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on secret life of
MAT chairs



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Trust boss gets
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'We're not drawing
from the whole pool
because of prejudice'



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- Watchdog says sorry to trust after complaints over 'deeply flawed' inspection
- Aspirations had claimed inspectors didn't understand 'innovative' curriculum
- Ofsted said grade change part of usual moderation and shows system works

SCHOOLS WEEK

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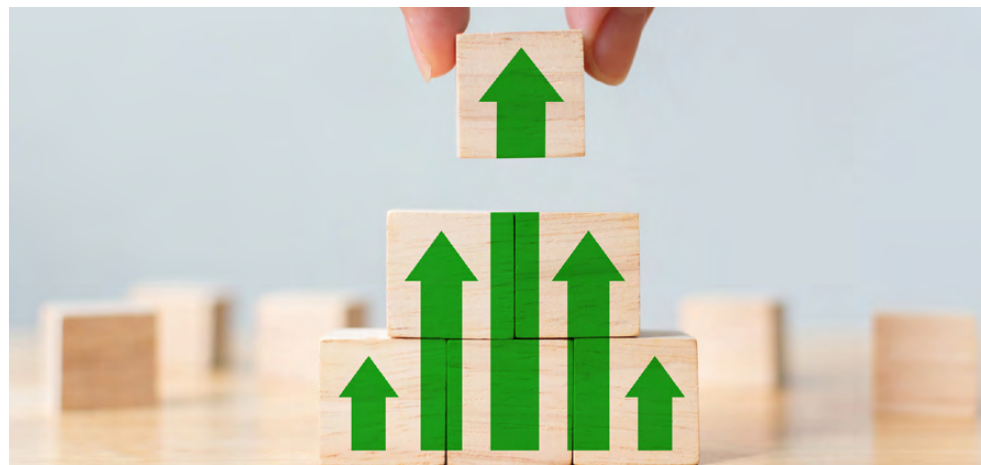


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News



Pupil premium to rise from April

FREDDIE WHITTAKER
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The DfE has announced that the amount of money schools receive to support their poorest pupils is to increase for the first time in five years.

The Department for Education has announced that the pupil premium rate will increase from April by £25 for primary pupils (from £1,320 to £1,345) and £20 for secondary pupils (from £935 to £955).

Pupil premium is paid for all pupils who claim free school meals, or who have claimed free meals in the past six years.

The rises represent an increase of around 1.8 per cent, in line with inflation.

However, there is no increase to address real-terms cuts to the rate in recent years. The last time the rates rose was 2015-16, but the cost of supporting pupils has risen in that time.

This year, pupil premium payments for around 2 million eligible pupils cost the government £2.41 billion. This rise is expected to cost just under £50 million a year.

It is understood the funding for the increase will come from the already-announced £2.6 billion increase in the school budget for 2020-21.

The pupil premium plus, which is paid for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order, will also rise by £45 (£2,300 to £2,345 per pupil).

And the service premium, for every pupil with a parent serving in the forces or who is retired on a Ministry of Defence pension will rise from £300 to £310.

The announcement comes after the DfE

finally officially admitted that per-pupil funding is currently 1.9 per cent lower than it was in 2010 in real-terms.

New statistics published this week lay bare the extent of real-terms cuts to school budgets over the past decade.

In 2019-20, schools received on average £5,940 per pupil. The amount they received in 2010 based on today's prices was £6,050.

And if a recent grant paid to schools to cover increases in their contributions to the teachers' pension scheme is excluded from calculations, per-pupil funding is actually £5,820 this year, 3.8 per cent lower in real-terms than it was in 2010-11.

The new statistics have been released to coincide with the introduction of new legislation which will force councils to pass on new minimum per-pupil funding rates for schools.

They are also a response to a demand from the UK Statistics Authority that the DfE publish a "comprehensive set" of official figures on school funding.

It also comes as the DfE prepares to pump an additional £2.6 billion into the schools budget next year. Overall spending will then rise again by a further £2.2 billion in 2021-22 and another £2.3 billion in 2022-23, an increase in total school spending of £7.1 billion over three years.

This week, the department heralded the announcement as "the biggest funding boost for schools in a decade, giving every school more money for every child".

But the Institute for Fiscal Studies has warned that the government's plans will still result in an "unprecedented" 13-year real-terms freeze.

New DfE website 'misleads' on school funding

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The government has been accused of trying to mask the impact of school cost pressures on its new website for parents.

Downing Street launched a new tool yesterday which it said would allow parents to find out how much extra funding their local school is due to attract under planned increases for the next financial year.

But the website, called View National Funding Formula for Your School, only shows how much extra money schools will receive from April in cash-terms, without adjusting for inflation.

The government has previously been cautioned by the UK Statistics Authority for making claims about school funding based on cash-terms increases.

Dr Mary Bousted, joint general-secretary of the National Education Union, said the website was "of very little use to a parent wanting to understand the impact on their child's school because it only makes a comparison between 2019-20 and 2020-21, and the figures are in cash rather than real terms".

The tool will act as a challenger to the union-run School Cuts website, which lets parents search by school to see how much funding has fallen in real-terms.

Last January, School Cuts was rebuked by the UK Statistics Authority for giving a "misleading impression" of cuts faced by schools because of a lack of context.

The ruling prompted James Cleverly, then the Conservative deputy chair, to write to the NEU requesting that they take the site down.

The unions refused to torpedo the website, but did make changes to better explain the methodology.

The Office for Statistics Regulation said it was "interested" in the new tool, adding they "like the idea of any tool that helps the public understand key datasets".

"We look forward to discussing it with DfE to learn more about the approach and methodology," a spokesperson added.

OFSTED AMENDS REPORT AFTER CURRICULUM CONCERNS

HÉLÈNE MULHOLLAND

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EXCLUSIVE

Ofsted has apologised and overturned a provisional 'inadequate' judgment after an academy trust complained that inspectors had not understood its "innovative" new curriculum.

Park Academy West London was found to have "serious weaknesses" after a two-day visit in November.

Aspirations Academies Trust, which runs the school, lodged a complaint about the "deeply flawed" inspection before the report was published. They alleged inspectors had not understood its new "no limits" curriculum programme, and had "pre-conceived" ideas about how curriculum should be taught.

Ofsted dispatched two senior inspectors to visit the school again in January as part of its moderation process, before upgrading the judgment to 'requires improvement' and apologising to the trust.

Changes to judgments under the moderation process are rare. The concerns raised by Aspirations on inspecting curriculum will fuel further concerns about whether inspectors are properly trained to make adequate judgments under the new framework.

The trust is implementing a new "transdisciplinary" approach that ties in various aspects of the curriculum for six periods a week.

Aspirations managing director Steve Kenning told *Schools Week*: "They [Ofsted] did not get it. They made assumptions that were not true. They did not understand it at any phase, because they did not talk to the senior curriculum leader or myself about it.

"We felt that they hadn't gathered a sufficient evidence-base to judge the school accurately."

Paula Kenning, the trust's deputy managing director, added that the experience had left them wondering whether Ofsted "is fit for purpose". She said that they doubt the watchdog's ability to deal with schools that take an innovative curriculum approach.

Despite the new framework stating that those who do innovate will be judged favourably, she said that "we haven't found that to be the case... The training is leading to inspectors, for whatever reason, disaggregating what's happening in the



school into almost a 'tick-box approach'.

"So, if they can see discrete RE or discrete computing, and so on, then the tick-list is a positive one. And if they can't see that, it seems to me that the training hasn't led to all inspectors having the capacity to actually have a more holistic view of the curriculum – to actually see where it's mapped out."

It's the latest concern to emerge over Ofsted's curriculum focus. *Schools Week* revealed in October how inspectors were conducting curriculum "deep dives" in subjects outside their expertise.

An Ofsted study found that inspectors without subject expertise struggle to reliably assess the quality of lessons and pupils' workbooks in secondary schools.

Stephen Rollett, curriculum and inspection specialist at the Association of School and College Leaders, said the union was encouraged by the fact that Ofsted has been carrying out "significant amounts" of curriculum training for inspectors.

"We have sat in on that training and we have been happy with the quality of that training," he said.

But he added that the watchdog was building its curriculum practice from a "reasonably low base" because previously it had been pruned back.

Ofsted is recruiting for subject-specific HMI leads, but Rollett added that "also tells you that

they do have gaps to fill in the organisation in relation to the curriculum. It's encouraging, but at the moment it is imperfect."

Ofsted said that following a moderation process, its regional director for London asked inspectors to return to Park Academy to gather additional evidence before coming to the final judgment.

The spokesperson added: "So, this shows that our processes work. In this case we inspected the school, received correspondence and took appropriate action in line with our published policy."

They added that all inspectors have "undertaken thorough training in the education inspection framework".

Paula Kenning said the outcome was a "complete vindication" of the decision to complain, without which, the 'inadequate' judgement would have remained in place.

She added: "Ofsted got it wrong. Ofsted mistakenly graded one of the Aspirations academies as inadequate, and it is absolutely not inadequate – as proven by the report."

The inspection was Park Academy's first since opening in September 2017. Its predecessor school, Stockley Academy, had been judged 'inadequate'.

Aspirations, founded nine years ago, prides itself on turning around failing schools quickly. It runs 15 schools which between them have had 18 Ofsted inspections.

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Plight of SEND families shames me, admits Halfon

FREDDIE WHITTAKER

@FCDWHITTAKER

Ministers must issue a “serious response” to the education committee’s landmark SEND report, Robert Halfon has said, as he admitted the plight of families had “shamed” him.

The newly re-elected chair of the Parliamentary education committee also believes direct inspections of academy trusts has “got to happen” and hit out at small-scale cash pledges by ministers to grab headlines in national newspapers.

Halfon, who was re-elected unopposed this week, insists priorities for the cross-party committee will be set by the entire membership once other MPs are elected.

But he is clearly keen to pick up where the last committee left off on SEND and alternative provision.

“I want to be sure of what the government is doing to implement some of our recommendations and what’s happening to the reviews. Are they becoming policy?”

The MP says the SEND inquiry, which took 18 months and received more than 700 submissions, had “a huge impact” on his life “not just in terms of working in parliament, but what I learned, and the anguish and anxiety of parents”.

“What parents have to wade through, this awful, awful treacle of bureaucracy, is unbearable,” he said.

Figures obtained by The Times in 2018 revealed councils had spent around £100 million fighting parents over support for their disabled children over four years, although they have lost nine in ten appeals.

“It does shame you as an MP,” he adds. “You sit with a group of parents and you just see that they have to struggle every single day just to get the basic support for their child with special educational needs.”

Halfon’s new committee will look very different. Former members Michelle Donelan and Emma

EXCLUSIVE



“ My passion is education. I wake up thinking about it, I go to bed thinking about it

Hardy have been appointed to the government and opposition frontbench education teams respectively. Trudy Harrison is now the prime minister’s parliamentary private secretary.

“Clearly education committee is a ladder of opportunity,” the chair jokes, deploying his famous catchphrase.

Parliament also looks very different now, too. So how can Halfon, a Conservative, reassure those who doubt his ability to hold his own government to account now that it has a large majority?

“First of all, I’d say all they need to do is look at my record in the last parliament,” he says.

“And secondly, my passion is education. I wake up thinking about it, I go to bed thinking about education and skills. And I want to make things better. That’s why I’m doing the job.”

Investigating the plight of demographics that get “left behind” by the current education system is a

priority for Halfon, as is probing the activities of education quangos.

“Some of them are pretty big cash cows, untouched by austerity,” he said. “We’re talking about [shortages of] funding and yet some of these quangos can spend money seemingly unsupervised, wherever they want.”

The last education committee savaged the Careers and Enterprise Company over its spending on research and events, and Halfon has said the body can be “ludicrously wasteful”.

The accountability of the academy sector is also likely to come up. Halfon supports academies and thinks they work “on the whole”. But he believes some academy trusts have become “too big” and disconnected from their communities.

He thinks direct inspections of trusts has “got to happen”, and that quicker intervention is needed once failure is identified.

“I’m not necessarily hung up about

whether it’s Ofsted or the regional commissioners, but give one body significant powers to go in and sort it out. It seems to take ages if there’s a failing academy to transfer the school.”

Halfon heralds additional funding for schools announced last year as “an important step forward”, and believes his committee helped put the issue on the agenda. But he’s irritated with some of the government’s other recent small-scale funding announcements.

Ministers have recently invested £2.4 million in school sports, £11.8 million for breakfast clubs, £4.6 million in education technology, £2.5 million for careers hubs and £10 million for behaviour hubs.

“Every five minutes, there’s a new announcement,” Halfon says. “£10 million here, £20 million spent on this. It’s all welcome, I’m not against any of it. But it’s a lot of clothes pegs often without a washing line.”

“I want to know the why. Why are we doing these things? Rather than just ‘this is for the Sunday papers, the Sunday Times. On Tuesday, we’ll have something in the Sun about white working-class boys. On Friday, we’ll go to the Guardian because we’re going to invest in music or whatever it is.”

Halfon also revealed a disagreement between him and Nick Gibb, the schools minister, over teaching apprenticeships when he was still at the DfE.

Halfon, a champion of degree apprenticeships, believes the alternative route into the profession should exist, but added: “Nick wants everyone to have a graduate degree. He wants everyone to have an intellectual foundation. He’s worried that [apprenticeships] will become woolly, there won’t be the supervision.

“But if you have a degree apprenticeship, you can get the best of both worlds. You earn while you learn. There’s no debt. And there’s a good job, a teaching job at the end.”

News

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NGA: Trust chair and member roles must be split

JOHN DICKENS

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EXCLUSIVE

The leading body for school governance wants academy trust chairs also serving as members to give up one of their roles to end a "minimal elite with a disproportionate ability to mark their own homework".

It comes as a *Schools Week* investigation finds 34 of the 52 largest academy trusts have an academy trust chair who is also a member. A member has a similar role to that of a shareholder in a private company.

While this is allowed under academy rules, the National Governance Association (NGA) has now called on those chairs to "reconsider their position" if holding both roles.

The Department for Education's "strong preference" is for a majority of members to be independent of the board of trustees.

But *Schools Week* also found that at seven of the largest trusts, the majority of members were not independent.

Sam Henson (pictured), director of policy and information at the NGA, said members have a role in "casting an eye over how effective the governance of the trust is, and so they have to be free from conflict to do so".

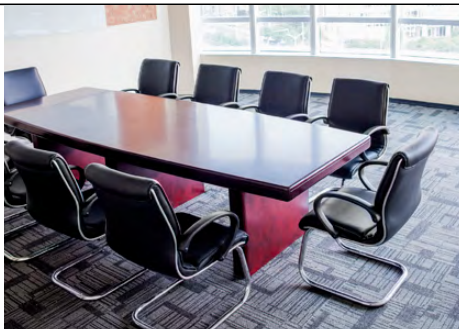
"If they are essentially the same bunch of people, power is directed to a minimal elite with a disproportionate ability to mark their own homework. This all comes down to the different roles, within both the governance and executive tiers being understood and well communicated."

The Academies Enterprise Trust has two trustees – Andrew Thraves and David Hall – that make up its three members.

The trust said it had an "explicit agreement" with the government as part of its turnaround plan that Hall, its chair, would be a member.

A spokesperson added now its turnaround is complete, new members are being recruited. Hall will step down as a member.

The Outwood Grange Academies Trust has four members, two of which are trustees – Roland Harden



and David Earnshaw, who is also chair of trustees.

Earnshaw has also been chosen by the DfE to chair the new Falcon Education Academies Trust to take over schools shunned by other sponsors in the north.

Ormiston Academies Trust and Hamwic Education Trust both have three members, two of whom are trustees.

Ormiston said its articles of association requires its members to include the chair of trustees and its sponsor. "Our Trust has strong governance to ensure we are delivering the best possible outcomes for our pupils."

Meanwhile, the Diocese of Ely Multi-Academy Trust and the Academy Transformation Trust have four members, two of whom are trustees.

In addition, Ark's member is the Ark Absolute Return for Kids charity, and two of its four trustees are also trustees at Ark academy trust.

Academy rules state there should be "significant separation" between members and trustees. If not this "may reduce the objectivity with which the members can exercise their powers".

But Sam Henson added many trusts

are still operating on historic articles of association. "There is little, if anything, to enforce or even encourage separation beyond what the guidance says, so trusts themselves are sometimes reluctant to see this as a priority."

The NGA wants the government to "set a firm expectation for complete separation between those at a local level, trustees, executives and members".

However, Leora Cruddas, chief executive of the Confederation of School Trusts (CST), said having a trustee serving as a member can help with the task of "keeping members informed".

"We do not believe that having one trustee also serving as a member inevitably reduces the objectivity with which the Members exercise their powers."

Instead of calling for more compliance, CST wants the debate to be "more constructive about effective arrangements to keep members informed so that they can operate effectively at this crucial tier of governance".

The largest trusts with chairs serving as a member include REAch 2, AET, Delta Academies Trust and Harris Federation.

A REAch2 spokesperson said the arrangement is "entirely in line with DfE policy", adding the arrangement "facilitates a healthy governance link between the members and the wider board".

A Department for Education spokesperson said rising standards many trusts are delivering is "testament to the good governance already in place... We work with trusts to discuss changing their articles on a case by case basis, taking into account the circumstances of each trust."

The key people running academy trusts

Members	DfE states this is a similar role to shareholders of a company limited by shares. They hold the trust board to account.
Chair of trustees	Responsible for ensuring effective functioning of the board and setting professional standards of governance and accountability for the board
Trustees	Both charity trustees and company directors, the DfE says they should focus on three core functions: ensuring clarity of vision and ethos, holding executive leaders to account and overseeing effective financial performance

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News

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Leading trust investigating claim pupil 'encouraged' to leave

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

England's largest academy trust has launched an investigation into an allegation that a vulnerable child was "encouraged" to leave one of its schools.

United Learning said it was "investigating with urgency" after receiving an allegation relating to a pupil studying at one of its Avonbourne academies in Bournemouth, Dorset.

The allegation is one of a number levelled at the trust by disgruntled parents, several of whom have already removed their children from the schools since the trust took over. At least six pupils have moved to nearby Parkfield School alone, and other parents are understood to be considering their options.

Parents claim a shake-up of curriculum and behaviour policies, as well as significant staff changes since the schools joined United Learning last summer, are having an adverse impact on their children.

But United Learning has defended its approach, claiming the schools were previously overstaffed, struggling financially and "in a very poor state educationally".

"We are extremely pleased about the improvements in behaviour, curriculum and teaching and learning which have taken place so far this year," a spokesperson said. "There is more to do, of course."



"We also know that while most parents and children welcome the changes, some have found them hard. We are listening to them, looking to meet concerns and to bring them on board with a direction which we are sure is right for the children of the school."

Avonbourne Girls' Academy, which was rated 'good' at its last inspection, and Avonbourne Boys' Academy, which was in special measures, moved to the trust last year after they were voluntarily given up by their previous sponsor, the Avonbourne International Business and Enterprise Academy Trust.

United Learning's investigation into the incident, in which a pupil with special educational needs was allegedly encouraged to leave the school, comes as the government is seeking to clamp down on off-rolling.

Encouraging parents to take a pupil out of a school can constitute illegal off-rolling if it is done for the benefit of the school rather than the pupil.

The trust confirmed it had received "one allegation that a school leader no longer employed at the school 'encouraged' a child to leave the school. We take this extremely seriously and are investigating with urgency," a spokesperson said. "We expect the investigation to establish whether the allegation is correct, and we will take action accordingly."

It is not unusual for tensions to develop between schools and parents after academies move to a new trust with different approaches.

Parents have raised particular concerns about what they see as staff shortages resulting from redundancies and cuts to the number of supply teachers used, leading to pupils having to "self-quiz" and learn in large, combined class groups.

But the trust said "significant staff restructuring was necessary and right" because it had inherited schools "which were significantly underperforming and financially mismanaged, running at substantial deficit mainly because of over-staffing".

Accounts for the schools' previous sponsor, which ran no other schools, show it finished the year ending August 2018 with a general funds deficit of more than £285,000. Its liabilities also exceeded its assets by more than £620,000.

But one former staff member, who asked not to be named, described redundancies as "pretty draconian... It meant the schools weren't able to run in perhaps the way they would have been able to normally."

Parents received texts about 'compulsory' weekend sessions

Leaders at the Avonbourne academies have apologised to parents after they were sent text messages telling them their children had to attend school at the weekend.

The messages said pupils had "compulsory" weekend "interventions".

Examples seen by *Schools Week* include science and language sessions on Saturday mornings between 10am and noon, and sports sessions from 9am on a Sunday.

But United Learning insisted the sessions were voluntary, and that only "two texts were sent out that incorrectly stated that the classes were compulsory".

"This was an error and every other letter,

text and reminder has made clear that the sessions were optional," the spokesperson said.

The trust also denied that the sessions were held to make up for teaching lost as a result of staff changes, or as a result of a decision to switch exam board for PE GCSEs while some pupils were mid-way through their courses.

"The Sunday intervention session would have been held regardless of the change in exam specification," the spokesperson said. "They provide additional coaching sessions to help support some students with the practical element which is common to both specifications."



News in brief

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'Human error' cause of AQA's latest breach

The exam board AQA breached rules relating to the re-marking of exams again last autumn – despite having just been handed the largest ever fine by Ofqual for the same offence across earlier years.

But the company will not be handed an additional fine for the latest incidents, after being ordered to shell out more than £1 million last year.

In October it was revealed that AQA would be fined £350,000 and would compensate schools £740,000 following "serious breaches" of the rules in 2016, 2017 and 2018. The exam board was also fined £50,000 for problems with its 2018 French A-level marking scheme.

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

Now Ofqual has revealed that AQA reported two further breaches last autumn, after it delivered 350,000 reviews of marking and moderation.

In both cases, the scripts were reviewed again by an independent reviewer, but this did not result in any grade changes, and, according to AQA, there were "no adverse effects on learners".

The exam board claimed the breaches occurred because of human error "because the



individuals undertaking the manual allocations failed to undertake the prescribed checks to ensure independent reviewing".

Ofqual's enforcement committee accepted AQA's submission that the two cases were exceptional, and were the result of human error and not systemic process failures.

While there will be no fine, Ofqual will seek to claw back the costs of its investigations. That amounts to £25,000 alone for the investigations into the older exam breaches and the French A-level issue.

An AQA spokesperson said: "This was human error that only affected two of the 350,000 reviews we carried out last summer. Overall, the measures we put in place to make sure reviews are carried out independently have been a big success."

DfE Apply pilot is launched

The government's new teacher training application portal will replace the University and College Admissions Service system by 2021.

Launched yesterday, DfE Apply is an online government-run service for would-be trainee teachers and teacher-training providers to manage applications.

It will be first run as a pilot in the south-west before being rolled out across the country and fully replacing the UCAS Teacher Training service from October 2021.

Last year's teacher recruitment and retention strategy pledged to "radically simplify the process for becoming a teacher" by introducing a "new one-stop application system for initial teacher training (ITT), which will be easier to use and designed to better meet the needs of potential trainees".

According to the DfE Apply website, 43 providers are already using the service, advertising 578 courses. The website is also "fully integrated" with the DfE's existing tool to help find postgraduate courses.

The government said the new service will "ensure universities and schools can make the best decisions on matching applicants with teacher training courses" and "remove the barriers that can deter some people who could be excellent teachers".

Big drop in 'conditional unconditional' offers

Up to three-quarters of universities and colleges appear to have ended the controversial practice of "conditional unconditional" offers.



Under a conditional unconditional offer, a university initially requires a pupil to meet certain entry criteria to gain a place, but then drops

those conditions once the

pupil names the university as their first choice.

The recent increase in such offers led to warnings from headteachers that it acts as a disincentive for year 13s to work hard at their studies.

Gavin Williamson, the education secretary, said that "under no circumstances" were conditional unconditional offers justified, and said he would write to all universities that continue to use them, to ask them to end the practice.

Just over a quarter of school leavers in England, Wales and Northern Ireland received a "conditional unconditional" offer in 2019, up from just 20.9 per cent last year.

But University and College Admissions Service chief executive Clare Marchant said "early indications point very strongly to a behaviour change in 2020".

However, she warned it is likely that institutions will deploy "other offer-making strategies, including direct unconditionals, in this competitive market".

Teacher mental health declining

One in 20 teachers report having a long-lasting mental health problem, but teaching isn't the only profession hit by an increase such issues.

Research by the UCL Institute of Education found around five per cent of teachers in England now say they suffer from a long-lasting mental health problem which has endured or is likely to endure more than 12 months, up from one per cent in the 1990s.

However, the mental health of other professionals, such as nurses and accountants, has also deteriorated over the same period. Increases in reported mental health problems may also be due

to workers being more willing to talk about their issues or seek help.

The working paper, which was funded by the Nuffield Foundation, analysed data from more than 20,000 education professionals collected through the Labour Force Survey, Annual Population Survey and the Health Survey for England between 1992 and 2018.

A Department for Education spokesperson said the government was taking action to "strengthen work-life balance and wellbeing for teachers", including "reducing workload, supporting early-career school teachers and tackling accountability pressures".

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Academy finances



Many trusts reluctant to pool funding, report finds

HÉLÈNE MULHOLLAND
@LNMULHOLLAND

The "internal political challenges" around pooling school funding is hindering take-up among academy trusts, despite ministers advocating for the change.

A survey by global accounting network Kreston of 170 trust clients in December found that 17 per cent have now shifted to pooling their general annual grant (GAG). Another 39 per cent are considering doing the same.

GAG pooling sees funding for all schools in a multi-academy trust (MAT) centrally collected and allocated according to need. Trusts say pooling the cash means they can iron out funding inequalities by shifting money from rich to poor schools.

However, the *Kreston UK 2020 Academies Benchmark Report*, published yesterday (Thursday), highlights the reluctance by many trusts to shift to GAG pooling, despite the trend towards centralisation and the enthusiasm for the mechanism by the Education and Skills Funding Agency.

The report, which analyses the finances of 360 trusts in charge of 1,500 schools, found many "fed back that their reticence is due to internal political issues, due to the perception that there will be winners and losers if they were to implement this".

The report shows that last year just ten trusts surveyed (five per cent of MATs) indicated that they were GAG pooling, up from three trusts the year before.

Lord Agnew has advocated the approach, but the report stated that the shift to GAG pooling has been "a lot slower than we would have hoped".

The report reveals that close to half (44%) of trusts have at least one school in their group that is struggling financially, with larger trusts more likely to be in this position.

Trusts with "problem" schools have on average £51,000 less left over at the end of the academic year than other trusts.

Pam Tuckett, chair of Kreston International's Academies Group, said pooling fund "may actually help, allowing for greater efficiencies in joint purchasing and economies of scale".

On the upside, the auditor's report paints an improved financial picture for its membership, with MATs on average showing a surplus position after many years in deficit.

Chief exec pay in the spotlight again, as one boss gets a £60k increase

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

An academy trust ordered to justify its pay by the government handed its chief executive a £60,000 pay rise last year, as salaries for bosses of larger trusts start to rise again.

The total pay of Paul West, chief executive of the Spencer Academies Trust, which runs 20 schools in the East Midlands, rose from at least £155,000 in 2018 to at least £215,000 last year.

The trust said the rise, which equates to 39 per cent, followed a "significant" growth in academies, number of pupils and employees since September 2017, alongside improving educational and financial performance.

A report this week from global accounting network Kreston found pay for leaders of the largest academy trust bosses had risen after a year of restraint.

Chris Keates, acting general secretary of teachers' union NASUWT, said the public have a right to know how such decisions are "justified in practice".

She said this was especially important "at a time when teachers have seen their pay fall by around 20 per cent in real-terms and when many schools and academies are reporting cutting back on support for pupils due to financial pressures".

West, who was appointed as a member of the East Midlands and the Humber headteacher board in January, took over at the trust in September 2017. He was formerly executive director of education at Delta Academies Trust.

A spokesperson for the trust said executive salaries are benchmarked against similar roles in the sector, referencing "organisational growth and complexity and driven by educational and financial targets".

The trust had 11 schools when West joined. It now has 20. Five of those joined in the 2018-19 year, according to newly published annual accounts.

Schools Week recently reported how some academy bosses had taken five-figure pay cuts, with others agreeing to a salary freeze, amid government attempts to crack down on high executive pay.

However, the new finding challenges that narrative.

A report by Kreston, which analyses the finances of more than 360 trusts, found the average pay per academy trust leader was

SPENCER
ACADEMIES TRUST

£104,108 last year, up from £100,744 in 2018.

However, solely looking at the largest trusts, which have between 5,000 and 15,000 pupils, the rise was much larger. The average salary went up from £115,952 in 2018, to £142,467 in 2019.

The *TES* reported this week that Hugh Greenway, chief executive of the 27-school Elliot Foundation Academies Trust, had a pay increase of £33,000. His salary rose from £169,720 in 2018, to £202,805 last year.

Greenway said it was not for him to justify the rise, as he was not involved in the decision process. But he highlighted a recent summary MAT evaluation from Ofsted which found leaders helped promote "significant and rapid improvement in the quality of education in most of the trust's schools".

The Kreston report added that, overall, there has been "some re-alignment of pay whilst at the same time trusts have been mindful of [academies minister] Lord Agnew's stance on pay levels".

Both the Spencer and Elliot Foundation academy trusts were told by the government to justify their pay in February 2018, based on the salaries listed in 2016-17 annual accounts.

The Department for Education said it is "essential that we have the best people to lead our schools if we are to raise standards, but academy trust salaries should be justifiable and reflect the individual responsibility – particularly in cases of significant increases".

A total of 278 academy trusts have had their pay challenged since 2018 to provide "clear rationale" for awarding the highest salaries. The spokesperson added: "We will be making further challenges in the coming months."



Lord Agnew

Academy finances



REPORT EXPOSES AGNEW'S WASTE CLAIMS AS 'FALSE'

JOHN DICKENS

@JOHNDICKENSSW

A long-awaited evaluation of the cost-cutter trials shows that only 16 per cent of their savings have actually been implemented.

This finding shoots down ministers' arguments that there is enough money in the system, school heads have claimed.

Academies minister Lord Agnew claimed his school resource management advisers had found £35 million of "essentially misdirected resources" after visiting 72 schools or trusts as part of a trial.

The government refused to release the reports. But some of them, obtained by *Schools Week*, showed that recommendations included cutting pupils' lunch portions, keeping money raised for charity and replacing experienced teachers with support staff on term-time contracts.

Now, an evaluation of the trial, finally published after several *Schools Week* articles, reveals that just £4.9 million savings have actually been implemented.

Schools said they hope to implement another £10 million over the next three years. However, this still amounts to only 48 per cent of the sum identified by advisers.

Dr Mary Bousted, joint general-secretary of the National Education Union, said: "This exposes how this shameful government was attempting to pour scorn and ridicule on school leaders by saying they didn't know how schools could run efficiently and weren't being frugal enough. But it has been proved that these suggested savings were false ones."

The government said a change in circumstances – such as joining another



trust, or having an increase in pupils – was the main reason savings weren't taken up.

Eleven trusts also either closed, were rebrokered or were still in active government intervention despite the savings visit.

The evaluation also showed how some advisers – usually school business experts – "did not have a full enough understanding" of curriculum financial planning, particularly where those with exclusively primary experience were deployed to secondary academy trusts.

The supplier contracts have now been amended to ensure advisers are sent to schools that fit their specialisms.

Agnew has riled school leaders with his view of the state of school funding. He previously said that there is no point putting extra cash into schools if the "current money isn't being used properly".

He also bet heads a bottle of champagne that his advisers could find savings in their schools.

However, just 53 per cent of respondents to a survey after the trial said the adviser had made recommendations that hadn't already been considered. (These findings were based on just 17 responses, though.)

Schools Week had previously revealed how some trusts claimed advisers had included

savings recommendations in their report that had already been made.

Jules White, a West Sussex headteacher who leads the WorthLess? funding campaign, added: "The idea there is all this waste in the system is just a non-starter. Why would heads be increasing class sizes, slashing teaching assistants, cutting teacher numbers and marching on parliament if there were simple savings to be made?"

The evaluation shows 70 per cent of identified savings related to staff costs. However, the report claimed trusts were able to keep redundancies to a minimum by not filling vacant posts, or redeploying staff to other areas.

The report found that for every £1 spent on the scheme, £13 of savings have been made so far. Taking into account the planned future savings, the figure rises to £41 in savings per £1 spent.

Agnew said since the programme was extended, another £137 million of savings have been found from a further 357 visits. It brings the overall savings identified per visit to around £400,000.

Agnew said the advisers are "already having such a positive impact on the schools they visit" and, alongside additional school funding, "we want to make sure every pound schools spend benefits pupils".

"We are not asking schools to return funding which is not being optimised. We are asking them to spend it more effectively."

He now wants "every school developing the disciplines involved in this pilot", and the department "stands ready to support all schools with expertise and advice to get the greatest value".

HOW SCHOOLS WEEK GOT THE REPORT PUBLISHED



Nov, 2018:

Agnew tells a conference his advisers found £35m of "essentially misdirected resources"



Dec, 2018:

DfE refuses *Schools Week* access to the "confidential" reports



Mar, 2019:

Schools Week publishes an investigation into leaked reports revealing shocking savings advice



Apr, 2019:

then prime minister Theresa May is questioned in parliament over "workhouse-style" savings



Apr, 2019:

Nick Gibb confirms government will publish analysis of the savings by end of year

News

Training crucial to make new ITE inspections work

FREDDIE WHITTAKER

@FCDWHITTAKER

Ofsted's new proposals for inspecting initial teacher education are "broadly positive" but will only work if inspectors are trained properly, the chair of the government's ITT review has said.

Professor Sam Twiselton told Schools Week that a "slight note of caution" around Ofsted's draft ITE framework was the plan to move from a two-stage to one-stage inspection process.

Ofsted's intention to abandon its outcomes judgment and introduce a new "quality of education and training" category for ITE has been widely welcomed by teacher trainers, as have plans to extend the notice period before inspections to at least three working days.

Twiselton said she "strongly supports" the move away from the current focus on trainee outcomes, which has "driven a lot of unhelpful behaviour".

"I'm pleased about the quality of education and the fact that they're looking at the coherence across the whole programme. This, I think, is again in line with what they are doing in the schools framework," she said.

A new "one-stage" model of inspection is also proposed.

At present, inspectors visit twice, once in the summer term when trainees are in their final term of training, and again in the autumn, once trainees have begun their NQT year.

Under the new framework Ofsted is proposing that it will conduct four days of on-site inspection within a single week, "including time for inspectors to visit partnership settings, schools and/or colleges".

Twiselton said the change would mean inspectors make "a very weighty judgment on the basis of a snapshot, which is fine, as long as the inspectors really know and understand what they're looking for".

"I've had experiences in the past where you've had inspectors who maybe [normally] do school inspections and don't really have much knowledge of it."

The government's new core content framework (CCF), drawn up by Twiselton's review panel, will be a "crucial element of focus" for inspectors under the new regime.

The Department for Education wants the CCF to be a "minimum entitlement" for all primary and secondary trainees, with teacher training partnerships shaping the rest of their curriculum around it.



But Rachel Lofthouse, a professor of teacher education at Leeds Beckett University, warned that Ofsted's focus on the CCF could hold back providers. "The argument is that the required ITT content joins seamlessly with the new early-career framework and that the new Ofsted framework inevitably aligns with this 'joined-up thinking,'" she said.

"It could also be considered as a stitch-up, which might very well mean that ITTE providers are not in fact freed up to develop radical approaches, which I would argue are much needed."

Emma Hollis, from the National Association of School-Based Teacher Training, welcomed the "high value" the framework placed on a "blended approach between centre and school-based training".

"In order to get this right, time and resource will be needed to support the development of mentors within school and there is a danger that tightening school budgets and limited time in schools could frustrate providers' ability to provide the professional development that will be needed for school-based mentors."

Amanda Spielman, the chief inspector of schools, said: "The new framework reflects the shift in focus of our education inspections from outcomes to the substance of education.

"It removes aspects of inspection that do not genuinely assess the quality of teacher training. This will help make sure ITE partnerships are focused on the things that have the greatest impact on trainees' education and, ultimately, children and young people."

The watchdog is proposing that new inspections will begin in the spring term 2021 "and will only take place across the spring and summer terms of an academic year".



Emma Hollis

£24m boost for north east schools

FREDDIE WHITTAKER

@FCDWHITTAKER

Twenty-eight schools in the north east will receive targeted school improvement support as part of a £24 million plan to boost opportunity in the region.

The Department for Education has published its delivery plan for the Opportunity North East programme, a three-year scheme aimed at improving social mobility.

Seen by many as an afterthought following criticism of the decision not to include the north east in the original opportunity areas programme, Opportunity North East was given £24 million in 2018 – three times as much as the 12 initial areas.

Now the DfE has announced how the money will be spent.

In order to unlock the potential of 'key secondary schools' in the region, the area's delivery board has launched the ONE Vision programme, a three-year offer of targeted improvement support for 28 schools.

Of the schools, 18 are academies, four are community schools and three are foundation schools. The list also includes one voluntary-aided school and one federation of two maintained schools.

Most of the schools are rated either 'requires improvement' or 'inadequate'.

The board is also concerned that too few pupils continue to make good progress when they move from primary to secondary level.

To tackle this, they have established an expert panel of regional leaders and the Education Endowment Foundation to "identify what we know helps children to transition well, and areas for further exploration".

They have also funded four projects aimed at helping young people to continue to achieve well by improving the cross-phase curriculum, developing a more consistent teaching approach and supporting more vulnerable children.

To address struggles with recruitment and retention of teachers, the DfE has agreed to prioritise the north east within wider department programmes.

"Our task now is to build on the foundations the programme has set down over the last year," education secretary Gavin Williamson said.

"This delivery plan sets out how we will drive this forward by strengthening training for teachers, providing bespoke school improvement support and opening up more career pathways for young people."

News

DO YOU HAVE A STORY?
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School claims an 'error' led to stay in luxury Chicago hotel

FREDDIE WHITTAKER

@FCDWHITTAKER

A free school has insisted it paid more than £900 for its chair of trustees to stay at a swanky Chicago hotel by mistake.

The Olive Tree Primary School Bolton Limited, a single-academy trust, has also denied that its chair Abdul Chohan was involved in the appointment of several of his friends and his future spouse to various positions at the school.

The Education and Skills Funding Agency investigation into the trust, which runs Olive Tree Primary free school, identified "a number of significant weaknesses" within the trust's internal control and governance arrangements.

The organisation has breached its scheme of delegation, articles of association and the academies financial handbook and may also have broken the Companies Act 2006, the ESFA said.

Many of the investigators' concerns relate to Chohan, the trust's chair of trustees, who also worked as a consultant for technology giant Apple.

According to the report, the trust had "a number of additional business areas", including an Apple regional training centre and private ed tech events hosted by Chohan.

The trust also paid for certain staff and trustees to attend ed tech-related courses and



presentations during term time.

In April 2018, the trust paid £901.57 for accommodation for Chohan at the Intercontinental Chicago on April 25, 2018 to attend an Apple event, despite foreign travel expenses for trustees being forbidden by the trust's articles of association.

The hotel is listed online as a "world-renowned destination" attended by international dignitaries, politicians and Hollywood celebrities.

In a letter to parents published this week, the school's board of trustees said the payment for the chair's accommodation at an educational event was "paid in error by the school" and that Chohan was "unaware, as the hotel had been provided with his payment details upon check-in".

The ESFA report found Chohan had hired four people known to him, including two trustees, as paid consultants without following

the proper procedures.

He also hired a catering firm without following the rules, and gave his future spouse a job at a time when their families were negotiating their marriage, the report found.

But the trustees insisted the appointment of new governors and consultants "has always been done with governors' involvement and in a transparent way". They claimed Chohan "was not involved in the recruitment process relating to the appointment of his spouse to a leadership position".

"Governors are confident that Mr Chohan has been entirely proper and has always had the best interests of the school and pupils at heart in the execution of his duties, as do all governors," said the board in its statement.

In a financial notice to improve issued in November, but not published until last week, the trust was ordered to recover the expenses paid to Chohan. In their statement this week, the governors said the trust had done so.

The trust must also provide an action plan showing the improvements that it has made and consider joining a "strong" academy trust by March. If the trust fails to meet the requirements, it could have funding terminated.

Headteacher Haroon Asghar told *The Bolton News* newspaper that the board would give "full consideration" to the idea of joining a multi-academy trust.

Lord's trust warned over £1.1m deficit

An academy trust founded by a Conservative party peer has been warned over its finances after running up a £1.1 million deficit.

The Lubavitch Multi-Academy Trust (LMAT) was issued with a notice to improve on Wednesday last week over "weak financial management and governance".

The trust, which runs three Jewish schools in Hackney, London, and was only set up in 2018, posted a £1.1 million deficit in its unrestricted funding last year.

A letter from the Education Skills and Funding Agency said LMAT failed to provide "sufficient assurances there is robust financial management and governance in place to ensure the trust remains financially viable in future years".

LMAT was co-founded by Conservative party peer Lord Polak. He resigned from the trust in November.

It was reported in 2017 how international development secretary Priti Patel allowed Polak, honorary president of the Conservative Friends of Israel, to sit in on secret meetings with the Israeli government. She was forced to resign from the position.

Accounts for the trust, published this month, state the trust was "reliant" on cash advances from the government to "support liquidity".

They also report a revised recovery plan was in the process of being approved. It was expected to be implemented this month.

LMAT has to meet a list of government-imposed conditions or face having its funding pulled. One of these is to ensure it provides "detailed action to resolve and recover" £22,000 after a supplier fraud that took place between September 2008 and August 2019.

Neither the trust nor Polak replied to a request for comment.



Lord Polak

The trust aims to provide an "all-round education permeated with the ethos of the Lubavitcher Rebbe (Rabbi)".

EDITORIAL

DO YOU HAVE A STORY?
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Halfon's commitment to SEND scrutiny is welcome

A warm welcome back to Robert Halfon, who has been re-elected unopposed as chair of the education select committee.

Halfon proved during his previous term as chair that he's not afraid to take on his fellow Conservative MPs who hold key education posts.

Going on his interview with *Schools Week* today, that will be the case going forward, too.

Halfon is particularly, and rightly, targeting the government's actions to improve the plight of families with special educational needs and disability (SEND) children.

He wants education secretary Gavin Williamson in front of the committee "as soon as possible" to find out what's been done since the committee's damning SEND report back in October.

Jonathan Gullis, who has worked as a secondary school teacher since 2012, has also put his name forward for the committee.

If stalwarts such as Ian Mearns and Lucy Powell also keep their seats then it would make for an experienced team to hold ministers to account.

Cost-cutter report shows up Agnew's claims

Hurrah! The government has finally published its report into the savings identified by its cost cutters (also known as school resource management advisers).

The government initially refused to share details of the savings. It meant we couldn't investigate whether academies minister Lord Agnew's claims that schools were wasting money actually held.

But, after pressure from *Schools Week* – including our investigation revealing some of the more bizarre and worrying recommendations – the government finally agreed transparency was best.

It's clear to see why they were reluctant to share details. Just 16 per cent of the savings have actually been implemented by schools.

This strongly suggests those savings weren't realistic, or why wouldn't heads enact them?

This challenges Agnew's narrative that there is enough cash in the system, it's just that schools aren't efficient enough.

It's a shame Agnew's politicking has also overshadowed what is a sound and sensible scheme.

SCHOOLS WEEK



Get in touch.



Richard Garner, 1950-2020

Tributes have been paid to Richard Garner, a former education journalist who died this week from cancer aged 69.

Garner covered the sector for the Times Educational Supplement, the Daily Mirror and The Independent, where he was education editor until 2016.

He also penned a book, *The Thirty Years War: my life reporting on education*, covering

the major issues and events of his time in office, ranging from his verdict on the 16 education secretaries he saw come and go to the fight of abolishing corporal punishment.

He was much-loved among those in the sector and fellow journalists, and Schools Week has collated some of the many tributes paid this week.



Photo: Daily Mirror

Charles Clarke

I did not really know Richard very well but I well remember two periods when our lives overlapped quite a lot.

The first was that we were in the same class at secondary school. He was the outstanding student in English. Of course, his tremendous writing capacity, with his insight and understanding, was the key to his success as a journalist. But what I most remember was his cricket bowling style, where he delivered very fast balls with a kind of windmill style with his arms rotating dramatically which few could forget.

The second period was when he was covering education whilst I was in government. The relationship between the politician and the journalist is sometimes described as being that between a dog and a lamppost – though in what direction is never quite clear.

With Richard it was never like that. His integrity and quality led him to be greatly respected by his colleagues in the 'education lobby' and by those whose activities he was covering. In general, he was the model of what a professional journalist should be, an inspiration in my view desperately needed today.

Lord Baker

He was the outstanding education correspondent of his generation... His book on the post-war education system was by far the fairest and the best. He wanted his readers to understand that getting education right is what every parent wanted and he helped them to that understanding.

Sean Coughlan, @seanjcoughlan

Really awful to hear about Richard Garner's death – and lots of friends sharing memories. His journalism was treated with respect by ministers and teachers alike – as he treated them alike. He showed you could be a good journalist and good person too.

Nansi Ellis, @NansiNEU

One of my first outings with ATL union was to judge primary teacher of the year, with Richard Garner as fellow judge. His expertise in drawing out the best, and the most interesting, things about each person was second only to the way he made everyone feel important. Sad news.

Sian Griffiths, @siangriffiths6

Tributes pour in for this most fab of education editors. When I was late to a press briefing in 1st week of job Richard persuaded the cross PR to save a story for the Sunday papers, saving a rival's bacon in his lovely unassuming way.

Sir Michael Barber, @michaelbarber9

Very sad. I always found Richard Garner to be a well-informed, rigorous and humane journalist determined to understand and explain. Also, a delightful human being and person of integrity. Great company.

Dame Rachel De Souza, @rachel_deSouza

Richard Garner is a sad loss from a gentler world of education journalism. He spent time with us back in 2011 and his love of cricket was evident in the piece he wrote.

Dr Mary Bousted, @maryboustedNEU

I am very saddened to hear of the passing of Richard Garner, father of the house of education journalists, intrepid author of crime novels and a lovely, principled, gentle man. May he rest in peace.

Ed Dorrell, @ed_dorrell

This is terribly sad news – Richard was a TES veteran and a wonderful advocate of the power of high-quality education journalism. He held the record (probably never to be broken) of media attendance at NUT conference too. Three decades or some-such. A great man.

Alastair Campbell, @campbellclaret

So sad to hear that my old Mirror colleague Richard Garner has died. Not even 70. A lovely man and a brilliant journalist. An education specialist who cared not just about stories but about the role of education in the life of the country and of its children and young people.

Lisa Markwell, @lisamarkwell

So very sad to hear of the death of Richard Garner, the former education editor at The Independent. He saved me with a cracking story on many occasions when I was editing the *Sindie* and facing a blank flatplan with panic. Also, top colleague and mentor to many

Nigel Morris, @NigelpMorris

Richard Garner was among the nicest and most professional people I have ever worked with. RIP

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Profile

JL DUTAUT | @DUTAUT

“We're not drawing from the whole pool because of prejudice”

Equity and social justice are what drives Challenge Partners CEO Kate Chhatwal – and yes, you can call her stubborn, writes JL Dutaut

Call it fate or serendipity. Sometimes, the most transformative moments in life can come to you in the form of a chance conversation in a swimming pool in Loughborough.

Though on social media and in education

circles she is better known for her obsession with running, that is how Kate Chhatwal became executive director of Southwark Teaching School Alliance. Initially bouncing ideas about with the headteacher she'd just met poolside as to how and who to recruit to the position, she eventually followed her own leadership advice and applied to do it herself.

In that role, she found a happy marriage of the strategic and the operational, getting buy-in from local headteachers, providing them with

development opportunities, and using that as the springboard to “reach further down into their schools.” Here too she was able to roll out initiatives that matter to her greatly, such as women's leadership programmes.

Today, Chhatwal is the CEO of Challenge Partners, a growing network of schools using peer review to achieve school improvement. But for the past five years, complementing this and the numerous other roles she has held with the likes of Ambition Institute, ASCL and the Future

Profile: Kate Chhatwal



With parents Janet and Stan Taylor at her PhD graduation in Florence, Italy

Leaders Trust, she has also been the vice chair of the Leading Women's Alliance, which she co-founded.

Her pursuit of equity and justice in education, coupled with her seemingly relentless energy – she is also a trustee of both STEP Academy Trust and The Charter Schools Education Trust – saw her rewarded with an OBE in this year's New Year Honours. "It was one of the rare moments in my life when I was left totally speechless. I was humbled, overwhelmed, and a little bit embarrassed."

"Everybody suffers from imposter syndrome to a certain extent"

Given her contribution to education, that embarrassment is surprising, but when I ask her about imposter syndrome, she is typically guarded. "Everybody suffers from imposter syndrome to a certain extent," she answers, "but it's seen to be more keenly felt amongst women." If Chhatwal suffers from it, it certainly doesn't seem to have held her back. She puts her success down to two factors: her stubbornness and her parents.

After 11 years as a Department for Education civil servant, rising from recent PhD graduate to seniority in a job where she "felt supported

as a woman to be able to progress", she moved to the Future Leaders Trust where her responsibilities included supporting participants into headship. "What I found was that, despite equal numbers of men and women accessing the 'Headship Now' programme, men were still getting more headships. I dug into it and started to hear stories from female participants about the reasons they were being knocked back."

She tells me about the applicant in the northeast who was told that "for this mining community we feel that we need a male figurehead". Another whose feedback was that "we've already got an all-female leadership team and quite a lot of oestrogen flying around, so we probably need a man". Another story includes two final candidates, both Future Leaders alumni. "They rejected the woman, saying she was too young for the job and appointed the man, who was a year younger."

"I got really angry about it on the grounds of basic equality, but more than that. We know we haven't got enough headteachers, and we're not drawing from the whole pool because of prejudice."

Digging further still, Chhatwal found that "there were also things about the women themselves that were holding them back. We recognised that we needed to work to change the system, but we also needed to work with women individually." That's what the Leading Women's Alliance continues to do, and it is so much proof of Chhatwal's self-proclaimed stubbornness.

As to her parents, both of whom come from the



Egg-and-spoon race

northeast, they taught her and her two younger brothers a simple lesson: "They didn't expect any more or any less of us than that we did our best and that we tried our hardest. They did better than their parents in socioeconomic terms, and they expected and wanted the same for us."

Chhatwal went on to blaze a trail through academia and into the civil service. After a degree in politics at Liverpool University, she studied for a PhD in social and political science at the European University Institute, having already zeroed in on education as a focus. "I'd gained a place on the civil service fast stream and when you do that you get to write down which are the departments you would and the ones you wouldn't work for. I made a very strong case for going into education, which fortunately was accepted."

That educational focus was the result of a slow percolation, but Chhatwal puts the initial impetus down to her A level experience at Larkmead school in Abingdon. "I had a small-c conservative upbringing, very rural and very traditional. The community was completely white. Not entirely affluent, but fairly homogenous. When I got to my A levels, sociology really opened my eyes. It challenged me to think differently, and to recognise some of my own privilege."

Profile: Kate Chhatwal



Kate at a Challenge Partners meeting with school partners

Liverpool university is well known for its politically active students, and Chhatwal was no exception. On the picket line with striking dockers, she stood out somewhat, “a middle-class white young woman in cut-off jeans, striped tights and Doc Martens”. She protested too about student loans and the Criminal Justice Bill, combining campaigning with learning how policy was made. “There was a confluence of political activism and the recognition that education is the way to change not just individual lives but society as a whole.”

“I think the power in education is about building communities and I’m probably more interested in it from that point of view than from the point of view of individuals being socially mobile within a class structure. At my heart, I’d still like to see that class structure diminish significantly in importance in this country.”

At the DfE she worked closely with David Miliband, and was strongly influenced by his passion for excellence and equity – values she has taken with her to Challenge Partners. Her defining role there was leading the National Challenge under Ed Balls and Jim Knight. But her learning curve was as much about herself as about the world of education. The political idealist took a pragmatic turn.

“I thought that what I wanted to do in joining the civil service was to think great thoughts and write great strategies that would lead to the world changing. Over time, I got into more and more operational roles that really made a difference to schools and I got quite addicted to that.”

“I’d like to see that class structure diminish significantly in importance in this country”

There was to be no return to “anodyne policy papers”. “Change happens in classrooms. Having the right policy context is important, but there are many things that the profession can do for itself without permission. Many of the answers to the challenges we face already lie in the system, but they get locked up in individual departments,

schools and classrooms.”

And so, after a few years of exploring possibilities, at Challenge Partners Chhatwal has found the place from which to unlock that potential. “Actually opening up your school and being challenged by colleagues is as much of a prompt to action as Ofsted coming in and bashing you over the head with the latest framework. They come not with a big stick but with a hand on the shoulder.”

The appeal of peer review means Challenge Partners is seeing year-on-year growth of its network, and while growth brings new challenges, the organisation is not content to consolidate under her leadership. They have recently piloted ‘growing the top’ to provide targeted support to systemically excellent schools, “who are often expected to be givers but don’t get a lot of nourishment themselves”. Research is due to be published about what makes them systemically excellent too. Another project aims to develop trust-level peer review; its pilot has been evaluated by the NFER and that too is due to be published soon.

More proof of Chhatwal’s stubbornness? It’s not the word I’d choose to describe a woman going to such great lengths to lead by example.

But it is the one she chose herself.

Opinion

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



NICK HILLMAN
Director, Higher Education
Policy Institute

Wishing grammar schools away fails to answer important questions

Unless we come to terms with these five questions, we'll never put the academic selection genie back in its lamp, writes Nick Hillman

If I were to be granted three wishes by a genie, one of them would be that I never have to speak about grammar schools ever again. Whenever we at the Higher Education Policy Institute delve into the topic, it leads to furious and unseemly spats.

Yet the role of academic selection in our school and university systems is too big for any educational think tank to ignore. That's why we have recently published two evidence-rich reports on the topic.

The first suggested grammar schools boost the chance of under-represented groups, especially BAME pupils, reaching Oxbridge. The second, in contrast, suggested academic selection can depress achievement overall while also hitting the poorest children hardest.

Some people may regard it odd for a think tank to ride two horses simultaneously. But as an educational charity rather than a lobby group or political party, our role is to encourage debate; it is not to claim we own the final word on

any issue.

Besides, conflicting positions are not unusual in debates about academic selection. Until recently,

“ At what point between ages 11 and 18 does selection turn from bad to good?

Durham University charged lots of money for setting 11+ exams even while their own academics were at the forefront of opposing school selection.

Moreover, most of the top academic researchers arguing against academic selection have chosen to work in universities that are highly selective. When asked at what point between age 11 and age 18 selection turns from bad to good, they usually dodge the question.

Many other questions about academic selection remain in play too, even though I would much rather move on to other topics. Here are five.

First, why has the academic consensus against grammar schools failed to move the public? The only referendum on whether to turn a grammar school into a comprehensive took place among primary school parents in Ripon in



2000. The vote was lost heavily by 2:1.

Second, why do we talk as if the few remaining pockets of the 11+ is the main issue to do with selection, when school selection has

of the advantages for their own children of attending a grammar school. Yet everyone, including policymakers, tends to put their own children ahead of those in society as a whole. So it remains unclear how change can be delivered.

Finally, why do we assume that numbers tell us everything? Even if the data say non-selective systems produce better exam results overall, is it right to structure an entire school system around this one fact? I'd rather have happy children with mediocre exam results than sad children with stellar ones. Academics hate it when universities are judged only by the salaries graduates go on to achieve. Shouldn't we be equally wary of judging schools by a similarly one-dimensional metric?

The Conservative Party is back in power with its first stonking parliamentary majority for decades. It seems to be rowing back on the strong support for grammar schools of Theresa May's time, but existing grammar schools are still growing and the debate over their future is unlikely to disappear. Nor should it – despite that wish to my genie – because these questions are important ones and they remain unsettled.

largely shifted to age 16? There are many tough sixth-form selection processes in areas we still like to pretend are 'comprehensive'.

Third, why assume any problems arising from grammar schools are inevitable? Perhaps the relatively poor performance of secondary modern schools stems from decades of underfunding. After all, selection is less controversial in some other countries, possibly because it has been made to work better.

Fourth, what is the right balance between society and individuals? Much (not all) of the evidence says children do better overall in non-selective systems. But the same research suggests many grammar school pupils do better than they otherwise would. Building a consensus against selection must therefore mean some families putting the wider benefits ahead

Opinion

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

Today, the NGA reports on interviews with 18 MAT chairs and sounds a warning about the sustainability of the role, writes Emma Knights.

Our new publication follows up our 2019 research, which found that, on average, the chair of a multi-academy trust (MAT) gives 50 days a year of their time. Although that is the middle of a considerable range and the time isn't evenly spaced, it is the equivalent of a day a week excluding only Christmas and a week in August.

Should the role become – or be perceived to be – unmanageable, some MATs could find themselves with reluctant and underprepared people taking the chair, leaving executives without important challenge and support.

As one put it succinctly: “Nobody should underestimate the amount of time, energy, and personal investment needed to be an effective chair [...] and deliver for children and young people.” If the role is only realistically possible if the chair is retired or self-employed, this will narrow the diversity in trust boards and the potential candidates.

Neither the system nor individual trusts must take for granted that volunteers with the motivation and the time to spare will miraculously continue to appear. There is a need to be more proactive in the development of trustee boards and the recruitment of their chairs. Succession planning is essential. Change is healthy and, in line with many other sectors, NGA suggests that trustees coming towards the end of their second term of office should consider whether a third would actually be best for the organisation.



EMMA
KNIGHTS

Chief executive, National
Governance Association

Growing workload threatens MAT chairs but can be tackled

At present many chairs have been involved in setting up the MATs, have a very strong attachment to them and understandably do not want that important relationship to

equals and has no power as an individual. Getting this balance right and ensuring everyone on the board plays their part is an age-old challenge and one that the chair

“ Vice chairs are often under-utilised

end. Becoming a member of the trust after leaving the board of trustees is a way to continue that connection.

Being chair of a board is a hugely important role in any organisation, but the chair is actually first amongst

should lead.

The most common strategy being put into place by MAT chairs wanting to ensure sustainability of their role was the delegation of tasks to other trustees, to those governing



locally and to trust executives.

There are times when chairs are compensating for lack of capacity or knowledge within the executive team, going beyond supporting or acting as a sounding board. This clearly demonstrates a need for development of, and investment in, the executive.

It was found that in some MATs their governance professional had rightly relieved chairs of tasks, not just in administering the board, but also in improving communications across the trust.

Vice-chairs are often under-utilised. As well as sharing current tasks, an engaged vice-chair is also more likely to become a successor, especially if the practice of two vice-chairs is adopted. However, there may also be a need for some trusts to embrace the practice, common in the charity sector, of recruiting a chair externally.

Today's report is in part a good news story of generosity and selflessness: the work unearthed a significant commitment, resilience and passion amongst these volunteers. Although many would prefer their time commitment to be reduced, they continue to contribute to the MAT's development and in return have a sense of satisfaction in witnessing its successes and the education its schools provide to pupils.

But it also lifts the lid on the secret lives of chairs. We must and we can ensure talented and committed individuals continue to step forward, but only if we pay attention and make a concerted effort.

Organisations with good governance do not fail. Chairs almost always determine the culture and effectiveness of a board, and we must do all we can to ensure they are diverse, effective and committed.

Research

NFER reviews the evidence on a school-related theme. Contact them on Twitter @TheNFER if you have a topic you would like them to cover

Can professional development help improve teacher retention?

Jack Worth, School Workforce Lead, NFER

Much has been written on the pressing teacher supply challenge facing the school system. Rising pupil numbers, combined with too few teachers entering the profession, makes retention particularly important.

So how can we plug the 'leaky bucket' and encourage teachers to stay in the profession? We know that an unmanageable workload and low job satisfaction are significant factors in determining teachers' decision to stay or leave. What is less clear is what school leaders and policymakers could do to improve these factors.

Our new research, published this week, finds that teachers' perceived autonomy over their work is central to their job satisfaction and their intention to stay in the profession.

Teachers report particularly low autonomy over their professional development goal-setting, suggesting that this is a particularly interesting area to explore. We partnered with Teacher Development Trust (TDT) to bring together sector leaders and policymakers to explore the implications of the research further.

The study is the first large-scale quantitative study in England to look at teacher autonomy and its relationship with workload, job satisfaction and retention. We surveyed teachers on the level of influence they feel they have in different areas of their work, such as lesson planning, behaviour management, teaching methods, curriculum content and assessment.

When we looked to see which area had the greatest potential to increase job satisfaction and retention, the winner by far was autonomy over professional development goals.

It is important to stress the difference between



autonomy and total freedom. Indeed, there is mixed evidence from other research about whether completely free choice is effective. However, autonomy has the potential to have a big impact on teachers' motivation and could lead to improved job satisfaction.

What that means is ensuring that the relevance of teachers' professional development to their individual needs, their pupils' needs and the school's organisational goals is clear. It also means involving them in choosing those goals, and ensuring they have some influence over how they show they are meeting them.

The study also sheds light on how autonomy evolves with experience. Unsurprisingly, it is lowest among early-career teachers, and this is instinctively right, as too much autonomy too early risks overwhelming teachers who are developing their practice.

More problematically, however, classroom teachers hit an autonomy ceiling relatively early in their careers, after only five years. The only way many teachers get more autonomy is by moving into leadership roles, which is not ideal for those who remain in the classroom.

In effect, both early-career and experienced teachers could benefit from greater autonomy over their professional development goals, albeit in different ways. The good news is that the policy context is already there upon which to

build that autonomy.

The DfE's Early Career Framework sets out what early career teachers are entitled to learn, and could work well as a professional development menu rather than a prescription. With guidance from a mentor, this could allow new teachers to focus on the development they most need, and to develop their skills in identifying what that might be.

And the DfE is committed to developing specialist qualifications to establish clearer non-leadership career pathways. Our findings reinforce that idea, by showing that offering more experienced teachers a wider range of options to meet their development needs can keep them highly engaged for longer.

Meanwhile, with this new evidence on the importance of autonomy in teacher professional development comes a significant opportunity for school leaders. Teacher retention is certainly not their job alone, but by considering how they design and deliver their performance management and appraisal systems, they can take the lead in developing solutions that work for teachers, schools and the education system as a whole – and model their own professional autonomy in the process.

The full NFER report '*Teacher autonomy: how does it relate to job satisfaction and retention?*' is available at nfer.ac.uk/teacher-autonomy, and the TDT resource is available at tdtrust.org/autonomy20.



Reviews

BOOK REVIEW



Making every MFL lesson count

Author: James A Maxwell

Reviewer: Crista Hazell, teacher and SLE for modern foreign languages

Publisher: Crown House Publishing

Making every MFL lesson count is a book whose simplicity should not lead anyone to underestimate it. Like the other subject-specific counterparts in Allison and Tharby's edited series, it is faithful to the original themes – challenge, explanation, modelling, practice, feedback and questioning – and applies them to the particular demands of teaching modern foreign languages.

Each chapter commences with a realistic scenario that could take place in any language teacher's classroom. Throughout the chapter, Maxwell clearly presents the key discussion points that emerge from it, and what research and best practice suggest about how to navigate the situation.

This scenario-based approach is great for developing readers' thought processes, questions and understanding. A consistent focus on ensuring the learners in the scenario have purposeful lessons which build language knowledge and skill acquisition makes sure every paragraph and sentence is useful. There is no divergence from that singular goal.

Each chapter ends with several reflective questions to encourage synthesis and to consider classroom implementation. This is not a book to idly stimulate your thinking. It is a very thought-provoking read – there's no doubt about that – but first and foremost it is about impact.

While there is much to be gained from reading the book from cover to cover, you really don't have to. Any busy MFL teacher could easily read the chapter most pertinent to their particular area of need and learn a significant amount quickly. Supported by research and

cognitive science, they would find themselves trialling new ideas in their own classroom in no time.

What commends this book the most is that it is as relevant to the novice teacher looking to extend their practice as to the experienced one looking to refresh or enrich theirs. Because increasing output, confidence and engagement in the MFL classroom is its goal, there is no teacher for whom this book is not useful. In fact, while it is a great read for individual MFL teachers to reflect upon and review their practice, it may be even more impactful for whole departments to read together.

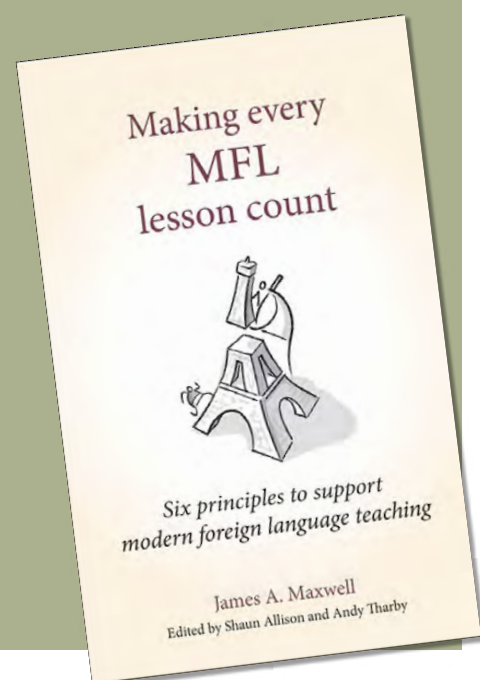
In the age of 'deep dives' and MFL teacher shortages, this book also functions as an accessible primer for non-specialist leaders who need to develop a detailed understanding of the departments they manage and support.

Maxwell is sensitive to the specific challenges MFL faces with issues including uptake, retention of knowledge, engagement and perception, and presents information throughout each chapter which can assist in finding solutions to some of these. Whether it's curriculum design, sequencing, grammar, or knowledge organisers and their use, the research the author refers to throughout the book is varied, recent and relevant. The book draws on key findings from the Modern Foreign Languages Pedagogy Review (2016), the Education Endowment Foundation and Sutton Trust to name but a few. For practical classroom solutions, it is informed by the likes of Gianfranco Conti, Jess Lund and Steve Smith.

Maxwell is clear that this is not a 'how to teach MFL' guide, nor a silver bullet to cure all ills. But, as we all struggle to

balance full timetables and increasing demands with continuing to provide the best learning experiences for our students, this is a useful research digest for MFL practitioners. Presented by a seasoned and passionate MFL teacher and principal, it is sensitively put together to ensure we do not sacrifice quality for content and, indeed, do make every MFL lesson count.

Nevertheless, this is a small book, and its recommendations are far from exhaustive. Absent from it are any references to the time and support required to implement these strategies successfully. Yet maximising on its lessons will require careful evaluation and incremental change, appreciating and building upon the good that teachers and departments are already doing. Without this, increased workload and potential confusion could result. There is much to be learned from Maxwell's book. It and MFL teachers alike deserve better than its lessons being rushed or reduced to faddishness.



Reviews



Penny Rabiger is director of engagement at Lyfta Education and a steering group member of the BAMEd network.

@PENNY_TEN

How to Own the Room

In this podcast, brilliant women reveal the secrets of brilliant speaking. Viv Groskop meets a wide range of women who use their voices in their work and who each have different ideas of how to make yourself heard and be true to who you are – particularly useful for teachers. My favourite episode so far was with tech entrepreneur and inclusion campaigner Abadesi Osunsade. You'll need to persevere past the clumsy opening by Groskop's "have I pronounced your name correctly?" and "we haven't had someone quite like you on the show before..." to hear Osunsade talking about diversity, confidence tricks, the power of your personal story, and why you must never believe that the problem is you.

Discover Your Values podcast

At their worst, values are used as an empty buzzword in schools. And yet, when made genuinely central to school life, they can be hugely impactful for staff, students and the local community. This podcast series is specifically focused on values, and the episode that brought me to it features



Bukky Yusuf, who you may already know as a science and edtech leader, consultant, Leadership Matters ambassador and keen member of the BAMEd Network and WomenEd. Here, Yusuf's energy and enquiring mind really come across as she helpfully unpacks and explores values in practice in school leadership.

The Untold

Anyone who knows me, knows I am a people-collector. I have an obsession with human stories, and this Radio 4 podcast is just brilliant for getting an extraordinary glimpse into ordinary people's lives – many of whom you might never get a chance to meet in real life. The series has a breathtaking range of subjects that might interest fellow educators, including a 33-year-old woman learning to ride a bike and a game designer with autism, and many, many more besides. The one I've chosen for you is about Kent sixth former Anoushka, entitled 'Should I study at Cambridge?' This follows a young black woman who describes herself as being used to being "the only one" in a predominantly white school system locally, and who

decides to explore Cambridge university as an option for her. It's an interesting insight into one young person's experience, thought processes and journey of discovery, which should be informative for any teacher encouraging their students to aim high.

ACT Government Education podcasts

This podcast is produced by the Australian government, and the episode I have selected is called *In conversation with Viviane and Pasi*. It features Viviane Robinson, a leading professor from the University of Auckland who is passionate about developing student-centred leaders, and Pasi Sahlberg, who is famous for his book *Finnish Lessons: What Can the World Learn from Educational Change in Finland*, which explored how the country's shunning of school competition, school choice and external testing led to it being considered one of the greatest education systems in the world. It turns out that the issues we face seem to be similar around the world, but the ways in which they are dealt with differ. Taking note of the global context in which we operate, this podcast is an excellent way to stimulate some critical awareness of policies and practices in this country and should lead any teacher or school leader in England to ask some probing questions about our schools and school system.

PiXL Pearls

Finally, to honour the recent sad passing of PiXL founder and director Sir John Rowling, it seems only fitting to signpost this podcast, where for the past year or so he has been sharing his leadership pearls. Sir John draws on his 50-plus years' experience in education to explore different elements of what it is to be a leader and how we might become even better at it. The episode I have chosen is about leadership meetings. As the proud owner of a pair of "I Hate This Meeting" socks, this one was of particular interest to me.

WEEK IN WESTMINSTER

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

TUESDAY

The government reduced its monitoring of rising levels of SATs cheating last year due to "unplanned resourcing constraints".

Ofqual had asked the Standards and Testing Agency to strengthen its oversight of test administration amid a 56 per cent rise in key stage 2 results being wiped out because of cheating.

However, the watchdog's national assessments regulation annual report 2019 shows the STA hasn't made any "significant improvements" to certain aspects of an Ofqual review over how it handles maladministration.

We wonder what could have eaten up its budget ... hmm, could it have been the mahoosive £3 million the Standards and Testing Agency had to pay out to education giant Pearson over an outsourcing legal wrangle?

Or, could it be the bonuses totalling at least £15,000 paid out to two senior staff that year? I guess we'll never know ...

WEDNESDAY

There was tough talk from Michelle Donelan this week in Parliament.

The new(ish) interim children's minister told MPs during a Westminster Hall debate on special educational needs

and disability funding that she shares their concerns, and promised action from the government.

Whether her promises will bear fruit will be revealed, within weeks it seems.

Donelan revealed the government's much-hyped SEND review will be published "in the first quarter of this year".

Clock's ticking. The first third of that quarter has already disappeared.

THURSDAY

It's not like the Department for Education to miss an opportunity to make a song and dance about its policy announcements, especially when it involving pumping more dosh into the schools budget.

So, it was rather surprising when the department slipped out an announcement of increased pupil premium funding rates with barely a whisper today.

The increases, though measly in the context of five years of real-terms cuts, have understandably been welcomed by school leaders.

Why didn't the DfE shout about it?

Natalie Perera, a former DfE staffer who now runs the Education Policy Institute, has a theory.

"My guess is that it's because traditional Conservative heartlands won't benefit so much," she tweeted.

"They've often bemoaned the extra funding going to deprivation to the detriment of all pupils."

Surely not!

Talking of traditional Conservative heartlands, a former teacher and new MP from a non-traditional Conservative heartland is now in the running to join the education committee.

Jonathan Gullis, who won former Labour stronghold Stoke North at the election, has put himself forward to join the influential committee.

One would think he has a decent chance. He certainly has more teaching experience than Will Wragg, a Conservative and Teach First alumnus who served on the last committee, managed to clock up all of two minutes (ok, ok – it was about a year) in the classroom before dashing off to Parliament.

Gullis was also a trade union rep, so it will be interesting seeing him face off against the general secretaries when they inevitably do a stint in front of the committee.





Primary Director

Permanent, Full time

Based in the Great Yarmouth area with some time in Norwich.

Salary: £85,000 - £90,000

Starting: September 2020

Relocation package considered

About us

The Inspiration Trust is at an exciting point in its development. We are investing significantly in our long-term curriculum and teacher development to ensure our pupils continue to have the very best support for the future, particularly in the crucial primary years. We believe that all pupils have the right to succeed and have access to the very best education regardless of background or context.

The role

We are looking for a dynamic, inspiring and dedicated Primary Director to drive the development of our ambitious group of academies. Could that be you?

You will be passionate about primary education, and have extensive senior leadership experience at principal level or above. You will be a team player and confident working with other principals and senior leaders to provide support, challenge and develop accountability for success. This role will have a direct impact in the areas with the greatest need - our primaries in Norwich and Great Yarmouth. Salary and benefits

The salary for this role is £85,000- £90,000.

A relocation package will be considered for the right candidate. Contact: humanresources@inspirationtrust.org to find out more.

Benefits include:

- Extensive continuing professional development opportunities
- A network of senior leaders and principals with a wealth of expertise
- Opportunities for leadership progression
- Teachers' Pension scheme
- Access to employee benefits hub, including cycle to work, and discounts at a range of retailers

For an informal discussion about this role, please contact Micon Metcalfe, Chief Operating Officer, via her Executive Assistant Giselle Cope who will arrange this for you.

Contact: gisellecope@inspirationtrust.org 01603 863048

To apply for this role please click the button on this page to complete the online application form.

Closing date for applications: Midday, Friday 7th February 2020.

Interview date: week commencing: Week commencing 10th February 2020.

Inspiration Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

All staff appointments are subject to satisfactory references and enhanced Disclosure and Barring Service checks. We are an equal opportunities employer.



Head Teacher

For September 2020 | Contract Type: Full Time | Contract Term: Permanent

Leadership Group 4: L20 £66,698 - L27 £78,169

Closing date: 9.00am Monday 24th February 2020

Interviews: 5th and 6th March 2020

St Edward's Royal Free Ecumenical Middle School- Windsor

St. Edward's Royal Free Ecumenical is a distinctively Christian school in which we as individuals achieve and thrive with dignity, knowing we are loved by God. In our supportive and exciting environment, we are given opportunities to grow and learn; to aim for excellence in all we do and develop enquiring minds.

“ The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

Carl Jung

Our Headteacher of 16 years is retiring and we are seeking to appoint an experienced, enthusiastic and highly motivated leader.

Can you

- Offer inspirational leadership skills
- Provide the drive and ability to bring our vision to fruition
- Empower us to become the learning hub at the centre of our community
- Help us become an innovative place to learn
- Maintain and grow our strong Christian ethos

We will offer...

- A competitive salary.
- Opportunities to work flexibly.
- Access to rich and diverse CPD opportunities.
- A relocation package for exceptional candidates.
- A dedicated team of talented, caring and conscientious staff
- Thoughtful, charitable and supportive families who enjoy being part of school life.
- Supportive partnerships within the community.
- Opportunities to work alongside local cluster groups on various projects and represent other schools as well as us at school's forum.

We have ...

- A thought-provoking, knowledgeable and supportive governing body.
- Well-maintained buildings and grounds, providing a safe, calm and well-ordered and resourced environment for pupils and staff.
- A well-managed, balanced budget.
- 94% of our pupils think they are taught well
- A fantastic group of children who are polite, work hard and are a delight to teach.
- A caring and happy environment, with a strong ethos and values that reflect our Christian ethos.

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

If you would like more information please visit our website: www.sterf.org.uk or call 01753 867809

Applications to be submitted to **Mrs Nav Amar-Choi** - Business Manager,
headteacher-vacancy@sterf.org.uk



'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 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

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**



Education Director

Location: Head Office in Reading and schools across South East England
Contract type: Permanent

Anthem Schools Trust is looking to appoint an Education Director to join its ambitious and dynamic Education Executive Team, take responsibility for a group of four secondary schools in London and the South East and contribute to the strategic development of the Trust at this exciting stage in its journey of growth and development. The team have ambitions to work cross-phase and are looking to appoint an Education Director with secondary school expertise who is also interested in developing their understanding of primary education.

Prospective applicants are strongly encouraged to arrange an informal discussion with the Anthem Chief Executive, Andy Yarrow, in the first instance. This can be arranged by contacting his Executive Assistant, Lasma Geide on **01189 021637** or by email: lgeide@anthemtrust.uk

Find out more about Anthem at www.anthemtrust.uk



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.



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



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; 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.

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