

SCHOOLS WEEK

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

Saving grace: Ofsted hands schools curriculum breathing space



FULL ROUND-UP: P7-8

Grammars clean up in DfE capital cash



P4

DfE adviser warned over pay



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'Inspectors will talk to teachers, not look at spreadsheets'



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FRIDAY, MAY 17, 2019 | EDITION 177

Vulnerable pupils pushed out of sight

- Town hall spend on costly private AP soars by £7m
- Near doubling in pupils 'brushed under carpet', councils blame exclusions
- Investigation finds kids sent to unregulated and uninspected settings

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INVESTIGATES JESS STAUFENBERG | @STAUFENBERGJ

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Grammars grab large chunk of improvement fund cash

JESS STAUFENBERG

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EXCLUSIVE

Grammar schools have won a bigger chunk of government cash this year, despite having their own £50 million expansion pot.

Half of the successful bids in highly selective areas for the 2019-20 Condition Improvement Fund (CIF) went to grammars, despite them making up only one third of schools.

This marks a rise on the previous funding round, when grammars made up 42 per cent of successful bids in highly selective areas (where 25 per cent of pupils or more are in grammars).

The capital funding, this year worth £433 million, is mainly for building works to keep academy buildings safe and in good working order, but a "small proportion" is allocated for expansion projects.

The rise in winning grammar bids, announced last month, has surprised some, as selective schools were this year barred from applying for expansion money under CIF. The government instead set up a £200 million expansion fund, just for selective schools, to run across four years.

Ian Widdows, the founder of the National Association of Secondary Moderns, which represents non-selective schools in selective areas, suggested the rise meant other schools were missing out.

Given the "significant funding devoted purely to grammar schools" this year, Widdows said he expected the proportion of grammars receiving CIF funding to fall and was "disappointed" the opposite had happened.

"We are all aware that school budgets, in secondary moderns, grammars and comprehensives, are stretched to breaking point and so it is vital that the allocation of a limited pot of capital funding is done fairly."

However a Department for Education spokesperson denied any favouritism in allocating CIF money. Applications were reviewed "on an individual basis and applicants must meet the criteria to be successful – this criteria does not take into account what type of school it is".

All academies and sixth-form colleges,



except those belonging to trusts with more than five schools, can apply to the CIF for condition improvement work to buildings. Only those rated "good" or "outstanding" can get expansion funding.

Analysis of successful CIF bids in highly selective areas by Comprehensive Future, the anti-grammar schools group, found grammars won 35 bids of 70 (50 per cent).

Nationally, grammar schools made up 9 per cent (47) of the 514 successful secondary school bids – despite only making up 5 per cent of secondaries in the country.

The bids show ten of the successful grammar projects were for roof repairs and nine for heating or boiler repairs. Most of the rest were for fire safety issues.

However, Chatham Grammar School for Girls in Kent won money for "urgent classroom block replacement" – suggesting grammar schools can use CIF cash to fund new buildings rather than just improve them, so long as they are not strictly expanding.

The DfE does not release how much each school received.

When asked about the difference in figures, Jim Skinner, the chief executive of the Grammar School Heads

Association, reiterated that "school type is not a factor". But he said proportions could be skewed by the ban on applications from trusts with more than five schools.

As grammar schools were more likely to be "outstanding", they would be more likely to convert and set up in standalone trusts – whereas failing schools were more likely to have joined a multi-academy trust.

A response from the National Audit Office (NAO) to Comprehensive Future in September suggested schools that successfully secured CIF cash might be better at writing bid applications.

Laura Brackwell, the director of the education value for money audit at the NAO, told the group that CIF decisions were swayed by "how convincingly" the bid was written and that some schools "may pay for consultants".

"CIF allocations may have reflected the quality of applications, rather than the condition of school buildings".

Geoff Barton, general secretary of the Association of School and College Leaders, said the problem was not enough money available to meet the need for capital projects. The DfE was "creating winners and losers".



Ian Widdows



Geoff Barton

Trust under scrutiny for upping top-slice of cash-strapped schools

PIPPA ALLEN-KINROSS

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EXCLUSIVE

Unions have called for greater scrutiny over top-slicing after an academy trust charged £376,000 to a school that was £1 million in the red – before it was later transferred to another chain.

According to accounts for University of Wolverhampton Multi-Academy Trust, published by Companies House last week, the trust levied a central charge on its 13 schools of £1.65 million last year, up from £1.29 million the year before.

At the year end, its central services pot held a balance of £1.3 million, up from £331,000 in 2017.

The costs cover central services, including human resources, financial resources, legal services and educational support services.

However, five of the trust's schools posted a deficit in that same year.

Secondary school Ace Academy paid the highest charge of any school, £376,000, despite having the largest deficit, at over £1 million.

Accounts show that UWMAT also enforced its own financial notice to improve on the school, in 2017, to restrict its spending and prevent leaders making any independent financial decisions.

But the school, which had been in special measures since November 2014, was rebrokered over the summer to Quaerere Academies Trust. It has since been renamed as Q3 Academy Tipton.



The trust insisted the entire deficit of the school remained with the trust after the transfer.

Mary Bousted, joint general-secretary of the NEU, said there are "serious questions to be answered about what appear to be extremely high charges for central services being levied on schools that were about to be transferred to different trusts".

"The government should investigate how these decisions were justified at the time, why the amounts charged to these academies changed so drastically from one year to the next and what has happened to the money taken out of these schools' budgets."

In 2017, a government survey revealed over half of trusts top-slice between 4 and 5 per cent of funding from their academies to fund central operations.

The trust does not state what percent it charges. It's based on a 'fee per contract'.

A spokesperson for UWMAT said the trust had a "transparent methodology" to

break down the charges, which includes a "contingency that is wholly utilised to assist those schools that require additional in-year support".

"Central service charges are proportionate and set by the trustees with representation from across our school community. We work on the basis of keeping as much money as possible as close to the pupils as possible," he said, adding that the trust has introduced new financial systems and extra support for its schools.

He added the school's ability to "safeguard against future funding uncertainties", support school improvement and undertake capital projects is "only possible through the use of our accrued capital reserves."

But Julia Harnden, funding specialist at the Association of School and College Leaders, emphasised the importance of "striking a balance" between the benefit a school gets from centralised services and ensuring that "however they are being managed out of a deficit is measured and not having a negative impact on young people's education".

"There are some excellent examples of how this works really well," she said. "If greater transparency means a sharing of best practice, that would only be a good thing."

UWMAT changed its name from Education Central MAT in September.

The trust was told to "urgently" improve its schools by Ofsted in 2017 after half were 'inadequate' or 'requires improvement'.

School 'unaffected' by college insolvency

EXCLUSIVE

A college facing insolvency has assured parents and teachers a school on its site will not be affected, but discussions are ongoing about a £1 million debt.

Hadlow College, in Kent, will be the first institution taken through a new insolvency regime for colleges, Schools Week's sister paper FE Week revealed today.

The regime came into effect in January and means that for the first time in history, colleges can fail and go into an insolvency process.

Damian Hinds, the education secretary, has now made an application to the High Court to place Hadlow College into

education administration, but the college confirmed today that Hadlow Rural Community School, which is based on the college's site in Tonbridge, will be "completely unaffected".

The land occupied by the school is rented from the college on a 125-year lease.

However, annual accounts for the academy – run by a single-academy trust of the same name – show nearly £1 million is owed to the college for "recharged expenses for salaries and lessons in the college".

A spokesperson for Hadlow College said "positive conversations are

currently taking place relating to any possible monies owed between the two establishments".

Tom Tugendhat, a senior Conservative MP who represents the area, warned in a letter to skills minister Anne Milton last week that the college and school offer "land based agricultural courses and learning methods which are unique and not replicated by any other provider around.

"It is essential that learning here remains," he insisted.

The application will be heard on May 22. A government investigation into financial irregularities at the college is ongoing.

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News: Ofsted

Everything you need to know about the new framework

Ofsted has published the final version of its new inspection framework that will govern all school visits from this September.

Here's your trusty *Schools Week* round-up of what you need to know



1 On-site prep plans scrapped

Ofsted wanted the lead inspector to arrive and do his or her preparation in schools the afternoon before an inspection. The rationale was that there could be more detailed discussions with headteachers before the visit officially began.

But heads' groups warned this amounted to an earlier start, and others claimed it constituted a no-notice inspection (the inspector could arrive two-and-a-half hours after the first phone call).

The proposal was ditched after opposition from three quarters of respondents to the consultation. Instead there will now be a 90-minute phone call between the lead inspector and head the day before an inspection starts.

This will include talking about the school's education offer and discussing logistics and inspection timetables.

2 'Good' small schools avoid two-day inspections

Plans to increase the time inspectors spend in "good" schools will go ahead, despite more than half of respondents opposing the increase of "short inspections" from one to two days.

Six in ten primaries opposed the plans, with particular concern over the potential extra workload for small schools.

As a result, Ofsted said good or non-exempt schools with 150 or fewer pupils on roll would continue to receive a one-day inspection.

3 Schools will get time to shake up curricula

Ofsted's new "quality of education" judgment will be implemented as planned after it received the backing of most respondents.

However, the inspectorate will "phase in" part of the new framework that looks at the "intent" of curricula.

Schools had said they may want to review their curricula in response to the finalised framework, but wouldn't have time to do so before September.

Ofsted said during this transitional period, the judgment "will not be negatively affected if it is clear to an inspector that leaders have a plan for updating the curriculum and are taking genuine action to do so".

The approach will be reviewed in summer next year.

4 Heads' use of internal data will be assessed

The inspectorate will go ahead with plans for inspectors not to look at schools' internal data.

Forty-three per cent of respondents disagreed or strongly disagreed with the proposal, while 42 per cent were in favour.

Ofsted has clarified its inspection handbook to recognise school leaders draw on "a variety of sources when considering pupil performance, including internal assessment information".

Inspectors will consider "the actions taken by schools in response to whatever internal assessment information they have" and will review the impact of those actions without reviewing the assessment information itself



5 Up-to-date private school judgments delayed

Ofsted vowed to start issuing up-to-date judgments following emergency "additional inspections" of the private schools it inspects.

At present it simply rules on whether the independent school standards are being met, but does not issue schools with an updated judgment.

The change has been pushed back to September next year so it can find the "most effective way" to do it.



6 Ofsted will check whether bullying is tolerated

Inspectors will check that there is no bullying when they determine how to grade a school on the behaviour and attitudes of its pupils, a proposal that prompted concerns that it could encourage schools to hide or fail to report bullying.

The watchdog has now amended its criteria to place the emphasis on "whether or not providers tolerate bullying, harassment, violence, derogatory language and discriminatory behaviour and, crucially, how swiftly and effectively they take action if these issues occur".



News: Ofsted

Schools get a year's grace on new curriculum

FREDDIE WHITTAKER

@FCDWHITTAKER

Schools will be given a grace period to implement a new curriculum before facing an Ofsted judgment on it.

The watchdog intends to build a transition phase of at least a year into its proposals to rate schools on what they teach, rather than on the outcomes of pupils.

Schools that have a "plan" to review their curriculum and can demonstrate "genuine action" to do so will not be downgraded under the new "quality of education" judgment. This system will be reviewed in summer next year.

But Nick Brook, the deputy general secretary of the NAHT, said: "What we'd want to push a little further on is understanding what will constitute [evidence] that schools are moving in the right direction."

On its transition phase, Ofsted said it recognised "that the shift in focus may mean that some providers want to review their curriculum", and that such a change would take "time and careful consideration".

"While we are phasing it in, the judgment will not be negatively affected if it is clear to an inspector that leaders have a plan for updating the curriculum and are taking genuine action to do so."



Nick Brook

The inspectorate has also announced changes to its school inspection handbook to make it clear inspectors won't judge the quality of education in a school "based solely or primarily on its progress towards the EBacc ambition".

Earlier this year heads warned that some inspectors might judge schools on whether they had met the government's national target of 75 per cent participation in EBacc subjects.

Stephen Rollett, the curriculum and inspection specialist at the Association of School and College Leaders, said that the changes "will help to some extent to address some of those consistency issues, so at least all inspectors now know that they can't be going into a school and saying 'this is the fundamental issue in your quality of education judgment'.

"So I think it's eased the problem, but it hasn't solved it."

Ofsted also revealed this week that it plans to run a series of "deep dives" into the way schools teach individual subjects to

gather "evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects".

For secondaries, these will focus on a sample of four to six subjects, with Ofsted claiming inspectors can make "appropriately secure judgments" visiting four to six lessons across each of these subjects.

Inspectors will also "review" a minimum of six workbooks for each subject, and scrutinise work across at least two year groups.

But Tom Richmond, a former DfE adviser and the founder of the EDSK think tank, questioned "how confident can we be in a framework that aims to provide an accurate judgment on the 'quality of education' . . . based on a very brief scan of what is happening in a school, classroom, subject or year group?"

Ofsted's inspection documents say that lesson visits and workbook checks will be made "more accurate" by inspectors talking with teachers and subject leads to understand the purpose of a lesson, how it fits into a sequence of lessons over time, and what pupils already know and understand.

Opinion

Ofsted's Amanda Spielman, page 25
NAHT's Ian Hartwright, page 24

FREDDIE WHITTAKER | @FCDWHITTAKER

It's official: inspectors ditch use of internal data

Schools will no longer be able to "fob off" staff, parents and learners with claims that internal data must be collected to appease inspectors, says a union leader.

The watchdog's final inspection framework, published this week, confirms proposals that it set out earlier this year to abandon the use of data collected in schools to inform inspectors' judgments.

In its response to the consultation, Ofsted revealed 43 per cent of respondents opposed the move away from internal data, while 42 per cent supported it.

While teachers were generally in favour, school leaders were against it.

Heads were worried that relying solely on statutory data – which is often lagged – meant inspectors wouldn't be able to recognise and acknowledge recent improvements.

In response, Ofsted has clarified that school leaders draw on a variety of internal assessment when considering pupil performance, but that inspectors would instead consider the "actions taken by schools in response to whatever internal assessment information they have".

Chris Keates, the general secretary of the NASUWT, said: "At last, no school or college will be able to fob off its staff, parents and

learners with the excuse that such practices are necessary to avoid the ire of inspectors. That myth has been entirely busted."

Amanda Spielman, the chief inspector, added: "Broadly, teachers liked it and heads didn't. I think that's a really important distinction. In a sense . . . it's a place where workload probably gets passed through and down to teachers. It's teachers who carry it at the end of the day.

"That's why, despite a fairly balanced view, we thought 'no we will carry this through', especially since what we've seen on pilots confirms that the model actually works in practice and helps to shift the conversation."

Investigation

Boom in pupils being sent to ‘unregulated’ private AP

EXCLUSIVE

JESS STAUFENBERG
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Spend on private alternative provision (AP) has rocketed by almost £7 million since 2016, with councils sending more vulnerable pupils to settings that are not inspected by Ofsted or registered with the government.

A Schools Week investigation has found 26 councils are now spending at least £23.8 million sending pupils to private AP, with the numbers of youngsters sent to such settings nearly doubling.

More than half of councils that gave reasons for the rise in private AP said it was down to school exclusions or “increase in demand”.

It is the first time the cost and use of private placements for excluded or dual-rolled pupils has been revealed.

Private providers are less likely to be inspected by Ofsted, and those that do have poorer ratings.

Kiran Gill, the founder of the AP teacher training programme The Difference, said it exposes how many vulnerable pupils are being “brushed under the carpet”.

“Currently, many of the country’s most vulnerable learners are in some of the settings with the least safeguards and state oversight,” she said.

At the same time, too many exclusions and insufficient places in state provision meant “local authorities’ budgets are haemorrhaging because of the cost of private AP”.

Schools Week sent FOIs to all 152 councils. Of the 60 that responded on time, 26 issued full figures for their private AP spend. Costs rose from £17 million in 2016-17 to £23.8 million in 2018-19. The true figures may be much higher.

The number of pupils sent to the settings rose from 1,037 in 2016-17, to 1,925 this year..

Several providers named by councils didn’t turn up anything from internet searches - such as websites or phone numbers.

West Sussex council revealed that “as many providers are not registered with Ofsted, it is not possible to identify” the pupils who attended them.

Of the 15 registered private alternative providers that “made themselves known” to West Sussex, Schools Week could not find Ofsted reports for seven.

One provider aimed to use “fishing” to improve

pupil school engagement. Another council admitted it abandoned private AP after outcomes were too poor.

The findings come as the government pledges to improve AP following Edward Timpson’s review of exclusions published last week. The former children’s minister found “too much variation” in education quality in the sector.

Gill has now called for the “issues with private AP” to be included in the government’s consultation on implementing Timpson’s reforms. It will be launched in the autumn.

Of the ten councils to provide reasons, six cited school exclusions or “increased demand”.

For instance, Rutland pointed to “schools being unable to meet need and the risk of exclusion” as key.

Gateshead council said delays in opening a state pupil referral unit had caused costs to rise by £192,000 from last year, while Stockport, where costs rose by £297,000, said private tutors were increasingly used.

But Tower Hamlets council in east London reduced private AP costs by £21,000 this year “because our own state-run AP has provided better outcomes”.

Research last year by The Difference and FFT Education Datalab revealed 116 registered

Top 3 councils with the biggest increase in private AP costs (2016-17 to 2018-19)

Local authority	Cost increase	Increase in no of pupils sent
Stoke	£1.51m	39
Essex	£1.18m	127
Northumberland	£879,260	93

Top 3 councils with the biggest total private AP costs (2018-19)

Local authority	Overall cost	No of pupils sent that year
Barnet	£4.49m	112
Stoke	£4.47m	161
Redcar and Cleveland	£2.59m	55

Investigation



Kiran Gill, the founder of the AP teacher training programme The Difference

private alternative providers were open in 2018, of which 109 were inspected by Ofsted. Only 72 per cent were “good” or better, compared with 89 per cent of state AP.

Government guidance requires all settings that provide education for at least 18 hours a week to register as schools, which means they will be inspected. Some private providers used off site may also be visited as part of an overall school inspection.

In West Sussex, Angling4Education, which according to the council has taken referrals from 25 schools and “uses activities such as fishing creatively and flexibly to achieve positive outcomes”, has no Ofsted report or DfE number.

Pupils in West Sussex could also spend “two or three days a week” at Near To School, but again the provider has no Ofsted report or DfE number.

Both were contacted for comment.

One private provider in Stoke called Want2Achieve posted a youth mentor job this month, but has no evidence of being registered or inspected, while another, It’s What You Say, cannot be found online. The council was contacted for comment.

Dave Whitaker, the executive principal at Springwell Learning Community, an alternative provision school in Barnsley, said many small private providers did a “great job” but they should not be “relied upon” to handle increases in the numbers of excluded pupils.

“Why aren’t we doing strategic planning for our state sector? We should not be using the independent sector to prop up the stretch in the system because of too many permanent exclusions.”

Meanwhile Debra Rutley, executive head at the Aspire AP academy in Buckinghamshire, said private AP could be financially unstable.

Several years ago Buckinghamshire schools

used a company for vocational qualifications, but they closed “one Sunday night” after going bankrupt, she said.

“We ended up having to force our way into the building to get student coursework, and put in a recovery package to get the students through the qualification.”

“**Our most vulnerable learners are in settings with the least state oversight**”

Last year Ofsted also warned MPs that private companies were profiting by offering illegal AP that gave pupils “a very limited educational experience”.

An Ofsted spokesperson said the inspectorate had “concerns about the quality of private alternative provision” as a “largely uninspected and unregulated sector”.

The Timpson review has called for ministers to “significantly improve and expand” AP facilities, with the “right level of capital funding” a priority for the spending review.

However the government refused to commit to the pledge – despite recent research showing one in three local authorities have no spaces in pupil referral units.

A DfE spokesperson said guidance was “clear that a local authority or school responsible for commissioning the alternative provision must assure themselves that the setting is registered, where appropriate, and provision is delivered by high-quality staff with suitable training, experience and safeguarding checks”.

Plus, councils’ spend on private SEND settings continues to soar...

Council spending on private special educational needs provision has risen by nearly £80 million in three years.

Cash-strapped town halls spent £368 million on private SEND providers this year, up from £290 million in 2016-17, Freedom of Information requests show.

Over the same period, the number of pupils sent to private special needs schools rose by about 1,600 – from 6,331 to 7,957 this year.

Councils said state provision was struggling to keep up with increasing numbers of pupils diagnosed with complex needs.

Bedford Borough Council explained that pupils are “not refused placements on the basis of a budget being overspent. If they need a placement, we have no option but to find one”.

Schools Week sent FOIs to all 152 councils. Of the 60 that responded in time, 51 provided full figures on private SEND provision spend since 2016. It means the true cost across all councils is likely to be much higher.

The councils with the biggest increases in spend were Kent (£10.6 million increase), Lancashire (£5.3 million increase) and Staffordshire (£4.6 million increase).

The biggest overall spend by councils this year was also in Kent (£33.5 million), followed by Leicestershire (£22.8 million) and West Sussex (£20.1 million).

Only five councils saw their costs drop: Barking and Dagenham, Bromley, Greenwich, York and Barnet.

It follows *Schools Week*’s revelation two years ago that councils were spending millions of pounds on independent places at double the cost of state-run places.

One private SEND placement cost about £52,000 per in 2015-16, compared to between £10,000 and £30,000 for a state-funded place.

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News

Research leads have little impact on pupil progress



FREDDIE WHITTAKER

@FCDWHITTAKER

Appointing research leads in schools to aid evidence-informed school improvement had almost no effect on pupil progress, a new study found.

The Research leads Improving Students' Education (RISE) project, run by the Education Endowment Foundation (EEF) and Huntington School in York, aimed to test whether supporting teachers to use research evidence boosted pupils' grades.

Forty schools shared £270,000 to train a research lead and give them time to implement evidence-based policies.

It found that pupils in years 10 and 11 made just one month of extra progress in maths and English after a year of intervention, compared with those in schools without research leads, and made no additional progress in the second year.

However, even the small increases in progress in the first year were labelled as "not statistically significant", meaning the study was "unable to conclude that the true impact was not zero".

Alex Quigley, Huntington's former director of learning and research who ran the study, warned against drawing "simplistic" conclusions about the impact of research leads.

"In reality, any single piece of research is always just trying to move the game forward, kick the ball up the pitch a little," he said.

"I think from my perspective and that of the project team, obviously you'd love to see short-term, big impacts on student outcomes, for the research lead to have this tremendous, transformative effect.

"But the reality of most research is that we

make small differences."

The project found that schools' adoption of the research-informed school improvement model was "highly variable and influenced by schools' context and relationships, and the stability of the research lead role". The research lead changed in 40 per cent of the schools during the two-year project.

A 2015 report by Tom Bennett, the founder of ResearchEd and government behaviour adviser, found that for research leads to work there needed to be "authentic buy-in from senior leadership" and protected time.

In the RISE study, not all schools gave them that time, Quigley said.

"I think as useful as learning what a research lead needs to work, we also learned about what are the barriers. Headteacher support. They needed time.

"In the project the schools were funded to have this research lead trained and then to have some nominal time. But some schools gave that time and others didn't. And these are things you only find out by researching and by asking questions."

Under the programme, research leads got eight initial training sessions over eight months, before termly follow-up meetings for another two academic years and on-going support through newsletters and school visits.

Mark Enser, a research lead at a school in East Sussex, said it was "very difficult to establish the impact someone will have in such a short space of time".

"I would suggest that for the role to be useful, there needs to be a clear and precise action plan setting out what the research lead is aiming to achieve and the steps they will take to reach these goals."

The EEF said it had no plans for a further trial of RISE, but would consider other projects that aimed to support the use of research.

Careers talks 'boost pupils' motivation'

PIPPA ALLEN-KINROSS

@PIPPA_AK

Attending careers talks can boost GCSE pupils' motivation and improve academic attainment, with less engaged learners gaining most, a study claims.

Research by the charity Education and Employers suggests that pupils who attended three careers talks grew in confidence and studied harder, while some went on to outperform their predicted grades.

The charity has released a summary of the report, *Motivated to achieve*, with the full study due to be published on June 6.

But Stephen Gorard, professor of education at Durham University, called for caution, claiming the trial was a "failed evaluation" because the low response rate meant it was "meaningless" to take any significant findings from the results. The report recommends that a larger trial is now carried out.

Education and Employers studied 647 pupils in their GCSE year across five schools, 307 of whom received extra careers talks. Two hundred and ninety-seven answered the final post-GCSE survey on which the findings are based.

Pupils attending talks reported a 9 per cent increase in weekly revision hours compared with their peers. Researchers said the analysis revealed an "indicative, direct link to students' outperforming their predicted grades", equating to one in 25 exceeding predictions by one grade.

Those who were "more sceptical of the value of education" had greater motivation increases, with those predicted a borderline pass in English GCSE reporting a 32 per cent increase in planned weekly revision hours, compared with a 10 per cent increase for those predicted higher grades.

Education and Employment said the study was the first randomised control trial in England to measure a link between encounters with the world of work and attainment.

Damian Hinds, the education secretary, added the report "underlines the value of good careers education".

Earlier this month, a report from education think-tank LKMco said "multiple, varied interactions" should be set up between young people and employers until the age of 24.

Will Millard, head of policy advocacy at LKMco, said the new research "highlights how careers interventions can bolster academic outcomes".

Withdrawal of post-16 IB will bruise social mobility

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

Headteachers say that government proposals to end funding for post-16 International Baccalaureate programmes would be a "tragedy" for social mobility – with some sixth forms left "unviable".

The Department for Education is consulting on the first stage of its post-16 review, including plans to withdraw public funding from qualifications that "overlap" with A-levels and the new T-levels, their technical equivalent, which it wants to "become the qualifications of choice".

Critics say this could spell the end of post-16 IB qualifications in English state schools.

The IB offers a diploma programme, with subjects that include languages, sciences and arts, and a career-related programme, which combines academic and vocational qualifications and often includes BTECs, which are also facing the axe.

Paul Luxmoore, the chief executive of Coastal Academies Trust, said it would be an "absolute tragedy" if the career-related programme lost funding as it had been "transformational for the life chances" of his pupils.

He praised it as a "fantastic" option for those who might struggle with A-levels and T-levels, and warned the industry placement element of T-levels would be unmanageable in areas without large employers.

"If the only post-16 options in the future are A-levels or T-levels, a significant proportion of children will struggle



to access either, and there will be disproportionately more of those students in poor coastal areas," he said.

"In terms of social mobility, these areas will take a kicking."

According to the IB website, 24 state schools offer the IB career-related programmes – all of them in Kent – while nine offer the IB diploma and a further ten provide both.

Tony Smith, the former headteacher of Dartford Grammar School who was instrumental in introducing the IB to Kent to raise attainment in deprived areas, said it didn't "seem fair to give opportunities to the independent schools that you are denying to state schools" and warned the proposals would leave many schools in Kent without "viable sixth forms".

Chester International School in the northwest, a 14-to-19 studio school, offers both programmes, but not A-levels.

Katrina Brown, its vice-principal, said the school – which opened in 2017 and moved into a new £4.6 million building last month – may face closure if funding for the IBs is cut.

"We would try and fund it ourselves," she said. "We would have to drive the recruitment at other years and probably have to reduce provision. We would have to find more ways to save money."

Geoff Barton, the general secretary of the Association of School and College Leaders, said it would be a "huge mistake" for the government to withdraw funding.

"We hope T-levels are a success, but the government needs to recognise that these are untried and untested qualifications, and that to abandon existing qualifications to facilitate their introduction would be reckless," he said.

A spokesperson for the DfE said it wanted to make sure every qualification receiving public funding was "high-quality and gives students the skills they need".

"We want this review to benefit all students and it's important that we take the time to get this right."

The first stage of the consultation will run until June 10. The second stage will follow later this year.



Paul Luxmoore

JESS STAUFENBERG | @STAUFENBERGJ

Funding for sixth forms plunges 26 per cent

More than half of schools with sixth forms posted in-year deficits as funding plunged by more than a quarter.

Research by the Education Policy Institute found funding for school sixth forms has fallen 26 per cent per pupil since 2010 – a steeper fall than other post-16 providers.

Fifty-four per cent of maintained schools with sixth forms had in-year deficits last year, compared with 37 per cent nine years ago.

Meanwhile, 51 per cent of academies with sixth forms had in-year deficits in 2016-17,

up from 39 per cent in 2012.

Gerard Dominguez-Reig, a senior researcher at EPI, said the "financial health of sixth forms and colleges is particularly precarious".

EPI said deficit figures were not directly comparable across institution types as schools with sixth forms could cross-subsidise shortfalls from 11-16 funding.

Ten per cent of local authority-maintained schools in England had a deficit last year.

The EPI report, *16-19 Education Funding: Trends and Implications*, warned that "rising

deficits suggest some providers have used their balance sheet to cushion falls in funding to avoid more serious declines in provision or quality", a strategy it said was not sustainable.

Guided learning hours also fell by 9 per cent between 2012-13 and 2016-17, from 730 hours to 665 hours per pupil – with the largest drop in "core" curriculum subjects.

The DfE said it recognised 16 to 19 funding rates were "challenging". It was "looking carefully at this in the run-up to the next spending review".

News

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DfE adviser among those warned over CEO pay

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

A prominent government adviser is among the bosses at 31 trusts named and shamed by the government for allegedly failing to justify their chief executives' pay.

An investigation by *Schools Week* has also found that another of the trusts – said to have ignored an earlier government warning to justify pay – had already responded months ago.

The Department for Education announced on Friday that Eileen Milner (pictured), the head of the Education and Skills Funding Agency, had written again to 31 “non-compliant” chains that had ignored her first warning over chief executive pay.

However, the DfE admitted it is powerless to take enforcement action against trusts that continue to ignore its warnings.

Ministers can only keep sending warning letters unless they can prove that an individual trust’s financial situation has been adversely affected by inappropriate salaries.

One of the 31 trusts was the South Farnham Educational Trust, which operates a teaching school and runs three schools in Surrey.

Sir Andrew Carter, the trust’s chief executive, was the author of the government’s review of initial teacher training and was one of those responsible for developing the new teaching apprenticeship.

Accounts for last year show that he earned between £170,000 and £175,000. He did not respond to repeated requests for comment.

The Laurus Trust, which runs six schools in the northwest, was also named, but documents seen by *Schools Week* show it had responded to the DfE on February 28,



Eileen Milner

five days after receiving its first warning.

The response included detailed reasoning for the £152,000 minimum salary



Andrew Carter

of Linda Magrath, its chief executive.

The DfE said follow-up letters can still be sent if responses are deemed inadequate.

“It is extraordinary that the government, despite recognising the problem, is powerless to do anything,” said Dr Mary Bousted, the joint general secretary of the National Education Union.

“The excessive pay rises awarded to many academy executives have been an ongoing issue for many years, and shameful when contrasted against the extreme real-terms funding cuts hitting almost every school.”

Other high-profile trusts named and shamed last week include the City of London Academies Trust, sponsored by the City of London Corporation, and the Matrix Academy Trust.

It is the fifth time Milner has written to trusts about chief executive pay. Her letters follow rising criticism of large salaries in the sector.

In total, 213 had received a letter before this last posting, either warning about individual or multiple salaries of more than £100,000. Of those trusts warned already, 50 have altered salaries, the DfE said. However, the department refused to name them.

The 31 trusts that have not responded to the government’s first warning have been asked to provide information on 12 different aspects of their pay policy. For example, they must provide a rationale for setting salary levels and evidence that a “robust process has been followed” in line with the academies financial handbook.

Lord Agnew, the academies minister, said he was “determined to continue publicly challenging the minority that are not complying”.

THE 31 TRUSTS IGNORING PAY QUESTIONS

- Carshalton Boys Sports College
- Chingford Academies Trust
- City of London Academies Trust
- Cockburn Multi Academy Trust
- Community Inclusive Trust
- Durrington Multi Academy Trust
- Enfield Learning Trust
- Holy Family Catholic Multi Academy Trust
- Joseph Leckie Academy Trust
- Kingsbury High School
- Landau Forte Charitable Trust
- Matrix Academy Trust
- Mulberry Schools Trust
- New River Trust
- North East Learning Trust
- Paradigm Trust
- QED Academy Trust
- Sidney Stringer Multi Academy Trust
- South Farnham Educational Trust
- South Pennine Academies
- Southfields Multi Academy Trust
- The Aylesbury Vale Academy
- The BRIT School Limited
- The Cardinal Hume Academies Trust
- The Kingsdale Foundation
- The Laurus Trust
- The Sabden Multi Academy Trust
- Trinity Multi Academy Trust
- Washwood Heath Multi Academy Trust
- Wembley Multi Academy Trust
- Windsor Academy Trust



News

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Employee loses harassment claim against Michaela

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE



Michaela Community School has described an employment claim against it as a “waste of taxpayers’ money” after a tribunal rejected allegations it racially discriminated a former employee.

The free school in Wembley, north London, says it is seeking to claim costs against its former receptionist after an employment tribunal ruled in its favour.

Yuri Gonzalez accused Katharine Birbalsingh (pictured), Michaela’s headteacher, and Barry Smith, its former deputy head, of discriminating against her because she was Colombian. She claimed that she was told that her English was not good enough and that she should not speak like “the wife of a gangster”.

However, lawyers for the school denied discrimination against Gonzalez, who worked at the Michaela, dubbed Britain’s strictest school, from January 2015 until she was dismissed in October 2016.

Instead, the school accused the former receptionist of making mistakes, poor time-keeping and dressing inappropriately, as well as taking £470 of uniform money after she was fired. Gonzalez denied these allegations.

After the hearing, a spokesperson for the school said it had been an “absurd case for discrimination”.

“This process has been a waste of taxpayers’ money that should have gone on children’s education. Our lawyers are now actively seeking costs against Yuri Gonzalez in bringing this groundless claim, as well as money she owes the school.”

The school would not confirm the cost of legal fees or how much it was seeking from Gonzalez.

Gonzalez did not respond to a request for comment.

On May 7 Gonzalez told the tribunal hearing in Watford that she felt “really bad” when Birbalsingh told her she “talked like the wife of a gangster”. However, in a witness statement Birbalsingh said she was concerned about all staff “not dressing like wives of gangsters”, as she worried it would be “inspiring” pupils to “do exactly the opposite of what the school is trying to do for them”.

Peter Edwards, who represented Michaela, said the school was “in an inner city London area that has a big problem with gang culture” and the school had a “particular emphasis on discipline”.

“The school has high standards so far as the staff are concerned, so far as they dress and the language they use, and the way they interact with pupils and other members of staff,” he said.

Smith told the tribunal that Gonzalez had been hired as an act of kindness when the school discovered she and her daughter would be moved out of London by the local council unless she got a job.

He said: “Katharine [Birbalsingh] decided it’s not exactly what we are looking for in terms of an employee, but it would keep [her daughter] in school and we really wanted [her daughter] in school.”

Although Gonzalez accused Birbalsingh and Smith of repeatedly saying her English was not good enough, including recommending she should listen to Radio 4 to sound “more posh”, she conceded she initially took the comments to be “constructive” and Smith told her she was “doing a very good job”.

However, she was dismissed for gross misconduct in October 2016. Two months earlier, the school alleged that she sent a draft and unapproved letter to the wrong parents, in Smith’s name, saying that their children would be put in isolation at lunch if they did not pay for their meals on time. The letter created a media storm around the school.

Louise Rea, a senior associate at the law firm Bates Wells Braithwaite, told Schools Week that it was important for schools to open dialogue with employees as soon as they could. It was difficult to recoup costs after a tribunal, which could cost tens of thousands of pounds.

They should instead try to invest in human resources and ensure they had “really robust processes in place” for dealing with grievances, including documenting as much as possible.

Watford Employment Tribunal said the written judgment would be published within ten working days.

FREDDIE WHITTAKER | @FCDWHITTAKER

DfE will issue more guidance on new sex ed withdrawal

The Department for Education will issue further guidance on how heads should handle requests to withdraw pupils from sex education, says a senior adviser.

Ministers have come under increasing pressure to clarify the “exceptional circumstances” in which headteachers can refuse to allow pupils to be withdrawn from the lessons.

Under the current system, parents have an automatic right to withdraw their children. Under the new regime, due in September next year, parents will have the right to request withdrawal until three terms before their child’s 16th birthday.

Heads will be expected to accept their wishes except for “exceptional circumstances”.

The DfE has resisted calls for more guidance, amid concerns that schools could use any such advice definitively.

Ian Bauckham, a school leader who advised the government on the development of its new relationships, sex and health education guidance, told a Westminster Education Forum event this week that implementation guidance would seek to “reflect current thinking about exceptional circumstances”.

“I can’t promise you a definitive list. If such

a list existed and was easy to formulate, we would have put it in the guidance.”

“The very reason that the circumstances are exceptional is that they are rare and each one is in a sense unique. But we will try to respond to the clear wish in the sector to have a bit more shape to our plans.”

Bauckham also raised the possibility of further funding for training and support for schools to implement the new guidance after several delegates to the forum warned that the £6 million allocated so far was too little.

Lucy Emmerson, from the Sex Education Forum, said the sector would need closer to £60 million if it were to prepare properly.

Obituaries

DO YOU HAVE A STORY?
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Doug McAvoy, 1939-2019

Doug McAvoy, a former general-secretary of the National Union of Teachers who served for more than three decades in the upper echelons of the organisation, has died at the age of 80.

The trade unionist became the teaching union's first ever elected leader in 1989, serving until 2004. He was previously deputy general-secretary under Fred Jarvis from 1974, and had been on the union's executive since 1968.

McAvoy's tenure as general-secretary came at a time of significant change for the schools community. He worked with nine education secretaries, from Conservative Kenneth Baker in the late 1980s to Labour's Charles Clarke in the mid-1990s.

A moderate who frequently fought the union's left and refused to link himself to any of its factions, McAvoy presided over a significant increase in NUT membership.

Kevin Courtney, the joint general-secretary of the National Education Union, who also served as the last general-secretary of the NUT, said: "Doug McAvoy's contribution to



With education secretary David Blunkett

education and the working lives of teachers was immense.

"He had a reputation as a fierce and canny negotiator. He supported the campaign against school cuts in the last years of the Tory Government in the late 1990s, leading to the "Education, education, education" election of 1997, and also led the first boycott of SATs in 1993.

"He will be remembered by many for the tireless work he did for the NUT, its members and the profession as a whole. Our thoughts go to his family, friends and the many colleagues who worked with him."



PA



With Theresa May, then shadow education secretary

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EDITORIAL

DO YOU HAVE A STORY?
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Time to shine a spotlight on private AP

The eye-watering amounts councils spend on private alternative provision raises serious questions about one of the few accountability "blind spots" in education.

While mainstream heads are clobbered for everything from miniscule drops in progress scores to EBacc entries, private AP is flourishing freely without proper scrutiny.

State AP is subject to regular Ofsted inspections and must be registered with the Department for Education, but we've found evidence of private providers which appear unknown to either – yet thousands of pupils are being educated in them.

In fact, several providers named by councils don't turn up anything on the internet at all.

The provision supplied by private companies and individuals for our most vulnerable pupils, in what seems to be an increasingly profitable sector, should be scrutinised.

Surely this is one area where ramping up the accountability is desirable?

Ofsted: amazing grace

Credit to Ofsted for listening to the concerns of headteachers over its new education inspection framework.

The implementation of a grace period in which schools can look again at their curriculums based on the watchdog's new criteria without being penalised is a welcome development. As are the clarifications concerning how internal data will be used.

It should not be rare to see a public organisation actually listening to, and responding to, concerns set out in consultations – but it is.

However, as we pointed out in edition 163, the proof will be in the proverbial pudding, and we must not celebrate the small victories of headteachers in this process until we've seen the framework's successful implementation.

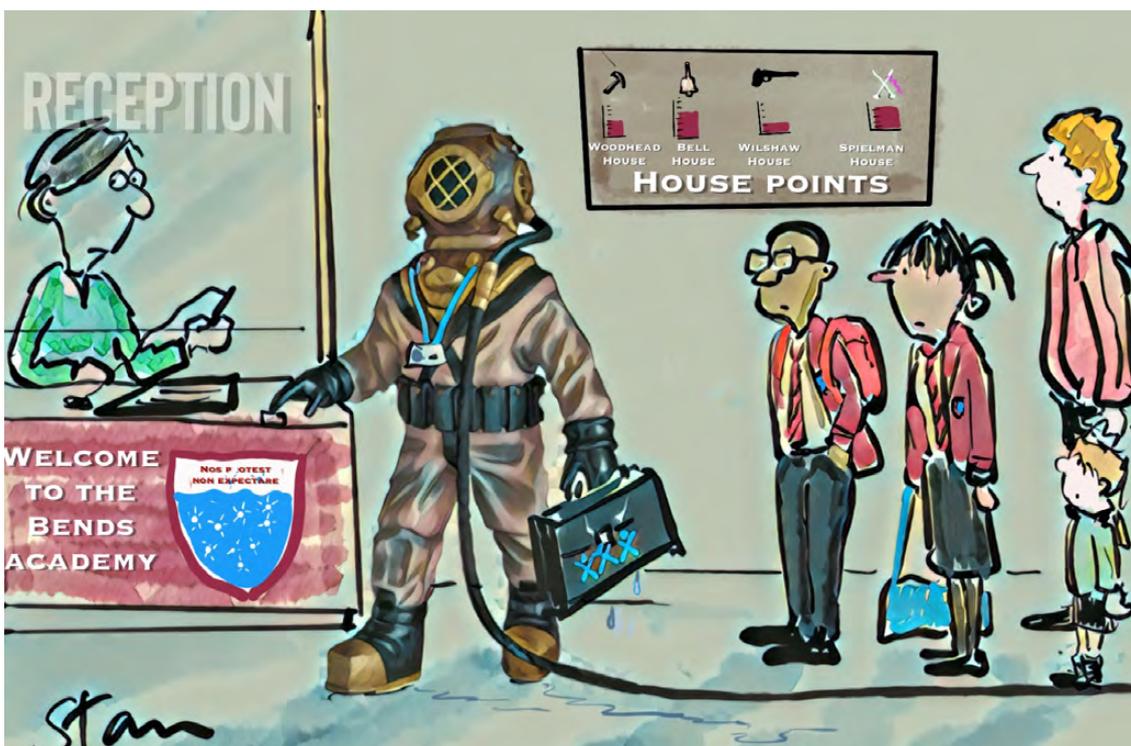
There are enough concerns over just how the curriculum will be inspected, for example, to sound caution.

The big test for Ofsted awaits in September.

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Interview

CATH MURRAY | @CATHMURRAY_



“Special educational needs is a horror story”

Robert Halfon, chair of the education committee

When I ask Robert Halfon, the chair of the education committee, to name the witness that has affected him most, I'm expecting a big-hitter.

Andreas Schleicher, the Organisation for Economic Cooperation and Development's education director, perhaps, or Chen Liang-gee, the Taiwanese science and technology minister?

But instead he talks about Carlie Thomas, a senior caseworker from the St Giles Trust, who in March this year spoke bluntly about the challenges of supporting children at risk of exclusion.

Select committees can call whoever they want – and the nominees must attend. If they refuse, they are at risk of being in contempt of parliament.

But apart from Richard Atkins, the FE commissioner – the only high-profile witness

he mentions and praises as “brilliant” – Halfon, the Conservative MP for Harlow, seems more interested in people with frontline experience than the educational big cheeses.

For the ongoing inquiry into special educational needs and disabilities, the committee invited children with SEND to share their experiences. They were applauded at the end of their testimony, which didn't go down well with all viewers of parliamentlive TV.

“Someone criticised me on Twitter, saying,

Interview: Robert Halfon

'giving them a round of applause is everything that's wrong'. My response was, 'you're talking crap,'" he says.

"We're giving them a round of applause, not because they are special needs, but because their evidence was better than most politicians who have been on the platform. They were incredible.

"Their evidence was moving, it was serious, it was factual, it was brilliant. And, of course, these people stuck in their boxes, they immediately want to stereotype – I was doing the opposite of stereotyping."

Despite his own public-school background, Halfon is confident in his abilities to connect with people of all backgrounds. And unlike some of his fellow politicians, he insists that he writes his own columns, whether for *The Sun* or *Conservative Home*.

There have been some uncomfortable sessions, including one last May with the chief executive and the chair of the government-funded Careers and Enterprise Company.

The committee members seemed united in their fury against Claudia Harris and Christine Hodgson. They grilled them on why they hadn't yet had any impact – somewhat unfairly, I suggest, given that the company was formed in 2015. Why was Halfon so hostile to an organisation set up by his own government?

"They are untouched by austerity and have got buckets of money to play around with. There's no

"The kids' evidence was better than most politicians"

checks and balances; they're not inspected by anyone properly," he says without a pause.

"Other organisations are crying out for money, and they seem to be handed money like there's no tomorrow. I mean, when I come back to Earth, I'm going to come back as the Careers and Enterprise Company. They're loaded."

He's angry that the government-funded organisation spent almost £50,000 on a conference at the children's activity centre KidZania, pointing out that they could have funded it with private sponsorship.

"Now you might think, 'oh, it's only £50,000 out of a multi-million pound budget, it doesn't matter.' But it just shows the kind of attitude – that money is a free-for-all. I suspect when you go in that building, the money comes out of the taps."

Harris became increasingly flustered during the hearing, stumbling over her facts and figures and famously refusing to say whether 100 per

cent of the disadvantage fund had been spent on disadvantaged students.

But what about the more convincing witnesses? Has anyone managed to change his mind on something?

"What's opened my mind is that special educational needs is a horror story. It is irrefutable that it is a disaster," he says, with the kind of emotive language that will sit well in the column he's heading off to write for *The Sun* about fuel duty.

"The [Children and Families Act 2014] was very well intentioned, most people agree with that. But the resources that have been spent badly, the lack of accountability, the constant treacle of bureaucracy that parents have to wade through – it's a horror story.

"Not everywhere. There were fantastic examples of good practice, amazing practitioners – there's good work going on in schools – but so much of it is going wrong."

As he cites the session that featured Pepper the robot as one of his favourites, I cringe.

When the pre-programmed humanoid was called as a "witness" in October, the committee made headlines everywhere from the BBC to the *Daily Mail*. Was that not a bit gimmicky?

"Some Oxford academic said it was the most disgraceful display of AI in history, or something. And I just thought 'get out of your ivory tower'. We're trying to bring this committee to millions



Schools Week's contributing editor Laura McInerney and Robert Halfon at a Headteachers' Roundtable last year

Interview: Robert Halfon



Halfon has won admirers for his taste in ties at committee hearings

of people, who would never watch anything about parliament, and to explain to them – because it was all over the news – what the future can be and will be. There are 10 to 15 million jobs that could be lost to automation and artificial intelligence.”

Halfon understands the power of branding and the media. The committee’s social media team is preparing a video on all the recommendations that have been adopted by government, he tells me proudly.

“The best moments of the committee are when government adopts things, or when you know you’re shifting opinion. So, for example, on alternative provision, we’ve set the debate in the country on this and I think it’s one of the biggest social injustices.

“There are many Pavlov’s dogs’ reactions to it by arch traditionalists who just want a Darwinian ‘survival of the fittest’ for our school system. And even if they’re angry with me, I’m happy, because it’s setting a debate.”

Halfon was a backbencher for five years before he became a minister for two: first in the Cabinet Office, then as skills minister.

After the snap election in May 2017 he was replaced by Anne Milton and immediately started campaigning in the corridors of Westminster – an uncouth approach, say some MPs – for the education committee chair. He beat five rivals, including Nick Boles, his predecessor as skills minister.

So which does he prefer? Haranguing the government or making policy?

“I want to make it very clear,” he says, in a serious tone. “My job is not to harangue the government.

“As a minister, you make policy – although you have to have it checked by a thousand people

before anything gets cleared. But nevertheless, you’re making policy; it’s a huge privilege. I loved being apprenticeships and skills minister because

“My job is not to harangue the government”

I felt I could make a difference.”

Halfon managed to bring the Further and Technical Education Bill through parliament just before the 2017 election.

“But you are in a straitjacket, you have to be careful of everything you say. I do love the freedom. I can’t make policy happen, but the committee can influence it and can set a debate.”

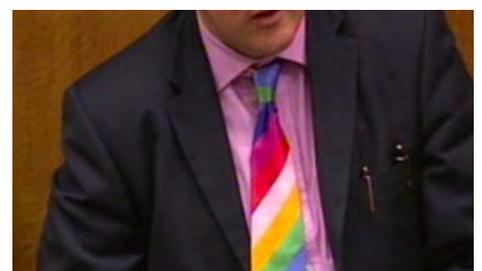
So should the government remain beyond the autumn (highly questionable), which topics are on the horizon for the committee?

It’s not up to him, he insists. The committee decides by vote or, as has happened to date, by consensus.

If it were up to him, he’d keep the heat on exclusions – as with the recent one-off session on knife crime.

Then he’d love to do something on how looked-after children are faring in schools. And finally, life-long learning and adult education, “because that’s also a disaster area. Apart from the apprenticeships, which is wonderful, there’s not enough money.”

When I rib him that he doesn’t sound like a Tory, he corrects me: “These aren’t left-right issues. That whole split is nonsense. This is about people’s lives – it’s about social justice.”



Opinion

DO YOU HAVE A STORY?
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The Timpson review reveals the importance of engagement between alternative provision and mainstream, says Steve Howell. Why not a local representative group or some sort of commissioned oversight?

When the long awaited Timpson review of exclusions was finally published last week, those of us working in alternative provision (AP) were keen to see how our sector featured.

It was only right that this report focused mainly on those who do the excluding, but there were some interesting suggestions that could be hugely significant for the AP sector, subject to funding and proper implementation.

The need to improve buildings and facilities is a case in point – many of us work in converted office blocks or old day nurseries. Pupils and staff need an environment that makes them feel valued, gives them the opportunity to teach and experience a full curriculum offer and, most importantly, represents an educational environment, not an office block.

The media's top line on this report has been that schools should retain some sort of responsibility for the outcomes of excluded pupils.

It remains to be seen how this will work, but it seems logical that there will be a cut-off point for the time a school is held responsible. Should it be accountable for the outcomes of a pupil it excluded three or four years earlier?

If this recommendation is implemented there will inevitably be greater scrutiny of what is happening



STEVE HOWELL

Headteacher, City of Birmingham School

AP is firmly on the landscape of education – and Timpson knows it

within AP – a move I welcome as head of a pupil referral unit [PRU]. How about more proportionate engagement between us and mainstream schools? Or a local representative group or some

include: who holds the money for APs and PRUs, who commissions the places and, overarching all of this, where does the statutory duty for permanently excluded pupils sit? But a bigger issue undermines the

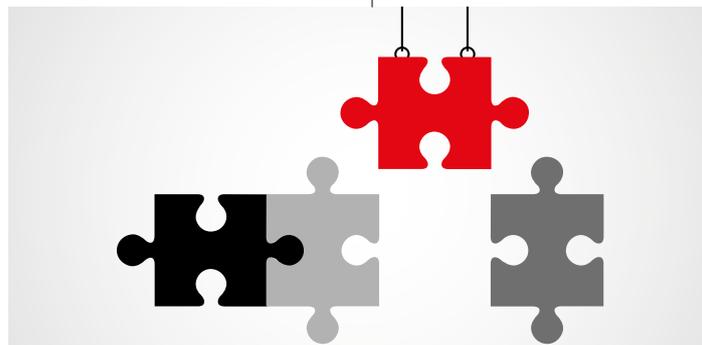
“ Measures to foster closer working relations are crucial ”

sort of commissioned oversight arrangement? What is clear is that measures to foster closer working relations are crucial.

A number of areas in this headline recommendation relate to oversight of funding for alternative provision. The key questions arising from this

whole sector – being a headteacher in alternative provision currently means living a hand-to-mouth existence.

We operate in a world where long-term planning is a requirement, yet many PRUs run on a year-by-year agreement with their local authority.



The flux in pupil numbers using AP means that most providers have to rely on top-up funding that comes as and when pupils are referred. This gives providers scant certainty on which to make plans. On staffing, for example, the constant threat of making staff redundant if student places are suddenly reduced results in a greater dependency on agency staff.

Many of us would welcome long-term funding and a status that would allow us to feel more confident about our prospects. One key area should be making commissioning arrangements less dependent on the number of pupils coming in and out of AP over the short term, for example. It may be that all pupil referral units have to become academies, as recommended in 2012 by Charlie Taylor, a former behaviour adviser for the government, and accepted by the then coalition government.

Those of us working in AP know our strengths, we know the areas that need development and how much we have to offer. Some pupils will always struggle in mainstream; AP is firmly on the landscape of education and we can confidently treat it as such. Timpson recognises our role in supporting schools to reduce exclusion by delivering interventions early on.

As for the call to ditch the term PRU, it's a point that we addressed many years back. We called ourselves a school because our pupils need to feel they are in a school, deserve to feel they are in a school and, overwhelmingly, want to be in school!

Opinion

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



IAN HARTWRIGHT

Senior policy adviser and lead on accountability, National Association of Head Teachers

Ofsted's scarce resources must go where they're most needed

Ofsted has admitted that it struggles to recruit and retain its inspectors. Its new framework will leave those in post with a huge amount to do, leaving them with little choice but to cut corners, says Ian Hartwright

Ofsted stands at a crossroads. With limited resources and under pressure to resolve issues about the consistency and reliability of inspection, the watchdog was recently forced to admit to the public accounts committee that it still struggles to recruit and retain inspectors. Twenty-five years on from its foundation, it was faced with a critical decision – what direction for the next quarter century?

This week we have seen its answer. Just five weeks on from a consultation in which it received 15,000 responses, Ofsted has set out its stall. It will press ahead with an ambitious set of proposals to focus inspection through the prism of the curriculum, adding new elements to its already weighty inspection practice.

It has mounted a defence of the current, much critiqued, four-grade judgment structure on the basis of its simplicity, and doubled down on the inspection of good and non-exempt outstanding schools, increasing inspection to two days. And the

already high stakes for school leaders are raised further, with a near no-notice 90-minute phone call to test the head's view on the progress made since the last inspection, the school's strengths and weaknesses, and the quality of the curriculum. This goes much further than the stated purpose for "on-site preparation" that was set

out in the consultation.

The new handbook leans heavily on inspectors' "professional judgment" and requires them to weigh evidence

against evaluation criteria and grade descriptors that are often nebulous.

For example, how will inspectors achieve consistency when evaluating quality of education against the stated outstanding descriptor "the quality of education is exceptional"?

How will the need for results in national tests and exams "to meet government expectations" be weighed against a school making good progress towards having "the Ebacc at the heart of its curriculum, in line with the DfE's ambition"?

And will inspectors look for curriculum breadth at key stage 1, or will they simply be concerned with checking that "pupils are able to read, write and use mathematical knowledge" to enable them access a broad balanced curriculum at key stage 2?

The huge ground that inspectors

"visits" required to deliver secure judgments.

Proposals that look good on paper are deeply problematic in practice. The promise to be tough on behaviour, off-rolling and exclusions, for example, while being forensic in the scrutiny of curriculum intent, implementation and impact, and the impact of teacher workload are all laudable. But even the very best, most experienced inspector will struggle to do justice to so many important issues in the limited time they have available. Yet Ofsted is intent to do it all: no compromise, no excuses.

We fear that Ofsted has greatly over-estimated its capacity and over-promised on the ability of all inspectors to make reliable, consistent judgments on so many areas at pace.

The inspectorate is gambling that this is deliverable. We hope that Ofsted succeeds against the odds to make this work, because it is school leaders, teachers and ultimately pupils that will suffer from inconsistency of approach and unreliable judgments.

There is an alternative. The recommendations of the National Association of Head Teachers' accountability commission offered an opportunity for a "factory reset". The pressing priority remains to overhaul the inspection system, removing its negative consequences, making it fit for the next 25 years. It is essential to properly rebalance holding schools to account with helping them to improve. Ofsted has a crucial role to play in directing its limited resources to where they will make the greatest difference.

“ Hopefully Ofsted will succeed against the odds



Opinion

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

Worried about the new inspection framework? Amanda Spielman seeks to allay concerns over “a couple of things” that she knows are worrying some people

This week marked an important milestone for me personally, for Ofsted, and I hope, in time, for school leaders and teachers. On Tuesday we published the new Education Inspection Framework and the all-important handbooks that sit underneath it.

We have spent the past two years listening to teachers and headteachers; we conducted research into curricular thinking in schools, behaviour management and teacher well-being, and we presented on the new framework at dozens of regional roadshows, conferences and union events. We had more than 15,000 responses to a three-month consultation and we sought feedback from more than 200 pilot inspections to help up to refine our inspection methods.

I am proud that this framework is carefully constructed on the basis of evidence, involves well-tested methods, and reflects deep engagement with those on the receiving end. But I am also aware that the proof of this pudding will be in the eating, and all the pilots, research and roadshows will not assuage some people’s concerns about the implementation.

First, there is no need to rip up your current curriculum and start again or to produce documents to “evidence” curriculum thinking. The national curriculum will provide the starting point for most schools.

If you do want to refresh what is taught in your school or department,



AMANDA SPIELMAN

Chief inspector, Ofsted

Don’t spend summer working on new schemes of work

there is no need to spend all summer working on new schemes of work, lesson plans or resources. Developing and embedding a curriculum takes time. If you are part-way through that process,

weight on SATs or GCSE results. It is the core principle of this new framework that we are significantly reducing the amount that test scores influence inspection grades.

Other concerns are more

“ Inspectors will want to go into the classroom

inspectors will look to understand your evaluation of your current curriculum and ensure that you’ve identified appropriate next steps to improve it. If your understanding is strong and the next steps are sensible, then inspectors will assess that favourably.

Second, there was a mixed response to our proposal not to use internal progress and attainment data on inspection, with 42 per cent of respondents in favour and 43 per cent against; headteachers were slightly more opposed than others. Some of the concerns were without foundation, such as the idea that this would lead inspectors to put more

understandable. I know that for many leaders, data gathered from teachers throughout the year is an important way of keeping track of how the curriculum is being implemented. We will ask questions if there are more than two or three data drops a year, as we all know teachers’ workload is a real issue. But otherwise, if collecting data is useful for your curriculum planning or review, then Ofsted has no problem with that.

What we cannot do is use internal data as evidence about standards. External exams are rigorously developed, tested and moderated and therefore comparable across



schools. Most school-developed tests are not, and there simply isn’t the time on an inspection to verify whether the data is a true reflection of pupils’ progress or attainment.

That is not to say assessment isn’t useful. Regular low-stakes testing, such as quizzes, can be helpful in consolidating pupils’ learning without the need to record scores or report them upwards. Knowing how well pupils are understanding and remembering what they are taught is also helpful for teachers in planning and adapting their lessons, for leaders reviewing the curriculum more broadly, and for governors. But instead of looking at the spreadsheet, inspectors will want to go into the classroom, talk to pupils and teachers and look at examples of work to see the impact of assessment on the curriculum.

I want your feedback as we get going in September. The response from the pilots has been encouraging, but we will do our own formative assessment as we go and your views are an important part of that. Thank you for all the help you’ve given us so far.

Reviews

BOOK REVIEW



Transform Teaching and Learning Through Talk: The Oracy Imperative

Author: By Amy Gaunt and Alice Stott

Published: by R&L

Reviewed by Liz Bentley-Pattison, director of learning and teaching, Woking College, Surrey

In my 16 years of teaching I have never had the urge to explore oracy in detail because I didn't really see why teaching speaking skills was necessary. Amy Gaunt and Alice Stott's manifesto for teaching speaking skills has changed all that.

People wrongly assume that children pick up oracy as they go along, but evidence of the language development gap between children experiencing deprivation and those who don't shows that not all of them do.

The book gave me pause for reflection; I have taught in the post-16 sector for several years and students joining us for the sixth form exhibit a broad range of linguistic competence and confidence. I have set up debates and discussions to help my 17 and 18-year-olds explore complex issues (I teach A-level geography), but I used these activities as mostly "fun" precursors to a written task. I realise now that I may have done my students a disservice. I always expected them to be able to engage in discussions at the drop of a hat and had not bothered to teach them how to discuss: how to take turns; challenge opinions; build on ideas; listen actively.

Gaunt and Stott helped me to understand what oracy involves, why teaching young people to express themselves well is so important, and why I should give it a try.

As I read on, I found myself jotting down lesson ideas, such as running a group discussion on social inequality

with my year 12s to give students an opportunity to articulate their views through speech rather than writing.

Written sequentially to help you to plan, teach and assess oracy in the classroom, the book is full of straightforward, practical activities to use from early years to sixth form. I particularly liked the chapters that explained ways in which oracy can support vocabulary acquisition.

If set up carefully, discussions give students the chance to practise new words and embed them in their own lexicon. The book suggests examples of sentence stems that students can use when taking part in small group discussions to help structure their contributions. As the authors rightly say, we model, make writing frames and write sentence openers for written work, why shouldn't we do the same for oral work?

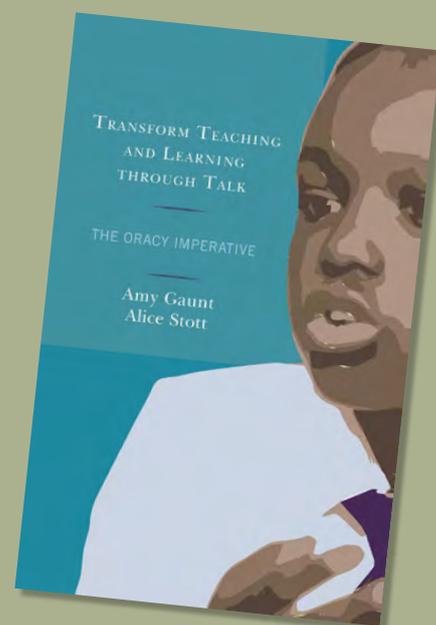
Chapters promoting active listening include some really good ideas on how to teach summarising and paraphrasing skills, and how to support the more introverted or shy students to take part in group discussions. I'm never sure how to divide the class for discussions: should I put all the dominant students together or mix them up? Gaunt and Stott offer some creative suggestions to teach the more vocal and confident how to listen and how to allow the space to enable others to contribute confidently and meaningfully.

The "talk detectives" idea, in which two or three students circulate

the classroom listening in on group discussions and then feeding back, will need some rebranding for my 17-year-olds, but I can see it working as long as I structure the activity properly and explain the rationale behind it.

Debating and presentations are also discussed at length. I have tried both many times with little success. So I was buoyed by the useful practical advice on how to do them well.

My first attempt at applying the book's guidance – a group discussion on social inequality – wasn't bad. Several students used the sentence stems I provided and the quieter members of the class had the chance to explore the topic away from "derailers", students who go off topic quickly. The activities will need a bit of refining, but for me this was a positive first step in oracy.



Research

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

Working out what's the right thing to do

Harry Fletcher-Wood, associate dean at Ambition Institute

Teachers are often given the excuse "I did it because I saw John doing it..." It's not surprising as students, like everyone else, follow norms and do what others do, either because it's expected (what researchers call injunctive norms – what you're told to do) or because it's prevalent (what researchers call descriptive norms). Prevalent norms are stronger: if everyone's writing quietly, there's a strong incentive to do the same; if the classroom is in chaos, there's little incentive to try to work.

This is great if our students are used to working diligently, but frustrating if they're not. Luckily, the study of social norms in other fields offers some ideas about how we can encourage students to study harder or behave better.

In a classic paper, Robert Cialdini et al forced (unknowing) participants to choose whether or not to litter – for example, by leaving a flyer obscuring their windscreen in a car park without a nearby bin. A series of experiments showed that:

- People litter more in an environment in which there's litter already; they litter most if they see someone else do it in front of them (prevalent norms are powerful).
- They litter less when the environment is clean, but there is just one item of litter (seeing one bit highlights the prevalent norm: not littering).
- They litter less when they see what's expected (because litter has been piled up) and then see a stranger litter (reminding them what's expected).

Cialdini emphasises the importance of identifying gaps between what is expected and what is prevalent and to highlight what we most want students to do in the moment.

[Cialdini, R., Reno, R. and Kallgren, C. \(1990\). A Focus Theory of Normative Conduct: Recycling the Concept](#)



[of Norms to Reduce Littering in Public Places. Journal of Personality and Social Psychology, 58\(6\), pp.1015-1026.](#)

If what most people are doing is positive, presenting individuals with objective feedback about how their behaviour compares with others can be powerful. In Australia, for example, the government tried several messages to encourage doctors to prescribe fewer antibiotics. They tested a range of messages, including advice and posters to put up in surgeries, but they found the most effective message was the simplest: a graph that showed how much doctors were prescribing compared with their peers. The number of prescriptions went down 14 per cent: highlighting the prevalent norm encourages people to meet it.

[Commonwealth of Australia \(2018\). Nudge vs Superbugs: A behavioural economics trial to reduce the overprescribing of antibiotics](#)

The kind of feedback doctors received will only have positive effects if the prevalent norm is positive: if a student knows that most of their peers are doing very little work this will encourage them to do likewise. The knock-on effect can be for expected norms to slip too: if

most students aren't submitting homework, a teacher who insists on it may struggle and may not be supported by school leaders or parents.

In a paper entitled [Gentle Nudges vs Hard Shoves: Solving the Sticky Norms Problem](#), Dan Kahn argues that the key to shaping behaviour under these circumstances is to increase the level of expected behaviour slightly and to enforce it rigorously. He gives the example of the gradual tightening of restrictions on smoking in workplaces, restaurants, playgrounds and contrasts this with Prohibition in the early part of the past century during which otherwise law-abiding citizens broke the law because they saw the outright ban of alcohol as unreasonable.

[Kahan, D. \(2000\). Gentle Nudges vs. Hard Shoves: Solving the Sticky Norms Problem. Faculty Scholarship Series. Paper 108.](#)

There are different routes to encouraging students to adopt certain behaviours: identifying what is expected and what most students are doing, then encouraging others to follow that prevalent norm, or to gradually change expectations around what the norm is, as with restrictions on where people can smoke. Either way, the aim is to make them feel drawn to a certain behaviour because it's the right thing to do.



Reviews



Hannah Wilson, headteacher and founding member of WomenEd

@THEHOPEFULHT

Big communities

@LizzieRobinson3

Liz Robinson, a co-director at Big Education, blogs on the role schools can play in partnership with others to support families beyond the school gates. Her comments are in response to the RSA's report *Schools Without Walls*, published last week, which profiles examples from around the globe, including the efforts of a headteacher at a school in New York City that serves a community with 99 per cent free school meals. "It is a heroic school with an inspiring leader – but highlights the need for a systemic approach to making a difference with the families that really need it most," Robinson says. She shares tips and ideas for engagement with the wider community, drawing on the experiences from Surrey Square primary school in southeast London, now part of the Big Education Trust.

Don't do for others what they should do for themselves

@sebchapeau

Headteacher Seb Chapleau recently blogged about climate activist Greta Thunberg's

TOP BLOGS of the week

role as a symbol of hope and an inspiration to young people worldwide. In his latest rousing contribution, he engages with Saul Alinsky's *Rules for Radicals* and the notion that "one should never do for others what they can do for themselves". Students, Chapleau says, should be taught that, like Thunberg, "they too can act. They too can be wise and strategic. They too can bring about change."

Focusing on what we can do can teach us responsibility and how to turn "big problems into smaller, 'winnable' issues". "There is nothing more powerful," he says, "than leading by example so, rather than demanding things of others – in this instance an almost unreachable 'government' – let's look at what goes on in our patch: our schools, our homes, our own community." Chapleau outlines his school's Climate Charter. "The key thing about our charter is that it focuses on us. It makes us the agents of our own change."

The nourished school: one simple act

@NourishedSchool

Angie Browne's blog focuses on the "nourished school". She highlights "a state of overwhelm" in our schools, which she argues has led to the workplace becoming

an emotionally "unsafe" environment. Browne invites us to imagine a different way of being, where integrity, wisdom, nourishment and wellbeing take precedence over the "standards agenda".

Overdue Timpson finally arrives

@KarenWespieser

Karen Wespieser, the director of operations at the Driver Youth Trust, reviews the Timpson review of school exclusions, published last week. She welcomes that many of DYT's recommendations made during the call for evidence were taken on board, but laments the report's failure to make a link between literacy and exclusions. "Whilst speech, language and communication needs (SLCN) are rightly covered . . . more general literacy needs are not. There is a significant risk that without being able to read, you face barriers to accessing the curriculum. The result can often be poor behaviour and truancy. Research has linked reading difficulties to externalising behaviours, such as classroom discipline problems, bullying, and aggression."

Ramadan insights: the 6th fast – the iftar (breaking of the fast)

@teachernudge

For those interested in learning more about Islam and the daily routines during Ramadan, check out Yusuf Ibrahim's enlightening blogs on his fasting journey. "Food brings people together and the *iftar* (breaking of fast) brings people together who have been fasting. The shared preparation of food, waiting for the exact moment of sunset and the sharing of the meal is incredibly powerful and rewarding". The poetic descriptions, the personal narrative about his family, the photos of the food and anecdotes about previous fasts are beautiful.

CLICK ON REVIEWS TO VIEW BLOGS +



Turnaround school leaders must be able to keep pupils safe

Anne Brown

What a shame Leora Cruddas didn't use this to send a message to the minority of schools who illegally or pre-emptively exclude students. Or was that the part of the Timpson review that she didn't admire?

If it's necessary to exclude a child, then do it legally so they become the local authority's responsibility and get the support they need. Don't off-roll, put them on reduced timetables for years, send them home on "study leave" or to "cool down" without recording it as an exclusion, or make pathetic excuses to justify refusing to take them in the first place.

Timpson acknowledges that doing this means that exclusion rates will appear to rise, but there will be a clear picture of the scale of the problem and the type of alternative provision that's needed. And then, just maybe, we might be at the beginning of the journey to a system that works better for everyone.

Non-disclosure agreements are on the rise in some large academy trusts

Robert Gasson, APAEngland

In my experience none of these is signed by an individual without independent legal advice, normally provided by the union. If used correctly, they protect the rights of BOTH parties.

Ofsted handed power to inspect all Steiner schools

AJ Witt

It's entirely possible for Steiner Waldorf schools to meet the more stringent Ofsted requirements now that it has taken over inspections from the School Inspection Service (SIS). Recently Bristol Steiner School and Ringwood Waldorf School received "good" ratings across the board, with glowing narrative reports on pupil well-being and progress.

Some of the changes required to comply with Ofsted certainly aren't incompatible with the Steiner way of doing things – even requirements such as requiring e-safety training for kindergarten children (many Steiner Waldorf schools promote a low/no-tech regime for under-13s).

It's easy to draw the conclusion that Amanda Spielman, the

REPLY OF THE WEEK **Nicola Tucker**

Computing education in 'steep decline' following government reforms

What a surprise – said no ICT teacher, ever. Try asking a languages teacher to stop teaching Spanish and teach food. Try asking an English teacher to teach science. Then throw some money at it, but no actual

time to train, and the results are very predictable. Then see what employers think when none of their new recruits can use the software of a PC. Entirely predictable outcome and a totally unnecessary move away from what was an interesting, well-taught and highly popular GCSE in IT.



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

chief inspector, and Damian Hinds, the education secretary, have "gone after" Steiner schools with an agenda, particularly given some of the rhetoric.

As with any checklist-based inspection it can end up being just that – a box-ticking exercise – but with the right admin team in place the schools can get on with what they do best, turning out children with all the tools and skills to make a difference in the world.

Is it the system that needs to change, or school leaders?

Tom Burkard

In *Does Education Matter?* Alison Wolf conducted a devastating analysis of the education policies pursued by the Confederation of British Industry, demonstrating that their views reflect those of the professional educators they employ and consult, and little to do with what employers want.

Likewise, we should be cautious when educators talk about 21st-century skills – which are of more interest to the ed tech industry than any other business. Independent research has found little evidence that "creativity" can be taught – rather, it depends on having extensive knowledge in the domains relevant to the task.

WEEK IN WESTMINSTER

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

SUNDAY

Politicians love posting pics on social media when they open a new school, but Anne Milton has taken this to a new level.

The skills minister, known for her enthusiasm for her brief, opened **new toilets** at Gosden House School, a school in her Guildford constituency. That's commitment!



Anne Milton MP
@AnneMilton

Celebrating the finished work on the new toilets at Gosden House School. Great to meet up with some of the students and parents. Thank you for all the special care you give to some very special young people.



MONDAY

As predicted* Ofsted announced today it had scrapped the hated proposal to have lead inspectors prepare for inspection on-site.

Heads said the move was tantamount to no-notice inspections, as the lead could arrive less than three hours after a head got the dreaded phone call.

Clearly the criticism has got through to Amanda Spielman, the chief inspector of schools, who referred to the proposal

during a press conference this week as "no-notice inspections", before quickly correcting herself. Oops!

**We are definitely NOT claiming this proposal was included in the watchdog's consultation with the sole intention of it being removed, letting Ofsted say that it had listened.*

TUESDAY

"THIS WAY FOR MAKING MONEY OUT OF SCHOOLS"

That was the message chalked on the pavement of Great Smith Street, outside the Department for Education this week as a row over the academisation of the John Roan school in Greenwich, south London, escalated.

Protesters even hired a bus to campaign against the government's supposed plans to put the well-known academy trust United Learning in charge of the school, rated "inadequate" last year. The protest was organised to coincide with a strike by National Education Union members working at the school.

But the action doesn't appear to have dissuaded United Learning.

Jon Coles, its chief executive, who has become increasingly vocal on social media about the demonstrations, claimed protesters had "shouted abuse" outside his London office and were rude to his staff.

He tweeted that he was "now determined to bring the school into the group to sort out the damage these people have caused to children".

Bravo – we've long been calling for more transparency over how such sponsor decisions are made.

And now Coles has publicly confirmed the move, the DfE might

have to put some actual information in headteacher board minutes (where these sorts of decisions are supposed to be made).

Meanwhile, irony alarms were going off when the DfE issued updated advice to schools on how to market ITT courses to would-be teachers.

WiW wonders whether the department is best-placed to offer such advice, considering it's missed its own teacher recruitment targets for years.

WEDNESDAY

England's eight regional schools commissioners cover vast patches, so their jobs are already difficult without transport woes thrown into the mix.

Andrew Warren, the relatively new RSC for the West Midlands, was delayed this week after the toilets on his train malfunctioned, forcing passengers to get off at each stop to use the station facilities.

So much valuable time down the pan!

Back in London, Anne Milton had to correct herself after tweeting that it was "National numberacy day".

But she laughed off the mistake, tweeting: "National Spelling Day is coming up soon! National Numeracy Day – take the test, see how good you are at numbers!"

It's a good job she righted the wrong so quickly. We can only imagine the panic among civil servants when they thought they had to prepare for yet another "day" of something.

THURSDAY

Insert more toilet-related content here.



VACANCIES AT COPPERFIELD ACADEMY - GRAVESEND, KENT

Salaries: MPS – UPS with TLRs available

Having been inspected, and judged overall as 'inadequate' in January 2019, we continue our journey of radical transformation in developing our learning community, where pupils are engaged in developing the skills, knowledge and understanding needed for global citizenship in the 21st Century.

We are looking for the 'right people' to help us get there. Could this be YOU?

This is an exciting time at Copperfield, and it will be for anyone who joins us!

We are offering: progression and CPD; the chance to work with outstanding senior leaders and in partnership with outstanding schools; potential TLRs for the right skills, and retention bonuses of up to £5000.

The incredible pupils of Copperfield Academy are looking for class teachers who...

- ...will ensure they are always our priority
- ...are willing to take risks with learning
- ...are irresistibly optimistic
- ...are passionate about the challenge of learning
- ...are committed to improving children's life chances
- ...deal in hope and aspiration
- ...are committed to an all-inclusive approach to learning
- ...are experienced in/across the primary phase

Does this sound like YOU?

If so, we need YOU – please get in touch!

Copperfield Academy is committed to providing the highest standards of educational opportunity to every one of its pupils.

The Process:

- A tour of the school, prior to any application, with pupils and a member of the senior leadership team. These will take place week in the afternoons of the week beginning Monday 13th May.
- A completed application form that addresses the person specification
- A covering letter to the senior leadership team (no more than two sides of A4) evidencing the following aspects:
 - your personal philosophy of education and view of how children learn;
 - the learning environment that you would want to create to promote quality and high standards;
 - the climate that you would want to create to support effective learning and personal development;
 - your understanding of, and commitment to, teamwork and a school in very challenging circumstances;
 - the areas of teaching expertise and curricular specialism that you can offer, or would wish to develop;
 - whether you would be interested in being considered for a subject leader role
 - your understanding and experience of safeguarding children and promoting

- a safe learning environment;
- the principles which you believe should underpin a curriculum for pupils of all abilities to make better than expected progress and achieve appropriately high levels of attainment;
- A 20-min group activity observation at your current school.
- A short interview, only upon successful completion of your group observation

**'Children are our Priority
Change is the Reality
Collaboration is our Strategy'**

The successful candidates will:

- be able to carry out all duties as described in the School Teacher's Pay and Conditions Document
- work directly to the Teachers' Standards 2012
- have all the essential attributes as described above

Copperfield Academy is committed to safeguarding and promoting the welfare of children.

The successful applicants will be required to possess an Enhanced Disclosure certificate from the Disclosure and Barring Service, and to complete registration with its update service.

Tours available upon appointment – please call, and arrange a visit, prior to application: 01474 352488

Early applications are welcomed. We reserve the right to hold interviews and appoint before the closing date, should exceptional candidates apply.

**Copperfield Academy
Dover Road East
Northfleet, Gravesend
Kent, DA11 0RB**



At E-ACT, it is our mission to provide all of our pupils with an education that encourages them to explore, discover, create and achieve. By developing inspiring curricula and nurturing a culture based on our values of thinking big, doing the right thing and showing team spirit, we exist to give young people access to the best possible educational opportunities.

Our academies span the length and breadth of the country

We educate over 18,000 pupils across the length and breadth of England. The E-ACT team includes over 3,000 employees based across 29 academies, four regional teams and a national team. Our academies may span the country, but we all follow the same set of underlying principles. E-ACT academies can also collaborate and share ideas in ways that other schools may not be able to.

Our hopes and aspirations for every one of our pupils is the same. By encouraging them to think big and understand that anything is possible, by showing them the importance of team by working together to achieve, and by teaching them to carefully think through their decisions to do the right thing, we know that every one of our pupils can realise their potential with us.

Are you an E-ACT leader?

We are always on the lookout for dynamic, motivated and inspirational leaders.

Please click anywhere on this advert to view our latest leadership vacancies.



CHIEF EXECUTIVE OFFICER

From September 2019 or by negotiation

Contract type: Full Time – with possible flexibility for the appropriate candidate

Salary: circa £85k dependent upon calibre of successful candidate

ULT is comprised of 8 academies (including a teaching school) with plans for expansion of up to 20 schools across the area over the next 5 years. The ULT includes First, Middle and High Schools, several of which are small, rural schools (including Church of England). The ULT forms a 3-18 all-through educational family, supporting each other to provide excellent teaching and learning, excellent progress and attainment, and a friendly, safe and caring educational environment.

You will have the experience, vision, ambition and skills to grow a high quality, financially sustainable MAT centred on providing a seamless educational journey for our young people.

Further details on the position and how to apply can be requested from russellsheldon88@gmail.com

Closing date: 30th May 2019.



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