

SCHOOLS WEEK

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

Gav wants unis to help maths schools add up



P7

After WCAT: making trustees trustworthy



P22

Exclusions to come under microscope



P12

Sweet! Pupils get day off as trust turns 15



P4

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Kerry Burnham



Nic Brindle



Dr David Woolley



Ed Vainker

Meet the new superheads

Conservative party conference round-up, page 7 - 9

Ofsted in dock over SEN framework omission

- Watchdog admits it ran NO pre consultation with special needs groups
- Campaigners say inspectorate has breached equality laws
- Ofsted launches largescale SEND research project after omission

INVESTIGATES

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Page 11

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SCHOOLS WEEK

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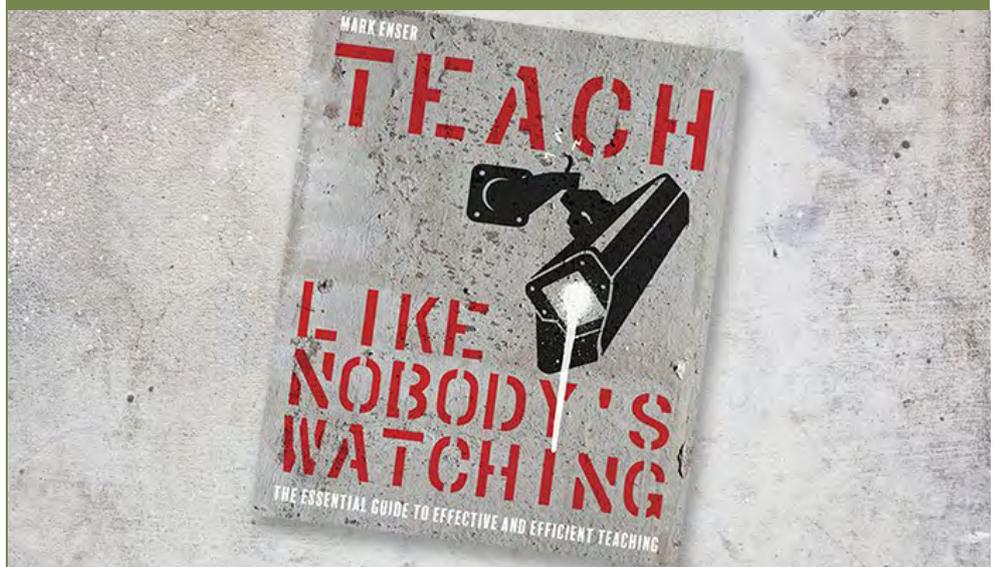
P21



DfE says sorry after second progress 8 gaffe

P5

Book review: Teach Like Nobody's Watching



P24

News

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COUNCILS QUIET AFTER SENDING VULNERABLE PUPILS TO ILLEGAL SCHOOL

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES



Councils have refused to confirm they conducted due diligence on school placements for vulnerable youngsters after spending hundreds of thousands of pounds putting pupils in an “unsafe” illegal school.

Three people have been convicted of running an illegal school at Freiston Hall (pictured), in Lincolnshire – an unregistered school for looked-after children with highly complex physical and mental health needs.

The school charged annual fees of up to £132,000. *Schools Week* can reveal the six councils that sent pupils to the illegal school were Hertfordshire, Birmingham, Essex, Wolverhampton, Rotherham and Reading.

The latter is 150 miles away, but sources told *Schools Week* pupils were sent that far away because of a shortage of provision in their local area.

Ofsted chief inspector Amanda Spielman said the case should “serve as a warning to local authorities”.

“Decisions about placements must be made with due diligence. All local authorities should be carrying out the necessary checks to make

certain that schools are registered with the Department for Education.”

Children lived on site at the registered children’s home while receiving all their education at an on-site unregistered school. Ofsted inspectors found nine looked after children attending full time. Several of these had an EHC plan.

Ofsted said Freiston Hall “clearly sought to identify itself as a school in its name, on its website and in other documents”.

But none of the councils, when approached by *Schools Week*, provided evidence they had run proper checks, other than being assured by the owners the school was registered.

Hertfordshire county council, which sent four youngsters to Freiston, said it has since reviewed processes and taken steps to “ensure no similar situation can arise in the future”.

Ofsted was first tipped off to Freiston’s illegal operation in September 2017. After a

warning from the inspectorate, two more pre-registration inspections found Freiston was unlikely to meet government standards.

Ofsted said Freiston failed to carry out necessary staff suitability checks, give first aid training to staff, and to supervise pupils adequately. Inspectors found unsupervised children with staff struggling to keep “reasonable order and calm”.

Freiston only closed after the inspectorate issued the associated children’s home with a suspension notice and the children were removed and placed elsewhere.

Patricia Hodgkinson, Dr Albert Okoye and Clement Earle pleaded guilty to running an unregistered independent school at Lincoln Magistrates’ Court last week. They have been ordered to pay £1,000 costs.

Matt Warman, Conservative MP for Boston and Skegness and digital minister, said he shares concerns from constituents that the amount of money “going into people’s pockets” was “massively concerning” and now might not be recovered.

The company behind the illegal school, Advising Health and Social Care Ltd, is in liquidation. HM Revenue and Customs is owed £65,000 and 98 employees are owed £37,000.

PIPPA ALLEN-KINROSS | @PIPPA_AK

Sweet treat: kids given day off as trust turns 15

Schools across the Ark Schools network will be closed today as the trust celebrates its 15th anniversary at a special bash, including a keynote speaker flown over from New York and branded chocolates.

Ark’s “teacher summit”, dubbed ‘Ark 15: The journey to excellence’, will take place at Central Hall in Westminster.

The trust is flying over Julie Jackson, president of the American charter schools group Uncommon Schools, to deliver a keynote speech for the event.

Posts from the Ark Schools account on Twitter also show a selection of M&M chocolates branded with the Ark logo ready for the summit.

A spokesperson for the academy trust declined to comment on how much the event was costing or if attendance was compulsory, but insisted Jackson was flying over on an economy flight.



He said Ark holds three extra “network-wide inset days” each year, and that all multi-academy trusts “should provide opportunities, through inset days, for teachers and staff to come together and learn from each other”.

Ark staff have been provided with lanyards that they must wear to the event, and have been told to dress in work attire and bring

small bags that are prepared for bag checks. The event begins at 11.30am, with some teachers attending staff training at school beforehand.

Other events for the day include presentations on “lessons learnt” by the trust, the chain’s priorities from 2020 and beyond and awards for teachers.

The last time Ark held a trust-wide event was in February 2016, when Ark gathered almost 2,000 teachers and teaching assistants together at Central Hall for the Ark Education Conference, described as a day of “professional development, collaboration and celebration” on its website.

The day, which included development sessions on topics from helping primary pupils with their handwriting to planning A-level lessons, included a teacher flash mob singing a re-written version of the Mariah Carey and Whitney Houston hit ‘When You Believe’.

Government apologises for poor sums in second progress 8 blunder

EXCLUSIVE



FREDDIE WHITTAKER

@FCDWHITTAKER

School data managers were given a “clear, unequivocal apology” from the government over an error that saw progress 8 figures distorted on a “huge national scale”.

The Department for Education has been forced to correct a second problem with provisional school performance data after it emerged that GCSE statistics results were incorrectly counted.

Schools taking part in the annual performance tables checking exercise discovered that some pupils had their GCSE statistics results double-weighted in their progress 8 score instead of maths, leading to an incorrect overall score for their school.

In other cases, statistics results were not counted in the “open” buckets for progress 8, which again has affected overall progress 8 scores.

The checking exercise exists to provide schools with an opportunity to check their provisional performance data before it is released to the public.

Provisional data is published every October so parents can use it to help them choose schools for their children. Revised data is then published in January.

The mistake is the second to hit the checking exercise. Schools Week revealed last week that Pearson had sent incomplete BTEC results to the Department for Education, leading to some

schools receiving progress 8 scores up to 0.20 points lower than expected.

However, the DfE says that in this instance, unlike with the BTECs, the problem appears only to be with the way that overall scores have been calculated, rather than missing data.

A DfE spokesperson said: “This will be corrected in the publication of our provisional performance tables, and schools will be provided with an update in advance of that publication.”

According to Duncan Baldwin, deputy policy director at ASCL, a representative of the DfE gave a “clear, unequivocal apology” at the union’s annual school Data Leaders’ conference in London this week.

Baldwin told Schools Week that heads “need to be assured that the correct data is used”, given that the “whole purpose” of the data-checking exercise

is so that early provisional data can be published to help families choose a secondary school.

“There are issues with provisional data anyway; there are often errors, but I don’t recall errors at a huge national scale like this before,” he said.

“It is very important that what is published is correct.”

Progress 8 scores are calculated based on pupils’ results in eight “buckets”. Two subjects, English and maths, are double-weighted, and those scores are then added to those in three buckets of “EBacc subjects” – sciences, computer science, geography, history and languages – and three buckets for the “open group”.

Although statistics is closely associated with maths, it doesn’t count officially as a maths qualification, and is therefore not supposed to be double-weighted.

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Mystery departures followed school spend on hampers and booze

An academy trust whose leaders were suspended in mysterious circumstances spent £140,000 on website design services from a company connected to school staff – despite the firm submitting the most expensive bid.

Thrive Partnership Academy Trust has also been rapped for spending money on gift hampers, alcohol ordered to hotel rooms and unapproved severance payments following a government investigation.

The trust suspended its chief executive Nardeep Sharma and executive principal Catherine Hutley in March last year. The pair quit their posts that October.

An investigation report from the Education and Skills Funding Agency – compiled back in November 2018 but only published yesterday (Thursday) – revealed Sharma and Hutley

were suspended “following allegations of inappropriate conduct and financial mismanagement”.

It found “significant findings and breaches of the academies financial handbook” including “poor oversight, poor procurement practices, questionable recruitment and severance processes and instances of irregular expenditure”.

Thrive transferred its two schools into Sigma Trust in January and has since closed. The EFSA investigation states Thrive commissioned its own independent investigation into malpractice, but it is not clear if the results of this investigation will ever be known as the trust no longer exists.

The ESFA investigation found Thrive had selected the most expensive option of three

companies for branding and website design services, spending almost £140,000 since October 2015.

The events and marketing co-ordinator of the trust’s teaching school, who was also married to the assistant principal of the Philip Morant School, was the brother of one of the company’s directors, the report stated.

The investigation also identified alcohol being charged to hotel rooms with four hampers, three of which included wine, for staff as thank-you gifts costing nearly £180.

As of August 31, 2018, the trust had a deficit of almost £600,000. Severance cash paid to four former staff was also questioned as two left because of disciplinary matters and two related to absence issues.



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News: Conservative conference

Universities ordered to up their game so maths schools target adds up

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

Universities need to sign up to open new maths free schools to prove they're "serious" about helping disadvantaged children, the education secretary has said.

In an interview with *Schools Week* at the Conservative Party conference, Gavin Williamson issued a challenge to the higher education sector to become more involved in the maths schools programme, admitting universities had been "sceptical" about the policy.

He said the recent high-profile success of the two existing maths schools would make it "easier" to sell the idea to universities.

Williamson used his speech, on Monday, to pledge to expand the number of maths free schools across England to 11, including at least one in each of the nine regions.

The commitment falls way short of a pledge more than two years ago by former prime minister Theresa May to put a maths school in every city.

Speaking to *Schools Week* after the announcement, Williamson claimed there was "no dampening of ambition".

"When I set a target of what I'm wanting to achieve, I set a target with a clear determination of delivering on it," he said.

"Over the last few years we've seen two established. I want to see a much more rapid roll-out of that; I want to expand it up to 11. But in terms of where my ambition will ultimately rest, I would like to see more."

Response to the maths schools programme in the universities sector was initially lukewarm, despite a £350,000-a-year sweetener for those institutions setting up maths schools announced in the 2017 budget. While five are in the pipeline, none has actually opened yet.

The only two in operation – King's Maths School in London and Exeter Maths School – opened before the 2017 pledge.

Schools Week revealed last year how a number of high-profile universities had turned down requests to run the institutions, despite an impassioned public



plea from schools minister Nick Gibb.

But momentum has picked up slightly. Projects are currently in the pipeline in Cambridge, Lancaster, Liverpool and Surrey, and Williamson announced a seventh project in Durham this week.

Williamson said he would use the results at King's – where 100 per cent of pupils achieved an A or A* in maths – and Exeter's achievement rate of 93 per cent to show other universities that the "dividends are enormous".

"The best way of convincing them is showing them," he added. "You have two amazing pioneering universities in Exeter and King's who were willing to take a risk, and they've actually demonstrated that by taking a risk there are enormous rewards.

"If universities are serious about how they can help children, many of them from disadvantaged backgrounds, it's important not just to speak the words but actually to take actions as well."

It's the latest sign of the government getting tougher on universities. Williamson has publicly rapped the sector for its record on grade inflation and unconditional offers.

The government's renewed focus on specialist maths schools – 16 to 19 institutions that combine maths A-levels with similar subjects, such as physics and computing – is no coincidence.

They are a pet policy of Dominic

Cummings, Boris Johnson's most senior adviser, who initiated the project when he worked for Michael Gove at the Department for Education at the beginning of the decade.

There are technically nine regions of England, and although two maths schools are already in the pipeline for the north west, it is not clear which other region will double up.

No specific deadline has been set to reach the target.

The expansion of maths schools, along with £18 million of additional funding for universities to run them, was one of a series of measures worth £117 million announced in the 2017 budget to boost maths education.

Also included was a £27 million investment to extend the "teaching for mastery" maths programme to a further 3,000 schools, and an advanced maths premium worth up to £1,200 per pupil per year for schools that increase numbers studying A-level maths and further maths.

Entries to both subjects actually fell this year, from 90,955 to 86,185 in maths and from 15,450 to 13,920 in further maths.

However, we won't be able to judge the success of the programme until entry figures are published for this academic year – when the 2018-19 starters will sit their A-levels.

News: Conservative conference

Calls for faster roll-out of national funding formula

FREDDIE WHITTAKER

@FCDWHITTAKER

Ministers are under pressure from their own supporters to bring forward reforms to school funding as soon as possible, as schools prepare to receive a promised cash injection from the government.

At the Conservative Party conference, party activists spoke of the need for a fairer funding system to complement the additional £7.1 billion in funding announced by education secretary Gavin Williamson last month.

Government plans to introduce a national funding formula, meant to address historic underfunding in some parts of England, have repeatedly stalled because of political issues.

The matter was first consulted-on around three years ago, and although money is now distributed to councils based on the formula, ministers have still not set a firm date for the formula's full implementation.

Speaking at a fringe event at the Manchester conference, Mark Lehair, a prominent Conservative activist who heads the lobbying group Parents and Teachers for Excellence, said his party must make legislating to implement the hard formula a priority if it is returned to power in an election.

"I think one of the first things the new Conservative government needs to do, on the other side of a general election if they get in, is to pass a



national funding formula act so that kids in Bedford get funded the same as kids in Bradford," he said, describing the issue as a "massive inequality".

The original plans to redistribute cash meant that 9,045 schools would lose funding so that 10,653 could get more.

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

Steve Mastin, a history teacher and the former chair of the Conservative Education Society (CES), told another fringe that a new funding system was desperately needed, but called for a return to the

"fair funding formula" proposed in 2016.

"If we want levelling up, that doesn't simply mean spending more money and bringing us up to the same level. It may mean bringing some schools that have enjoyed historic over-funding to a more equitable level. That's a serious conversation to have."

John Bald, Mastin's successor at the CES, questioned the rationale for the "very, very severe cuts" implemented by his party, which he said had been "more severe than they needed to be to meet the demands of austerity".

He particularly questioned the "excessive cuts in provision for 16- to 19-year-olds and the hidden charges in terms of national insurance and increased pension contributions" that had affected schools.

Under a pledge made by new prime minister Boris Johnson during his leadership campaign, and confirmed last month by the chancellor Sajid Javid, minimum per-pupil funding rates will rise from £3,500 to £3,750 at primary level and from £4,800 to £5,000 at secondary from next September. The primary funding rate will then rise again to £4,000 in 2021-22.

Last month, the government confirmed that councils will be ordered to pass on these new minimum per-pupil funding levels to schools from next year as part of a bid to "harden" the national funding formula.

Williamson has said he wants to move to a hard formula "as soon as possible".

EXCLUSIVE

FREDDIE WHITTAKER | @FCDWHITTAKER

Williamson defends his old college as it pulls out of T-level

The education secretary has said his former sixth form college made the "right decision" in pulling out of offering a T-level for the digital sector.

Gavin Williamson also pledged to convene business leaders in an attempt to address shortages of work placement opportunities.

It comes as at least eight schools, sixth forms or university technical colleges prepare to run T-levels – a vocational equivalent to A-levels – from next year.

It was announced this week that Scarborough Sixth Form College, where Gavin Williamson studied, will no longer deliver the digital pathway in 2020. The principal said the decision was made because of a lack of work placement opportunities in the area and a shortage of good-quality teachers.

Senior education leaders have long expressed concern that young people, especially in rural areas, will be unable to pass T-levels because of a lack of local and lengthy placement opportunities near some schools and colleges.

Williamson told *Schools Week* the sixth form college had to "look as to how they deliver the very best quality and the very best choice, and they've had to make that decision and it is the right decision because it is about preserving that quality."

Williamson said there was a "clear recognition" in government that T-levels must be "exceptionally high quality" and that institutions must be "able to offer the full spectrum of what needs to be in the T-level."

He acknowledged that skills "aren't as evenly spread as we would like them to be" and said

government must become a "convening force" between educational institutions and employers.



News: Conservative conference

Four musketeers: Williamson lets newest superheads state their case

With very little to announce on schools, Gavin Williamson and Nick Gibb introduced the Conservative Party conference to their newest superheads. Here's what the four free school leaders had to say...

Kerry Burnham Exeter Maths School

A graduate of the University of Exeter and an advanced skills maths teacher, Burnham was appointed to run the Exeter Maths School in 2013 ahead of its September 2014 opening. Taking to the stage in Manchester, Burnham explained that her "very small, very specialised" school has a "vast" catchment area, taking pupils from Cornwall, Devon, Dorset and Somerset and offering mid-week boarding paid for by parents (with bursaries for the very poorest). "What unites our students is an enthusiasm for mathematics



and physics or computer science. Every student in the school studies both mathematics and further maths to A-level and at least one out of the options of computer science and physics," she said. The school's two sponsors are the University of Exeter and Exeter College, the latter of which gives pupils access to a choice of 30 subjects to study as a fourth A-level. "We certainly were not opening the school to fulfil a basic need... We opened the school to make a real difference and add value to a group of students who can at times feel isolated and lonely."

Nic Brindle Youth Engagement Schools Trust

Brindle was the founding principal of The Fermain Academy, an alternative provision free school set up in Macclesfield in 2015. He now runs the school's sponsoring academy trust. The school started out with 40 places, but expanded to 60 to keep up with demand. It was rated 'outstanding' in June last year. "I got involved in free schools because it was a chance to take on what is a national issue in terms of exclusions and giving the right education to our students, and that allowed me to go in and do what I



felt was right," said Brindle. "In mainstream education you are a round peg in a round hole. If you happen to be a square peg, you're generally knocked until you become a round peg. In my schools, we don't have a shape, we don't have a hole, we work out what shape you are and cut a hole for you to fit in it." Brindle was previously the deputy headteacher at Crewe's Adelaide School.

Dr David Woolley Didsbury High School

Woolley became involved in the free schools programme in 2012 when the school he worked at asked its local authority for permission to open a sixth form. "Unfortunately they said no, so we promptly academised and put in a free school bid. The sixth form is now built, our students are fabulous, it's the most successful sixth form in the local authority." Didsbury High School, part of the Laurus Trust, opened last month with 210 pupils in year 7. "It was so popular, we could've filled it three times over, such was



the demand for the different sort of education Didsbury is offering," he said. Didsbury High has a longer-than-usual school day. Pupils start form time at 8.20am each day, and are required to take part in at least two hours of elective extra-curricular activities per week out of a possible five hours offered. Woolley said the electives system was "borrowed" from the private school sector, and said pupils had told him they were sad they couldn't attend school on Saturdays.

Ed Vainker Reach Academy Feltham

The co-founder and executive principal of Reach Feltham told the hall he applied to open a free school "because we wanted to show that any child, regardless of ability, can excel academically". The school opened in 2012, when the free schools programme looked very different. "As two teachers aged 30 with no track record of running schools, I don't know if we would be approved under the free schools programme today, but I am eternally grateful for the opportunity and I'm proud of the



school we've built." In order to ensure the school is non-selective, it ring-fences places for pupils eligible for the pupil premium. As a result, although the school educates less than 2 per cent of pupils in Hounslow, it educates 15 per cent of those in care in the borough. The school was rated 'outstanding' at its first inspection in 2014, and received eight applications for every place.

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Investigation

OFSTED ACCUSED OF BREAKING LAW ON LACK OF SEND CONSULTATIONS

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

Ofsted is facing accusations it breached equality laws after failing to consult any special needs organisations before finalised plans on its new inspection framework went out to public consultation.

The inspectorate also neglected to include any SEND-specific research in the 321 sources of analysis that helped shape the framework, *Schools Week* can reveal.

The disclosure comes after chief inspector Amanda Spielman (pictured) made SEND failings a key focus of her annual speech in December, admitting “we have to do better”.

The inspectorate has now pledged to conduct a largescale research project into SEND after concerns about the level of research surfaced.

Ofsted insisted it was “careful to fulfil its responsibilities under the equalities act”, including publishing an equalities, diversity and inclusion statement.

But lawyers suggested the disclosure may have opened the door for a judicial review challenge.

Barney Angliss, a SEND consultant who uncovered the information after a freedom of information request, said: “It’s not enough to consult on the needs of learners with disabilities after you’ve decided what should be included in the framework and which points you will or won’t consult on publicly. That’s not equality.

“They rejected research and excluded consideration of disabled learners from the outset.”

Under the equalities act, public bodies must consider the impact of decisions on people with protected characteristics, including disabilities.

Ofsted does not separately grade SEND provision. The inspectorate said they ran focus groups for SEND stakeholders – but didn’t say when these occurred. They added a range of SEND organisations responded to its consultation.

James Bett, a solicitor for Irwin Mitchell, which has supported multiple SEND



cases at judicial review, said there was “a question” as to whether Ofsted has “met” the duty to consider the impact on protected characteristics.

“You could say it’s impossible to properly consider the impact on these people if you haven’t properly consulted with them.” It could give grounds for judicial review, he added.

Angliss also had to threaten an internal review to get the information after Ofsted rejected his initial request, saying it would prejudice the inspectorate’s operation.

Ofsted confirmed it “did not consult with any nationally recognised organisations supporting learners with SEND on the content of the EIF [education inspection framework] proposals, nor on the questions to be included in the public consultation prior to the public consultation taking place”.

Ofsted consulted widely for at least a year before its draft framework went out to proper consultation. Bodies consulted included education unions, professional associations and researchers.

In the FOI, Ofsted also confirmed its research overview underpinning the framework, which included 321 sources, did not focus on SEND-specific research as “there are no criteria that are specifically about SEND”.

Rob Webster, associate professor at the centre for inclusive education, UCL Institute of Education, said Ofsted not being as

“rigorous in its evidence gathering regarding SEND risks undermining its claim to be fully evidence-based in its approach”.

Ofsted has been in hot water over its SEND focus before.

A National Audit Office report, published last month, found only 56 per cent of short inspection reports – for schools previously graded ‘good’ – mentioned SEND at all, and it was difficult to judge quality of provision in those that mention it.

Jules Daulby, a literacy and inclusion specialist, said it was a “staggering oversight” from Ofsted and described the lack of SEND-specific research used as “shocking”.

“Yet again children with SEND have been ignored and undervalued in a system obsessed with exam results.”

However, not all in the sector agree. Adam Boddison, chief executive of the National Association for Special Educational Needs and chair of Whole School SEND, said he felt both organisations were properly consulted and Ofsted “are currently looking like a force for good in terms of SEND”.

A spokesperson for Ofsted said the new inspections “will make sure all learners, including those with SEND, have equal access to high quality education.

“Inspectors will specifically look at whether schools are meeting the needs of pupils with SEND and are making the most of specialist support available.”

News

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Second council employs 'off-rolling' as 'local practice'



PIPPA ALLEN-KINROSS

@PIPPA_AK

Another council has pledged to review its processes after 'off-rolling' discovered by Ofsted at one of its academies turned out to be "local practice".

Ormiston Denes Academy in Suffolk, part of Ormiston Academies Trust, was accused of off-rolling by the watchdog in a report published on Tuesday.

The report, following an inspection in June, warned that leaders "failed to pay due regard to the achievement, welfare and safety of a small but significant number of pupils".

Inspectors noted some pupils who attended the Suffolk Pupil Referral Unit (PRU) remained dual registered at both the school and the PRU in key stage 3 and in year 10. The report said the decision to remove these pupils from the school's roll at the start of year 11 "was taken in the best interests of the school rather than of the pupils".

"This constitutes 'off-rolling' according to Ofsted's definition. This process is well-established at the school," the report said, adding that the local authority confirmed the school was "following local practice rather than statutory guidance".

A spokesperson for Suffolk County Council said it would be "reviewing local processes in the light of the issues raised in this inspection".

She also insisted that the council "challenges off-rolling in any circumstance that leads to a child not having appropriate provision" and will "consider" informing Ofsted of schools where off-rolling "appears to be happening on a significant scale".

At least six schools have now been rapped for off-rolling after inspections under Ofsted's crackdown on the practice.

Last month, the watchdog revealed that the number of schools with exceptional pupil movement rose by 13 per cent in one year.

It is also not the first time Ofsted has condemned a school for off-rolling that appeared to be following local authority guidance.

In March, Stoke-on-Trent City Council announced that it would no longer support schools that move pupils on to the roll of an alternative provider – despite it being a stated policy of the council and the city's 13 secondary schools.

The inspectorate discovered the policy while inspecting The Discovery Academy and declared it off-rolling. However, the school was still rated 'good'.

At Ormiston Denes, a "significant minority" of pupils were not in lessons or in school, while persistent absence among disadvantaged pupils and those with special needs has been "too high for too long".

Inspectors said the school's "misuse of attendance reporting has disguised the issue".

Some pupils had a reduced timetable due to mental health or special needs. Fifteen of these were not in school, but all were incorrectly recorded as having approved absence to attend alternative provision, when they were in fact "left to work at home unsupervised".

One had been at home for a year. Leaders argued this was necessary because there was "no appropriate provision in the area".

Although leaders were commended for having "driven a rise in attainment" and creating a "positive culture of behaviour, enabling teachers to teach well and most pupils to make good progress", inspectors said this had been achieved "without paying due regard to the needs of some of their most vulnerable pupils".

An Ormiston spokesperson said they have appointed a new "very experienced" principal and are "confident there will be no repetition of these unacceptable practices".

"We have taken exceptionally seriously the areas of concern, highlighted in the Ofsted report, and were extremely disappointed that they occurred."

Researchers to investigate impact of school exclusions

PIPPA ALLEN-KINROSS

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A research team led by the University of Oxford has been granted £2.6 million to analyse the consequences of school exclusions across the UK.

The research, funded by the Economic and Social Research Council, will aim to develop a "multi-disciplinary understanding of the political economies and consequences of school exclusion".

It will also look at the costs for individuals, institutions and the system at large as well as the rights and entitlements of pupils.

The four-year project, which begins this week, will be led by the University of Oxford's department of education, and also include researchers across Reading, the London School of Economics, Cardiff, Edinburgh and Belfast.

Rising exclusion rates in England have been under the spotlight recently.

In May, the long-awaited Timpson exclusions review called for schools to be responsible for the results of pupils they exclude, giving councils more power to review pupil movement and revising the 45-day suspension limit.

Harry Daniels, professor of education at Oxford and consultant principal investigator for the research, said: "Education policy has also largely ignored the work conducted by school and welfare professionals that attempts to address disruptive behaviour to prevent more serious incidents."

"This project therefore aims to highlight ways in which fairer and more productive outcomes can be achieved for pupils, their families and professionals by comparing the ways in which policy and practice around exclusions differ in the four jurisdictions."

The research is organised into three strands. Landscapes of exclusion will examine the ways in which policies and legal framework shape interventions designed to prevent exclusion, the financial costs, and patterns and characteristics in exclusion.

Moreover, the experience of exclusion strand will focus on the experiences of families, pupils and professionals in both the risks and consequences of exclusion, while the integration strand will aim to develop a coherent multi-disciplinary understanding of the findings.

While exclusions in England have risen rapidly, said the University of Oxford, they remain low or have fallen in Northern Ireland, Scotland and Wales.

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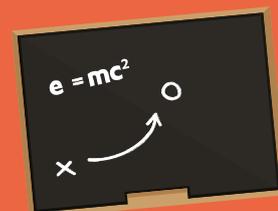
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*Spring 2019 assessment data for schools

Schools losing their religion to go multi-faith

KATHRYN SNOWDON

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EXCLUSIVE

The number of schools asking to opt out of legal requirements to provide a daily act of Christian worship appears to be slowing, but more are choosing to run “multi-faith” alternatives instead.

Of the 48 schools that applied to their local Standing Advisory Council on Religious Education (SACRE) board to opt out of the daily act of worship over the past three years, 42 were successful.

Determinations allow schools to change their collective worship from being “wholly or broadly” Christian in nature, a rule that has been in place since 1944.

Most of the schools requesting determinations in the past three academic years asked to hold “multi-faith” assemblies instead, which the Rev Stephen Terry, chair of the Accord Coalition (a body that campaigns for inclusive education), said was “encouraging”.

“This indicates that educators take seriously the increasing diversity of cultural traditions present in modern British society.”

Of the 134 local authorities to respond to a Freedom of Information request from Schools Week, 12 had received applications from schools in the past three years to change their collective worship.

Holbrook Primary School, in Coventry, was the only school among the 42 to have opted for assemblies of no faith.

Meanwhile, Plashet School, in Newham, was given permission to run a combination of alternative faith, multi-faith and no faith elements throughout each week.

Brent Council granted the highest number of determinations – 11. This was followed by Camden Council and Bradford Council, which both granted seven.

But the number of schools applying for determinations appear to be declining

Schools Week reported that an average of around 40 applications were being lodged per year between 2013 to 2015.

One reason for the decline in applications to local SACRE boards could be the rise in



academies, which have to apply directly to the Department for Education for determinations.

The true number of schools applying for determinations is therefore likely to be higher.

But the Rev Nigel Genders, chief education officer for the Church of England, said: “The fact that only 42 out of 25,000 schools have done so suggests that schools are able to work within the broad definitions that exist in law.”

Mr Genders added that the law allows schools to apply for a determination “to reflect the school’s local context”.

The Catholic Education Service said that collective worship is an “essential part of the life of every school”, and can also provide a “shared language of values to build a close-knit cohesive community”.

A survey commissioned by the Humanists UK campaign group earlier this year found that less than a third of people believe acts of worship, such as prayers, are appropriate for school assemblies.

Accord Coalition said that the legal requirement for collective worship is “unsustainable in a culturally diverse society”, adding that the current law is “not fit for purpose”.

Alastair Lichten, head of education at the National Secular Society, said that the findings are “yet another reason for ministers to repeal the requirement for schools to hold acts of worship and ensure any worship is genuinely voluntary”.

“Many schools already hold inclusive ethical assemblies that may provide space for voluntary worship but don’t



Reverend Stephen Terry



Nigel Genders

direct it.”

Parents can withdraw their pupils from collective worship. But this rule is about to come under scrutiny after parents launched a high court challenge against Burford Primary School, in Oxfordshire.

Parents Lee and Lizanne Harris withdrew their children from the school’s religious assemblies, but allege no meaningful alternative education was provided.

The Department for Education has previously said collective worship “encourages pupils to reflect on the concept of belief and helps to shape fundamental British values of tolerance, respect and understanding for others”.

In 2004, Ofsted stopped inspecting collective worship after 76 per cent of schools were found not to be following the practice.

Local education authority	Number of determinations granted
Brent	11
Bradford	7
Camden	7
Rochdale	3
Blackburn and Darwen	2
Birmingham	2
Harrow	2
Hounslow	2
Coventry	1
Bolton	1
Trafford	1
Calderdale	1
Newham	1
Westminster	1

News: academies

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DITCHING PARENT GOVERNORS IS 'POWER GRAB', SAYS NGA

JOHN DICKENS
@JOHNDICKENSSW

The leading governance association has branded an academy trust's decision to ditch parent governors an "own goal" which looks like a "power grab to stifle dissent".

It was reported by The Times newspaper this week that the Academies Enterprise Trust has banned parent governors. While this isn't technically correct – the trust does still have some parent governors – it replaced the requirement to have two parents on its governing bodies.

Instead, each school now has a parent and community advisory board instead – which AET claims has boosted parental engagement since their introduction.

But Emma Knights, chief executive of the National Governance Association, said the move was "an own goal".

"As a far-flung trust, their trustees have received criticism of being remote from their academies and communities. This will be perceived by many as a power grab by the executive wanting to stifle dissent."

Julian Drinkall, chief executive of the 58-school trust, said the governance shake-up was part of his turnaround strategy after taking over at the end of 2016.

All chairs of governors are now educationalists, he said. An AET spokesperson added: "These

EXCLUSIVE



chairs are paying greater attention to Ofsted requirements to explore parents' interest."

Every board also has two headteachers from other schools. Drinkall added heads can "bring their day-to-day professionalism to bear in the governance of the academy".

The trust pointed out the NGA has previously called for more educators to be involved with governing bodies.

But Knights said: "All leaders need to be able to cope with criticism and not close themselves off from comments, but be proactively outward looking."

She also took offense at Drinkall's reported comments that it was rare to find a parent who "understands all the modern requirements of governance".

Knights said the publicity will "yet again hinder the public perception of academies".

The Department for Education said they are committed to making sure parents can "play an active role in school governance", highlighting that model articles of association include the requirement for two parents to be trustees or on each governing body.

The spokesperson said they are in "routine discussions" with AET and "note arrangements to capture the voice of parents" through the advisory boards.

AET – once the country's largest trust – was banned from taking over more schools in 2013 after it was deemed to have grown too quickly. It has now been allowed to take on new primaries.

Troubled TBAP to relinquish two schools

FREDDIE WHITTAKER
@FCDWHITTAKER

EXCLUSIVE

The embattled TBAP Multi-Academy Trust will give up two of its schools to "consolidate" its resources.

TBAP, which runs alternative provision academies for those outside the mainstream education system, will relinquish control of Aspire AP Academy, in Essex, and the New Horizons AP Academy, in Warrington.

The two schools will be rebrokered to new sponsors by the government's regional schools commissioners.

The move follows a difficult few years for the trust, which was recently criticised by Ofsted over its stewardship of Aspire.

Inspectors placed the school in special measures after they arrived at the site in May to find more than a third of its staff were missing.



Ofsted also highlighted ineffective safeguarding, poor attendance and disruptive behaviour.

Earlier this year, the trust acknowledged that "systematic" failure in its financial systems led to TBAP unknowingly racking up a £2.4 million deficit, prompting Seamus Oates, the chief executive, to take a £45,000 pay and benefits cut.

Leaders at the trust, which currently runs 11 alternative provision academies, claimed they only found a £758,000 deficit reported by staff for 2016-17 was, in reality, three times higher when a financial recovery plan failed to make a dent on the deficit.

In a statement, Oates said that in light of the

trust's "historic challenges", trustees had decided to "consolidate its resources around its nine academies in London and Cambridgeshire".

"This will enable the trust to focus on producing optimal outcomes for its learners," he added.

"This has been a difficult decision, but the trust believes the transfers are in the best long-term interests of all learners and staff. During the process, the education and welfare of learners, as well as the needs of staff, will remain our top priority."

In March, TBAP Aspire featured as part of a BBC Panorama investigation into alleged mismanagement of academy chains.

During the programme, headteacher Deb Garfield told how bills had gone unpaid by the trust, leading to the school being visited by organisations demanding money.

The documentary also revealed problems with staff shortages, safeguarding issues, and damaged and inadequate facilities.

Speed read

Ditch the term MATs, and 4 more reform proposals

The Confederation of School Trusts – a sector body for academy trusts – has published what it describes as a sector-led white paper this week. Here’s your trusty *Schools Week* round-up.

1 One system – but not until 2030

CST believes completing the “reform journey” is likely to take another 10 years. “We cannot limp on indefinitely with a two-tier system that leaves smaller maintained schools vulnerable as local authorities retract their school improvement services.”



While making clear that they don’t propose compulsory academisation, the organisation wants to nudge conversion by offering more cash to entice schools to form or join a trust, as well as speeding up the process of conversion and capping the cost of converting (which *Schools Week* has previously revealed is being passed on to schools).

Proposals include ditching the “divisive language of MATs [multi-academy trusts] and SATs [single-academy trusts]”, instead calling them ‘school trusts’.

2 Cash for community-led academy trusts

As well as a timeline to properly introduce the national funding formula and more cash generally – CST wants investment to build the capacity of school trusts. This will help to “grow the right school trusts in the right places” and “incentivise community-led and spin-out trusts”.

The mention of “community-led” trusts is an interesting one – and not something we’ve seen much in the sector at trust level (parents and community groups did set up free schools in the early days of the programme).



There are examples of spin-out trusts, though. They include Delta Academies Trust (set up by Paul Tarn, who moved from Outwood Grange) and Reach South and Astrea Academy Trust, both set up by REAch2 staff.

3 New standards for trust governance

CST wants a new standard drawn up for trust governance, based on best practice in other sectors. It comes amid concerns that trustees who oversaw academy scandals faced little action. Other points on governance include more training.



4 Independent regulator with trust-level intervention powers

On improvement and accountability, CST wants a single regulator (combining the regulatory functions of regional school commissioners and the Education Skills and Funding Agency). The non-departmental government body would report directly to parliament.



The CST also wants legislation to allow intervention at trust level, rather than just school level (the government is able to intervene at trust level by parachuting in its own people to become members of trusts – but this is normally done only where trusts are closing down, not just for poor performance).

5 Create a ‘body of evidence’ on good teaching

On teacher professionalism, the CST calls for a “body of evidence that underpins teaching” and is published by the Education Endowment Foundation and the Chartered College of Teaching.

In addition, the group calls for a “coherent set of standards” from initial teacher training through to exec leadership alongside an ethical framework (this sounds like the ASCL ethical code, and it’s also not clear where the well-established Nolan principles fit in with this).



6 Put curriculum knowledge back into teacher training

CST wants to “re-introduce” curriculum knowledge into initial teacher training so that early-career teachers know how their subject specialism fits into an “overall philosophy of education, curriculum intent and design principles”.

Calls to also develop a professional qualification in curriculum design have already seemingly been answered – it’s one of the five new NPQs outlined in the DfE’s recruitment and retention strategy.





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— Saturday, 12 October 2019, London —

New Voices is an education conference intended to give a platform to previously unheard speakers. We are back for our second year running!

New Voices is back for the second year! After a successful inaugural conference in 2018, demand has been high for a second New Voices conference and we, along with our media sponsors Schools Week are happy to oblige. For those of you who attended last year, you will already know we aim to please with excellent speakers, fabulous catering and a venue which will take your breath away. Back for 2019 will also be our infamous raffle. So book a ticket or two and we will see you there!

This conference will have 5 strands: Reading, Leadership & Career Change, Inclusion, Well-Being & Transition, and Enacting a Diverse Curriculum.

All tickets include: Breakfast snacks, lunch, free raffle, refreshments throughout the day, celebratory glass of wine to finish the day.

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**SCHOOLS
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EDITORIAL

DO YOU HAVE A STORY?
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Councils must do better on illegal schools

There are serious questions for six councils to answer after it emerged they sent "exceptionally vulnerable" pupils to an illegal school.

Councils said Freiston Hall's owners provided assurances they were working with Ofsted to register the school.

It turns out they weren't, and were convicted for running an illegal school last week.

But it's a sorry state of affairs if that's the only due diligence councils are doing on school placements for pupils with severe learning needs.

The school charged over £130,000 per child, per year. That's hundreds of thousands of taxpayer pounds being funneled into an illegal operation.

As chief inspector Amanda Spielman said this week - the case should "serve a warning" to councils about the checks they carry out.

This is increasingly important. Councils are sending more and more youngsters to private alternative provision and SEND settings (as we've reported regularly in *Schools Week*) because of a lack of provision.

This was a disaster a long-time in the making, but lessons have to be learned.

Does trust's 15th birthday deserve a sweet treat?

The successful academy trust Ark has closed its schools today so it can celebrate its 15th anniversary at a bash in London (with branded chocolate, too).

There has been uproar recently over pupils taking time off school when some deem it not necessary (for instance over climate change protests).

Some might wonder whether it's an event the trust would be better running at a weekend.

Ark was bizarrely secretive when we tried to ask questions about who was funding all this (including flying over Julie Jackson, an education leader from the US, for a keynote speech).

But Ark says the day is all about staff training. And if there's a trust that knows how to do that well, it's Ark.

The trust said it holds three extra network-wide inset days every year for staff to get together and learn from each other. It's clearly an effective approach. So congrats to reaching 15 years - we'll raise an M&M to that!

SCHOOLS WEEK



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WELCOME TO GOVERNORS' QUESTION TIME LIVE WHERE OUR PANEL OF THOUSANDS HAS SOME ADVICE FOR A MR DRINKALL WHO HAS A PROBLEM WITH EXCESSIVE PRUNING ...



Interview

JL DUTAUT | @DUTAUT



‘Once you get people motivated around an idea, it just happens’

Headteacher, the Spinney Primary School, Cambridgeshire

Start where you are. Use what you have. Do what you can.” Arthur Ashe’s words are Rachel Snape’s motto – or Rae as she prefers to be called.

“When we started Cambridgeshire Festival of Education, we had a lot of people ask us why we were doing it in Cambridge. Why not Peterborough or Wisbech?”

And why not? In an age defined by organisations trying to stem the tide, if not reverse the flow, of city-centrism, it seems a reasonable question. Not to Rae.

“I would never stop anyone from Peterborough or Wisbech doing anything, and if they asked my help I’d give it, but the fact is that you have to start where you are.”

In many ways, Rae – half her life an educator, and nearly half that again, 12 years, a headteacher – is the antithesis of the stereotypical warm-strict school leader. Progressive to her core, she is known for her refrain of “flamingoes of hope, not lemmings of despair”, her vivacity and outfits to match. Yet here she is, gently chastising neighbouring populations while offering them support.

If there was a pithy phrase to encapsulate her approach, Rae says it would be “distributed leadership”. It is the means by which she appears to have hacked an education system characterised by workload-induced dissatisfaction and workforce turnover to buck those trends. She has bucked these trends to become the headteacher of an “outstanding” primary school at the heart of a teaching schools alliance, the organiser of a rapidly growing

festival of education, a member of countless groups and networks and the holder of more kitemarks than any letterheaded paper could allow for.

Distributed leadership

Rae is in a transition phase. Her time at the Spinney Primary School is coming to an end and a new challenge awaits her, but she is confident about the school she is leaving.

“They might miss me for about 30 minutes,” she says, “but they’ll get on with what needs to be done, and there won’t be a single point of failure that will cause a collapse.”

Distributed leadership is a management style characterised by mobilising expertise and potential at all levels of an organisation to develop capacity for improvement. For Rae, it means “there isn’t that mentality of ‘I’m the boss

Interview: Rae Snape



and the rest of you are there to do what I decide.' It's democratic."

"I've seen the opposite elsewhere," she adds ruefully, "when the control goes and the systems dissipate because it was only held together by challenge or fear."

What does distributed leadership look like in practice? Well, there are no lesson observations at the Spinney. Instead, the school operates an open-door policy, from classroom to headteacher's office. In meetings, everyone leads on a part of the agenda according to their expertise. The staff room is referred to as the team room, because the raft of community volunteers the school makes use of are treated as part of the collective effort.

It dawns on me as I listen that there might be a flaw. Distributed leadership seems more like a set of values than practices. "If the values belong to one person, isn't this the single point of failure awaiting a school whose leader is departing?"

Rae is quick with the response. "No," she says. "They're not just my values. They're a combination of things I wanted to see more of, yes, but also things that came from appreciative enquiry or parents directly challenging us."

They've evolved over time, and they'll continue to do so with or without her.

A privileged life

Rae is one of three daughters. Their father was a geologist and their mother is a retired teacher who told them all: "Whatever you do, don't go into teaching!"

Rae isn't the only rebel. One of her sisters is an assistant headteacher in Telford, the other a deputy head in Sheffield. A cautionary tale for any parental advice.

When she graduated, Rae pursued her love of drama. She saw it as transformational then,

and she still sees it in her own school-aged daughter. She worked for a while as an assistant director, then left to teach English in Greece, then Spain, and came back to the UK to support her husband's career. She got her PGCE in 1994 and has been in education ever since.

She is loath to draw direct lines between her past and present. "I suppose, after being a headteacher for so long, you combine the detail with the bigger picture, just like you would if you

My mother said: 'Whatever you do, don't go into teaching!'

were a director, but it's tenuous."

Rae and her sisters were raised for much of their early childhood following their father's work postings in various African and Asian countries, including the DRC (then Zaire), South Africa, Malaysia and Mauritania.

"When I lived in these countries," she recollects, "and it was still a colonial world, with segregation and apartheid, I had a very privileged upbringing. It doesn't make me very comfortable now, but my mum was very instrumental in bringing about change." As an example, she cites her mother's campaigning for all workers, not just white ones, to have helmets to go down the mines in Zaire.

Rae feels these experiences have contributed to making her adaptable to change and quick to make connections with new people. Above all, the discomfort with her early upbringing informs

her sense of solidarity and egalitarianism. "I want everybody to be treated equally and fairly, and I think that motivates the way we work in our school, in circles rather than hierarchical approaches."

A pragmatic changemaker

Rae has written about accountability and teacher professionalism. I ask her about the uncertain political situation, the radical alternatives proposed by opposition parties. Could the school's distributed leadership model withstand a massive swing of the political pendulum?

"We've found a way to make it work in a context with more and more testing," she says diplomatically. I get a sense that Rae will continue to do what Rae does regardless, and she will always butt up against the limits of the political realism that limits schools' practices.

Nor is her vision uncontroversial. In fact, the biggest barrier to the changes she'd like to see is parents themselves. "They value the high-status qualifications. It's a different paradigm," she says.

Ironically, her community may very well be the key enabler of her far-reaching influence on education in Cambridgeshire and beyond. She acknowledges this. "I one hundred per cent know that this is a privileged space to be in," she says.

Short of a school community to accompany her all the way in delivering her vision, she has cast her net wider. Now, she is spearheading My Cambridge, a cultural inclusion partnership aimed at addressing inequality of children and young people's access to the arts.

"We're one of the Ashoka Changemaker schools," she tells me, "and I'm permanently motivated to find gaps in the system and using what we have to hand and innovate with it. In India, they call it Jugaad."

Rae is also black belt in Tand Soo Do karate, and member of ukulele band, the Misspent Ukes. "You must get tired?" I ask her. She acknowledges the support she has from her husband and her daughter, but there is no acquiescing to tiredness.

"I'm involved in many things, but once you get people motivated around an idea, it just happens. I sit on the steering committee meetings. I'm not delivering any of this stuff."

It's a testament to the power of distributed leadership she adheres to, and you can't help but feel Rae has indeed hacked the system with it. A shadow of privilege hangs over it, but it would be churlish to blame the injustices of an education system on one headteacher, no matter how indomitable, just because she hasn't fixed them.

Yet.

Opinion

DO YOU HAVE A STORY?
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Peer review has finally made it on to the political agenda as evidence of its benefits grows, writes Dr Kate Chhatwal, but as politicians catch up, there's evidence its benefits could go much further than schools alone.

Conference season, with a possible snap election around the corner, has brought renewed interest in school improvement and accountability. Labour and the Liberal Democrats have committed to abolish Ofsted, with Labour also backing a national system of peer review.

Against this backdrop, the NAHT's guide to peer review as a powerful means of lateral accountability and support couldn't be more timely, and we stand behind their accountability commission's goal of making robust peer review the norm. Challenge Partners was delighted to be asked to contribute to the guide and to attend its launch last month, in the company of education secretary Gavin Williamson.

However, one of the many advantages of peer review is that we don't need permission from ministers; it is something educators can just get on and do for ourselves and our school communities. As independent evaluation of our peer review programme (and over 475 schools in our network) have found, it brings multiple benefits, for the institution being reviewed as well as for the peer leaders conducting the review.

Internationally, high-performing jurisdictions are characterised by extensive collaboration within and between schools, high levels of equity and trust-based accountability. At home, being accountable to



DR KATE CHHATWAL

Chief executive of Challenge Partners

Beyond summary evaluations: is there another way for MATS?

and for each other can also drive better performance and enable us to identify and share excellence, systematically.

There is a wealth of expertise and good practice within our system,

through peer challenge, collaboration and CPD, providing rigorous, developmental lateral accountability, not top-down summary judgment. Since 2011, thousands of school leaders have

“ The pilot involved trusts of different size, phase, maturity and geography

but too often it remains locked in individual departments, schools or multi-academy trusts. If all children and young people are to benefit from these riches, we need to be much better at identifying and sharing what works.

Peer review is at the heart of our efforts to improve outcomes and reduce educational inequality

conducted almost 2,000 expert-led, three-day peer reviews and worked together to share the excellence and address the weaknesses identified.

In a pilot last year, we tested whether a similar model could secure improvements at trust level. Emerging, independent evidence suggests it can. Our trust peer reviews seek to answer the question



which should be at the heart of every school trust: that is, what is the trust doing to ensure the children it serves achieve better than they might otherwise, and is this working?

The pilot involved trusts of different size, phase, maturity and geography. The reviews revealed that no single approach to school improvement has proven more reliably effective than another: we saw strengths and challenges in both “tighter” and “looser” trusts we are keen to see and share what, (if any), trends emerge as our evidence base grows through further reviews scheduled this year, and also whether the strategies that work at one stage of a trust's development are equally effective as it moves to the next.

As for the process itself, findings from the pilot point to its power and will be shared later this term in an evaluation conducted by the National Foundation for Educational Research. The trusts that were reviewed talked about the impetus added by the observations and insights of appreciatively inquiring external pairs of eyes. The reviewers meanwhile returned to their own trusts full of energy and ideas, noting the benefits of undertaking reviews for their own CPD.

As the NAHT guide makes clear, these benefits can only be realised through rigorous peer review. Not a cosy chat, but robust professional dialogue, where reviewers are willing to have courageous conversations in the interest of young people, no matter how uncomfortable. When evidence of what works is captured and shared by a national organisation like Challenge Partners, among a wide network of schools, its impact can travel even further.

Opinion

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



MARTIN MATTHEWS

National leader of governance

After WCAT: making trustees trustworthy

The deeper scandal of Wakefield City Academy Trust is that it could all too easily happen again. All that's required to avoid this is some scaling up and a bit of legal tidying, says Martin Matthews. So what's the hold-up?

What about the trustees? That is surely one of the key questions raised by the forensic BBC *Inside Out* programme broadcast last week about the 2017 collapse of Wakefield City Academy Trust (WCAT). Given the impact of it upon so many children's education, and the chaotic spending of public funds, what sanction was applied to them?

The answer is a simple one. None. Governors themselves know there is a problem, and want to see it fixed. There are charity director laws, public office laws and a plethora of regulations, and we repeatedly hear that if these were correctly applied it would resolve the lax accountability of education trustees and directors.

Yet, such cases have littered the past decade, and not a single person has been sanctioned. Trustees from a failed multi-academy trust (MAT) can effectively walk away to join another board and repeat the same behaviours.

Ten days of this situation is too long, let alone ten years. You will be reading this ten days after the documentary's broadcast, and many will have already forgotten it, perhaps assuming the same thing couldn't happen again.

It is time for change. The case to reduce the potential impact of

for governance to catch up? The lamentable history of government IT project failures need be no excuse: we have an existing system that simply needs scaling up.

The Teaching Regulation Agency (TRA) is an executive agency of the Department for Education with a concise and clear intent: "the regulation of the teaching profession, including misconduct hearings and the maintenance of the database of qualified teachers."

A simple edit to its statement of purpose would be sufficient to bring the agency to bear on all aspects of the running of schools. Add "and governance" or "and governors" as appropriate and the job is done.

The TRA holds the details of close to a million teachers; people who teach and those who are qualified but don't teach. Adding close to

Given that £2 million is still in transit from the WCAT case, mitigating the risk of only one more such disaster in the next decade would likely compensate for the cost of scaling up existing TRA systems and processes.

The fly in the ointment is the difficulty in setting out why exactly governors might be referred to the new TGRA. The existing regulations for maintained and academy governance are myriad and inconsistent (sometimes missing). The list is endless, but by way of example, why is a parent governor who has been removed from office subject to a five-year ban from governance, but not an academy trustee?

We need to start with basic parameters. The list of crimes and sentences that bar an existing or prospective governor need to be the basic bed-rock for all governance. Removal from office and failure of the organisation should mean automatic referral. These are the same obligations placed on any employer when a teacher is dismissed.

This legal "tidying" is long overdue and not onerous. On current trends, taking TRA cases over a year and factoring in that there are half the number of governors, it could be as few as five cases per month.

We must fix this as part of the continuous improvement of our system. Shirking the chance to fix this is not an option. We wouldn't be happy if our children were taught by a "struck-off" teacher. Why do we accept a school being governed by a governor who has walked away from failure?

“ Shirking the chance to fix this is not an option

another WCAT-style implosion is self-evident. We must value the education of children more than the obstacles in our way, and stop dithering about how to regulate school governance, especially when there is a simple solution.

For many years, teachers have had to have a government-issued teacher registration number. Isn't it time

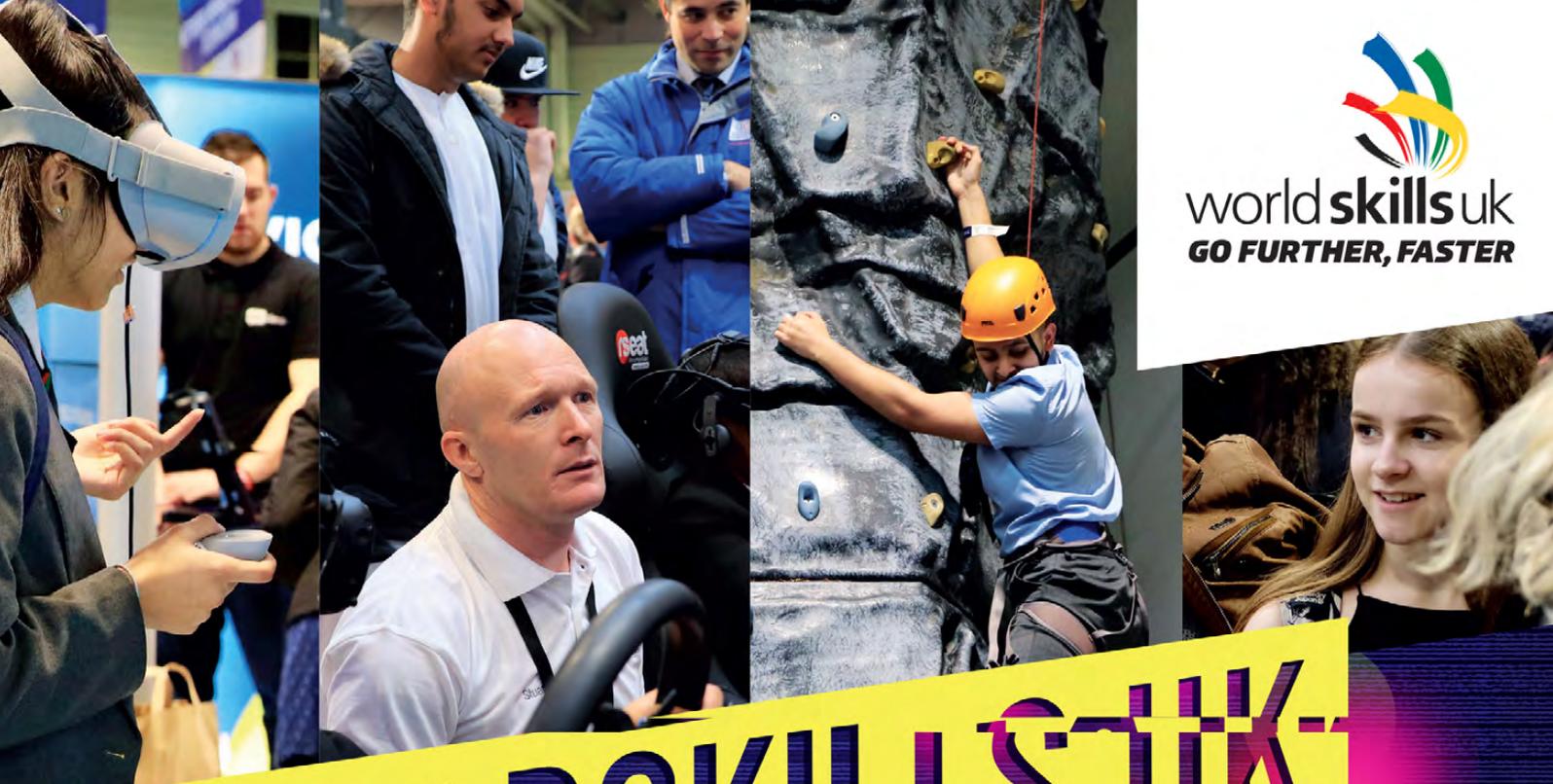
250,000 governors and trustees is a straightforward increase in the database size.

Duplicating the misconduct panel system that already works well for teachers should be simple enough. The government's own Get Information About Schools register already holds all the governor details required.





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Reviews

BOOK REVIEW



Teach Like Nobody's Watching

Author Mark Enser

Published by Crown House

Reviewed by Mike Hartnell, headteacher, Warblington School, Hampshire

Teach Like Nobody's Watching is a book based on a deceptively simple idea: that teachers need to do the right thing in the classroom for the students in front of them. Hardly revolutionary, one might think, yet Mark Enser unpicks its hidden complexities in an extremely readable and accessible way.

Enser's style is undoubtedly engaging and I genuinely found reading the book enjoyable, thought-provoking and refreshing. It is split into three key sections: the lesson, the curriculum and the wider school. In each, he references key areas of recent research to drive his thoughts and discussion points. Each section ends with key points from the chapter and reflection questions – some of which I have already put to work in my school.

In Part 1, Enser sets out the key concepts, with explanations and examples, affecting the thinking of school and teacher leaders around the country. The author is a geography teacher, so it is perhaps no surprise that his metaphor of rivers to bring the idea of schemas to life was particularly striking.

Throughout, his clear writing makes it easy to grasp the differences between tricky concepts like interleaving and interweaving. When talking about behaviour, the simple questions he poses are a useful frame to make you think about the interplay between daily routines, the classroom environment and the school's goals. He speaks sensibly about "differentiating like nobody's watching", and makes an

incredibly pertinent point about plenaries existing only for the benefit of outside observers. Far be it from me to give away spoilers, but when is the best time to find out what students have or haven't learned from your teaching?

In Part 2, Enser speaks insightfully about curriculum intent, implementation and impact – a gift to teachers and subject leaders facing Ofsted's new framework. His foci here are medium- and long-term planning from the starting point of a subject *tabula rasa*, building from there through the use of "fertile questions". Clearly, geographic terminology is well suited to the task of mapping great teaching, and his brilliant example of teaching as a Sisyphean task to highlight the impact of cultural capital shows he's been listening to his humanities colleagues.

The section on assessment was very thorough, drawing on plenty of research and again explained in a clear, concise and practical way. Rank order assessment, sometimes deemed controversial, is well demystified, and the section on department meetings not only lays out clear steps to high-quality curriculum design but makes a case for all team members being on board that is difficult to argue against.

The final section on the wider school is an essential read for any SLT. Enser

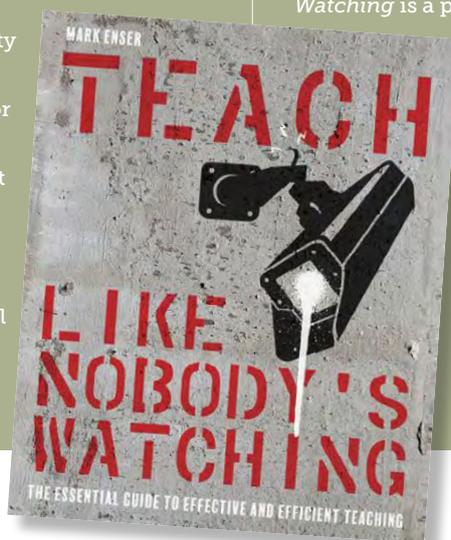
includes good case studies of effective whole-school implementation, reinforcing much of the book's previous content in practical context. Despite being the smallest section in the book, it is the one in my copy with the biggest number of index tabs stuck to the side of the pages, and it is more than I can do to do it justice here.

Overall, I would recommend this book for teachers who want a good, easy read about current educational thinking and theory, as an introduction to research-led practice. It summarises key areas very comprehensively with clarity and simplicity. However, if you read a lot of educational literature, you won't find anything new or revolutionary here. There are many mentions of Rosenshine, Willingham and McInerney, for example.

That is not to take away from the book's importance. The ongoing issues over workload, recruitment and retention alone are testament to the fact that the idea of teacher professionalism has perhaps not spread wide enough. That, or many have lacked the practical help to deliver on the revolution's promise.

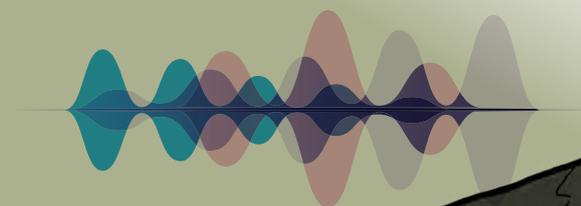
Either way, *Teach Like Nobody's Watching* is a powerful contribution.

Teachers at my school will have access to it and we will use the phrase regularly from this point forward to ensure there's no rolling back from it where the revolution has taken hold.



Event Review

THE SIMONS SKETCH



Education secretary Gavin Williamson's Conservative Party conference speech

Reviewed by Jonathan Simons

Tory Party conference exists in a bubble. It always does.

One of the most popular stalls is one that sells babygrows with Margaret Thatcher quotations on, and another one sells tailored suits (as if a harassed cabinet minister, running from fringe meeting to fringe meeting via Sky News, would stop to have his inside leg measured. Though, apparently, we don't talk about inside legs being touched these days).

But this year was especially bubble-like.

Outside, parliament was sitting. There was a helicopter on standby to whisk the PM back down to London should there be a vote of no confidence.

As you couldn't fail to see from every square inch of the conference branding, it was almost time to "Get Brexit Done".

And yet, and yet. Within the hallowed halls, away from the teeming Manchester rain and teeming Manchester residents' spit, the Tories partied like it was 1959.

Gavin Williamson spoke to a half-empty hall. That was probably a disappointment. It was probably equally a disappointment that not one of the audience was in camouflage, or was brandishing a weapon (if you don't count walking sticks).

But he at least got his own slot; he was preceded by a panel of lesser-known Tory cabinet ministers (LKTCM) who suffered the indignity of being

squeezed on to a panel rather than being granted their own speech.

Solo speeches also didn't have any questions, whereas the LKTCM had to run the gauntlet of some pretty hostile scrutiny from Lord James O'Shaughnessy, formerly of this beat of course.

A sample: "Well Matt (Hancock), tell us more about this brilliant announcement you've just made on hospital funding, but also tell the audience – are you worried Labour will put this at risk?"

Readers, I have to tell you that Matt was worried. James was worried. All the LKTCM were worried.

But Gavin wasn't worried.

He bounded on to the stage alongside Nick Gibb – an unlikely comedy warm-up act.

A group of free school heads then told some great stories all about how they've improved education. Nicely chosen to represent a wide range of demographics, they tickled the audience's ideological tummies.

Half an hour later, Gavin started. "We mustn't be ideological", he boomed.

Labour was ideological. Their conference was ideological. Scrapping private schools (or, to quote his amusing malapropism, "scrapping primary schools") was ideological.

Well yes, but...did he hear the people on stage before him?

Gavin then took aim at "Blairite targets and an obsession with the 50% who go to university". He, Gavin, would

not be obsessed with targets.

Pause.

"So today, I can announce a new ambition to overtake Germany in the opportunities we offer to those studying technical routes by 2029."

I mean, hold on. Is that a target? It sounds like a target. It looks like a target. And Gavin is a military man. I'd have thought he likes targets.

But no. Ambition was the word *du jour*.

And further education was very much the ambition of the speech.

He's right in his diagnosis of the weakness of FE policy from government, of course. But so were the other 40 education ministers who preceded him who made similar claims.

It is then my sad duty to report that he told a joke. I'm afraid my fingers were curling around my pen so hard at the telling of it that I can't quite read my writing, but I believe it concerned England not always beating Germany at football, but a determination that we would beat them at, like, apprenticeship starts?

Other than a handful of new post-16 specialist maths institutions, schools policy got nary a mention.

All too briefly, the speech concluded. The parade ground of the main stage emptied. Gavin marched off, ramrod straight. There were ambitions to be met, after all.

Verdict: A little too much cognitive dissonance for my liking. And a better joke writer needed. ★★☆☆☆

Research

This term University College of London Institute of Education will regularly review the evidence on a school-related theme. Contact them on Twitter @IOE_london if you have a topic you would like them to cover

Taking primary teacher effectiveness to the next level

Brenda Taggart, UCL Institute of Education

What do teachers in effective primary schools do? It's a question teachers, teacher trainers, school leaders and policymakers alike would like a clear answer to. Now, research from the Effective Pre-school, Primary and Secondary Education (EPPSE) project, can help to answer it.

EPPSE is the UK's first major study to focus on the effectiveness of early-years education. Now, it has turned its attention to the primary phase. By combining quantitative data on school performance with information from a range of school and classroom observations, our research detected 11 teaching strategies that were common in classrooms in more effective schools.

These strategies were teased out by comparing what teachers did in more effective (excellent), moderately effective (good) and less effective (poor) schools. Our categories were determined by a variety of instruments selected for their high validity and reliability – a combination of English and maths national assessment residual scores, observations framed by the Instructional Environment Observation Scale and the Classroom Observation System, and researchers' field notes.

What we saw, from observing lessons in 125 Year 5 classrooms, is brought to life in a new book from the EPPSE team, which brings together academics from UCL's Institute of Education, Oxford University and Birkbeck College, University of London.

In summary, the 11 strategies we found in highly effective schools are as follows:

1. Organisation: well-organised

classrooms where no time is wasted. Lessons were well paced and classroom routines understood by children who achieve high levels of self-reliance.

2. Classroom climate: positive teacher-child and child-child interactions, with lots of humour and affection, modelled by teachers with in-depth knowledge of, enthusiasm for, and confidence in the subjects they are teaching.

3. Clear objectives and shared goals: clear lesson objectives are shared with pupils alongside specific guidance on how to achieve them.

4. Behaviour management: (including careful management of sensitive interventions) focused on learning and often carried out through humour.

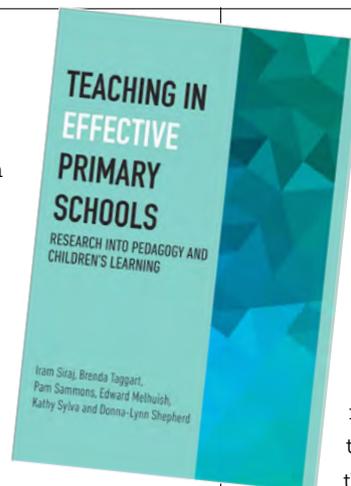
5. Collaborative learning: while not commonly seen, achieved in many classrooms through deliberate groupings on specific projects and use of peer tutoring.

6. Personalised learning: appropriate and considered differentiated work and carefully constructed scaffolding for learning, supported by varied and rich resources.

7. Dialogic teaching and learning: open-ended questions to develop deeper understanding, rather than summative

evaluation, to encourage analytical thought and sustained shared thinking in lively classrooms where children's talk is encouraged and moderated.

8. Assessment for learning: summative assessment used sparingly, and formative assessment used regularly, both "for learning" and "as learning", with lots of feedback



to pupils on how to improve their performance.

9. The plenary: consistent use of end-of-lesson plenary activities to review and consolidate learning achieved better results in the core subjects.

10. Clear curriculum links: explicitly building on prior pupil knowledge across curriculum subjects (by, for example, applying maths to history), linking learning to real life situations outside of the classroom, and reinforcing knowledge by applying it to

practical problem-solving situations.

11. Homework: setting homework as a requirement appears consistently less effective than setting more meaningful homework which is directly linked to what children are learning.

The book acknowledges that classrooms are dynamic environments and that studying classroom practice is complicated. Whilst the researchers detail what they saw in classrooms in effective schools, they acknowledge the limitations in trying to apply "what works" in one context to other schools in very different circumstances.

Nevertheless, this research gives practical insights into the pedagogical strategies used by teachers in effective primary schools. It hopes to stimulate teachers' reflective practice and offers school leaders an opportunity to consider practices at a classroom level that might raise achievement for an entire school.

Teaching in Effective Primary Schools: Research into Pedagogy and Children's Learning by Iram Siraj, Brenda Taggart, Pam Sammons, Edward Melhuish, Kathy Sylva and Donna-Lynn Shepherd (2019) is published by UCL IOE Press.



Reviews



Julia Skinner is a retired headteacher, who is now a trustee and founder of the 100 Word Challenge

@THEHEADSOFFICE

Performance management – time for a new approach?

@HoyleRosemary

There seems to be a change of tone in some areas of educational performance management, or appraisal, or whatever other names it has had in the past. This fact of teachers' working lives seems to be undergoing a transition to a different approach. Looking for a process that is about "improving, not proving" a system that involves staff, rather than coercing them Rosemary here shares the research that she and her board are undertaking. The trigger for the work she describes is the Ethical Leadership Project, which is rightly popping up more and more in research across the sector.

Joint report: changes to Ofsted inspection reports

@NGAEmmaK

As Ofsted's new framework rolls out and reports of the first inspections are digested and debated among teachers and school leaders, this blog tackles a less-discussed side of school scrutiny. In a piece that reads like a conversation between them, National

TOP BLOGS of the week

Governance Association CEO Emma Knights, and Matthew Purves, Ofsted's deputy director for schools, explore the role governance will play in the new inspection regime. NGA's concern is obviously about the emphasis placed on governance and how it will be reported. Much is made of the need for as many board members as possible to attend the detailed final feedback. I'm undecided about what to make of it, but it's an important consideration, and an informative blog.

The Insularity Vortex

@dogpaws23

I'm a great fan of Fee Stagg's writing. Her dry sense of humour may not be for everyone but I love the analogies she conjures up. When it comes to governance advice, there really is more than one way to skin the proverbial cat. In this post, she imagines a conversation about governance between Alice and the White Rabbit. Now, you may ask what Wonderland has to do with the running of a school board, but as it turns out there is a great deal in common with an untidy rabbit hole. Governing boards are made up of people with all sorts of literary preferences, so why not enlist Lewis Carroll to help?

Questions, questions, questions

@JaPenn56

I really like the comparison Jo Penn makes between her roles as a clinical tutor and as a chair of governors. It is all in the questions that are asked. Anyone can ask why. You don't have to be an expert, and often as a governor you are not, but it means the answer needs to be in simple terms for you to understand. The key to good governance, then, is the effective, ongoing probing of school leaders, and Jo presents a useful framework here for doing just that. At last! A clear connection between health and education.

Black and white or shades of grey?

@neilayates

Neil Yates always gets me thinking. His posts are often a longer read than most blogs and there is often a side story that links "the real world" with that of governance. In this post, he explores a minefield many of us in governance fear: the strategic vs operational divide. One wrong step in that no-man's-land can bring so much angst and anger if it is not managed properly. As Neil surmises, trust is key, and blurring the line is sometimes necessary to rebuild it.

Festival of Education

@5Naureen

Although this post was published at the beginning of the school holidays, I wish to include it here as a useful signpost for those in governance looking to the year ahead. The Festival of Education is perhaps chief among the many and respected events in the educational calendar. However, governors often feel that it is not for them as they are "not educationalists". Naureen Khalid sets out what a governor or trustee can get out of it, so that hopefully, more governors will attend this and other such events.



Extra cash is welcome, but schools need to stop being wasteful

Tony Parkin

I cannot remember reading anything so woefully misinformed in the history of *Schools Week*. And nothing that has angered me more.

If anyone wonders why educators can sometimes be hostile to the academies movement, I would suggest it could be because folk such as Paul Tarn [the article's author] end up as their CEOs!

I could write at length on the role of the teacher, the typical teacher working week of 60 hours.

I could point out the UK contact times are much higher than those in the countries that are most educationally successful. But with someone this ill-informed it would certainly be a waste of time. Clearly, he is a man who knows the cost of everything and the value of nothing.

I would suggest the best way his schools could make a dramatic cost saving would be to sack their CEO, and use the £200,000 saved per year to actually educate students.

Steve Waters

Your article is breathtaking in its lack of understanding of both the relentless pressure on teachers and the importance, enshrined in teachers' pay and conditions, for PPA time. Where teachers have additional periods of non-contact time on top of their PPA time, they are either covering for an absent colleague, planning, marking, answering emails, entering data, discussing pupils, meeting with colleagues, calling parents, meeting with parents, going to the toilet or meeting with pupils – either to support them or follow-up on a behaviour incident. Of course, this applies only to secondary schools, as primary teachers are with their class all day, every day.

Either you are ignorant of what teachers do or this is a wilful attempt to undermine them. Either way, your comments are not worthy of the position you occupy.

When you present an argument that schools are wasting funding in the way that you have, you open yourself up to criticism for exactly the same reason – that your salary is a waste of public funds.

Removing parent governors will be seen as power grab to stifle dissent

David Whewell

Superbly explained by author Emma Knights – challenge by

— CAPTION COMPETITION —



Our snapper Ellis O'Brien captured this great shot of the new education secretary Gavin Williamson last week. We set our readers a challenge to come up with the best caption to win a *Schools Week* mug. Here's our three favourite submissions.

(Winners need to email john.dickens@schoolsweek.co.uk to claim their mug.)

THE WINNERS

Ben Gadsby

Former defence secretary Gavin Williamson diligently checks for possible leaks.

Karen Wespieser

I'm not sure we need the Ed Tech group... schools already have Windows.

Ian Jones

Just going outside for a leak.

WINNERS CAN EMAIL JOHN.DICKENS@SCHOOLSWEEK.CO.UK TO CLAIM THEIR *SCHOOLS WEEK* MUGS!

parents, however much it may feel difficult, is absolutely essential to the participatory democracy we wish to see public services accountable to!

Private schools need phasing out – and here's how it can be done

Debbie B

We put our three children through private education by a) not taking holidays, b) working three jobs between us and c) borrowing against our house. We then found that the same people who had enjoyed free university decided that the country could no longer afford it so we carried on paying our taxes without burdening the state education system.

Quite clearly, the approach of people genuinely interested in the future of our country would be to improve the state system so that private education becomes redundant.

WEEK IN WESTMINSTER

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

MONDAY

The education section of the Conservative Party conference plenary was an awkward affair.

Nick Gibb, more used to long lectures on ED Hirsch at the conference fringe than the main stage, introduced a group of free school headteachers who spoke with one voice about how fantastic the free schools programme is.



Then it was Gavin Williamson's turn. His speech contained some (very welcome) pledges on further education but little on schools.

The audience, all 15 of them, were transfixed.

Meanwhile, the School Cuts coalition of teaching unions released their latest stats on funding, warning that despite the government's recent pledges, many schools will still not solve the crisis.

This news came as a concern to many, but not Mark Lehain, Parents and

Teachers for Excellence head honcho.

He accused School Cuts of having "played so fast and loose with their funding stats to date" that it's "hard to take what they say seriously".

While he's right that the coalition has fallen foul of the UK Stats Authority in the past, we can only assume that Lehain will be taking what his mates at the DfE say with a pinch of salt too, given the number of slapdowns they've had over school funding and Ofsted stats...

TUESDAY

Gavin Williamson appears to have learned his lesson after pictures of him grasping the handle of his office window during a photoshoot with *Schools Week's* own photographer prompted a giggle or two on Twitter last week.

Asked for a selfie by our publisher at the party conference, Williamson said he had a better idea, and proceeded to set up a Reservoir Dogs-style scene in which we had to walk with him down a corridor while his advisers snapped away.

If it all goes wrong for the Johnson government, maybe the education secretary could consider opening a photography studio?

(P.S. Folks – if you can find someone who looks at you the way chief reporter Freddie looks at Gav then you'll have done well. See picture on right)

Special recognition is due for Nick Gibb's mum. Unlike her son, she turned up to

every Conservative fringe event he had been invited to.

But the schools minister wasn't the only one to be joined at the Conference by a parent. Stanley Johnson spent most of his conference posing for selfies with adoring fans, while the chancellor Sajid Javid posted a picture on Twitter of him with his mother.

WEDNESDAY

In his keynote speech, Boris Johnson had a message for Parliament: get out of my way on Brexit.

It's a shame the impact of that message was dampened somewhat by mixed metaphors from the PM.

He said that if Parliament was a school, Ofsted would have shut it down, which is a little misleading given that Ofsted technically doesn't have the power to close schools.

In fact, only the government can order a school to close, something we seem to remember Johnson tried and failed to do with Parliament...

THURSDAY

Sleeping off the conference.





Head of Early Education and Childcare

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HEADTEACHER - Required for Easter 2020

Salary Range: £67,181 - £74,102

The Board of Trust in Learning (Academies) are looking to appoint an outstanding school leader to be Headteacher at Parson Street Primary School. We are seeking a person with vision and one who can inspire young people and staff to deliver their very best.

This is a fantastic opportunity for someone who has the skill, imagination and tenacity to lead the school on its next crucial stage. You will be leading a talented and dedicated team of staff and working with local governors who are supported by the Trust's Central Team and CEO.

You will:

- Be an inspirational leader, strategic thinker and creative problem-solver
- Want to make a difference and help transform opportunities for children who come from disadvantaged backgrounds
- Have experience of consistently delivering high standards of achievement
- Have excellent motivational and communication skills to lead successfully
- Be committed to professional development and improving yourself and others

Supporting you:

- Trust in Learning (Academies) is committed to high quality professional development and career opportunities for all staff
- You will work closely with a highly experienced CEO who will fully support you in this role
- You will work in collaboration with other leaders across the Trust helping to develop the MAT as well as Parson Street Primary School

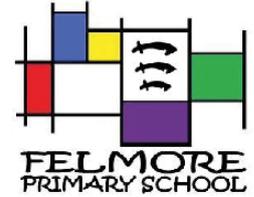
Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

We would encourage potential applicants to visit the school and to arrange a visit please contact Fiona Price, School Business Manager on **0117 9038377** or email fiona.price@parsonstreet.com



Key Dates:

- 10th October 2019 - Deadline for applications
- 10th October 2019 - Shortlisting
- 17th October 2019 - Information Gathering Day
- 21st and 22nd October 2019 - Assessments and Interview



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.*



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

Director of Primary Education

Salary:	Competitive (dependent on experience)
Start date:	January 2020
Work pattern:	Full Time
Contract:	Permanent
Closing date:	22 October 2019
Interview dates:	TBC

The Mossbourne Federation is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive's dream by providing an outstanding education based on the core values of 'Excellence', 'No Excuses' and 'Unity'. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation currently includes four schools; two secondary and two primary schools.

The four main challenges for this newly created role will be to:

- Actively lead and manage on the expansion of the primary school cluster,
- Produce, share and implement a strategic vision for the primary schools
- Lead, manage and support MPA to produce and maintain outstanding academic outcomes and to
- Support MRA to continue to produce outstanding academic outcomes as the school increases in pupil numbers.

The Director of Primary Education will have oversight of strategic Leadership and Management, defining and delivering the vision and objectives of the Federation. They will provide first class leadership and embed the ethos of aspiration, success and high standards across each school. They will ensure that each school has a robust school improvement plan and support is in place and evaluated. They will create and support a collaborative, aspirational and innovative culture of learning across the Federation, creating a climate for learning and a system of monitoring and intervention that enables all students to thrive.

What we are looking for:

- A candidate with superb communication, organisation and leadership skills to join the senior leadership team
- Experience of having led and managed a high-performing team
- A sound commercial acumen and commitment to evidence-led performance management and intervention
- Manage budgets in accordance with delegations from the governing body, ensuring effective financial control at all levels
- Ability to motivate, develop and hold your team to deliver results
- Ability to build and maintain close and effective partnerships with other schools engaging in similar challenges, an engaged Governing Body, a committed and ambitious group of parents and a wide group of stakeholders
- Excellent teacher who is able to work with students of all abilities and enable them to achieve exceptional results
- An unbreakable commitment to the highest levels of education for all students
- Raise aspirations, expectations and achievement of all students regardless of ability
- Commitment to the safeguarding of students
- Enthusiastic, flexible and friendly approach
- Professional manner at all times
- A degree in an appropriate discipline and Qualified Teacher Status (QTS)

"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."

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 Jemma 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



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**.



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.

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