

SCHOOLS WEEK

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THE BIG SCHOOLS WEEK QUIZ: the full questions and answers!



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'I've got more rebellious as I've got older'



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Just what are Ofsted inspectors doing now?



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'There are few more powerful champions of state education than me'



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Operation unlock



As the nation awaits the PM's Sunday statement, we investigate how schools are preparing for life after lockdown
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DfE in talks over catch-up tuition pilot to close disadvantage gap

- Four charities propose one-to-one tutoring plan for thousands of pupils
- Pilot to include schemes using university students and volunteers
- Williamson aims to harness 'enormous goodwill' of public to support kids

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SCHOOLS WEEK

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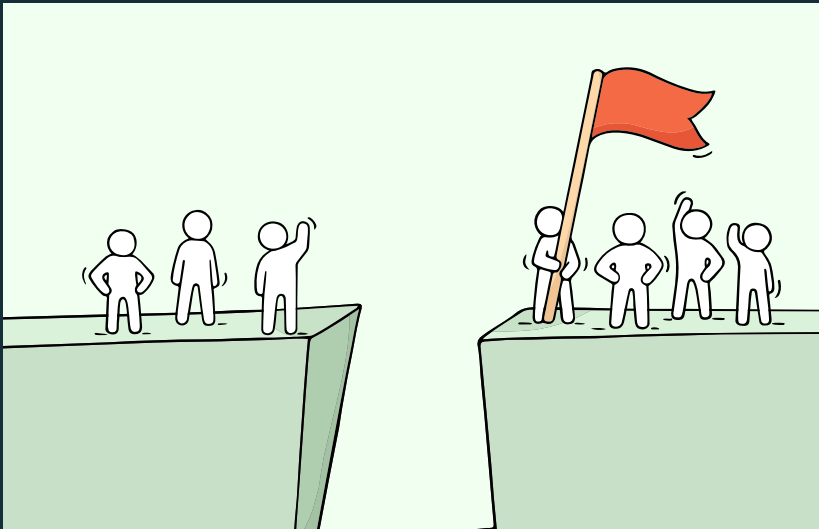
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News



Charities plan pilot to close the disadvantage gap

FREDDIE WHITTAKER

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EXCLUSIVE

Four charities are in talks with ministers about a pilot scheme that could see one-to-one tuition delivered to thousands of pupils across England in an attempt to close the disadvantage gap.

The Education Endowment Foundation, Nesta, Impetus Private Equity Foundation and the Sutton Trust have confirmed they are “exploring ways to get high-quality tuition – including through online delivery – to those pupils who need it most in this period of national crisis”.

Approaches being considered include using university students and training volunteers to tutor disadvantaged pupils.

The move comes after education secretary Gavin Williamson said he was “interested” in plans put forward by the education committee chair Robert Halfon for a catch-up premium and the use “a volunteer army” of retired teachers and undergraduates to tutor and mentor pupils at risk of falling behind.

Williamson told the House of Commons on Tuesday that the government was “looking at how we take some of those concepts, including the enormous goodwill that is held there by the British public to help support children to be able to make sure that they don’t miss out as a result of this crisis”.

Although the pilot is independent, and the four charities don’t need government permission or funding for the proposed pilot, *Schools Week* understands they have discussed the plan with ministers because of their current focus on closing the attainment gap, and the possibility it could run in tandem with the DfE’s free laptops scheme for poorer and vulnerable pupils.

The organisations plan to raise their own funding for the pilot, which could reach up to 6,000 pupils in certain regions and cost around £1 million. An official announcement is expected in the coming weeks.

Halfon, a former education minister, said Williamson should go to the Treasury for funding for a national roll-out of the scheme if

the pilot is a success. “If the data shows that [pupils] advance educationally and in their wellbeing, then this is exactly the sort of thing we should be funding,” he told *Schools Week*.

“The Treasury wants to know about outcomes. Everything I’ve seen from these different tuition programmes is that it seems to have a positive effect on outcomes.”

Tutoring firms being considered for the pilot include the Tutor Trust, The Access Project, Action Tutoring, Third Space Learning and MyTutor.

Each operates a different approach to tuition. The Tutor Trust uses current undergraduates, while the Access Project and Action Tutoring train volunteers to work with disadvantaged youngsters. Third Space Learning runs personalised online maths tuition, and MyTutor provides online tutoring across a range of subjects.

It won’t be the first trial to look at the benefits of tuition, but *Schools Week* understands the charities are keen to revisit the debate, given the widespread concern that poorer pupils have fallen even further behind during the coronavirus outbreak.

In 2018, a trial by the EEF found that training university students and recent graduates to give disadvantaged primary pupils small-group tuition could boost their maths results by three months over the course of a year.

A spokesperson for the four organisations said access to tuition both in the short and medium term “could help mitigate the impact of school closures on the attainment gap”.

It comes after a study by the London School of Economics warned that the closure of schools in response to the pandemic had “opened up a chasm” between pupils with involved parents who attend outstanding schools and children who don’t enjoy such advantages.

Analysis by the Centre for Economic Performance at LSE suggested a four-week closure “could have an impact on students’ achievement equivalent to moving an average child down to the bottom 30 per cent of children”. The effect is “greater for children in low-income families”.

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Calls for national summer school

FREDDIE WHITTAKER

@FCDWHITTAKER

A national summer school and encouraging retired teachers to volunteer are two suggestions on how to help disadvantaged pupils “catch up”.

A report by the Education Policy Institute (EPI) this week warned that poorer children could fall “seriously” behind because of school closures and disruption to the economy, wiping out over a “decade’s progress” in closing the education gap.

In a report published on Wednesday, the think tank suggested a one-year national teacher volunteer scheme targeted at retired and inactive teachers to support the most disadvantaged and vulnerable pupils.

EPI said this could work via a website where teachers could register their interests and skills, allowing schools needing help to contact them, like the NHS volunteer scheme.

Teach First, the education charity, yesterday said a national summer school to minimise the “growing attainment gap whilst children are out of schools” could be launched in late summer if social distancing rules allowed, or be phased into the next academic year.

A poll for the charity by Teacher Tapp found six in ten teachers would be willing to work in a summer school – but most wanted paid overtime.

Furthermore, 90 per cent of headteachers said they would need additional funding to pay overtime, with three-quarters also needing more money for pupils’ meals.

However, the survey, of more than 7,000 teachers, found two in five of those aged 40 and above would not want to work at a summer school.

Meanwhile, EPI said the government should also spend £500 million to double pupil premium rates for at least one year for pupils in reception, year 6 and year 10.

The institute also called for Ofsted inspections to remain paused until 2021 at the earliest. The Department for Education said it was considering “what more is required to support all pupils who have been affected by school closures”.

News

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Voucher company knew of 'high demand'

JOHN DICKENS
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EXCLUSIVE

The company running the government's free school meal national voucher scheme was aware before its launch that as many as 1.3 million children might need vouchers, new documents reveal.

The disclosure challenges ministers' claims that the scheme was overwhelmed because of "unprecedented demand", leaving families facing weeks without support.

Tender documents seen by *Schools Week* state the government's 12-week contract with Edenred is worth up to £234 million.

This is the maximum potential value of the contract, which works out as providing £15 vouchers for an average of 1.3 million pupils across each of the 12 weeks (1.3 million is the overall number of pupils on free school meals in England).

Andy Jolley, a school food campaigner, said: "This poses some important questions about why Edenred was unprepared for the demand when they were made aware at the outset this contract could amount to providing vouchers for up to 1.3 million children per week."

Heads reported the national system was in meltdown soon after its launch. Schools were unable to log into Edenred's website to claim vouchers, and schools and parents had problems redeeming them. It left some parents without financial support for weeks.

And there are still issues, five weeks in. Some parents have had vouchers declined at supermarket tills.

A Department for Education spokesperson said improvements had been made to Edenred's technology system this weekend "and we expect the company to continually improve to meet this unprecedented situation".

They added that more than £55 million worth of voucher codes had been redeemed. This works out at just over 730,000 vouchers, on average, per week – well below the 1.3 million maximum set out in the contract.

Edenred declined to comment on the tender details.

DfE had option to end contract after four weeks

The document also shows the government seemingly had the option to end the contract after



four weeks.

It states the "initial" contract was for four weeks, with "an option to extend to eight weeks, ie up to 12 weeks in total".

Ministers have been under pressure to fully refund schools that use other suppliers, allowing them to ensure parents get vouchers and lower the demand on the overwhelmed national scheme.

But the government has refused. It even ignored offers from another company that in the midst of the crisis said it was able to step in and provide vouchers to 10,000 schools.

In response to a parliamentary question from Labour MP Ian Mearns, the government said the contract "does not include an exclusivity clause and we are able to engage with alternative or additional suppliers, should this be required".

But it added: "We have no plans to do this at this time."

An email sent from Edenred on behalf of the Department for Education to schools in early April said there had been "unprecedented demand and order volumes".

When previously asked about the commercial arrangements of the contract, Vicky Ford, the children's minister, said she would not comment, but could "confirm that we are only paying for the face value of goods delivered – in this case, vouchers".

Schools Week understands that Edenred takes a small percentage on each voucher issued. It's

understood the industry norm is about 4 per cent per voucher.

The tender document said the government did not have to follow the usual tender rules because of the "extreme urgency" and "critical need" of providing a free school meal replacement scheme.

The contract runs until June 21.



POLLS REVEAL WIDESPREAD PROBLEMS

A snap poll by Channel 4 News and the National Association of Head Teachers found 96 per cent of school business leaders had experienced problems with the scheme.

Of the 932 that responded, 86 per cent also said parents had struggled to access the website. More than half of the leaders had to make other provisions for children.

Meanwhile, a poll from the Food Foundation suggested 130,000 families (one in ten) had issues with vouchers. However the study had a low sample size.

A large academy trust told *Schools Week* they had 7,142 vouchers requested last week – with just 36 per cent redeemed. That fell to 31 per cent this week.

Edenred is now only guaranteeing to deliver vouchers within four days of orders being placed.

WAITING TIMES 'ALMOST ENTIRELY ELIMINATED'

Edenred told *Schools Week* it has now issued more than 3.87 million vouchers, adding "individual reports of difficulties don't accurately reflect the full picture of a scheme which is working successfully for the majority of parents".

The company said it had "almost entirely eliminated waiting times" on the ordering system which was "quicker and faster than at any time since launch". They said parents and schools faced "short or no-time waiting time when ordering online".

As of Tuesday, nearly £60 million of vouchers had been issued, with 16,500 schools placing orders.

The daily volume of vouchers processed in the 24 hours to Monday was £4.9 million – more than 40 per cent above the same time last week.






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School reopenings

Long-read: the route to reopening schools

SAMANTHA BOOTH

@SAMANTHAJBOTH INVESTIGATES

Prime minister Boris Johnson is set to reveal his “comprehensive” plan for how schools will reopen. What do we know? What are schools doing? And how has it worked in other countries? *Schools Week* investigates ...

This Sunday Boris Johnson is expected to announce details of his plan to allow children to return to schools, while headteachers wait for guidance on how they will keep their staff and pupils safe.

It is understood the announcement will form part of a wider address on the government’s strategy for ending the lockdown. It’s expected detailed guidance will then be revealed in the commons on Monday.

However, Gavin Williamson, the education secretary, reiterated this week that any return would be phased, based on scientific and medical advice, and with “maximum notice” for schools.

The *Guardian* reported last week that government advisers were examining the impact of allowing year 6 pupils to return on June 1, with other primary children and year 10 and 12 pupils back soon after.

June 1 would give schools the three weeks’ notice proposed by the government in its dealings with headteacher unions, although some heads said this was not enough time to prepare.

Do schools think it’s feasible to reopen?

Unions have been talking to the government throughout the week.

The National Education Union (NEU) has set out its own tests, warning that if schools opened too early there was a “very real risk” of another spike.

Before pupils go back to classrooms, the teachers’ union wants a national plan for social distancing and PPE, access to regular testing for children and staff, protocols for whole-school testing if there is a case, and protection for vulnerable staff and parents. It also says pupils should not go back unless the number of Covid-19 cases falls.

School leaders, as they have done throughout the pandemic, have come up with their own ideas.



The Harris Federation has installed sink troughs in the playground for children to wash their hands. It is also looking at splitting school days in half.

Huntington School in York, which has been planning for two weeks for a possible reopening,

“My biggest fear is making a decision that will cause someone to die”

has bought 16 mobile washing stations for anyone coming in and out of school. Each cost £640.

But there’s also concern about the safety of teachers.

Stuart Lock, the chief executive at Advantage Schools, said there would need to be “flexibility” for him to be able to say “stay at home if you are vulnerable or have families that are vulnerable”.

A snap poll by the NEU this week of more than 2,000 mainstream school staff found that nearly a quarter were having to stay at home to shield themselves or a household member.

Lock added: “I recognise that some of our disadvantaged pupils could be missing out on education, but we have to balance the risk – my

biggest fear is making a decision that will cause someone whose wellbeing I have responsibility for to die.”

He also said there was a “reality” that pupils and staff would have known someone who had died, so all staff had been trained online on how to deal with bereavement.

The practical consideration of having enough space to keep people apart is also a worry.

Dr Sharon Wright, a senior associate at the-learning-crowd, a design company that has been involved in school building projects since 2004, estimated a standard classroom could have no more than ten pupils.

There may also be bigger problems for newer schools built under the Priority School Building Programme introduced by Michael Gove, the former education secretary. They were cheaper than those in the Building Schools for the Future programme it replaced, but they were also smaller.

Department for Education guidelines in 2014 show the standard secondary classroom for 30 children was 55 sq m – one square metre smaller than in 2004.

But Wright said the main space savings were in communal areas, such as corridors and dining spaces.

“Every school that I’ve seen discussing this has been saying we are going to have to introduce a one-way circulation system within the building.”

Continued on next page

School reopenings



Photo: Bill Lord

The sink is one of 16 handwashing stations bought by Huntington School ready for reopening



Photo: Bill Lord

Primary school measuring up their classroom to see how many children they can fit in



Washing area

What's happened in other countries?

Professor Yvonne Doyle, the medical director at Public Health England, said on Wednesday the government was watching other approaches, particularly in how countries were gaining the "critical" confidence of parents and teachers.

In mid-April Denmark was the first European country to reopen its schools. Some parents were initially reluctant to send their children back, but attendance numbers have reportedly risen.

Primary children returned first and eat, play and learn in separate groups of about a dozen pupils.

Dorte Lange, the vice-president of the Danish Union of Teachers, told the BBC that reopenings had been "quite successful", adding there was a collective approach between teachers' unions, local authorities and government.

She said the medical advice had focused on keeping pupils apart, with a strong emphasis on hygiene. This meant that a lack of personal protective equipment (PPE) – something unions have concern about in England – had not been an issue.

But last week Danish authorities, which have also allowed small businesses to reopen, reported an increase in the reproduction (R) rate of Covid-19, from 0.6 to 0.9 per cent.

The R rate represents how many other people are infected on average by someone with the virus. Governments want to keep this below 1, as it shows infection is decreasing.

However, Denmark's State Serum Institute, which is overseeing the management of the pandemic in the country, said there were "no signs" that the epidemic was "accelerating".

In France, president Emmanuel Macron went against advice from his scientific committee by pledging to reopen nursery and primary schools

progressively from Monday, but all contact sports will be banned and objects touched by more than one pupil must be disinfected.

There will be a maximum of 15 pupils in staggered classes and breaks will be in shifts.

Younger students in Norway also returned in April with about 40 per cent of schools in Japan reported to have reopened.

In Wuhan, the Chinese city where the virus was first reported, children have been pictured learning behind transparent screens on their individual desks.

Some classes in Germany have also reopened, but lessons such as sport and music are not on offer.

Italy and Spain have said schools will not reopen until September. That also seems to be the message from Scotland.

Is it safe?

Williamson has commissioned a sub-group of the government's Scientific Advisory Group for Emergencies (SAGE) to "look at the particular issue of opening schools" in the UK.

The evidence on children's role in carrying Covid-19 and the impact it has on them appears inconclusive.

A review of evidence by the Chartered College of Teaching (CCT) said although the virus appeared to "generally affect children's health less than adults and they may be less likely to contract it, less is known about children's role in community spread".

Chris Whitty, the chief medical officer, has said that while a "great majority of children" either do not contract the virus, or have mild symptoms, there was still not enough data on how they contributed to its spread.

There was "no doubt" that their attendance at school had an effect on R value.

The CCT paper said the "potential risks to students and teachers need to be taken into account when planning school reopenings, including age-related differences in children's ability to understand and comply with social distancing measures".

Special schools will face their own challenges

Graham Quinn, the chair of Special Schools' Voice, said a significant proportion of young people who attended special schools would be unlikely to understand or follow social distancing.

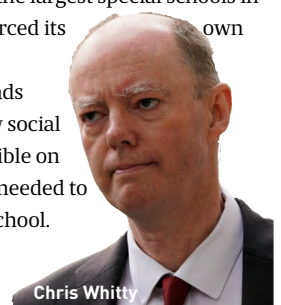
"We still believe that many parents and carers will think their children will be safer at home," Quinn, the executive principal of the New Bridge Group in Oldham, added.

Government figures show just 6 per cent of pupils were attending special schools as of last Thursday.

The Department for Education has admitted it would be impossible to provide the care that some pupils needed without hands-on contact. Guidance recommends an increased level of self-protection, such as minimising close contact and more frequent handwashing.

Ministers maintain educational staff do not require PPE, but some are now sourcing their own. Severndale Specialist Academy in Shrewsbury, one of the largest special schools in the country, has sourced its own PPE.

Special school heads also questioned how social distancing was possible on specialist transport needed to get some pupils to school.



Chris Whitty

School reopenings

Heads demand 'clear expectations' over reopenings

FREDDIE WHITTAKER

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The government must set out “clear expectations” and directions for schools on how it wants them to reopen to all pupils, headteachers have said.

The views of thousands of leaders have been reported to ministers this week by the National Association of Head Teachers (NAHT) and the Association of School and College Leaders (ASCL).

Although most respondents from both unions backed a three-week lead-in time, followed by a phased return of pupils, many expressed misgivings about plans and said they would need the government to be clear about its expectations.

ASCL’s members said they wanted “strong, evidence-based direction” and not guidance on issues relating to safety.

This followed criticism that the government had left too much of the coronavirus response up to heads, resulting in inconsistencies between schools.

ASCL also said its members needed directions on issues such as the expectations on them to maintain social distancing, how staff and pupils could protect themselves, which staff would be expected in school and what PPE, testing and contract tracing would be provided.

Of the NAHT members surveyed, 64 per cent said they wanted balance in the way the return



of pupils was managed, with “clear expectations from government on which approach to prioritise, but with some flexibility for schools to exercise discretion based on their specific contexts”.

Paul Whiteman, the NAHT’s general secretary, said the government “will need to communicate all of its thinking very clearly, in order for there to be sufficient public confidence that sending more pupils into school is safe for everyone”.

ASCL said its members also wanted the government to explain why it planned to reopen schools.

“Is this largely for reasons based on education, on safeguarding and wellbeing, or on restarting the economy? A clear explanation of the reasons behind any decisions taken is essential to building confidence and agreement among school and college staff, pupils, parents and the wider public,” the union said in its summary.

Many leaders “also made the point that such clarity of purpose is also required when

determining which pupils should be prioritised”.

Responses from NAHT members also revealed that staff availability varied.

Although government data showed that teacher attendance across England rose after the Easter holidays, it still only stood at about 100,000 in the week after the break.

Nearly half of NAHT respondents said 71 per cent or more staff were available to attend school, while 25 per cent said less than half of their staff were at hand.

Headteachers have also raised concerns about social distancing.

The NAHT survey revealed that 83 per cent of its members believed their inability to implement “appropriate” social distancing measures would prevent them from opening to more pupils

The poll also found that 47 per cent of secondary respondents and 29 per cent of primary respondents believed social distancing was not possible for any phase in their school.

ASCL members also questioned transport to and from schools, and how social distancing could be achieved by groups on buses or walking to school. They also wanted “support and guidance” in terms of changes needed to sites and buildings, and clarity on whether staffing ratios would be relaxed.

There were also “significant concerns” over the challenge of teaching more children in school while remotely teaching others at home.



- Unequivocal assurances with scientific evidence that it is safe to reopen, for children and adults
- National passing of the government’s five tests
- Strong, reliable, clear safety measures that the government takes responsibility for, including PPE and testing
- Unequivocal, clear guidance on procedures that must be followed
- Workable social distancing rules
- Ideally, clarity on examination expectations for years 10 and 12 to inform timetable planning



Geoff Barton



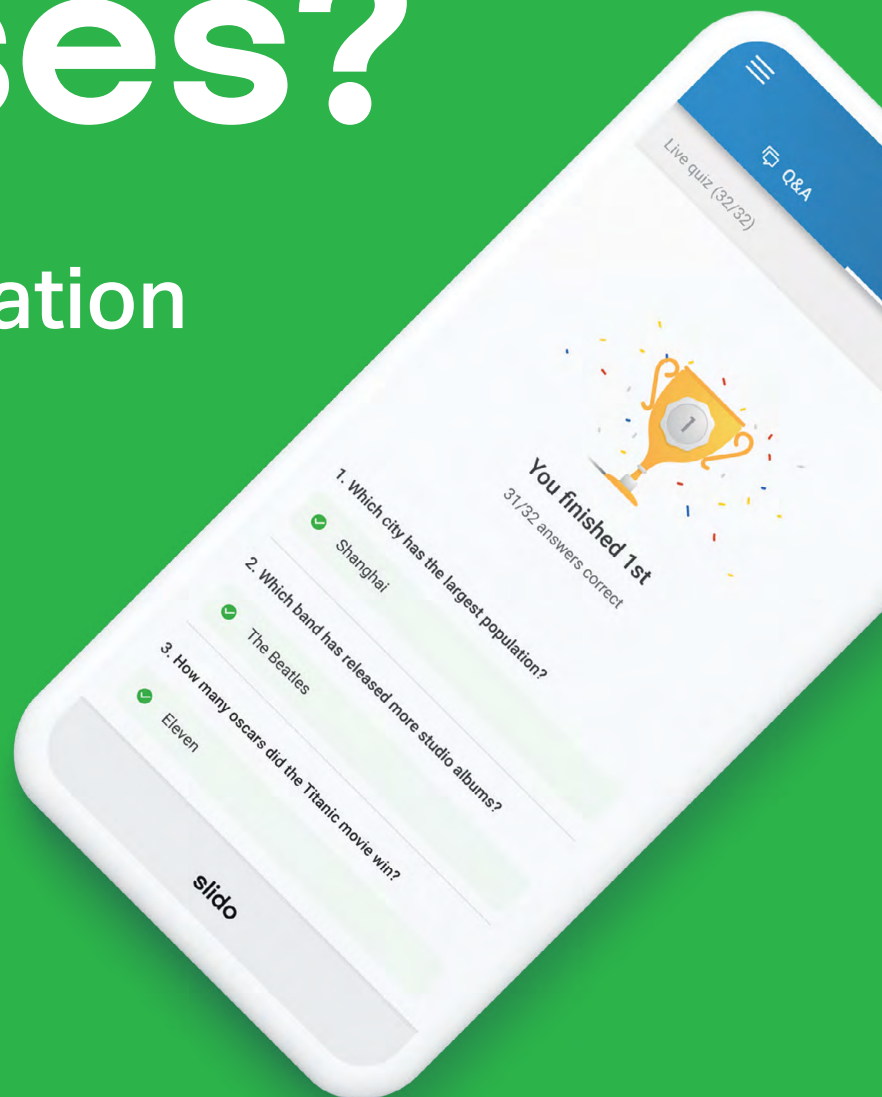
- A reasonable notice period
- Clarity on the number or proportion of pupils allowed in school at any one time
- Improved guidance on social distancing
- Clearer guidance on supporting staff and pupils who live in households with high-risk members
- A clearer explanation of the scientific evidence underpinning the government’s decision, in relation to pupils and staff



Paul Whiteman

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Adonis updates register after he lambasts remote learning

FREDDIE WHITTAKER
@FCDWHITTAKER

A Labour peer who accused schools of failing to provide online learning has updated his register of interests after questions over links to a global education company that boasts of an extensive remote learning programme.

House of Lords files were updated this week to state that Lord Adonis (pictured), a former schools minister in Tony Blair's government, stopped working for GEMS Education in March 2018.

The peer sparked angry Twitter responses from teachers last week when he tweeted that he had written to Amanda Spielman, Ofsted's chief inspector, that many schools were "not providing adequate online learning and support". He also encouraged Twitter users to message him with details.

Official government guidance says that there is "no expectation that teachers should live stream or provide prerecorded videos". Spielman told Sky News at the weekend that Ofsted had no mandate to look at remote work set by schools.

Writing for Schools Week, Paul Whiteman, the general secretary of the National Association of Head Teachers, said schools had "moved mountains in mere moments" to support children, although about 25 per cent of staff were unable to work.

The peer was criticised for a perceived failure to declare an interest after he raised the matter in the Lords last Thursday.

During a debate on people living in poverty during Covid-19, Adonis said: "There is evidence that a lot of state schools are not even providing



day-by-day online classes. That is unacceptable."

He asked ministers what regulations were in place "on the minimum provisions that state schools are expected to make in respect of education".

At the time of his intervention, his official parliamentary register of interests said he was employed as an "education consultant" for GEMS Education.

GEMS runs 54 international schools across the world, and boasts on its website of an extensive remote learning programme, ensuring that "learning never stops".

However, by Tuesday an updated register said Adonis's interest in GEMS ended on March 31, 2018.

Approached by Schools Week, the peer said he "hadn't realised it was out of date until this was pointed out to me last week", adding that he was "an adviser on global education, but specifically not in relation to any of GEMS' interests in the UK".

The code of conduct for the Lords says that

members must "declare when speaking in the House, or communicating with ministers or public servants, any interest which is a relevant interest in the context of the debate or the matter under discussion".

A guidance document issued by the Lords in 2017 said that the test of a "relevant interest" was "whether the interest might be thought by a reasonable member of the public to influence the way in which a member of the House of Lords discharges their parliamentary duties".

Dr Mary Bousted, the joint general secretary of the National Education Union, said: "Politicians, whether appointed or elected, should at the very least ensure their declarations of interest are up to date. Adonis's associations with private firms that make money out of selling education products make his interventions even less credible."

Adonis blamed the backlash on a "small but vocal minority who think it acceptable for schools to be providing little worthwhile education in this crisis".

A poll by Teacher Tapp during the first week of closures found that 82 per cent of state secondary teachers had set or collected work via an online learning platform.

Adonis said it would be a "tragedy" if young people did not get the "qualifications and opportunities they need to succeed... My only interest is in seeing that this happens."

"There are few more powerful champions of state education than me... I owe everything in my life to education so this is very personal."

GEMS said Adonis has no current relationship or affiliation with the firm. "Until March 2018 he was an occasional advisor to GEMS Education, providing counsel on global academic issues."

FREDDIE WHITTAKER | @FCDWHITTAKER

Commission chair resigns

The chair of the government's Social Mobility Commission has resigned after two years, stating that the role needs beefing up to be effective.

Dame Martina Milburn said she needed to focus her attention on her day job as chief executive of the Prince's Trust.

She is the second commission chair to resign in three years. Alan Milburn, the former Labour minister, stood down in December 2017.

In a letter to Boris Johnson, Dame Martina said that doing the job for three days a month had been "a real challenge".

"To make an impact, what the secretariat needs is an executive chairman on at least three days per week or a different structure – perhaps something more akin to that of the children's commissioner?"

She said the decision to stand down was made "with deep regret, and after several sleepless nights".

In a response to her letter, Gavin Williamson, the education secretary, said she had "brought strong and effective leadership to the commission".

He also said he had asked ministers to

consider the proposals she set out for her successor.

In her letter, Dame Martina said she had "appointed two very able deputy chairmen, either of whom could take over from me if they have the time and would you so wish".

She said she was "extremely proud of what has been achieved at the commission in the past two years – appointing the 12 very diverse commissioners, re-establishing the secretariat and commissioning a variety of reports from the state of the nation to an employers' toolkit".

New penalties announced to ‘stabilise’ university admissions

SCHOOLS WEEK REPORTER
@SCHOOLSWEEK

Universities caught pressurising students to take up places, or offering incentives such as free laptops, face being fined up to £500,000.

The new power would be in force for a year and is aimed at stopping universities engaging in “exploitative” admissions practices to ensure “students are safeguarded at a time of unprecedented uncertainty”.

To further “stabilise admissions” amid the coronavirus outbreak this year, universities’ recruitment numbers will be capped at five per cent above the number of domestic undergraduate places it had forecast to the Office for Students for the next academic year.

Other practices that would be penalised include converting existing conditional offers into unconditional, making misleading statements about other universities to discourage students from attending them, and bypassing UCAS admissions.

However, universities will still be allowed to charge the full £9,250 annual tuition fees – even if campuses are closed to students.

James Turner, chief executive of the Sutton Trust, said it’s “right” that students’ interests are protected, as poor admission practices may “lead young people to make poor choices for their future”.

“This is particularly important at a time of uncertainty when schools are out, and the poorest students are less likely to have access to support from teachers and advisors.”

But he added, it will be “crucial to monitor the implications of the numbers cap on access, especially to the most selective universities”.

Other plans announced for students this year included an updated clearing system, Clearing Plus, that will match students with universities, or other opportunities, based on their achievements and course interests.

If students’ calculated grades exceed their predicted ones, the system can also suggest alternative courses with higher entry requirements.

Clare Marchant, UCAS chief executive, said it means students won’t have to search “through a mountain of courses or make endless phone calls. The most appropriate course options for them as an individual will be presented through their online account”.

Universities had asked for a government bailout totalling billions of pounds to make up for lost revenue from international students and research.

Instead, the government has brought forward £2.6 billion in tuition fees of students due next academic year, to help with cash flow. Universities will also get £100 million in research funding.

The Department for Education’s package of support also included a £100 million pot to acquire university land or buildings for new or expanding schools.

The DfE said this was an existing scheme, and fell under its property-buying company LocatED.

Education secretary Gavin Williamson said they are “working tirelessly with the sector to do everything we can to stabilise admissions and protect a vital part of our country’s economy and society”.

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Speed read

Six things the government must do on SEND

The parliamentary public accounts committee has published a damning report on the support for children with special educational needs and disabilities. Here are the committee's six recommendations for government.

1 Urgently publish the SEND review

The PAC inquiry found "many children" with SEND are being failed, with 47 of 94 areas inspected by Ofsted and the Care Quality Commission (as of July 2019) found to have "serious weaknesses".

At the same time, mainstream schools are "struggling to meet the needs of pupils with SEND" and to cope with those who have "challenging behaviour".

The DfE's SEND review was announced last September, with ministers claiming they wanted to put an end to a "postcode lottery" faced by families. But its publication has been delayed.

The PAC wants the review published as a matter of urgency, including actions the department will take to "secure the necessary improvements" and a timescale for families.



2 Develop 'better understanding' of disparities in support

MPs discovered "significant unexplained disparities" between different groups of children in the support they receive, which the DfE is "unable" to explain.

For example, 20.2 per cent of boys aged five to 17 have SEND, compared with 10.7 per cent of girls in that age bracket. The proportion of pupils with SEND also varies by ethnicity, from eight per cent of Chinese pupils to 15.5 per cent of black pupils.

The report recommends that the DfE uses the data it already collects to "develop a better, evidence-based understanding" of why this is, and to publish the findings.



3 Set out plans to reduce exclusions of SEND pupils

The inquiry found "too many" SEND pupils are excluded: they accounted for 44.9 per cent of permanent exclusions and 43.4 per cent of suspensions in 2017-18.

The inquiry found good EHC plans, and early identification of special needs, "can both result in fewer exclusions if they lead to children getting the right support at school".

The report said the DfE should set out "the steps" to reduce SEND exclusions and explain what action it will take in response to the Timpson review.



4 Use intel from RSCs, parent groups and heads

MPs are concerned that the DfE "relies too heavily" on periodic inspection for assurance that children, particularly in mainstream schools, are being properly supported.

The report warned that many schools previously rated 'outstanding' have gone many years without inspection, and that short inspections of good schools "may not focus on provision for pupils with SEND".

The report recommends that the DfE supplements inspection evidence by drawing on other information from "regional schools commissioners, parent carer forums, schools forums, and head teachers".



5 Use funding mechanisms 'more effectively'

The PAC inquiry found mainstream schools have "little financial incentive" to be inclusive of SEND pupils. In fact, the way funding is allocated to mainstream schools "can act as a disincentive to enrolling pupils with SEND".

Part of the problem is the requirement that schools cover the first £6,000 of extra support costs for SEND pupils from core budgets. Councils can allocate additional funding to support "genuinely" inclusive schools, but in 2018-19, only 85 of 150 LAs budgeted for that support.

According to the PAC report, the DfE should identify "how funding mechanisms can be used more effectively to strike the right balance between incentivising schools to be inclusive without encouraging over-identification of SEN".



6 Develop 'costed plan' to meet demand for places

A lack of sufficient state special school places in some parts of the country means councils have to cover the high cost of independent special school places, the inquiry found.

As of January 2019, 20,000 SEND pupils attended independent special schools, at an average cost of £50,000 a year, more than double the average cost of a state special school. (This is something *Schools Week* first revealed and has reported on extensively).

To make matters worse, the DfE forecasts that by 2021, there will be 2,500 too few places in state special schools to meet demand.

The report said the DfE should carry out a "systematic analysis" of current and future demand for school places and facilities suitable for pupils with complex needs and "develop a costed plan for meeting those needs".

This should take account of potential savings in local authorities' transport costs, the PAC said.



Ofsted

What does an inspectorate do when it can't inspect?

JL DUTAUT

@DUTAUT

NEWS FEATURE

Six weeks after lockdown and the sudden end of inspections, and five weeks after Ofsted mooted a mass redeployment of staff, JL Dutaut finds out what the inspectors have been up to

It's now six weeks since "business as usual" came to an abrupt end for Ofsted.

Yet just last week, chief inspector Amanda Spielman admitted to the education select committee that a "considerable number" of her staff were "less than fully occupied". Cue rumblings of criticism among the profession. But what is the inspectorate to do when its primary function is deemed inappropriate?

Perhaps better to ask what it is that Ofsted staff and inspectors are doing at this time of national crisis. It is five weeks, after all, since Paul Joyce, its deputy director for further education and skills (FES), said Ofsted was working with the Department for Education to redeploy its staff, including as support providers if needed.

And, acknowledging that "under-occupation" is a fact for many so far, what is it that schools would like them to be doing? (It's worth noting, however, that inspections haven't stopped altogether. They will also resume, which means the organisation has to avoid conflicts of interest, not only now but in the future.)



Amanda Spielman



According to Karen Shepperson, the inspectorate's director for people and operations, the decision was made early on "to do whatever we could to support the wider government effort, while maintaining our independence on the few emergency inspections we've had to do (in the social care space)".

Most redeployment is happening in-house. About a third of Ofsted's 1,700 staff

Other redeployments bring the total to some 700 of the 1,200 or so available (see infographic). Of those, few are working in colleges. Ten, for example, are working with Star Academies, but even that work is limited to supporting Starline, a national parent helpline for home learning. About 500 remain "under-occupied". Why aren't they in schools?

"It's the greatest challenge the civil service has faced for a generation"

are "fully occupied with the day job or our own emergency response", she says.

The bulk of the rest, who have been reassigned, are helping other government departments and working through local authorities, who have been tasked by DfE to coordinate local responses. Ninety-five are supporting the Department of Health and Social Care; 240 are supporting the Department of Work and Pensions; 20 are with the DfE. A further 240 are or will soon be supporting 105 local authorities (LAs).

As the Facebook relationship status goes, it's complicated.

First, as Shepperson says, the DfE directive is for LAs to coordinate local Covid-19 responses. "We have therefore been directing our support mainly through local authorities. If schools and colleges need support they should contact their LA, and if Ofsted can provide that support, then we will."

Second, while some leaders would like more Ofsted involvement in schools and

Continued on next page

Ofsted

believe there are positive contributions they could make, others find the idea unpalatable.

Dan Morrow, the chief executive of the Woodland Academy Trust is one of them. For him, Ofsted's resources are best deployed "continuing to support social care and children's services as the key foundation to education". His chief concern is that any involvement with education could over-ride schools' and colleges' agency in favour of a centralised model or general groupthink.

Third, even among those who do want Ofsted involvement, it is unclear that there is any consensus as to what that might look like. And even with 500 staff available, Ofsted may not have the expertise and capacity to respond to everyone's needs. Responding to only some could be seen to create an uneven playing field.

According to Shepperson, demand has been low for Ofsted to support schools and colleges directly. However, her explanation that low staff absence and "a very limited" number of pupils lessens "the need for additional people to work in schools and colleges" seems potentially misleading.

More likely is that the relationship between schools and their inspectorate is such that turning to the latter for support is a non-starter. However, supporters and detractors agree there is a need and an opportunity to "reset the relationship between a teacher and an inspector".

"There will always be judgments when Ofsted come to inspect," says Ali Hadawi, the principal of Central Bedfordshire College, "but we've got experiences in the past where Ofsted didn't only inspect."

Continued on next page



Dan Morrow

The stats: what Ofsted's staff are doing

1,700 the total number of in-house Ofsted staff

33%

DOING THE DAY JOB

41%

ARE REDEPLOYED

26%

'UNDEROCCUPIED'

The redeployments:

Local authorities

- **240 staff** are already signed up to **105** local authorities (but just 60 are currently underway)
- A **senior HMI** and **16 non-inspector colleagues** supporting the London Gold group, helping all London councils with work including recruitment checks. The work has helped recruit over 600 staff across social care settings
- Around **30 screened staff** to act as foster carers, with another **80 staff** able to offer lighter touch support to children

Schools

- **10 schools inspectors** helping to man the national StarLine helpline, run by Star Academies
- Another **10 schools inspectors** and **one early years inspector** being seconded to support schools. Most of these are new starters to Ofsted who have been seconded straight back to their previous employers.

Other government departments

- **25** deployments with the department for health and social care, including supporting virus testing
- Another **70 staff** supporting virus testing by clearing email backlogs, with another **30 staff** likely to be moved to support their call centre
- Around **20 deployments** supporting social care, early years and further education at the Department for Education
- **200 staff** acting as case managers for universal credit at the Department for Work and Pensions, and **40** supporting remote training

Other

- **40 staff** supporting the administration of virus testing for children's social care staff
- **Three** people volunteering for the NHS in hospitals

Ofsted

For him, there must be a way through the Covid-19 crisis that “uses Ofsted expertise to help improve the quality of learning that our learners are receiving remotely”.

As well as developing curriculum provision, some school leaders are concerned about assessing teaching in a distance learning context, while others are more worried about the effect judgment might have while teachers are learning on the job and vulnerable as a result.

Navigating a channel between these pressures will be a challenge, but few organisations have the resources, networks and leverage Ofsted has to draw together and share best practices system-wide. That surely is a supportive role it ought to be playing.

To an extent, some of that work is beginning to happen. Tracey Fielding, a senior inspector, has been redeployed to work on recovery planning with two local authorities in the southeast. She says that senior HMIs do have a link with local authorities, “but [the Covid response work], increases it on a more



individual school level in terms of working with headteachers, for example.

“That whole professional dialogue has really given an insight, both to us at Ofsted and the leaders about how we can have discussions that can be an equal measure of challenge and support.”

As the Covid crisis response changes – with education set to reopen to progressively larger groups of students over an indeterminate period and a return to routine Ofsted inspections unlikely – there is every chance that this work will develop.

As Spielman herself said this week: “Schools can and should be doing what they can, but no, it would be wrong for us to be going around trying to judge that in the absence of any clear expectation. I would like to see us get to a clear

expectation of what [...] every parent can and should expect of a school, but I don’t think that is going to be simply to have every teacher in front of a camera every day.”

One certainty is that the speed and effectiveness with which it will happen will be in great part determined by the inspectorate’s ability to build trust in its supportive aims and to ensure its staff have the freedom to innovate. Which will mean making mistakes too.

The openness with which it has responded to this feature is an encouraging sign. The picture may remain unclear as to precisely what an inspectorate does when it isn’t inspecting, but an inspectorate, after all, is made up of inspectors.

As Shepperson says: “This is the greatest challenge the civil service has faced for a generation at least. Many of our staff redeployed across government are supporting the most vulnerable families. We have had an amazing response from [them]”.

CASE STUDIES: THE INSPECTORS HELPING OUT LAS

Jane Spilsbury and Chris Pollitt are among Ofsted’s redeployed staff bringing their expertise to local authorities. Both are in the West Midlands.

Pollitt worked in mainstream and special schools for 20 years. Spilsbury was an English teacher who went on to school leadership before becoming a local authority school improvement adviser.

She has helped her local authority to, among other things, produce a daily briefing for headteachers “that involves looking at all of the information that’s coming out in terms of advice and guidance, and summarising all of that for the schools and settings leaders”.

She is also leading on three task groups on school transition, e-learning and “return to business as usual”.

For his part, Pollitt has been focused on

supporting vulnerable students and those with disabilities and special educational needs.

“My role has really been to be that conduit to help gather efforts from education services, health services, social care services, and hundreds of other community organisations, so that schools have got the right information to help them to do the best job possible for their children and families.”

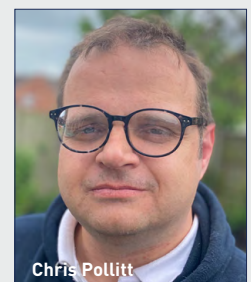
Reflecting on his Covid experience, he says: “I inspect specialist provisions and early special needs provisions. Working closely with a local authority



Jane Spilsbury

is helping to refine my knowledge, not just of the theory, but also the real-life scenarios and processes that make a difference to children with special educational needs.”

For Spilsbury, curriculum is uppermost. “What’s being called the recovery curriculum, I think that’s sort of taken. Certainly, going into schools in the future I will be looking even more closely at how curriculum has been adapted to meet the needs of pupils who’ve come back into school with very varied experiences and different starting points.”



Chris Pollitt

EDITORIAL

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

The triumph of soundbites over strategy

Earlier this week, the speaker of the House of Commons, Sir Lindsay Hoyle, said it was a “matter of regret” that the prime minister is planning to make a major announcement on the future of the lockdown in a televised address on Sunday before addressing Parliament.

We agree.

Throughout this crisis, we have seen the regrettable results of an approach that favours soundbites over strategy, and it is school leaders and their staff who have had to play catch-up.

We had a national school meal voucher scheme announced in an embargoed press release, with no clarity over whether schools could continue with their own approaches.

We had an announcement about free laptops tailored to the Sunday papers, while heads and business leaders had to wait almost a week for details of how to sign up, often with parents chasing them up with stories gleaned from newspapers about what the child was entitled to.

And now schools will go into the weekend full

of uncertainty about what is to come, following conflicting government briefings to national newspapers.

If Boris Johnson makes any announcement on Sunday about schools reopening, he must do so with clarity, and the Department for Education must quickly follow up with full details of exactly what it expects of schools at this critical time.

School staff have risen to an unmanageable task with great professionalism and courage. They have put their own lives at risk to continue educating the children of key workers and the most vulnerable pupils, and they have done so willingly.

The least the government can do in return is take responsibility for its own plans, and ensure schools have not only the detail, but the support they need to play their part in the easing of the lockdown.

And most importantly, they must be reassured that schools will not reopen until it is safe to do so.

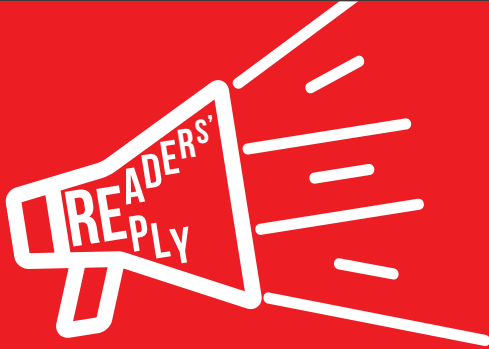
SCHOOLS WEEK



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Boris Johnson to set out 'comprehensive' plan to reopen schools

Mary Watkiss

As a parent to an autistic nearly five-year-old I'm deeply concerned about getting children back to school to "kickstart the economy". Our children should be top priority and staying alive for them! I will REFUSE to send my child back to school until I can be sure my son, his peers and his teachers and other school staff are safe. I mean, you're not going to get a typical four- to 5-year-old to stick to social distancing, let alone a child with additional needs. Common sense needs to be applied. If the government want to kickstart the economy, use their wages, not my child!

Social distancing in schools 'very difficult', says government medical adviser

Claire Spicer

Yes, agree. I currently work in school with a mix of four-to-11-year-olds. Upper juniors are fine, but there is no chance with younger ones. Some four-year-olds arrive crying for various reasons and need comforting. But it's during play when it's not manageable. It's in their nature. Even the older ones understandably find it difficult during play. This "new normal" for children will be anything but normal. And not forgetting that the majority will have to re-learn social distancing from being at home with their families, where those rules don't apply. Difficult.

Keyboard commentators should think before they type

Derek Moss

Thank you for pointing out the facts. I work as a governor, with five headteachers, and I can see the stress in their eyes and hear it in their voices when we talk. Heads and their staff have worked tirelessly over the past six or seven weeks to get to grips with this situation, and nobody is applauding them. They are on the frontline as nobody knows yet if children are the carriers. I will certainly be recommending mine for public commendation when this is all over.

Mike O'Reilly

Speaking as a retired headteacher, a school governor and on behalf of two teacher daughters, the work in schools and the teaching profession has been absolutely astonishing during this pandemic. Everything had to be done at such speed while schools were still open and teachers were still teaching.

REPLY OF THE WEEK

Alan Hart

£85m free laptops scheme falls short

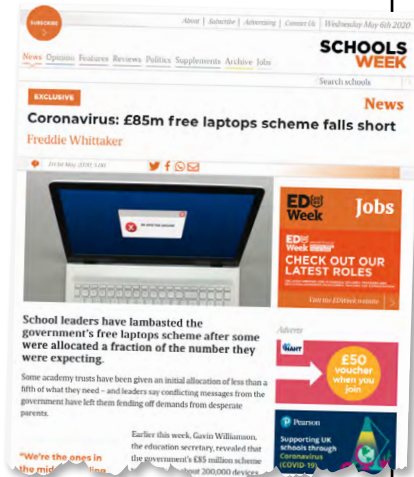
We are told our allocation and when you complete the online forecast survey, you are instructed that you cannot put in more than your allocation.

In the survey you state the type of device – either

Microsoft-based or Google-based. That's it...

no place to add extra students or state that your allocation is approximately one-third of your disadvantaged students in year 10.

I raised this with the Department for Education team five days ago, but have not received a response. My questions were simple – who decides which are disadvantaged students, and who tells those who do not get the laptop? My school is in Brent, London – one of the most deprived areas and with the highest incidence of COVID-19.



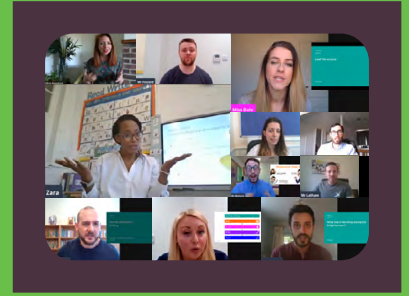
THE REPLY OF THE WEEK WINS A MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

I am constantly reminding people that schools are open, teaching the children of key workers, looking after their own classes virtually while also teaching and caring for their own children at home! My daughter was terribly upset and angry about this twitter outburst after a very busy week looking after all these children – especially those who are most vulnerable. Does Adonis realise who is making sure these children are getting fed, too? All of this has been done while schools have been starved of funds and the people needed to make it work.

Please, when this is all over, remember how you felt.

Holly Pearce

This article voiced the opinion of so many. As a sixth-form student I couldn't be more grateful for what my school does and the effort they put in, as are so many students. The teaching profession shouldn't be questioned at a time like this. It should be valued and praised.



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Profile

JESS STAUFENBERG | @STAUFENBERGJ

A portrait of Ruth Davies, the new president of the NAHT. She has blonde hair with bangs, is wearing a black top with a white collar, and is smiling slightly. The background is a solid blue color.

“I have got more rebellious as I’ve got older”

The new president of the NAHT reveals her trajectory, from a childhood home that prized and valued education, through three primary jobs in which her flair for radical innovation became clear.

After an hour talking to Ruth Davies, whose new role as president of the NAHT starts today, the overwhelming impression I’m left with is that she could make anyone yearn to be a headteacher.

Seriously. On the face of it, the most interesting

fact about her, as the current NAHT Cymru president, is that she’s the first Welsh woman to hold the trade union’s top role, but Davies just gets something about teaching that must be the reason members elected her.

It’s something to do with her total fascination with other people’s agency, whether children or staff. Terms that frequently crop up in our conversation are “a thinking organisation” and “thinking teachers”. She uses them to talk both about her own primary school in Wales, which she is leaving for one year, and her hopes for the

NAHT and the profession at large during her May-to-May term as president.

None of the usual points about poor funding and over-testing trundle out of Davies. She is able to articulate that these matter only because they dampen a much more exciting, vaster vision for the system – one in which headteachers can “get on with the job and think outside the box”. She manages to make it sound like the most intellectually and emotionally stimulating thing anyone can possibly do.

Davies comes from a long line of Welsh women

Profile: Ruth Davies

who have taken their lives into their own hands. Her mother, grandmother and, even more extraordinarily, great-grandmother all got themselves into higher education and went on to have careers as school teachers. With the example of high-achieving women on one



side, on the other Davies had a father who had gained a place at a grammar school – a “huge opportunity” – but turned it down because his father’s lorry haulage business collapsed and, against his dad’s wishes, he felt he should help out.

For the rest of his life, their father told Davies and her sisters that education was critical. “I think there was something for him about having three daughters, too. He impressed upon us the importance of making sure we had our education and skills, especially the ability to communicate and listen. Then later, he encouraged us to forge careers, one that would make a difference to others. The importance of education was live and kicking in my home from the word go.” All three daughters would go on to become teachers.

For someone whom a colleague has called a “peripatetic agitator”, Davies hoots with laughter and says that she was “not in the least rebellious” at school because she was so happy, noting instead that she seems to have “got more rebellious as I’ve got older...”

A source of inspiration was her English literature teacher, a man she describes as a “great thinker”, who encouraged her towards her degree in the subject at Swansea University. Straight after that, she went on to a PGCE in Cardiff. Her first job was in Crynallt Infant School, where she soon found she was “hungry for the next idea”, and moved to Gorseinon Primary School.

Twelve years after qualifying, and with two



schools under her belt, Davies took a seconded post with Swansea local authority on the school-improvement team, staying for four years after the council made the role permanent in order to keep her on. Missing pupils, Davies then became deputy headteacher at Waunarlwydd Primary School on the idyllic Gower Peninsula in the

“The importance of education was live and kicking in my home from the word go”

early 2000s, joining the NAHT at the same time. This third – and final – school would become the site for her innovation and drive.

“We’ve always been a school that’s a bit different in its thinking. When in the early 2000s there was literacy and numeracy hour, and arguably the curriculum was narrowing, we grabbed every opportunity to ensure the curriculum remained broad and we had all the expressive arts. I worked with individuals who

challenged my own thinking – phenomenal thinking teachers and support staff who helped us craft our own organisation.”

Some of the structures Davies introduced surprise even me. Over the course of two decades she introduced ten “senedds” (literally meaning “senate”), decision-making forums for the curriculum, health and safety, the environment and more. At first the senedds were for teachers, but now they are led about once a week by pupils in years 2 to 6, with a teacher attached to each.

“These ten forums pretty much run the school,” says Davies. “The core business of the school has been identified by the children themselves. They report directly to the governors, and the school improvement plan is pulled out of that. Every single child from year 2 is contributing to the decision-making about the school.” She listens patiently as I stumble out questions about how this must surely descend into madness. “Yes, I needed a governing body that held its breath for a while. You can see the quality of colleagues I must have had to achieve this.”

It hasn’t gone unnoticed. The school’s report from Estyn, the Welsh inspection service (rather nicely meaning both “to reach out” and “to stretch”), noted in July last year “pupils develop excellent leadership skills and have a significant impact on school life, for example, through the

Profile: Ruth Davies



Ruth at NAHT's conference in 2019 (third from right)

'Senedd' system". The school hit the top inspection category, 'Excellent', and at the end of the report inspectors invited staff "to prepare a case study on its ethos and its work in relation to the pupil voice". By that point, Davies had already been rocketed from her small school on a peninsula to NAHT Cymru president in 2013. She was re-elected last year. Something obviously resonates.

Davies believes in developing thinking, because that is the force behind agency. "Getting children to be truly thinkers, you don't do that in one lesson or afternoon. It has to be in the culture of the school. Our provision is about making sure children really think for themselves. And in developing and building a thinking organisation, we've always attracted practitioners who are willing to take risks."

In the same vein, Davies calls the NAHT a "thinking organisation" which can consider ideas and practices across its three participant nations: Wales, England and Northern Ireland. Her role as NAHT Cymru president will overlap with her new role until the autumn, putting her in a unique position to share ideas between the two organisations. It probably takes a non-English leader to reach out in this way to the rest of the UK's education system.

This exciting vision of a creative, innovative, cross-border education system also explains why

Davies can articulate so clearly and compellingly that Westminster needs to step back.

"Most productive learning happens when we

"Ultimately, people want to rock up at my school every day"

move from high-blame, low-risk pathways to high-risk, low-blame pathways. As school leaders we've got various masters, but these various masters would do well to remember that where creativity and risk is stifled in a high-blame culture, improvement is slower. By and large, school leaders can think outside the box. Unfair accountability measures only dampen the very attributes that make the best school leaders."

Davies welcomes scrutiny but – during the week in which Lord Andrew Adonis was taken to task by NAHT general secretary Paul Whiteman for a critical tweet about state schools and the coronavirus crisis – she says she will not accept "scapegoating". Instead, success happens through the joy of people being heard. "What makes my



Ruth with son Joe and daughter Alice

school successful is that ultimately, people want to rock up every day."

In her role as president, Davies will meet weekly with Whiteman, vice president Tim Bowen, the immediate past president Judy Shaw and the national treasurer. Her role, as she puts it, is "a bit like being a chair of governors". She's not directing the day-to-day organisation but she is there to meet lots of headteachers and leaders and make sure "the wishes and needs and aspirations of our members are met". It's a natural fit.

But where will Davies go afterwards? It strikes me the unions could do with this kind of energy.

"I don't know what the next stop will be. I never had a plan." She pauses. "I love being a headteacher. For all the challenges, it's genuinely still the best job in the world."

THE

**SCHOOLS
WEEK**

**BIG
SCHOOLS
QUIZ**

**BIG THANKS TO EVERYONE
WHO TOOK PART IN
THE QUIZ**

**£3,000 RAISED!
YOU'RE AWESOME**

**centre
point** give homeless
young people
a future

**HELPING TO RAISE VITAL
FUNDS FOR CENTREPOINT**

**CONGRATULATIONS TO THE
WINNING TEAM
HEADTEACHERS' ROUNDTABLE**

Event partner

 **Pearson**

Opinion

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

Now, more than ever, we need a trauma-informed school system to battle the likely outcomes of the Covid crisis, writes Kiran Gill

As schools continue to respond to the challenges posed by the Covid crisis, there is a growing understanding that when they reconvene, they could find the “poverty gap” has turned into a chasm. Yet as reports continue to bring us statistics on rising domestic violence and bereavement, a potentially more serious and enduring gulf is becoming apparent. It is the gap between the children who are safe in lockdown and those who are not – the trauma gap.

Before Covid-19, one in ten children had had a social worker because of abuse, neglect or other threats to their safety outside school. In poorer parts of the country, the prevalence is higher. Now the ingredients for parental mental health problems and trauma in the home are worse, and the numbers of children experiencing this and other traumas at home are rising too.

Trauma is not only more common now; its impact can be more toxic. Before the pandemic struck, children with good relationships and experiencing success at school would get respite from a stressful home environment. Now these children are socially isolated and less able to remove themselves from harmful situations.

Across the country, teachers are recognising this challenge and preparing for what one assistant headteacher described to me as a “tsunami of safeguarding disclosures”. And because trauma is invariably the root cause of unmanageable and challenging behaviours, that tsunami could easily translate into a tide of



KIRAN GILL

Founder and CEO,
The Difference

Mind the trauma gap

exclusions.

Yet our record on serving excluded children is already far too poor. They are four times more likely to be eligible for free school meals, and less than five per cent currently pass a qualification in English and maths. They are disproportionately affected by youth violence, poor physical and mental health, and more likely to depend on benefits.

years to come.

The first step is to understand more about the science behind how distressing experiences can affect children and the role positive relationships play in repairing this trauma. Sue Gerhardt’s research on what the stress hormone cortisol can do to developing brains, and Louise Bomber’s classroom strategies for children with attachment challenges,

“We’re preparing for a tsunami of safeguarding disclosures”

The cost to the state is estimated to be £2.9 billion for last year’s cohort of excluded pupils alone, and the number of children in these vulnerable categories is set to increase. Without concerted effort, the impact will not only be felt as schools re-open, but for

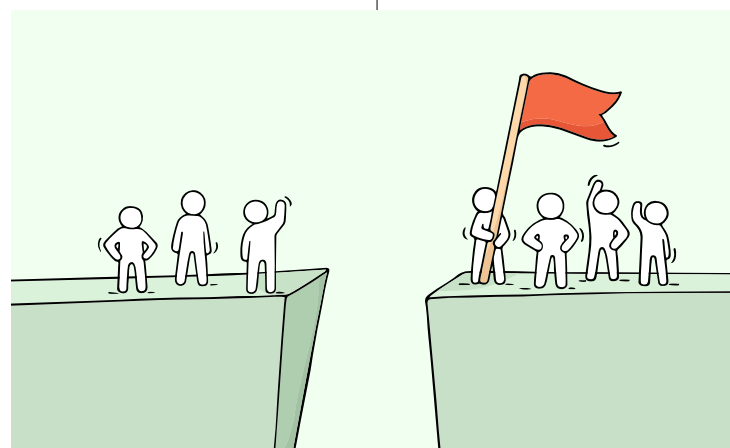
are excellent starting points.

The next is to turn knowledge into action. Schools who see exclusions reduce put in place continuous training and tools to help staff recognise that challenging behaviour is not personal and often comes

from an experience of trauma. They improve staff capacity to de-escalate altercations, build behaviour systems that allow students to “reset” while their brains are flooded with cortisol, and apply interventions for those who repeatedly struggle to regulate their behaviour.

Even with all that work, last-resort exclusions are not entirely unavoidable. Many pupil referral units use a trauma-informed approach to deliver remarkable outcomes, but the quality of this education is precarious. PRUs are already struggling to maintain therapeutic services and acceptable ratios of qualified to unqualified teachers, and can quickly fall into special measures too. IPPR research found cases where quality had plummeted following spikes in local school exclusions. When these under-resourced schools welcomed 50 or even 100 per cent more students than expected, the supply teachers they relied on could not build relationships, and Ofsted upbraided them for low expectations and making unsafe decisions.

School leaders across mainstream and alternative provision schools are recognising and preparing for this coming challenge, but if we are to mitigate the worst impacts of the yawning trauma gap, we need a trauma-informed school system. To protect our most vulnerable young people, policymakers must resource all schools so that they can build on the collaboration that has characterised the Covid response. Increasing knowledge, reducing exclusions and giving excluded pupils a second chance all require capacity.



Opinion

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

Whatever is in store for education post lockdown, we can be sure that the foundational skills of mindfulness will continue to be as invaluable as ever, say Adrian Bethune and Professor Katherine Weare

The interruption of our normal life has made us all acutely aware of the significance of emotional and social needs. It has been a time of heightened emotion, with fear, isolation, and uncertainty sitting alongside patience, heroism, and social connectedness. Pupils, families, and communities, teachers and school leaders have been undergoing a significant period of stress, and many are suffering various traumas.

Meanwhile, for all the talk of closures, schools and their teachers have not stopped work but reinvented themselves to keep education going post-lockdown. As they start to reopen, there is likely to be a further acceleration in demand on the resilience and strength of both students and teachers, with a risk of toxic stress just when all require calm and consistency. Education has both a deep need and a unique opportunity to build on the insights and new priorities created by these strange events, while moving forward in a calm, considered and positive way.

Exploring and learning from such situations and managing them skilfully is the stuff of mindfulness. Perhaps best considered an inherent human capacity that can be cultivated through practice, it enables people to attend intentionally to present-moment experience, inside themselves as well as in their environment, with an attitude of openness, curiosity and care. Whatever situation we find ourselves in, mindfulness helps us to pause, to

ADRIAN BETHUNE

Mindfulness Initiative



PROFESSOR KATHERINE WEARE

Mindfulness Initiative



Building on this 'mindful pause' for education

pay attention to the moment, to understand ourselves and what is happening around us more clearly,

the tough challenges of successfully implementing mindfulness in schools, including the restrictions on time and

“ Mindfulness enables people to attend intentionally to present-moment experience

and to approach our challenges with greater calm and insight.

So publication this week of our new *Strategy for Mindfulness and Education* for global think-tank The Mindfulness Initiative is timely. It brings together the results of a consultation with experts and the growing evidence base of the approach's potential. It sets out a purpose, vision and plan for mindfulness in education and shows its potential to continue to be transformative across education settings.

Of course, we do not shy away from

resources and the social inequalities that bedevil the process. Yet a good deal has been achieved already and, recognising these challenges, the document highlights the empirical evidence that shows mindfulness can contribute to a number of positive outcomes at the heart of education.

Mindfulness can help teachers and pupils better manage their mental health and stress by building resilience and developing the insight and courage to tackle its underlying causes. It can improve the quality of teaching and learning by improving

self-regulation, attention and metacognitive awareness. It can enhance social and emotional skills to help pupils and staff relate more effectively to one another, including in respect of “challenging” behaviour. More fundamentally, it can help to create and sustain a supportive school culture, underpinned by a connected “whole-person” and “whole-school” approach, in which all can thrive.

At a time when the form and content of education are under strain and its fundamental nature and purpose are coming into question, mindfulness can help us see our situation more clearly and respond to the problems we face with greater ease and flexibility. Our strategy document clearly highlights how mindfulness can help shape individual schools, partnerships and the education system as a whole to ensure our young people develop the flexible personal skills they need to do well in their education, ensure their own wellbeing and navigate their future lives in an uncertain and rapidly changing world.

Our circumstances demand that we deal with the direct threats of this crisis to our communities. Looking further ahead, there is a unique opportunity to consider new possibilities for how best to live. When it comes to either the immediate or the longer-term challenges we face, mindfulness has a vital part to play in meeting them.

The Strategy is free and available for download at: <https://www.themindfulnessinitiative.org/the-mindfulness-initiatives-education-strategy>



Opinion

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

Lockdown diaries – a week in the life of...



JO SOUTHBY

Executive headteacher, London South East Academies Trust

Monday, April 27

Looking at our academies' school calendars, I'm struck by how different school life is now compared with how it should be. Today would have been the start of the GCSE art examination and our year 10s' work-experience placements.

But I am encouraged to see staff and pupils adjusting to new ways of working and the positives arising from these changes. Parents often assume contact from school means bad news but the daily calls we are currently making is strengthening and building more positive relationships. We always knew the importance of good relations between home and school, but our appreciation of this fact has never been so clearly defined.

Tuesday, April 28

An early start with a phone call to the SEN lead for the new Oak National Academy. Our trust is leading on numeracy for the online learning platform, and filming has started at our autistic spectrum disorder school, Woodside Academy. It's a race against the clock, but involvement is giving our staff the opportunity

to be trailblazers.

During our online SLT meeting we pause for the one-minute silence to remember the key workers who have lost their lives to the pandemic, a sombre reminder of the seriousness of our situation. Whatever challenges we are facing, our trust has not lost anyone to the virus and we pray this remains the case.

Wednesday, April 29

Our lessons for Oak National Academy go live on May 4. Our team is working around the clock filming, editing, completing documents and uploading them.

We have all adapted quickly to the new routines of remote working. Nevertheless, the group business continuity meeting discussed work pressures and our analysis shows staff workload is now at least the same if not greater than before. Every child in our schools is vulnerable and as a result, bespoke work has to be created for each one.

As well as our daily calls to every home, this afternoon I met virtually with my heads of school and our safeguarding inclusion manager to review risk assessments for every child. This



included an update of Covid-19 risks to inform our discussion with the local authority to plan for the next phase. A long but useful meeting in advance of Friday

Thursday, April 30

Our borough's special heads met to look at how to balance on-site provision for vulnerable learners with the health and safety of pupils, staff and community. Many of our pupils find social distancing almost, if not entirely, impossible, and physical intervention is part of the behaviour-management plan for some. We also discussed the availability of PPE and the wearing of face masks.

There are no easy answers. All the leaders in our trust are struggling with moral and practical quandaries. We accept that schools need to open in order to reinvigorate the economy and protect the most vulnerable, but we also have a duty of care to our staff, who need to be fit and well to return to work when schools fully reopen.

Friday, May 1

I met with the local authority inclusion lead. A healthy,

challenging conversation that indicates a better understanding of our cohort than in the past. Partnership working is proving to be very effective.

Meanwhile, our hub school, Endeavour Academy, has turned into a cottage industry of work-pack production. Staff are coming on site at allocated times to collect them for home delivery, to be left on families' doorsteps. Highly valued face-to-face conversations take place from the end of paths and stairwells.

The day ends with some lively discourse between the executive heads in our trust, our health and safety manager and the COO about how we will manage the gradual re-opening of our school sites. In spite of similar cohorts, we are facing an array of different challenges in relation to size and suitability of buildings as we consider the implications of social distancing.

High spirits welcome the weekend – not one of activities, as before, but one in which I embrace new interests and enjoy simpler pleasures. And there's my Zoom birthday party to look forward to!

Reviews

BOOK REVIEW



Teaching WalkThrus: Five-Step Guides to Instructional Coaching

Author: Tom Sherrington and Oliver Caviglioli

Publisher: John Catt Educational

Reviewed by: Diana Detterick, associate assistant principal, Atlantic Academy

Cognitive Load Theory. Dual Code Theory. Rosenshine's *Principles of Instruction*. How do I connect all of these concepts, and many others, to use in my classroom? If you have ever pondered the same question, *Teaching WalkThrus* is the solution. Subtitled *Five-step guides to instructional coaching*, this practical, informative and insightful book provides 50 effective, research-informed techniques. With 19 years of teaching, and leadership experience in primary and secondary schools, I can confidently recommend this book to all teachers, regardless of their experience.

Teaching WalkThrus is structured into three parts: 'Why', 'What' and 'How'. I'm a practical person, and I must admit that normally I would skip straight to the 'what' chapter. However, reading the 'why' section first is essential as it provides an overview of the key research and education ideas that form the basis for the book. Additionally, there is an engaging explanation of the rationale for the use and design of Oliver Caviglioli's visual instructions. This section was beneficial as a quick primer and reminder of Rosenshine's *Principles Of Instruction*, Daniel Willingham's *Why Don't Students Like School?* and Ron Berger's *An Ethic of Excellence*.

The 'what' part of *Teaching WalkThrus* is divided into six sections, each containing a "core selection of ideas to provide good coverage of common issues and practices". Each idea, or WalkThru, is on two pages and contains

a short overview paragraph accompanied by five concise and precisely illustrated steps.

There is no need to read the six sections in order, and various sections will apply to different audiences and purposes, but there are few professional development situations that Sherrington and Caviglioli haven't covered here.

New to teaching, need to refresh your behaviour management or need advice on how to lead others in improving teacher and student relationships? The first section, 'Behaviour & Relationships', is the place to start. In the middle of a curriculum review or in the planning stages of a new unit of work? Consider the key ideas in the second section entitled 'Curriculum Planning'. Looking to improve your use of explanation and modelling? Read the third section. Leading your team or school on improving feedback? The fourth section, 'Questioning & Feedback', provides nine key ideas such as metacognitive talk and deliberate vocabulary development. The fifth, 'Practice & Retrieval', contains strategies for improving students' "confidence and fluency with a wide range of knowledge and physical skills". And if you're thinking of using collaborative work or wanting to enhance oracy activities within lessons, then the final section entitled 'Mode B

Teaching' (based on Sherrington's previous *The Learning Rainforest*) includes ideas on enquiry projects and open-response tasks.

Finally, leaders with responsibility for CPD in their schools will find the 'how' part of the book invaluable. It covers strategic methods to "engineer professional learning processes" so that they are "effective and sustained". The first WalkThru of this section explains the ADAPT approach (Attempt, Develop, Adapt, Practise, Test), Sherrington and Caviglioli's recommended method for implementing WalkThrus. The remaining key ideas in the 'how' section focus on how to use WalkThrus in observations, instructional coaching, as part of a CPD cycle and in order to solve learning problems.

I have two quibbles with the book but neither is worth demoting it from a solid five-star rating. The subtitle, *Five-step guides to instructional coaching* doesn't quite capture its full breadth and scope for teachers generally. More importantly, perhaps, while colleagues who teach younger children will benefit from the vast majority of the WalkThrus, I struggled to find specific examples that primary teachers would directly identify with. That seems an unfortunate oversight and an easy bias to have remedied.

Still, in spite of that, *Teaching WalkThrus* has easily become my go-to reference from the many educational titles lining my bookshelves, and I have no doubt it will be for any who read it.



Reviews



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

@TheHeadsOffice

Leading with compassion

@vawells1

This post from Vikki Wells is so timely, with the negative media coverage on schools from a couple of prominent people from the past of English education. The work that is being done by schools is clearly laid out here and it emphasises the very different ways leaders are making sure their children are safe, are learning and being fed. The role of governors has also changed and many have stepped up to the plate to support with the deployment of new technologies as well as the safeguarding of children. The main thrust of the piece is to lay out how the learning of the pandemic should be carried into the future running of schools, with compassion at the core. It has some useful links as well as searching questions for governors to ask themselves.

Five ways to help children heal when schools reopen

@marymered

Continuing on the theme of post-pandemic education, this piece reflects on the role schools must play to help communities recover from trauma when they reopen.

TOP BLOGS of the week

Although Mary Meredith refers to those children severely traumatised by their recent experience, her article actually reaches out to whole-school action for all children. It recognises that all pupils will have been affected, and that we cannot assume that they will not be able to come back to school as if it has just been a longer break. The suggestions she makes are pertinent to the work of governors because they will need to drive this “transformation through trauma”, while being mindful of their own and school staff’s resilience.

The world is a tough place at the moment

@DamsonEd

Each of our experiences during lockdown will be different. There will be similarities, such as how often you can leave your house, and so on; but how we cope with the restrictions that have been placed on us will vary. In this piece, the differences that may not be so evident are explored. We know who our vulnerable children are and we continue to do all we can to ensure they are being adequately cared for during this time, but the decisions we make for them will need careful thought. We need to start from where parents and carers are, and not where we think they should be. Boards need to give thought to how their well-intentioned decisions might be received and be prepared to adapt them.

Creativity

@toriaclaire

Getting the best from others is a position of responsibility, and this post rang so many bells for me. I was taken back to my own secondary career and a certain needlework teacher. For the author, it was a comment from an art teacher. Rather than praising the work and boosting a budding artist’s confidence, it was slated and had a long-lasting effect. How many of us in education do something similar? Not so extreme, but enough to set up thoughts of inadequacy and failure. Governors can do this with their school teams, especially if they get the balance wrong between friendliness and criticism in their role as a “critical friend”. It’s easy to forget to be constructive and compassionate, especially when things are hard. My needlework teacher had a problem with my left-handedness, as she was unable to demonstrate for me. I’ve been able to adapt, but it has stayed with me for decades.

Flexible Working

@Peter_Swabey

Of course, driving change, adapting to our communities’ needs and keeping our own balance throughout will be a challenge in a period when governing bodies are unlikely to go back to the comfort zone of business as usual. This practical piece, written for governance professionals, looks at what changed working conditions have already meant for boards. Governors are used to attending meetings and sitting around a table. That is their space, and virtual meetings, while useful, are not the same. In this post, the differences are set out and the pitfalls highlighted, but there is also a good selection of guidance on how to get the best results in our new circumstances.

Research

This term Ellie Mulcahy will regularly review the evidence on a school-related theme. Contact Ellie Mulcahy on Twitter @TheCfey if you have a topic you would like her to cover.

How should schools support primary to secondary transitions this summer and beyond?

Head of research, The Centre for Education and Youth

Research suggests that most children anticipate transitions in positive terms and successfully navigate them. However, the primary-to-secondary school transition presents a variety of challenges, many of which will become more acute in light of the Covid-19 pandemic. Fortunately, recent research can point schools and policymakers towards evidence-informed approaches to minimising disruption and securing positive transitions.

A recent study by researchers at the University of Dundee was one of the first to take a longitudinal approach to examining pupils' attitudes to transitions. Pupils were surveyed over three years across their primary-to-secondary transition. At the end of primary school, social concerns (including losing old friends, and bullying) are at the forefront of pupils' minds. Yet pupils also express excitement about the opportunity to make new friends.

Fortunately, social concerns fall away over the first year of secondary school, but for now, pupils starting year 7 this September are likely to be worried about the impact of missed induction days on their ability to meet new classmates, particularly after struggling with a disrupted ending at primary school.

Transition support over the summer and during the first term should therefore address this and capitalise on pupils' excitement to make new friends by providing opportunities for them to build networks and have positive shared experiences, online or in person.

Although pupils' pre-transition worries focus on social concerns, other research finds that academic challenges present themselves in the first years of secondary school. A 2019 survey of 500



teachers highlighted a lack of continuity in the curriculum, with only 21 per cent of secondary and 12 per cent of primary teachers "agreeing" that there is a fluid transition between maths curricula. Limited knowledge of the primary/secondary curriculum and a lack of communication between teachers from different key stages were the most commonly identified issues.

Based on studies such as this, a [transition project](#) in North Yorkshire brought KS2 and KS3 teachers together to address this issue in the maths curriculum. Over half of teachers involved had not previously had the opportunity to speak to or visit classrooms in the other key stage, and the project led to almost all of the participating teachers adjusting their curriculum. With most pupils likely to be absent from school this summer term, KS2 and KS3 teachers will need to come together so that year 7 teaching can pick up from year 6 teaching pre-lockdown. Any schools holding "summer camps" might want to involve teachers from both phases, if at all possible.

A third study, led by a team of academics at the University of Leeds, is investigating literacy and language challenges associated with transition. Researchers analysed worksheets, assessments, textbooks and lesson recordings. This flagged up stark increases in the use of technical vocabulary, which makes life difficult

for pupils struggling to bridge the gap to KS3. In particular, the quantity of vocabulary pupils are exposed to increases by three to four times compared to primary school, and the characteristics of language also change.

As subject experts, secondary school teachers tend to explain technical terms, but more general academic vocabulary sometimes falls through the cracks. The authors give the example of science teachers explaining "photosynthesis", but in so-doing, using unfamiliar terms, such as "influence" and "factor". Schools and teachers would therefore do well to ensure year 7 pupils are equipped with the language they need to access the secondary curriculum, something for which numerous word-lists and strategies are available.

Finally, research suggests we need a shift from the common perception that transitions occur at a single point in time. The Dundee study conceptualised primary-secondary transitions as occurring over a period of two years, showing that some issues do not arise until well into year 7, or even year 8. Additionally, while much thought is currently being given to pupils moving into year 7, it is worth noting that important transitions take place across all phases, especially in early years and further education. Over the next few weeks at CfEY we will therefore be doing more work to highlight good practice in these critical phases too.



WEEK IN WESTMINSTER

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

FRIDAY

We aren't often lost for words here at *Schools Week*, but we were left speechless when we saw a letter drop from the stats watchdog to the DfE that wasn't a slapdown for dodgy data use.

The Office for Statistics Regulation, the regulatory arm of the UK Statistics Authority, was in fact rather complimentary about the way the department had quickly developed attendance statistics during the coronavirus crisis.

This is a department that was subject to five slaps on the wrist in just 18 months over its shady use of figures.

Still, we always give credit where it's due!

MONDAY

Remember Lord Agnew? (Lol, obviously a rhetorical question – how could one ever forget...)

Anyway, the Conservative peer is now one of the most powerful men in government following a promotion to the Treasury and Cabinet Office. But it seems he didn't leave the accusations of conflicts of interest behind when he left the education department.

He's facing questions over his investment in a tech firm that's busy winning government contracts, while he holds a ministerial role in the department responsible for the use of digital technology. Can't imagine why people might be suspicious of that!

The Guardian reports that Agnew is resisting calls to sell the £90,000 shareholding in Faculty, an artificial

intelligence startup company, that has won almost £1 million in government contracts in the space of 18 months.

TES reported in 2018 that Agnew, while academies minister, had shares in a recruitment firm that had been signed up by the Department for Education.

TUESDAY

The NEU has warned several times about the damage caused by "unhelpful speculation" about the reopening of schools.

This clearly comes from a good place – teachers are rightly concerned about constant rumours relating to when they might have to go back to the classroom – putting themselves and their families at risk.

But that didn't stop the union signing a joint letter today warning of a "very real risk of creating a spike in the transmission of the virus by a premature opening of schools".

We trust this is based on good evidence and not just speculation that creates alarmist headlines...

WEDNESDAY

The chief inspector Amanda Spielman may have been restrained in her initial response to the Twitterstorm caused by Andrew Adonis last week, but she certainly didn't hold back when she appeared as a guest on the *Schools Week* Big Schools Quiz.

You may remember Lord Adonis, of former schools minister fame,

tweeted last week that he had written to Spielman to complain that some pesky schools weren't bothering to teach children stuck at home, no doubt twiddling their thumbs rather than responding to an unprecedented crisis.

Spielman couldn't resist a jab at the Labour peer during the introduction to her round of questions.

"You'll be very happy to know I'm not doing any of the marking this evening, but I will just say, I'm sure you will be unhappy with some of the questions," she told players.

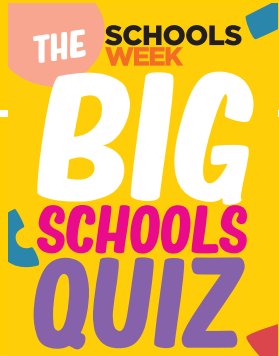
"Why don't you write to me, and just copy Twitter in. Just say 'I've written to Amanda Spielman', and then everyone will know."

Ouch!

Undeterred by the backlash against his comments, Adonis continued to tweet his ire about schools this week, pointing to a finding from a Sutton Trust report that a quarter of A-level students were not being given any work.

As it turns out, these are year 13s whose courses have ultimately finished because any work they do after March 20 isn't counted towards their calculated grade.

As teacher Mark Enser suggested, a more accurate tweet would have been: "A few 18-year-olds, who have finished their courses, are preparing independently for life after school, which seems reasonable, given the pressures on society at the moment."



The full questions and answers

centre point give homeless young people a future

HELPING TO RAISE VITAL FUNDS FOR CENTREPOINT

NAMES, PEOPLE AND ORGANISATIONS

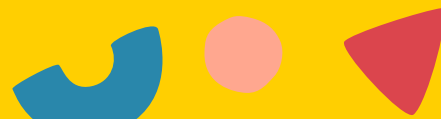
- 1) In Daisy Christodoulou's excellent book *the Seven Myths about Education*, which of the following is not one of her myths?
 - a. Teacher led instruction is passive
 - b. You can always just look it up
 - c. Education should focus on jobs that have not yet been created
 - d. Teaching knowledge is indoctrination
- 2) Milburn School in Cumbria is said to be the smallest school in England. When it was inspected in January 2020, how many children were on roll?
 - a. 19
 - b. 6
 - c. 10
 - d. 22
- 3) Which of the people below, has NOT been a chair of the National Teaching School Council?
 - a. Richard Gill
 - b. Andy Buck
 - c. Andrew Warren
 - d. Vicky Beer
- 4) Which of the following celebrities was a Maths teacher at Hazelwick School in Crawley?
 - a. Hugh Jackman
 - b. David Walliams
 - c. Ranesh Ranganathan
 - d. Brian May
- 5) The SSAT was well known in the 1990s and early 2000s as the Specialist Schools and Academies Trust. Today it is still known as the SSAT but what do the letters stand for now?
 - a. The Schools, Standards and Teaching Network
 - b. The Students, Schools and Teachers Network
 - c. The Schools, Students and Teachers Network
 - d. The Schools, Students and Talent Network
- 6) Andria Zafirakou won the global teacher of the year award in 2018. She teaches at Alperton Community School in Brent, London. What is her subject specialism?
 - a. Maths
 - b. Art
 - c. Drama
 - d. English
- 7) In 1999 Lenny Henry played the role of a super head in a BBC drama about the turning around of a demoralised school. What was the series called?
 - a. Hope and Glory
 - b. War and Peace
 - c. Trouble and Strife

- d. Morning Glory
- 8) Who was the first Chief Executive of the National College for School Leadership when it opened in Nottingham in 2002?
 - a. Steve Munby
 - b. Estelle Morris
 - c. Heather du Quesnay
 - d. Liz Read
- 9) Which of the following organisations survived the bonfire of the quangos in 2012?
 - a. Teachers TV Board of Governors
 - b. General Teaching Council for England
 - c. The Higher Education Funding Council
 - d. Schools food trust
- 10) Who was the founder of the National Teaching Awards in 1998? E
 - a. Emma Thompson
 - b. Michael Morpurgo
 - c. Helen Mirren
 - d. David Puttnam

OFSTED

- 11) Who was the chief inspector of schools between 2000 and 2002?
 - a. Chris Woodhead
 - b. David Bell
 - c. Mike Tomlinson
 - d. Christine Gilbert
- 12) Which of the following does OFSTED not have a remit to inspect?
 - a. Childcare
 - b. Adoption and fostering agencies
 - c. Initial teacher training
 - d. Universities
- 13) How many school inspections were carried out between September 1 2019 and March 31 2020?
 - a. 1,314
 - b. 1,876
 - c. 1,201
 - d. 999
- 14) Which Prime Minister, concerned about the variability of Local Authority inspection regimes, introduced a national scheme of inspections through a reconstituted HMI which became known as the Office for Standards in Education (OFSTED)?
 - a. John Major
 - b. Margaret Thatcher
 - c. Tony Blair
 - d. James Callaghan

THE BIG SCHOOLS WEEK QUIZ



15) At December 31 2019, what percentage of schools in England were judged to be good or outstanding?

- a. 92%
- b. 90%
- c. 86%
- d. 79%

WORLD OF ACADEMIES

16) City Technology Colleges have been described as the early prototype for the academy model. How many were there?

- a. 11
- b. 13
- c. 15
- d. 16

17) Ducie HS in Manchester was sponsored by the Church Schools Trust and became one of the very first city academies when it reopened as Manchester Academy. By what name is the Church Schools Trust known today?

- a. The diocese of Westminster academy trust
- b. United Learning
- c. The Cooperative Academies Trust
- d. ARK

18) At least two academy trusts have chosen Greek or Roman Gods and Goddesses as their inspiration. Astrea Academy Trust in the north and east of England is one of those. In Greek mythology, Astrea, is the goddess of what?

- a. Love
- b. Justice
- c. Wisdom
- d. Music

19) The Regional Schools Commissioners were appointed and took up their posts in the summer of 2014. Who was the first RSC to leave the role?

- a. Sir David Carter
- b. Pank Patel
- c. Paul Smith
- d. Tim Coulson

20) On September 1 2002, the first two new city academies opened their doors to students for the first time. Which from the list below opened on September 1 2002?

- a. Greig City Academy in Hornsey
- b. Harris Academy Peckham
- c. Alec Reed Academy Ealing North
- d. City Academy Norwich

21) In March 2020, how many academies were open in England?

- a. 8094
- b. 9094
- c. 10094
- d. 11094

22) Free Schools face the challenge of finding suitable accommodation when they open. Which of the following was NOT home to a new Free School?

- a. A fire station in East Anglia
- b. A bank in Gloucestershire
- c. A police station in Surrey
- d. A airport unit in Dorset

23) Which one of these is not a multi academy trust?

- a. Reach 2
- b. Reach Academy Feltham
- c. Reach South
- d. Reach London

24) Which of these outstanding female leaders is NOT currently a CEO of a multi academy trust?

- a. Lucy Heller
- b. Diana Owen
- c. Libby Nicholas
- d. Carol Dewhurst

25) What percentage of multi academy trusts have 26 schools or more in their trust?

- a. 0.8%
- b. 1.6%
- c. 2.1%
- d. 3.8%

POLITICS

26) In the 2015 Labour party leadership election, who were the four candidates who made it to the membership vote stage.

- a. Jeremy Corbyn, Andy Burnham, Yvette Cooper, Liz Kendall
- b. Jeremy Corbyn, Owen Smith, Yvette Cooper, Harriett Harman
- c. Jeremy Corbyn, Ed Balls, Diane Abbott, Harriett Harman
- d. Jeremy Corbyn, David Lammy, Emily Thornberry, Liz Kendall

27) In the 2010-2015 Coalition Government, who were said to be members of The Quad? The group of four cabinet ministers who 'led' the Coalition.

- a. David Cameron, Nick Clegg, George Osborne & Vince Cable
- b. David Cameron, Nick Clegg, Michael Gove & David Laws
- c. David Cameron, Nick Clegg, George Osborne & Danny Alexander
- d. David Cameron, Nick Clegg, George Osborne & Michael Gove

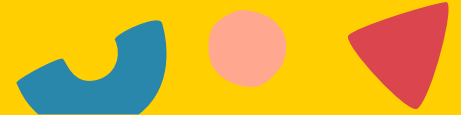
28) In which year was former Prime Minister, Margaret Thatcher, elected as Member of Parliament for the Finchley constituency.

- a. 1955
- b. 1959
- c. 1964
- d. 1966

29) How many UK General Elections were held in the 20th Century?

- a. 23
- b. 24
- c. 25
- d. 26

THE BIG SCHOOLS WEEK QUIZ



30) The current General Secretary of NATO, Jens Stoltenberg, was the former Prime Minister of which country?

- Finland
- Norway
- Sweden
- Denmark

EDUCATION SECRETARIES

The round assumes the first education secretary was Rab Butler, from 1944 onwards...

31) Who was the first female education secretary?

- Florence Horsbrugh
- Ellen Wilkinson
- Shirley Williams
- Margaret Thatcher

32) Which education secretary had the shortest term in office?

- Mark Carlisle
- Reg Prentice
- Pat Glass
- Richard Law

33) Rab Butler is the only education secretary born outside of the UK, where was he born?

- Hong Kong
- India
- Ireland
- Australia

34) Who was the first education secretary wholly educated in state comprehensive schools?

- David Blunkett
- Estell Morris
- Justine Greening
- Gavin Williamson

35) Which education secretary was in office for the single longest stint of time?

- Kenneth Baker
- Michael Gove
- Keith Joseph
- George Tomlinson

IN THE NEWS

36. 'Education is the most powerful weapon which you can use to change the world' – it's one of the most famous quotes on the value of education, but who said it?

- Martin Luther King
- Barack Obama
- Mahatma Gandhi
- Nelson Mandela

37. Which academy trust leader was former education secretary Michael Gove talking about here in 2012?

'If anyone asked me what my ideal education policy would be, it would be to clone [blank] 23,000 times.'

- Sir Greg Martin
- Dame Rachel de Souza
- Dame Sally Coates
- Sir Peter Birkett

38. Who said this about education ministers?

"They're not bad people, I'm sure they don't beat their husbands and wives, but they are fundamentally stupid, and they know nothing about schools. They know nothing – we are not going to get change from them."

- Sir Anthony Seldon
- Dr Mary Bousted
- Sir Michael Wilshaw
- Katharine Birbalsingh

39. Who creates a Twitter storm every A-level results day with their now infamous annual message for worried students? This was his tweet in 2017: "If you didn't get the right A level results, don't worry. I got a C and 2 Us, and my chef is preparing truffles for breakfast."

- Alan Sugar
- Nigel Farage
- Jeremy Clarkson
- Piers Morgan

40) Who ruffled feathers in the academy sector when they claimed the headteacher board system was "corrupt, self-serving and secretive"?

- Angela Rayner
- Dr Mary Bousted
- Meg Hillier
- Laura McInerney

41) What wager did former academies minister Lord Agnew make with schools in 2018?

- Box of chocolates
- Bottle of champagne
- Bouquet of flowers
- Colour photocopier

Minister bets heads a [redacted] he can find savings in their schools

Freddie Whittaker



42) Why did DfE civil servants get in trouble back in 2013?

"Highly insensitive and crass": Department of Education bosses [redacted] as they decided on savage cuts

- Drank champagne
- Read out jokes
- Ate lobster lunch
- Wore party hats

THE BIG SCHOOLS WEEK QUIZ



43) It was revealed last year the CEO of the WCAT academy trust kitted out his office with what?



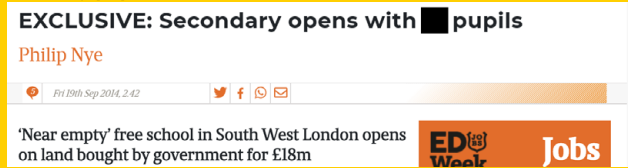
- a. Dog pen
- b. 80" TV
- c. Aquarium
- d. Foot spa

44) Back in 2016, Sir Michael Wilshaw wanted more maverick teachers – but which of these people DID NOT feature on his list of those who teachers should 'channel'?

- a. Henry V
- b. Mrs Doubtfire
- c. Rocky
- d. Steve Jobs



45) Schools Week's first ever front page story in 2014 revealed that the £18 million Trinity Academy free school in Brixton opened with how many pupils?



- a. 3
- b. 7
- c. 13
- d. 17

PRIMARY CURRICULUM

Questions supplied by Nick Gibb MP, schools minister

46) Which of these words from the Y6 spelling list is spelt incorrectly:

- a. Mischievous
- b. Rhythm
- c. Desastrous
- d. Conscious

47) What is 3/16 as a decimal?

- a. 0.16666...
- b. 0.1875
- c. 0.175
- d. 0.1825

48) If I am running at 2 metres per second, how many kilometres will I cover in half an hour?

- a. 7.2
- b. 5.4
- c. 6
- d. 3.6

49) What is the second highest peak in the UK?

- a. Ben Macdui
- b. Snowdon
- c. Cairn Toul
- d. Cairn Gorm

50) And finally, having finished watching Oak Academy's lessons on the Shang Dynasty, in what era was the dynasty?

- a. Iron Age
- b. Bronze Age
- c. Stone Age
- d. Modern Age

SECONDARY CURRICULUM

51. Science: What is the most abundant element in the Universe?

- a. Carbon
- b. Hydrogen
- c. Helium
- d. Oxygen

52. English: In which year was Emily Bronte's, Wuthering Heights, first published:

- a. 1845
- b. 1847
- c. 1850
- d. 1853

53. Maths: Peter purchases a new car for £20,000. The value of the car decreases by 25% in the first year and 10% in each of the next four years. What is the value of the car after 5 years?

- a. £7,000
- b. £7,508
- c. £9,842
- d. £10,572

54. Geography: How are youth hostels displayed on an OS map?

- a. Pink circle
- b. Pink square
- c. Pink triangle
- d. Pink hexagon

55. History: Soon after the construction of the Berlin Wall, a standoff occurred between US and Soviet troops on either side of:

- a. Cherviot Crossing
- b. Kennedy Square
- c. Checkpoint Charlie
- d. Washington Avenue

GENERAL KNOWLEDGE

56. Music | In which film of 1956 did Elvis Presley make his debut?

- a. Loving You
- b. Love Me Tender
- c. Jailhouse Rock
- d. King Creole

THE BIG SCHOOLS WEEK QUIZ



57. **Film** | What year was the first Toy Story film released in the UK?

- a. 1994
- b. 1996
- c. 1998
- d. 1999

58. **Sport** | What are the two national sports of Canada?

- a. Ice Hockey & Soccer
- b. Ice Hockey & Fencing
- c. Ice Hockey & Lacrosse
- d. Ice Hockey & Basketball

59. **Sport** | Which five sports have featured in all modern day (since 1896) summer Olympics?

- a. Athletics, Swimming, Fencing, Badminton, Boxing
- b. Athletics, Cycling, Fencing, Gymnastics, Swimming
- c. Athletics, Tennis, Archery, Equestrian Jumping, Table Tennis
- d. Athletics, Rowing, Swimming, Trampoline, Gymnastics

60. **Transport** | Which airline is not a member of the One World airline alliance

- a. Delta
- b. Japan Airlines
- c. Qatar
- d. British Airways



61. **Geography** | Which small country is located between the borders of France and Spain?

- a. San Marino
- b. Vatican City
- c. Lichtenstein
- d. Andorra

62. **Technology** | What does this symbol represent?

- a. Bluetooth
- b. Power
- c. Ethernet Connection
- d. USB

63. **Religion** | Which day of the week is the Muslim Sabbath (jumu'ah)?

- a. Monday
- b. Wednesday
- c. Friday
- d. Sunday

64. **Space** | How many moons does the planet Venus have?

- a. 0
- b. 1
- c. 2
- d. 3

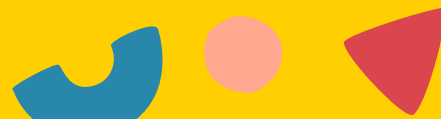
65. **Royal Family** – What was the name of Queen Elizabeth II's first grandchild?

- a. Prince William
- b. Princess Beatrice
- c. Peter Phillips
- d. Zara Tindall

ANSWERS ON THE NEXT PAGE



THE BIG SCHOOLS WEEK QUIZ



Answers

NAMES, PEOPLE AND ORGANISATIONS

1. C. Education should focus on jobs that have not yet been created
2. B. 6
3. B. Andy Buck
4. C. Ranesh Ranganathan
5. C. The Schools, Students and Teachers Network
6. A. Art
7. A. Hope and Glory
8. C. Heather du Quesnay
9. C. The Higher Education Funding Council
10. D. David Puttnam

OFSTED

11. C. Mike Tomlinson
12. D. Universities
13. A. 1,314
14. A. John Major
15. C. 86%

WORLD OF ACADEMIES

16. C. 15
17. B. United Learning
18. B. Justice
19. C. Paul Smith
20. A. Greig City Academy
21. B. 9094
22. B. A bank in Gloucestershire
23. D. Reach London
24. C. Libby Nicholas
25. C. 2.1%

POLITICS

26. A. Corbyn, Burnham, Cooper, Kendall
27. C. Cameron, Clegg, Osborne, Alexander
28. B. 1959
29. C. 25
30. B. Norway

EDUCATION SECRETARIES

31. B. Ellen Wilkinson
32. D. Richard Law
33. B. India
34. C. Justine Greening
35. D. George Tomlinson

IN THE NEWS

36. D. Nelson Mandela
37. B. Dame Rachel de Souza
38. A. Sir Anthony Seldon
39. C. Jeremy Clarkson
40. D. Laura McLnerney
41. B. Bottle of champagne
42. D. Wore party hats
43. A. Dog pen
44. D. Steve Jobs
45. D. 17

CURRICULUM

46. C. Desastrous
47. B. 0.1875
48. D. 3.6
49. A. Ben Macdui
50. B. Bronze Age
51. B. Hydrogen
52. B. 1847
53. C. £9,842
54. C. Pink triangle
55. C. Checkpoint Charlie

GENERAL KNOWLEDGE

56. B. Love Me Tender
57. B. 1996
58. C. Ice hockey and lacrosse
59. B. Athletics, cycling, fencing, gymnastics, swimming
60. A. Delta
61. D. Andorra
62. D. USB
63. C. Friday
64. A. 0
65. C. Peter Phillips

EDU WEEK JOBS

Coronavirus Cover Roles

Education organisations are seeking to fill the following emergency cover roles:



EM Skills CIC	SEN Teacher	Colchester
EM Skills CIC	Volunteer Online Teachers - English, Maths and Science	Home Based
The Open University	Functional Skills Tutor-Assessor (Online)	London
The Open University	Functional Skills Tutor-Assessor (Online)	West Midlands
The Open University	Functional Skills Tutor-Assessor (Online)	South Coast
The Open University	Functional Skills Tutor-Assessor (Online)	North East
The Open University	Functional Skills Tutor-Assessor (Online)	South Yorkshire and Derbyshire
Finchale Group	Teacher/Lecturer	Durham

For more information and to apply, please click here

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