

SCHOOLS WEEK

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

'Free schools are draining funds from rebuilding existing stock'



P24

Gav's too late to save Christmas



P8

Has Ofsted gone too far in dumbing down?



P4

'Nevermind MAs. We need to rethink CPD'



P27

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FRIDAY, NOV 8, 2019 | EDITION 193

THE FAKE NEWS ELECTION?

Dodgy claims front and centre as campaigning begins*

*Don't worry - we've drawn up a fake stats bingo card to help you out
Page 8



Blacklisted academy boss works with schools again

- Minister told trust chief he's not welcome in sector after free schools failure
- Investigation finds he's set up supply teacher firm that 'partners' with schools
- Politicians want inquiry into 'national scandal' as DfE's lack of teeth exposed

INVESTIGATES

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SCHOOLS WEEK

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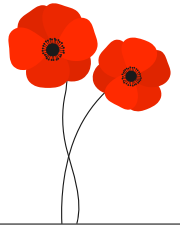
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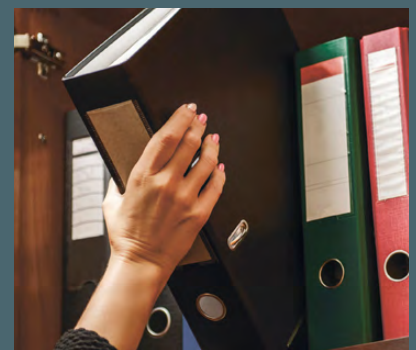
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Editor's top picks



'Holding teachers accountable for pupil outcomes is fundamentally flawed'

P23



Exposed: The illegal school "drills" when inspectors call

P13

Our scribes shortlisted for national award

Schools Week's publisher LSECT has two finalists in the prestigious British Journalism Awards 2019.

John Dickens, *Schools Week* editor, has been shortlisted in the specialist journalism category for his investigation into academies minister Lord Agnew's £35 million school waste claims.

He'll be up against Billy Camden, chief reporter of *Schools Week's* sister paper FE Week, whose entry included investigations into disgraced apprenticeship giant 3aaa, a college's debt in Nigeria and its principal's expenses.

The British Journalism Awards, launched in 2011, and are run by Press Gazette. They had 560 entries this year, which were whittled down to just over 100 finalists by 60 judges.

Chair of the judges and Press Gazette editor-in-chief Dominic Ponsford said: "One quality shines through all the shortlists: bravery. "Again and again journalists have pitted



Billy Camden and John Dickens

themselves against powerful vested interests to provide a voice for the voiceless and shine a light into the murkiest areas of Britain and the wider world."

Dickens' investigation exposed how secret government cost-cutting reports told schools to cut lunch portion sizes and pocket money raised for charity.

Several government ministers, including Prime Minister Theresa May, were challenged on the findings that "belonged to the days of the workhouse".

News: Ofsted

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Your language is simply not on, Ofsted

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

An academy trust has complained to Ofsted about the “oversimplified language” inspectors used to describe its failings at a special school rated ‘inadequate’.

Since the introduction of the new inspection framework in September, Ofsted’s reports have become shorter and simpler.

The change has given rise to some weird and wonderful observations, with one report noting a school’s trip to “a pizza restaurant”.

Another inspector told of “sitting on a milk crate at the back of a makeshift bus” before judging “children are happy at the school”.

Online posts say that the language is like “Biff, Chip and Kipper” books that help teach children how to read.

Northern House School, a special school for five to 11-year-olds in Oxford, fell from ‘outstanding’ to ‘inadequate’ after an inspection in September.

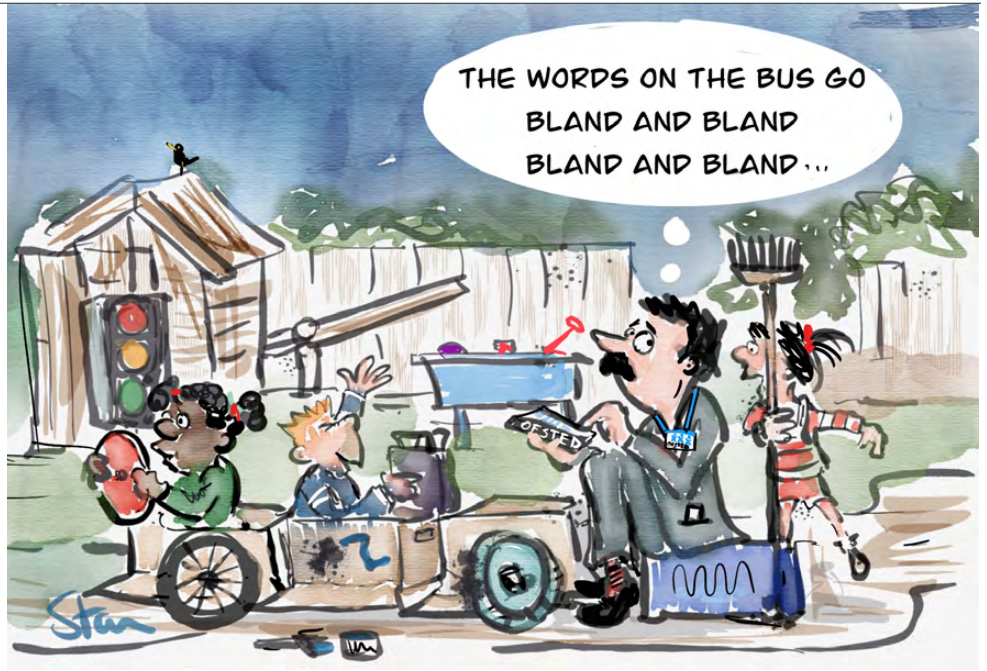
In the report Ofsted said: “Some trust leaders were worried about a fall in standards two years ago. They did not act quickly enough. When they checked how the school was doing they found that standards had further declined.

“They decided that they did not have the resources to make the required improvements. They agreed to end their leadership of the school as soon as a new trust could be found. This had not happened by the time of the inspection.”

Rachel Gooch, a former governor and education commentator, said the “simplification has gone too far”.

“I appreciate that Ofsted has decided that the language needs to be simplified to make the reports more accessible to parents . . . [but] I find the tone patronising – these reports are for adults, not children.”

The Northern House School Academy Trust, which runs the school, said it had “communicated our views on the oversimplified language to Ofsted”, and would not comment further.



Micon Metcalfe, a school business leader, said that while she was “generally in favour” of simpler and clearer language, complex issues such as academy re-brokerage did not lend themselves well to the new-style reports.

In a report published last month, Ofsted described how pupils at Bellingham Middle School and Sports College in Northumberland “go on many trips”, including to churches, museums and “a pizza restaurant”.

An inspector who visited Lyme Community Primary School in Merseyside said: “One of the children gave me a ticket in the outdoor area used by nursery and reception children.

“The ticket allowed me to sit on a milk crate at the back of a makeshift bus. From this vantage point, I could see that the youngest children are happy at school.”

At Boldon School in the northeast inspectors noted that “at lunchtime, pupils get on well with one another and share a joke with their teachers”, while Ofsted said pupils at Mursley Church of England School in Milton Keynes “especially like it when they have special days, trips or visitors”.

“They said that these days feel like, ‘little holidays;’ the

report said.

Gooch added: “The content is now of much less use to education professionals who use Ofsted reports to find out about other schools.”

But parents have welcomed the simpler tone.

John Jolly, the chief executive of ParentKind, said the changes “will help parents to get a broader understanding of the ethos of the school their child is attending and highlight the ways in which this attribute can be achieved”.

Ofsted also defended its approach, aimed at giving a “better flavour” of what it’s like for pupils.

“We’ve made our inspection reports shorter and clearer, so that they can be more easily accessed and understood by different groups of people,” said a spokesperson.

Ian Barker, the chief executive of the Northern trust, said it was in the process of giving up Northern House because funding did not support trusts in specialist education working across several regions.

The chain’s other schools are mostly in the West Midlands, although it has one in Wokingham, Berkshire.

A preferred trust has been chosen and should take on the school early next year.



Micon Metcalfe

News: Academies

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Failing academies 'left in limbo' by lack of sponsors

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

A bottleneck caused by a lack of sponsors means nearly two-thirds of 'inadequate' academies have failed to be transferred to a new trust.

Figures obtained by *Schools Week* show just 181 of the 476 academies rated 'inadequate' in the past five years (38 per cent) have been rebrokered.

The government claims its academy programme allows rapid intervention into failing schools, unlike the former local authority-maintained system that often left schools "languishing in special measures".

But Tom Richmond, a former government adviser and director of the EDSK think tank, said: "It has become increasingly clear that a lack of high-quality sponsors for failing academies is creating a major bottleneck."

League tables for regional schools commissioners show that some are struggling to meet their targets to build capacity and academy trust viability.

For instance, in 2017-18 more than three quarters of multi-academy trusts open for more than three years in the north of England had three or fewer schools.

In northwest London and south central England, more than a quarter of academies still did not belong to a MAT.

Geoff Barton, the general secretary of the Association of School and College Leaders, said it was a "big deal" to take on failing schools that required "a lot of resource".

Trusts also had to take the "financial hit of managing a school that is likely to be under-subscribed because of the stigmatising effect of these judgments".

Freedom of information figures show fewer than half of the 92 academies rated 'inadequate' in 2014-15 have been rebrokered. In 2016-17 it was one-third.

Just 17 per cent of academies rated 'inadequate' in the past academic year have been transferred. Even if the government does intervene, some academies have to wait years for a new sponsor.

The Wrenn School, in Northamptonshire,



Tom Richmond

was threatened with having its funding terminated and being rebrokered after an 'inadequate' rating in October 2016.

The school was not transferred until November 2018 – more than two years later – after it was rated 'good' in May of that year.

Barton said a change of ownership was not always the "right thing to do". Instead "support should be tailored to the circumstances with the backing of staff and parents".

Academy transfers are also costly. Figures published in July show the government has spent £31 million on grant funding to entice new sponsors.

The full cost of transfers is likely to be much higher, however, as this figure does not include a host of costs such as cash to wipe deficits.

A record number of academies moved to new trusts in 2018-19 (307), but just over a third of those came after DfE intervention.

Michael Pain, who runs the academy trust support organisation Forum Strategy, said it was important to give chains time to "secure sustainable school improvement in those schools they have taken on in order to improve".

But Lucy Powell, the former shadow education secretary, said the government's "academies at all costs" strategy "is not



Lucy Powell

working".

She said the system needed a "fairer way to judge schools and proper support for those that need it, not just to leave schools in no man's land, as the government's failing strategy does".

Schools Week revealed last year that schools in the richest areas were more than twice as likely to be rated 'outstanding' as those in the most deprived, leading to accusations an Ofsted grade was simply a marker of intake.

The watchdog said its new inspection regime should make gradings fairer. But an early analysis of the first inspections under the new framework show schools with challenging intakes are still disadvantaged.

Richmond said that without changes to the "high-stakes accountability system that can discourage stronger schools from partnering with weaker ones, underperforming academies could be left in limbo for a long time to come".

In response to our FOI, the DfE said RSCs acted "swiftly and robustly" when an academy failed, assessing the capacity of the current trust to make improvements.

"The primary objective when making a decision to transfer an academy as a result of failed standards is to ensure the best possible educational outcomes for pupils."

Academic Year	Academies rated inadequate	Those NOT rebrokered	Percentage left with trusts
2014/15	92	48	52
2015/16	71	32	45
2016/17	131	86	66
2017/18	89	52	58
2018/19	93	77	83
TOTAL	476	295	62

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News: Politics

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Marginal seats set to benefit from £18m injection

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

An £18 million cash injection to boost social mobility in deprived areas has been called “pork-barrel politics” after it emerged that nearly half are marginal constituencies.

The Department for Education announced on Monday that its social mobility opportunity areas programme will be extended for another year. It takes the total funding to £100 million.

The announcement was made just days before the dissolution of parliament for the impending election, after which such announcements have to be made by the parties, not the government.

But analysis by *Schools Week* has found many of the 12 opportunity areas are still way off meeting their targets under the programme.

Our investigation can also reveal that 13 of the 29 parliamentary constituencies that make up the 12 opportunity areas are marginal seats likely to be key election battlegrounds next month.

‘If that’s not pork-barrel politics, I’d like to know what is’

For example, Ipswich was won by Labour with a majority of 831 in 2017.

Sandy Martin, the sitting Labour MP, told *Schools Week* he would always seek to maximise funding for his constituency, but said there was “something suspect about one-off funding initiatives that target marginal constituencies and are announced just before general elections”.

He said a government minister had arrived in his constituency with his Conservative challenger to announce town deal funding “without either myself or the borough council being informed”.

“If that’s not pork-barrel politics, I’d like to know what is.”

Other marginal constituencies that stand to benefit include Norwich North, where government minister Chloe Smith is defending a majority of 507, and Keighley, where veteran Labour MP John Grogan won by 249 votes last time.

Money will also go to Blackpool, where seats are narrowly held by Gordon Marsden, the shadow education minister, and Paul Maynard, the transport minister. In Hastings, the Conservatives will be seeking to retain former home secretary Amber Rudd’s old seat,



which she won by 346 votes.

Jules White, a headteacher in West Sussex and school funding campaigner, said new money was “most welcome”, but resource and capacity issues in the most disadvantaged communities “will not be put right by some pledges that could be construed simply as an election sweetener”.

Each of the 12 opportunity areas initially received £6 million to spend on improving teacher quality, better careers advice, and boosting literacy and numeracy rates.

However, the jury is very much still out. Research has found it was “too led” by the government, and that local representatives had struggled to get involved. Those involved in the programme have also warned of a lack of support from other government departments.

Opportunity area targets still way off

Analysis by *Schools Week* shows some are still a long way from the targets they set themselves, which are supposed to be met by next year.

For example, in Blackpool, leaders said they wanted to see participation in education, employment and training improve so the area was placed “in the top half of the country” by 2020-21.

But according to the latest data from the Department for Education, Blackpool’s

performance against this metric has worsened.

Eighty-eight per cent of pupils in the area who left key stage 4 in 2017 remained in sustained education or employment in 2018, putting Blackpool joint second to bottom for England. In 2017 the score was 92 per cent.

In Doncaster, leaders wanted to narrow the attainment gap “so that 69 per cent of disadvantaged pupils achieve the expected standard in reading, writing and maths combined at the end of key stage 2 in 2020-21”.

But the latest data shows this metric stood at about 48 per cent in 2018.

West Somerset wanted the proportion of children reaching the expected standard in reading, writing and maths to be in the top half of the country. But figures for 2018 show it remained in the bottom quarter.

Some areas, however, are showing more promising signs of improvement.

In Oldham the proportion of disadvantaged children reaching expected levels of reading, writing and maths rose from 35 per cent in 2016 to 53 per cent last year.

Gavin Williamson, the education secretary – who grew up in Scarborough, which is part of the North Yorkshire coast opportunity area – said: “I’ve seen for myself the progress being made and the difference it is making to young people living there.”

Election watch



Williamson repeats dodgy stat 24 hours after warning

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES

The education secretary repeated misleading claims while lauding the Conservatives' record on schools – a day after the statistics watchdog issued a pre-election warning against “misusing” figures.

Gavin Williamson, writing for *The Times* on Tuesday, claimed his party's “revolution in school standards” meant 1.9 million more children were taught in ‘good’ and ‘outstanding’ schools, a figure that the UK Statistics Authority (UKSA) says does not give the “full picture”.

Most of the increase is down to rising pupil numbers and government changes that mean ‘outstanding’ schools are not routinely inspected.

On Monday the UKSA asked the leaders of all political parties for their “support and leadership” to ensure statistics used during for December's election campaign “serves the public good”.

Sir David Norgrove, the authority chair, said misuse “damages their integrity, causes confusion and undermines trust”.

He said this was “particularly important during the intense public scrutiny of an election campaign where misinformation can spread quickly”.

In Williamson's piece, headlined “Don't let Labour take charge of our children's schools”, he also said the government was upping school funding by £14 billion.

That figure is a cumulative total over three years. The schools budget will actually be increased by an £7.1 billion extra a year – but not until 2022.

The Department for Education has been warned that use of the £14 billion “could mislead” without additional context.

The UKSA has rapped the department five times in the past two years. In 2018-19 the watchdog dealt with 14 cases relating to the DfE, more than any other department.

Mike Jones, the department's head of data insight and statistics, told a statistics conference on Wednesday: “We have said some things that we shouldn't.”

Norgrove told the political parties: “Statistical sources should be clear and accessible to all; any caveats or limitations in the statistics should be respected; and campaigns should not pick out single numbers that differ from the picture painted by the statistics as a whole.”

It is not just the government that has fallen foul on statistics (see our six dodgy claims to look out for, right). They include a claim by Labour that more than 100 free schools have closed. Schools Week's analysis puts the figure at 55 (Labour's 100 includes proposed free school projects that never opened).

Education unions have also been in hot water. The National Education Union was rapped for incorrectly claiming on its website that “many schools will receive less” than the promised minimum £5,000 funding level for each secondary pupil. The claim has since been deleted.

BINGO		
(1 TO 15)	(16 TO 30)	(31 TO 45)
(46 TO 60)	(61 TO 75)	
1.9 MILLION MORE CHILDREN IN GOOD/ OUTSTANDING SCHOOLS (TORY)	SECONDARIES WILL GET LESS THAN £5k PER PUPIL (UNIONS)	£14 BILLION BOOST FOR SCHOOL FUNDING (TORY)
OVER 100 FREE SCHOOLS CLOSED (LABOUR)	UK THIRD HIGHEST SPENDER ON EDUCATION IN OECD (TORY)	91 PER CENT OF SCHOOLS FACE CUTS (UNIONS)
Help us to expose the falsehoods by sending any misleading schools facts from political parties to john.dickens@schoolsweek.co.uk		

The School Cuts website, run by a coalition of unions, was rebuked for claiming that 91 per cent of schools faced funding cuts. This gave a “misleading impression” as some of the cuts had already been made.

SURELY SOME MISTAKE?

Gavin Williamson wrongly claimed in his piece for *The Times* that he was the first education secretary to have attended an FE college.

He used this to explain why he has a “real drive to transform vocational and technical education for 16 to 19-year-olds”.

However David Blunkett, the education secretary from 1997 to 2001, studied for his O-levels at evening classes at

Shrewsbury Technical College and Sheffield Richmond College of Further Education.

Furthermore, Williamson actually went to a sixth-form college (Scarborough Sixth Form College).

In 2016, Justine Greening became the first education secretary to have attended a sixth-form college (Thomas Rotherham College).



Gavin Williamson

Election watch

Williamson promises a merry Christmas (to some)

JOHN DICKENS
@JOHNDICKENSSW

The government has been warned its attempts to save Christmas nativities are too little too late – with poll cards naming schools as polling stations already sent to voters.

Schools Week revealed last week that hundreds of schools face festive disruption because they will be used as polling stations for the snap election on December 12.

Gavin Williamson, the education secretary, said this week the government would “reimburse necessary costs” to help councils find other venues and “avoid disrupting long-planned and important events” during the run-up to Christmas.

But Peter Stanyon, the chief executive of the Association of Electoral Administrators, said Williamson’s intervention was an “extreme disappointment” and showed a “complete lack of knowledge and understanding” of how elections worked.

Most polling stations were already booked, with poll cards sent to voters this week. Some areas also lacked alternative venues, he said.

A school in the Midlands tried this week to get out of being used as a polling station so a trip to watch Cinderella in a London theatre could go ahead.

But it was told the school’s address had already been printed on poll cards issued to voters.



The school, which didn’t want to be named, now faces covering the £2,500 in costs if the theatre cannot resell all the tickets.

Jess Phillips, the Labour parliamentary candidate for Birmingham Yardley, also claimed she had been contacted by a parent whose primary school had to “stop its Christmas fête, which was to raise funds because of cuts, because the school will be a polling station”.

About one in six schools close or partially close to become polling stations. But it will be the third time this year for some – in May ballot boxes moved in for local and then EU parliamentary



elections.

One in 12 primary school teachers said December’s election would disrupt a festive activity, according to a poll by Teacher Tapp.

Returning officers choose polling venues independently, which means the government cannot compel them to avoid schools.

Oliver Dowden, the cabinet office minister, said returning officers would be “thinking creatively about venues in their areas that can be utilised to minimise disruption”.

Williamson added he would be “grateful for anything [councils] can do” to keep disruption to an “absolute minimum and that you work closely with local schools to this end”.

He added Christmas events were “important highlights in the school calendar and the result of a huge amount of hard work and dedication from staff, parents and children”.

But Stanyon said the “simple truth... is that when parliament decided to hold the poll in December, at short notice, significant and unintended consequences followed”.

FREDDIE WHITTAKER | @FCDWHITTAKER

Parties will borrow to provide school capital cash

Labour and the Conservatives have pledged to increase school capital spending if they win the election.

In Bolton Sajid Javid, the chancellor, set out plans to increase borrowing to boost spending on infrastructure.

He said that by adding a percentage point to the proportion of GDP currently borrowed, “that’s about an extra £20 billion a year”.

Labour’s John McDonnell told a rally in Liverpool on

Thursday that a share of a £150 billion “social transformation fund” would be used to “replace, upgrade and expand” schools.

Labour would also fund the rise with extra borrowing.

It is not known for either pledge how much schools would get.

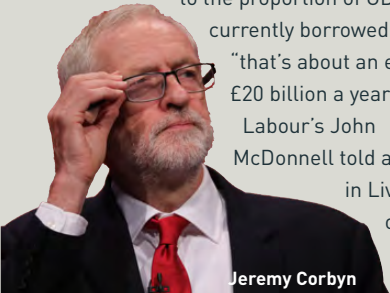
This week Labour leader Jeremy Corbyn again backed proposals to remove the charitable status of private schools.

He said the party’s manifesto would “at the very least” include an expectation that private schools would pay tax “rather than get charitable status”.

Boris Johnson took to the steps of No 10 to rail against Labour’s plans to replace Ofsted.

He said: “Come with us, a government that’s putting billions into education, or go with Jeremy Corbyn and the Labour Party, because that’s the only alternative, who actually want to ban Ofsted that protects kids from bullying in the classroom.”

Meanwhile, school staff have been reminded to avoid activity “construed as partisan or favouring a political party” ahead of the election. That includes using school ICT facilities for the distribution of political material.



Jeremy Corbyn



Boris Johnson

Investigation

Agnew's attempts to blacklist head fails

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

The head of two failed free schools who was secretly blacklisted by the government is working with schools again after setting up a supply teacher company.

Schools Week can reveal the government wrote to Raja Miah, the former head of two collapsed Manchester free school trusts, "strongly discouraging" him from "future involvement in schools".

Lord Agnew, the academies minister, also privately ordered regional schools commissioners to blow the whistle if they found Miah and two others linked to the trusts "within schools in their region".

The emergence of what seems like a secret blacklist reveals how little power the government has to ban people it deems unsuitable from involvement in education.

Miah is now behind a company that develops "meaningful partnerships" with schools by placing supply teachers in classrooms "across Greater Manchester". There is no suggestion of wrongdoing by Miah, who was awarded an MBE for his social integration work in 2004.

Manchester Creative Studio and Collective Spirit Free School were shut in 2018 and 2017, respectively. Rolls were falling and both had large deficits.

A government investigation, published this May, cast "significant doubts" on the legitimacy of money paid to a company connected to Miah, but concluded it was too difficult to establish a money trail. The probe looked at two years of transactions.

Angela Rayner, the shadow education



Raja Miah

secretary has now called for a formal inquiry after we found the two schools paid more than £2 million to multiple companies linked to Miah – despite claims from a whistleblower that the schools struggled to pay for textbooks and staff salaries.

She said the case was a "national scandal that denied children a good education while a few made money. We need a full, in-depth inquiry."

The Education and Skills Funding Agency investigation raised concerns whether services provided by Collective Spirit Community Trust (CSCT) – a company with links to Miah and the schools' chair of directors Alun Morgan – were delivered and provided "at cost".

But the government was "unable to conclude on the allegations" because of "substantial difficulties establishing any reasonable audit trail".

Official correspondence in July from Lord Agnew, seen by *Schools Week*, said there had been "insufficient evidence" to formally ban Miah, Morgan and Mohib Uddin, the former chair of governors, from future involvement in schools.

However, he added the ESFA had "written directly to the three individuals, strongly discouraging their future involvement within schools."

"To provide further assurance on this, I have also written to all regional schools commissioners, requesting that they inform me directly should they become aware of any further involvement of the three named individuals within schools in their regions."

The government now faces pressure to open an inquiry into the schools after it emerged Miah is running The Supply School.

A posting on the jobs website Indeed nine days ago shows the company, founded in June last year, was looking for someone to "focus on building relationships with our client schools".

In August it was ordered by an employment tribunal to pay an employee almost £2,500 in unauthorised deduction of wages.

Neither Miah nor the company, where he is listed as a director with significant control, replied to a request for comment.

Continued on next page

'There were no cleaners, no books . . . no money'

A former employee at the Collective Spirit Free School has lifted the lid on missing resources, inadequate staffing and health and safety fears at the school.

The teacher, who spoke to *Schools Week* on the condition of anonymity, claimed teachers were left to clean their own classrooms.

"The toilets never got cleaned. It was disgraceful . . . Why were we not able to afford any books? Why were there no cupboards? The answer is because there was no money."

Collective Spirit was rated 'inadequate' in May 2016. A monitoring visit that November said pupils were not allowed to bring in lunch, but the food provided was "of such poor quality that pupils often throw their lunch away or miss it" and go to lessons "hungry".

The teacher also alleges that class sizes were increased and timetables and teaching staff reduced in an attempt to save money. He also claimed the school had one phone and no computer network.

In the 2016 Ofsted report, inspectors

warned pupils were "not well prepared for the demands of key stage 4".

Meanwhile at Manchester Creative Studio, rated 'inadequate' in 2017, Ofsted said pupils' progress in maths and English was in the lowest 1 per cent nationally in 2016.

The whistleblower said: "There are children out there who have literally had their lives taken away from them. What chance have they got of getting on to a decent A-level programme when they finish their GCSEs now?"

Investigation

Rayner wrote to Gavin Williamson last month urging him to "further investigate the financial irregularities associated with the Collective Spirit Free School" adding Miah "continues to be involved in providing educational services".

The ESFA investigation found related-party transactions between Collective Spirit Free School and CSCT in 2015-16 should have been listed as more than £500,000, rather than the £139,676 declared.

Morgan was a 50 per cent shareholder in the company, and Miah was said to have an "unclear" role, but "clear connection". The report said Morgan had breached the Companies Act. He could not be reached for comment.

Schools Week analysis of the schools' annual accounts show that more than £2 million was paid out to companies connected to Miah between September 2013 and August 2017 (see graphic).

Manchester Creative Studio paid between £825,192 and £871,930 to companies connected with Miah, or directly to Miah

himself, between September 2013 and August 2017.

Collective Spirit Free School paid between £1,247,637 and £1,265,177 in the same period.

Lucy Powell, the local MP and a former shadow education secretary, called for a "full and completely independent investigation into all the related-party transactions" at the schools.

"It is not good enough that ministers and the ESFA have seemingly washed their hands of this case, and put it in the 'too difficult to resolve' pile. Public trust and the integrity of our school system is at stake."

As well as CSCT, companies receiving payment included Collective Community Partnerships, where Miah was listed as director until it was dissolved in 2016, and Rise 2010 CIC, which listed Miah and Morgan as directors before it was dissolved in 2013.

Collective Community Partnerships received more than £700,000 from the two schools, but also paid £92,391 to Miah directly, as well as £240,622 to a company

called Social Mavericks, which listed Miah as its only officer.

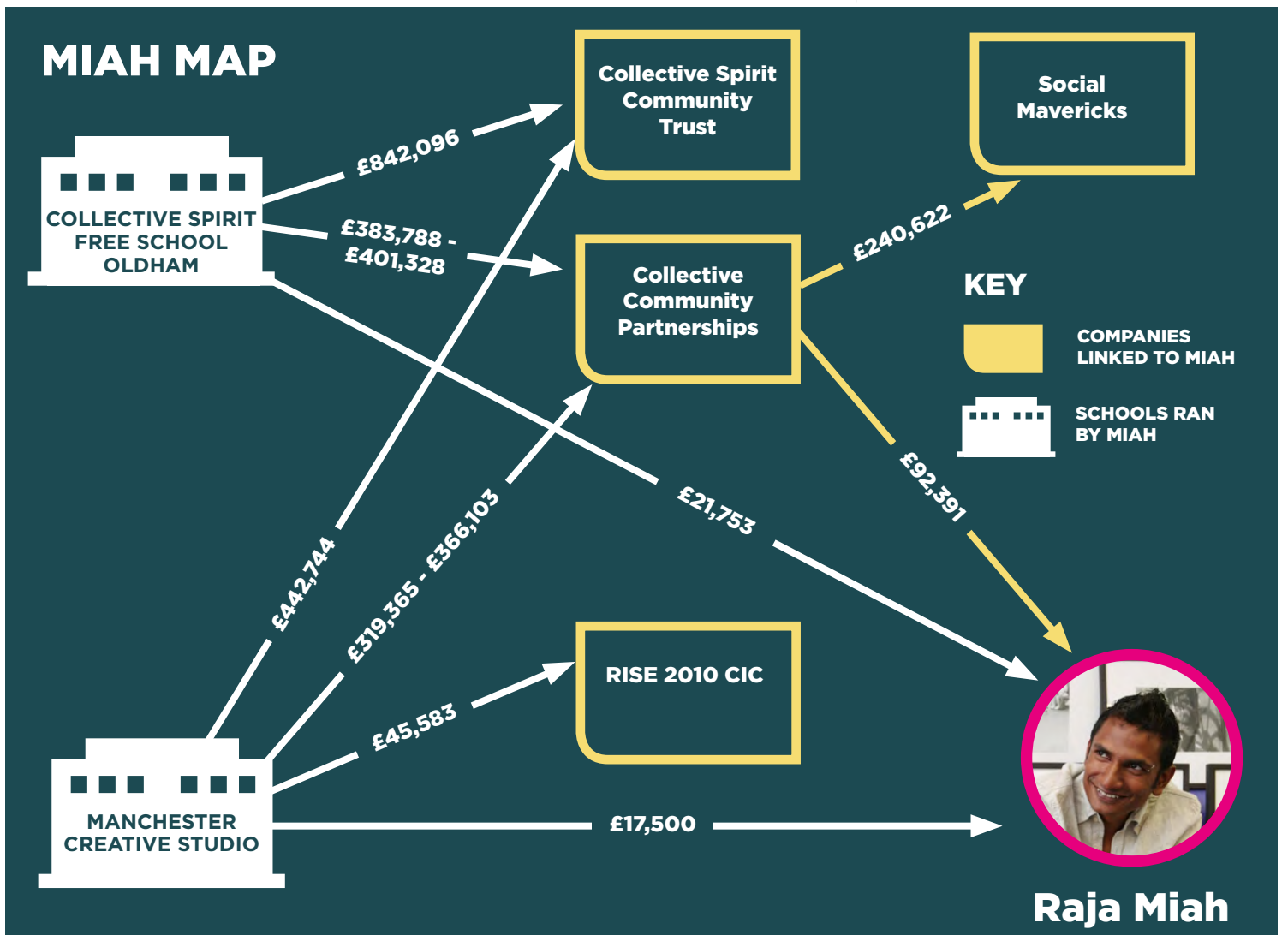
Although Miah stepped down as director of both trusts in September 2014, the ESFA found he was still listed as a director in October 2016 board minutes, as chief executive in financial statements during 2015-16 and that he was involved in discussions with the regional schools commissioner's office until January 2017.

The Manchester schools closed after damning Ofsted reports warned of widespread failings in education, safeguarding and provision.

The Department for Education gave Collective Spirit more than £250,000 to help in the closure, and wrote off debts of at least £300,000 in the school's final year.

Manchester Creative studio received more than £400,000 in emergency government funding to prop it up.

The DfE said the investigation into the schools was now closed. Uddin did not respond to request for comment.



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Neil Stocking, Vice Principal, Highcrest Academy

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Languages grade boundary shake-up plans 'don't go far enough'

PIPPA ALLEN-KINROSS

@PIPPA_AK

Plans to make it easier to achieve top grades in GCSE French and German do not go far enough, a new study claims

Ofqual announced on Tuesday that exam boards will be expected to lower the grade boundaries for the two languages from this summer after they were found to be "consistently harder" than other GCSEs. The change could boost grades between a quarter and half a grade.

The exams regulator investigated after a slump in the number of entrants for the subjects.

Grade standards at grade 4 and above in French and German will be aligned with Spanish, which is becoming more popular and which Ofqual found to be graded less harshly.

However Dave Thomson, chief statistician at Education Datalab, said the change might not be enough.

Analysis found "far more entries" were graded at below level 4 in all three modern foreign languages than in English and maths. In Spanish, although awards at grade 9 were in line with English and maths, the most common grade was a 3.

When comparing Spanish attainment to geography and history, Thomson found the same pattern: Spanish entries were far more likely to be graded 5-2 and less likely to be graded 9-6.

"Bringing them [French and German] in line with Spanish will still leave MFL more severely graded than other subjects, particularly if Ofqual is only going to consider grades 4 and above."

Datalab's analysis focused on 2018 results, while Ofqual's research covered 2006-16.

Last summer, 23.7 per cent of GCSE French entries in England were graded at a 7 or above, as were 24.2 per cent of German entries. In Spanish, 27.1 per cent received a 7 or above.

The exams regulator argued that statistical measures of subject difficulty showed French and German GCSEs were "more severely graded than the majority of other



GCSEs at most grades. This appears to have been consistently the case for a significant period of time."

Grades will not be adjusted for previous cohorts.

The Department for Education also launched a review on Tuesday into making MFL GCSEs – including Spanish – more accessible.

The review will be led by Ian Bauckham, the chief executive of the Tenax Schools Trust, who also oversaw a review into MFL pedagogy published three years ago.

Nick Gibb, the schools minister, said the DfE had "listened to what teachers, parents and Ofqual have told us about GCSEs in MFL, including French, Spanish and German".

The panel would review how to make the subjects "more accessible" while remaining academically "rigorous".

The British Council's Language Trends 2019 report, published in July, found that entries in GCSE French and German had dropped by more than 30 per cent since 2014 – numbers that will make it difficult for the DfE to hit its target for English Baccalaureate take-up.

Geoff Barton, the general secretary of the Association of School and College Leaders, said the take-up of these subjects had "fallen catastrophically" over the years. "The perception that they are particularly difficult has been one of the drivers of this problem."

He said there was a case for Ofqual to also intervene in A-level grades, despite the watchdog's decision last year that this was

not necessary.

Ofqual's report this week said the relative difficulty of GCSE French, German and Spanish had "fluctuated". They became slightly easier between 2006-10 before becoming harder until 2016. However, Spanish remained closer to the average difficulty of other GCSEs.

The watchdog also noted that "perceived difficulty" was not the most important factor for pupils choosing subjects and said the struggle to recruit MFL teachers – which can lead to classes being taught by non-specialists – could also impact how difficult pupils found the subject.

The MFL subject content review panel

IAN BAUCKHAM CBE (chair) Chief executive, Tenax Trust, Ofqual board member

PROFESSOR EMMA MARSDEN University of York, director of the National Centre for Excellence for Language Pedagogy (NCELP)

PROFESSOR KATRIN KOHL Professor of German literature at the University of Oxford

JOHN BALD Independent literacy and languages consultant

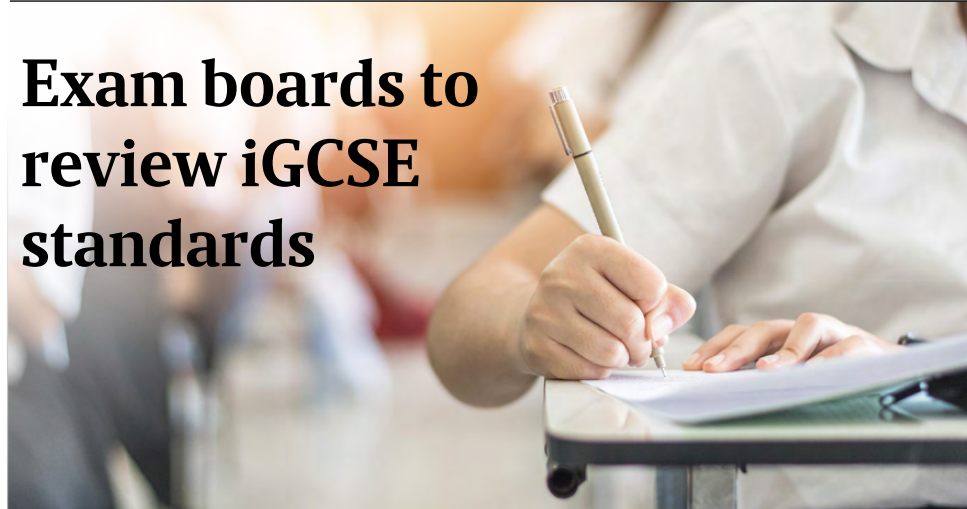
BERNARDETTE HOLMES MBE Language consultant

DAVID SHANKS Lead MFL consultant at the Harris Federation

DR RACHEL HAWKES Director of international education and research at the CAM Academy Trust, co-director of NCELP

News

Exam boards to review iGCSE standards



FREDDIE WHITTAKER
@FCDWHITTAKER

Two exam boards have pledged to review their iGCSE qualifications after government research found pupils studying them are more likely to get top grades.

The Department for Education study also found pupils who took iGCSEs went on to underperform at A-level.

The latter finding shoots down claims from private schools – whose pupils making up the vast majority of entries – that the subjects “provide the best preparation for A-levels”.

The Labour party has previously called for an inquiry into the iGCSEs amid claims they are easier and give private school pupils an upper hand.

Nick Gibb, the schools minister, said there was “no evidence of systematic differences” in the standard of Cambridge Assessment International Education’s iGCSEs, but Pearson’s were “graded slightly more generously”.

However, pupils achieved “higher grades than expected” in English language and literature iGCSEs by both exam boards.

For Pearson’s iGCSE in English language, the proportion of pupils achieving a grade 7 or A was 25 percentage points higher than expected. Meanwhile achievement in English literature, mathematics, Spanish and German was between 8 and 13 percentage points higher.

The government compared the performance at key stage 4 and 5 of pupils studying normal GCSEs and those studying iGCSEs in 2018.

Pearson said it had already started work to act on issues with English language, and that it would conduct further research into maths outcomes “since the DfE’s findings are not consistent with ours for 2018 and 2019”.

Cambridge International said it would use the DfE’s findings to inform its standard setting. It remained “committed to making sure all subjects

taken in Cambridge iGCSE align closely with GCSE”.

Pupils in private schools now make up the bulk of iGCSE candidates, following the government’s decision to remove the qualifications from school league tables in 2017.

Shaun Fenton, the headteacher of Reigate Grammar School and the former chair of the Headmasters’ and Headmistresses’ Conference, has previously said that “for years, iGCSEs have been considered to provide the best educational value and the best preparation for A-levels”.

But the government study found pupils taking Cambridge iGCSEs were awarded about a sixth of a grade lower on average than expected at A-level relative to GCSE pupils. Meanwhile Pearson iGCSE pupils achieved about a quarter of a grade less.

A spokesperson for Cambridge International claimed the DfE’s findings were “contrary to everything we know about Cambridge iGCSEs being excellent preparation for A-level”.

“The DfE’s analysis and findings are based on very small amounts of student data. Our analysis very clearly shows that Cambridge iGCSE is excellent preparation for students wishing to go on to study A-levels.”

In a letter to the education select committee this week, Gibb said it was “important to note” that the new analysis was based on one year’s data and that exam boards had made changes for this year.

“It should also be noted that small variations in standards between different qualifications and between years are normal.”

A spokesperson for Pearson said its iGCSEs were “developed, designed and benchmarked to be of equivalent standard to our GCSE 9-1 qualification regulated by Ofqual”, and that qualifications were regularly reviewed and adjusted “to ensure comparability”.

“The findings from DfE’s data analysis of 2018 results reflects this, with relatively small differences of around two or three marks for a subject,” the spokesperson said.

OCR TO PAY COMPO OVER RE-MARK BREACH

FREDDIE WHITTAKER
@FCDWHITTAKER

OCR will pay schools nearly £15,000 in compensation after becoming the second exam board to breach rules over exam re-marks – but it has avoided a fine.

Ofqual, the exams regulator, has revealed that in 2017 and 2018 OCR failed to ensure reviews of marking were not conducted by the original marker or by someone without a personal interest in the outcome.

The error, caused by an “unanticipated shortfall in examiner capacity”, affected 126 reviews in 2017 and 160 the next year.

OCR is the second board to be rapped for breaching re-marking rules in recent months. But unlike AQA, which was fined £350,000 last month for an error that affected 50,000 papers, it will not face a monetary penalty, because its breach affected a “relatively small” number of learners. The board has pledged to issue credit notes to all affected schools by way of compensation. The fees charged to schools in relation to reviews that didn’t follow the rules amounted to £14,674.25.

Ofqual also took into account that each of the affected reviews concerned a subject “in which OCR had been able to recruit only a very small number of markers”.

OCR also notified Ofqual in September 2018 that it had been “necessary for original markers to conduct reviews of their own marking”.

Boards have been warned for several years about the rising demand for examiners.

In 2017, the Joint Council for Qualifications predicted 34,000 were needed that year. By the next year, the body estimated 50,000 would be needed.

Unions say that increased teacher workload discourages staff from taking on marking.

In its report on the future of examining in 2015, OCR pointed to the need to make the role more attractive and to strengthen progression routes within examining.

Former RSC joins trust board

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

The former regional schools commissioner Janet Renou has become a trustee at one of the country's largest academy chains.

Renou, who had been RSC for the north of England since the post was created in 2014, left her government role in July. Records at Companies House show she joined Ormiston Academies Trust – which has 37 schools – on November 1.

Paul Hann, the chair of Ormiston, said Renou brought “a wealth of experience” to the trust.

“The board and I look forward to working closely with Janet to ensure that we continue to provide the very best education to the 29,000 students we serve across England.”

Schools Week has reported concerns over departing RSCs who immediately take up influential roles within trusts.

But Ormiston highlighted that Renou's position as a trustee was unpaid and said she would act as a board member, not an adviser.

While Ormiston's schools cover six regions, none is based in Renou's former patch.

Her appointment comes after a difficult few months for the trust, including an Ofsted rap for one of its schools in Suffolk for off-rolling pupils.

The trust has also been criticised over plans to cut caretaking and maintenance staff.

Renou, a former headteacher, was one of the few remaining school leaders to occupy a RSC post.

In April Martin Post, also a former head, announced he was standing down as commissioner for northwest London and central England. Four months later he was appointed a regional chief executive for the Aspirations Academies Trust.

Lisa Mannall also left her position as commissioner for the southwest to head the Cornwall Learning Education Trust this year.

Other RSCs to move to an academy job include Tim Coulson, Rebecca Clark, Pank Patel and Paul Smith.

EXCLUSIVE



Illegal schools' 'drill' for when an inspector calls

FREDDIE WHITTAKER

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Illegal schools have prepared “drills” for Ofsted visits that include sending children “running out of every door” when inspectors call.

Sean Harford, the inspectorate's national director of education, told the IncludEd South conference in London on Saturday that his staff have had to go “back and forwards” to nail illegal settings.

And he revealed that two of the three successfully prosecuted institutions opened again a week later.

Harford's comments show the challenge of Ofsted's clampdown on unregistered schools.

Its illegal schools taskforce has identified hundreds of targets, but the government has only made three successful prosecutions.

Any independent school offering full-time education must be registered with the government, but there is some ambiguity over what constitutes full-time education.

Harford said the taskforce's work was “absolutely painstaking”, as he described the lengths schools took to avoid prosecution.

“We have to go back and forwards, back and forwards, different days, different times, different parts of the day, talking to people,” he said.

“I've been out on one of these inspections relatively recently, and some of these places have a drill. You knock on the door and they say ‘I need to speak to my lawyer before you enter the premises.’”

In one setting, Harford said he and other inspectors found evidence that leaders had been preparing for an Ofsted visit.

“In one place, while we were waiting in the foyer,

we opened a cupboard, and sure enough, there was a list of things to do when inspectors call.

“It was ‘no 1, ring your lawyer, no 2... and sometimes, this is insidious, evacuate the children. When we go into these places we've had children running out of every door. These places, they know they're illegal.”

Last year Beatrix Bernhardt and Nacerdine Talbi were the first to be convicted of running an illegal school, the Al-Istiqamah Learning Centre in Southall, west London.

In September this year, Nadia and Arshad Ali were found guilty of the same crime after Ambassadors High School in Streatham was found to be operating as a full-time school “without the legal authority to do so”.

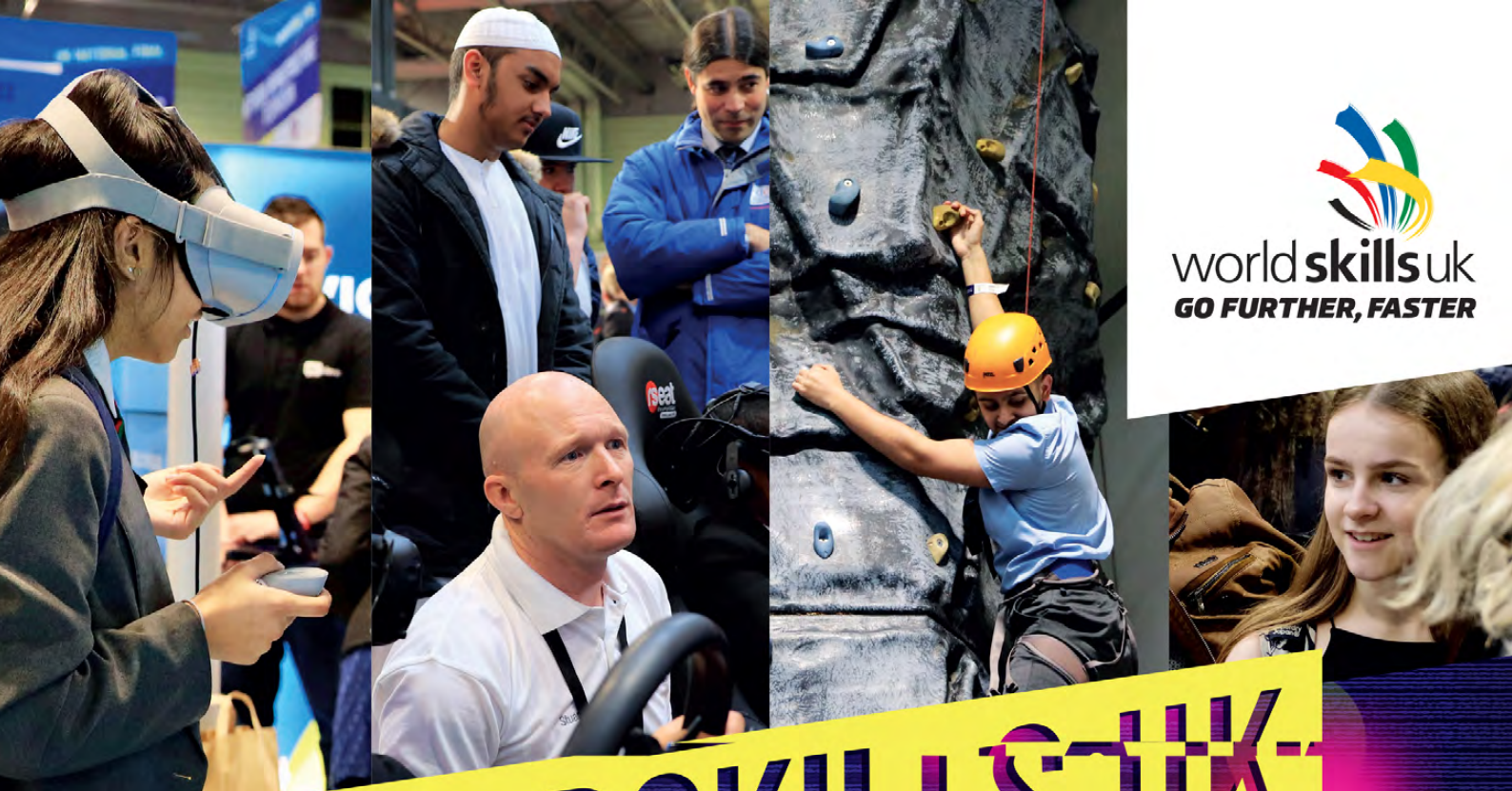
However, Harford said the legal route only went so far – two of the schools closed through the courts were up and running again “a week later”.

This was discovered at Al-Istiqamah when journalists arrived at the site to interview an Ofsted official about the prosecution.

“The TV cameras were there and the proprietor who the week before had been convicted and had to pay some sort of fine popped their head up. They'd started running the damned place again,” said Harford. The school is now understood to be closed.

Last month, when it emerged that Ambassadors High School had also continued operating, Amanda Spielman, the chief inspector, told the BBC that Ofsted had no powers to close schools that ignored court rulings.

“We can issue a warning notice, but schools like this do not want to operate within the law and no one has the power to close them. Neither us, local authorities or the Department for Education. There is no general power to close something that is not registered as a school.”



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News: Academies

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TRUSTS TOLD TO WATCH THEIR LANGUAGE

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The use of corporate language in the academies sector – such as calling bosses chief executives – is “unhelpful”, says a former Department for Education policy adviser.

Jon Yates (pictured), who was a special adviser to Damian Hinds, said there would be “some value” in “moving away” from such terms – including “multi-academy trust”.

He backs a change in the way academies are branded. Just last month, the Confederation of School Trusts, which represents groups of academies, called for the “divisive language” of multi and single-academy trusts to be ditched.

Speaking to *Schools Week* following his appointment as chief executive of the new Youth Endowment Foundation (YEF), Yates said parents didn’t care about the name on their school.

“What matters isn’t what a school is called, what matters is: is the teaching good? Is the leadership good?”

“I don’t know any parents who have made a decision . . . on whether it’s called an academy or not.”

But he admitted education could get “overly hung up” about school structures. “The only thing I would say is that the term multi-



academy trust is not terribly helpful . . . and I don’t think the term CEO for someone who leads a multi-academy trust is very helpful either.

“There is something important about getting across to people that a MAT is a charity that delivers education to young people, working through schools.

“That isn’t language anyone really likes, so I think there would be some value in, and I think others are quite interested in, moving away from it. Ditto CEO. These are school leaders.”

Yates’s appointment to the YEF comes a few months after a high-profile split between the government-backed National Citizen Service (NCS) and The Challenge, an organisation founded by Yates. Until recently it was the

NCS’s largest provider of summer school programmes.

The NCS cut ties with The Challenge after a dispute over shared IT systems and 4,000 pupils missing out on places.

Yates said he still had “good friends” at both organisations, adding that it was “really sad to see people having to stop working on things they’re very passionate about”. But he said his main concerns were the participants.

“If we step back a little, we’ve got to remember why government spend money on things like the NCS. It’s not for the organisations, it’s for the young people, it’s for the communities. These are commercial procurements with conditions, and sometimes a provider will say ‘those conditions don’t suit me, I’m out’.

“The main thing is, is the provision still being provided? Are the young people still on the programmes? That’s still going on. I take the long view that The Challenge has much to be really proud of.”

Yates, who started his career in community and youth work, said he was excited about his new role. He was “passionate about young people, and about how their relationships and their lives work”.

The YEF was set up with £200 million from the Home Office to investigate ways early intervention could help prevent youth offending.

FREDDIE WHITTAKER | @FCDWHITTAKER

DfE ring-fences extra cash for A-levels

School sixth forms and colleges will get a share of an extra £55 million in funding next year, but only for pupils taking certain A-levels.

The Department for Education has confirmed it is ring-fencing part of the extra £400 million allocated to sixth forms and colleges for 2020-21 to pay for the teaching of “expensive and crucial subjects”.

Of the £155 million ring-fenced, £55 million will be for pupils studying A-levels in biology, chemistry, computer science, design and technology, electronics, further maths, maths, physics and statistics.

For each pupil studying at least two of those subjects, sixth forms will receive an additional £400 on top of the £4,188 annual funding rate for 16 and 17-year-olds.

A further £35 million will be allocated to support A-level students who have not yet achieved a pass in GCSE English and maths.

The remaining £65 million will boost the delivery of vocational courses.

The additional £400 million for post-16 education in 2020-21 was unveiled as part of a package of spending commitments by Boris Johnson’s government in August.

The government has also announced it will change the way some subject areas are weighted in its post-16 funding. So-called programme cost weightings will be increased for science, engineering, manufacturing technologies, transportation operations and maintenance, building and construction, and hospitality and catering.

It comes after a DfE study found pupils with A-levels in further maths and physics went on to earn the highest salaries. However, those with the most prestigious vocational qualifications earned more.

T LEVELS COULD CHANGE EVERYTHING. ARE YOU READY?



MICHAEL LEMIN

Policy and Research Manager, NCFE

To those who work in schools, you may feel somewhat isolated from the onset of T Levels, however, the reverberations are being felt across the educational landscape and as such, their impact is also set to land at the door of secondary schools. To make a success of this for future T Level learners, it's been necessary for overlapping and supporting policy to fall in line, including that which directly affects schools and the pupils in them, just like yours.

T Levels

Due to launch in 2020, T Levels are the new flagship technical qualifications being introduced by the Government to provide a vocational alternative to A Levels for learners aged 16-18.

Covering a number of different industry sectors from healthcare to digital and equivalent to three A Level qualifications, the new two-year long programmes which comprise of a technical qualification integrated with maths, English and digital skills, have been developed in partnership with industry leaders and employers to create a greater parity of esteem between academic and technical qualifications.

What does this mean for the current technical education system?

The introduction of T Levels will significantly reshape the landscape of technical qualifications at level 3, with the Government set to concentrate resources on these new qualifications and potentially withdraw funding from others. The Department for Education (DfE) will review the qualifications it currently funds at level 3 and below, with a view to streamlining this by August 2020.

It's widely expected that funding for many existing level 3 qualifications that overlap with T level subjects will be withdrawn. The DfE has also stated its intention to introduce a moratorium on funding new qualifications at level 3 and below – this essentially means that no new qualifications will be funded from September 2020.

All this is designed to stabilise the qualifications offer as T levels are rolled out, and signifies the Government's long term commitment to the policy.

Key stage 4 Performance Tables

Interestingly, the moratorium on key stage 4



performance tables will reopen in September 2021, after a three year freeze. This provides a welcome opportunity for awarding organisations to introduce new Technical Award qualifications, or improve their existing offer.

This could be key to the success of T Levels. The purpose of Technical Awards is to provide an alternative to GCSEs with a wide breadth and depth of study which, by their vocational nature, are highly engaging and provide opportunities for pupils to experience a different style of learning before deciding on which route to employment will be best for them – A Levels, T Levels or an apprenticeship.

Ofqual consultation: a chance to have your say

In order to make Technical Awards viable and to level the playing field between Technical Awards and GCSEs, Ofqual has published a consultation on proposed new rules that will strengthen the regulation of Technical Awards listed in key stage 4 performance tables after the moratorium is lifted.

Some of the key points to note are as follows:

- **Terminal assessment** – It's proposed that Technical Awards should be assessed by a written assessment worth 40% of the qualification taken at the end of studies. There will still be a non-examined assessment which will continue to have a 60% weighting.
- **Re-sits** – Currently, learners are only allowed to re-sit an assessment once, this rule change will see the cap lifted to provide learners with an unlimited number of opportunities to re-sit the assessments.
- **Assessment windows** – Ofqual is proposing to dictate the assessment

windows for Technical Awards rather than allow awarding organisations to set their own assessment windows which could be chosen to help to relieve exam pressures for students in the summer.

- **Published levels of attainment** – There's a proposal to prevent awarding organisations publishing indicative boundaries ahead of assessment.
- **Grade scale** – There is no current intention to create a uniformed grade scale for all awarding organisation to adhere to, or to align grading for Technical Awards with those of GCSEs.
- **Coverage of subjects** – At present, there is no comment about awarding organisations having to cover all subjects. We would like there to be consideration of a spread of subjects across technical awarding so the availability of subjects to education providers will not be dictated by the awarding organisations.

The young people who are going to be impacted first by the changes proposed in the consultation are the school pupils in year 8 today, which is why teachers need to begin to prepare for what these changes might bring before these pupils select their year 9 options. We'd encourage all educators to take part in the consultation and have your say if you want to influence change

Educators are invited to respond to the Ofqual consultation by **Monday 2 December 2019 at 23:45**.

For more information and to participate in the survey, visit: gov.uk.

To find out more about T Levels, visit ncfe.org.uk/t-levels.

EDITORIAL

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

Should the government be blacklisting teachers?

The sector will welcome Lord Agnew getting tough on those who have presided over failed academy projects. However news of the government secretly blacklisting people is concerning.

More than anything it exposes just how powerless the department is to regulate the academies sector.

The long-awaited investigation into the Manchester free schools identified several breaches of academy rules. But investigators were unable to reach conclusions on allegations of irregularities because they could not establish an audit trail of the cash flowing from the schools to firms linked to leaders.

There was not enough evidence of misconduct to bar those involved from running schools.

Nonetheless Agnew clearly deemed them unsuitable, and has written to his regional schools commissioners asking them to send out some sort of bat call should they find them working in schools (page 10-11). Is this right?

Surely the government should instead ensure that it has the expertise to investigate properly when academies fail. This will ensure that taxpayers get to know the truth and appropriate action is taken.

Nativity dreams sleighed

It was heartening to see the government intervene this week to help save nativity shows from cancellation in buildings that would have been used as polling stations for the general election. It is an important time for schools and festive events are long planned.

We highlighted the issue on our front page last week and the story was picked up by most national media outlets. We are really proud that it has forced the government to act.

Education secretary Gavin Williamson said this week that central government would reimburse councils to find alternative venues for polling stations rather than using schools. So Christmas is saved?

Maybe not. Returning officers, the council employees who run elections, said they were "extremely disappointed" at the government's lack of knowledge of how elections work.

As we reveal this week, some schools have already been named on polling cards that have been printed and dispatched to voters. It seems to be too little, too late.

What a mess. And, as usual, it is schools that have to clean it up.

SCHOOLS WEEK



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#EDUCATIONFEST

Then and now: how new teachers will be trained

In 2016 the government published its *Framework of Core Content for Initial Teacher Training* (ITT), a “very important piece of work” that would “ultimately ensure higher standards of education”.

But three years later comes a new framework, rushed out months in advance because of the impending election. So, what’s new?

JL Dutaut takes a look . . .

Why do we have a new framework, and what does it look like?

The new ITT *Core Content Framework* (CCF) joins up policy with the government’s much-lauded early career framework (ECF), billed as the “biggest teaching reform in a generation” to transform support for new teachers.

If you have read the ECF, you will already know most of the CCF’s new content – there’s little to tell them apart. (Embarrassingly, both are entitled “Early Career Framework” in the underlying metadata on the government’s website.)

Like the ECF, the CCF is split into eight sections, one for each of the teaching standards and each consisting of a two-column table, “learn that” and “learn how to”.

These broadly refer to what new teachers should know and what they should be able to do – key professional knowledge and skills.

While the framework is loose enough to accommodate variety in terms of “subject, phase and age” – not to mention setting, ethos and leadership policies – it is considerably more content-heavy than its predecessor.

A lot of work has been done to select “the best available educational research” and “additional guidance from expert practitioners” to substantiate each statement.

Those who were critical of the academic legitimisation of the ECF, alleging that it showed selectiveness in its evidence base,



will find no change in the reference lists provided.

But the document makes a point to highlight that it is based on the best available evidence, “independently reviewed” by the Education Endowment Foundation.

The CCF also links more closely with the new Ofsted framework. For instance, 2016’s core content framework made no mention of subject specificity, except in respect of

grouping pupils in the classroom.

But, in parallel with Ofsted, the newer version has a whole section on the importance of subject specificity in the training of new teachers.

What else is new?

The 2016 incarnation followed the Carter review of ITT and adopted swathes of its recommendations, but gave primacy to the teachers’ standards and was structured to support them – an aspiration to consistency broadly welcomed by the sector.

While the structure has not changed, the level of detail has, particularly when detailing part one of the teachers’ standards – those that relate to teaching itself.

On the other hand, part two – personal and professional conduct – no longer receive separate treatment.

Instead providers are urged to ensure trainees have a “clear understanding of personal and professional conduct”, with



Professor Sam Twiselton

THE VISION

- The ITT Core Content Framework and the Early Career Framework (ECF) establish an entitlement to a 3 or more-year support package for future generations of teachers
- Mentoring and support from expert colleagues forms a key element of the multi-year entitlement
- Qualified Teacher Status (QTS) will continue to be awarded at the end of ITT
- The CCF and the ECF will be reviewed together in future regularly to build on the best available evidence

THE FRAMEWORK AIMS TO SUPPORT TRAINEE DEVELOPMENT IN FIVE CORE AREAS

- Behavior management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

Then and now: how new teachers will be trained



a specific reference to "how fundamental British values can be upheld in schools".

The CCF also pledges to prepare trainee teachers to support pupils' mental health, as well as learn how to manage their own wellbeing by "protecting time for rest and recovery".

It will be welcomed that managing workload and wellbeing has been rescued from the jettisoned second section of the teachers' standards, and is presented as a professional responsibility under standard 8.

But whether training providers can be empowered by this work to stand up for their trainees in the face of poor leadership practices remains to be seen.

'High-quality teaching' key for vulnerable pupils

"Careful consideration," the CCF says, "has been given to the needs of trainee teachers in relation to supporting pupils with special educational needs" [and disabilities] (SEND).

But the document does not detail approaches specific to particular additional needs. Instead it highlights that "high-quality teaching . . . has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds".

Emma Hollis, the executive director of the National Association of School-Based Teacher Trainers and one of the review panel members, said the framework's intention was to "give trainee teachers an entitlement to intellectually robust teacher training that is flexible enough to be adapted to particular contexts".

So it's not a curriculum. Or is it?

While both new and old core content frameworks state a desire not to be over-prescriptive, the line has clearly shifted.

The CCF has a sequence of statements in the "learn how to" boxes that delineate the responsibilities of providers, and those of mentors and trainees.

While it provides clear guidance as to what trainees should learn and be able to do, critics may fear it looks like a clear matrix by which Ofsted and trainees themselves can hold providers accountable for progress – a tick-sheet for concise performance monitoring.

However the CCF highlights that it "is not, and should not be used, as an assessment framework".

Overall there seems to have been a positive reaction. Providers will be pleased the CCF was published – unexpectedly – before Christmas, a process speeded up by the snap election. They had been concerned that its planned publication next spring left them just months to implement changes before facing Ofsted inspections on the new framework.

Professor Sam Twiselton, chair of the ITT review group, said the "highest-performing countries around the world share a focus on developing teachers, which is at the heart of what our recommendations are aiming to achieve.

"Bringing initial teacher training and the early career framework into close alignment provides a unique opportunity to ensure all newly qualified teachers have access to a shared understanding of how best to develop in their careers."

The review group

Professor Sam Twiselton, director of the Institute of Education, Sheffield Hallam University



John Blake, director of policy and strategy, NowTeach



Professor Becky Francis, director of the Institute of Education, University College London



Marie Hamer, executive director of learning design and teaching programmes, Ambition Institute



Emma Hollis, executive director of the National Association of School-Based Teacher Training



Reuben Moore, executive director of programme development, Teach First



James Noble-Rogers, executive director of the Universities Council for the Education of Teachers



Opinion

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

Raedwald Trust is taking matters into its own hands on recruitment, retention and workload, writes Angela Ransby, with a project that moves beyond performance management to professional development

As chief executive of a multi-academy trust, I've come to believe that the true measure of a teacher's success has much more to do with the lived experiences of the pupils we teach and less to do with the attainment of performance targets.

That's not to say that pupils' academic achievement isn't a priority – far from it – but rather that conventional performance management based on data-driven measures can be counterproductive. To focus on results and overlook the need to feed our practitioners' professional wellbeing and practice is to risk their long-term health, and that of our profession.

Holding a teacher accountable for pupil outcomes – which often means exam results – is fundamentally flawed. So many factors contribute to a pupil's ability to achieve, including previous teaching and attainment, home situation, and mental and physical health.

Not only is it unfair, its effectiveness is rooted in fear. That can lead to performance-related stress, professional dissatisfaction and good teachers leaving the profession. It de-professionalises and can lead to unethical practices too.

It is evidence of a top-down approach that misses the point. Schools are collectives, learning communities. Of course we need to hold practitioners accountable for



ANGELA RANSBY

Chief executive, Raedwald Trust

Why our new programme will be good for our health

the quality and care of their craft, but teachers should not be held solely responsible for the achievements of their students. An English teacher can't be held singularly accountable for English exam results. Their

an area of study for the year and will have access to an extensive set of resources.

We teach some of the most vulnerable learners in East Anglia, children and young people with

“ It's our responsibility to own our professional shortfalls

responsibility is to teach excellent English lessons. Results are the school's and its community's goal.

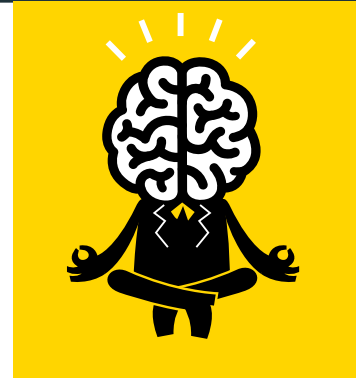
At the start of this academic year, the Raedwald Trust launched a professional development programme across all of our schools that aims to change the paradigm. Less top-down, more bottom-up. Less fear, more fairness. Less accountability, more responsibility.

The scheme requires every member of our team – because it's not only our teachers who have an impact on our pupils – to own their professional goals. Each will measure their performance against national professional standards to identify gaps in their practice and learning to pursue. They will select

increasingly complex needs, and that gives this programme even greater significance. They deserve our best. Honing our professional practice is vital.

But that can't come at the cost of professional satisfaction. In essence, our programme is founded on the idea that every teacher in every school can thrive through self-reflection and self-improvement. We all have gaps in our knowledge and skills, and that's perfectly normal, but it's our responsibility to own our professional shortfalls and to address them.

As leaders, our role is to ensure individuals feel safe to rate themselves honestly in respect of professional standards. Removing



boundaries can cause uncertainty. Instead, our programme clarifies employees' contractual requirement to finesse their practice. It foregrounds that professional growth and contribution to the whole-school community are matters of personal accountability, and provides the tools and resources to achieve those aims. And it rewards everyone who positively impacts the lived experiences of our students.

If you invite professionals to hone their craft, and give them the time, space and materials to scaffold their learning, they will grow. The consequence of that growth will be felt by the whole learning community. If we want to reinvigorate and energise our learning communities, we must support a culture of self-improvement driven by thoughtful, well-practised and well-read practitioners.

Time will tell how deep the impact of this approach will be on our organisation and the communities we support. The alternative is that the crises in recruitment, retention and workload take root and become the norm. No doubt, our programme will need honing too, but there is no doubt that professional trust is the non-negotiable we must all build on now.

Opinion

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



ANDY BYERS

Headteacher, Framwellgate School, Durham

£300,000 will not solve my school's building woes



The paths in Andy Byers' school flood, the science prep room is the size of two toilets and fewer than half of its classrooms are accessible to wheelchair users. It was due to be rebuilt in 2010. Instead, he will again have to apply for funding just to keep existing buildings safe

Schools deserve better than the politicisation and damaging short-termism that have characterised funding decisions for a decade.

Two years ago the National Audit Office concluded that "the condition of the school estate is expected to worsen as buildings in poor, but not the worst, condition deteriorate further". We are evidence that it was right, and the situation grows urgent.

Concerns about school funding are unlikely to get much of a hearing in an election campaign dominated by Brexit. It is even less likely that school buildings will take centre stage. Yet it is nearly ten years since the coalition government cancelled Labour's Building Schools for the Future (BSF) project and its planned expenditure of £55 billion to rebuild every secondary in England.

Both phases of the government's Priority School Buildings Project

(PSBP) – which replaced BSF – have closed. The Department for Education says a third phase will be announced in 2020, but its commitment to creating more good school places is focused on new types of school such as free schools or maths schools. These require new buildings and divert resources away from improving or expanding the existing stock.

While higher taxes and government spending have ostensibly gone out of fashion, £3.6 billion has been spent setting up just 422 free schools since 2010.

Billions more have been spent on academisation and rebrokering costs, as well as costly PFI contracts.

“ Free schools are diverting resources from existing stock

Worse, we are constantly throwing good money after bad. On Monday, the government launched the annual bidding for its Condition Improvement Fund (CIF), stating that it wants "all pupils to learn in classrooms that enable them to gain the knowledge and skills they need for success". The purpose of the CIF is to address significant condition

needs. The average award in previous rounds was in the region of £300,000, and in 2018 stats suggest that only one in four applications was successful anyway.

Central planning is sadly lacking too. The fact that no single body is responsible for the plethora of funding sources schools are meant to draw from – CIF, basic needs funding, land sales, PSPB projects, devolved formula capital, section 68 money from local housing developers etc – means that what spending there is, is inefficient.

Meanwhile my school of 1,250 pupils still has seven separate blocks, mostly built in the 1960s and all with

flat roofs. Access to most classrooms comes directly off the yard or via tiny lobby/staircase areas that become severely overcrowded.

Our science prep room is the size of two toilets. I know this because it was the size of one toilet until we knocked through to another. It serves, via stairs only, science labs covering three floors and two blocks.

Our paths flood when it rains, our music block is in a donated temporary building, and our dining space was designed for a time when students went home at lunchtime. Pupils don't have lockers because there is no room, and more than two thirds of our classrooms are inaccessible to wheelchair users.

These are not problems that will be solved by £300,000. With the demand for secondary school places rising, a vision and a plan are as essential as condition and expansion.

We need a long-term capital plan that isn't dependent on current Ofsted grade, the level of executive pay, the results of a recent SMRA visit, or any other hoop-jumping exercise – and much less on the make-up of government, or how marginal a school's parliamentary constituency or council ward happens to be.

We need school leaders to employ teachers rather than bid writers and architects.

It's already too late to benefit our current students, but future ones deserve better. Then again, we said that in 2009.

Headteachers' Roundtable

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 **Headteachers' Roundtable**



Reviews

BOOK REVIEW



On the Fringes

By Jackie Ward

Published by Crown House Publishing

Reviewed by Sarah Dove, head of behaviour and inclusion, Phoenix Education Consultancy

The debate about exclusion from school has permeated political, media and social discourse: from London mayoral candidates who pledge to stop them, to the Timpson review that sets out a series of recommendations, to limited and limiting tweets.

Viewpoints are often polarised. Some argue that schools should almost never exclude; others say exclusions are an appropriate and proportionate mechanism to keep the school community safe from unwanted behaviour.

Against this backdrop, Jackie Ward's book on preventing exclusions is a timely one. She presents a clear focus on understanding children at risk of exclusion, and looks at decision-making for and about them through the lens of special educational needs (SEN).

Using her experience working in a pupil referral unit (PRU) and mainstream schools, she uses case studies to showcase the different ways professionals may work with children and their families. Her words are always grounded in practice – a nice change from competing idealisms.

She begins by presenting statistics alongside the legislative framework to provide a useful, basic overview for educational practitioners who either are new to this aspect of leadership, or for whom the complex relationship between legal practices and permanent and fixed-term exclusions is confusing.

I couldn't help but think, as I read

On the Fringes, that it would also be beneficial for those working in local authorities, whose support of statutory obligations and advice on inclusion can sometimes confuse schools and their leaders.

One aspect of Ward's book resonated with the Timpson review and challenged my thinking. She asserts that a child's permanent exclusion from school should lead to a series of assessments of need and careful planning of the support that may be helpful to them. At first glance, this makes the child the problem, rather than the wider social system.

However, I recognise that this would ensure that children with specific needs, such as speech and language difficulties, would be identified and support provided. The idealist in me wants to see this done first, but that is the power of the realism of Ward's book and exactly what makes it stand out from the fraught debate. Although subtitled *Preventing exclusions in schools*, it accepts the system we have and is a testament to Ward's commitment to vulnerable children in whatever circumstances they find themselves.

While she focuses on issues relating to lack of diagnosis, poor funding and zero-tolerance behavioural policies,

there is little on why certain demographic groups may be affected by exclusions more than others. I wanted her to ask questions about why Afro-Caribbean boys feature heavily in the statistics and what we can do as practitioners to address this. While there was a nod to gipsy-Romany communities, there were no clear narrative or practical strategies for challenging this and reducing exclusions.

Schools who use this book will have a handy toolkit to talk through issues and a text to inform professional development conversations about how to conceptualise our work with children who have challenging behaviour.

Some of it would be incredibly beneficial for parents and carers too. The sea of information around exclusions can be challenging, especially in a crisis. This book is succinct and provides clear advice on ways schools and parents can develop effective practice together – and it is crystal clear on what constitutes illegal activities by schools.

Given the heated context, Ward walks a careful tightrope. She does not say we should never exclude, focusing instead on solutions to promote inclusion.

It feels like a reluctant admission that sometimes exclusion is the only answer, but if the trade-off for her steering clear of politics is that her practical advice makes it into more hands, it might just be worth it.



Research

The Chartered College of Teaching will regularly review evidence on a school-related theme. Contact it on Twitter @CharteredColl if you have a topic you would like it to cover

What CPD is really worthwhile investing in?

Sarah Harrison, head of learning design and accreditation, Chartered College of Teaching

The Chartered College of Teaching believes strongly in the value of teacher professional learning. Yet the term encompasses a huge variety of things, many of which are explored in our new report on teacher CPD internationally. It uses articles and case studies to explore trends, opportunities and challenges.

This variety means that not all CPD is created equal; there is no doubt that its quality and impact varies. So what should teachers (and school leaders) be thinking about when they are choosing what to invest in?

The DfE's *Standard for Teachers' Professional Development* is a good place to start – but it's important not to oversimplify this and to look at the detail behind the standard, not just the headlines.

Let's take the first standard – that "professional development should have a focus on improving and evaluating pupil outcomes". It's hard to argue that the ultimate aim of teacher CPD should be anything other than improved pupil outcomes. But does this mean that to be worthwhile, all teacher CPD needs to change teacher practice in such a way that it has a measurable impact on, say, pupils' GCSE results the following year?

It's not as simple as that. At times, CPD might also provide teachers with the confidence not to change their practice, to resist unevidenced trends or demands that can swallow their time.

One of the ways teacher CPD can have an impact on pupil outcomes in the long term is through the role it plays in teacher retention. For example, an evaluation of the impact of subject-specific professional development for science teachers carried out by



Becky Allen and Sam Sims for the Wellcome Trust suggested that it had an impact on teacher retention, which is an important consideration in the midst of a retention crisis.

Of course, one might reasonably expect that engaging in science teaching CPD would, in time, also improve classroom effectiveness. But improving science teacher retention and thus increasing the chance of a class having a specialist teacher in front of them seems valuable in itself.

It's worth, therefore, also thinking about teachers undertaking wider subject knowledge CPD, such as a masters in their subject. Strong subject knowledge is a prerequisite for effective teaching, but there are caveats.

It seems to be knowledge of the particular areas being taught that matters, and while a minimum level of subject knowledge is needed for a teacher to be effective, teacher effectiveness does not continue to increase as rapidly above that level.

But given evidence around CPD and retention, and that for secondary teachers a love of their subject is a main driver for joining the profession, encouraging them to continue their subject scholarship

seems worthwhile.

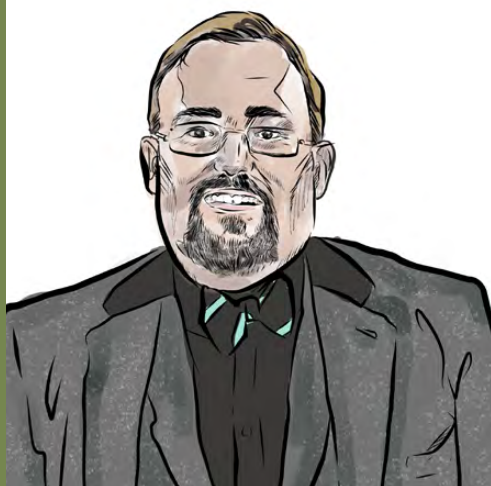
Given the investment required in CPD – the cost, associated cover, and teachers' time – we need to know that such activities are worthwhile beyond simple teacher satisfaction. CPD needs to challenge us, and this can be uncomfortable. Yet without this challenge CPD may risk simply reinforcing existing, ineffective practices.

Potentially worse than that, without quality assurance, a teacher could be supported through a highly engaging course or instructional coaching cycle only to develop a pedagogical approach that is underpinned by very little evidence.

So when it comes to CPD, it is important not to narrow purpose, and to recognise that it has dual aims – improved pupil outcomes, yes, but also teacher satisfaction and retention – and that they are complementary.

We know that teachers become more effective over time, so improving teacher retention should lead to improved overall effectiveness of the profession. Meanwhile, high-quality CPD that leads to improved pupil outcomes will in turn contribute to teachers' professional satisfaction. So when we support teachers to be autonomous and to select high-quality CPD that meets their needs and will impact on their students, we can achieve two goals at once.

Reviews



Our blog reviewer of the week is **Robin Conway**, director of research and innovation at John Mason School, Oxford

@JMSREFLECT

How can we use the pupil premium to tackle disadvantage. Part one: Changing our approach

@littlemissDHT

This is the first of three promised blogs and @littlemissDHT is off to a cracking start, outlining why our thinking about the use of pupil premium funding may need to change. Without dismissing anything out of hand, she identifies potentially problematic approaches to tackling the disadvantage gap, including some quite common approaches such as marking books first and an over-reliance on interventions that take students out of core learning. She summarises research that suggests some approaches to learning risk widening the gap – notably discovery learning – and puts forward a case that pupil premium should be used to improve the quality of teaching. She promises to explore research-informed, high-impact teaching strategies next. I am looking forward to it.

Should mobiles be banned in school?

@jillberry102

What I love about Jill Berry's work is that she offers common sense based on a

TOP BLOGS of the week

wealth of experience and careful reflection. This debate, however, sometimes has the hallmarks of moral panic. Does banning mobile phones prevent students from self-regulating? Is it a safeguarding issue? Is bring-your-own-device (BYOD) a powerful learning tool? Berry concludes in favour of raising awareness of risk, and a conscious approach to reasonable use. I found myself nodding in agreement.

Cognitive load theory: how has it changed my teaching?

@sarahlarsen74

So much has been written on cognitive load theory that you could be forgiven for skipping some offerings without a read. Sarah Larsen's succinct summary of its impact on her teaching is not one of those. It is a short but powerful read. She details her journey from "jazzy" lessons to those which use cognitive load theory and Rosenshine's principles to think carefully about the students' learning. Larsen shares her thinking about different types of cognitive load (extraneous, intrinsic and germane) on her planning and delivery, and how she has dramatically reduced her marking. Her concluding sentiment that, despite having been in the classroom for 22 years "I know I still have much to learn" is one we can all share, and her honest

reflection on her past and current teaching is an inspiring model.

A little better all the time

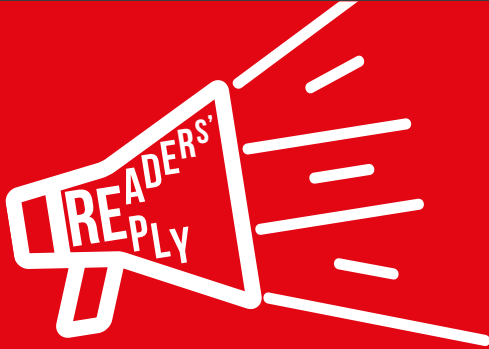
@DrMountstevens

I really enjoy reading blogs where teachers share their own development journeys; this is another reflective piece that does just that. Elizabeth Mountstevens's school has allocated INSET time to teachers to pursue individual projects (what a great model!). This year she has chosen to use the time to focus on literacy. This is a useful read for anyone whose goal is to improve their teaching of vocabulary. However, the piece as a whole is far more about the four stages Mountstevens adopts when seeking to develop her practice: making a commitment; learning the underlying principles; selecting specific strategies; making it a habit. In sharing her development target for this year, she models this journey in a way that is simple, clear and very useful.

I don't even know what choux pastry is!

@zoeparamour

This is a light-hearted reflection with a serious point. In an extended metaphor for learning based on the technical challenge in the *Great British Bake Off* (beautifully explained for those of us who have never seen it), Zoë Paramour explores the problem with teaching based on minimal instruction. It makes perfect sense of the research that discovery learning may not help our most disadvantaged students and should encourage all of us to think about what we are assuming our students will know. As Paramour concludes "at the end of the day, our pupils deserve more than: 'On your marks, get set, bake.'"



'In praise of the humble headteacher'

Tara Deevoy, @ExecHT1

This resonated with me. I lead two one-form entry rural schools that are a mile apart. This works on a practical level and I am "labelled" a strong system leader, but what I value and do is everything you have described! Relationships matter and in a larger system this can be lost.

Michael Pain, @michaelpain

Suspect this article is founded on the individual's perspective of a handful of trusts, or perhaps their experience of belonging to an effective local authority? Isn't fair on many chief executives who add enormous value to schools, as do leaders such as school improvement directors, chief operating officers, trustees AND heads, of course.

Regional rep challenges establishment candidate for NASUWT leadership

C Stoll

This is democracy! I am delighted that Paul Nesbitt is standing. Working with him as a teaching assistant in the same workplace, he has done more for us than my own union! Always helpful and always ready to give advice and support. He has a broad national view and is tireless in his pursuit of justice for members. I am sure that any union would, or should, welcome such a debate and contest and as such a chance to air views.

December election: MPs warn of nativity crisis

PJH

"Ian Mearns, the Labour MP for Gateshead . . . also claimed that holding elections on Thursdays had a particular impact on schools that affects attendance the next day." Strange, then – given this apparent opinion – that Mr Mearns failed to vote against the measure to express his disappointment. Instead he abstained . . .

Counting to 20 back in early years goals as DfE U-turns

Jamie Haigh, @hamiejaigh

It's only a "goal", not the curriculum. Counting to 20 is a memory skill and shows no "understanding of number". Counting past

REPLY OF THE WEEK

Peter Bell, @peterbell71

'In praise of the humble headteacher'

Kate [Frood, the author] is fortunate when she states that "we have a wonderful council that prioritises education in its vision and in its budget". Not all are like this which is why I left a local authority (LA) to work for a multi-academy trust. When working for the LA, Camden was a council we looked upon with some envy. My authority ceased to invest in school improvement



services and we effectively became traded. That lack of investment, I'm sure, helped many schools decide to become academies. The Camden model is a shining example of what we could have had if we hadn't elected a government that was hell bent on "privatising" our schools and diminishing the role of the local authority as much as possible. Collaboration is the key, not privatisation.

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

20 could indicate some understanding as in xty1, xty2 etc. I see no point in testing at that age anyway.

Rise in job adverts points to deepening recruitment crisis

Vivienne Porritt, @ViviennePorritt

In a worrying report, some silver linings – "rises in advertisements for maternity, temporary or part-time positions. It follows a push from the government for schools to offer more flexible working opportunities." And a push from #WomenEd and other partner organisations.

Inspectors should be 'sensitive' selecting small school 'deep dives'

Pat Thomson, @ThomsonPat

The notion of two days=a "deep dive" really needs to be challenged. It's a snapshot and has all the problems of being quick and dirty. Serious time must be given to listening to people who live in and with the school every day, those who really do have "deep" knowledge of it. And, just to note: researchers wouldn't dream of saying two days is anything but a partial look at one point in time. And as to making a judgment on the basis of such a short investigation and limited data? Not likely.

WEEK IN WESTMINSTER

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

FRIDAY

Readers will remember how Boris Johnson was portrayed as a certain Dr Seuss character on our front cover last week.

It turns out that character happens to be a particular favourite of the current education secretary too.

Gavin Williamson told *The Sun* last week that his lifelong love of reading started when his parents read him . . . The Grinch stories. No wonder he's been so keen to save Christmas nativities!

MONDAY

Sir Michael Wilshaw was glowing in his praise of academy trust E-ACT while addressing the chain's national inset day.



It's quite the volte-face from the former chief inspector-turned-

commentator.

In March 2016, he namechecked E-ACT in an explosive letter to Nicky Morgan, the then education secretary, warning that multi-academy trusts have "manifested the same weaknesses" as the worst-performing local authorities and "offered the same excuses".

What could have changed Wilshaw's mind, we wonder?

TUESDAY

Anne Milton, the former skills minister, will fly the independent banner as she takes on her old party in Guildford at the election.

Milton told Boris Johnson in a letter this week that she feels "unable to stand as a Conservative candidate in the forthcoming general election.

"I voted against the government to prevent us leaving the EU without a deal. As a former deputy chief whip, I was fully aware of the consequences of my actions."

The exodus of former education ministers continues.

Congratulations to the DfE. In its new security guidance it has once again managed to avoid any responsibility for the safety of pupils in schools.

You would think ministers would have learned from the anti-LGBT education protests in Birmingham, during which school leaders complained that a lack of prescriptive guidance left them at the mercy of angry protesters.

Alas, in the new guidance the DfE said school leaders were "best-placed" to make decisions about their own security policies as it dismissed concerns its new safety guidance was not prescriptive enough.

When asked during consultation whether the draft provided enough information for schools to put in place measures to manage risks, 51 per cent of respondents said no. Just 41 per cent said yes.

THURSDAY

Labour will put city and county leaders in charge of DfE civil servants under a scheme proposed as part of a drive to farm out bits of government to the regions.

The party has pledged to establish offices of government "in each of the nine regions of England".

These will be staffed by civil servants from "relevant departments", including the Department for Education, and governance of the offices will be overseen by boards of "county and city leaders".

It actually turns out the DfE already has major offices – Manchester, Darlington, Sheffield and Coventry – or a presence in most of those areas.

As with most of Labour's policies there's bugged all detail about how it would work.

What is certain is that putting local government chiefs in charge of national civil servants is likely to be fairly controversial.



Teacher/ Teaching Assistants vacancies

Five Rivers Child Care is one of the UK's most experienced practitioners in turning around the lives of vulnerable children. We remove them from what is typically a spiral of descent and give them a sense of belonging and self-worth. We equip them with education and life skills, and set them up to progress into family life and ultimately independence.

Five Rivers own schools provide a therapeutic educational framework that promotes emotional growth alongside academic success, and encourages holistic child development. This demands an exceptional team, we are proud of the insight, skills and experience that our staff bring to ensure that every boy and girl can achieve and grow to their full potential.

Our education services play a fundamental role in helping young people recover from traumatic adverse childhood experiences. Our therapeutic approach is based on building trust and relationships – the vital foundations for learning. We provide warm and consistent environments where pupils develop positive behaviour, using effective techniques supported by our educational teams.

Our Schools:

The Spires – Salisbury, provides a safe environment for young people to develop vocational skills, life assets and achieve academically within a therapeutic and hostile setting.

Park House – Taunton, is a small therapeutic based learning environment, registered for 12 pupils aged 9-19. The school offers specialist education provision for young people with complex SEMH

Clannad – Orpington, Is a small and intimate learning environment. Well organised, calm and tranquil. It creates a safe and nurturing environment in which pupils can work and learn.

Positions available:

Qualified Teacher – Salisbury

Qualified Teacher – Taunton

Unqualified Teacher - Orpington

Higher Level Teaching Assistants for Salisbury, Taunton and Orpington

For further information or to apply please go to <https://five-rivers.org/careers/vacancies/>



Bromcom Computers Plc
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Position: School-MAT MIS Consultant
Location: Bromley

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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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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 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

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.

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