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FRIDAY, FEB 1, 2019 | EDITION 165

PA

# Finally!

## After 385 days in office, Damian Hinds finally reveals a proper strategy\*

Six pages of analysis on the government's new recruitment and retention strategy, plus an exclusive interview with Hinds. Page 9-14

\*And it's actually quite good!

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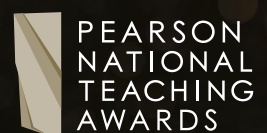


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SCHOOLS WEEK

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## The editor's top picks



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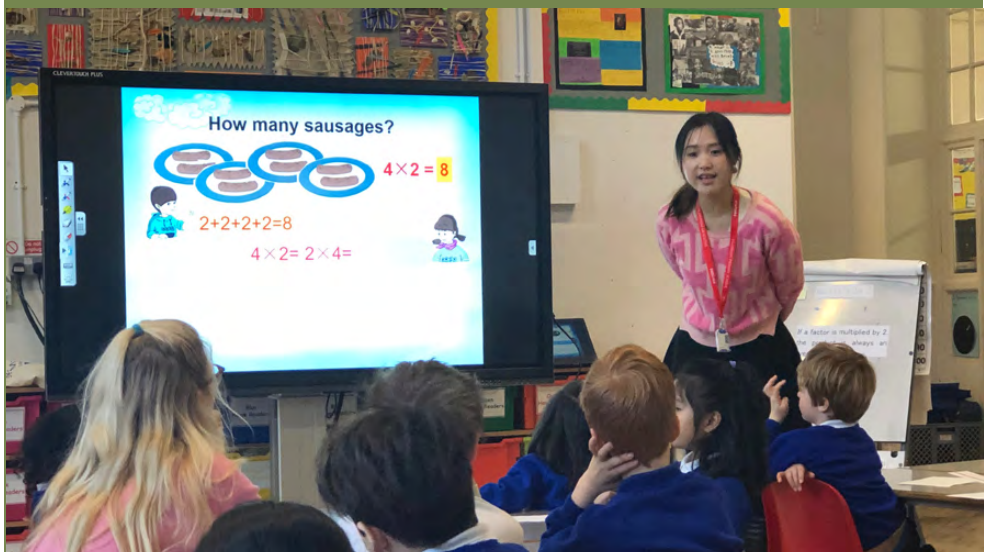
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## Flying teachers to Shanghai: is it the best way to improve maths teaching?



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News

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Pay can go up 2 per cent (and no more), says Hinds

PIPPA ALLEN-KINROSS @PIPPA\_AK

Damian Hinds has been accused of trying to influence the independent body that recommends teacher pay rises after he claimed schools could only afford a 2 per cent hike.

The education secretary said 2 per cent would be "affordable nationally, in the context of the cost pressures faced by schools and headroom available for increases in teachers' pay".

In the evidence submitted to the School Teachers' Review Body (STRB) published yesterday, he would also not guarantee the government would fund any pay rise recommended for 2019-20.

The disclosure comes days after four teaching unions called for a fully funded 5 per cent rise this year.

Paul Whiteman, general secretary of the National Association of Head Teachers, insisted "affordability should not be part of the STRB's remit" and it should "not have its

deliberations influenced in this way". "Following years of caps damaging to public sector pay, it is disgraceful for the government to impose another one, this time of 2 per cent," he said.

Mary Bousted, joint general secretary of the National Education Union (NEU), said the "disgraceful move by the education secretary puts him at even greater odds with the profession he should be defending".

An NEU survey of 34,000 teachers found 70 per cent were considering leaving the profession because of low wages or the performance-related pay system.

Last year Hinds ignored the STRB's recommendations of a 3.5 per cent rise across the board in 2018-19. Instead the highest rise went to new teachers, staff longer in post got a 2 per cent rise and leaders 1.5 per cent.

Schools had to pay the first 1 per cent of any rise, with the government committing to funding the rest.

In his evidence to the STRB, Hinds said it "should not be assumed this will be the case again for the 2019 award".

He also emphasised the importance of not placing "undue pressure on school budgets".

He said analysis by the Department for Education demonstrated costs could rise by 0.6 per cent between 2018 and 2020 "before schools would face real-term pressures". This rise is equivalent to a 2 per cent increase per teacher pay from September 2019.

A spokesperson for the DfE said such an increase "will be affordable within schools' budgets and will be supported by the government's proposals to fund increases in teachers' pension employer contributions from September 2019".

He added that the core schools budget would increase by 2.5 per cent next year.

But Geoff Barton, general secretary of the Association of School and College Leaders, said claiming schools can afford another unfunded cost pressure "not only adds insult to injury, but places educational standards at risk".

The STRB is due to publish its recommendations in May.

European sanctions 'will no longer be shared'

Details of sanctions imposed on teachers in Europe will no longer be shared with English authorities in the event of a no-deal Brexit, the government has said.

In a guidance document outlining no-deal preparations for schools in England, published today, the Department for Education said the requirement for professional regulating authorities to share details of "any sanction or restriction" imposed on teachers would no longer apply.

This would apply for all countries in the EU, as well as Norway, Iceland and Liechtenstein, and would leave the Teaching Regulation Agency without data on teachers who had faced misconduct hearings in Europe.

The DfE said it would soon update its safeguarding guidance to advise schools about how a teacher's professional background could be checked in the future.

The government has also reminded schools of their duty to provide school meals amid growing uncertainty about food supplies if the UK leaves without a deal.

It said it was working to "ensure goods can continue to flow into the UK without significant delays", but warned it had no control of checks imposed on the EU side of the border.

Schools were told they had "significant flexibilities" within meeting school food standards - prompting concerns that recent progress on providing healthy school meals would be halted.



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News

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Ofsted: We need to investigate all Steiner schools

JESS STAUFENBERG @STAUFENBERGJ

Ofsted has been handed the power to inspect all Steiner schools after the chief inspector called for a "thorough examination" into "deeply concerning" failures.

Amanda Spielman (pictured) wrote to Damian Hinds, the education secretary, on Thursday after snap inspections of nine Steiner schools – state and private – found six were "inadequate" and three "requires improvement".

Senior leaders at one school "blamed pupils with SEND for all the problems", while others witnessed "inappropriate physical handling" of pupils, she wrote. Some parents who complained were "intimidated".

Spielman demanded an investigation into whether the Steiner philosophy – which advocates a holistic approach to education based on the teachings of Rudolf Steiner – is contributing to the failures.

Hinds would only pledge

to review what's "lying behind" the problems under a thematic analysis of inspection findings.

Hinds had given Ofsted the go-ahead to inspect some private Steiner schools, usually inspected by the School Inspection Service (SIS), in November. The SIS has now closed, with Ofsted to inspect all Steiner schools.

Hinds wrote: "I think our officials should then review together what the inspection evidence tells us about these schools.

"That would include what may be helping or hindering them, what may be lying behind those schools that are failing to meet the standards, and what may be preventing other schools from sustaining improvements to meet the standards."

However, this falls short of Spielman's demand for a "thorough examination" of the "underlying principles" of Steiner education.

She said poor leadership, management and governance was at the "root of many of the weaknesses" at the inspected schools.

In the worst cases, Spielman

said senior leaders had "created a culture in which it is difficult for parents to raise their concerns, and some parents who have made complaints to Ofsted or to the school have felt ostracised and intimidated by school leaders".

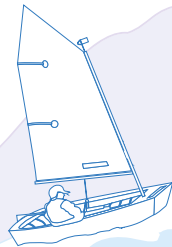
The DfE's failure to fully meet Ofsted's demands came a day after Luke Tryl, its outgoing director of corporate strategy, told MPs his team needed more support from government in clamping down on failing private schools.

Spielman urged the DfE to close all inadequate Steiner schools that failed to improve rapidly.

Hinds said such action must be taken on a "case-by-case basis", but added the three inadequate Steiner academies were being rebrokered.

The Steiner Waldorf Fellowship said it had "proactively" agreed meetings with the DfE and Ofsted with advisers running "compliance checks so all schools continue to uphold DfE regulations and requirements."

There are 27 private and four state Steiner schools.



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# Academies share £2.4m in curriculum fund pilot

**FREDDIE WHITTAKER**  
@FCDWHITTAKER

Eleven academies have been selected to lead trials of the government's new curriculum fund programme, with nearly two-thirds based in London or the southeast of England.

The schools will split £2.4 million this year to find the best ways to reduce teacher workload and improve results. No local authority-maintained schools were selected.

Each of the schools will get a maximum of £150,000 to pilot one programme for a specific subject area, and up to £100,000 for each additional programme developed by the same school.

It comes as Ofsted has pledged to make the curriculum a key focus of its new inspection framework.

Justine Greening, the former education secretary, announced last January that the new curriculum fund, with £7.7 million available overall, would pilot ways of delivering the 2014 national curriculum and tackling the burden of paperwork.

But the selection process for the first wave of schools proved controversial after it was revealed last year that only schools with a knowledge-rich curriculum could apply.

Among those selected are Pimlico Primary, run by the former academies minister Lord Nash's Future Academies Trust, the West London Free School, which was founded by Toby Young, the former New Schools Network boss, and Reach Academy Feltham, a school often praised by ministers.

The government's decision to award all the funding to academies, including several favoured by the government, prompted Twitter comments of cronyism.

Some also questioned the geographical spread of the winning bids – of the 11 schools that were successful, seven are in London or the southeast, two in the Midlands and two in the north.

But Mark Lehain, director of Parents and Teachers for Excellence, which campaigns for a knowledge-rich curriculum, defended the list.

"Those selected seem to have the kind of approach and track record one would expect for successful bids, and it will be really interesting to see how the pilots go.

"I hope that there will be future rounds for this, that get even more coherent curriculum programmes into the system, and that these will come from a wide range of schools."

Schools Week understands the Department for Education received a number of applications from maintained schools, but that the quality of their submissions was not deemed to be good enough to make the cut.

Civil servants initially whittled down expressions of interests from hundreds of schools based on their outcomes and inspection grades.

Only schools rated "good" or "outstanding" by Ofsted were eligible, and primary schools were only considered if they had an above-average proportion of pupils who met the expected standard in reading, writing, maths and the phonics screening check.

Secondary schools only made it through if they had an above-average EBacc entry and achievement rate.

Exceptions were made only if a school could prove it had a plan to improve.

One such exception appears to be Trinity Academy Halifax, which had a below-average EBacc entry rate of 33 per cent in 2017. The school's entry rate fell to 29 per cent last year, but it will still receive the funding.

That led to 86 eligible applications that were then rated against a set of minimum programme and delivery requirements.

For example, applicants were required to demonstrate that their objectives were clear and measurable, that they were knowledge-rich and involved whole-class teaching and teacher-led instruction "at their core".

Applicants then had to submit their complete programmes for assessment by an expert panel and attend an interview. The



three expert panels, one for each subject, were chaired by Tim Oates, a director at Cambridge Assessment and adviser to the government on curriculum issues.

"The criteria was clearly specified and the application process included evaluation of bids by an independent expert panel," a DfE spokesperson said.

	SCHOOL	PHASE AND SUBJECT
1	Oasis Academy South Bank	KS3 geography, KS3 science
2	Pimlico Primary	KS2 geography, KS2 history
3	Reach Academy Feltham	KS2 geography, KS3 geography, KS2 history
4	Sacred Heart Catholic High School	KS2 geography
5	Saint Martin's Catholic Academy	KS3 science
6	Thornden School	KS3 science
7	Trinity Academy Halifax	KS3 history
8	Ark St Alban's Academy	KS3 geography
9	Kendrick School	KS3 science
10	The Cherwell School	KS3 history
11	West London Free School	KS3 history

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# News: Recruitment and retention

## What's in Hinds's long-awaited strategy?

The government has this week published the long-awaited teacher recruitment and retention strategy. Here's our one-page summary of the 11 new proposals.

- 1 **Ofsted will soon be the only trigger for support** with proposals to drop the “floor” and “coasting” measures. It means that from September a “requires improvement” judgment will be the only trigger for government support.
- 2 **The new Early Career Framework (ECT) increases induction for new teachers to two years** with £130 million to fund mentor training and 5 per cent off-timetable for teachers in year two. The Education Endowment Foundation is funding pilots from September, before national roll-out in September 2021.
- 3 **New specialist qualifications** will be developed to further careers outside the traditional school leadership route, covering assessment, behaviour, curriculum and pedagogy. There will also be a “teacher developer” national professional qualification (NPQ) to support the ECF's roll-out.
- 4 **A “wholesale” review of teaching schools has been pledged** with the government keen to bring more academy trusts with “proven records of driving improvement” into the picture.
- 5 **A review of initial teacher training** will spot improvements and reduce cost for providers. The DfE also wants to get academy trusts to “extend their reach”, with plans to support Teach First to work with smaller school-based providers.
- 6 **A “comprehensive” review of the pay framework** will be launched to support “more flexible and rewarding career pathways”. The School Teachers' Review Body will be asked for recommendations with a view for implementation in 2020.
- 7 **A “one-stop” teacher applications system** aims to “radically simplify” the process, which currently has three separate stages. There is no date for a launch.
- 8 **An app for teachers to promote flexible working, called “Find Your Jobshare”, will be created.** The government is also launching an edtech competition for providers to provide innovative solutions to promote part-time working.
- 9 **Bursaries will be reformed with payments for trainee teachers staggered.** The aim is for about 40 per cent of bursary spend in the new phased subjects to be tied into retention (with payments in year three and five). Teachers working in more challenging schools will get a bit more cash.
- 10 **Plans to build new homes for teachers on surplus school land.** If there is demand, the DfE will work with the government's housing department to explore whether an extension of permitted development rights is needed to speed up such developments.
- 11 **New Ofsted hotline to report breaches of workload commitments.** This will allow headteachers to check-in with the watchdog's central office if any inspectors breach commitments to avoid asking for data-tracking systems, specific evidence of lesson-planning and marking, or pupil targets.



# News: Recruitment and retention

## How Hinds plans to hold on to new teachers

EXCLUSIVE INTERVIEW

**FREDDIE WHITTAKER**  
**@FCDWHITTAKER**

Schools will receive £130 million to fund extra mentoring and reduced timetables for new teachers under plans set out in the government’s recruitment and retention strategy.

An early career framework – described by one leading headteacher as the “jewel in the crown” of the long-awaited strategy – will fund schools to provide an extra year of induction for new teachers, including a 5 per cent off-timetable requirement.

Damian Hinds, the education secretary, speaking exclusively to *Schools Week*, said he expected the core of the strategy to be “very long-lasting”, despite the current political instability.

The plans – billed as the “biggest teaching reform in a generation” – have been backed by leadership unions and professional organisations, but Labour warned they would do nothing to reverse the impact of years of pay cuts and school budget stagnation.

However, the government has confirmed that it has no way of forcing the nation’s 8,000 academies – a third of all schools – to implement the second year of induction.

The strategy comes at a time of crisis for the schools community. Official figures published last year show that teachers now leave the profession at the same rate as they enter it.

The proposals represent the first major piece of policy work by Hinds and his team. The education secretary has been in post for just over a year, and has been broadly praised for his collaborative approach to the strategy.

During a visit to a primary school in Kent on Thursday, he insisted the important document was not simply his legacy.

“Whatever happens to and with me, this will be the legacy of a lot of people,” he said.

“One of the reasons that this has been welcomed . . . is because it has been a collaborative effort – lots of people have been involved inputting, sense-checking and shaping what’s going to happen. That’s a very valuable thing.

“I’m very grateful to everybody, and that goes for individual school heads,



**“Whatever happens to and with me, this will be the legacy of a lot of people”**



academics, trade unions, people in the Department for Education. It’s a group effort.”

The DfE said roughly 50,000 first and second year teachers at any one time would be getting structured support. If half of these are second years, that means the £130 million yearly funding equates to roughly £5,200 per teacher.

Although it will statutory, academies, which are autonomous from government, can’t be forced to introduce it.

However the DfE expects the “vast majority” to sign up, as not doing so would put their staff at a disadvantage.

“This is going to be our standard way

Continued on next page

# News: Recruitment and retention

of working, the standard way into the profession," Hinds said. "The intention is: this is the way in."

However, the education secretary accepted the system would never reach a point where no teacher left the profession early.

"You'll never get that zero or close to zero because it is in the nature of different walks of life, and particularly one that's as unique as teaching, that some people are going to discover that it's not right for them.

"But I want to make sure we have the best chance of it being right for them, and a big part of that is making sure there is that early-career CPD, but that extra time and the off-timetable aspect is also very important."

The strategy has the backing of most education unions and a number of high-profile professional associations. Even the National Education Union, normally one of the government's fiercest critics, called it a "serious, structured attempt" to address recruitment and retention.

Geoff Barton, the general secretary of the Association of School and College Leaders, said plans for an early career framework have "the potential to be a game-changer", while Paul Whiteman, who leads the National Association of Head Teachers, said it "has the potential to transform the reality of teaching in England".

Stephen Tierney, who chairs the Headteachers' Roundtable, said the framework was the "jewel in the crown" of the strategy, but said the real test would be how it was implemented.

"The implementation is critical – how do



we ensure that? If it's done right, it could be that turning point from high accountability, low trust model of school improvement to a high trust, professional development one.

"But without doubt it is one of the best documents I've seen come out."

Hinds said he expected the strategy to make a lasting impact on teacher recruitment and retention.

"There's a lot of consensus behind this approach. I don't think it's particularly an issue of political disagreement, and why would it be?"

"All the teachers and school leaders I've spoken to about this at various stages in its development have been positive and committed to it. There's absolutely the will to continue to see this through. "Of course things evolve. I'm not saying 'no change';

every strategy is there to be built on, but I would absolutely expect the core of this to be very long-lasting."

He also defended the focus on early career teachers, which was to address "a particular issue around the first five years".

"But we did announce something previously on sabbaticals, which I'd like to see more take-up of, and we need to make sure that we develop that programme in a way that is attractive."

"I want to retain experienced, good teachers at all stages of their careers."

Angela Rayner, the shadow education secretary, warned "nothing in this strategy will reverse years of real-terms pay cuts and the huge cuts to school budgets that have made it impossible for schools to recruit the staff they need".

FREDDIE WHITTAKER | @FCDWHITTAKER

## DfE plans 'phased' support for 'requires improvement' schools

A government plan to offer support to all schools rated "requires improvement" by Ofsted may have to be phased in, officials have admitted.

Damian Hinds, the education secretary, confirmed this week that controversial coasting and floor standards will be scrapped from September.

Instead, Ofsted judgments will be the only trigger for government support, with those with two consecutive RI judgments, currently

about 200 nationally, eligible for "more intensive" support.

Headteachers have welcomed the change, but in its consultation the government admits to a "potential drawback" to using Ofsted ratings, because "inspection is periodic".

"There is, therefore, a risk that some schools may decline between inspections," the consultation document states.

Officials are, however, reassured that Ofsted retains the ability to inspect "any

school at any point", which means that schools showing signs of potential decline can be reinspected sooner.

The government has also confirmed it intends to extend its offer of support to more than 800 schools already rated as requires improvement when the changes come in September.

However, "the offer to these schools may be phased", the document said.

# News: Recruitment and retention

## Trainees' bursaries switch to 'retention' payments

PIPPA ALLEN-KINROSS

@PIPPA\_AK

The government plans to stagger trainee teacher bursary payments in a bid to keep staff in the classroom.

Those working in disadvantaged schools will also get more.

It is hoped the shake-up will end "bursary tourism". *Schools Week* revealed last year at least £14 million had been spent on bursaries for graduates in shortage subjects who then left the classroom.

The teacher recruitment and retention strategy pledged a "fundamental shift" in bursary policy – with 40 per cent of bursary spend in phased subjects to be moved into retention payments.

The bursaries will be modelled on the phased bursary for maths, introduced last year, which offers maths recruits tax-free payments of £20,000 in their training year and then £5,000 in their third and fifth years of teaching, rising to £7,500 for those in more challenging schools.

The new payments will also be weighted to make sure teachers working in "more challenging schools" receive higher bursaries.

James Noble-Rogers, the executive director of the Universities Council for the Education of Teachers, said the decision was a "sensible one, as it will discourage bursary tourism and encourage people to remain in the classroom".

In 2016, the National Audit Office warned that almost £1 billion had been spent on bursaries for new teachers without any proper evaluation of their effectiveness as a recruitment tool.

However, the Department for Education has yet to announce which subjects will receive the phased bursaries, or their value.

The strategy also includes plans to bring the initial teacher training application process "into the 21st century" by creating an "easy-to-use one-stop application system". Currently, potential teachers have to navigate three separate systems to register interest, find and then apply for a course.

The new system, which will include "bespoke support and advice" from experienced teachers and headteachers and a "state of the art customer relationship management system", is designed to work alongside the Get Into Teaching website and the Find Teacher Training service, which launched in October.

Becky Francis, director of the UCL Institute of Education, welcomed the move, adding the old system had "clearly hampered recruitment. Clarity and simplification is urgently needed."

## 'We'll help you to find the perfect partner (for a job share)'

PIPPA ALLEN-KINROSS

@PIPPA\_AK

The government wants headteachers to "transform" their approaches to flexible working, prompting concerns that thousands of extra teachers could be needed.

The Department for Education's recruitment and retention strategy states it is "more important than ever that teaching is compatible with having children and a family life".

Twenty-eight per cent of women teachers work part-time compared with the 40 per cent average for all UK employees, as do 8 per cent of men compared with 12 per cent nationally.

The strategy pledges to "start a conversation" with school leaders about how to set a culture that values flexible working at all career stages.

While it says that a shift to flexible working "ultimately comes down to headteachers", the government has pledged to launch a "Match.com"-like website to help teachers to find job-share partners.

But Stephen Tierney, chair of the Headteachers' Roundtable, said he was unsure if the sector would be able to recruit and attract the number of teachers required "given that we can't attract them now".

A Teacher Tapp survey of almost 2,500 teachers found that 11 per cent would "definitely" consider working three days a week or less if they were able to find a job-share partner, with a further 18 per cent choosing the option "yes, perhaps".

If 11 per cent of teachers in England dropped to working three days a week, it would require 22,000 full-time teachers to replace them, or 55,000 teachers who could work the other two days a week.

Tierney added: "Teaching has always survived on the fact that people do considerable extra hours over and above the amount they are contracted for, but the level of those additional hours is now too high.

"That's what you've really got to get a hold of. Then you might find that far more people are happy to stay full-time, because they're not working every night and weekend."

However, Jack Worth, the school workforce lead at the National Foundation for Educational Research, said research suggested that a "large percentage" of secondary staff moved into part-time work when they gave up full-time teaching. This, he suggested, showed an "unmet demand for part-time working in the



secondary sector".

"Meeting this demand could help to retain more teachers in the profession, rather than risk losing them permanently," he said. "A lack of part-time and flexible working opportunities is one of the key barriers facing teachers on career breaks who want to return."

Schools have previously said timetabling made flexible working difficult.

The new strategy includes a pledge to launch a competition for edtech providers to "create innovative solutions to promote and facilitate part-time and flexible working patterns", including timetabling.

Jonathan Simons, a director at the policy specialist Public First, said the proposals around flexible working were a "welcome development" that had the potential to "both retain and reintegrate teachers, especially new mothers".

However, he said the edtech competition was "jarring", adding: "Given that there's a large and flourishing edtech industry, and given there's a need for this in schools, why does the government need to incentivise companies to develop products? They've invented MIS systems, finance systems, all matter of learning products without government intervention."

# News: Recruitment and retention

## Variety is the spice of teacher training, says Hinds

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The education secretary has denied that he plans to get rid of small-scale teacher training programmes run by schools after the government pledged to “simplify” the market.

Damian Hinds insisted he was “trying to grow channels [into teaching], not remove them”, but said it was “right that we think about the way these things work”.

In its recruitment and retention strategy, the Department for Education warned of “replication” in the “overly complex” initial teacher training market, which has more than 1,000 organisations. This complexity could lead to “inefficiencies and incentives”.

The announcement of the initial teacher training review, alongside plans to increase the role of larger organisations, such as Teach First, has prompted speculation that the often-confusing network of small school-centred initial teacher training programmes, or “SCITTs”, could be slimmed down.



But speaking to *Schools Week* during a visit to a primary school in Kent, Hinds said he still felt that having “a variety of platforms and routes is important”.

“Right now I need all channels, and I’m trying to grow channels, not remove [them]. But it is also right that we think about the way these things work.

“We need to make sure the system works for would-be applicants, so that you don’t just get overwhelmed with the variety of choices and abbreviations. It needs to be clear what the options are and the differences between them.

“Different routes do work in different ways for different people, and of course we should never forget that a substantial part

of our intake into the profession is not from people who’ve finished the third year of an undergraduate degree at university, it’s from people later on in their lives.”

As well as ongoing work to support career changers – who make up about half of entrants to postgraduate ITT – the government will also explore whether Teach First should have the power to “recommend” qualified teacher status. At present it can only do so through a university partner.

This will “encourage them to work with small school-based providers”, officials predict.

*Schools Week* understands Teach First sees the strategy’s warm words as a vote of confidence in its work. It comes at a time of change for the organisation, which has launched a substantial shake-up of its operations, as it faces having to re-bid for its contract.

The announcement comes just four years after the last review of ITT was published, but Sir Andrew Carter, who led that review, said it was right to look at the issue regularly.

“Everybody looks all the time at how we’re training teachers,” he said.

PIPPA ALLEN-KINROSS | @PIPPA\_AK

## New qualifications ‘will keep teachers in schools’

Five new specialist qualifications aimed at opening up career opportunities outside the traditional school leadership route will keep experienced teachers in the classroom, say leading commentators.

One of the main criticisms of the government’s new recruitment and retention strategy, unveiled on Monday, is that it focuses on new teachers – with nothing to solve mid-career teacher retention.

But sector leaders point to new national professional qualifications (NPQs) that will help teachers to develop expertise in specific areas and create more non-leadership career pathways in schools.

A “teacher developer” NPQ will support the roll-out of the early career framework, followed by qualifications in assessment, behaviour, curriculum and pedagogy.

Sam Twiselton, the director of the Sheffield Institute of Education and part of the advisory panel that developed the strategy, said: “The

specialist pathways, once they take off, will be really beneficial to people in the middle of their careers.

“They are something that would have kept me in schools.”

The Department for Education will invest £20 million in scholarships to encourage the take-up of the qualifications – developed to match emerging career pathways in trusts and teaching school alliances – in the most challenging areas.

The government is also working on a pilot to allow experienced teachers to take a sabbatical for academic research or to work in a relevant industry.

John Howson, a visiting professor at Oxford Brookes University, said the NPQs were a “good idea”, but warned there needed to be “enough of a supply of school leaders to lead the schools”. The DfE should also ensure it did not “divert too many into these roles and away from leadership”.

Debra Kidd, a former teacher and education consultant, said it was important that older teachers “should be feeling equally valued”.

But Becky Francis, director of the UCL Institute of Education, said the “extensive support and expert development” offered by the early career framework and the NPQs gave “parity” for educators with other professions, such as medicine and law.

The DfE has also pledged a “comprehensive review of the pay framework” to support the new qualifications, and will be asking the School Teachers Review Body for recommendations with, plans to implement any reforms in 2020.

Twiselton said the recruitment and retention strategy was “never going to solve all the problems of the profession”, but added this was the “opportunity to say something positive. I think it’s important the profession gets behind it. The DfE can’t make it work on its own.”

# News: Recruitment and retention

## DfE plots rule change on teacher housing

**FREDDIE WHITTAKER**  
**@FCDWHITTAKER**

The government is considering making it easier for schools to build on-site housing for teachers. In its teacher recruitment and retention strategy, the Department for Education has pledged to explore potential changes to planning rules if it identifies enough demand for teacher housing projects.

At the same time, LocatEd, the DfE's property arm, is in the "early stages" of a pilot to identify surplus school land that it could sell for housing – with the potential to reserve some accommodation for teachers.

High property prices and stagnating pay has forced the government and a number of academy trusts to consider whether homes with a reduced rent for teachers should be provided on school sites.

In 2017 the Harris Federation, one of England's largest trusts, announced that it planned to build up to 100 homes in partnership with a housing association in a bid to stop teachers being priced out of London.

And in April last year, Lara Newman, LocatEd's chief executive, said her organisation was "looking at how we can deliver housing on school sites, including teacher housing where there's a recruitment problem".

The company this week confirmed that, with the DfE, it was in the "in the early stages of running a small-scale pilot to explore how to reconfigure a selection of school properties with surplus buildings or land".

A spokesperson said: "The primary aim is



to unlock funds to support additional capital investment in school buildings and, in turn, release land for homes.

"The pilot will focus on areas of England with high or very high housing need; the potential to include affordable and teacher housing will be considered on a case-by-case basis."

However, the company insisted that marked playing fields would not be affected and it would still be up to schools and landowners to decide whether work should go ahead.

"LocatEd will continue to provide specialist support to the DfE as it explores the demand and potential to provide teacher housing; there have not been any schemes of this nature delivered to date."

Plans for teacher housing projects have been generally well received, but Newman has admitted that there are barriers.

She spoke last year of "a load of challenges that we're working through", while one academy boss told *Schools Week* that although he was "very interested" in providing teacher housing, he was

hamstrung by funding constraints.

South Farnham School in Surrey is among the few institutions already providing on-site rented accommodation, with three new teachers living in the former caretaker's house.

But Sir Andrew Carter, the school's executive headteacher and an adviser on teacher training, warned that the government should avoid creating "tied cottages" – accommodation that tied employees to their employer.

"You want people to work in your school because they want to work there, not because you've got a house for them," he said.

The notion of tied houses would be a retrograde step.

"What we should really be doing is paying teachers a salary commensurate with their responsibilities so they can afford to buy a house of their own."

Carter also warned schools against deals with property developers. "They would want to charge a fair and economical rent, and that defeats the purpose."

**FREDDIE WHITTAKER | @FCDWHITTAKER**

## NASUWT keeps schtum on new strategy

The country's second-largest teaching union has remained silent on the government's recruitment and retention strategy.

The National Association of Schoolmasters and Union of Women Teachers (NASUWT) has not put its name to the strategy, which has been heralded as a collaborative and broadly bipartisan effort to sort out a growing crisis in teaching supply.

The strategy's foreword was signed by the National Education Union and the leadership organisations the Association of School and College Leaders and the National

Association of Head Teachers – the other three largest teaching unions.

The NASUWT – which served on the DfE's advisory panel for the strategy – is also the only education union not to have issued a statement on the strategy since its publication, and would not comment when approached by *Schools Week*.

It follows a number of internal problems at the organisation, which represents more than 280,000 teachers in the UK.

Union staff went on strike last year over proposed changes to pensions after

talks between GMB union officials and the NASUWT broke down.

And in December the union was ordered by an employment tribunal to reinstate a sacked employee after it was found it was "likely" he was dismissed for whistleblowing.

Membership has also declined by almost 10,000 between 2011 and 2017.

Voice – the fifth largest teaching union in England – wasn't featured on the document, but this week issued a statement welcoming the strategy.



## Inspiring creativity and innovation with The Bright Ideas Challenge

The UK needs a rich and diverse pool of future scientists and engineers. Their skills are essential to fuelling the UK economy and helping to tackle some of the big global challenges that lie ahead, including the need to create more and cleaner energy. And yet, EngineeringUK reports that we are facing an annual shortfall of up to 59,000 engineering graduates and technicians to fill core engineering roles. That's why, at Shell, we're committed to building on 50 years of science, technology, engineering and maths (STEM) education support, and in turn, inspiring the scientists and engineers of tomorrow. At the heart of our offer for schools is The Bright Ideas Challenge, a competition that invites students aged 11-14 to imagine bright energy ideas to power a future city.

The cross-curricular competition was created to inspire more young people from every corner of England, Wales and Scotland to pursue careers in science and engineering. Their challenge? To come up with innovative energy solutions to power future cities using creativity, problem solving and STEM knowledge.

The Bright Ideas Challenge also provides opportunities to integrate creative, practical skills into STEM learning. Employers from a range of industries are expressing concern about how the shift away from the arts in schools is impacting on the talent pipeline.

Artistic subjects are known to help students develop tactile skills and work comfortably with their hands, through practical activities like sketching, designing and building. The cross-curricular approach to The Bright Ideas Challenge means it provides a fun and easy way for teachers to build innovation and problem solving into their STEM lessons.

To spark students' creative thinking and help them kick-start their entries, simply download the range of free resources at <https://www.shell.co.uk/brightideaschallenge>. They include a step-by-step Teacher Toolkit, Student Workbook and a Classroom Presentation centred around four mini-videos. All the resources are carefully aligned to the different nations' curriculums and career strategies, helping students develop key 21st century skills while supporting you to deliver the competition in an easy and enjoyable way.

Keen to get involved but limited on time – or looking for further guidance to deliver the resources flexibly? Brand new for 2019, our Resource Navigation Guide was created to help teachers adapt their delivery of the competition, whether it's in STEM club, part of your careers strategy or a fast-track option.

As well as providing an engaging real-world challenge for students, there is £45,000 in prizes up for grabs, with winners from every region of England, Scotland and Wales taking

home a piece of the prize money. These include up to £5,000 for schools to spend on supersizing their STEM offering, vouchers for individual team members and a funded VIP experience in London, complete with an expert-led prototyping session at Imperial College London's state-of-the-art White City makerspace. The prototyping experience will work on building practical and artistic skills in an exciting and hands-on environment, preparing students to excel in the 21st century workplace. Students and teachers alike loved the winners' experience, and 98% of teachers with students who entered said they would recommend the competition to a colleague.

Zoe Thomson, Teacher at Woodmill High School in Scotland, one of the 2018 finalists said: *"The Bright Ideas Challenge is an excellent way of reinforcing the image that engineers are creative problem solvers. The competition has inspired our learners to choose STEM related subjects."*

So, what kinds of blue sky thinking could your students come up with – could they dazzle our judges this year and be crowned winners in your region, or even our national champions?

Visit [shell.co.uk/brightideaschallenge](https://www.shell.co.uk/brightideaschallenge) for more information about how to enter, as well as the prizes up for grabs in 2019. Entries close at 5pm on Friday, 26 April. Good luck!

## Testing agency pauses for thought

JESS STAUFENBERG  
@STAUFENBERGJ

Primary school pupils will no longer lose marks if they write a comma back to front, following an outcry over the way SATs were marked two years ago.

The Department for Education has written to primary schools this week to make clear that "reversed punctuation marks", such as commas and semi-colons, will be accepted under this year's key stage 1 and 2 SATs mark schemes.

A panel of experts has reviewed marking guidance following an uproar in 2017 when teachers used the hashtag #SATsshambles to highlight inconsistencies in key stage 2 marking.

In the spelling, punctuation and grammar test, for instance, pupils were marked down for the shape and size of their commas and semi-colons, even though they had inserted them in the correct places.

In an email to headteachers, the Standards and Testing Agency (STA) said that markers would now "accept reversed punctuation". The agency did not respond to a request to comment further, but the DfE said full mark schemes would be released in due course.

Michael Tidd, the headteacher of Medmerry primary school in West Sussex, said the change represented a "quiet return of sense".

During the summer of 2017, teachers posted screenshots on social media of marked SATs papers that showed pupils were not awarded marks, even where they had inserted pairs of commas in the correct places.

Unpublished marking guidance at the time said "the comma element of the semi-colon inserted should be correct in relation to the point of origin, height, depth and orientation".

It added: "The orientation of the comma element of the semi-colon must be inclined to the left or straight down. It cannot incline to the right."

Other issues included pupils not getting marks if they wrote slightly outside a box, even if the answer was correct.

Teachers blasted the "pedantry" of the requirements and said they should have been informed of the rules. The guidance should not have been kept secret.

Lynne Williamson, a primary school headteacher, tweeted this week the "comma constables and semi-colon sergeants have seen the light", adding that "policing size/orientation of punctuation [is] deeply unfair and pointless".

INVESTIGATES

## Struggling trust faces extra loan charge

PIPPA ALLEN-KINROSS  
@PIPPA\_AK

The government has threatened to forcibly claim back a £110,000 loan issued to a single-academy trust unless it joins a MAT.

The threat comes as a school leaders' union issues a warning over the "serious implications" of conditions attached to such emergency loans.

A financial notice to improve issued to Hinckley Academy and John Cleveland Sixth Form Centre in Leicester was published on Friday, its second since May 2016.

Under the warning, the trust was ordered to "take all actions it can" to rebroker its sole academy.

If not, the Education and Skills Funding Agency will apply a "qualifying floating charge" to claim back the deficit funding of £110,000 it lent the trust. This is essentially a charge that "hovers" over the trust's assets, meaning the agency is first in line to claw its cash back in the case of insolvency.

The Association of School and College Leaders published guidance this month after school leaders said the agency was "increasingly" issuing such charges before agreeing to provide additional funding.

However, the document says the ESFA would only apply the charge in "exceptional circumstances" and with the agreement of the trust, but added the charge would be "a condition of providing the trust with funding".

Antony Power, a partner at Michelmores law firm, said commercial lenders, such as a bank, used these charges to protect their loans.

"The ESFA seems to be starting to move into that realm. These agreements look more like a lender relationship, rather than a grant-giving relationship.

"It feels like the DfE is getting a bit smarter about the money it's giving to trusts. It seems

to be finally attaching some strings to the money it is handing over."

Hinckley Academy and John Cleveland Sixth Form Centre has struggled to balance the books since it was set up after a merger of two schools in August 2015.

Richard Cahill, its head and accounting officer, said: "Since the original financial notice everyone has worked hard to be the most efficient school we can be. It just doesn't work anymore. There are no margins left to make any savings, there is nothing left to cut."

The week before last year's budget announced "little extras" for schools, Cahill said he had removed toilet roll from staff toilets to pupils' toilets because the trust could not afford to order more.

An analysis by *Schools Week* shows that 60 per cent of all financial warnings handed out in the past year were to single-academy trusts – with the majority also told to join a MAT.

Cahill, while acknowledging the financial benefits of joining a MAT, said: "Financially it just doesn't work anymore to be a single-academy trust . . . it's a shame that the current system and financial arrangements for schools do not allow single-academy trusts capable of making the necessary improvements to do that on their own."

Ofsted rated the school "inadequate" in May and placed it in special measures, although it received a positive monitoring visit in December. Cahill said calls from Ofsted to improve the quality of education mixed with financial warnings from the ESFA "just do not work hand in hand".

He added the trust was drawing up a shortlist of potential multi-academy trusts it could join. It is expected the school will be rebrokered before the summer.

The DfE said QFCs are only ever used "proportionately, and to ensure that public funding is spent appropriately".





## News

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## Oracy fits in with the three Rs, says Gibb

JESS STAUFENBERG

@STAUFENBERGJ

The schools minister wants oracy to receive more attention from schools with knowledge-rich curricula, alongside the more traditional "three Rs".

Nick Gibb said that "while there has been great public attention" on reading, writing and arithmetic, "little attention has been paid to the important role of oracy".

Speaking to the Parents and Teachers for Excellence conference on Saturday, which supports traditional teaching methods, Gibb called for "a debate on how oracy can support the delivery of a knowledge-rich curriculum".

His decision to highlight oracy, which he defined as teachers and pupils using "complex language" and "constructed dialogue", suggests it could be an upcoming focus for the minister, following on from phonics and the EBacc.

It also comes as schools review their own curricula ahead of Ofsted's new inspection framework, which has a specific focus on broad and balanced education.

However, Gibb said oracy was "still too often understood as 'talking more'" when it "consists of purposeful, constructive discussion that enhances understanding".

"It is focused on difficult and challenging ideas within the curriculum, helping to sharpen thought as well as language."

Oracy in the classroom involved teachers using "crafted questions" to "reveal pupils' thinking and misconceptions".

John Blake, the head of curriculum design at the academy trust Ark, said there was "agreement" on both sides of the education debate that strong oracy was a desirable outcome for pupils. It was an area in which progressive and "traditional" teachers could seek consensus.

"This is an attempt to talk about knowledge-rich curricula in a way that begins to explore whether there are common outcomes for those who are critical of that approach.

"We all want pupils to be articulate and passionate and persuasive."

He said oracy should involve "thinking consciously about how and when children



are invited to discuss their knowledge", although questions remained about the best way to do this and whether it should be assessed.

Emma Hardy, the Labour MP for Hull West and Hessle and a former primary teacher, warned it should not be about merely "checking what pupils' know".

"Oracy is not just about expressing your knowledge. Of course, that is an element of it, but we also need to be teaching pupils how to communicate their feelings and to listen actively to others."

Moves to make oracy more prominent in the curriculum shouldn't "just be about making pupils into Oxford Union debaters", she said. "They need to find their own voice."

Hardy is leading an all-party parliamentary group on oracy, which will launch a request for written and video evidence in March and run evidence sessions from June.

The David Ross Education Trust, which has 35 schools, has also met the English Speaking Union, an oracy charity, to work on its primary school

curriculum.

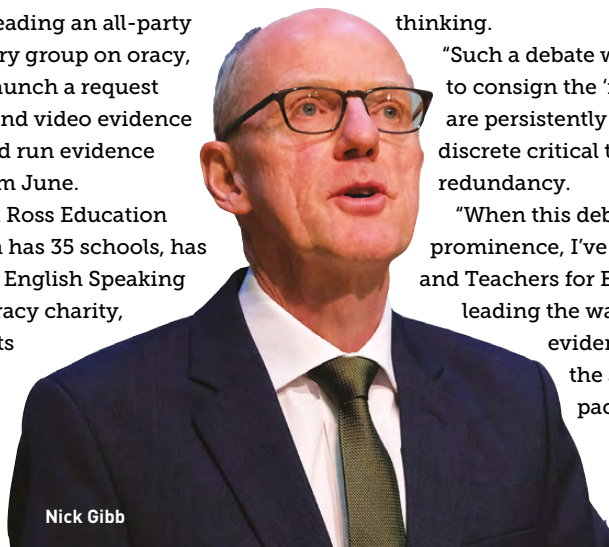
Simon Rose, the trust's director of primary education, said it was in discussions with the charity about introducing oracy into the core knowledge curriculum in its primary schools from September.

"We view oracy as a tremendous opportunity, helping our pupils to develop their speaking, reasoning and confidence skills," he said, adding he was excited about oracy becoming a "core pedagogy" at the trust.

Gibb also told the PTE audience on Saturday that by claiming oracy for themselves, the knowledge-rich supporters could finally overthrow critics who said curricula needed to be more forward-thinking.

"Such a debate would go further to consign the 'futurologists', who are persistently calling for more discrete critical thinking training, to redundancy.

"When this debate comes to prominence, I've no doubt Parents and Teachers for Excellence will be leading the way, in highlighting the evidence and championing the schools that lead the pack."



Nick Gibb

# Headteachers' Roundtable

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## Hinds encourages faith schools to academise

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

The government could lose millions in contributions towards capital funding if religious groups convert their schools into academies en-masse.

Damian Hinds, the education secretary, met with representatives from major faiths this week to encourage their schools to academise. The meeting follows the disclosure last week that half of all pupils now study in an academy.

The DfE said about 4,800 faith schools were not academies. Of those, 3,000 were voluntary-aided, with a governing board controlled by a faith institution rather than the local authority.

However, voluntary-aided schools must pay at least 10 per cent of the capital costs of opening and running the school – a requirement that stops when it becomes an academy, the DfE confirmed.

Now the Accord Coalition, a cross-faith group that campaigns against religious selection, said this meant this “long-standing contribution from them” would be lost. It could amount to millions of pounds over time.

The Rev Stephen Terry, chair of Accord, said the government should not be “further subsidising religious discrimination”, but should make sure schools brought pupils from different backgrounds together.

Hinds met representatives from the Catholic church, Church of England and Methodist church, and Muslim, Sikh, Jewish and Hindu faiths on Tuesday to talk about the “benefits” of academisation.

Hinds said faith schools had “led the way” on academisation and called for “even more” to enjoy the greater “freedom and autonomy”.

Paul Barber, director of the Catholic Education Service (CES), said he welcomed Hinds’ support for Catholic dioceses and their academisation plans.

About a quarter of Catholic schools were academies (517); the rest were voluntary-aided.

A CES spokesperson said their 10 per cent maintenance contribution was “relatively small”, so “hardly registers on a school’s decision to become an academy”.

Trust leaders Hamid Patel of Star Academy Trust, Nitesh Gor of Avanti Schools Trust and Dr Brinder Mohan Singh of Nishkam School Trust also attended the meeting.

## Brain scan headset company eyes UK market



JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

English universities are interested in researching controversial headsets that claim to monitor if pupils are concentrating in class, say the products’ developers.

BrainCo, an American company, says its \$350 (£266) headsets called Focus 1, can help teachers to identify pupils who need extra help, with data presented on a dashboard that shows the “average” brain activity of the whole class.

The headsets show a blue light for pupils whose brain activity is lower than average, yellow for those at the average and red for those with above-average brain activity.

This encourages teachers to intervene rather than work on “gut instinct”, a company spokesperson told *Schools Week*.

The headsets – which measure the electrical activity of pupils’ brains using hydrogel sensors set against the skin – were recently trialled on 10,000 pupils aged between 10 and 17 in China.

According to newspaper reports, the company said the sets helped pupils to improve grades, but critics questioned the results as they were not published in an academic journal.

Hundreds of schools across China, the US and Latin America use the product, the spokesperson said, adding the company was now eyeing the European market.

The company, which had a stand at the BETT show in London last week, said although no English schools had bought the product, English universities were interested in researching its impact.

The spokesperson said schools could use the product to find out which teachers produced high levels of brain activity in pupils, which would encourage other staff to observe their lessons.

“Instead of spending thousands of pounds sending teachers out to seminars that might not be effective, the school can say ‘this one teacher has fantastic pupil engagement – go and take a look at what they’re doing’.”

The technology was recently tested by researchers at the Massachusetts Institute of Technology (MIT). They found that feeding back attention levels helped participants to focus and improve their test performances.

But Paul Howard-Jones, professor of neuroscience and education at the University of Bristol, said “more than a single paper” needed to be published for the company to back its claim it was providing teachers with accurate data.

“Using a headset in a noisy classroom environment produces data that is usually very difficult to interpret. As far as I’m aware no one else has achieved this reliably.”

He also said some parents or teachers might consider the product to be an “invasion of pupils’ privacy” because it aimed to reveal if they day-dreamed briefly.

But it did have the potential to help provide them with information about their learning.

“We know that children being aware of their own mental processes helps with learning, so this could certainly help with that.”

Claire Lotriet, assistant headteacher at Henwick primary school in southeast London and a Google-certified teacher, said she would be “concerned about distilling a teacher’s effectiveness down to that data”. It was “too early” to draw conclusions.

However, she welcomed further research into the sets, especially their “calming” brain games that helped pupils to concentrate.

The company, started by two PhD candidates from Harvard University and MIT, charges \$10,500 (about £8,000) for 30 headsets and associated classroom materials.

# News

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## Apps advisory panel shuns teacher members

**FREDDIE WHITTAKER**  
**@FCDWHITTAKER**

A new panel set up to assess and quality-mark education apps for young children does not include a serving teacher.

The Department for Education has named eight academics, consultants, tech company officials and charity workers to form a panel on early years, language, literacy and communication apps. The panel will produce "tips and guidance" for parents on how to use apps to aid their children's learning.

Ministers' plans to quality-mark education apps were first revealed by *Schools Week* earlier this month.

But the government revealed on Tuesday that not one of the panellists was a serving teacher, and only one had teaching experience.

The panel will be chaired by Jackie Marsh, a professor of education at the University of Sheffield and a leading digital literacy campaigner. She will be joined by fellow academics Dr Rosie Flewitt from UCL and Sandra Mathers, a former primary school teacher who now works as a senior researcher at the University of Oxford.

Its deputy chair will be Olivia Dickinson, a specialist in children's and educational digital media. Other panellists from the tech world include Peter Robinson, a director of the digital entertainment and education company Dubit Limited, and Antonio Gould, the executive director of the not-for-profit tech company Teach Monster Games.

The panel also includes Jonathan Douglas, the director of the National Literacy Trust and Jane Lewis, the head of programme development and quality at Save the Children UK.

Marsh told *Schools Week* the panel consisted of people "with a range of expertise relevant to the task that is to be undertaken".

"Of course, the input of current early years practitioners will be of value, and the panel will be considering in due course how best to ensure that they have an opportunity to contribute to the important task of developing and using criteria to assess the quality of language, literacy and communication apps for young children."

Bob Harrison, a school and college governor who has worked as an education adviser to Toshiba, said the "omission" of any serving teachers from the panel was "a big mistake".

EXCLUSIVE



## Former Morgan aide moves to New Schools Network

**FREDDIE WHITTAKER**  
**@FCDWHITTAKER**

The New Schools Network has hired Luke Tryl, an Ofsted director and former adviser to Nicky Morgan when she was education secretary, as its new director.

The director of corporate strategy at Ofsted since early 2017, Tryl (pictured) has played a key role in developing the new inspection framework, now out for consultation.

His departure, before the framework is finalised and rolled-out in September, will come as a blow to the watchdog.

Tryl will also become the third Conservative adviser to head the network when he joins in March.

"Throughout my time in government and as a trustee of a free school multi-academy trust, I've seen first-hand the life-transforming impact that free schools are having on young people right across the country," he said.

"That's why I'm delighted to be joining the New Schools Network to help build on that record of success and to support more parents, teachers, charities and community groups in their drive to ensure that every single child receives the world-class education they deserve."

The move surprised some – particularly as the free school movement seems to have slipped down the government's agenda.

But it is understood that Tryl, a former head of education at the LGBT charity Stonewall, always planned to move back into the charity sector.

At Ofsted, he oversaw strategy, external relations and established a new multi-million pound research and evaluation programme. He also oversaw development of the

watchdog's five-year strategy, published last year.

Amanda Spielman, Ofsted's chief inspector, said Tryl had done "an enormous amount for Ofsted in his two years here". He would "excel" at NSN.

The charity, set up by government to promote and support free schools, has been without a permanent boss since March, when Toby Young resigned after he made numerous offensive comments on social media.

Mark Lehain, the founder of Bedford Free School and director of the education reform campaign group Parents and Teachers for Excellence (PTE), was appointed as interim director in March, but stepped away from the role in October.

He had proposed to merge NSN with PTE, but the plan was rebuffed by the charity's directors.

David Ross, who chairs the NSN board, hailed Tryl's "wealth of experience across the education sector" and said he would be "instrumental" in developing the organisation.

"With more than 440 free schools now open and 262 more in the pipeline, there continues to be real momentum in the free schools movement."

Tryl will become the latest director with strong links to the Conservative party. Rachel Wolf, a former researcher for Boris Johnson who founded the charity in 2009, went on to work for David Cameron in 2013.

She was replaced by Nick Timothy, a former adviser to Theresa May at the Home Office, who then served as her chief of staff when she became prime minister in 2016.

Tryl grew up in Halifax, West Yorkshire, and was the first member of his family to go to university. He joined the Conservative party at 14, and has campaigned in every general election since.

# Maths mastery adds up for us, says government

JESS STAUFENBERG

@STAUFENBERGJ

INVESTIGATES

The government has reaffirmed support for its flagship “maths mastery” Shanghai exchange programme, despite research suggesting it has little impact on results.

A government-commissioned report found “inconclusive evidence” that schools involved in the exchange – where English teachers are sent to China to learn about the maths mastery approach – improved their key stage 2 results.

The analysis, which looked at schools that took part in the project in 2014-15 and 2016-17, did find “low positive effects” on key stage 1 results. But researchers say more information is needed to determine whether the scheme is value for money.

The study also found at least four of the schools that got funding for the exchange didn't then use maths mastery in their classrooms.

The findings, released last Friday, are a blow for Nick Gibb, the schools minister, who has allocated £76 million to the “teaching for mastery” programme. It was rolled-out to 700 primary teachers in 2016 and was extended last year.

Heather Davis, the chair of the Association of Teachers of Mathematics, said the money should instead be spent on “enhancing teachers' subject knowledge”.

“The fact the government likes the sound of mastery is not really good enough,” she said. “Sending a few teachers to Shanghai is not going to get system-wide improvements.”

“We should be trying out different approaches to find the best evidence for improving maths in schools.”

The report from Sheffield Hallam University, *The Longitudinal Evaluation of the Mathematics Teacher Exchange*, examined the impact of two exchange programmes with Chinese teachers who trained English primary teachers in maths mastery.

The exchanges involved a one-week visit to Shanghai by English staff, followed by a two-week visit by Chinese teachers to England.

However, only 34 of the 38 schools in



FOUR OF 38 ENGLISH SCHOOLS WHO WENT ON THE EXCHANGE DID NOT IMPLEMENT MATHS MASTERY

ABOUT 2 MONTHS' ADDITIONAL KEY STAGE 1 PROGRESS

NO EVIDENCE FOR IMPROVED KEY STAGE 2 MATHS PROGRESS

£76 MILLION ALLOCATED TO THE “TEACHING FOR MASTERY PROGRAMME” OVERALL

the first exchange in 2014-15 “went on to implement maths mastery pedagogy”.

Where maths teaching was changed, researchers found “low positive effects” on key stage 1 maths attainment equating to about two months' additional progress, but “no quantifiable evidence” of improved key stage 2 attainment compared with other schools.

About a fifth of English teachers were also dissatisfied with the amount of time spent in Shanghai and some wanted to see more “ordinary” rather than demonstration lessons. Most acknowledged the superior subject knowledge of the Chinese teachers.

However, the report found teachers involved in the exchange felt maths mastery had a positive effect on attainment at keys stages 1 and 2.

Martyn Kelly, the maths lead at Front Street primary school in Gateshead, said the exchange had an “immediate” impact on his teaching. Improvements in SATs results “would come later”.

Leanne Casey, the maths lead at St Michael's primary school in Coventry, said that since the exchange her school had moved to whole-class teaching and had scored in the top 1 per cent nationally for attainment for prior low-attaining pupils.

But the report found pupil attitudes did not change, including their preference for working alone or their anxiety about maths.

Peter Gates, associate professor of education with expertise in maths teaching at Nottingham University, said the Shanghai model would “never work” in England because teachers in China had more time to prepare lessons.

A 2016 evaluation of a pilot of the exchange, also by Sheffield Hallam University, showed Chinese teachers had two 40-minute lessons a day, a “luxury” that Gibb admitted English teachers would not enjoy. Gates said the exchange simply “undermined UK teachers as not good enough”.

But Charlie Stripp, the director of the National Centre for Excellence in the Teaching of Mathematics, which oversees 35 national maths “hubs”, said many teachers found the exchange a “transformational professional experience”.

“There was never any likelihood of an impact in key stage 2 results [...] because almost all the concentration of teaching for mastery was on key stage 1 pupils.”

Gibb insisted the exchange programme increased the use of whole-class teaching rather than pupils being split by attainment, and pledged the exchange would continue.

Last year, the prime minister said that 11,000 schools would benefit from the “teaching for mastery” programme by 2023.

See feature, page 26

# Accounts watch

PIPPA ALLEN-KINROSS | @PIPPA\_AK

## Ark moves into the curriculum market

Ark Schools is developing a school curriculum programme covering “all the major subjects” that it plans to sell to other schools.

The trust’s accounts say Ark Curriculum Plus will build on the success of Ark’s Mathematics Mastery and English Mastery curricula, which are used by hundreds of schools around the country.

The move into the curriculum market comes as Ofsted’s new framework shifts its focus from exam results to how schools deliver curriculum.

A spokesperson for Ark Schools said all schools “contribute towards the cost of the resources and training that they receive”.

“As with our existing non-profit programmes, any revenue from future curriculum programmes will be reinvested in our curriculum work,” he said.

The accounts also show that Ark Schools no longer pays anything



towards the salary of its chief executive.

Lucy Heller, the managing director of Ark Schools, is also the chief executive of the charity Absolute Return for Kids (Ark), which sponsors the trust.

Last year her salary of £236,601 for both roles was paid solely by the Ark – a charity set up to distribute donations from hedge fund financiers to improve the life chances of disadvantaged children.

In 2016-17, Ark Schools contributed £118,747 towards Heller’s pay.

The Ark Schools spokesperson said that as Heller was chief executive of the Ark charity, “our board of trustees decided that it would be appropriate for Ark to pay her salary”.

## Astrea accounts delayed

An academy trust has delayed publishing its accounts and brought in “forensic” auditors after its expansion, which included taking on struggling schools, “raised some question marks”.

All trusts should have published their accounts online yesterday (Thursday), but Astrea Academy Trust missed this deadline after having to bring in specialist auditors.

Astrea expanded this year to run 20 schools, including two academies in Doncaster from the failed Wakefield City Academies Trust.

A spokesperson for Astrea said the trust was “financially robust and sustainable”, but the “transactional complexities involved” in its expansion required it to “scrutinise our balance sheet and our accounts management in far more detail than the standard due diligence.”

“This process has raised some question marks in the finalisation of the statutory accounts,” she said.

The accounts could not be published by Thursday’s deadline because of “detailed and technical reconciliation to be done on the acquired schools.”

“So much so that we have requested that our auditors bring in their forensic team to carry out a more detailed review.”

The accounts would be published once this process was finished.

WCAT was forced to close and give up its 21 schools after financial and standards concerns.

## No pay rise for top-earning academy chief

Sir Dan Moynihan, the country’s highest-paid academy trust boss, has not been handed a pay rise for the first time in six years, amid an ongoing government crackdown on CEO salaries.

It means the Harris Federation chief executive’s pay has remained in the £440,000 to £450,000 bracket, new annual accounts show.

It’s the first time Moynihan has not received an annual pay rise since 2012. Previously, his pay was boosted by between £20,000 and £44,000 every year.

However another senior employee at Harris, which runs 47 schools, saw their pay rise from the £260,000 to £270,000 bracket up to at least £290,000.

The accounts did not reveal the name of the employee.

The Department for Education has launched a high-profile crack down on CEO pay in academy trusts, issuing warning letters demanding trusts justify executive pay of more than £150,000.

Harris received one of

these letters in February 2018 but, in November, Lord Agnew told Schools Week that he deemed

Moynihan’s salary to be appropriate because of the size of the trust, its financial situation and the outcomes for pupils.

A spokesperson for Harris said it now has 47 “highly successful academies in and around London”, and added that of the 36 that have been inspected by Ofsted, 28 are ‘outstanding’ and eight are ‘good’.



# How to navigate the educational moral maze

## SCHOOLS WEEK REPORTER

@SCHOOLSWEEK

School leaders have been urged to challenge the headteachers of neighbouring schools over bad practice or "say goodbye" to a "meaningful school-led system".

The warning came at the launch of a report detailing a set of principles, drawn up by a commission of ethical leadership, to help leaders to "navigate the education moral maze".

The Association of School and College Leaders (ASCL) launched the commission to provide a set of values and virtues for leaders, governors and trustees to evaluate their decisions and actions.

ASCL said school leaders needed more help to make decisions under the "great pressure" of competing demands and the severe consequences of accountability measures.

Speaking during a panel debate at the launch in London on Friday, Stephen Munday, the chief executive of The Cam Academy Trust, called for "significant localised partnerships" between heads to call out bad practice.

"It's most powerful when a group of heads look at each other and challenge each other, across other trusts and schools."

He added that if heads were not prepared to do this "we may as well say goodbye to a meaningful school-led system".

The framework for ethical leadership (see box-out left) includes advice across seven principles.

Carolyn Roberts (pictured), headteacher of Thomas Tallis School in southeast London and chair of the commission, said: "We all have a duty to behave ethically, but the bar for school and college leaders is particularly high because they are setting the standards for the young people in their care and in turn the sort of society that we become in the future."

She added there were "huge pressures" on leaders, with reports of unethical behaviour, including off-rolling pupils, so it was "even more important that we do something about that".

"The ethical leadership commission



and its framework is our answer. The framework isn't a diktat from government. It is formed by the profession and for the profession.

"It is an example of a school-led system in action and we are immensely grateful to everybody on the commission who has given up their time and has put so much thought into a task that was by its nature

complex and sensitive."

Meanwhile, the National Governance Association has launched a "pathfinder project" to offer school leaders training resources about how to build the framework's values into working practices.

An ethics forum will also be set up by the Chartered College for Teaching to "discuss and disseminate" thinking about ethical issues in leadership.

## THE FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show **Leadership** through the following personal characteristics or virtues:

### **Trust** | *leaders are trustworthy and reliable*

We hold trust on behalf of children and should be beyond reproach.  
We are honest about our motivations.

### **Wisdom** | *leaders use experience, knowledge and insight*

We demonstrate moderation and self-awareness. We act calmly and rationally.  
We serve our schools and colleges with propriety and good sense.

### **Kindness** | *leaders demonstrate respect, generosity of spirit, understanding and good temper*

We give difficult messages humanely where conflict is unavoidable.

### **Justice** | *leaders are fair and work for the good of all children*

We seek to enable all young people to lead useful, happy and fulfilling lives.

### **Service** | *leaders are conscientious and dutiful*

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

### **Courage** | *leaders work courageously in the best interests of children and young people*

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

### **Optimism** | *leaders are positive and encouraging*

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

# EDITORIAL

DO YOU HAVE A STORY?  
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## Congratulations Mr Hinds, you've finally made your mark

Just last week we had a pop at Damian Hinds for his lack of vision for the schools sector.

After one year as education secretary, apart from clearing up the role of regional school commissioners in May, we'd seen little more than gimmicky announcements (see plastic-free and activity passports).

Meanwhile, schools are crying out for a proper vision on proper issues such as academisation, funding and holding on to exhausted teachers.

This week's recruitment and retention strategy has changed that.

First, and probably most pleasing, the strategy represents a collaborative effort to sort out growing staffing problems.

The policies seem sensible, and there's a lack of the usual flashy political announcements that might get a good headline, but don't deliver good outcomes (read: National Teaching Service).

Second, they centre around the new early career framework, which has won plaudits across the board.

If the implementation is done correctly -

and that's a big if in the current political uncertainty - many say this could be the "game-changer" that transforms the support and professional development for new teachers

It was also a smart move to get the independent Education Endowment Foundation on-board to inform the research that backs up the new training for teachers.

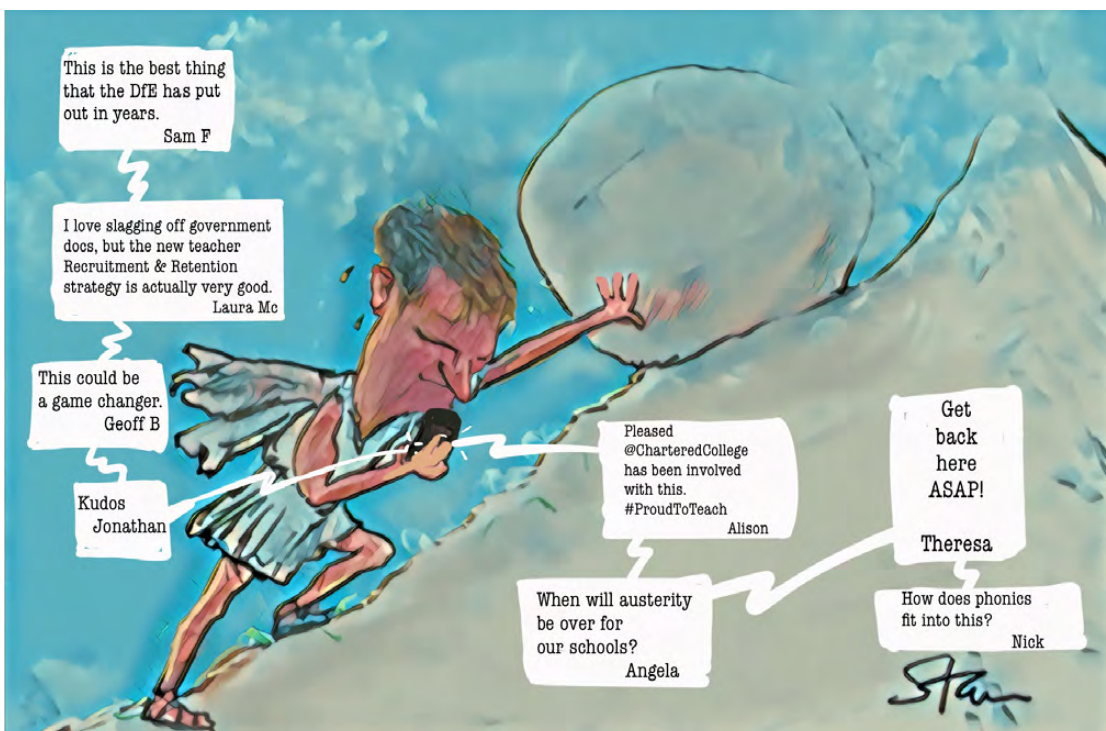
But it's crucial this is constantly reviewed and updated as the research evolves.

Third, while there are a lot of "reviews" and "explores (as opposed to "wills")", to even get the strategy published amid the Brexit shambles is a win.

As is the extra Treasury funding that backs up the key early career framework.

That the proposals have gained such widespread support - safeguarding its future should the government change - must be the icing on the cake for Hinds.

If the government does collapse tomorrow, at least he can be happy in the knowledge that he's made a difference for the better.



### SCHOOLS WEEK



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# The Shanghai maths teacher exchange – was it worth it?

Salisbury Primary School,  
northwest London

CATH MURRAY  
@CATHMURRAY\_

Research released last week on the Shanghai teacher exchange reveals that despite sending 60-plus teachers to and from China every year since 2014 – and supporting them to establish mastery practices in their schools – there has been no improvement to key stage 2 SATs in the first cohort of pupils.

The report was commissioned by the Department for Education on one of its own flagship programmes. So is this the nail in the coffin for Shanghai-style teaching for mastery, or could there be other less obvious benefits (apart from the government's desire to boost education trade with China) to the teacher exchange?

"We're not going to throw it out," says Michelle Ginty, the headteacher of a two-class entry primary in northwest London, who sent one of her assistant heads. "It's given huge energy to all the teachers – especially the support staff – who often work with the least able children. Our teaching assistants find it really powerful."

Ginty remains hopeful that it will boost results at Salisbury Primary School. "It will impact significantly on KS2 outcomes for the year 5 cohort that participated," she says. "It can't not have an impact. Even if what you were observing was a disaster, you'd still be learning from it!"

The data says otherwise, however. Looking only at the schools that followed through and implemented a "substantial"



Shanghai maths demonstration lesson at Salisbury Primary School

mastery approach for two years, there was no significant increase in KS2 outcomes – something that baffles Mark Boylan, the lead evaluator. "Given the evidence for the effectiveness of different parts of the mastery approach, I would have expected a positive effect," he says.

Ginty is not alone in her enthusiasm. Teachers across the country believe that the exchange programme, coordinated by the National Centre for Excellence in the Teaching of Mathematics (NCEM), is having a positive effect on attainment. "What this shows is that we've got to be careful about not allowing our strong beliefs make us selective about the evidence that we're willing to pay attention

to," Boylan says.

But is this research the final word?

One dissenting voice comes – unsurprisingly – from a non-profit that's developed an alternative maths mastery method that it sells to schools, and whose independent Education Endowment Foundation trial showed a positive result.

"It takes time to change practice," says Helen Drury, executive director of Mathematics Mastery, which grew out of the Ark academy trust and now works with about 500 primary and secondary schools.

"A child who's been labelled as relatively poor at maths for five years, they're going to take some convincing that success is a real possibility. It's going to take more than two years."

Charlie Stripp, the NCEM director, says he "found the headlines quoting 'no impact in key stage 2' strange because there was never any likelihood that there would be any impact on key stage 2 SATs results in the schools taking part in the early exchanges."

The results for younger pupils were more promising, with pupils at schools that implemented a high level of mastery almost 1.5 times more likely to attain the expected key stage 1 level in maths.

The evaluation, it should be noted, was on the original teacher exchange, not on

## WHAT IS THE MATHEMATICS TEACHER EXCHANGE?

**Funded by:** Department for Education

**Coordinated by:** National Centre for Excellence in Teaching Mathematics

**Programme duration:** 2014-2020

**Number of teachers from English primary schools who visit Shanghai for two weeks every autumn:** 60-70

**Number of Chinese teachers who visit English schools for two weeks every spring:** 60-70

**Origins:** The rationale for a mastery focus in maths originated from observation of east Asian countries, where pupils are up to three years ahead of UK pupils in maths by 15, according to the OECD's PISA tests. There is also a smaller attainment gap. The programme was set up following a DfE-funded research trip, led by the junior minister Liz Truss with a representative from Ofsted and other educational experts.

# The Shanghai maths teacher exchange – was it worth it?



Yasmin Hussain, maths lead at Salusbury Primary School and Natalie Stevenson, primary mastery lead for London central and NW maths hub

the broader set of activities that has since developed into the NCETM's teaching for mastery programme – which is still "developmental", Stripp says, with feedback from participant teachers "constantly used to refine the training".

It's not the effectiveness of the method that is in doubt, Drury says – it's all about the implementation.

"The challenge isn't working out the most effective way to teach maths. There's an extremely strong evidence base for this approach to teaching maths. Much of it is from UK researchers."

Where higher-performing areas such as Singapore or Shanghai have an advantage, she says, "is not that they know how to teach maths effectively and we don't – it's that they've invested a great deal in connecting that knowledge with classroom practice, so every teacher has got a really coherent multi-year programme of professional development underpinned by classroom materials that have been carefully crafted by expert practitioners."

Are there dangers, then, in looking abroad for models of best practice? "I think it is unhelpful for the NCETM teaching for

mastery approach to be seen as Shanghai-based," Drury says. "Because you can't import a teaching approach or borrow a pedagogy."

Yasmin Hussain, maths lead at Salusbury, exudes an almost religious devotion to the method. She's just led a training session for about 80 teachers in her maths hub, including a demonstration lesson by a

## "There's strong evidence for this approach"

visiting Chinese teacher.

"When you're trying to work collaboratively with people and for people to be as passionate as you are, they need to see it," she says. "It's very, very powerful to watch a lesson, especially where it's been very carefully crafted."

Many of the answers to the teachers' questions seem to be about determining what Shanghai teachers would do, rather

than debating why a particular method is the right one to use. There's a lot of back and forth, for example, trying to work out why the Shanghai teachers don't use bar modelling – a common form of representation in English primaries – as if understanding that question might unlock some deeper wisdom.

This is one potential drawback of the "cascade" model that is central to the teacher exchange. Teachers receive mastery training from the NCETM, spend a week or two in Shanghai, and then become the local guru on teaching for mastery. How deep can their understanding be?

Hussain says her aim is not to import the system wholesale, but to expose teachers to a different way of doing things, and "get people to think about the journey of the maths during a lesson, to break it down".

Natalie Stevenson, primary mastery lead for the London central and NW maths hub, adds: "The only people who think it might be mimicking something are those who haven't been involved with it. There's a recognition that we couldn't replicate it, even if we thought it was a good thing."

She's not advocating that teachers in

# The Shanghai maths teacher exchange – was it worth it?



Yasmin Hussain and Natalie Stevenson lead a training session for teachers in the London central and NW maths hub

England throw out everything they know. "It's not that we're starting from ground zero, we've got some excellent practitioners here. The very experienced teachers will take lots from that but they don't go, 'I'm going to teach exactly like that tomorrow'."

Instead, it's about learning the pedagogical principles, which she lists as: variation, representation, mathematical thinking, fluency, and coherence through the lesson – five principles formalised by Debbie Morgan, primary director at the NCETM, who – ironically enough – is herself often spoken of with something of a religious devotion among mastery enthusiasts.

It's a week when schools all over England are hosting teachers from Shanghai, and inviting local schools to come and observe, as part of the NCETM's teaching for mastery programme. The year 2 class I watch is sitting in the school hall, with rows of teachers sitting behind, observing.

The lesson starts simply and concepts are layered gradually. Familiar key terms and phrases are used repeatedly, and the pupils

confidently use terms such as "factor" and "product", which they have been taught earlier in the week. Individual children

## "We're not starting from ground zero"

are regularly asked to answer questions, then this teacher folds her hands behind her back and leans forward, sweeping her head from side to side to include the whole class, as she asks, "Do you agree?". Her movements are precise, fast, deliberate.

The same sum is approached from multiple angles – through addition, multiplication, subtraction, and using pictorial representations – a key element of this pedagogy. The idea is that pupils get a much deeper understanding of the mathematical operations, and the relationships between numbers – and fundamentally, everyone leaves the lesson

understanding the two times-table.

"Teachers thought they understood what depth meant, until they observed the lesson," Ginty says, describing the first time her teachers were exposed to one of these "showcase" experiences. She is confident about the beneficial impact the method will have, especially on her lower-achieving pupils. "Children with SEN were able to access the lesson and perform at a similar level to their peers."

In sum, most researchers agree that the mastery method works. But was flying a few hundred teachers half way round the globe an effective way to change practices in England?

Drury, who has good relations with NCETM, is diplomatic on that question. "Whilst we understand that looking to Shanghai is an exciting catalyst for change, we don't put all teachers on planes!"

Boylan, on the other hand, gives the stock academic's response: "It may not be what the government wants to hear, but it needs more research. There are no quick fixes, no silver bullets."

# Opinion

DO YOU HAVE A STORY?  
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## CLARE SEALY

Headteacher,  
St Matthias School, east London

### This will stop us throwing new teachers in at the deep end

Clare Sealy explains why the new early career framework is the best bit of edu-news she's seen for some time

Education is going to have a tough job if it wants to top this January in terms of important, sector-defining announcements. The new Ofsted framework brings renewed hope that the inspectorate can become the organisation it should have been from the start, and the implications and potential pitfalls have been debated for weeks now.

It seems the Department for Education doesn't want to be left out, because it has just announced the new Early Career Framework (ECF). Amanda Spielman and Sean Harford have hogged the headlines, but Damian Hinds and Nick Gibb are now on the scene – and their offering is the most exciting edu-news I've seen in a long time.

The ECF the potential to transform what it will be like to be a new teacher: £130 million a year for mentoring, full framework training programmes, free curricula and training materials, and 5 per cent off-timetable for second year

teachers are all helpful, important and funded right off the bat.

But dig deeper and the framework really shines. The explicit statement that has potential is that the framework "has been designed to support early career teacher development in five core areas – behaviour management, pedagogy,

curriculum, assessment and professional behaviours".

The stupidest thing we as a profession do is throw new teachers in at the deep end. "Hey new teacher – congrats on finishing your training. Now go do the two hardest parts of the job, creating lesson plans and managing behaviour, on a full timetable with a crippling amount of paperwork and a level of support that varies wildly from one school to the next."

Is it any wonder so many leave? I've been a teacher for more than 30 years and I only properly got the

hang of both a good while after I started.

Everyone – the DfE, Ofsted, schools – is implicated in this vicious cycle. By giving all new teachers clear, defined support that will help them get to grips with the most difficult parts of the job, we will be infinitely increasing our chances of helping (and thereby retaining) new teachers who have a passion for sharing knowledge.

As a primary head, I'm particularly excited about the support that it will offer to my new teachers. Initial teacher training courses can be a bit of a lottery; some are brilliant and balanced, others lopsided in favour of outdated, evidence-free clichés that instantly fall apart in front of 30 kids who don't want to sit still. This



they will have more time and better understanding of how to plan absorbing and challenging lessons across the curriculum.

The core aims and proposals of the framework are 100 per cent applicable to early years teaching, and, if done right, will go a long way to help schools support new EY teachers effectively, something that some schools struggle with, especially when leadership lacks depth knowledge of this crucial phase.

To be honest, my main issue is that the framework is only for new teachers. Everyone – myself, other heads and chief executives – could learn from this. Almost every teacher could benefit from the kind of professional development that newbies will be getting here.

I don't want to be a cheerleader for a government I have a lot of issues with. But there's no denying that when it comes to classroom practice it's getting more and more right, and this is perhaps the biggest example yet. I can't wait to see it put into practice.

**“ I can't wait to see it put into practice ”**

framework gives me confidence that even those who have been fed out of date nonsense, or left to flounder in class with minimal opportunities to learn about what research tells us is most likely to work, can receive the support and help they need without my team and I having to do it all ourselves.

The benefits for key stages 1 and 2 are obvious. I don't think anyone could blame an overworked new Year 4 teacher for turning to a rubbish lesson plan on how to craft Roman shields out of cardboard at 11pm the day before; hopefully now

# Opinion

DO YOU HAVE A STORY?  
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**Support for new teachers needs something more intangible than a framework; the right environment is vital too, says Cat Scutt**

The new Early Career Framework released this week has the potential to radically improve the experience of new teachers. It marks a step-change in the support that they will receive at the start of their career, when their learning curve is steepest and, as “teacher retention warrior” Jack Worth’s analysis of teacher workforce data reminds us, when they are also increasingly likely to decide that teaching isn’t for them.

It sets high expectations both of and for these teachers, building on initial teacher training as the next step in a career-long journey that lets them progress to traditional leadership roles, through classroom-based specialisms, or supporting and developing colleagues. The training and recognition of mentors to ensure that new teachers have the support they need is also critical. We know the impact these things can have on teacher effectiveness, job satisfaction and retention, and that’s why I’m proud to have been a member of the expert advisory group for the framework’s development.

However, supporting new teachers requires something more intangible too. Teachers’ effectiveness increases at a much higher rate in schools in which there is a strong professional environment: where rules around behaviour are consistently enforced and there is a commitment to pupil achievement; where teachers are given time and resources for professional development; where there is a culture of trust, respect



CAT SCUTT

Director of education and research, the Chartered College of Teaching

## Mentoring and CPD matter for new teachers, but so does school culture

and openness; where there are opportunities for peer collaboration; and where teacher evaluation is focused on improving teaching quality. Of course, it’s not about just creating an environment where existing practices are praised, shared and embedded; ensuring there is sufficient challenge is important too. Researchers in the US found that

A strong professional environment doesn’t just affect teachers’ effectiveness and pupil outcomes, either. Sam Sims’ analysis of TALIS data found opportunities to collaborate with colleagues influences teachers’ job satisfaction, as, unsurprisingly, does the extent to which they feel their workload is manageable. And having strong

“ School leadership has a critical role to play

teachers’ effectiveness developed more when they were working alongside highly effective colleagues; this was especially true for less experienced teachers, and the impact of working alongside effective colleagues persisted even over time and when teachers then moved schools. Effective teachers are also more likely to seek advice and information from colleagues.

self-efficacy, something often driven by being in a supportive environment and part of a collectively confident, capable team, is also associated with improved teacher retention.

School leadership, then, has a critical role to play. There are certainly schools whose leaders already manage to coordinate timetables to allow early finishes for professional learning, who look for



ways to drive down workload to give teachers the time, space, and let’s face it, the motivation, to support and collaborate with colleagues. One of the Chartered College’s trainee teacher bloggers wrote just last week about how she felt that she had a department full of supportive, inspiring mentors.

But for other school leaders, the looming shadow of Ofsted, funding pressures and an unmanageable workload of their own can make it an almost impossible task to create the sort of professional culture and progression opportunities that enable teachers at all stages to flourish. And that’s where the changes to the accountability system and the introduction of new teacher career pathways that are promised elsewhere in the recruitment and retention strategy will be crucial.

The value of and prerequisites for a strong professional culture in schools apply equally at a system level. Developing an effective, motivated workforce requires time, funding and opportunities for system-wide collaboration and development. For that to be a reality, it needs everyone – including the government, Ofsted, schools, unions, universities, training providers, and of course the Chartered College of Teaching – to be ambitious, to challenge established practices, and to collaborate to create an education system in which being a teacher is not just a good place to be, but the best place to be.

# Opinion

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



## FRANK NORRIS

Director, Co-op Academies Trust

### What the new framework says about the curriculum

**Ofsted doesn't need a new inspection framework, says Frank Norris. But as it's here, he urges "all colleagues to analyse each word, sentence and paragraph closely"**

In 2004, I was asked to join the development HMI team for the new school inspection framework that was implemented in 2005. I redesigned the joint area review framework in 2006 and led on the two school inspection frameworks introduced in 2012. So I know how challenging and difficult it is to develop, implement and review the introduction of a new inspection framework. The stakes are high and the scrutiny intense.

I've made clear my belief that Ofsted doesn't need a new framework, but needs to revise the current one and better train its inspectors to implement it more fairly. However, if I park that view, then I want to congratulate Ofsted on its communication strategy for the draft. It has been launched in good time and includes much more detail than previously. Frameworks are about detail and it is important that the consultation considers every aspect.

Let's take the first bullet point in

para 168 which is about how the curriculum is implemented. This is ostensibly about teaching, by the way. Here it states "the most important factors in how the curriculum is taught and assessed are that: teachers have expert

knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching".

There is no doubt that subject expertise is a big aid for successful learning, but we have all been taught by experts with weak teaching expertise so subject knowledge alone is not enough. For me, the most important element is having secure knowledge, skills and expertise in how to teach – with strong subject knowledge. The consultation goes on to say that schools should be addressing the lack of subject expertise so that "pupils are not disadvantaged by ineffective teaching". This

statement reinforces a belief that subject expertise is what makes for effective teaching. It begins with a misplaced assertion and then repeats it at the end to sort of make it justified.

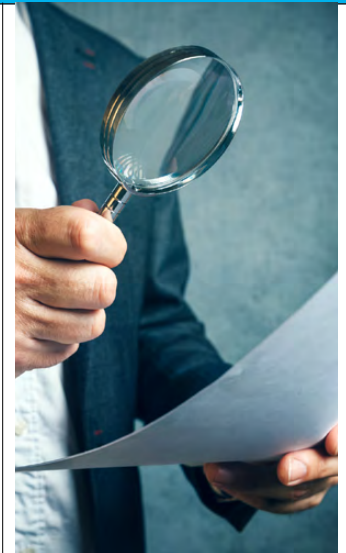
I suspect primary teachers will feel aggrieved by the suggestion that their lack of expertise, say, in geography, will inevitably lead to ineffective teaching. I don't think Ofsted wants to say this, but this is what it feels like. Let's just create a secondary timetable model and employ university lecturers. That's bound to make the teaching effective!

The second bullet point

**“ Subject knowledge alone is not enough**

states "teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion". I don't have an issue with the specific points. I like the reference to discussion (that's my preference), but there is a sense of a preferred teaching style being developed here. The fifth bullet point uses the term "subject curriculum that classes follow" in such a way that I think there is a risk that some primary schools will feel the urge to go back to the heavily structured curriculum plans that were the vogue years ago.

I am not saying that there shouldn't be a structured phonics programme or a clear route for learning mathematics, but only



last week I observed amazing strides in learning take place in an early years setting when a child brought a fossil into the classroom. The children have for the past two weeks developed their learning guided by expert teaching staff with no clear end. My preferred practice is that we have a curriculum that excites, stimulates learning and opportunities for learning in one area to impact on another. It doesn't at the outset have a "defined end point" in the way the fifth bullet point suggests it should have.

Finally, I am struck how some bullet points use words that convey a judgment such as "effectively" and "fluently" whereas others are rather more general. The key issue for everyone is to consider how they would be able to convince an inspection team that they have the evidence to support the "effective" and "fluent". But that needs another article.

# Reviews

## BOOK REVIEW



### Hairdresser or Footballer: Bridging the gender gap in schools

By Hollie Anderton and Ross Morrison McGill

Publisher John Catt

Reviewed by Stevie Hobson, school performance improvement manager, Dinnington community primary school, Sheffield

Hollie Anderton and Ross Morrison McGill have produced an accessible guide to an issue that's high on the public agenda. As newspapers and bloggers hone in on gender, *Hairdresser or Footballer* looks at some of the reasons why there are still huge differences in career and academic learning choices between young men and women leaving school.

This book has a personal motivation: Hollie Anderton is a primary teacher who each year helps a new cohort question the gender stereotypes they arrive with in her class. Her aim here is to provide a toolkit for other teachers to do the same. Ross McGill is a well-known teacher blogger and while his name is on the cover, his role in the book's creation (apart from writing the introduction) is less clear.

It starts with a whistlestop tour of the history of education, with a couple of pages dedicated to various epochs. After Ancient Greece, we jump to Roman Britain, then another seven periods of British history up to the present. This section is an early indication that this book is less an expert guide and more a journal of its author's personal journey of discovery. It concludes with: "By undertaking the research that I have to write this section, I have realised just how far society has come – and how far we have to go. . . If this were to continue, then surely we should have completely

free and equal societies in no time."

We then turn to gender differences, first through a "myth-busting" section and then through teacher interviews. It is interesting to read about teachers' processes in their own words, and how they are having to challenge themselves to think differently to personalise the experience for their learners. One interviewee, the only male teacher in his school, reflects on phrases such as, "I need two strong boys to help me", which reinforce stereotypes that it's all too easy to fall into. He also shares how he has been asked in the past to deal with the "naughty boys", something that makes him uncomfortable. "This sends out the wrong message," he says. "It is very similar to the old saying of 'Wait 'til I tell your dad.' All this does is diminish the authority of a female."

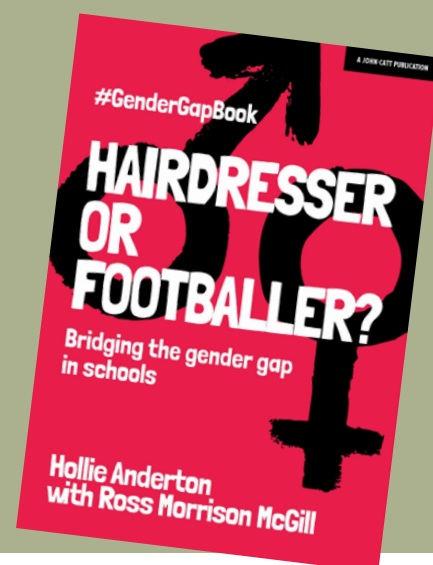
Chapter 3 deals with aspirations, with an emphasis on gender influences, but also a look at family and societal dynamics. The author also uses this section to introduce children's views. It is interesting to observe how friends, family, teachers and society start to shape the decisions of young men and women and, in some cases, steer them away from their passions and back into what Anderton calls the "blueprint of life" – a phrase she uses to describe the idea that there's a "path laid out for us" by society that it's hard to rebel against.

It is difficult to do justice to the topic

of aspirations in a single chapter (on this theme, I would recommend *How Children Succeed* by Paul Tough), but it does start to demonstrate the significant pressure that we put on children to conform to society's demand for order.

The book then explores the myriad of other challenges a child has to contend with when trying to establish who they want to be: what's trending on social media, what the all wise vloggers of the YouTube generation are telling them to think, as well as the more traditional pressures from peers, families and religious groups.

While this felt more like reading a series of magazine articles than a book, it may challenge new teachers not to fall in to the mistakes made in the past – and to encourage children to pursue their passions and where possible, challenge the current "normal"!





# Research

Every month Harry Fletcher-Wood reviews the evidence on a school-related theme. Contact him on Twitter @HFletcherWood if you have a topic you would like him to cover.

## What's the best way to support new teachers?

**Harry Fletcher-Wood, associate dean at the Institute for Teaching**

The government recently published its Early Career Framework, which sets out what teachers should know and be able to do in five areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours. In assessment, for example, they should know that "high-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve". They should be able to provide high-quality feedback by "focusing on specific actions for pupils and providing time for pupils to respond to feedback", among other things. The framework comes with commitments of support to ensure teachers can master these skills and knowledge, including a timetable reduction for second-year teachers, training materials and support for mentors.

[Department for Education \(2019\). Early Career Framework](#)

Having established what teachers should know, and be able to do, what does the evidence suggest about how best to support early careers teachers? A recent review found that early career teachers have "specific needs that experienced teachers do not have" and identified several features that seemed to help, including a mentor from the same subject, time to plan with other teachers, scheduled opportunities for collaboration and an external network. Surprisingly, the review found mixed evidence on the impact of reduced timetables: some studies found it improved retention, others suggested that it slowed the growth of teaching skills. Overall, they concluded that as "the number of components in the induction

programmes [increases] the probability of [early career teacher] turnover decreases". [Mandaag, D., Helms-Lorenz, M., Lugthart, E., Verkade, A., and Van Veen, K. \(2017\). Features of effective professional development interventions in different stages of teacher's careers: A review of empirical evidence and underlying theory. University of Groningen.](#)

An American study quantified the impact that sustained mentoring can have on new teachers. Researchers compared induction programmes across three American school districts. All three offered a dedicated mentor during their teachers' first year: each mentor worked with 15 new teachers. In the second year, the districts diverged:

- Support from a colleague in school, who received no additional time
- A dedicated mentor, but the mentor now worked with 35 teachers
- The same support as in the teachers' first year.

The teachers in the third district achieved far better results, despite working with more students receiving free school meals than in the other districts. Moreover, in this district new teachers were disproportionately assigned to classes with lower-performing students, yet their results were better than those of mid-career teachers, and almost as good as those taught by experienced staff: "Comprehensive induction support for two years" led to results "similar to those achieved by veteran teachers".

[Strong, M. \(2006\). Does New Teacher Support Affect Student Achievement? Some Early Research Findings. New Teacher Centre.](#)

Finally, an attractive study asked teachers who had been nominated as state or national teacher of the year what had made a difference to

them. They considered good mentoring key, particularly valuing mentors who had been trained for the role, had at least five years' teaching experience and taught the same subject as them. They also mentioned school leaders' support and common planning time. In later years, these "exemplary" teachers particularly valued the opportunity to mentor others.

[Behrstock-Sherrat, E., Bassett, K., Olson, D., Jacques, C. \(2014\) From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum. Center on Great Teachers and Leaders: American Institutes of Research.](#)

While there is some evidence for particular ways to support new teachers therefore, overall Mandaag et al. (see above) found little evidence for "differential effectiveness of [professional development] programmes across distinctive stages of the teaching careers. Effective features seem to be quite universal, even though teacher needs change over time." The Early Career Framework offers guidance in what early career teachers need to know; its implementation provides a good opportunity to learn more about how best to support them.



## Reviews



Hannah Wilson is headteacher and founding member of WomenEd

@THEHOPEFULHT

**Fake it till you make it they say . . . But what if you don't? (make it, that is!)**

@LyndsayBawden

Writing on the #WomenEd blog, Lyndsay Bawden shares the journey of her return to work after maternity leave, through navigating the seas of anti-depressants to applying for a promotion – despite her feelings of inadequacy. She ended up “stagnating, not taking opportunities when they called, and generally feeling that I wasn’t good enough to be a leader, constantly comparing myself to others around me.”

After seeing “one of my talented and hard-working, but less experienced, colleagues get promoted to a job I hadn’t even considered applying for”, Bawden decided to take action.

After getting the job, she was haunted by the sense that she wasn’t good enough. “I had duped and deceived them at interview, they thought they were getting someone good, someone who KNEW things, someone who could DO stuff, but instead they got me!”

Her raw honesty will echo the inner critics that torment many of us and will give us that little bit of hope to keep us going.

**Be Yourself**

@BaldHeadteacher

Bald Headteacher muses on his colleagues being their authentic selves at school. His

## TOP BLOGS of the week

argument is simple: he advocates for his teachers having hobbies and interests outside of school.

“Teachers have always been most effective when they are allowed to be themselves. Confident schools allow them to stamp their personality on their classes, do things their way.”

Much like the character education focus for our children in our schools, he states the obvious: teachers with hobbies and interests add value to our schools as they bring a balanced perspective to the team.

“Children are fascinated and inspired by the fact that you sing in a choir, or play sport at the weekend, or are an amazing cook, or went to a particular gig on Saturday night. I think bold and confident schools encourage this, even if it can challenge policy and protocol on occasion.”

**From Little Acorns Grow**

@cerasmusteach

“One of my mother’s favourite proverbs is ‘From Little Acorns Do Mighty Oaks Grow.’ It reminds us that great things may come from small beginnings, to be patient and persist.”

Clare Erasmus uses this proverb to narrate her journey into the world of edtech solutions to problems we are facing in schools. As wellbeing lead she has co-designed an app call Teen Mind, which recently won the Impact Award at BETT. She has engaged a team of student wellbeing ambassadors and over 500

students in creating and inputting content to the app.

She says winning the award was “a wonderful endorsement that building a culture that emphasises the importance of mental health and wellbeing is not separate to teaching and learning, but is at the heart of creating positive and effective learning environments.”

Even more exciting, the blog reveals her book about leading mental health and wellbeing on a budget will be out soon!

**Dialogues**

@\_bigeducation

This blog captures a profound and thought-provoking event run by the Big Education Academy Trust, where educators committed to change cite examples of significant cross-community cultural changes.

Russell Hobby, the chief executive of Teach First, presented at the event, which explored the theme of innovation in education, asking, “What does it take from us as leaders to build these creative capabilities that will change the sector?” The blog summarises Hobby’s five barriers to innovation and his five positive challenges for action.

**Early Career Framework, Recruitment And Retention**

@TeacherDevTrust

David Weston, the chief executive of the Teacher Development Trust, reflects on the Department for Education’s new publication on teacher recruitment and retention and the Early Career Framework. Under the headings Culture, Early Career Support, Retention and Careers and Recruitment, he provides a succinct summary of what has been published and what is yet to come, plus links to the relevant documents all schools need to review and act on.

Weston is also chair of the CPD Expert Group, which, he reveals, has been charged by the DfE to explore how to help all schools improve the provision of professional development to all staff (not just new teachers).



**'Funding gap has forced me to cut SEND places,' says head warned over finances**

**Eleanor Wright**

Unfortunately for this head, she cannot do this by law. If the school is named in an education, health and care plan it will have to admit the child. Local authorities have a duty to meet the preferences of parents who want mainstream education for their children, unless placing them in the school in question would be incompatible with the efficient education of other children, and unless there were no steps that anyone could reasonably take to overcome the incompatibility. The fact that the school is cash-strapped won't meet those criteria because the council will point to the fact that it gets delegated funding for children with SEN, and specific funding for individual children if required, under their EHC plans.

**Maths teaching for mastery: Is it worth it?**

**Tom Burkard**

The term "mastery" has become so slippery that it's of little more use in discussing maths than the term "number sense". All it really means is pursuing your own curricular progression with zeal. This is why Ofsted has put such an emphasis on the curriculum – if your progression fails to allow for acquiring automaticity in each topic before introducing more complex material, you are putting an excessive burden on pupils' working memories. And this is a crucial issue – much of what now passes as "mastery" teaching entails a progression that ignores or glosses over automaticity in basic procedures and concepts.

**Shanghai maths teacher exchange failed to boost KS2 outcomes, DfE report finds**

**David Connell, comment**

This report and this article are indicative of why education in England is doomed. Mastery took 20 years to implement in Shanghai. We deem something a failure if it doesn't produce results by a week on Wednesday. Additionally, mastery is a bottom-up system. It would take six years to truly see an impact at the end of KS2 – if it is implemented whole-scale, and if

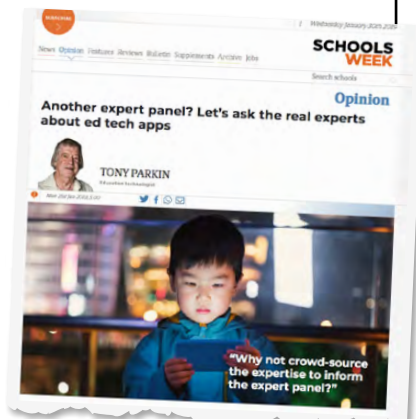
**REPLY OF THE WEEK** **Tony Parkin**

**Another expert panel? Let's ask the real experts about edtech apps**

POST-BETT UPDATE:  
OK, industry-led, rather than practitioner-led, and sponsored by the DfE, LendED (launched at BETT) is a real move in the right direction in this area.

<http://www.LendED.org.uk>

Teachers will not only get a chance to review edtech products, and share what worked for them, but they can even try them out to see if they meet their needs. BESA is to be commended for coming up with such an excellent idea, and the DfE should be equally praised for backing it. It is indeed a pleasant surprise to find both faith and funding being applied by @educationgovuk. One of those occasions when it is a real delight to be proved wrong! Or right?



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

it is done well from the start. The programme didn't even start until 2014; I'll let you do the maths! We should be celebrating the improvement seen at KS1, because that is the absolute best we could hope for to date. Hang in there Nick Gibb and hang in there you wonderful primary mastery superstars.

**Behaviour debate: No excuses v nurture**

**@class\_5Sz**

It's amazing how these two approaches are mostly the same – they just call things by different names!

**@StuartLock**

It felt like that at the time we were talking about it, but I suspect those that have been to both schools would say our approaches are different.

# WEEK IN WESTMINSTER

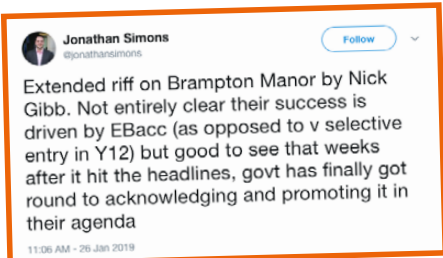
Your regular guide to what's going on in central government

## SATURDAY

More than a week after east London success story Brampton Manor hit the national headlines for its ability to only admit the brightest kids in the area and then somehow get them into Oxbridge, the government finally jumped on the bandwagon.

Nick Gibb, addressing a conference organised by pro-Nick Gibb campaign group Parents and Teachers for Excellence, performed what audience member Jonathan Simons referred to as an "extended riff" about the school's success.

The schools minister's conversion into selective education convert is complete!



## MONDAY

The immovable Mr Gibb was sent in to bat for the government when ministers faced an "urgent question" from Labour on the recruitment and retention strategy today.

But the minister was so meticulous in his response he earned himself a gentle chiding from the speaker.

After cutting himself short during a particularly long answer - "I think I have said enough, Mr Speaker," he admitted - Gibb was reminded of his old friend's love of brevity.

"I have known the right honourable

gentleman for 33 years and I must say that he has a mildly eccentric approach to these matters," said Bercow.

"Nobody could accuse the minister of state of excluding from his answer any matter that might at any stage to any degree be judged to be material."

You can say that again, Mr Speaker.



## WEDNESDAY

The government has come up with a nifty solution to gaps in child literacy: shoe shops!

Seriously, bear with us here: Nadhim Zahawi, the children's minister, wants to train staff at Clarks to have conversations with kids when they come in for a new pair of brogues or desert boots.

This forms part of a plan by the government to "tackle concerning rates of early literacy and communication among disadvantaged families".

Considering full-price kids' shoes in the shop, a destination for middle class parents everywhere, start at £20 a pair, we suspect this isn't the best way to reach the poorest children in our society.

## THURSDAY

Damian Hinds was in his element when he visited a Kent primary school today.

In fact, the education secretary was enjoying himself so much, aides all but had to physically drag him out of

the classrooms, where he spoke with enthusiasm to pupils about their work.

"This is the best bit of my job, and it's what makes my job in government," the politician remarked.

"My colleagues have to go and visit wind turbines and distribution centres. I get to come and meet children. It's considerably better."

We don't doubt Hinds's love of school visits, but we suspect they're even more valuable to him in the current political climate, when a bit of escapism can go a long way. Who can blame him.

The education secretary even managed to give a straightforward answer about Brexit, something no other politician has ever achieved, when quizzed by pupils on his position.

"I campaigned on the other side. I campaigned to stay in the European Union, but we lost, so in what's called a democracy, when you lose, you've just got to accept that," he said.

MPs should have to talk to children more often.



Department  
for Education



# School Teachers' Review Body – Vacancy

The School Teachers' Review Body (STRB) is an independent body which makes recommendations to the Government on the pay and conditions of school teachers in England.

The STRB assesses evidence from Government and organisations representing schools and the teacher workforce, and visits schools and local authorities to develop its understanding of issues facing teachers. In recent years, the STRB has been asked to report on a variety of matters, including establishing a stronger link between teachers' pay and performance, and providing greater flexibilities for governing bodies to produce individual pay policies for their schools.

## Further information on the STRB is available at:

[www.gov.uk/government/organisations/school-teachers-review-body](http://www.gov.uk/government/organisations/school-teachers-review-body)

The STRB is now seeking to fill a vacancy, and is looking to recruit a member that demonstrates the following criteria:

## Essential Criteria:

- Recent senior leadership experience within an educational setting, for example, a former headteacher.
- A detailed knowledge and understanding of workforce issues and operations within an educational setting, including recruiting, retaining and motivating an effective teacher workforce.
- An understanding of pay, remuneration, performance management and reward issues and an appreciation of the policy, financial and operational constraints that impact on remuneration decisions.
- The ability to analyse and interpret a large amount of complex and sensitive information, providing insight and a working knowledge over the impact of any potential decisions on the teacher workforce.
- An ability to communicate effectively in collective decision making, providing sound argument and assessing/debating conflicting opinions within a group to form a coherent set of recommendations.
- A sound understanding of and commitment to equal opportunities, public service values and principles of public life and the ability to act impartially and uphold the independence of the STRB.

## Eligibility and disqualifications from appointment

### *Serving teachers and headteachers*

Serving teachers or headteachers may apply but can only be appointed if they resign from their post. Serving civil servants may also apply but can only be appointed if they resign from their Civil Service post.

### *Consultant headteachers*

The eligibility of consultant headteachers very much depends on the nature of their work. Advisory work as a consultant headteacher would not in itself disqualify a candidate, as long as the work is distinct from actually being a headteacher.

Most importantly, consultant headteachers work should not be able to be interpreted as benefiting from the decisions taken by the STRB or taking payment for providing an STRB perspective. All candidates must declare actual or potential conflicts of interest as part of their applications.

## Appointment

This position will provide an influential and intellectually stimulating challenge for the right individual, who will contribute to the recruitment, retention and motivation of an effective teacher workforce. As a member of the STRB you will bring your own expertise, alongside a high degree of analytical ability, strong communication skills and, ideally, an appreciation of public sector reward issues.

The time commitment for this position is approximately 25 days per year, for which an attendance allowance of £300 per day is payable, along with reimbursement for reasonable travel and subsistence costs. This is a ministerial appointment and will initially be for up to three years.

## The closing date for applications is 7 February 2019.

We value and promote diversity and are committed to equality of opportunity for all and appointments made on merit.

**Please visit the public appointments website for full details of this vacancy and information on how to apply, available at:**

[Home - Centre for Public Appointments](http://Home-Centre for Public Appointments)



## DIRECTOR OF EDUCATION

£60,000 - £70,000 (dependent on experience)

Driver Youth Trust is a national charity uniquely committed to improving the outcomes of young people who struggle with literacy.

Our vision is for every young person in England to receive an education which is responsive to their literacy needs. We work to ensure that this is at the top of the agenda for schools and those in power through educational programmes, political advocacy and digital media.

This is an exciting opportunity for anyone who has the drive and expertise to help take the Trust's education impact to the next level and who would enjoy the chance to work within multidisciplinary team of educators.

We are looking for someone who is:

- experienced as a leader in education or the third sector
- credible to represent the Trust externally and to network with influencers and decision makers at senior levels

- informed by robust evidence from across the sector
- highly capable manager, able to juggle and prioritise a demanding mix of projects and tasks

You will make a visible and sustained contribution to the Trust's broader strategic goals. Your priority will be to expand and improve our educational services, but there is also the expectation that you will contribute to our policy and communications as well as the direction of the Trust as a whole.

You will have project and line management responsibility for a number of educational staff and will play an active role in many aspects of our policy and communications outputs.

The role reports to the Chief Executive and is based at our modern central London office. DYT offers a generous pension and there will be plenty of development opportunities for the successful candidate. The salary offered will be commensurate with experience – please state current and expected salary in your cover letter application.

Please submit CV and application letter to Chris Rossiter at [chris.rossiter@driveryouthtrust.com](mailto:chris.rossiter@driveryouthtrust.com) no later than 1700 on Friday 15th February 2019.



## Executive Principal for Excelsior All Through (3 – 19) Academy Newcastle upon Tyne

### Required for September 2019 CIRCA £115k with opportunities for performance bonus

Excelsior is a sponsored academy, the first Academy to form Laidlaw Schools Trust (LST) a multi academy trust that includes four local primary academies and another All through.

Trustees invite applications from experienced and successful Principals of Secondary or All through schools to build on Excelsior's success and lead it through its next stage of development.

Excelsior Academy is a purpose built All Through Academy, which opened in September 2008 as Newcastle's first Academy, replacing West Gate Community College.

Initially an 11-19 provision, Excelsior expanded in September 2013 to become All Through admitting pupils in Reception and Year 1, and then further expanded to include Nursery provision from January 2015.

Based on a Schools within a School model Excelsior's unique structure and organisation has

proven to be successful in raising standards in all aspects of academy life. Excelsior serves one of the most challenging and deprived communities in the region and nationally.

Further information about this exciting, challenging and rewarding post is available on Excelsior's website: [www.excelsioracademy.laidlawschoolstrust.com](http://www.excelsioracademy.laidlawschoolstrust.com)

Applicants are encouraged to email LST HR Admin at [hadmin@laidlawschoolstrust.com](mailto:hadmin@laidlawschoolstrust.com) for additional information.

Prospective applicants are welcome to contact either Jane Spence CEO of LST on (0191) 6622400 [jane.spence@laidlawschoolstrust.com](mailto:jane.spence@laidlawschoolstrust.com) or Philomena Marshall, the founder Executive Principal on 07595120784 [Phil.Marshall@excelsiornewcastle.org.uk](mailto:Phil.Marshall@excelsiornewcastle.org.uk) for an informal discussion prior to making an application.

#### To apply for this post:

Please review the job description and person specification when completing the application form and provide alongside your application, an accompanying statement to explain how you have transformed provision and raised standards in your current school.

**Closing date:** 12 noon Monday 25th February 2019

**Interviews:** w/c 4th March 2019

**Applications and an accompanying statement should be returned to:**  
[hadmin@laidlawschoolstrust.com](mailto:hadmin@laidlawschoolstrust.com)



人大附中杭州学校  
RDFZ KING'S  
COLLEGE SCHOOL



RDFZ King's College School Hangzhou is one of two new school development projects in China initiated through partnership between the highly successful Chinese education management group, Dipont Education, and the prestigious King's College School, Wimbledon. A third partner in Hangzhou is The High School Affiliated to Renmin University of China (RDFZ), one of China's leading schools.

#### ABOUT THE SCHOOL

The school opened in September 2018 with over 700 pupils enrolled. A remarkable starting number which is testimony to the quality of the project, its exciting vision and the support of partners, parents and the wider community. There will be significant further growth in student numbers for 2019/20 and the opening of new classes from early years to secondary grade levels. At capacity, the school will cater for more than 3,000 students.

The facilities at RDFZ King's College School are outstanding. We have successfully developed an educational environment that makes the most of our world-class campus and combines the best of Chinese and western approaches to learning and academic excellence, in a context of first-rate pastoral support and opportunities to excel outside the classroom.

#### CAREER OPPORTUNITIES

We are seeking to appoint highly talented individuals for all areas of the school who can share in our ethos, enjoy working collaboratively and cross-culturally with the passion to contribute to the development of an outstanding school.

#### VACANCIES

We are currently recruiting for:

- Teachers of Early Years (multiple grade levels)
- Teacher of Grade 2
- Teacher of Primary English
- Teacher of Mathematics (Middle and High School)
- Teacher of Early Years/Primary PE
- Head of Music
- Teacher of Music (whole school)
- Teacher of Early Years/Primary Art
- Teacher of Art (whole school)
- Teacher of Drama (Early Years/Primary)
- Teacher of Physics (High School)
- Teacher of Computing
- Head of Boys' Boarding

#### SALARY AND BENEFITS

Salaries are excellent with a benefits package that includes: accommodation allowance, annual return airfare (employee and dependents), medical and accident cover (employee and dependents), bonus scheme and full tuition coverage for employees with school age children

#### APPLICATION PROCESS

Please send a CV to [oliver.knapman@dipont.com](mailto:oliver.knapman@dipont.com) and contact for further information. Interviews will be held in January at King's College School, Wimbledon for UK based applicants with online interviews arranged for candidates in other locations.

[www.rkcshz.cn](http://www.rkcshz.cn)

# DO YOU WANT TO LEAD WITHIN SCIENCE AND MAKE A DIFFERENCE FOR STUDENTS?

## Science Teacher

(added allowance on salary of £2,500)

The allowance is for having a specific responsibility for an element of the department improvement plan. A reduced teaching allocation of 80% to develop your practice and build your leadership skills.

## Science Teacher with Research

Teach for 4 of 5 days with a day of paid research. We are looking for teachers in their 2nd or 3rd year who wish to take on a Master's degree. The Academy will pay for the Master's degree for a 3 year period whilst the teacher has a reduced teaching allocation of 68%. Sustain outstanding and be a leader of the future.

# DO YOU WANT TO RETRAIN AS A SCIENCE TEACHER?

## Calling all teachers, come and retrain as a Science teacher

(added allowance on salary of £2,000)

We are looking to build leaders of the future and this is attractive to those who feel the lid is on the jar of ambition and promotion. The Academy will invest in your 'retraining' for 2 academic years. Half-term 1 you will undertake training in science knowledge, health & safety, pedagogy and practice. Half-term 2 will see you in an Academy to gain experience in team teaching, leading to observed and mentored lessons. Half-term 3 & 4, a block placement on 75% teaching allocation and the same in half-term 5 & 6 in another placement for experience. Second year (1st year of Science teaching) will see a 80% teaching allocation with the retention continued (£2,000) and you will be offered a place on a relevant NPQ programme, either NPQML or NPQSL.



## We are looking to build leaders of the future

The journey starts at **Tudor Grange Academy Kingshurst** as part of the **Tudor Grange Academies Trust**. We have a designated Training and Research Centre and this will be the central base for developing Science teachers of the future.

### How To Apply

Please contact Mr Darren Turner, Executive Principal, with an email detailing your interest in any of these tiers of ambitious science teaching strands by February half term 2019. [dturner@solihull.tgacademy.org.uk](mailto:dturner@solihull.tgacademy.org.uk)



Tudor Grange Academy  
**Kingshurst**

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