

SCHOOLS WEEK

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

Profile: 'I always knew how to stand up for myself'



P20-22

Brexit: Schools told to prepare for sleepovers



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School league tables: the ups and downs



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School business leaders: underpaid and undervalued



P22

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PA

Rebooted Troops to Teachers fails to take off

- Take-up of Gav's new military scheme drops by two thirds
- Just 22 ex-service personnel enrol for £40k bursaries
- Not a single recruit in chemistry, computing or languages
- Ministers disown forgotten military ethos review (but it's 'on the way')

EXCLUSIVE

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SCHOOLS WEEK

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Editor's top picks



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News

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Rebooted campaign to tempt military veterans into teaching falls flat

PIPPA ALLEN-KINROSS

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EXCLUSIVE

Gavin Williamson's rebooted attempts to train more armed forces veterans as teachers has been labelled "pointless" after take-up tanked.

New £40,000 Troops to Teachers bursaries were introduced last September to encourage ex-service personnel into the classroom.

Announcing the move in March last year, former defence secretary Gavin Williamson (pictured), who has since become education secretary, said this would "motivate and inspire a generation of children in classrooms across the country".

But figures obtained by Schools Week reveal just 22 ex-service personnel took up the undergraduate bursaries last year - the first of the programme.

Paul Whiteman, general secretary of school leaders' union NAHT, said ministers' attempts to encourage former military personnel into teaching "simply hasn't worked".

"It is pointless offering incentives to individuals to enter teaching without also addressing the issues that drive teachers from the profession, namely high-stakes accountability, excessive and unnecessary workload and insufficient school funding."

Under the old scheme, veterans without degrees were paid a salary for two years of school-based teacher training in Brighton, leading to qualified teacher status.



The new initiative hands veterans cash to study in a "priority" subject, and also opens up access by allowing enrolment at initial teacher training providers across the country.

But our statistics, obtained under the Freedom of Information Act, show not a single trainee enlisted for chemistry, computing or modern foreign languages.

In the other subjects in which bursaries were available, just four started training in physics, with nine in both maths and biology.

The Department for Education said the figures for bursary take-up this year were not yet available.

The old Troops to Teachers programme was introduced in 2012 and expected to recruit hundreds of veterans into classrooms.

However the programme, which had a £10.7 million budget, had recruited just 363 trainees when it ended in summer 2018 - with at least 65 quitting the scheme before qualifying.

That averages out at over 60 starts a year - almost three times more than the number who took up the new bursary last year.

Geoff Barton, general secretary of the Association of School and College Leaders, said the sector needs a "coherent strategy which works on a large scale, rather than piecemeal announcements which, with the best will in the world, are unlikely to make a huge difference to numbers."

He added the recruitment and retention crisis will not be addressed until the government deals with workload, accountability, career development and pay in schools.

The bursary is available for undergraduates who have left full-time employment in the British Army, Royal Air Force or Royal Navy in the last five years studying the government's priority subjects.

The £40,000 bursary is paid over the final two of years of the course, with £20,000 payable in each year. However, the government has admitted it cannot get the money back if trainees do not go on to teach.

A spokesperson for the DfE said the original programme and the new bursary are part of its commitment to the armed forces covenant.

"These programmes have been less about increasing the number of teachers and more about providing opportunities and removing barriers for veterans interested in teaching."

EXCLUSIVE

PIPPA ALLEN-KINROSS | @PIPPA_AK

Government loses Goodwill on forgotten military ethos review

A long-delayed report into the benefits of military ethos in schools will still be published, Schools Week has been told.

But, bizarrely, both the Department for Education and Ministry of Defence - which allegedly commissioned the report - have now disowned it.

It was announced last April that former children's minister Robert Goodwill would compile the review, including looking at how schools can utilise cadet units.

It was widely reported last year that the report had been commissioned by the MoD. But a spokesperson for the department said this week this was not the case and the report was "independent". The DfE also denied involvement.

However, Goodwill insisted that new education secretary Gavin Williamson had commissioned the report while serving as defence secretary, and said he was sure he will "take great interest" in it.

The report was due to be published in September last year, but seemed to disappear without a trace.

However, Goodwill claimed it could be published as soon as next month if Brexit negotiations finish.

Goodwill denied previous reports that he was researching setting up military academies, but said his report will focus on "schools having cadets very central to what they do".

"I'm very positive about the cadets system

and how it can be transformational in state schools. Often children who might be attracted to join gangs would be derailed by that by getting involved in the cadets," he said.

Goodwill also criticised some headteachers for cancelling cadet schemes in their schools because of "their own personal prejudice" and fears cadet units were used as a recruitment tool for the armed forces "which it quite clearly isn't".

However, Emma Sangster, coordinator of campaign group Forces Watch, said: "We very much hope that schools continue to resist the pressure to embrace a divisive military ethos and opt for a learning ethos that is based on inclusivity and humanitarian principles."

News

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MYSTERY OF STA'S £3M LEGAL SETTLEMENT

JOHN DICKENS
@JOHNDICKENSSW

The Department for Education's Standards and Testing Agency paid £3 million to a mystery supplier to settle a legal dispute.

New annual accounts reveal the payment was made during the past financial year to a "third party" – with no further information. Earlier accounts state the third party is a supplier.

The department told *Schools Week* it had released all the information it was obliged to.

The accounts also show the agency handed out bonuses totalling at least £15,000 to two senior staff – despite the STA coming under fire for wrongly failing hundreds of would-be teachers in QTS skills tests across the past ten years.

The STA, responsible for developing and delivering statutory assessments, has since offered those affected £100 each in compensation.

The accounts, which cover the 2018-19 financial year, show that Claire Burton, then chief



executive, got a £10,000 to £15,000 bonus. She did not receive one the previous year.

Una Bennett, who took over as chief executive in September last year when Burton went on maternity leave, also got a £5,000 to £10,000 bonus in the year.

Nearly 700 candidates for teacher training were wrongly told they had failed skills tests after an error in the mark scheme was discovered this

year. It had been in place for at least ten years.

Despite the uproar, the DfE told victims if they were unhappy with the £100 compensation they should seek legal advice.

Rachel Knott said she was "completely heartbroken" when she was told she failed the QTS test, and had to decline four university offers and pursue a different career. When she was contacted by the DfE and told she had been failed in error, she initially thought it must be a scam.

"The £100 compensation is a joke. They ruined my dreams of becoming a teacher," she said.

The STA aims to provide an effective and robust national testing, assessment and moderation system to measure and monitor pupils' attainment from reception to the end of key stage 2.

Schools Week revealed in July the QTS skills tests were to be scrapped. Teacher training providers will be responsible for making sure prospective teachers have adequate literacy and numeracy skills from this month.

Need a TV moving? That'll be £1,000 ...

JOHN DICKENS
@JOHNDICKENSSW

A school locked into a controversial PFI contract was charged more than £1,000 to move an LCD screen, while another forked out £640 to have a computer table removed.

The pay-outs were revealed following an investigation by the JPI Media Investigations team into the spiralling costs of private finance initiatives.

The schemes allow private firms to build, operate and run buildings that are leased back to the taxpayer under contracts of about 25 years.

Analysis of the findings show that the overall price tag in 42 English schools projects ballooned by a total of £430 million.

Schools Week has previously revealed how the hefty repayment costs are stopping new sponsors taking over failing schools.

The new investigation also reveals eye-watering maintenance costs. A school in Newcastle paid £1,017 to move an LCD screen, while another paid £640 to remove a computer table and £560 to

install a power socket.

In Swindon, a school paid £25,471 to put up three fixed parasols, another spent £4,026 for new locks on its hall doors, while a school in St Helens spent nearly £10,000 on a dividing curtain for its drama area.

The investigation found that extra costs and inflation is set to add nearly £5 billion to the overall cost of PFI schemes – which were also used across other public sectors, including for new hospitals, roads and police buildings.

A large number of councils that were responsible for signing the deals refused to release the costs for English schools projects.

However, of those that did, whole-life costs of the contracts rose by an average of £10 million.

Twelve reported the costs remaining the same, while costs fell by a total of just £15 million in seven.

"Rotherham group schools project" had the largest rise of £57.6 million, on top of the original £402.5 million contract cost.

This was down to higher inflation rates and an increase in facilities management charges.



Joel Benjamin, a co-founder of The People Versus PFI, said: "Consultants that provided advice on these deals, suggesting they represented value for money, need to be held up to the spotlight – and, to some extent, the councillors and commissioners that signed off on PFI deals also need to be held to account".

The government has pledged to no longer use PFI to fund school-building projects. However, schools have been "snubbed" access to the Treasury's new "centre of excellence", set up to improve the management of existing contracts.



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Investigation: Brexit



Prepare for potential sleepovers, schools told

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

Headteachers in Kent have been told their staff may have to sleep in school if Brexit causes traffic chaos across the county.

In new guidance Kent County Council said the option of staff sleeping at school "could be considered" if problems on the roads prevented them getting home at the end of the day.

Schools Week has also found that heads and academy trust leaders across the county have prepared for food shortages and long traffic delays – and have even looked at extra training for staff in case ambulances struggle to reach sick pupils.

Kent is braced for transport issues caused by delays at Dover and the Channel Tunnel regardless of whether a deal is reached. The government is preparing to queue lorries down one side of the M20 and park vehicles at Manston Airport in Thanet, and schools have been told to prepare for gridlock.

Kent's updated guidance states that the option of sleeping at the school "could be considered, depending on your insurance arrangements and your risk assessment".

"You should speak to your human resources partner now, to request advice on the implication."

Clive Webster, the chief executive of the 24-school Kent Catholic Schools' Partnership, said his trust would pay for hotel accommodation for staff if necessary.

"There might be, for example, one or two staff who are happy to put other staff up. There may well be situations where . . . it is more reasonable to offer staff the possibility of hotel accommodation. We would be open to that."

Webster said schools in Kent already had plans in place to deal with travel problems caused by bad weather and said he "wouldn't be surprised" if school leaders had been forced to sleep in their schools in the past, but he had not envisaged it as a solution for his trust.

"The idea that suddenly you'll have large groups of staff with sleeping bags in the hallway, that's where it begins to get a little bit farfetched."

The partnership has also asked its schools to



Lorries queue for a ferry at Dover

ensure first-aid training is up to date and to look at training more staff.

This was "not in any way" to give the impression that staff should stand in for medical professionals, but schools should be prepared if it took longer for ambulances to get to a school "or indeed it wasn't possible to put a child in a car and take them to hospital".

At Dover College, a private boarding school, staff who live off site have been offered emergency accommodation.

"We've got a bit of availability, so if staff want to stay over if there's a challenge or a problem, they can do that," Gareth Doodles, its head, told Schools Week.

The school also has extra supplies so it can feed pupils for up to four days if regular deliveries are delayed.

Doodles added: "The uncertainty has been the real killer for us as a school, because we can't plan anything, we just don't know what's going to happen."

Paul Luxmoore, the executive headteacher of the Coastal Academies Trust, which has five schools in east Kent, said it was "really hard to know how to prepare".

"We have been told that the lorry park plan will not cause gridlock – that's why it's the plan. If it won't cause gridlock, why would we prepare for gridlock? If it will cause gridlock, why is it the plan? I'm confused."



"We have been told to contact our suppliers to ensure they have contingency plans – but they face the same confused dilemmas as I do."

A spokesman for Turner Schools, based in Folkestone and close to the Channel Tunnel, said over half of their staff lived within a half-hour walk of their schools.

"For those that don't we anticipate they will be able to use the two Folkestone train stations."

The Department for Education recently ordered schools to urgently complete a survey showing how they were preparing for Brexit.

A spokesperson said: "We know schools in Kent and the county council have already taken steps to prepare for EU exit and we are working closely with them to ensure all state-funded schools have appropriate plans in place and are suitably prepared."



PA

Investigation: Brexit



‘Collateral damage in a propaganda game’

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

A secondary headteacher received death threats after two sixth-formers reportedly told a national newspaper he pushed “anti-Brexit propaganda”.

Ciran Stapleton, the head of St Joseph’s Catholic High School in Slough, said after the story’s publication last month his own children asked him “why do these people want you to die?”

“We could not stop the hate and rage that was thrown at the school [after publication of the story],” he said.

“We had menacing phone calls and voicemail messages. One tweet [in response] that I can’t forget was ‘lynch him at the school gates’. It was really upsetting.”

Stapleton ran an assembly last month focusing on “leading with humility”, citing examples such as Martin Luther King, Dorothy Counts and Greta Thunberg.

He then presented pictures of Jacob Rees-Mogg (accompanied by the infamous picture of the MP slouching in Parliament), Boris Johnson and Donald Trump as examples of people who “had been accused of showing a lack of humility”.

He strongly denied claims that he pushed “anti-Brexit propaganda” during the assembly.

But a sixth-form student allegedly told *The Metro* newspaper that Stapleton was “talking about how Brexit was bad for us and how Brexit was going to affect us really badly”, and was “mocking” Johnson and Trump.

Stapleton denies this, adding that the school had had no complaints from students or parents.

But reaction rocked the school, which closed its Facebook and Twitter account within 30 minutes of the story’s publication.

Stapleton also closed his own social media accounts four days later when his name and picture were tweeted by the Leave.EU campaign.

He was accused of brainwashing children, with other tweets calling for staff to be sacked. He also said it led to death threats.

“What do you do when your own children look at you and ask ‘why do these people want you to die?’

“It brought me and the school community into danger. The first thing we did as staff



Ciran Stapleton

was make sure the students were looked after, a number were really affected by the adverse hate they saw.”

The aggrieved students were put in contact with the national newspaper via the local Slough Conservative party, which later tweeted it “helped students expose political bias in their education”.

Stapleton, who is in his sixth year as head, said left-wing activists then offered to use violence to “liberate Slough from the Tories”.

“We’re stuck in the middle of a storm with people threatening violence on either side of us – without being able to do anything. As a school we are so vulnerable.”

Updated government guidance last year said schools must “act appropriately” when expressing political views, and should not use school resources for “party political purposes”.

Geoff Barton, the general secretary of the Association of School and College Leaders, said most leaders were skilled in this, but were not helped by the “toxic” nature of the political climate.



Paul Whiteman, the general secretary of the National Association of Head Teachers, said that holding together school communities – made up of people with pro and anti-Brexit views – with the “highly-charged political environment” would “test school leaders’ skills to the full”.

“We have all witnessed the intemperate language, intolerant attitudes and immoderate behaviour that have characterised the Brexit debate. In times of great uncertainty, schools need to be able to preserve their status as places of calm, of reassurance and of safety.”

Schools Week revealed last month that the boss of a company providing digital noticeboards to schools faced death threats after claims by an MP that they displayed pro-Brexit “propaganda” in primaries.

Phil Austin, the managing director of Anomaly, said the slides – widely shared on social media – had been “deliberately” taken out of context and were from a larger educational presentation about British prime ministers.

Stapleton said he wanted to warn other leaders. “It’s got nothing to do with you – you’re just collateral damage in somebody’s propaganda game.”

“As a figurehead you’re always going to draw the fire. Don’t react to it. When the waves are crashing in, you just have to say ‘we’re going to get through this.’”

Stats: School performance



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Poor take-up of languages thwart EBacc

Two in five pupils in England now enter the full suite of EBacc subjects, but poor take-up of languages means the government is still well short of its target.

Provisional key stage 4 performance data published yesterday by the Department for Education shows the EBacc entry rate was 40 per cent this year, up from 38.4 per cent last year.

However, the government is still way off meeting its ambition that 90 per cent of pupils will sit the EBacc "core" GCSEs by 2025.

In humanities, entries rose 2.3 percentage points to 80.6 per

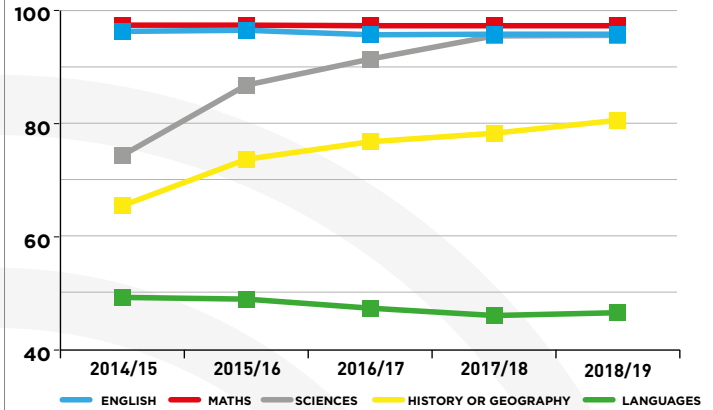
cent, while science was up 0.2 percentage points to 95.6 per cent.

However entries in languages – one of the main stumbling blocks to the government having any chance of reaching its national entry target – rose by just 0.5 percentage points to 46.6 per cent.

Entry rates in English and maths remained unchanged at 95.8 per cent and 97.3 per cent respectively.

There has also been a slight rise in attainment. The average point score for state-funded schools rose from 4.03 last year to 4.06 this year.

EBacc entries by subject area, 2009 - 2019



It is the first-time average point scores can be compared year-on-year, given the measure was

only introduced last year. The national attainment 8 score also rose from 46.3 to 46.5.

Sponsored academy makes Progress 8 top 10

A sponsored academy in one of the country's poorest neighbourhoods has been named in the top 10 schools in the country for Progress 8.

Heartlands Academy, in Birmingham, which converted as a sponsored academy in 2012, had a Progress 8 score of 1.46 this year, placing it sixth of all schools nationally. Last year, its score was 0.61.

It bucks a trend among sponsored academies, which are overall the worst-performing type of school when it comes to Progress 8. The academies target schools that are failing, so they are generally expected to not do as well.

Of the remaining top nine, four are free schools, four are converter academies and one is a voluntary-aided school.

Free schools have long dominated the top 10. However, researchers this week found some

of this is down to the schools disproportionately drawing their pupils from neighbourhood types that already achieve higher results on average.

The top school – Tauheedul Islam Girls' High School in Blackburn – boosted its results from 1.91 last year to 2.17. It means every pupil at the school achieved, on average, over two grades higher than an average pupil in other schools with the same prior attainment.

Meanwhile, the majority of the top 10 have a religious background: four are Muslim schools, one is Catholic, one is Church of England.

All the 10 schools have an above-average proportion of pupils whose first language is not English.

All but one have a below-average proportion of pupils with an education, health and care plan, and six of the schools have above-



average rates of free school meals eligibility.

At Heartlands, 33.1 per cent of pupils are eligible for free school meals, more than double the national rate for last year of 14.1, and 13.3 per cent receive SEN support, compared with 10.8 per cent nationally.

Fuzel Choudhury, Heartlands'

headteacher until this September before becoming regional director for its sponsor, E-ACT, said it was "testament to the hard work of all our staff and students".

"Every single one of our staff members is as passionate about those young people from Nechells as I am, and I couldn't ask for more."

THE TOP 10 PROGRESS 8 SCHOOLS

SCHOOL	P8 SCORE
Tauheedul Islam Girls' High School, Blackburn	2.17
Eden Boys' School, Birmingham	1.7
Eden Girls' School, Coventry	1.61
Wembley High Technology College, north London	1.57
Michaela Community School, north London	1.54
Heartlands Academy, Birmingham	1.46
Bishop Douglass School, north London	1.39
William Perkin C of E High School, north London	1.32
Kendrick School, Reading	1.28
Preston Muslim Girls High School	1.23

Stats: School performance



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TOP A-LEVEL GRADES SLUMP

The proportion of A-level pupils reaching the top grades has fallen again this year, despite prior attainment remaining constant.

Provisional figures released by the Department for Education show that 12.3 per cent of all pupils who sat their A-levels this summer received three A*(A grades or better) compared with 12.5 per cent in summer 2018 and 13 per cent in 2017.

Just 20.3 per cent achieved

A-A-B or better, down from 20.6 per cent in 2018 and 21.8 per cent in 2017.

The proportion of pupils achieving an A-A-B when at least two of their subjects were "facilitating subjects" – including maths, further maths, English literature, physics, biology, chemistry, geography, history and languages – has also fallen to 15.8 per cent, down from 15.9 per cent in 2018 and 16.6 per cent in 2017.

SCHOOLS MAKING THE A-LEVEL GRADE

	2017	2018	2019
% achieving at least 3 A*-A grades	13	12.5	12.3
% achieving A-A-B or better	21.8	20.6	20.3
% achieving A-A-B including 2 facilitating subjects	16.6	15.9	15.8

SOURCE: DEPARTMENT FOR EDUCATION

GIRLS STILL TOP OF TABLE

Girls continue to outperform boys in almost every metric.

The EBacc entry rate for girls was 45.9 per cent, compared with 34.3 per cent among boys. Girls also had an average point score of 4.31, much higher than the 3.83 average scored by boys.

The average attainment 8 score among girls was 49.3, compared with 43.9 among boys.

In terms of achievement of the

top A-level grades, things remain the other way around, but the gender gap closed slightly this year because boys did slightly worse.

This year, 13.3 per cent of boys achieved three A*-A grades or better, down from 13.8 per cent last year. The proportion of girls achieving three A*-A grades remained stable at 11.5 per cent.



GAP WIDENS IN EARLY YEARS

The early years attainment gap has widened again.

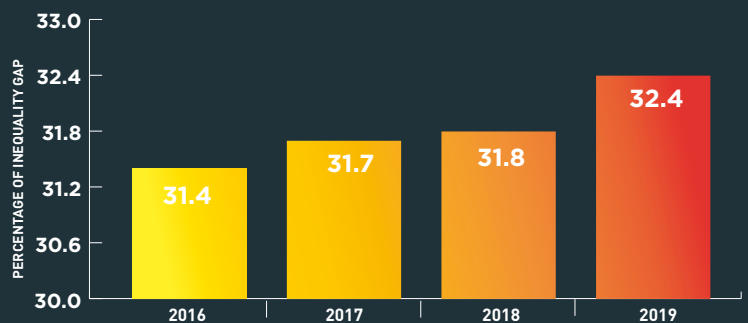
Results for the early years foundation stage profile show the gap between the lowest-attaining 20 per cent of children and their peers has risen from 31.8 per cent in 2018 to 32.4 per cent in 2019, while their mean average total point score has decreased from 23.2 to 23.

Although the proportion of

children overall who achieved a good level of development has grown, rising by 0.3 percentage points to 71.8 per cent, this is the smallest increase since at least 2013.

The percentage of children achieving at least the expected level across all early learning goals stood at 70.7 per cent, up by 0.5 percentage points from last year.

ATTAINMENT GAP IN RECEPTION YEARS





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Assaults in schools soar in past four years

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EXCLUSIVE

Assaults on school premises have soared 72 per cent in the past four years, with 27,805 reports received by the police since 2015.

New figures obtained by Schools Week under the Freedom of Information Act reveal the growing need for police intervention in schools, as well as the worsening situation faced by frontline staff.

Teaching unions said the findings were “deeply worrying” and that stretched resources resulted in poorly implemented policies and processes.

One headteacher in Durham told Schools Week he had seen a rise in “rudeness and a lack of tolerance” towards his staff.

Latest figures from 15 English police forces (out of 39) to respond to the FOI request reveal a steady increase in the number of reports of assaults since 2015.

In 2015 there were 4,089 reports, up to 7,020 in 2018. Data to the end of July this year shows there have already been 4,354 reports this year.

Schools Week removed data relating to sexual offences and eliminated where possible statistics relating to nurseries, colleges, universities and other educational settings.

Greater Manchester Police received the highest number, with 5,574 reports of assaults in schools since 2015.

Of the 1,448 reports at schools in greater Manchester in 2018, 206 listed teachers or headteachers as victims. Classroom assistants, support workers, children and students were also listed.

In May, delegates at the National Association of Head Teachers’ (NAHT) annual conference told of the barrage of abuse and threats of violence from parents. Some said they had been threatened with an axe.

Recent surveys by pollsters Teacher Tapp found 39 per cent of primary teachers and 26 per cent of secondary teachers had been subjected to verbal abuse by a parent or carer during the past academic year.

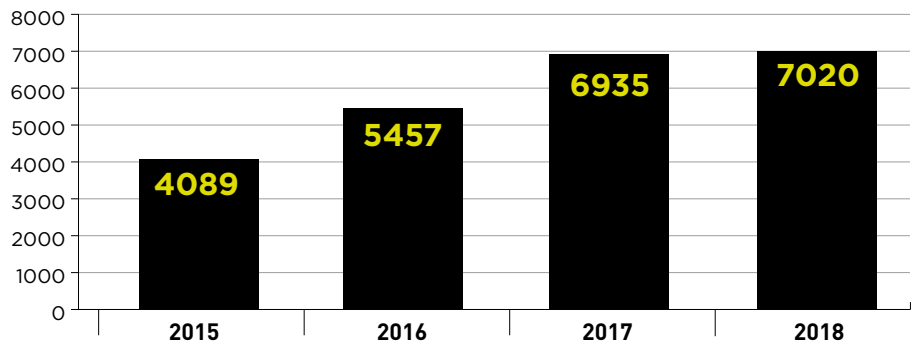
Geoff Barton, the general secretary of the Association of School and College Leaders, said: “It is deeply worrying to see that levels of verbal abuse directed towards teaching staff from parents has increased.”

Such behaviour was “never acceptable. All staff in schools and colleges are entitled to be treated with respect – precisely as we would expect leaders and teachers to deal with parents.”

Andy Byers, the head of Framwellgate School in



NUMBER OF ASSAULTS REPORTED EACH YEAR



Durham, wrote to parents last month after staff had been “verbally abused”.

He warned that some heads of year and pastoral staff “are sometimes fearful about talking to certain parents because of their attitude, aggression, rudeness or unreasonable behaviour”.

Byers told Schools Week: “The rudeness and the lack of tolerance, I think, is a more recent thing in the past year or two. We have seen far more parents being downright rude.”

He partly blamed the current political climate, with students and parents emboldened to complain more freely – and in a ruder, more confrontational manner.

Surrey Police received the second highest number of calls, with 3,985 reports.

Alison Barlow, Surrey’s assistant chief constable, said the force’s statistics included violence without injury, such as harassment and malicious communications, which might explain the relatively high number of reports.

In South Yorkshire, of the 571 reports of assaults in education premises in 2017, 78 were directed towards teachers – the second highest victim type after an “acquaintance”.

POLICE FORCES THAT HAD THE HIGHEST NUMBER OF REPORTS OF ASSAULTS AT SCHOOLS SINCE 2015

POLICE FORCE	TOTAL
Greater Manchester Police	5574
Surrey Police	3985
Devon and Cornwall Police	2623
Essex Police	2586
South Yorkshire Police	2428

In 2016, 70 teachers were the victims of assaults; 43 in 2015.

Stuart Walne, the chief inspector for neighbourhood policing in Sheffield, said South Yorkshire Police “takes all reports of violent crime incredibly seriously”, adding that officers worked closely with schools across the region to address issues such as violence, antisocial behaviour or other types of criminality.

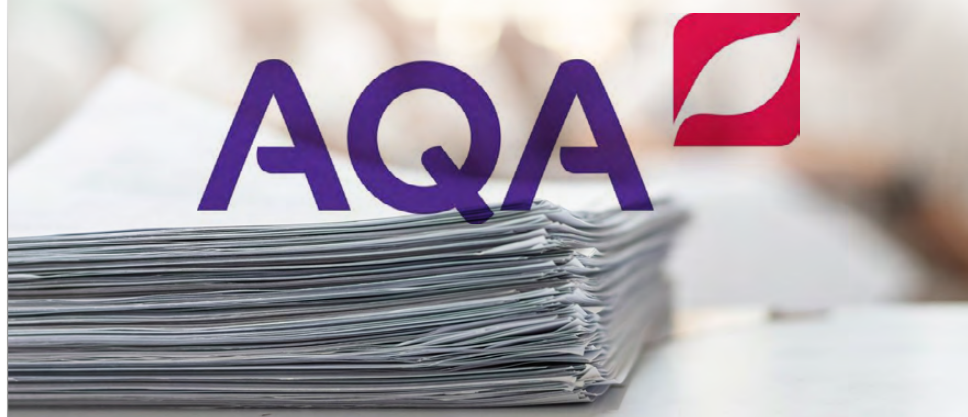
Data obtained by Schools Week earlier this year also revealed a spike in police call-outs to schools in the past five years for other reasons, with pupils as young as 10 found with weapons.

The DfE was contacted for comment.

News

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AQA rapped for 'serious' re-mark breaches



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AQA has been fined £350,000 – the largest penalty handed out by Ofqual – and will compensate schools by £740,000 after “serious breaches” over re-marks that span three years.

The exam board failed to ensure that re-marks and moderation of GCSEs and A-levels were not carried out by the original marker or by someone without a personal interest in the outcome.

Ofqual said about 50,000 re-marks or moderations were affected, about 7 per cent of all reviews the board carried out each year.

About 3,000 schools were affected. Each will receive between £110 and £440 in credit notes as compensation.

The regulator said it was a result of “failings in AQA’s online marking system, the limited availability of reviewers in low entry qualifications and the relatively small size of some marking and review panels”.

It said AQA had not ensured its workforce was of “appropriate size and competence” to manage risks.

Annual accounts for last year show the board had a £7.8 million reorganisation to “enhance our efficiency”. But AQA said the restructure didn’t have any bearing on the issue, which was down to a lack of reviewers.

Ofqual said there was “no evidence” to show any pupils or schools got the wrong outcome, but said the issues were “serious breaches” of conditions that were “integral to the effectiveness and purpose of the system of reviewing marking and moderation”.

“The failures therefore have the potential to seriously undermine public confidence in the review of marking, moderation and appeals system, and the qualifications system more generally.”

However, lawyers told the Daily Telegraph that group legal action against AQA might be possible from parents who could show the error resulted in financial loss.

Ofqual said the re-mark issues spanned across 2016, 2017 and 2018. Although the majority affected (93 per cent) involved individual, anonymised answers, 7 per cent involved reviews of whole exam scripts.

The issue was only discovered after a “proactive” review by Ofqual in September last year.

Appeals to AQA in 2016 and 2017 had found two incidents relating to markers reviewing their own work – but the board did not inform Ofqual of the irregularities.

In annual accounts for the 2017 year, AQA states it had “maintained our compliance” with Ofqual’s conditions.

But AQA said its top bosses were unaware of the two incidents. Ofqual later highlighted that the potential risks were not escalated properly.

AQA made £271,713 from fees paid for the affected reviews. It also saved more than £460,000 in avoiding ongoing compliance costs, such as management overheads and system development.

Mark Bedlow, AQA’s interim chief executive, said the problem was a “past technical issue” that has now been resolved, and insisted in the “vast majority of cases” it involved “one isolated, anonymised answer from a paper being reviewed by the senior examiner who originally marked it”.

“But reviews should always be carried out by a fresh pair of eyes and we’re sorry that, for a small proportion in the past, this wasn’t the case.”

AQA was also fined £50,000 for last year’s A-level French exam marking scheme being “not fit for purpose” and rapped for including a question in its 2018 English literature GCSE exam that was “nearly identical” to one it used in a 2014 practice paper.

AQA’s chief executive Toby Salt stepped down last month after two years in the role, citing health and family reasons.

ITT framework will blossom in spring

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The government’s new initial teacher training core content framework won’t be published until spring, leaving providers just months to implement the changes.

Rachel Hayward, a policy adviser at the Department for Education, also confirmed it expected Ofsted to be inspecting providers based on the new framework from next September.

But when asked about the short timeframe and a resulting increased workload, Hayward said: “I think it’s going to be sort of seen as short-term pain for long-term gain.”

The comment, made during a speech at the National Association of School Based Teacher Trainers’ annual conference on Wednesday, was greeted with groans and boos.

On the same day, Amanda Spielman, Ofsted’s chief inspector, also admitted the watchdog’s reliance on data during ITT inspections may be covering up “weaknesses” across training partnerships.

She said inspections placed “a lot of emphasis on data” and “relatively little weight” on what trainees were taught or how well training in school and outside was combined.

Last month Ofsted announced plans to rewrite its ITT inspection framework next year. Spielman said it would include a new focus on the curriculum content of courses.

Meanwhile in May the DfE announced an advisory group to review the core content of ITT to decide how best to align training with the government’s plans for a new early career framework for teachers.

The ITT core content framework will include the minimum knowledge and experience trainee teachers are expected to cover during their training and will place strong emphasis on mentoring and professional support in schools.

Hayward said providers and schools would be expected to include additional “bespoke content” on top of the framework.

But delegates told her that the implementation timeframe gave providers potentially just two months to “work on it and be fully accountable to Ofsted”.

The DfE official said she would report the concerns to ministers, and insisted that if the implementation “does seem to be unreasonable, we will look at it again”.

All-through school split so heads can be accountable

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EXCLUSIVE

An academy trust has made the rare decision to “de-merge” an all-through school into primary and secondary provision because it wants two heads it can hold to account separately.

The request to split Yate Academy in Gloucestershire was one of ten escalated for ministerial approval by headteacher boards in the past year.

The all-through Yate Academy joined Greenshaw Learning Trust in September 2017. It had been part of the now defunct Ridings Federation.

Ofsted rated it “requires improvement” during its time with Ridings, with inspectors noting weaknesses in teaching, poor behaviour and low achievement. They warned that governors did not always challenge academy leaders effectively.

At a meeting of the South West headteacher board in February this year, members were told things had improved at Yate, but the trust wanted separate secondary and primary headteachers “for accountability and school improvement purposes”.

However, as this was the board’s first request to split up an all-through school, Lord Agnew, the academies minister, had the final say. He approved the move and the school opened as Yate Academy and Woodlands Primary School on September 1 this year.

Will Smith, the chief executive of Greenshaw, told *Schools Week* the decision to split the school was a “real success” with



“two brilliant headteachers and two really effective governing bodies”.

“We’re not in principle against all-through schools. That’s not a policy decision of my board of trustees,” he said.

“The way the schools were led and the particular priorities of the school meant it was our view they would be better with their own local governing bodies. My trust believes in local accountability and their own headteachers who have a specific focus on the relevant key stages.”

In 2009 there were only 13 all-through schools in England, but their number expanded rapidly under the academies and free schools programmes. Government data shows there are now 164 all-through schools; 98 of them classed as academies, 41 as free schools.

Although the division of an all-through school remains unusual, Greenshaw is not the only trust to have taken this path. Haberdashers’ Aske’s Federation this year has split all three of its all-through schools in southeast London into primary and secondary schools.

A spokesperson for the trust said the school system “does not cater directly for all-through schools because they are so rare. As a result of this, our schools often found themselves at a disadvantage or having to ‘reinvent the wheel’ with tools and packages offered to schools.

“In order to enhance every pupil’s experience, the schools made a considered decision, following an extensive consultation, to change our legal structure to solve this problem and provide a better clarity of responsibility and accountability for our schools”.

However, it is common to amalgamate several smaller schools to create all-through provision.

Ark Schools runs eight all-through academies, three of which – Ark Globe Academy, Ark Kings Academy and Ark Victoria Academy – were created from the merger of two smaller schools. United Learning Trust runs five, including Swindon Academy, which was created from an amalgamation of four schools and Kettering Buccleuch Academy from a merger of three.

When the minister has the final say

Schools Week analysis of headteacher board minutes shows Lord Agnew had the final say on ten decisions affecting academy trusts in the past year. This included a request from Leigh Academies Trust to merge two primary schools in Kent, a move that prompted local protests. The minutes from a meeting of the South East

and South London headteacher board in July show members were critical of Leigh, reporting it was felt that “given the trust is large and financially stable, it should have taken longer to work with the schools and secure the support of the local community”. Agnew rejected the merger. The decision on which sponsor should take over

failing Steiner schools was also escalated in March. It was announced the three schools would join Avanti Schools Trust in June.



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THE PROBLEM WITH PERFORMANCE-RELATED PAY

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

Teachers are giving up running extra-curricular activities and leaving the profession after being denied pay progression because of issues outside their control.

A union boss this week also warned of an "increasing groundswell of opinion" against performance-related pay (PRP), as teachers spoke of how being passed over for pay rises demoralised them and their colleagues.

Introduced in 2014, PRP allows schools to give rises to staff if they meet certain targets or benchmarks.

Proponents say it provides an incentive for teachers to do well, but critics say it is harming the profession, and evaluation of the policy shows it has little impact on outcomes.

Speaking at the New Voices conference in London on Saturday, Joanne Jukes, a business teacher, said it was "unfair" that teachers' pay was dependent on their performance against targets "which we already have a very small impact on".

One teacher who spoke to *Schools Week* on the condition of anonymity, said they were denied progression after moving schools "as the head concluded that the targets from the school I left were incompatible with the new school's targets and thus I couldn't be passed.

"Professionally, I felt undermined and underappreciated. I'd worked incredibly hard over the year they were reviewing, so to have my achievements unacknowledged was very frustrating and angering."

At Saturday's event, Jukes said she had been contacted by a languages teacher "who would run trips at weekends and in holidays", but was denied pay progression because an A-level class she shared with another teacher did not meet the outcomes target set by the school. As a result, she stopped running trips.

"It's just so short-sighted," Jukes said. "That amazing teacher doing all of those things is now saying they're not going to do them, and it's the kids that get impacted."



Jukes said she was also contacted by another teacher who left the profession after her classes received GCSE and A-level results below the national average.

Andrew Morris, assistant general secretary of the National Education Union, said there was "an increasing groundswell of opinion against PRP, with several major academy chains dropping it or considering doing so".

It is not just academy trusts that are moving away from performance-related pay. Huntington School, an LA school in York, has decoupled progression from performance targets.

"We begin with the assumption that everyone gets the pay rise due to them," Headteacher John Tomsett told *Schools Week*: "They have to un-earn their pay rise by teaching poorly.

"We are down to one objective, which is about accepting the professional obligation to improve your teaching."

The Education Alliance academy trust has made a similar change. Its staff automatically receive a pay rise unless they are subject to a live capability assessment.

"Effectively, you've got to un-earn your pay rise," said Jonny Uttley, its chief executive. He had found "no evidence at all that performance-related pay works in schools".

The Education Endowment Foundation agrees. It says that the average impact of performance pay schemes was "just above zero months' progress".



Joanne Jukes



John Tomsett

"It makes you ask the question: why are we making great teachers jump through hoops for a £2,000 pay rise that frankly they deserve?" Uttley said. He added that teachers could not "reliably isolate" the factors that controlled the performance of students in any given year versus another.

He also questioned the metrics used to measure performance, warning leaders had become "obsessed with individual scores and put too much weight on them".

Analysis of PISA questionnaire data by Education Datalab shows that almost 90 per cent of headteachers use pupil testing data to judge teachers' effectiveness.

A DfE spokesperson said reforms to teacher pay "have given schools more flexibility to recognise and reward staff for their hard work, allowing schools to keep their best staff and recruit the brightest talent".

"We expect schools to be setting and reviewing achievable performance targets, in partnership with individual teachers, whilst ensuring that effective teachers are rewarded appropriately."

More UTCs turn to recruitment at 11

FREDDIE WHITTAKER

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EXCLUSIVE

Two more university technical colleges have ditched their 14 to 18-year-old intakes to recruit at 11, with warnings 'many more' will follow.

UTCs in Plymouth and Wolverhampton have been granted permission to open to year 7s from next September. They join The Leigh UTC (pictured) in Dartford, Kent, which opened a feeder school on its site in 2017.

Now the Baker Dearing Trust, which supports the colleges, has predicted more applications.

Policy experts and ministers have long suggested the recruitment of younger pupils to solve the pupil recruitment crisis that has faced the UTC model since its inception.

But until recently Baker Dearing has vehemently opposed a change in entry age.

However, Simon Connell, the trust's new chief executive, told *Schools Week* last month that it could be a "pragmatic solution" for colleges with low rolls.

Plymouth UTC, which has struggled with



recruitment and standards since it opened in 2013, is hoping the addition of year 7 and 8 pupils will improve its fortunes. The school already accepts year 9 pupils, but has only 150 pupils in total, although it has room for 650.

Polly Lovell, its principal, said that since joining the Reach South academy trust last year, the UTC had been running taster sessions for year 4 and 5 pupils at nearby primary schools and has had "real interest from parents".

She admits that recruitment at 13 or 14 is "not a natural transition", and said the move to recruit pupils at 11 "will definitely support our financial

survival".

Lovell said the UTC, which went into special measures in 2016 shortly after she took over, had been on "a really challenging journey".

"It was a long, hard battle of changing pupils' views of the UTC," she said. "We've changed the whole model really."

In Wolverhampton, recruitment at the the West Midlands UTC was already starting to improve after Ofsted rated it "good" with some "outstanding" features last June. However, it is still only one-third full.

Av Gill, West Midland's principal, said he wanted to extend the school so that more pupils could benefit from its offer. The struggle to recruit at upper ages was not his "main rationale".

However, he acknowledged his pupil numbers would "definitely be healthier moving forward" as a result.

A Baker Dearing spokesperson said: "We expect many more UTCs to apply to extend their age-range in 2021.

"Baker Dearing is supportive of UTCs wanting to do this where it is appropriate."

DfE changes rules on education overspends

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Councils will divert hundreds of millions of pounds of new school funding to cover deficits in their schools budgets under a proposed rule change set out by the government.

Ministers intend to boost school spending by £7.1 billion by 2022, but a new rule proposed by the Department for Education means town halls won't be able to divert resources from other departments to plug overspends.

The move has been described by one policy expert as "an admission that the schools budget is out of control".

Under current rules, councils can fund overspends on their dedicated schools grant (DSG) from general resources, or carry them forward to the next financial year.

But the government has announced its intention is "that DSG deficits should not be covered from general funds, but that over

time they should be recovered from DSG income".

Additional funding in the coming years "will help many local authorities to bring their DSG accounts into balance", the consultation states.

John Fowler, from the Local Government Information Unit, told *Schools Week* that unless the schools budget was brought back under control, some councils risked bankruptcy.

"[This is] quite an admission that the schools budget . . . needs to be bought back under control else other local authority services will be seriously affected," he said.

According to the document, DSG overspends recorded in previous years were "small", but pressures on the high needs budget have led to "more and larger overspends in recent years".

Recent data on council budgets shows

that about half of all authorities had a DGS overspend at the end of 2018-19, amounting to £250 million in total.

The national net overspend, taking underspends in other authorities into account, was £40 million in 2018-19. By the end of 2019-20, it is expected to reach £230 million.

Ministers acknowledge that "a number of authorities will already have substantial deficits at the end of 2019-20 and will not be able to recover them immediately".

The proposed rule change seeks to stop councils from making spending reductions "in other services that they would not otherwise make" to cover these deficits.

The Local Government Association has welcomed the move, which it says means councils will no longer have to hold general reserves equal to the value of their DSG deficit.

EDITORIAL

DO YOU HAVE A STORY?
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Heads need more support on tricky Brexit planning

As we hurtle towards a still uncertain Brexit, it is important to remember that behind the headlines about traffic chaos and food shortages, there are headteachers with real fears about what lies in store.

Kent was always going to end up at the sharp end of problems caused by Brexit, deal or no-deal, and the fact that schools are being actively encouraged to consider allowing stranded staff to sleep in their buildings shows the severity of the situation.

But despite the advice of the Kent County Council and the work of Lord Agnew to support schools, headteachers remain in the dark about a lot of things.

Schools need the full support of government as they tackle the tricky times ahead. Ministers must make sure that school leaders aren't just going to be left to fend for themselves.

Ministers should listen to New Voices on pay issues

It was refreshing to get a different perspective on education's biggest issues at the New Voices conference on Saturday.

Testimony from Joanne Jukes about the experience of teachers who have ended up on the wrong side of the performance-related pay policy, just because a set of metrics they have little control over didn't line up in their favour, was concerning.

At a time of a national teacher supply crisis, it seems counterintuitive to be operating a system that we know is driving teachers away from the classroom.

No-one is saying that teachers shouldn't have to earn their money, but it seems many schools have adopted an overly-simplistic approach to measuring performance, and we are losing the goodwill of good teachers as a result.

Surely it is time for a review?

See story on page 7



SCHOOLS WEEK



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Getting ready for Brexit:

A series of BESA events helping Educational Suppliers get prepared

EDUCATIONAL SUPPLIERS – ARE YOU PREPARED FOR BREXIT?

UK educational suppliers can benefit from a series of activities to help prepare for Brexit. BESA has organised a series of briefing events, and advice sessions, tailored specifically to support education suppliers across October.

Funding for these events has been made available by the Department for Business, Energy and Industrial Strategy's Business Readiness Fund.

Tuesday 22 October, 9.30–13:30

Brexit planning conference, London

Wednesday 23 October, 17:00–21:00

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Interview

JL DUTAUT | @DUTAUT



“It’s about getting under the skin of things”

Loic Menzies, director, Centre for Education and Youth (formerly LKMCo)

An 11-year-old Loic Menzies made a choice many parents completing secondary school applications this month would struggle to support.

As his time at Newham Croft primary in Cambridge ended, he chose to forego the nearby and well-reputed Parkside and Comberton schools to attend the more distant (and at the time) more challenging Chesterton Community College.

It’s an interesting trait in the man who this month celebrated the tenth birthday of LKMCo – his well-respected “think and action tank” – by

renaming it the Centre for Education and Youth (CfEY).

“It was too comfortable, too safe,” he says of his 11-year-old self’s decision to forego the nearby secondaries. “I wanted to get out and experience something different.”

His parents had no choice but to support him, one suspects. They were adventurous souls too.

His father, Bob Menzies was 65 and retired by the time Loic was born. He’d been a submariner, a glaciologist, a district officer and race relations worker in Zambia and Uganda – and much more besides.

His mother, a linguist who’d spent time in Russia and in Beijing at the height of the Cultural Revolution, went on to work for and then run a

geological research group at the University of Cambridge.

They were both keen mountaineers, and as Menzies was growing up, they’d take it in turns to go off on expeditions to the Arctic, the Russian far east, China. At 10, Menzies wanted to climb a mountain in the Alps, so they took him to the 3,000m summit of Dent de Morcles. The trek to Chesterton must have seemed a dawdle by comparison.

When he was there Menzies found himself studying other people’s schooling as much as experiencing it himself. “I was a budding sociologist. I was in this new environment and I would analyse the interactions between groups of people. It fascinated me.”

Interview: Loic Menzies



Menzies in the Alps with his parents

At 14, he came out as gay, and no amount of sociological understanding of the environment was going to change some of the more predictable responses. “Suffice to say, I did feel pretty lonely and isolated!” Were there more threatening reactions? He smiles. “I always knew how to stand up for myself.

“But being the short, posh, academic, gay kid with bad fashion sense was a hell of a combination in that school at the time.”

Menzies is disarmingly humorous. It’s a skill that probably helped a lot when he started out in youth work at 13. Having seen the hardships of some of his new schoolmates’ childhoods and conscious of his privilege, he felt a compulsion to help. By 17, he was a young advocate for the Changemakers Foundation.

Beyond the humour, there is something telling in his anecdote about the bullies – an ability to achieve a studious remove from situations and issues he cares deeply about. It’s a characteristic he has ingrained into CfEY.

“We get asked to do a lot of evaluations [of projects and interventions]. Binary evaluations. ‘Did it work?’ For us it’s more about getting under the skin of things and unpicking their complexities and being able to point out what we need to think about in terms of shaping how effective something can be.”

Menzies cares deeply about education. But it’s only one facet of a bigger puzzle. He’s genuinely animated when I ask what drives him, but, characteristically, he cares too deeply about it to give a simple answer. He apologises and says that he equivocates too much.

It’s a trait that isn’t usually associated with other graduates of his alma mater. After his A-levels

in history, English, politics and biology at Hills Road sixth form college – a period he describes as socially and academically liberating – he followed the pattern he’d set at 11.

Cambridge might have seemed the obvious choice, but he chose Oxford, where he studied philosophy, politics and economics (PPE). “In

**“The interactions
between groups of
people fascinate me”**

part,” he tells me, “it was the thought of all the freshers being excited about all the pubs and clubs I’d already been to as a local.”

He left Magdalen College in 2006 for Teach First, although he had no intention of teaching long term. It was another adventure, another opportunity to learn and to make the pieces of the puzzle fit – or at least to get a better grasp of the big picture.

He taught citizenship at St George’s in Maida Vale, northwest London, a school in the highest quintile nationally for pupil deprivation, and infamous for the fatal stabbing of its headteacher, Philip Lawrence in 1995. He tried to bring some of his knowledge of youth work into play, but he found it difficult to reconcile the fundamentally different nature of the jobs.

He also used his analytical tendencies, applying opportunity-cost to the policies of the leadership team. “I worked out how many hours in a week

marking would take and to what extent the time I spent would have a pay-off, and I decided that wasn’t good enough so I didn’t.” He got hauled into the office of the new headteacher, Martin Tissot. He says he realised that the worst-case scenario was to be kicked out, and “I already knew I didn’t want to stay that long”.

Instead, he was promoted to head of history and social sciences. The school went on to gain specialist status in the humanities and to an “outstanding” Ofsted rating in 2010, but, by then, Menzies had moved on. He’d set out to give it two years and stayed three. “If I’d been a teacher with a family, or reliant on the job and career, or not been so confident, I certainly would have complied and spent those x number of hours a week doing that pointless marking”

The decade since has been a busy one for LKMCo, now CfEY. In an outcomes-centred political climate, its mission has remained unashamedly child-centred. “We believe society should ensure all children and young people receive the support they need to make a fulfilling transition to adulthood.”

It might be the simplest answer to what drives him: solving this unsolvable puzzle. “What is parents’ responsibility? What is schools? Youth services and youth work? You have to somehow get that to come together around young people in a jigsaw.”

That drive has led CfEY to become a team of 12, working with a sector-spanning range of organisations, publishing well-regarded reports and shaping policy development.

The biggest success of the decade? He first gives the simple answer: the DfE’s new Early Careers Framework that draws on elements of his organisation’s research.

His preferred answer? “We’ve nudged the debate. We went to a fairly hollowed-out vision of what education was. The Department for Children, Schools and Families (DCSF) became the DfE. Every *Child Matters* was ditched. Everything went in the opposite direction to our values, but I think we nudged it back a bit.”

And if he could change anything over the next ten years? He won’t think that far ahead.

He will commit to a year, though. His answer is, for once, unequivocal: “Three-year averages [for school performance data], because it stops this constant need for quick solutions.

“Oh. And get rid of ‘outstanding.’”

On that basis, adventure awaits CfEY in the next 12 months, and very probably the next ten years.

In the meantime, apology accepted. He can equivocate as much as he likes.

Opinion

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



HILARY GOLDSMITH

School business leadership consultant



Underpaid and undervalued: the life of a school business leader

Survey results show a bleak and unsustainable situation for the school business leadership community. Hilary Goldsmith calls for action in the face of impending crisis

At the start of September, 324 respondents completed my survey of school business leadership (SBL) salaries across the UK. I asked a number of questions about how SBLs are regarded in their schools and trusts, about their professional standing as senior leaders and the pay they receive compared with other senior leaders. The results were bleak, if not surprising.

SBLs or school business managers (SBMs) or chief financial officers (CFOs) or chief operating officers (COOs). Whatever you call them, they have taken a beating – and they were dreading the start of the academic year.

It's no wonder. They have had to cope with the impact of debilitating funding cuts, a teacher recruitment crisis, increasing supply costs, GDPR, the loss of key support staff following restructuring and increasing external hoop-jumping. None of which seems to be going away.

Fourteen per cent are not even part of their senior leadership teams, despite having responsibility for all financial and operation matters. More markedly, 39 per cent of primary SBLs are not invited to SLT

“ We are facing a drain of expertise in business acumen

meetings or considered to be senior leaders, and 37 per cent of SBLs do not attend all governing body or trust meetings.

That means that one in three schools may not have a school business expert present for the delivery of financial information to trustees and governors, or to respond to financial challenge.

With an increasing focus on resource management, accountability and integrated curriculum and financial planning (ICFP), I find it unthinkable that a school would employ a finance and business specialist and not include that professional in strategic and financial planning.

I cannot think of a single reason why a headteacher, trust executive, trustee or governor would not want their SBL at meetings where

strategic and financial decisions are considered.

The survey also looked at remuneration and contractual conditions, and found that up to 40 per cent of SBLs are on term-time only contracts and so do not get paid school holiday periods.

Not only is this inequitable, it

The average salary for SBLs is £38,988 (FTE £41,927), the same salary of a UPS 2 teacher with no TLR. To recruit and retain the best and to reflect the importance of this critical role, I believe they should be paid at a rate equivalent to an assistant or deputy head, with adjustment for varying levels of responsibility.

The evidence of the survey bears out the need for change. Perhaps the most concerning and starkest statistic is that 61 per cent of SBLs feel they are underpaid and undervalued.

The cumulative effect is an unsustainable situation.

We need a national conversation. National leaders of education (NLEs), as school and system leaders, must take a positive step to encourage open discussion on equitable SBL pay. Heads must ensure that they re-evaluate the salary, wellbeing and workload of their SBL this term. Trade unions and professional bodies must engage in this debate and monitor that SBL salaries are reviewed fairly, equitably and in line with other members of the SLT.

Action is needed now. Facing a drain of expertise in business acumen at a time of unprecedented financial challenges has potentially crippling consequences.

means that SBLs are not at work when major building projects and infrastructure works are taking place, and when intense work is required for the start and end of the school financial year. That doesn't make any sense.

The educational landscape has changed significantly; we need to reconsider terms and conditions that date back to the workforce reform era and revalue the worth of the school business leader.

Pay needs looking at too. While more than 60 per cent said they needed their job description updated, 20 per cent had never had a salary review.

Many headteachers speak of how much they value their SBL for their expertise, but it seems that many are not paying them an equivalent salary.

Opinion

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

The fifth #WomenEd unconference highlighted the need for flexible working to become standard in schools, says Vivienne Porritt. But she admits that won't happen without collaboration and a willingness to innovate

Values-led discussions were at the core of the recent #WomenEd unconference at Sheffield Hallam University. The 300 delegates – men and women – discussed how teachers and leaders could do the job and have a life, especially a family life.

We didn't orchestrate that; rather, the focus emerged across many of the workshops. Our members want to work in schools that value their staff and respond to their needs, in a way aligned to their personal values. They are prepared to search for schools – or other career avenues – that offer them such a culture.

We heard stories that highlighted the sad effect of a mismatch between personal values and school culture. We also heard maddening stories of outright sexism.

So while it is pleasing to hear that five hours a week have been cut from teachers' workload in the past three years, this is a drop in the ocean compared with what is needed to stem the exodus of experienced teachers and leaders from the profession, especially women aged 30-39.

#WomenEd is a partner in the Department for Education's advisory group for flexible working and welcomes the publication last week of its new resources. Our goal is to start collaborative conversations by curating case studies to highlight the benefits of a wide range of flexible



VIVIENNE PORRITT

Co-founder, #WomenEd and vice-president, Chartered College of Teaching

Case studies will help to show the benefits of flexible working

working practices across all types of schools.

Our case study template is designed for senior leaders to talk with each other to share policy, involve stakeholders, agree co-headship or compressed hours or, importantly, how to afford such solutions.

things; it is also about the quality of the investment we are making in that time – and this initiative couldn't be more valuable an investment.

We want case studies to help senior leaders to see how other schools make the most of flexible working, and we invite respondents

“ Teachers want to work in schools that value them

True to our values, the template is simple so as not to add too much to workload. But workload is about more than the hours we spend doing

to highlight the practices they have used and to share contact details. The summary of practice is short, and focuses on the benefits of



flexible working for the individual, organisation and pupils.

If longer case studies are available, we shall signpost them too, but while the aim must be that practices are available to all colleagues, we recognise that some schools will need to start small.

#WomenEd is collating these case studies with partners that include the Association of School and College Leaders, the National Association of Head Teachers, Flexible Teacher Talent, the Centre for Education and Youth, Whole Education and the Chartered College of Teaching. The college is starting to upload case studies on an open access webpage that we aim to launch by the end of this month. They will be supported by research, reports and other resources to enable teachers and leaders to understand how flexible practices can be managed to benefit everyone.

So far, most of the studies are from schools led by women, but recruitment and retention of teachers and leaders is an issue for all of us. This work can only be enhanced by case studies from male teachers, senior leaders, governors and trustees. As Helena Marsh and Caroline Derbyshire emphasise in their book *10% Braver: Inspiring Women to Lead Education*: “In the English education context, where one in three teachers does not remain in the profession beyond the first three years, retaining teachers is a top priority. A flexible working arrangement might make the difference between a teacher feeling that the work-life juggle is manageable and feeling so overwhelmed that they give up on the profession entirely.”

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Hurais, Health and Fitness learner, The Highcrest Academy

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Reviews

BOOK REVIEW



The Teacher's Guide to Research

By Jonathan Firth

Published by Routledge

Reviewed by Peter Ford, manager, ADEPT digital transformation programmes University of Salford

At the heart of Jonathan Firth's book is the premise that "research is a key part of teacher professionalism". All good research questions its own assumptions, and *The Teacher's Guide to Research* tips its hat to that by opening, somewhat rhetorically, on a question.

Firth asks: if education is not informed by research, then what is it informed by? The answer, I sense, is political ideology and "top-down approaches". His book seeks to address this by providing teachers with the practical research information they need to arm themselves against poor policy.

Firth claims that research is an empowering process that improves the practice of teachers, but it is also a political tool with which to challenge politicians and policymakers. There is a delightful irony that evidence can also have an underlying tone of rebelliousness.

The book first offers an introduction to research and its use in improving practice, before presenting a primer on current methodologies for those who want to engage in research-based activities.

I agreed with the sentiment that classroom practitioners should use research to inform practice, but less convinced that teachers should engage in it. Are they prepared to conduct research without the experienced support of a research environment like a university?

The first half of the book considers research from the perspective of improving practice, introducing the format and structure of academic

papers. It includes useful explanations of research-based concepts such as generalisation and confirmation bias.

Each concept is explained in terms of how teachers can use evidence to develop classroom interventions and how to evaluate them objectively. The inclusion of hotly debated topics, such as retrieval practice and the spacing effect, maintains the feeling that this is a contemporary book by an author abreast of current educational issues.

Educational research is often spoken of in terms of the natural sciences, in particular randomised control trials (RCT). Firth, however, considers educational practice from the perspective of psychology and the book dedicates a chapter to data and variables.

Philosophical aspects of research get less coverage, and Dylan Wiliam's oft-quoted truism "everything works somewhere, and nothing works everywhere" is left to carry a lot of weight in lieu of a nuanced consideration of the power of research and its limitations.

The second half subdivides into two distinct parts and reads like a primer on research methodology.

Ethics are covered, with correlational studies, quantitative and qualitative analytical approaches to data. The chapters are accessible with lots of examples, case studies and written in easy-to-understand language

– a testament to the author's affinity for his subject.

The concluding part returns to developing a practitioner-led research culture and the key role of the school research lead as a networked professional with access to a wide spectrum of professional expertise.

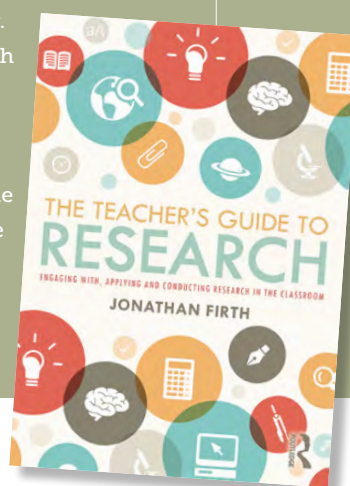
It finishes with an interesting overview of how to disseminate the results of practical research by writing papers and engaging in social media such as blogging. The point is forcefully made that if research is worth doing, it's worth sharing.

Each chapter has useful references and ends with recommendations for additional reading and further explanatory notes. I found them most helpful in the drier chapters relating to methodology.

I have read several books of this nature aimed at classroom practitioners, but this one has a contemporary feel and includes references to current debates. It successfully articulates the need for research-informed practitioners and is another tool in the armoury of a profession that desperately needs to be able to stand up to politicians.

My only reservation is whether a book

aimed at the research-informed practitioner and the practitioner-as-researcher works seamlessly. Regardless, I would recommend it to anyone looking to enhance their professional identity as a research-informed practitioner in the contemporary classroom. Is there a better way, after all, to empower oneself?



Research

This term, the Institute for Effective Education will regularly review evidence on a school-related theme. Contact it on Twitter @IEE_York if you have a topic you would like it to cover

Can schools be expected to solve the obesity crisis?

Jonathan Haslam, director, Institute for Effective Education

Schools are often seen as the first line of defence against many of society's problems. When a new issue arises, the knee-jerk reaction often is that "schools should be doing more". Setting aside the moral question as to whether this is what schools should be doing, how easy is it to actually make a difference? A school's core activities are difficult enough. Where activities are, arguably, tangential to that core, the challenges may be even greater.

Take rising obesity and the need to improve activity levels and reduce waistlines. Two recently published studies (one aimed at reducing obesity in primary, the other increasing activity levels in secondary) illustrate the problem.

The first is a randomised controlled trial of the West Midlands Active Lifestyle and Healthy Eating in School Children (WAVES) intervention. This involved almost 1,500 five- and six-year-olds from 54 primary schools, and was by no means light touch. Lasting for 12 months, it included:

- thirty minutes of additional moderate-to-vigorous physical activity (MVPA) on each school day;
- termly cooking workshops during school time, when parents were invited to learn with their children;
- a six-week programme to encourage healthy eating and increase physical vitality, delivered by the local professional football club;
- information sheets supporting children and their families to be active over the summer.

Children's measurements – including weight, height, percentage body fat, waist circumference, skinfold thickness and blood pressure



– were taken when they started the trial and again 15 months and 30 months later. They were then compared with children in a control group.

At the first follow-up, the mean body mass index (BMI) score was not significantly lower for the intervention group compared with the control. At 30 months, the mean difference was smaller and remained non-significant. This intervention, then, was not successful in bringing about an improvement in young children's weight – and presumably not in their overall routines of activity and eating.

Children become less active as they grow older, so might an approach in secondary school prove more effective? A recent study looked at the impact of Girls Active, a programme developed by the Youth Sport Trust that provides a support framework to schools to review their physical activity, sport, and PE teaching to ensure they are relevant and attractive to all adolescent girls. It has a particular focus on 11 - 14-year-olds.

Twenty secondary schools in the Midlands participated in the trial, with ten schools receiving Girls Active and ten schools continuing with usual practice. In total, 1,752 girls aged 11 to 14 took part. The primary outcome measure (at the start, seven months, and 14 months) was MVPA, recorded on wrist-worn accelerometers. Secondary outcomes included overall

physical activity, light physical activity, sedentary time, body composition, and psychosocial outcomes.

The results showed small improvements in MVPA compared with control schools after seven months, but none after 14 months. Interestingly the subgroup analysis showed that the intervention was effective at 14 months in larger schools, but caused an MVPA decrease in smaller schools. (Perhaps larger schools had the capacity to run the programme effectively, while in smaller schools it was more distracting than helpful.) There was no pattern in the secondary outcomes, and any differences were slight.

Of course these are just two studies, but both were disappointing, despite requiring substantial resources. It suggests that making a difference to these issues requires wider community involvement – not surprising, given that they are issues affected by what is occurring in the wider society, rather than in schools alone.

For schools, it is a reminder that investment in addressing these issues may not necessarily result in improvement. Reviewing the evidence of what has worked (or not) in the past is a vital first step before taking any action. Limited resources mean it is important to choose the right priorities. Shifting the dial on a particular issue takes effort, and you can't focus on everything.



Reviews



Kate Owbridge, executive headteacher, Ashdown Primary School, East Sussex

@kateOwbridge

How to grow a school

@PTE_Campaign

Mark Lehain, the director of Parents and Teachers for Excellence, takes time out from the Tory party conference to visit MEA Central, a new secondary in Levenshulme, Manchester. I don't blame him, I'd take time out of any party conference to visit a school! This blog gave me the sense of a great school, like I'd just caught the head at a meeting and asked her how it was going. I liked what I heard too: a new school having grown from the bottom up and expecting "You-Know-Who" any minute. It struck me how similar its story was with schools that have to turn things round to get out of special measures. It was a similar story here, except without the earlier poor practice. Just new stuff. Great stuff!

Diversity in leadership

@UoBSchool

Hearing from a year 10 pupil, Miya, about what diverse leadership means made me think of it from the kids' point of view. How much diversity do we want? Miya quotes

TOP BLOGS of the week

the question my mum used to ask: wouldn't it be boring if we were all the same? If that applies to who leaders are and what they stand for, I'd say it goes for their leadership styles and ethics too. Reading Miya's thoughts really resonated with me after Mark Lehain's blog. There shouldn't be one size fits all in education. As Miya points out, what motivates one demotivates another. Wise words from one so young.

Why the research movement in teaching is failing

@HeyMissSmith

Wow! This one caused some upset on edu-Twitter! Miss Smith lays out clearly how she feels the research movement is letting itself down, what she had hoped it might be and what it's looking like to her now. She also touches on the trad/prog thing, reminding us that many teachers weren't around when learning styles and brain gym were being bandied about. If, like me, you worked for a traditional head, then they never materialised at all! This is a useful blog to reflect on the fact that everything in education and life comes full circle – whether that's Dienes blocks or platform-heeled shoes.

When you have to walk away

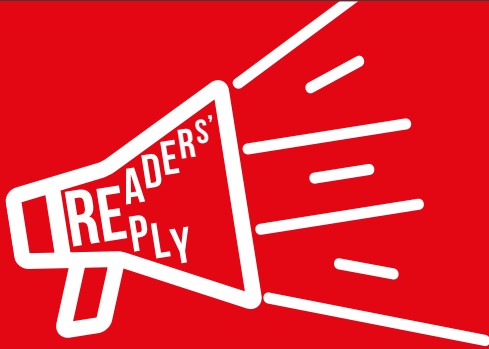
@Keziah70

#WomenEd blogs aren't always what they say on the tin. This could have been written by anyone for anyone, and it's a sad old tale that we hear too often. Every school and teacher is different and what suits one doesn't suit the other (didn't Miya say that?). What this blog fired up in me was that the longer I am in this game, the more I believe that having a common moral purpose within a school is the most important thing. The advice given to me once was "You have three choices: like it, lump it or leave it". Someone else once added "or change it", but you can't always. I'm glad this person has survived, and I hope she is flourishing as a teacher and that this blog gives hope to others.

Why choose teaching

@secrethtblog

I loved this. It's a longer read – take it to bed with you – that charts the highs and lows of a village school headteacher's career, from the home counties to London and back to rural village life. Gemma Hitch has certainly crammed a lot into her 12 years in the job, but her passion for it is clear and her determination and grit show through. It will make you reconsider why you chose teaching – and why you continue to sign up to it year after year. You will recognise things from your own lives, I suspect. I did. And while we all joke about jacking it all in and going to work in Sainsbury's, would we really? Hitch ends by asking herself if she'd choose the same career if she were 18 again? Her answer is the same as mine: Abso-flipping-lutely.



Ofsted 'deep dives': Inspectors scrutinising areas outside their expertise

John

Early reading should feature as a deep dive in every inspection. The inspector conducting this will have had additional training in this area. Just one foundation subject has to have a deep dive and the most common subject so far has been history.

Larger MATs more likely to have 'unexplained' pupil moves

Janet Downs

EPI's analysis is a formidable piece of research that involves looking at thousands of school records, but the ranking is confusing. Consilium is listed second after The Rosedale Hewens Academy Trust. But the former had only one term included while Rosedale had nine. Also there was no data in the "unexplained exits: total" and "average termly rate" column for Consilium. Similarly, Education South West had this data missing, but was ranked seventh. This raises the question about how a relative risk compared with average rate could be calculated when the data available is either missing or so small as to be statistically insignificant.

Ofsted criticises three-year GCSEs and low EBacc entry in new reports

Alix Thirkill

Guidance seems to suggest that it will very much apply to academies. Whilst technically we have freedom over curriculum still, in practice this seems to be eroded. Speaking to colleagues in other MATs and the advice we have received ourselves, it will be made to apply to academies through the Ofsted accountability regime.

Peter Reece

Can the new GCSEs be taught in just two years? In my subject of DT the new 9-1 specifications are so content-heavy that most of the meaningful practical work we used to do can no longer be fitted into a three-year course.

Gary

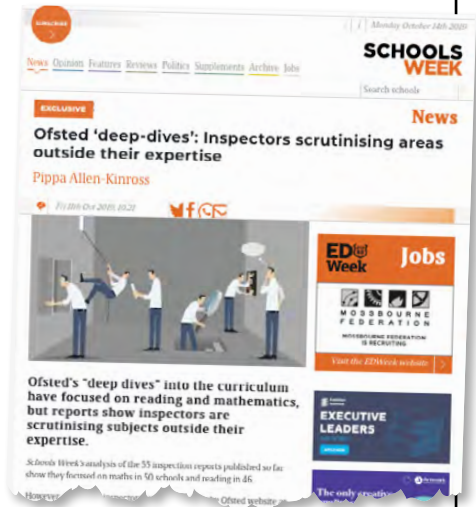
Our honest curriculum is based on Ofsted's prized SUBSTANCE and INTEGRITY. Ofsted loses its own integrity and independence when pushing the government's half-baked EBacc requirements.

REPLY OF THE WEEK

Frank Norris

Ofsted 'deep dives': Inspectors scrutinising areas outside their expertise

I am somewhat shocked to read that the actual "deep dives" in primaries appear to be covering the same curriculum areas that were the focus before. Isn't this just the same old, same old? I would be surprised if primary Ofsted inspectors couldn't undertake deep dives in reading and mathematics, even if they profess expertise in other subject areas. The bigger question is why Ofsted has chosen to stick to the core, rather than testing out the breadth and richness of the curriculum.



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

The EBacc combination of subjects is simply inappropriate for many and generates disaffection and disengagement.

Roger Titcombe

Ofsted is right about this. Starting GCSEs in year 9 is common. It is a form of gaming performance tables in terms of GCSE grade 4/5 and is massively damaging to students in terms of cognitive development, deep learning and ultimately post-16 progression, especially to academic and STEM A-levels.

However, unless Ofsted penalises schools much more rigorously there will be little change.

Book review: Curriculum: Athena vs The Machine by Martin Robinson

@bennewmark

Another review that critiques stuff that isn't said in the book. In particular the reference to climate strikers is really forced . . . Given your [the reviewer's] very clear and often explicitly stated political views I don't think you were the right person to review this book. Your critique essentially comes from a place of political difference.

@AKMPeterson

I read the review because of the top tweet and am now more interested to read the book – it made it sound good and highlighted some limitations of the perspective. Seems like a totally valid take on a book on such a huge subject.

WEEK IN WESTMINSTER

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

FRIDAY

Congratulations to Gavin Williamson who wins the award for understatement of the week after his admission that school funding has been "a bit tight".

He told the BBC: "I have to confess I do occasionally get it in the ear, being married to a teacher and having a brother as a teacher, that things have been a bit tight in schools and they've needed a little bit of extra money."

Earlier this year we reported how two-fifths of schools have buckets catching drips from leaky roofs, teachers are leaving in their droves and deficits are spiralling, but by all means Gav, you go off.

The DfE reissued its guidance on flexible working last week, but made only one subtle change – to the date it will next be reviewed.

The original guidance, published in early 2017, promised a review by April 2018. The new guidance, also dated February 2017, now promises a review by the summer of next year.

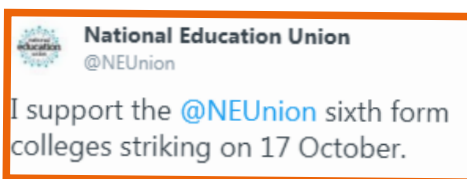
When asked to explain the delay, the DfE said the guidance had indeed been reviewed last year, and then again in recent weeks, but it had decided that it didn't need to be updated.

WiW hopes it makes sense to you because we were left scratching our heads.

MONDAY

It's reassuring, but perhaps not surprising, to learn that the National Education Union (NEU) supports its own strikes.

This week the union sent, and then promptly deleted, a tweet that read: "I support the @NEUnion sixth form colleges striking on October 17."



TUESDAY

The NEU also came out badly in the latest blitz of letters from the statistics watchdog over more dodgy school funding claims.

The union had to delete a claim from its website that wrongly said "many schools will receive less" than the government's promised minimum £5,000 for each secondary pupil.

Meanwhile, the government was also told its use of £14 billion as the figure it's pumping into the schools budget is fine (really?!).

However, the stats peeps made it clear that any use of that figure has to be accompanied by the relevant context (ie that it's not actually £14 billion, this is massively spinning by using the cumulative totals). The budget is actually increasing by £7.1 billion a year by 2022-23!

The possibility of a Christmas election appears to have been scuppered . . . by nativity plays.

Political journalists were this week briefed that Downing Street had been advised by the head of the civil service, Sir Mark Sedwill, that it would be "virtually impossible" to hold an election any later

than December 12.

ITV correspondent Paul Brand tweeted: "After that practicalities are horrendous; school halls etc booked up for Christmas so no space for polling booths."

We're sure there's a joke to be made about three wise men and the British electorate. But we lack the energy.



THURSDAY

Three cheers to the ever-transparent DfE, which, as well as publishing about 7.5 million important pieces of data on one day, also decided to fiddle with important school performance publications to make it harder to analyse them.

The department's new-look key stage 4 performance summary document now doesn't include a full breakdown of Progress 8 scores by school type (curious that this should happen in a year when scores for ministers' beloved free schools fell slightly).

The department also removed tables allowing comparisons between selective and non-selective schools, and between different types of faith school.

When we asked why it was making school performance comparisons more difficult, it replied that the information is still in underlying data – which may be true, but we expect it's hoping people don't take the time to trawl through!



Chief Executive Officer of the Ebor Academy Trust York

We are looking for an outstanding practitioner and leader with a passionate commitment to building on the success of the Ebor Academy Trust. We are 24 schools (6500 pupils) strong, Yorkshire and the Humber based and predominantly primary.

Salary: £85,000 to £105,000

Job start: April 2020

Apply by: Monday 11 November 2019 (12 noon)

The Trustees of the Ebor Academy Trust are seeking to appoint a new CEO from April 2020, to succeed Richard Ludlow who is retiring.

Ebor Academy Trust is a values-led inclusive trust, a family of 24 schools (6500 children and young people), with its head office and training centre in York. We have 22 primary schools, a special school and a secondary 11-16 school.

Our schools, of varying size and in both rural and urban settings, are organised into collaborative locality hubs. We are a Trust of both community and church schools with a mission to make a difference to the life chances of everyone within our organisation.

Ebor Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

We are committed to equal opportunities in employment and education. The policies and practices of the Trust aim to promote an environment that is free from all forms of unlawful or unfair discrimination and values the diversity of all people. At the heart of our policy, we seek to treat people fairly and with dignity and respect.

Ebor for us means

- success for our children within fun contexts
- professional opportunities and growth for our people
- a community that's optimistic, dynamic and collegiate

Our new CEO will be the Accounting Officer for the Trust and have direct responsibility for the quality of education across our schools. They will work closely with our Chief Operating Officer who leads on non-teaching support functions.

For further information on our Trust and the application process, please download the attached candidate pack.

Applications are to be received no later than 12 noon on **Monday 11 November 2019**. Interviews will be held on **Thursday 28** and **Friday 29 November 2019**.

Download pack



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Are you looking for a new challenge?

Are you an inspirational leader who has acted as Head of Department or a key influencer in education for English?

If the answer is 'yes', please take a look at our permanent opportunity for an exceptional subject specialist to join our team as Head of Curriculum English. You will be the face of AQA English and act as subject representative in order to influence national curriculum design and ensure AQA is the go-to exam board for the subject.

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Position: School-MAT MIS Consultant
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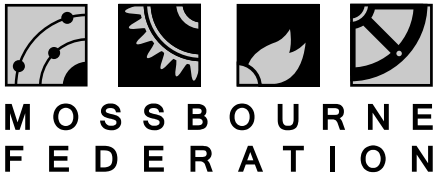
Bromcom is currently the number 1 choice for Cloud MIS and Finance. Due to the ongoing growth of the business, many job opportunities are arising including School-MAT MIS Consultant role - please see below. Full details of this role and all current vacancies can be found on the Bromcom Career website:

<https://careers.bromcom.com/>

The candidate we are looking for is a member of Senior Leadership team in a school, responsible for Assessment and Exam Data and producing analytics for the school performance. This is an ideal position for someone considering a career change or taking early retirement with a change in mind.

We are looking for experts in the field who will work with our technical teams and guide them to deliver products for education sector. In this role the candidate will work closely with Bromcom's Product and Technical Teams and have the opportunity to enhance and shape the products and services we provide to the schools and MATs.

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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."

SCHOOL EFFECTIVENESS OFFICER

(full or part time) DIOCESE OF CHICHESTER EDUCATION TEAM



We are seeking to appoint Diocesan School Effectiveness Officers to work with an allocated range of diverse Church of England schools in our diocese.

This is a unique opportunity to build trusting and effective relationships with school leaders that will equip them to have the greatest impact on their communities possible.

It is a job where experienced school leaders can make a real difference.

We are happy to encourage applications for this role on a part-time or full-time basis, there can be some flexibility about location.

The right candidate will:

- Have proven experience of school leadership and/or Local Authority work within Education
- Be SIAMS Inspector trained (or willing to undertake training)
- Demonstrate a commitment to the excellence and distinctiveness of our church schools
- Have excellent interpersonal skills
- As a practicing Christian, have a commitment to the ethos of our Christian organization and church schools
- Have a heart to serve our school communities
- Work to the highest professional standards

Salary range: £35,350 - £48,500 per annum based on experience, 25 days holiday plus public holidays (pro rata for part time staff), and Church Workers Pension or continued contributions to existing Teachers Pension (if appropriate).

A full job description and application form can be found at:

<https://schools.chichester.anglican.org/jobs/>

Please forward your completed application form and a current CV to:

lesley.hurst@chichester.anglican.org

Closing date for applications: Friday 1st November.

Interview date: Wednesday 13th November.

Please feel free to enquire further about the role by contacting

Trevor Cristin (Director of Education) on **01273 425687** or

trevor.cristin@chichester.anglican.org

The Diocese of Chichester is committed to the safeguarding of children. This appointment is subject to satisfactory references and a satisfactory enhanced DBS check.

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