

# SCHOOLS WEEK

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

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# SCHOOLS WEEK

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## Editor's top picks



**ASCL 2019: Heads tighten focus on 'forgotten third'**

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## Investigation: The schools using buckets for leaky roofs



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## News

## Number of fines imposed for term-time absences soar



**JESS STAUFENBERG**  
@STAUFENBERGJ

School leaders have warned that holiday fines are “driving a wedge” between schools and families after penalty notices for poor attendance rocketed by 74 per cent.

Department for Education data released yesterday (Thursday) shows that 260,000 fines were issued to families for either unauthorised absences or arriving late in 2017-18, compared to just 149,300 in 2016-17.

The government attributed the soaring numbers to councils being emboldened after the landmark Supreme Court case of 2017 that upheld the right to fine parents for unauthorised term-time holiday.

At least £15.7 million was collected in fines last year, up from £9 million in 2016-17.

The fine of £60 doubles if it is not paid after 21 days, so the real figure could be much higher.

Paul Whiteman, general secretary of school leaders’ union NAHT, said while pupils should attend in term time, fines “drive a wedge between schools and families”. Instead he urged the government to intervene in sky-high holiday prices.

The starkest rise was in Bury in Suffolk, where the number of penalty notices handed out rose from 40 to 2,045 last year.

The staggering rise means Bury collected a minimum of £122,700 in fines last year, up from £2,400.

Gordon Jones, cabinet member for education at Suffolk council, said prosecution was only ever used “in a minority of cases” where family support had failed.

The next two largest increases in fines were at Cheshire West and Chester, which rose from

134 to 2,747, and Cornwall, up from 19 to 387.

The recent rise followed a five per cent dip in the number of penalty notices for poor attendance from 2015-16 to 2016-17.

The reversal follows a Supreme Court ruling against Jon Platt, a parent from the Isle of Wight who took his daughter to Disneyland during term time, in April 2017.

Judges unanimously agreed pupils should not be taken out of school without good reason, and clarified “regular” attendance means “in accordance with the rules prescribed by the school”.

Out of six councils sampled as part of the DfE’s study, all said the Supreme Court judgment “had an effect on the number of penalty notices” issued last year.

However one academy trust boss has warned fines can “damage” the relationship with parents.

Stephen Tierney, chief executive of the Blessed Edward Bamber Catholic academy trust in Blackpool, said his parents are sent a letter comparing their child’s absence rate to the school’s average.

Pupils whose attendance dips also receive a “nudge text” saying “it would be great to see you today”.

Fines can be ineffective as “it can still be cheaper to pay the fine and go on holiday in November,” added Tierney.

Separate figures also published on Thursday show the rate of school absence also rose, from 1.3 per cent in 2016-17, to 1.4 per cent last year – the highest level since records began.

A DfE spokesperson admitted progress in reducing absences from school has “plateaued” and reiterated no pupil should miss school without good reason.

## DfE spent £15k defending nationality data collection

**FREDDIE WHITTAKER**

@FCDWHITTAKER

**EXCLUSIVE**

The Department for Education spent almost £15,000 defending its divisive pupil nationality and country of birth data collection in court just months before it was scrapped, and it didn’t receive a penny of help from the Home Office.

Two attempts by campaigners to challenge the collection at judicial review landed the DfE with legal bills totalling £14,817.48, of which £5,000 was recouped from the claimant when their request was turned down by the High Court.

However, the actual spend on legal advice is likely to be much higher, as the DfE said it could not say how much it spent on its own lawyers during the challenges.

Ministers U-turned last April on the controversial collection, part of the attempt to create a “hostile environment” for illegal immigrants by Theresa May while she was home secretary.

The policy was ditched less than two years after it was launched, and just two months after proceedings for a second judicial review were launched. Campaigners opposed the collection on data privacy and human rights grounds.

The DfE had already been forced to abandon plans to share nationality and country of birth data with the Home Office for immigration control following a backlash from parents and campaigners, and a highly successful boycott of the collection left officials without data on a quarter of pupils.

Despite the Home Office’s well-documented involvement in the collection, the DfE told *Schools Week*, in a response to a freedom of information act, that the Home Office had not been involved in the decision to collect the data, and did not contribute to the DfE’s efforts to protect the collection in the courts.

“No other government departments, including the Home Office, were involved in, or contributed to, the decision to collect this data, the design and implementation of the collection or the cost of any associated legal challenges. The Home Office contribution was therefore £0.”

But Jen Persson, whose organisation Defend Digital Me was responsible for the second legal challenge last February, said: “They have spent money defending a position they should never have taken in the first place.”

# New national SCITT for computing planned

JESS STAUFENBERG

@STAUFENBERGJ

The government is planning a new national SCITT for computing, despite other subject-specific training centres failing to hit recruitment targets.

The Department for Education is looking for organisations to run a “national computing school-centred initial teacher training” (SCITT) programme to “ultimately design a unique and high-quality school-led offer in this priority subject”.

But other subject-specific SCITTs set up for maths and physics, and languages have failed to recruit enough trainees.

An initial teacher training (ITT) expert has warned against “piecemeal” recruitment and demanded a national agency, rather than schools, be given responsibility for shortage subjects.

James Noble-Rogers, the executive director of the Universities Council for the Education of Teachers, said existing ITT providers were “already struggling to recruit”.

If the new computing SCITT “simply attracts trainees who would otherwise have gone elsewhere [...] there will be no net increase in teacher numbers”, he warned.

The Department for Education wants providers with “national reach” for its computing SCITT, which would work in partnership with others across the sector.

The centre would start recruitment in the autumn before delivering training from next year.



EXCLUSIVE

A DfE procurement notice said its national SCITTs were “intended they deliver at a larger scale than most SCITTs”.

A “super-SCITT” for modern foreign languages was announced two years ago, to be based at Silverdale School in Sheffield and backed by Sheffield Hallam University.

Thirty-five trainees are on roll this year, well below the target of 50.

At the national maths and physics SCITT, led by Wycombe High School in Buckinghamshire, just 13 trainees are on roll. The target was 40 for 2018-19.

However, applications to each SCITT have risen for the programmes starting this September.

This time last year just seven MFL trainees had accepted places, but 26 have already accepted places for next year, with another 14 waiting for interviews.

Sarah Yarwood, the director of the maths and physics SCITT, said 21 offers had been made for next year, meaning trainee numbers “will be able to double, if not triple” for 2019-20.

Yet despite their efforts, provisional ITT data shows recruitment in these three subjects worsened this year.

Recruitment for teacher trainees for computing improved from 66 per cent in 2017-18 to 73 per cent this year, but the government is concerned about low uptake of its new computer science GCSE and wants more trainees to deliver it.

John Howson, a veteran ITT expert and the founder of the jobs website TeachVac, said: “We need an agency big enough to have an impact on the numbers”, rather than individual schools with patchy geographic coverage.

But the existing national SCITTs defended their impact, saying they were able to dedicate more time to subject teaching.

The MFL SCITT said it had a broad geographical reach, with 45 partner schools in its five regional hubs of Sheffield, London, Bolton in Greater Manchester, Abingdon in Oxfordshire and Oundle in Northamptonshire.

Meanwhile trainees on the maths and physics SCITT would become “really proficient subject specialists rather than generalists”, which would help with retention, Yarwood said.

Schools Week asked the DfE how it measured the success of the subject-specific SCITTs, but did not receive a clear response. A spokesperson said an update on their progress would be provided in due course.

JESS STAUFENBERG | @STAUFENBERGJ

## Computing at School chair to lead new £84m centre

Professor Simon Peyton Jones, a Microsoft researcher who also chairs the group behind the controversial master computing teachers’ programme, is to head the government’s new £84 million computing education centre.

His appointment as the new chair of the National Centre for Computing Education was announced on Monday.

Alongside his work as a principal researcher at Microsoft, Peyton Jones is chair of Computing At School, a division of the British Computer Society. The society is one of three

organisations selected to run the new centre.

Computing At School also oversaw a government drive to recruit 400 master computing teachers, which took three years longer than expected and an extra £1 million to reach its target.

Peyton Jones will lead the centre’s work to improve computing teaching and the low uptake of computer science GCSE.

“The national centre offers a once-in-a-generation opportunity to firmly establish computer science as a foundational subject

discipline,” he said.

The centre will operate “virtually” through up to 40 school-led “computing hubs”, the government said. It will support primary and secondary schools, develop an A-level programme, and train secondary teachers without a post A-level qualification in computer science.

The computing centre was announced as part of a £100 million investment set out in the 2017 budget.

# 'Confusing' BTECs face chop for new T-Levels

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

Ministers are considering culling BTECs – just days after the government highlighted the qualifications as a “success story”.

Damian Hinds, the education secretary, (pictured) launched a consultation this week on proposals to withdraw funding for BTECs and other qualifications that “overlap” with A-levels.

The review will encompass vocational qualifications at level 3 and below, including applied general qualifications, tech levels and technical certificates. Academic qualifications such as A-levels and GCSEs will not be reviewed.

Ministers are said to be concerned about qualifications that “do not provide the same high-quality education” as A-levels and the new T-levels, their technical equivalent.

The government claims the existence of more than 12,000 qualifications confuses young people and employers.

But sector leaders have criticised the proposal, claiming the qualifications – taken by more than 200,000 16 to 18-year-olds – are respected by employers and universities.

The proposal comes a week after the government highlighted the success of BTECs in its new International Education Strategy, published last week.

The strategy aims to boost the income generated by education exports to £35 billion and “cement Britain’s leading role in the global market as it prepares to leave the EU”.

The document highlights a case study, “Celebrating Success”, involving exam board Pearson delivering BTECs in Thailand (see image).

Cindy Rampersaud, a senior vice-president at Pearson, the only exam board that delivers BTECs, said the qualifications were “recognised and highly valued by employers, learners and universities as a rigorous career-focused qualification choice”.

T-levels were a “separate and distinct” qualification to BTECs and other applied generals, “serving a different purpose”.

“We must ensure that the 16-19 phase



continues to offer young people a range of options for a purely academic curriculum, a career-focused route (for which BTEC excels), and more specialised technical options for which the T-level is ideally suited.”

The government’s consultation asks whether it should only provide public funding for qualifications “that meet key criteria on quality, purpose, necessity and progression”, and whether funding should be withdrawn for qualifications that overlap with A-levels or T-levels.

Hinds said the government wanted to make sure “all options available to students are high-quality and give them the skills they need to get a great job, go on to further education or training, and employers can be confident they can access the workforce they need for the future.”

“We can’t legislate for parity of esteem between academic and technical routes post-16. But we can improve the quality of the options out there and by raising quality, more students and parents will trust these routes,” he said.

But Bill Watkin, the chief executive of the Sixth Form Colleges Association, said that the qualifications “ensure young people develop a vitally important set of skills that are highly valued in universities and the workplace.”

“The government may see the introduction of T-levels as the best way to address the skills gap, about which it is,

## Case Study

Celebrating Success:  
Pearson In Thailand

Pearson, the digital learning company, received an official endorsement from the Thai Government which allows BTEC qualifications to be delivered in every vocational and higher institution in Thailand, both in the public and private sector.

The pilot implementation began in December 2018 with the view to expand BTECs across 800 vocational institutions in Thailand. A delegation from Thai Ministry of Education visited Pearson in November 2018 supported by the Department for International Trade, to discuss current and future plans and to sign an agreement between Pearson, the Ministry for Education and Trade Bodies of Thailand to work together on BTEC implementation.

quite rightly, concerned. But this should not be at the expense of applied generals.”

Last year, the exams regulator Ofqual ordered exam boards to strengthen their controls on certain types of applied general qualifications, after evidence was uncovered of grade inflation on old-style BTECs.

The regulator also warned of “confusion” between legacy BTECs – which don’t feature any external assessment – and new versions of the qualifications. Sally Collier, the chief regulator, told MPs last week that outcomes for reformed BTECs would be under scrutiny.

Speaking to sister title *FE Week*, Anne Milton, the skills minister, stressed it was an “open consultation” and the DfE had “not pre-judged any of the qualifications available”.

The minister also pointed out there was a “whole suite of qualifications” at level 3 and below for people with learning difficulties and disabilities “so we are very aware we need qualifications that cater for everybody’s needs”. However, she added: “We do need a more simplified system.”

Milton also denied that the plans to withdraw funding for the qualifications was to ensure the success of the government’s T-levels.

The roll-out of the new qualifications, which will start next year, was “rightly quite slow” and the DfE “would not switch off qualifications if there weren’t T-levels available”.





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# Investigation

## A whiff of luxury in a west London comp

PIPPA ALLEN-KINROSS

@PIPPA\_AK

EXCLUSIVE

A state school is facing potential government action after a *Schools Week* investigation unearthed thousands of pounds have been lavished on designer candles, luxury paint and furnishings from a bespoke interior design store.

Holland Park School, dubbed the “socialist Eton” and based in Kensington, west London, spent almost £15,000 on luxury Farrow & Ball paint over the past three years.

The upmarket Dorset paint company is famed for its unusually named shades, including Elephant’s Breath and Sulking Room Pink. David Cameron, the former prime minister, chose the brand’s Mouse’s Back for his £25,000 luxury garden shed.

The school spent another £6,000 on Jo Malone scented candles, which can cost up to £300 each. The school said the candles, paid for by donations and other school-generated income, created an “inspiring environment”.

Data obtained under the freedom of information act also shows that more than £80,000 was spent on carpets and re-covering furniture from an independent interior design store. The school’s new £80 million building was completed in 2012.

When presented with our findings, Lord Agnew, the academies minister, said: “Members of the public will rightly ask how some of the spend highlighted here benefits pupils. We will be looking into this matter further to ensure that all spending is within the framework of the academies financial handbook.”

The school, rated outstanding



PAINT	LOWEST PRICE	HIGHEST PRICE
Farrow & Ball	£46.50	£62
Dulux	£14	£20

\*source: B&Q

CANDLES	LOWEST PRICE	HIGHEST PRICE
Jo Malone	£47	£300
Yankee	£8.99	£25.99

by Ofsted, insisted its “spending choices are justified in the interests of students and staff”.

However, it is facing growing pressure over its use of public funds after *Schools Week* revealed earlier this year that the single-academy trust pays Colin Hall, its head, £260,000 a year.

Hall’s salary has doubled in seven years since 2010-11. Three other employees at the one-school trust are paid more than £100,000.

*Schools Week* asked for expenditure on the items following tip-offs from whistleblowers.

On the B&Q website, a 2.5-litre tin of Farrow & Ball costs up to £62. The same size of Dulux emulsion costs up to £20.

The Holland Park spokesperson said Farrow & Ball was chosen “because it is of high quality, hard-wearing and safe for children and the environment”.

The school spent £2,222 in 2016-17, and £2,767 in 2017-18 on Jo Malone designer candles, which are marketed as being “defined by

an unconventional sense of sophistication” and having “taste that is rarified, yet a touch audacious”.

So far this academic year the school has spent £1,211, bringing the total to £6,200.

The spokesperson said the candles were used in the school’s reception, during assemblies and at events “with the intention of creating a relaxing and inspiring environment for students, staff and visitors”. Jo Malone candles also lasted “much longer than many cheaper brands”.

“The ability to generate income and donations depends in part on the impression made by the school to visitors – creating a positive atmosphere in the reception area is important in this respect,” she said.

The school spent more than £80,000 on classroom carpets and re-covering furniture at Insider Dealings, an interior design store in nearby Chiswick, including £33,288 in 2017-18 and £36,996 so far this year.

The spokesperson said the work was “necessary for the upkeep of the school” and the school sourced “reasonably priced, good-quality products with a focus on

## Best pupils presented with silver spoons

High achievement at Holland Park is rewarded at the annual black tie “Perfect Tense” event where, according to the school prospectus, selected pupils receive “specially designed bespoke gifts”, including antique silver spoons.

A spokesperson said the spoons were part of the school’s “desire to promote the importance of history, value and longevity”. She said they are worth £20-£25 and did not come from the

delegated budget.

Other gifts included “hand-turned wooden bowls from Norfolk” and porcelain mugs.

The prospectus describes the ceremony as “an evening of choral performance and fine words”.

“The choir sings, the candles burn and the evening is infused with beauty and warmth,” it said, adding: “In the early evening

July sun, there is prosecco and canapes and an opportunity for adults to bask in the reflected glory of young triumph.”



Picture for illustrative purposes only

# Investigation

their resilience to intensive use and their longevity".

Insider Dealings is run by Sally Price, who is listed as a "friend" of the school on its website and in brochures. She praised the school for using good-quality furniture "instead of changing it every two years".

The school has also spent more than £10,300 on three school productions since September 2016, including £3,441 on this year's production of *Little Shop of Horrors*.

Attendance at one production each year is considered part of "directed time" for staff – pay is deducted unless they have a "valid reason" not to attend.

Kevin Courtney, the joint general secretary of the National Education Union, said it appeared there was "no scrutiny" of how academies spent taxpayers' money.

The disclosure of the spending also comes as many school leaders say the funding crisis across the sector is forcing them to cut staff, close early on Fridays and to ask parents to fund basics such as toilet roll.

The Holland Park spokesperson said: "We appreciate that current school funding levels mean the same choices are not open to all government funded schools (although many independent schools are far better funded than us).

"We regret this, but ultimately we provide the best education and environment possible for our students within our own budgetary restraints. Through shrewd budgetary management, the school is able to report annually a healthy financial position."

The school is also



Colin Hall

supported by the Holland Park School Trust, which helps to fund "student enrichment activities" and receives annual donations from "a number of established patrons, benefactors and friends", according to the school's accounts.

Holland Park opened in 1958 as one of the first purpose-built comprehensives, and was known as the "socialist Eton" for educating the children of high-profile left-wingers, including Tony Benn.

Michael Gove, the former education secretary, has a son at the school, while its trustees include Sally Bercow, the Speaker's wife, and Michael Tory, the former head of UK investment banking Lehman Brothers before its collapse.

"Friends" include Simon Armitage, the poet, and Alan Bennett, the playwright.

## Progress 8 scores plunge

Although Holland Park is known for its high student outcomes, and is a common fixture in *Tatler* magazine's annual guide to the best state secondary schools, government data shows Progress 8 dropped last year from being "well above average" to "average".

The score fell from 0.82 in 2017 to -0.14 last year, putting it below the -0.02 average for state-funded schools.

Matthew Clements-Wheeler, chair of the Institute of School Business Leadership, said the cumulative spending "looks luxurious" and did not appear to be "adding to educational outcomes".

"I'm not suggesting for one minute that we shouldn't aspire to the very best learning environment for state school pupils. But have they solved everything else? If they seem to be drifting results wise, the money could probably be better spent elsewhere."

He said he could not "conceive of a situation" where spending so much on Jo Malone candles "would be considered a reasonable expense".

Holland Park has said the changes to its Progress 8 score were due to pupils continuing to study legacy qualifications, which were not included in the calculation.

"The school knew that this would affect its reported Progress 8 measure, but we place students' achievements first, not league tables," the spokesperson said.

Holland Park was one of 28 trusts issued a second letter earlier this year from Agnew demanding it justify its salaries.

In response to *Schools Week's* findings, Agnew said: "We take the financial accountability of all schools very seriously and will take action when necessary.

"The accounting officer has responsibility for oversight of these areas and if this oversight is weak then the department will act."

# School in building repair costs row

Holland Park's £80 million building was completed in 2012, but its most recent accounts show the school is struggling with "significant defects" including "loose" stone panels "prone to falling off", and 17 glass breakages in a school that now has glass corridors.

The accounts said one panel had fallen, but did not specify what damage or injuries were caused.

However, the school has been in dispute with Kensington and Chelsea council over who

should pay for the repair work.

When asked about what action has been taken to fix the faults, the school spokesperson said: "We ensure that any and all faults are rectified in a timely manner and liaise accordingly with the Royal borough in relation to any issues arising from the original construction.

"There have been no student or adult injuries. The building provides students with a safe and inspirational environment for learning."





# Investigation

DO YOU HAVE A STORY?  
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## Buckets, damp, faulty heating . . . such is school life

PIPPA ALLEN-KINROSS

@PIPPA\_AK

INVESTIGATES

Schools are shedding staff, relying on parent donations and eyeing curriculum savings to meet capital funding cuts – as a new survey shows two in five schools have buckets to catch the drips from leaking roofs.

School leaders are increasingly vocal about tight funding, with more schools proposing to close early on Fridays.

But they are also struggling with crumbling buildings as capital funding is squeezed, our investigation has found.

John Tomsett said the capital grant given to Huntington School in York was slashed 82 per cent in 2011, falling from £160,000 a year to £28,000.

Since 2010 the school has cut ten full-time teachers to save money without any decrease in pupil numbers, resulting in “significantly larger class sizes”.

Tomsett, who had to put a bucket to catch water from a leak in the school’s main office earlier this month, said: “Our roofs leak, our corridor floor tiles are cracking, our boilers are on their last legs.

“Our buildings are in such disrepair that the local authority has had to find a huge amount of funds in recent weeks to spend on our school this summer, for things such as reroofing, relighting classrooms and resurfacing car park areas that are, quite frankly, dangerous.”

A survey from Teacher Tapp this week revealed that 46 per cent of teachers in maintained-schools said they had buckets set up to catch drips, compared with just over a quarter in the independent sector.

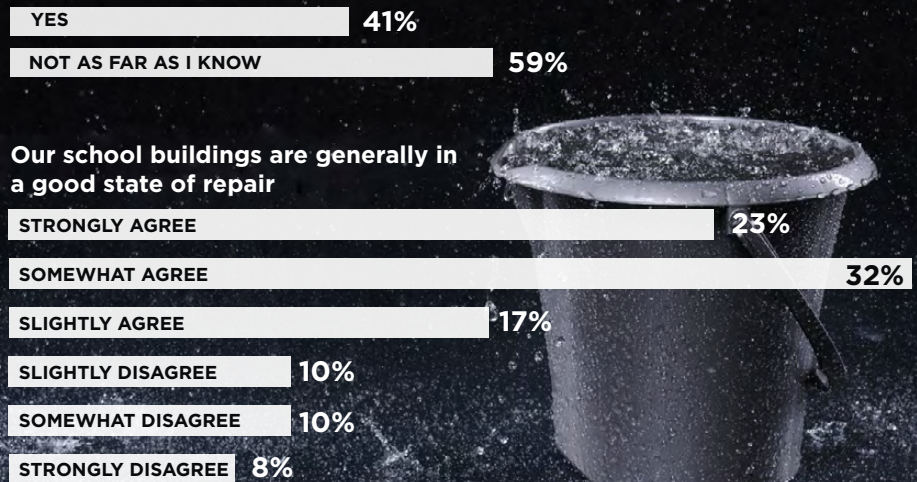
Of the 3,500 teachers surveyed, 28 per cent did not agree their school buildings were in a “generally good” state of repair, with 8 per cent of those strongly disagreeing.

Building repairs are also forcing schools to consider cutting their offer for pupils.

In July, a school block of ten classrooms at Ludlow Church of England School was condemned after a structural inspection discovered a “major fault” with its concrete floor slabs.

This was estimated to cost nearly £500,000 to fix, with ongoing annual costs

Do you know of anywhere in your school where a bucket or container is being used to catch drips when it rains?



Source: Teacher Tapp

of £250,000 until work to build new mobile classrooms was finished.

The school’s trust, Bishop Anthony Educational Trust, believed government funding wasn’t forthcoming after talks with the Education and Skills Funding Agency (ESFA).

Trust accounts, published last month, said the cost would “reduce the amount of revenue funding available for educational improvement” and meant the trust was “reviewing its curriculum provision and seeking to make additional savings”.

However, Andrew Teale, the chief executive of the trust, told *Schools Week* that although it had to fund the installation of temporary classrooms during the summer, it had now received a “significant grant offer from the ESFA, which will allow us to replace the building”, hopefully before September.

Meanwhile Dominic Burke, the head of Balcarras School in Gloucestershire, said it was using donations for refurbishments and renovations.

Although he said Balcarras had “decent reserves” and spent an annual £20,000 on redecorating, it was no longer able to invest in maintaining school buildings as it once did.

“We’re in a fortunate position because we came into this crisis with our capital infrastructure and our buildings in good shape. Ten years down the line, we might see the effect of not being able to

invest.

“Last man standing is the strategy that we’ve got. Just survive as long as you can and pray to God there’s a change in course.”

The Association of School and College Leaders said teachers and pupils were working in buildings with “faulty heating systems, poor ventilation, electrical problems, damp and leaks. This is not conducive to learning and it is not acceptable that the inadequacy of government funding is eroding the national asset of the school estate.”

The Labour party has calculated that government spending on school buildings dropped 40 per cent between 2010-11 and 2018-19.

Forecasts show the DfE’s capital budget will decrease from £5.6 billion in 2018-19, to £4.5 billion in 2020-21.

A spokesperson for the DfE said £6 billion had been allocated in capital funding since 2015 to “maintain and improve” school buildings.

More than 500 schools are being rebuilt or refurbished under the priority school building programme, she added, with further information sought on the schools most in need to move funding their way.



John Tomsett

News

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# Boost for educational psychologist training

**SCHOOLS WEEK REPORTER**  
**@SCHOOLSWEEK**

The government has announced an extra £10 million to train 46 more educational psychologists a year.

It comes as a government report, published on Wednesday, found "insufficient" educational psychologists and trainees in the pipeline to meet demand. The boosted intake will not be fully trained until at least 2023.

The Department for Education says it will spend £31.6 million training more than 600 education psychologists from 2020.

That works out at 206 psychologists a year, costing more than £10 million annually in additional government funding. The current three-year contract to provide 160 psychologists a year is worth £22 million (£7.4 million per year).

The boost is part of the £350 million extra announced by the education secretary in December for pupils with special

educational needs.

Nadhim Zahawi, the minister for children and families, said it would mean "many more children, their schools and their parents feel well supported to tackle what can often be complex difficulties".

The extra money will fund operational costs for training providers and contribute towards university tuition for trainees, including an additional bursary grant for the first year of study.

The number of educational psychologists employed by local authorities dropped 13 per cent between 2010 and 2015, falling from 1,900 to 1,650.

The drop has been linked to budget pressures on councils, forcing them to shed services, with schools believed to be paying for psychologists out of their own budgets.

The report, Research on the educational psychologist workforce, warned that "relatively attractive" jobs were available, but "there are not enough qualified educational psychologists to fill them".

However, there are concerns the new

funding won't address an issue identified by the report that some councils are "unable to bear the cost of providing placements for additional trainees".

Kate Fallon, the general secretary of the Association of Educational Psychologists, said many councils facing budget cuts have stopped offering a free educational psychologist service.

Schools in most areas now had to use their own budgets to pay for the services they needed.

In January, Dr Cath Lowther warned the parliamentary education committee that a lack of funding forced educational psychologists to identify the special educational needs of pupils in just "one visit", resulting in some needs being wrongly identified.

Last summer, Kent county council said that its few remaining educational psychologists were so tied up with education health care plan (EHCP) assessments they could not support pupils with learning difficulties.

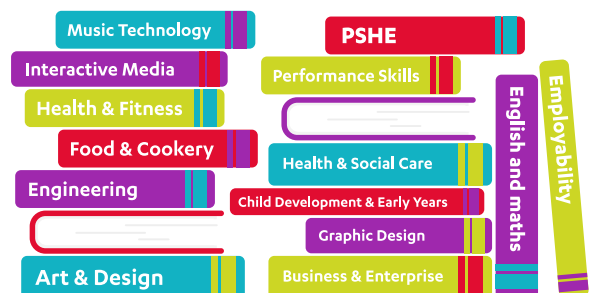
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# Bradford trust in 'unprecedented' pay and conditions change

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

An academy trust in Yorkshire is facing a backlash over "unprecedented" plans to shake up teachers' pay and conditions that unions say could see teachers go unpaid during summer holidays.

The Bradford Diocesan Academies Trust claims "modest changes" to staff contracts are needed to prevent the risk of redundancies, and blames government funding cuts for its situation.

But union officials have accused the chain of proposing "arbitrary and harsh" changes to sick pay and notice periods for staff, claiming some workers could be left without pay over the summer holidays.

Government rules allow academy trusts to depart from national terms and conditions, a big bone of contention for unions and anti-academies campaigners. But in fact few chains have moved to wholesale abandon the core pay structures.

BDAT, which runs 13 schools in Bradford, launched a consultation on changes to terms and conditions last autumn, prompting warnings from six unions that staff should not sign new contracts.

In imposing a three-month notice period for its staff, the trust insists it is increasing the minimum notice it will have to give them when they are dismissed, from the original two months.

But unions claim the change will remove a protection currently afforded to its members which only allows notice to be issued on three dates throughout the year.

Under the current system, if a teacher is given notice on May 31, they don't leave their employment until August 31. Unions say the new proposals will give the trust the power to give staff notice in mid-April, forcing them to leave at the end of the summer term.

This would be a problem for most education professionals, who generally start new jobs in schools each September. However, the rule will not apply to those made redundant.

"I don't know how I'd pay my mortgage over the summer," said one teacher, who spoke on the condition of anonymity.

"It's starting to keep me awake at night



because there's nothing to guarantee they won't do that."

Under the proposals, staff at the trust who are involved in a capability or disciplinary process will have their sick pay restricted to three months.

**"I don't know how I'd pay my mortgage over the summer"**

Although the trust claims that it would "reasonably hope to resolve all capability and disciplinary processes within a three-month window", unions have warned that such processes often drag on much longer, and could leave teachers out of pocket when they have done nothing wrong.

Ian Murch, who is leading negotiations with the trust on behalf of the National Education Union, told *Schools Week* the changes were "unprecedented".

"I've negotiated with a lot of different academy trusts, and all the other ones I deal with are sticking with national terms and conditions," he said.

In a letter to members, the NEU, NASUWT, NAHT, GMB and Unite said: "We know of no other employer acting in this arbitrary way."

The threat of changes to pay and conditions is often used by unions as an attack line in campaigns against

academisation. However, Jon Coles, CEO of academy trust United Learning, recently hit back at criticism of the conversion of John Roan School in Greenwich, south London. In a letter, Coles insisted the right of academies to ignore national pay and conditions has actually allowed his trust to pay teachers more than they would receive in maintained schools, and to provide extra non-contact planning days among other staff benefits.

A spokesperson for BDAT said its proposed changes were "brought about by the need to address the reducing contribution in real terms to the money contributed by the government", but insisted there was no plan for a "wholesale move away from national terms and conditions".

"We believe that such an approach is truly in accordance with our Christian ethos," the spokesperson said, adding that the changes to notice periods and sick pay "will affect less than 1 per cent of our staff but could save the Trust around £500,000 per annum – the equivalent of up to 20 jobs".

In a 2016 blog post, Bethan Jones, a senior associate at law firm Michelmores, warned that "although the vast majority of academies have continued to abide by the school teachers' pay and conditions document, there may be times when changes are appropriate".

"However, an academy cannot simply change teachers' terms and conditions as and when they want, and it will therefore be more difficult to introduce change for any existing member of staff. The general rule is that an employer cannot unilaterally change an employee's contract."



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# News: Ofsted

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## Ofsted pledges to look again at two-day visits

FREDDIE WHITTAKER

@FCDWHITTAKER

Ofsted has pledged to look again at whether the country's smallest "good" primary schools should have two-day inspections under the new framework.

Matthew Purves, Ofsted's deputy director for schools, admitted this week that the proposal to extend so-called "short inspections" of good schools from one to two days was a "big issue" for small primaries.

Speaking at a Westminster Education Forum on Tuesday, he pledged to "think" about whether the policy was "overkill" for some institutions.

"There's a lot of small primary schools out there, or small maintained nurseries or others. And they're saying 'hang on, two days? That's basically a full inspection isn't it? What on earth are you doing Ofsted?'" he said.

"Our response to that is, fair cop. If by making it a two-day inspection it's more or less the same size as a full inspection, we need to think about that."

Secondary schools were split on the proposal, he said.

Jenny Blunden (pictured), the chief executive of the Truro and Penwith Academy Trust in Cornwall (six of its 25 schools have fewer than 100 pupils), welcomed the concession.



"As a trust we are concerned that Ofsted appears to have missed an opportunity for inspection to be more proportionate to the context and size of a school... It is particularly unfair on our smallest schools who would experience the same as a full inspection."

She said the new framework should focus on "inspector days not inspection days".

She suggested schools with up to 210 pupils on roll should get one inspector for one day, those with between 210 and 400, two inspectors for one day.

Any schools with more than 400 pupils could have two-plus inspectors for one day. "This would align to Ofsted's desire to improve the efficiency and thoroughness of inspection in a more proportionate way, on a single day."

Purves also reported "a lot" of negative

feedback about plans for inspectors to carry out their preparation on-site the day before inspections.

"We've done a lot of schools where we've piloted that, and all of the heads before we've started have said 'you must be mad'.

"After we'd done it, half of them have said 'actually that was much better than I expected and I really enjoyed that dialogue' and half of them 'you're still mad'. A lot of the public response in the 5,000 responses is very negative about that."

Purves said Ofsted was "willing to listen. If there is a tidal wave of negativity we need to sit down and think about that. But we really do think that conversation before inspection will be a good idea."



FREDDIE WHITTAKER | @FCDWHITTAKER

## 'Think' and have no fear of Ofsted, primaries told

Primary schools that follow the national curriculum and have done the "thinking" behind it will be viewed as having a top-quality curriculum under Ofsted's new framework, a senior civil servant has said.

Heather Fearn, curriculum and development lead at the inspectorate, reiterated to heads there was "no preferred Ofsted curriculum" ahead of its new framework in September.

But primary schools teaching the national curriculum "in spirit as well as word" need not worry much further about curriculum design, she told the Northern Lights conference in Carlisle.

"There isn't a preferred curriculum and, to reassure you, if you are a primary school and you are teaching the national curriculum

and you are teaching it in spirit as well as in words, then you already have an excellent curriculum and you are already doing what you need to do as far as Ofsted is concerned."

When asked by *Schools Week* whether heads following the national curriculum don't need to prepare for the new framework, Fearn said they must have "thought" about the curriculum.

"If the thinking that needs to go on underneath the national curriculum is there, then you're in a good place."

The draft framework, currently out for consultation, sets out a new "holistic" curriculum-focused approach to rating the quality of education in schools.

It seeks to replace the quality of teaching,

learning and assessment judgment with an overall quality of education judgment, to be "viewed in the context of the provider's curriculum".

Leaders must think about the "intent" of the curriculum, what knowledge and understanding should be gained at each stage, its "implementation", how to deliver it over time in a structured way, and its "impact", how to evaluate what knowledge pupils have gained.

Schools under local authority control must follow the national curriculum, but academies must only teach a "broad and balanced" curriculum that includes English, maths, science and religious education.

## News

## Grammar streams flow in selective areas



JESS STAUFENBERG

@STAUFENBERG J

EXCLUSIVE

An academy trust has expanded a "grammar stream" at one of its schools, while at least two more chains have opened selective classes this year.

United Learning, which has 59 schools, has nearly doubled the number of year 7 pupils studying a more academic curriculum at Swindon Academy in Wiltshire.

It comes as the Odyssey Trust for Education has opened a "grammar" and "grammar-plus" stream at the King Henry School, a secondary modern in Erith, Kent, which it took over last year.

*Schools Week* found that at least 12 schools in selective areas now operate "grammar streams".

Most pupils have to pass a test set by the school, with pupils then offered extras that include Latin, "aspirational" careers advice, guest speakers, and debating.

Ian Widdows, the founder of the National Association of Secondary Moderns, said the grammar stream label wrongly reinforced the idea that grammar schools were superior.

"In using the brand [of a grammar school] effectively, schools may well be able to attract pupils who would have otherwise attended schools locally," he said. That included secondary moderns.

United Learning opened 60 grammar stream places in year 7 at the Glenmoor academy for girls and Winton academy for boys, both in Bournemouth, in 2015-16, with 240 pupils now part of the scheme.

The trust defines a grammar stream as a group of pupils educated separately from their peers, with a grammar-school style curriculum taught by specialist teachers.

Ofsted praised the grammar stream at Glenmoor last year, saying the "stretched" pupils were on track for above-average progress. The school was rated good.

Another of United Learning's schools, Swindon Academy, enrolled 55 year 7s on its grammar stream last year, compared with 29

the previous year.

The school's website says the stream "provides an ethos of high challenge" with pupils studying computer science and Latin. The grammar stream also "benefits other pupils" by helping to retain teachers, said a spokesperson.

Desmond Deehan, the chief executive of the Odyssey Trust, introduced two grammar streams at King Henry after it joined with Townley Grammar to form the trust last September.

The most able pupils join the "grammar" stream and the next most able enter the "grammar-plus" stream, with other pupils able to join up to year 9, he said.

"We realise ability doesn't necessarily materialise in the 11-plus and this gives pupils time to prove they can be promoted into the grammar streams."

A grammar stream also opened at Goodwin academy in Deal, Kent, this year after joining the Thinking Schools Trust, according to the *Hawkinge Gazette*.

Similarly, Herne Bay high school in Kent introduced a grammar stream last year "in response to requests from parents", says its website.

Meanwhile St Augustine academy in Maidstone, Kent, said grammar stream pupils were expected to "complete their A-levels at a local grammar school".

Other schools with grammar streams include Bishop of Winchester academy in Bournemouth, the Towers School in Kent, whose stream offers film-making and debating, the King Edward VI academy in Lincolnshire and the Malling School in Kent.

Researchers have previously called for more evidence over the effects of streaming.

Tim Dracup, an education blogger, asked in 2017 why schools were developing the practice given the "dearth" of recent research. "The perceived wisdom is that streaming has a more negative effect on lower attainers and a less positive effect on higher attainers because it is more inflexible, less well targeted and so more inequitable."

## ESFA staff get an extra £500,000

PIPPA ALLEN-KINROSS

@PIPPA\_AK

EXCLUSIVE

The Education and Skills Funding Agency spent more than £500,000 on cash awards for civil servants last year.

A total of 828 employees got awards worth £511,115 in 2017-18, an average of £617 each.

This includes £22,000 for the pilot chief executive awards, set up by Eileen Milner, the agency's head, to reward employees who "demonstrate initiative".

The agency had also spent £339,000 of its £446,900 current annual awards budget by the end of January this year.

The details, obtained via a freedom of information request, come as a survey of 407 secondary headteachers from the Association of School and College Leaders (ASCL) showed almost all respondents (404) had made budget cuts since 2015, with 60 per cent saying the cuts were "severe".

The Department for Education has also been criticised for saying schools could only afford a 2 per cent pay rise for teachers, despite pressure from unions for a 5 per cent rise.

Geoff Barton, the general secretary of ASCL, said: "It is important at any time, and particularly with school funding currently under such enormous pressure, that government departments are careful about the perception they might inadvertently create through their own pay schemes, and that they ensure their policies clearly demonstrate the best possible value for money."

Between September 2018 and January 2019, 686 ESFA employees received awards averaging £466 each.

A total of 44 received £500 prizes in the chief executive pilot. Awards range from £250 to £1,000.

A spokesperson for the DfE said the awards "acknowledged outstanding achievements of staff with a focus on excellence, expertise and improvement.

"The money used comes from an existing staffing fund and does not affect the funding for schools or colleges."



# Bucks support company ceases trading

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

A company that provided school improvement and governor support services to hundreds of schools in Buckinghamshire is to go into liquidation, citing changes to national education policy.

Trustees of Buckinghamshire Learning Trust (BLT) have confirmed that the company, formed in 2013 to run some services outsourced by Buckinghamshire County Council, has ceased trading.

It follows a tumultuous few years for the organisation, which, according to accounts, underwent a "significant transformation" in 2018 following the transfer of services contracted by the council back to County Hall.

It also follows years of pressure on local authority budgets with cuts to the education services grant and other funding streams, while many town halls have significantly scaled back their school support services as more schools become academies.

Jerry Baker, from EdisonLearning, a

commercial school improvement company, warned of a wider issue around access to support services for local authority-maintained schools.

"Some of these services aren't commercially viable," he said. "If you think of the number of schools in the local authority that would be buying together, as those schools disappear into academy chains, those chains don't buy the services back from the local authority.

"An LA can afford to run it at nil cost, but a commercial company can't."

A BLT spokesperson said the "predominant reason" for its closure was "the continuing change in national policy for school improvement responsibilities and the consequent reduction in the funding sources available to organisations such as the trust".

Last July, the trust's contract with the council ended and the firm moved to a "leaner operation funded entirely from traded activities". The accounts predicted a "strong interest" in its products. The company received £6.8 million from the

council in 2017 and employed 277 staff, including 139 teachers. Staff numbers have dwindled to 15.

According to accounts, BLT was due to focus on work "beyond Buckinghamshire" after its contract with the council ended last year. A sister firm started last March, the National Learning Trust, is also due to close.

"There are on-going discussions with other providers to seek to minimise disruption to schools. Creditors will be advised of the impact on them by the liquidator when appointed," a spokesperson said.

*Schools Week* understands headteachers in Buckinghamshire are scrambling to rearrange a talk by Dylan Wiliam, the educationist, which had been organised for June 7. Leaders had paid BLT £250-a-head for the event, which was due to take place at the company's learning campus in Aylesbury.

Bucks Council said it was working with the trust to ensure its closure caused "minimal impact", including looking for solutions for the schools who used the trust.

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# Live: ASCL Conference 2019

## Union suggests 'competence certificate' to replace GCSE

**FREDDIE WHITTAKER**

@FCDWHITTAKER

The Department for Education is no fan of its own pass thresholds for GCSEs, according to the chair of a landmark inquiry into the "forgotten third".

Roy Blatchford, the chair of a commission set up by the Association of School and College Leaders to look into the plight of those who do not reach grade 4 in GCSE English and maths, has spoken of the need to manage the "confusing vocabulary" that leaves more than 180,000 pupils feeling like "failures".

Under reformed GCSEs, the government considers grade 4 to be a "standard pass"; grade 5 a "good pass".

Although it does not label those pupils who achieve grades 3, 2 and 1 as failures, headteachers fear they are made to feel that way.

In its interim report, released at ASCL's annual conference last weekend, the commission floated the idea of a "national certificate of competence" to replace GCSE English language. The qualification would value achievements in the speaking, listening, reading and writing of all 16-year-olds.

During a breakout session on Friday, Blatchford told heads he wanted to find a way to give "dignity" to those who fell below the government's idea of a pass.



Roy Blatchford

"I don't think it's any secret than when we talk to the DfE, they don't like the word standard pass, and nor do they like good pass," he said. "One of the things is how do we help the system manage that rather confusing vocabulary?"

"In essence, we're saying that at the moment, after 12 years of compulsory education and after £60,000 has been spent on them, a third of [pupils] [have] failed. They're not told they've failed, but they perceive that.

"One of the key things for the commission, and this is proving difficult, is how can we recognise the achievement in some way that

gives dignity to more or less everybody?"

The commission also questioned the government's policy of forcing those who did not reach a grade 4 in English and maths to re-sit the subjects in post-16 institutions, placing a huge burden on many schools and colleges.

But Blatchford claimed the DfE was also no fan of its own re-sits policy.

"What's also interesting here is that the DfE has an open door. They don't want re-sits either. They've realised they're a waste of time," he said.

Geoff Barton, ASCL's general secretary, warned that GCSEs "rub the noses of pupils in disappointment".

"What does it feel like . . . to go and collect your results when you have gained a grade 3 in English and maths?"

"As soon as we deem a grade 4 a 'standard pass', and a grade 5 the more aspirational 'strong pass', where does that leave you with your grade 3?"

But Damian Hinds, the education secretary, insisted GCSEs would not be changed.

"The reality of qualifications is that there are pass marks, and when a young person gets a qualification, they have to be able to have total, full confidence in it and employers have to know that when they see it, they have to have full confidence in it and know that it really represents something. That's one of the reasons we have grades in exams."

## Heads: 'We're facing £5.7bn funding shortfall'

**FREDDIE WHITTAKER | @FCDWHITTAKER**

School funding must be increased by £5.7 billion if every child is to receive the education they deserve, says the Association of School and College Leaders.

A new report by the union, *The true cost of education*, warns that primary and secondary schools in England require £40.2 billion funding in 2019-20, although they are set to receive only £34.5 billion.

The union worked out how many teachers and support staff would be needed to deliver a core curriculum to all pupils in a building that was "safe and well maintained", as well as having a qualified teacher in every class and meeting

pastoral, safeguarding and special needs requirements.

The union's funding model focuses on school budgets for pupils aged 5 to 16, and does not include high needs or 16 to 19 funding. However, ASCL said separate work was being undertaken in these areas.

During his speech to the conference on Friday, Damian Hinds told leaders he had "heard the message on funding loud and clear" and said he would "make the strongest possible case for education" in the run-up to this year's spending review.

However, speaking to the media afterwards, the education secretary said he could not

comment on ASCL's analysis, but added that it was good that the association and others "have done some of these analyses and it all contributes to the overall picture".

"What I said in the main hall is I'm going to be making a strong case to the treasury for the education system."

But Richard Sherriff, ASCL's president, said: "On the current trajectory, schools will either have to make more unpalatable cuts to the curriculum and the support they provide to pupils, or they will face insolvency. This is not a scenario that is acceptable to anyone – schools, parents, communities or government."



# Live: ASCL Conference 2019

## Ofsted wants your middle leaders for a year

**FREDDIE WHITTAKER**

**@FCDWHITTAKER**

Schools face "logistical hurdles" to fill vacancies left by middle leaders who take up Ofsted's new secondment programme to spend a year working as full-time inspectors.

Amanda Spielman (pictured), the chief inspector, announced the new programme during her speech to the annual conference of the Association of School and College Leaders (ASCL) on Saturday.

Spielman said the watchdog wanted to "involve even more" leaders in inspections, but conceded there would be no compensation for schools left short of staff by the scheme.

Geoff Barton, ASCL's general secretary, said there were "potential benefits" to the scheme, for schools and Ofsted, but warned of "logistical hurdles to overcome in terms of how to cover the gaps in staffing that would result from secondments, particularly given that there are currently very significant teacher shortages".

Faced with a rising workload, Ofsted has had to adopt various schemes to boost



inspector numbers.

Last February, *Schools Week* revealed the watchdog's plans to allow 25 junior inspectors who signed up for fast-track training to lead new short inspections.

"As you know, many of our inspectors are serving school leaders, and we plan to start a secondment programme early next year to involve even more of them," Spielman said.

"Our plan is for one-year secondments to Ofsted for middle leaders. They will get access to our training and development, and through inspection gain insight into what different types of schools are doing."

The chief inspector said Ofsted would benefit from leaders' "expertise and up to date experiences of running a school". They would return to their schools after 12 months having "gained hugely from the experience, benefiting the school in turn".

In its last annual report and accounts, Ofsted accepted that inspector shortages had impacted the number of inspections, but said they were "now much closer to target".

The document said inspections of state-funded schools were 94 per cent of target

in 2017-18, compared with 83 per cent in 2016-17.

The document said: "We achieved this by developing the capability of our Ofsted inspectors contracted to inspect schools, 68 per cent of whom are serving practitioners."

A trial of the secondments this year will be open initially to existing part-time Ofsted inspectors, but Spielman said she would like to see them "open to any school leader who has had some whole school responsibility" from January next year.

She said she was "determined to be a force for improvement in education", and believed the new scheme would help "by widening our recruitment net and sharing our training."

"We see this as forming part of the development journey of talented school leaders who are on a trajectory to headship or beyond."

Speaking after her speech, Spielman said that although Ofsted would pay the salary of their secondees for the year of the programme, no further compensation was expected to go to schools to help them to cover their loss.

"This is not a forced levy," she said. "We're [not] going to take one of your middle leaders away."

## Lib Dems set up education commission

Christine Gilbert, the former chief inspector, will join school leaders, union bosses and former politicians on an education commission formed by the Liberal Democrats.

The independent commission has been convened by Layla Moran, the Lib Dems' education spokesperson and a former teacher.

The commission, chaired by Jo Owen, the Teach First co-founder, will come up with recommendations for the "education system of the future".

The panel will also examine the purpose of education, which has already been the subject of numerous inquiries, speeches and panel discussions, including by the parliamentary education committee three years ago.

When pressed by *Schools Week*, Moran insisted that the commission's set-up made it unique.

"I'd be interested to know, of that education select committee, how many of them are still MPs? How many of them are still fighting for it?"

"And while they might have had a call to evidence which this commission has, how many of them had frontline knowledge or experience? That is what's different about this; the make-up of the panel itself."

The panel also includes Geoff Barton, the general secretary of the Association of School and College Leaders; Kevin Courtney, the joint general secretary of the National Education Union; Tory MP Neil Carmichael, the former education committee chair; Deborah Eyre, a high-performance learning expert; Ed Vainker, Reach Feltham headteacher, and John Cope, the CBI's head of skills.

It will put out a call for evidence "soon", with a final report expected in about 12 months.



Layla Moran

# EDITORIAL

DO YOU HAVE A STORY?  
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## Tales of largesse in schools don't help case for more cash

We've been writing for years about how school funding is getting squeezed. As the cash from government failed to keep up with rising costs (such as pension contributions), we've moved from writing about back office savings, to staff being cut, and we're not at the stage that some schools are closing early one day a week.

That makes today's lead story (pages 9-10) even more incredulous.

While forty percent of teachers say they work at a school that has to use a bucket to catch drips from leaky roofs, one school is spending thousands of pounds on luxurious paint and candles.

Holland Park is already under serious scrutiny from the government over its pay to top bosses.

The findings also challenge the narrative that all schools are buckling under a funding squeeze.

It's still unclear whether the national funding formula will help even-up school funding.

Either way, it's encouraging to see the government take a tough stance and promise to investigate if funding has been misused.

## Baroness Warnock, 1924-2019

This week the education sector lost one of its brightest thinkers.

Baroness Warnock's most significant contribution to our sector was no doubt her landmark 1978 inquiry into the education of handicapped children and young people, which prompted substantial reforms by Margaret Thatcher's government and introduced the concept we know as "statementing".

But the philosopher's contributions to the education debate lasted for decades. Even last July, Mary Warnock was in fine voice as she called out Ofsted's "contradictory" approach to SEND during a parliamentary education committee hearing.

The prevailing view that we should include pupils with special educational needs and disabilities in mainstream education, and the duty of our educational establishment to guarantee that inclusion, is rightly one of her most important professional legacies, along with her work on the ethics of IVF.

But tributes on Twitter and in news reports this week also rightly honour a "warm and friendly" woman, who will be sorely missed.

SCHOOLS WEEK



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# CACHE – GETTING SCHOOLS READY FOR RSHE

JULIE HYDE

The Department for Education (DfE) has confirmed that they will be making only minor amendments to the previously released draft regulations for Relationships and Sex Education (RSE). This marks a further development in what has been hailed as a historic shake up to RSE as previous guidance has remained untouched for 19 years.

Since 1999, it has been compulsory in state-funded secondary schools to deliver the relationship and sex education (RSE) aspect of PSHE. However, without a standardised framework, schools have been left to plan lessons, source resources and remain informed about RSE subject matter, to adequately inform learners about sensitive but crucial life lessons.

We live in a drastically different world to that of nearly 20 years ago for both positive and negative reasons. The changes may feel like a long time coming for some, but it is a huge step in the right direction for adequate provision for RSE.

Further to the new regulations for RSE, the Health Education (HE) element of PSHE is also to become compulsory in secondary schools (with the exception of independent schools who are already required to deliver this as part of their framework). The guidance released this week draws heavily on young people who conduct lives both on and offline, the pitfalls of which should certainly be included in the content of RSE. It also discusses relationships of all kinds, respect, wellbeing, mental health, resilience, and the integration of LGBT discussions and much more.

The regulations are great in length but when read, are far from heavy-handed. They are real, valuable life lessons, many of which are necessary because of threats which have gathered pace in the last 19 years such as extremism, body image and online presence

and knowledge of mental health concerns. When apportioned, many are somewhat common sense, but in their entirety, the regulations could appear to be daunting.

CACHE is supporting schools to meet these regulations by developing a new suite of RSHE qualifications, suitable for learners in years 7-11. These qualifications will launch on 1 September 2019 to allow schools to adopt the new regulations and begin to embed them into their curriculum ahead of the compulsory deadline. These qualifications will be supported by high-quality learning resources from Jigsaw PSHE and schools and teachers will have access to CPD to ensure that they are comfortable to deliver the qualifications.

Jan Lever, Director of Jigsaw PSHE Ltd said: "At Jigsaw PSHE, we are excited to see statutory status being afforded to RSE and Health Education as well as to see the new Ofsted inspection framework emphasising Personal Development. In these exciting times for these subjects, we are delighted to be working with NCFE and CACHE to bring recognition to students and schools through this new suite of qualifications and our Jigsaw teaching programmes."

The DfE stipulate in their regulations that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas... with regular feedback provided on pupil progress."

The benefits of schools adding a suite of qualifications to their curriculum will allow teachers to have the peace of mind that they are able to capture and feedback on the progress of learners throughout delivery through a series of internally assessed workbooks.

We understand that many schools prefer to use the framework and guidance offered by



using qualifications to help them meet the needs of the learner and deliver a structured programme of learning.

Zoe Pasquet, a PSHE teacher from Harmonize Academy who has been teaching the Level 1 Award in Sexual Health Awareness from CACHE, said: "Young people are becoming sexually active at a younger age and it is important that they have the knowledge to keep themselves safe from harm. With social media and online dating apps, students are more vulnerable than ever when it comes to exploitation and it is therefore essential from a safeguarding perspective to inform them of what to look out for and what to do should they find themselves in these situations. The sessions allow students to develop confidence in talking about sexual health issues and give them the opportunity to ask questions in a safe environment with a trusted adult."

We have continued to refine our PSHE offer, including high-quality teaching resources and a suite of qualifications to structure PSHE lessons and we are delighted that we will be able to help schools further prepare learners for life with our upcoming RSHE qualifications.

To find out more about our current PSHE offer or to register for updates about our suite of RSHE qualification, visit our website.

[CACHE.org.uk/PSHEmadeeasy](https://www.cache.org.uk/PSHEmadeeasy)

# Brexit nudges funding formula to the back of the line

JOHN DICKENS

@JOHNDICKENSSW

**The national funding formula sits in the wings while the government attempts to sort Brexit. But is it worth waiting for?**

**W**hen he was asked about schools closing early on Fridays as a result of squeezed funding, Philip Hammond suggested skewed funding was "giving rise to the unhappiness and disquiet".

The chancellor, speaking on *The Andrew Marr Show* on Sunday, said the government's new national funding formula (NFF) would sort this out, ensuring money was "spread more fairly". But it would "take time".

So where are we up to with the NFF? A *Schools Week* investigation shows that the results are mixed.

First, funding experts have dismissed the chancellor's claims that the NFF is the solution to the cash crisis in schools.

Second, the government's fixation with Brexit may delay the roll-out of the full NFF – which will mean cash-strapped schools facing a longer wait for their full allocation of money.

And third, after spending years working towards delivering a fair funding system that is more transparent and equitable – and fighting huge political opposition – it appears the government's academy reforms have opened a loophole that shoot down those principles.

## Where are we at?

Schools are operating on a "soft" NFF, which means the government works out "notional" individual budgets, based on its national funding formula blocks.

These are: a basic per-pupil funding allocation, additional needs funding, school-led funding (includes PFI contracts, rates and other exceptional circumstances) and an area cost adjustment.

This is then totted up to give the total school block budget for each local authority (covering maintained schools and academies). Councils then set their own local formula – in agreement with school forums made up of headteachers – to distribute the cash.

Under the hard formula, the funding would



**"Schools aren't guaranteed to get their full gains"**

go directly from government to schools, cutting out councils.

But Julia Harnden, a funding specialist at the Association of School and College Leaders, said: "There are unintended consequences of the soft formula. While there is flexibility for local authorities, schools aren't guaranteed to get their full gains."

Ministers introduced transition arrangements for a "soft" funding formula until 2019-20, basically because the hard formula needs legislation – and that's tricky with Brexit running the show.

Those arrangements have been extended for another year, meaning the hard formula won't be introduced until at least September 2021.

## Spending review uncertainty means schools could miss out for longer

The government launched a NFF consultation in 2016. The original plans to redistribute cash meant that 9,045 schools would lose funding so that 10,653 could get more.

This was soon abandoned. In 2017, Justine Greening, then education secretary, found £1.3 billion to ensure all schools would be guaranteed, on average, a 0.5 per cent per-pupil cash increase until 2020.

But the schools set to benefit (those that had been under-funded) also had their gains capped at 3 per cent a year (for 2018-19 and 2019-20).

From 2020 onwards, however, it will all

hinge on the spending review.

"There's still uncertainty," Harnden said. "We don't have any reassurance that any growth will be continued. Those reassurances are really necessary."

The Department for Education pointed us to comments made by Damian Hinds, the education secretary, this weekend that he will "back headteachers to have the resources they need to deliver a world-class education".

## Brexit could torpedo full fair funding roll-out

But will that be enough? Hammond has hinted at upping public sector spending if a Brexit deal is agreed. But that seems a big if. And there are worries that Brexit will kick the full roll-out into the long grass.

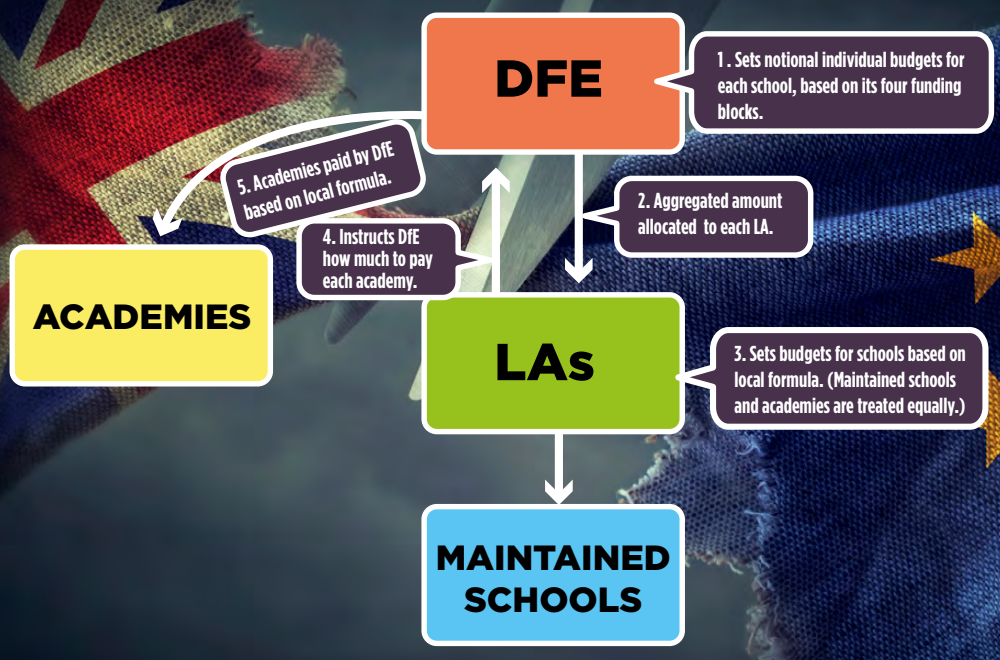
Jonathan Simons, the director of education and social policy at Public First, said: "Given not just the lack of parliamentary time, but the lack of a majority for almost anything vaguely controversial the government wants to do, it seems unlikely that the necessary legislative time will be found until Brexit is resolved one way or the other – which would be years not months."

A long-term soft formula is problematic for a few reasons.

Just 41 of the country's 152 councils are using funding settlements that "mirror the NFF factor values almost exactly", while another 73 have moved their funding plans "closer" to what is proposed. That leaves schools in 38 council areas potentially not



# Brexit nudges funding formula to the back of the line



maintained schools' deficits by clawing back the "excess" surplus posted by their cash-rich schools.

The total value of schools banking what the government deems as an "excess" surplus last year was nearly £600 million – enough to wipe out the £233 million deficits throughout the country nearly three times over.

But schools have good reason to hold on to extra cash: capital funding is less forthcoming and times are uncertain.

Local authority and school expenditure statistics for 2017-18 show that 30 schools posted uncommitted revenue balances of more than £1 million. One school, George Green's in east London, posted £2 million.

Five of the top ten cash-rich schools are in Tower Hamlets, east London, with another two in Slough, and one each in Newham, east London, Southwark, south London, and Reading.

All of these areas were due to lose money under the original funding formula, suggesting the government has identified the right areas as over-funded.

At the other end of the spectrum, 69 council schools posted deficits of more than £500,000 last year.

However, none of the councils with schools with the highest deficits were due for the largest increases under year one of the NFF.

So is the national funding formula the answer? The consensus seems to be that it will help, but isn't a silver bullet.

Harnden said: "It won't solve the shortage in funding. We've got to be clear on that."

Perera added that the formula would redistribute money in a transparent way, but whether it was enough money was "an entirely different question".

The DfE said the national funding formula was an "historic reform that is directing money where it is most needed, based on schools' and pupils' needs and characteristics – not accidents of geography or history".

Since 2017, it added, it had given every council more money for every pupil. "Ensuring stability" for all schools was a "consistent message when consulting the sector".

The current arrangements "strike the right balance", it added. Further decisions would be part of the upcoming spending review.

funded fairly.

Councils don't have to, for instance, include the NFF's minimum per-pupil levels in their own local funding formulas. They can also transfer 0.5 per cent of the funding to other areas, such as high needs. While this can only be done in agreement with the schools forum, it's still a thorn in the pledge for funding fairness.

*Schools Week* has also been told that the role of local authorities in the hard funding formula is still to be ironed out. That local input is important on particular issues, for instance schools with private finance initiatives (repayment of contracts varies wildly across the country, so a one-size-fits-all approach doesn't work too well).

## MAT system wipes out benefits of national funding formula

There's also growing unease in some quarters over how academy freedoms conflict with the hard-fought principles underpinning the national funding formula: transparency and fairness.

An increasing number of academy trusts are choosing to pool the general annual grant (GAG) allocated to their schools. This allows them to set the budgets for their academies, based on any formula they determine.

Large trusts that pool their GAGs include Inspiration Trust and E-ACT.

While the funding method has huge positives – it allows trusts to smooth out

deficits in some of their schools by using surpluses from others – it's controversial.

For instance, how funding is divvied up is decided by academy bosses behind closed doors.

Natalie Perera, the head of research at the Education Policy Institute (EPI), says: "The DfE has radically reformed funding arrangements between local authorities and schools to improve transparency and consistency.

"But now that most secondaries are in MATs, where there are no rules about how funding is top-sliced or allocated to individual academies, there is a real risk that we lose that transparency.

"Transparency and equity are core principles [of the NFF]. That means a similar pupil in a similar school will attract similar levels of funding. This jeopardises that."

The DfE said that trusts must "give consideration of the funding needs for each individual academy, to provide the correct support for the children at each academy".

Academies can also complain to their trust about their funding levels. If they don't feel this has been resolved, the secretary of state will make a final decision – and can overrule the trust.

## So will the NFF solve the cash crisis?

As *Schools Week* has previously reported, there is wiggle room in the system. An analysis by the EPI found that four-fifths of local authorities could wipe out their



# Opinion

DO YOU HAVE A STORY?  
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**No Outsiders and in particular the teaching of LGBT issues must continue, says Colin Diamond**

Word spread quickly on social media last week that Parkfield Community School in Birmingham had suspended “No Outsiders” lessons “until a resolution has been reached”. Now we learn that a further four schools in the neighbouring Leigh Academy Trust have also withdrawn from teaching the programme, and that parents are being asked to sign petitions demanding the same action in other schools.

The Parkfield news was greeted with triumph and despair. Local voices lobbying for the removal of No Outsiders and its author, Andy Moffat, sensed victory and called off the protests. The wider schools community deplored the decision and saw it as capitulating to homophobic pressure.

Ugly scenes outside school were frightening children, disrupting normal, safe routines and damaging wider community relationships. Away from the media glare, politicians, officers from the city council and officials from the Department for Education were working hard to bring people together. A compromise was reached – for now.

Parkfield is a remarkable school, an outstanding beacon of inner-city education. Its pupils thrive, with gravity-defying outcomes.

Under the leadership of Hazel Pulley, its executive headteacher, it embedded No Outsiders into its curriculum four years ago. Moffat designed it to create a culture of inclusion where there are, literally, no outsiders. Rooted in the Equalities



COLIN DIAMOND

Professor of educational leadership, University of Birmingham

## We must learn from Trojan Horse history in Birmingham

Act 2010, it promotes understanding and tolerance of all groups who have protected characteristics under the act. Right now, the focus is on teaching about LGBT issues, but No Outsiders is much broader than that. It embraces learning about race, religion, gender, disability and age discrimination. Sit down and listen to

was the infiltration of governing bodies with the aim of narrowing the curriculum and introducing teaching driven by the 2007 Muslim Council of Britain publication Meeting the needs of Muslim pupils in state schools, co-authored by Tahir Alam and influenced by the local Al-Hijrah trust. The Department for

“ Leading-edge practice and innovation has been undermined

the children and you know they have a mature understanding of why there must be no outsiders.

Parkfield’s “outstanding” status was reaffirmed by Ofsted’s recent inspection and No Outsiders teaching was judged “age-appropriate”. So what’s behind this?

In 2014 the Trojan Horse episode brought national opprobrium to education in Birmingham. The proud tradition of leading-edge practice and innovation, strengthened during Tim Brighouse’s stint as chief education officer, had been undermined by people seeking to run inner city schools along Islamic principles.

The defining feature of the affair

Education subsequently barred Alam from the management of schools. The department’s Clarke report and Birmingham City Council’s Kershaw report both found substantial evidence of damaged governance, undermined school leaders and pressure to introduce Islamic ideals. At the core of Trojan, the Park View Brotherhood, a group of more than 50 male members of staff, shared homophobic messages within their WhatsApp group.

Many lessons were learnt from Trojan Horse, and the governance of schools in the city and nationally is now stronger. It is no longer possible to infiltrate governing



bodies of maintained schools or academies. The Birmingham Curriculum Statement, first produced in 2015 and updated in March 2018, states that, “We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education”. Initiatives that include the Unicef Rights Respecting Award and Compassionate Education have thrived in the city.

But there are worrying signs that the Trojan-type behaviours are being driven from outside the school gates. In recent years there have been two other Birmingham schools where parents sought to discredit the leadership via subversive letter-writing campaigns. They led to Ofsted inspections, the outcomes of which were influenced by organised unruly student behaviour.

We must be resolute and hold to the values of the Equalities Act and the Birmingham Curriculum Statement. Local dialogue is essential – but there are red lines here. No Outsiders and in particular the teaching of LGBT issues must continue. If it does not, I guarantee that the next targets will be music, drama, liberal humanities and girls’ participation in sports.

# Opinion

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## RACHEL LOFTHOUSE

Professor of teacher education, Leeds Beckett University

# Why we are the real graduate schools

**Universities and their postgraduate courses for teachers tend to outlive the whims of ministers and secretaries of state, says Rachel Lofthouse - all the time adapting and modifying their provision.**

Last week Schools Week reported on the launch of Ambition Institute, a new charity formed from the merger between the Institute for Teaching (IFT) and Ambition School Leadership and which has adopted the label of "graduate school". My Twitter feed has been deluged by promoted tweets advertising its provision, perhaps yours has too? It certainly has been working hard to grab your attention.

But while I remain genuinely curious about many aspects, this is not about the new organisation. This is a short personal reflection based on my own experiences of working in teacher education for almost two decades, directly in two universities in the north of England and in partnership with many UK colleagues in similar roles. Between us we have created and sustained the real graduate schools, otherwise known as university schools of education, which for decades have offered diverse and productive routes for postgraduate professional development for teachers

and school leaders. At the start of the coalition government our rich history was interrupted when Michael Gove, then education secretary, branded university teacher educators and

researchers as "the Blob". In this simple utterance he seeded division and doubt; proposing to teachers that they had no need for the generative relationships possible through school and university CPD or research partnerships, or the professional learning opportunities offered through masters degrees in education.

A policy-led cull of provision followed. The relatively new masters in teaching and learning, developed between universities, schools, subject associations and the other specialist groups such as the National College of School Leadership, and targeted at new teachers and middle leaders, was abruptly unfunded and the national provision effectively closed.

Teachers studying on part-subsidised masters' courses found their subsidy scaled back each year and then fully withdrawn. The



numbers studying on postgraduate part-time courses nosedived. The ability of universities to attract new students was further undermined as teachers reported bigger workloads, as salaries and school budgets were impacted by austerity, and as universities had to increase fees.

For some of us, myself included, it felt like the significant contribution

study masters' level courses in inclusive practice, coaching and mentoring, leading mental health in schools, childhood studies and early years, creative writing and drama in education, SEND and race and education. Across the sector the choices become even wider with, for example, courses in curriculum, assessment, practitioner enquiry, leadership and subject specialisms.

Our courses are relevant, evidence-informed, taught by academics embedded in local, national and international research communities, and our cohorts are diverse. We rarely have the luxury of huge marketing budgets, so you might have forgotten we are here, but for many teachers who have studied with us, and still do study with us, we are pivotal in their development.

Last week I met someone who started as a history teacher, but is now a senior leader in a special school. As he talked about his professional journey and his ambitions for his colleagues and students, he smiled broadly while recalling how his masters had transformed his professional practice and understanding, giving him insights and motivations that he carried with him every day that he stepped through the school gate. You can't argue with that legacy of learning.

**“ We are pivotal in many teachers' development ”**

we had been making to developing teaching as an evidence-informed and well-qualified body was being rapidly eroded. More importantly, it made a highly valued and valuable route to career development less accessible to teachers.

Thankfully universities are resilient, and while we may not appear as agile or (as one tweeter suggested) as "cool" as the new players, we are still here. We tend to outlive the whims of ministers and secretaries of state - and while doing so we adapt and modify our provision.

As the real graduate schools, we offer teachers face-to-face and distance learning courses that create a diversity of professional learning opportunities through connecting scholarship with the development of practice. In my current university, teachers and school leaders can

# Opinion

DO YOU HAVE A STORY?  
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**Few school leaders and senior managers are from non-white backgrounds. How long will education have to wait for that to change, asks David Hermit**

The long-standing issue of a teaching workforce that reflects the children it serves has surfaced again. This time, we have the personal commitment of the education secretary that he will take action, putting his weight behind a grassroots initiative called "Break the Cycle".

Justine Greening, Damian Hinds's predecessor, also stated her commitment to the equality agenda. However, national statistics indicate that not much has changed in the past 15 years. So how can we hold the current education secretary to his promises?

Major organisations such as the Department for Education, Ofsted and others still struggle to recruit a diverse workforce that reflects our nation, particularly within senior leadership. Sadly, national statistics still show that less than 3 per cent of headteachers and 4.2 per cent of HMIs are from a non-white background.

Steve Chalke, the founder of one of the country's largest multi-academy trusts, Oasis Community Learning, posed the question: "How do we address the unconscious bias that we are instilling in all our students, of any ethnicity: that leaders are white?"

Lord Hastings of KPMG International has joined Oasis to launch Break the Cycle, spearheading a call for all educational institutions to commit to bringing about change and challenging the DfE to do likewise. The initiative's manifesto is a call to action, to create a movement of people who



DAVID HERMIT

Chief executive, Cmat

## Children need to see more ethnically diverse school staff

are working towards the same, long-term objective.

Oasis is not the only trust making this a priority. Speaking at the launch of the Confederation of School Trusts last autumn, Hamid Patel, chief executive of Star Academies, said that "as a profession of social justice", teaching should lead the way on

Am Here...We See You" movement works to raise the profile of those already involved in education, using them as role models for young people. Nadine Barnard, one leader of this movement, recognised that her children needed to see more leaders from black backgrounds to inspire them to consider teaching as a career.

**“ The leaders of our schools do not represent the children they serve**

having a representative workforce. Smaller trusts, including my own, Cmat in Cheshire, have committed to do the same.

Grassroots organisations such as BAMEed have been around for longer and aim to provide a "bottom-up" approach, encouraging and supporting the BAME teachers and leaders already in education. The "I

Larger organisations, such as teaching unions and professional organisations, have started to make this a higher priority. The NASUWT has recognised that many of its members from minority backgrounds have been unfairly treated in the workplace. A survey of members in 2017 showed that BME teachers felt isolated and



unsupported by their managers when dealing with incidences of racism and career progression. Critically, 75 per cent of BME teachers were considering leaving the profession, compared with 64 per cent of white teachers.

At their national conference, delegates from the Association of School and College Leaders asked Lenny Henry, the actor, about the lack of diversity in school leadership. He replied: "The more you can make it diverse, the more children can see themselves in their teachers, the more likely they are to want to learn."

Here are some practical steps schools and organisations can take that we have already started to implement within Cmat:

- Train everyone involved in education about unconscious bias. Ofsted has already introduced this for all its staff.
- Advertise more widely the opportunities for teacher training and recruitment to under-represented groups.
- Remove the names and other protected characteristics from the application forms seen by those who are shortlisting.

This issue must be seen in a wider context. The leaders of our schools do not represent the children they serve, nor reflect the nation. The dream of Martin Luther King Jr of a fairer society for his children still applies to the UK. Wouldn't it be good if our children were judged by their character and their hard work, and not their ethnic background? We need to act now so that we see a fairer society in the future.



# Reviews

## BOOK REVIEW



### The Unexpected Leader

By Iesha Small

Published by Independent Thinking Press

Reviewed by Kate Greig, Executive Head of Dane Court and King Ethelbert schools, Kent

Serendipity: I had just come home from an afternoon talking to a group of NPGH trainees and had been struck by the diverse group of would-be headteachers in the room. One of the senior teachers had approached me and said, "I like what you said, but I could never be you!". "Thank goodness for that," I responded.

There are, no right or wrongs of leadership. All leaders are different and that is what makes leadership exciting, challenging, daunting and often scary. That evening I started to read *The Unexpected Leader* and the parts of my day collided in a significant way.

I am not really a reader of teaching handbooks. I have dipped in and out of recommended reading lists and found some to be quite thought-provoking, but maybe through lack of time, or more honestly through an egotistical view that I could only really do things my way, theoretical educational literature has not been my bag. Far better a novel with a gripping storyline for me!

I was not grabbed by this book's opening section, which spoke of a "journey". I loathe clichés but I ploughed on. By midnight I had finished the entire thing and was engrossed in the true stories of different leaders and how they challenge the view of stereotypical school leaders.

The style is simple and the narrative so incredibly easy to read, that it gave me a strong sense of having a dialogue with the leaders chosen to tell their tale. I was particularly struck with Tait's story (each leader is identified by their first name only), which explores the dilemma

we all find ourselves in when we speak out about things that are important – while protecting the integrity of our school. Tait spoke out about Teach First, the Prevent agenda in schools and other very real, but potentially volatile issues, insisting that as leaders we have to speak up for what we believe in, "because no one else is going to".

Over the past year my boss, Paul Luxmoore, and I have spoken out about

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**“The feeling  
of having a  
conversation with  
fellow professionals  
is priceless”**

---

local authorities sending looked-after children from out of the area to Thanet, the beautiful, but massively deprived area that we work in. It has been hard – and sometimes brutal and bloody – to have the moral courage to speak out about such a controversial issue. We have both been criticised as not giving vulnerable youngsters a chance, which makes me angry as the opposite is true.

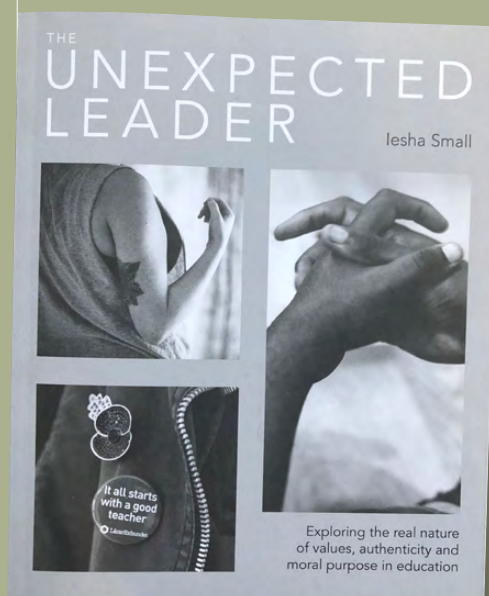
Difficult parents, challenging budgets, Ofsted and DfE pressures have never put me off my wonderful job. Being told by others that I am immoral for standing up for young people has, however, and last year I considered walking away. In such circumstances one can often feel

isolated but reading Tait's story and wise words: "If you are informed about your decision and you're informed about your ideas you have to stick with them," made me feel strong and determined again.

Different sections of the book will resonate with different leaders, obviously, but the accessible way in which it is written means you can dip in and out and feel the privilege of having a conversation with fellow professionals: priceless. It is a book all leaders should have on their shelves.

It does not have answers and that makes it all the better. It is not preachy or academic, it is frank and open and thoughtful and, above all, it makes one feel uplifted and part of the wider community of school leaders across the country.

I enjoyed it and am grateful for the experience. Maybe I should dip into educational books more often – it made me feel I am not alone. And that is more powerful than anything.



# Research

Every month Evidence Based Education trawl through their greatest research hits to offer practical implementation tips for using evidence in practice

## How to get the most from your pupils with CLT

Jessica Mason Blakey is head of assessment, Evidence Based Education

As teachers we may have hunches about why pupils learn certain elements particularly effectively, but often it's difficult to narrow down the cause. So how do we find what has worked well?

Understanding cognitive load theory (CLT) helps to decipher exactly that. CLT is all about how humans process information from the limited working memory to the limitless long-term memory. Sweller et al (1998, 2011) and Kester and Van Merriënboer (2014) link the research to instruction design and how teachers can turn understanding CLT into better attainment for their classes.

It is best understood through three categories: intrinsic load, extraneous load, and germane load. Intrinsic load is the effort associated with a topic. It is difficult to entirely eliminate this type of cognitive load as a more complex topic will need relatively more mental effort; for example, it's much easier to add 2+2 than solve a quadratic equation. Germane cognitive load is the work put into transferring learning to the long-term memory.

The only one that teachers have influence over in the classroom is extraneous load as this boils down to how accessible information is, based on how it's presented. Simple steps such as avoiding cluttered resources can help. Higher impact ways, however, can significantly boost attainment through tweaking resources in the classroom.

### Goal-free questioning

Changing the way pupils approach a question by removing specific goals has been shown to help them reach the same point in their learning, but with less effort. Consider the goal-specific question, "A car is uniformly accelerated from rest for 1 minute. Its final velocity is 2 km/min. How far has it travelled?" compared with the same problem with the final statement changed to a goal-

free question, "Calculate the value of as many variables as you can".

In both cases, the questions require several formulas concerning velocity, time and distance. The first question requires heavy cognitive load as the formulas are tackled simultaneously, requiring the pupil to process lots of information at once. With the second goal-free question, the learner can access any equation associated with the problem, note it down and repeat. Only tackling one equation at a time provides a much lower demand on working memory, but provides the same outcome - and makes the work more accessible.

### Worked examples & completion problems

To reduce extraneous cognitive load, ask a pupil to analyse a marked model question that fully demonstrates the process, whether that's entirely correct or with misconceptions, depending on the exercise's purpose. It can even boost attainment more than solving similar problems, as pupils can spot strengths and process what they would improve.

Sometimes it is necessary to supplement such an exercise with conventional questions, but if they're insufficiently planned they might negate some of the value of analysing the worked example. To avoid this, consider using completion problems; take a worked answer, but remove a section or step that would be valuable for learners to focus their attention on. This still prompts analytical thought, building understanding without overburdening working memory.

### Split-attention effect

A small change to the way explanations are presented could have a big impact on how a learner processes the information into their long-term memory. For example, if an explanatory diagram is presented with the elements listed by the side, then the learner must integrate the information, mapping one on to the other, causing heavy extraneous cognitive load. However, combining the two in the first instance by labelling the diagram



Evidence Based Education

reduces the cognitive load, because the information is presented as a whole.

This is not dissimilar to the coherence principle: that there is better transfer to long-term memory when distractors such as background music are absent (Rey, 2012).

Applying CLT in this way has the potential to get the most out of learners without overburdening them. When small changes to practice are so easy to make, why not make the tweaks and see the impact on your pupils' attainment?

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# Reviews



Hannah Wilson is headteacher and founding member of WomenEd

@THEHOPEFULHT

I have chosen eight blogs to celebrate International Women's Day the #womened community and the publication of our book, 10% Braver.

### Balance for Better

@debsnet

Deborah Netolicky unpicks her own battles in finding balance as a woman, including focusing on self-care and learning how to say no to reduce the feeling of "busyness". As co-editor of *Flip the System: Australia* she reflects on the lack of female voices in some educational spaces and how the state of politics is also a concern. Her blog finishes with practical tips for organisations and events on how to develop their diversity strategy.

### Presiding with kindness

@lenabellina

Lena Stewart's blogs always make me think. Sharing her experience of listening to two female speakers from the US criminal justice system, she reflects on the kindness needed to maintain the dignity of the individual. As the head of a virtual school for looked-after children in Scotland, she links the talks to their national agenda on ensuring schools are trauma-informed and educated about adverse childhood experiences. Her authentic voice joins up

## TOP BLOGS of the week

the dots between different approaches that are human-centred, such as restorative justice.

### #womened Canada

@lhannay1

Lisa Hannay reflects on the birth of @WomenEdCanada's daughter and @WomenEd's granddaughter with the arrival of @WomenEdAlberta holding its first networking event for #IWD19. Shared stories, affirmations, celebrations, tears and solidarity punctuate her journey as she passes the baton on to another group of women connecting over a shared vision.

### International perspectives: social, moral and economic imperatives for leadership

@LizAMFree

Liz Free, who wrote the international chapter in the #womened book, has collated a series of stories about global journeys. She shares trends on the number of female teachers in international schools and identifies the impact of an increased representation of women leaders on the global economy. Her blog reminds us that the issues we face in the UK are mirrored globally, for example, there is a 23 per cent pay gap for women and men in leadership internationally.

### Anxiety - overcompensating for invisible flaws

@mads\_hyland

Madeleine Rose explores the "futile" quest for "perfection". Addressing the fear of failure, the paranoia and constant niggly feeling of disappointing people, she articulates how such behaviours can quickly become "normalised", reminding us that anxiety is a form of mental health and not a personal characteristic flaw.

### Mentoring without courageous conversation about context is like sweeping in a sandstorm

@Penny\_Ten

Penny Rabiger reflects on the act of finding someone to be mentored by and matching with someone who needs mentoring. Her candour invites us to consider how our context frames our perspective, as we each have a lens shaped by our identity that defines our relationships and thus our conversations.

### Time's up

@GroundEd\_UK

This stark blog is an uncomfortable read as Emma Catt shares the shame of receiving multiple explicit images via DMs from male connections on Twitter. She says that she does not want to be seen as a victim, that others have experienced physical assaults, but virtual assaults can also be damaging.

### Changing the game

@jooly19

Julie Stewart captures the spirit of a #womened event perfectly. She shares her surprise that each and every voice spoke to her, that each story resonated in some way with her own journey. This weaving of stories is the beauty of a grassroots event. The connections, conversations and relationships that evolve are really special and the essence of the "unconference" format.

CLICK ON REVIEWS TO VIEW BLOGS +





**Let grammars use expansion cash to help secondary moderns, says leading head**

**Mark Hewlett**

A cynical manoeuvre to maintain the high status of grammar schools, negative in its overall effect.

**Raymond Soltyssek, @raymondsoltyssek**

What a load of patronising, entitled guff. Teachers in secondary moderns develop skills and insights while dealing with pupils of all abilities and backgrounds that grammar school teachers can never hope to achieve.

**Performance tables penalise schools with most vulnerable pupils**

**David Seed**

I'm a governor at a special school. I fully agree with Geoff Barton's [the author's] opinion. At our last inspection the inspector could not get beyond "outcomes" to look at context. Progress is measured by officialdom as "academic progress", hard to swallow when see your senior leadership team and students fighting hard to overcome SEMH issues. Sometimes just getting to the academic starting line is a victory.

Don't get me started on mobility. A large proportion of our students arrive at the school after year 7; they naturally experience difficulty settling in, resulting in disruption to their cohort at the new school as they have to disengage from their neighbourhood friends during the school day etc.

**ASCL 'forgotten third' inquiry mulls 'stage not age' testing call**

**Janet Downs, comment**

Keith Joseph, describing exam reform in June 1984, said, "GCSEs will grade candidates by their performance...on the basis of what they themselves know and can do and without regard to the performance of others".

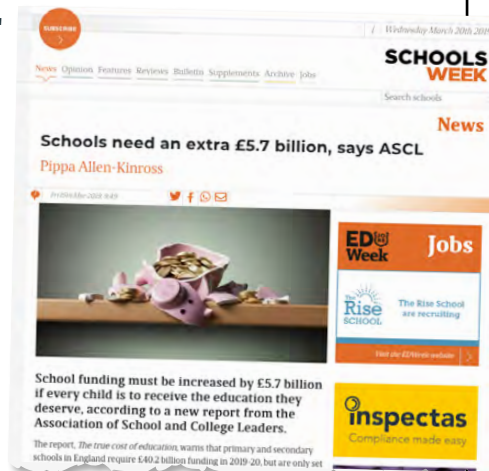
GCSEs were designed to ensure nearly 100 per cent of 16-year-olds would leave school with exams graded from G (basic) to A (excellent). None of these grades was described as a "fail".

This vision has been abandoned. We now have built-in failure. It's a national shame.

**REPLY OF THE WEEK** **Carl Smith**

**Schools need an extra £5.7bn, says ASCL**

This is not a propaganda exercise. Nor is it party political. It is a real, modestly calculated costing of our 11-16 education system; not an ambitious plan, just a minimum expectation. We make choices as a country, let's make the right choice for our children.



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

**'Flattening the grass: what's really doing on at OGAT and Delta?**

**FormerTeacher**

A good/outstanding Ofsted inspection is just a stamp on any school that can tick boxes and help the government to show that it is improving education. Those that speak to Ofsted inspectors are normally pliable members of staff and the right type of children. Ofsted sees what it wants to see.

Behavioural issues are complex and decent heads and schools know that shouting in young people's faces just installs fear and exclusion, and passes on problems to wider society in terms of children not being given access to a decent education and a positive social environment. It ignores all of the evidence on learning difficulties and wider issues that impact individual children. It's bullying – plain and simple. Teachers, unfortunately are complicit in what is now a very corrupt system.

**Ofsted's off-rolling focus may drive exclusions**

**Bob Berry, @BobBerr97494688**

To delve into a school's history of off-rolling/managed moves/nudging to home education etc... with any degree of accuracy would entail much more time than an inspection team could realistically allocate.

**Small rural schools could share headteachers**

**SSlade, @1saraslade**

I suppose it is one solution to austerity and headteacher shortage, but does it enable a school to thrive or merely cope? At some point robbing Peter to pay Paul negatively impacts.

# WEEK IN WESTMINSTER

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

## SATURDAY

Amanda Spielman has many redeeming qualities, but the chief inspector of schools is hardly known for her stand-up comedy.

She was unofficially billed as the warm-up act for comedian Sir Lenny Henry at ASCL's annual conference on Saturday, and couldn't resist opening with a few jokes to break the ice.

"Alas, I suspect he will be far more convincing talking about arts education than I would be if I set out to be funny," she told heads. "So I will stick to my metaphorical knitting, and talk about the world of education in my normal vein."

Needless to say she didn't have them rolling in the aisles...

## SUNDAY

Sleeping off the fun from the ASCL conference.

## MONDAY

It would be an understatement to say the schools community is more than a little tired of hearing the government's claim that there is more money for them than ever before.

Now ministers have managed to infuriate Baroness Morris, the former education secretary.

"They should be banned from saying that ... teachers are not making it up," the former Labour minister told the Guardian.

The imposition of such a ban is highly unlikely, so there's no need for DfE speechwriters to worry about what else they can conjure up for Nick

Gibb to say in his rambling responses to Parliament.

## TUESDAY

Damian Hinds doesn't strike us as a man who knows his early-2000s pop music, so we suspect it will have gone completely over his head when he was welcomed on to TalkRadio this week to the beats of Busted's What I Go To School For.

The more committed Busted fans will remember that far from professing a love of times-tables, Shakespeare or the periodic table, the boy band's debut single is about a pupil with a crush on his teacher and includes the not-so-subtle line "I see her in her underwear, I can't help but stop and stare".

To the relief of his advisers, neither Hinds nor his listeners got to hear the whole song.

Across town, Matthew Purves, Ofsted's deputy director of schools, arrived late at a Westminster Education Forum event looking a little flustered having got into the wrong lift at the TUC's Congress House.

## WEDNESDAY

At the Northern Lights conference in Carlisle, Rachel de Souza, the Inspiration Trust boss, revealed she has been trying to make Liz Truss, the elegant former education minister, slide up and down poles.

Sir Isaac Newton Sixth Form is located in Norwich's old fire station, and de Souza hasn't given up on getting the chief secretary to the Treasury to slide down one of the still-standing poles

near her offices.

At the same event, Mark Lehain, the chief lobbyist for Parents and Teachers for Excellence, revealed to film students from Cumbria University that he plans to go back to school.

The former head and Bedford Free School founder told students that he really missed working in a school adding he "knows I'll be back at one soon, in a few years".

Which begs the question: Who will be Nick Gibb's "lap dog" (the words of the conference organisers, not ours) when he's gone?

Back in London, the Department for Education's other press officers seemed to be having some trouble responding to their own research on the dearth of educational psychologists in schools.

Spinners waited a few hours after publishing the study, which warned of massive gaps in support, before announcing £30 million of investment – missing an opportunity to turn it into a positive story. D'oh!

## THURSDAY

It's good to see Michael Gove, the environment secretary, clamp down on the use of scented candles (manufacturers were told to reduce emissions from such candles as part of the government's clean air strategy).

But we wonder if the former ed sec knows that his son's school spent more than £6,000 on the sweet-smelling decorations for its reception area? (see pages 9-10)



# Assistant Principal

**Salary: L12-16 (£52,413-£57,933) | Available from September 2019**

**Permanent position**

This is an exciting new role created through the continued expansion and investment in Secondary schools within the Eastern Multi-Academy Trust.

Primarily based at King's Lynn Academy the successful postholder will also support the provision of science at King Edward VII Academy, also in King's Lynn.

This is a fantastic opportunity for an existing high quality Head of Department, or existing Assistant Principal, with a proven track record of improving attainment. This leadership post would suit applicants looking to embark on the next step of their senior leadership career.

The successful candidate will inspire and motivate students to ensure that they achieve their full potential. You will be engaging, enigmatic and enthusiastic while maximising the enjoyment, engagement

and outcomes of young people within the faculty. You will develop innovative, non-traditional approaches to the subject matter in order to ensure appropriate access and achievement for all students.

By getting to know every student well and providing the assistance each person needs to succeed, we create a strong community where our staff and students truly pull together

In addition to holding Assistant Principal responsibilities this role will play a key part in developing the science curriculum by acting as the trust lead for science.

To apply visit [www.eastern-mat.co.uk/vacancies](http://www.eastern-mat.co.uk/vacancies)

**Closing date 19th April 2019 (3pm).**



## Chief Executive Officer Learning without Limits Academy Trust

Start date: 27th August 2019.

£113,782 - £119,541

Based at The Lancaster Academy, Leicester

The current and founding CEO of Learning without Limits Academy Trust is retiring this year and the Trustees are seeking to appoint a successor who shares the values and ambitions of the Trust.

We are looking for a dynamic and suitably experienced candidate who is passionate about improving the life chances of children, especially disadvantaged children, and is someone for whom our values and ethos resonate.

For an informal chat about the position, please contact Denise Newsome, CEO, on **07801- 819565**.

For an application pack please contact **Sally Oakes**, HR Admin on **0116 2221616 ext 149** or [soakes@babington.leicester.sch.uk](mailto:soakes@babington.leicester.sch.uk). Alternatively please see our website [www.lwlat.org.uk](http://www.lwlat.org.uk) for more details.

Completed applications to be sent via email to [dnewsome@lwlat.org.uk](mailto:dnewsome@lwlat.org.uk) or **Denise Newsome, CEO, The Lancaster Academy, Knighton Lane East, Leicester, LE2 6FU**  
**Closing date: Monday 8th April 12noon.**

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

### Required for September 2019

Competitive salary, potential performance bonuses and relocation allowance

This is an exciting, challenging and rewarding opportunity for an experienced and successful Head Teacher.

Experience of working in a culturally diverse school or academy is not essential, nor is experience of working in an all through setting. Trustees are looking for a successful and inspirational leader who has the vision, skills and commitment to lead Excelsior into the future. Trustees invite applications from experienced and successful principals of secondary or all through schools to build on Excelsior's success and lead it as part of LST, to greater achievements.

Excelsior Academy is state of the art, purpose built all through academy, which opened in September 2008 as Newcastle's first academy. Located near good transport routes including the A1, Newcastle Airport, Newcastle city centre and within easy reach of picturesque Northumberland and the north east coast.

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.

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

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 March 2019

**Interviews:** w/c 1st April 2019

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



## Trust Head of Improvement – Primary and Secondary

**Salary:** Leadership Spine: L18-30 (£60,755-£81,515 FTE) Negotiable upon appointment

**Contract:** Permanent

SAST is a strong and ambitious Trust of both primary and secondary schools with a national Teaching School seeking to ensure an excellent and sustainable 0-19 education for children within our community across West & North Dorset and South Somerset.

We are looking to appoint an inspirational leader with a proven track record of improving educational provision and outcomes to join the Trust. In September 2019 the Trust will consist of 3400 children and over 550 staff working in 10 primary schools and 3 secondary schools. Working in collaboration with the school Headteachers and Trust leaders you will provide exceptional improvement support across the Trust to raise standards even further.

Ideally we would like to recruit someone with both primary and secondary expertise but the post will be configurable in different ways including two separate posts for separate primary and secondary on a part-time basis.

You are warmly encouraged to get in touch to discuss the position and alternative options. Our CEO, Steve Hillier is available to have an informal discussion about the role. Please contact his assistant **Bella Byrne** on **01935 811066** or at [Bella.Byrne@sast.org.uk](mailto:Bella.Byrne@sast.org.uk). You are also most welcome to visit the Trust or some of its schools.

For a recruitment pack and online application form, please visit the trust website: [www.sast.org.uk](http://www.sast.org.uk)

**Start Date:** 1 September 2019 (Earlier if available)

**Closing Date:** 9.00 am on Monday 25 March 2019

**Interviews:** Tuesday 2 April 2019.

SAST has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all sectors of the community.



## Headteacher

Competitive salary - Group size 3 | Portsmouth

*A new dawn, a new day, a bold beginning.*

**Leading the children of Stamshaw Junior School on a journey of discovery with infinite possibilities.**

The School is joining the University of Chichester Academy Trust. With your leadership, drive and commitment, and our support, the School will be re-launched delivering an exciting and dynamic education experience for its pupils and the community it serves.

Do you believe you are that leader with the passion, inspiration and vision to make a real difference to Stamshaw Junior School?

We hope your answer is yes, and you find the Headteacher information pack inspires you to learn more. We are keen to invite you to the School to meet with our interim headteacher and a Trust leader, to discuss how we could work together to make a lasting difference to the children in this school and to the community it serves.

To arrange a visit to Stamshaw Junior School, please contact in the first instance **Jacqui Farrell**, Administrator on (01243) 793421 or email [unicathr@chi.ac.uk](mailto:unicathr@chi.ac.uk)

Further information can be found at <http://www.unicat.org.uk/find-job>

[www.unicat.org.uk](http://www.unicat.org.uk)  
[@chiuniAcademies](http://chiuniAcademies)

Closing date: 25 March 2019 9.00am  
Interview date: 28 - 29 March 2019



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Involvement, Achievement & Care

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We are looking to appoint:

- 1. Deputy Head – Behaviour & Attendance**
- 2. Deputy Head – Quality of Education**

If you are a highly effective leader, with an exceptional understanding of pedagogy and are committed to raising standards, then please apply to join our forward thinking team.

For further details and an application pack please visit the school website:

[www.blatchingtonmill.org.uk/vacancies-list](http://www.blatchingtonmill.org.uk/vacancies-list)

Closing date: Wednesday, 3rd April 2019 (12 noon)



**PRINCIPAL**  
**£59,265 to £68,667 per year**



The Inspire Learning Partnership is seeking to appoint a Principal at Kanes Hill Primary School. The Trust is looking for an exceptional candidate to develop this outstanding, inclusive school and champion its collaborative work with the Inspire Learning Partnership and the local community. This is an exciting opportunity for a senior leader who has the passion and expertise to lead Kanes Hill Primary School to reach its true potential.

If you are interested in visiting the school the Executive Principal will be available on **Thursday 28th March 2019 (10am - 11.30am)** and would welcome the opportunity to meet you

Please contact the Executive Principal's PA at [principalrecruitment@ilpartnership.org](mailto:principalrecruitment@ilpartnership.org) if would like to be included in the visit.

**Closing Date: Monday 1st April 2019 at noon**

**Interview Dates: Wednesday 24th and Thursday 25th April 2019**

[www.inspirelearningpartnership.org](http://www.inspirelearningpartnership.org)  
[www.kaneshillsch.net](http://www.kaneshillsch.net)

Inspire Learning Partnership is a charitable company limited by guarantee registered in England and Wales with company number 9202445.



## Maths Teacher - TLR Opportunities available

Salary: Inner London weighting with TLR available.

Reach Academy Feltham is an 'outstanding' small, all-through school. We founded the school because we believe passionately that all young people, regardless of background, can achieve great things.

Our goal is to provide all of our pupils with the opportunity to go to university if they wish and to live happy, healthy and productive lives. We have created a community of pupils, parents and teachers united by the highest expectations of what every young person can achieve, and by the commitment

to help young people to excel.

We are seeking a maths teacher to teach in the Secondary section of the school, and support our pupils to make rapid progress towards an A\* at A-level and inculcate a deep love of maths.

We are a school that recognises the centrality of Maths to our pupils' achievement across the curriculum and have fostered an environment with high levels of attainment and an excellent attitude to the subject across the board.

[recruitment@reachacademy.org.uk](mailto:recruitment@reachacademy.org.uk)



**AIM**  
ACADEMIES TRUST  
TRANSFORMING TRADITION



Are you dedicated to transforming life chances of young people?

Will you help to create the next generation of leaders?

Do you want to join AIM Academies Trust as part of the 'Founding Transformation Team' of a new North London secondary academy?

*AIM Academies Trust (AIMAT) are delighted to have been appointed by the DfE as the new sponsor of an academy in North London to take it on a journey of transformation. AIMAT will open this new academy in September 2019.*

**The vision is simple at AIMAT: all young people will become 'Leaders for Tomorrow'. Leaders who determine their own destiny, leaders of their communities and leaders of their chosen career.**

- Determining their own destiny means AIMAT young people are in control of their futures. They have a strong moral compass and clear direction in pursuing their life goals.
- Leading in their communities means AIMAT young people selflessly serve their families, their local, national and global communities.
- Leading in their chosen career means AIMAT young people are prepared to enter a profession with prospects and to flourish and thrive within it.

AIMAT has a simple and robust transformation strategy planned for this new academy. Firstly, to rapidly improve behaviour and attendance. Secondly, to rapidly improve the quality of the curriculum and finally to ensure the quality of teaching is consistently exemplary in every classroom. AIMAT will open with an experienced and skilful 'Founding Transformation Team' who will be part of supporting the academy in becoming the world class institution that we know it can be.

AIMAT hopes to demonstrate a sharp rise in the outcomes for all young people in this new academy over the coming months and years. We are looking forward to working closely with parents and the local community in order to achieve this. AIMAT are excited by the challenge ahead.

"There is a rare opportunity to be part of the Founding 'AIMAT Transformation Team'. AIMAT will open this new academy with a centrally recruited 'Transformation Team' to lead the significant changes needed within this new academy. We are assembling a truly exceptional team of teachers and leaders who are driven by a shared moral purpose."

We do not underestimate the magnitude, nor the importance, of the job at hand. It will require huge amounts of perseverance and a constant drive for innovative excellence. However, these roles will also be incredibly rewarding and will offer exciting progression for the future.

If you share our core belief in a growth mindset, have a relentless focus on high standards and operate with the utmost professional integrity and humility, then we would love to hear from you. Equally, if you know other colleagues for whom this challenge would resonate, and who have a proven track record of excellence, then feel free to put them in touch with us (and let us know that you have referred them).

We have vacancies available at all levels from Deputy Principal to Trainee teachers and are recruiting now. If you are interested in any of these opportunities then please apply via the application form on our website [www.aimacademies.org](http://www.aimacademies.org). We would be delighted to have an informal conversation prior to application and/or arrange a visit of our flagship school, London Academy, where many of the team currently work. To arrange this please get in touch via email at [info@aimacademies.org](mailto:info@aimacademies.org) or call to speak to **Paddy Mcgrath, CEO AIMAT on 07920189106**.

**DEPUTY PRINCIPAL**

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