

200th Edition

Free school fire door at centre of tax evasion case

- Free school boss' firm used 'false VAT number'
- Company was paid £220k but filed no accounts
- Business bizarrely based at fire escape door
- MPs want inquiry and call in Serious Fraud Office

INVESTIGATES

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 **Headteachers'
Roundtable**

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SUMMIT

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SCHOOLS WEEK

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News

EXCLUSIVE



Chartered College goes global with CTeach

FREDDIE WHITTAKER
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The Chartered College of Teaching's flagship CTeach programme is to be delivered overseas after the professional body partnered with a group of schools in the United Arab Emirates.

Schools Week can reveal that a partnership between the UAE Research Schools Network and BSAK Leadership and Learning Academy is one of 11 providers selected by the college as part of a pilot to deliver its chartered teacher course.

CTeach, a 14-month course designed to represent a gold standard of excellence in teaching, was previously delivered in its entirety by the Chartered College itself.

The move comes after college leaders assured ministers the organisation would be financially self-sufficient by this March and will not need further handouts. The professional body's membership numbers passed 30,000 in the autumn.

Although the need to raise money isn't thought to be the main driver for the use of delivery providers going forward, the change will help the college to scale up its operations and creates a bigger pool for potential participants.

If this pilot cohort works well, leaders hope to recruit a wider pool of providers in future.

The partners will provide training and mentoring to support teachers in the cohort launching this April to achieve chartered teacher status. However, the assessment and quality assurance elements of the course will still be run in-house by the college.

College director of education and research Cat Scutt said it was an "exciting step. Our pilot providers all have extensive experience in delivering high-quality teacher CPD. We are looking forward to working with them and making use of their local expertise to offer tailored support and development opportunities.

"This will help to ensure more teachers can have their expertise and skills recognised through CTeach status."

The 11 providers selected are a mixture of school partnerships, academy trusts and teaching schools alliances.

Schools Week understands the UAE partnership will initially deliver the course to teachers at schools within its own network, but could provide it to others in the future.

However, overseas teachers will only be able to participate if they meet the requirements for college membership. The organisation's rules state that only those who did their teacher training in the UK, Eire, a crown dependency or British overseas territory can join.

Julie McCulloch, director of policy at school leaders' union ASCL, said "the range of providers – including the fact that one provider is international – is a real strength.

"It recognises the importance of teaching as a global profession and helps to create links which enable us to learn from one another internationally."

The 11 providers

- Beacon Partnership: Beacon Academy, East Sussex County Council, St Richard's Catholic College, St Mark's Church of England Primary School and Sussex University School of Education and Social Work
- Beaumont School, Sir John Lawes School
- GLF Schools and Thinking Schools Academy Trust
- Teaching Schools South West
- Learning Unlimited Teaching School Alliance, Sheffield Hallam University
- Scarborough Teaching Alliance
- Keele and North Staffordshire Teacher Education
- The Laurus Trust, Didsbury High School
- The Lion Alliance, Finham Park School
- West Lakes Teaching School
- UAE Research Schools Network in partnership with BSAK Leadership and Learning Academy

Ofsted probes 600 possible illegal schools

FREDDIE WHITTAKER
@FCDWHITTAKER

Ofsted has now investigated more than 600 possible illegal schools, new figures show.

The watchdog said its illegal schools taskforce had opened 618 investigations as of the end of August 2019 – up from 521 in April.

The taskforce, which has funding to the tune of £1 million per annum, was assembled in 2016 to tackle growing concerns about the operation of illegal schools across England.

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

Of the 618 settings that were referred to the team, 293 have been inspected and 83 have been issued with warning notices. Such notices are issued when inspectors believe a setting is operating as an illegal school.

Of the 83 issued with warning notices, 50 have changed their operations to comply with the law, 12 have closed, 10 have registered, seven are still under investigation and four faced no further action.

Despite an ever-rising number of suspected illegal schools identified, the government has only made a handful of prosecutions.

In October 2018, Beatrix Bernhardt, Nacerdine Talbi, and the Al-Istiqamah Learning Centre Limited were convicted of running the Al-Istiqamah Learning Centre in Southall, west London, illegally following a trial that focused on the hours of operation of the school.

And last September, Nadia and Arshad Ali were found guilty of the offence after it was found that Ambassadors High School in Streatham, south London, was operating as a full-time school "without the legal authority to do so".

Ofsted has also published a detailed breakdown of the cases dealt with by the team.

Of the 618 referrals received since the taskforce was started, 174 were for general education settings, 171 were for alternative provision, 107 were for settings offering religious instruction and 66 were tuition centres.

Of the 293 settings inspected, 221 had no known faith character, 39 were Muslim, 19 were Jewish and 14 were Christian.

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Johnson's extra SEND cash won't even cover deficits

JAMES CARR

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INVESTIGATES

The government's £780 million cash injection for pupils with high-need special educational needs and disabilities isn't even enough to plug the budget black hole in councils' existing deficits.

Analysis from the SEND Action campaign group reveals a number of councils are simply using the extra money to cover hefty funding shortfalls brought around by years of squeezed funding.

Schools in one area said the cash falls "woefully short of what is required", while for others it only covers half of their current deficit.

Julie Cordiner, an education funding specialist and co-founder of School Financial Success Publications, said: "The scale of the problems is staggering; the extra money clearly isn't sufficient and the Department for Education seems to be focusing only on in-year, rather than cumulative, deficits."

In August last year Boris Johnson confirmed plans to increase overall school spending by £4.6 billion by 2022.

That includes the one-off, additional £780 million next year to help children with SEND.

Waltham Forest Council (WFC) will receive £42.4 million for high needs in 2020-21 – a £4.9 million, or 13 per cent, increase on the previous year.

However, the council is still left with a £2.67 million funding gap for 2020-21, and when combined with deficits from previous years, it is still forecast to be underfunded by £5.3 million by March.

Waltham Forest Schools Forum noted the extra cash will be "insufficient to support any future growth in EHCP [education and health care plans] in 2020-21".

Grace Williams, WFC's cabinet member for children, said the council had seen a "20 per cent" increase in demand since 2014 but "government spending has failed to keep pace. This situation is similar right across the country... our children deserve better".

Judith Blake, chair of the Local Government Association's Children and Young People Board, said there had been around a 50 per cent rise in the number of children with EHCPs since 2014, up to 354,000 last year.

She added the extra cash was "a step in the right direction" but "not enough", with "councils being forced to raid their reserves" to meet their



high-needs budget.

Last year the parliamentary education committee criticised the Department for Education and said the funding shortfall was a "serious contributory factor" in the failure of schools and councils to meet needs.

In Hackney an additional £4.36 million was given for SEND – however, the overspend from 2018-19 alone is around £8 million.

Hackney Schools Forum found the cash "falls woefully short of what is required", and councillor Chris Kennedy admitted the pledge "only covers half of our deficit for SEND".

In Bournemouth, additional funding of £3.4 million has been branded as "insufficient" by the council, against a projected funding gap of £9.5 million.

Meanwhile, Derbyshire County Council will get an extra £9.8 million, which according to its schools forum "provides scope to address at least some of the pressures".

However, due to a "significant" overspend in 2019-20 "of around £5

million" – more than half of the additional funding will be spent meeting the shortfall.

A cumulative DSG deficit of around £3m is expected by the end of 2019-20, with plans to "recover from future years' dedicated school grants" – starting in 2021.

Ultimately, only £1.5 million will be left over for the council to allocate.

A DCC spokesperson explained that funding rates "remained at the same cash value" while the number of children reliant on them increased, so schools have had to "absorb the impact of cost pressures within their own resources".

Julie McCulloch, director of policy at the Association of School and College Leaders, said the extra funding "does not address the historic underfunding of SEND" and called for a "systematic analysis" of what is needed.

Gillian Doherty, of SEND Action campaign group, is calling on the government to take "decisive strategic action" to address the problem.

A DfE spokesperson said it is "currently undertaking a review of the SEND system" which will find "how it can be made to work best for all families and ensure quality of provision is the same across the country."



Julie McCulloch

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News

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CEO's £200k salary 'epitomised' trust's financial failure

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EXCLUSIVE

An academy trust that paid its former executive principal almost £200,000 a year while it had a £1.3 million deficit has been savaged by Ofsted over the state of its finances.

The watchdog said challenges at the Heath Family (North West) academy trust had been "compounded by poor financial management". This was "epitomised by the high salary that was paid to the previous CEO", the report concluded.

It comes as Ofsted prepares to trial deeper investigations by inspectors into the finances of schools (see below).

The Heath Family trust, which runs nine schools, was issued with a financial notice to improve in 2018 and received bail-out funding totalling £1.5 million from the Education and Skills Funding Agency.

It was also one of the trusts visited by a Department for Education cost-cutting consultant.

Schools Week revealed last year that a school resource management adviser had advised the

trust to replace experienced teachers with newer staff to save money.

According to accounts, Heather Mullaney, the former executive principal of the trust and its predecessor, The Heath School, was paid a salary of between £185,000 and £190,000 in 2016-17, the year before she stood down.

That same year, the trust reported a revenue funds deficit of £1.38 million.

In a summary evaluation report published this week, Ofsted criticised the trust's financial management, and warned that leaders had not managed the expansion of the trust effectively.

The watchdog also said "considerable" extra funds handed to the trust to raise the attainment of disadvantaged pupils is "not well used".

The chain receives around £1.5 million annually in pupil premium cash.

But inspectors did recognise recent improvements in the trust's fortunes, and praised new chief executive David Donnelly for stabilising the organisation and making its finances "more secure".

Of the nine schools in the trust, three are rated 'good', three are 'requires improvement' and one



is 'inadequate'. The remaining two have not been inspected since they joined.

In the report, inspector Will Smith said Donnelly had become CEO "in the midst of the trust's difficulties" and had "set about stabilising the trust by putting its finances back on a firm footing".

Donnelly told Schools Week it was "pleasing that the inspectors recognised that progress is being made at nearly every level of the trust".

"There is, however, still a great deal to do, and the challenges that Ofsted has highlighted are the challenges that we wholly agree with and are already working to address."

Ofsted to trial probes of school finances

JAMES CARR

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Ofsted will need to hire more inspectors and increase training to properly investigate schools' financial decision-making, experts have warned.

Daniel Muijs, Ofsted's deputy director for research and evaluation, announced on Monday the watchdog will be looking at schools' financial decision-making to analyse whether it provides "more insight into the quality of leadership and management".

Schools Week understands this will be done on a trial basis, with a number of different models being tested.

To avoid placing any extra burden on schools the trial will use existing sources of evidence to conduct the investigations – which are scheduled to be completed by August 2020.

However, Micon Metcalfe, chief operating officer at Inspiration Trust, said the move risked

duplicating the work of government school resource management advisers. Metcalfe, who works as an SRMA, said she had undergone "a lot of training" to "assess the financial decision-making in a school".

"It's difficult to see without that sort of training how you can really understand whether the decision-making is appropriate or not."

While commending the "holistic approach", Metcalfe said there would be a need for more inspectors and specialist training.

The move also comes as inspectors are still getting to grips with the curriculum focus of the new framework, and as the inspectorate prepares to routinely inspect 'outstanding' schools again, from September.

Stephen Mitchell, director of education management firm Keystone Knowledge, said Ofsted inspectors "may not have the appropriate skills to understand and judge financial decisions".

However, overall Mitchell felt the policy could be a "welcome step" as parents already expect Ofsted "to be the regulator that passes a view on the efficiency of their children's school".

He added: "I think it would certainly increase the focus on financial decision-making, and the pervasiveness of the impact of decisions into schools leadership teams, and this isn't a bad thing."

The trial is separate to government's plans for Ofsted to ensure all inspection reports include a "rating for financial management and oversight" within the school, academy or academy trust.

Further details of this have not yet been released.

Stephen Morales, chief executive of the Institute of School Business Leadership, added that school leadership should not be assessed "in silos". If the new system is conducted "in the spirit of joint leadership" – bringing resources, governance and pedagogical leadership together – it could end up "empowering" schools, he added.

Ofsted also confirmed they will re-introduce thematic subject reviews, starting with maths and languages.



Daniel Muijs

Ofsted

Will Ofsted regime punish poor kids? (Study says no)

PIPPA ALLEN-KINROSS

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EXCLUSIVE

Explosive claims from academy trust leaders that deprived pupils are disadvantaged under Ofsted's new framework don't stack up, new analysis suggests.

Harris Federation chief executive Sir Dan Moynihan and Outwood Grange Academies Trust boss Martyn Oliver claimed last week that Ofsted's new focus on schools having a broad curriculum would "damage outcomes for disadvantaged children".

As revealed by Schools Week, schools that have shortened their Key Stage 3 to two years – to make way for three-year GCSEs – have been marked down under the new regime. Many schools are now reverting back to two-year GCSEs.

But the academy bosses, who specialise in turning around failing schools, said the extra GCSE year was central to their success of getting good grades for deprived kids.

However, a comparison of schools with similar intakes by Schools Week found there was actually little difference in the attainment among disadvantaged pupils – regardless of the Key Stage 3 length. But experts sounded caution over interpreting the results, saying a larger sample size is needed to draw firm conclusions.

Moynihan's comments came after an inspection published on Tuesday rated Harris Academy St John's Wood as 'good'.

Harris said the report showed the school was "excellent in every way", but that "inspectors took issue with the three-year programme for GCSE". The school was in special measures before joining Harris in 2017.

To investigate whether the claim over deprived pupils being disadvantaged stacked up, Schools Week compared the results at St John's Wood with schools listed as 'similar' based on Education Datalab's 'schools like yours' tool.

The tool groups similar secondary schools based on a range of criteria – including the proportion of disadvantaged pupils and pupils who speak English as another language, number of Key Stage 4 pupils, income and key stage 2 attainment.

Looking at the 49 schools similar to St John's Wood, they had almost the same average Progress 8 score (0.12 for those with a shortened



Key Stage 3, 0.13 for others), with only a slightly larger difference for disadvantaged pupils (0.04 compared with 0.01). Sixty-one per cent of poorer pupils reached a grade four in English and maths in schools with a shorter Key Stage 3, compared to 58 per cent in those with three-year GCSEs.

Sean Harford, Ofsted's national director for education, urged caution over the study, and said Ofsted has no "fixed view" on key stage length. "The key question is, whether it gives a better quality of education for the pupils.

"Our judgements are based on whether a school offers its pupils an ambitious curriculum across their whole time in secondary education: good schools provide a good education and achieve good outcomes."

A separate analysis, by Michael Fordham, vice principal at Thetford Academy in Norfolk, however, came to different conclusions.

He compared the attainment at St John's Wood with the schools listed as 'similar' on the Department for Education's 'compare school performance' website.

It groups schools whose Key Stage 4 cohort had similar achievement at the end of Key Stage 2.

Fordham said the data showed "pupils get better outcomes with a three-year Key Stage 4", including in both Progress 8 and the Progress 8 of disadvantaged pupils.

Schools Week replicated this analysis of the 54 schools deemed similar to St John's Wood and, using 2017-18 data,

found those with a shortened Key Stage 3 did have a higher average Progress 8 score (0.17 compared to -0.09) and higher Progress 8 amongst disadvantaged pupils (-0.14 compared to -0.51).

In schools with a two-year Key Stage 3, 49.5 per cent of disadvantaged pupils also achieved a four or above in English and maths, compared to 43.8 per cent in those with a three-year Key Stage 3.

However, data experts raised concerns about using the DfE's criteria to judge similar schools – because it compares those "operating in very different contexts/locations".

Dave Thomson, chief statistician at FFT Education Datalab, said the opposing lists of similar schools "may well have been very different" in terms of demographic characteristics. However he said thorough analysis would need a "larger sample of schools that controlled for differences in school intake".

Award-winning headteacher Lynne Fox, of Bramhall High School in Stockport, announced this week she was retiring early because of

Ofsted, adding the regime made her feel "powerless".

Her school was rated 'requires improvement' before Christmas. The report criticised the school for failing to ensure all pupils benefit from a "high-quality curriculum" in Key Stage 3.

Moynihan had said Ofsted's new framework is a "middle-class framework for middle-class kids".



Dan Moynihan

FOR THE BENEFIT OF SCHOOLS AND PUPILS: RESEARCHERS IN SCHOOLS

The start of a new calendar year brings teacher recruitment for the forthcoming academic year into sharp focus. The need for new members of staff is often combined with the question of how to develop pedagogical practice to benefit both pupils and colleagues alike. Step forward Researchers in Schools (RIS).

RIS is a unique teacher training and development programme for PhD graduates, and focuses on three main objectives:

- To increase and disseminate subject expertise
- To promote education research
- To champion university access

The RIS programme is designed to run over three years, with participants achieving QTS in their first year and completing their NQT induction in years two and three. Participants are placed in non-selective secondary schools, supported to become excellent new teachers and research leaders, and have access to research associate status at a university.

Increasing reach

As well as working with SCITTs and Teaching School/HEI Partnerships across England, for 2020/21, RIS are partnering with National Online Teacher Training (NOTT) for the first time. A partnership with NOTT means that schools in parts of the country where there is not a local provider can now benefit from high-quality RIS trainees.

The programme has already had over 400 applicants for training in 2020 in a range of EBacc subjects, including maths and physics.



Case Study: Essa Academy, Bolton

Martin Knowles is Principal of Essa Academy in Bolton, where there are currently three participants at the school, teaching maths and science.

Q: How has the presence of RIS participants enhanced the teaching and learning in your school?

A: It has had an impact on the aspirations of pupils as all three participants are doctors. They are called 'Doctor', not 'Miss', or 'Sir', so it has stoked up a lot of conversations with pupils about what that means. It has opened the children's eyes as to what a doctor can be.

The level of engagement in the teachers' intervention activities is brilliant. Our maths teacher has high-ability pupils working at A-Level and even degree level. Our scientists are oversubscribed with children wanting to learn more. They are building a love of science in the school; you can see the lights go on in pupils' eyes. My RIS teachers want to push pupils to the limit.

Q: What impact have the RIS participants had on the other staff at Essa Academy?

A: They have brought an energy and enthusiasm to the staff body. Because the participants bring a

deep and knowledgeable love of their subject, staff are having real, engaging subject-based discussion. Our RIS maths teacher and another teacher regularly have mathematical debates. These sorts of discussions were rare before my RIS teachers came to the school.

The RIS objectives are championing university access, promoting education research and increasing subject expertise. Which of these has been most evident at Essa Academy?

A: All the RIS objectives are evident in school but the most evident is the increased subject knowledge, which has pushed both staff and pupils. A focus of the school is the high-attaining pupils and the RIS teachers have really helped with this.

We do 'drop-down days' and the participants put real thought into trips and activities that incorporate scientific and mathematical elements to continuously push pupils further.

The RIS education research projects are aligned with our school needs and the participants are working with a member of the leadership team who is completing their NPQH, to ensure that the school benefits as much as possible.



Researchers in Schools is a programme of the award-winning university access charity The Brilliant Club. RIS has candidates ready to be placed for 2020/21. To learn more about the programme, or to enquire about having a RIS teacher in your school, visit researchersinschools.org, or email hello@researchersinschools.org.

Investigation

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MPs want inquiry into fraud allegations at free school

PIPPA ALLEN-KINROSS

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EXCLUSIVE

An MP is to call in the Serious Fraud Office after a collapsed free school leader used a “false VAT number” when billing a council for consultancy services.

Alun Morgan was the sole listed director of Morgan Bristol Limited, which was registered to the steel fire escape door on the side of Manchester Creative Studio School, where Morgan was chair of directors. The door’s address is painted above it in what looks like white paint.

Morgan’s company was paid more than £220,000 by Oldham Council for procurement and ICT services from 2015-17. But the firm has never filed accounts and has since been struck off by Companies House.

When approached by Schools Week, Oldham Council said this week the use of the false VAT number was “reported to HMRC, who suffered the financial loss”. Morgan Bristol was paid almost £30,000 in VAT, which was to be paid to HMRC.

Schools Week understands these allegations were also passed to the Department for Education, but did not feature in its own investigation into the school, which was published in May last year.

Greater Manchester MPs Jim McMahon and Lucy Powell have now called for a “full independent investigation”, with the former preparing to submit evidence to the Serious Fraud Office.

McMahon said the revelations about Morgan Bristol were “one of many serious allegations” relating to the leadership of the school.

“With so many outstanding allegations, only a full investigation will bring this four-year saga to a close and hold those responsible to account.”

Manchester Creative Studio and Collective Spirit Free School were closed in 2018 and 2017, respectively. Rolls were falling and both had large deficits, while damning Ofsted reports warned of widespread failings in education, safeguarding and provision.

A government investigation, published in May, concluded that Morgan breached the Companies Act over payments of more than £500,000 from the schools to the Collective Spirit Community Trust, a company in which Morgan was a 50 per cent shareholder and which also had “unclear” links to the schools’ former chief executive, Raja Miah.

However, a Schools Week investigation in November revealed the two schools actually paid more than £2

million to multiple companies linked to Miah. Morgan also had ties to some of these companies.

The DfE probe warned that investigators encountered “substantial difficulties” establishing “any reasonable audit trail of financial transactions or evidence to assure the regularity of funds spent by the trusts”.

Powell added that the DfE “completely failed their due diligence responsibilities to ensure the suitability of these individuals to run schools”.

“Their lack of accountability and rigour has failed pupils, their parents and the tax-payer and brings our schools system into disrepute”.

The DfE said it had nothing to add on the conclusions of its investigation report, and any further action regarding Morgan Bristol would be taken by HMRC if it saw fit.

But Kevin Courtney, joint general secretary of the National Education Union, warned there have been “too many examples of misuse of public money by academy and free school directors which the DfE and its agencies are clearly incapable of preventing or even adequately ‘investigating’”.

Morgan was employed directly by Oldham Council from April 1, 2017, as interim head of strategic relationship management and then promoted to assistant commercial director in June. Later that month the council received an anonymous whistleblower allegation about financial



The company was registered to this door

mismanagement at the Manchester schools, prompting its own investigation into Morgan. He was suspended on August 3, and resigned the next day.

Transparency data published by the council, and invoices seen by this newspaper, reveal Bristol Morgan was paid £221,450 between April 1, 2015 and March 31, 2017, as well as £29,890 in VAT.

Morgan did not respond to a request for comment. HMRC would not provide comment.

Oldham council said it has now introduced “stricter processes” around the checking of VAT numbers. It will “take action” against any employees who do not follow contract rules.

The government secretly blacklisted Morgan, Miah and former chair of governors Mohib Uddin from running schools.

In July, academies minister Lord Agnew said the DfE had written to all three men “strongly discouraging their future involvement within schools” and warned regional schools commissioners to inform him if they heard of any.



Lucy Powell

COUNCIL FOUND PAYMENTS WERE MADE ‘INAPPROPRIATELY’

An employment tribunal ruling for another Oldham Council employee reveals further concerns over the payments – including that they breached European procurement rules.

A tribunal upheld the council’s decision to dismiss procurement officer Nicola Wadley, who worked with Morgan and lost her job in the fall-out from the investigation. The result was published in November.

The tribunal revealed a council investigation found Wadley had “failed to ensure” the provision of Morgan’s services “did not breach the financial thresholds of European

procurement rules” and that there had not been “sufficient contracts in place”.

The investigation also found Wadley had “inappropriately approved” two purchase orders to enable payments to Morgan Bristol of around £25,000.

Wadley, the interim head of sourcing services, claimed she had been dismissed unfairly and was “blamed for the conduct of Morgan”. However, the tribunal ruled she was ‘personally culpable’ in not challenging Morgan, to whom she answered.



Jim McMahon

Academies

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CST: We must change the 'fat cat' narrative

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

Academy trust leaders need to find their voice and seize control of the narrative from pressure groups such as the Anti-Academies Alliance, a lobby group for chains has said.

In a new paper, the Confederation of School Trusts, which represents academy trusts, claimed the sector has allowed the narrative to be "dominated" by "those who believe that this is about business interest or private interest".

Academies have come under increasing scrutiny over high-profile scandals, excessive chief executive pay and disputes with parents and teachers regarding the conversion of schools.

But, in the paper, entitled *Systems of meaning – three nested leadership narratives for school trusts*, CST argues that academy trust leaders now "must work together to change society's conversation".

"It is time we took control of the narrative. We need to say proudly, collectively, that academy trusts are education charities that run schools to give children a better future," the document states.

For Leora Cruddas,



CST's chief executive, the process is about wrestling the narrative away from organisations like the Anti-Academies Alliance, which she admits has become an influential voice.

"I think this is about being much more purposeful in telling the story of why we do what we do, and importantly, telling the story that we are education charities running schools, we are not businesses, and this is not about private interest or profit," she said.

A spokesperson for the Alliance said it was "not surprised that the CST wants to try to change the narrative", and accused the organisation of representing "the interests of the self-appointed fat cats".

"Academisation has normalised excessive salaries and incoherent structures, and schools have been turned into personal fiefdoms where crackpot theories, draconian regimes and lucrative contracts for education businesses dominate."

CST insists the change of narrative is "not a public relations exercise". However, Janet Downs, from campaign group Local Schools Network, said this was "disingenuous".

"CST says multi-academy trusts must 'control the narrative', but this ignores the pro-academy propaganda pouring from the

DfE, particularly during the Gove era," she told *Schools Week*.

"If the English education system is fragmented, then academisation and its proponents are responsible."

Cruddas accepts that high-profile failures in the academies sector have contributed to its reputation. The collapse of trusts such as Bright Tribe and the Wakefield City Academies Trust are still frequently used as examples of what happens when the system goes wrong.

These examples have "definitely had an impact, and rightly so", Cruddas said. "I'm not going to defend the indefensible. In a state education system, you're dealing with people and lots of people."

"There will always be people who do things wrong, either by mistake, or occasionally, sadly, deliberately. That is the nature of working with people."

The answer, she says, is stronger regulation of the academies sector so that problems can be identified "before they go very badly wrong".

Jon Coles, chief executive of the United Learning trust – one of the largest chains in the country – won support from the sector for speaking out amid protests from an anti-academy group amid a takeover at John Roan School, in Greenwich, south London.

FREDDIE WHITTAKER | @FCDWHITTAKER

Let's embrace market research, lobbyist urges

Trusts have been urged to embrace market research to make themselves more accountable to their communities.

Michael Pain, chief executive of Forum Strategy, which lobbies on behalf of academy trusts, said chains should hire independent companies to survey pupils, parents and trust staff annually. Findings should then be published on trust websites.

"I think that would be not only a very powerful way of redressing the balance of accountability, but also, I think they'd learn a hell of a lot from the exercise. There are one or two trusts that are beginning to do that."

The Bellevue Place Education Trust, a chain with seven schools in London and the Home Counties, launched a survey last year, asking new parents to rate their schools and provide feedback on such things as leadership.

The trust found 92 per cent of respondents rated their overall experience of school so far as good or excellent. They also reported an average response rate of 81 per cent.

Pain said he was "really impressed" with what the trust had done, and urged others to follow suit.

Like the Confederation of School Trusts,

Forum Strategy has produced a new narrative for the academy trust sector, focusing on community, sustainability, people and "togetherness".

Pain said the public remained "lukewarm" about academy trusts, and said chains should focus on being "more accountable to their communities, and a little bit less reverential to [ministers]".

"Ask for opinion 'down the pub', and you're likely to find that trusts are generally misunderstood as corporate beasts that bear no relation to people's own experience of school."

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Investigation

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Shock £1m deficit at trust where CEO got £25k bonus

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

An academy trust unknowingly ran up a £1 million deficit while its now-ousted boss was paid a £25,000 bonus, new documents reveal.

Financial accounts for the Holy Family Catholic Multi-Academy Trust have shed further light on the details surrounding the departure of former chief executive Tom Quinn.

In April, *Schools Week* revealed that Quinn, who also sits on a Department for Education headteacher advisory panel, left his post alongside operations manager Sally Mitchell amid an internal investigation into a budget black hole.

Newly published accounts for the Wirral-based trust now reveal the deficit was £966,000, with four of its five schools in debt.

Accounts also question bonuses and invoices paid out to Quinn and Mitchell during their tenure.

But the Frank Field Education Trust, which appointed Quinn as chief executive days after he left Holy Family, said the allegations are “simply untrue” and will be “ruled on in court”. Quinn, who claimed he was forced to resign, is pursuing a claim against his former employers via an employment tribunal.

Holy Family’s accounts say an external investigation was launched after whistleblowing complaints received in March 2019, which focused on the “culture” in one of the trust’s five schools and “financial management issues” across the trust. The probe found “error and mis-statements” in the trust’s financial accounts for 2017-18.

The newly published 2018-19 accounts state the trust is carrying a deficit of £966,000. This includes accrual of invoices that had been omitted, totalling £690,000, and £203,000 of fixed-asset funds that were “incorrectly moved” to general reserves in 2017-18.

The accounts state the deficit was “exacerbated by cut-off errors between years that distorted the position and allowed the excess expenditure to continue for a longer



period than would normally be the case”.

The “largest single cause” of the deficit was overstaffing in one school by “around 20 posts”. Four of the five schools are carrying a deficit, with St John Plessington Catholic College, where Quinn had been headteacher for 14 years, facing a deficit of over £1 million.

Quinn and Mitchell were also respectively interim chief executive and interim finance officer at the Frank Field Education Trust, set up by former MP Frank Field. Their positions became permanent following their departure from Holy Family.

Holy Family’s accounts raise concerns about the pair’s ties to that trust, noting that invoices were charged to FFET for the work they did, but there was “no formal system or process in place to monitor the number of days charged and the fee rate”, and adding that the board should have had an opportunity to “scrutinise” the transactions.

They also note payment of bonuses “without adequate evidence to support these”, specifically £25,000 paid to Quinn and £10,000 to Mitchell.

The accounts say the payments were approved by the chair of governors, Carol Lawrence, but auditors found “no evidence” of the performance management framework supporting the payments, or that they had been benchmarked to other trusts.

Both Quinn and Holy Family declined to

comment ahead of legal proceedings, which are likely to take place next year.

However, Field insisted the “suggestions and allegations” made by Holy Family were “simply untrue and completely at odds with our experiences of working with them”, and hit back at the “appalling” lack of management at the trust.

“The truth of this matter will be ruled on in court as the staff member concerned has his tribunal heard, and we wholly support him.

“While he is currently unable to defend his position due to these proceedings, we are aggrieved that their accounts suggest that there was any wrongdoing on the part of our trust. We acted with professionalism and integrity throughout.”

Field previously questioned “why people have tried to bring down one of our great headmasters”. In June, Quinn claimed he was “forced to resign when my position became untenable” due to the actions of the newly appointed trust board.

Quinn is also a member of the DfE’s secondary headteacher reference group, a select group of “leading headteachers” who advise and influence policy development.

Other issues raised in the accounts – which also state the trust was able to set a balanced budget for this year – include no budgets being provided to the board and no evidence of cash-flow forecasting.

'I WANT TO ROLL OUT FREE SCHOOLS REVOLUTION'

FREDDIE WHITTAKER
@FCDWHITTAKER

The education secretary has said he wants to see the free schools programme "spread much more widely" across England.

Gavin Williamson told fellow MPs on Tuesday that existing free schools had been "far too disproportionately" created in London and the south-east of the country.

Since the free schools programme launched, 172 of the institutions have opened in London, more than double the number that opened in any other region. However, those that have opened outside of the capital have much higher rates of failure.

The education secretary's intervention follows doubts about the future of the free schools programme. The Conservatives opted not to include a specific target for new institutions in their manifesto.

It echoes concerns raised last week by free schools pioneer Rachel Wolf, who co-wrote the Conservative Party's latest election manifesto. She also issued a call to deliver more free schools outside the capital.


Gavin Williamson

During the debate today on the education elements of the Queen's speech, Williamson heaped praise on free schools such as the Michaela Community School in north London, which he said had "changed the lives" of disadvantaged pupils.

But he said: "These free schools that we have created – far too disproportionately... many of them have been built in London and the south-east.

"I want to see this revolution in education delivery rolled out, spread much more widely

through the Midlands, the north and the south-west of England. Driving up standards, driving up attainment in all of our schools, in all of our communities."

However, analysis by Schools Week found the free schools that have opened outside the capital are much more likely to have collapsed.

Of the 62 free schools that have closed, 54 of these (87 per cent) were outside the capital. Of the 20 mainstream free schools that closed, 15 were outside London (75 per cent).

Closure is also costly. It was announced in November that the International Academy of Greenwich, a free school based in temporary accommodation in an office since opening in September 2016, will close in August for most of its pupils.

Pupils who begin their GCSEs this year will be able to complete their studies at the school.

However, accounts for Big Education Trust, which runs IAG, show the DfE has agreed a non-recoverable grant of £600,000 to support the school during the current academic year, with "strong assurances" that the trust will receive more funding when needed, without having to access its reserves.

EXCLUSIVE

Spending 'weaknesses' revealed at trouble-shooter's trust

An academy trust whose government trouble-shooter boss resigned in mysterious circumstances last year has reported "weaknesses" in expenditure and "overuse of petty cash".

Sarah Gillett, chief executive of Ace Schools Multi Academy Trust, was suspended from her post in May pending a disciplinary process.

Emails between the trust and the DfE, obtained by *Schools Week* under the Freedom of Information Act, reveal Gillett chose not to attend her disciplinary hearing in July and instead resigned with immediate effect.

Newly published accounts for the trust now reveal that "weaknesses in the area of expenditure" were identified during 2018-19, including an "overuse of petty cash which was not subject to more formal approval procedures".

There was also a "lack of authorisation" for purchases and orders and "poor documentation"

to support the costs incurred, with some spending where value for money was not evident. There is no suggestion of wrongdoing by Gillett.

Ace runs two special schools and an alternative provision provider in Plymouth and Devon. One of these, Ace Tiverton Special School, opened in September.

Ace was brought in by the government to help with school improvement at the three Schools Company Trust pupil referral units in 2017 before they were rebrokered.

Last year it was also considered as a potential sponsor to take over three Steiner academies and to take over the Glendinning House Special Free School in Devon.

The trust has repeatedly refused to comment on the reason for Gillett's suspension. A 52-page preliminary investigation report, commissioned by Ace in May, was provided to *Schools Week* under the FOI request, with every page redacted.

The accounts also detail an

external review of governance at the trust, which found there were only five trustees on the board including Gillett, and warned that the remuneration committee "have struggled to address CEO performance management effectively" and need to ensure "value for money is considered".

It also criticised full board meetings as being "very lengthy and the agendas full", and noted that the "format of financial information should be reviewed to ensure it is effective yet concise".

Gillett, also a qualified Ofsted inspector, could not be reached for comment. Her husband Mat Gillett, who was a teacher at the trust, also resigned in July.

Staff at Ace went on strike last July. At the time, NASUWT cited "adverse management practices, specifically bullying, ineffective management of workload and lack of consultation over changes to working practices".


Sarah Gillett



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Teacher-turned-MP pledges to get industry experts into education

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Turning up for work in last night's suit, bleary eyed from just 40 minutes' sleep, is not the usual conduct you would expect from a school's senior leader.

But on the morning of December 13, that's exactly how Jonathan Gullis appeared at the gates of Birmingham's Fairfax Academy.

Of course, the Year 9 head could be forgiven for this out-of-character display – he had a pretty good excuse.

In the early hours Gullis had stormed to victory for the Stoke-on-Trent North seat in the General Election. With 20,974 votes, he won 52.3 per cent of the votes and claimed the seat for the Conservative Party.

However, after heading back into school just a few hours later, the celebrations were soon put in perspective.

"It was quite surreal," Gullis remembers, "walking in and the kids not really being affected – it kind of brings you back down to earth."

Friday 13 was to be his last day as a teacher and his first as an MP.

The former NASUWT rep, who began teaching in 2012, had taken unpaid leave for the previous four weeks in order to campaign.

In his absence a replacement had been found to cover his duties and when he handed in his resignation, they immediately stepped into the role full-time.

This pre-planning on behalf of Gullis and the school allowed the newly appointed MP to avoid working his notice period and minimised any potential disruption for the pupils.

Just over a month after the election win, Gullis is determined to make a difference.

"I got into teaching to help the next generation and now I've got into politics to help all generations," he added.

He is making a bid for a spot on the education select committee and will join the all-party parliamentary group for education.

"One of the biggest things we hear from the general public is that we haven't got enough industry experts or people who have worked in the real world.

"I think my bid for the ESC is a powerful



Gullis celebrates his election victory

one because who better to have in that position than someone who has just literally left the platform."

Top of his priorities is ensuring that the extra £14 billion in schools funding outlined in the Tories' election manifesto is delivered.

Gullis also spoke of a desire to take a closer look at academy trusts and "make sure they're working in the interests of schools, rather than, in some cases, CEOs and boards".

The former teacher said another key issue was re-establishing teaching as "a respected profession again" – and said the government needed to make sure "teachers feel protected from violence or abusive behaviour".

Otherwise, he warns, "teachers will simply not stay on in the position".

Gullis has also joined the European Research Group (ERG) – a vocal alliance of pro-Brexit Tory MPs, led by Jacob Rees-Mogg.

The first few weeks of Gullis's new role were an administrative blur – having to hire staff and secure a place to stay in London.

However, he is already finding some key similarities with his previous role. "As head of year it was my job to deal with problems and try to solve them – it's very much the same as an MP but just on a wider scale."

For Gullis, education has to be one of the government's top priorities for the simple



Gullis with the Speaker



Jonathan Gullis

reason that it has the power to truly change pupils' lives.

Mirroring a point he made during his maiden speech in the House of Commons, which he opened with the Stoke phrase 'ay up duck', the MP said: "We all know education is the most powerful tool for social mobility in this country.

"If we get education right, it allows kids to have more opportunities. If we get it wrong, we take those opportunities away."

EDITORIAL

DO YOU HAVE A STORY?
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Spare a thought for heads caught in the Ofsted crossfire

Another week, another headteacher leaving the profession early because of Ofsted.

It might be expected there will always be some fall-out in the transition between new frameworks.

And, if you believe Ofsted's focus on curriculum – rather than just results – is an important shift, then you might think it's worth the pain.

But, it's also important we tell the story of those heads caught up in the crossfire of change – as we did this week with Lynne Fox.

The popular and award-winning head at Stockport's Bramhall High School is retiring early after an Ofsted visit. Her school was rated 'requires improvement', a judgment she says left her feeling "powerless".

Ofsted, for its part, said it was saddened to hear of the resignation, adding they judged leadership and management at Bramhall 'good', but understood the "strength of feeling among the school community" about the departure.

But she's the third high-profile headteacher in

the past year to announce early retirement because of Ofsted.

The news also comes a few days after academy trust bosses, who specialise in turning around failing schools, slammed the new framework, saying that it favours middle-class kids.

As we said in these pages last week, 2020 is shaping up as the year that will be crucial to how chief inspector Amanda Spielman's tenure is remembered.

So far, despite criticism ramping up, Spielman is sticking to her guns. The inspectorate hit back at Moynihan et al's claims by insisting that, actually, shortening the curriculum is what has a negative effect on deprived kids.

As shots are fired in the media, spare a thought for those headteachers caught up in the crossfire. The profession cannot afford to lose more dedicated professionals – even if the change may be a worthy one.



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Make language learning compulsory, says think-tank

Brian Lightman, @brianlightman

As a linguist I would love to see more young people having the opportunity to be taught a language by a qualified specialist. At present, however, most schools struggle to find teachers for the small current numbers. Totally unrealistic recommendation.

Rachel Wolf: academies haven't worked everywhere

John Fowler, @johnRMfowler

Leaving aside caveats about personal experience dictating policy, I felt much more empowered as a parent of a maintained school than of an academy. The trouble is, the academy model as conceived 20 years ago did not have empowering parents as an objective, and the same model continues.

'Antagonistic unions' thwarting 'stuck' schools' improvement, Ofsted

Sandy Cameron

Whilst my own experience of working with union reps in 'stuck' schools has been mixed, it would be a mistake to draw any conclusions about their influence across the system. This report uses a small evidence base and has not given comprehensive consideration to all possible factors that can cause a school to become stuck.

One wonders, however, about the usefulness of the term "stuck school". The starting point is the presumption that all Ofsted judgments are incontrovertible, despite the astonishing claim that under the new 2019 framework, Ofsted will look more closely at "the substance of education" and the doubt that casts on the relevance of what they were looking closely at before, and on judgments now acknowledged to have been unduly reliant on data.

Schools deserve better than an inspectorate that's come unstuck

Rick Harris, @longwordmonthly

A very disappointing read. Schools, including stakeholders, such as unions, need to be working constructively with Ofsted – they are part of the solution, not the enemy. Just as the NHS needs the CQC to highlight issues that otherwise would not be addressed, so schools need Ofsted.

REPLY OF THE WEEK

James Wilding

Should independent school heads ever be on the New Year honours list?

As a headteacher of an independent school of 40 years' standing, I take issue with Dan Townsend's suggestion that independent school heads should never be on the honours list, our value being only to the schools in which we serve.

I willingly accept that there are many teachers in all kinds of schools whose long service could be recognised, and is, because of the service they have provided to the wider community.

My caution is that government has regularly honoured headteachers for "flash-in-the-pan" stardom, for implementing the government of the day's policies notably, only to find that further down the road, fundamental rules of trust and integrity have been broken.

Sadly, the atomisation of state education has led to the break-up of so many of the support services that schools and their communities need.

What is interesting and noteworthy about our sector is just how many of our schools are serving the needs of those whose learning has been disadvantaged for whatever reason.

Townsend's sweeping generalisation that all independent schools are the Westminsters and Wimbledon of this world once again highlights just how lazy categorisation of our sector can damage public understanding of the value we bring to education and the country as a whole.



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

'Stuck' schools need support, not a merry-go-round of headteachers

Anna, @Hippolyta1973

Depends what you mean by "getting back into schools". Ofsted going back in won't reduce stress. What you need is 1) a supportive system that doesn't vilify in the first place, and 2) significant extra funding to employ more staff, reduce class sizes and add intervention.

Wendy Dock, @wendydock

Can you judge and support? I applaud Amanda Spielman's attempt to change the persona of Ofsted but it's a big job, and I'm not sure if it's possible without a complete overhaul and the removal of gradings.

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“With everything that came out about Windrush, I’m shocked how lucky I’ve been”

Ava Sturridge-Packer’s sparkling CV is the result of overcoming injustice, writes Jess Staufenberg.

It was 1982, and now-education consultant Ava Sturridge-Packer rang a school where she had an upcoming interview to warn that she wasn’t Catholic. Invited along anyway, she waited patiently in reception. But the school’s headteacher never appeared. Eventually, his secretary came out and said, “Sorry, there’s been

a mistake. You’re not Catholic.” Sturridge-Packer replied, “I told you that on the phone.”

But the head never arrived, so, as she puts it, Sturridge-Packer “scuttled back home” to the school where she was teaching in the West Midlands. Her headteacher offered to demand to know why she hadn’t been interviewed, but Sturridge-Packer refused. “In those days, in terms of some of the overt racism you faced, there was a lot of acceptance just to not rock the boat. So I said no.”

More than two decades later, Sturridge-Packer is an in-demand school improvement advisor across Birmingham, with a sparkling CV that includes being a national leader of education and retention and recruitment advisor for the Department for Education. To top it off, in 2000 she was made a CBE for services to education.

Today she’s emanating positivity in the office of Grestone Academy, one of the schools she supports, in a space adorned with supportive messages. Framed slogans on the walls say

Profile: Ava Sturridge-Packer



Ava as a child

“Teachers who love teaching teach children to love learning” and “Smile and the whole world smiles with you”.

Sturridge-Packer, who is constantly on the edge of cracking a joke, informs me confidentially that she asked to “make the office beautiful” – with little mirrors on the walls, a big plant and silver cushions on chairs. A modest photo of her with the Queen stands on the windowsill. Only one slogan hints at the struggles she has faced: “I believe in being strong when everything else seems wrong.”

Following that fateful experience, the young Sturridge-Packer would ask a white friend to take in her teaching job applications instead, waiting until the interview to show her own face. “I wanted to check my application was alright,” she explains. Not long after, Sturridge-Packer got a call from Shaw Hill primary school in Birmingham offering her a job as a reception teacher. “I said, ‘Well, you need to know, I’m black.’ And he just laughed and said, ‘That’s not a problem for me.’”

**“It was 1987.
That was the world
then”**

Sturridge-Packer describes this head, Jim Carr, as an “absolutely amazing person, who nurtured his staff”. She developed her teaching skills from age 23 to nearly 27 and attributes the fact that she and her colleague from an ethnic minority background both became heads to “Jim’s encouragement”.

But the road has been tough. Sturridge-Packer recalls overhearing parents saying “tell that f***** black girl to



Ava and family with her CBE

get the kids out”. Another time, a bank clerk refused to hand back her card and money. Later they rang her at school to say they’d made a mistake. “It was 1987. That was the world then.”

In a week when ruthless press stories about Meghan Markle – which her husband has accused of having “racial undertones” – seems partly to have prompted her and Harry’s decision to step back from their royal roles, it is clear racism in this country is far from dead and buried.

Sturridge-Packer herself is part of the Windrush generation, people who moved to the UK from the Caribbean on the encouragement of the British government to help with labour shortages after the Second World War. The generation became a household name when



Ava receiving the CBE at Buckingham Palace from her Majesty the Queen

Theresa May’s government began wrongly deporting children of these Commonwealth citizens.

That political scandal broke just over a year and a half ago. “With everything that came out about Windrush, I’m shocked how lucky I’ve been,” says Sturridge-Packer. She speaks with clear admiration about her parents, who navigated these tricky waters. They moved from Jamaica and sent for her when she was five. “My parents were smart, they sent for me at the beginning of the education system.”

Her work ethic she gets from her father, and her aspiration from her mother. They taught her she needed to be “twice as good” as her white compatriots to succeed. Sturridge-Packer’s father worked for British Rail and never missed a day.

“That went against everything I used to read about black men and their poor work ethic.”



Daniel Sturridge

Dean Sturridge

Profile: Ava Sturridge-Packer



Husband and children at her retirement from headship party



Ava with two of her grandsons

“Teaching wasn’t one of the professions my parents had in mind”

Meanwhile, her mother was educationally ambitious for her children. One of Sturridge-Packer’s most enjoyable qualities is being able to tell a heartbreaking story with perfect comedic delivery – none more so than when she failed the 11 plus. “When the results came out, it was like a bereavement in the house. It was like ‘oh my goodness, we’ve done everything for this girl and she can’t even get into grammar school!’” Then at 18 she failed to get the grades for law school. “It was another time of ‘close the curtains, this is terrible,’” Sturridge-Packer remarks cheerfully.

Eventually, she confessed to her parents. “I’d had this private thing that I wanted to be a teacher, but that wasn’t one of the professions my parents had in mind.” Expectations were particularly high as several family members are successful footballers: her brother, Dean Sturridge, was a striker for Leicester City and Wolverhampton Wanderers. Her nephew is also former Liverpool and England striker, Daniel Sturridge.

But her mother soon bucked up when she came to one of her daughter’s teacher training days

at a Catholic college in Birmingham. “All these people were in their dog collars. I didn’t think it was so cool, but my mum suddenly said, ‘Isn’t this wonderful?’” I didn’t tell her it was just a conference of priests.”

With parental approval secured, the slog for approval within the education establishment began. With support from Jim Carr, Sturridge-Packer moved to become head of first school at Wylde Green primary school in Sutton Coldfield. When parents queried the appointment, she invited them to meet her, and the complaints soon stopped. After that, she rejoined her former boss as his deputy, which she calls a “really happy time”. Then she looked around for a headship.

It took a lengthy three years. Still doing her “usual trick” of sending her application with a white friend, at one school she was described as “too young” – even though they had her age on her CV. In another, governors were “visually shocked” when she arrived. At a third, an advisor told Sturridge-Packer the other candidate would have “to be sick over their shoes” for the interviewers to appoint her instead.

But persistence paid off, and Sturridge-Packer became executive head at St Mary’s CofE primary school. She even stopped the school, which was placed in special measures within weeks, from being closed. Birmingham City Council soon used her school as an example in turnaround leadership. She stayed for 22 years, a decision she attributes to her belief in “really getting to know the local parent community – it’s so important.”

You also wonder whether Sturridge-Packer stayed so long in her first headship because unconsciously she didn’t want to have to search for approval all over again.

Perhaps she was waiting for the world to change. Even when Schools Week contacted her, she double-checked that we wanted to interview her, since she was no longer a head and now just sat on three academy trust boards and works as consultant for the DfE. Yes, we reassured her. It was the same about 11 years ago when Pearson rang her. “They said, ‘We want you to be a judge for the National Teaching Awards.’ I was flummoxed.”

So has the education establishment changed? In a moment of rare seriousness, Sturridge-Packer says “the thing that grieves me is, there was a small handful of black and ethnic minority [BAME] headteachers and 22 years later it’s almost the same.” There has been a change in cultural attitudes, but stasis in the statistics.

Always practical, Sturridge-Packer is working with a small team to set up a mentoring programme for would-be BAME school leaders, launching later this month. But the task is daunting: latest government figures show 93 per cent of headteachers are white British, higher than the 86 per cent of teachers who are. Just 0.8 per cent of headteachers are black Caribbean women like Sturridge-Packer.

As a rare and shining example, let’s hope schools approve more teachers like her for headship – fast!

11TH

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Opinion

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

After nine years of austerity, the Conservatives have promised a spending spree. But will it be enough to rescue music education, asks Matt Griffiths

We have seen some big figures banded about since the General Election, all wrapped up in rhetoric about post-Brexit Britain's place on the global stage. Amid all that, the government has made a number of seemingly impressive announcements about its investment in young people and the arts, but the truth is – although this funding is much needed – most of it is nothing new.

Last week, it was announced that music education hubs will receive a renewal of funding for another year (a total of £80 million through 2020-21), with a further £4 million announced for cultural education programmes, and £1 million pledged for charities dedicated to music education.

This is, of course, hugely welcome news, and will ensure pupils get opportunities to learn instruments, sing and play in groups. But this funding has been announced as if it were a new investment, rather than a continuation of existing support for music education hubs, combined with renewed investment in the In Harmony programme, National Youth Music Organisations (NYMOs), Music for Youth and other arts and culture organisations. It is also only for one year because of further delays in putting together the refreshed National Plan for Music Education.

It's a similar story for the £500 million Youth Investment Fund. Although this initiative is new, it must be set against the fact that funding for youth services has been cut by 70 per cent – around £880 million – since 2010.



MATT GRIFFITHS

CEO, Youth Music

Save music education to beat the drum for Global Britain

Prior to the election, the Conservative manifesto also promised a separate Arts Premium

particularly those facing barriers to taking part, we know how life-changing the opportunity

“ The number of hours for teaching arts in secondaries is decreasing

to “fund enriching activities for all pupils”, which will amount to at least £107 million per year between 2021-22 and 2023-24. I really hope the government delivers on this promise. It is vital that funding is initially restored to the level it was at prior to austerity, and is increased beyond that with a new cash injection. Anything else would be nothing more than window dressing.

As a national charity supporting young people's music-making,

to experience and participate in music-making can be, both socially and personally. Our four-year research project *Exchanging Notes* (in conjunction with Birmingham City University) examined the impact of secondary schools, music education organisations and industry-facing charities co-designing and co-delivering music lessons and activities together.

This research demonstrated that music in schools has the potential



to re-engage young people in education, develop their confidence, resilience and self-belief, and create a more positive attitude to learning. It illustrated what a reimagined, innovative music curriculum in secondary schools could look like.

Significantly, we know that the number of hours for teaching arts subjects in secondary schools is decreasing, along with the number of arts teachers. Last year, the all-party parliamentary group for music education reported a fall in the number of secondary school music teachers from 7,500 in 2010 to 6,500 in 2017. Children and young people will simply not benefit from a regular, high-quality arts curriculum in their school without the teachers to deliver it. The Arts Premium makes little sense without that.

In order to plan ahead properly and ensure long-term, sustainable music-making programmes for children and young people, the departments for education and for culture, media and sport must work collaboratively to put the new National Plan for Music Education in place as soon as possible, together with the timetable and budget for its implementation for a five-year period.

The heart of this plan must be to put infrastructure and resources in place in all nursery, primary, secondary and special schools across the country to avoid previous geographic inconsistencies and patchy provision.

Music is one of the country's greatest international success stories both creatively and economically, but this must be backed up with ongoing support at the grass roots. The alternative is a ‘Global Britain’ diminished as its music continues to be slowly silenced.

Opinion

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



JON ANDREWS

Director for school system and performance,
Education Policy Institute

Funding and pay (still) centre stage as Commons returns

Teacher pay increases are likely to dampen funding increases and will be felt unequally across the education system, writes

Jon Andrews

This week, education returned to the House of Commons with Gavin Williamson given his first opportunity since the election to set out his agenda for schools.

There were few surprises in the Conservative manifesto. The government had already announced additional funding for schools in last autumn's spending round, and also proposed significant increases in starting salaries for teachers. So, while many of the contributors were new, most of this week's debate was very familiar: on one side, "the biggest increases in a decade and levelling-up funding", and on the other, "too little and not directed where it is needed most".

Department for Education ministers now need to move on from debates about funding and pay attention to the detail of implementation. Unfortunately, the debate about funding is likely to be far from over. According to the government's own data, a quarter of schools are set to get only inflation-

level increases in their per-pupil funding next year. And, while increases have been welcomed by the profession following a decade in

“ Large trusts have seen the largest falls in spending on teaching staff

which average teacher salaries have been falling in real terms, they are also going to cause fresh pressure on school budgets and eat into some of the funding increases.

The way that those pressures are felt and managed are likely to vary considerably between schools too. That's illustrated in new analysis from the Education Policy Institute published this week which examines trends in expenditure on teachers between 2003 and 2017.

Schools in London, and those with the highest proportions of disadvantaged pupils, typically saw the largest increases in that time, though even these schools have seen falls since 2010. Special schools have also seen big falls in the past decade as teacher numbers have not kept pace with the surge in pupil numbers, which have increased by a quarter in the last five years.



But it is the largest multi-academy trusts that provide some of the most striking findings.

When people talk about pay in multi-academy trusts it tends to be

large increases in starting salaries on the way, schools may be less inclined to employ new entrants if there is not much by way of savings in comparison to more experienced teachers.

Some of these trusts have also been at the forefront of the government's push for curriculum-based financial planning, taking an analytical approach to deploy staff to deliver the curriculum most efficiently. Some report making significant savings.

Or is spending less on teachers a case of necessity rather than workforce design? Analysis by academics at the University of Birmingham suggests that academies are spending more than other schools on so-called back-office functions and have not yet managed to realise the long-promised economies of scale.

Whatever the reasons, schools are likely to need to continue to look for savings as they face increases in teacher pay, particularly those that are not big winners under Gavin Williamson's spending plans.

The crucial question is, will those that have been finding savings for a decade continue to be able to find more?

Research

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

How much do teachers really need to know about the science of learning?

Cat Scutt, director of education and research, Chartered College of Teaching

The last few years have seen an explosion of interest in the science of learning from the education sector.

It is informing teachers, whole schools and even national policy, but rethinking our approaches is never completely straightforward.

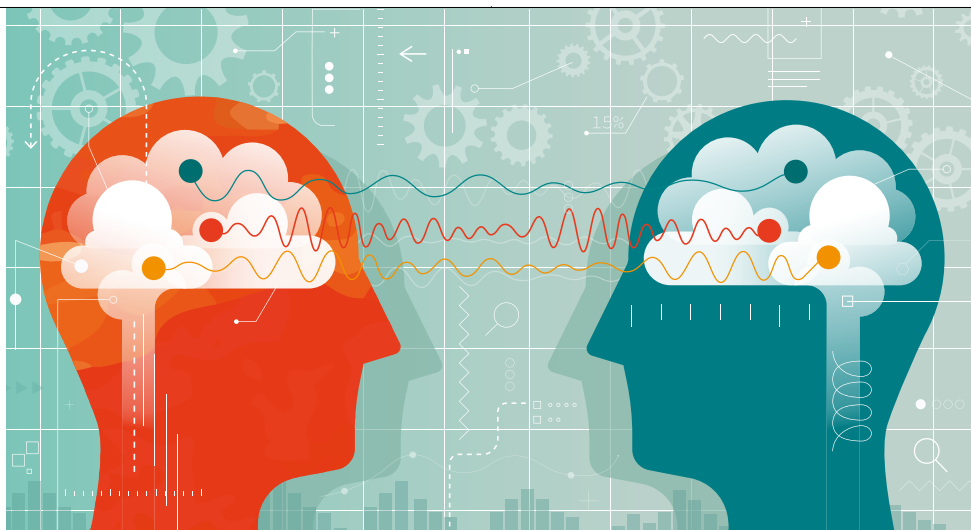
A number of key principles from cognitive science have emerged, as set out in the Deans for Impact report and Ambition Institute's *Learning Curriculum 2.0*, and many of those principles heavily inform the Department for Education's early career and initial teacher training frameworks.

Yet Turvey and colleagues have already raised concerns that the DfE's coverage is overly narrow and too focused on recall. Of course, given huge pressures on teachers' time, it is never possible to cover everything – but we clearly need to think carefully about both priorities and implementation.

To begin with, do teachers need to understand the detail of research in the field, or is an understanding of key implications mediated by research translators sufficient? A superficial understanding of complex research risks ineffective implementation or worse, "lethal mutations", but digesting lengthy research is time-consuming and requires specialist expertise. One way or another, collaboration between teachers and researchers seems critical.

It's also worth thinking about what teachers already know about the science of learning. Research from the US found that whilst teachers were significantly less likely than the general public to believe myths around cognition and learning, a relatively large number still believed "neuromyths".

Strikingly, 76 per cent of teachers (compared to 93 per cent of the general population) believed that pupils learn better when



they receive information in their preferred "learning style". This echoes earlier findings from research into teachers' beliefs in the UK and the Netherlands, which found that over 90 per cent of teachers believed in "learning styles".

Whilst some of the myths tested in these surveys relate to how the brain works from a neuroscience perspective (which Dylan Wiliam has suggested provides little of use in terms of findings for teachers), others have real implications for classroom practice. Belief in "learning styles", for example, can create huge unnecessary workload implications for teachers developing multiple versions of each resource.

And in a recent smaller-scale survey that sought to explore teachers' awareness of the value of practices based in cognitive science (such as spacing and interleaving), only 31 per cent of respondents thought retrieval practice was more effective than re-reading learned content.

Even when teachers do have good understanding of the principles of cognitive science in theory, practical application is not straightforward. Rob Coe has written about the challenges teachers face in effectively translating even a well-evidenced approach into the classroom.

On the other hand, teachers and researchers alike have shared examples

of cognitive science being successfully adopted in the classroom, for example in improving slideshow presentations through application of cognitive load theory and dual coding. A wide range of blogs and articles are also included in this reading list, and the next issue of the Chartered College's journal, *Impact* focuses specifically on cognition and learning.

Critically, teachers' professional autonomy needs to remain central to how approaches based on cognitive science are implemented. Imposing inflexible school-wide policies is not only likely to be unhelpful for pupils' learning, but fails to recognise the need for teachers to be trusted to make informed decisions.

And the same approaches do not work in all contexts. Research on the expertise reversal effect suggests that the approaches that are most effective with novice learners may be less effective when working with more expert ones. Primary-age pupils are likely to need more prompts and structure than older pupils for retrieval practice to work well, for example.

In the end, cognitive science does not provide a recipe for what teachers should do, but rather should inform their repertoire of approaches. And of course, it forms only one part of teachers' extensive knowledge and expertise.



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Reviews

BOOK REVIEW



The Equal Classroom

Author: Lucy Rycroft-Smith with Graham Andre

Publisher: Routledge

Reviewer: Claire Nicholls, leader of inclusion, Ashton Park School

The Equal Classroom opens with a story of unwanted touching. To some, this will be shocking. To others, sadly familiar. It serves as an introduction to Lucy Rycroft-Smith's style: honest, personal and to the point. This is not a gentle introduction to the thinking around gender in the classroom. The reader should be prepared to be challenged as the subtitles says, this is "life-changing" thinking, after all.

The book is unapologetically ideological, righteously angry and insistent on change. While this is what endears me to it, I initially feared those same traits could make it too intimidating for some. However, Rycroft-Smith is endlessly patient with her reader. The many asides and the conversational tone mean that any questions are usually answered within a few sentences, if not later in the book.

The content is far more in-depth than a simple introduction to issues surrounding equality, but very familiar to someone with previous knowledge of them. At points, this meant I found myself wondering who the intended readership is. I tried to put myself in the position of someone who does not agree with the equalities "agenda". Would I be convinced by the claims made?

This is where the structure of the book adds a lot of value. I particularly admire the "strongest arguments and why they're wrong" sections; addressing these concerns head on and making it clear that those who will benefit most from this book are those who have started to grapple with these issues and

want to deepen their thinking.

The subtitle, "Life-changing thinking about gender" undersells the scope of the book. This is not just about gender but about so much more. Sexuality, identity, sex and menstruation all get a mention. Even I – a veteran of being unashamedly candid – paused for a moment at some of the content. Yet no sooner had the phrase "too much" entered my mind, I reminded myself that this is exactly Rycroft-Smith's point, and perhaps her motivation in writing this book.

There are too many taboos, too often not talked about, and in the year of the long-awaited introduction of statutory sex and relationships education, we need to get used to having these conversations; toddlers and teenagers will not give us the luxury of being coy about these issues. They will ask, and we need to be prepared.

I have focused on Rycroft-Smith's voice, but hers is not the only one here. The book is interspersed with chapters giving "an expert view" and Graham Andre adds his take on each issue. This is part of the book that didn't connect with me in the same way. Andre has done a lot of work in this

area, but for me did not add to Rycroft-Smith's expertise.

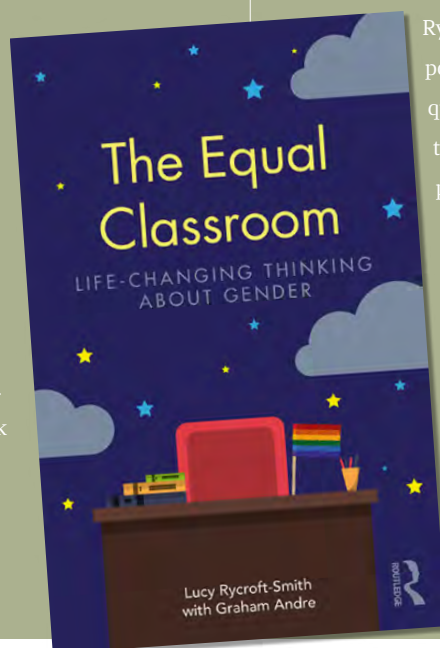
Given that both authors acknowledge some areas are beyond the scope of their lived experience, the expert chapters could have been an opportunity to add more diverse voices. For me, these chapters raised an interesting question about who we consider experts and the voices we prioritise; I would have liked to hear more from staff and pupils affected by these issues.

Some of the ideas in this book may challenge some readers. They may seem far-fetched or extreme examples, which do not apply in "real" classrooms. For those of us immersed in this world though, it is refreshing and validating to see ourselves and our loved ones represented in these pages.

The Equal Classroom is passionate and opinionated, but these are not merely opinions;

Rycroft-Smith strengthens her points with quantitative and qualitative research throughout to great effect, without ever presenting dry academic text.

In the introduction, Rycroft-Smith writes of the book that "it feels like a conversation to me". I wholeheartedly agree and encourage you to join in. It may take some readers a while to feel comfortable with Rycroft-Smith's style, but stick with it. You will learn an immense amount.



Reviews



Our reviewer of the week is James Pope, director of Whole Education and founder of InspirEDucate

@popejames

Time to find and compare Schools – Start Now

@LeadingLearner

Stephen Tierney kicks off the new decade with a succinct description of a perennial problem. Focusing on a seemingly innocuous date in the calendar, the “third Thursday in January”, he sets out the importance of this date for secondary school leaders, their schools and, most importantly, their Year 11 students. Of course, it isn’t the date of the census itself that is important, but rather the influence it has on performance tables and Ofsted outcomes, and the wildly different approaches to inclusion that occur as a consequence. With a withering eye, Tierney provides an extreme example of how the approaches of two schools can differ, leaving one vulnerable to the vagaries of the accountability system while the other is lauded for its excellent practice. Coinciding nicely with the publication of Ofsted’s “stuck” schools report, and finishing with a timely call for change, this post is a reminder of the impact of the unintended consequences that mar our education system.

TOP BLOGS of the week

Rethinking Diversity in Our Curriculum

@ashish_kundi

At a time of significant thinking about the design and content of our curriculum, this post explains the importance of diversity and equality to that effort. Starting with a description of the limited opportunities for students to experience diversity in their lessons, Ashish goes on to reason that it is important to embed a global ethos in the curriculum for all students, especially those whose experience outside of school may be limited to extreme views. Ashish acknowledges that this thinking is happening, but fairly asks whether it is consistent and whether it is enough. He makes a strong argument that the role models we present to young people in all areas of study should be diverse, and asks us to consider the impact that doing this could have on the engagement, empowerment and ambition of all young people.

Schema-Building: A Blend of Experiences and Retrieval Modes Make for Deep Learning

@teacherhead

The ever-prolific Tom Sherrington kicks off the year with another detailed and insightful post on the process of learning. Here, he highlights the usefulness of conceptual models that help us to understand learning better, before going on to warn of the dangers of over-simplification and divorcing

these models from real-world “complex” learning. Sherrington provides us with precise definitions of terms like “learning”, “remembering” and “understanding”, and explores how they intertwine with student agency, before going on to explain the reasons why students may have knowledge gaps which make the building of effective schema difficult. Finally, he explains how a rich curriculum with teaching approaches that reflect the complexity of the learning process can both avoid a reductive approach and build student learning. One for anyone with a passion for teaching and learning to factor into their own schema!

In Education: To Whom Should We Listen?

@debsnet

This blog post comes straight from the stage of the International Congress for School Effectiveness and Improvement (ICSEI) which took place in Marrakech at the start of January. It is a transcript of the eight-minute presentation given by Dr Deborah Netolicky – a passionate monologue using metaphor to describe the experience of working in education, as a teacher and as a leader. Touching on performativity and jargonistic buzzwords, then pausing to ask the titular question, it is an important reminder that education can only benefit from the promotion of a diverse set of voices.

Diversity is the key to our survival

@elly_chapple

Continuing the theme of diversity, this post was written to accompany last week’s Diverse Educators III event. Chapple writes about diversity as a celebration of humanity and the contribution that we can all make to nature’s symphony. The post is lyrical about the need to flip the narrative and the lens through which we observe each other, and to participate collectively for the benefit of all. It is not explicitly about education (but of course it is) and I can think of no finer message to start a new decade.

CLICK ON REVIEWS TO VIEW BLOGS +

WEEK IN WESTMINSTER

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

SUNDAY

Shadow education secretary Angela Rayner was in hot water over the weekend. She likened the mistaken identity among white MPs with regional accents with the plight of black colleagues who get confused for one another because of the colour of their skin.

In response to stories from new MPs Abena Oppong-Asare and Florence Eshalomi about being confused with other black members, Rayner tweeted that she and fellow MP Jess Phillips "often have the same problem because we both have an accent despite them being totally different".

She subsequently deleted the tweet, and said she "would in no way compare [accents] to my colleagues who are mistaken due to the colour of their skin". Oh, so that's all right then...

TUESDAY

It was a proud moment for former teacher, NUT activist and Schools Week columnist Emma Hardy as she took her position on the front bench in her first outing with the shadow education team.

The Labour MP for Hull West and Hessle – and new shadow FE and HE minister – joined Rayner and shadow schools minister Mike Kane as they faced ministers for a debate on the education elements of the Queen's Speech this week.

Hardy is tipped to go far in the party, and there are even rumours she could be a potential replacement for Rayner if the shadow ed sec wins the Labour deputy leadership.

The MP for Northern Rocks appears to be on a roll!



Emma Hardy MP
@EmmaHardyMP

Honoured to be on the front bench with @AngelaRayner as we take the government to task over their awful education policies and spending record. #Parliament #education



During the debate, education secretary Gavin Williamson spoke of the need for the free schools programme to grow outside London and the south east.

Funnily enough, Rachel Wolf, former Downing Street adviser and co-author of the Tory manifesto wrote exactly the same thing in a Conservative Home article less than a week beforehand.

If Wolf's influence over government education policy was ever in any doubt...

WEDNESDAY

News came today of more changes in the Labour shadow edu-team. MP Tulip Siddiq has returned after an absence of a few years, replacing Tracy Brabin as shadow early years minister following the latter's elevation to the role as culture secretary.

She resigned from the same post in January 2017 over Labour's decision to impose a three-line whip in the vote to trigger Article 50.

THURSDAY

Gavin Williamson has been at the DfE since last July, but he

doesn't appear to have made much of an impression on everyone within Sanctuary Buildings.

When a staff member – who we'll keep anonymous – was told by a visitor they were here to visit Gavin Williamson, the staffer had to double-check Gav definitely worked in the department.

D'oh! Maybe Gav needs to do another round of introductions...

Everyone seems to have something to say about the decision of the Duke and Duchess of Sussex to step back from their royal duties.

While many focused on the racism Meghan has faced since she started dating Harry, others saw an opportunity to promote their business.

"#ThrowbackThursday to simpler times..." tweeted PR and lobbying firm PLMR, accompanied by a picture of its head of education Ollie Lane with the royal couple in 2017.

"If you find yourself in a comms crisis, contact @ollielane10 and @PlmrLtd" Classy.



PLMR
@PLMRLtd

#ThrowbackThursday to simpler times... If you find yourself in a comms crisis, contact @ollielane10 and @PlmrLtd at info@plmr.co.uk



200TH Edition

Celebrating 200: Some of our greatest hits

Schools Week is 200! Now in our sixth year, our story has been read more than 23 MILLION times.

It's an incredible achievement. But while we're super-chuffed with the stats, that's not how we judge our success.

The reason we're here is to ask the hard questions, to expose wrongdoing and reveal the consequences of poor policy – and hopefully to change things for the better.

This is exemplified by our string of exposés on the government's shady plan to turn teachers into immigration police by collecting data on pupils' nationalities. This led to the policy being ditched.

A more recent win for our journalism was the advertising watchdog ruling that the Parliamentary Review magazine was "misleading" over its links to parliament.

Chief reporter Freddie Whittaker had earlier exposed how the magazine approached headteachers

across the country, claiming their school had been selected to feature in an article and to attend a glitzy gala in Westminster.

But heads who responded were later asked to stump up thousands of pounds to be featured. Headteachers felt they were being duped, so we stood up for them.

It wasn't an easy story: it had to be handled incredibly delicately amid legal threats from the Parliamentary Review.

The magazine has now been ordered to change its ways.

Our front-page last year revealing how hundreds of schools were facing nativity play disruption because of the December election was also a highlight.

It made national news, with the government quickly establishing a "grinch fund" to ensure no plays were axed. (Hat tip to our amazing designer Nicky Phillips for our front page, see image.)

Another big scoop was our fact-check on Johnson's

pledge to up school funding to £5,000 for every secondary pupil. We did the maths and found out the promise

worked out as a measly £50 million extra (or a 0.1 per cent increase!).

Johnson – at the time battling to be the Conservative Party leader – was widely mocked in the national press after our revelation and soon upped his funding pledge to a £4.6 billion.

Finally, we couldn't do any of this without our loyal readers and contributors. You are our eyes and ears in the sector, you shape our stories and, more generally, absolutely rock. Thank you!

Here's to the next 200 editions.



OUR 10 MOST-READ STORIES



Nerd note: The ten most read are news stories only, we've discounted some quick-turnaround statistics pieces (ie key stage 2 results stories do VERY well). We've also not included our signature speed-read/explainers, which are also hugely popular (particularly those on Ofsted and teacher pay).

1

Government inquiry launched as primary test leaked online



Date: April 20, 2016

2

Schools must collect data on immigrant children, from autumn



Date: June 23, 2016

3

3-year GCSEs? No 'outstanding' for you



Date: December 6, 2019

4

Edexcel grade boundaries leaked ahead of A-level results day



Date: August 15, 2018

5

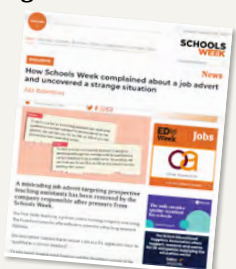
Government U-turn on early-years foundation stage profile after baseline scrapped



Date: August 11, 2016

6

How Schools Week complained about a job advert and uncovered a strange situation



Date: October 6, 2017

7

Edexcel and OCR grade boundaries leaked ahead of A-level results day



Date: August 14, 2019

8

Investigation launched after pupils given question 'copied' from textbook



Date: June 13, 2019

9

Death of 4-year-old boy prompts calls for review of schools' absence approach



Date: June 6, 2017

10

Home education doubles, with schools left to 'pick up pieces' when it fails



Date: July 7, 2017

200TH Edition



Stan
with apologies to Peter Blake



Got a story Get in touch.

**SCHOOLS
WEEK**

CONTACT:
NEWS@SCHOOLSWEEK.CO.UK
OR CALL 0203 4321 392

200TH Edition

Celebrating 200: Award-winning ways

Schools Week's dogged reporting to get past the bluster on education policy has not gone unnoticed.

We're incredibly proud that several of our reporters have picked up prestigious awards for their journalism – a tradition that started with a bang in our first year of operation.

Schools Week reporters picked up four awards at the 2015 Chartered Institute of Public Relations Education Journalism Awards.

Sophie Scott won the "outstanding data education commentary" award and finished runner-up in the "most promising newcomer to education journalism category".

The latter was won by John Dickens (now Schools Week editor) for his story uncovering how the school attended by then prime minister David Cameron's child was breaking the law regarding asking for parental donations.

Freddie Whittaker (now chief reporter) also came runner-up that year in the "outstanding apprenticeship and skills journalism" category.

The following year, 2016, saw Dickens – by then chief reporter – win the "outstanding national education journalism" gong at the awards.

In 2017, we had two runner-up spots – reporter Jess Staufenberg in the "most promising newcomer to education journalism" and Alix Robertson – who



Shane Mann, John Dickens and Nick Linford at British Journalism Awards 2019



Pippa Allen-Kinross in 2018

was then working at Schools Week – in the "outstanding further and vocational education journalism" category.

The paper was back to winning ways in 2018 when reporter Pippa Allen-Kinross picked up the award for "most promising newcomer to education journalism" for her



Freddie Whittaker, Sophie Scott, John Dickens and Laura McInerney in 2015

work uncovering academy scandals.

We then had another big win last year, when Dickens won the "specialist journalism" award at the British Journalism Awards for his work exposing the government's cost-cutting reports.

DESIGN TIMELINE: THE CHANGING FACE OF SW



SEPTEMBER 2014

Edition 1 of the then Academies Week ...



JANUARY 2015

... but the name was soon gone, Edition 14 was our first as Schools Week.



JUNE 2018

Edition 142 was our first after a digital makeover.





EMPLOYEE ENGAGEMENT MANAGER

We are looking to appoint an enthusiastic, self-motivated, flexible and organised Employee Engagement Manager to oversee the HR administrator and to support Trust Operations Team.

This is a full-time position based in the Trust's HR Office and will involve movement between Trust sites.

Applicants will have experience of working at a senior level within a Human Resources function.

The role is diverse; and includes ownership of the Trust's new HR recruitment and management information system and supporting the Operations Team with a variety of office and hospitality functions.

You should have a flexible approach, an ability to work with discretion and confidentiality.

The Trust is constantly investing in our staff and will always share your commitment to your continued professional development.

For more information, please contact Bryan Hunt, Finance Director recruitment@lionacademytrust.net or visit <http://www.lionacademytrust.net/opportunities/vacancies>

Closing date: Friday 24th January 2020 – 12pm

Interviews: Thursday 30th January 2020



HEADTEACHER/HEAD OF SCHOOL

Perry Hall Multi-Academy Trust consists of six schools based in Wolverhampton, Tamworth and Worcester.

Our Trust vision is to enable individual academies to flourish with autonomy, whilst ensuring a strong ethos of support and collaboration across our schools.

Teachers within our Trust belong to a community of professionals, and benefit from a wide range of networks and development opportunities.

Stanley Road is an exciting place to work that celebrates the diversity of its children and staff. Due to the Headteacher retiring, we are looking to appoint a Headteacher/Head of School depending on experience.

Those we recruit are able to demonstrate that they share our values, are enthusiastic to work with colleagues within and beyond their school. They work to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If this is you, we would be delighted to receive your application.

Please visit www.perryhallmat.co.uk/career-opportunities/ for further details



Christ the King College

HEAD OF SCHOOL

Salary: £75,936 - £83,757LS Pt 26 to 30 (this could be increased for an exceptional candidate)

We are looking to appoint an exceptional leader to the position of Head of School at Christ the King College, a joint Anglican and Catholic school. This is an exciting time to join a school that has just moved into a £26m new building.

We are looking for someone who is a practising member of the Catholic or Anglican tradition with a clear vision of Christian based Education. This is an excellent leadership opportunity for an optimistic person who has energy, drive and a relentlessly positive outlook on the raising of standards. It will suit someone who has the aspiration for Headship.

Closing Date: Sunday 2nd February 2020

Interviews will take place on the 12th and 13th February 2020

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. These posts are exempt from the Rehabilitation of Offenders Act 1974 and the successful applicants will be expected to undertake enhanced DBS checks.



SENIOR RESEARCHER

Contract Type: Two-year fixed term OR Project-based contract

Location: Westminster, London (flexible/distance working is possible, please ask)

At the CSJ, we're looking for one final person for our project team. We already have a data analyst, a researcher and team lead, and now we're looking for a Senior Researcher with a background in education research and/or working in schools or AP.

We are looking for an analytical and innovative individual with excellent research skills to join the Education unit. We're looking for someone who can problem-solve in a strategic, political way, drawing on a real-world understanding of the circumstances that lead to school exclusions. Leading on the AP improvement work, you will need to identify problems on the ground, collaborate on research to more accurately determine the local and national picture, and co-construct solutions to improve provision nationally. If you want to help change policy and practice in this area, then we'd love to hear from you.

For more information, please visit <https://bit.ly/2MT6DmY>



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

PRINCIPAL

Background

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

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

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

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

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

If you are passionate about innovative education, have a commitment to personal excellence and are ready for a new challenge, we welcome your application. For further information about the role, please refer to the recruitment pack on our website.

To apply for this position, please follow the link to our website and complete an application form at www.mossbourne.org/vacancies
You can also follow us on LinkedIn page at <https://www.linkedin.com/in/mossbourne-federation-663a96188>

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

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



The Athelstan Trust has vacancies for two positions. We are looking to recruit two outstanding teachers.

Your support to our leaders and teachers will be vital in ensuring that all our schools achieve the same successes. Joining a school improvement team led by the CEO, you will use your passion, subject knowledge and expertise to drive forward the quality of teaching and learning. This is an exciting role that requires flexibility, a team spirit, and a willingness to learn and it will suit individuals who want to take a step-up and work at a more strategic level across a range of schools.

Lead Practitioner Mathematics

L11-L15 (£52,643 - £57,986)

From September 2020 or sooner

Closing Date: 3 February 2020 at noon

Interviews: 12 February at Bradon Forest School

The successful candidate will:

- be an outstanding teacher with a proven track record of securing sustained excellent outcomes
- have up-to-date knowledge of subject curricula and assessment requirements
- be proficient in teaching Mathematics, preferably to A Level
- have proven experience of identifying and implementing effective strategies for improving attainment in Mathematics in challenging schools at KS3 and KS4
- have a highly effective style that is both consultative and influential
- be able to demonstrate resilience, motivation and commitment to driving up standards of achievement
- be able to work across a group of schools and show significant impact in developing capacity and improving outcomes for young people

Lead Practitioner English

L11-L15 (£52,643 - £57,986)

From September 2020 or sooner

Closing Date: 3 February 2020 at noon

Interviews: 13 February at The Dean Academy

The successful candidate will:

- be an outstanding teacher with a proven track record of securing sustained excellent outcomes
- have up-to-date knowledge of subject curricula and assessment requirements
- be proficient in teaching English, preferably to A Level
- have proven experience of identifying and implementing effective strategies for improving attainment in English in challenging schools at KS3 and KS4
- have a highly effective style that is both consultative and influential
- be able to demonstrate resilience, motivation and commitment to driving up standards of achievement
- be able to work across a group of schools and show significant impact in developing capacity and improving outcomes for young people

The Athelstan Trust is a Multi-Academy Trust consisting of three secondary schools (Bradon Forest, Malmesbury School and The Dean Academy) in Wiltshire and Gloucestershire with another approved to join in April. Our schools share a deep commitment to delivering an excellent comprehensive education to all our students.

Please send an application form and a letter of application, no more than two sides of A4, outlining how your skills and experience make you a suitable candidate to admin@theathelstantrust.org

An application pack is available on the Athelstan Trust's website: <https://theathelstantrust.org/about/trust-vacancies/>



TRAINERS (HOME BASED) x 2

Trainer: £29,217- £33,913



The Bell Foundation is a Cambridge based educational charity working to overcome exclusion through language education and is delivering its vision through strategic programmes, the English as an Additional Language (EAL) Programme and the Criminal Justice Programme.

The Foundation has a rewarding opportunity for two home based trainers to work within a growing, dynamic team to develop and deliver innovative training and resources to create a positive impact for learners with EAL. It is an exciting time to join as our programmes grow and scale.

You will play a key role in the development and implementation of digital, blended and face to face training courses as part of the Foundation's EAL Programme to impact on the effective support and teaching of pupils with English as an Additional Language. You will also support the Criminal Justice Programme to develop training and resources for the Criminal Justice Sector.

You will have a proven track record of developing and delivering high quality EAL training to schools and experience of working in a comparable role. This full-time role requires experience of creating digital content and resources for educational,

learning and teacher training audiences and a sound understanding of what constitutes effective and evidence informed CPD.

With excellent digital, communication and interpersonal skills, you will be a self-starter with a can-do attitude with excellent attention to detail and an eye for quality with the ability to critically evaluate and review.

This is a home based role with two days per month from The Bell Foundation Cambridge office. As the EAL programme is delivered in different regions, you need to be willing to travel across UK.

To apply

To download further information please visit: <https://www.bell-foundation.org.uk/about-us/vacancies/>

Closing date: 17:30 on Monday 3 February 2020

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