

SCHOOLS WEEK

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



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Raise the alarm: lack of sprinklers in school blazes



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What has Labour ACTUALLY announced?



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- DfE previously told Parliament they had taken 'decisive action' to 'manage risk'
- MPs call for 'urgent answers', as ministers make schools reveal own Brexit plans

INVESTIGATES

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SCHOOLS WEEK

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Editor's top picks



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News: Brexit

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DFE DENIES EXISTENCE OF BREXIT PLANS

PIPPA ALLEN-KINROSS

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EXCLUSIVE

The Department for Education is facing accusations it "mised Parliament" after denying the existence of preparation plans for a no-deal Brexit that it claimed existed just two months ago.

The Education and Skills Funding Agency's annual report, which is laid before Parliament and was published in July, set out "key issues and risks" facing the agency.

In this section, it wrote: "To ensure we are ready to deal with a reduction in workforce, should a no deal EU exit occur and staff are seconded to other government departments, we have established our business priorities and agreed where work could be slowed down or paused."

The table stated that "steps to mitigate and manage" these risks, including "decisive action", had been taken.

However, the government has now denied such plans exist and refused to provide them after a freedom of information request from *Schools Week*.

The refusal comes just weeks after the department ordered schools to urgently complete a survey showing how they were preparing for Brexit.

Angela Rayner, shadow education secretary, said: "It appears the government has misled Parliament and is contradicting itself, so ministers need to give us urgent answers. Parents, teachers and the public have the right to know what steps, if any, have actually been taken to prepare for a chaotic no deal Brexit."

When asked for the plans, the ESFA said while it had "discussed the possible contribution of staff as volunteers to be seconded to other government departments for EU exit preparations, there were no specific plans in place regarding discontinuation of work or the allocation of staff numbers or roles to any particular department".

Schools Week had to appeal an earlier response to the FOI, after the DfE refused to obey the act by failing to give any information or state why the information was being withheld or if it existed.

The annual report also said the ESFA's workforce planning group helped to



"ensure the release of staff to volunteer at the Department for Environment, Food and Rural Affairs and Her Majesty's Revenue and Customs as part of the EU exit resource campaign".

In January, former education secretary Damian Hinds told the education select committee civil servants could be temporarily transferred out of the DfE in a no deal Brexit, but insisted the department had planned for "everything that is reasonably possible for us to plan for."

Geoff Barton, general secretary of the Association of School and College Leaders, said the contradiction suggests "uncertainty over Brexit in wider society is also a feature of planning within government".

The DfE has faced repeated criticism from the National Audit Office for a lack of transparency in its annual accounts.

Despite the DfE's own lack of clarity about its Brexit plans, schools have been told to complete a survey on their preparations for Brexit.

A letter sent from academies minister Lord Agnew said the government requires

"a clearer understanding of school preparedness".

Preparations expected of schools included checking with suppliers of medicine and food that they will still be able to provide their products and reviewing data protection contracts. The letter said the DfE will be setting up an "operations centre" to "provide guidance and manage any systemic issues" in the weeks leading up to and after the Brexit deadline.

A leaked analysis of the risks of a no-deal Brexit, published by the Observer newspaper in August, said schools may have to close, exams disrupted and fresh food for pupils' meals could run short. The document stated food shortages could cost schools up to £85 million a year because of price increases.

A DfE spokesperson said: "This government is committed to making sure Britain is fully prepared for Brexit on 31 October, whatever the circumstances and to suggest otherwise is completely untrue."

"We are constantly reviewing priorities and it is normal for these to change over time according to business need."

News: Brexit

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'Pro-Brexit propaganda' in schools 'taken out of context'

SCHOOLS WEEK REPORTER
@SCHOOLSWEEK EXCLUSIVE

A firm accused of beaming political "propaganda" into primary schools has claimed that screenshots of its video have been deliberately taken out of context.

Phil Austin, managing director of Anomaly, which produces content for digital noticeboards in schools, said he had received a death threat after slides from a presentation were shared on social media amid claims that the content was pro-Brexit.

Austin told Schools Week that the slides were from a wider educational presentation about British prime ministers and also covered anti-Brexit arguments.

Stella Creasy (pictured), the Labour MP for Walthamstow, told the House of Commons on Wednesday that she had been contacted by parents "concerned about the content of a presentation about the prime minister's proposals and Brexit that had been broadcast on 3,000 digital noticeboards in primary schools around the country, without the prior consent of the schools".

Pictures she shared included one with the caption, "He has promised to put more money into schools, more money into the NHS and 20,000 police officers back on the streets". Another simply said, "He wants to unite the UK" on a Union Jack background.

One shows a picture of MPs sitting in the House of Commons which said that politicians "haven't been able to agree a deal on the best way" to leave the EU and Boris "has promised Brexit would be done".

Another showed the infamous picture of Johnson stuck on a zip wire with the caption, "People have many different views about Boris Johnson because of his political views, plans for Brexit, personality, dress sense and past behaviour".



But Austin told Schools Week that the presentation also included a slide – immediately after the "He wants to unite the UK" slide – stating that "a large number of people don't agree" with Johnson, amid a backdrop of anti-Brexit posters.

There were also slides on other prime ministers including Sir John Major, he said.

Austin, who would not share the full presentation with this newspaper, said the slides were seen by fewer than 20 schools. He also told Schools Week that he had "never taken a single penny" to promote videos in schools.

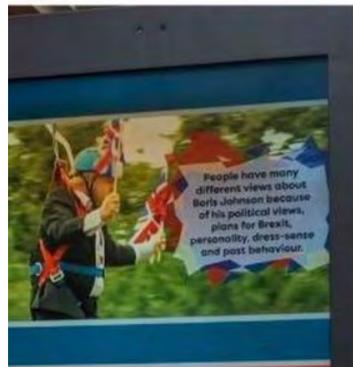
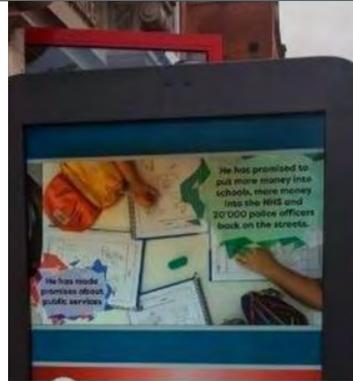
However he added: "I'd like to issue an unreserved apology to anybody that this has caused distress to."

The video was pulled after being shown for a few hours yesterday. It won't be shown again, he added.

Anomaly runs content on noticeboards – which schools rent from them – covering issues such as British values, anti-bullying and keeping pupils healthy. They also broadcast information for parents.

The Cabinet Office said the video was not part of the government's official "Get ready for Brexit" campaign, and there were no plans to show anything from that campaign in schools.

Creasy clarified that she did not



believe the video was government funded, but said it was "worrying the PM didn't agree primary schools should be Brexit propaganda-free zones".

Austin told Schools Week that the description of the content was "wholly inaccurate". He added: "It is not Brexit content. It is part of our British values... it's about prime ministers.

"It was naive leaving it open to interpretation – it can enable people to take certain screenshots and deliberately misrepresent what the message was.

"We haven't done anything wrong. It's just not right. It doesn't take context into perspective."

After speaking to a complainant yesterday about the slides, Austin said that his email had been widely shared, resulting in him receiving a death threat and being labelled a "fascist bastard". He has also had to take the company's website down.

"We have never



had a complaint about our content, we work in thousands of schools. It has made me physically ill. It's distressing other schools [we work with]."

Austin, 63, said the fallout had "put jobs on the line" at his firm which had been working with schools for 15 years. He added that he was also having to consider his position at two charities he leads.

Creasy told Schools Week that schools were not asked for their consent before the video was shown and the refusal of the company to hand over the full document "raises further questions about their conduct".

The government reissued guidance last year warning that school staff must "act appropriately" when expressing political views and not use school resources for "party political purposes".

It followed criticism by politicians of head teachers' conduct during the 2017 general election, when thousands of them wrote to parents about the state of school funding.

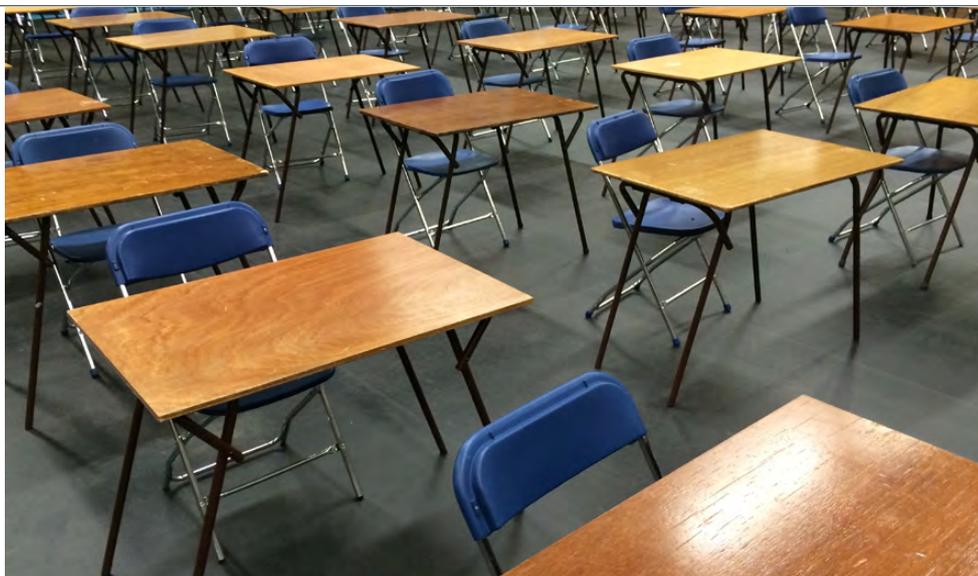
Phil Austin

DfE pledges to fix progress 8 scores after gaffe

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE



Ministers have vowed to amend schools' progress 8 scores after it was discovered some were as much as 0.2 points lower than expected because Pearson sent incomplete BTEC results to the government.

The exam board has apologised after some schools checked Department for Education data yesterday (Thursday) and were shocked to see that their progress 8 scores were much lower than anticipated.

Pearson says the error has been corrected at its end, and the DfE says its data will be amended before it is released to the public later this year.

"We apologise to customers who have been checking their Progress 8 data sets," a Pearson spokesperson said.

"As part of this process, some schools have highlighted that data sets were missing within a specific date range. We have followed up on this and corrected the issue with the data provider. We'd like to thank those that have contacted us for drawing this to our attention."

It is the second gaffe relating to BTECs to hit the exam board this year.

In August, Pearson was forced to apologise after it hiked grade boundaries for its BTEC Tech Awards just days before pupils were due to collect their results, meaning youngsters were handed lower grades than they were expecting.

The latest error was discovered by data managers and heads when they began the annual performance tables checking exercise, which allows schools to log on to a government website to see their national data before it is released to

the public. The data went live yesterday morning.

Peter Atherton, data manager at a school in Wakefield, told Schools Week some schools had received a "nasty surprise" when they went to check the website.

"It could be the case that, if all of these qualifications were missing for your school, that could affect your progress 8 score by quite a lot. Some schools are saying they're -0.20 below what they were expecting.

"If you were relying on those results to fill your open element of the progress 8 calculation, and you haven't got anything in there, it will just assume you haven't got anything in there and give you no points for those slots."

Duncan Baldwin, deputy policy director at school leaders' union ASCL, said he was seeking assurances from the DfE that the department itself and not schools would be responsible for amending the data.

"When qualifications are omitted from this data-checking exercise, the purpose of the exercise is that schools can add them back on just in case.

"But when there are huge swathes of results missing, clearly we don't want to impose workload on schools, so we need to get some reassurances from the DfE that they will do the work."

Baldwin said he had also approached Ofsted to ask if it would continue to accept schools' own calculated data, which it has been accepting up until today.

"What Ofsted have said is that after today, that collaborative data can't be used, but ironically because of the errors in the data that's come from the DfE, that collaboration data is likely to be more accurate than the DfE's data."

A Department for Education spokesperson said: "We are working with our supplier, to provide a solution and will update the checking exercise website as soon as possible."

FREDDIE WHITTAKER | @FCDWHITTAKER

First fall in pupils reaching phonics standard

The proportion of year 1 pupils meeting the government's "expected standard" in the phonics screening check has fallen for the first time.

In 2019, 82 per cent of pupils in year 1 met the standard, down 0.6 percentage points on last year. The proportion of pupils achieving the standard by the end of year 2 was 91 per cent this year, down 0.4 percentage points on 2018.

It is the first time since the tests were introduced in 2012 that the proportion meeting the expected standard has fallen.

The government has described the pass rate as "broadly stable" over the past four years. However, as in previous years, mark distribution data shows a steep rise around the pass mark of 32, something that experts have previously described as "dodgy".

The government highlighted the performance of free schools, where 87 per cent reached the expected standard in year 1, a higher rate than in converter academies (83 per cent), LA-maintained schools (82 per cent) and in sponsored academies (80 per cent).

Meanwhile, the proportion of pupils who achieved the expected standard in writing and science teacher assessments at key stage 1 has also fallen nationally. This year, 69 per cent met the expected standard in writing, down from 70 per cent last year. The benchmark in science was achieved by 82 per cent, down from 83 per cent last year.

The proportion meeting the expected standard in reading and in maths remained stable, at 75 per cent and 76 per cent respectively.

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BACKGROUND

As an education company with a passion for reading at its core, Renaissance's founding objective has been to encourage children to read and enjoy reading. With three main solutions available individually and able to work collectively, Renaissance has integrated itself within schools in the UK, not only generating a culture for reading for pleasure, but helping to bridge the gap for teachers to have more freedom to teach.

Headteacher of Plumcroft Primary School, Richard Slade, has embraced Renaissance's literacy solutions at his school, and has been reaping the benefits for the last four years.

Q You have been using Renaissance's literacy solutions at Plumcroft Primary School since 2014. What impact has this had on the school?

A We have been avid users of Renaissance software for several years. Originally, we implemented it at the school as a result of the removal of national level gradings in 2014. We were seeking an assessment process that would monitor student progression throughout the year and standardise testing.

Star Reading was the key driver for this, and my teachers trust the data it produces. Working collaboratively with Accelerated Reader, the 20-minute tests are incredibly accurate, and our students don't feel like they're being assessed. Accelerated Reader targets reading in a focused way and helps to stretch a student's comprehension levels to ensure that they understand what they read. Reading has become a natural part of our daily routine and now we have successfully managed to generate a culture of reading for pleasure, where all our children know their Accelerated Reader reading levels and can read a wide variety of books suitably challenging for them.



Q How do Star Reading assessments inform teaching and learning at your school?

A Star Reading has improved our assessment process at the school tenfold and is an incredibly useful tool to guide and inform next teaching steps. Using the Star assessment process, which we complete each half-term, provides us with accurate data every six weeks, helping teachers to see where intervention is required and how well the entire class is performing in comparison to a large national sample. The data set provided is instant and bulletproof, and since using the software we have been able to predict outcomes of high-stake tests with accuracy. For example, this year our Star scores and SATs results were closely aligned – within percentage points of each other – and our students were 6% above the national average.

Q It was incredibly important to you as a school to cultivate a love for reading. So how has Renaissance's software helped with this?

A Accelerated Reader has helped students to develop their comprehension skills without negatively impacting their enjoyment of reading. By providing the students with accurate reading levels, students are introduced to a variety of books that are suitable to them.

Since implementing myON, access to its digital library has given the students more material to read, and the ability to make notes and highlight the books digitally encourages them to take a deeper interest in what they're reading. As a result, students can use the books digitally, reducing the costs of purchasing tangible books, and enabling students to read a book at the same time and to experience a wider range of books outside the parameters of our library.

Ultimately, as all three products works together, we have unlimited access to books that students are comfortable reading, with assessment processes that our teachers trust and – most importantly – that work.

Product Information

Accelerated Reader (AR), the company's flagship reading programme, enhances a student's reading comprehension, language understanding and encourages reading for pleasure. Coming as standard with AR, Star Reading can monitor, measure and report on classroom progress allowing for meaningful intervention prior to high-stake exams. The newest addition to Renaissance's portfolio is myON, opening the pages on an enhanced digital library of books, with unlimited access anywhere, at any time. For more information on Renaissance's products, please visit [renlearn.co.uk/solution](https://www.renlearn.co.uk/solution).

News: Conservative conference

Williamson backs 'Rolls Royce' non-grad teacher apprenticeships

EXCLUSIVE

FREDDIE WHITTAKER
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“We shouldn't limit talent”

Gavin Williamson has backed the idea of a teaching apprenticeship for non-graduates, saying that the government should not limit talent.

The new education secretary told *Schools Week* he believes that there are opportunities within the teaching profession to replicate the success of degree apprenticeship schemes run by firms such as PricewaterhouseCoopers and Rolls Royce.

It is the first confirmation from a minister in more than two years that an undergraduate apprenticeship route into teaching is still on the cards.

Speaking to this newspaper ahead of next week's Conservative Party conference in Manchester, Williamson acknowledged fears in the sector about the idea of a vocational route into teaching for those without a university degree, but said the government should not be limiting talent.

“I think there has been a nervousness about this approach, because there has been a nervousness about dumbing down the profession,” he said. “Quite simply, that is something that I will never allow to happen.”

“But how do we create the routes into teaching? I don't think we should be limiting opportunity and I don't think we should be limiting talent, so I think what I

would call a high-quality, degree-equivalent apprenticeship route, and I put a heavy emphasis on degree-equivalent... I think that's something we should always be open to and looking at.”

The government began to look at its options for teaching apprenticeships in 2016. The Conservatives pledged in their 2017 election manifesto to develop a route for teaching assistants to “upskill” and become teachers, and former education secretary Justine Greening attracted criticism that year when she said that teaching should cease to be a profession only for university graduates.

Although a postgraduate route now exists, plans for an undergraduate apprenticeship have stalled over concerns that it would mean teaching was no longer a graduate-only profession.

This year Claire Harnden, the chair of the group formed by the Department for Education to work on teaching apprenticeships, said there was still an appetite from ministers for an undergraduate route, but that concerns over the cost to schools of the route were causing problems.

Continued on next page

More advisers to help schools cut costs

Cost-cutting consultants will be sent into local authority-maintained schools under plans to expand the advice scheme.

Gavin Williamson, the education secretary, told *Schools Week* that he wanted the Department for Education's school resource management advisers to be available for “all schools, and that includes local authority [schools]”.

The first tranche of money-saving advisers were appointed last year at a cost of £2.3 million. Their job was to assist academies that sought help with their finances and provide

“impartial, expert business advice” on how best to use revenue and capital resources.

Despite controversies surrounding the scheme, which came to a head in the spring when *Schools Week* revealed how advisers had suggested limiting lunch portions and replacing experienced teachers with support staff, ministers announced that the scheme would be expanded.

Williamson has now confirmed that this means schools will be able to ask the advisers for help. “What we're seeing is the largest increase in school spending in a generation,”

he said, “and what we do want schools to be able to do is to spend that money in the best way possible in order to deliver maximum outcomes for their students and for their staff.”

The education secretary said he had not ruled out introducing full Ofsted inspections of multi-academy trusts, something that was resisted by his predecessors. “We want to work with all schools trusts to ensure they are delivering for every one of the schools that are in it,” he said. “I would certainly never close off the option of a different approach.”

SEE CARTOON ON PAGE 20

News: Conservative conference

Williamson, who also holds the ministerial brief for skills at the DfE, praised schemes "pioneered by organisations such as PricewaterhouseCoopers, Jaguar Land Rover and Rolls Royce".

He said: "I think, if they are able to do it at that gold-standard level, if you excuse the pun at that Rolls-Royce level, I think there is an opportunity to do it here.

"Never, ever will it be to water down the standards that we need and expect from our teachers but I want to give everyone the opportunity to make that amazing difference in the classroom if they have the capability to do so."

Since his appointment in July, Williamson has signalled that teacher recruitment is among his top priorities. He has announced plans to raise teachers' starting salaries to £30,000 by 2022 in order to make the profession more competitive.

But he told *Schools Week* that he would "never ignore the importance of retention", and said he was "absolutely" committed to implementing the recruitment and



retention strategy developed by his predecessor Damian Hinds, which had a strong focus on keeping teachers in the profession for longer.

"I think there is so much amazing work that has been done," Williamson said, "but I don't

want you to think I'm lazy and that is it done. I actually think quite the reverse.

"This is a start. I want to see us doing so much more in terms of constantly reinforcing the message that we will invest and develop teachers' careers."

Damian Hinds interview: page 22

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News

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Trust leaders fear effects of growth – but do it anyway

KATHRYN SNOWDON
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The majority of academy trust leaders worry that growth could have a negative effect on their schools, but financial pressures mean that many are trying to expand anyway.

A report released by The Key, in partnership with the Forum Strategy, shows that only 12 per cent of leaders are “not at all concerned” about their financial viability over the next three years, while 51 per cent said growth could have a negative effect on schools already in the trust and their ability to support them.

Despite this, 54 per cent said they were trying to grow their trust in order to reach economies of scale, with 25 per cent actively looking for schools to acquire, 24 per cent in the process of acquiring schools and 5 per cent planning to merge with another trust.

Nicola West Jones, head of market research at The Key, said: “Time after time, we heard from leaders who were striving to build their trust into something incredible for the benefit of their students, staff and communities.

“That concerns and cautions exist would be fine if trusts felt no pressure to grow, or only grew in absolutely ideal circumstances. But these worries become real issues

because lots of trusts do see growth as a necessity for reaching economies of scale.”

The government was warned against establishing “monopolies” of huge multi-academy trusts after *Schools Week* revealed that almost 200 trusts had been given approval to merge.

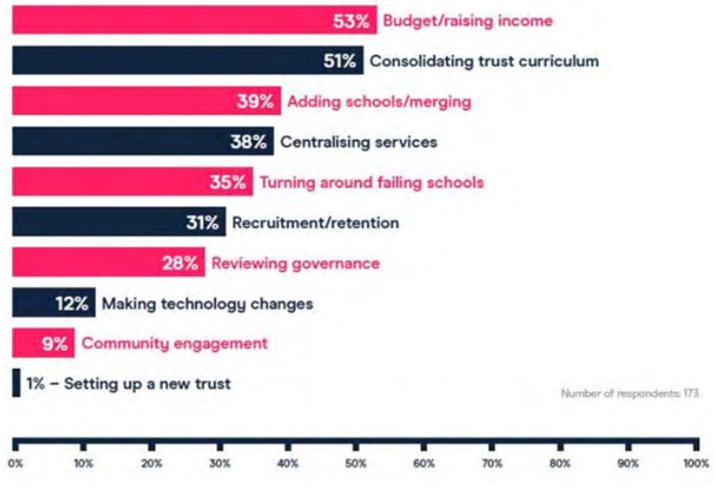
While mergers were seen as a way to speed up growth, 77 per cent of leaders said they were not considering such a move, citing a desire to hold on to their own ethos, wanting to grow organically or a potential loss of control.

Fifty-three per cent also said that they were concerned about allowing their trust’s area of operation to spread too far geographically.

When asked to identify their priorities over the next year, 53 per cent listed improving their budget and raising income, while 39 per cent said that they would be adding schools or merging with another trust.

In July, the government announced the

What are the top 3 priorities for the trust over the coming academic year, 2019/20? (Select up to 3)



creation of a £17 million trust capacity fund, the latest initiative to boost academy trust growth. The government has handed out £126 million in sponsor capacity funding since 2013.

But this latest research indicates that trust leaders are facing a number of hurdles in achieving the growth they desire, with 39 per cent saying they were finding it either “difficult” or “very difficult” to attract new schools.

Some trusts are growing quickly, however. *Schools Week* revealed last year that “supersized” academy trusts were on the rise.

KATHRYN SNOWDON | @KATHRYN_SNOWDON

Blair: pioneering head shows what leadership can achieve

An award-winning head teacher who retired this summer was “completely taken by surprise” after receiving personal thanks from Tony Blair.

The former Labour prime minister honoured Ros McMullen as an academy pioneer who “exemplifies the creative, aspirational and community-focused leadership” on which the system depends.

McMullen, who recently stepped down as executive principal of the Midland Academies Trust, received the special recognition at the National Trust Leaders’ Conference in Nottingham yesterday. She told *Schools Week*: “I had absolutely no idea. It was absolutely marvellous and they couldn’t have given me a nicer surprise than that.”

Blair, whose government introduced the

academies programme, said via video link: “Leadership matters and, in the world of education, it matters enormously and a whole generation of children and young people depend on the quality of that leadership.

“Ros McMullen has shown what that leadership can be and how much change it can bring about in the lives of young people.”

McMullen became a head teacher in 2000. She was made principal of the first academy in the country, the David Young Community Academy in Yorkshire, in 2004. She is also a founding member of the Headteachers’ Roundtable.

She said Blair’s academy programme was about “putting the most money into the most deprived communities” but she is critical of the current

political climate and policies since 2010.

“There has been so much short-termism,” she said. “So much chasing targets, the accountability pressure and . . . actually, it’s really important to focus on long-term sustainability and improvement.”



Ros McMullen

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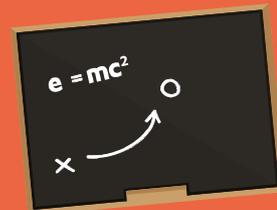
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News

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No decision on inquiry into building cash spent on salaries



PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

Ministers are still deciding whether to investigate a trust that spent £100,000 of cash for building repairs on staff salaries and paid for an employee's parking ticket – nine months after the misdemeanors surfaced.

The Dunham Trust also paid £22,632 to legal firm Eversheds Sutherland for advice which was not provided at cost, while a senior partner at the firm was married to the head of one of Dunham's primary schools. Payment of £3,777 to a trustee to provide IT services, again not at cost, was also raised. Both failed to comply with academy funding rules.

The trust, which runs five primary schools in Trafford, Greater Manchester, also paid £1,100 for two staff to attend a "compassion summit conference course" in Amman, Jordan. A £40 parking fine was paid for one staff member and £325 spent on gifts and flowers.

The Education and Skills Funding Agency (ESFA) is considering whether the findings warrant an investigation. The concerns were raised when the trust's accounts were published in January.

Dr Mary Bousted, joint general secretary of the National Education Union, said it was "particularly concerning that public money destined to improve school buildings has simply disappeared into the central coffers of a multi-academy trust".

"The government should commit to ensuring the funds are returned and used for their original purpose," she said.

Barton Clough Primary School joined the trust in March last year, with £140,000 from Trafford Council's school condition allocation for use to either improve the school building or help rebuild it.

However, Dunham's accounts reveal that £100,000 of this was transferred into the trust's central bank account and spent on the staff costs of its

central team.

The central account had a deficit of £61,000 at the end of the financial year and could not afford to return the money to Barton Clough, despite charging a 6 per cent top slice to all its schools.

A spokesman for Trafford Council said they were "clearly keen to see public funds are used for the best interests of children". They would expect the government to be "fully aware of these concerns and to be offering appropriate support and challenge to the academy".

Academies minister Lord Agnew has previously said that the government's "robust processes" allow them to "spot financial mismanagement quickly and intervene". However, the ESFA is still reviewing the situation at Dunham.

Schools Week understands that a decision on action – including whether to formally investigate – is due before Christmas, almost a year after the financial irregularities were published by Companies House.

A spokesperson for the Department for Education insisted that the ESFA "continues to scrutinise the system on an annual basis, responding quickly to any concerns raised and taking appropriate action".

Trust accounts also show that an "enhanced severance payment" was made to a staff member without the approval of trustees. The trust spent £89,000 on severance payments in 2017-18, up from £22,000 the year before.

"Such transactions might give rise to criticism of the trust by Parliament, the public and the media," Jo Appleyard, the former chief executive and accounting officer, noted in the accounts.

A spokesperson for the Dunham Trust said the issues raised in the accounts "have had the trust's full attention and have been addressed with enhanced financial processes and greater financial controls provided by new personnel".

They added: "The Dunham Trust has made significant progress towards achieving rigorous financial management."



Mary Bousted

School 'failed to prove banned head was kept from classroom'

PIPPA ALLEN-KINROSS

@PIPPA_AK

Ofsted has criticised a school that failed to prove its head teacher was being kept away from the classroom after she was temporarily banned from teaching.

Experts say the report into the Birmingham Muslim School highlights a concerning loophole in regulations that allow banned teachers to continue working in schools under supervision.

Janet Laws was given an interim prohibition order in February while her conduct was investigated, amid concerns that she might promote "views that undermine fundamental British values", according to the report published on September 13. However, the school was unable to show that Laws, also known as Aisha Abdrabba, was properly supervised and kept away from teaching during the inspection in July.

Inspectors said that she was unaware of any risk assessments and the risk assessment that did exist incorrectly claimed that the school's designated officer had "no objection" to her continuing to work. It later emerged that the designated officer was never contacted.

Supervision arrangements were "inadequate" and there was no evidence that trustees regularly checked she was not teaching.

Laws is a director of the school's proprietor, the Albayan Education Foundation, a charity under investigation by the Charity Commission. It was found not to have taken into account "known potential safeguarding risks posed by the head teacher towards pupils".

The Department for Education would not comment on individual circumstances but said that Laws was no longer on the banned teacher list. Laws did not respond to requests for comment.

Andrew Faux, barrister at The Reflective Practice, said: "A prohibited teacher can certainly work as a teaching assistant . . . What effect does prohibition have? That's a bit of an unknown. And it shouldn't be. It should be known."

Martin Matthews, a national leader of governance, said there was "too much of a grey area" and there should be a mechanism for preventing people undertaking any work in schools.

"The potential is there for something serious to happen," he added. "Do you want to close that off, and make sure it can't happen, or are you happy with the system as it is?"

"When it's a potential safeguarding issue, it's a no-brainer to me. You have got to put the children first."

Investigation: Fire safety

FIRES 'MADE WORSE' BY NO SPRINKLERS IN 97% OF SCHOOLS



KATHRYN SNOWDON
@KATHRYN_SNOWDON

EXCLUSIVE

Sprinklers had been installed in just 3 per cent of English schools where fires broke out in the past five years, *Schools Week* can reveal.

Ministers are now under increasing pressure to make sprinklers compulsory in all new and refurbished schools – as is the case in Scotland.

The news comes as the government drags its feet in response to its consultation over updated guidance into fire safety design in schools that was launched in the wake of the Grenfell Tower disaster.

Dr Mary Bousted, joint general secretary of the National Education Union, said it was “time that the government wakes up to the idea that investing in sprinklers is a small price to pay when measured against the threat to life”.

Freedom of information responses from

38 of the 45 fire services in England showed that firefighters had attended 1,950 incidents at schools since 2014. Just 61 (3.1 per cent) of these had sprinkler systems installed.

Fourteen fire services which responded to a total of 489 reports of school fires said that not a single blaze they attended was in a building with a sprinkler system installed.

The figures relate solely to primary and secondary schools and do not include derelict properties.

The government ran a consultation process from March to the end of May on fire safety design in schools, calling for evidence to revise and update guidelines in the wake of the Grenfell Tower disaster in 2017 and a review led by Dame Judith Hackitt. However the government is now five weeks past the 12-week timeframe in which departments are expected to publish responses.

Areas that fared significantly better than the 3.1 per cent average include Northamptonshire, where 31.8 per cent of fires attended were at schools with sprinkler

systems installed. Gloucestershire and Cleveland both had sprinklers in 14.3 per cent of schools where there were fires.

Cleveland Fire Brigade was called to Outwood Academy Bydales in Marske-by-the-Sea last October following an electrical blaze in a washing machine. The school was fitted with sprinklers, which firefighters said had contained and extinguished the fire by the time crews arrived.

“This incident once again proves the value that sprinklers can play,” Joe Flounders, head of fire engineering at Cleveland Fire Brigade said. “They also bring down the cost of fire, reduce the impact on the environment and minimise disruption to the community.”

London Fire Brigade (LFB) has attended the most school fires since 2014 – 350. Of these, just 10 schools, or 2.9 per cent, had sprinklers installed.

The LFB said that sprinklers could have saved Roding Primary School in Dagenham last September after a blaze destroyed a significant portion of the single-storey

Investigation: Fire safety



Roding Primary School in Dagenham

Photo: London Fire Brigade

building, leaving hundreds of pupils needing alternative placements.

Lee Drawbridge, the LFB's deputy assistant commissioner, said there was "no clearer example" of the importance of sprinklers in schools, adding that such a safety system could have "significantly reduced the damage and impact of this fire".

Schools Week revealed in 2017 that the proportion of new schools being built with sprinkler systems had halved to just 35 per cent since 2010.

Figures released last year showed that just 74 of the 260 schools rebuilt as part of phase one of the government's priority school building programme have, or are planned to have, sprinklers fitted.

Furthermore, analysis of 1,000 site surveys by schools insurer Zurich Municipal found that only 5 per cent of schools in England were rated "excellent" for fire protection systems, compared with 29 per cent of schools in Scotland.

Zurich said that larger school fires did damage that cost an average of £2.8 million to repair.

The National Fire Chiefs Council, which backs calls to make sprinklers mandatory in new and refurbished schools, estimates that the cost of installing a sprinkler system in a medium-sized school during construction is about £100,000 – about the same cost as

providing carpets.

Andy Dark, assistant general secretary of the Fire Brigades Union, said: "After a decade of austerity, the fire and rescue service is hanging by a thread. With slowing response times and massive cuts to firefighter jobs, a sprinkler system could make the crucial difference, saving a school from destruction in a fire."

'Sprinklers are the key to achieving resilience'

"Building schools on the cheap is counterproductive – and the cost could be the complete disruption of our children's education. We need to invest in schools as a part of investing in our future."

But a Department for Education spokesperson said that schools were "fundamentally safe places, designed to be evacuated as quickly as possible in the event of a fire".

The spokesperson added: "All schools are required to have an up-to-date fire risk assessment and to conduct regular fire drills – and all new school buildings must be signed off by an inspector to certify that they meet

the requirements of building regulations. Where sprinklers are considered necessary, they must be installed."

'Sprinklers are the key to achieving resilience'

Dr James Glockling, technical director at the Fire Protection Association, told *Schools Week* that the fire risks in schools are changing – and so must regulations.

Building methods are using more combustible materials, schools are getting larger and technology, such as 3D printers and laser cutting systems, created the potential for more fires in the classroom, he said.

There is nothing to suggest that such building methods are less safe with regard to protecting people, but they "will not fare as well" when it comes to property protection and the continuation of services, Glockling said.

"It is a little understood fact that our building regulations in respect of fire seek to achieve nothing more than to assure 'evacuation before collapse' of building.

"The continuity of supply of education services is critical to community welfare and there is no doubt that the provision of sprinklers, in association with proper consideration of building methods and materials employed, is the key to achieving resilience."



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Teachers don't support DfE's exclusion-reduction plans

PIPPA ALLEN-KINROSS

@PIPPA_AK

Teachers have given a thumbs down to the government's plan to tackle rising exclusion rates with more training – saying that, they want help from professionals instead.

The Department for Education has launched a £10 million behaviour network to help support 500 schools through staff training and updating sanctions and rewards schemes.

However, a survey for the Royal Society of Arts, Manufactures and Commerce (RSA) found teachers actually think referring pupils to specialist schools-based mental health professionals is the best way to reduce the need to remove pupils from lessons.

Moreover, just 12 per cent of the 1,500 teachers and school leaders surveyed thought more training on behaviour management was

the best approach.

The report suggested this could be because teachers do not think they have enough time for training, or think that it wouldn't be good quality, or they "do not believe they should be responsible for providing these types of support".

Laura Partridge, association director for education at the RSA, said the results show that teachers "feel unable to support children at risk of exclusion on top of their existing workload pressures" and so are looking to other professionals for help.

More than half of classroom teachers also said that a highly trained teaching assistant could reduce the number of pupils removed from class, but just one-third of senior leaders said the same – a discrepancy the RSA said could be explained by "budgetary pressures".

Geoff Barton, general secretary of the Association of School and College Leaders,

said the findings show schools need "better resourcing and support in tackling challenging behaviour" and currently have "limited resources" for early intervention and support.

Nansi Ellis, assistant general secretary of the National Education Union, added that teachers are "not experts in trauma or mental health" and called on the government to address the challenge of mental health provision and give "schools and society the services they need to help those in need".

The RSA said the number of pupils permanently excluded from school rose from just under 5,000 in 2013-14 to nearly 8,000 in 2017-18, averaging 42 pupils expelled every single school day.

In 2017-18, 410,000 fixed-term exclusions were recorded, an 8 per cent rise on the year before and a 52 per cent increase since 2013-14.

WHICH IDEAS MOST HELP TO REDUCE THE NUMBER OF TIMES A PUPIL IS REMOVED FROM CLASS FOR THE REST OF THE LESSON?



OVERALL SCHOOLS ARE TOO QUICK TO USE OFFICIAL EXCLUSIONS WHEN THERE IS ANOTHER SUITABLE APPROACH



IS IT JUSTIFIABLE TO REMOVE A PUPIL FROM CLASS TO DEMONSTRATE SCHOOL RULES SHOULDN'T BE BROKEN?



BEING REPEATEDLY REMOVED FROM LESSONS HAS A DETRIMENTAL IMPACT ON LEARNING



BEING ABLE TO EXCLUDE IS ESSENTIAL TO PROVIDE A GOOD EDUCATION FOR ALL PUPILS



News

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CONSIDER IMPLICATIONS OF TEACHERS OFFERING TUTORING, SCHOOLS TOLD

PIPPA ALLEN-KINROSS @PIPPA_AK

Schools should "consider the implications" of teachers offering or promoting paid tuition after a survey found that a quarter of those in secondary schools had taken on private tuition work in the past two years.

The Sutton Trust's annual polling of teachers and pupils also shows that two-thirds of teachers who have tutored did so after direct contact from parents.

The survey of 1,678 teachers also asked if their school had promoted paid-for private tuition to parents. Although secondary school teachers were more likely to have tutored outside school than primary teachers (24 per cent versus 14 per cent), heads in primary school were more likely to say that their school had sent parents information about private tutoring (18 per cent compared with 11 per cent).

Sir Peter Lampl, the founder and chair of the Sutton Trust and chair of the Education Endowment Foundation said schools should "consider the implications of teachers offering paid tuition outside of lessons and how this is

promoted in school".

He also repeated the trust's longstanding demand for the government to introduce a "means-tested voucher scheme" to allow families on lower incomes access to tuition for their children.

Last year, a report from the Education Endowment Fund found that children who had

received weekly maths tutoring were three months ahead of those without a tutor.

However Dr Mary Bousted, joint general secretary of the National Education Union, said the increasing use of private tutors "reflects the worries that the government has unnecessarily created in so many parents' minds about school standards and students' prospects".

She added that any extra funding for disadvantaged pupils should be focused on "addressing the shortfalls in pupil-premium funding".

The poll found that 27 per cent of 11 to 16-year-



olds in England and Wales now say that they have had tuition, up from 18 per cent in 2015. In London, the tuition figure has risen to 41 per cent.

Those who receive private tuition are also more likely to come from better-off backgrounds, with 34 per cent of pupils from "high-affluence" households receiving tuition at some point during their education, compared with 20 per cent in low affluence households.

Last year, Professor John Jerrim of UCL's Institute of Education called for a tax on private tutoring services which would fund free tuition for low and middle-income families.

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News: Labour conference

WHAT DOES LABOUR ACTUALLY WANT?

Your trusty Schools Week guide to everything you need to know about the policy announcements at this week's Labour Party conference in Brighton.

1 THE END OF OFSTED

This was Labour's big announcement, hinted at by Angela Rayner in a *Schools Week* interview last week. But Labour is not going to abandon inspections altogether.

The idea is that local authorities will run "health checks" on schools and other education providers. If these throw up bigger problems, or if there are specific complaints from parents, teachers or governors, HMIs (note that Labour is not abolishing the role, just the body) will then carry out more "in-depth" visits.

Labour believes this will mean that in-depth inspections will "arise from a genuine need, instead of taking place at random".

2 INTEGRATION OF PRIVATE SCHOOLS?

Votes on the conference floor generated a lot of coverage, but it is important to focus on what has actually been announced by shadow ministers.

Although, following Sunday's vote, it is now technically Labour policy to redistribute the assets of private schools, this does not mean that it is going to happen and make its way into the party's election manifesto.

Rayner stopped well short of pledging to enact all of the policies in the motion, instead simply reiterating existing plans to close tax loopholes (which will be done at Labour's first budget), and saying that her new Social Justice Commission will be set to work "on making the whole education system fairer through the integration of private schools".

3 PEER-REVIEW SCHOOL IMPROVEMENT

Although this was a throwaway line in Rayner's speech, it is potentially a much bigger deal.

The London Challenge launched in 2003 is widely viewed as one of the greatest achievements of the Blair government and has been credited with the rapid improvement of London's secondary schools.

Labour wants to replicate this success via a nationwide school-led peer review improvement programme, which would be aimed at supporting schools in "deprived areas with challenging intakes", and would be led by regional offices of the party's new National Education Service.

The announcement coincides with a launch by the National Association of Head Teachers of a school improvement commission, which will discuss peer review.

4 A SHORTER WORKING WEEK

This is a pledge for workers more generally, but presents a particular issue for schools because teachers currently work such long hours.

John McDonnell says that a Labour government would "put in place the changes needed to reduce average full-time hours to 32 a week within the

next decade". But that is easier said than done for teachers, who work on average 10 hours longer than those outside the sector.

Schools Week understands that the party has no plans to close schools for an extra day a week, meaning that heads would have to hire additional staff and drastically change their rotas in order to achieve a reduced working week.

5 COLLECTIVE BARGAINING

McDonnell also pledged to introduce sectoral collective bargaining – a policy the party considered reintroducing for teachers in its 2017 election manifesto before it was dropped. It will be through this process, McDonnell said, that hours will be reduced.

National pay bargaining, which determines a fixed salary scale for teachers across the country and included union negotiations, was phased out in the late 1980s and came to an end with the establishment of the School Teachers Review Body in 1991.

Under the present system, the STRB seeks input from a range of stakeholders and advises the education secretary on teacher pay. It is up to the minister to decide whether to implement a rise in the teacher pay scales. Maintained schools must follow the scales; academies can choose whether to do so, or not.

Under a pay bargaining system, workers would negotiate at a national level through their unions.

6 SCHOOL UNIFORM PRICE CAP

Rayner also pledged to end the "spiralling cost of school uniforms and equipment" by introducing a price cap. This would "stop the scandal of children priced out of school". However, no further details have been outlined.

The announcement comes after academies minister Lord Agnew pledged to clamp down on the use of "pernicious" exclusive uniform suppliers.



Shadow chancellor John McDonnell (left) with Labour leader Jeremy Corbyn

News: Labour conference

EXPERTS FEAR CONFLICTS OF INTEREST WITH NEW INSPECTION PLAN

FREDDIE WHITTAKER

@FCDWHITTAKER

Labour has been urged to explain how it will avoid conflicts of interest over local authorities potentially inspecting their own services under plans to replace Ofsted with a two-phase accountability system.

Angela Rayner, the shadow education secretary, told the Labour Party conference last weekend that she will put councils in charge of "health checks" for schools and other providers. Meanwhile inspectors from "a new independent body" will be tasked with following up on any issues that these reveal.

This will be backed up by a peer-review system based on the success of the Blair government's London Challenge, introduced in 2003 to raise standards in the capital's secondary schools, although details of this proposal are scarce.

The plans have not been universally welcomed. A survey by pollsters Teacher Tapp found that, while 46 per cent of teachers favoured the move, 31 per cent disliked it.

The plans were supported by a majority of heads and primary school teachers, but just a third of secondary school teachers said they were in favour.

Former national schools commissioner Sir David Carter questioned whether



local authorities should be in charge of inspecting their own schools. It is also not clear whether councils will check their own children's services departments (which Ofsted currently inspects).

Labour has only said that councils will provide "health checks" for neighbouring authorities "where this is appropriate".

A source said that further details will be outlined in Labour's manifesto and then fleshed out if they form a government. But they admitted that there would need to be "clear national guidance and oversight" on the issue of local authority inspection of schools.

Geoff Barton, general secretary of the ASCL

school leaders' union, said both tiers of the new system "would require appropriate staffing, training and investment, as well as clarity about their respective roles and the trigger points for in-depth inspections".

He added: "We all want an inspection system which works as well as possible, but the key to this is to look at how we judge performance fairly and consistently. This does not necessarily mean that we need to create new tiers of bureaucracy."

It is not the first time that Labour has considered a multi-tiered accountability system. In his 21st Century Schools white paper in 2009, the then education secretary Ed Balls proposed that Ofsted should focus on higher-risk schools, and that "schools will lead their own improvement, while being held strongly accountable for their own performance".

John Fowler, from the Local Government Information Unit, said that the party would need to delegate responsibility for section 5 inspections to local authorities, which could then "choose how to procure those inspections".

He added: "There may be a need to put the non-statutory education inspection framework into statute to stop 151 local authorities reinventing the wheel."

"There would have to be a transfer of resources from Ofsted to local government as one body loses functions and another gains them."

Labour unlikely to seize private school assets

Labour is unlikely to include a pledge to seize the assets of private schools in its next general election manifesto – despite a vote in favour of the policy at the party's conference.

Delegates in Brighton voted over the weekend in favour of the full integration of private schools into the state sector, including the redistribution of private school endowments, investments and properties "democratically and fairly across the country's educational institutions".

But the party has thus far committed only to closing tax loopholes and working towards integration. It is unlikely to adopt the most controversial aspects of the motion, which are opposed by senior MPs.

In public, the shadow chancellor John McDonnell has already distanced himself from the motion, describing the asset-seizing as a "draconian measure". In private, he is reported to have told campaigners that such a move may even be illegal.

New research by the Private School Policy Reform group suggested that it would cost the government an additional £2.3 billion (6 per cent of the education budget) to teach the 560,000 private school pupils in the state system.

A recent YouGov survey found that just 22 per cent of people would support an outright ban on private schools, compared with 50 per cent who oppose one. However, a survey conducted by the firm in 2017 found that 81 per cent of respondents believed that schools should be run in the public sector.

The Labour Against Private Schools group, which organised the motion, said the party was "right to commit to the principle of integrating private schools into the state sector" and will now find "the most practical ways of making this a reality".

EDITORIAL

DO YOU HAVE A STORY?
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What is the government hiding on Brexit?

The government's obfuscation over its own Brexit plans is nothing short of disgraceful.

It's also particularly galling coming just days after they demanded to see evidence that schools were preparing to leave the EU.

Ministers cannot reassure parliament they have plans in place to meet their key objectives should staff get raided by other departments under a no-deal Brexit, and then claim these plans don't exist when pesky journalists ask to see them.

There can only be two explanations - either they lied in their annual accounts, and are failing to properly prepare for Brexit, or they are lying now and hiding the information (meaning there is a document containing plans for a staff exodus).

Both scenarios show a worrying contempt for the sector. It also won't help the increasingly fractious Brexit debate.

That was also further compounded this week when several newspaper reports picked up on comments made by Stella Creasy MP in Parliament that pro-government propaganda had been shown in 3,000 primary schools.

Some even alleged the government was paying to have this beamed into noticeboards in school playgrounds.

Actually, according to the man who runs the company behind the digital noticeboards, the video was about past and present prime ministers - not Brexit.

The slides widely circulated on social media - which presented Boris Johnson in a favourable light - were followed by another that stated how people were massively opposed to his plans.

And the boss claimed it was shown in 20 schools at most, not 3,000. The claims it was paid for by the government are just plain lies.

The fall-out over Brexit continues to demonstrate the impact misinformation can have (on both sides of the debate). The firm's boss has received a death threat from anti-Brexit campaigners based on the newspaper articles.

Is it too much to ask that our government conducts itself openly and transparently to ensure it doesn't cause further damage?

See story on page 8



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With the benefit of Hinds-sight: Former ed sec reflects on his time in the job

Damien Hinds didn't expect to lose his job as education secretary. Here he explains what he is proudest of, and the changes he wish he had been able to make.

Politics is a brutal game, and nothing quite epitomises that than seeing an ex-minister for the first time after a reshuffle.

Damian Hinds, a man who until two months ago ran a department of thousands of people, greets me personally in the reception area of parliament's Portcullis House.

Gone are the advisers who once flanked him on every visit. Gone are the press officers who would tap their watches when he (regularly) spent too much time answering journalists' questions.

The MP for East Hampshire is carrying his own bag again, and he looks intensely relaxed.

The former education secretary has booked a meeting room for us because his new office is still not ready for visitors. Secretaries of state lose

their departmental offices the moment they are sacked, and finding space to set up camp on the packed parliamentary estate isn't easy.

"Everything is different in politics at the moment," he muses. For him, "it's a quieter time, a time to catch up with some other things".

"You never leave the constituency issues. You can't, and you shouldn't. But when you're not doing a government job any more, yes, there's an opportunity to do more of everything else."

Was he expecting to be reshuffled out of his job by Boris Johnson?

"I didn't know. You never know," he says. "I had hoped I wouldn't be. I loved the job I was doing, and I would have been more than happy to continue serving. But it's in the nature of this line of work. There is fairly limited job security, and that's part of the deal. You understand it when you come into politics."

With no government majority, no serious cash boosts forthcoming from the Treasury and

Brexit hanging over everything like a dark cloud, Hinds's ability to actually get anything done was substantially limited.

I remark that it must have been frustrating to watch Gavin Williamson, his successor, announce a massive school-funding package within weeks of starting in the role, a settlement Hinds and his team had lobbied for during his entire tenure at the DfE.

"We were in a difficult time, because of the majority in parliament, because we're in this period relative to Brexit and having not quite got over the line and needing to get over the line and all that political energy that took up. And it was a difficult time in relation to timing of the spending review that had been expected in the autumn, but based on leaving the European Union at the end of March.

"All those things are interconnected and yeah, of course that's a frustrating thing to work with."

Is there anything he regrets not doing, or not

Interview: Damian Hinds



doing differently?

"Anyone who says there's nothing you could've done better is a big old fibber or self-deluded. But honestly you can only do what you do with the benefit of the knowledge you have at the time, and I don't actually look back and think, 'Oh I wish I'd done this'. As I've just set out, there are some circumstances I certainly wish had been different."

Languages is one area where more work is needed, he admits. "We've got an issue with the number of kids taking up languages, and there has been since 2004, particularly with, say, German, and I would've loved to have been able to do more on that front.

"Also character and resilience, which I think is such a fundamental part of social mobility and general preparation for life. I would've liked to have been able to develop our approach there further."

When historians write about his time as education secretary (we ask), what will they say?

Hinds hopes they'll describe him as someone "who was totally committed, totally dedicated to the job, and understood the commitment of everybody working in education".

Although Hinds will probably be best remembered for his work on teacher recruitment and retention (his strategy received unprecedented levels of support from the unions and the sector more widely), he also earned plaudits for setting in motion significant reforms to school accountability.

On his watch, coasting and floor standards were scrapped, and efforts to hold academy trusts to account were stepped up.

Given he identified this need for greater accountability for academies, does he understand why the sector sometimes gets a bad rap?

"I think I do understand why there is an issue," he says. "I also think it's important to talk about it and get things in perspective. The academy sector is more transparent, it's more open to probing

'In politics, there is fairly limited job security'

than the maintained sector is.

"And yes, there have been problems with some schools that are academies, and when you've got 50 per cent of kids going to academies, it's a very big part of the sector. But there have also historically been problems with local authority schools you were less likely to know about."

While Hinds believes academies have overall been "very beneficial" for education, he says some people will always "want to find faults".

"You find fault in one individual place and you use that to extrapolate out to a system, and that's just not an extrapolation you can make or you should make," he insists.

The former education secretary hails reforms to relationships and sex education, which were completed on his watch, as "an enormous step forward," and defends himself against criticism that by leaving the decision on when to teach pupils about LGBT issues up to heads, he left

them vulnerable to attacks from parents and other members of their communities.

"We needed to have a programme which works for everybody. That's what happens when you make something mandatory," he tells me. "And what we brought forward had the support of Stonewall and the Catholic Education Service. That's a strong coalition of support."

He also doesn't regret his decision not to visit Anderton Park, the Birmingham school at the centre of bitter protests over its equalities teaching, claiming it could have attracted more protesters at the school if he got involved.

"You have to make judgments on these occasions, and you could argue it both ways, but my judgment, and I have no reason to think in hindsight that this judgment was wrong, was that going there would be more likely to have a negative impact than a positive one."

So what next for Damian Hinds, a politician once seen as a rising star of his party and tipped as a future prime minister?

He says he will maintain his interest in social mobility, an area where there's "still an awful lot of work to do." He is also interested in continuing to look into the education technology sector.

"The longer I went on at the DfE, I realised we'd only really started in a tiny way to scratch the surface. It's a huge sector. And often questions about technology in education get ridiculously simplified, to whether you're pro or anti.

"Now if you force me to answer that, I'm anti, right? I don't want kids spending all day on diversionary, soft-focus electronica. But that would be a really dumb, blinkered view to take, when you consider all the potential benefits of properly deployed and properly delineated and controlled use of technology. So I think that's a hugely interesting area."

He is unsure if regulation is what is needed, but he believes there is space for "something in the middle, between 21,000 potential buyers and hundreds, probably thousands, of potential sellers where the two don't really know that much about each other".

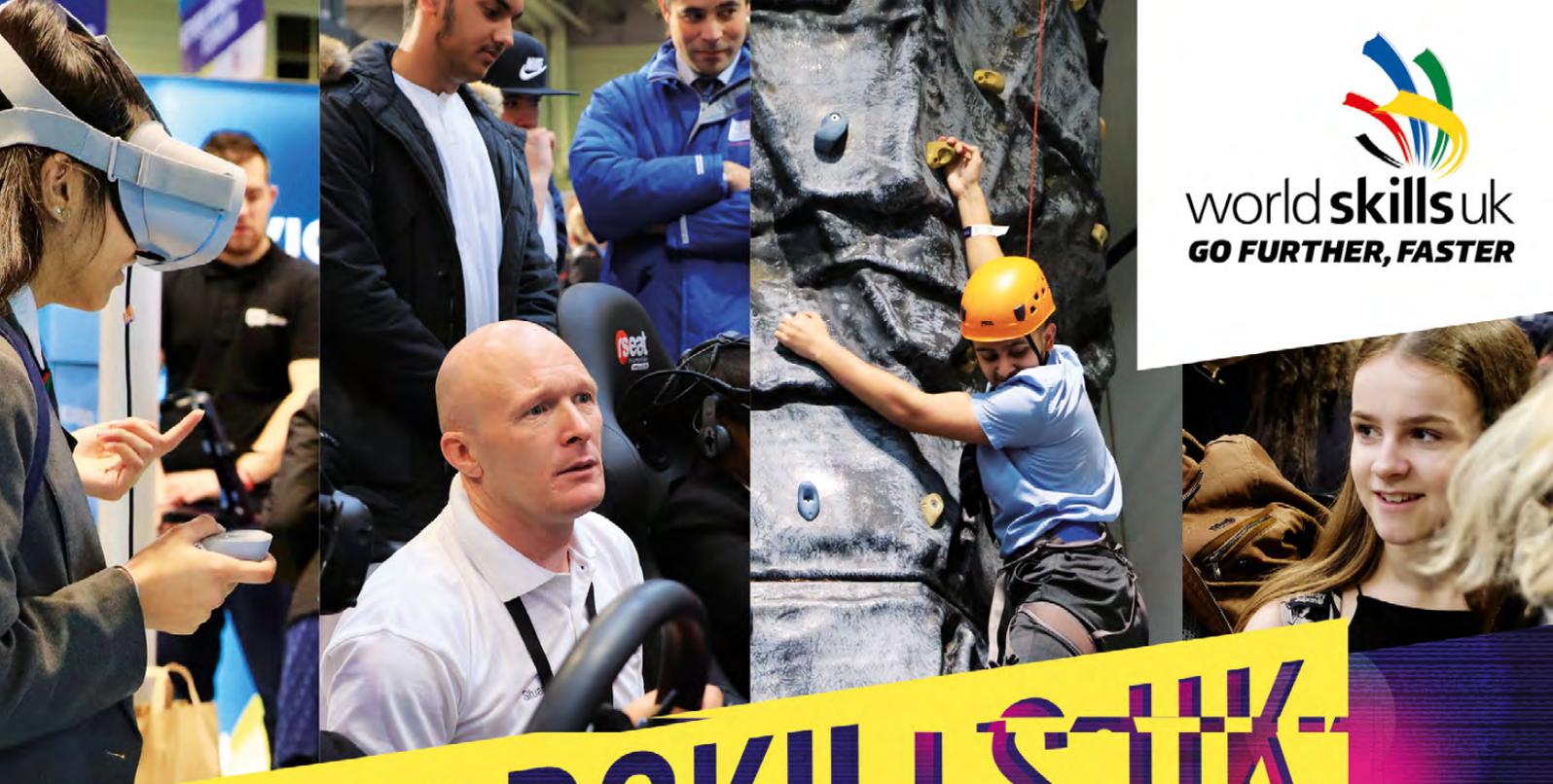
"There is definitely a role for improving knowledge, intelligence about what's available, and perhaps for schools to share with each other their experiences."

He looks wistful as he talks about work started at the DfE but never completed. Was he gutted to lose the job?

"I was very sad," he admits after a pause. "But you also know that in this life, in this world and in particular in this political life, nothing is for ever, and, you know, things happen."



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Opinion

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

The SEND Code of Practice is routinely broken because a number of factors are not being addressed. Simply moving children around the system is not in itself a solution.

Recently, the government announced an additional £700 million in high-needs funding, another special educational needs and disabilities review and its intention to expand alternative provision (AP) through the free schools programme. The truth is, this is only a partial, (and potentially risky), response to the challenges in the system, many of which have been highlighted in previous reviews.

An analysis of warning signs suggests that the problem involves both scarce resources and weak implementation. There are rising numbers of children with complex needs and increasing pressures from expanding SEND support to age 25. SEND appeals are increasing and 89% are successful.

It's important to acknowledge that this high rate of successful appeals means the Code of Practice is being routinely broken. Parents are not to blame and they often have to go to unreasonable lengths to secure the basic rights of their children. The upper tribunal has also ruled that current regulations affecting school exclusions are unlawful and breach human rights.

There are too many perverse incentives for schools that make including children with SEND more difficult than it needs to be. Balancing budgets, loss of wider children's services, staffing difficulties and ever-rising attainment expectations are creating a pressure cooker from which the only release valve is to



JO HUTCHINSON

Director for social mobility and vulnerable learners, Education Policy Institute



to include children with SEND in mainstream schools, and any attempt to ensure that children who need specialist places can access these promptly.

A 2017 rapid evidence review for the DfE suggests we need more focus on researching and embedding effective practice for particular types of special need. For this to really work, we need better accountability and regulation. We need to reduce the conflicts of interest schools face by setting stretching (but realistic) expectations of children's attainment. It also means breaking up the conflict of interest in LAs.

Money is needed, but for the right things. We should focus on the quality of AP rather than expanding capacity at any cost; and remember that there is also a shortage of special school places. Focusing on quality both in mainstream and specialist provision must involve better mandatory training and development for all staff in schools and LAs.

Ultimately, we're unlikely to make progress unless we recognise that without improved support, moving children around the system is not in itself a solution. It is time we found a way to treat behaviour disorders and mental health difficulties more comparably with other types of SEND and to uphold inclusion in line with the qualified duty that we signed up to nearly 40 years ago.

Time to get serious about children with additional needs

squeeze out children with additional needs. This remains unchecked by weak regulation and a lack of transparency over managed moves, exclusions and home schooling. The

more money into the system and hoping. This has the potential to result in both the Code of Practice and equality laws continuing to be breached, and to encourage an

“ There are too many perverse incentives that make including children with SEND more difficult than it needs to be

data and the oversight of schools and local authorities (LAs) are simply inadequate.

Funding poses a further problem. The allocation of high-needs funding between different local areas is inconsistent and inflexible. This likely contributes to postcode lotteries in SEND support that have been highlighted many times, including by Ofsted prior to the 2014 SEND reforms. The detail of the funding rules also creates a potential anti-inclusion trap whereby the more AP is available in an area, the fewer funds are available for early help and support in mainstream schools.

A critical reading of the government's proposals might be that they are simply throwing

ever-larger proportion of children being siphoned out of mainstream schools without sufficient safeguards or regard for their best interests. Meanwhile, policies of school choice and competition continue to evade scrutiny in terms of their impact on vulnerable children.

SEND support is only the tip of the iceberg, though. Beneath the water are also the attitudes and practices of school staff (for example, in relation to reasonable adjustments), and of LAs, conflicted as both assessor of needs and provider of support.

Because of weaknesses in transparency and regulation, practices are hard to document, but they underpin any attempt to implement the qualified duty

Opinion

DO YOU HAVE A STORY?
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DAN MORROW

CEO, Woodland Academies Trust

From watchdog to service dog? The changing role of Ofsted inspection

Experiencing inspection under a new framework in the second week of term is discombobulating enough, says trust CEO and executive headteacher Dan Morrow, but the scope of Ofsted's change left him breathless.

Last week we got "the call" in one of our trust's primary schools. The second week of September, a new, untested framework, a re-brokered turnaround school. We were ecstatic, as you might imagine.

The school, and the trust overall, were cautiously optimistic. It was time to find out if Ofsted had truly responded to HMCI's call for the inspectorate to be "a force for improvement".

It started well. The lead inspector approached the call with a listening ear. Data was discussed as an informer to the team's approach, not as the sword of Damocles it has been. Context was investigated in thorough detail, giving us a chance to tell our story.

There was no sense that judgment was predetermined. Believe me, I was listening for it. The cynical, been-around-the-block part of me became more anxious. What was their game?

The first day of the inspection was

completely focused on deep dives. As well as reading (mandatory in primary), science, mathematics, PE and PSHE were also chosen for the process.

There I was, armed with reams of data for the achievement conversation, ready to ride into battle

for my staff, my children and my community. Except, the conversation didn't come.

Instead, the deep dives commenced with immediate observations of staff through learning walks (all accompanied by phase/subject leads) and through hearing children read: the year one children who had not reached GLD, the year twos who had not secured the phonics-screening check, and the year threes not at the expected standard in reading last year. Other children were asked to recall and describe their learning in the previous year, providing evidence about progression and sequencing.

Next, subject leaders (not SLT) were interviewed about the philosophy and decision-making around

sequencing of the curriculum. All of our NQTs (ninth day in school) were interviewed about their induction, training and understanding of our approach. SLT were then interviewed to feedback from the dive and triangulate this with leaders' views.

In short, it was deep indeed. It was not about leadership on the day, but entirely about the effects of leadership as a lived and breathed experience.

Once I had recovered from the pointlessness of my data file and the fact that we hadn't had two full weeks of school, I really watched what was going on. As CEO of the trust and the school's executive headteacher, I had never had so little to do in an inspection.

The deep dives apply the methodology of school improvement with laser precision. Inspectors don't

“ The questioning of the inspectors was nuanced

want this polluted by headteachers, so look to middle- and class-based leaders to gather and confirm their view.

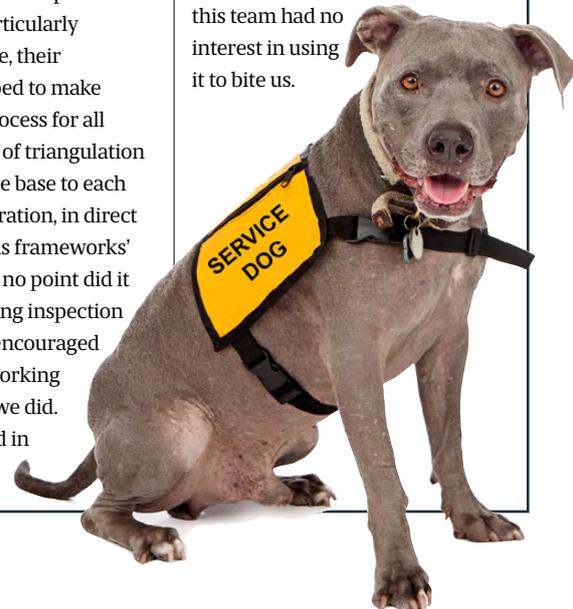
The questioning of the inspectors was nuanced and, particularly in reading and science, their subject expertise helped to make it a developmental process for all involved. The process of triangulation looked for an evidence base to each aspect under consideration, in direct contrast with previous frameworks' tick-box approach. At no point did it feel like we were having inspection done to us. We were encouraged to feel like we were working with colleagues, and we did.

I have been involved in over twenty Ofsted

inspections and this is far from what I have always said previously. In fact, the process reminded me most of one HMI who was a true school-improvement partner. Again, that isn't my experience of every HMI. So, perhaps our positive experience is more due to the team than the framework. Only time and more inspection stories will tell.

It certainly felt like the painstaking work of curriculum design, implementation and review has once again been given a platform with equal importance to achievement. The context of the school was weighted without allowing for excuses. The journey, as well as the destination, is once more part of the conversation.

The reverse-engineering of the approach from what we have all been used to is without doubt discombobulating, but the focus on quality of education felt authentic and the majority of staff who experienced this as their first inspection saw it as collaborative. They particularly noticed the questions and support around wellbeing and workload. The framework barks loudly, but this team had no interest in using it to bite us.



Reviews

BOOK REVIEW



The Arts in Primary Education

By Ghislaine Kenyon

Published by Bloomsbury Education

Reviewed by Andrea Brimelow, SENCO, Dean Church of England School

The Arts in Primary Education adds to the case for the arts to be a fundamental part of the curriculum, not only because they allow new experiences for children who might not otherwise have access to them in their day-to-day lives, but also because allowing children's creative skills to flourish ought to be given equal merit to the three Rs in education.

None of this is particularly controversial, nor are they new ideas in primary education, but there is evidence that some curriculum areas have been put on the back burner due to the squeeze of time and funding. This book's chapter on children's literature and regular references to picture books echoes much of the work many schools are already doing, if not in the spirit of cross-curricular work, then at least in response to the accountability focus on reading.

In a sense, this book is timely. Schools are focusing on providing a broad and balanced curriculum, alongside making sure that the curriculum is designed for purpose, thinking about the *why* as well as the *how* of their work, and considering the implications of cultural capital. In this context, this book will be useful to those who want to add a dimension of localism to their curriculum, and to ensure it meets all of their children's needs.

This book feels designed for arts subject leads and headteachers. There are some ideas that classroom teachers could copy, but its relevance to them will depend on how involved they are in the big-picture curriculum design,

which differs from school to school.

The case studies are an interesting read, but they (and the anecdotal references throughout the book) seem to be solely from schools in the South and Midlands. Many of the examples sound like larger schools, particularly those in the London area, and I feel some examples would be tricky to emulate, particularly those schools with mixed year groups, key stages and small class sizes. As a teacher in a four-class rural school in Cumbria, I do struggle to relate to how some ideas would work in our locality.

In terms of diversity and inclusion, the author gives examples of how the arts can be accessible for all, with good focus on those children with additional needs. There is some acknowledgement of how particular faith groups may face barriers in the arts, but it does not try to tackle how to overcome these barriers in any detail.

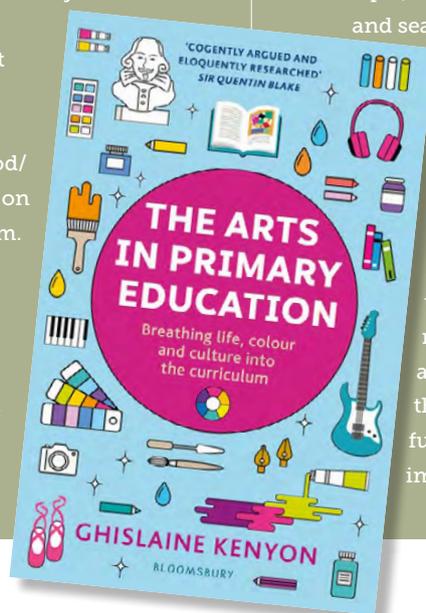
There is some reference to Ofsted gradings that immediately cause me to be critical. I am very cautious about claims of schools going from Special Measures/RI to Good/Outstanding based on their arts curriculum. Having worked in schools in all four gradings, I hold no confidence in any causal relationship, though perhaps a headteacher

reading it would feel differently. When reading these types of claims, my concern is that some may think plunging large amounts of funding into the arts is a magic pill to satisfy Ofsted, without consideration for other issues.

The author has drawn from a range of good examples of quality arts education, some of which are solely teacher-led, but the majority are collaborations with outside agencies – local musicians and music hubs, museums, dance practitioners, artists and galleries to name a few. This, again in rural Cumbria, can also be an issue, as fewer of these opportunities are available.

A knock-on effect of this is cost. In a climate where headteachers are having to cut vital staff, I don't feel this book recognises the financial impact of its examples, particularly for those schools that are not in receipt of a lot of pupil premium funding and are not in particularly deprived areas, but which serve those just above the funding cut-off, for example, rural farming communities and seaside towns.

I am encouraged to hear of examples of great arts education, of children growing in confidence and creativity, and *The Arts in Primary Education* may be beneficial for those who are in the process of reviewing their curriculum and considering the needs of their children and available funding, but it will have little impact on how we do things.



Research

This term the National Foundation for Educational Research will regularly review the evidence on a school-related theme. Contact them on Twitter @TheNFER if you have a topic you would like them to cover.

Debating one hundred years of randomness

Dr Ben Styles, head of education trials unit, National Foundation for Educational Research (NFER)

On Monday around 100 education researchers and users of research gathered at the Royal Statistical Society to celebrate the centenary of the first-ever randomised controlled trial (RCT) in education.

It may come as a surprise that the origins of the RCT span at least as far back in education as in medical research. There were a few examples of random allocation in medicine in the 1920s and 1930s, but in education there was one in 1919 (although whether it was truly randomised was challenged on the day!), carried out by Robert Alexander Cummins of Iowa.

News from 1919

Cummins's trial concluded that reducing the length of lessons over time in US grades 3 to 8 resulted in improved performance due to pupils' "more intensive application [...] in their effort to get as much done as possible". However, the correct analysis techniques for his data had not yet been invented, so we should take his conclusion with a large pinch of salt!

At the centenary event, as well as reflecting on the ebbs and flows of education trials over the past century, presentations covered recent improvements, such as independent evaluation and so-called "open science" practices employed to improve the replicability of research. We also heard about what RCTs mean for teachers and school leaders.

Scope for improvement

However, the event was not all about celebration and self-congratulation. The researchers, whose business it is to evaluate, did not hold back when invited to reflect on the practices of their community. Hugues Lortie-Forgues presented a paper claiming education RCTs are often uninformative (as covered in *Schools Week* earlier this year),



and the debate focused on improving the interventions themselves as well as trial design. One suggestion was to fully regain the tradition of scientific enquiry, testing out individual elements of the theory of change before moving to the RCT phase.

For example, many interventions involve Continuing Professional Development (CPD) programmes. For these to improve outcomes for children, several steps must happen successfully. Firstly, sufficient numbers of teachers must attend and engage with the CPD sessions and then employ what they have learned in the classroom with sufficient fidelity. Any adjustment in practice must be effective, ie. children must learn more as a result, and this must lead finally to an improvement in the specific assessment chosen for the evaluation.

Without unpicking each of these steps using a variety of research methods beforehand, it is understandable that many interventions fail to demonstrate an effect when evaluated using an RCT.

Breakfast club evidence

Although much of Monday's event concerned such null results, there are many examples of positive RCT outcomes that have influenced schools directly. Breakfast clubs are a good example of education policy being directly influenced by the positive results of a trial. When

the evaluation showed improvements at key stage one, a £26 million DfE investment followed.

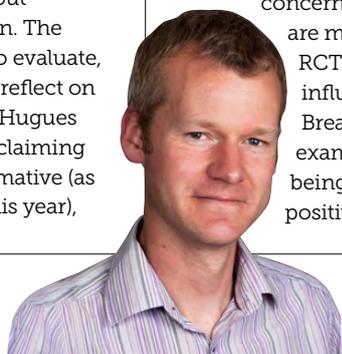
Of course, null results are very useful too. For example, two trials of In:tuition, a school-based programme aimed at reducing teenage drinking, showed no effect on primary outcomes. Drinkaware, which funds the programme, is currently reviewing how aspects of it may be repurposed rather than continuing to promote it to schools.

Funding concerns

But despite positive developments and huge support given by teachers, experimentation in schools remains under threat. There is a risk that, due to the explosion in funding for RCTs, evaluators could find it increasingly difficult to recruit schools to take part. Especially given continuing workload concerns, ceasing research activity is an easy target.

Another risk for the future is political expediency. It is easy for politicians and civil servants to assume a null result implies a problematic research design and to use this as an excuse to halt funding. A concerted effort by the funding community, researchers and teachers alike should help to mitigate such risk in future, and preserve the education RCT for another hundred years.

Insights from the centenary event can be found on Twitter using the hashtag #EducationRCTs100



Reviews



Amir Arezoo is vice principal of Horizon Community College, Barnsley

@WorkEdgeChaos

The Things We All Forget

@ASTSupportAali

Amjad Ali defines his notion of a mistake in clear terms, and it's never a question of blame. Multiple factors are at play, "but ultimately we know when highlighted to it that an alternative way would have been better or more correct". Indeed. Like Ali, I see a lot of lessons on a daily basis, and witnessing teachers make mistakes in lessons is tough because: a) most teachers will instantly know they've made an incorrect move, and b) they will stew on them for a long time. I read down the list of common mistakes that Ali sees and felt a little shame at how frequently I know I've committed those very mistakes in the past. Read this, and you'll instantly tighten up your game on Monday morning.

What does knowing your class mean?

@bennewmark

Here, Ben Newmark admits to committing the heinous crime of not looking at background data in "the first month or so of taking over a new class". Gadzooks. Whilst I admire the author's stance on "very close attention to work, ability to read, scores on my tests and quality of extended writing", this is potentially dangerous. Class data

TOP BLOGS of the week

tells us which students are SEND, EAL, LAC and otherwise disadvantaged. Is it risky not to know who these students are from the get-go? Knowledge is power, as the cliché goes. I acknowledge, however, Newmark's point that it is "all too easy to drown" in information. Is it not therefore important that we prioritise the most relevant information to start with, rather than go off observation? This blog will at least have you thinking about what that might be.

Did I damage my own children by teaching them too early?

@iquirky_teacher

In the summer I took my daughter to see the Bayeux Tapestry. Although she might not have appreciated political conflict in the Early Middle Ages, she was mesmerised by what was on display. The Quirky Teacher, on the evidence of this post, would have been delighted to hear of my daughter's experience. I couldn't help agreeing with the author on many points, especially on the fallacious concept of "long-term emotional damage from being taught knowledge too early". Whilst the works of Machiavelli and the basic principles of quantum mechanics will likely be too far (!), I am in absolute agreement that "hearing fun stories and good-quality adult conversation about the world and everything in it" is vital to helping a child make their way in the world. As for this

statement: "Advantaged children are not miraculously more advanced or intelligent compared with disadvantaged children – they were given a leg-up at home and they certainly weren't damaged because of it." Abso-flaming-lutely.

Even reliable assessments can be biased **@daisychristo**

As an interesting comparator to Ben Newmark's post, Daisy Christodoulou makes the case that teachers are inherently biased in their assessment of pupils, demonstrating "that it is perfectly possible for two separate scores to be very highly correlated, but for one of them still to be significantly biased". If this is the case, then obviously it is important that teachers and school leaders recognise it. The problem of correlation vs causation is a known logical fallacy, but in clear and simple terms Christodoulou – with an interesting thematic intersection with Newmark's point – shows that even cold hard data (especially of the teacher-generated kind) needs to be taken with a big pinch of salt.

Why Methods?

@mathsjem

If you are thinking of writing a book on teaching, then give this post a read, and think carefully about the level of commitment. Jo Morgan talks us through the spark of an idea, its development and the investment of time required in writing a book. It requires fierce dedication and faith in the face of naysayers (as her anecdote of the post-conference workshop attests). She states that the drive to write the book stemmed from her assertion that "subject knowledge development was the most important CPD maths teachers could do". I would say this is true for teachers of any subject. Whilst I worry about the number of education books being published with little to differentiate them, there is always room for those that serve subject-specific development.



No more heroes. Time to change the record on school leadership

Sure Bailey

Excellent summary. I am a retired head and recognise these issues. The popular hero heads' work was often not sustainable or effective over time. Hard-working, thoughtful heads build capacity but can pass unnoticed. Constantly tackling and managing these issues effectively builds effective schools. Just one query: where do you place parents and the community as an issue that needs to be sensitively and consistently handled?

Ben Ward, @MrBenWard

The key idea is that great leaders lead from a place of expertise. They need an extensive domain-specific knowledge base.

Jeremy Hannay, @HannayJeremy

I like these a lot. The only bit that seems absent are what Leithwood calls personal leadership resources. I believe them to underpin all of the other 7 [persistent problems schools leaders face] that you have identified.

Anti-private school motion passes at Labour conference

Peter Wright

The sad fact is that the Labour Party have arrived at this decision not through any feeling of social righteousness (after all, many of the leaders and ministers of the Labour Party have benefited from the private school system for either themselves or their children), but due to a malignant unelected pressure group who have been allowed to run riot throughout the party. They are so mad, bad and dangerous, I wonder if they are controlled by the Conservative Party?

Mr Smith, @SmithMatt84

I look forward to seeing the detailed long-term plan for this concept that doesn't just create gaps in the system that puts further pressure on students and teachers after a knee-jerk policy announcement. I may be waiting a while.

Get My Grades, @getmygrades

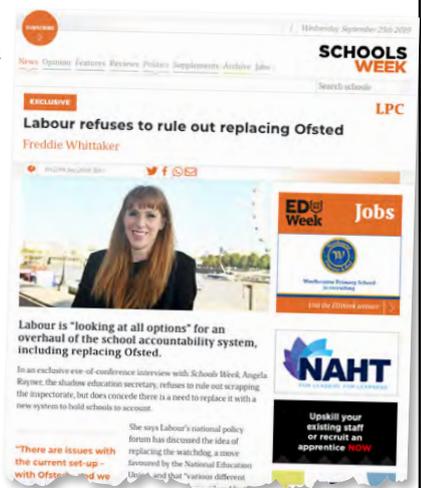
This would be very peculiar if it happened. For the first time in history, private schools following a British curriculum would be in high demand across the world, everywhere except the UK – where they would be effectively banned.

REPLY OF THE WEEK

Mark Watson

Labour refuses to rule out replacing Ofsted

[Last week's] editorial in *Schools Week* is bang on the money. Labour has had years to come up with details on what it's going to do and quite frankly it's insulting to us as voters for them to keep pontificating with grand statements such as the ludicrously vague "cradle to grave" without actually saying what this means in practice.



Angela Rayner, in post as shadow education secretary for over three years, remember, has nothing more tangible to say about the proposed National Education Service than: "It's very simple. It's a national education service, free at the point of use, from cradle to grave. I think most people understand that principle."

Um, yes. We get the principle. That's not hard. What governments find hard is how to achieve their principles. And by the way, it's not that simple.

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

Jamie Bryce, @brycey01

As a state school teacher who has opted to spend the small amount of spare money I have on sending my daughter to private school, as it is the best place for her, I am offended they think they can dictate. Nonsense like this is why I no longer vote labour #losttheplot

1 in 4 teachers work over 60 hours a week

Dick Taylor

My wife is assistant headteacher, SENCO and reception teacher and works from 8am to 5pm plus two to three hours most evenings and an average of six at the weekend, totalling 66 hours. Budget reductions means less staff and those that are retained have to wear many hats to complete the utterly ridiculous expectations of local and national government. Result: teaching suffers; quality of lessons is poor and all for working extremely hard for what equates to less than the minimal wage.

Labour vows to scrap Ofsted

Satish Shah, @SatishS38733799

Abolishing without a replacement plan is not very bright. Ofsted needs to increase frequency of inspection with pointed remarks on improvement. We know the lack of funding with teachers, educational psychologists and doctors with small class sizes is key to improvement. No brainer.

WEEK IN WESTMINSTER

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

SATURDAY

If Labour's proposed accountability reforms sound familiar, that's because they're a load of old Balls.

In 2009, the then ed sec Ed Balls proposed that schools should receive new "report cards" on their performance, which would determine how frequently they are inspected.

Even further back, Labour's 2002 manifesto proposed an "Education Standards Commission", which would, along with her Majesty's Inspectors, "monitor the performance of every school".

"If a school is under-performing, the commission, which will be answerable to Parliament, will have the powers to ensure that it is brought up to standard."

What goes around comes around.

SUNDAY

It royally kicked off over Labour activists' plans to abolish private schools and seize all their wealth after the motion was passed at Labour conference (note – this doesn't mean it will actually be Labour policy, see page 17).

Despite not supporting some of the more extreme measures, shadow education secretary Angela Rayner came in for some stick.

The proposal seems to have particularly irked Telegraph columnist Allison Pearson, a journalist seemingly so supportive of the current government that her twitter feed reads like a Downing Street news bulletin.

"No GCSEs above a D. Our shadow Secretary of State for Education.... Scary,"

she tweeted.

It's no wonder successive governments have struggled to convince the public they care about more than academic qualifications when their supporters adopt such outdated and classist attitudes.

MONDAY

They may spend a lot of time trading blows over education policy, but the unions and government are all good pals really.

Visitors to the education secretary's office this week noted that the National Education Union's *Educate* magazine featured in pride of place on top of the pile of mags supplied in the seventh floor waiting room.

They'll make a comrade of Gavin Williamson yet!



TUESDAY

The DfE's media blog continues to be a political masterstroke.

This week, the department was busy congratulating itself for sorting out the mess caused by the collapse of the Wakefield City Academies Trust.

That's certainly one way of looking at it. We revealed in March how the DfE handed

the ailing trust £500,000, despite senior officials having been made aware of a string of concerns.

But sure, you go ahead and give yourselves a pat on the back, DfE! ***

Which Britpop banger did Angela Rayner and shadow health secretary Jon Ashworth choose for their annual karaoke appearance at the Labour Party conference Mirror party this year? Oasis's 'Don't Look Back in Anger', of course.

WEDNESDAY

The DfE continues to use a softly-softly approach to intervention, this time on issues around university access.

Williamson this week wrote to universities telling them to "up their game" on helping disadvantaged students to access and succeed in HE, and to Universities UK reiterating calls to improve access and participation.

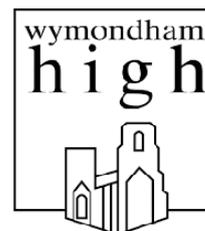
You show em Gav with those oh-so-polite letters! ***

It's good to know the prime minister's on the ball.

During a heated exchange on Wednesday evening, during which Labour MP Stella Creasy raised concerns about Brexit content being beamed onto digital noticeboards in schools, Johnson appeared to misunderstand the question, telling Creasy that "we are investing more in every primary school in this country by levelling up across the UK".

Was he even listening?





2 x Assistant Principals

Subject Improvement (English) and Subject Improvement (Maths)

Contract: Permanent, full time

Salary: Leadership scale L8-12 (may be flexible dependant on experience)

We wish to appoint two Assistant Principals to drive improvement in English and Mathematics across the Academy. Already high-performing departments, we are looking for two colleagues with determination, resilience and passion to continue this journey. As members of the Senior Team, you will have principle responsibility for subject improvement in your relevant subject, as well as teaching within the department. You will also lead on whole-school initiatives and strategic decision making, including developing the Academy Improvement Plan. This is an opportunity to be part of an outstanding team of senior leaders in a school community that goes from strength to strength. It is also an excellent opportunity to work in a successful and expanding Multi-Academy Trust.

Please apply for your preferred post by letter of application, enclosing a current CV and an Academy application form (available on the Academy website), quoting the appropriate job reference, to **Mrs Gemma Raw, Principals PA** via principalsoffice@wh-at.net. For further information or information discussion about either of the posts, please contact **Mrs Oswick (Vice-Principal)** via oswickc@wh-at.net.

Ref: 4060/T/JSH/265 (Mathematics)

Ref: 4060/T/JSH/266 (English)

Closing Date: Monday 7th October 2019, 9.00 am

Interviews: w/c 14th October 2019



Director of School Improvement

Contract: Permanent/Full time

Salary description: Trust Leadership Group Pay Scale: L26-L32 (£75,936-£87,960) subject to experience and negotiation

Closing date: 4th October, 2019

Visit to schools and Trust: Week beg. 14th October, 2019

Interview dates: 23rd and 24th October, 2019

Taking up post: 1st April, 2019 or asap after

All shortlisted candidates will be offered an opportunity to visit Trust schools.

Director of School Improvement

drb Ignite Academy Trust, Birmingham (nine primary schools in Birmingham and Dudley, West Midlands)

These are exciting times for our Trust. In the summer term 2019 six schools were inspected and rated 'good'. We want to continue this improvement and require an exceptional educationalist to lead all aspects of our school improvement work.

We need someone with:

- a deep commitment to and knowledge of the education and well-being needs of all pupils.
- a clear vision for a dynamic and engaging primary curriculum.
- extensive experience working as a headteacher or in roles of similar or greater responsibility.
- a proven track record of managing educational change, delivering results and improving outcomes.

You will be supported by a strong Board of Trustees and dedicated group of Headteachers who work together through a culture of collaborative effort and trust.

We can offer you:

- a dynamic professional development experience
- opportunity to make a major contribution to the development of a growing and ambitious organisation
- a values-led culture that underpins the attitudes and behaviour of all involved with the Trust

Download Application Form and Information Pack:

www.drbignitemat.org

Return completed application form to: recruitment@drbignitemat.org

Download documents: Information Pack
Application Form

Closing date: 4th October, 2019

Contact details: drb Ignite Academy Trust

Telephone number: 0121 231 7132

Contact: Robert Bowater – Trust CEO

Email: rbowater@drbignitemat.org

**M O S S B O U R N E
F E D E R A T I O N**

Principal – Mossbourne Parkside Academy

Salary: Competitive (dependent on experience)
Work pattern: Full-time
Contract: Permanent
Start date: January 2020
Closing date: 15th October 2019
Interview dates: October 2019

Location – Mossbourne Parkside Academy, Sigdon Road, London E8 1AS

Background

Mossbourne Parkside Academy is currently seeking an experienced and outstanding leader, who will share the values and visions for the future of the Academy. The successful candidate will exude optimism, commitment, and above all, hard work. You will bring a track-record of successful leadership and a commitment to driving outstanding outcomes for all young people. As the Principal of Mossbourne Parkside Academy you will be expected to develop a happy, exciting and vibrant learning environment, so that we continue to develop our reputation for high academic performance and pastoral care.

Working for a Mossbourne Federation Academy means being part of a community of exceptional practitioners. Colleagues are warm, welcoming and supportive; each morning you can expect a 'hello' from a friendly face. As one of the country's leading federations, expectations of staff are high. The Mossbourne Federation engages with, and supports its workforce, thus creating an inspirational working environment which nurtures the development of personal and professional excellence.

Set within the metropolitan borough of Hackney, all Mossbourne Federation academies are in close proximity to London Overground stations, providing a no-fuss commute for colleagues living in other London boroughs. London's fashionable 'East and West Ends', are also only a short distance away.

Federation staff are rewarded through access to a comprehensive benefits package, including but not limited to:

- First Rate Professional Development
- NQT Training Programme
- Season Ticket Loans
- MossBike Cycle to work scheme
- Coaching and Mentoring
- Employee Assistant Programme
- Corporate Gym Membership
- Discounts at local restaurants
- Recruitment Applicant Awards
- The Mossbourne Allowance (conditions apply)

If you are passionate about innovative education, have a commitment to personal excellence and are ready for a new challenge, we welcome your application. For further information about the role, please refer to the recruitment pack - **Mossbourne Principal Recruitment Pack v9**

To apply for this position, please follow the link to our website and complete an application form at www.mossbourne.org/vacancies

NB: Applications may be considered whilst the post is being advertised. Mossbourne Federation reserves the right to close adverts earlier than the stated deadline

"The Mossbourne Federation is committed to safeguarding the welfare of children and young people and expects all staff to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service."



School Business Manager

Actual Salary: £27,632 - £30,650

(32 hours per week and term time only plus 2 weeks)

Are you ready for your next challenge? Are you inspired, engaged and passionate about education and school business? Then join us at Thames Ditton Junior School where we believe anything is possible!

We are seeking an exceptional candidate who will be a key contributor and Senior Leader in the continued development of our Good school under the leadership and direction of our new Headteacher.

Closing date: 2pm on Friday 11 October 2019.

For further details please go to www.tdjs.org/vacancies or email office@tdjs.org

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. We follow safer recruitment practice and all appointments are subject to satisfactory enhanced DBS clearance, satisfactory references and verification of identity and qualifications.



Chief Financial Officer

Salary: £50,000 p.a. Local government pensions scheme

Start: January 2020 (based in Ellesmere Port)

Concordia MAT was established in May 2018; our annual budget revenue is in the region of £6,510,000. This is a new, full-time role starting in January 2020 (6 weeks holiday, flexible working considered), reporting to the CEO, and is responsible for the overall coordination of our financial activities.

It will take on executive functions and provide operational line management; be responsible for all the accounting and transactional finance; ensure all systems are updated and reporting is timely and in line with annual financial returns, keeping ahead of all funding/legislative changes in the education section.

If you would like to join our team, visit www.concordiamat.co.uk for the application form, send it with a covering letter outlining how you meet the job description and person specification to ceo@wolverham.cheshire.sch.uk by the 14th October.

If you would like to chat about the role please contact **Tracy Webb** CEO on **07511 159754**.

Director of Education

Salary: £90,000 per annum



Accountable to: Chief Executive Officer

Place of Work: CAST Central Office, St. Boniface's College, Plymouth (working from home is supported by agreement)

Contract: Full-time, permanent, after six-month probationary period

Start Date: January 2020 or as soon as possible thereafter

Plymouth CAST, a multi-academy trust of 35 Catholic schools (33 primary, 2 secondary and 1 nursery) located in the south west of England, is looking to recruit a Director of Education to continue to lead the rapid improvement of our schools.

Plymouth CAST is a Catholic Trust with a compelling vision for the education of children and young people. The successful applicant is not required to be a practising Catholic, however will support and promote the Catholic ethos of the Trust.

This role will involve leading an experienced team of Education and Standards Managers who have built up considerable knowledge of our schools. We are well on our way to ensuring that all our schools provide at least a good quality of education. The Director of Education will also be the Designated Safeguarding Lead (DSL) for the Trust.

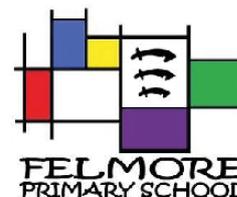
The successful applicant will be an experienced educational professional with a track record of success and impact in educational settings, significant experience of school improvement, extensive knowledge of the curriculum and pedagogy and a passionate commitment to improving the life chances of pupils.

If you are ready for a career-defining challenge in one of the largest MATs in the country, then please apply. If you would like to discuss the role further, please contact **Raymond Friel, CEO**, at raymond.friel@plymouthcast.org.uk.

Closing date: Midday on Monday 30 September

Shortlisting: Tuesday 1 October

Interviews: Tuesday 8 and Wednesday 9 October



HEADTEACHER

FELMORE PRIMARY SCHOOL

Job Description

Felmore Primary School has an exciting opportunity for a Headteacher to join the team in January 2020.

Pay Scale: LS18 - 24

Felmore Primary School

Felmore Primary School is one of seven schools that form the Berlesduna Academy Trust (www.berlesduna.co.uk), where the vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

We are seeking to appoint a dynamic and aspirational leader for our happy and successful primary school.

Our new Headteacher will have:

- The ability to think strategically and develop a vision for our school
- Proven leadership and management skills with the ability to communicate effectively with all members of the school community
- Significant experience in improving teaching, learning and assessment so that all pupils are able to thrive
- The ability to adapt to an ever changing educational world
- A passion for fostering a love of learning in all pupils and be able to promote positive attitudes in pupils and staff
- Experience of working in partnership with other local schools and external agencies in order to contribute to creating a strong, resilient and responsive community

Our school and MAT can offer you:

- A strong committed leadership team
- A supportive and welcoming school environment with positive pupils who enjoy learning in a safe environment
- A team of talented and conscientious staff who work together to provide the best education and support for our pupils
- An enthusiastic and supportive Trust and Local and Local Governing Body
- Berlesduna Academy Trust values and invests in staff, offering excellent training, development and planned career progression.

Application

If you believe you are the person who can lead us to further success, we welcome your application.

Please call us to arrange a visit so you can experience our ethos first hand. Visits can be arranged by contacting Lisa Perry on lisaperry@berlesduna.co.uk or by phone on **01268 464759**. A printed information pack will be available when you visit us.

Please take care to complete the application in full, as any incomplete applications will not be considered.

We reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience.

Applications close Wednesday 9th October (Midday). Interviews will take place on Monday 14th October 2019.



*The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.
All successful applicants will be subject to an enhanced DBS check, medical clearance and satisfactory references.
We are an equal opportunities employer.*

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FESTIVAL OF EDUCATION

Wellington college



18-19 JUNE 2020

WELLINGTON COLLEGE, CROWTHORNE

DON'T MISS THE EDUCATION EVENT OF THE YEAR!

This year we will celebrate the 11th anniversary of The Festival of Education, which has grown from a thought-forum to the most important, interesting and inspirational event in the education calendar.



FESTIVAL TICKETS | LAUNCH OFFER

To mark the launch of the 11th Festival of Education we're offering **40% OFF TICKETS** to the Festival until the end of September 2019. The earlier tickets are purchased the cheaper they are.

VISIT EDUCATIONFEST.CO.UK TO BOOK NOW

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