

# SCHOOLS WEEK

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



'Ofsted is right to tackle 3-year GCSEs'



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Schools face £500m bill to cover pay hikes



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Girls in STEM: Former Trojan horse school leading the way



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- Organisation wasn't even education provider, as required by government rules
- Demands for inquiry over DfE vetting process as data used by gambling firms

INVESTIGATES

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# SCHOOLS WEEK

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# DATA BREACH FIRM GIVEN ACCESS DESPITE DfE PROBE

BILLY CAMDEN

@BILLYCAMDEN

EXCLUSIVE

The founder of a firm at the centre of a major education data breach involving betting companies was subject to a previous government investigation.

Unions are now demanding an independent investigation over how the Department for Education gave the firm, which offers screening checks, access to the Learning Records Service database.

The LRS contains the names, ages and addresses of 28 million young people aged 14 and over in schools and colleges across the United Kingdom.

The Education and Skills Funding Agency launched an investigation this week after the *Sunday Times* found the LRS had been accessed by data intelligence firm GB Group – whose clients include 32Red and Betfair among other gambling companies.

GB Group used the LRS for age and identity verification services for its clients. But the newspaper claimed one gambling firm had boosted the numbers of young people passing its identity checks by 15 per cent by using the database.

According to the department, the “education training provider” which “wrongly provided access” to the LRS was Trustopia.

But an investigation by sister paper *FE Week* has found that not only is the firm not registered as a provider – it’s co-founder Ronan Smith was subject to a government investigation in 2017. His training company later went bust – leaving learners in thousands of pounds in debt.

Kevin Courtney, joint general secretary of the NEU, said: “There needs to be an urgent investigation looking at the criteria the DfE uses to grant access to the data and the identities of organisations which already have access.

“Given the hugely sensitive nature of this data it is also vital that there are rigorous checks on any organisations which are granted access.”

Privacy rules state that a young person’s personal information should only be accessed through the LRS by organisations “specifically linked to their education and training”.

The DfE suspended access to the system this week in order to carry out the “necessary checks to ensure data security”. It reopened yesterday (Thursday).

The department said the company had access to the LRS because they registered with a UK



Provider Reference Number (UKPRN) on the UK Register of Learning Providers (UKRLP) as an apprenticeship provider.

But our investigation has found Trustopia is not on the government’s approved register of apprenticeship providers. Its “nature of business”, according to Companies house, is “other information technology service activities”.

Smith declined to comment on the breach, but did confirm Trustopia is not a training provider.

A previous investigation by *FE Week* exposed how any company can gain a UKPRN within 24 hours, simply by providing their limited company number. A DfE spokesperson would not say why Trustopia was given access to the LRS, or what it used the service for, adding a “full investigation is underway”.

The Information Commissioner’s Officer, the government’s data watchdog, is now “making enquiries”.

Prior to co-founding Trustopia, Smith ran a training company called Edudo. It was investigated by the ESFA in 2017.

The ESFA would not say why, but subsequently terminated the firm’s contracts which were used

to deliver courses paid for by a government loan.

Smith then transferred Edudo’s assets to a new company called Learning Republic, which went bust.

Hundreds of learners were subsequently left with thousands of pounds in debt – and no qualifications.

Smith declared as bankrupt in November 2019.

Juliana Mohamad Noor, from the National Union of Students, said the DfE has “failed these young people by not performing the relevant due diligence” and called for a “full investigation to ensure no more harm is done” to the youngsters involved.

A DfE spokesperson said Trustopia “broke their agreement with us. This was completely unacceptable and we have immediately stopped the firm’s access and ended our agreement with them. We will be taking the strongest possible action.”

A GB Group spokesperson said they take the claims “very seriously and, depending on the results of our review, we will take appropriate action.”

Trustopia did not respond to requests for comment.

Schools Week reported in November how the department is already facing action over “wide ranging and serious” data protection breaches. The ICO said there were “clear deficiencies in processing of pupils personal data by the DfE”.

## News

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## Ofsted legal challenge over 'inflammatory' leaflet

PIPPA ALLEN-KINROSS

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EXCLUSIVE

An Islamic girls' school has launched a legal challenge after being rated 'inadequate' because inspectors discovered an "inflammatory leaflet" advertising a conference held in the 1990s on a bookshelf in the library.

Birchfield Independent Girls' School in Birmingham insisted they had no idea the leaflet was there and said it "has no place in our teachings, curriculum or ethos".

The leaflet dates from 1994 and advertises an Islamic conference held in Wembley Stadium that year.

Ofsted found pupils were "not safe from potential radicalisation" and rated safeguarding "ineffective".

But a spokesperson for the school said: "Sadly, we are not the only faith-based independent school to fall victim to Ofsted's draconian and inconsistent inspection practices. It remains a growing and dissatisfactory issue which must be addressed."

The inspection report, published yesterday, said it was a "seriously inflammatory leaflet that encourages radicalisation".

The leaflet included warnings that "the sons and daughters of Islam are under continuous attack by the forces of non-Islam", and promotes the Khaleefah, or "total rulership of Muslims over the world".

"A web-based search of the meeting could lead pupils to views promoting the proposed supremacy of Muslims in the world," inspectors warned.

The report said the sentiments expressed in the leaflet "did not reflect the views of pupils", who are "taught to accept everyone, whoever they are" and learn to "build and strengthen bridges" with other religions as part of the inter-faith forum.

It said staff are quick to respond to any safeguarding concerns, but the presence of the leaflet itself "means safeguarding in the school is ineffective".

Leaders at the school were not able to explain the presence of the leaflet or why it was "openly displayed on a library shelf".

The report commended the school for delivering an improved and broad curriculum in "fun and interesting ways", strong GCSE results, "mutual respect"



between staff and pupils and good behaviour. It was rated 'good' for quality of education and personal development.

However, it said the school, which charges annual fees of £2,250, had not met all independent schools standards because the inflammatory leaflet meant pupils "are not being adequately protected from the dangers of potentially extremist material".

A spokesperson for the school said they were "deeply disappointed" with the judgments which "in no way reflect the paramount importance that we place on safeguarding, nor the evidence base collected by inspectors".

"It is simply unacceptable for Ofsted to undermine all of the hard work put in by staff and pupils when coming to wholly inaccurate judgments of schools.

"We continue to challenge the decision-making which led to our inspection judgments and await Ofsted's legal response."

Ofsted's annual report, released on Tuesday, found that just 61 per cent of independent faith schools were judged 'good' or 'outstanding' at their most recent inspection, compared with 80 per cent of non-faith independent schools.

Sixty-one per cent of Muslim schools reached the top grades, compared to 76 per cent of Christian and 39 per cent of Jewish schools.

Last year, 40 per cent of the 158 warning notices issued to underperforming private schools went to faith schools. Islamic schools alone received 27 per cent.

A spokesperson for Ofsted said: "Our inspection handbook makes it clear that a setting will be rated inadequate if it is considered that safeguarding is ineffective."

## FREE SCHOOL PUSHED PARENTS TO HOME-ED

A free school has been rated 'inadequate' after inspectors found it encouraged parents to home-educate or find different schools for their children.

Heyford Park Free School in Oxfordshire has been told to "eliminate the practice of off-rolling".

The school was warned that leaders have "failed in their statutory duty to ensure that the school provides an inclusive education".

A spokesperson for Heyford Park, run by The Heyfordian School Trust, said it had commissioned an external expert who was "scrutinising all those who have left the school recently" and they were "carefully monitoring the circumstances" of all pupils leaving the school.

## FLEEING INSPECTOR FINDS FIRE DOORS FAILED

An Ofsted inspector discovered fire escapes at a proposed private school failed to operate – while trying to escape when a kitchen fire set the alarm off.

Empire Coaching Academy's proposed site at Smithfield House, Birmingham, was deemed "not likely to meet" independent schools standards and failed a pre-registration inspection.

Pre-registrations are conducted by Ofsted, who report the findings to the Department for Education.

Lead inspector Dan Owen said he couldn't escape on the ground floor because a "magnetic door exit would not operate properly", while a second fire exit was "tied shut on the inside with a power cable".



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# Schools face £500m bill over 3% pay rises

JOHN DICKENS

@JOHNDICKENSSW

The government has proposed an overall three per cent rise in teacher pay, but has weighted the largest hikes towards new starters.

The proposals mean starting salaries would increase in September to £26,000 outside of London, a rise of 6.7 per cent.

Meanwhile, those on the upper and leadership pay scales would get a 2.5 per cent increase.

A spokesperson told *Schools Week* that the remaining teachers will also get pay rises in between those ranges, but on a sliding scale based on experience.

Gavin Williamson (pictured), the education secretary, said the proposals “mark the biggest reform to teacher pay in a generation”.

But there will be no extra funding to cover the rises, which will cost schools £455 million.

In its response to the School Teachers' Review Body, the government said the rises were “affordable” because of the additional £2.6 billion being pumped into the schools budget in 2020-21.

As £780 million of this is for SEND funding, and now with another £455 million swallowed up by teacher pay rises, that leaves just £1.4 billion.

Geoff Barton, general secretary of the Association of School and College Leaders, said that it is “obvious that many schools will not have enough additional funding to cover the increased costs. It will necessitate further savings, which will mean reducing teachers, support staff, or both.”

The STRB will make its recommendations later this year, but the final decision lies with the Department for Education.

Explaining its proposals, the DfE highlighted that England is below the

## THE DfE'S PREFERRED PAY PROPOSAL FOR 2020 ...

	New Structure	Existing Structure	Change (£)	Change (%)
M1	£26,000	£24,373	£1,627	6.7%
M2	£27,820	£26,298	£1,522	5.8%
M3	£29,767	£28,412	£1,355	4.8%
M4	£31,851	£30,599	£1,252	4.1%
M5	£34,081	£33,009	£1,071	3.2%
M6	£36,870	£35,971	£899	2.5%
U1	£38,595	£37,654	£941	2.5%
U2	£40,025	£39,049	£976	2.5%
U3	£41,502	£40,490	£1,012	2.5%

## ... AND POTENTIAL PAY SCALES FOR 2022

	New Structure	Existing Structure	Change (£)	Change (%)
M1	£30,000	£24,373	£5,627	23.1%
M2	£31,467	£26,298	£5,169	19.7%
M3	£33,006	£28,412	£4,593	16.2%
M4	£34,620	£30,599	£4,021	13.1%
M5	£36,313	£33,009	£3,303	10.0%
M6	£38,172	£35,971	£2,202	6.1%
U1	£39,958	£37,654	£2,305	6.1%
U2	£41,904	£39,049	£2,855	7.3%
U3	£43,954	£40,490	£3,464	8.6%

OECD average for starting salaries. However, after 15 years, teacher salaries compare more favourably.

The graduate-age population is also due to shrink in coming years, meaning the market will be more competitive.

The DfE has pledged starting salaries will rise to at least £30,000 by 2022. They state this will be more “memorable” than “twenty-something thousand” and make the profession “among the most competitive in the graduate labour market”.

The DfE's own analysis suggested the proposed changes could see over 1,000 extra teachers retained per year by 2022-23.

However, this represents just 0.25 of a percentage point of the

current leaver rate of 9.8 percentage points. The DfE also said there is “significant uncertainty around this estimate”, which mostly depends on

“economic factors”.

Kevin Courtney, joint general secretary of the NEU, said the proposals “create widespread dismay” and insisted the increases to starting pay “need to be replicated across the teacher workforce”.

The National Education Union wanted a seven per cent rise.

He added: “Starting pay needs to be increased significantly to attract new recruits to teaching, but we need to stop the loss of experienced teachers too.”

Paul Whiteman, general secretary of the National Association of Headteachers, said a 2.5 per cent pay rise for senior leaders “will not redress the real-terms losses they have endured in the past decade”.

The teachers' pay grant from 2018 and 2019 will continue next year. The department intends to roll the funding into the national funding formula and is part of the overall increases in funding.

Ministers have also asked the STRB to “consider the role of progression to the upper pay range”. While starting salaries will be hauled up, it means early-career pay rises will become flatter (see chart below).

The DfE said this may lend itself to a “streamlined progression structure across a single classroom teacher pay range”.

## HOW FLATTER PAY RISES WOULD WORK

	Progression between each point	
	Existing	New structure
M1 to M2	7.9%	4.9%
M2 to M3	8.0%	4.9%
M3 to M4	7.7%	4.9%
M4 to M5	7.9%	4.9%
M5 to M6	9.0%	5.1%
M6 to U1	4.7%	4.7%
U1 to U2	3.7%	4.9%
U2 to U3	3.7%	4.9%





# Teacher pay



## 6 fascinating facts on pay, vacancies and hours worked

The Department for Education published its evidence to the School Teachers' Review Body this week. The submission included statistics on the teaching workforce that back up its recommendations. We've had a rifle through and picked out six super-interesting nuggets from the data.

### 1 Pay is inching up but is still outstripped by inflation

The average pay of regular classroom teachers in state-funded schools, as of November 2018, was £36,800 – an increase of two per cent compared to November 2017 (£36,100).



It's a worse outlook for school leaders – their pay rose by just one per cent, from £55,000 to £55,600 over the same period.

To put this into some sort of context – the 2018 inflation rate was 2.48 per cent. In the year to November 2018, the average house price rose by 2.8 per cent.

### 2 Secondaries beat primaries on pay

Leaders in maintained secondary schools get paid "significantly more" than their counterparts in maintained primaries.



The average salary of primary leaders was between £51,200 (in academies outside London) to £61,300 (local authority-maintained schools in inner London).

In secondaries, average pay ranged from £57,900 (for schools outside London) up to £69,800 (for LA-maintained schools in inner London). There's no explanation as to why – answers on a postcard please!

### 3 Big difference between council vs academy, too

The above also shows a pattern we've previously reported – staff get paid more in LA schools compared to academies. This also extends to leaders.



Average salaries for leadership group roles in LA-maintained primary schools are £52,300, compared to £51,200 for academies (these figures are solely for schools outside London).

Interestingly, this doesn't hold for secondary leaders – who are paid exactly the same (£57,900) in both academies and LA schools (although academy leaders in London do get paid more. For instance, those in London fringe schools get £1,000 more).



### 4 LA schools are more likely to top up salary with allowances

Nationally, 77.8 per cent of schools use allowances – down from the peak of 78.8 per cent in 2013. But there's big difference in regions.



Just seven in ten schools in Yorkshire and the Humber pay any allowances, compared to over 87 per cent in London.

The most popular allowances are for teaching and learning responsibility (TLR). Others include recruitment and retention, and special-educational needs payments.

TLR payments were also higher on average in secondary schools compared to primaries, and higher in LA-maintained schools than in academies.

### 5 Vacancy rates are creeping up...

The vacancy rate remains pretty low (0.3 per cent) but has been rising since 2012 (when it was 0.1).



The east of England has the highest vacancy rate, at 0.4 per cent.

However, at secondary level, the vacancy rate as a proportion of classroom teachers in post has increased from 0.3 per cent in 2011, to 1 per cent in 2018. Maths, information technology, all sciences and English have "above-average" vacancies.

But the proportion of schools reporting a headteacher post being temporary filled has decreased, from 1.2 per cent in 2011, to 1 per cent in 2018.

### 6...but hours taught by non-specialist teachers is rising

There has been a small rise in the percentage of hours taught by non-specialist teachers in most EBacc subjects (apart from maths and physics, which have remained stable).



However, a quarter of physics hours are still taught by a non-specialist. The worst-hit subjects are languages; Spanish had 38 per cent, and "other modern languages" 42.4 per cent. (Although the report does flag the definition of "specialist" doesn't take into account the native tongue of the teacher.)

Meanwhile, the hours taught by a non-specialist was 12.9 per cent for maths and 10.5 per cent for English. It means an additional 8,500 specialists would be needed in both subjects to cover those hours.



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# Academies

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## AP TRUST BLAMES LATE PAYMENT FOR FINANCIAL WOES

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EXCLUSIVE

An alternative provision trust has disclosed fears about “ongoing financial sustainability” – blaming late payments from cash-strapped local authorities.

New accounts for TBAP Trust show it needed a long-term cash loan from the government this year, which increased its borrowing to £1.9million, up from £950,000 the year before.

Government trouble-shooter Angela Barry has joined the troubled trust, which is now overhauling its business plan.

In its 2018-19 accounts, the 11-school trust criticised the national funding model for alternative provision, which it said means “cash flow is a constant challenge”.

Funding for AP schools, which cater for vulnerable and excluded pupils, is a mixture of government funding and money paid by commissioners who use their services, including local authorities and mainstream schools.

TBAP accounts state several commissioners have recently decided to change the funding basis for places which will “have a negative

impact on the trust’s financial position” in the future. They also warned of a “financial risk” caused by “inconsistent” financial arrangements and reducing numbers.

The accounts criticised late payments from councils too, which make up 55 per cent of TBAP’s total funding.

Dave Whitaker, executive principal at AP provider Springwell Learning Community in Barnsley, said high-needs funding is a “real postcode lottery” where local authorities hold the “purse strings”.

“This leads to a lack of consistency and fairness in the system, varying degrees of funding and fluctuating places leading to complex financial planning and local arrangements that vary greatly.”

Schools Week revealed TBAP uncovered a shock £2.4 million deficit in 2018.



Seamus Oates

Last year a restructure saved £1.1 million. In December the trust received £275,000 non-recoverable additional government funding.

TBAP, which is preparing to give up two of its schools, ended the year with a surplus of £217,000 for the first time in three years. Accounts show chief executive Seamus Oates received a pay cut from at least £195,000 to £170,000.

The trust, under a financial notice to improve, is now redesigning its business model “to provide increased outreach services and a flexible alternative provision offer”.

Draft plans include opportunities to purchase parent support, school-based inclusion services and continuing professional development.

A spokesperson for TBAP said the trust has “gone through a challenging time financially” but is “committed to continuing to deliver strong outcomes for students”.

Cath Murray, head of alternative education at the Centre for Social

Justice, added local arrangements can mean that some AP’s “struggle to make long-term staffing commitments due to an unreliable cash flow” and called for “much more standardisation of AP funding”.



Cath Murray

EXCLUSIVE

PIPPA ALLEN-KINROSS | @PIPPA\_AK

## Durand agrees to hand back land (finally!)

A private company linked to Durand Academy has finally agreed to hand back land on the now-closed school’s site, but is demanding compensation from the government.

Durand Education Trust owns land occupied by a leisure centre and housing at the school in Lambeth, south London.

The school’s original sponsor, Durand Academy Trust, is being wound down after disputes over finances and allegations of conflicts of interests.

DET’s 2017-18 accounts revealed the Department for Education demanded assets associated with the school were returned to Lambeth Council by January 1, 2020, but trustees refuted this and sought legal advice.

But *Schools Week* can reveal an agreement has now been reached and the land, including leisure centre facilities and accommodation on the site, will be transferred to Lambeth by March 31.

A spokesperson for DET said the company is still taking legal action to secure compensation.

However, that appears to have taken a blow after an application for judicial review on the transfer was rejected.

The DET spokesperson said the implications were “much bigger than Durand – the refusal to properly compensate a private charitable trust for land which has been removed from them, which has had significant private money put into it to enhance it over the years.”

“If the secretary of state is allowed to force the transfer of those assets, without compensation, then every voluntary-aided school, every Catholic school and every Church of England school – every school with any type of foundation – needs to be very, very worried.”

Lambeth Council owned the land and buildings on the school site until it academised in 2010, when they were transferred to DET.

When the school was rebrokered to

Dunraven Educational Trust in September 2018 – becoming Van Gogh Primary School – its building transferred too, but DET retained control of the rest of the site.

Durand also operated a satellite boarding school in Sussex, which closed in 2017.

The school, which was on the market for £4 million, has now been sold. The DfE said it is still working with DET’s solicitors on recouping the money for the benefit of Van Gogh primary.

DET insisted the DfE has “no basis” to claim any proceeds.

In April, DET changed its charitable objectives to the educational advancement of Lambeth residents aged under 30. It previously specified helping Durand pupils.

Sir Greg Martin, the former head of the school who quit in 2015, is entitled to £850,000 from the profits of the leisure facilities under a “special payment” contractual agreement.



# Ofsted: annual report

## Spielman stands firm on curriculum narrowing

**FREDDIE WHITTAKER**

@FCDWHITTAKER

Amanda Spielman has defied critics of Ofsted's embattled new inspection regime, insisting her organisation "won't turn a blind eye to schools narrowing education".

The chief inspector used her speech at the annual Ofsted report launch on Tuesday to go on the offensive following heavy criticism of the new framework.

Opponents of Ofsted's new approach claim their schools have been unfairly marked down for giving pupils three years to study for their GCSEs.

But speaking at the launch, Spielman slapped down claims that schools were being penalised solely for the length of their key stages, and said Ofsted judgments were based on the "totality" of a school's approach.

"I've looked at some of the inspection reports where people have said 'we were marked down for a two-year key stage 3'. The report itself makes blindingly clear that that isn't the case, that there is a broader set of issues that have been uncovered in the inspection," she said.

"So, it's really important that we don't slide into this narrow characterisation."

Her comments follow high-profile interventions from academy trusts that specialise in turning around failing schools

in poor areas. The trusts, including the Harris Federation and Outwood Grange, claim the new curriculum focus favours middle-class kids and worsens outcomes for deprived pupils.

But Spielman hit back this week, warning of a "small but influential minority who think that it is OK to bend education out of shape in order to boost exam results and school league table positions".

"Exam results are, of course, important, but they must reflect real achievement. We should not incentivise apparent success without substance," she said in her speech.

She also criticised schools taking part in "sham qualifications", such as entering English-speaking pupils for "English for speakers of other languages" courses.

A *Schools Week* investigation last year revealed the Harris Federation had entered hundreds of its native English-speaking pupils into such exams. Inspectors later flagged this up in a report for Harris Academy Orpington – the first Harris school to ever be rated below 'good'.

Spielman added that inspectors had seen schools cutting back "drastically on all children's opportunities to discover the joys of languages, art, music, drama and humanities... Grades are hollow if they don't reflect a proper education underneath".

But Sir Dan Moynihan, Harris's chief executive, said its pupils are passing other

subjects such as drama and music "at a rate of almost twice the national average and attending the best universities".

"This is not an example of 'success without substance'; it is an example of disadvantaged children breaking the class ceiling."

Spielman said Ofsted research shows a narrowed curriculum has a disproportionately negative effect on the most disadvantaged pupils.

While she acknowledged schools in difficult contexts have a "harder job to do", she said the new framework "recognises this greater challenge".

However, initial analysis of new reports doesn't support this – schools in deprived areas are still less likely to be rated 'good'.

Paul Whiteman, the general secretary of the NAHT leaders' union, said the report showed "a high-performing system under immense strain".

He said schools needed policy, accountability measures, inspection and improvement support to be "properly aligned".

The watchdog also issued a warning about "settings we cannot see", such as illegal schools, and again pushed for more enforcement powers.

"Our blindspots are caused by weak legislation, weak powers and weak enforcement," the report concluded.

## Ofsted should shout louder against 3-year GCSEs

Ofsted should be more vocal in challenging schools that narrow the curriculum with three-year GCSEs, the head of England's largest academy trust has said.

Writing in *Schools Week*, Sir Jon Coles, chief executive of United Learning, said Ofsted was "doing the right thing" and should do so "more full-throatedly".

He said good schools "teach the full range of subjects up to age 14, keep their curriculum broad and protect children's access to learning against exam pressures".

Coles also hit back at claims by other academy chiefs that Ofsted's approach disadvantages schools teaching poorer pupils, insisting that it is those pupils "who most need schools to inject cultural wealth

into their lives".

School leaders claim they have been penalised for running three-year GCSEs.

But the watchdog has stood firm, and insists schools can still be rated 'good' or 'outstanding' and have a three-year GCSE, as long as pupils still learn a broad curriculum until the end of year 9.

Although he accepted that exam results matter for children, Coles said they "can become an unhealthy obsession", and warned that "educationally dubious practices" have become "contagious diseases".

"So, the case for regulation is overwhelming, and Ofsted – having exhausted all other possibilities – is now finally doing the right thing in challenging the three-year key

stage 4. It should do so more full-throatedly.

"They do so not in the interests of the middle classes, but most importantly for the poor and the dispossessed."

Coles, whose academy trust now has 72 schools, said England was an "absolute outlier" in its approach to curriculum breadth.

"No similar country allows young people to opt out as early as we do from learning about the nature of our planet, how human, social and political structures came to be as they are, or how to communicate in another language."



See page 25 for Jon Coles' article

# Ofsted: annual report

## Heads want more detail on MAT probe plans

**FREDDIE WHITTAKER**

@FCDWHITTAKER

School leaders are demanding more detail on Ofsted's plans to beef up its evaluations of multi-academy trusts – with a potential focus on curriculum narrowing.

The watchdog's annual report, released on Tuesday, revealed its leaders are looking at a "methodology refresh" of "limited" trust summary evaluations to give a "far richer picture" of how organisations run their schools.

The move is seen by the inspectorate as a "step further" towards formal inspections of trusts, which Ofsted has long been pushing for. However, it would require legislation and additional resources.

Sean Harford, Ofsted's national director of education, told the launch that Ofsted is working with the Department for Education to develop a "themed approach" to MAT evaluation which "could well

pick up" on issues such as the narrowing of the curriculum across a trust's schools.

At present, evaluations are based on batch inspections of schools and limited access to trusts' back-office functions.

But Stephen Rollett, curriculum and inspection specialist at the Association of School and College Leaders, said more detail is needed.

"Multi-academy trusts come in different shapes and sizes and have different ways of working with their groups of schools. So, developing a themed approach would have to take this into account, and we would want to be assured that it was fair and consistent."

Ofsted has come under increasing pressure to change its

inspection approach after a number of schools and trusts claimed they were being penalised for teaching GCSEs over three years, rather than two.

But Harford said inspecting curriculum decisions in summary evaluations may "lead to a greater understanding of why those decisions are being made", and help differentiate between decisions made at MAT level and those made by individual schools.

Leora Cruddas, from the Confederation of School Trusts, which represents academy leaders, said current summary evaluations "are a helpful contribution and they provide a good perspective on the system".

"I welcome the focus on a thematic approach, but I would be very concerned if this turned into a deficit model, with Ofsted actively looking for evidence of curriculum narrowing rather than taking an objective view. In fairness, I don't think it is Ofsted's intention to behave in this way."



Sean Harford



Stephen Rollett

## Spielman angered by refusal to tackle 'taboos'

Amanda Spielman has attacked the government for its "largely muted" response to protests outside schools against teaching about LGBT issues.

The chief inspector of schools said there had been "no swift condemnation" from ministers in response to unrest regarding relationships education in Birmingham last year.

Speaking at the launch of Ofsted's annual report, Spielman spoke of her disappointment at society's unwillingness to discuss "inherently taboo" subjects, and pledged to "keep us doing what we can to get people to face and talk about the difficult things".

The Ofsted boss has been criticised on a number of occasions throughout her tenure for her strongly worded interventions, particularly concerning issues of faith. She has spoken of the need for heads to promote "muscular liberalism" and confront extremism.

In 2018 she backed a school in East London that banned young girls from wearing the hijab, and has been outspoken on issues such as gender segregation and efforts to "airbrush women out of history" in some faith schools.



Amanda Spielman

"Over and over again, we have reported findings that should have led to proper public discussion of some very difficult issues, only to see that few people are willing to tread in these sensitive areas, and that real concerns drop out

of sight almost at once," Spielman told the launch of Ofsted's annual report this week.

"And more generally, many people find it hard to acknowledge that the different rights we value are not always easy to reconcile with each other."

The Birmingham protests were one example where "tensions" between competing rights played out in schools, Spielman said.

Damian Hinds, the former education secretary, called for the protests to end last summer, but was criticised for being too slow and for his decision not to visit.

Spielman said this week that the schools, Parkfield and Anderton Park, were "picketed and bullied" by protestors who constructed a "depressing tissue of exaggeration, outrage and, sometimes, lies".

"And yet, there was no swift condemnation from government and remarkably little from other local and national political leaders. The powerful voices that should have supported the children and the school were largely muted. Headteachers spoke of being isolated. Where leadership was desperately needed, it was lacking."



# Ofsted: annual report

## 6 key findings from Ofsted's annual report

A round-up of some of the more interesting findings from the inspectorate's big report

### 1 Pupils with low prior attainment "less likely" to access high-quality education

Around 13 per cent of all year 11 pupils have low prior attainment. Ofsted found these pupils make much stronger progress in schools judged 'outstanding' – with an average progress 8 score of +0.36.

However, pupils with low prior attainment are less likely to attend these schools than other pupils – meaning they don't have access to the "highest quality education".



### 2 Academies take-up slowing, but more bigger MATs

There was much fanfare last year amid news that more than half of all pupils were now taught in academies, leading some to claim that this was the academisation "tipping point".

However, the take-up has slowed. Just 800 more academies opened between August 2018 and August 2019 – down on the yearly average (since 2010) of 960.

There has been a "shift in balance" to bigger MATs. There are now 110 MATs with 13 or more schools, up from 75 last year. Those with two or three schools fell from 540 to 490.

### 3 Independent schools still lag behind their state counterparts

One in 10 independent schools is judged 'inadequate', a reduction on last year but, according to Ofsted, "still too high". While three-quarters are now judged 'good' or 'outstanding', they still also have weaker ratings than state schools (where 86 per cent have the top grades).

Nearly one-fifth of independent schools are also not attaining the independent school standards, which they are legally required to meet.

Independent faith schools have "considerably weaker" outcomes than non-faith; just 61 per cent were judged 'good' or 'outstanding' at their most recent inspection, compared with 80 per cent of non-faith independent schools and 88 per cent of state-funded faith schools.

Jewish faith private schools are nearly four times as likely to be 'inadequate' than Christian schools (34 per cent compared to nine per cent).



### 4 Exempt schools decline, with primaries hardest hit

There are now more than 1,000 schools that have not had a full inspection for at least a decade after being rated 'outstanding'. The DfE has announced its intention to remove the exemption entirely, from September.

Last year, Ofsted inspected 390 of the 3,810 schools that were exempt at the start of the year, compared to 150 the year before. Of these, just 16 per cent remained 'outstanding', while 56 per cent had declined to 'good', 23 per cent to 'requires improvement' and five per cent to 'inadequate'.

Exempt primary schools were hardest hit, with 87 per cent declining compared to 76 per cent of secondary schools. Ofsted said these findings "are a significant concern".



### 5 MATs more focused on back-office functions than on curriculum

Ofsted has carried out seven MAT summary evaluations since December 2018, which it says show trusts are more likely to focus on back-office functions than on curriculum design – "despite the clear value that can be added there".

The report states MATs should be taking "active and logical decisions as to where the responsibility lies".

It also noted that MATs are creating data workload for schools, with "too many" people saying their trust requires "extensive data collection and analysis, beyond what is valuable for monitoring and improving the quality of education".

The DfE agreed to reduce school data collection in local authorities back in November 2018, but stopped short of telling academy trusts to do the same.



### 6 Illegal school struggles persist

Ofsted's illegal school taskforce has received 640 referrals of suspected illegal schools since January 2016, and inspected over 290 settings. However, just 83 have received warning notices, and three prosecutions have taken place to date. In November, Ofsted's national director of education, Sean Harford revealed that two of these three successfully prosecuted institutions opened up again a week later.

The inspectorate said it supports the DfE's plans for a register of children not in school as this will make it "easier" to recognise unregistered education settings.

It has also repeated calls to be given greater enforcement powers, admitting that "blindspots" are caused by "weak legislation, weak powers and weak enforcement".

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## News

## INVESTIGATES



## Trust flogs curriculum planner for £3k

**JAMES CARR**

@JAMESCARR\_93

An academy trust has been accused of “financially exploiting the funding crisis” by selling a money-saving curriculum planning tool to struggling schools for up to £3,000.

However, others have praised the work of Outwood Grange Academies Trust, following the launch of its online Curriculum Led Financial Planning (CLFP) tool last year.

The tool is part of a joint venture with The Skills Network and enables school and trust leaders to analyse the financial efficiency of their curriculum.

This is done by benchmarking finances, providing detailed workforce planning and guidance on curriculum modelling along with a “health check” option to assess how a school is performing.

The trust say it can identify efficiencies of more than £500,000.

However, Kevin Courtney, the National Education Union’s joint general secretary, said it was “completely wrong for an academy trust to be financially exploiting the funding crisis”.

Courtney said a school’s curriculum “should not be judged by its capacity to save money” and such services “should be made free of charge to all schools”.

It also marks a shift in approach from OGAT, which was renowned for giving away its curriculum planning free on a pen drive and became “widely recognised as the leading experts on CLFP”.

Use of integrated curriculum financial planning (ICFP) is favoured by the government as a way to make savings. Academies minister Lord Agnew said in 2018 the government was “supporting weaker trusts by raising the profile of ICFP, but we believe more trusts could benefit from it”. Agnew called it a “fundamental tool in teacher deployment”.

Schools can use OGAT’s toolkit as a “standalone exercise” at a cost of £499, but the more detailed model is priced at £3,000 – with the price of the desktop exercise deducted.

While OGAT would not disclose how much money had been made through the project, a spokesperson said: “Any revenue will be reinvested in education for the benefit of Outwood students, plus further development of the tool”.

OGAT has also protected the toolkit’s intellectual property and revealed “there is no reason it could not be rolled out globally in the future”.

Leora Cruddas, chief executive of the Confederation of School Trusts, said any organisation which develops something which is “their intellectual property” is “fully within their rights to share it on a commercial basis”.

She said it’s “completely legitimate” and a “well-established practice for charities to do something like this and then invest any surplus back into furthering the charitable aims. I literally can’t see why you wouldn’t do that”.

Stephen Tierney, chair of the Headteachers’ Roundtable, had said problems can arise if the product “was developed using public money”.

However OGAT said the tool was jointly developed between The Skills Network and its trading company, Outwood Grange Services Limited (OGSL).

Also known as the Outwood Institute of Education, the company was set up in 2011 to provide professional learning, initial teacher training and school-to-school support.

Accounts for 2018 show the firm made around £150,000 profit, which was donated to OGAT under gift aid.

Other trusts are also selling their products.

Last year it was revealed that Ark Schools is developing a school curriculum programme to sell to other schools, with revenue from the programme to be “reinvested” in the trust’s curriculum work.

## Controversial head moved out after pupil restraint incident

**JAMES CARR**

@JAMESCARR\_93

**EXCLUSIVE**

A controversial headteacher known for his “army-like” behaviour rules has been moved out of his school after an incident involving restraining a pupil.

Barry Smith, known as one of the strictest headteachers in the country, has not been in charge of day-to-day activities at Great Yarmouth Charter Academy, in Norfolk, since early December.

Sources told *Schools Week* he was moved out of the school following an incident involving the restraint of a pupil.

Inspiration Trust refused to comment on the reasons behind the exit, but insisted Smith had not been suspended.

A spokesperson said: “He is working centrally on a curriculum project.

“The school is being overseen by the executive principal, as usual, and while the principal is out of school, the deputy principal is taking over the day-to-day operations.”

Smith, co-founder and former deputy head at the Michaela Community School in London, dubbed the country’s strictest school, did not respond to a request for comment.

He became principal at Great Yarmouth in 2017. At the time it had some of the worst GCSE results in the country – with just one in three pupils achieving a pass in English and maths – but had been recently taken over by the Inspiration academy trust.

Smith implemented a strict behaviour and uniform policy, including urging pupils to go to bed at 9pm and get up at 6.30am.

He made national newspaper headlines after warning pupils they will be given a bucket to throw up in if they feel ill in class.

Schools minister Nick Gibb, speaking in Parliament in 2018, praised Inspiration and Smith for their work at the school, adding: “Within a year, the school had been transformed.”

Last year Smith was also praised by Ofsted during an inspection for having “successfully established a culture where there are high expectations”.

The watchdog judged the school to be ‘good’ and commended Smith’s actions which improved behaviour and attitudes to learning.

## Research

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## Academics: grammars 'unequivocally damage social mobility'

JAMES CARR

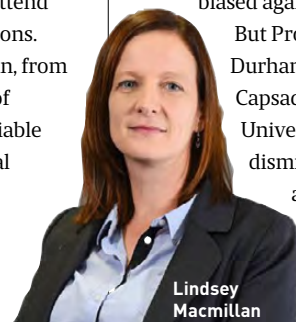
@JAMESCARR\_93

Eight leading education academics have hit back at a "flawed" study that claimed poor pupils at grammar schools were twice as likely to attend Oxbridge.

Their research, published yesterday by the Higher Education Policy Institute, claim that social mobility is "unequivocally damaged by the selective schooling system".

The collection of essays were published in response to a controversial study last year from Iain Mansfield that claimed poor pupils living in selective areas were twice as likely to attend Oxbridge than those in non-selective regions.

But Matt Dickson and Lindsey Macmillan, from the University of Bath and UCL Institute of Education respectively, said the most "reliable conclusion that can be drawn is that social mobility – as measured by progression to elite higher education – is unequivocally damaged by the selective schooling system".



Lindsey Macmillan

They added there were "significant data issues" in Mansfield's study which mean the proportion of disadvantaged pupils attending selecting schools is "overstated".

The pair's essay also claims Mansfield's statistical analysis was "flawed" as it conflates correlation with causality – "therefore severely overestimating the selective school advantage".

Finally, they say the report's conceptual methodology is "limited" as it ignores the impact of selective schooling systems on those pupils not attending grammar schools.

Mansfield also previously claimed academic researchers could be ignoring the benefits of grammar schools because they are politically biased against them.

But Professor Vikki Boliver, of Durham University, and Dr Queralt Capsada-Munsech, from the University of Glasgow, added: "To dismiss a virtual consensus among academics as merely the 'views' of experts is to fail to appreciate the difference between subjective beliefs

and objective evidence."

They state that most empirical studies find selective education does not boost educational attainment or foster social mobility.

Mansfield, who was special adviser to former universities minister Jo Johnson, said the paper raises "some interesting points" but "contains a number of significant issues that call into question its value as a definitive statement on this subject".

"Notably, at no point is the paper able to challenge the most striking finding of my report last year – the five-fold increase in propensity for BME children in selective areas to progress to Oxbridge."

Former prime minister Theresa May's attempts to end the ban on new grammar schools were unsuccessful. The current government is focused instead on expanding existing grammar provision under a £200 million fund.

A Department for Education spokesperson said grammars are some of the "highest performing" schools, adding they can only expand if they meet a "high bar" of admitting more pupils from disadvantaged backgrounds.

## MAT savings slammed as mythical in new report

PIPPA ALLEN-KINROSS

@PIPPA\_AK

EXCLUSIVE

Academies spend more on back-office functions than maintained schools do, and they don't achieve economies of scale by forming multi-academy trusts, research suggests.

The analysis also revealed academies spend less on educational support for disadvantaged pupils than maintained schools.

The findings contradict claims by ministers that academies can free up more money for pupils by making savings in back-office costs.

Tom Perry, co-author of the report and lecturer in education at the University of Birmingham, said the "efficiency" of academies was important "within the original rationale for the reform. We had this repeated by researchers and policy-makers... there are a lot of claims within the policy discourse that hadn't really been examined."

In 2011, then education secretary Michael Gove said academies had "more autonomy, more resources, less bureaucracy and an opportunity to thrive".

The DfE's 2016 white paper *Educational Excellence*



Everywhere said MATs offer "significant benefits", including "more efficient back-office arrangements that free up more funding for the classroom". In 2017, academies minister Lord Agnew encouraged small academy trusts to team up, saying the "sweet spot" for a trust was between 12 and 20 schools.

But the study found that, compared to local authority-maintained schools, academies spent proportionately less on teacher salaries (1.5 per cent) and educational support (one per cent), and more on back-office costs (one per cent).

The study was based on the spending of secondary schools in 2015-16.

Schools that became academies between 2009-10 and 2015-16 increased the proportion they spent on back-office functions.

When comparing the spending patterns of single- and multi-academy trusts, the data showed "no evidence of a meaningful difference" in spending on teachers or back-office functions, and "little indication that MAT schools gained a substantial cost advantage over SAT schools through being able to share the administrative burden".

But Leora Cruddas, CEO at the Confederation of School Trusts, warned it was time to stop "making contorted ideological arguments and focus instead on creating a strong and sustainable school system".

She added: "Should we be concerned – whether through their own fault or whether it's because of regulations put on academies – that more money is spent on back-office costs and less on teaching and educational support?"

A 2017 report from the Education Policy Institute found MATs spent less on running costs but this was not "translating into increased expenditure on teaching staff". Costs were not reduced as the trust grew.

A spokesperson for the DfE said trusts should be held to account "to ensure that all academies offer the best education possible".



## News in brief

# Ofsted should help black boys

**JAMES CARR**  
@JAMESCARR\_93

An Ofsted director said the watchdog needs to do more to help black boys in London, adding he "worries about the number excluded and off-rolled".

Mike Sheridan, Ofsted's London regional director, made the comments during a keynote speech at the third annual BAMEd conference in London on Saturday.

He said: "I worry about black boys in London. I worry about the numbers that are excluded and I worry about the number who are off-rolled and by themselves."

Sheridan said he worried that black boys were "more likely to be the victims of serious violence in London" and "more likely to be stopped and searched by police".

He added there "seemed to be an inevitability to these outcomes" which needed to be addressed.

Figures published last year show across ethnic groups, black and mixed-ethnicity pupils had the highest rates of both temporary and permanent exclusions. Black Caribbean pupils were excluded at nearly three times the rate of white British pupils.

Sheridan said: "We need to do something more



and earlier to help black boys do better.

"Too many black boys within our system don't do well enough and we need to be willing to talk about that – we have to be willing to step up and say we need to do more."

The director noted the same thing could be said about poor white boys living outside of London, in areas such as Blackpool, and those locations should be having similar conversations.

Sheridan also displayed a picture of Ofsted's executive board, noting "it was not particularly diverse" and this in turn led to problems in attracting members of the BAME community to join the inspectorate.

Sheridan told those attending that the watchdog "recognised the challenge" and had launched its programme for minority ethnic school leaders in London – which currently has 18 members. A similar scheme had recently been rolled out to the West Midlands.

## DfE rolls out risk protection to maintained schools

The Department for Education is rolling out its risk-protection arrangement (RPA) to local authority-maintained schools in a bid to save around £420 million.

RPA acts as an alternative to commercial insurance and has been available to academies on a voluntary, opt-in basis since September 2014.

It covers risks such as material damage, personal accident and employers' liability.

When the project launched in 2014 the average cost of commercial insurance for academies was £49.93 per pupil. It's now down to £18 per pupil.

Academies minister Lord Agnew said the move would help councils "reduce cost burden and make similar savings... The programme has saved the taxpayer over £420 million. With a similar number of pupils in the local authority sector we are aiming to achieve, over the next five years, a comparable saving."

Of 148 responses to the consultation, over eight in ten agreed to the extension. But just over half of respondents said there would be a negative impact on their own in-house insurance schemes, including job losses.

The RPA will be available to councils from April.

## Sanitary products scheme launched

Schools are finally able to access free sanitary products under a "fully funded" government scheme to tackle period poverty.

Schools and colleges can now order a range of options, including eco-friendly items, from supplier Personnel Hygiene Services Group (PHS) by using an online portal, via email or by phone.

PHS has received £11.4 million from the government to deliver the scheme, but this is lower than the £18 million required, should all eligible pupils take up the offer.

The DfE previously told *Schools Week* that it will have to go back to the Treasury for extra funding if more than the "anticipated level" of students take up the offer.

Founder of #FreePeriods



Amika George urged schools to "have open conversations with students about what they need and start signing up to the scheme" and said no student should "miss out".

The scheme was supposed to start in September 2019 but was delayed for four months.

Children's minister Michelle Donelan said periods are a "normal part of everyday life and we do not want young people missing out on lessons because of them".

## Government seeks early-adopters on language development

The government is looking for schools to become "early adopters" of reforms aimed at boosting language development in early-years education.

The schools would be able to use revised early-learning goals one year ahead of their compulsory roll-out in September 2021.

The goals are the measures teachers use to assess how prepared children are to enter year 1.

Schools will be contacted directly with a link to an e-survey for heads to complete to confirm their participation.

The government's proposals for the developmental goals for reception pupils have been tested in 23 pilot schools.

A consultation on the early-years foundation stage changes

is now live and is due to close on January 31.

The government said the reforms will provide reception teachers with "clearer assessment guidance, to help cut unnecessary workload so they can focus on supporting children's development".

Schools minister Nick Gibb (pictured) added: "I want teachers to have more time interacting with children to develop their language and vocabulary, providing them with the best platform to fulfil their potential at school."



# EDITORIAL

DO YOU HAVE A STORY?  
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## DfE needs to prove it is trustworthy on data

The Department for Education was quick to blame a rogue training company for wrongly sharing schools data on 28 million youngsters that ended up being used by gambling firms.

But, as we have exposed this week, that's not the full story.

Why did the department allow a firm that has nothing to do with education, and set up by someone it had previously investigated, access to the database?

Does it not vet organisations before giving them details of school children? It appears not.

Unions are calling for an independent investigation, and we back them fully in that call.

The DfE has form, too. Just last year the government's data watchdog found "wide ranging and serious" data protection breaches over how the department handled pupils' personal details.

Hopefully the Information Commissioner's Office will take up the mantle. Schools, parents and their children need to have confidence their sensitive data is safe in DfE hands.

As it stands, there are big question marks.

## Spielman goes to war on curriculum battle

This week saw a watershed moment for Amanda Spielman's new Ofsted framework.

The chief inspector's big speech at the launch of her annual report came amid criticism of the inspectorate from all corners.

Some expected her to make concessions, to try to get her critics back on board. What she did was quite the opposite.

Going on the offensive, Spielman slammed trusts for gaming and narrowing the curriculum and vowed not to back down.

And she'll surely welcome the backing of Sir Jon Coles, leader of the country's largest academy trust on that issue.

Spielman's words this week showed schools that she's not for turning. They may not like the way things are, but it gives them certainty that her new regime is here to stay.

One consequence is likely to be many more schools adjusting the length of their key stages accordingly.

Making such changes simply to appease Ofsted is not the sign of a healthy system, but it will hardly be surprising when leaders remain deeply sceptical of the watchdog's claim that it doesn't favour one specific approach.

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## Study suggests Ofsted regime won't punish poor kids

### Kathy Keeley

I don't think progress, or lack of it, is always a question of income. Environment helps but you can have very monetarily expensive environments that are not conducive to learning of any kind. Some extremely high-ability kids are financially poor and some less academically able children come from an economically wealthy background. We should take care not to judge quality of life purely on academic success. The two do not always go hand in hand.

### Dr Debbie Hawker

We should remember that exam results are not everything. Mental health should also be considered (and this will in turn have an impact on exam results and life opportunities).

I am a clinical psychologist with over 25 years' experience. From discussions with colleagues and from my own observations, it appears that there are mental health benefits from allowing children to choose at least some options before year 9. Children report feeling happier after choosing options.

In contrast, year 9 students in a three-year KS3 can show an increase in anxiety and depression when they have to continue in subjects with which they are struggling, instead of being allowed to choose options (for example, students with dyslexia who are unable to drop a foreign language, students with dyspraxia who have to continue with art or technology, despite having very poor coordination, and so on. Stress symptoms and frustration may also increase among teachers who feel more pressure teaching to a two-year KS4.

I hope that Ofsted will not penalise schools who consider the mental health of their pupils and staff when making the decision about what is best in their particular situation. A broad, rich curriculum is possible with a three-year KS4, and may be associated with mental health benefits. We need to look widely at this issue, including at impact on mental health, and not take a simplistic approach.

## REPLY OF THE WEEK

Sarah

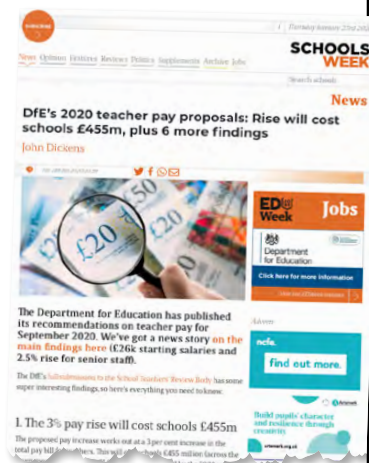
## DfE 2020 pay proposals: key findings

As a headteacher, I would welcome the class teacher pay spine being simplified. The whole upper range, leading practitioners' range, etc, really reduces flexibility for staff, causes confusion over pay and there is lots of vague guidance regarding the management of this.

A single nine-point pay range with additional pay awards that can be used flexibly to recognise staff who take on extra duties would be much easier to manage. I also find it rather incongruous that the DfE appears to have published spine points when it has only legislated for minimum and maximum salaries for the past few years.

A quick straw poll of my local heads showed that we are all on variations of the NASUWT published scale, but there is variation of over £1,000 pounds in some cases. Going back to a clear national scale for basic pay is needed so recruitment is transparent and schools can publish what additions they can offer and not disguise their M5 as a "national" M5.

We have lost staff to schools offering TLR, but who have since shared with us that they haven't seen the increase in salary they were hoping for as the main scales used did not match union scales. So, the TLR just replaced a certain element of basic pay that was missing.



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

## 'I'm powerless to change things' – another head to retire early because of Ofsted

### Solidarity

Isn't the elephant in the room headteacher inspectors? How can our colleagues keep heaping this misery on to one another? If headteachers stopped inspecting tomorrow, Ofsted would have to sit down and have to, at the very least, renegotiate its terms. The removal of grades would be a start. Why do the unions seem so impotent in this matter?

### Jimbo

If you read the Ofsted report for this school, you'll see that what this article hasn't mentioned is that behaviour management, exclusions and retention of learning also need some work... so maybe there are underlying issues and it's not entirely as unfair as it's been made out.



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## Profile

JL DUTAUT | @DUTAUT



**“I don’t even know if I’m supposed to be a headteacher right now”**

**Jeremy Hannay is headteacher at Three Bridges Primary School, West London**

I haven’t seen a volleyball in ten years!” Once the sport’s regional director of athlete development for Ontario, Canada, Jeremy Hannay has been occupied with other things during his decade in England. Reflecting on his first experiences in English schools, he jokes that “no Canadian person in their first year here, experienced or otherwise, could understand Ofsted as a concept”.

The headteacher of Three Bridges Primary School in Southall, West London, which he joined in 2012, saw his school rewarded last year with an ‘outstanding’ rating from the watchdog. But if there’s any credit in that (which Hannay is first and loudest to question), then he isn’t the type to take it.

“I’m an average guy surrounded by incredible people,” he says. “I’m not great at a lot of things. But my mom always said I was very good at making friends. Professionally, I suppose, If

I’m good at anything, it’s finding good people and holding on to them. I hire people who are smarter than me, who are better teachers than I was, more creative than I was.”

Within a fortnight at the start of this term, Ofsted has released its annual report, plus a report on 480 “stuck” schools and has found itself at the centre of a very public row about the length of key stage 4. Meanwhile, Hannay has been in Marrakech delivering a talk about the “potentially dangerous” leadership decisions



# Profile: Jeremy Hannay



Jeremy and colleague Lin Dickson, Pinecrest Public School, 2005, Ontario, Canada

he has made to turn Three Bridges around by “building trust in a culture of scepticism”.

If that scepticism had held sway in Ontario when Hannay was growing up, it's doubtful he would be in this position now. Born in Toronto, his parents came from “simple backgrounds. My mom finished school when she was 16 and didn't pursue any education beyond that. My biological father didn't graduate high school. He had issues with addiction and he wasn't the nicest in the whole wide world to my family. So my mom left him when I was very little. I haven't spoken to him in 25 years.” Hannay's mother remarried, but “that guy wasn't much nicer, and they got divorced when I was about to go into high school”.

## “I'm just some guy who has found a few steps in the right direction”

Yet Hannay is sanguine about his childhood, and thankful for his mother's constancy. “That was the nature of things. My mom didn't have a grandiose education, but she loved her kids. The message from her, both overtly and covertly, was just to work really hard and do your very best.”

From a family where “nobody went to university”, Hannay now holds a BA in arts and science, a BED, an MA in educational leadership and an MEd in action and practice-based research. He completes his doctorate this month, researching the use of lesson study and its impact on teacher self-efficacy and school climate.

He puts it all down to the teachers who saw past the stigma of poverty, the determinism of white working-class children who “lack aspiration and drive”, as Amanda Spielman said in 2018. “It wasn't some sort of parachuting in to save my life, but they were catalytic. They exposed me to opportunities that I didn't know existed.”

A prime example is the teacher at Hannay's primary school in Ottawa who introduced him to volleyball. At the time, the sport was the preserve of girls in Canada, but “this teacher saw I could use something to do, and knew that my family had no money to pay for competitive sport”. Twice a week after school, 11-year-old Hannay waited in her classroom, “then she drove me to her house, gave me something to eat, then took me to the gym where the girls were practising and I would practise with them.”

Eventually, a boys' team started up and Hannay played for them, then for the provincial team and ultimately the junior national team. He started coaching at 18 and eventually became the regional director of athlete development. “And that's just one example of someone who simply said, “I can help do that.” It became a huge part of my life.”

An instructive part, too. It's hard to tell at what point we transition from sports leadership to school leadership. Hannay speaks energetically about incremental changes to specific aspects of performance, the importance of agency and the role of the coach in providing constructive feedback. And he is positively lyrical about teamwork, referring to the effort of building an excellent school as “building a cathedral”, working from a common vision and respecting “individual professionals' skills and roles,

## INTERUNIVERSITY TEAMS



## Volleyball (W)

Back Row (L-R): Joely Christian-Macfarlane (Head Coach), Shannon Walsh, Elyssa Heller, Julie Lockwood, Becky Billings, Allison Grand, Lorna Button, Kristin Collins, Natalie Fisher, Katarina Chan, Jeremy Hannay (Asst. Coach)

Front Row (L-R): Natalie Gray, Katie Matthews, Katie Neville, Elizabeth Price, Chloe DesRoche, Colleen Ogilvie, Leah Franco, Anna Pedjase

Missing: Jamie Mastorakas (Asst. Coach)



Jeremy as a child

knowledge and expertise”. For Hannay, though, school leadership in England is made harder by a system set-up that is counter-productive.

In Southall, where a multitude of schools are within a stone's throw from each other, the effects of parent choice are very real. Three Bridges sits on the Grand Union Canal, which separates affluent Southall from its disadvantaged neighbours. Yet only two per cent of its pupils come from the better-off area where the school is located.

On the other side, separated only by “a bridge at the end of the drive”, is “the kind of community I grew up in,” says Hannay. “Between 40 and 50 per cent of our pupils are eligible for pupil premium,” he explains. “70 per cent come from the top two quintiles of disadvantage, and none from the bottom two.

“And in the first six weeks of school, we gained 26 children. Nothing has changed here, but that's what an Ofsted grading does. Those parents truly



## Profile: Jeremy Hannay



Hannay with (left to right) Prof. Rachel Lofthouse, Dr Deborah Netolicky and Dr Trista Hollweck at the ICSEI symposium in Marrakech, January 2020

believe that my school is better than the school across the road, which is ridiculous. In the same way that educators have been fed lies about the value of Ofsted, parents have been completely misled about what Ofsted can understand, can report on, can actually do."

"Those 26 children came from somewhere," he says, conscious that his gain is someone else's loss. Even before the Ofsted report, Three Bridges was getting international attention. Thousands of people have visited, from New Zealand and Singapore, Sweden and Finland. "As soon as the competition is taken out, everybody's really interested. I believe in joined-up networks, collaborative thinking, but it is more challenging locally than anywhere else."

Imbued with his mother's work ethic, Hannay

is intent on ensuring local partnerships do happen. He is chair of learning and achievement for the Ealing Learning Partnership and chair of the Southall quadrant of schools. "I think it's important that not only are we sharing the message of the good things happening here, but that we're sharing everybody's good message."

When he came to the UK with his partner, also a qualified teacher, their plan was to be here for two years. They would sample Europe and a different education system, and build a CV that would secure them jobs back in Ontario, where it was notoriously difficult to break into the profession.

It was in his very first year, working the supply teaching circuit, that he was placed at Three Bridges. It was rated 'outstanding' at the

time, but he found an accountability culture he hadn't imagined possible – "six graded lesson observations a year, marking in books every night, submitted planning that was scrutinised and handed back to teachers, regular learning walks, book scrutinies..."

A job as an assistant head in another school beckoned, but within weeks of joining this 'good' school, it was placed in 'special measures'. Hannay rejoined Three Bridges in 2013 as a teacher and team leader, and within a year it was judged as 'requires improvement'. The leadership culture of scepticism may have been reassuring to Ofsted about 'capacity to improve', but it was not leading to the desired results, and Hannay could see a self-reinforcing mechanism.

So, as key stage 2 lead, he embraced an entirely different approach that led to drastically improved results. Before long, he found himself leading the school, remaining wholly committed throughout to the values of teamwork and

### "Nothing has changed here, but that's what an Ofsted grading does"

trust he learned through volleyball. Those accountability policies are all gone. "I knew that a better way was possible. And I knew that in this job I could protect these people from all of that."

Not that he has miraculously avoided the pressures to conform. "I do have sleepless nights and I have put on four stone. I'm not immune. I don't even know if I'm supposed to be a headteacher right now. In my country, I wouldn't be. I'm not ready."

It's a startling admission from someone who has achieved so much in so little time, but it's precisely this honesty that means his voice is carrying so far. "I don't have a gimmick to sell," he says. "I'm nobody's guru. I'm just some guy who has found a few steps in the right direction. I get told all the time that people aren't there yet. They'll never be there if you never help them get there."

Ten years on, it's clear this Canadian understands Ofsted, but it doesn't sound like he's any closer to accepting it. Perhaps if he had a little more time for some volleyball?

# Opinion

DO YOU HAVE A STORY?  
CONTACT US [NEWS@SCHOOLSWEEK.CO.UK](mailto:NEWS@SCHOOLSWEEK.CO.UK)



SIR JON COLES

Chief executive, United Learning Trust

## Why Ofsted is (very nearly) right about the three-year KS4

**Despite criticism, the case for ensuring schools deliver a broad and balanced curriculum is unarguable and Ofsted is right to take a dim view of those that don't, writes Sir Jon Coles**

In its approach to curriculum breadth, the UK (and England in particular) is an absolute outlier. No similar country specialises as early or as fully as we do. No similar country allows young people to opt out as early as we do from learning about the nature of our planet, how human, social and political structures came to be as they are, or how to communicate in another language.

This matters for society as well as individuals. When well-meaning parents harm their children by credulously believing scare stories about vaccinations; or nationalists win support by telling fairy stories about the past; or climate-change deniers with no relevant expertise argue science is biased, what price a better- and more broadly-educated population?

Across the developed world, virtually all young people stay in some form of education until age 18. Education systems have adapted to the fact that youth labour markets

have collapsed in every developed country and, partly as a result, young people specialise later.

Almost everywhere – including

**“ Let's be clear: it isn't the advantaged who suffer this**

in “dual system” countries with strong employer-linked vocational routes and in countries with early academic selection – young people are essentially required to study the full range of (academic) subjects until age 16. Many countries expect or require a wide range of subjects post-16 as well.

This picture of extended general (academic) education and delayed specialisation reflects parental and student demand as well as labour market changes: it keeps options open and gives more opportunities to change track and to progress. It also reflects a consistent societal view about what it is to be educated and the scientific evidence about the persistent cognitive benefits of mastering a range of different subject domains.

In this context, the lack of breadth in our system is easy to deplore,



but it is tougher to fix. Our whole education system, including our model of three-year (rather than longer) degrees, is predicated on a narrow post-16 curriculum with a small number of subjects studied to a high level, which in turn assumes

the reduced curriculum of the GCSE years.

What we can do, however, is avoid making the problem worse.

In countries where most would be concerned about young people ceasing to study history, geography, music, art or a foreign language at 14, the idea that schools might choose to bring that age forward to 13 would be horrifying. If you told them that some schools stretch the content of a two-year exam syllabus over three years – so that in five years of secondary education, children study only four years' worth of history and literature – their horror would turn to incredulity.

Let's be clear: it isn't the advantaged who suffer this. We who have cultural capital in abundance will not see our children dropping these subjects at 13. It is the children

who most need schools to inject cultural wealth into their lives, whose parents don't know that dropping subjects may suit schools but won't serve their children's interests who are at risk of finding their classroom experience narrowed and emptied by an all-consuming focus on grades.

Everyone accepts that exam results matter for children. But the government of the day's preferred measure of exam results can become an unhealthy obsession. And, particularly because exam results are a zero-sum game, educationally dubious practices which appear to increase results on government measures have become contagious diseases. Once one school adopts one, others feel under pressure to do so too, to avoid losing out.

So the case for regulation is overwhelming, and Ofsted – having exhausted all other possibilities – is now finally doing the right thing in challenging the three-year key stage four. It should do so more full-throatedly.

Good schools teach the full range of subjects up to age 14, keep their curriculum broad, and protect children's access to learning against exam pressures. They do so not in the interests of the middle classes, but most importantly for the poor and the dispossessed.



## Opinion

DO YOU HAVE A STORY?  
CONTACT US [NEWS@SCHOOLSWEEK.CO.UK](mailto:NEWS@SCHOOLSWEEK.CO.UK)

**Getting more girls in STEM is everyone's business, and we all benefit from the outcomes, writes Shamsa Mahmood. Here's how we've done it in a school once tarred by the Trojan horse scandal**

It is encouraging to see that more and more women are now employed in core STEM roles in the UK. The WISE campaign group rightly calls for educators to be a part of the solution to the long-term under-representation of women in the sciences, but how exactly can schools do this? At Rockwood Academy, it's a question we've been trying to answer.

When I first joined in 2017, our female students were predominantly choosing humanities subjects, and in 2018 only 29 per cent took a STEM subject at A-level. Since then, raising girls' aspirations in science has been a central facet of my work.

Our parents want their children to progress into higher education, but the ethnic make-up of our community means that boys often have an advantage over girls. That means that if we want to develop the academic skills of all our students, we have to work all the harder to empower our female students. To achieve that, we work closely with the community to reassure them that their girls are just as able and deserve the same support.

Embedding a curriculum that encourages our students to develop a love of science was key to the success we have seen, but promoting STEM subjects to female students has taken effort from the school leadership team and our science department alike.

For starters, they struggled with a lack of female role models, especially in physics. Having a female head of department helped to break down



SHAMSA  
MAHMOOD

Lead practitioner for science,  
Rockwood Academy, part of  
CORE Education Trust

## Raising diversity in STEM is a matter of leadership vision

stereotypes, as did seeing women like Dawn Fitt, president of the Women's Engineering Society and Bedford College engineering apprenticeship training coordinator, being

one linked to HS2 and another to the Commonwealth Games. The intervention group we selected was made up of 60 per cent female students.

### “ Having a female head of department helped break down stereotypes

celebrated with an OBE recently for the essential work she is doing in this area.

And it's a goal we couldn't achieve alone, so we partnered with an international engineering and design company on a project that saw our students work across two briefs –

That project ran across the academic year, not separate from the curriculum but embedded in it, with students meeting engineers monthly and visiting the company's headquarters. It enabled them to put their academic learning into a real-world context, working with the

kinds of professionals they can now aspire to be. Engineers assisted in the design stages. HR teams helped refine the presentations and supported CV-writing workshops.

For students – who now happily describe themselves as “passionate” about a career in science – these opportunities are invaluable. They have insight into the reality of the sector, which has developed their confidence, prepared them for college applications and highlighted the options available.

We provide internal enrichment opportunities too, and all that focus is working. When our weekly science club launched in 2018, it had fewer girls than boys. It is now made up of 55 per cent girls. Last year, 41 per cent of our female students took an A-level in a science subject. Of the leavers, 21 out of 52 girls (40 per cent) applied for STEM courses. What's more, the 2019 GCSE cohort performed fantastically across the sciences, with half of our grades in biology and chemistry achieving grades 7 to 9, and 92 per cent of all students achieving a grade 5 or above.

The previous year, we didn't even have a cohort for triple science, and the proportion of students getting grades 4 to 9 in combined science was only 55.4 per cent.

A recent school leaver – a young woman pursuing an engineering career – puts her passion for science down to her experiences at school, which she says gave her the courage and conviction to follow her dreams. If we are serious about gender balance in STEM, our example shows that if vision comes first, results will follow. Leadership, teachers, community and industry are equally important to making that happen.





# Research

Harry Fletcher-Wood reviews the evidence on a school-related theme. Contact him on Twitter @HFletcherWood if you have a topic you would like him to cover

## How can we prevent teacher burnout?

**Harry Fletcher-Wood, associate dean, Ambition Institute**

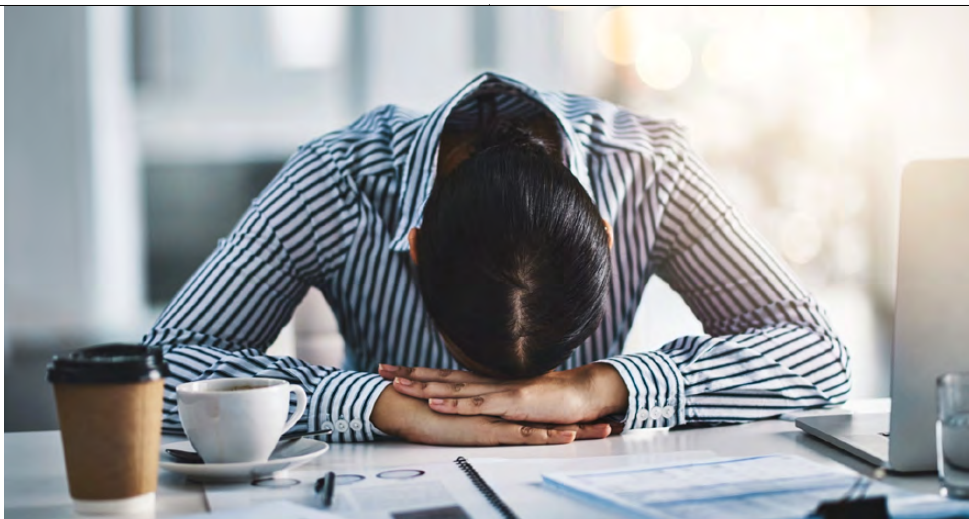
According to the World Health Organisation, people who suffer burnout lack energy, feel greater distance or cynicism about their job and are less professionally effective. Left unchecked, burnout can cause disaffection and lead teachers to quit their current schools, or the profession altogether. So, with teachers under pressure every day, and schools under pressure to retain them, what can research suggest about preventing burnout?

One interesting study focused on healthcare workers: at the end of each working day, they were asked to record three things that had gone well and why these had happened. Participants shared reflections on their mastery ("Today was my first day as 'lead' and others wanted to let me know that they knew I could do it"), on the purpose they found in their work ("I take a lot of pride in the work I do!") and on the social support they had received ("My husband texted me to let me know he loves me and that he hopes I have a good day at work").

Researchers found that asking them to record these reflections led to "lowered stress, decreased physical and mental complaints, and improved detachment from work in the evening", while also reducing family-work conflict in the evenings.

The approach had positive effects across different workplaces – it helped wherever healthcare professionals were practising. The study concludes that reducing negative pressures is important in work, but notes that "positive daily experiences at work, such as socialising, positive feedback and goal accomplishment, relate directly to reduced stress and improved health".

A second study, conducted by Elizabeth Linos and her colleagues, focused on developing a supportive



professional culture among emergency service call-handlers. Over six weeks, they received weekly emails inviting them to share professional experiences on specific themes and to read stories others had shared.

For example, one prompt asked participants to "think about a co-worker that you think would be (or already is!) a great mentor for a new recruit. Please let us know who you would recommend as a mentor and why." One response – shared in a subsequent email – described a colleague who "doesn't take things personally [and] remains courteous and patient with difficult callers as well as all callers".

These stories emphasised their "potential impact on their peers", with the aim of building a "sense of social support among dispatchers and a stronger collective professional identity".

The trial seemed to work: six months after it ended, participants reported significantly lower burnout and were less likely to have resigned than a control group.

Finally, a recent article for the *Harvard Business Review* suggests that "leaders could save themselves a huge amount of employee stress and subsequent burnout"

by better understanding of what their colleagues need.

Author Jennifer Moss quotes a leading expert on burnout who has "witnessed hospital CEOs walking the floor only to realise why people keep asking for, say, a new printer. They see that because the existing one is always breaking down and never serviced, it rarely has paper. So when someone wants to print out something for a patient, they are forced to run down the hall and get somebody to help or to find a printer that works. It's hard for leadership to then ignore needs after witnessing them first-hand."

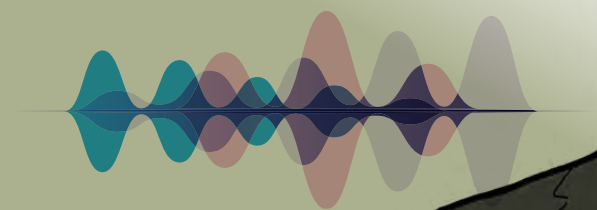
Moss argues that while we "tend to think of burnout as an individual problem", the responsibility really lies "away from the individual and towards the organisation. Leaders take note: it's now on you to build a burnout strategy." The root causes of burnout lie in the pressure that employees are under and the support they receive at work, and both are directly affected by leadership culture.

These studies offer promising approaches to reduce burnout and increase teacher retention. Success relies on closing the gap in experience between leaders and their staff, creating opportunities for peers to recognise one another's achievements, and helping individuals to recognise the positives in their daily experience.



# Event Review

## THE SIMONS SKETCH



### The Ofsted Annual Report Launch

Reviewed by: Jonathan Simons

Publisher: The Crown

I'm reading a child's Shakespeare series to my daughter at the moment. We've just got on to *Richard III*, where the protagonist explains that, when fighting has stopped and one side is victorious, the danger is that the winning side splinters and falls in on itself. Such as, you know, locking people up in the Tower.

I was reminded of this when I went to watch Amanda Spielman launch the Ofsted Annual Report this week.

Obviously the metaphor doesn't entirely hold. For one thing, HMCI has excellent posture and no hunch. Also, I'm pretty sure she wouldn't throw people in the Tower of London. That's more Wilshaw's style.

Nevertheless, the one who was previously queen of all she surveyed has received a bit of heat recently. Firstly, there was the "stuck schools" report. It triggered comments from Sir David Carter, who noted archly that he was delighted to see the inspectorate finally come round to an idea of a more nuanced improvement culture. He didn't say who first came up with it, that isn't important, but Sir David was cautious about Ofsted doing such work. It probably needs someone else to do it. Maybe a handful of regional commissioners, headed up by a national figure? Dunno. Needs some work, but the concept is definitely there.

If that was an *amuse-bouche* in the Wars of the Reformers, the main course came last week as Martyn Oliver, the King on the North, Sir

Dan Moynihan, Knight of South London, and Dame Rachel de Souza from the Duchy of Norfolk fell into battle. The first salvo was a pointed interview in which two of the barons opined that the new Ofsted framework wasn't, all things considered, a terribly good thing for their schools. Specifically – and the link to government priorities is subtle here, so you may need to read it twice to catch the nuance – it was bad for poor children and those in the North.

Cue much jostling in the castles of the kingdom. Mary Bousted, playing the role of the vanquished Lancastrians in this play, bemoaned sadly that t'was ever thus. She'd always been a fan of the work of Outwood and Harris. [Script writers, please fact-check.] Anyway, on this one, they were right.

With neither the Tower of London nor any of the London palaces available, the stage for Ofsted's response was set in the lecture theatre of the Institution of Mechanical Engineers.

In truth, HMCI's soliloquy was very strong, showing none of the tension she has presumably been feeling in the past week or two. She even made a gag about feeling safe from being given her P45, as was the plan had Labour won the war-election.

And then, amid the rattling of statistics about how well or not various institutions have done this year, she paused.

"We must guard against restricting education excessively," she said.

"Exam results are important but

have to reflect real achievement. We should not incentivise apparent success without substance."

Again, you may need to read that twice to spot the subtext.

HMCI continued, talking about real but totally random instances of schools Ofsted has seen who are not doing this well. Such as schools requiring all their native speakers to take ESOL qualifications. Which, as intrepid knight-errant Warwick Mansell pointed out, was something Harris Orpington had been pulled up for. Just fancy that!

The extended stiletto-ing of the rogue reformers complete, the speech moved on to castigating other parts of the education system, including illegal schools, FE colleges who churn out young people full of useless qualifications, businesses who misuse the levy, lack of support for children with SEND, and politicians who did not stand up for the Birmingham schools being picketed for their LGBT teaching.

Rosie Bennett from *The Times* – who had managed to coax a reluctant Sir Dan and Martyn Oliver to share their frustrations in the first place – asked a question. Doesn't it seem odd, she asked, for disadvantaged pupils to be taught less of the curriculum than their advantaged peers. Isn't that gaming?

Sean Harford, the Duke of Buckingham of Amanda's court, paused before answering. "Not... necessarily", he said.

All peace and harmony here, then.



# Reviews



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

@THEHEADSOFFICE

## Cultural Capital Matters

@LTeacher123

As soon as the word "culture" became prominent in Ofsted's frameworks, its definition has been the subject of much debate, some of it heated, and I have to admit that I'm still thinking about exactly what "cultural capital" is. This post helped. It has so many layers to it that it is hard to do it full justice here, but in essence it looks at cultural capital from the perspective of those disadvantaged pupils who are often the focus of extra-curricular activities. It argues that building cultural capital means much more than just taking children out of school (although that is a key part), and it questions the middle-class values that often underpin our efforts. Ultimately, the author embraces those, while maintaining that cultural capital is also about the pupils themselves seeing purpose, not only in the curriculum, but in learning itself.

## Education Backwards

@drmegancrawford

This piece really resonated with me because I'm one of those who has learnt a great deal since retiring. The author lays out some thoughts on the assumptions we make about learners – academic or not – and

## TOP BLOGS of the week

about when learning actually takes place. For many, learning is simply something that happens at school, but given the number of pupils who don't like school, this would exclude swathes of people. However, many people like myself and the subjects in this piece find learning in later life. So what about lifelong learning? Does the idea threaten our notions of the importance of school or, as Dr Crawford asks, should we be thinking more about what role schools play in nurturing its seeds?

## Championing Diversity in School Governance

@NGAEmmaK

For once, there is some good news on the make-up of governing boards in terms of diversity, but there is still a long way to go. Emma Knights, CEO of the National Governance Association, explains how various campaigns have resulted in positive trends, but that the number of governors from ethnic minority groups is still very small. The NGA's work on this continues, she says, while LGBT inclusion is also a focus for this year. The numbers don't lie, and this post is an important one for school boards, especially as it sets out the government's commitment to increasing diversity in governance, and its prominent place in new guidance.

## The Difference Good Governance Can Make to a School

@mm684

Governance is something that for many means absolutely nothing – a familiar concept for school leaders, but a nebulous one for everybody else. Here, Martin Matthews sets out to clear the fog and discuss governance in terms that non-educationalists can understand. He ends with a powerful reminder that, while governors and trustees may be volunteers, they are by no means amateurs.

## Thinking Differently about School Leadership

@stoneman\_claire

I found this post (and the one from @TomRees\_77, to which it is a response) very thought-provoking. However, I was disappointed that neither mentioned governance. I nodded along enthusiastically to Stoneman's description of leadership as engaging staff to "get on the bus". I did that, and I also had many a conversation about what makes a good leader. It is refreshing to see that the notion of the heroic headteacher is finally being recognised as unsustainable and fundamentally inappropriate. But the lack of any mention of governance makes me wonder whether this new dawn will be as successful as it might be.

## Learn about Amanda Timcke's first-hand experience of becoming a school governor

@SchoolGovNet

Posts about being a school governor can sometimes feel a little repetitive, but this one shared by Governors for Schools is a little different. Amanda Timcke has the kind of profile most governing boards would leap at, and yet she found it took her nearly a year to get fully up to speed with the expectations of the role. The list of skills and experiences Timcke has developed in the role are a great advert for governance and truly emphasise the importance it should have in our schools. The post also serves as a useful reminder that great governors aren't born: they are made.

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# WEEK IN WESTMINSTER

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

## SATURDAY

Another week, another race row for our Ange. Shadow education secretary, and Labour deputy leadership candidate, Angela Rayner had to clarify her position on teaching kids about colonialism and the British Empire after some "dog-whistle rhetoric".

She was accused of telling a hustings that we should prioritise teaching modern democracy over the negative impact of colonialism.

Political education was "crucially overdue in this country", Ange said, and the current curriculum "teaches kids about colonialism and the empire and teaches them nothing about our democracy here today".

Cue backlash, and Rayner again taking to Twitter to clear it up. What she actually meant was Britain's colonial role "should be taught critically, but too often it isn't, under the curriculum Gove left us".

"Understanding the full history of struggle in which so many died for their freedom, is exactly what needs to be taught. This is the path to understanding the world and its challenges today, and to the equality and democracy which we desperately need," she said.

So, it's all Gove's fault. Got it?

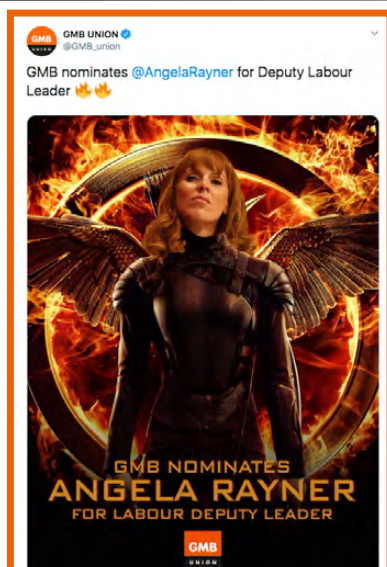
## TUESDAY

Thanks to Julius Weinberg for the history lesson during his introduction for Amanda Spielman at her annual report launch.

Upon mentioning Blue Peter, the Ofsted chair quipped: "If you're old enough to remember that!"

We hate to break it to you Jules, but we're pretty sure it's still on every week...

It was hard to miss the GMB union's backing for Rayner in the Labour deputy



leadership race this week.

Followers of the union were treated to a huge graphic showing Rayner superimposed on the movie poster for 'The Hunger Games: Mockingjay Part 1'.

We hope Ange's archery skills are up to the challenge.

## WEDNESDAY

ITV's Robert Peston engineered an awkward moment when Labour leadership candidate Lisa Nandy and former shadow education secretary Lucy Powell appeared on his show.

Pesto spent the interview with Powell, who has not yet publicly backed any candidate, trying to drive a wedge between the two colleagues, who served together on the Labour front bench in the early months of the Corbyn administration.

"Stop trying to cause trouble! We went to school together!" Nandy shouted as the presenter tried to persuade Powell to find something about her friend to disagree with.

"We did go to the same school," Powell quietly admitted, leaving out the fact that she's almost five years Nandy's senior, so is unlikely to have seen a lot of her during



their shared time at Parris Wood.

But why let the truth get in the way of a heart-warming moment!

Talking of elections, congratulations to Robert Halfon, who appears to have secured the Womble vote in the upcoming race to be education select committee chair.

He's got it in the bag...

## THURSDAY

Commiserations to universities minister Chris Skidmore, sent in to bat for his boss at the Bett Show, an annual showcase of people who want to fleece loads of money out of schools for worthless technology.

The minister took it all in his stride, though, and joked his way through the typically policy-light speech usually given by the secretary of state.

"It's a great opportunity to sample new products... I hear there's even an escape room, which you can try, if you dare. I haven't had a chance to this morning, but I've challenged my department's Permanent Secretary, Jonathan Slater, to have a crack later this week, so we'll see how he gets on. Hopefully he will be able to escape!"

We suspect some DfE staffers might hope otherwise...



## GREENSHAW LEARNING TRUST

### EXECUTIVE HEAD OF SHARED SERVICES

The establishment of the post of Executive Head of Shared Services is an important step in the development of the Greenshaw Learning Trust (GLT).

The Greenshaw Learning Trust is a successful multi academy trust with seven primary schools and eight secondary schools in South London, Berkshire, Bristol, Gloucestershire and South Gloucestershire, and approval to open a new secondary school and secondary special school. Having grown significantly over the last three years we currently employ 1,500 people and educate 10,000 students and are planning to grow further over the coming months and years.

Our schools and the Trust's strategic development are supported and overseen by a relatively small but growing, highly skilled and

effective shared service team, based in a central office in Sutton and in our three regions.

The Executive Head of Shared Services will be responsible for the Trust's shared support services, currently delivered by around 40 staff in five teams; they will be line managed by the GLT Director of Resources and will work closely with the Trust senior leadership and school Headteachers.

The post holder will be based in Sutton, South London, but may be required to travel to any GLT school in South London, Berkshire, Gloucestershire or South Gloucestershire.

Our website sets out our vision and achievements – [www.Greenshawlearningtrust.co.uk](http://www.Greenshawlearningtrust.co.uk); but please do not hesitate to contact us for further information.

We are seeking an inspirational leader whose personal qualities and values reflect ours, and who has the skills and experience to drive the development of our shared services to ensure that they most effectively support the needs and ambitions of the Trust.

The successful candidate will:

- Demonstrate a passion for education and a desire to improve the life chances of young people.
- Be an inspirational leader.
- Have experience in excellent service delivery.
- Be highly analytical with an eye for detail.
- Uphold and promote the values of the Trust.
- Have excellent stakeholder engagement experience.
- Have a high degree of emotional intelligence.



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.*



### 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/](http://www.perryhallmat.co.uk/career-opportunities/) for further details





'Academies in Christ'  
Part of the Archdiocese of Southwark



**St Gregory's**  
CATHOLIC COMPREHENSIVE SCHOOL



## VACANCY: EXECUTIVE PRINCIPAL (FULL-TIME ROLE)

Salary: Competitive and TBD in light of experience and qualifications

St Gregory's and St Simon Stock form a Catholic secondary academy cluster as part of the Kent Catholic Schools' Partnership (KCSP), a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent. Currently comprised of 24 academies (5 secondary and 19 primary), the Trust is seeking to appoint an inspirational and dedicated Executive Principal from August 2020 for this cluster due to the retirement of the current post-holder.

Reporting to the Chief Executive of the Trust and Executive Governing Body for the cluster, the Executive Principal will provide the strategic Catholic leadership and inspiration for the cluster, motivating staff and maximizing all available resources for the cluster's 'common good'. This includes the strategic planning and management of cluster finances, staff, buildings and other resources. The postholder will represent the academies to the Executive Governing Body, CEO and Trust Board, the Diocesan Education Commission, and to local and central government, and their agencies as necessary.

The successful applicant will be highly motivated and innovative, accountable for ensuring, maintaining and sustaining the Catholic identity of the academies they are assigned to lead, and for ensuring that this identity is reflected in every aspect of the academies' Catholic life, so that the learning and faith outcomes of all pupils improve continuously. This fundamental duty, rooted in our shared Gospel values, provides the context for the proper discharge of all other duties and responsibilities, and consequently we are seeking to appoint a practising Catholic, with the necessary desire, experience, expertise and qualification, to this role.

St Gregory's and St Simon Stock are inclusive secondary academies. Their dedicated staff, helpers and Governors work hard to ensure every student is supported and challenged to be their best.

St Gregory's and St Simon Stock are located to the west of Kent and are easily accessible via both road & rail. Both enjoy spacious classrooms, large grounds, excellent student facilities and benefit from recent and substantial investment.

St Gregory's were judged 'Outstanding' in their most recent denominational inspection in 2018 and were also judged to be 'Outstanding' in all areas at their last Ofsted inspection in 2013. St Simon Stock were judged 'Outstanding' in their most recent denominational inspection in 2015 and were also judged to be 'Good' in all areas at their last Ofsted inspection in 2016.

KCSP, as the largest, single Catholic MAT in the south of England, is committed to safeguarding and promoting the welfare of children, and requires all staff, helpers and Governors to share this commitment. Offers of employment are subject to an enhanced disclosure and barring service check and section 128 check.

Please visit [www.kcsp.org.uk](http://www.kcsp.org.uk) to view the full job description and person specification, and to download an application form and all of the related documents.

Please send your letter of application together with a completed Catholic Education Service (CES) Application Form, completed CES Recruitment Monitoring Form, CES Rehabilitation of Offenders Act 1974 Disclosure Form and CES Consent to Obtain References Form to the Chief Executive at: [office@kcsp.org.uk](mailto:office@kcsp.org.uk)

*Your letter of application should outline why you feel you are suited to this role, what you believe you can bring to the academies and also detail your experience to date, skill set and qualifications.*

**Closing date for applications: Monday, 10th February 2020**

Shortlisted candidates to be notified: no later than Friday, **14th February 2020**

Interviews will be held during the week commencing: **9th March 2020**



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](mailto: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



## 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>

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# SCHOOLS WEEK



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