

SCHOOLS WEEK

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

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Memories of a beloved monarch



Follow 'evidence not ideology' on grammars, EEF chief tells ministers

- 'Evidence broker' boss questions plans for new selective schools
- New grammars 'unlikely' to reduce inequality, says Prof Francis
- PM has pledged end to ban and appointed pro-selection ministers

SCHOOLS WEEK

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Ministers say their evidence body is world leading, so follow its advice on grammars

The appointment of two grammar school fans in her education ministerial team makes it clear that prime minister Liz Truss plans to follow through on her pledge to open new selective schools.

All the evidence shows grammar schools widen inequality. Pledging to open more makes no sense at the best of times.

But when you consider that the pandemic has widened the attainment gap between poor and more advantaged pupils to a ten-year chasm, the plan feels gut-wrenching.

That makes the intervention by education evidence supremo Becky Francis all the more important (front and page 4).

She leads the Education Endowment Foundation, which the former education secretary Nadhim Zahawi a few months ago lauded for "spread[ing] world-leading education evidence".

Let's hope the new DfE team, led by Kit Malthouse, is willing to listen. There are plenty more pressing issues deserving of his attention.

Our edition last week – the first of the new school year – set out just how dire the situation for schools is.

No money, no teachers, staff caught in a cost-of-living crisis, looming strikes threatening to set Covid catch-up back even further.

The bones of a support package for stretched budgets was touted last week under a six-month energy costs "guarantee".

But there's been little update since, apart from suggestions that the scheme may not be working until November (page 5).

Top of Malthouse's daunting to-do list should be ensuring this support lasts longer than the six-months promised.

Solutions for the other problems may be trickier. And Malthouse's in-tray is already overflowing – so issues will have to be prioritised. That means sidelining others.

What was touted as a landmark schools bill just months ago could be amongst the latter. A review by Truss's team that could scrap academy reforms is still to conclude (page 5).

One thing that cannot be delayed, though, is the SEND review's long-awaited proposals to fix the broken sector.

It feels like education will take a back seat under the Truss government.

If grammar schools take up what little political will there is to deliver change, amid the jostling of much more important and pressing issues, then politicians will have failed us all.

We decided not to run an editorial last week following the announcement of the Queen's death. But some new school year housekeeping: we've had a re-jig of our review pages.

Our blog of the week is now The Conversation, a broader look into what's occupying minds in the digital staffroom. Penny Rabiger leads that today, and we look forward to welcoming a raft of new contributors in the coming weeks.

Our book review is now simply The Review. Books will still feature, but so will TV, film, resources, exhibitions and more. If school staff are accessing it, we'll ask our critics to assess it.

And our long-standing research column becomes The Knowledge, a digest of new research in, about and concerning schools.

We encourage you to get in touch if you want to contribute to any of them - and we hope you enjoy the new formats.

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POLITICS

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Beware of grammar expansion, says research boss

SAMANTHA BOOTH

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EXCLUSIVE

The boss of the government's go-to body for showing what works in education has urged new ministers to "focus on evidence not ideology" over potential plans for new grammar schools.

Professor Becky Francis, the chief executive of the Education Endowment Foundation (EEF), said the evidence was "pretty clear" that grammar school expansion was "unlikely to reduce education inequality" – and could widen it.

Liz Truss pledged during her prime ministerial election campaign to replace failing academies with new selective schools, lifting a ban in place since 1998.

Pro-grammar school MPs Kelly Tolhurst and Jonathan Gullis have since been appointed education ministers.

But Francis told Schools Week that while it might "be tempting" to set new priorities and "make a mark", ministers should "focus on what the evidence says matters".

The EEF has been an integral part of recent Conservative government reforms with Nadhim Zahawi, the former education secretary, describing it earlier this year as "independent evidence guardians in the system".

His £137 million government funding for another 10 years would allow it to continue to generate and spread world-leading education evidence, he said.

But speaking about the potential return of grammars, Francis warned: "Focus on the evidence, not ideology".

"Robust research" showed that "selective education systems widened education inequality and did not increase performance overall".

A 2016 Education Policy Institute study found grammar schools did not boost attainment once pupils' prior attainment and background were taken into account.

The gap between pupils on free school meals and their peers in attaining five Cs or above at GCSE was wider in selective areas.

Data from outside England backs the same conclusion. A PISA study across countries in the Organisation for Economic Co-operation and Development found selective education systems widened

inequality and did not increase performance overall.

An analysis earlier this year of 53 international studies over the past 20 years into school tracking – where students are divided based on their achievement – showed no evidence selection improved average achievement, while exacerbating social inequalities.

Sam Freedman, a former adviser at the Department for Education, described the conclusion as "one of the most consistent and clearest findings in education research".

Earlier Tory plans to lift the ban in 2017 were ditched, but the policy continues to resurface (see timeline below).

Truss, who has two daughters at a grammar school, told the Conservative Home website parents should "have the choice that we have".

Meanwhile Gullis, whose ministerial brief has yet to be announced, led a campaign to lift the ban on new grammars.

Tolhurst, likely to become schools minister, represents the selective Rochester and Strood in Kent. She said grammars in the area had "done wonders for the education of many of our young people".

But Francis said she would continue to share evidence with ministers "without fear or favour".

Alongside the £137 million funding, the EEF will also use £41.5 million of the government's "accelerator funding" cash to scale-up programmes to help pupils catch-up, such as intensive reading groups.

Francis said the foundation wanted to "go harder and faster" in its work after two years of pandemic disruption. Studies that included the effectiveness of popular phonics programmes have been delayed.

Francis said EEF evidence had "never been more important because of tightening resources" in schools.

The school's white paper says the foundation would "work closely" with the new Oak curriculum quango to "ensure its work is informed by the best available evidence and aligns with best practice". But Francis said it was unlikely it would go further than this – for example, quality assuring all of Oak's materials – and instead it would act as a "sounding-board" on the evidence.



Professor Becky Francis



HOW THE GRAMMAR SCHOOL POLICY ZOMBIE KEEPS COMING BACK

OCTOBER 2016:

Then PM Theresa May pledges to scrap the ban on new grammar schools

NOVEMBER 2016:

Government announces £50 million a year for grammar school expansions

JUNE 2017:

Conservatives lose their majority in snap election. Plan for new grammars shelved

JULY 2018:

A fifth of grammar schools apply for the selective school expansion fund

DECEMBER 2018:

First expansion cash handed out. 22 grammars share £64 million over the next two years to take in more poorer pupils

MAY 2021:

DfE claims Brexit and Covid hampered monitoring of grammar inclusivity efforts

MAY 2022:

MPs including Jonathan Gullis and Sir Graham Brady campaign to end ban. Downing Street reported to be considering backing it

SEPTEMBER 2022:

Liz Truss, who said she would scrap the ban, becomes prime minister

POLITICS

Energy support delays could prove costly as schools in limbo

TOM BELGER
@TOM_BELGER

School leaders have said that delays to government support with energy bills would be “incredibly costly” as fears grow that a package will not be ready by next month as promised.

Simon Beamish, the chief executive of the Leigh Academies Trust, said leaders were “totally in the dark” more than a week after Liz Truss, the prime minister, first promised an energy price guarantee.

Nick Gauntlett, the chief executive of Dukefield Energy, a consultancy, said that dozens of schools were “holding fire” on signing new deals, raising the risk of falling onto pricier variable tariffs. Many fixed deals expire next month.

“They don’t want to do the wrong thing,” he said. Some brokers expect any guarantee to apply to all deals but others fear it will only apply to new ones, leaving many schools trapped in costly tariffs.

A spokesperson for Downing Street admitted there could be a “delay of weeks”. Reporters were told this week that payments would be backdated to October 1 if this was the case. One official told the Financial Times the plans were “not worked through yet” and may require legislation.

Paul Whiteman, the general secretary of NAHT, the school leaders’ union, said schools needed



clarity “urgently”, with many facing expiring contracts and higher costs now.

“They need to know whether they should commit to new contracts or not, and how any support will work in practice. The sums of money we’re talking about mean any delay is incredibly costly.”

John Winter, the chief executive of the Weydon Multi-Academy Trust, said he had just signed a deal that will “not be sustainable if the cap’s not put in place rapidly”.

He added: “We currently are using budgets which are built on sand. The consequences of uncertainty will affect our ability to provide stability to our communities just at the time they need it most.”

Beamish said his trust had agreed a deal on electricity but not gas as “prices carry on rising”, adding: “We await news on the proposed cap and how this is going to work.”

Chris Felgate, the director of Ginger Energy, said that “no one knows anything”. He added that the measures would have to cover both new and existing deals.

However, James Robson, the chair of Powerful Allies, an energy consultancy, said this was highly unlikely given the cost.

The level of the cap remains unclear, but the government said it would be “equivalent” to the domestic cap of £2,500 for an average household. Gauntlett said it would probably not be “far off” this level.

A fully equivalent deal could mean school prices falling to about half of market rates in August, a Schools Week analysis of data from Zenergi, an energy firm, suggested.

It would still mark an increase on average tariffs available in April, and be more than five times higher than rates available the previous April, a common month for striking deals.

A secondary school paying about £30,000 a year for gas from last April would face a £171,000 bill now if the guarantee mimics the household cap. Other brokers expect it to vary more significantly from the household announcement.

Geoff Barton, the general secretary of ASCL, the school leaders’ union, said schools were “in limbo” and he hoped that a statement next Thursday and an emergency energy price bill the following day would give schools “the information they desperately need”.

FREDDIE WHITTAKER | @FCDWHITTAKER

Johnson’s education guru moves back to DfE

Boris Johnson’s former education aide has been appointed as a special adviser to Kit Malthouse, the new education secretary.

Rory Gribbell has taken over the policy brief at the Department for Education from Mark Lehain, who left this week after about a year in the post.

The appointment of Gribbell, who worked as an adviser to Nick Gibb, the schools minister, before moving to Downing Street in 2020, has prompted hopes of consistency after a tumultuous period.

Tom Bennett, the lead behaviour adviser to the DfE, said the appointment showed a “welcome note of informed continuity”.

But there is still great uncertainty over key government reforms for schools, including the landmark schools bill. Ministers had already promised to amend this after accusations of a

Whitehall power grab.

Departments have been told all legislation proposed under Johnson is now at risk in a review of the government’s priorities by Liz Truss, the new prime minister. Supporters of the reforms fear they could be scrapped entirely.

Leora Cruddas, from the Confederation of School Trusts, said we “shouldn’t assume a shift of government priorities”.

She added: “The prime minister hasn’t even finished making ministerial appointments yet. The postponement in the stage three reading of the bill may be indicative of the government giving itself a bit of time.”

However, Michael Pain, from Forum Strategy, which advises academy bosses, said the government “could in theory use its first few months as a chance for a fresh start, forging a very clear vision for education”.

He added: “It all depends on whether this new government feels a heavily criticised schools bill is worth the effort of a rework and more legislative time, or whether they wish to start afresh with something a bit bolder, that achieves a better consensus from the outset and truly preserves academy trust freedoms.”

DfE insiders hope the disruption will not affect the SEND review for children and young people with special educational needs and disabilities. A consultation on the plans closed in July, and the government’s response is not due until the middle of next month.

Will Quince, who stewarded the reforms both as children’s minister and then as school’s minister, was moved to the Department of Health last week.



Rory Gribbell

‘Woke warriors’ and rowdy behaviour: 6 facts about new DfE minister Gullis

Jonathan Gullis, a grammar school fan who has railed against “woke warrior teachers” and demanded the resignation of education union leaders, has been appointed an education minister.

It is not clear what portfolio the MP for Stoke-on-Trent North and former teacher will hold, but his prospective involvement in decisions about education has divided opinion.

We round up his most controversial comments and contributions to offer a glimpse of his policy priorities.

1 Teachers who criticise Tories should be ‘sacked’

Speaking at a fringe meeting at the Conservative Party conference last year, Gullis suggested teachers who criticised the Tories should be sacked.

According to a recording obtained by The Independent, he attacked “woke left teachers” who, he said, were becoming “more and more apparent”. He said there should be “consequences” for teachers who “push [their] ideology in the classroom”.

He went on to claim that “for some reason, if a Labour party member wants to stand up in front of the classroom and say how bad and evil the Tories are, then the headteacher has to take some kind of sympathetic view to that”.

“It’s absolutely disgusting. We need to start sacking people who are pushing their political ideology.”

2 ‘Woke warrior teachers’ trying to ‘cancel Churchill’

In March this year Gullis claimed “woke warrior teachers” were pushing “extremist nonsense” on to pupils.

They wanted, he said, to “cancel important historical figures such as Sir Winston Churchill”, and were “aided and abetted” by unions such as the National Education Union (NEU).

He called on ministers to “hold politically motivated trade unions to account, preventing them from using teachers as a gateway to push their far-left agenda”. He has also separately called for NEU bosses Dr Mary Bousted and Kevin Courtney to resign.

The government responded by pointing to its guidance on political impartiality in schools.

3... But there have been warmer words

However, while he might have shown contempt for teachers with opposing political views, he has repeatedly praised the profession for its response to the Covid pandemic.

In January, he thanked teachers in his constituency for their “heroic efforts” in getting pupils tested on their first day back after Christmas.

He had previously praised and congratulated teachers for their “fantastic efforts” - and even before the pandemic described the “first-class work done by teachers and pastoral staff in the vast majority of schools”.

4 Teaching is like boxing for ‘Grumpy Gullis’

The former humanities teacher and head of year has admitted in interviews he was known as “Grumpy Gullis” during his teaching career because he never smiled, telling The TES in 2020 that his year group was “probably happy to see me go”.

He also described completing a day’s teaching as feeling like he’d done “10 rounds of boxing with Anthony Joshua”. During his first job, he was often in his head of department’s office “crying my eyes out over how bad my lesson was”.

5 Rowdy behaviour in the Commons

It is not only Gullis’s comments about teachers that have earned him a reputation in Parliament.

He has been berated by the speaker twice this year for his behaviour in the chamber. In February Sir Lindsay Hoyle, in an apparent quip about Gullis’s teaching background, told the MP he would “ring his mother” if he did not calm down.

He was reprimanded again last week for speaking loudly while Liz Truss, the new prime minister, was addressing MPs.

The speaker again referred to his profession. “I know as a former teacher he’ll want to show better behaviour than he’s showing at the moment.”

6 New grammar schools and MAT inspections

The MP’s contributions in Parliament offer a glimpse as to his priorities in education.

He was one of several Conservatives to demand Boris Johnson lift the ban on new grammar schools, which has been in place since 1998.

Gullis said education was “currently the very definition of a postcode lottery. Protecting existing grammar schools without creating new ones is reinforcing this.”

He also attempted to change the law to allow Ofsted to inspect the governing bodies of academy trusts.



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Information watchdog sounds alarm over live school attendance tracker

FREDDIE WHITTAKER

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EXCLUSIVE

Ministers failed to properly assess the data protection risks of their new live attendance tracker before its launch and misled schools about the involvement of the information watchdog.

Documents seen by *Schools Week* show the Information Commissioner's Office (ICO) raised numerous concerns about the "high-risk" pilot. Officials questioned its legal basis and its plans to hold the data for 66 years.

The Department for Education has collected daily attendance data direct from 14,000 school registers since February through a partnership with the edtech firm Wonde.

Data collected includes pupils' sex, ethnicity, free school meals eligibility and special educational needs status.

Ministers plan to use the model to replace the termly school census. It forms part of what the government calls a "zero tolerance approach to absenteeism".

Important safeguarding checks not completed

Organisations are required by law to carry out a data protection impact assessment (DPIA) for collections that are likely to result in a "high risk" to individuals.

The DfE assessed the risk of the pilot as low, but the ICO said it was "clearly in the high risk category".

In documents obtained by campaign group Defend Digital Me under the freedom of information act, the ICO said the DfE "did not complete" a DPIA before the collection began on February 7.

Data processing "commenced one week prior to final sign-off", it said.

The department claimed this week it did conduct a DPIA "as part of the preparation for the pilot", but was unable to provide proof. Instead, it shared the first version of the DPIA, which was dated February 15.

The dossier shows how ICO officials scrambled to find out more after the scheme's launch. It even asked the DfE to pause the pilot until a full risk assessment could be done, but the



department said this was "not possible".

'Schools wouldn't have signed up if they knew'

The law also requires organisations to consult the ICO about "high risk" collections. In an email to schools on February 8, the DfE claimed it had been "working closely" with the ICO on the impact assessment.

But the ICO ordered the DfE to correct this "inaccuracy", as the DPIA was only shared a week after the collection began.

Geoff Barton, the general secretary of the ASCL school leaders' union, demanded a "full explanation about what went wrong and the concerns raised".

"From the DfE email schools would have formed the impression that the data protection impact assessment had been sorted with the ICO, when the ICO had not actually seen the impact assessment at that stage.

"This is completely unacceptable and if schools had known that an important part of the process for safeguarding data had not actually been completed, it is unlikely they would have signed up to the trial."

Holding data for 66 years questioned

The ICO raised a host of other concerns, warning the DfE had not been clear about the "specific legislation" underpinning the collection.

The watchdog also warned the department's "limited" impact assessment did not "adequately explain" the need to hold the data for 66 years.

A DfE spokesperson said data protection "has

been a central consideration throughout our attendance data collection pilot".

"We have taken all action required under data protection laws in relation to the pilot, and voluntarily engaged with the ICO to understand the position and take any action to address the limited areas where concerns were raised."

An ICO spokesperson said: "The DfE informally engaged with us regarding its strategic data collection and we provided advice."

The regulator refused to answer detailed questions about the DfE's claims, nor confirm whether concerns had been addressed.

It is not the first time the government has faced criticism for its handling of pupil data.

In 2016, ministers were forced to admit they planned to share nationality data with the Home Office for immigration control. The controversial collection ended in 2018 after it was boycotted by schools.

A damning audit by the ICO in 2020 found the department had broken data protection laws in the way it handled pupil information.

Defend Digital Me has questioned the rationale for the new collection, which comes as ministers are preparing harsher penalties for school absence.

Jen Persson, its director, said: "The volume of sensitive data to be sent to the DfE for 66 years is vast.

"The department suggests that it's no different from what was collected before, just more often. But if so, then why change it?"

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Memories of a beloved monarch

SAMANTHA BOOTH & FREDDIE WHITTAKER
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Sixteen-year-old Donna Tandy was horrified when her camera's flash lit up Queen Elizabeth II's face in 1990. She had, after all, been told to make sure it was switched off.

Seeing her concern, the Queen winked back. It's a memory that has stayed with Tandy – now the chief executive at the Palladian Trust – for more than 30 years.

She is among dozens of school leaders and teachers from London to the Lake District who have remembered the Queen's warmth, leadership and legendary quick wit during meetings across her 70-year reign.

After her death last Thursday, aged 96, students have also reflected on her values. They also made marmalade sandwiches in dedication to the Paddington Bear sketch filmed for her platinum jubilee.

'A truly exemplary character'

Since her coronation in 1953, the Queen has shaken hands and shared conversations with thousands of schoolchildren.

In 2012, the Queen and her husband Prince Philip enjoyed a verse in Bengali from year 1 children at Krishna Avanti Primary School in Harrow, London, as part of her diamond jubilee celebrations

Nitesh Gor, the chief executive of the Avanti Schools Trust that runs the school, says:



The Queen enjoying a laugh with Nitesh Gor at Krishna Avanti Primary School

"What I was most impressed by during those precious hours of her visit was how instantly approachable and genuinely caring she was to all, regardless of age, role, or anything else.

"That's a rare human quality. I'm left feeling that meeting a monarch was quite awe-inspiring, but more than anything, I will hold on to the memory of experiencing a truly exemplary character."

The monarch made two visits to Keswick School in the Lake District, the last in 1998 to mark the merging of two school sites.

Marie Lee, a music teacher of 30 years, came in from maternity leave to conduct the choir's "The Rhythm of Life", a quick beat song from the musical Sweet Charity.



A memorable moment for head Mike Chapman and music teacher Marie Lee as they meet the monarch at Keswick School

The Queen remarked how the song needed strong diction and wished Lee well on her leave, before enjoying lunch cooked by pupils.

"It's something I will never forget, just the fact

Ofsted staff now on His Majesty's service

Ofsted's Amanda Spielman has a new title following the Queen's death, but documents and websites will not be updated until after Monday's funeral.

The chief inspector will now be known as His Majesty's Chief Inspector, following King Charles's accession.

Ofsted's in-house inspectors will also now be known in reports and elsewhere as His Majesty's Inspectors.

The new titles are already in use internally, but won't be updated in

literature or on government websites until after the official mourning period ends on Monday.

Schools Week revealed last week that Ofsted is pausing publication of reports during the 10-day mourning period, although inspections are going ahead.

"In line with government guidance that public services should continue and schools should remain open ... our inspections will carry on," a spokesperson said.

They said Ofsted would be "understanding of any arrangements or activities schools have planned or are planning during this period, and our inspectors will work flexibly around them".



Amanda Spielman

NEWS

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she made the time and came here had a big impact on the town,” Lee says. “It was a once in a lifetime chance.”

Former pupils at West Kidlington Primary School, in Oxfordshire, still approach teaching assistant Alison Cook in the street to reminisce about meeting the Queen at Oxford’s Ashmolean Museum in 2009.

“We felt she really engaged with children. They were buzzing afterwards, she made them feel special,” Cook says.

‘A masterclass in leadership’

Hundreds of educators have been mentioned in the Queen’s twice-yearly honours.

Receiving his MBE in 2016, retired headteacher Ian Clayton says he was “nervous” to meet the Queen, but she was “briefed sufficiently” and immediately started a conversation, making him feel “much more relaxed”.

Clayton, who led Thorpe St Andrew school in Norwich, says there was “a real interest. She



Year 5 students from West Kidlington Primary School still remember meeting the monarch at Oxford’s Ashmolean Museum

listened, she questioned. And I think in that moment it made me feel as if my story really mattered to her.”

Clayton says the Queen also demonstrated her sense of humour when, referring to a primary school leader who brought his whole school to stand outside Buckingham Palace, remarked she was “really glad you didn’t bring your nearly 2,000 pupils with you”.

“[She was] so fast, so sharp to connect those things and to hear what I’d said about the school, and what a way to bring it to its conclusion. It was absolutely lovely.”

The REAch2 Trust founder and former chief executive Sir Steve Lancashire, knighted in 2016, says the Queen gave school leaders a



The Queen showing ‘a real interest’ in Ian Clayton’s work while receiving his MBE



An area of reflection at St Dominic’s Primary School

Dark clothes and half-mast flags: How schools remembered Ma’am

Thousands of teachers wore dark clothes after the Queen’s death was announced last week.

Flags flew at half-mast at about one in 10 primary schools and almost one in five secondaries after the news was announced last Thursday evening, polling by Teacher Tapp suggests.

Twenty-two per cent of primary and 16 per cent of secondary teachers say they wore dark clothes last Friday to mark the long-serving monarch’s death..

The government told schools not to close during the mourning period, though they will close next Monday, the day of her funeral.

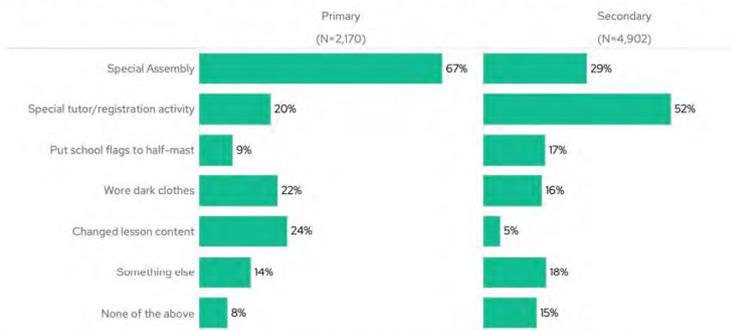
Most primary schools organised special assemblies last Friday, while almost half of secondary schools used registration or tutor

periods for special activities.

Around one in four primary schools changed lesson content in response to the news. Secondary schools were less likely to do so, with 5 per cent of teachers reporting a change on the day after the announcement and 9 per cent saying they planned to do so in the mourning period.

The survey suggests just 8 per cent of primary schools and 15 per cent of secondary

Did your school (or you) do anything *today* to mark the passing of Queen Elizabeth?



Question answered by 7,072 teachers on 09/09/2022 (results weighted to reflect national teacher and school demographics)

schools did not mark her death last Friday, with 25 per cent not planning anything for the rest of the mourning period.

NEWS

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The accidental flash from Donna Tandy's camera in 1990

“masterclass in brilliant leadership”.

“In my conversation with her about my CEO role she had clearly been well-briefed and commented ‘I understand you run 52 schools, (correct at the time), you can’t possibly do all that yourself. I suppose you’re rather like me and have other people to do most of the hard work!’”

Tandy says the Queen was an inspiration for “women leadership”.

The 16-year-old Tandy met the Queen on an air force base in Germany where her dad worked, but she accidentally left the flash on her camera.

“I took a photograph and it flared up. My dad was standing nearby – the look on his face meant I knew I was in so much trouble. The Queen saw and I said ‘I’m really sorry’ and she winked at me.”

The Queen was patron of a number of education charities and schools, which it is thought will be redistributed among other members of the Royal Family,

Gordon’s School, a state boarding school in Woking Surrey, has invited students to “light a candle in the chapel” to their patron the Queen whose “legacy of faithful leadership and selfless service will be remembered by generations and will inspire future generations”.

Marmalade sandwiches for Ma’am

Schools will close on Monday as part of a bank holiday to mark the Queen’s funeral, but normal attendance has been expected throughout the rest of the 10-day mourning period.

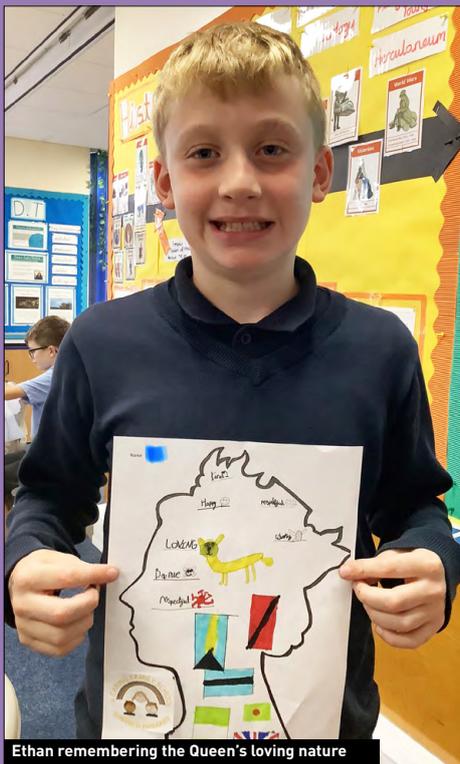
Kit Malthouse, the education secretary, said the Queen’s “devotion” to public service “has been an inspiration” with her “wisdom and strength” providing “solace to her people in times of darkness, most recently during the pandemic”.

“By her grace and dignity, Her Majesty touched the lives of millions, and she will live on in our hearts.”

In remembrance, foundation stage children at Archbishop Cranmer Primary Academy in



Marmalade sandwiches to remember the Queen’s humour

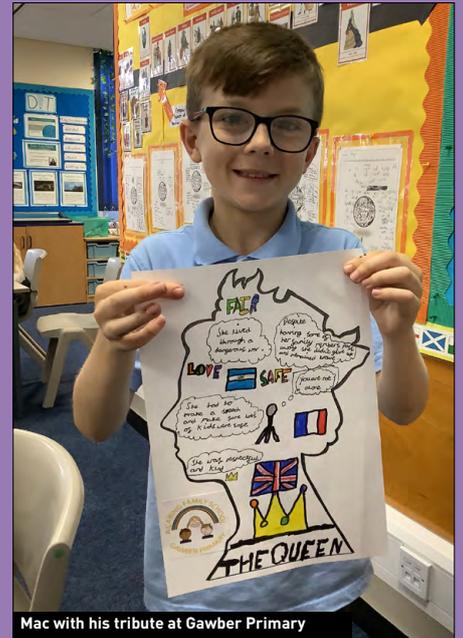


Ethan remembering the Queen’s loving nature

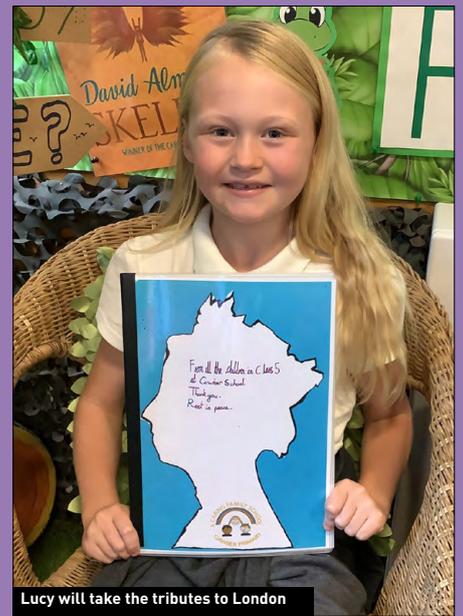
Nottinghamshire made marmalade sandwiches in a nod to the Queen’s Platinum jubilee sketch with Paddington Bear.

Melanie Stevens, the school’s head, says pupils remembered how the Queen compared sandwiches with Paddington – “they loved that clip so much”.

St Dominic’s Catholic Primary School in



Mac with his tribute at Gawber Primary



Lucy will take the tributes to London

Harpenden, Herts, set up a dedicated area for reflection and prayers. “It was lovely to see children in their lunchtime just coming up to the area saying ‘I’m going to light a candle for the Queen and say a prayer,’” says Madeline Walsh, the school’s SENCO.

Year 5 children at Gawber Primary in Barnsley made templates of her silhouette for a special book one student will take to London to lay in tribute.

Pupils at St Joseph’s Catholic Primary in Worcester are leaving prayer-filled Post-it notes on a cardboard cut-out of the Queen. They are also learning about King Charles, says headteacher Louise Bury. “He will be their future and their monarch during their lives.”

NEWS



Rachel Shaw

Matthew Shanks

Council puts academy bosses in charge of education

TOM BELGER

@TOM_BELGER

EXCLUSIVE

A troubled local authority has drafted in two multi-academy trust leaders on part-time secondments to lead its education services.

Experts said greater trust-council collaboration was welcome, and noted academisation was increasingly hollowing out council expertise in education.

Devon County Council recently brought many of its education services back in-house after the end of a decade-long outsourcing deal.

It said this would enable a "more cohesive SEND offer", and help to cut costs by reducing demand for education health and care plans.

Council chiefs began cost-cutting this month to plug an "unprecedented" £40 million budget deficit.

They were also recently threatened with government intervention in their services for children with special educational needs and disabilities.

In July, inspectors said Devon had failed to sufficiently tackle "significant weaknesses" identified four years earlier.

In-sourcing will also help Devon to fulfil ongoing statutory duties, which have withered away less than expected when work was contracted out in 2012 as academisation began.

This month Rachel Shaw, the chief executive of Exeter Learning Academy Trust, and Matthew Shanks, who leads Education South West, began as joint interim heads of education. They will "support the new integrated department", the council said.

Shaw said her focus was on "how our services support the most vulnerable", and making "best use of available resources".

Shanks said his focus was "outcomes", particularly closing the disadvantage gap, and delivering on the schools white paper.

But he played down the idea the two

appointments might presage an academisation drive.

Both applied unprompted to an open job advert and linked their success more to their backgrounds leading – and merging – Devon's primary and secondary head associations. Shanks works two days a week for the council, and Shaw three, under an initial one-year agreement.

"We have busy day jobs, but felt compelled out of civic duty. Devon are doing something different in using school leaders' experiences."

Shaw said they could offer "on-the-ground" perspectives on safeguarding, attendance and other services.

A council spokesperson called the pair "highly respected senior leaders". Processes were in place to avoid council business involving their schools coming "anywhere near" them, Shanks said.

Andrew Pilmore, a school improvement director at consultancy DRB, said such appointments could reflect councils being "depleted of expertise" since academisation.

"For councils restarting improvement teams, it's almost inevitable those with recent, demonstrable track records are in successful MATs."

John Fowler, a policy manager at the Local Government Intelligence Unit, agreed, saying many councils hired education leaders with social work or non-education backgrounds, and management consultants.

Pilmore said a more "joined-up" sector was important, to share best practice and avoid smaller MATs "becoming insular".

Shaw noted Devon had high levels of not only academisation, but also collaboration through MATs and, previously, federations.

Dan Morrow, the chief executive of Dartmoor MAT, said local leaders welcomed the new appointments, with communication and collaboration improving already. "It's system leadership based on shared purpose and priorities, not previous designation or affiliation."

Governing boards become less diverse

AMY WALKER

@AMYRWALKER

School governing boards have become less diverse, despite government calls for action, suggests a "sobering" new report.

Just 6 per cent of school governors and trustees who responded to the National Governance Association's (NGA) annual survey were black, Asian or minority ethnic.

The number aged under 40 was also the lowest on record, halving over the past five years to 6 per cent.

The survey of 4,000 governance volunteers, published today, suggests boards are getting less representative. In 2021, 7 per cent of respondents were not white, and 9 per cent under 40.

Last November, then education secretary Nadhim Zahawi urged schools to re-evaluate how they advertised vacancies so governing boards reflected the "diversity and richness" of school communities.

The NGA has also previously warned that "closed recruitment practices" and "lack of visibility" were barriers to more diverse candidates.

Emma Knights, the association's chief executive, said: "These findings make for sobering reading: schools need more good people and we need to get the message out far and wide to engage the thousands we need to fill governance roles."

Governance expert Raj Unsworth said the report suggested a looming crisis in school and trust governance.

The findings could offer a small glimmer of hope, however. Nearly a quarter of boards reported recruiting members from under-represented groups, up from 16 per cent last year.

But nearly two-thirds of respondents agreed trustee recruitment was difficult, up eight percentage points from 2019.

The NGA estimates schools have 20,000 governor vacancies: 38 per cent of respondents now report their school or trust board has two or more vacancies.

However the Department for Education (DfE) has failed to revive a programme to recruit business leaders to academy boards.

The Academy Ambassadors Programme ended in March under former provider New Schools Network (NSN), which has since announced its closure.

The DfE said this week it is "reviewing its options on how best to ensure strong governance on academy trust boards".

Set up in 2013, it has placed more than 2,000 trustees.

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Unusual job ad seeks to put applicants off

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

An academy boss hiring a new senior leader has tried to discourage prospective applicants, telling them in a job advert that heads are “exhausted, worn down and over-stretched”.

Hugh Greenway, the chief executive at The Elliot Foundation Academies Trust (TEFAT), wants candidates to know the “truth” before they consider applying to become its regional director on an annual salary of £110,000.

He has been praised for a “refreshing” approach to “boring, stale and at times lazy” job adverts. But others say it could put off good candidates.

In the advert, Greenway said he was “delighted” applicants were interested in the “challenging but hugely rewarding role. The simple fact that you are considering the position makes you one of the good guys”.

The position includes oversight of 10 London primary schools with above-average pupil premium numbers and pupils with English as an additional language. TEFAT, which runs 32 schools, is one of the country’s largest primary-school only trusts.

The advert adds: “I am grateful for your interest, but I am going to try and discourage you from applying.”

School leaders are “exhausted, not just from the pressures of keeping their schools open whilst the pandemic ravaged their staffing, but from maintaining their optimism for staff and pupils over the years of continual erosion of funding and support”.

Greenway cites the return to performance tables, parents under stress and heads becoming “responsible for community cohesion, tackling poverty and hunger, supporting mental health issues, dealing with domestic violence and addiction problems”.

“[Schools] receive little or no funding, support or recognition. On top of all this they now have to contend with unfunded pay increases and utilities bills spiralling into unaffordability”.

But if they apply, the trust will do “everything in our power to support you, develop you and protect you. Because through you, we make tomorrow a little brighter for our schools and our children.”

Regional Director, London c. £110k Candidate information



I am grateful for your interest, but I am going to try and discourage you from applying.

School leaders are exhausted, not just from the pressures of keeping their schools open whilst the pandemic ravaged their staffing but from maintaining their optimism for staff and pupils over years of continual erosion of funding and support. They are tired because high stakes accountability measures have been switched back on with little understanding of the disproportionate learning loss in disadvantaged communities. They are worn down because parents, who have suffered severely throughout lockdown, increasingly vent their frustrations at school staff as representatives of a state that doesn’t really care. They are overstretched because in addition to being responsible for giving young children the skills and knowledge they need to have the best chance in life, school leaders are increasingly responsible for community cohesion, tackling poverty and hunger, supporting mental health issues, dealing with domestic violence and addiction problems. For all these additional responsibilities, they receive little or no funding, support or recognition. On top of all this they now have to contend with unfunded pay increases and utilities bills spiralling into unaffordability.

In short, primary school leaders are the keystones of our society, and they are knackered.

Your job, should you choose to apply for it, will be to help our school leaders do even more because the children arriving in our schools are no less needy or deserving of our support.

Mike Donnelly, the managing director at recruiters Premier Teachers, calls it a “double-edged sword shock advert,” adding: “On one hand it will get read, but on the other it could be overly pessimistic.

“Those leaders at that level know this stuff, they don’t need to be told so it’s shock and interest but could shock and put off too.”

Its tone echoes the mythical Ernest Shackleton ad – the Antarctic explorer who needed men “for hazardous journey, small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful, honour and recognition in case of success”.

Similar adverts have picked up attention before.

Ladybridge Preschool, in Bolton, was praised last year for saying candidates must be able to “read a book upside down”, while warning that they could expect to be covered in “unknown substances”. “Eyes in the back of your head” was also of “utmost importance”.

The nursery was “inundated” with applications.

Greenway told Schools Week recruitment was “incredibly artificial” as “so many job adverts begin with ‘an exciting opportunity has arisen’”

He wanted to speak “truth to power” after a “decade of massive educational pressures”, but acknowledged it could put some candidates off. They should probably not be doing the job.

“You need to go in with open eyes, knowing it will be hard and, at times, even painful, and still want to do it. Because on other days you can make a difference”

Leora Cruddas, the chief executive at the Confederation of School Trusts, said the advert reflected “the difficult realities facing school and trust leaders. He expresses this with admirable honesty, but also with hope – which will perhaps capture the imagination of candidates.”

Marios Georgiou, the chairman at recruiters Step Teachers Ltd, said creativity and personalisation was essential as “there has never been so many job adverts”.

Analysis by vacancy website TeachVac found 1,450 leadership adverts were placed between January and July this year – up 78 per cent from the 811 during the same period in 2021.

Kimberley Evans, a teacher wellbeing specialist, said it was “a refreshing approach to recruitment ... which over time has been boring, stale and at times, lazy”.

NEWS

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New aides to DfE regional directors named

SCHOOLS WEEK REPORTER

@SCHOOLSWEEK

It is all change among academy adviser boards as new regional directors sign-up their own aides.

Dozens of academy leaders were elected to regional director advisory boards earlier this year. The boards, previously known as headteacher boards, oversee the academy sector and conversions of maintained schools in their patch.

However regional directors – formerly known as regional school commissioners – can also appoint their own advisers. Thirty-six posts, four in each of the nine boards, have now been filled.

Appointments include Rob Tarn, the

chief executive of the 22-school Northern Education Trust, Rowena Hackwood, the chief executive of the 26-school Astrea Academy Trust, and Stuart Gardner, the chief executive of the 20-school The Thinking Schools Academy Trust.

The only non-school leader among the 36 is Lizana Oberholzer, a senior lecturer in teacher education at the University of Wolverhampton and founding fellow of the Chartered College of Teaching.

However, it is not the first time non-school leaders have been appointed. Previous postholders include Michael Larsen, a senior managing director at the investment company Harbert Management Corporation,



Carolan Goggin

and Chris Melia, a management consultant.

Of the 36 appointments, nearly three-quarters (26) are new recruits. A total of 18 were appointed by regional directors,

and another 18 were co-opted, which requires ministerial agreement.

Meanwhile, Carolan Goggin has stepped in as acting regional director for Yorkshire and the Humber. She was the deputy director responsible for children's social care improvement and intervention in the north.

The position – previously covering East Midlands and the Humber – became vacant after the regional school commissioner patches were changed from eight to nine to accommodate London on its own.

APPOINTED REGIONAL DIRECTOR BOARD MEMBERS

Region	Adviser	Academy Trust	Co-opted / Appointed
East Midlands	Inderjit Sandhu	Scholars Academy Trust	Appointed
East Midlands	Paul West	The Spencer Academies Trust	Appointed
East Midlands	Sarah Armitage	Embark MAT	Co-opted
East Midlands	Julian Scholefield	Esteem MAT	Co-opted
East of England	Mark Farmer	Bridge Academy Trust	Appointed
East of England	Alistair Kingsley	Hamptons Academy Trust	Appointed
East of England	Lawrence Chapman	SENDAT	Co-opted
East of England	Brian Conway	St John the Baptist MAT	Co-opted
London	Lee Mason-Ellis	The Pioneer Academy	Appointed
London	Rama Venchard	STEP Academy Trust	Appointed
London	Gill Bal	North Brent School	Co-opted
London	Dr Vanessa Ogden	Mulberry School for Girls	Co-opted
North East	Jason Brine	Tees Valley Education Multi Academy Trust	Appointed
North East	Jo Heaton	Northern Lights Learning Trust	Appointed
North East	Elizabeth Horne	Horizons Specialist Education Trust	Co-opted
North East	Robert Tarn	Northern Education Trust	Co-opted
North West	George Beveridge	Cumbria Education Trust	Appointed
North West	Anita Ghidotti	Pendle Education Trust	Appointed
North West	Jonathan Nichols	Rainbow Education MAT	Co-opted
North West	Helen O'Neill	The Blessed Edward Bamber Catholic MAT	Co-opted
South East	Yasmin Bevan	Linden Education Trust	Appointed
South East	Sarah Brown	Falcon Education Academies Trust	Appointed
South East	Stuart Gardner	The Thinking Schools Academy Trust	Co-opted
South East	Paul James	River Learning Trust	Co-opted
South West	Benjamin Antell	United Learning Trust	Appointed
South West	Adele Haysom	Lighthouse Schools Partnership	Appointed
South West	Mark Ducker	STEP Academy Trust	Co-opted
South West	Margaret Simmonds-Bird	Gatehouse Green Learning Trust	Co-opted
West Midlands	Tom Leverage	Our Lady of the Magnificat MAC	Appointed
West Midlands	Lizana Oberholzer	University of Wolverhampton lecturer	Appointed
West Midlands	Amarjit Cheema	Perry Hall Multi Academy Trust	Co-opted
West Midlands	Dan Parkes	The Mercian Trust	Co-opted
Yorkshire and the Humber	Andrew Child	Nexus MAT	Appointed
Yorkshire and the Humber	Rowena Hackwood	Astrea Academy Trust	Appointed
Yorkshire and the Humber	Jenn Plews	Northern Star Academies Trust	Co-opted
Yorkshire and the Humber	Kash Rafiq	Moor End Academy - South Pennine Academies	Co-opted

NEWS

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Misconduct probe for former head suing teacher union

TOM BELGER
@TOM_BELGER

An award-winning former headteacher embroiled in a High Court battle with the National Education Union faced a professional misconduct panel this week.

Mahzia "Pepe" Hart could be banned from teaching if found guilty of intimidating staff, bullying pregnant teachers, inappropriate comments and mocking pupils.

The Teaching Regulation Agency (TRA) hearing follows a second watchdog investigation into Hart in six years, with the first resulting in no further action.

The former head of Trinity Church School in Radstock, Somerset, who resigned in 2015, has alleged a "witch hunt".

She has publicly criticised the TRA on Twitter, and is currently suing the National Education Union (NEU) and its regional district secretary David Biddleston. She accused him of inciting union members to complain, motivated partly by anti-academy sentiment.

The "unlawful conspiracy" and "harassment" forced her to resign, causing "upset and anxiety" and the loss of income and prestige, she wrote in court documents. The NEU disputes the claims.

The TRA panel is now ruling on allegations referred by the then National Union of Teachers in 2017.

Questioning why it had not referred her in either 2015 or 2016, Hart claimed the NUT's action was "retaliation" after another legal action in 2017. She had won an apology from one ex-teacher and NUT member in a defamation case.

Hart is also reported to have taken legal action since against Bath and North East Somerset Council, which her legal documents say made the first referral to the regulator in 2016.

Hart had won a national newspaper "teacher of the year" award in 2008, and a "manager of the year" gong six years later.

She became Trinity's head in 2009, notching up "outstanding" Ofsted ratings

in 2009 and 2013. It became one of the first primary academies in 2011.

But by December 2015 she had resigned after local media reported staff and parental criticisms, and what she later dubbed "appalling social media abuse".

Almost seven years later, a five-week misconduct hearing in Coventry is underway into more than 50 alleged incidents.

Former employee Stacey Broad claimed on Wednesday that Hart had told her in 2013 to stop "flaunting" her pregnant belly, not let her attend maternity appointments and questioned whether she got pregnant as teaching was "too difficult".

She accused Hart of saying sick days were "not acceptable" and staff should not expect Sundays off.

Hart's lawyer, Simon Smith, denied the claims. He questioned why, if it was a "toxic, hostile environment", the teacher invited Hart to her wedding and returned to work at Trinity a second time in 2015. Broad said both reflected Hart's "manipulation", and she had hoped things would change.

Smith also questioned whether the teacher's critical posts in a Facebook group about Hart, including saying she wanted to "punch her", amounted to bullying. The witness said they had been private conversations among "traumatised" teachers.

Another former employee, Cindy James, called her time at Trinity "horrendous", accusing Hart of "intimidating" behaviour. She alleged Hart said her class would be "better off" without twins with special educational needs, and mimicked a pupil she dubbed a "mini-Nelson Mandela".

Smith said these claims were "not true". He noted the former employee's contact with the NUT, and that the witness compiled a



grievance document after only a "very short time" working under Hart.

Further allegations against Hart include calling colleagues "fat", "thick", "trash", "soulless", "pathetic" and dubbing one a "mood Hoover". She is accused of mimicking a pupil with special educational needs, "threatening" staff that they might not find work elsewhere and putting "dishonest" pressure on one employee to change a statement to police.

At one point in the hearing Hart appeared distressed and said the hearing was "not right", and that she had spent £250,000 of her "children's money" defending herself over seven years.

An NEU spokesperson called Hart's bid for compensation "vexatious", calling it "bizarre" to claim "basic trade unionism is an unlawful conspiracy". It referred Hart only after the libel case to "avoid any suggestion" the two were linked.

Hart and her witnesses are yet to give evidence. The case continues.

Help us to build the change with the LEGO Group and The Day

Are you one of 83.2%* of educators who think students need more sustainability skills and knowledge to become agents of change? Build the Change Tuesday is the brand-new FREE sustainability resource from the LEGO Group and The Day. This hands-on, preparation-free worksheet means sustainability education can be brought into your schedule in a way that suits you, in under 20 minutes. Inspire the next generation, brick by brick.

Students are the future of the planet, so they need to be equipped with the skills and knowhow to act on sustainability issues. Yet educators are not only stretched for time, 83.1%* of teachers also wish sustainability was more broadly implemented across the curriculum; they often don't have the tools or resources to tackle this topic confidently.

The LEGO Group has partnered with The Day, a daily online newspaper for schools, to bring Build the Change Tuesday into lessons and form time for 8 – 13-year-olds. Every week, educators will be equipped with the latest sustainability news, a related debating question, fun puzzles and a creative challenge for students to 'Build the Change' for the future using craft materials or LEGO bricks. Build the Change Tuesday is flexible, and can be used as much or as little as educators like, with the ability to pick and choose activities.

[Explore the Build the Change Tuesday resources](#)

Build the Change Tuesday starts with reading an engaging sustainability article, where the news is an anchor to debate issues, from whether we should live in passive homes or if heatwaves are the new normal. Using the news to promote critical thinking and debate is central to The Day's role as an online teaching resource for over a thousand member schools, and now this approach can be applied to learning about environmental issues.

Students are then tasked to devise their own



“ It hits many curriculum areas in a real and easy way: children can develop reading; comprehension and discussion skills.

Neela Moorghen, Headteacher, Grasmere Primary School

solutions to the issues discussed and debated from the article, using either LEGO bricks or other creative materials. Combining this hands-on, interactive challenge with current affairs means creativity can be channelled to drive real change.

[Join our live lesson with LEGO's David Pallash!](#)

This collaborative sustainability project will be brought to life with an interactive Build the Change Tuesday: LIVE lesson, featuring David Pallash from the LEGO Group and teacher Jess Moher. Educators just need to [sign up](#) for the engaging no-prep lesson taking on 4th October at 13:30. Teachers can carry on learning from the UN's World Habitat Day, and students can engage with each element of Build the Change Tuesday in the most interactive way yet, from exploring the homes of their favourite animals to debating and discussing habitats. They can even ask their burning questions to the LEGO team. Then students can have a

go at constructing their very own habitats to help habitats affected by sustainability issues. There will also be a competition announcement, where creations can be showcased to real-life decision makers and used to inspire real change.

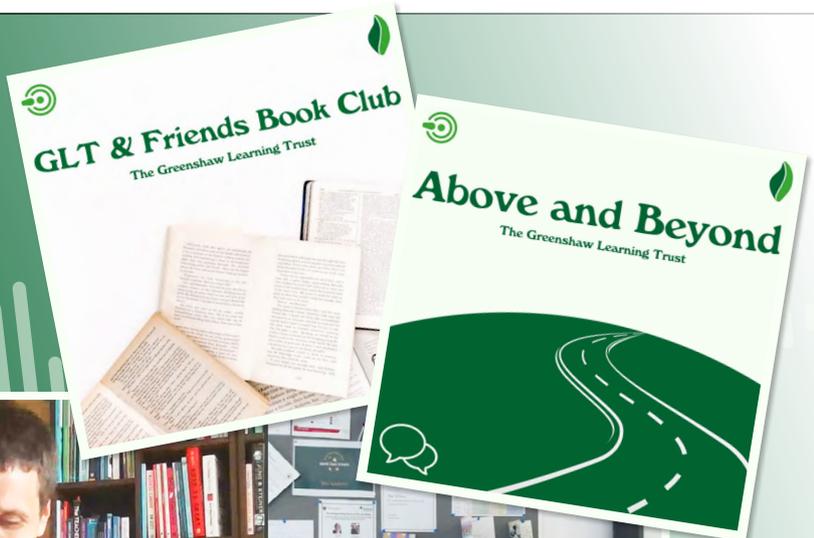
Making a real change starts with young people, and by giving them a voice, Build the Change gets students thinking about the solutions that might be out there to solve the issues affecting the world they live in. Explore the weekly resources [here](#) or contact enquiries@theday.co.uk.

Build the Change Tuesday is a LEGO sustainability resource which forms part of The Day's News Detectives programme, a no-fuss daily dip into the news for ages 8 – 13. A different theme every day of the week.

*A survey conducted by The Day in 2022 with 1,115 total respondents comprising of a mixture of primary and secondary teachers as well as other educational professionals.

Feature

JESS STAUFENBERG | @STAUFENBERGJ



A book club session at Greenshaw Learning Trust

CPD for free: Meet the open source academy trust

From running a podcast to a book club, staff at the Greenshaw Learning Trust put aside hours of their time to share resources and ideas across the sector – without charging a penny. How did they do it?

Jess Staufenberg finds out

We've all read the headlines: burned out teachers post-pandemic, leaving the profession in droves. With huge learning loss and worsening mental health to tackle, continuous professional development hasn't exactly been the top issue for schools.

This was worrying Rhiannon Rainbow, school improvement lead for maths at Greenshaw Learning Trust, as she and her colleagues launched online lessons at the

start of Covid-19 in 2020.

"We were working on this online curriculum for students and we thought, 'what about our colleagues?'"

"With the nature of everything being so reactive day-to-day in the pandemic, we were concerned that CPD could become much less of a priority. So, we started looking at what we could do."

The trust, which has 23 schools across the south-east including London and

Gloucestershire, is now offering free inset days, a podcast, book club, secondment leadership programme and teaching resources. If you're on EduTwitter you will have probably spotted them posting links to the GLT & Friends Book Club or the Above & Beyond Podcast, garnering enthusiastic replies and retweets. Remarkably, everything is free.

A peruse of its website reveals more. Under the 'CPD' tab is a huge spreadsheet of

Feature: The Greenshaw Learning Trust



Rhiannon Rainbow, GLT & Friends Book Club co-founder

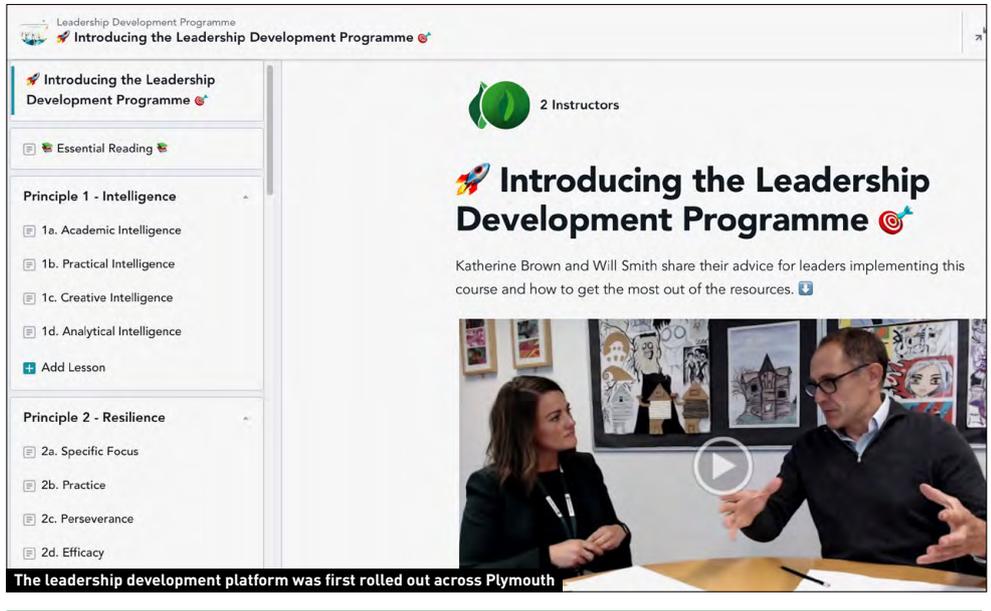
links to video sessions with leading names in the sector, from Tom Sherrington to Katherine Birbalsingh. They cover topics from governance to teaching assistants, international exchange programmes and tutoring – a vast directory at the click of a button.

TeacherTapp survey data shows 93 per cent of teachers believe CPD would make them better teachers. And they're right. Academic research reveals 35 hours of high-quality CPD a year is almost as impactful as placing a teacher with 10 years' experience in front of students, according to the Education Policy Institute and Ambition Institute. It's a highly cost-effective intervention.

The trust didn't exactly set out to offer so much, explains Katherine Brown, assistant director for secondary education. In 2020, GLT was supporting four local authority schools across Plymouth – Montpelier Primary, Stoke Damerel College, Scott College and Sir John Hunt Community Sports College – when the council suggested a leadership development programme for schools across the city.

"We could see the need and so we went in with a sense of urgency," says Brown. Headteachers across the trust were canvassed for their views and research literature was quickly revisited.

This included six texts that have influenced the trust's leaders: *Leverage Leadership* by Paul Bambrick-Santoyo; *Black Box Thinking* by Matthew Syed; *Radical Candour* by Kim Scott; *Thinking, Fast and Slow* by Daniel Kahneman; *The Four Disciplines of*



The leadership development platform was first rolled out across Plymouth

“When you rubber stamp CPD, you lose that entrepreneurial spirit”

Execution by Chris McChesney, Sean Covey and Jim Huling, and *The 18 Challenges of Leadership* by Trevor Waldock and Shenaz Kelly-Rawat.

By December 2021, the development programme was live. Leaders work through 35 modules around 'seven principles of leadership': intelligence, emotional intelligence, ambition, organisational alignment, resilience, risk management and professional credibility. Each module comes with "pre-reading and pre-watching" including book chapters and blogs, says Brown, and includes a 30-minute lecture.

To ensure leaders take a targeted approach, they also undergo 'The 360' – a survey where they self-report and are assessed by colleagues on strengths and weaknesses.

"That then produces an individual analysis for that person, so they can target which modules they want to do," says Brown. A headteacher can even get a 360 'team report' on their senior leaders so they can see areas for improvement.

The programme is set to be nationally available this year. My only critiques are



Joe Ambrose, Above & Beyond podcast creator

that currently there's no hard impact data about the programme (aside from GLT's own strong school improvement track record) and the fact staff have to complete it in their own time after a hectic day.

But the trust offers aspiring leaders proper time out of their day jobs, too.

Schools Week spoke to Charlie Barnett, assistant headteacher at Wensleydale secondary school in Yorkshire, who got permission from his headteacher to join the trust's six-week secondment programme

Feature: The Greenshaw Learning Trust

from June 6 to July 15.

His school was able to find cover for his role, allowing him to work at Yate Academy in Gloucestershire (graded 'good'), Brakenhale School in Berkshire (also graded 'good') and Blaise High School in Bristol (yet to be inspected).

"Each day I'd get a daily plan to visit lessons and meetings, and I was encouraged to problem-solve," says Barnett. Such hands-on learning in three different contexts meant "the number of things I was able to do when I got back to my own school was just so fast and targeted".

Aside from formal leadership programmes, the trust has grassroots projects aimed at classroom teachers, too. This was the focus of Rainbow and her fellow maths colleague Dave Tushingham, who launched the GLT & Friends Book Club.

After the first session, a teacher from outside the trust tweeted asking to join, and then one of the authors, maths expert Peter Mattock, asked to turn up too. Demand rocketed.

"We found very quickly that it grew way beyond maths," says Rainbow. The one-hourly sessions soon had 2,000 subscriber emails, and 49 book club sessions have been held with authors from David Didau to Mary Myatt to Doug Lemov.

The reason it works, continues Rainbow, is because it suits time-stretched teachers. "I'm one for collecting books but I never get time to read them!" For Tushingham, he would buy books but didn't always know "how to translate them into practice".

Emma Cave, assistant principal at Melksham Oak community school in Wiltshire, part of the White Horse Federation trust, says the "willingness of authors to engage" is invaluable. "You can discuss your own context and I find it brings a real clarity to the spirit of their writing." As a result, her school has now bought Middle Leadership Mastery by Adam Robbins for all its middle leaders.

Last but not least, Joe Ambrose, senior school improvement leader at GLT, launched its 'Above & Beyond' podcast in May, which introduces listeners to "inspirational individuals" outside education.

"My hypothesis was that



Will Smith, GLT chief executive with academies minister Baroness Barran

"All this work energises our staff"

there are patterns all excellent leaders follow," Ambrose explains. He has booked MPs, advertising executives and theatre producers, racking up about 1,500 subscribers.

Is this just a labour of love for teachers (since proving such a discursive podcast impacts pupil outcomes must surely be tricky)?

But Will Smith..., chief executive at GLT, is clear on the benefits: "All this work energises our staff. It gives them a real sense of belonging to an organisation doing something competent and systematically good."

Of course, it also helps hugely with recruitment, he adds. "I see it as a good investment to put some money aside to employ people to curate this stuff."

GLT couldn't provide us with exact trust expenditure on CPD, but a spokesperson confirmed a small amount comes from the government's Trust

Capacity Fund and the rest is covered by its existing budget. "We definitely don't have a big budget for outreach," they added.

And the investment seems to work. Of the 12 schools inspected since joining the trust, 11 have been graded 'good' and one 'outstanding'. The trust also has a Progress 8 score of 0.07.

Is it frustrating GLT is making so much available when others aren't? After all, Oak National Academy got government funding to do exactly this – just weeks after GLT put all its own resources online. Other trusts also offer their services, but with a fee.

"We went live and then, yes, a week later, Oak suddenly popped up with government money funnelled in," laughs Smith. He rang co-founder Matt Hood to discuss and says "it was fine – we did what we did, and they did what they did". Hood didn't take the idea from him, he adds.

My other query is whether GLT's offer is only being found by Twitter-happy teachers. Should there be a national hub of CPD?

But Ambrose has a word of warning. "As soon as people start to rubber stamp things, you lose a bit of that punk, entrepreneurial side of why you do things. I actually think the free market of ideas is currently still the best way to do it."

He agrees, however, that it would be good to see more schools release their time and resources freely in the way GLT does.

Smith concludes: "For us, this just isn't distinct and separate from school improvement."



Katherine Brown, assistant director for secondary education

Opinion

DO YOU HAVE A STORY?
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FRANK NORRIS

Education and skills adviser,
Northern Powerhouse Partnership

Schools are facing a financial crisis – but where’s the evidence?

Ofsted’s role of reporting on school finances has withered over the years, explains Frank Norris, leaving policy makers and the public in the dark

When I started inspecting for Ofsted in 1995 as a seconded headteacher, I recall significant discussions about adequacy and sufficiency of resources. A quick search of inspection reports around that time highlights how direct inspectors were in reporting that some subjects had insufficient books or that the quality of the available resources hindered pupils’ learning. This was a time when a lack of investment in education was seriously affecting school performance.

It is not surprising that the chief inspector’s annual report for 1996/7 drew attention to ‘shortages in books and equipment affect(ing) teaching adversely in one in four secondary and one in ten primary schools’ and that ‘the vagaries of resource allocation meant that the school had not received sufficient funding to do the job it was expected to do’. Pretty damning stuff.

There was major investment in school resources following New Labour’s 1997 election win under the ‘education, education, education’ banner. Ofsted continued

to consider resources. But from then they did so under a ‘best value’ approach; specific investigations into adequacy and sufficiency were considered as part of this. The introduction of the 2005 inspection framework shortened inspections and shifted emphasis towards the accuracy of a school’s

self-evaluation. It also placed the responsibility for effective use of resources with the governing body. Then in 2010 the coalition Government ran a campaign to eradicate unnecessary burdens on schools. Laudable, but in the effort they removed the online self-evaluation form (SEF) which contained pre-populated financial information about the school. Instead, schools were asked to share their budget details with the lead inspector at the time of their inspection.

As the country entered a period of austerity and major cuts were made to education budgets, it was perhaps convenient for the government that inspectors were not being asked to report specifically on the adequacy and sufficiency of resources. This didn’t stop inspectors from reporting on it



if they found it to be a problem, but their focus was elsewhere. A review of the chief inspector’s annual report for 2014/15 reveals only four references to ‘resources’ and none about ‘best value’. By this time the inspection of resources had largely

“Inspectors are not reporting on the issue of resources at all

been obliterated and was no longer considered important.

So where is Ofsted now with regard to inspecting and reporting without fear or favour on school resources? Currently, inspectors are asked to consider if governors have a secure understanding of whether resources are managed well. This doesn’t challenge inspectors to consider whether there are sufficient, high-quality resources available for all pupils. It’s just evaluating whether the school is doing well with the resources they’ve got.

A review I undertook of over 300 recent school inspection reports makes clear that inspectors are not reporting on the issue of resources at all. Conversations I held with a number of headteachers from these schools also revealed that resources were never raised as an issue in

formal feedback at their most recent inspection. Yet we know there are gaping holes in current school resource provision. A good example is the welcome investment of £150 million for improvements in digital connectivity. A large number of schools – particularly those in more remote areas – don’t have a broadband connection strong enough to run more than just a few digital devices at any one time. Surely inspectors ought to have noticed this during their inspection work, but time and again such issues appear to be ignored. As a result, the current chief inspector simply lacks the data to even report on gaps in sufficiency and quality of resources in her next annual report – let alone to be as sharply critical as Chris Woodhead in 1997.

At a time of unprecedented financial challenges for schools that are likely to worsen before (hopefully) improving, ministers may not want to hear the unvarnished truth about school resourcing. They may not want the public to hear it. But isn’t the point of Ofsted at least in part to report on the obstacles schools face in delivering the goals they are set? Maybe it’s time to dust down those ‘old’ inspection frameworks.

Opinion

DO YOU HAVE A STORY?
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JOANNE MOSELEY

Senior practice development lawyer, Irwin Mitchell

Part-time pay: a landmark judgment for schools

A landmark ruling by the supreme court means schools and trusts should look again at their arrangements for casual and part-time workers, explains Joanne Moseley

As schools were breaking up for the summer with school leaders already worrying about their budgets for the autumn, the Supreme Court handed down its landmark judgment in the long-running case of *Harpur Trust v Brazel*. This is a significant decision that will mean thousands of term-time workers have been underpaid and could now bring claims going back up to two years.

This case involved a school teacher employed on a zero-hours contract of employment to teach music. She was only required to teach during term-time and was not paid when she was not working. Her contract was permanent and rolled over each year. She worked different hours each week and was paid monthly on the basis of an agreed hourly rate.

The ruling

She received 5.6 weeks' annual holiday which the school made her take in three equal instalments at the end of each term. To start with,

it calculated Ms Brazel's holiday pay in accordance with the rules on a 'week's pay' set out in the employment rights act (ERA). This meant that her pay was averaged and any weeks that she didn't work were ignored.

However, the school decided to change its approach. Relying on guidance produced by ACAS (which

has since been rewritten), it decided that the fairest way to calculate Ms Brazel's holiday pay was to pro-rate her holiday to reflect the fact that she worked fewer weeks per year than full-time staff.

To achieve this it capped her holiday pay by applying a mathematical formula of 12.07 per cent - a commonly used figure based on 5.6 weeks' holiday, divided by 46.4 weeks (52 minus 5.6). At the end of each term, the trust paid her 12.07 per cent of the hours she'd worked at her normal hourly rate as holiday pay. This meant that she received less paid leave than if she'd been paid for 5.6 calendar weeks' leave at the statutory rate of a week's pay.

She argued that this was incorrect



and resulted in a significant underpayment. The Supreme Court agreed with her. It said that all workers have a fixed right to 5.6 weeks' holiday and employers can only adjust this when someone's employment starts or ends part way through a leave year.

The court also said that employers

on payroll, I recommend that you set out the dates you want them to take a holiday, eg. at the end of each term. You must calculate holiday pay by averaging their pay over the previous 52 weeks, ignoring any weeks that they haven't worked each time they go on leave.

This case doesn't just affect casual workers. Term-time workers who have fixed hours or days of work must also receive 5.6 weeks' holiday. Each week of holiday is based on their usual number of working days or hours. So, someone who works two days a week during term-time will get 11.2 days' holiday. If they work five days a week during term-time, they will get 28 days' holiday.

Lastly, if you give your full-year staff additional contractual holiday, you may have to increase the holiday allowance of term-time staff. You can pro-rate this element to reflect the number of weeks they actually work each year.

School leaders may be concerned about the budget implications of this ruling, especially in given other pay-related budgetary pressures, but they now face the possibility of legal claims if underpayments are not corrected. We recommend that you take legal advice to minimise this risk.

“This case doesn't only affect casual workers”

couldn't use 12.07 per cent (or any other percentage) to calculate holiday pay. Instead, they have to calculate pay by reference to ss221-224 of the ERA. These provisions differentiate between workers who have normal hours and those who don't.

Implications for schools

Anyone you engage for part of the year on a permanent or continuous contract must receive at least 5.6 weeks' holiday, even if they only work for a few weeks each year – such as exam invigilators. If you haven't given them enough holiday, you will need to increase it by changing their contract.

To ease the administrative burden

Opinion

DO YOU HAVE A STORY?
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LOIC MENZIES
Visiting fellow, Sheffield Institute of Education

Exclusions: Mapping our way to educational equity

Too many children are falling through the cracks of our fractured system, writes Loic Menzies, yet we know what to do to start putting the glue back into the system

The Bolton Impact Trust consists of four alternative provision and special (SEMH) schools. Paul Hodgkinson, its executive principal, is convinced that turning excluded pupils' educational journeys around depends on securing detailed information as soon as they arrive, so that provision can be shaped around their needs. Completion of a detailed referral form is therefore a pre-condition of entry. The form includes resource requirements, a pupil profile focusing on strengths and talents, and strategies that have a positive impact alongside a detailed risk assessment.

Sadly, Hodgkinson finds that sometimes, schools don't know their pupils well enough to provide the necessary information – often because pupils have such a history of non-attendance that the information is simply not available. A charity leader told me he faces a similar problem; in some cases, no one can even find up-to-date information on where these invisible children are

living.

Ed Reza Schwitzer, a former head of children's social care strategy at the DfE, is all too familiar with these frustrations. He acknowledges that our system is "completely disjointed" and too often results in young people falling through the cracks. "We say the same thing every time," he told me. "We need to work together

“There are some relatively low-hanging fruit for policy makers

better'. Well, we said that for Baby P. We said that for Victoria Climbié."

So if everyone agrees this is what we need to do, then how can we put the glue back in the system and map our way to educational equity? That's the question that a recent roundtable run by the Cambridge Assessment Network was asked, and attendees' experiences made it clear we can't afford not to.

There are some relatively low-hanging fruit for policy makers who want to make a difference. For example, children's commissioner Dame Rachel de Souza has long argued for a unique identifier for each child. That could make it easier to link different data sets together and would go some way to solving



the problem Hodgkinson described.

Meanwhile, more fundamental shifts in the sector's architecture are hinted at in the SEND green paper, schools white paper and the children's social care review. These proposals still need refining, and implementation will be a minefield

that could take years to navigate. But if the new education secretary can even get the ball rolling before the next election, they will have achieved a hat-trick of structural engineering that should earn them a legacy to be proud of.

Speaking at the launch of her families' review this month, the children's commissioner was right to say it shouldn't be down to schools and teachers to do everything themselves, and it's clear that a 'school-led system' is never going to stop pupils falling through the cracks. But with the right resources, schools can still make a substantial difference.

A 2014 NFER study for the DfE showed that communication

and information-sharing can be improved when schools take greater responsibility for meeting permanently excluded pupils' needs. Schools also have huge potential to act as hubs for family services - an idea floated in the children's social care review but already being driven forward by many schools who host health workers, housing officers and myriad other services.

The West London Zone provides a particularly impressive example. It was set up as an embedded, community-led resource that would focus on building deep partnerships between families and statutory and voluntary sectors. Schools involved in the programme host link workers who provide vulnerable pupils with a continuous touchstone, bridging the gap between school and home life.

As families come under ever-greater strain, approaches like these and others explored as part of the Cambridge Assessment Network's Mapping the Way project will need to become the norm.

Whatever structural and funding changes come to pass, there's simply no time to waste in starting to put the glue back in the system.

And not all of it needs to be applied by ministers.

Opinion

DO YOU HAVE A STORY?
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New research shows air pollution's many negative effects on schools and young people, writes Caroline Hinz, but simple, affordable steps can lead to big improvements

Children are strongly affected by air pollution because their lungs are still developing, they breathe more deeply, and due to their size they are often closer than adults to the exhausts that emit pollution. Air pollution can exacerbate and cause wheezing and asthma, cancer, and long-term exposure can result in worsening cases of lung or cardiac disease, among many other illnesses. And if that wasn't bad enough, a new study from the University of Washington points to evidence that air pollution also negatively impacts behaviour and cognition.

Worse still, the school run itself accounts for 30 per cent of rush-hour traffic. So in effect, nearly one-third of the pollution children are exposed to on their way to and from (and at) school is caused by getting them there.

My son has asthma. We live next to a busy road and his symptoms worsen noticeably during times of heavy traffic. It was while researching what I could do to help ease his symptoms that I came across the campaign group, Mums for Lungs. Their practical advice on measures schools can take to make the air cleaner around their estate became my rallying cry, and it is making a difference.

But it's important to note that change like this doesn't just improve health outcomes for Isaac and other sufferers of lung conditions. It's a benefit to everyone, and especially all young people. They are less likely to develop such conditions, and they can only be healthier as a result of reducing nitrogen dioxide levels that regularly



CAROLINE HINZ

Parent campaigner,
Mums for Lungs

What can schools do to reduce air pollution?

exceed the legal limit set by the EU in many of our cities. Even electric cars contribute to particulate matter in the air they breathe. So it's the whole institution of the school run that needs a rethink!

The first and most obvious strategy is an initiative called 'School Streets',

teachers and others who need access. This is enforced by cameras that check number plates, and fines are issued to vehicles that enter the school street without such an approved exemption. Number plate recognition cameras were previously only allowed in London for this kind

“ Simple messaging can make a big difference

which has been rolled out with great success by a number of schools. The roads around a school are simply closed during pick-up and drop-off times, with exemptions for residents,

of use, but legislation has recently changed so that they can be used across the UK.

Many 'School Streets' schemes are enforced in my east London



borough, and aside from the reduced pollution, it's lovely to see large numbers of families walking, cycling and scooting to school, and empowered to do so by the greater safety of reduced traffic. With the support of parents and community stakeholders, local councils can deploy these schemes with relative ease.

But they may not be available to all schools, especially those on main roads. For these schools, a green screen of plants and trees along the school fence that will absorb a lot of the pollution is an affordable solution.

And even if you can get a scheme off the ground, it shouldn't be your only measure. Other steps schools can take to protect children from air pollution range from active travel schemes encouraging families to walk/cycle/scoot to school to parent education. The latter can be particularly effective, as someone idling their engine near a school probably doesn't realise they are contributing to a child's asthma attack later that day. I've been handing out anti-idling flyers on the school run and find most people apologise and turn off their engine. Reinforced by the local school (for example with banners on the school gates and newsletter reminders to parents), simple messaging like this can make a big difference.

In these straitened and highly-pressured times for schools, tackling pollution may feel like a low-priority activity. But parents are your strongest allies in this. Because we all want our children to be healthy, thriving and focused on learning – and it doesn't have to cost the Earth.

THE CONVERSATION
LISTENING IN ON
THE DIGITAL STAFFROOM

Penny Rabiger
Associate, Centre for
Race, Education and
Decoloniality, Leeds
Beckett University)

WHERE TO BEGIN

We have a new prime minister, and new education secretary, there's a six-month government support scheme in order to combat upcoming energy cost increases, and the Schools Bill is experiencing further delays as it moves through Parliament.

Amid the turmoil, where better to start the term than letting the [Haringey Education Partnership \(HEP\) podcast](#) summarise what is on the agenda this week for schools. As well as making sense of it all, they'll also give you some recommendations of things to watch, listen to and read that are connected to hot topics in education right now.



LET'S GET CRITICAL

And if you're looking for a more critical perspective on events to prepare to talk to students and staff about it all, then the [Democracy Now YouTube channel](#) – an independent global news hour that airs on over 1,500 TV and radio stations globally – could be just the thing. This week's episode

is a roundtable entitled *Amid Tributes to Queen Elizabeth, Deadly Legacy of British Colonialism Cannot Be Ignored*.

As the country's longest-serving monarch, Queen Elizabeth's death has set off a period of national mourning. As the monarch who presided over the end of the British Empire, her legacy – and King Charles' ascent to the throne – have also raised important questions about the future of the monarchy. This episode features four knowledgeable and challenging scholars, activists and commentators, who ground their views on in-depth analysis of history, power and politics in the UK. Well worth a listen for a more rounded view of current affairs.

BREAKING THE SILENCE

Meanwhile, the police shooting last week of unarmed musician and father-to-be, Chris Kaba, should see us all vigorously renewing our vows as educators to tackle structural and institutional racism with as much vigour as we did in 2020 after the murder of George Floyd. The silence from schools on this matter so far, however, is noticeable.

For those who need a refresher on the bitter history of the production and reproduction of racism in our schools, the new episode of the [Centre for Education and Youth podcast](#) offers exactly that. The hour-long conversation with legendary campaigner for racial justice and equality in education, Professor Gus John – one of the most authoritative voices in the country on the history of racism in the English schooling system – is a timely reminder that unless we make it our business to consistently disrupt racism, it will not just be our past, but our future too.



WHAT NEXT?

Last term's NFER report on [racial equality in the teacher workforce](#) may have been shocking news to some, and old news to others who have been pointing out the issues for years, but it's clear where leadership efforts might be targeted. Aimed

at the charity sector, but just as relevant to trusts and governing bodies, the practical guide to recruiting Black and Asian trustees produced by [Action for Racial Diversity](#) could prove useful.

The advice, case studies and quotes in [From here to diversity](#) provide learning and support as well as stimulating discussions for your diversity and inclusion events and training. And to take the conversation further, you can also [sign up for their online event](#) on September 29 to learn from first-time and aspiring Black and Asian trustees.

WHERE TO BEGIN (AGAIN)



As a trustee and founding member of the grassroots race equity charity, [The BAMEd Network](#), I will of course declare an interest here. However, it would be remiss of me not to draw attention to the new resources we've published as part of refreshing our website, [including putting all of our recorded events in one place](#).

If you're looking for someone to speak at an event (or if you would like to put yourself forward), then make your way to our [Speakers](#) page. There's also a page for coaches and coachees, an Equality, Diversity and Inclusion providers' directory, and a mass of regularly updated resources, all freely available and curated from a breadth of sources.

It's another turbulent start to the school year, and that's all the more reason to pull together and stay focused as educators – with great power comes great responsibility.



The Knowledge

What we've learned about schools and their communities this week



JL Dutaut picks out a selection of this week's interesting research publications and findings for the evidence-informed professional

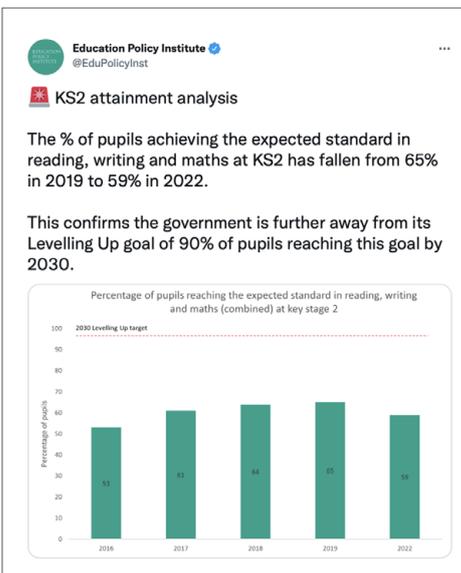
A hidden gap?

As reported last week, the first detailed DfE publication of Key Stage 2 attainment statistics since before the pandemic revealed that the disadvantage gap is now back to around the same size as it was in 2012 – marking a lost decade of progress.

The Education Policy Institute published a handy series of charts plotting the shocking headline statistics. But analysis from FFT Education Datalab revealed equally worrying trend: an increase in the percentage of pupils not entered for the tests because they are working below the assessed standard. And this rise is far more pronounced for disadvantaged pupils than their better-off peers.

According to FFT, “6.1 per cent of disadvantaged pupils were not entered for the reading test in 2022 compared to 4.8 per cent in 2019, an increase of 1.3 percentage points. The equivalent figures in maths were 5.8 per cent and 4.6 per cent, an increase of 1.2 percentage points”.

All eyes will surely be on the new minister in charge of the SEND review for a strategy to ensure this group of pupils achieve their potential. Meanwhile, the EPI's call for “a cross-government child poverty strategy” is unlikely to have made a mark on the new prime minister's in-tray this week.

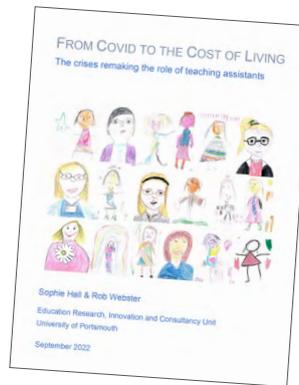


TAs: Training is retaining

Published Thursday, a paper by Sophie Hall and Rob Webster of the Education Research, Innovation and Consultancy unit at the University of Portsmouth finds that the Covid and cost-of-living crises are remaking the role of teaching assistants.

Among the key findings from 22 interviews in five primary schools, the paper found “marked increases in TAs’ workload and their emotional load” since the pandemic, and struggling to make ends meet.

But while the paper also notes that headteachers fear losing TAs to relatively better-paid jobs, the paper isn't as ‘doom and gloom’ as some of the reporting in national dailies would suggest; some retention strategies appear to be effective, with TAs appreciative of wellbeing days, but particularly incentivised by efforts to include them in the school community and processes such as lesson planning, and invest in - and support - their development as classroom professionals.



A breath of fresh air

Published Monday, research from the University of Surrey's Global Centre for Clean Air Research looked into the most effective ways to protect children from air pollution. Citing that most primary schools in England “experience levels of pollution which exceed the safe levels set out by the World Health Organization”, the researchers measured the impact of three approaches and found that:

- Air purifiers in classrooms reduce indoor pollution concentrations by up to 57 per cent.
- Green screens at the school boundary reduced some of the most dangerous outdoor particle levels coming from roads by up to 44 per cent (depending on wind conditions).

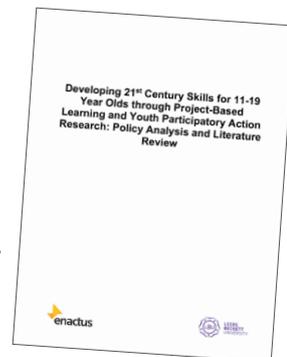
- The School Streets initiative, which stops motor vehicles driving past schools at the start and end of school days, reduced particle concentrations by up to 36 per cent. So the main solution advocated by Mums for Lungs in this week's edition (p.24) may have the lowest impact of the three, but they offer other clear benefits. First, rather than mitigate it, they reduce pollution at source. Second, they get families out together – walking and interacting. And of course, they are a low-cost option for schools at a time when air purifiers and green screens are surely luxuries – albeit highly desirable ones.

Project Truss

Lastly this week, research commissioned from Leeds Beckett University's Carnegie School of Education by non-profit Enactus UK (which works with secondary schools to engage young people in social action through extra-curricular activities) is a reminder that a wholly knowledge-rich curriculum could be depriving young people of important opportunities.

The research is not developed to impact schools policy, nor even schools themselves directly, and its focus on project-based learning and 21st-century skills will feel quaintly anachronistic to many of our readers. But the wealth of studies among its references showing the positive impacts of such pedagogical approaches is nevertheless important.

If Ed Schwitzer's take on the new PM's career-long ambition to increase and improve wraparound childcare is correct (*Schools Week* 294), there may yet be a place for pupils to experience these benefits in schools – without the workload implications for teachers often cited as their main downside.



Contact jl@schoolsweek.co.uk to feature your education research in next week's column





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Assistant Headteacher (Primary)

**Leadership scale 3-7 (£44,331 - £49,019)
To commence January 2023**

We are looking to appoint an inspirational, enthusiastic and creative leader and teacher to join our school as Assistant Headteacher from January 2023.

We are looking for an Assistant Headteacher who:

- has the highest expectations and standards of themselves and others;
- is someone who has the ability to inspire and engage children, and work with staff in the continuous drive for improvement;
- is passionate about learning;
- is committed to improving standards;

- will respect and promote our school's Christian values; and
- will be trustworthy, honest and open yet with a good sense of humour.

Visits to the school are welcome. For more information or to download an application pack please visit our website bayceschool.org or contact recruitment@bayceschool.org

Closing date: Friday 7th October 2022 at 12 noon

Interviews: Thursday 13th and Friday 14th October 2022



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Head of Department PE (Secondary)

**Main Teaching Scale plus TLR allowance
To commence January 2023**

An exciting opportunity has arisen for an engaging and enthusiastic Head of Department PE.

The successful candidate will be responsible for leading the PE department and ensuring high standards of teaching and learning. If you are an experienced PE practitioner ready for a role with leadership responsibilities, we want to hear from you!

The successful candidate will be passionate about their subject area; demonstrate experience of achieving positive outcomes for

students; have excellent subject knowledge and be able to teach effectively across the age and ability ranges.

Visits to the school are welcome. For more information or to download an application pack please visit our website bayceschool.org or contact recruitment@bayceschool.org

Closing date: Friday 7th October 2022 at 12 noon

Interviews: week commencing 10 October 2022



Deputy Head for Quality of Education
Leadership Scale point: L22-L26

We are looking to appoint a permanent Deputy Head for Quality of Education at Tiverton High School, Devon.

The successful candidate will strategically lead the quality of education across the school by ensuring the delivery of an outstanding curriculum which enables all students to make strong progress, including in reading, as well as supporting the developments of learning within the wider federation.

As a lead professional, you will be a role model of the highest order, providing high quality leadership and management for students and staff alike. You will be unfailingly solution focused and positive in your outlook as you seek to implement change, make the change 'stick' and take others with you.

We are committed to safeguarding children and will seek references and an enhanced disclosure and barring check.

Closing date : 3rd October 2022, 12pm



Primary Headteacher

ESSA Foundation Academies Trust | Bolton
 Salary: Competitive to attract the best

The Board of Trustees at ESSA Foundation Academies Trust (EFAT) is looking to recruit a highly motivated, resilient, and focused Primary Headteacher to join us on our journey of success.

The Essa Foundation Academies Trust is a charitable company established to set up and run academies and free schools in Bolton, and potentially further afield, and provide recreational and leisure facilities in the interest of social welfare. There are currently two academies in the Trust – Essa Academy, an 11-16 school which opened in January 2009, and Essa Primary Academy, a free school for primary aged children which opened in September 2014.

EFAT aims to provide the very best learning opportunities and outcomes for all our children, so that they can flourish academically, socially, and emotionally. We have a strong focus on our children and families as members of both the school and the local communities, actively seeking to forge strong links between our schools and their close surroundings.

The Primary Headteacher will be in responsible for:
 Providing the vision, leadership, and direction for ESSA in order to ensure continuous improvement.

Motivating and working with others to create a shared culture and commitment to the values, aims and objectives of ESSA Trust.

Promoting the highest standards of teaching and learning and aim to develop the highest quality education for every student.

Providing the leadership in organisation and management to ensure the very best of education for every student.

To arrange an informal, confidential discussion regarding this role, please contact Liz Hayden at Satis Education on 07706 333575 or email liz@satiseducation.co.uk.

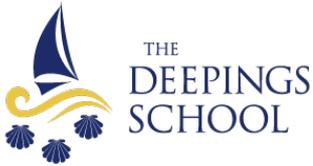
Visits to the academy are highly encouraged, please contact the EFAT CEO at anne.casey@eftrust.org.

The closing date for applications: Monday 26th September 2022 at 9:00am.

**Interviews:
 Wednesday 29th and Thursday 30th September 2022.**

**Further details, including the job pack, can be found at:
www.joinessa.co.uk.**

ESSA Foundation Academies Trust is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS will be required for this post.



HEADTEACHER

Location: Peterborough
Contract type: Permanent | **Hours:** Full time
Start date: January 2023
Salary: Group 7 (L34 - L40) depending on experience

Anthem Schools Trust is seeking an exceptional individual to lead The Deepings School forward into the next chapter of its exciting journey. It is looking to appoint a Headteacher with a proven track record at either Headteacher or Deputy Headteacher level. As a senior leader in our organisation, the post-holder would be expected to embrace Anthem's values of integrity, collaboration and excellence and work closely with other schools across the Trust, whilst enjoying the autonomy to further develop the school's distinctive ethos.

Discover more about this exciting opportunity at www.anthemtrust.uk/jobs-headteacher-deepings or contact recruitment@anthemtrust.uk

Find out more about The Deepings School at www.deepings.anthemtrust.uk



Oxford Spires Academy



Principal

Oxford Spires Academy | Location: Oxford
NoR: 1,330 (including 228 in Sixth Form)
Contract type: Permanent | **Hours:** Full time
Start date: January 2023
Salary: Group 7 (L34 - L40) depending on experience

Anthem Schools Trust is seeking an exceptional individual to lead Oxford Spires Academy forward into the next chapter of its exciting journey. It is looking to appoint a Principal with a proven track record at either Principal or Deputy Principal level. As a senior leader in our organisation, the post-holder would be expected to embrace Anthem's values of integrity, collaboration and excellence and work closely with other schools across the Trust, whilst enjoying the autonomy to further develop the school's distinctive ethos.

Discover more about this exciting opportunity at www.anthemtrust.uk/jobs-principal-osa or contact recruitment@anthemtrust.uk

Find out more about Oxford Spires Academy at www.oxfordspiresacademy.org



Students first: raising standards and transforming lives.

Principal – Outwood Academy City (Sheffield)

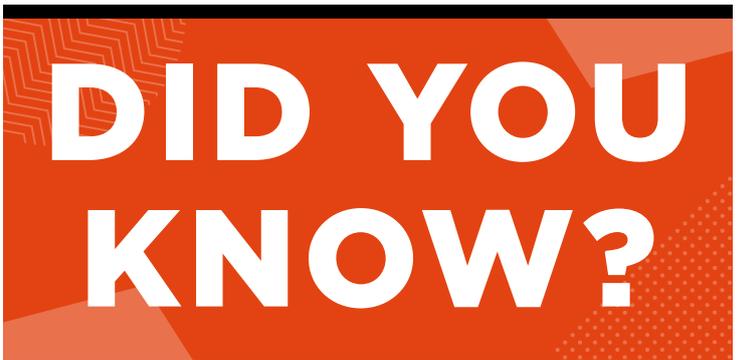
Ofsted rating: GOOD with Outstanding Leadership
Start Date: Negotiable
Salary: L33-L39 (£92,624 – £107,239)

Outwood Grange Academies Trust, one of the largest multi academy trusts in England, is seeking to appoint an exceptional professional who can lead Outwood Academy City (Sheffield) by providing an outstanding level of education; putting students first, raising standards and transforming lives.

Outwood Academy City offers a truly comprehensive education, serving a diverse and vibrant community with over 1100 students aged 11 to 16. We are seeking a Principal who prioritises inclusion, having

high expectations for all and is committed to supporting disadvantaged communities.

Outwood Academy City is one of ten secondary schools in the Trust's southern region; the schools span a close geographical cluster that work collaboratively on all aspects of school improvement. Working together, we ensure the best possible educational experience for our young people, equipping them to impact positively on the broader community.



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