

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

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Caretaker Cleverly called up after cabinet chaos

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SCHOOLS WEEK

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POLITICS

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Tumultuous two days leave school reforms up in air

FREDDIE WHITTAKER

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The future of major school reforms face at the least being delayed after the department was plunged into turmoil when four ministers resigned earlier this week – resulting in three education secretaries in just two days.

At the time of going to press, the Department for Education had three serving ministers. James Cleverly, appointed yesterday, replaced Michelle Donelan, the shortest-serving education secretary in history. She held the job for just 35 hours.

If it was part of a mass resignation – a fall-out marking one of the most tumultuous weeks in political history, climaxing in the resignation of Boris Johnson.

It leaves the government's landmark schools bill, already in tatters last week after a screeching U-turn over controversial academy powers, facing further uncertainty.

Cleverly signalled his commitment to the reforms in his first statement, saying there was a "huge amount of work to do and I am looking forward to getting on with the job".

But a lack of junior ministers, coupled with the likelihood that Johnson's successor will reshuffle the front bench again in just a few months, could set the reforms, as well as important proposals to fix a broken special educational needs system, back further.

Secondary school pupils are also due to receive results from the first set of public exams in three years next month, something Donelan alluded-to in her resignation letter.

The chaos also comes amid increasing pressure on the government to address the cost-of-living crisis, with inflation continuing to rise and schools warning of the impact of increasing energy and food bills, both on their organisations and their staff.

Paul Whiteman, the general secretary of



the NAHT school leaders' union, said it was "vital that the government's internal turmoil does not get in the way of addressing the urgent real-world challenges facing education and the country".

Key stage 2 results this week showed the number of children reaching the expected standard in reading, writing and maths plunged to its lowest level since 2016.

New cabinet ministers were appointed yesterday to serve until Johnson's successor is in place, but it is not clear when more junior vacancies will be filled. At present, Cleverly and Baroness Barran, the academies minister, are the only serving DfE ministers.

Quince returned late on Thursday evening – but with no role designated yet. There were six ministers on Tuesday afternoon.

Robin Walker, the former schools minister, who resigned on Wednesday, told *Schools Week* that he would also be willing to return to his DfE role now that Johnson had announced his plans to go.

Departing ministers are entitled to severance pay, usually equivalent to three months' pay. This would be about £17,000 for an education secretary.

But Donelan said she would donate the money to charity should she receive it. But she would have been entitled to severance under her previous role as universities minister who attended cabinet.

A TIMELINE OF CHAOS

Tuesday, 7pm: Chancellor Rishi Sunak and health secretary Sajid Javid resign

Tuesday, 9.30pm: Nadhim Zahawi promoted to chancellor

Tuesday, 9.40pm: Michelle Donelan becomes education secretary

Wednesday, 8.25am: Children's minister Will Quince resigns

Wednesday, 9.45am: Schools minister Robin Walker resigns

Thursday, 9.50am: Donelan resigns after just 35 hours in post

Thursday, 11.45am: James Cleverly appointed education secretary

Thursday, 1pm: Boris Johnson announces resignation as Tory leader

Thursday 7.30pm: Will Quince rejoins DfE as minister of state (a promotion, but not confirmed whether he's back in his old role)



POLITICS

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Here we go again ... introducing the new man at the top

James Cleverly is the new education secretary after Michelle Donelan stood down 35 hours after getting the job – making him the third person to hold the role this week. Here's what we know about him...

1 Cleverly is 52, which is older than the average for an education secretary. But he is a long way off being the oldest. Keith Joseph was 63.

2 He is the MP for Braintree in Essex and is the first education secretary or minister of education to hail from the county since Rab Butler.

3 Like his (brief) predecessor, he was first elected in 2015. He has had a range of government roles, including as a cabinet minister without portfolio, and jobs at the Brexit department and Foreign Office. He was co-chair of his party from 2019 to 2020.

4 He became the third education secretary in two days earlier this week, following the promotion of Nadhim Zahawi and Donelan's resignation. He is the fourth education secretary this academic year, and the eighth to serve in ten years.

5 Born in Lewisham, south London, to a midwife and small business owner, Cleverly said seeing his parents' hard work "showed him "the importance of supporting both the private and the public sector".

6 He served in the army after leaving school, making him the first education secretary since Ken Baker to have a military background. But his career was cut short by injury, and he then worked in magazine and digital publishing. He also became – unwittingly – director of a firm called Cleverly Clogs in 2016. The culprit was later fined for falsifying information, the first prosecution of its kind.

7 An often touchy subject, but as the role involves children so it will be mentioned: Cleverly has two children.

8 He attended the private Colfe's School in south London, and has previously tweeted his pride that ethnic minority pupils from the school got into the Universities of Oxford and Cambridge.



9 He has defended sending his own children to private school, saying he'd "love to give everyone enough financial freedom" to make the same choice and that he would not "play politics with the future life chances" of his children.

10 The MP got into a spat with the National Education Union in late 2018 and early 2019, calling on it to take down its "school cuts" website. He challenged the claim that 91 per cent of schools faced funding cuts and wrote to the UK Statistics Authority, who agreed the statistic was "misleading". But the NEU stood by its figures, saying the funding crisis was "very real".

11 In 2007 he said that he believed grammar schools "provide the best way for bright but poor children to get on in life", adding: "Until a better way to aid social mobility comes along I will continue to support them."

12 He stood in the 2019 Tory leadership election to replace Theresa May. The MP, who served as youth ambassador for Boris Johnson while the latter was London mayor, said during his campaign there was "nothing inherently left-wing" about young people.

NEWS

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Grammar school ratings topple as new Ofsted regime bites

FREDDIE WHITTAKER

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EXCLUSIVE

A third of 'outstanding' grammar schools inspected since 2021 have kept an unconditional top grade, casting doubts on calls to revive selection.

Schools downgraded include the Weald of Kent, which was controversially allowed to open a satellite site in 2015.

Ofsted's new inspection framework, coupled with the lifting of a previous inspection exemption for outstanding schools, has led to large numbers being downgraded.

Grammar schools are more likely to be rated 'outstanding', but have not escaped the crackdown.

Schools Week analysis found that of 25 previously top-rated grammars inspected since September, only nine kept their full 'outstanding' rating. Some had not been inspected in 16 years.

A further three kept their rating for now, but inspectors highlighted concerns and warned their grades "might not be as high" at a full inspection.

Thirteen of the schools were downgraded, with 11 rated 'good' and two 'requires improvement'.

The downgrades are beginning to change the inspection profile of the grammar school system.

As of last August, 80 per cent of the country's 163 grammars were rated 'outstanding', compared with about 19 per cent of schools more generally. By the end of May, this was down to about 74 per cent.

It will be bad news for supporters of selection, who have been lobbying the government to lift the ban on new grammars.

Dr Nuala Burgess, the chair of the anti-grammar school campaign group Comprehensive Future, said it took "no delight in any school being rated poorly by Ofsted".

"But we do welcome the fact that Ofsted is starting to look more closely at what takes place within individual grammar schools.

"It seems that the days of rubber-stamping all grammar schools with an 'outstanding' grade is coming to an end. We welcome this."

But Mark Fenton, the chief executive of the Grammar School Heads' Association, said the current Ofsted framework "has been designed



to make it much more challenging for schools to achieve an 'outstanding' judgment".

"Grammar schools have been significantly more successful than previously 'outstanding' schools in general in retaining the highest inspection grading."

According to the latest Ofsted data, of 390 previously outstanding schools inspected since September, 109, or 28 per cent, retained their full outstanding grade. This compares with 36 per cent of grammars.

The Weald of Kent, now downgraded to 'requires improvement' rose to national prominence in 2015 when ministers approved its satellite plan for a site nine miles away.

Following a visit in April, inspectors warned that although pupils were "encouraged to work hard and aim for personal success", a "significant number are concerned about bullying".

The downgrading is particularly controversial, given its success was a key plank of then education secretary Nicky Morgan's argument in favour of granting grammar school expansion.

In 2015, she said it was the government's policy "that all good and outstanding schools should be able to expand to offer excellent places to local students", adding that Weald of Kent was "one of the top-performing schools in the country".

But the school had not been inspected since it was rated 'outstanding' in 2007, eight years before the expansion was approved.

Head Elizabeth Bone, who told local press that the school would appeal, said there were "positive aspects of the report to be proud of", but that she was "disappointed with the overall outcome of the inspection".

"We are committed to upholding the best possible behaviour standards and reporting procedures and have been continuing to work closely alongside our students, teachers, staff, parents and carers to introduce a number of initiatives to support this."

A spokesperson for the Latymer School in north London, whose grade dropped from 'outstanding' to 'good' this May following its first inspection since 2008, said its leaders and staff "felt that the school had been unfairly downgraded".

"There was a feeling that the school had already been prejudged before the inspection took place."

However, not all downgraded schools were critical of Ofsted.

Cranbrook School in Kent was downgraded to 'good' after an inspection in March. Will Chuter, Its head, praised the "constructive approach of the inspection team and the tone of the report". He said the school was addressing the areas flagged for improvement.

"While Ofsted is important, it is not what we educate children for, and I'm sure all educationists worth their salt believe that there are other, equally valid ways of assessing the quality of a school."

ON LOCATION


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Ofsted: 'We're not tutoring compliance police'

SAMANTHA BOOTH

@SAMANTHAJBOTH

Ofsted is in talks with the government on how to share tutoring "best insights" from school inspections, but insists it will never be the "tuition compliance police".

Sandra Hayes, a senior schools inspector, told the Festival of Education the watchdog has an "important role" to share its evidence.

Inspectors now consider how tutoring "supports the aims of the school curriculum", but it is not inspected "in its own right".

Ofsted's third and final education recovery research report is due to be published next week. Its independent review of tutoring is due this summer.

Questioned on whether the Department for Education had asked Ofsted to take a bigger role in tutoring monitoring, Hayes said: "It would be fair to say we've been in discussion about how best we can use our insights and what's the best way to get the evidence that we already gather on



inspection to be of most use.

"But we are not going to be the tuition compliance police.

"Our handbook is not changing in any way. At the moment tutoring features in one paragraph."

Ofsted's spring education recovery report found using internal staff for the schools-led part of the National Tutoring Programme put extra pressure on already strained workers.

This was something inspectors had "been keeping an eye on". She added that some

schools decided to do school-led "because of the fear of getting it wrong, the fear of not being seen to be compliant ... actually having people in my school, working with my children who don't know my children".

"So what this says to us is tutoring works when it's a genuine partnership with the child at the heart of it."

The spring report also found some schools felt there was "not enough evidence" about the quality of the tutoring.

Ben Style, the National Foundation for Educational Research's head of classroom practice, said there needed to be a "programme of research" on tutoring. This would help teachers after the government decided to give all tutoring money directly to schools.

The was echoed by Nick Brook, the deputy general secretary of the headteachers' union NAHT. "I think that's the bit we've lost in the last 12 months," he said. "We're just not curious enough about what seems to be working and what's not."

The NFER's independent evaluations of the NTP will be published in autumn.

FREDDIE WHITTAKER | @FCDWHITTAKER

Don't be campaigners on contested issues, Spielman tells teachers

Teachers should "not be campaigners" on contested issues, Ofsted's chief inspector will say today, urging staff to maintain their "own impartiality" while guiding pupils through "disputed territory".

Speaking at the Festival of Education this morning, Amanda Spielman will warn that children are "growing up in an online world that both reflects and fuels the atomisation and polarisation of society".

People "exist in self-sustaining echo chambers that encourage conflict, rather than discussion", she will add.

Her comments come after the government published new political impartiality guidance. The non-statutory guidance gives tips on how to teach about issues such as climate change, the Black Lives Matter movement and the British empire.

Spielman will describe the guidance as "detailed and helpful", which "helps schools understand what the boundaries are, what they

shouldn't do, as well as what they should".

The guidance "reminds us that impartiality isn't just about keeping one's own politics out of the classroom; it's about providing balance", but makes clear that "doesn't mean being neutral on every issue, just because contrary opinions exist on the fringes".

For example, teachers should teach that "racism is both wrong and illegal; and that climate change is supported by evidence".

"What balance does demand is being a teacher not a campaigner where matters are contested. And that is very often the case when discussion moves from the problem to the solution.

"Even when there is consensus on a desirable social or economic goal, there are nearly always competing solutions, often hotly advocated. A teacher's impartiality truly helps young people."

She will acknowledge that dealing with problems caused by social media was a "challenge for teachers", but also a "great opportunity to tackle misinformation head-on

and make children more savvy about the content they come across".

"And the more knowledge children possess, the easier it is for them to spot what's real and what's fake, and to question sources of information."

It comes amid pressure on the government to make schools share contentious teaching resources with parents.

Baroness Morris, a former education secretary, is also seeking to amend the government's schools bill to give parents the right to "view all curriculum materials used in schools, including those provided by external third-party charitable and commercial providers".

It follows a complaint from a parent of a pupil at Haberdashers' Hatcham College in south-east London that their request to see teaching materials was refused.

ON LOCATION



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ECF evidence base 'really isn't a Bible'

TOM BELGER

@TOM_BELGER

The government has been warned against treating the evidence base for early career framework reforms like "some kind of Bible".

Professor Sam Twisleton (pictured), the director of the Institute of Education at Sheffield Hallam University and a government adviser on initial teacher training, said she was worried about such reverence, including amongst staff at the Department for Education. She told a Festival of Education event on Thursday



the framework (ECF) evidence base "really isn't" a Bible, and was instead "incomplete" and "contestable".

"It's not a definitive evidence base at all, and of course evidence continually changes. And actually evidence in whatever its most up-to-date form is, never really tells you explicitly how to do it and this is the result you'll get."

The ECF was unveiled in 2019 as a two-year induction in schools after new teachers finished their initial training. It was rolled out nationally at the start of this academic year, part of broader training reforms.

But Twisleton also made clear there had been a "really robust process" to refine the original framework, which included "weeding an awful lot of things

out".

Tom Rees, the executive director of the Ambition Institute, which provides ECF training, said one long-term question was: "How does that [evidence base] get renewed? What's the process for the evidence base, the knowledge, to be developed, contested, changed, adapted over time?"

Twisleton said the DfE did appear to be "in listening mode" over feedback on the framework – "if there is a DfE still", she joked after ministers' departures this week.

A recent survey showed nine in ten school leaders said the ECF had created extra workload for new teachers, with wider concerns over the programme's content.

But Twisleton said the feedback from participants and mentors was "much, much more positive than the

noise".

There had been a "very thorough" and positive evaluation that contradicted the "sense it was all falling apart right from the beginning". But it did show time was a challenge, particularly for mentors.

The report of Ofsted's monitoring visit of Ambition as a lead provider of ECF and national professional qualification programmes was published today, the first of all providers.

The report found its curriculum "maintains fidelity" to the ECF, offering high-quality example materials and comprehensive mentor training while being flexible "where appropriate".

But Ofsted said Ambition should support facilitators and trainers to "use their expertise to contextualise" what participants are learning.

Copyright payments for lessons fair, says Oak founder

Paying academy trusts thousands of pounds for their Oak National Academy lessons copyright is "fair and appropriate", the online school's founder has said.

Matt Hood said the curriculum partners – including academy trusts like United Learning and Ark – were "incredibly generous" in providing 10,000 lessons for free when it was set up during the first lockdown.

Now the government will pay £100 per video to obtain the intellectual property rights. Oak is to become an arm's length body and provide free curriculum resources for schools.

Hood said it's "fair and appropriate to compensate all of those organisations" who have "invested their own resources".



Matt Hood

"We are not in the pandemic anymore, we're not asking people to lean in and do things, we need to get on a much more steady and stable footing."

This will be on top of the £2.5 million Oak – via its government funding – paid to over 550 teachers who created the lessons, mainly in summer 2020. The cash went to teachers, not their trusts



Cambridgeshire
County Council

New Primary School for Darwin Green

Notice is given in accordance with the Education Act (2011) that Cambridgeshire County Council invites proposals to establish a new mainstream, 4-11 mixed primary school to serve Darwin Green; an urban extension located on the northwest fringe of Cambridge City.

The proposed opening date for the new school is September 2025, but this will be kept under review to ensure the school opens in line with demand from the development. Whilst it will have capacity for 2 forms of entry (FE)/420 places in total, it will initially open with a lower Published Admission Number (PAN) and will expand in line with housing growth and increased pupil numbers. It is intended, upon opening, that places will be available in all year groups of the primary phase.

Land and capital contributions for the new school have been secured through the Section 106 agreement for the new development.

Interested parties should read the School Specification Document for further information. This document, together with a link to the Application Form, [can be found here](#).

Completed Application Forms must be submitted by **12 noon on Friday 14 October 2022**.

If you would like any further information, or to discuss your application in detail, please contact:

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INVESTIGATION

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Fuel hike pushes school staff to brink

TOM BELGER
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A support staff recruitment crisis, teachers unable to fill their cars until payday, cash-strapped councils predicting cutbacks. Tom Belger reports on the fallout in schools from soaring inflation

Schools are struggling to find and keep staff as soaring fuel costs and years of pay restraint take their toll.

A poll suggests three-quarters of support staff cannot afford essential items, while some teachers are seeking help or eyeing new jobs as they struggle to cover petrol costs.

New figures reveal teaching assistant (TA) vacancies are double pre-Covid levels, with wages failing to keep pace with jobs in supermarket and pubs.

But as union pay demands grow louder, school and council leaders warn unfunded pay hikes will force cutbacks.

Staff ditch cars and school meals

A recent poll of 500 support staff by the union GMB found only 23.8 per cent of TAs could afford “necessities”, compared with 30 per cent of members across other sectors. Four in 10 reported borrowing to cover essentials.

GMB analysis suggests that the average TA, many on term-time contracts, earned £13,980 last year.

It marks a £248 real-terms cut on 2011, which will widen if pay awards lag soaring inflation.

One East Midlands TA said she could no longer afford presents for her grandson, big supermarket shops or £3 school dinners.

“I’m £80 in debt on energy bills, even barely using them – I’m scared for winter. And my social life... I haven’t got one.”

Peter Hadwin, a primary school caretaker, said rising costs made recent 1.75 per cent local government pay rises “useless”. “I’ve started cycling to work. In lockdown, fuel was about £1 a litre - now it’s £1.92. It’s ridiculous.”

Meanwhile the real-terms pay for secretaries has fallen £1,769 to £17,445.

Many staff also feel overlooked. “People think of schools, they think



Dan Morrow



“I’m already £80 in debt on energy bills – I’m scared for winter”

‘teachers’. The wheels that keep them running aren’t as glamorous,” Hadwin said.

“Caretakers and cleaners were in daily during Covid. Clapping’s superfluous – it’s real-terms pay increases and recognition we want.”

Staff seek private-sector jobs near home

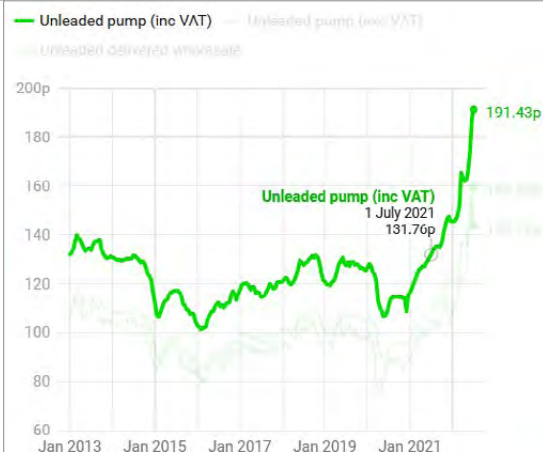
Dan Morrow, the chief executive of the 17-school Dartmoor Multi-Academy Trust, called it “the most challenging recruitment market I’ve ever seen” for support staff. Trust TA vacancies averaged 2.7 applicants this year, compared with 12.3 in 2019

A survey of nearly 800 schools by the leaders’ union ASCL, published today, found more than nine in ten are struggling to recruit teachers and support staff. Nearly three-quarters have resorted to using supply to cover teacher vacancies.

Exclusive data from the jobs site Indeed reveals TA job vacancies have doubled on February 2020,

Marc Jordan, the chief executive of Creative Education Trust, said: “Fuel price hikes have really hit lower-paid staff, with many seeking work closer to home.”

One junior head in the south west said three TAs recently left his infant school because of low pay, one for a move to shop



Errors and omissions excepted
Source: RAC Fuel Watch • Embed

RAC

work. He cannot get TAs “for love nor money”.

Official figures show unemployment near record lows, and private-sector pay up 8 per cent annually, compared with 1.5 per cent for public sector jobs.

Pepe Di’lasio, the head of Wales High School, near Sheffield, vowed to review and hike TA pay after his daughter noted she could earn more working in a pub. His hard-working TAs support “the most vulnerable and disadvantaged. We need to reassess the whole pay structure.”

Brighton councillors also voted this week on pay rises for low earners, citing school worries about supermarket pay growth outstripping their own. “We risk not being able to compete,” a report warned.

Continued on next page

INVESTIGATION

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Teachers squeezed too

Bryan McConnell, the NASUWT's secretary in St Helens, said four new teachers recently asked for help, fearing they "couldn't get to work as they couldn't fill their tanks up until payday. It's the first time I've had that."

James Vanstone, a secondary teacher in Suffolk, said his commute of 51 miles had almost doubled his family's fuel bills to £580 a month.

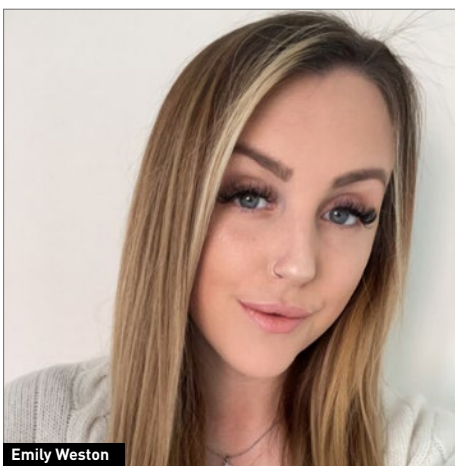
"We're relatively comfortable, but our disposable income's shrinking. We're starting to lift-share, but it takes away the freedom to stay later at school."

A Teacher Tapp poll found a quarter of teachers spent £200 on commutes in January, but petrol has leapt 32 per cent since.

Vanstone said any further rises could leave him "no choice but to look for something closer to home", despite loving his job.

Emily Weston, a primary teacher in Swindon, said paying £30 more to fill her car was "draining my account". She has nothing to fall back on bar family "if anything goes wrong", and recently launched a group swapping money-saving tips.

Ruth Perry, the head of Manchester's Newall Green Primary School, said commute distances probably explained the two applications for a recent teaching post that would usually attract



Emily Weston

ten or more.

The Education Policy Institute this week linked recruitment woes to the real-terms decline in pay, putting "supply at risk".

Calm before the storm

Teachers now await government advisers' recommended pay awards, and support staff await councils' pay offer – both expected this month.

Nadhim Zahawi, the former education secretary, was non-committal this week on improving even a 3 per cent offer to experienced

teachers.

Meanwhile, councils warn they are cash-strapped. The Local Government Association said last week inflation and minimum wage hikes alone risked cutbacks and the eradication of the bottom third of pay scales – leaving TAs on the minimum. Retention, morale and hierarchies would be undermined.

The decisions will likely inflame tensions as teaching, leaders' and support unions all want inflation-busting rises.

A TA in Unison said another 1.75 per cent hike would make "no impact", and teaching unions say they will ballot if offers are inadequate.

GMB school transport staff in south London already plan a walkout next week, alleging an eight-year pay squeeze.

Sara Tanton, the deputy policy director at leaders' union ASCL, said schools could not afford much-needed salary hikes without extra funding. "It's a catch-22 if they don't have the money for those awards without having to make cuts."

Brighton acknowledged school concerns about unfunded rises, but said its plans did not include extra cash.

A Department for Education spokesperson highlighted a proposed 16.7 per cent rise over two years for new teachers, and a £4 billion school funding hike next year. Support staff pay "is for schools to set".

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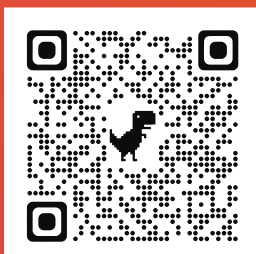
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SEND complaints soar in the past five years

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

Complaints by parents desperate to get help for their vulnerable children look set to double compared with five years ago, new figures further exposing the broken SEND system show.

The Local Government and Social Care Ombudsman (LGSCO) received 403 complaints about how councils dealt with special educational needs (SEN) services between January and May, nearly the same as the 424 submitted in the whole of 2017.

The data, obtained by a freedom of information request, shows on average nearly 90 per cent of investigated complaints have been upheld. Most are likely to relate to education, health and care plans (EHCPs), a legal document detailing what support a child should get.

Sharon Chappell, the assistant ombudsman, said investigation teams were “at capacity. We are seeing wide-ranging systemic issues, councils struggling to cope and meet the statutory timescales.

“In cases where they are met, we then see issues in terms of provision and lots of problems with relationships between health and social care and education not being fully joined up.”

The LGSCO is a free, impartial service for parents who want to complain about a council’s administrative actions.

The body can set recommendations and request a council pays a parent compensation – sometimes totalling thousands of pounds.

While about two thirds of complaints are not investigated – they may not meet criteria, for instance – the sharp spike in objections shows the widespread discontent in a broken SEND system.

‘Money is nothing compared to what we’ve lost’

Emma Eveleigh, a mother of two children diagnosed with autism, has had four complaints upheld, with more than £9,000 awarded to her from Suffolk County Council in the past two years.

One ruling found the council took five months to begin trying to source therapy for her son during 2020. Another ruled the council failed to provide him with suitable full-time education



for ten months.

She said the compensation was “to make up for lost education and provision, but you can never make up for lost time in school or provision”.

“It’s nothing compared to what it would have cost the local authority to actually provide the education or provision so there is no motivation for the local authority to improve.”

And while complaints to the ombudsman can take months to process, Eveleigh said: “You know that you were right to take it that far and fight as you did. Otherwise you’re made out to be a terrible parent and people think that you’re awkward or demanding.”

Thirty-six complaints against Suffolk have been upheld since 2017, 90 per cent of those investigated.

The county follows Surrey which had 48 upheld and Kent which topped the table with 52.

It comes among a backdrop of nine in ten parents winning SEND tribunals last year. This is a separate appeal route where parents can challenge council refusals to assess a child’s needs or issue an EHCP.

Lack of transparency during Covid decisions

The FOI figures show a slight dip in complaints in 2020 as the ombudsman closed for three months during the first lockdown.

During this time, the government temporarily allowed councils to suspend their normal duty to secure EHCP provision, replacing this with a need to make “reasonable endeavours”.

When it reopened, Chappell said it found a “lack of transparency and audit trails” on how some councils made decisions during the

pandemic.

For example, a parent in Surrey was awarded £300 after complaining the council failed to ensure their son received support listed in his EHCP during the first wave.

Now, year-on-year, the ombudsman is receiving unprecedented numbers of complaints on SEN.

Chappell said inspectors are “running at full capacity” after a near 40 per cent government budget cut several years ago.

“And the way we then have to manage is to make difficult decisions around injustice and what cases we will and won’t consider.”

She added that about half of cases it investigated were children’s services, SEN and adult social care as “potential injustice is greatest” in those situations.

In Hertfordshire, Donna Sharp has had two complaints upheld, one on school transport and the other on alternative provision.

She said LGSCO was the “only thing I had” to get accountability for her child. But she said it needed more powers, such as being able to investigate schools as well as enforcement.

Many parents are also frustrated that the ombudsman cannot investigate cases that are ongoing through the tribunal courts.

LGSCO’s jurisdiction is set by the government, but its triennial review called for this to be extended to consider the actions of a school fulfilling an EHCP. The government is yet to respond.

The Local Government Association said councils did “everything they could” to achieve the best possible support and education, but it is within “the budgets made available by the government”.

NEWS

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SATs results reveal scale of Covid learning loss

FREDDIE WHITTAKER
@FCDWHITTAKER

The true scale of Covid learning loss was revealed this week with the proportion of primary school pupils meeting the “expected standard” in key stage 2 SATs falling to its lowest level since 2016.

Interim results published on Tuesday show 59 per cent of pupils achieved the “expected standard” in reading, writing and maths this year, down from 65 per cent in 2019.

It follows more than two years of disruption to education, and represents the results of the first formal tests sat by primary pupils in three years.

It leaves the government even further away from its recent white paper and levelling up target for 90 per cent of children by 2030 leaving primary school with the expected standard in reading, writing and maths.

Robin Walker, the former schools minister, said earlier this week the drop in overall achievement was “disappointing”, but “expected due to the impact of the pandemic”.

He said the rise in reading attainment, coming “despite the disruption of Covid”, was a “tribute

to the hard work and dedication of our teachers, pupils and parents”.

Walker said the government would be working to “understand the detail beneath these figures”. More statistics in September would include breakdowns by region, local authority area and pupil characteristics.

He also defended the move to hold SATs this year without adaptations, “so that we can have a consistent measure of attainment before and after the pandemic”.

No school-level key stage 2 data will be published in school league tables, but it will be shared with schools trusts and councils to “inform school improvement and support school leaders”.

Paul Whiteman, the general secretary of

the NAHT leaders’ union, said trying to draw conclusions was a “pointless endeavour... The disruption caused by Covid impacted children in many different ways,

The government needed to “do more to support schools with childhood and educational recovery of our nation’s young people”. Meanwhile, analysis by FFT Education Datalab of key stage 1 results from 620 schools that provided data for both 2019 and 2022 found similar drops.

The proportion reaching the expected standard in writing fell from 70 per cent to 59 per cent, with smaller decreases in reading and maths.

Pupils at the end of key stage 1 started school in September 2019, meaning all three of their first years of school have been disrupted by Covid.

PERCENTAGE OF PUPILS MEETING THE ‘EXPECTED STANDARD’

SUBJECT	2019	2022	PERCENTAGE POINT CHANGE
MATHS	79%	71%	-8
WRITING	78%	69%	-9
READING	73%	74%	1
SPAG	78%	72%	-6
SCIENCE	83%	79%	-4
READING, WRITING, MATHS	65%	59%	-7

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Schools can't game inspections, says Ofsted

TOM BELGER

@TOM_BELGER

EXCLUSIVE

Ofsted has claimed it is "impossible" for schools to game every part of an inspection after a series of reports of staff trying to mislead inspectors.

But experts say accountability pressures encourage such behaviour, and question how far the misconduct regime deters it.

Schools Week has seen evidence suggesting an employee at Atam Academy in Essex recently told colleagues they could hide exercise books in their cupboard.

A leaked screenshot reads: "If you have any exercise books that have not been marked, or you don't want inspectors to see due to lack of work or poor quality of work, I will leave the cupboard ... open so that you can put your books in there."

All-through Atam Academy was downgraded from 'outstanding' to 'requires improvement' last week. The screenshot had been leaked to inspectors.

Anita Notta, the new chief executive of Khalsa Academies Trust, which runs the school, said it took allegations "extremely seriously", with a "full and robust investigation" underway.

The free school's inspection in May came on the day allegations emerged that inspectors had been "misled" at Holland Park School in London.

Their inspection praised leaders, saying staff respected them and rated the school 'outstanding'. But a school-commissioned investigation vindicated whistleblowers' accusations of a "toxic" environment, and found pupils were "taken off site" during Ofsted's 2020 visit. It also claimed leaders destroyed staff questionnaires.

Meanwhile in April, Catherina Rowsell-Dickens, a former head of Wapping High School in London, admitted to a disciplinary panel that she had backdated a risk assessment before an inspection.

Teaching Regulation Agency (TRA) documents say it preceded an Ofsted visit, though the head told Schools Week it was a similar Department for Education free school monitoring visit.

Ofsted has acknowledged wider problems too, telling inspectors in 2017 to check for off-rolling, and saying in 2020



a "minority" of secondaries were narrowing their curriculum to boost grades.

But a spokesperson for the watchdog defended the robustness of inspections, saying teams "draw on evidence from a wide range of sources".

"We attend lessons, speak to staff face-to-face and through surveys, engage with pupils in and out of lessons, and use tools such as Parent View."

Inspectors also checked children's knowledge "matches what the school tells us". If pupils were sent home during inspections, Ofsted asked who and why.

"It would be impossible for a school to game all of these factors across the range of things we consider. And parents and pupils are especially helpful in providing independent verification."

The spokesperson declined to comment on specific cases. But Ofsted recently said it remained "confident" in its 2020 Holland Park visit – despite the alleged deception, which whistleblowers who triggered the visit said they flagged immediately afterwards.

After the allegations were made public in The Guardian, and following the school's investigation, Ofsted downgraded Holland Park to 'inadequate'.

Ofsted declined to comment on preventing malpractice around inspections.

But the teacher disciplinary regime is partly designed to deter misconduct, with findings published and tribunals able to ban staff.

Guidance was recently updated to encourage TRA panels to ban teachers for "inappropriate" off-rolling and exam rule breaches.

Jonathan Storey, a barrister, said recent reforms allowing government officials to refer cases could also spell more disciplinary investigations into cheating in SATs.

But Storey said the TRA was "not widely known", with many teachers only hearing of it when they were referred – limiting its deterrent effect.

Schools Week has previously revealed long waits getting cases heard too, and panels are not obliged to impose bans. Panels consider specific circumstances and could still say a ban "isn't appropriate" for off-rolling, Storey said.

The panel involved in Rowsell-Dickens' case acknowledged she was under a lot of stress" with an inspection looming. It did not ban her.

Such cases raise questions about how far the pressures of an inspection fuel deception.

Julie McCulloch, policy director at the school leaders' union ASCL, said at the time the TRA verdict was a "sign of the intense pressure" inspections placed on leaders.

Ed Dorrell, who has conducted research on teachers for the consultancy Public First, agreed there was "no excusing" cheating, but schools would always present themselves in the best possible light. "To some extent it's baked into the system. It'll never be otherwise while stakes are so high."

Jonathan Storey

Ed Dorrell



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'No conflict of interests,' says de Souza

TOM BELGER

@TOM_BELGER

The children's commissioner has brushed off conflict of interest concerns over her appointment to the board of the new National Institute of Teaching, vowing to champion "inclusion, children's voice, SEND and the quality of teaching".

Schools Week revealed on Monday that Rachel de Souza had been made a director of the School-Led Development Trust (SLDT). It was set up by four leading trusts to run the government's flagship teacher training institute.

She is a director alongside the chief executives of the four founding trusts – Oasis Community Learning, the Harris Federation, Outwood Grange Academies Trust, and Star Academies.

De Souza, a former chief executive of the Inspiration Trust, is the only other listed director, other than Sir David Eastwood, the former University of Birmingham vice-chancellor, who also joined last month. No further details are provided on their roles.



Rachel de Souza

Ian Mearns, a member of the education select committee, asked on Tuesday whether there were "potential conflicts of interests. Are you at all concerned in accepting that role it will distract in your important work on behalf of the nation's children?"

The children's commissioner said she accepted the position – offered to her by the institute's chair and Harris trust boss Sir Dan Moynihan after "carefully examining" and talking to the Department for Education about potential

conflicts.

"If there was a conflict I would get myself out of there, no question."

She said she could provide expertise on "inclusion, children's voice, SEND and the quality of teaching", adding: "If it doesn't work I'd step away."

Ministers confirmed earlier this year the SLDT had been handed a £121 million deal to run the institute, with the winners emphasising their "by schools, for schools" approach.

The first cohort of about 1,000 staff will take National Professional Qualifications in the next academic year.

National leader of education training will also start this year, but early career framework provision will start a year later than planned in September 2023 following the government's legal dispute with the Ambition Institute, a rival bidder.

The government's aim is for the institute to train 1,000 trainees a year at full capacity, but it will start with 500 in the 2023-24 academic year.

An SLDT spokesperson said the new appointments will "bring significant expertise" and help to make the NIoT a "success".

SAMANTHA BOOTH | @SAMANTHAJBOTH

Ex-DfE staff join Ofqual board in shake-up

A former Department for Education adviser and the former chief executive at the Education and Skills Funding Agency have joined the Ofqual board.

Chris Paterson and Eileen Milner are among six new members in a shake-up of the exam regulator's board.

Paterson joined the Education Endowment Foundation last year after leaving his post as senior policy adviser to then-education secretary Gavin Williamson. He had advised five different education secretaries over seven years.

Milner was the funding agency's chief executive from 2017 to 2021, before becoming chief executive of Cambridgeshire and Peterborough Combined Authority.

Also appointed on a three-year term is Cindy Leslie, chair of governors at Channing School, an independent school for girls in Highgate, north London.

She is also a member of Women2Win, an organisation that "aims to increase the number of Conservative women in Parliament and public life".

Hardip Begol, the chief executive at Woodard Academies Trust, Clare Pelham, the chief executive of the Epilepsy Society and Mark Farrar, the former chief executive of the Association of Accounting Technicians, have also been appointed.

Meanwhile, the Department for Education has reappointed Susan Barrett, a former audit partner at Deloitte, Matt Tee, an executive director at Guy's and St Thomas' NHS Foundation Trust, and Frances Wadsworth, a deputy further education commissioner.

Hywel Jones' current term has been extended by two months until September. He is chief executive at Bedford College Academies Trust.

Ian Bauckham, Ofqual's chair, said the members have a "rich range of experience including in education and public service".

"They are joining Ofqual at a very exciting time, now that the first set of GCSE, AS and A-level summer exams since 2019 has taken place. They will bring invaluable insight and advice in the years ahead."

The board makes sure Ofqual carries out

its legal responsibilities and shows "integrity and objectivity" in regulating exams and assessments.

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OFQUAL BOARD:

Ian Bauckham (chair)
Dr Jo Saxton
Susan Barratt
Hardip Begol
Mark Farrar
Hywel Jones (steps down in August)
Cindy Leslie
Dr Catherine McClellan
Eileen Milner
Chris Paterson
Clare Pelham
Dame Christine Ryan
Matt Tee
Mike Thompson (steps down in August)
Frances Wadsworth

NEWS

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Schools review uniform policies to embrace eco-friendly options

AMY WALKER
@AMYRWALKER

Recycled plastic ties, trousers made from wood pulp and fifth-hand blazers might sound like the overture for an ambitious GCSE textile project, but these garments are paving the way when it comes to sustainable school uniforms.

With schools now obliged to review uniform policies under statutory guidance intended to reduce the cost to parents, opportunities have also risen to embrace a more eco-friendly approach.

Parents at nine schools belonging to the Consilium Academies Trust, in the north of England, will no longer have to buy new branded uniforms for pupils – with the exception of blazers. The trust will also hand out free sustainably-sourced ties.

Made of yarn produced from plastic bottles in a Lancashire mill, the ties will also be delivered directly to each school in a bid to keep its carbon footprint low.

According to David Clayton, the trust's chief executive, "environmentally conscious" pupils are



Uniform at Heworth Gate School in Gateshead

largely behind its green policy drive.

"They're holding us to account for the decisions we make and the way we operate," he said, adding the trust was only "at the start of a journey. Cutting down on plastic stationery is next on the list.

Rosalind Shaw, a mother of two, who has been running a uniform swap shop at St Columba's United Reformed Church in Wolverhampton since 2019, said often it was children leading their parents through the doors.

The shop, which receives donations from schools now obliged to ensure second-hand options are available, offers entire kits that otherwise might end up in landfill.

"It's cool to recycle and do things that are environmentally conscious now," Shaw said. "One



Uniform swap shop in Wolverhampton

little girl asked me if I could calculate the weight of what she was taking and how much Co2 it would save from being released if she had bought new. They want to make a huge difference."

Suppliers too are getting onboard. Trutex, a schoolwear company that is expanding its use of sustainable materials, including viscose sourced from wood pulp, has launched a service to sell on used garments.

A recent survey of academy trusts found while only a few prioritised environmental sustainability, more than half of the 328 surveyed were developing a strategy. Just under half had a strategy to become carbon neutral.

A Confederation of School Trusts report said the "ongoing quest for environmental sustainability" was clearly gathering momentum.

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Ian Nurser,
Executive Headteacher,
St. Peter's CE School

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EDITORIAL

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We can't let Boris's ego sink the recovery ship

Whether or not her colleagues took their decisions lightly, the fact remains that as of Thursday morning only Baroness Barran remained to steer the education ship.

Will Quince, Alex Burghart and Robin Walker took to the life-rafts mere days after we found out quite how badly Covid has primary school children. Only 59 per cent of them achieved the 'expected standard' in reading, writing and maths this year, down 6 points from 2019 and the lowest since 2016.

Meanwhile, Captain Zahawi was airlifted from the deck a week after committing to pursuing a better pay settlement for teachers from the Treasury – where he now sits, presumably pondering whether to accede to his own request.

On Thursday, Michelle Donelan took the helm – before deciding on Friday that the ship's moral compass couldn't be trusted after all. And so here we are, with a caretaker secretary of state.

James Cleverly starts with no junior commons ministers. So where does this leave the ship now?

Zahawi's schools bill – or at least its first 18 clauses – has already been partly sunk.

The SEND green paper is at a delicate stage, but fixing the broken special needs system will now likely come to a grinding halt.

We can't afford it to sink, too, just because it has crashed against the iceberg of Boris Johnson's ego.

This all comes as the CAMHS system barely keeps its head above the water – drowning, not waving.

Is it any wonder we couldn't get enough teachers again this year to come aboard? Is anyone surprised so many have chosen to jump overboard before this point?

A systemic error of titanic proportions must surely now be set right. Playing tiny violins and shifting deck chairs just won't do anymore.

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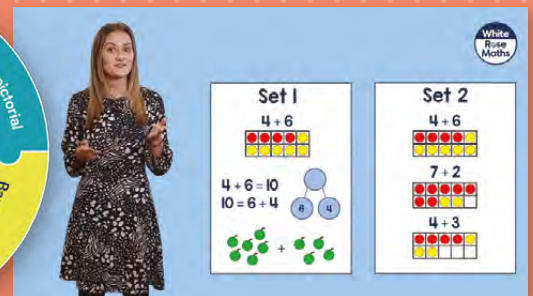
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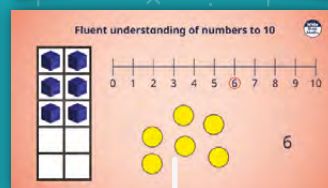
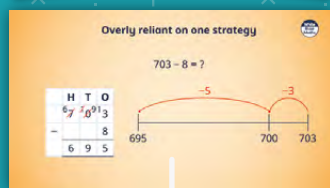
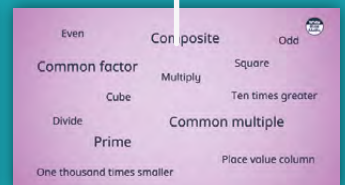
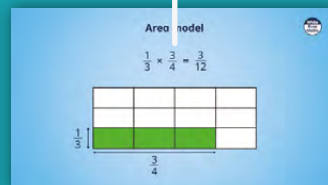
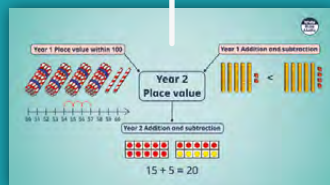
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Profile

JESS STAUFENBERG | @STAUFENBERGJ

'We've got more sedentary since Covid. Sport should be a priority'

Abbie Thorrington came within a hair's breadth of representing Britain at the Olympics. The principal of Ipswich Academy and former professional triathlete tells Jess Staufenberg why she would never now leave schools for sport

When Abbie Thorrington was 3, she had so much energy that she and her dad cycled from Ipswich to Felixstowe. For those who don't know Suffolk, that's a two-hour round trip. "My brother and sister were slowing us down," she says with a grin (NB. they were older).

It was the start of a long effort by her dedicated parents to channel Thorrington's energy (she suspects she has undiagnosed attention deficit hyperactivity disorder, and was diagnosed with dyslexia as an adult). Without her parents' guidance, she says, she would not have become a principal in her

hometown. But that same energy probably got her here: she started teaching at 26, and is a principal at 34.

Some years after the bike trip to Felixstowe, she and her dad were in a local shop where they saw a notice about a triathlon at a nearby private school.

"Neither of my parents knew what a triathlon was, but they could see it involved swimming, running and biking, which is what I did all the time," Thorrington says. At 8 she had a BMX (a low-hung bike for tricks) and was forever tearing around on it. Her dad entered her on her BMX. "It was because of

finances," she says. "I was into a lot of sports and rightly my parents wouldn't just let me have anything." Despite being on a bike not designed for racing, she won. "My dad only entered me to use up some of my energy!"

Thorrington then competed in triathlons around the country: "It would be a bad day if I didn't come home with five gold medals."

But despite this success outside school, her primary school in the deprived part of Ipswich where she grew up was failing to channel her unusual neurology and talent. In year 6, her teacher told her parents her achievement data was below average and she

Profile: Abbie Thorrington



Thorrington racing in 2010-11

would never get any GCSEs. Her father was so disgusted with the teacher, he never went to parents' evening again.

"Since then, I've got 11 GCSEs, A-levels, a first-class degree," she says. "I went back to that teacher in my primary school and I showed him what I'd done. He was surprised. I said to him: 'Never underestimate a kid again.'"

Her secondary school - and sport - saved Thorrington. Again, her parents had made a crucial intervention - they'd decided against sending her to Holy Wells High School, a local failing school. It's the school Thorrington leads today (it was an academy under the now-closed Learning Schools Trust, before it was rebrokered to Paradigm in 2015).

"If my parents hadn't done that, I wouldn't be sat here talking to you," she nods. Instead she attended the "brilliant" Kesgrave High School, which supported her. But it was many years before Thorrington could admit to her own pupils she had once been predicted to not get a single GCSE.

"It's actually embarrassing," she says. "That's how I saw it before. Now, I'm proud of it."

Thorrington has clearly climbed some personal mountains. On her office wall is a pupil's picture of two mountaineers climbing a hill. "I always tell the children we're on a journey together climbing a mountain, and sometimes you find it easy and sometimes you find it really hard." She looks again at the picture. "I didn't realise they listened that



Ipswich Academy students celebrating results in August 2021

"My dad only entered me to use up some of my energy"

much!"

But her biggest mountain was yet to come.

Her teenage life became triathlons: she dropped her beloved football. "I can't manage people who don't try! With triathlon, I only had myself to blame - with football, I've got ten others who can let me down".

Thorrington's routine was astonishing: a 5am swim, breakfast, a short sleep; then cycling, lunch and relax, run or gym, tea, bed and repeat. She was training 35 hours a week, paid by sponsors ("more than I was paid as a teacher," she notes drily) and in love with life. After her last exam in sport and exercise science at the University of Essex when she was 22, she was off again.

"My mum was waiting in the car park because I was going to the world championships in Canada. That was the kickstart of my career," she says. "I lived my childhood dream. I travelled the world free, met amazing people, and got skills that money can't buy."

But a key moment in 2012 turned Thorrington towards teaching.

"Team GB had three female spots for the Olympics. So everything is fair, there's a selection criteria. I was the third-ranked

GB triathlon athlete." In other words, she was expecting to get the third spot. She didn't - and to this day, has to live without understanding fully why.

"My childhood dream was to go to the Olympics, and that was whipped away. Literally overnight I thought I can't do it anymore. I could have only given 90 per cent from then."

A devastated Thorrington trained first as a teaching assistant in 2012, then as a PE teacher at her old school, Kesgrave High, before moving to the old Holy Wells school. in 2014 when it was in special measures. Its sponsor, Learning Trust Schools, would later admit it "hadn't done enough" to improve the school before handing it to Paradigm. But Thorrington had found a new focus. "I wanted to give the community the secondary provision they deserved. I didn't want to walk out on them."

From then on she became the school's SENco, spurred on by her own school experiences, then assistant principal when the school received a 'good' Ofsted grade in 2019, before becoming principal in 2020.

"There hasn't been a day when I've thought I will go back to sport. Sport is so cut-throat,"

Profile: Abbie Thorrington



Thorrington in around 1995 with her Ipswich Town football shirt on, alongside siblings Emily, Hannah and Chris

“Sport gave me that utter determination to never give up”

she says.

But the skills and aptitudes she gained in sport have clearly contributed to her vertical ascent to headship. “Sport and my upbringing...it gave me that utter determination, never giving up, that there’s no such word as can’t. It gave me the resilience to re-evaluate and say, let’s go again.” It could make her sound hard-edged, but Thorrington radiates a warmth and strength that makes me want to go outside and bat one for the team.

She has focused on teamwork and determination as principal at Ipswich. She has brought in a house system to encourage competition - and today, Friday, is sports day, allowing pupils to compete and be crowned a winner..

She was also concerned the school had “gone a bit downhill” as a regional sporting power, but now talented sports students are being nurtured and entered for competitions, which is “putting Ipswich Academy on the map”, she says with a smile.

But she strongly criticises the lack of government focus on physical education in schools. “It isn’t a high enough priority. We’ve got even more sedentary since Covid. When students first came back after Covid, it was scary – their ability to keep going through an hour, wanting a rest, it all suggested they hadn’t been as active.”

So now her students do endurance, speed and hand-eye coordination tests at the start and end of year, so they can track their progress. It sounds like it’s needed: just last month, type 2 diabetes referrals nationally for children jumped 50 per cent in one year, and now more than a quarter of children are leaving primary school obese.

Her school has also tapped into Paradigm Trust’s ‘Hinterland’ programme for extracurricular opportunities, taking students on adventure courses and abseiling. “One little boy rode a bike for the first time.”

Thorrington has had an



Thorrington aged eight on her BMX at one of her first ever triathlons

extraordinary life: I suspect few school leaders have been so close to selection for the Olympics. And I also wonder how many people, surrounded by the glamour and glory of international sport, would

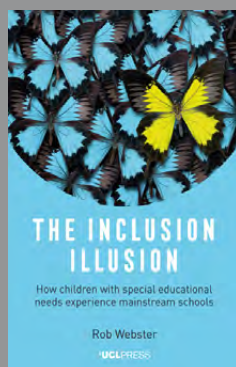
choose to become a teaching assistant.

“Before I saw myself as individual sport, I now see myself as doing team sport,” she says. “I’m 100 per cent committed.”

UCLPRESS

The Inclusion Illusion

How children with special educational needs experience mainstream schools



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Published on July 4th, and available free to download, *The Inclusion Illusion* by Rob Webster is essential reading for anyone with an interest in SEND and inclusive education.

This highly engaging book is based on findings from the UK’s largest observation study of pupils with high-level SEND, and reveals that their experience of school is characterised by separation and segregation, and the effect of this on the quality of their education. It suggests why a more authentic form of inclusion is needed, and how it might be achieved.

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Opinion

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GEOFF BARTON
General secretary, Association of School and College Leaders

The PM's carelessness leaves DfE with a crisis of competence

A new education secretary inherits a long list of pressing matters and there's no sign the merry-go-round will stop long enough to prevent crisis, writes Geoff Barton

To paraphrase Oscar Wilde, to lose five education ministers in 24 hours looks more like carelessness than misfortune.

The carelessness in this instance is of course Boris Johnson's, whose ongoing leadership crisis has resulted in Nadhim Zahawi's elevation to chancellor, the resignations of ministers Will Quince, Robin Walker and Alex Burghart – and now the resignation of Michelle Donelan, promoted just 36 hours ago to Zahawi's vacant seat.

For a few hours, the DfE was left nearly empty; Only Baroness Barran remained. And now James Cleverly and his incoming team will need to learn their briefs and sort out their priorities.

And what a lot there is to sort out. Centre stage is the schools white paper which sets out very ambitious targets for raising literacy and numeracy attainment by 2030, as well as the considerable challenge of restructuring the entire education system to become MAT-led.

There is no additional resource

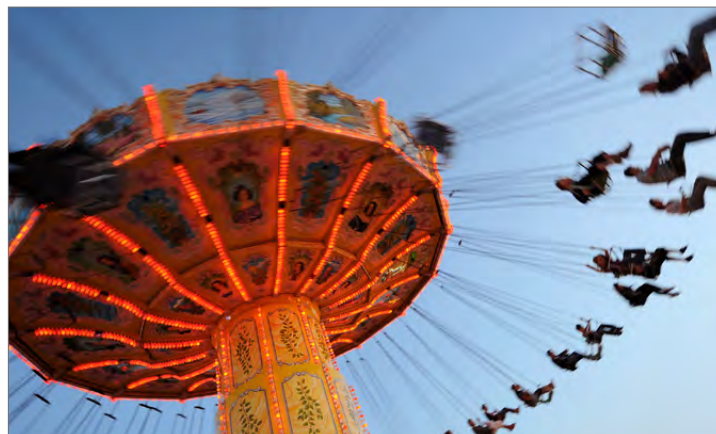
to achieve the attainment targets – which in order to be achievable at all obviously require substantial extra support for children, especially those with special educational needs, those from disadvantaged backgrounds and those particularly affected by the pandemic. Neither is there any real sense of how the envisaged major restructure will be achieved. Much of

that detail is left to be worked out by the recently announced regulatory and commissioning review.

To make matters more confused, a large section of the schools bill which is meant to underpin elements of the white paper has been withdrawn.

And then there are the issues that the government appears to be attempting to ignore, but which are actually the real and pressing problems facing schools and colleges.

The first is a crisis in recruiting and retaining teachers, leaders and support staff. Schools and colleges are experiencing very severe problems in filling vacancies. This not only makes the aforementioned attainment targets near-unattainable but puts existing standards gravely at risk.



A key element of this crisis is the question of teacher and leader salaries, which have been eroded in real terms by one-fifth since 2010 by a succession of government-imposed pay freezes and below-inflation awards.

This issue will reach a critical point

“The sector needs stability. Instead there is chaos

before the end of the summer term with the expected recommendation of the School Teachers' Review Body for the 2022-23 pay award, and the new secretary of state's response. If this falls substantially short of inflation – as looks likely for many pay grades – this could lead to both short-term disruption from industrial action and much more significant longer-term disruption of a worsening teacher supply crisis.

Then there is funding. Schools and colleges are facing huge rises in energy prices, as well as ongoing costs in covering for Covid absences with supply staff – and there is a fresh spike in infections happening at the moment. They will struggle to afford the cost of any pay awards unless

they are fully funded by government, let alone the substantial rise that is needed to improve recruitment and retention. The government will insist that it has increased the level of funding, but it knows full well that this comes after a decade of real-terms cuts which has impacted provision. If it does not fully fund next year's pay award, it is inevitable that there will be more cuts.

All of this means that now – more than ever – the education sector needs political leadership that is strong, stable and clear-sighted. Instead there is chaos.

And unfortunately there is nothing new about this. We have had eight education secretaries in the past eight years. Nadhim Zahawi was in post for less than a year. Donelan, 35 hours. Yet this is a brief that requires a deep understanding of a complex sector. In recent years incumbents have hardly had time to find out where the toilets are located. It is not a recipe for the continuity that the sector needs, and frankly the political merry-go-round that has become commonplace is simply not good enough.

Thank goodness schools and colleges are not run in the same way as government. If they were, they'd have been placed in special measures long ago.

Opinion

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MARY BOUSTED
Joint general secretary, National Education Union

While the schools bill crashes, it's our schools that burn

The smouldering wreckage of the schools bill suggests this government is even more tired than the teachers it keeps letting down, writes Mary Bousted

The schools bill has crashed spectacularly in the Lords, so spectacularly that ministers have withdrawn its first 18 clauses – without which it loses its *raison d'être*. There can be no clearer indication of a rudderless and exhausted government. Hailed as a major piece of legislation, lauded as the means by which the governance of our schools would be rationalised, ministerial aims to have all schools in strong MATs by 2030 now look hugely ambitious and frankly unachievable.

The pressing question, surely, is: why was this allowed to happen? Why did a bill that was clearly so rushed and contained such badly drawn legislation ever get to the Lords, only to be annihilated by the less-than-friendly fire of previous Conservative secretaries of state. Kenneth Baker warned: "It's a real grab for power by the DfE. [...] I think they should be watched."

He is right. This government should be watched, if only as a stellar example of how to lose

friends and alienate people. Unable to convince even those who should be its friends, it has successfully managed over its 12 years in power to comprehensively alienate the nation's teachers. Witness the government's towering achievement in decimating teacher supply. The applications for initial teacher training are down 20 per cent on

“Ministers have little to say about the real issues facing schools

2019, the last comparable pre-pandemic year. Even more seriously, teachers leave the profession in droves. One in four do so within two years of qualification and one in three within five – and recent NFER research shows those numbers are even worse for BAME teachers.

No education system can improve without good teacher supply. But successive ministers seem to prefer to focus on reform of the system over solving the real problems that cry out for attention. Where are the government's plans to tackle these? Where are ministerial proposals to reduce child poverty which creates 40 per cent of the attainment gap before children start school, destroying lives so desperately



early? Where are plans to support post-pandemic recovery for all children and young people beyond projecting the illusion that Covid's long shadow no longer falls over schools? Where are the promises to reverse the 40 per cent cuts to central funding for local authorities since 2010 that have resulted in

pay award of five per cent for the more experienced, who know very well that their pay has been cut by 20 per cent in real terms since 2010. Ministers should be acutely aware of this, as they should also know that teachers at the start of their career and with several years of classroom experience are exhausted, having experienced a greater intensification of workload than any other profession. Teachers are sick and tired of being thanked for their invaluable contribution in the pandemic. They know, as the saying goes, that warm words butter no parsnips.

In the end, tired and exhausted governments get found out. Voters begin to notice the lack of a policy roadmap to make a real and material improvement to their lives. They begin to tire of announcements of government action that lack any substance. And they increasingly resent being led by a prime minister whose constant war on woke fails to conceal his mendacity.

We are, perhaps, at such a moment now – and not before time. Let us hope that whatever follows douses the flames of the schools bill, the wreckage of the DfE, and the tinderbox they have made of our schools.

Opinion

DO YOU HAVE A STORY?
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Renewal of the PE and Sport Premium for another academic year is welcome, writes Gary Palmer, but we need greater scrutiny given the sums involved

This month marks the tenth anniversary of the London 2012 Olympics and last week, the government announced that it has committed to investing a further £320 million into the PE and Sport Premium designed to secure the event's legacy by supporting primary schools to increase physical activity.

Any such investment should be commended for its commitment to improving young people's health and wellbeing, and especially so after the toll of pandemic. With the level of funding being so high, I'm sure the PE and school sport sector will be unified in welcoming this investment.

Legitimate concerns have been voiced about the announcement coming so close to the end of the academic year, and the fact that it is only confirmed for a single year. But the sheer fact is that this does still present a fantastic opportunity.

Since 2012, it brings the government's total investment into primary school sport to an impressive £2.2 billion. It's a mark of ministers' ongoing commitment to the 2012 London Olympic Games legacy and the intention to improve PE teaching in England's primary school sector that forms an important part of it.

However, a recent article by Dr Vicky Randall and Gerald Griggs that explored the delivery of that intention concluded that the investment had failed in one key respect. Because a significant number of schools have chosen to outsource their PE delivery to sports coaches and instructors, the sizeable investment has not translated into an increase in the "confidence,



GARY PALMER

Strategic Advisor for Children and Young People, London Sport

More investment in sport and PE requires more accountability

knowledge and skills of all [primary] staff in teaching PE and sport".

To see the real value of this investment, therefore, and secure long-term funding from government, we must learn from what has gone before and take corrective action. Without sustained and sustainable

back in 2014 with reviewing school websites to ensure schools were reporting how they had allocated, or spent, the investment.

A painstaking and at times painful task without the required capacity or mandate to visit and/or challenge schools on their

“Investment has failed in one key respect

change in the profession's capacity, it's unlikely the treasury tap will stay open indefinitely.

So first, there needs to be greater accountability. I was part of the Active Partnerships network tasked

spend, this monitoring process was removed altogether in 2018. Since then, schools have been required to publish details of how they spend their PE and Sport Premium funding by the end of the summer



term. This is now monitored by the Department for Education, who have taken on the unenviable task of sampling a selected number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment.

But anecdotal evidence suggests that a number of schools continue to slip past DfE monitoring and accountability checks. Surely the time has come for greater levels of scrutiny, given these considerable sums of money?

Secondly, schools should be reminded of their duty, and held to account for how they are using the investment, to address each of the five key indicators in a targeted way. It simply isn't good enough for schools to use this funding however they choose, and those who do put the future of this funding at risk.

In collaboration with the Youth Sport Trust, the Association for Physical Education produces an excellent reporting template that schools can use to report on the impact of their spend. So there is really no excuse to get that wrong.

Primary schools play a significant role in helping to achieve the Olympic legacy of driving up engagement in sport and physical activity. In turn, this has the potential to be transformative for young people's wellbeing, not just for the Covid recovery but for life.

So I hope they will take full advantage of this continued investment to truly embed positive experiences for all their pupils. And from now on, to ensure the investment is well accounted for and leading to a transformation in teachers' capacity to do this work themselves.

Opinion

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JO TYLER

Chief operating officer and deputy
CEO, CORE Education Trust

Uniform discipline can help families through this crisis

Uniform was already too expensive before the cost-of-living crisis, writes Jo Tyler, but we can reduce costs and get another step closer to normal school life

With the end of another challenging term approaching and as the cost of living soars, causing families to struggle to pay for basics, let alone any extras, the Department for Education's new uniform legislation comes not a minute too soon. These new statutory rules require schools to think about the total costs of their uniform, keep branded items to a minimum and put value at the heart of their policies.

For parents, these rules are welcome news. I remember only too well the eye-watering price tags on simple uniform items and the speed with which they were outgrown. And that was before the current crisis. Nowadays, a full uniform can set you back a triple-figure sum. That is simply out of reach for too many, and it's a good thing schools are being told to strip it back and keep things affordable.

Recently, some schools have looked at the pressures on their families and continued with the more relaxed uniform policies brought

about by the pandemic response. I understand and empathise with their thinking but have also seen first-hand the benefits a uniform can bring to students at my schools in central Birmingham, freeing them from the daily pressures of looking 'right' and the stigma that exists between the haves and have nots. In addition, confidence and pride

“New uniform legislation comes not a minute too soon

flourish with a shared dress code and the significance of wearing of your school tie.

So we are trying to keep the best bits of uniform while introducing a range of measures to spare the parental purse. Some of the things we have tried across our trust include:

Keeping it simple

We have already made changes to our uniform policy to ensure most items can be sourced in high street shops and supermarkets, rather than specialist suppliers. The price difference is stark and to my mind unjustifiable. Other initiatives have included buying branded PE tops for students and introducing coloured



socks, or team bibs, instead of a full school PE kit. That's a big saving we find is popular with parents.

Swap shop

We have a thriving scene for sharing pre-loved uniform and we incentivise students to hand in good-

that are a bit too small. We know this can worry young people, and is sometimes the cause of friction or unkindness within peer groups. As a result, our schools are keeping stocks of spare uniform, including shoes, to discreetly hand out items where we identify a need.

Own-clothes days

These can be a lot of fun for some students, but a huge source of stress for others. We limit these at our trust, and some of our heads don't allow them at all. Whatever their choice, we respect it as a trust. Identity is important to everyone, but particularly to young people who are just learning to understand and feel comfortable with theirs. And our heads know best what works for their communities.

We can't know when the current cost of living crisis will end, but we do know our families rely on us for more than just their children's education. It's good to see these challenges being acknowledged. Many trusts and schools are looking for solutions that may help, and I hope the new DfE guidance will usher in an affordable return to full uniform everywhere.

condition blazers by offering them a free leavers' hoodie in return. We're finding it really works: our shelves are well stocked and this is a huge help to new parents kitting their kids out for the first time

Giveaways

Always a believer in the carrot over the stick, we offer free school ties to new families when they return their joining forms. It's worth it, just to have that mammoth admin task ticked off.

Spares

Not every parent is able to send their child to school looking smart. Increasingly we are seeing students coming in worn clothing, or shoes

Opinion

DO YOU HAVE A STORY?
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DR PATRICK
NGUIPDOP DJOMO

PROFESSOR PUNAM
MANGTANI

Co-chief investigators, Schools Infection Study, London School of Hygiene & Tropical Medicine



Why schools' pandemic lessons are not just for the children

Schools have contributed a huge amount to our pandemic understanding and readiness for the future, write the leaders of the Schools Infection Survey

The Covid pandemic has impacted us all, but some of the hardest hit were schoolchildren. And while there's plenty of anecdotal evidence from pupils, parents and teachers who experienced the challenges first-hand, we may not know the full implications for young people for many years.

To support the pandemic response and recovery, and in an effort to provide the UK government with the most accurate information available, our Schools Infection Survey (SIS) was formed as a partnership between the London School of Hygiene & Tropical Medicine (LSHTM), the UK Health Security Agency (UKHSA, then Public Health England) and the Office for National Statistics (ONS). The study was funded by the Department for Health and Social Care.

We explored factors such as infection rates, antibody prevalence, mitigation measures, mental health

and long Covid in schoolchildren, collecting data from them, their parents and headteachers.

Mitigation and response

We conducted surveys that allowed us to ascertain that our headteachers were taking

ventilation and mask use seriously. And these surveys also meant we could investigate how mitigation measures implemented in schools were received. For instance, many schools were struggling with maintaining air flow in classrooms during the colder winter months, so we used our headteacher questionnaires to explore their experience of monitoring carbon dioxide to help balance ventilation with sufficient warmth.

One headteacher participating in the SIS project told us a key challenge he and many in his position faced was in communicating the need for preventative measures to parents who wanted to 'return to normal'.

"There was a lack of understanding," explained our participant, "that we were [...] trying to do our best to keep everyone safe."

Infection rates

Meanwhile, with access to the world-leading UKHSA labs, we were able to measure antibodies in young people's saliva samples, which allowed us to uncover key trends in schools. For example, by February 2022 nearly all children age 11 and above involved in the study had antibodies against Covid as a result of both natural infection and vaccination. In comparison, only 60 per cent of children age five to 11 had antibodies, mostly from natural infection. At this stage, children under 11 had not been offered the vaccine.

It was crucial information like this – combined with national data from

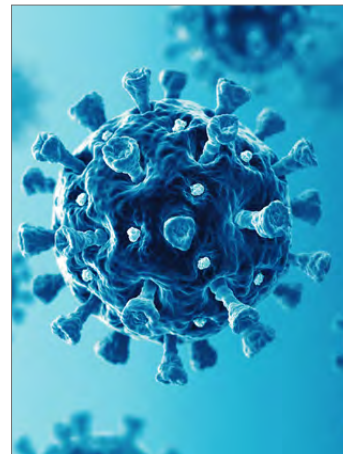
“Crucial information like this helped schools stay open

the pupil school census, vaccination levels and other Covid surveillance – that helped schools stay open in 2022 and informed the decision to offer younger children the jab.

The pandemic's long tail

Our survey responses also increased our understanding of the risks of long Covid among school-aged children and its impact on their wellbeing and mental health. We hope this information can continue to build our knowledge of how long Covid manifests and how best to support those children suffering from it, both in terms of their health and as a result of being away from the classroom for so long.

One of our most poignant statistics



is that over half of secondary school students reported 'struggling with motivation' as the main barrier to learning at home. This shows the importance of face-to-face learning, not just for their educational progress, but their health and wellbeing.

Overall, the SIS project has not just influenced how the UK responded to the pandemic to protect school children and staff, and it will inform future best practices too. There is still a lot to learn to help future pandemic preparedness, and current and future analyses of the SIS data will provide additional insight.

For that, the SIS team would like to thank schools, their staff, children and families for their support and contribution to one of the largest collective surveys globally. No one wants to think of another deadly outbreak, but emerging diseases are a risk we have to live with and there is no doubt that you have contributed not only to our recovery and resilience, but to framing insights and support for the future.

For now, let's make sure we don't forget the lessons: schools are vital to communicating with communities, and mitigation is vital to keeping schools open and doing what they do best.

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Reviews

BOOK REVIEW



Unpacking School Lunch

Author: Marcus B. Weaver-Hightower

Publisher: Palgrave Macmillan

Reviewer: Andy Jolley, school food campaigner

It's not often someone outside the rarefied air of celebrity cheffdom publishes anything on school meals, certainly not one who promises help with "understanding the hidden politics of school food". So it was with a boundless sense of anticipation that I opened Marcus Weaver-Hightower's book.

Pitched as just as relevant to UK readers as it is to its intended American audience, it's a heady trawl through the professor's personal experiences, the history of school food, political dogma and policy lessons to be avoided. But its focus, and its failing from the British reader's perspective, is that so much of it is about school meals policy in the US.

It's not a bad read; the author does his best to keep the book flowing and interesting while overlaying some of the more arcane socio-political constructs. However, if the conflict of American neo-liberal discourse versus neo-conservative hegemony isn't your carton of milk, much of the first three quarters of the book can feel quite a drag. But if it is, then this 160-page slog through the awfulness of the American political and economic system laid bare via the medium of school food should hit the spot.

The reprieve for those of us on this side of the Atlantic comes in the shape of the 40 pages that make up chapter five, where we are led through a potted history of our own Universal Infant Free School Meals policy via one of the most devastating pieces of writing I've ever read. It's eviscerating of both Michael Gove and Henry Dimbleby as it logs their contribution to the school food plan and pitches it as political spectacle,

a neo-liberal exercise in obfuscation that ultimately adds up to nothing more than a repackaging of existing ideas.

Weaver-Hightower is unabashed in his criticism of Gove exempting academies from the food standards, and outright disdainful of former management consultant Dimbleby's opportunistic self-promotion. Strangely, the Lib Dems avoid the same roasting despite their role in policymaking as members of the coalition government at the time.

Some of us remember the now-president of global affairs at Meta Platforms, Nick Clegg, promising us that universal infant free school meals was "the best intervention". In reality of course, it has had little, if any, impact and seems to be a policy withering on the vine – underfunded, unloved, a last totem of the Lib Dems' short time in government.

Bringing everyone right up to date, the chapter ends on the author's consternation that the main protagonists of this political storm in a teacup are somehow now in charge of 'levelling up' and the national food strategy. You and me both, Mr Weaver-Hightower. You and me both.

Sadly, however, though meticulously well researched, ultimately the book suffers the same fate as so many that attempt to analyse policies across international borders. While a common language may bond us, so much around the setup, the funding models and management make it impossible to draw practical lessons from any comparison. There are some interesting philosophical arguments around school meals provision, but the pragmatist in me doesn't see these as overly relevant or transferable to the UK systems.

The undoubted highlight of *Unpacking School Lunch* is the way it serves up Gove and Dimbleby as canaries in the coal



mine. We tend to haughtily assume the American example is always the poorer one, but in this case our policy stands as Weaver-Hightower's warning label to American consumers.

Unfortunately, the book's chief policy solution is in fact universal free meal provision, which it offers up as a dietary cure for all that ails the American education system. Which seems rather to have missed the point of the English example.

We can certainly agree with the conclusion we are encouraged to come to, that allowing people like Michael Gove and his Etonian mates to make policy doesn't always end particularly well. It most certainly applies to free school meals, and very probably to a number of other contexts.

But on the whole, its menu recommendation is unlikely to leave its American readers satisfied, and certainly won't wow the British palate.

Reviews



Our blog reviewer of the week is
Gerry Robinson, executive headteacher,
Haringey Learning Partnership

@gerryrobin5on

Helping Your Child Manage the Move from Primary to Secondary School

@YoungMindsUK

For those of us who've been in education a long time, it is easy to forget how many 'firsts' our young people and their families experience and what a significant moment each can be.

One of the biggest is the move from primary to secondary school, a time that fills many with both pride and trepidation. It is helpful, therefore, that parents and carers can turn to blogs such as this one by Young Minds, which provides guidance on how to manage the upcoming transition. With simple yet invaluable advice from their experts, including a particular focus on children with special educational needs, parents and carers will feel reassured that they can offer support for their child as they take this next step.

Importantly, the blog shares the experiences of parents and carers themselves – the fears, the excitement, the top tips – leaving those for whom being a secondary school parent/carer is a 'first' with the comforting knowledge that many who have gone before them are willing and able to share their wisdom.

TOP BLOGS of the week

On Kindness: Intentionality, #DEIJ, and Difficult Decisions

@savageeducation via @DiverseEd2020

This post by Matthew Savage for Diverse Educators is short, direct and spot on. No longer, he argues, can we rely on school assemblies promoting 'random acts of kindness' to build a more empathetic and equitable world. We must instead choose intentional kindness, "unconditionally and without expectation".

Underpinning Savage's writing throughout is his experience of people's lack of kindness when travelling as a wheelchair user. If schools teach children and staff that kindness is random, he ponders, we risk overlooking and excluding those who already face a world of unkindness and discrimination, thereby increasing their marginalisation.

Matthew's view on kindness as the cornerstone of any school's diversity, equity, inclusion and justice (DEIJ) strategy is compelling, and one I urge all school leaders to consider ahead of next academic year.

How to Apply for a School Uniform Grant and Get up to £150

@SkintDad

With the cost of living crisis a rising concern for increasing numbers of parents and carers, this blog full of non-judgmental, concrete guidance about how families can mitigate the impact of the

school uniform and equipment burden is worthy of attention and circulation.

Here, Naomi Wills, co-founder and editor of financial advice blog Skint Dad, draws on her experience as a parent struggling to make ends meet. And while her tips are aimed at those with children of all ages, they will be of particular interest to those whose children are moving to secondary school – a time when uniform prices can skyrocket.

As Willis notes, the school uniform bill aimed at limiting school uniform costs has been approved; however, many families heading to the shops in the coming weeks will not benefit just yet. So her guidance for grant applications is complemented by other money-saving avenues to explore, making this an indispensable read.

Keeping an Eye on EDI and Anti-racism

@Penny_Ten and @ojukomiller

In another blog on equity, diversity and inclusion, fellow *Schools Week* contributor Penny Rabiger has teamed up with Professor Paul Miller to share their concern that anti-racism work in schools and other organisations has been 're-routed'.

Rabiger and Miller reflect on the global awakening to the importance of anti-racist action after the brutal murder of George Floyd, which brought global attention to existing anti-racism efforts. As the dust has settled, they argue, focus has begun to drift towards a more general approach that dilutes or sidelines this complex, challenging, but fundamentally crucial work.

"There is a value in looking at EDI through an intersectional lens," states Miller, but warns us about sacrificing depth for breadth.

We know that there are specific issues in schools – from exclusion rates, to KS4 outcomes, to lack of representation – which desperately need that "depth of focus". With this in mind, though not strictly an education blog post, it is nonetheless a must-read for any school leader or educator committed to tackling these challenges.

Research



Teacher Tapp will review a research development each half term.
Contact @TeacherTapp if you have a topic you'd like them to explore

So ... what has the pandemic changed?

Iain Ford, senior data and reporting analyst, Teacher Tapp

It's not been a simple few years, has it?

Having swept across the globe many times over, the pandemic appears to be rearing its head once again. Alongside growing domestic and international uncertainty, it continues to dominate headlines, and not least in the education press as schools struggle through ongoing disruption to attendance and exams and focus their efforts on mitigating learning loss.

Amid the noise, it can be difficult to see the smaller, positive changes that have occurred in that time. Two and a half years is a long time, and lots has changed. Not all of these changes are because of the pandemic, and even among those there is plenty to celebrate. So for my last article of the school year, I wanted to end on a high and focus on the silver linings that may have gone unnoticed in this tumultuous period.

At Teacher Tapp, we've been tracking a wide range of aspects of school life before, during and as we learn to live with Covid. So we have dug into our archives, and re-asked lots of questions to our 8,000-strong teacher panel to see what's changed. Here's a round-up of a few quirks and oddities we've noticed.

Greater awareness of mental health

Video calls opened windows into colleagues' lives that some had never seen before. This window also opened people up, leading to more conversations about self than before. The pandemic encouraged people to talk about mental health - and it appears to have had an effect on schools too.

In the pre-pandemic days of 2018, just 42 per cent of teachers reported that they were encouraged to speak openly about their mental wellbeing in



their schools. Today, that number has risen to 65 per cent. In fact, headteachers appear to be actively encouraging this, with 98 per cent of heads saying such conversations are encouraged.

This marks good progress, but there is still some way to go. While 43 per cent of teachers say their school has a mental health policy (up from 23 per cent in 2018), almost one in three teachers didn't know! So, if you're a headteacher who has one and have any reason to suspect some or all of your staff may not be aware of it, a reminder won't go amiss!

More relaxation about exams?

This year we've said goodbye to TAGs and CAGs thanks to the return of exams. Only time will tell how effective the government's halfway-house approach will be in awarding grades. But despite this year being the first cohort of students since the pandemic to face exams, teachers appear more relaxed than previously.

On average, teachers thought that a student should do between one and two hours of revision per day in the Easter holidays, dramatically less than

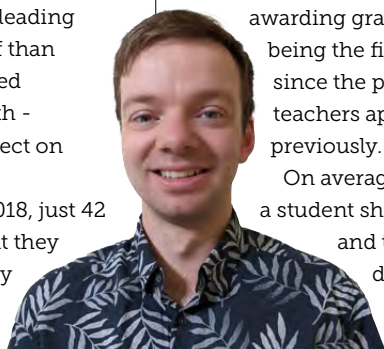
when asked in 2018! Back then, teachers thought they should do between three and four hours per week. And this is in spite of Easter being almost two weeks later this year.

Something has changed - but we're not sure what. One reason may be because more teachers said they comfortably completed their GCSE course this year than back in 2019 - 43 per cent in 2022 compared with 32 per cent two years ago. It's not implausible that the advanced information released by exam boards helped in this regard

Holidays to look forward to again!

While some things have changed, others are now (thankfully) back to normal. After two years of disrupted summer breaks and limited opportunities for holidays, it appears that teachers' ability to rest has returned. This year, 35 per cent of teachers say they have already booked a summer holiday to go abroad - the same percentage as in 2019.

So as the summer term draws to a close, here's hoping teachers and school leaders get their well-earned breaks. Flight cancellations remain a possibility, but even if you don't get above the clouds, there are plenty of silver linings to admire from your deckchair.





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BLOGS: YEARLY ROUNDUP

This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. Here's their pick.



PENNY RABIGER, DIRECTOR OF ENGAGEMENT AT LYFTA EDUCATION AND A STEERING GROUP MEMBER OF THE BAMEED NETWORK

@PENNY_TEN



ROBIN CONWAY, DIRECTOR OF RESEARCH AND INNOVATION AT JOHN MASON SCHOOL

@JMSREFLECT



RUBY BHATTI NATIONAL LEADER OF GOVERNANCE, YORKSHIRE AND THE HUMBER

@RUBY_BHATT_OBE



DAN MORROW, CEO, DARTMOOR MULTI ACADEMY TRUST

@MOREMORROW

Most memorable blog posts of 2021-22

Penny Rabiger

The School Should Be Podcast

@zaharachowdhur2

This podcast series for educators is run by educator Zahara Chowdhury and has an excellent breadth of discussion with a broad range of guests. It covers topics from wellbeing to finance, through to prejudice and the school system.

Each podcast episode is between 40 mins to an hour long and aims to give students, teachers and professionals a voice to discuss what they think schools should be for all who work and learn in them, as well as for their families and communities. It's definitely worth a listen if you work in education and want to stay connected to enquiry around what schools should be.

Robin Conway

Welcoming Refugee children

Silvana Richardson via @BellFoundation

This post is actually the first of three (with a related webinar) in which Silvana Richardson summarises some important thinking about supporting refugees in UK schools. Richardson summarises training from Refugee Education UK's chief executive Catherine Gladwell and outlines some of the key issues staff should be aware of in relation to prior educational experiences and the key challenges refugees face in joining a school in the UK.

An awareness of these issues seems vital for all teachers at this moment in time, and the blog is packed with useful links for further ideas and resources, not least the next two blogs in the series which offer a number of practical and policy suggestions. If you share the aim to "ensure a smooth induction period for these learners and their families", this is a great place to start.

Ruby Bhatti

Talking Our School Into Existence

@MrNickHart

I reviewed this wonderful blog by Nick Hart earlier this year and it's been transformative for me as a governor and trustee. The post focuses on how important it is to have the 'right conversations' with leaders and with school staff, and following Hart's advice has had immediate effect. I've received feedback from staff that these right conversations have positively impacted them and even changed some minds about leaving the education sector.

For me, the most impactful aspect was its reframing of professional conversations in such a way that putting a human touch at the heart of changing school culture makes a positive difference to individuals without compromising expectations.

Dan Morrow

A more affirmatory conception of SEND

My blog of the year is a compelling, intelligent and compassionate piece in which Ben Newmark and Tom Rees delve under the skin of inclusion, and the systems and structures we have created around meritocracy in particular. Both draw upon personal as well as professional experiences to argue that the ingrained deficit approach we have developed leads to a majority being found wanting and posit that we are entitled to better – "a more ambitious and fuller articulation of what a good life is".

The counter-narrative they present is one that looks to breadth and depth of provision and expectations, moves away from measurement towards value and avoids playing the "meritocratic game". I have read it many times already and find my thoughts and my heart drawn back to it daily.



BLOGS: YEARLY ROUNDUP



This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. Here's their pick.



JON HUTCHINSON, ASSISTANT HEAD, REACH ACADEMY FELTHAM AND VISITING FELLOW, AMBITION INSTITUTE

@JON_HUTCHINSON_



NAUREEN KHALID, CHAIR OF GOVERNORS AND TRUSTEE, CONNECT SCHOOLS ACADEMY TRUST

@5NAUREEN



MARY HIND-PORTLEY, ASSISTANT SUBJECT LEADER (ENGLISH), HILLSIDE HIGH SCHOOL, BOOTLE

@LIT_LIVERBIRD



MELISSA JANE, CLASS TEACHER, CASTLE SCHOOL, CAMBRIDGE

@MELHJANE

Most memorable blog posts of 2021-22

Jon Hutchinson

Teaching in a small school

@joannapple

Blogs, at their best, offer a kind of magic. One click, and you're transported into a world that you may otherwise never encounter. And Jo Luxford's blog on teaching in a small, rural school is a world that we should all pay more attention to.

Too often, when education policy is being cooked up, it's large schools in urban centres that are front of mind. Small schools like Luxford's are an afterthought - if they're given any thought at all. So, with the clarity and insight that comes only from years of hard-earned experience, she sets out the unique challenges and the joys of "embracing the idiosyncratic beauty of village school life while remembering that we are not a living history exhibition".

This is a blog that reminds us of the many worlds of education in England, and brings me a sense of relief and gratitude that people like Luxford are leading them.

Naureen Khalid

Need not diagnosis

@RoseUnwin

Published this week, this is a very late entry for blog of the year - but it should be required reading for all.

At times, Unwin's account horrified me, but it is also, I think, a hopeful piece that addresses how we see and how we should see people with learning disabilities. Discussing various contradictions, such as the fact that labelling a learning disability doesn't guarantee a good life, Unwin argues that it's more important to provide support according to need than diagnosis. He also questions the ideas of 'normality' and meritocracy and would like us to have an honest discussion around learning disabilities.

As Unwin says, "We have to do better". Blogs like this can only make that more likely.

Mary Hind-Portley

On Cultural Capital

@stoneman_claire

As the cost of living soars and ministers sneer at a working-class MP for loving opera, my 'blog of the year' is ever resonant. In this response to a Guardian article stating that museum visits had no impact on GCSE results, Claire Stoneman shows us the error of such a reductive view of cultural capital.

She does this through a lyrical, evocative and celebratory description of her 'culture'-infused childhood, with parents who found ways to enrich her life using her home town's free delights. The result is a challenge to us all: Can we provide a rich diet of cultural experiences for those children who don't have the opportunities we had? It's also all the inspiration we need to lift cultural capital from "the fog of fads and tick lists and school improvement".

Melissa Jane

Dear Will Quince, Welcome to SEND...

@TaniaLT for @SpecialNdsJungl

This school year started and ends with a reshuffle. Nadhim Zahawi, who became education secretary just ten months ago, ascends to the Treasury, to be replaced by Michelle Donelan. Meanwhile, Will Quince has resigned, leaving the SEND brief and the review he has been championing in another no-man's land.

As a result, Special Needs Jungle's Tania Tirraoro may need to write another letter. But then, come to think of it, the ten priorities she set out for Quince then remain just as relevant now. And a school year book-ended by ministerial musical chairs only serves to underline her point about "ambitious politicians [who] rock up and think they're going to make a splash".

So here we go again with the splashing. And in the meantime, as Tirraoro says, "there's no money for life-jackets".

CLICK ON REVIEWS TO VIEW BLOGS +



Research

The last word of every *Schools Week* edition is often the first you'll hear of new educational research that goes on to make a big impact. Here are five of this year's must-reads

Five research insights that got us thinking this year

JL Dutaut, commissioning editor,
Schools Week

The nimble research revolution

Amy Ellis-Thompson, programme manager,
Education Endowment Foundation

What if one aspect of Covid's legacy was to revolutionise the very way we do educational research? That was one of the exciting prospects the EEF teased in our pages this year, as they set out the results of some new 'nimble RCTs'. The randomised controlled trial is seen as the gold standard of research, but can take an age to design, implement, analyse and turn into practical tips for the classroom. The EEF did these in 18 months, and it's changing the way they think about research. Where the EEF goes, it's unlikely others won't follow.

Teachers' wheels

Iain Ford, senior data and reporting analyst,
Teacher Tapp

As COP26 took place in Glasgow, and a DfE keen to capitalise on its focus on education promised and delivered a sustainability and climate strategy for schools, Teacher Tapp mined the profession for information about their commuting habits, and the result was a policy proposal ministers and civil servants seem to have missed. Setting out all the reasons why four wheels look likely to remain the profession's chief means of transport, Iain Ford made the point that the transition to electric vehicles is inevitable and assessed how government might help. And that was before runaway fuel price inflation. An idea ahead of its time, and you read it here first.

Feeling included

Anthony Maher, professor of SEND and
inclusion, Carnegie School of Education

Warning that 'inclusion' has become so prominent that it risks becoming meaningless 'eduspeak', the Carnegie



School of Education's Anthony Maher explained how his research showed the importance of centring children and young people's own experiences of feeling included in order to inform best practice. With growing clamour in these pages and elsewhere for moving beyond our deficit model of SEND, Maher's piece was a timely intervention noting that the recent green paper that kickstarted the discussion made use of student voice just twice. And that's likely to set an important context for its journey to white paper and beyond.

Ghost policies

Gemma Moss, professor of literacy, UCL Institute
of Education

As the children's commissioner began her ongoing campaign to make attendance the primary focus of the Covid recovery, the UCL Institute of Education's Gemma Moss responded to a nascent moral panic about 'ghost children'. Citing evidence from FFT EduDatalab showing that persistent absence continues to disproportionately affect pupils with SEND, Moss warned of the limited

effectiveness of 'command-and-control' policies like the DfE's proposed live attendance tracker, suggesting instead that the best response is often locally informed and relational. If the political response turns out to be ghost policy – 'scary but of little substance' – will ministers heed Moss's message to empower and support a resilient and resourceful school workforce?

Gendered reading

Rachel Crowdy, school partnerships manager,
ImpactEd

Despite so much research into early reading (including a piece in this column that called some near-universal practices into question), the subject remains a contentious one. This year, for example, saw the 'reading wars' temporarily reignite in response to new research from the UCL Institute of Education. In this piece, ImpactEd's Rachel Crowdy set out new evidence that exposed some interesting gender differences in why, how and with whom children read at home. Noting the correlation between gender and ability, confidence and motivation, the article suggests that making sense of this with families and young people could provide a ripe – and perhaps less contentious – source of impactful interventions.

The View from SIMS Next Gen

Holly Westall

In the [last Schools Week piece](#), I sketched out some developments in the roll-out of SIMS Next Gen. Our new technology is shaping the future of MIS – and I've got more to share before schools take a well-deserved summer break!

Our team's been hard at work developing **Pupil Contacts** functionality and has already learnt a lot from the ongoing pilot. We've already received really positive feedback around the ability to use **Pupil Contacts** on a mobile device, making it accessible and beneficial for activities that happen outside the school building.

The team's now dedicated to moulding enhancements around the insight and feedback that they've received – ensuring Next Gen is as feature-rich and useful as possible. Changes have actually already been made, including improved search functionality to support more flexible inputs, otherwise known as 'fuzzy' search, and design improvements to make it easier to move around the various features.

There's more in the works to ensure **Pupil Contacts** is ready for use by all Primary Schools, such as making the parental responsibility of each contact more visible and the inclusion of additional data on which contact(s) the pupil lives

with, plus optimising for use on tablet screens.

Something we don't do is stand still – and I'm pleased to report that another slice of SIMS Next Gen is nearly ready to go into pilot. It comes from the **Assessment** team, which has been busy creating a progress tracker for reading, writing, and maths. Currently focused on primary school students, these core subjects are of the highest importance, and it is critical that teachers understand how learners are developing. Put simply, our integrated assessment system will make it easier for teachers to help their students advance and grow.

We're excited to start the pilot for this new slice of Next Gen after the summer break, with pilot schools onboarding before then. While teachers are recharging over the next month or two, we're going to be working harder than ever to make sure that they come back to intuitive functionality.

When I wrote my last piece, I was visiting North Macedonia, working side by side with our fantastic Product and Technology team in Skopje. We've continued to

innovate together, striving to give schools access to the most cutting-edge technological developments and latest in cloud innovation. If you would like to help, and provide insight that will be fundamental to SIMS Next Gen and the future of MIS, then please do get in touch via the form on this page: <https://www.ess-sims.co.uk/nextgen>.

I'm looking forward to sharing more exciting news after the summer break, with a September that promises to be packed with new features.

Until then, I hope you enjoy the Summer!

Bye for now.

Holly



Holly Westall

SIMS

SIMS Next Gen
Welcome to the future
of school MIS

Discover more

Diversity count

Sustained progress - but still stretching towards outstanding

JL DUTAUT

@DUTAUT

Diversity in the teaching profession has been at the front of the education news agenda this year, most notably when the NFER published its 'Racial equality in the Teacher Workforce' research. The report highlighted significant issues from ITT application and all the way through their careers for people of non-white backgrounds.

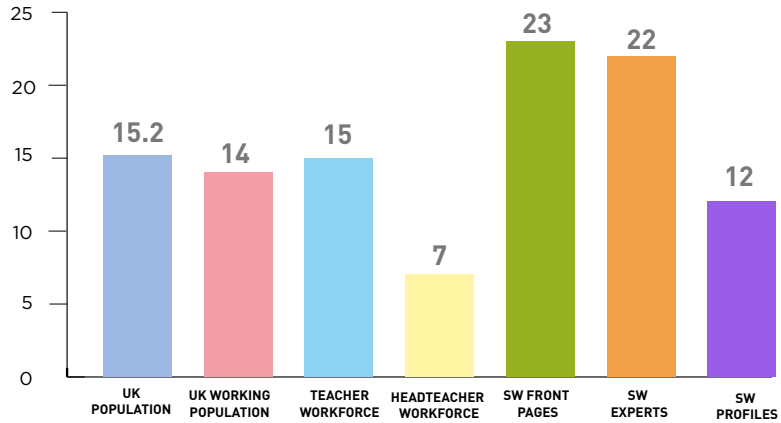
The most significant disparities, the report highlighted, occur at the very start, "where people from Asian, black, mixed and other ethnic minority backgrounds are less likely to be accepted to an ITT course than their white counterparts". Racial disparity manifests in retention figures too, with teachers from minority ethnic background less likely to stay in the profession or progress to leadership.

We've taken to heart the message that you can't be what you can't see, and we know that as a trusted news organisation we must be part of the solution. So we take seriously our responsibility to represent (and as much as possible over-represent) teachers from ethnic minority backgrounds in our pages. It's pleasing, therefore, that we have managed to sustain last year's doubling of BAME representation among our expert contributors. At 22 per cent of our commissioned content, this over-represents Black and minority-ethnic teachers by 50 per cent, and equally over-represents the proportion of the total national working-age population with BAME backgrounds. The same is now true of our front pages too, which have seen a four percentage point increase this year in the number of non-White faces featured there.

But the focus of our content is naturally on leadership, and among school leaders only seven per cent are from ethnic-minority backgrounds. So when it comes to showing the profession what it can be, we are playing our part - featuring three times more ethnic-minority leaders and opinion makers than occupy headteachers' offices today.

But the lack of diversity in school leadership is reflected in our pages and continues to pose us a problem. When it comes to profiles, we have stagnated this year at 12 per cent of those focusing on non-White school and system leaders. That's still more than the proportion of heads from BAME backgrounds, but still less than the proportion of

BAME REPRESENTATION IN SCHOOLS WEEK 2021-22
COMPARED TO POPULATION DATA



minority-ethnic teachers.

We want to see that number increase, and we know that it won't do to say that it has to increase in the profession before it can increase in our pages. So our work continues, to connect with the aspirational teachers and middle leaders and the inspirational heads overcoming the systemic challenges that keep BAME colleagues out of the profession and away from progression.

Meanwhile, our representation of women continues to grow. They make up two percentage points more of the faces on our front pages, two percentage points more of our expert contributors and ten percentage points more of

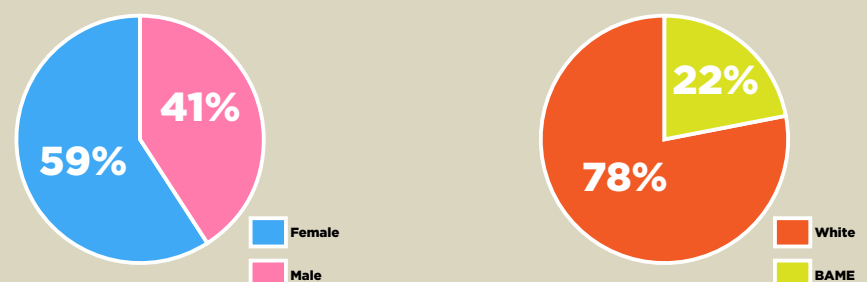
our profile interviewees. But while these numbers over-represent women as a proportion of the total national workforce, they still lag behind a profession that is still overwhelmingly female - in the classroom and in headship.

We have also heard the message from women in the profession about confidence and about balancing the demands of work and life. So as commissioning editor, let me reassure you that I am here to see you on to the page. You don't need to be ten per cent braver to reach out to me, and I will do my utmost to make seeing your opinion in our paper as easy as possible.

TOTAL WORKFORCE



SCHOOLS WEEK EXPERTS



10 things | you probably wouldn't know if *Schools Week* hadn't told you

1 No place to go: Special schools' capacity crisis revealed

Our investigation revealed how special schools crammed vulnerable pupils into converted therapy spaces and staffrooms as surging demand and scarce places elsewhere pushed them over capacity. Days of data crunching resulted in the first national figures to shed light on the places crisis.

2 'People are so open-hearted': Ukrainian families find refuge in English schools

The heart-wrenching stories of Ukrainian children taken in by England's schools revealed the horror of Putin's war. But our special news feature showed that, by opening their doors to refugees, schools were helping to write a new chapter in the story – one of love, compassion and hope.

3 Top grade uni knocked back in ITT reforms

Controversial government reforms forcing every teacher training provider to get reaccreditation backfired spectacularly when just a third got approval in the first round of two. Those snubbed included the first university rated 'outstanding' under Ofsted's new inspections.

4 Scandal-hit trust ex-bosses sued over missing millions

The government has long been accused of letting those responsible for academy scandals get away with it. But those who ran SchoolsCompany trust into the ground are now being

sued to return up to £2.8 million in "lost public funds" – the first time such action has been taken.

5 'Investment area' schools have £19m of repairs cash cut

As new investment areas were announced to 'level up' the country, we revealed the government quietly shelved tens of millions of pounds for fixing crumbling classrooms in those regions. Elite sixth forms – another key plan – were also less likely to educate poorer pupils.

6 Returner teacher SOS falls flat

Amid expected disruption in January by a growing Omicron wave, ministers asked retired teachers to return to the classroom and help fill any shortages. The Department for Education reported nearly 600 had signed up, but we found that just a third actually made it into the classroom.

7 Classroom CO2 levels three times above watchdog guidelines

Ministers' response to classroom ventilation concerns was to send

monitors so leaders could check carbon dioxide levels. Some were three times above the watchdog guidelines – but official advice was just to 'open a window'. Government later bought air filters for the worst-hit schools.

8 £1.2m for one T-level student

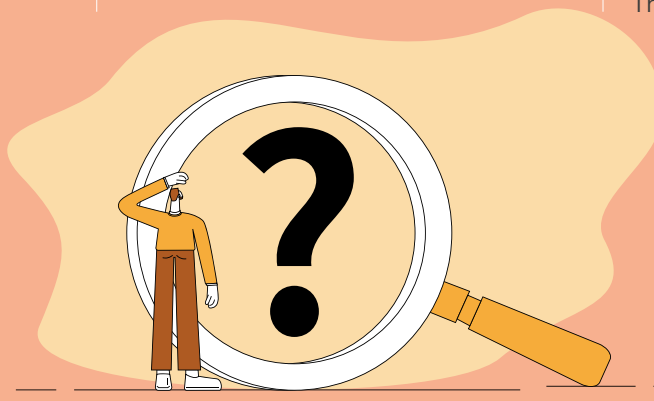
In just their second year, the government's new vocational A-level equivalent qualifications are still struggling. One school, given £1.2 million for a new six classroom, purpose-built block to teach T-levels, had just one pupil. Schools wanted more help from ministers to boost take-up.

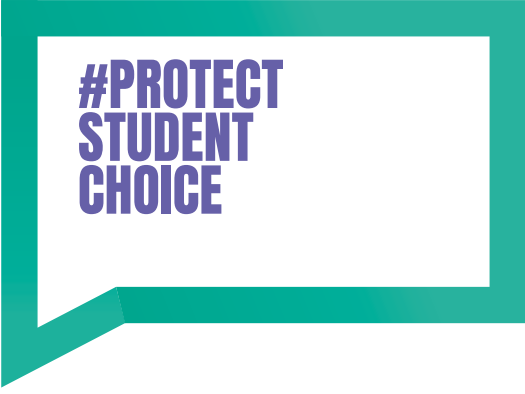
9 High Court challenge lodged over £121m Institute of Teaching

The government well and truly botched the award of its flagship new teacher training provider. We revealed how snubbed bidders Ambition Institute were taking ministers to court, demanding £750,000 in damages to drop their case. The government eventually paid a confidential settlement.

10 Early career framework risks heads snubbing new teachers

The important early career framework reforms were rolled out nationally this year. But we were first to reveal widespread concerns, including over workload and many new teachers saying they did not think it was a good use of their time. Ministers have since pledged to give schools more flexibility.





#PROTECT
STUDENT
CHOICE

DON'T SCRAP BTECS

The Government is pressing ahead with its plan to replace the current three-route model of A level, applied general, and technical qualifications with a two-route model of A levels and T levels. In the future, most young people will have to choose one of these two qualifications at the age of 16, as funding for the majority of applied general qualifications like BTECs will start to be removed from 2024.

#PROTECTSTUDENTCHOICE - MAKE THE DEBATE

The **#ProtectStudentChoice** campaign coalition of 30 organisations believes that scrapping BTECs would be disastrous for social mobility and the economy. The campaign petition secured 108,329 signatures earlier this year and triggered a debate in Parliament that is taking place on **Monday 18 July at 4.30pm**. We need your help to get as many MPs as possible to attend the debate, so please:

- ➔ **Write** to all your local MPs and urge them to attend the debate
- ➔ **Share** BTEC student success stories and data with MPs to use in the debate
- ➔ **Tweet** before, during, and after the debate using **#ProtectStudentChoice**



To find out more, visit www.protectstudentchoice.org

Favourite front pages

EDITION 259: SEPT 17, 2021



A 'build back better' reshuffle special with an olive branch to the sector from new education secretary Nadhim Zahawi as he replaced the embattled Gavin Williamson.

EDITION 264: OCTOBER 9, 2021



A striking image for our important investigation revealing widespread failings in how councils are supporting children with special educational needs.

EDITION 270 : DEC 10, 2021



We had a special Christmas present for our readers in our last edition of the year: a secret mission for students from the spy agency GCHQ (should they choose to accept).

EDITION 282 : APRIL 1, 2022



You wait years for a major schools policy and then two come at once: the week that both the schools white paper and SEND green paper were finally published.

EDITION 286 MAY 13, 2022



Two huge issues dominate: how Whitehall planned to take control with its controversial (and since gutted) schools bill, and how schools were pulling out the stops to take in Ukrainian refugees.

EDITION 290 : JUNE 17, 2022



We shone a light on how the cost-of-living crisis was impacting schools and their communities. Staff repeatedly said children were coming to the classroom hungry or with dirty or ripped uniform.

Books to look forward to this summer and beyond

Twelve books set to make a splash in the coming months. Sit back, relax and be inspired – and contact jl@schoolsworld.co.uk if you'd like to review one

My Teaching Routine

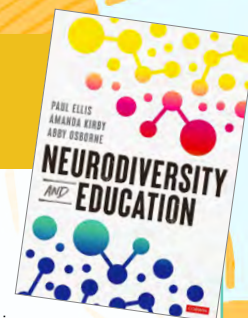


Mark Martin
Sage, March 2023

Next year looks set to be the most challenging ever in terms of recruitment, so anything that promises to help schools retain more of their new recruits without putting greater pressure on leaders and mentors is likely to be hugely welcome. Here, Mark Martin (aka @Urban_Teacher) focuses on establishing a teaching routine that works, with six steps

to support teachers to create their own. There are no silver bullets, but simple techniques to manage workload are a promising avenue for retention. Due out at the very end of dark and challenging winter, it could be perfectly timed too.

Neurodiversity and Education



Paul Ellis, Amanda Kirby, Abby Osborne
Sage, January 2023

One of our 'blogs of the year' made a huge splash by calling out the education system's deficit framing of SEND. Meanwhile, Covid's disproportionate toll on neurodiverse pupils means their inclusion is possibly one of the most challenging aspects of recovery facing schools. This book brings together Paul Ellis, Amanda Kirby and Abby Osborne's collective knowledge of neurodiversity

and curriculum design and promises to help schools to practically consider, respect and appreciate neurodiversity, to see potential rather than deficit and to show how an emphasis on ability can cultivate a better world. A fascinating contribution as the SEND review takes its next steps.

Curriculum Revolutions : A practical guide to enhancing what you teach



Martin Robinson
John Catt Educational, September 2022

Amid growing concern about perverse incentives and mixed results, next term will mark the three-year anniversary of Ofsted's latest inspection framework. Frameworks seldom last longer than four years, but the curriculum revolution this one brought about may still be in its infancy. Here, Martin Robinson – whose Trivium was no doubt influential in the

system's curriculum turn – is back with a continuous cycle of planning, designing, delivering, reflecting upon and reviewing your curriculum to assist school teams in creating, building and maintaining a cohesive and coherent curriculum. Could the system have just been waiting for him to invent the wheel?

The ResearchED Guide to English as an Additional Language: An Evidence-informed Guide for Teachers



Hamish Chalmers
John Catt Educational, July 2022

As schools continue to welcome new arrivals from Ukraine and evidence shows more and more schools are teaching newly diverse communities, Hamish Chalmers' guide to what works in the teaching of pupils with EAL is likely to make its way into many a staffroom. With contributions from the sort of broad group of researchers and educators that

is typical of this series, this is a primer on the key questions teachers of pupils with EAL face, from the general implications of teaching children in a language that many are still in the process of learning, to the specifics of EAL-friendly pedagogy. And about time too.

So What Now? Time for learning in your school to face the future

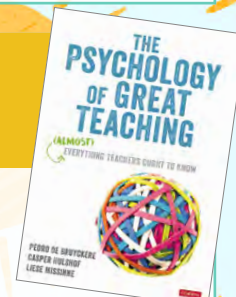


Malcolm Groves and John West-Burnham
John Catt Educational, June 2022

Out now, but sadly too late to make it into our review column this term, this is a book about the future of education that teachers will want to read. Forget 21st-century skills and jobs that haven't been invented yet. Park any ideas about teaching kids to solve the climate crisis too. This book promises to get to more fundamental

problems about the type of learning that happens in schools and how to secure 'deep learning for future sustainability'. Evidence-informed and based on case studies and a range of other sources, this argument for learning that leads to conscious action is likely to reinvent educational futurism – without the myths.

The Psychology of Great Teaching. (Almost) Everything Teachers Ought to Know



Pedro De Bruyckere, Casper Hulshof and Liese Missinne
Sage, July 2022

On the subject of myths, Pedro De Bruyckere's *Urban Myths about Learning and Education* was another seminal work in the turn towards a research-informed profession. Here, he returns with co-authors Casper Hulshof and Liese Missinne to tackle what great

teaching looks like – from the inside out. Taking in developmental psychology, social psychology, personality theory and systems theory, as well as their now mainstream cousin, cognitive psychology, this tome promises practical take-aways for teachers of any age and phase.

Books to look forward to this summer and beyond

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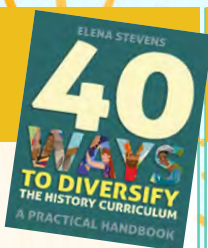
40 Ways to Diversify the History Curriculum. A practical handbook

Elena Stevens

Crown House Publishing, July 2022

Many schools this year have chosen not to wait for the DfE's promised 'model history curriculum', which isn't due until 2023, but rather to start diversifying their curriculum now. With schools serving increasingly diverse communities and research showing that many nevertheless continue to employ all-white workforces, Elena

Stevens's wide-ranging compendium of enquiries and case studies goes beyond representations of race to also explore how women, the working class and LGBTQ+ communities fit into the history curriculum and could be just what the doctor ordered to support all history teachers (key stage 2 and up) to reimagine what they teach and how.



Improving learning and well-being by teaching with nature in mind

Alexia Barrable

Crown House Publishing, August 2022

Part of the publisher's 'Independent Thinking' series, this contribution sees Alexia Barrable go beyond the increasingly popular 'forest schools' to help schools deliver an important aspect of the DfE's climate change and sustainability strategy, published this year. Designed to inspire individual sessions or to support building a cohesive outdoor-learning curriculum,

it features practical advice, case studies and discussion of original theory. The book aims to inspire, motivate and stimulate alternative approaches to teaching in the outdoors and with nature in mind. The key question is whether it will help schools for whom the great outdoors is not readily accessible. But then, it's not clear the DfE have worked that out either.



Creating a Strong Culture and Positive Climate in Schools: Building Knowledge to Bring About Improvement

Nick Hart

Routledge, September 2022

When it comes to wellbeing, it's impossible to put the pupils at the centre of things without due consideration for their teachers. Nick Hart, whose blog is regularly chosen to feature in our 'blogs of the week' column, here offers a book that sets out the specific knowledge and expertise leaders require for great

cultural leadership, whether that's leading change, building a team, harnessing potential or building trust and autonomy. With practical examples and case studies to show how Hart's hard-won lessons can be applied in different school contexts, it promises to be essential leadership reading for another challenging year ahead.



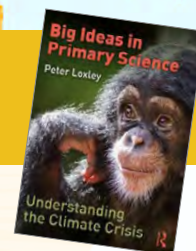
Big Ideas in Primary Science: Understanding the Climate Crisis

Peter Loxley

Routledge, September 2022

And returning for a moment to the DfE's climate change strategy, here's another book that's not for sitting around and waiting for another model curriculum in 2023. Given teachers' consistently self-reported lack of confidence in teaching this topic, there's really no time to waste, and Peter Loxley's book offers primary teachers the subject and pedagogical knowledge they need

to integrate it into their curriculum. It includes models of good practice exemplifying how primary-aged children can develop their understanding of some of science's big ideas and engage with important issues, as well as opportunities to cross-pollinate the subject across other curriculum areas, such as geography, design technology and art.



Botheredness™. Stories, stance and pedagogy

Hywel Roberts

Crown House Publishing, October 2022

"Funny, engaging and rapturous," reads the publisher's entry for this book, and anyone who's seen Hywel Roberts deliver a talk will expect no less. Here, he explores what it means to be a teacher in the hope of reigniting the excitement you felt when you first entered the profession. Which brings us back round to our opening topic of retention. Unlike Mark Martin's effort,

though, you won't find practical tips here for what to do minute by minute, lesson by lesson or day by day, much less any impenetrable research or pre-formed schemes of work. It's just a book that invites you to consider where you are on your own educational journey. It's a book to get you bothered.



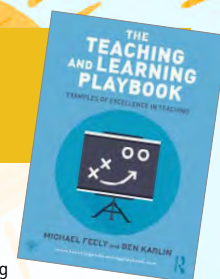
The Teaching and Learning Playbook. Examples of Excellence in Teaching

Michael Feely, Ben Karlin

Routledge, November 2022

For those who are bothered about the research and wished it was a little less impenetrable, and for those who want strategies they can roll out now, Michael Feely and Ben Karlin's *Playbook* could be just the ticket. With 100 techniques to drive improvements in teaching and learning covering a range of topics under the rubrics of routines for

learning; questioning and checking for understanding; modelling, explaining and feeding back; resilience, independence and retrieval; curriculum and teaching out of specialism, it could be the book to make the difference between chucking in the towel and teaching another day.



Week in Westminster

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



**'Satire doesn't stand a chance
against reality anymore'**

*See you in September with a full ministerial
education team (we hope), Week in Westminster*



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Academies Trust**

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Interview Date: 19th July 2022

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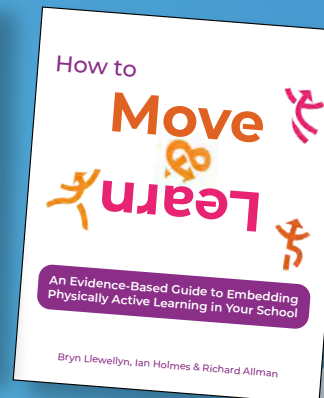
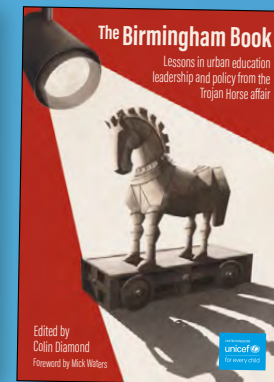
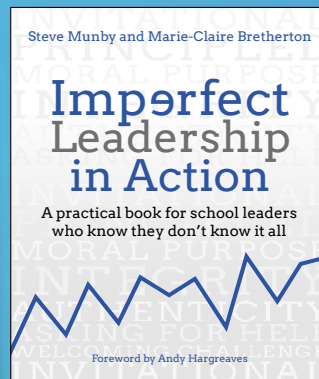
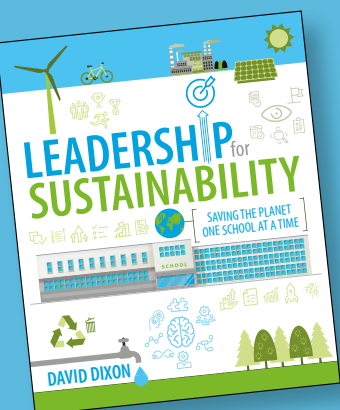
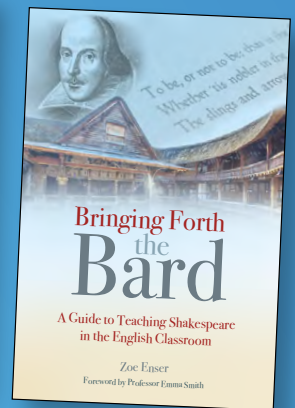
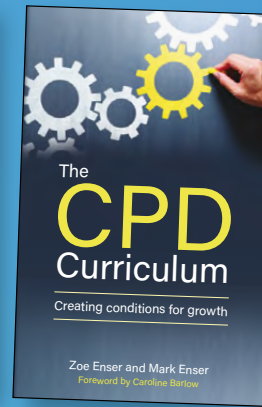
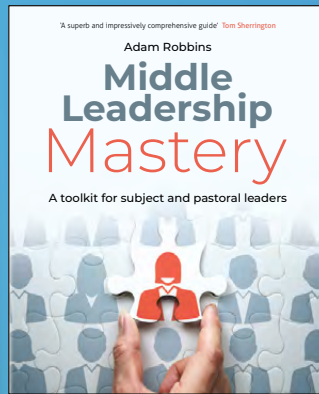
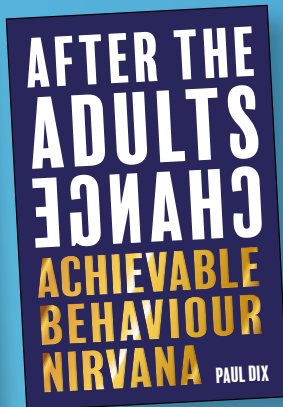
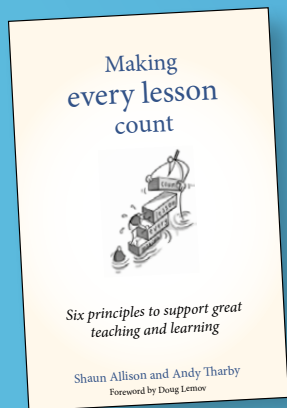


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