“The government can throw millions at some ideological project”

children get the best possible experience. Not many schools are mismanaging their budgets, so it comes back to: should we be making educational decisions, based on the best interests of children, or financial decisions, based on tighter fiscal policy. I believe it should be the former.

We talk about schools having to manage their budgets efficiently, but it's alright for the government to throw millions at some ideological project, like maths hubs or the free school programme, where they've paid over £30 million to procure some of the sites.

Should schools be generating their own income?

SM: We generate £220,000–£250,000 of our own income, through site rentals and so on. If we didn't, the only way I'd be able to survive is by cutting teachers and support staff.

MM: Schools have a big community asset they can generate income from. And academy trusts are charities, so there's nothing to stop us doing development and fundraising work. But you are then starting to say that part of education is funded through philanthropy, not through taxation.

Are teachers paid enough?

SM: If we want the best professional workforce in the country teaching our children, we have to pay them proper money. I have two teachers who want to leave because they cannot afford to buy a house.

MM: I think London is a particular case. If you go to the north-east, for example, teachers will be able to afford housing, and the differential between professional salaries and teacher salaries won't be the same – we have to look at area costs. We also have to recognise that the

teaching workforce has exceptional non-pay benefits, such as the defined benefits pension scheme and the sickness absence scheme, so you have to build that into the overall remuneration.

Do schools have too many support staff?

SM: Learning support staff are fantastic and the engine room of so many schools, but they earn very little.

Pre-2015, my school reduced learning support staffing and cut back-office staff. But since 2015, we've had an increase of £400,000 in national insurance and pensions, the unfunded one per cent pay rise – about £100,000 – and had the education services grant removed, worth £138,000. So we've had to find £638,000 extra – which is a 9.1 per cent budget cut.

MM: It's true money has gone from the budgets. So schools need to look at their overall staffing. With learning support staff, there's a notional element for high-needs, and schools have to fund the first £6,000 of any support given to a child, so schools will need some SEND teaching assistants. Schools need to be clear with local authorities and transparent with parents about how much the top-up funding provides and how much you can continue to take from the general educational provision to fund high needs.

SM: There's a disincentive for schools to take children with complex learning needs because they know they won't get the sort of funding they need to properly support that person.

MM: There is a problem around high-needs funding. However, if you look at staffing, the workforce has grown substantially, and we should try to understand why. If we're brave enough to focus on what data we're collecting and pare it back to the absolute minimum necessary, we could cut out quite a lot of workload and you wouldn't need staff doing all those tasks.

SM: I agree. But if we're talking about efficiencies in terms of getting rid of useless bureaucracy, that change has to come from the Department for Education.

Opinion

DO YOU HAVE A STORY?
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In response to recent heated debates over the use of silent corridors in schools, Tom Bennett wonders what all the fuss is about

A nation erupted as it was revealed recently that a school had been found guilty of child torture on a systematic scale last seen in the poorhouses of Oliver Twist. Please be seated and muffle your gasp with a clenched knuckle as I reveal that schools have been forcing children as young as five to... to be quiet for short periods of time. I know, right?

This is, of course, the column-guzzling non-story that chewed up social media for the first half of half term, because nature abhors a vacuum and people in education aren't happy unless they're killing each other over who loves children most. A school recently endured the fury of top-notch local reporting as it was revealed they expected their students to walk between lessons in complete silence. It's unusual, I'll grant that, but not entirely uncommon. I've seen lots of schools do this, or something near it. I suppose if you don't get into many schools this seems odd, but so does mayonnaise on French fries until you go to Amsterdam.

For a start, there are precedents for this everywhere, in and out of school: libraries; silent reading in form time; assemblies; two-minute silences; funerals, often at such length as to make a few minutes in a corridor seem like a second. In all these scenarios, it either signifies the cultural importance of listening, or serves some practical purpose. Either way, it's not some frightening abomination of practice.



TOM BENNETT

Government behaviour advisor and founder, researchEd

How quiet corridors can tackle a whole host of issues in schools

Second, what purpose might this serve? It's normally primarily used to create order in corridors where order might be needed. It surprises many who don't work in challenging schools to learn that public spaces can often be boisterous, chaotic places, if ungoverned. As one of the hardest parts of the school to supervise, they can become the theatre of some very unpleasant behaviour: bullying, violence and theft at the top end of the

spectrum, and loafing, tardiness and work avoidance at the lower. I say "can".

Most corridors are probably quite civil. But what if they aren't? What if the 100 winding metres from science to geography is a green mile of dead men walking? What if corridors are full of, not joyful laughter of happy children, giggling and chatting about Ohm's Law, but dread? What if the giggling is always about you? Having a flat rule that corridors should be

“ It's time to get behind the schools and let them do their job



silent creates an easily understood norm that dissolves and dilutes that toxicity. Lesson changeovers are expedited, and students stretch their legs and get back to learning.

Third, what do students and teachers say about it, as opposed to armchair educationalists? It's telling how many teachers say how refreshing quiet spaces are, and what a difference it makes to the public space of the school. I've never spoken to a pupil who, once used to it, gave a damn about what agitates so many people fretting about children's rights to do as they please, whenever they like.

One last, very important caveat: I'm not married to the idea of silent corridors. I don't think every school needs to have them. Schools should be able to decide if they want silence, or a murmur, or barbershop choirs humming the Circle of Life. That's the point: I think they are one way of achieving the goals schools say they have.

What's curious is that there are so many people who want to impose their vision of how a school should work. This storm in an H-Block reveals an interesting truth about the state of our professional discourse, and how well we cope with a plurality of ideas about a school's right to run itself. As long as schools do things we find ideologically pleasing, they are allowed to proceed without comment. But if they try to implement strategies not to our taste, God forgive them. It's time to get behind the schools trying to change the world, get the hell out of their way and let them do their job. They deserve medals, not a public roasting.

Opinion



CAROLE WILLIS

Chief Executive of the National Foundation for Educational Research



Would more flexible working help or hinder teacher supply?

Would more part-time and flexible working for teachers be a good or bad thing for teacher supply? Carole Willis looks at the data

The teacher supply challenge in England's secondary schools continues to grow. This week we launched our new report on teacher retention at an event chaired by journalist Laura McInerney. One of the key recommendations in our report is that the secondary sector needs to improve its offer on part-time and flexible working.

Earlier this year, McInerney pointed out the risk that this could make teacher shortages worse. If all the teachers who say they would prefer to work part-time suddenly move from full-time work, it would exacerbate the staffing gap that needs to be filled.

She's absolutely right that it's a risk, but our research evidence leads us to think there are important reasons to be more positive about the overall effects.

We tracked teachers after they left teaching and saw that many full-time leavers from secondary schools ended up working part-time in their new job. It suggests that unmet

demand for part-time work is driving some secondary teachers to leave the profession and seek more flexible work outside.

If they had instead been offered

the opportunity to work part-time in teaching, it may have encouraged some of them to stay in the profession. Longer term, teachers who would have left the profession without being able to go part-time may be more likely to shift back to work full-time in the future. Keeping these teachers teaching could retain their expertise and reduce the risk of losing them from the profession permanently.

For this to work, part-time working needs to be a sustainable option. Rates of leaving the profession are high among part-time secondary teachers, suggesting they find it challenging to sustain the demands of part-time working alongside their

other responsibilities.

A lack of part-time and flexible working opportunities is also one of the key barriers facing inactive teachers who want to return, particularly for career breakers.

School leaders say the complexity of secondary school timetabling is the main reason why part-

open to accommodating flexible arrangements much easier.

But maybe some of the unmet demand for part-time work isn't actually about wanting to work part-time at all. Maybe commentators are right when they say it's not inflexibility, but the never-ending demands of the teaching job. Perhaps it's much more about how manageable a full-time job in teaching currently is.

A typical teacher works fifty hours a week during term time, which is longer than those in other professions. While the school holidays counterbalance this a little, long terms of intensive work can make work-life balance and family life difficult.

The secondary teacher workforce has a large group of teachers approaching their mid-thirties, which is when part-time employment peaks. It's also when teaching careers tend to come with more responsibilities and the demands of family life are at their height for many teachers. This means the next few years are a critical time for taking action to make the job of a full-time teacher more sustainable and to provide opportunities for more flexible approaches to accommodate the spike in demand for part-time working. The prize on offer is improved teacher retention, easing the growing teacher shortages that threaten to affect the education of so many pupils, and making teaching a profession that new recruits want to be a part of.

“ The next few years are a critical time for taking action ”

time teaching is more difficult to accommodate. Plus, attitudes and cultures in some schools mean that flexible opportunities are not as widespread as some teachers would hope.

While we would encourage school leaders to proactively find ways of accommodating greater flexibility for staff, teachers who would like part-time work do need to respect the challenge school leaders face of ensuring the school is fully staffed at all times. Not all part-time teachers can work a four-day week with Fridays off. Teachers being flexible on what arrangements they are willing to accept would make the task of senior leaders who are

Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

Next year's spending review will be a golden opportunity for the government to set out a strategic direction for education and skills spending, and to ensure a system fit for the 21st century, says Robert Halfon



ROBERT HALFON

Chair, Commons education select committee

The NHS has a ten-year funding plan, so why doesn't education?

Our National Health Service is rightly lauded, but it is not the only sector that impacts the lives of almost every single person in the country. There can also be little doubt of the importance of the role of education and skills in our society.

Every day in our schools and colleges, teachers and staff are doing crucial work to improve the life chances of our young people. However, despite some remarkable work, we still lag way behind other countries in too many key areas.

According to a study by the OECD, our 16- to 24-year-olds have lower literacy and numeracy skills than their peers in almost all other member countries. Nine million of all working-age group adults have low basic skills. Our education system is not properly preparing our young people and giving them the chances they deserve to prosper.

The chancellor signalled in his budget this week that the NHS is the number one focus of the British people. But surely education and skills are a joint number one priority too. Good education and skills is vital for the jobs, security and prosperity of our people and our country.

The health service has NHS England to fight its corner with ministers. Schools and colleges do not have the luxury of an independent body trusted by the public to make its case for the funding the system so

desperately needs.

The Commons education select committee is taking on this role.

We are committed in taking forward the case for a longer-term look at school and college funding – a 10-year strategic funding plan for education.

It is inexplicable and astonishing that the health service can have a 10-year funding and strategic plan, but the education sector does not.

education funding.

The current state of funding appears unsustainable – despite the welcome additional annual £1.3 billion being committed last year for school budgets up until 2020.

The government claims that education funding will reach a record level of £43.5 billion. However, the IFS has estimated that funding per pupil in England has fallen by eight per cent

“ Perhaps the DfE needs the NHS to provide a vaccination for initiative-itis

It is imperative that the government starts to think more long term and banish the idea that Treasury processes should be the primary drivers for

over the past eight years.

Moreover, further education has been starved when compared with other areas of education spending,



with a funding “dip” for students between the ages of 16 and 18.

Successive governments have failed to give further education the recognition it deserves, especially when considering the crucial role it plays in building the skills of young people and helping them to climb the ladder of opportunity.

The £400 million for schools in the budget is very welcome, but it is not enough. Describing it as money for the “little extras” is only the latest example of the DfE’s initiative-itis – a piecemeal approach to spending, handing out a few hundred million here and there. This funding is necessary, but where is the long-term approach?

Perhaps the DfE needs the NHS to provide a vaccination for initiative-itis.

Our current inquiry into school and college funding aims to give all those with a stake in a successful education system a role in creating a 10-year vision for funding. We are hearing from every part of our education system from teachers and students to policy experts, parents and economists.

Rising cost pressures faced by schools and sixth form and FE colleges have led to serious challenges in providing the high-quality education – a key driver for social justice and productivity.

Now the budget has passed, we should look forward to the spending review. This provides the government with a real chance to help close the funding gap. It is a golden opportunity to set out a strategic direction for education and skills spending, and to ensure an education system truly fit for the 21st century.

Reviews

TV REVIEW



School – The new reality TV series from the BBC

Produced by: BBC2 and Open University

Starts on: November 6, 9pm on BBC2

Reviewed by: Cath Murray

While we wait with baited breath to know whether series two of *Educating Greater Manchester* will ever make it onto our screens (Channel 4 is currently waiting on the outcome of Salford council's investigation into the school's former headteacher), BBC2 is rolling right in to fill the gap.

The latest school reality TV series, a co-production with the Open University, is somewhat brazenly named *School*. It's from the makers of *Hospital* – so the title makes sense, but it does also suggest an attempt to sell this as the final word on the subject.

To this end, the themes are highly topical – with mental health, zero-tolerance behaviour policies, exclusions and budgets all on the list. And the look and feel is all very BBC. It's like *Educating* without the entertainment: absent are the matey headteachers juggling in staffrooms and high-heel collections falling out of cupboards. In fact, there's overall a lot less laughter. So you can call it a lacking in pizzazz, or you can call it a little more real. I found it strangely compelling.

Castle School Education Trust has three primary and four secondary schools in South Gloucestershire, but the series is filmed at only three secondaries: Marlwood, The Castle and Mangotsfield. CSET has been functioning on reserves for a while, but those reserves are now empty, and there cannot be a deficit budget.

In 2016-17, the new chief executive William Roberts, who retrained to be

a teacher after starting his career at a multinational corporation, oversaw "over a million pounds of budget saving across his schools". This year the cuts must continue – which is the theme of episode one.

The Castle, which has nearly 1,600 students, needs to save £296,000 by the end of the school year. No discussion of what to do about "little extras" here – the choice is between redundancies or removing the teaching and learning responsibility payments that accompany certain middle leadership roles.

"Castle's issue is a generous leadership structure around TLRs and time for people with TLRs which we will need to deal with this year," declares Roberts in a management meeting. To be fair, he's trying to find a way to avoid increasing class sizes, but after this point, it's like watching a train wreck in slow motion. The idea of focusing the cuts at the level of heads of faculty seems so out of whack with Ofsted's curriculum push that one wonders what planet Roberts is living on. I would have liked to have witnessed what kind of challenge the trustees were providing to these decisions, but as always, we're offered only a curated version of reality.

The most shocking scene is the staff meeting that's billed as a "consultation" (no one is fooled) where it is proposed that various middle leadership roles be "deleted". There's a huge elephant in the room, and interim headteacher Angela Browne misses a trick by not opening with an announcement of what



financial benefits the senior leadership are proposing to give up. In typical British fashion, meanwhile, the teachers tiptoe around the issue, making pointed comments without ever coming out and asking the question directly.

In a piece to camera, Browne sums up the situation thus: "I don't think anyone out there is suggesting that as we make cuts we're making things better. I think what people are trying to do is balance the books and not be horrifically in debt and unsustainable."

Roberts is ruthlessly realistic, adding that "the purpose of schools is to provide an education... some people would like more to be spent on pastoral issues... we can't spend money we haven't got".

All in all, this new series looks set to give the public a real insight into the tough decisions schools are grappling with.

As science teacher Andy Street gives the camera crew a tour of broken windows and blocked sinks, he muses pointedly: "If parents realised the extent of what's happening, they would demand change. It's just a question of how bad does it have to get before people realise how bad it is."

At least one person will be glad of Philip Hammond's "little extras" – and The Castle's pupils might finally be able to take off their coats in science.

Research



This month, the cheery topic of failure is back again, this time with a simple tool to plan for it and use it constructively in school: the premortem

How to avoid project failures in the classroom

Stuart Kime, director of education, Evidence Based Education

Back in 2007, Nassim Nicholas Taleb published *The Black Swan: The Impact of the Highly Improbable*, a pretty wordy and convoluted tome (makes an excellent doorstop) that pointed out that rare or unlikely events do happen, events such as the 2008 financial crash. Events that we often believe we “couldn’t see coming” before they happened. But could we, if we really went looking for them?

Schools are full of black swan events waiting to happen.

To teach is to experience failure daily. As a teacher and a head of department, many of the interventions I introduced to help my students – from new textbooks to IT “solutions”(?! – turned into black swan failures – seemingly unpredictable and unavoidable.

But would they have turned out differently had someone introduced me to the work of Nancy Cartwright? And for the record, I don’t mean the actor who voices Bart Simpson.

For those of you not acquainted, she is a professor of philosophy at Durham University and, among other things, is one of my go-to thinkers on evidence-based decision-making.

Evidence Based Policy: A Practical Guide to Doing it Better is a book that Cartwright wrote with Jeremy Hardie (and for the record, I don’t mean the guy from the News Quiz), a book that changed the way I think about failure. Cartwright and Hardie, you see, introduced me to the premortem.

The term “premortem” was coined by researchers to describe ways of putting into operation the idea of “prospective hindsight”, a technique that involves providing an explanation for a future event as if it had already happened. Here’s how a premortem works.

Firstly, the premortem comes at the start of a proposed intervention, not at the end of it (it’s pretty much



the diametric opposite of a post-mortem), and its intention is to improve an intervention or project, rather than simply offering a post-hoc critique. It works on the assumption that the patient – the intervention – has died. It’s failed. The task, then, is to come up with plausible explanations for that failure and, in doing so, highlight the things we need to address to increase our chances of success when we implement.

Here are the steps to take to try the premortem technique out:

1. Present your proposed intervention to colleagues, and ask your colleagues to think ahead to a time in the future (when the intervention is implemented).
2. Announce to your colleagues that the intervention has failed. Spectacularly.
3. Ask colleagues to write down – independently – all of the reasons they can muster to explain the failure (especially those that they would ordinarily avoid saying!).
4. Ask each person in turn to read out a reason for failure and record it (do this until all reasons are recorded).
5. Review the list. Identify ways to

address the potential causes of failure (and hopefully avoid them).

The technique helps to throw up many of the common black swans of the classroom that we would prefer to avoid: timetable changes, changing school priorities, staff leaving, and dwindling enthusiasm for challenging projects. It also helps colleagues to talk about black swans without them sensing a need to protect the heavily-invested intervention champion’s ego in the aftermath of a failed intervention.

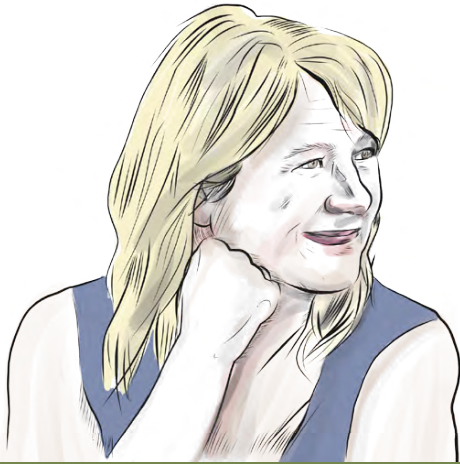
Intervention or project failure in school is more predictable than often we’d like to admit, and a premortem can help see it more clearly before it happens. And it’s a lot less uncomfortable than a post-mortem.

Cartwright, N, & Hardie, J (2012). *Evidence-based policy: a practical guide to doing it better*. Oxford University Press.

Klein, G (2007). *Performing a project premortem*. *Harvard Business Review*, 85(9), 18-19.

Mitchell, D J, Edward Russo, J, & Pennington, N (1989). *Back to the future: Temporal perspective in the explanation of events*. *Journal of Behavioral Decision Making*, 2(1), 25-38.

Reviews



Our blog reviewer of the week is
Debra Kidd author and former teacher

@DEBRAKIDD

School Shaming and the Reactionary Politics of NeoTrads

@doxtdatorb

Ben Doxtdator's blog posts are always thought provoking, well informed and carefully referenced, and this one is no exception. In this incisive blog post, he explains how the notion of "school shaming" consists of a "category error" that detracts from the real and very damaging impacts of shame on vulnerable human beings. Referencing the brilliant Brene Brown, Doxtdator explains how the very concept of shaming an institution acts as a shield for the real imposition of shame on those who can't speak up for themselves – children – and he explores the power play behind this and other attacks on identity politics. It casts a searing, uncompromising and sometimes uncomfortable gaze on a range of phrases and ideas that ultimately act as silencing tools for people who already have little too power.

Mansions in the Head – Images, Words and the Memories they Conjure.

@GalwayMr

Martin wrote this blog some time ago, but I missed it and I'm glad he shared it

TOP BLOGS of the week

again this week as many people on twitter mused about the nature of childhood in the maelstrom of another storm about whether children should be seen and not heard (and for some preferably not seen either). He takes a close look at a beautiful picture book (Town is by the Sea) and considers how images resonate in young minds. It's a beautiful blog post, reminding us of the importance; of making space for noticing; of revering detail; of leaving room for being a child, shaped by implicit and explicit memory. Drawing on his adult, teacher self and his own childhood memories, Martin links the then and now in a touching, fragile and intelligent reflection on memory, images, words and emotions. So while it may have been written some time ago, right now, as we are encouraged to march children, single file, heads down through their education (both metaphorically and in reality), it stands as a warning beacon to pay attention to the small things of wonder and meaning in our lives.

Let's Walk Together #FlipTheNarrative

@Elly_Chapple

"Narrative is powerful, narrative is essential and narrative can shape and build the possible..." Written by the parents of Elly Chapple, Can Do Ella lifts the soul with

the celebration of life in all its possibilities and forms. Ella has what many would perceive as profound learning difficulties and disabilities, but her parents flip that narrative joyfully with their reflections on the way she embraces life and learning and how seeing the world from her point of view, teaches us all about appreciation and determination. This particular blog post is lovely for the way it brings together the view of parent, carer, child and teacher as experienced through a Reading Rocks event. In flipping this narrative, we see how, if we slow down and take the care and time to look at the world in a different way, we open up all kinds of learning opportunities for young people and their families. Follow this blog. It will make you rejoice.

Ruby

@C_Birkenshaw

Claire Birkenshaw made the news when she was the first headteacher to undergo gender transition in the UK. And that sentence in itself presents some of the problems she grapples with in her blog post in terms of time and the right to claim an identity. "Making the news" in itself is a point in time as is "first" and in her post, Claire grapples not only with the need for us to support, recognise and fight for the rights of the transgender child, but she also questions the professional labels we place on each other and the means by which we include or exclude each other from belonging to a professional group, regardless of experience. As she comes to terms with reactions to her role as a "former" headteacher, and how the "not newness" of her leadership experience seems to exclude her from the debate, she reflects on how groups treat others across society and time. She makes a timely and intelligent plea for all educators, whatever their current roles, to pull together to protect minority students – indeed all students – from political forces that seek to homogenise and silence others.



Budget 2018: Hammond says 'little extras' pledge could cover 'whiteboards and laptop computers'

@angiem2018

What - teachers? They're hardly a little extra. Tinkering around the edges. Hopeless!

@myorangecrush

Supply teachers being told they have to work for unqualified 'cover supervisor' money or there's no work.

@annonsenco

Some heads have done the profession no favours by bleating that they've had to ask parents to buy pens. No school should be in this position and have mis-managed the budget if they are. Our profession comes across as a load of moaning lefties when we should be celebrating standards

'Little extras': A failure of presentation, not policy

@andymellor64

He botched it and not only did he give schools a tenth of what they need to stand still, his little extras comment was an insult to school leaders who now have to implement further cuts to staffing in schools.

@kitandrew1

Deliberately done and phrased that way I suspect in order to demean and belittle concerns raised by HTs to wider public. Badly misjudged the profession.

The 6 'major risks' to the quality of education, according to Ofsted

Janet Downs

Spielman is right that excessive emphasis on exam results distorts the curriculum and fails pupils. But her downplaying of data isn't as tough as it may seem. She contradicts herself by saying attainment and progress will always be central to accountability.

She also ties herself in a knot over academy freedom. On the one hand she says school heads will have more autonomy outside LA 'auspice' but then admits MATs, not academy heads, exert far more control over their schools than LAs ever did.

REPLY OF THE WEEK Paul Luxmoore

Editor asks... Amanda Spielman

Please, colleagues, I beg you – support Amanda Spielman rather than criticise her! More than anything else, even more than funding cuts, Ofsted has been the terror, unpredictable and irrational, that has punished schools in deprived areas. This is because their entire focus and every judgement, whatever they claim, has been on results. The new generation of school leaders don't argue about the purpose of education, but on ever smarter ways to track progress on the flightpath to better results. We have lost our souls! On our watch, education has been reduced to a measurement of results and we wonder why children are stressed and teachers lack resilience. We have surrendered the joy and the purpose for idiotic league tables. If Ofsted is to focus on the effectiveness of the curriculum in its context, then maybe we might still be saved and, together with my poor half beaten colleagues serving the coastal workless classes, we might finally be allowed to provide a curriculum that serves our children's needs and brings purpose back to the teaching profession.

Paul Luxmoore, executive headteacher, Coastal Academies Trust, Kent



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

Capital expenditure on schools has dropped 40 per cent since 2010, says Labour

Tom Burkard

Building Schools for the Future was an obscenely extravagant beanfeast for prestige architects, specialist contractors and above all suppliers of ICT hardware. Even after it was cancelled, free schools were forced to take masses of hardware even when they didn't want it. I've visited one where there are impressive arrays of hardware that seems to serve little purpose other than impressive Ofsted.

Let's face it – education is one of the most grossly over-managed activities in England. I haven't seen any recent figures, but one analysis I read reckoned that only 40% of spending actually reached the chalk face.

WEEK IN WESTMINSTER

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

SUNDAY

Treasury whizz-kid Liz Truss covered herself in glory over the weekend when she claimed during an interview on Pienaar's Politics that education spending in England is rising in real terms.

Spoiler alert: it's not. The Institute for Fiscal Studies pointed out earlier this year, school funding has actually fallen by EIGHT PER CENT in real terms since 2009-10.

MONDAY

Shouts of praise rang out across England this week as Philip Hammond, our benevolent chancellor, bestowed upon schools by far the most generous gift ever given by the government – an extra £50 to spend on each pupil.

Yes, you read that right. Weeks after Theresa May promised the end of austerity, "Spreadsheet Phil" found a whopping £400 million down the back of his plush sofa, heralding a new dawn of largesse in education spending the like of which would make Messrs Blair and Brown cower in inadequacy.

As if the amount on offer (which can't even be spent on teachers) wasn't insulting enough (potholes got £420 million), Hammond opted to announce it by patronising the nation's school leaders from the despatch box.

"Today I am announcing a £400 million in-year bonus to help our schools buy the *little extras* they need," purred Philanthropic Phil as he showered schools in cash.

No mention, of course, of the £6.7 billion needed to bring school buildings

back up to scratch. Nor anything about reversing the £2.8 billion of real-terms cuts to revenue funding in recent years.

Of course, that doesn't matter. Why should it, when every school in the country now has the money for a few laptops and whiteboards.

God bless you Philip Hammond, the saviour of our schools. How will we ever repay you?

TUESDAY

Apparently bemused by the response to his pitiful offering for schools the previous day, Hammond proceeded to spectacularly lose his rag live on air when quizzed on Good Morning Britain about why schools can't afford essentials.

The chancellor snapped when asked to respond to comments from heads who said the announcement showed ignorance, angrily replying: "Frankly I reject that."

Hammond went on to insist the cash was actually a "nice gesture", adding: "Many of the schools that I know will be happy to have £50,000, or even £10,000 to buy a whiteboard, buy a couple of computers, whatever it is they want to buy."

He obviously hasn't been keeping up with the #littleextras on Twitter.

WEDNESDAY

After multiple slaps on multiple wrists in government over the use of education-funding statistics, you'd think ministers would want to lie low for a while.

Not Theresa May, who opted to open yet another can of worms during prime minister's questions.

Pressed by Labour leader Jeremy Corbyn on whether the "little extras" pledged in the

budget would be enough to end austerity in schools, the PM heroically set out to prove that one can never be reported to the UK Statistics Authority too many times for the same issue.

"What we actually see happening, as I said earlier, is more money for schools announced in the budget," she insisted.

"That is on top of the £1.4 billion extra that has already been announced for schools this year, and a further £1.2 billion will go into schools next year."

Her claim of £1.4 billion extra left many in the education sector scratching their heads, including, it seems, the education secretary himself, who looked perplexed in his seat just feet away from the prime minister.



The Department for Education has since claimed the PM was speaking about cash-terms increases in the core schools budget between 2017 and 2020, which are of course mostly prompted by rising pupil numbers and were set in motion long before she entered Number 10. So not "extra" funding at all...



Education is not only a way for individuals to achieve their potential, it's also a way to restore pride in their community.

Co-op Academies Trust works across the North of England, in some of the most challenging communities, changing the lives of young people. The Trust is embarking on a rapid expansion and has the ambition to sponsor 40 academies by 2022.

They're now looking for a Chief Executive Officer to bring that ambition into reality.

Russell Gill, Chair of the Trust, says "Our aim is to deliver excellent educational outcomes for our students, so we need someone with a track-record of improving attainment and progress, providing strategic leadership through a period of considerable change, managing risk effectively and demonstrating strong financial acumen."

"We're seeking a CEO who is going to go out into our communities because that's where we can make the biggest difference. Co-operative values motivate us and

shape our approach to education, from the style of teaching in the classroom to the culture throughout the Trust - we give our academies the ability to respond to the needs of their own communities."

"We are looking for a Chief Executive Officer to inspire and lead the Co-op Academies Trust."

The Co-op Academies Trust is a very different multi-academy trust. "We are sponsored by the Co-op, a business known and respected for mutual ownership, ethical leadership and community engagement," explains Russell. "The Trust has access to expertise and resources from the Co-op itself, from vocational learning opportunities and curriculum enrichment to strong governance and financial support for its growth plans."

The role offers a competitive salary to attract the right candidate, in line with its

policy of a maximum 1:10 salary difference between the lowest and highest paid colleagues - "all part of our Co-op values," says Russell.

If you're an experienced leader and committed educationalist, steeped in the skills and knowledge of school improvement, able to manage risk and deal with financial complexity, with the credibility that's required to lead a high profile Trust - and believe co-operation can achieve great things, they'd love to hear from you.



Focus on what really matters

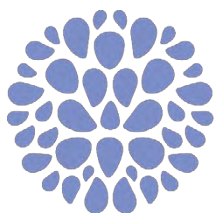
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The Shared Learning Trust
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- Job Role: **Full time, Permanent**

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"What first attracted me to The Linden Academy was its ethos. All members of staff were extremely welcoming and I loved the rapport between the staff as well as the relationships they had created with the children. Staff were passionate about the children's learning and progress, not just academically but personally. It was something I wanted to be a part of. During my time here, I have developed both professionally and personally. I started my employment as a timid graduate with little confidence of standing in front of a whole class. With great support and guidance, I have progressed from a Teaching Assistant to Class Teacher. Our Senior Leadership Team have greatly supported and built my confidence and ability in becoming a teacher. They have always been approachable and understanding with a genuine care for their staff's wellbeing. Staff across the school continue to support each other in any way they can to make sure we are promoting learning and progress to the highest standard for our pupils. It's a great community to be a part of."

- Jessica Day

Contact name: **Katherine Anderson**

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HEADTEACHER COLOMA CONVENT GIRLS' SCHOOL

Upper Shirley Road, Croydon, CR9 5AS

(from September 2019)

Salary Range: Outer London Group 6 (plus 25%), L21 £89,699 to L35 £117,952
(Assistance with relocation expenses may be considered)



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.



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

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

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

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

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

You will demonstrate:

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

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

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

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

Meet with Principal, Zoe Ezzard in London this September!

How to Apply

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

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



STEM EDUCATION CONTENT MANAGER

**Do you love writing educational content?
Are you STEM-focused? If yes, this role is for you!**

**Salary: £30-35k
Location: London, SE1
Permanent | December 2018 / January 2019 start**

We believe in 'Building Brilliant Futures' for Young People, our Clients, our Colleagues and our Communities. We are a youth engagement agency that exists to help brands, charities and government organisations connect with the dynamic world of under 25s. We help our clients to maximise the impact of all their engagement with young people with core expertise in creating Education, Brand, Talent and Social impacts.

We are seeking a creative STEM-focused education professional to work in a dynamic client-facing role. The right person will be instrumental in creating high impact content across the Primary/ Secondary areas for our client, in one of the UK's biggest profile education programmes.

For further information and to apply, please visit our jobs page at: <https://wearefutures.com/jobs/stem-education-content/>



CHIEF EXECUTIVE OFFICER

Salary: L28 (77,613) - L34 (£89,900) depending on experience.

The Board of Endeavour Academy Trust is looking for a dynamic education professional to join the Trust as Chief Executive Officer (CEO) for the next exciting phase of our journey.

Endeavour is a multi-academy trust currently overseeing three primary academies based in North Bristol and is due to open a new build academy in South Gloucestershire in September 2019.

The Trust's strapline is 'together we can' and outstanding achievement and ambition for all pupils sit at the heart of our vision. By working together we will build a group of outstanding academies, to improve the life chances of our pupils, overcome the barriers of disadvantage and have a transformational impact on our communities.

This is an exciting time to work for Endeavour Academy Trust. The Board is committed to measured and sustainable growth, to enable us to create a group of outstanding schools with ambition for every child.

Contact: Claire Emery - 0777 975 2377

Closing Date: 9th November at 5pm

<https://www.endeavouracademytrust.org.uk/489/current-vacancies/careers/3/chief-executive-officer>



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/>

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