



Meet the teacher who set up his own think tank

THE 'ABHORRENT' TIKTOKS TARGETING TEACHERS

MOST HATED TEACHERS

A picture from Mr [redacted] and his old wrinkly side slag

mr condom trying to prove he isn't a pedo



Investigation, pages 7-8

FOOD FOR THOUGHT: HOW SCHOOLS DELIVERED DURING LOCKDOWN



Page 24

THE 'OUTSTANDING' CRACKDOWN BEGINS ...



Pages 5-6

OUR BIGGEST LA (THE DFE) SHOULD BE IN SPECIAL MEASURES



Page 26

The long wait for justice



INVESTIGATION Pages 11-12

£90m arts election promise ditched

- Pledge to boost 'enriching activities' by Conservatives quietly shelved
- Government falling behind on manifesto commitments, study finds

FREDDIE WHITTAKER | @FCDWHITTAKER

PAGE 5

SCHOOLS WEEK

Meet the news team



John Dickens
EDITOR

@JOHNDICKENSSW
JOHN.DICKENS@SCHOOLS WEEK.CO.UK



JL Dutaut
COMMISSIONING
EDITOR

@DUTAUT
JEAN-LOUISDUTAUT@LSECT.COM



Jess Staufenberg
COMMISSIONING
EDITOR

@STAUFENBERGJ
JESS.STAUFGENBERG@SCHOOLS WEEK.CO.UK



Freddie Whittaker
CHIEF REPORTER

@FCDWHITTAKER
FREDDIE.WHITTAKER@SCHOOLS WEEK.CO.UK



Samantha Booth
SENIOR REPORTER

@SAMANTHAJBOTH
SAMANTHA.BOOTH@SCHOOLS WEEK.CO.UK



James Carr
SENIOR REPORTER

@JAMESCARR_93
JAMES.CARR@LSECT.COM



Tom Belger
SENIOR REPORTER

@TOM_BELGER
TOM.BELGER@SCHOOLS WEEK.CO.UK



Nicky Phillips
HEAD DESIGNER

@GELVETICA
NICKY.PHILLIPS@FEWEEK.CO.UK



Shane Mann
MANAGING DIRECTOR

@SHANERMANN
SHANE.MANN@LSECT.COM

THE TEAM | Designer: Simon Kay | Sales Manager: Bridget Stockdale | Sales executive: Clare Halliday | Operations and Finance Manager: Victoria Boyle
Event Manager: Frances Ogefere Dell | Senior Administrator: Evie Hayes | Office Administrator - Apprentice: Zoe Tuffin

EDU WEEK JOBS



**PEARSONS - EXAMINERS - SALARY VARIABLE - BASED ON
INDIVIDUAL CONTRACT**

[HTTPS://HTTPSLINK.COM/CFSC](https://httpslink.com/cfsc)



**NEW WAVE FEDERATION - CATERING MANAGER - SCALE 5 (POINT
12-15) £26,544.00 - £28,005.00 PRO-RATA TERM TIME ONLY**

[HTTPS://HTTPSLINK.COM/MN7N](https://httpslink.com/mn7n)



LIME TRUST - CHIEF EXECUTIVE OFFICER - £130,000-£145,000

[HTTPS://HTTPSLINK.COM/6FTQ](https://httpslink.com/6ftq)



**BEST PRACTICE NETWORK - ONLINE LEADERSHIP MENTOR -
NATIONAL PROFESSIONAL QUALIFICATIONS (NPQ) SPECIALIST
ROUTE - SALARY TBC**

[HTTPS://HTTPSLINK.COM/OV7N](https://httpslink.com/ov7n)



**BEST PRACTICE NETWORK - ONLINE LEADERSHIP PERFORMANCE
COACH - NATIONAL PROFESSIONAL QUALIFICATIONS (NPQ)
LEADERSHIP ROUTE - SALARY TBC**

[HTTPS://HTTPSLINK.COM/DK84](https://httpslink.com/dk84)



Contents

EDITION 266

Unholy row: The schools facing forced conversion



Page 10



What you need to know about exam contingency plans

Page 14



An end to false dawns for NLGs

Page 25



A DfE wheeze to squeeze us out of existence?

Page 22

Disclaimer:
Schools Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of Schools Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the digital newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission.

If you wish to reproduce an article from either the digital paper or the website, both the article's author and Schools Week must be referenced (to not do so, would be an infringement on copyright).

Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor. Email: John.Dickens@Schoolsweek.co.uk with Error/Concern in the subject line. Please include the page number and story headline, and explain what the problem is.

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on schoolsweek.co.uk or contact:

E: advertising@schoolsweek.co.uk
T: 020 81234 778 or [click here](#)

SCHOOLS WEEK IS PROUD TO BE A MEMBER OF



LEARNING & SKILLS EVENTS,
CONSULTANCY AND TRAINING LTD
C/O MINDSPACE, 9 APPOLD STREET, LONDON
EC2A 2AP
T: 020 8123 4778
E: NEWS@SCHOOLSWEEK.CO.UK

SUBSCRIBE

For an annual subscription to Schools Week for just £50 visit www.schoolsweek.co.uk and click on 'subscribe' at the top of the page. schoolsweek.co.uk or call 020 8123 4778 to subscribe or [click here](#).

NEWS

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

DfE scraps £90m arts premium for secondaries

FREDDIE WHITTAKER
@FCDWHITTAKER

Ministers stand accused of prioritising “cuts to beer and prosecco over opportunities for young people” after they quietly shelved a £90 million arts premium for secondary schools.

A Schools Week investigation found the policy is one of four commitments made in the Conservatives’ 2019 general election manifesto that have been scrapped or are currently unmet, over halfway through the current Parliament.

The manifesto pledged to “fund enriching activities for all pupils” through the new arts fund. Last year’s spring budget confirmed plans to spend £90 million a year on the policy, an average of £25,000 per secondary school from this September.

But the scheme did not launch, and no funding was allocated in last month’s spending review. The Department for Education said this week that its priorities “inevitably had to focus on education recovery over the next three years”.

Michele Gregson, the general secretary of the



National Society for Education in Art and Design, accused the Treasury of opting to “prioritise cuts to beer and prosecco over opportunities for young people”.

Chancellor Rishi Sunak scrapped a planned increase in alcohol duty at the spending review – costing the public purse £3 billion.

“That the government reneged on this commitment is more evidence of their desperate failure to understand at any level, the value of arts and culture,” Gregson said.

Deborah Annetts, the chief executive of the Incorporated Society of Musicians, said the arts premium “should have been an important step in improving access to music education.

“Music has been disappearing from schools at

a frightening rate, and this decision means more students will miss out on a popular and rewarding part of their education.”

A government spokesperson said the department “continue[s] to invest around £115 million each year on a range of cultural programmes so that pupils of all backgrounds can benefit from the arts, including through our music hubs and the music and dance scheme”.

Exact funding for these schemes for future years would be confirmed “in due course”.

The arts premium isn’t the only 2019 commitment to have fallen by the wayside.

Although pledges to increase core schools funding and create more school places have been met, other promises, such as a £1 billion wraparound childcare fund and PE improvement programmes, have not yet come to fruition.

The pledge to bring in a £30,000 starting salary by 2022-23 has also been delayed, and slow progress towards a hard national funding formula means ministers cannot guarantee all schools are receiving promised minimum per-pupil funding levels.

Are Conservatives meeting their 2019 manifesto commitments?

1. Back heads and teachers on discipline: ✓

While a vague commitment, the government is consulting on changes to its behaviour guidance and progressed with the behaviour hubs programme.

2. Help teachers tackle homophobic bullying: ✗

No specific initiatives yet announced. The anti-bullying grant fund, used by 2,000 schools to tackle LGBT bullying, was axed last year.

3. Create more good schools, expand AP and deliver more places for children with complex needs: ✓

It’s too early to say whether the schools opened since 2019 are “good”, but the government has approved new AP and special free schools.

4. Build more free schools: ✓

Again, a vague commitment, but free schools have been built since 2019, so theoretically this has been met. About 50 free schools opened this September and last September, compared to 61 in September 2019, 54 in 2018 and 39 in 2017.

5. ‘Arts premium’ for secondary schools: ✗

The DfE confirmed this week it had prioritised other initiatives.

6. Invest in primary school PE teaching: ✓

Little detail: £12 million in 2020-21 and £30 million a year for three years. Around £11.7m was allocated last year to open up sports facilities. Government confirmed the £30m will do similar and also improve teaching.

7. £1 billion for wraparound childcare: ✗

This included £250 million a year to get schools to provide more options to families and £250 million in capital funding. This was partially repurposed into the £220 million holiday activities and food programme. It is not known what happened to the remainder of the cash.

8. £7.1 billion increase in the schools budget: ✓

This year’s spending review also allocated more – meaning school funding will grow by an additional £4.7 billion by 2024-25.

9. Increase per-pupil funding to at least £5,000 in secondaries from 2020 and £4,000 in primaries from 2021: ✓*

Schools theoretically get this cash. But academy trusts still have some leeway over how much each school gets, so there is no guarantee that every single school gets it. The rates are set to rise to £4,265 for primary schools and £5,525 for secondary schools next year.

10. £30,000 starting salaries for teachers: ✗

The public sector pay freeze announced last year has pushed this back until 2023 at the earliest.



LONG READ

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

'Outstanding' schools not inspected for 15 years downgraded in first batch of reports

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Almost three in four schools previously exempt from Ofsted inspections have been stripped of their 'outstanding' status in the first round of published reports.

Those downgraded have not been inspected for a combined 235 years.

Ash Church of England Primary School, in Somerset, was rated 'requires improvement' across the board after it was inspected for the first time in 15 years.

Nearly all of those downgraded were standalone schools – likely to heighten concerns that schools not able to access curriculum support from larger trusts are disadvantaged.

First reports give glimpse into 'outstanding' crackdown

Twenty-three reports relating to



'outstanding' schools were published yesterday. Of those, 19 were graded, section 5 inspections. Four were shorter section 8 inspections.

Top-rated schools are being routinely inspected this term for the first time since 2010 after an exemption was removed. All 'outstanding' schools last visited

SAMANTHA BOOTH | @SAMANTHAJBOTH

Nearly half of reinspected ITT providers now less than 'good'

Six more initial teacher training providers have been downgraded in the latest batch of inspections under the new framework. Ratings have dropped in 13 of 19 school-aged training providers since inspections returned in spring. Under the new inspection regime, the focus shifted from results to what providers teach.

Previously, all initial teacher training provision was 'good' or 'outstanding'. Now 10 of the 22 providers – which includes three inspected for the first time – are 'inadequate' or 'requires improvement'.

North Essex Teacher Training (NETT) lost its 2014 'good' rating after a May inspection found it was 'inadequate'.

Inspectors said the curriculum was "weak" and "lacks ambition" and that trainees were "not being prepared well enough for their

early careers". In some subjects, trainees were taught "outdated education theories".

A NETT spokesperson said its acknowledged the findings and had put an action plan in place.

London South Bank University (LSBU) was downgraded from 'good' to 'requires improvement' in an October report. Inspectors found trainees' experiences were inconsistent. Communication between mentors, tutors and trainees depended on each staff member's approach.

"In a few instances, trainees did not feel that their wellbeing was fully considered during the Covid-19 pandemic, but many felt very well supported."

A LSBU spokesperson said the inspection timing was "unfortunate when our training providers and school partners were still

supporting initial teacher education during the pandemic".

They added the pandemic affected staff and students in many ways "not fully acknowledged by Ofsted".

The formerly 'outstanding' King Edward's Consortium in Birmingham and Teacher Training Partnership in Stockton-on-Tees have both been rated 'good'.

The TES Institute went from 'good' to 'requires improvement', while the University of Buckingham's primary-age provision dropped from 'good' to 'requires improvement'. Its secondary provision remained 'good'. The providers were approached for comment.

The sector is awaiting the Department for Education to confirm its controversial reforms, which include all providers having to apply for reaccreditation as soon as next year.

LONG READ

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

before 2015 will get a full inspection, while those awarded the top grade since then will face short inspections.

Seventeen schools lost their 'outstanding' status – 74 per cent of all reports. While 12 dropped to 'good', five were rated 'requires improvement'.

It is a small sample size, so it is hard to draw wider conclusions. But Ofsted's chief inspector, Amanda Spielman, suggested earlier this week the number of top-rated schools would halve after visits under the new framework.

She said one in 10 schools achieving the top grade "might be a more realistic starting point for the system".

Prior to Thursday's reports, one in five English schools (4,133) were 'outstanding'.

Which schools are being downgraded?

Of the 17 downgraded schools, all but one is a primary.

The average size of a downgraded primary is slightly below the national average – 226 pupils compared to 282 (the average school size in 2019).

The secondary school that was downgraded is larger than average.

All but one of the 17 downgraded schools are standalone schools, either local-authority maintained or voluntary-aided.

All five schools downgraded two grades were rated 'requires improvement' in the 'quality of education' section. This is a limiting judgment, meaning schools cannot then gain a higher judgment for overall effectiveness.

At Ash Church, inspectors noted that while "leaders' plans for improvement have slowed because of the pandemic... the lack of professional development has contributed to a weak curriculum".

The other two-grade drop schools received 'good' ratings in at least two other sections.

Elsewhere, Cove Infant School was pulled up for "weaknesses in the reading curriculum" which "stifled" pupils' progress.

SCHOOLS DOWNGRADED TO 'REQUIRES IMPROVEMENT'

NAME	YEARS SINCE LAST INSPECTION
ASH CHURCH OF ENGLAND PRIMARY SCHOOL	15
COVE INFANT SCHOOL	6
THE QUEEN ELIZABETH'S HIGH SCHOOL	5
WILLAND SCHOOL	15
WINDLESHAM VILLAGE INFANT SCHOOL	15

Natasha Vass, the school's headteacher, said the judgment was "disappointing" but it has a robust school improvement plan to "turn around the outcome of the inspection relatively swiftly".

Other schools did not respond to requests for comment.

New inspections 'challenging and exacting'

Ofsted has sought to soften the blow this week. Chris Russell, the watchdog's national director of education, said there was "no doubt that under" the current inspection framework that 'outstanding' is a "challenging and exacting judgment to achieve.

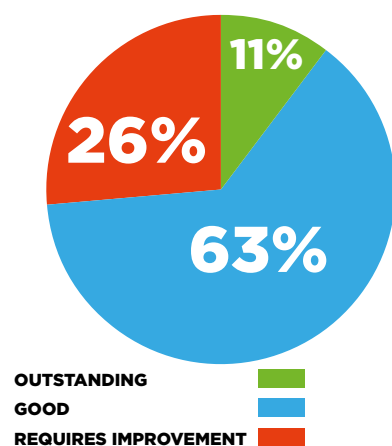
"So it does mean that you need to be very careful, if, for example, a school that has been judged 'outstanding' a good many years ago is inspected again and judged to be 'good'.

"That doesn't mean that the school has declined in recent years, in fact the opposite can be the case, so very important, I think, in those circumstances, to read the inspection report really carefully."

But Geoff Barton, general secretary of the Association of School and College Leaders (ASCL), warned this was "not much comfort to the schools inspected". It is also "not an easy message to get across to parents and communities", he added.

Section 5 reports of downgraded schools include a caveat immediately below the judgment which makes clear the previous inspection was under a different framework. Reports added: "This

Section 5 outcomes



reflected the school's overall effectiveness under the inspection framework in use at the time... Judgments in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection."

Majority of lighter touch visits still 'outstanding'

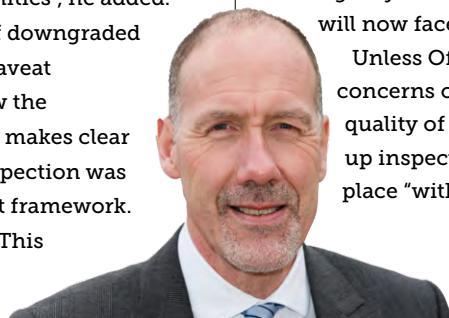
Meanwhile, of the four schools with a section 8 visit, three kept their 'outstanding' grade.

However, Ofsted found "the inspection grade might not be as high if a full inspection were carried out now" at Hiltingbury Infant School, in Eastleigh. It will now face a full inspection.

Unless Ofsted has serious concerns over safeguarding or quality of education, these follow-up inspections will usually take place "within one to two years".



Amanda Spielman



Geoff Barton

INVESTIGATION

PUPILS USE TIKTOK ACCOUNTS TO HUMILIATE STAFF



JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Fake school TikTok accounts that mock staff and falsely accuse them of abuse can get millions of hits. But as headteachers tell James Carr, the social network is slow to do anything about them

Several TikTok accounts containing videos that include unfounded sexual misconduct allegations, homophobic slurs and insults against teachers have been uncovered by *Schools Week*.

A teacher falsely accused of paedophilia has taken leave after being left “devastated” by one of the videos, which has been viewed hundreds of thousands of times.

One fake school account that mocks staff – and had a homophobic video reported to police – has been viewed more than three million times.

School leaders say the social media giant is guilty of “ignoring” complaints and leaving the “horrific” content online.

However, even if the videos are taken down, schools say the cycle of abuse restarts almost instantly as new anonymous accounts spring up within hours.

Baroness Barran, the academies minister, said today she was “deeply concerned by the abhorrent abuse”.

“Social media companies need to take action against harmful content and my department is engaging with TikTok on the steps they are taking to address the issue.”

The Association of School and College Leaders said the “offensive and defamatory” posts were



Baroness Barran

“I’m surprised if a school doesn’t have it happen”

“deeply concerning”, and accused the social media firm of taking no action “in the majority of cases”. It has received more than 50 reports.

TikTok said it removed content that “violates” its community guidelines, but admitted it did not catch every instance and continued to invest “at scale” to improve safety operations. It said yesterday that a “large number” of accounts have since been removed.

The government has now advised schools to report the “online criminal attacks” to police.

Staff ‘humiliated’ by videos

In one video found by *Schools Week*, viewed more than 650,000 times, a teacher from a school within the Frank Field Education Trust was accused of “trying to prove he isn’t a pedo [sic]” – a false allegation.

It also included offensive comments about the staff member’s appearance and sexuality.

Tom Quinn, the trust’s chief executive, said the “highly regarded member of staff” has been off work since the video was released last week.

“It has caused them and their family a lot of stress and anxiety. They’re devastated by it – that’s the frustrating thing. Thousands of people have seen that and they have no right to reply.”

The trust was regularly checking the staff member’s “wellbeing and welfare” and hoped they would return to school soon.

Our investigation found scores of accounts named after individual

schools. They often claim to be “official” or include slight misspellings in the title to avoid detection. Some schools have multiple dedicated accounts.

School leaders believe pupils are behind the accounts, as they often include in-jokes and target current staff.

“I’m more surprised if a school doesn’t have it happen,” one London headteacher, who wished to remain anonymous, told *Schools Week*.

The “craze” had ramped up since half-term. Videos included unfounded allegations of racism and extra-marital affairs between staff.

“[Pupils] are taking the time to sit and make videos that insult, degrade and humiliate teachers – it’s really devastating”.

Other videos listed schools’ “most hated teachers” and used derogatory language to describe staff.

TikTok ‘ignoring’ school pleas

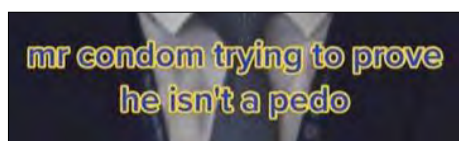
TikTok videos contain a “report” option in the top right-hand corner of the screen that provides options such as “harassment or bullying”, “animal cruelty” and “hate speech”.

But Quinn said when schools within his trust reported videos, TikTok “totally ignored us”.

“We don’t seem to be able to get in contact with a human being to talk to them – were we able to do that, we think that TikTok would be very reasonable.”

A headteacher from Staffordshire, who wished to remain anonymous, said their school “reported [problems] persistently to TikTok, who

INVESTIGATION



just kept coming back that there was nothing offensive”.

The London head estimated their school had made more than 200 complaints – with action taken only a handful of times.

TikTok said it used a combination of technologies and moderation teams to identify, review and remove content.

A spokesperson claimed it took “all reports of hate speech or bullying and harassment extremely seriously” and would “remove content” that breached its community guidelines.

But TikTok, whose parent company ByteDance reported a 93 per cent increase in gross profit to \$19 billion last year, admitted it could not catch every instance of “violative content”.

A government spokesperson said laws to be introduced under the Online Safety Bill would “usher in a new era of accountability”.

Schools dependent on media intervention

Schools may have spent days attempting to get malicious accounts removed from the web, but those reported by Schools Week to TikTok were swiftly pulled down.

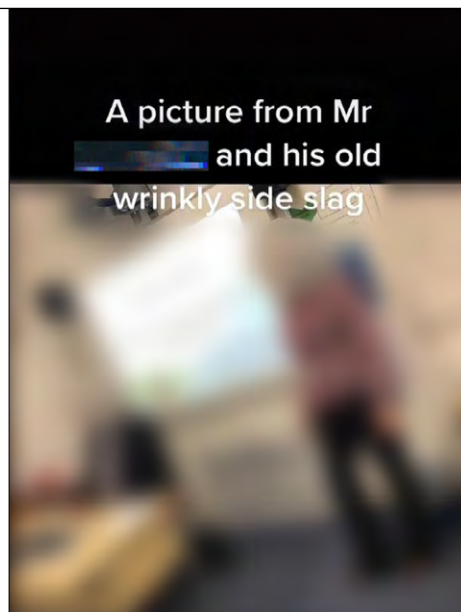
The John Warner School, in Hertfordshire, had been trying to get a video accusing a staff member of ‘creeping’ on female pupils removed since October 30.

The video and account were only taken down yesterday - three hours after Schools Week flagged it to TikTok.

The “pedo” video was removed after Schools Week reported the account to TikTok.

Yet within hours it had been reposted by another account and received another 38,000 views.

The London head said the problem was “relentless” and multiple accounts would spring



up after one had been dealt with.

Covid content used against schools

Schools have also found online content created in response to the pandemic is now being used in the videos.

The Staffordshire head reported a promotional video posted on the school’s site in lieu of open days during lockdown was re-edited with lewd claims of sexual misconduct.

The same occurred to a Christmas message posted to pupils during the pandemic.

A TikTok video showing an Oxford head providing instructions on how to use a lateral flow test has been viewed more than 2.3 million times.

Rob Pavey of Cheney School has not reported the video to TikTok as he has “no problem at all with children using social media responsibly”.

The “cheneyschool” account has posted about 60 videos in three days. While most have been “affectionate”, one that contained homophobic remarks about a member of staff was reported to TikTok and the police. The page has since been removed.

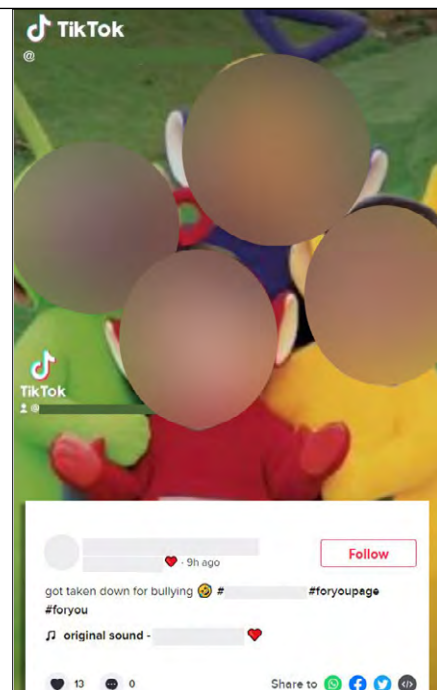
‘It’s a huge distraction’

School leaders are spending days attempting to get the content removed from TikTok and track down the culprits.

Pan Panayiotou, the head of Worthing High School, launched his own investigation “because we didn’t get anywhere with TikTok”.

Teachers at the school were accused in videos of “touching young children”, being sexually deviant and “racist”.

The school’s IT team spent four and a half days conducting a “full forensic investigation”



attempting to locate the culprit and get videos taken down. Senior leaders also contributed “a considerable amount of hours”.

The content was only taken down after the school identified the pupil responsible. They received “a serious sanction” and the issue has been passed to the police.

Parents in Wales were warned this week pupils could be excluded or reported to the police for filming TikTok videos at school.

Other schools have reacted by introducing bans on mobile phones.

WHAT CAN THE POLICE DO?

The National Police Chiefs Council (NPCC) says forces have to consider whether incidents amount to criminal harassment, malicious communication or defamation.

Any action depends on the individual report. The council says police forces have relationships with major social media companies and can approach them directly about content where it breaks the law.

TIKTOK’S ADVICE TO SCHOOLS

The social media company advises schools to contact the Professional Online Safety Helpline (POSH), which provides advice and support and has a direct relationship with the trust and safety team to “appropriately escalate concerns”.

It says the helpline is the “most appropriate” channel for these concerns on behalf of the education community.



The 12th annual

FESTIVAL OF EDUCATION

at Wellington College | 7-8 July 2022

TICKETS ON SALE NOW

2 DAYS | 200+ SPEAKERS | 5,000 + ATTENDEES

The Festival will return to its home,
Wellington College, next summer.

Join us for the biggest and most
inspiring education event of the year

Visit educationfest.co.uk for more info

EARLY BIRD OFFER

Save at least 20% on all tickets booked
before the end of January 2022.

[EDUCATIONFEST.CO.UK](https://educationfest.co.uk) | [#EDUCATIONFEST](https://twitter.com/educationfest)

NEWS

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

Church schools facing forced conversion

TOM BELGER

@TOM_BELGER

EXCLUSIVE

Many Christian schools face mounting pressure to become academies, with several dioceses forcing conversion and saying that the decision lies with bishops.

Some heads are pushing back, accusing dioceses of "ruling by diktat" and undermining autonomy.

But Catholic and Anglican chiefs say that multi-academy trusts can solve "existential" threats, including falling rolls and schools having to join a non-Christian trust

Several dioceses now mandate conversion

This summer, Bernard Longley, Archbishop of Birmingham, told voluntary-aided schools he was "requesting" they start joining Catholic trusts by September next year.

Documents from the Diocese of Lancaster show schools are "expected to convert", while the Diocese of Hallam said in February it was "committed" to consolidating 19 voluntary-aided schools, 23 single-academy trusts and a five-school MAT into two Catholic trusts.

Documents say foundation governors must "know the mind of the bishop" as he "ultimately makes the decision".

A Diocese of Westminster letter last year said it was "requiring" schools to join trusts, adding: "Academisation is the diocesan plan to save Catholic education."

But some schools are rebelling

The National Association of Head Teachers (NAHT) convened meetings for heads and governors in Birmingham and Hallam this month to fight back. Its pressure

prompted Westminster and Brighton and Arundel to reiterate earlier this year that conversion was voluntary.

Westminster's correspondence acknowledged "distaste" for academisation; Birmingham's noted "resistance".

Two Birmingham heads said they felt compelled to resist, claiming the archdiocese had not offered sufficient explanation or discussion.

One said her school would not co-operate "until made to".

Paul Whiteman, the general secretary of the NAHT, said schools faced pressure even after proposing alternative collaboration models. One governor claimed the archdiocese threatened to dismiss all governors after they rejected conversion.

'Archbishop as chief whip'

Christian schools remain less likely to convert, despite some diocesan pushes since the mid-2010s.

Matthew Clements-Wheeler, an education consultant, said their often principled and "naturally conservative" governors cherished traditional independence.

One head fears lost identity and autonomy, adding: "A MAT is not rooted in communities, it's about blanket policies."

Another said reluctant governors felt torn between Nolan principles of pursuing the public interest with integrity, and trust deeds requiring they follow diocesan orders.

Ministers may welcome having "archbishop as chief whip", Clements-Wheeler said, but unions argue compulsion contradicted Department for Education policy.

Nadhim Zahawi, the education secretary, ruled out "arbitrary" academisation deadlines last month. A DfE spokesperson said schools and governors "ultimately make the decision".

'Every diocese has academy strategy'

Compulsion is not Church of England (CofE) or Catholic

Education Service (CES) national policy for its 4,800 schools.

But a CES spokesperson said every diocese had academy strategies, which "demonstrates the direction of travel".

Nigel Genders, the CofE's chief education officer, said dioceses should "plan strategically and proactively" in a changing education landscape, with schools "better in groups".

He said more church MATs were needed as more schools converted or faced intervention. Dioceses might fear schools joining non-church MATs, but going it alone was "not an option" for the church's many small rural schools.

Lancaster documents highlight teacher development and pooled expertise as benefits. They also say Catholic identity "will be

better safeguarded" in MATs, with curriculums "tailored" to Catholic needs.

Paul Thompson, Lincoln diocese's director of education, said unsupported schools faced "challenges" during Covid, and policy documents say MATs boost senior recruitment.

Westminster said last year schools had "little money and falling rolls". Threats were "existential" but "solidarity can save us".

New MATs getting extra cash

At least seven diocesan MATs in a new DfE pilot will receive up to £100,000. A DfE spokesperson said it was "progressing well", with 20 schools already in pilot trusts.

But Genders said more funding would be needed if the DfE wanted a fully academised system.

 THE UNIVERSITY OF
BUCKINGHAM

TEACHER TRAINING

APPLY
NOW FOR
SEPTEMBER
2022



Postgraduate Certificate in
Education (PGCE) with QTS



Online MA Education



PG Diploma in Mentoring



MEd Educational Leadership and
Management

APPLY NOW

Matthew Clements-
Wheeler

INVESTIGATION

The long wait for justice

TOM BELGER
@TOM_BELGER

Investigations against teachers accused of wrongdoing can take years before they are resolved. The delays are taking a toll – on the accusers and the accused, as Tom Belger reports

Two former pupils who battled to get a school leader's alleged sex offences reinvestigated by police have urged child abuse victims to keep speaking out.

Their plea comes as a Schools Week investigation reveals “inordinate” difficulties and delays in criminal and regulatory investigations, which take a heavy toll on alleged victims and the staff they accuse.

New figures also show a near-doubling of young adults seeking help from an abuse charity. Experts have linked the rise to a surge in allegations through the Everyone's Invited website.

Teacher abuse investigations reopened

Sarah* went to the police last year, alleging she had been abused as a teenager by a teacher who later became a school leader. He cannot be named for legal reasons.

A case document filed with police on Sarah's behalf claims the teacher raped her after giving her “copious” amounts of alcohol at a private home. It alleges he also “digitally penetrated her” on a school trip.

The same teacher is accused of a further sexual offence against Rebecca*, on another school trip. She has also accused him of “inappropriate behaviour” elsewhere.

But after reporting their allegations, both women hit a wall with the justice system.

The police told Sarah they could not prosecute as no offences “covered the circumstances reported” at the time. The force noted sexual activity between over-16s and adults in positions of trust was only criminalised in 2000.

Sarah had to seek expert help to challenge the “deeply painful” decision, using the Victims' Right to Review scheme. Months later, the force admitted the decision was “incorrect”, reopening the case.

A police letter, seen by Schools Week, said the original investigations did “not appear to consider” treating the offences as rape and



“I was majorly let down all those years ago”

indecent assault.

Rebecca says the police investigated, but did not progress, her case when she reported it as a teenager. However, it was reopened last month after she challenged the earlier decision.

An email from the Child Sexual Abuse Review Panel said the police would reinvestigate as it “may now link to a more recent investigation”.

“I was majorly let down all those years ago. Now they have a chance to make it right.”

A police spokesperson confirmed it was “currently reviewing” reports of non-recent sexual offences against two teenagers.

Justice delayed

The cases illustrate the challenge of navigating the justice system.

New figures show only a third of completed investigations into child sex abuse allegations within institutions, such as schools, children's homes, religious and sports organisations, have

led to convictions since 2014.

Police data on such cases, part of “Operation Hydrant” which followed the Jimmy Savile scandal, reveals that one in four suspects in such investigations are teachers.

The CSA Review Panel, also launched post-Savile to review non-recent cases dropped by police, has led forces to reinvestigate 78 per cent of referred cases.

For alleged sexual offences more widely and recently, separate data shows only 1.9 per cent of those recorded between April and June this year have led to charges or summons.

Just over 45 per cent have no outcome yet. Previous figures showed it took an average of 465 days to charge rape suspects in the year to April.

Geoff Barton, the general secretary of the Association of School and College Leaders, says delays are often “inordinate”, even if criminal and regulatory investigations are “inevitably complex”.

INVESTIGATION

School case complexities

School cases mean further delays. School employers often complete internal investigations after criminal cases conclude. Teaching Regulation Agency (TRA) investigations also often begin after that, as different standards of proof mean acquitted staff can face bans.

Schools Week analysed the most recent 15 published TRA misconduct investigations.

The publication of the outcomes for three cases took 1,007 days (two years, nine months) from when the agency first received referrals.

For seven cases only mentioning when other authorities were informed, TRA verdict publication took an average of three years, two months. Two teachers first reported to the police in 2017 over inappropriate behaviour were only banned last month.

The regulator's figures show missed internal targets for completing investigations within 20 weeks and completing cases involving hearings within a year. The latter averaged 66 weeks in 2020-21.

A government spokesperson said suspended TRA hearings following Covid resulted in "unavoidable delay". Staff have sought to conclude delayed cases "swiftly" after hearings resumed last September.

But long waits precede Covid. In 2019-20, TRA cases involving hearings averaged 45 weeks, while police rape charges averaged 395 days.

Accused teachers also left in limbo

Barton says these long delays are "deeply unfair" on both alleged victims and accused staff.

A TRA panel said last month it "took into account" how long hearings had been "hanging over" three staff when it spared them bans over an off-rolling scandal referred in 2018.

One teacher involved, Andrew Prestoe, felt "immense stress and helplessness", according to his lawyer.

Andrew Faux, who represented another teacher, Pat Stalker, says many acquitted teachers are "broken by the stress" of long-running investigations and leave the profession.

Accused teachers are often suspended and sometimes dismissed. Finding work before investigations are complete can prove difficult.

DBS checks can include non-conviction information, and the TRA can impose



Andrew Faux

interim bans, including for "predatory or sexually inappropriate conduct". It consulted recently on widening this to "allegations and/or evidence" of such conduct.

Meanwhile, Rebecca says she feels "anxious" wondering how much access her former teacher has had to children.

His most recent employer declined to confirm

"People think there's no smoke without fire"

his employment status. The TRA and local authority also said they could not comment on whether misconduct or safeguarding investigations were opened, although the council highlighted its "robust processes".

The alleged offender did not respond to a request through his lawyers for comment.

Anonymity for teachers

Teachers accused of crimes have been granted anonymity, unless charged, since 2012.

One former headteacher told Schools Week he feared leaving home after his suspension became frontpage news in the 2000s, and "still gets nightmares".

No reason for his suspension was published, but unsubstantiated comments online speculated about child abuse. "I went through hell – people think there's no smoke without fire. My mental health was really bad."

A school probe into alleged management failures went "extremely slowly" and, as he eventually agreed a settlement, he never had the "redemption" of being cleared publicly.

"It's very easy within schools to make untrue allegations."

Dr Richard Danbury, a journalism lecturer at City University and a former barrister, says anonymity can sometimes be "sensible", but he is "profoundly



Gabrielle Shaw

18-24-YEAR-OLDS VISITING NAPAC ABUSE CHARITY'S WEBSITE

2020	2021
11,400	21,500
(10% OF USERS)	(18% OF USERS)

concerned" about increasing protections for reputation and privacy.

It is "unbalanced against the societal value of the public knowing what's going on in their society", as well as what investigating authorities are "doing in their name".

One education solicitor questions whether teacher anonymity is also "outdated" in the "post-Savile, post-#MeToo, post-Wayne Cousins" era as more allegations surface.

Rising allegations

Gabrielle Shaw, the chief executive of the National Association for People Abused in Childhood (NAPAC), says widely publicised school abuse claims via the Everyone's Invited website this year had a "permissive effect", encouraging wider disclosure.

Figures shared exclusively with Schools Week by NAPAC show an 88.6 per cent jump in visits to its website by 18 to 24-year-olds this year compared with last year.

Shaw says the proportion of calls by young adults has similarly surged this year, in contrast to traditionally older demographics.

Meanwhile, analysis of Operation Hydrant data reveals a 24.7 per cent annual jump in investigations into non-recent abuse in education settings since 2014. Almost 2,300 sites were recorded as of late September.

Fear of non-belief

Ian Critchley, the National Police Chiefs Council lead for child protection, says victims often remain silent for "fear they will not be believed".

An Independent Inquiry into Child Sexual Abuse report on school abuse last year said many also felt "conflicted for many years into adulthood", particularly when perpetrators "befriended and created relationships".

But Critchley says thousands of convictions over Operation Hydrant cases are "encouraging", with police approaches "changing significantly" over the past decade.

Sarah encourages anyone abused to come forward. "The system is unfair and the procedure is difficult, but we have to do everything we can to bring about change."

*Names changed as individuals did not wish to be identified.



Ian Critchley

NEWS

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

4,000 schools face 5-year wait for full-fibre broadband

FREDDIE WHITTAKER

@FCDWHITTAKER

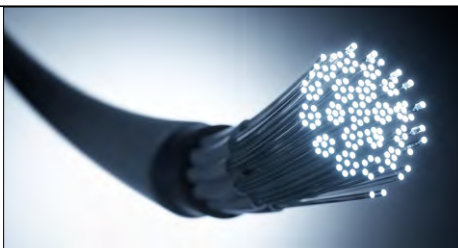
EXCLUSIVE

Almost a fifth of schools face at least a five-year wait for access to full-fibre broadband, despite the government recently boasting about its record on improving internet access.

Department for Digital, Culture, Media and Sport data shows 3,835 schools are in postcodes “that do not have access to full-fibre or are currently not in areas of proposed commercial build within the next five years”.

The admission was made in a parliamentary written answer by Robin Walker, the schools minister, and comes less than a month after the government proclaimed that it had connected 1,000 schools to “top-of-the-class full-fibre broadband”.

This relates to government investment in full-fibre networks that are now supplying 1,084 schools, costing about £27.6 million so far. Another 884 schools are due to benefit by March, at a cost of another £22.5 million.



But Peter Kyle, the shadow schools minister, said the government’s “lack of ambition for children is shining through again, leaving nearly 4,000 schools without access to full-fibre in 2025”.

He added that “top-class” fibre connectivity was “essential if children are to develop the digital skills they’ll need for the future”.

Walker said the government remained “committed to investing £5 billion to bring gigabit coverage to the hardest to reach areas”.

It would also “continue to work with suppliers to accelerate this investment, taking account of industry capacity to bid for, and deliver, contracts to build in uncommercial areas alongside their commercial plans”.

He also pointed out that the figures for school connectivity did not account for those that “already have access to fibre through a private leased line arrangement to enable gigabit-capable connectivity”.

“These figures are also open to flux as commercial build plans evolve over time,” he added.

The importance of internet access for schools and pupils was brought into sharp focus by the Covid-19 pandemic.

In a government school Covid snapshot survey last year, 44 per cent of teachers and leaders cited broadband or connectivity for staff as a barrier to remote education.

James Bowen, the director of policy for the school leaders’ union NAHT, said fast and reliable broadband was “a prerequisite for any school these days”.

“There is no question that a lack of access to reliable, fast broadband could put pupils at an unfair disadvantage. The government needs to move more urgently on this issue.”

Personalised learning

Personal and Social Effectiveness – new qualifications at Levels 1 and 2

Enable learners to:

- ✓ develop themselves and their performance
- ✓ work with others effectively
- ✓ solve problems
- ✓ plan and execute a project



asdan.org.uk/pse



SPEED READ

This year's plan B if exams are cancelled

Ofqual has confirmed that schools will be asked to test pupils throughout the year to collect evidence in case exams are cancelled. Here's what you need to know from the new contingency guidance...

1 'USE EXISTING TEST PLANS IF POSSIBLE'

Ofqual is clear that it expects exams to go ahead. But if cancelled, teacher-assessed grades (TAGs) will be used again. Schools should test pupils and collect evidence, just in case, to inform grades.

Ofqual says the new guidance will help schools "take a proportionate approach to gathering evidence". Existing assessment plans should be used "where possible".

The total assessment time "should not normally exceed" the total time students would spend taking an exam.

Schools should think about scheduling tests that would "provide evidence from broadly the same proportion of the specification as would normally be covered in exams".

Students should be assessed under exam-like conditions wherever possible.

2 TEST STUDENTS ONCE A TERM

Ofqual says teachers should consider the balance of exam and non-exam assessments when deciding how many times students should be tested.

A "sensible approach" would be to test students once a term. Ofqual believes that for many schools, these tests will likely already be planned. It warns leaders to "guard against over-assessment".

Assessing pupils early means that if the pandemic disrupts education later in the academic year, there will be "some evidence" for TAGs.

3 ASSESS ON 'WIDE RANGE OF CONTENT'

Students should be assessed on a "wide range of content", similar to what they would expect in their summer exams.

But in deciding how to phase the tests throughout the year, teachers should bear in mind that if TAGs are used, "they will be based only on content that students have been taught".

If a student was absent when a particular topic was taught, and that topic is covered by an assessment, schools do not need to change the test to accommodate them.

4 TESTS SHOULD BE 'SIMILAR' TO PAST PAPERS

To make the tests "as useful as possible" for students, Ofqual says tests should be similar to the exams they are preparing to take next summer.

Past papers could be used, in full or part, where appropriate.

Unions want exam boards to produce a bank of assessment questions. But Ofqual says boards published a large amount of material for TAGs last academic year.

5 INFORM STUDENTS OF TAG TESTS

Students "must be told" before any assessments that might be used as part of TAGs evidence, including which parts of the subject content will be covered.

However, students should not be told questions in advance or be able to "predict the questions from the information given to them".

They should also be informed of tests "sufficiently far in advance" to allow revision and preparation.

Students should be provided with feedback, which could include marks or comments. But they should not be allowed to repeat tests to improve their mark.

6 THE PLAN B FOR PLAN B

Where "significant" disruption to education means tests cannot be completed for all or some students, schools "should take reasonable steps to collect evidence of each student's knowledge and understanding in ways that align as far as possible with this guidance".

Schools will need to be "assured" that the evidence collected is "of the student's work alone" and "covers a broad range of the subject content and assessment objectives".

Schools should also record the "exceptional reasons" why this has happened. Leaders are not expected to "deviate" from the guidance for "minor disruptions".

7 NO DECISION ON APPEALS OR QUALITY ASSURANCE

In the original consultation, quality assurance and appeals processes appeared to be largely similar to 2021.

But Ofqual is not making decisions on these "at this time".

On appeals, the watchdog says it will "wish to learn" from the appeals arrangements this year. Decisions on this will be made "quickly" if exams are cancelled.

NEWS

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

Steering group named for long overdue SEND review

FREDDIE WHITTAKER

@FCDWHITTAKER

The government has named 23 members of a steering group set up to help push through its much-delayed SEND review, as a minister warned that Covid had “intensified issues”.

In an open letter to parents of pupils with special educational needs and disabilities, children’s minister Will Quince said improvements to the system were “needed, and overdue”. The steering group would “help us move forward” with the review.

The SEND review was first promised in September 2019. The government has now missed three of its own deadlines to publish it, with Covid cited as a major contributor to the delays.

Education secretary Nadhim Zahawi said last week that he was hoping to have it out “in the first quarter of next year” so it can “dovetail” with a planned schools white paper.

In his letter, Quince said the pandemic had “intensified some of the issues in the system, and we have needed time to reflect on those.”

“We also wanted to do justice to the huge amount of input we have received and take time to check back with people that we had properly understood what they were telling us.”

And while he said he did not think it was “helpful to offer up specific details ahead of publication of the full set of proposals”, he did point to several issues that needed addressing.



Review will reduce local variation and improve accountability

He said based on evidence gathered, the government knew it was important that proposals “offer a way forward to reduce local variation. We also need to improve early intervention, make clearer the support and services everyone should be able to expect and have funding and accountability systems in place which support this.”

He said improving complex systems would be “challenging”, and said proposals “must align” with other improvement work, such as the care

review, recovery planning and “wider reform”.

“And we need to make sure changes we propose are supported and understood across health and care services, as well as education providers,” Quince added.

The SEND review steering group is chaired by Steph Brivio, the DfE’s director of strategy, social media and disadvantage.

Of the 23 members, 12 are civil servants, ten are representing charity or third-sector organisations. Only one, Olive Academies chief executive Mark Vickers, works in schools.

Members include children’s commissioner Dame Rachel de Souza, Confederation of School Trusts CEO Leora Cruddas and Ofsted national education director Chris Russell.

According to the government, the group will work to deliver proposals “that improve outcomes for children and young people with SEND, to improve the experiences of their parents and carers, and to deliver reforms that will bring financial sustainability to the SEND system”.

As well as informing development of and feedback on the review’s progress, the DfE said the group would “shape and provide steers” on policy solutions, support the development of “robust implementation arrangements” and advise on the review’s “communications and stakeholder and user engagement”.

The group met for the first time on September 28.

SEND review steering group members:

Chair: Steph Brivio, director, strategy, social mobility and disadvantage, Department for Education (DfE)

Mark Vickers, chair of Alternative Provision/SEND CEO Network

David Holloway, senior policy manager, SEND, Association of Colleges

Charlotte Ramsden, president, Association of Directors of Children’s Services

Rachel de Souza, children’s commissioner

Leora Cruddas, chief executive, Confederation of School Trusts

Christine Lenehan, director, Council for Disabled Children

Michael Freeston, director of quality improvement, Early Years Alliance

Sally Burlington, head of policy (people), Local Government Association

Tina Emery, co-chair, National Network of Parent Carer Forums

Mrunal Sisodia, co-chair, National Network of Parent Carer Forums

David Bartram, director, Prescient Education

Tony McArdle, chair, SEND System Leadership Board

Sue North, head of children and young people, NHS England and Improvement, Learning Disability and Autism Programme

Chris Russell, national director of education, Ofsted

Fiona Walshe, director for mental health and disabilities, Department for Health and Social Care

Alex Skinner, director of local government finance, Department for Levelling Up, Housing and Communities

Donna Ward, policy director of children, families and disadvantage, Department for Work and Pensions

Lynsey Jones, head of schools and early years, Treasury

Indra Morris, director-general, children’s services, communications and strategy group, DfE

Charlie Lang, deputy director, SEND Review Division, DfE

Alex Marsh, director of academies and school reform, DfE

Fran Oram/Sophie Langdale, director of children’s social care, DfE



FEWEEK aelp



APPRENTICESHIP
AWARDS

A CELEBRATION OF EXCELLENCE IN APPRENTICESHIP DELIVERY

Nominations are now open for the
FE Week & AELP AAC Apprenticeship Awards 2022.
Submit your nomination for the biggest celebration
of excellence in the delivery of apprenticeships.

Open to all apprentice employers and providers
in the UK.

NOMINATIONS CLOSE AT 23:59 ON
FRIDAY, 17 DECEMBER 2021.

AWARDS PARTNERS:



NEW IN BRIEF

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

Ofsted questions arts 'carousel' at KS3

Secondary schools that timetable music lessons in "carousel" with other arts subjects at key stage 3 may face questions from inspectors, a senior Ofsted official has warned.

Mark Phillips, the national lead for music at the inspectorate, said teaching the subject in only part of the school year and alternating it with other subjects could affect pupils' "aural memory".

Phillips told a Westminster Education Forum event this week this practice was "immediately ... placing the brakes on increasing aural memory and increasing sophistication.

"You're saying, if music is in a carousel in key stage 3, 'let's build your memory for a term and then pause for two terms without any more music, but we expect you to retain that knowledge without any loss when you come back to it in eight months time.'"

The national curriculum for music at key stage 3 states that pupils should be taught to "identify and use the inter-related dimensions of music expressively and with increasing sophistication".

And the government's supplementary model music curriculum states that the development of a reliable musical memory



is a "valuable skill for performers and composers".

Phillips said it was "always interesting to ask" schools teaching music and art in carousel at key stage 3 "why the other foundation subjects such as geography, history and languages are not taught in carousel". He said the issue of choice at key stage 4 "may have something to do with that".

Ofsted analysis earlier this year found that curriculum music teaching for most pupils in England currently consists of one period of 40 to 60 minutes per week in key stage 3, "although some secondary schools have reduced even this".

Phillips said if the Covid pandemic had "taught us anything about learning, then surely it's about the importance of regular, unbroken learning to build memory".

Colleges share £83m post-16 fund

The government has named 39 sixth forms and colleges that will share £83 million to build facilities to accommodate a demographic spike.

New classrooms, science labs and other types of teaching spaces will be created by those receiving a slice of the "post-16 capacity fund". The funding, promised in chancellor Rishi Sunak's 2020 spending review, opened for bids in May.

Secondary school pupil numbers are expected to continue rising over the next three years, as the baby boom of the early 2000s makes its way through the school system.

The Sixth Form Colleges Association estimates that about 260,000 more 16 to 19-year-olds will participate in education in the coming years.

James Kewin, its deputy chief executive, said the capacity funding "provides invaluable investment to institutions ... [that] will benefit young people right across England".

The Department for Education said the funding would also support the government's drive to reach net zero carbon emissions by 2050. All successful colleges and sixth forms are required to show how their projects will contribute to the target.

Alex Burghart, the skills minister, said: "Every young person should have the opportunity to gain the skills they need to reach their goals and go on to have successful careers."

Sixth-form colleges, 16 to 19 academies, 16 to 19 free schools such as university technical colleges, and general FE colleges could apply.

DfE reviews Yew Tree academy order

A school that won a legal battle against the government has landed a fresh victory in its bid to stop forced academisation – notching up a "good" inspection rating.

The Department for Education is now reviewing a request to revoke an academy order issued to Yew Tree Primary School in Walsall.

The school was rated "inadequate" after a January 2019 inspection, but was upgraded to "requires improvement" by October that year.

The school asked the DfE to revoke the order, arguing it would have been rated "good", but lacked the chance to prove this as inspections

were paused during the pandemic.

Gavin Williamson refused in December last year, but a judicial review brought by the school's governors ruled in July that the order should be quashed.

Deputy high court judge Gavin Mansfield said the order was "irrational" as Williamson should have considered all evidence available with inspections suspended.

The school has now been rated "good" in all areas, according to a report sent to parents on Friday.

Jamie Barry, the school's head, said it "feels validated. But it makes me sad the department

thinks the only thing that proves it is Ofsted – we went to court as we felt we had evidence to show it."

The battle marked a landmark case. Legislation in 2016 gave ministers the power to reverse orders, but only in "very exceptional circumstances".

New guidance last year clarified that this included maintained schools becoming "good" or "outstanding".

The DfE said it was "considering" the school's request, but its "position remains" that 'inadequate' schools should become academies.

EDITORIAL

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

Standing up for the sector is one of our most important roles

Our investigation into the “abhorrent” TikTok videos is a brilliant example of the importance of journalism.

Some schools have spent weeks unsuccessfully trying to get the harmful videos removed. Although they contained abuse about teachers – and were clearly in breach of TikTok’s guidelines – the social media giant was not listening.

One video accused a teacher of being a paedophile. It was viewed more than 600,000 times – but the school could not get it removed. The teacher has taken leave from the school. And their family has been left horrified.

But, thankfully, the school’s leaders trusted *Schools Week* to tell the shocking story. After just hours of us sending the video to the company’s press office – along with other vile accounts – they were all removed.

This is not OK. TikTok’s parent company made \$19 billion PROFIT last year (a 93 per cent rise). It should be able to moderate content properly, not rely on the media.

But this is a key part of our role – providing a voice for the sector when no one else will listen.

Sometimes this can get overshadowed when people focus on our stories that investigate the sector itself or, put more accurately, investigate the consequences of government policy.

But our investigations standing up for our readers have delivered some incredible wins – from helping to extract extra cash from ministers to saving nativity shows from cancellation during the 2019 election.

At times this will include asking challenging questions. But as our excellent investigation into the slow wait for justice (pages 11 and 12) shows, we will tackle the thorny issues head on.

Such delays to either criminal or regulatory investigations are unfair to victims, but they are also unfair to the accused and their school employers.

Our journalism is always best when it’s informed by you. So please know we are here to make sure you are heard, and we will continue to do this – without fear or favour.

**SCHOOLS
WEEK**



**Get in
touch.**

Page 10



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

Delivering Differently: Family Learning Conference

24 November 2021 | 10:00am – 2:00pm via Zoom

Discover creative and effective initiatives to engage parents and families in learning

Family and community learning practitioners are invited to discover creative and effective initiatives that engage parents and families. Find out how to make your virtual and face to face learning more personal and interactive for families to invigorate your delivery and create an innovative curriculum.

Delegates from previous events say:

"An interesting and thought-provoking day to improve our family learning offer."

"A great opportunity to network and engage with other practitioners, finding similarities and exploring differences."

"Insightful, informative real life."

This event is for anyone engaged in community, adult or family learning, including:

- staff involved with parental involvement and engagement
- family link workers
- practitioners that work directly with families
- partnership managers
- library staff
- outreach support staff

Workshop highlights



Sarah Cotton,
Creative Producer
(Partnerships), Seven
Stories, *The National
Centre for Children's
Books*: How Seven
Stories used creative
solutions to bring joy to
families throughout the
pandemic



Jeszemma Howl,
Head of Training,
Fatherhood Institute:
Time with Dad:
Building on what
we know about
Lockdown Fathers



Ruby Mahathevan MBE,
Curriculum Manager
Family Learning,
Redbridge Institute:
*A blended approach
to family learning*:
Adapting to fit the
needs of the families
and keep schools
engaged

Book your tickets now at:

www.campaign-for-learning.org.uk/delivering-differently

Profile

JESS STAUFENBERG | @STAUFENBERG.J

'Setting up a new think tank is a steep learning curve'

His name, and the name of his think tank, gets everywhere. How is one man who left teaching twice so influential in the busy world of education policy? Jess Staufenberg finds out

You have to admire Tom Richmond's nerve. There aren't many teachers who, after three years in the classroom, decided the Department for Education was messing up, thought they'd offer to help out – and ended up doing precisely that, as a civil servant adviser to Michael Gove and then-skills minister Matt Hancock.

He may also be unique in returning to the classroom, but deciding to set up his own think tank instead. He did so because, in his own words, "Brexit was sucking the oxygen" out of education policy debates.

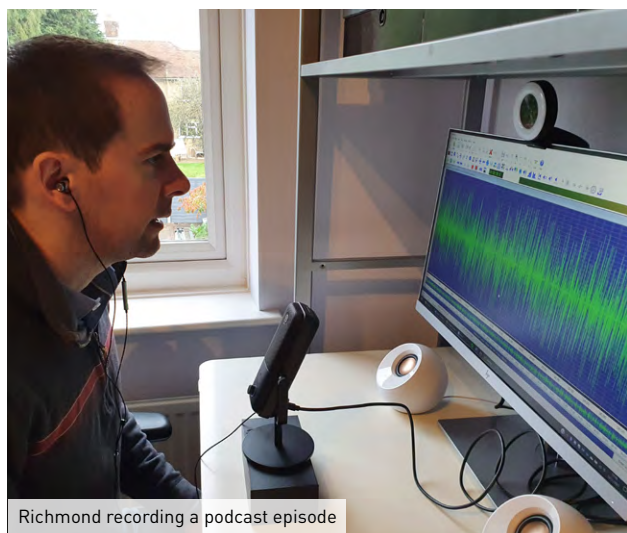
Nowadays, Richmond and his thinktank, EDSK, are featured regularly across the press: his report in January on replacing GCSEs prompted headlines across national

and trade media. The debate on exams reform has been in full flow since.

Yet Richmond says "in the first 25 years of my life, I'd never shown the slightest interest in politics. I was aware it happened, but I hadn't studied politics, and I wasn't interested. Until I went into the classroom."

He is the third of four children, born to a software developer father and a mother

Profile: Tom Richmond



Richmond recording a podcast episode



A BBC interview in 2018 after returning to politics

“It dawned on me some very strange decisions were being made”

who retrained as a modern languages teacher to help pay for his fees at Haberdashers' Aske's private school. Having taken biology, geography and maths A-levels, Richmond was at a loss what to study next, when he came across a “dusty old psychology textbook” in the library.

“I absolutely fell in love with the subject in the space of a single book”, he says. He studied psychology at Birmingham University, then decided to “dig into the practical side” and turned to teaching. He took a PGCE at the UCL Institute of Education, followed by a masters in child development, and volunteered for Childline. The initial goal was to “share the love of my subject”.

But this was soon overtaken by another preoccupation, in his first job at an all-girls grammar school in 2004. “I started, like many teachers around the country, being the recipient of how things should work,” he begins. “And it dawned on me that some very strange decisions were being made.”

At the time, New Labour was seeking to switch from six to four A-level units. “I thought, there may be arguments for this, but the disruption it will cause me, compared to any real benefits to my students, is surely wrong. Who is advising these politicians?”

But is someone with only three years' teaching experience well placed to advise ministers?

“It felt to me there were very few perspectives from teachers getting through. Later, a lot of people who moved into policy and advisory roles came through Teach First.” But “there wasn't really a crop of young teachers trying to make a difference using what they'd learnt” when he left his school in 2007.

First, he became a research intern with Conservative MP Andrew Turner, then a researcher at the Social Market Foundation on reforming benefits. His first job in education policy was at the Policy Exchange think tank from 2008 to 2009, under schools policy expert Sam Freedman, who later also advised Gove. Policy Exchange is seen as right-wing leaning – given his work for Turner, is Richmond on the right?

“I wasn't strongly political. I'd been a member of a teaching union before,” he shrugs, before saying it was the sense of coming change that appealed to him. “It was healthy that a new government came in in 2010, and said ‘some things are not working, we're not convinced by coursework, and attainment around the C/D borderline is a problem.’” He adds:



Outside No 10 in 2008 after leaving teaching for politics

“Policy Exchange became an ideas-generating machine, and I found that very exciting.”

It was here that Richmond became a school teacher deeply interested in skills (the clue is in the name of his think tank, which is short for “Education and Skills”). Freedman was clear this was a “huge blind spot” in policymaking, says Richmond. Digging into apprenticeships and colleges has made a lasting impression.

“One of the things it rammed home to me was that we have these enormous cliff edges in our education system, and we have no concept, it seems, of making a smooth transition from the world of education to employment. I've never seen another country treat it like that. They work much harder to blend the world

Profile: Tom Richmond

of education and employment, where employers are much more freely involved in the world of education."

He raises his eyebrows. "We know the scarring effects. I find it immensely frustrating."

If one were to use lazy definitions of 'progressive' and 'traditional', Richmond sounds much more down the 'prog' road at this point. Having advised the Chartered Institute of Personnel and Development, and been head of policy on the Welfare to Work programme for unemployed adults at G4S, Richmond found himself being interviewed by Hancock to advise the government on skills in 2013.

Given his ideas, how did he put up with a department that was pushing the academically focused Ebacc? "Well, Gove had obviously been fighting 'the blob', and a lot of people would say Gove only cares about academics but [...] it became clear to me that there was a lot of desire in government to get apprenticeships sorted."

Was it not frustrating watching schools minister Nick Gibb push any 'skills' focus out of the curriculum? I press. Richmond replies delicately: "Because I was so busy, honestly, I didn't have much time to think about anything else."

After two years at the DfE, he wanted to return to working with young people and joined a selective sixth-form college in 2016. It had been almost ten years since he'd been a teacher. How was it this time?

"I was working 60- or 70-hour weeks, which was strangely reminiscent of me being in teaching before," he says. "I was not able to shave off any hours in the week, even though I knew the reforms were coming."

The job was clearly not done. So, after a couple of research fellow posts, he founded EDSK in 2019.

The output has been immense: ten reports, usually around 60 pages, with four on schools. The *Requires Improvement* report on Ofsted, which was EDSK's first ever publication, calls for government to scrap the four overall grades, and introduce a school 'score card' packed with information instead (Richmond adds the report was "one of our most impactful" for press coverage). *A Step Backward*



Richmond at primary school in 1980

"I was working 60 or 70 hour weeks"

concludes the Ebacc should be "withdrawn with immediate effect" and is damaging arts provision. There's also *Trust Issues* on the academy system, and a two-part report on the future of GCSEs and A-levels.

"Bearing in mind other think tanks have had a 20-year head start, setting up a new think tank in this environment is a steep learning curve," smiles Richmond. It's funded through sponsored research, events and an annual 'partnership' scheme for supporters.

Its success is likely down to a multitude of factors. First, Richmond can write exceptionally clearly, and makes bold recommendations aimed straight at the DfE – a win with journalists and policymakers alike.

Second, he can think around the stickiest of problems. Take *Trust Issues*, in which Richmond outlines his imagined "The State School System Act 2020". To help knit the systems together, academies would be renamed 'independent state schools' and would be separate legal entities that could join any group they wish, including groups of 'state schools' (local authority schools)



Charity trek to the Himalayas to raise money for Childline



Graduating from Birmingham University in 2002

if they wished. There are holes, but it's well worth a read.

Finally, it definitely helps when journalists can say 'a former Michael Gove advisor says'. Now, he's even set up a new podcast to discuss the issues of the day further. Taken together, these factors have made Richmond an unusually powerful former teacher.

Yet the fact remains he was pushed out of the classroom, twice. Richmond admits of his last stint: "They were two very tiring and exhausting years." Leaving the classroom has worked out for Richmond, but perhaps his next big report could focus on workload, and keeping those other burnt-out teachers in the classroom?

Richmond has no immediate plans to focus on workload, but he warns: "Any major policy reforms are likely to be much less effective if they don't take teachers with them."

BTEC works for Construction

Are you a practical person, fascinated by how things work and are put together? Want to learn why we build things the way we do and the best materials to use?

It is estimated that the UK will need 300,000 homes a year by the mid-2020s. That means we'll need plenty of skilled and knowledgeable individuals to uphold the already booming construction industry.

Whether you're passionate about designing energy-efficient homes or interested in exploring sustainable building materials for future homes, the BTEC Nationals in Construction (RQF) feature brand new units, designed by MCBIE and George Clarke, to help students learn the key skills associated with the building industry.

The construction industry is packed with highly rewarding, modern careers. Find out about the different pathways available to you.

What kind of career can I go into?

Here are a few ideas to get you started:

- Architect
- Site Engineer
- Quantity Surveyor
- Building Surveyor
- Construction Manager
- Engineer

Units at a glance

If you choose to study a BTEC in Construction you could study units* such as:

Level 2

- Construction Technology
- Scientific and Mathematical Applications for Construction
- Construction and Design
- Construction Drawing Techniques
- Exploring Carpentry and Joinery Principles and Techniques
- Exploring Brickwork and Blackwork Principles and Techniques

Level 3

- Construction Principles
- Construction Technology
- Health and Safety in Construction
- Management of a Construction Project
- Building Regulations and Control in Construction
- Renewable Energy for Housing
- Housing Design Project

* This is just a selection of the full range of units. Some units are optional and vary depending which qualification you pursue.

Want to find out more about BTECs in Construction? Learn more at btecworks.com/construction

BTEC works for Health and Social Care

Joseph Kizhakechethipuzha

Studied
BTEC Level 4 HNC in Construction and the Built Environment, Dudley College of Technology

Course highlights
The proactiveness of the course and being able to create an innovative sustainable design system for a low-cost domestic housing system using their software.

Next Steps
Joseph is continuing to progress in his role as a Construction and Site Management Apprentice.

The top 5 skills employers look for that you'll learn on this BTEC course:

- Decision-making
- Creativity
- Teamwork
- Presentation skills
- Researching

What kind of career can I go into?

Health and Social Care you could study units

BTEC Level 3 Nationals in Health and Social Care

- Working in Health and Social Care
- Anatomy and Physiology for Health and Social Care
- Enquiries into Current Research in Health and Social Care
- Meeting Individual Care and Support Needs
- Work Experience in Health and Social Care

* This is just a selection of the full range of units. Some units are optional and vary depending which qualification you pursue.

Want to find out more about BTECs in Health and Social Care? Learn more at btecworks.com/healthcare

BTEC works for Sport

Teanna Maguire

Studied
BTEC Level 3 Diploma in Health and Social Care, Sir John Deane's Sixth Form College.

Course highlights
Units 6 and 44 gave Teanna the chance to complete over 200 hours of healthcare work experience.

Next Steps
Teanna is studying Midwifery at the University of Manchester and will then go on to become a midwife.

The top 5 skills employers look for that you'll learn on this BTEC course:

- Communication and empathy
- Leadership
- Responsibility
- Time management
- Interpersonal skills

What kind of career can I go into?

Do you enjoy being active, keeping fit, learning about wellness or coaching others? Would you like to have a career in sports, fitness or nutrition?

Studying a BTEC in Sport is a great way to learn about working in the sport and fitness sector. There are so many careers involved in sport - sports coach, nutritionist and sports psychologist, to name a few.

On BTEC Sport courses you'll learn in and outside the classroom, getting to grips with the theory behind sport as well as getting involved in playing it. This will give you a well-rounded understanding of the subject, whilst also providing a unique platform to explore and nurture a whole range of transferable skills for yourself and your career.

What kind of career can I go into?

Here are some of the careers a BTEC in Sport could lead to:

- Personal Trainer/Fitness Instructor
- Sports Coach
- Nutritionist
- Psychologist
- Sports Analyst
- Sports Media
- Leisure Manager
- Sports Development
- Lifestyle Advisor
- Sports Therapy
- Outdoor Activities Instructor

Units at a glance

If you choose to study a BTEC in Sport you could study units such as*:

Level 2

- Management and Rehabilitation of Common Sporting Injuries
- Improving Nutrition for Sport and Activity
- Exercise Instructor Knowledge and Skills Development
- The Mind and Sports Performance
- Leading Sports Activities

Level 3

- Self-employment in Sport and Physical Activity
- Functional Anatomy
- Personal Skills Development in Outdoor Activities
- Health, Wellbeing and Sport
- Ethical and Current Issues in Sport
- Developing Coaching Skills

* This is just a selection of the full range of units. Some units are optional and vary depending which qualification you pursue.

Want to find out more about BTECs in Sport? Learn more at btecworks.com/sport

BTEC works for Megan Piechowiak

Studied
BTEC International Level 3 in Sport, Jumeirah English Speaking School.

Course highlights
Building on technical understanding of the subject as well as gaining valuable practical experience.

Next Steps
Megan is starting a university course and hopes to pursue a career in the sports industry.

The top 5 skills employers look for that you'll learn on this BTEC course:

- Communication and reflection
- Decision-making
- Teamwork
- Organisation
- Leadership

Options evenings around the corner?

We've done all the hard work for you. Download customised BTEC handouts to share with learners and parents for the specific courses your school offers.

Find out more at
> btecworks.com



Opinion

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

A new report highlights the creative ways schools partnered to learn from each other and continue to develop during lockdowns, writes Kate Chhatwal

The new ways schools found to work collectively to support their pupils and communities have been one of the few silver linings of this exceptionally difficult period. This excellent practice is a testament to the profession's resilience and innovation which formal accountability measures could do more to acknowledge.

The role of schools as a galvanising force at the heart of communities is one of the findings that emerges from a report we publish today. Innovation in the Time of Covid: what worked in our schools and where next? analyses leading practice identified in peer reviews that took place in more than 250 Challenge Partners schools across England in spring and summer 2021. It reveals how teachers and leaders tackled curriculum development, behaviour management and support for disadvantaged pupils in their communities, as well as the immediate demands of the pandemic.

Contrary to comments by HMCI, the report highlights how (even as they prepared and delivered food parcels and other much-needed support) schools found time to innovate and improve their own and each other's practice. The fact alone that so many were keen to host Quality Assurance Reviews in their own schools and to attend three-day in-person and virtual peer reviews in other schools



DR KATE CHHATWAL

Chief executive,
Challenge Partners

How schools delivered food parcels AND curriculum during lockdowns

reveals their deep generosity and commitment.

The report offers unparalleled insight into practice in schools during one of the most remarkable periods in our history. Whether it's remote learning, building relationships with parents, supporting wellbeing and the

engaged with learning at home. It has transformed home-school relationships at the Doncaster primary for good.

At a special school in Hertfordshire, pastoral staff supported parents and pupils by accompanying some students to medical appointments. One

“Even as they prepared food parcels, schools found time to innovate

most disadvantaged pupils, or the broader role teachers and support staff play in their wider communities, there is something for everyone to magpie.

At one Wiltshire primary school, reviewers noted how teacher modelling during remote lessons had enabled parents to learn how to better support their children with phonics. It proved particularly powerful in sustaining progress.

Meanwhile, what started as one teacher's initiative became a whole-school movement. The EYFS leader used Twitter to share their learning intentions with parents, and they responded enthusiastically by sharing photographs of their children

London school continued to provide free digital English for Speakers of Other Languages classes for parents, gym sessions aimed at strengthening the family unit, and European Settlement Scheme workshops.

Far from being a distraction from the business of better outcomes, the stronger home-school bonds many schools developed are already bearing fruit. Having gone the extra mile is precisely what could sustain improvements for the long term.

For instance, teachers at a Kent secondary have credited lockdowns for an increase in the number of parent governors. And at one Evesham primary,

home-school relationships which deepened during lockdown have enabled staff to better address gaps and re-engage previously 'hard-to-reach' parents.

However, an important concern among leaders is the extent to which improved support for families (especially with mental health) is sustainable, despite evident benefits. Despite general consensus about the need for greater resourcing, the report's author, Dr Chris Wilson, foresees “forthcoming debates about the role of teachers in this area, the most effective way to allocate any additional funding, and the best approaches to dealing with the crisis in the meantime”.

If reports from some early inspection visits are anything to go by, Ofsted expects no diminution in the focus on curriculum, regardless of the differential impact the past 18 months have had on pupils, families and communities.

What our analysis reveals is schools taking a more nuanced approach. Yes, our peer reviews tested and revealed how (even in the height of the pandemic maelstrom) schools were working to develop their curricula and give pupils access to the widest possible knowledge and opportunities.

But they also recognise that children who are anxious or hungry or haven't had the support at home to learn to read or build writing fluency need those basic needs addressing first.

Our report is an important record of the extraordinary lengths schools have gone to do this.

Opinion

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



EMMA KNIGHTS
CEO, National Governance Association

National Leaders of Governance: introducing a new era

Five fundamental changes to the NLG programme will ensure it fulfils the original founding premise, writes Emma Knights

There have been some false dawns over the past decade, but the Department for Education-funded National Leaders of Governance (NLGs) programme gives me hope that governance is finally taking its rightful place as part of school and trust improvement.

NLGs have been around since 2012. I lobbied for the role back then and was on the initial National College for School Leadership working group that advised on the programme's first iteration. Unfortunately, the newly reformed version couldn't include a change of title (understandably, the DfE wanted to show the equivalence with NLEs); but the 2021 version is a very different proposition.

For many years, ministers have said that effective governance is essential to school and trust improvement. If we don't get governance right, we are likely to let pupils down. But the practice has never kept pace with these sentiments. Now, five fundamental changes ensure it will.

First, the role is different. NLGs Mark I were experienced chairs of 'good' schools who gave their time to mentor other chairs. NLGs this time around are experienced governors, trustees and governance professionals who have had to demonstrate not just substantial governance experience but also

and informal support will go on through many channels, often local groups and contacts, exemplifying what is best about the governance community.

The expert group I sat on last autumn, which advised on these reforms, recommended that the DfE continue to support mentoring. We still await the outcome of the spending review to see if that's possible, but in the meantime many former NLGs and other chairs continue to offer peer support, and we are grateful to them.

The second key reform of NLGs is that the role is now paid. For any other school improvement role, this would be a no-brainer, unworthy of comment. But those volunteering to govern were previously expected to find the time for this additional duty of school-to-school support without

“If we don't get governance right, we are likely to let pupils down

the expertise and track record needed to carry out a professional consultancy role.

Chairs supporting chairs is another important part of the system, and it is my only regret about the change that this contribution no longer has a national profile or official acknowledgement. Mentoring

pay. The criteria for the role and the assessment process were also transformed as befits a paid role, and success in improving school or trust governance tested.

Third, trust and trust governance expertise are now included in the programme. Ten years ago, most schools were local authority maintained schools. Now that

trusteeship and governing multi-academy trusts is commonplace, NLGs will have the knowledge, experience and support from NGA to make a real difference to these organisations.

Next, NLG activity will be coordinated and quality assured. This will be the National Governance Association's role. Previously, the system was supposed to work by osmosis, with some well-connected NLGs receiving many requests for help while others felt left on their own. Now, most of the new NLG work will be external reviews of governance, using a bespoke framework. NLGs will be assigned to work with a trust or school put forward by the DfE or local authority based on their experience, and the lesson they learn will be shared.

And finally, NLG expertise will be targeted first and foremost at trusts and schools that need it most. The DfE will be paying for reviews of trusts, and local authorities for those of maintained schools identified as requiring governance improvement. This is why NGA's board of trustees knew we had to bid to run this contract. Improving governance is our charitable object, and we have been developing the consultancy experience and capacity to do it for eight years.

Large numbers have applied for the new posts, and the DfE has already designated over 60 after our thorough assessment process.

As these substantial changes embed, the good practice outlined in the ESFA's trust handbook and the DfE's governance handbook still applies: An external review of governance every three years keeps practice sharp. NLGs are available for commission now, so contact the NGA to start the process.



Opinion

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

ALAN
WOOD

Founder and former chief executive,
The Learning Trust

The DfE is our biggest LA and should be in special measures

On intent, implementation and impact alike, the DfE is failing the school system, writes Alan Wood, and the crux is its obsession with academisation

Never has Dennis Healey's first law, "When you are in a hole, stop digging", been more pertinent. The DfE has retreated into a cul-de-sac of petty manoeuvres (like the new consultation on reforming the LA school improvement grant) or sheer irrelevance (like its obsession with academies), precisely when we most need sensible, reliable and competent leadership.

Just like school improvement, it boils down to a question of vision – or as Ofsted would put it, 'intent'. What do we want from our school system? For this DfE, there seems to be only one hapless answer: full academisation. Yet ask pupils, parents, teachers, leaders, governors or the wider public, and structures will be way down their list of ambitions, far below highly successful, happy and content pupils.

And the truth is that these outcomes can be found in any school with no compelling evidence that one type outperforms another. The profile of schools from 'requires improvement' to 'outstanding' is

broadly similar across all types.

The consequence of this lack of meaningful intent from the DfE is a stulted implementation. It fails to maximise the totality of resources available to support the school system. The pointed preference for academies in ministerial visits, the wasteful side-lining of the skills and

LA in the country, yet seems clueless as to what LAs do for the school system.

I created and was chief executive of the independent The Learning Trust (TLT) that had responsibility passed to it by the secretary of state for all school and early years services in Hackney, from 2002 to 2012. In that period, we opened eight secondary academies, five of which were built from scratch and three conversions. We also closed two secondaries, and our partnership work saw the local authority provide sites for several more schools.

In choosing the sponsors of our academies, three tests were set: they had to agree that the schools would be non-selective, mixed and play a full part in Hackney's wider family of schools. Our sponsors include individual philanthropists, an

balanced approach ensured there was universal support from parents for the model. TLT's school improvers worked in harmony with all schools, and the results were remarkable. Each school enjoyed success.

Academies were originally designed to secure good schools for children in areas that had a long record of failing pupils. The idea was never to create a cartel of MATs with schools forced into membership. Yes, there were some very poor local authorities, just as now we have some very poor MATs. But rather than incubate system capacity for improvement, we've ended up with a devastating wholesale withdrawal of local authority education departments in many areas.

And what are the impacts? Inability to sort the exam and assessment debacle. Failure to ensure schools with two or more poor Ofsted judgments are improved. Ongoing problems in ensuring a sufficient supply of high-quality teachers. An absence of effective challenge to rogue academies and MATs. And a lamentably weak recovery programme.

If Ofsted inspected the DfE the way it inspects LAs, it would have been put in special measures by now – in the same basket as the most woeful LAs of the early 2000s.

As vaccines minister, Nadhim Zahawi saw how invaluable good local authorities are in delivering government targets. It would be a shame if he now ignored the very critical role they do, can and should play in schools.

It's time to rebuild the coalition of willing support around schools to ensure recovery and improvement can move ahead apace. Time for the DfE to put down its shovels, and if it can't pick up the tab, then at least help pick up the pieces.

“They seem clueless as to what LAs do for the school system

expertise of good local authorities, and the turmoil and waste of resources of the process of forced academisation point to a major gap in the department's knowledge and experience. It is in a sense the biggest

international bank, a livery company and a local authority.

The importance and independence of each school was valued and supported, and each school played a role in the wider school system. This



Opinion

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

A DfE consultation. Released over half-term. To little fanfare and with a short timeframe. One cynical headteacher suspects it could be a ploy

The DfE recently released a consultation “seeking views on proposals to reform how local authorities’ school improvement functions are funded”. The proposal is simple: withdraw central funding and allow local authorities to fill the gap through de-delegation from schools’ budget shares.

Reading the consultation, it is clear that LA maintained schools have been well supported by the fund, to the extent that fewer than one in five councils has issued a warning notice in each of the past three years. The funding has allowed local authorities to put support in place before a school gets into real difficulties.

This means that the children in these schools have avoided the disruption, stigma and de-motivation that come with a negative Ofsted grading. Instead, they have reaped the rewards of early intervention, funded support and locally knowledgeable improvement partners.

So if this is the impact of the funding, it rather begs the question: why remove it? I may be cynical, but I simply can’t think of any reason to do so other than to achieve a political aim – one that isn’t really about school improvement, because that is clearly already happening.

Could this have something to do with the fact that the government are still banging the academy drum? Nadhim Zahawi has so far taken a more measured tone about the Conservatives’ decade-long aspiration of a fully academised system, but is that because the DfE has changed tack?



THOMAS MOORE

Headteacher,
Bury CE Primary School

This new DfE consultation could force academisation by the back door

Momentum towards academy conversion has slowed, and those that remain LA schools are not moving in the government’s direction willingly. This feels like a very underhanded tactic to force academisation through the back door.

changes make a positive difference to quality of education. On the other hand, squeezing improvement funding will undoubtedly make a negative one.

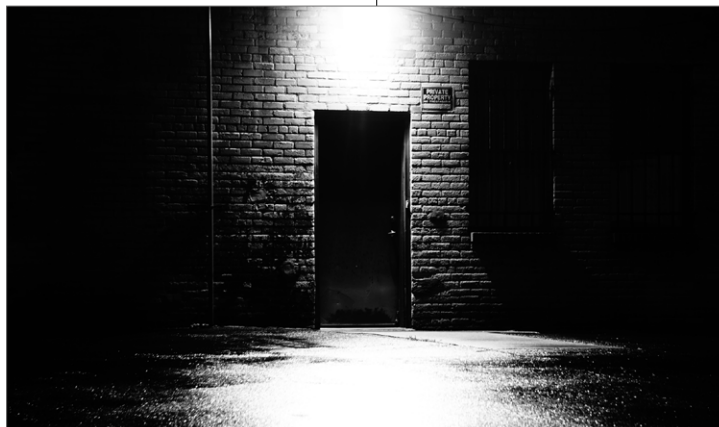
Let’s not beat around the bush; the government is pulling funding from

“ It reads like an attempt to squeeze maintained schools to breaking point

One shouldn’t think that way about one’s government, but I know I’m not alone in harbouring the suspicion that this DfE would be willing to deliberately jeopardise the education of children in these schools to achieve its ambition. I am still waiting to see the research evidence that structural

LAs and then telling them they can extract it from (maintained) school budget shares. And as there is no new money coming into the school budget share to fund this, it will simply cut those schools’ budgets.

Worse, it is only maintained schools who will pay for this, but



the proposal misses the point that the grant currently covers councils’ statutory duties to all of their schools, academies included. Moving to a de-delegation model would see LA maintained schools potentially subsidising improvement in academies. Clearly, this will have a huge impact on LAs that have a larger number of academies. So I cannot see any other way of reading this than a deliberate attempt to squeeze LAs and maintained schools to breaking point and therefore force the government’s academy dream.

In essence, the schools that couldn’t be positively incentivised to convert will now be negatively incentivised to do so. And we are supposed to believe that’s a more moderate approach to academisation from the new incumbents of Sanctuary Buildings.

Even parking my cynicism, the best that can be said about this consultation is that it is a pure cost-saving exercise for the DfE – one that simply unfairly targets maintained schools. And all of it in a consultation released out of nowhere over half-term, with little fanfare and a four-week turnaround. It gives very little time for LAs to respond, could easily fall between Schools Forum meetings, and reads as a *fait accompli*.

The consultation closes on November 26. I urge you to read it yourselves and reach your own conclusions. And whatever your view, complete it. After all, making sure all opinions are heard is the point – and it could still force a rethink.

Or am I not being cynical enough?

Opinion

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



JEN
PERSSON

Director, defenddigitalme

Why schools should just say no to biometric systems

Biometrics are simply unnecessary for borrowing books or paying for lunch, writes Jen Persson, and schools should not be complicit in collecting that data

Just two weeks ago, schools in North Ayrshire put their rollout of facial recognition in secondary school canteens on hold after intervention from the information commissioner. In response, First Minister Nicola Sturgeon told the Scottish Parliament she felt the technologies do not appear to be necessary or proportionate.

The use of biometric systems in schools was also the subject of a House of Lords debate last week, during which Lord Scriven set the tone. Asking where we draw the line in the use of such technologies, he communicated a necessary sense of urgency. We should be asking “not about what we do once it is deployed”, he said, “but what the limitations of it are before we start talking about how it is regulated”.

It’s a global issue, and other countries are stealing a march on us. In 2019, the Swedish data protection inspector’s very first fine under GDPR pertained to facial recognition in schools. Not long afterwards, the

French data protection authority ordered high schools to end their use. A similarly robust response from the UK information commissioner is urgently required.

Let’s be clear: we’re not talking about adaptive technologies that enable accessibility for children with mobility restrictions, nor

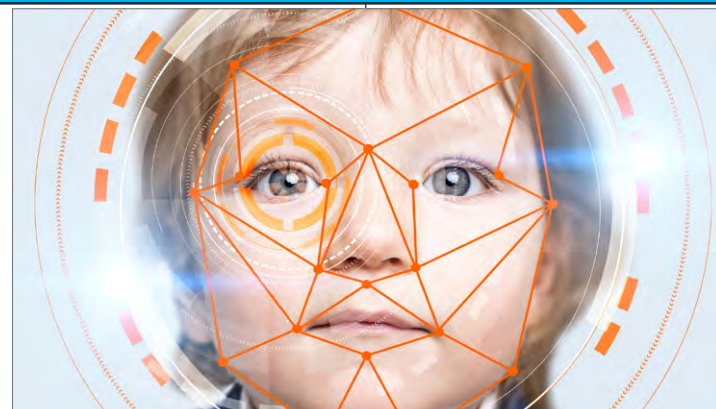
“The use of biometric data is unnecessary and disproportionate

appropriately used systems in high-risk security situations. Our concern is for everyday uses in education that trivialise the significance of these data for the price of a pizza slice.

If your school plans to use it as one of the 60 facial-recognition systems in the pipeline in England and Wales, this is our plea: don’t.

And don’t fall back on fingerprints instead. Go biometric free. Biometric data should never be considered appropriate for things children have to do: borrowing school library books or buying snacks at break.

For a start, consent is not an adequate safeguard. North Ayrshire Council, for example, argued that 97 per cent of children or their parents had supported the new system. But there can be no lawful,



freely given consent when there is such an imbalance of power between a person and an institution. The wording of many of the forms sent to families makes accepting the biometric versions of cashless payment systems seem compulsory. Such a tick-box exercise is not valid. Families cannot consent to what they cannot fully understand.

In England and Wales, the Protection of Freedoms Act requires explicit consent from a parent (without objection from the child) for a school to lawfully take and process a child’s biometric data. But even that doesn’t work terribly well. In 2018, we commissioned a poll of over 1,000 parents of children aged between five and 18 in state education in England. Where the school was using biometric technology, 38 per cent had not been offered any choice.

From a child rights’ perspective, the use of biometric data is an unnecessary and disproportionate interference with their right to privacy, as enshrined in the UN Convention on the Rights of the Child and our Human Rights Act.

And from a purely moral

standpoint, it normalises children’s experience of offering their bodies for use in trivial transactions. Worse, it does so in situations that are non-consensual, under peer pressure or an imbalance of power. This seems all the more extraordinary in the context of the recent impact of #EveryonesInvited on schools.

And pragmatically, there’s just no need for them. Alternatives are readily available, so let’s get back some proportionality. According to data protection law, the best tool for the job is always the least intrusive one.

Our research shows that parents have already lost track of their child’s digital footprint in school by their child’s fifth birthday. How are families expected to know how children will need to use their biometrics later in life? To what might their fingerprint, face or voice be their secure access key in future and how could it be compromised?

New technologies push the boundaries of what is possible under the auspices of convenience. But whose? Are we really willing to abrogate our children’s rights and future freedoms for claims of a quicker lunch queue today?

And can we afford the cost of back-tracking when our government finally responds to the threat biometrics pose?

BOOK REVIEW



Reviews



Our blog reviewer of the week is Mary Hind-Portley, assistant subject leader (English), Hillside High School, Bootle

@Lit_liverbird

Five ways to ensure that your teaching of reading is effective

@Suchmo83

How to approach the teaching of reading is often thought of as a question for primary teachers. Christopher Such's latest book, in fact, is focused on it. But it's one we secondary teachers ask ourselves too. And thankfully, Such has us covered with this blog thread, which will come in handy at my school, as we embed our Reading Is Power initiative.

Such presents a succinct summary of five key areas for us to consider: how phonics is monitored, how reading fluency is taught and assessed, how much decoding children do each week, how vocabulary development is supported, and whether the rest of the curriculum builds children's knowledge of the world.

Such keeps this simple on the surface but these five key areas are used to guide us into the depth and detail required to develop effective practices at both primary and secondary. An accessible, practical and impactful read.

TOP BLOGS of the week



Checking for Understanding

@Tom_Needham_

This week, I've been reflecting on the progress of a year 10 class and their security of understanding. As an ECF mentor, I've also been discussing the modelling process with a mentee. Ensuring our students' understanding is secure is fundamental to successful learning and progression, and this post by Tom Needham has proved useful reading in both of my roles.

Here, Needham breaks down the I/we/you stages via series of tables. And by chunking the process into very clear and precise stages, his blog certainly reduced my cognitive load at this busy point in the term. Yet for its easy accessibility, this is a detailed guide illuminated with precise examples. An invaluable insight into the hidden, intricate thinking that gives modelling its power.

5 reasons that your organisation needs to embrace diverse thinking

@Angela__Browne

Angela Browne is a leading light on discussions about diversity in schools and on supporting women into and in leadership. In this post, she explores the idea of creating not just diverse but luminary workplaces through five key instructions: Tackle organisational ideas with fresh eyes; Create belonging; Understand your communities; Build resilience; Unlock

creativity and innovation.

The blog's key insight for leaders or aspiring leaders is the link between culture and organisational structures. If we truly want to make team members "feel seen, heard and that they belong to a team in which their views matter", then we must ensure not just our words but our infrastructure supports them to share ideas "safely and productively". Leading on to the idea of psychological safety, Browne makes a compelling case for how to make our organisations successfully inclusive.

Qualities of silence

@bennewmark

Newmark's reflections on life at Lodge Park Academy show how strong the culture they have created and maintained there is. This blog resonated with me as I have worked in some very noisy schools – some because of building design, others where the active pursuit of silence has not been high on the agenda. Here, Newmark explores the significance of silence in classrooms, stating "We are not afraid of silence – we embrace it."

Presenting silence as a result of routines, clear expectations and an understanding of how it supports quality learning, the idea of the "calmness and stillness it brings" made me consider how I respond to silence and how some pupils with neuro-diverse needs require it to work well and self-regulate.

Would we all benefit from more points of considered silence in the school day? Could we look at the impact of silence on learning and progression? What are the pinch points in the day when noise impacts on our wellbeing?

This blog has made me reflect on the tangibility of silence. "We like how silences are different – how some are filled with peace and some are prickly with pleasant anticipation." What better words could there be to encourage us to consider the value of silences, not as voids to be filled but as textured experiences that benefit the whole school community?

Research



Leeds Beckett University Carnegie School of Education will review a research development each half term. Contact @EducationLBU if you have a topic you'd like them to explore

How can we build back better arts education?

Tom Dobson and Lisa Stephenson,
co-principal investigators of arted,
Leeds Beckett University

In 2018, the creative industries were worth £111 billion to the UK economy. In 2019, arts and culture alone were worth £10.8 billion, or 0.5 per cent of UK economic output. Then the pandemic came, and by the fourth quarter of 2020, art and culture output was down 46 per cent year on year. A Department for Culture, Media and Sport report called the pandemic "the biggest threat to the UK's cultural infrastructure, institutions and workforce in a generation".

Part of that infrastructure is the pipeline that leads young people to choose careers in the arts – education. Sadly, Ofsted's reports on the impact of Covid were no more encouraging on that front, warning a narrowing curricular experience, with the arts particularly affected.

Of course, this follows years of concern about narrowing curriculum and the erosion of arts provision in schools. 'Building back better' for the sector will therefore require education to play its part, but how?

Our initial research for arted – an international project that aims to support teachers in using the practices of artists across the curriculum – leads us to conclude that there has never been a greater need for artists to work with young people in schools.

In fact, the Ofsted Covid impact report noted specifically that children were missing out on practical work as well as enrichment opportunities through "outside speakers, theatre or dance groups".

Yet our research shows that artists are important role models for children, sharing the processes of their craft and making learning real. Young people start to think, "That person is an artist, I can be an artist too". And the impact isn't just on their professional



aspirations; it can have a real impact on their confidence and wellbeing.

The impact isn't limited to pupils, either. Our research demonstrates that when teachers and artists work collaboratively, it can transform the practices of both. Working alongside artists can develop teachers' understanding of the creative process and the skill of modelling as a teaching tool. It can also help teachers establish cross-curricular links.

Sadly, given its benefits, we find that this work is severely restricted in the UK as well as across Europe. Indeed, our initial survey of policy and funding demonstrates how limited such opportunities are.

Iceland's Art for All policy is a notable exception, and their experience of artists working readily with teachers in schools is particularly informative for our work to address these systemic challenges. The kind of seismic shift in policy thinking needed to bring us in line with Iceland is almost unimaginable. But through arted, we hope to support schools to make the most of opportunities nonetheless.

The Erasmus+ funded project is bringing together artists, teachers, young people, researchers and policy makers from across Europe to develop open-

access interactive guides for teachers on how to implement artistic practices from the visual and expressive arts in primary and secondary schools. Drawing upon the expertise of participants, arted's guides are currently being co-designed by artists in schools.

Each activity in the guides starts with a single object of intercultural significance as a stimulus. These activities are then structured like recipe books, outlining the required ingredients and a suggested method that experienced teachers can personalise and adapt. And while the activities are in essence artistic, their links to other curriculum areas are made explicit.

Of course, we understand that artistic processes are idiosyncratic and complex. Our aim throughout is therefore to ensure that this sophistication is respected, while ensuring each activity is accessible to even the least artistically confident teacher. To walk this fine line, our guides will include links to videos of artists explaining their work.

It's not quite the same as having the artist there in the classroom. But in the age of remote learning and Zoom meetings, it's a familiar approximation. And in anticipation of that seismic policy shift, it's a good place to start to rebuild our cultural infrastructure.



Tom Dobson

Lisa Stephenson

Week in

Westminster

Your guide to what's happening in the corridors of power

FRIDAY

It's 2021. You've seen the world go through 18 months of a pandemic. Your education secretary is posing for a photo with a giant, inflatable gummy bear, saying they "are the future".

No, this is not a dream. This is real life. Nadhim Zahawi was pictured with his arm around a giant yellow bear at COP26, smiling for the cameras.

Could this be the Department for Education's secret weapon to keep the sector sweet after its paltry catch-up cash? Gummy bears for all!

Alas, it was just part of a campaign to

the Yew Tree Primary School, in Walsall, to revoke an academy order after it had quickly improved from 'inadequate' to 'requires improvement'.

The school took the case to the high court, and Gavster was told his decision was "irrational" (one of many highlights for his CV for his time as ed sec).

Anyway, last week the school was rated 'good' after Ofsted inspections resumed – leaving the Department for Education with not much choice but to perform an expensive volte-face (it had to pay £75,000 just for the school's legal costs after losing the case).

Anyway, we're sure it won't be the last bad decision that needs mopping up.

More calls from sector representatives this week for Ofsted to change its course. More responses from Ofsted telling them to bugger off.

The Association of School and College Leaders said the watchdog should allow schools to defer inspections on request.

Schools in "crisis mode" should not be "unfairly punished", ASCL said.

Unsurprisingly, Ofsted responded to knock down the call – saying it "wouldn't be right".

It's like the never-ending story.

TUESDAY

The National Tutoring Programme wants more tuition organisations, launching another recruitment round this week.

Schools Week has chronicled the programme's struggle to reach its targets. So is this a potentially worrying sign of more struggles ahead.

Of course not! (according to Randstad,

the HR firm running the NTP's second year). It says it was "always planned" to reopen bids and it has had "good levels" of interest "across the board" from tutors and schools.

It is interested in tutors from everywhere but London, where tuition has been popular for years.

A bit of PR to smooth over cracks already starting to show? We'll be keeping an eye on it ...

THURSDAY

The Institute of School Business Leadership had been gearing up the new schools minister Robin Walker to give a keynote speech at its annual conference.

But it had to settle for interim Education Skills Funding Agency chief executive John Edwards after Walker pulled out.

And who says ministers don't care for our valued school business leaders?! Awks.

Let's face it, we're never going to stop writing about Nick Gibb.

He was back in the limelight this week after *The Guardian* reported his husband Michael Simmonds will sit on the interview panel that will help to select the next chair of the media regulator Ofcom.

Simmonds worked as an adviser to Conservative ministers during the 1990s, and he is brother-in-law of the BBC board member Sir Robbie Gibb, a former communications chief under Theresa May.

The Gibbster's influence knows no bounds!

Nuclear Institute Young Generation Network (YGN)
@NI_YGN

"You are the future" - Fantastic to see Secretary of State for Education @nadhimzahawi with Bella the Bear before yesterday's @iaeaorg youth panel.
#NetZeroNeedsNuclear



move towards uranium fuel pellets.

The Gavster (Williamson, former education secretary) may have left Sanctuary Buildings, but the mess left behind by his bad decision-making lingers.

Williamson refused an application by



HEAD OF ACADEMY

Our School Trust is seeking a Head of Academy to lead Ilsham C of E Academy in Torquay. You would be leading a school in a wonderful community as well as being part of the wider School Trust. We are seeking someone who is not only passionate about the highest quality education but can develop the distinctiveness of Ilsham and what it could offer the children it serves.

For further information on the role including job description, person specification and how to apply, please visit the careers section on our website: www.lapsw.co.uk.



Assistant principal

Ipswich Academy, part of Paradigm Trust, is seeking to appoint an inspirational assistant principal to join the senior leadership team early in 2022. The specific responsibilities of the postholder will be dependent on the experience the successful candidate brings. The leadership of our school was recognised as "outstanding" in our most recent Ofsted inspection (March 2019) and we are looking to expand our senior leadership team to drive the school's next exciting stage of development.

This is a great opportunity for a highly-motivated, ambitious professional who wants to make an impact. Leaders at Ipswich Academy are committed to changing children's lives through continuing growth and commitment to excellence; we seek to become one of the best schools in Ipswich.

We are looking for someone who enjoys visible leadership, who can quickly and effectively build strong relationships with students, families and staff alike.

Become an Examiner for Pearson!

- develop your career in education
- earn extra income in a flexible role
- gain invaluable insight into assessment
- network with likeminded professionals

To find out more and to search for vacancies, please visit our website





Catering Manager

From December 2021 (Permanent)

Scale 5 (point 12-15) £26,544.00 - £28,005.00 pro-rata term time only

7.30am – 3.45pm 5 days a week based at Grazebrook Primary School

This role requires someone who is dynamic and passionate about school meal catering & service and has a rich knowledge and understanding of food & nutrition. Previous experience of working as a Catering Manager /Chef in a school is desirable. Our parents and carers want the very best school meals service for their children and so do we. The role requires someone who has the following:

- > City & Guilds NVQ Level 3 in Catering or NVQ Level 2
- > Basic Food Hygiene Certificate
- > Proven ability to work on own initiative
- > Experience in managing groups of staff, on-job-training
- > Good organisational and communicational skills
- > Ability to order and maintain stock controls
- > Ability to carry out clerical duties
- > Good Knowledge of Health and Safety/ Food Hygiene practice
- > Knowledge of nutritional standards for school meals
- > Experience in hospitality and functions
- > Good computing skills

Our school is vibrant, diverse and inclusive. There are challenges but also great rewards in the work here. If you are an effective communicator, have vision, energy and believe that every child can and will succeed, we would like to meet you. Your communication skills will enable you to build a friendly and professional relationship with staff, pupils and parents.

HOW TO APPLY:

Please download the application pack from the Hackney Learning Trust website, alternatively email: achoudhry@newwavefederation.co.uk or phone 020 7254 1415 for a pack to be sent out.



Closing date for applications: **12pm Friday 26th November 2021**

Interview date: **w/c Monday 6th December 2021**



Online Leadership Performance Coaches and Mentors

Best Practice Network, home of Outstanding Leaders Partnership, provides accredited qualifications for education professionals worldwide, with a mission to help every child access an excellent education.

This is an exciting opportunity to join the growing Associate team and work on the reformed National Professional Qualifications (NPQs), a suite of DfE accredited qualifications for school leaders, designed to transform the support and development offer for teachers and school leaders throughout their career.

You will work online with a group of participants on our specialist or leadership NPQ programmes to-

- Support and monitor progress
- Respond to participant tasks, activities and learning reflections
- Provide guidance and qualification enrichment activities
- Signpost participants to peer learning communities, multimedia content, research and expert school-led practice etc. on the virtual learning environment
- Undertake leadership performance coaching for each participant

Roles

Online Leadership Mentor – NPQ Specialist Route

Online Leadership Performance Coach – NPQ Leadership Route

Location: Remote

Type: Part-time, Freelance (cohort-based)

Salary/fee: Competitive

For more information and to view the full job descriptions, please visit: www.bestpracticenetwork.co.uk/programme-associate-vacancies

To apply, please send a copy of your CV and cover letter to bpn_hr@bestpracticenetwork.co.uk.

Help us build a future for all children, regardless of their background and champion every teacher and school leader to become their very best.



Chief Executive Officer (CEO)

Salary: £130,000-£145,000

Contract: Permanent

Working Pattern: Full Time | Hours: 36 hours per week.

DBS Check: Enhanced

Closing Date: 03/12/2021 at 18:00

Reference: LT/21/170084

Lime Trust is a Multi-Academy Trust (MAT) specialising in mainstream primary and all through SEND provision, currently responsible for 8 schools, four of which are in Peterborough and four in London.

Following the retirement of the previous Lime CEO, the Lime Trustees are seeking to employ an outstanding strategic leader who is passionate about improving the life chances of all our learners, driving up school standards and ensuring outstanding performance in all areas of the Trust's operations.

We are looking for a dynamic and suitably experienced candidate who will be relentless in articulating the Trust's vision, values and ethos, and able to inspire and empower others to share in achieving them by providing the necessary challenge and professional development support to staff.

In their capacity as Accounting Officer for the Trust, the CEO will work with the Trust Board and local academy leaders to build the Trust's reputation as the education provider and employer of choice, with a value-led, sustainable business model, and ensure compliance with all statutory duties.

This is also a unique opportunity to work with the Lime Trustees in further developing and growing the Trust as appropriate.

We are looking for a CEO who has the following skills and knowledge:

- Ability to drive cultural change and take ownership of the Trust's strategy
- Proven leadership and management experience, and expertise at senior management level in an educational setting for a substantial period of time, or across a variety of primary and special school settings
- Experience of working as Deputy CEO/Headteacher (minimum of 4 years)
- Experience of working in a MAT or a similar establishment
- Sustained record of school improvement in an education Trust environment
- Experience of effective management of funding and resources, including project costing and budgetary management
- Evidence of effective human and financial resources management
- Proven track record of developing business planning and managing the introduction of new initiatives and, in particular, effective building and premises management/improvement
- Excellent understanding of statutory education frameworks, including governance, current educational issues relating to academies, company, charity and education law, policies, guidance and codes of practice
- Comprehensive knowledge of the schools Ofsted inspection framework, criteria and processes

Recruitment timetable:

Closing date: 3 December 2021

Shortlisting: w/c 6 December 2021

Interviews: w/c 10/17 January 2022

If you would like to visit one or more of our Lime schools, please contact info@limetrust.org to make an appointment.

Lime Trust is committed to safeguarding and promoting the welfare of all our learners. The successful applicant will be required to undertake an enhanced Disclosure & Barring Service check. References will be taken up prior to interview.



**Sheiling School
Thornbury**

School Business Manager

Sheiling School is an independent school and children's home for children and young people aged 6-19 with special educational needs

Following a review of the senior leadership team structure, Sheiling School is pleased to recruit for the new position of School Business Manager. Candidates must have excellent leadership skills, be educated to degree level or equivalent and must have CIPD level 5 minimum or equivalent with high level ICT skills (essential), with significant, practical and recent experience of HR management. The ideal candidate will also have experience of finance / charity accounting (desirable). This role is primarily HR focussed, with an element of Finance management.

This is an exciting opportunity for a highly motivated individual wishing to progress their career. The post of School Business Manager is crucial to our success in providing the best possible education and care to our pupils. Working closely with the CEO, this post will offer you the chance to make a real difference to the lives of the children in our care.



ASSISTANT EDUCATION WELFARE ADVISOR

Education Welfare Advisory and Support Service Ltd are looking for an Assistant Education Welfare Advisor to work term time 40 weeks per annum 5 days per week.

We are committed to the principle of improving outcomes for children and young people.

Experience is essential and the candidate should have knowledge of the Education Act and Children Act along with experience in effective models of practice to evaluate and improve school attendance.

The candidate must also have knowledge of government requirements for school attendance and safeguarding .

Use of a car is desirable as you will be visiting different schools in Essex and Havering area along with conducting home visits. Our offices are based in Upshire, Essex.

The post is subject to an EDBS and appropriate reference.

Annual salary is £29,900.00, pro rata amount for 5 days per week, 40 weeks per annum is £23,000.00.

There is a company pension scheme and ongoing training to support your professional development.

For a discussion and a copy of our safeguarding policy please contact Lynn.jago@ewass.co.uk.

Please visit our website ewass.co.uk

DID YOU KNOW?



As a recruiter for an MAT of 34 Academies, I have been very impressed with the professional support we have received from Schools Week and the quick turnaround time they provide for our advertised vacancies.

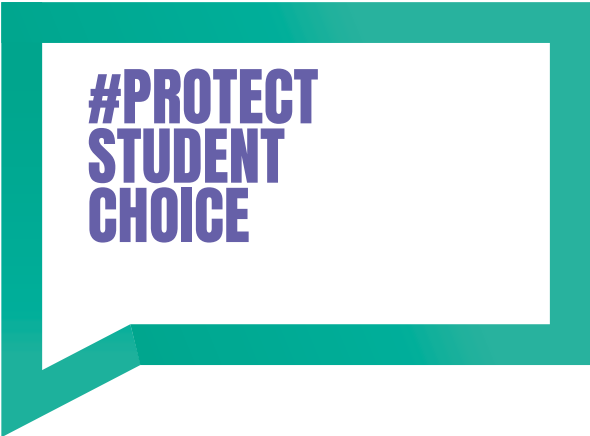
David Ross Education Trust

As a Schools Week subscriber, your organisation receives a **20% DISCOUNT** on recruitment advertising.

Online listings, classified advertising, and package options available.

Click here to contact our team





**#PROTECT
STUDENT
CHOICE**

DON'T SCRAP BTECS

The **#ProtectStudentChoice** campaign coalition of over 20 organisations that represent and support staff and students in schools, colleges and universities is deeply concerned about the Government's recent review of Level 3 BTECs and other applied general qualifications in England. We urgently need your support to protect the future of BTECs and other applied general qualifications:

- **Sign our petition on the Parliament website and share with your colleagues, governors, students and parents – petition.parliament.uk/petitions/592642**
- **Write to your local MPs to secure their support**
- **Tweet support for the campaign [#ProtectStudentChoice](https://twitter.com/ProtectStudentChoice)**



FE WEEK



MillionPlus
The Association for
Modern Universities



NASUWT
The Teachers' Union



To find out more visit www.protectstudentchoice.org