

SCHOOLS WEEK

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

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TOM BELGER | @TOM_BELGER

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SCHOOLS WEEK

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Not the time to lose urgency on SEND solutions

Vital SEND reforms have long been promised. But they are dependent on getting cash-strapped councils on a sound financial footing.

Ministers are banking on their “safety valve” programme – where cash-strapped councils get multi-million-pound bailouts in exchange for cutting costs – to plug huge black holes in high-needs budgets.

But our investigation on page 8 shows, unsurprisingly, councils are struggling to deliver such “sustainability”. Rising costs are pushing their own cost-cutting plans off course.

One of the problems councils flagged to government was a lack of new special schools being delivered on time, forcing them to spend more money on sending children to schools further afield or in private provision.

Former education secretary Gavin Williamson promised 37 new special and alternative provision free schools back in 2020 to resolve the places crisis. But, two years on, just one has actually opened in a permanent home (page 9). Many have been delayed.

Meanwhile, the special school places crisis worsens.

It felt like the previous political administration, under ex-minister Will Quince, had a handle on both the scale of the SEND challenges, and the urgency for reforms. It is understandable things were temporarily halted after the Queen’s death.

But it’s more than two weeks since new ministers were appointed at the Department for Education and we still do not know who is now in charge of steering the SEND review over the line.

It is two months since the consultation on reforms closed. Urgent reassurance that these important reforms are not falling by the wayside is needed.

The schools bill was contentious. But, while the SEND proposals might have divided opinion, the need to do something was universally accepted, and welcomed, by the sector.

Of course, other issues have shot up the priority list. The energy crisis needed immediate attention (page 7).

But we cannot have a proper functioning and flourishing schools sector without SEND solutions. And now is not the time to lose urgency.

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NEWS

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Tories push ahead with plan for new grammars ...

FREDDIE WHITTAKER
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The prime minister has tasked her education secretary with drawing up plans for new grammar schools to open in England, including looking at establishing selection in areas that do not have it.

Truss pledged during her leadership campaign to replace failing academies with new selective schools

Speaking to the *Yorkshire Post* during a college visit on Wednesday, Kit Malthouse said this was "fundamentally, because there is a desire from parents in some parts of the country to have them.

"We're about parental choice. Everybody needs to be able to make a choice for their kids. And so looking at that policy seriously and looking at areas that want to have it, or indeed, grammar schools that want to expand is something that she's definitely asked us to do."

But Malthouse stopped short of

confirming that the ban on new grammars, in place since 1998, would definitely be lifted.

Any repeal would require primary legislation, an uphill battle for ministers (see below).

Malthouse said the prime minister wanted to "address the strong desire in quite a lot of parents to reflect the benefits that many got from grammar schools ... And so we're definitely going to be beavering away at that, and see where we get to."

"Grammar schools are not just about results or economics, they're about a kind of educational ethos. And if we can capture that in policy terms, then I think we'll make everybody happy."

But many in the sector are against expanding selection.

Professor Becky Francis, the boss of the government's go-to body for showing what works in education, last week urged new ministers to "focus on evidence not ideology" over potential plans for new grammar schools.

In an interview with *Schools Week*, Francis, the chief executive of the Education Endowment Foundation, said the evidence was "pretty clear" that grammar school expansion was "unlikely to reduce education inequality" – and could widen it.

Sam Freedman, a former government adviser, also shot down the argument put forward by Malthouse that grammar schools increased parental choice, saying they actually did the "exact opposite".

"With grammars it's the school that gets to choose who to take. It significantly reduces choice for most parents."



Kit Malthouse

EXCLUSIVE

... but they may have to wait until after the next election

Attempts to lift the ban on new grammar schools will "almost certainly" be delayed until after the next election if the government's schools bill does not proceed in this Parliament, a senior MP has admitted.

Tory grandee Sir Graham Brady recently outlined plans to amend the bill to allow new selective schools.

But there is uncertainty about the future of the landmark legislation, which is now under review following the change of government.

Amending the schools bill is not the only way to lift the ban on new grammars. A backbencher such as Brady could bring in standalone legislation to do so.

But Brady told *Schools Week* there was "not much of a viable route that way. Realistically it needs a schools bill."

The MP believes there is "significant support" in the parliamentary Tory party for new grammars. "Crucially it's something

I would anticipate the government supporting."

Brady warned that population growth in existing selective areas had prompted "significant demand" for new grammars. He also claimed a shortage of places was making existing grammars less inclusive.

"One of the reasons grammar schools don't have as many with free school meals has been the reduction in the number of grammar schools. That forces them, especially as populations grow, to become more selective."

But any attempt to amend legislation would run into problems in the House of Lords, where the government does not command a majority. A "single-issue" standalone bill is also unlikely, with limited time available.

"I can't help think that the government has shafted itself on this issue," said education policy consultant John Fowler, who suspected the amendment would fail

in the Lords.

Labour lords such as the former education secretary, Lord Blunkett, and ex-schools minister, Lord Adonis, have unsurprisingly already vowed to oppose any attempt to open new grammars. But the government may also face opposition from its own benches.

Lord Lucas, a Conservative peer, said he was "not aware of any evidence that grammar schools benefit society as a whole or its most disadvantaged members in particular, so I start out with the supposition that I will vote against such a move".

He said a change to the law "seems to me to be a next-election thing".

"Why would any school make such a change in the face of a Labour promise to reverse it? The Lords would give the policy a hard time – not welcome for a government that has a lot to do over the next six months."

Supply agency halts work with strike-breaking school

FREDDIE WHITTAKER

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EXCLUSIVE

A recruitment agency will stop providing staff to a school in Essex following a row over the use of temporary workers to cover strikes.

Pertemps Education Network said it was told by Drapers' Prygo Priory School it needed three teaching assistants for sickness cover. It was "completely unaware", it said, of ongoing strike action at the Romford school.

Thirteen members of support staff at the school, members of the National Education Union, have walked out several times since the summer term over changes to their terms and conditions, which the school said would save it up to £60,000 a year.

The government changed the law in July to make it legal for employers to use agency workers to cover striking staff. A legal challenge to this decision was made by education unions this week.

The school drafted in agency workers to cover strikes this term and is thought to be the first to use the new law.

This prompted a backlash from the NEU, which wrote to agencies about their involvement.

In a response letter from Pertemps, seen by Schools Week, managing director Andrew Anastasiou said Drapers' Prygo was "not a client", but called "for the first time a couple of weeks ago for help in finding three TAs for two days, which we were informed was for sickness cover".

"However, now we fully understand the situation, we will refrain from supplying any staff until the dispute has been resolved. We have no intention [of] involving ourselves or undermining any parties and fully appreciate the ethical responsibility."

However, trust chief executive Bushra Nasir said recruitment agencies were "made fully aware their staff would be used as cover for the strikes"

"In putting our students first, we reluctantly took the decision to hire some agency staff to cover some roles during the strike, in line with government legislation."

The school told parents in July it was unable to offer a "full educational service" during strikes



and arranged for online work for pupils at home.

Nasir said this week the cover "ensured that all pupils could attend school during any further disruption. It was not politically motivated or done to undermine the strike but purely in the best interest of our children and their families."

The law change was opposed by the Recruitment and Employment Confederation, the industry body for recruiters.

Neil Carberry, the REC's chief executive, said it was "apparent from talking to the firms involved" with Drapers' Prygo school that "no or very limited information about the situation in the school was passed to the agencies before they were approached for staff".

Under the Conduct of employment agencies and employment businesses regulations 2003, recruiters must not introduce or supply a work-seeker to a hirer "unless it has sufficient information from the hirer to select a suitable work-seeker for the position the hirer seeks to fill".

Carberry said agencies "need to be able to fully assess the workplace situation in order to comply with the requirements of conduct regulations. It's essential that schools give a truthful picture of the situation to their agencies to build confidence in their relationship."

Drapers' Prygo staff are due to strike again next week, and again next month.

Michael Gavan, the NEU's regional officer for

London, said Pertemps "effectively confirmed that their staff were being brought in under false pretences", calling Drapers' approach "foolish and provocative".

"The school's leadership were too ashamed to say they were hiring agency workers as strike breakers so instead told them they would be covering staff who were off sick."

The trust – founded by The Drapers' Company, one of the City of London's livery companies, and Queen Mary University of London – disputes this.

The strike relates to changes to support staff pay and conditions that came into effect this month. The trust said these would save £38,000 this year and next, and about £60,000 a year from 2024.

The NEU has warned some TAs will have their roles downgraded, while some face cuts to their hours. The trust said without the changes, "the future of the school will be put at risk, along with the viability of the trust if we allow an uncontrolled financial situation to occur".

Nasir said the trust had gone to "great lengths over a protracted period to resolve this dispute.

"We have stated from the outset that we respect the rights of staff to take strike action. We do not apportion blame but apply a considered and pragmatic approach to resolving this issue."

Strikes will have impacted 31 school days in five months, she added.

DfE 'drags its heels' over 'crucial' fire safety advice

SAMANTHA BOOTH

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EXCLUSIVE

The government is accused of "dragging its heels" over "crucial" new fire safety guidance for new school buildings.

A long-awaited consultation on fire safety ran from May to August 2021, with a response due in the same year.

The non-statutory draft guidance proposed sprinklers in some new schools, but snubbed calls for installing them in all newly built premises. Fire safety experts dubbed the decision "incomprehensible".

But 13 months since the consultation closed, the Department for Education has yet to publish its final advice.

Home Office figures show that in the 2021-22 financial year, there were more than 300 fires at schools in England – almost one a day.

Since the consultation closed, more than 120 new schools have opened, including 23 new special schools. It's not clear how many are in new buildings.

Hayley Dunn, a business leadership specialist at the Association of School and College Leaders, said the lack of response "shows an alarming lack of urgency over the crucial issue of fire safety"

"It is frustrating that the government is now dragging its heels over a decision on what measures to put in place. In the meantime, school buildings are being designed, commissioned and built without clarity over this matter."

The draft guidance, the first update in 14 years, proposed that automatic fire suppression systems – such as sprinklers – should be installed in new special schools and new school buildings over 110 metres – effectively four storeys or more.

But fire experts and school unions said this would leave most new schools "exposed to fires". It was "incomprehensible" that the DfE would "choose not to take this opportunity to strengthen safety guidance and reduce the likelihood of further disruption in schools".

Gavin Tomlinson, the chair of the National Fire Chiefs Council, said it had "long been calling" for sprinklers in all new schools and



Ravensdale Infant School fire

substantially refurbished buildings.

"We urge the DfE to take this opportunity to make schools safer and to publish its response to the consultation as soon as possible."

The guidance also raised "the standard required for external wall cladding". For buildings of any height "the choice of materials for external walls . . . needs to be based on reducing the risk of fire spread over the walls".

It adds that a fire-warning signal should be distinct from other signals and "be accompanied by clear verbal instructions".

Class change signals, such as a bell, should not exceed five seconds to "avoid risk of confusion" and single-escape stairs should be banned in new constructions.

Councils are making their own decisions as they await the guidance decision, which has fuelled concerns of a "postcode lottery".

Sprinklers were fitted in the £6.9 million rebuild of Ravensdale Infant School in Derby after fire destroyed it in 2020.

As a result, Derby City and Derbyshire County Council signed a statement of intent committing to fit sprinklers in all new schools or renovations.

Likewise, the one-storey

Ash Green School in Halifax, which was destroyed in an arson attack, will have sprinklers in its new premises.

Mungo Sheppard, its head, said: "Having seen part of our school completely burned to the ground, damage that would clearly have been massively mitigated by the presence of sprinklers, then I would certainly agree that any new build of a school/extension of one should have a sprinkler system as an essential matter of course."

Dunn said an estimated 90,000 children were disrupted by school fires each year, with the cost of repairs "enormous".

"The government needs to set out clear guidance supported with sufficient capital funding to put the measures in place."

A DfE spokesperson said the safety of pupils and staff in schools was "paramount, which is why we are reviewing our fire safety guidance to strengthen the

requirements on new buildings, or for when major alterations are taking place to existing buildings".

The department was "analysing feedback" and "plans to respond to the consultation shortly".

The government's response to its call for evidence after the Grenfell Tower fire in 2017 was delayed for nearly two years.



Hayley Dunn

How the energy cap affects your school

FREDDIE WHITTAKER

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The government has confirmed its plans to help schools and other non-domestic energy users with their energy bills this autumn. Here's what you need to know...

Schools could save 40 per cent

Ministers will reduce rates to a "government-supported price" of £211 per megawatt hour for electricity and £75 for gas.

For comparison, the government said wholesale costs this winter are expected to be about £600 per megawatt hour for electricity and £180 for gas.

The government said a school using 10 megawatt hours of electricity and 22 megawatt hours of gas a month would currently pay about £10,000 a month.

The difference between the school's agreed contract rate and the government cap would be worth £240 per megawatt hour for electricity and £70 for gas, leading to a £4,000 (40 per cent) reduction in their monthly bill.

School leaders had warned they faced "apocalyptic" bill hikes of as much as 500 per cent.

The new prime minister Liz Truss said she understood the "huge pressure businesses, charities and public sector organisations are



facing with their energy bills, which is why we are taking immediate action".

Applies to deals agreed from April

The Department for Business, Energy and Industrial Strategy (BEIS) said it would compensate energy suppliers for the reduction, which will initially apply to energy use between October 1 and March 31 next year.

The discounts will apply to business and public sector organisations on existing fixed price contracts agreed on or after April 1.

They will also apply to those signing new fixed-price contracts, those on "deemed" or out of contract or variable tariffs, and those on flexible purchase or similar contracts.

For fixed contracts, the discount will reflect the difference between the government's price and the "relevant" wholesale price for the day the contract was agreed.

For variable, deemed and other contracts, the

discount will reflect the difference between the government's price and wholesale price, but will be subject to a "maximum discount".

The BEIS said the amount of this maximum discount was "likely to be about £405/MWh for electricity and £115/MWh for gas, subject to wholesale market developments".

Schools "do not need to take action or apply to the scheme".

Six-month support 'glaring problem'

The support has been committed for six months, with a review after three for whether more support is needed.

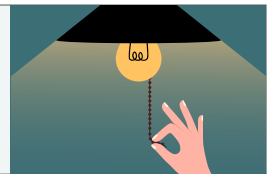
Union and sector leaders said this was a "glaring problem", with uncertainty making it impossible for schools to make financial plans with any degree of confidence.

A small-scale government survey, in May, also suggests some schools will still see gas bills more than double under the new energy price gap.

And some 33 per cent said deals would expire by November and 60 per cent by April – meaning many will face the higher fees.

But the DfE warned the survey figures are "not representative", inferences "should not be drawn" and schools' contractual autonomy means it could not "quantify the true impact of the energy prices", anyway. Just 2,000 schools responded to the energy survey.

7 energy-saving tips from *Let's Go Zero*, a national campaign to help schools reach zero carbon by 2030



- 1 Get every department to do a "switch off" assessment for lights, computers, equipment, kitchen, science labs. A 10 per cent saving could add up to £30,000 for a large secondary.
- 2 Share information on increased energy costs. Convert the increase into what else that money could buy (a staff member's salary or learning support).
- 3 Ask for help from local authorities, environmental groups and local businesses.
- 4 Explore energy efficiency and renewable support programmes. Work with companies that have been recommended by another school, or through your local authority.

- 5 Don't turn heating on until at least October half term – and make sure that thermostats are set at the recommended temperature of 19C.
- 6 Only heat the school when everyone is there – not from when the first person arrives and the last person leaves. Consider creating zones, which will allow you to control heating in different areas.
- 7 Be ruthless about retaining the heat – ensuring that doors and windows are closed and that you have insulated wherever possible. Make sure your rental price to organisations outside school hours reflects the cost you are paying to heat and light the space.

INVESTIGATION

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Cost pressures threaten SEND reforms

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EXCLUSIVE

Cash-strapped councils have warned that inflation, staffing shortages and construction delays risk undermining a cost-cutting drive that is a key plank of major new SEND reforms.

Fourteen councils have been given “safety valve” bailouts totalling nearly £100 million to plug financial blackholes in their high-need budgets.

In exchange, they must agree sweeping reforms to make their special educational needs and disability provision “sustainable”, and report back to the government on their progress.

Reports from seven councils, obtained under freedom of information laws, show several warning that they might fail to meet their bailout conditions. At least one recently predicted it would also miss deficit-cutting targets.

The “safety valve” programme was introduced last year as some councils' deficits were so large that the government acknowledged “urgent” help was needed to put them on a sound footing before implementing widespread reforms, outlined in the SEND green paper.

The Department for Education has already temporarily withheld £2 million from two bailed-out councils earlier this year.

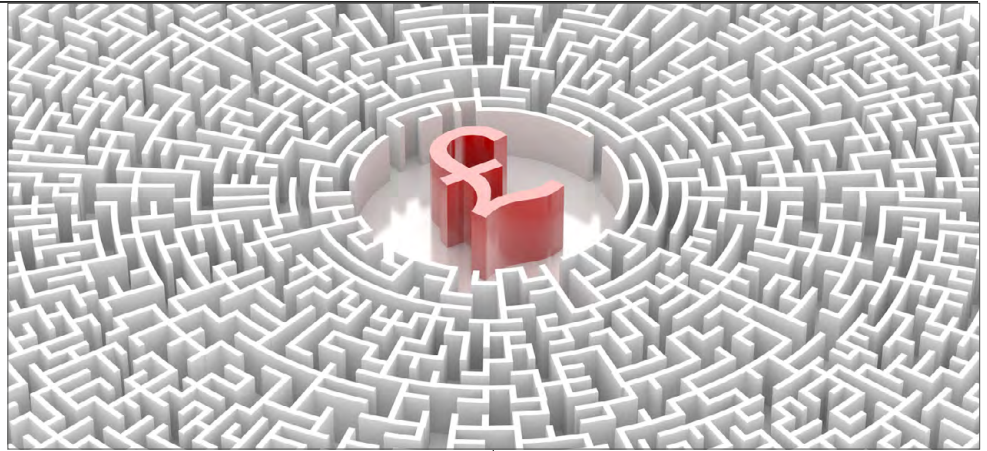
Other authorities' circumstances remain opaque as the government refused to release reports, warning it might encourage councils to “downplay risks”.

Kingston in south-west London warned in June it would spend £740,000 more than allowed. Neighbouring Richmond, which merged children's services with Kingston, does not expect to breach overall deficit limits, but warned that it risked not hitting one commissioning savings target.

Together they warned that 40 state and independent specialist providers were hiking fees by up to 10 per cent. Providers highlighted “cost of living” inflation, and teacher pension and health and care levy costs.

Such pressures come on top of regional place shortages “creating probably the biggest threat to meeting the terms of the safety valve agreement”.

Dorset County Council said deficit reduction was “on



track” this year, but inflation “may impact future performance”, as this is when “the majority of fee changes happen”.

South Gloucestershire highlighted “success” curbing its deficit, and the number of independent and non-maintained placements. But average weekly placement costs were up 6.4 per cent to £1,710, partly due to “increased cost of living”.

“Even independent schools who were always OK for funding are having a huge drive to raise funds,” said Laxmi Patel, a partner and SEND specialist at law firm Boyes Turner. “The situation's dire.”

Five councils said recruitment was making agreed reforms harder.

Staffing shortages led ten independent schools to terminate contracts with South Gloucestershire council for particularly complex children last year.

Meanwhile South Gloucestershire told the government high vacancies in its own education health and care teams posed a “risk to delivery of the safety valve deficit recovery plan”. But a spokesperson said it was now “confident” of filling them.

Richmond and Kingston highlighted the “inability to recruit” therapists, psychologists, SEND case workers and teaching assistants. It risked “a struggle to deliver statutory duties in a timely manner”, and “insufficient capacity” to drive reform.

Staffing “retention and capacity” was top of York's risk register, while Salford called speech and language therapy recruitment “challenging”.

Three councils also highlighted amber or red risk ratings over hitting targets on special school construction, urging the DfE itself to accelerate plans.

Tom Rees, the founder of learning disability charity Upsdowns and Ambition Institute executive director, said Schools Week's findings showed “the need for more wholesale reform and investment” in SEND provision.

Julia Harnden, a funding specialist at the school leaders' union ASCL, said expecting council prudence was “reasonable”, but added: “Attaching strings over cost pressures that are not in the power of local authorities to control is not the solution, and it risks damaging the provision needed by the most vulnerable children.”

But John Fowler, the policy manager at the Local Government Intelligence Unit, said it was “Treasury orthodoxy that you don't give money for nothing”.

Harnden also called deals a “sticking plaster” for systemic issues.

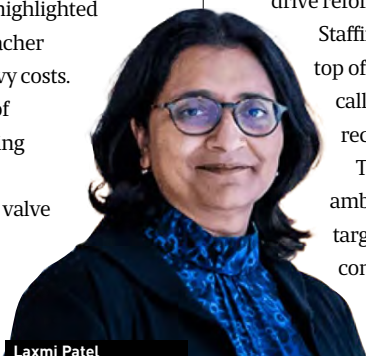
Staffordshire county council documents show it was not offered a bailout, despite reserves being “fully depleted” and its school budget deficit quadrupling last year to £8.6 million.

Jonathan Price, an education cabinet member in the county, said it was still seeking support, adding: “All local authorities need help.”

The DfE recently told Schools Week it was “not currently considering” expanding safety valve beyond another 20 deals now under discussion.

Council documents reveal these include Barnsley, Blackpool, Bolton, Croydon, Devon, Doncaster, Hounslow, Isle of Wight, Kent, Lewisham, Medway, Norfolk, North Somerset, Slough and Southwark.

The DfE was approached for comment.



Laxmi Patel



Jonathan Price

INVESTIGATION

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Promised special free schools fail to open

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EXCLUSIVE

Just one of 37 free schools for some of England's most vulnerable children has opened in a permanent home two years after they were promised to address a chronic crisis in available spaces.

When the former education secretary, Gavin Williamson, announced the successful bids in 2020, he said the new special and alternative provision schools would "level up opportunities for children from all backgrounds so they can receive a world-class education".

The first schools were due to open from this month. But Schools Week analysis found just one in its permanent building so far.

Another four are in temporary accommodation until their permanent premises are completed, while others due to open this year have been delayed.

Another six special free schools, approved in 2017, are also still to open. Overall that means 3,400 promised places for children who need specialist provision are still in the pipeline.

Schools Week revealed earlier this year how a crisis in available places is forcing special schools to use cupboards and staffrooms as teaching or therapy spaces.

'Extra capacity is crucially important'

Professor Brian Lamb, whose 2009 review triggered the SEND reforms of 2014, said providing extra capacity was "crucially important" and needed "urgently".

"It's therefore disappointing to see that schools are struggling to get the permanent and bespoke space they need to provide the best quality education."

Academy trusts say the reasons for delays include government bureaucracy, pandemic knock-ons and planning permission waits.

New Bridge MAT was approved to open a 75-place special school in Rochdale. It currently has no opening date.

Graham Quinn, New Bridge's chief executive and the chair of Special Schools' Voice, said the trust had a "significant number of children and young people who have been acknowledged as needing specialist provision.

"We feel that we are letting these children and



their families down. Waiting another two or three years is totally unacceptable."

In Salford, Kings Academy Trust was approved to open Acorn Academy, a 50-place school for children with autism and complex social and emotional mental health.

But Amanda Nicholson, the trust's chief executive, said land legal issues forced the government to push back back the planned opening this year.

Likewise in Essex, Unity Schools Partnership struggled to get planning permission with building work for its special free school, despite being approved in 2017. It's now due to open in September 2023.

The Co-op Academies Trust was supposed to open a special school in Leeds next year, but the DfE "faced some challenges in starting construction".

The trust now plans to open for 60 children in a temporary building next September, before moving to a permanent site a year later.

'We've not opened, but already looking to expand'

Christine Bayliss, a free school expert and former civil servant, said planning permission approval remained "one of the biggest hurdles".

"The key is having someone on the project team who is familiar with planning processes and who can lobby local stakeholders to get them to actively champion the need for a new school in their community."

Warren Carratt, the chief executive of Nexus MAT, recently opened a special school in Sheffield

that was approved in 2017. He said the free school programme had "taken a long time to deliver what has urgently been needed by local authorities".

In the meantime, SEND demanded changes that presented "real challenges".

Nic Brindle, the chief executive of the YES Trust, whose school in Halton, Cheshire, was in the cohort of Williamson's 37 in 2020, said it was delayed by the pandemic and building supply issues. "Place planning is done over three years, but the free school process usually takes longer than three years to get the school open.

"We are already looking at increasing the capacity and it's not open yet."

Two AP schools are also at least a year away. George Williams Academy, run by the YMCA in Warwickshire, is delayed until 2024. Its original site in Nuneaton was canned after "access issues".

Schools Week was only able to establish one school that had opened in its permanent building – Cornerstone, run by Trinitas Academy Trust, in Bexley, Kent.

LocatED, the government company set up to find and buy free school sites, said it could take time to secure sites, particularly in cities where property was "at a premium".

"This can be as a result of planning requirements imposed by local authorities, or the need to identify high-quality sites that meet the needs of the school while demonstrating best value for the taxpayer."



Warren Carratt

NEWS IN BRIEF

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Barran to stay at the DfE

The academies minister Baroness Barran has been reappointed at the Department for Education, although most of the education team's portfolios are still to be announced.

Her reappointment comes after Liz Truss's reshuffle resumed following the national mourning period for the Queen.

Barran, whose has been in post since September 2021, oversaw school structures. It is not yet known whether her role and portfolio will change.

Jonathan Gullis updated his LinkedIn profile last week to schools minister – thought to be the first time a junior minister has held the schools brief since the late 1980s. Recent predecessors have been ministers of state.

The MP for Stoke-on-Trent North's appointment is the



Baroness Barran

clearest sign yet that Truss will follow through on her pledge to end the ban on new grammar schools.

Gullis's appointment suggests Kelly Tolhurst – the department's only minister of state – will take on the children and families brief.

Barran's reappointment comes amid speculation about the future of the schools bill. She stewarded the landmark legislation through its first few stages in the House of Lords.

Departments have been told all legislation proposed under Boris Johnson is now at risk. Supporters of the reforms now fear they could be scrapped.

[Full story here](#)

Tutoring dashboard pilot announced

A new pilot will give schools a dashboard to track how the National Tutoring Programme is impacting students attainment, attendance and their wellbeing.

ImpactED, a non-profit organisation, is looking for schools to take part in the free, 10-week pilot between October and January under a £170,000 Department for Education contract.

The aim is to create "more streamlined, automated and user-friendly data collections and actionable analysis" on tutoring and other interventions.

Two evaluations of the tutoring programme are still to be published – two years after its launch.

To take part in the pilot, schools would have to approve an access request from Wonde to connect ImpactED to their schools

management information system.

This will capture live data on pupil identifiers and characteristics, including their names, birthdays, postcodes and free school meal eligibility.

The dashboard will generate "interactive" impact reports and schools can filter this by different characteristics.

Access to the platform will be password protected and schools will decide who has access to what. Multi-academy trusts will be able to see an aggregated dashboard for all participating schools.

But DfE and ImpactED will also be able to view any inputted data on an anonymised basis. It will "inform the way that schools and the department collect data to monitor the impact of interventions in the future".

The pilot registration closes on October 7.

Internship scheme extended



The government has widened eligibility for a teaching internship programme to include chemistry and language students.

The scheme provides funding for state schools to take university students on three-week internships during the summer term to encourage them to become teachers.

The government says the programme offers an experience of teaching before students commit to it as a career.

It was previously open to maths, physics and computing students, although modern languages interns were included in a small pilot in the north east this year.

A *Schools Week* analysis of the latest recruitment data published on August 15 – a fortnight before schools reopened – suggests only 73 per cent of this year's postgraduate initial teacher training (PGITT) secondary target will be met.

But some subjects are likely to bear the brunt of the shortfall, with only 25 per cent of physics teachers recruited so far. Languages and computing also have large shortfalls.

Under the internship scheme, school-led teacher training partnerships can receive £1,600 for each intern, of which £900 is paid to the intern at the end of the placement and £700 to schools for coordination and recruitment costs.

Schools can also apply for additional funding of £300 for each intern to support them after the programme is complete.

Applications have now opened for internship schemes in 2023 and 2024. Schools must recruit at least five participants each year.

[Full story here](#)

INVESTIGATION

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The new epidemic sweeping schools

AMY WALKER
@AMYRWALKER

Pupils are young as 11 have been caught vaping in British schools in the past year. Schools Week reports on the swell in the numbers of teenaged electronic smokers

Secondary schools are resorting to random searches, banning children from toilet blocks and handing out fixed-term exclusions to crack down on vaping.

The Department for Health and Social Care requested this week that schools ensure their policies on vaping are “robust” and sanctions to pupils are “proportionate”.

Data published by NHS Digital earlier this month shows the proportion of 11 to 15-year-olds classed as current e-cigarette users increased to 9 per cent in 2021, up from 6 per cent in 2018.

While the proportion of smokers in the same age group has dropped to 3 per cent, the research also suggests that one in five 15-year-old girls are vapers.

Headteachers say the number of children vaping at school has increased since premises reopened after Covid.

It is illegal in the UK to sell such products to under-18s. The long-term health effects of vaping are also relatively unknown.

Schools take hard-line approach

At All Saints Catholic College in Kensington, west London, pupils caught vaping on the premises or in uniform are given fixed-term exclusions.

Paul Walton, the school’s new deputy head, says it was routine at his previous school to confiscate e-cigarettes from teenagers.

The issue, according to him, is a school’s policy not being “tough enough” and a perception that vaping “isn’t that serious”.

In the past academic year, All Saints suspended 18 pupils for vaping, although the number declined in the spring and summer terms.

“We believe this is down to the strong stance we have taken as a school and the message students and families have taken from this,” Walton says.

At the Richard Challoner School in New Malden, Surrey, three pupils received two-day fixed term exclusions last year after they were caught vaping.



Sean Maher, the school’s head, says the issue became more acute after children returned from home-learning as they’d lost “an understanding of boundaries and expectations”.

The school’s views have not budged. “We’ve always had a standing rule in our school, if you’re caught with smoking material then you’re going to get a fixed-term exclusion. So, for me, that has to be the same for vaping.”

Random searches and vape monitors

An absence of blanket guidance on how schools should deal with the issue has resulted in varying approaches.

Andrea O’Neill, the head of Alsager School in Stoke-on-Trent, told parents in May the school would “continue to do random searches and if we

find banned items [such as vapes], we will issue strong sanctions, such as suspension or alternative provision”.

Government guidance allows authorised school staff to search pupils, even without their consent, where they have “reasonable grounds for suspecting that the pupil may have a prohibited item”. This includes any item banned under school rules.

At one school, where the head wants to remain anonymous, suspensions are saved for the most serious offenders who vape openly in classrooms.

“It’s just unbelievably disrespectful,” they said, adding that it had happened three times in the past school year.

Those who get caught outside the classroom face lesser sanctions, including confiscation. Last year,

How prevalent is vaping in schools?



Two-thirds of teachers agree vaping is a problem among pupils in their school



Just over half had caught a pupil vaping or with a vape in the past school year



One in five say the youngest pupil they have seen vaping was 11-years-old

Source: Teacher Tapp survey of more than 3,000 secondary teachers in June

INVESTIGATION

the number of vapes that ended up in the head's drawer was "in the dozens".

At St Edward's College in Liverpool, students found vaping in the toilets face being banned from using the blocks and instead made to use single-use accessible toilets.

"We are also investigating fitting vape monitors to the pupil toilets to alert the CCTV any time a vape is used," Stephen Morris, the school's principal, said in a newsletter to parents in January.

"The CCTV [is then] able to identify which pupil was present therein as they exit the toilet."

This was part of the schools "pushing back against an outbreak of 'vaping'" among mostly girls in years 9 to 11.

Nick Potter, a director at alarm specialist The Safety Centre in Lancashire, told *Schools Week* that the demand from schools has prompted it to look at expanding its range of vape detectors.

"The ones who are ringing are saying they've got a massive problem with vaping generally in the toilets and it seems to be on the increase," he says.

But the model the company currently stocks – Verkada SVII environmental sensor – retails at more than £1,000. "When you've got several lots of toilets where pupils might be smoking, it gets a bit prohibitive in terms of the cost. We've sold around ten," Potter says.

'Vaping bigger issue than smoking'

The issue isn't confined to toilet blocks, with several school leaders saying that pupils vape on the way into school.

Maher thinks vaping is now "more of an issue than smoking was or is" because it's more discreet.

"When people smoke, you can immediately tell and it's very hard to hide. But if someone's vaping, it's harder to spot."

Action on Smoking and Health (ASH), says the recent surge in the number of pupils vaping could be down to the introduction of more disposable models, such as Elf Bar and Geek Bar.

"There's been an explosion in sales of novel, disposable vapes that are quite cheap, easy to get hold of and easier to use. Certainly that seem to be where the growth has been," says Deborah Arnott, the group's chief executive.

Figures from a YouGov survey for ASH carried out in March this year show that disposable e-cigarettes are now the most used product among young vapers, up from 7 per cent in 2020 to 52 per cent in 2022.

Because they are smaller and produce less vapour, "disposables are easier for kids to hide and use discreetly", she says.



How problematic is it?

Current understanding of the health impact remains unclear.

Several heads say the relative lack of longitudinal studies makes them worried about potential unknown "dangers".

E-cigarettes are promoted as a smoking cessation tool by the NHS, which advises they are not risk-free, but carry a small fraction of the risk of cigarettes. There is no current evidence to suggest vaping poses a risk to others.

While schools are duty bound to ban such items, as their sale is prohibited to under-18s, views on whether it disrupts learning also vary.

"It's not that it's disruptive, it's that it undermines the school's rules," Walton says.

Ofsted also sees it as a behavioural issue. During a recent inspection of Longfield Academy in Darlington, the inspector noted that school records suggested "ongoing challenging behaviour" across the school site.

"These include vaping, fights between pupils and truancy from lessons," it said. The school was rated 'inadequate'.

What does the guidance say?

An email from the Department for Education to heads on Wednesday read: "Vaping is to help people quit smoking and should not be used by people under 18 or non-smokers – particularly as the long-term harms are unknown. Policies should be robust, and sanctions proportionate."

The Department of Health and Social Care has asked schools to review their policies, paying particular attention to new guidance from ASH.

But its perspective is at odds with schools that have already adopted zero-tolerance policies.

Among other things, the department advises leaders: "Children should not be excluded from school for vaping or smoking, unless it is associated with other disruptive behaviour that justifies this."

Arnott says sending a child home won't necessarily stop them vaping. "The other risk is if you demonise something, you actually glamourise it as well."

The Department for Education did not respond to a request for comment.

Questions to ask when drawing up school vaping policies

Is there a range of sanctions to reflect severity?

Do policies support students if vaping is being used to stop smoking?

Are you in touch with school nurses about these issues?

Do policies align with a wider school ethos? If so, how?

Action on Smoking and Health guidance

NEWS

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Better careers advice calls as thousands more miss out on uni

FREDDIE WHITTAKER
@FCDWHITTAKER

School leaders have demanded better-funded careers advice after official figures showed a surge in the number of university applicants without a place a month after results day.

Data from the Universities and Colleges Admissions Service (UCAS) shows 41,240 18-year-olds from England, Wales and Northern Ireland were still "free to be placed in clearing" as of September 15.

According to UCAS, this means they applied before June 30, but were not placed or holding an offer a month after A-level results day.

At the same point last year, 30,350 students were in the same position. This year's figure represents a 35.9 per cent increase on 2021, and the highest level in at least 10 years.

A heads' union warned the figures showed the impact of "severe disruption" during the pandemic.

But UCAS pointed to an increase in applications overall, and said the figures included about 12,000 students who have since found other places.

However, the remaining 29,000 "either withdrew from or did not respond to an offer made during the main cycle".

Applicants 'hit by the effects of the pandemic'

Geoff Barton, the general secretary of the ASCL school leaders' union, said many of those without places were "young people who have been hit by the effects of the pandemic".

"Too many young people appear to have been let down by a higher education system that should have done better for them."

Writing for the website Wonkhe, Clare Marshall, the chief executive of UCAS, today said the students "had options



available to them but, as consumers, chose not to follow this pathway".

"This may be due to a change of mind or not securing the offer they wanted. Each cycle, 60,000-70,000 students, half of which are aged 19, reapply the following cycle. Our survey data suggests that next cycle some of these students will contribute to that."

Choice "continues to exist" for students "whether they wish to find a place in clearing, apply next year or change pathways towards an apprenticeship – which is as expected and a feature of every cycle".

Growing numbers will put 'ever-more pressure' on places

The number of applicants has risen every year since 2018, but that rise has steepened in recent years.

This year, applications from 18-year-olds in England, Wales and Northern Ireland increased from about 289,000 to more than 303,000. There

were 18 per cent more applications this year than in 2019.

The number of 18-year-olds is expected to grow over the next few years, which Barton said was "likely to put ever-more pressure on university places, particularly for the most selective universities and courses".

He called for more government investment in independent careers advice and "information that schools and colleges can draw upon to help their students identify and secure the choices which best suit their needs".

Although a "record number" of 18-year-olds secured a place at university or college after sitting exams, the entry rate 28 days after results day was 37.3 per cent, lower than the 37.9 per cent at the same point last year after teachers assessed grades.

However, this is still "notably higher" than the 33.8 per cent of 2019.



Geoff Barton



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Profile

JESS STAUFENBERG | @STAUFENBERGJ



‘What is the measure of a successful trust?’

Tracey Cleverly, who co-founded and now leads the Learning Academy Partnership, has been been at the trust through both successes and financial difficulties. Now, she’s an adviser on the government’s review of academy regulations. She tells Jess Staufenberg of her hopes for the sector

Tracey Cleverly had just made what was potentially her “worst career choice”. It was 2010 and she had become deputy headteacher at a failing school (Ellacombe C of E primary in Devon) while Ofsted inspectors were breathing down its neck.

Cleverly went in with all guns blazing. “In my naivety I thought as deputy you can change the world. But you can’t, only the head can do that,” she says, shaking her head. “If you have different visions there’s only so much you can do.” Six weeks later the school was plunged into

special measures and the local authority said that they would probably shut it for good. But at the end of the road was Ilsham C of E primary school. It was in the early days of mass academisation, unleashed by then-education secretary Michael Gove, and like many other schools the two organisations

Profile: Tracey Cleverly



Pupils at Warberry CoE academy in Devon



Cleverly and her family

joined forces to launch the Learning Academy Partnership in 2012. Ilsham's then head, Lynn Atkinson, went on to become chief executive.

The biggest difference as an academy, Cleverly says, was the ability able to stem the flow of consultants parachuted in by the local authority.

"It had had years and years of local authority support, but it was what I call 'dollops of this, dollops of that,'" she explains. "The poor staff didn't know which way was up."

It wasn't "being able to set your own school day, pay, holidays – that wasn't the important bit".

"The bit that was important was that the money was coming directly to the school," Cleverly says.

"It was about the ability to put a blanket around the school and stop four million people coming in and confusing the teachers. It was about being able to say, 'it's ours, thank you.'"

Academisation allowed Cleverly and Atkinson to build a large, permanent team of expert support. By 2014, Ellacombe C of E academy had achieved a 'good' Ofsted. "Being an academy mattered hugely", she adds.

The trust has grown steadily in the decade since its launch. It has 12 primary schools and by Christmas there will be 16. Every school with an inspection grade is now

“There needs to be a safety net for when the wheels come off”

'good'.

You could argue that this academisation story – one with professional development of teachers at its heart, rather than hype or growth – shows the best side of academy trusts. It is a success from the ashes of local authority failure that reads like a blueprint of the 2010 Academies Act.

There is another side to the story though, one that might explain why ministers want more powers to intervene when things go wrong.

The government investigated the trust in 2020 following "wide-ranging" allegations, rapping it for spending £2,400 on a spa break for staff. The trust had an in-year deficit of £185,000 in 2017-18.

Officials also scrutinised nearly £20,000 spent on hospitality (including a hotel stay booked in the name of the then-CEO's husband) and several other breaches of the trust's own financial policies and academy rules. Atkinson resigned in April last year.

Her successor tells me: "These events were regrettable and as a trust we have learned from the breakdown in processes at the time." She says "a vast amount has changed" since 2018 and she is upholding high

standards.

Then, earlier this year, the schools white paper arrived, proposing new "academy standards" and wide-ranging powers allowing government intervention.

Like many academy bosses, Cleverly was alarmed. "It felt like a threat of losing that independence," she says.

Politicians in the House of Lords – including those among the government's own party – agreed.

As Baroness Estelle Morris said: "We're giving them all the restrictions that applied to maintained schools, but leaving them with the name of academy".

At about the same time, Cleverly was asked by the Department for Education to join a 12-strong panel of advisers for its planned shake-up of academy regulation, alongside six other academy trust bosses.

The panel hadn't even met before under-fire ministers rowed back on their own bill – slashing many of the more controversial clauses and promising to replace them once the academy regulation review had concluded.

But the review panel has met six times since, according to Cleverly. She cannot

Profile: Tracey Cleverly

divulge the content, nor whether the schools bill will be passed before or after the review is complete.

However, she notes: "What I'd like to see from the schools bill is that the very best of what we do in the sector is able to be sustained, but that there's that safety net for when the wheels come off."

Understandably, perhaps, she doesn't want to be drawn on the details. "It's going to sit, isn't it, in how trusts are regulated, how they are commissioned, how they are inspected. What is the measure of a successful trust?"

Cleverly strikes me as a very children-focussed chief executive. She becomes most animated when she discusses her passion – strengthening education for primary school children in the south west.

She stepped up from director of education to take over from Atkinson as chief executive in September last year, and says her goal now is "ensuring that we are looking at everything through an advantage lens.

"It's about ensuring that for our most disadvantaged children, we are levelling the playing field."

Cleverly is driven by her own experiences. She grew up on a council estate in east London and, after her parents divorced when she was young, was supported by her extended family. Without them, she doubts she would be sat here now.

"My grandad used to take us to museums and tell us stories, and do all those additional things it's easy not to have otherwise. And my uncle adopted a more fatherly role. It meant there was always someone around to read a book with you."

This extended family also "scooped up" Cleverly when she was losing her way as a student. She had messed about in secondary school (including hiding from teachers behind centuries-old gravestones in the graveyard near school, giggling away with friends) and failed most GCSEs. "There was no sense of belonging in the school," she tells me. "It was more fun to mess about!"

Eventually a family member invited her to Devon, where the 20-year-old Cleverly re-took her GCSEs and then sat A levels in history, psychology and sociology at South Devon College. After that she studied her B Ed degree at Middlesex University.



Cleverly with pupils at Ellacombe academy, where she was formerly the headteacher

"It's about ensuring that we are levelling the playing field"

"If you don't have that family support, the role of education is even more important," she reflects.

Her convictions were further confirmed by her first boss, Diane Hatherly, headteacher at Eden Park primary school in Devon. "Those children left with a really good deal," Cleverly says. "It was a school where it didn't matter as much what was going on at home."

She has also been spurred on by evidence from her own region. Rural poverty is rife in Devon and Cornwall, partly because of the high proportion of minimum wage work in hospitality and the lack of on its two coastlines.

Academics at the University of Exeter revealed in April that the south west has the largest attainment gap in the country by the end of primary school, with disadvantaged children in Devon 10.8 months behind compared to 9.3 months nationally. Pre-



Pupils learning outside at St Michael's CoE academy in Devon

pandemic, the trust had no gap at all, according to Cleverly. Now, she says, the gap is nine per cent and she aims to close it by the end of 2023.

There is a tough slog ahead. But Cleverly is in a unique position to make the case to ministers – as leader of a trust which has experienced successes, as well as problems – that academy independence should be protected.

"It is that single organisation culture that allows you to take collective responsibility for the children," she concludes. "That is the best of the sector."

Opinion

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MATTHEW KLEINER-MANN

CEO, Ivy Learning Trust

What the education sector can learn from Love Island

The schools bill has started a school-trust speed-dating circuit, says Matthew Kleiner-Mann. Who better to turn to than Love Island for some important lessons

I was in a meeting the other day, talking about how the schools bill is transforming the education sector. When I was asked to explain how, the first thing that popped into my head was the language of Love Island.

It wasn't an obvious comparison, but the more I thought about it, the more it resonated. Perhaps it's because, after a summer of watching the reality show with my children (I was forced), it has ingrained itself in my mind. Or perhaps we all need a bit of fun and it's an accessible and jargon-free way of explaining the complex transition in our sector.

As we welcome our fifth education secretary in a year and wait to learn the new prime minister's priorities and plans, the impact of the schools bill is already being felt. With all schools expected to be part of an academy trust by 2030, I've never been pulled for so many chats by

headteachers and leaders of smaller trusts who are open to getting to know us.

Whenever I go to an event, I see people talking quietly to see where their heads are at. Everyone is getting to know everyone else. They are not exclusive; they want to keep their options open until they're ready to

make a final decision. Until then, their heads can be turned.

Schools need to talk to different trusts before they commit. It's crucial to find a good connection and this is about more than muscles – they must look beyond a trust's brand and marketing and get to know its ethos and values. Are these in harmony with their own? Do they share the same beliefs and vision for the future? Are they a good long-term fit?

Before they put all their eggs into one basket, schools should also talk to other headteachers in the trust to



get the full picture. This important second opinion can make the difference as to who they eventually

“Trusts and schools should not look for seasonal partners

decide to couple up with.

From a trust's point of view, it needs to ensure that any growth doesn't have a negative effect on existing schools and that, fundamentally, it will help it to achieve its overall aim of improving children's education. What is the risk to the trust of a new school joining? Will the school get on with the rest of the family? Will it benefit pupils long term?

And behind the scenes, trust boards and governors are watching these blossoming relationships. Their opinion, just like the parents who appear towards the end of Love

Island, is crucial. And sometimes, as in the case of 2022 contestant Paige Thorne, they may not approve of the match.

Essentially, any commitment should be made with thought and consideration on both sides. Trusts and schools should not look for seasonal partners, they must be in it for the long term, to build strong partnerships and work collaboratively so that they can really make a difference.

We had a great time coming up with Love Island analogies in that meeting – the list is endless! – and by the end our staff understood our growth plan better without any mention of corporate terms such as takeover or merger.

The comparison, while only a bit of fun, helps to communicate the sector's current mood. The schools bill may not have been passed yet but we're already cracking on.

Opinion

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JOE HALLGARTEN

CEO, Centre for Education and Youth

Dear Liz, it's time for an L-turn on academisation

Local authorities, not the Department for Education, should take charge of hiring and firing MATs, writes Joe Hallgarten

Welcome back, Prime Minister Truss! Not long ago, you were at the Department for Education advising schools on maths “chunking”. Now you’re in charge of the country. You spent two months serenading Tory members with your love song for grammar schools, but now it’s time to start governing in prose. The sector’s response this week to the idea of lifting the ban on grammars is just a prelude for what’s to come.

For the foreseeable, education policy is likely only to add to your cost-of-living-saturated in-tray. And even throwing money at the problem is unlikely to buy leverage from a sector that’s entirely fed up with the far from competent DfE of the past two years.

In the meantime, you’ve cleverly swerved a decision on whether to sort or abort the schools bill left in tatters by your predecessor. But sorting out the chaos of current academy regulation can’t wait too long, especially if your aspiration is still to deliver a fully MAT-led system by 2030.

One option is a strategic change, not so much a U turn than an L

turn. Not L for left. L for localism. As they stand, academisation plans continue a three-decade journey towards making our school system possibly the most centralised in the world. It’s not very conservative, and in the words of one CEO I spoke to recently, the very idea of the DfE (or any new quango) holding

funding agreements with hundreds of MATs is simply a ‘mad idea’.

Luckily, there is an obvious alternative. Why not devolve the commissioning and decommissioning of MATs to local authorities? Why not deliver, deliver, deliver genuine devolution, and a reduction in the DfE headcount that would make Jacob Rees-Mogg proud?

Academisation has been called many things, but it’s really just another form of outsourcing. My local council has been commissioning an external provider to collect my rubbish for years. It negotiates, terminates and retenders contracts. There are national regulations, but the idea that someone in Whitehall, rather than my town hall, would choose who collects my bins is ridiculous. Schools of course are not dustbins.

“ Why not deliver, deliver, deliver genuine devolution? ”



What MATs do is nuanced and sophisticated, based on deep knowledge of the sector and charitable purpose. But this is even more of an argument for why

decisions about who runs schools should be taken by those who can be held democratically accountable by their local communities. As local authorities continue to reduce their number of maintained schools, their role as honest brokers only becomes more realistic and desirable.

To do this, we must first end the crazy notion that local authorities should start trusts. They can’t be providers as well as commissioners. Jettison the current pilot involving 29 LAs. Test and learn from this instead: Make local authorities with no more maintained secondary schools the commissioner for all trusts that run secondary schools in their patch, and transfer funding agreements from DfE to them as soon as feasible. Primaries will take longer, but you may find them more willing to join MATs under this

arrangement.

Some LAs are possibly too small to take on this role alone, but existing collaborative arrangements between local authorities, or even at mayoral level, could be the ideal places to hold trusts to account locally.

Yes, some trusts will need relationships with different commissioners. Such is life when you want to run schools in more than one patch. Yes, there might be some regional variation in funding agreements and priorities. This is what local democratic ownership and scrutiny looks like (and anyway the new national funding formula will help to avoid such local discrepancies).

In reality, my guess is that actual decommissioning or transfer of schools from one MAT to another would be rare, and this power would be used sparingly.

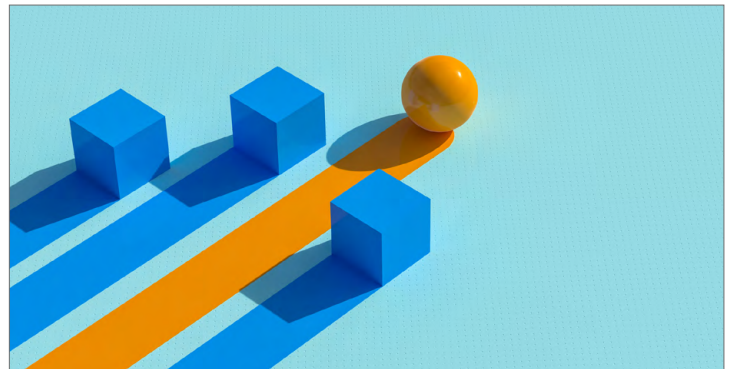
The DfE might need some powers of last resort, and will continue to set various regulatory frameworks for all MATs to follow. But liberated from the shackles of thousands of funding agreements, maybe they will perform other functions better. And that’s something school and MAT leaders would be truly thankful for.

Opinion

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NEIL MILLER
Deputy CEO, London South East Academies Trust



Exclusions: Don't let idealism get in the way of improvement

Zero-exclusions is an admirable idea but it's a distraction – we need funding to tackle the issues behind disruptive behaviour, writes Neil Miller

As deputy CEO of a trust comprising mainstream, special and alternative provision, I would love to be working within a system – and indeed in a society – where permanent exclusions were never needed.

In an ideal world, schools, agencies and health professionals would have the funding and resources required to ensure every single child had their needs met from day one, in mainstream education wherever possible. Children with special educational needs would receive timely diagnoses and have appropriate measures put in place, in the right setting for them, to ensure that they could learn and reach their potential.

Sadly, the reality is very different. The number of children being diagnosed with both SEN and mental health issues is increasing exponentially, with more complex presentations than ever before. And the resources are not in place to respond.

The pandemic is in part to blame, but so is the wider support system, which is buckling under the increased pressure. Numbers of

EHCs are increasing at alarming rates and fewer are meeting the 20-week statutory assessment timeline. Waiting times for CAMHS are also at an all-time high.

Not all exclusions can be attributed to undiagnosed or misdiagnosed special educational needs. Children are excluded for a variety of reasons from threatening behaviour to

serious assault. For the safety and wellbeing of other pupils, staff and for the good order of a school, leaders must have the option to remove a young person permanently in such extreme circumstances. Boundaries ultimately provide safety, so I worry that a total ban on exclusions would make leaders powerless and endanger others.

However, it is also true that many more young people struggle in schools who would benefit from a very different approach. We work closely with our three local authorities and schools across the region. Every year, our highly skilled outreach team trains hundreds of mainstream staff to identify and deal with pupil issues before the final point of permanent exclusion – helping many more children

to remain in their school than otherwise would.

The overwhelming majority of these children have some sort of SEN – most likely undiagnosed and manifesting itself in difficult and problematic behaviour.

Schools need the expertise and the funding to identify and address these needs, with support from other agencies to ensure an entirely holistic approach. But this type of

and CQC's new Local area review consultation and proposal.

Mainstream schools would be able to do so much more if they had the resources. More funding for specialist support and expertise would enable schools to put interventions in place and tackle the cause of the problem, rather than having no choice but to remove its manifestation, ie. the child.

The principle of a zero-exclusions policy is an admirable idea. I am wholly in favour of giving every young person the help and support they need to ensure they can attend school, stay in school, access an appropriate curriculum, achieve positive outcomes and lead fulfilling lives.

But in many ways it is also a distraction from the more pressing problem of ensuring schools and other agencies have the necessary funding to tackle the many issues sitting behind challenging behaviour: special educational needs, but also wider social deprivation and its attendant consequences including drug/alcohol/physical abuse and mental health issues.

A flat zero-exclusion policy alone won't improve these things and schools haven't got the resources to do it by themselves. We need a better funded, more joined up system if we are to give these children and young people the support they need and deserve.

“A ban would make headteachers powerless and endanger others”

specialist support is rarely affordable, even before factoring in the current squeeze on budgets due to unfunded pay increases, huge rises in energy costs and other inflationary pressures.

We are already seeing much younger children in our alternative provision setting. This includes five- and six-year-olds who have not been in school for long but are already at risk of permanent exclusion, unable to access learning in a mainstream classroom.

As a result, APs like ours are in many cases functioning more like SEND intervention services, looking after young people who can't cope with mainstream education while they await assessment and diagnosis of SEN. This is not only inappropriate; it clearly contravenes Ofsted's

Opinion

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



SARAH BLIGHT

Deputy Director for the child sexual abuse threat, National Crime Agency



Sexual abuse: A growing threat we must work together to fight

A spike in self-generated material since Covid shows the urgency of tackling online sexual abuse and the importance of education in that fight, writes Sarah Blight

It is our responsibility at the National Crime Agency to protect the UK from serious and organised crime. This includes child sexual abuse, a threat which continues to grow year-on-year and one that we dedicate significant resource to tackling.

We work with local and national police forces, government, industry and voluntary sector partners, both in the UK and abroad, to prevent offending, protect victims and bring offenders to justice. This means that as well as investigating and arresting child sex offenders, we also educate children and young people, their parents and carers and the professionals who work with them about child sexual abuse.

One area of child sexual abuse where we have seen an increase is so-called self-generated child sexual abuse material. This refers to material such as nude or semi-nude images or videos which has been made by a child or young person themselves as a result of being pressured, tricked, bullied, or

coerced. It may then be re-shared without their consent by an adult or by another child or young person.

In 2021, the Internet Watch Foundation, a UK organisation that works to find and remove online child sexual abuse material, took action to remove 252,000 URLs which contained images or videos of child sexual abuse. Of these, 72

per cent contained material that had been self-generated – an increase of 374 per cent on pre-pandemic levels.

Education is a core part of the NCA's response to tackling this growing problem. Our aim is to reduce children and young people's vulnerability to such crimes. We do this by giving them the skills, knowledge, and confidence they need to seek help from an appropriate source when they need it. We also educate the professionals who work with them, and parents and carers, so they understand what online child sexual abuse is and can better support children and young people.

The NSPCC's 2017 report, Everyone deserves to be happy and safe,

highlighted the importance of education in this fight. Young people who contributed to the research said education would have made a difference, reducing their vulnerability by helping them to understand abuse and consent from a young age.

Ofsted's report on sexual abuse

are. It also teaches them how to identify and respond to pressure and manipulation, especially online, and where to go to get help, support or to report what has happened to them.

We know that teachers are more time-pressed than ever before, so we offer ready-to-use lesson plans, short films and interactive content to help primary and secondary schools deliver effective and age-appropriate relationships education. Our CEOP Talks Relationships campaign throughout September and October showcases these resources and we'll be discussing how professionals can support secondary-aged young people in building healthy relationships in our free webinar on 6 October.

To find out more about CEOP Talks Relationships, visit: www.thinkuknow.co.uk/professionals/ceop-talks-relationships/

Whether it's navigating their relationships in an increasingly online world or building their resilience to the criminals who would prey on them there, we know education is one of our most powerful tools to protect young people.

The need has never been more acute, and together we can and must rise to that challenge.

“ Most only seek support after they have been blackmailed

in schools also showed the extent of the challenge, and new statutory relationships and sex education (RSE) is part of the solution. We know that the age group of young people most likely to create and receive nude images is 13- to 14-year-olds. Unfortunately, most are likely only to seek adult support after they have been blackmailed/threatened, or their image has been re-shared and is no longer in their control. This is why RSE should start early.

Our online child sexual abuse education programme (CEOP Education) complements this curriculum. It helps children and young people to develop an understanding of what healthy and mutually respectful relationships

Opinion

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

A change to the school census this year will be transformative for young carers, writes Andy McGowan, and schools must prepare to seize that opportunity

From January, the school census will include young carers for the first time. Schools will record whether a pupil is a young carer, and who identified them as such. The change will provide a much better picture of their number and has the potential to significantly increase awareness, identification and support.

What we know already is that in every classroom there are likely to be at least two pupils who are balancing their studies with caring responsibilities for a parent, sibling, or other family member who is living with a physical or mental illness, disability or addiction.

We also know that over 1,500 children aged five to seven are caring for 50 hours a week or more. A quarter of young carers are bullied because of their caring role, and one-third say their caring role results in them 'always' or 'usually' feeling 'worried', 'lonely' or 'stressed'. Over a quarter (27 per cent) of young carers aged 11 to 15 miss school or experience educational difficulties, and their attainment and access to further education and employment is lower than their peers' as a result.

More worrying still, our research this year found that young carers start caring an average of three years before being linked into any support. Some had been caring for ten years. On average, they were seven years old when they started.

In a way it's no surprise they get no support for so long. It's simply that they don't realise they are young carers, and until now there has been no attempt to formally identify them.



ANDY MCGOWAN

Head of engagement,
Caring Together

Census 2023: Do you know who your young carers are?

That's why it's vital for professionals to spot the signs. Between six and ten per cent of pupils in any school are likely to be young carers, and more than half of those surveyed by Carers Trust in March (these are the ones we know of) said they seldom or never get help to balance caring with

already do this for other vulnerable groups, and the change to the census provides the perfect opportunity to do the same for young carers.

Vulnerability is on the up, and schools are already under great pressure from the after-effects of Covid-19 and the growing toll of

“Some care for ten years before getting support”

studying.

So what about the ones in your school? Knowing who your young carers are can help ensure they are achieving their full potential by reviewing metrics such as attendance and attainment. Schools

the cost-of-living crisis. But when it comes to young carers they aren't on their own, and simple, affordable measures can be highly effective.

Work with others

Local and national charities have

been working to identify and support young carers for years. The support of schools in the effort will be hugely beneficial to them and they will want to work with you, be it through awareness-raising sessions for staff and pupils or by providing support for newly-identified young carers.

We're putting in one place all of our resources to help schools prepare for the census, and the Young Carers in Schools programme we provide in partnership with The Children's Society offers tools to get started.

Empower your community

Awareness-raising sessions for staff and pupils are a great place to start, but the next step is to ensure your school has policies and processes in place to identify and monitor young carers, and the earlier the better.

It can be helpful for everyone if there is a clear young carers' agreement in place (ideally developed with young carers) outlining what support is available. The process of identifying and putting support in place can be well supported by sending information out to parents and through the use tools such as the Multidimensional Assessment of Caring Activities and the Positive and Negative Outcomes of Caring (MACA and PANOC) questionnaires.

Lastly, appointing a staff member as a young carers' champion, someone pupils can turn to when things are difficult, can make a world of difference.

The addition of young carers to the school census provides a ground-breaking opportunity to improve the identification of and support for young carers, and ultimately their outcomes.



THE REVIEW

- BOOK
- TV
- FILM
- RADIO
- EVENT
- RESOURCE

THE RETHINKING EDUCATION CONFERENCE

Organiser: James Mannion
Date: 17 September 2022
Location: Addey & Stanhope School
Reviewer: Stan Pinsent, Coordinator, Human Scale Education

Everyone wants to change education. Every headteacher has an angle; every parent has an opinion; even our shortest-serving education ministers enter the role with some sort of vision.

Most of us, however, think in incremental terms: if we could just fix the backlog in SEN diagnoses, or use cognitive load theory to inform lessons, things would be much better.

The conference at Addey & Stanhope School last weekend laid down a major challenge to such piecemeal thinking. James Mannion, the co-founder of the Rethinking Education movement, describes it as “education’s critical friend”. But this is no institutional love-in. What sets the movement apart is its willingness to question the very core of our education system.

So just how radical was it? For some at the conference, rethinking clearly meant ripping up and starting again, while for others it merely meant a change of direction.

The first keynote speaker was Naomi Fisher, a clinical psychologist specialising in trauma. Her talk, *The Side-effects of School*, closed with an incendiary conclusion: children should have the

choice to leave lessons or even leave school; only when school is somewhere children choose to be can it be a healthy environment.

Meena Kumari Wood, a former HMI and the author of *Secondary Curriculum Transformed*, struck a more conciliatory tone. Her call for a values-led curriculum included plenty of nuggets that school leaders could implement tomorrow - although to adopt her full suite of suggestions would be tough while GCSEs cast a long shadow.

As might be expected in a community of outsiders, the beating heart of the conference was away from the main stage.

Most events were intimate, interactive, collegial. There were no big-name corporate sponsors, no visionaries flogging their ‘simple trick’ to fix everything. There were unschoolers, homeschoolers and founders of “democratic learning communities”.

There were disgruntled parents and jaded teachers. There was a panel of young people laying out “What we want OUR education to look like”.

The only thing that was missing was conflict.

Months ago, I put out an open call for a debate opponent, suggesting that we choose a topic to disagree on at this conference. But nobody expressed an interest, and in the end only one of the 70-odd events used a debate format. It’s certainly a

missed opportunity: speakers found a receptive audience, but I worry that without the chance to defend their ideas against criticism they won’t get so far in the wider world.

Of course, the day was always more about community-building than arguing. There had been whispers about whether Rethinking Education was the right flag to rally around, with some fearing that the movement was becoming “that James Mannion group”.

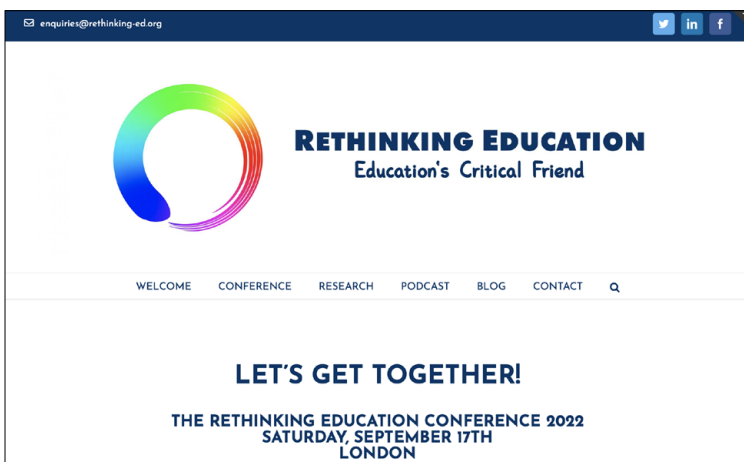
As Mannion took to the stage at the end of the day, he seemed to understand this was a critical moment. Rather than grandstanding, he stepped aside so that the young people could give their hot takes on the day.

Asma Maloumi, an activist who had taken part in the youth panel, got up to speak. “Thank you all for everything you are doing,” she said. “I just wish that when I was at school I could have had teachers like you.”

Duly flattered, the conference erupted in cheers. One woman was in tears. Whether or not the moment was planned, it was clear: Mannion had, for now, silenced the sceptics.

Rethinking Education is not education’s only critical friend. Teachers, leaders and parents have been willing to criticise the system, even as they do the necessary work to keep the wheels turning. Now, however, those who want to see more urgent changes know where to turn.

There should have been more debate and disagreement, but the speakers at the conference brought a breathtaking array of ideas. They don’t yet share a vision for what the new education system should look like, but they are finding the power of their collective voice. I sense this won’t be the last you hear from Rethinking Education.



★★★★☆
Rating



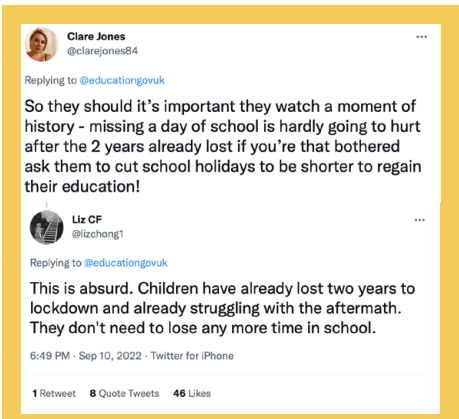
Diana Young
Governor, Richard Atkins School

MOURNING IN OUR OWN WAYS

The death of Queen Elizabeth II has dominated much of this week's education conversation. With the nation in mourning, along with the rituals, pageantry and accession King Charles III, the DfE announced school closures for the Queen's funeral, giving schools a week's notice.



Despite the global outpouring of grief, this led to a torrent of views across social media, with some people sharing support for the additional bank holiday, while others aired their frustrations at the decision to close schools.



As governors, our main concern is to maintain educational performance in spite of closures. In my view, this bank holiday was a mark of respect that encouraged families to stay at home and witness this historic event together. As such, it was an opportunity for pupils and parents to reflect in their own way on the spiritual, moral and cultural aspects of the Queen's 70-year reign, the monarchy, state mourning, British Empire and the Commonwealth.

Varied opinions will certainly create talking points for headteachers and senior leadership teams, but schools should engage their pupils and uphold educational standards while remaining mindful of a nuanced approach, especially when it comes to controversial topics like British Empire and its link to colonisation and slavery.

ONCE MORE UNTO THE BREACH

Which brings us to the week's big – if overshadowed – education news, with the appointment of Jonathan Gullis as schools minister and talk of the Schools Bill being shelved in favour of an expansion of grammar schools and high-performing academies.

This is a drastic, though not completely unexpected change of direction with huge repercussions for governance and leadership, and the headline that best encapsulates the past week is a tweet by Karam Bales: "Grammar schools and culture wars to be prioritised".

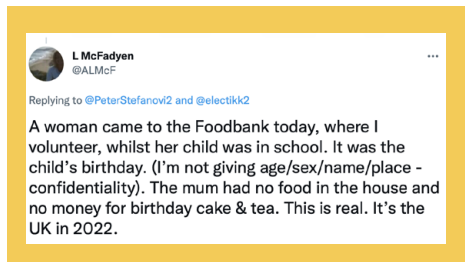


And yet neither will feature on the agenda for our next governors' meeting. A sign of the times.

POVERTY'S FRONT LINE

Meanwhile, there is the cost of living crisis to contend with. Some schools are reporting energy price rises of 500%, and it's difficult to see how this (as well as unfunded pay rises for teachers and teaching assistants) won't impact educational performance and burden already disadvantaged pupils.

But the comment that most affected my perspective as a governor this week came from a food bank volunteer.



Our schools continue to do their best to educate the young people in our care, yet the depth of the challenge is now arguably greater than the one Covid represented. If only ministers were as hurried about putting support in place as they were to get to the front of the queue for the Queen's lying-in-state.

UKRAINIAN GAINS

In other news, the war in Ukraine took a more positive turn this week, with reports of substantial advances against invading Russian forces. But whoever is winning militarily, children still pay the price emotionally and educationally. More Ukrainian pupils are arriving in our schools, and those who are already here continue to need additional support to adjust.

Here, headteacher Cassie Young has pulled together a raft of resources and learning aids for teachers to support Ukrainian pupils with early language skills and wellbeing. Freely shared by teachers across the country, this is a treasure trove that will go some way to offsetting the rise in demand for teachers' time and resources, notwithstanding budgetary pressures to support the influx and higher demand for SEN provision.

FIGHTING DISINFORMATION

Lastly, the introduction of statutory Relationships, Sex and Health education last year is bedding in. It's important to ensure these lessons are taught inclusively of race, religion, nationality and language – without spreading misinformation. For many teachers this curriculum is uncharted territory, so it's increasingly important for governors to challenge and support them.

Podcasts like The Girls Day School Trust's 'Raise Her Up' provide helpful background for doing just that, and the latest episode with Candice Braithwaite, the award-winning author and journalist, is a great example. Here, she shares what she wishes she'd known as a girl about money, friendship, love and self-respect – and it's the perfect way to de-prioritise the culture wars.

The Knowledge

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

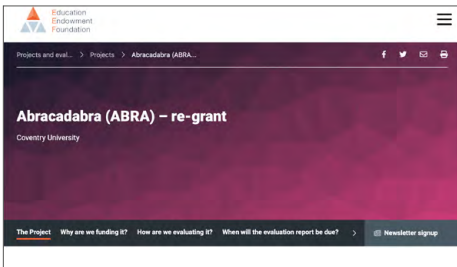


JL Dutaut picks out a selection of this week's interesting research publications and findings for the evidence-informed professional

A spell for reading progress

Published today, a new report from the Education Endowment Foundation (EEF) shows that a small-scale reading intervention based on ABRACADABRA (a Canadian, open-access, web-based interactive software package) can support year 1 children to make an additional two months' progress. The latest education programme to successfully transition through the EEF's project pipeline was trialled with just over 4,000 year 1 pupils in 157 schools across the West Midlands, East Midlands, Newcastle, Teesside and Manchester.

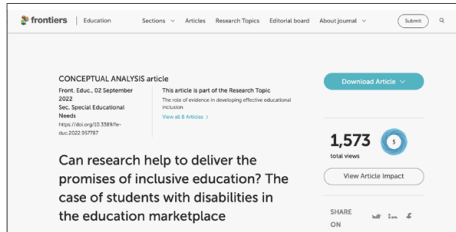
Two versions of the ABRACADABRA-based reading and understanding in key stage 1 (RUKS) programme were rolled out. Both versions saw teachers and teaching assistants delivering four, 15-minute, reading-based sessions per week to small groups of four to five pupils for 20 weeks, and both were found to be successful. However, the paper version was more successful than its ICT counterpart in speeding up children's reading skills.



Selective evidence

Last week, the EEF's chief executive, Becky Francis made headlines when she led the evidence-based response to news that the government is set to lift the ban on new grammar schools. Others even suggested the government would lose all its evidence-based credentials as a consequence of the move. But does educational evidence itself have a more fundamental problem when it comes to social justice?

This paper from the department of special education at the University of Illinois at Chicago suggests that research has the potential to transform the experiences of students with disabilities. However, marketisation and parent choice have created a system in which "the most



sweeping and consequential policy decisions [...] have heavily, if not solely, relied on quantifiable indicators and reports".

The authors are keen to avoid setting quantitative and qualitative research methods against each other, but note that even "randomised control trials, considered the 'golden standard', have significant limitations when explaining policy process or the effectiveness of a policy or practice across social contexts." They call on decision makers to make better use of all the evidence, and suggest all researchers have a responsibility to amplify the voices of traditionally marginalised students in their projects to "increase the likelihood of more just and inclusive policies".

Flipping PE

We think of PE more as learning to flip than flipping learning. Indeed, narratives about technology tend to contrast bad 'screen time' with good, wholesome exercise. However, a new paper from the department of teacher education of the Norwegian University of Science and Technology suggests that edtech could offer positive benefits for teaching and learning in physical education.

The scoping review found that a majority of previous studies into the flipped learning approach (in which students access knowledge online and apply it in the classroom) demonstrated a positive impact on motivation and on practical as well as academic learning in PE.

However, the study also notes two major challenges to wider deployment of the flipped learning approach: a lack of supporting materials to help PE teachers design and implement the approach, and the fact that PE is traditionally a subject low on homework. Throw into the mix a persistent digital divide, and it's no flipping surprise teachers aren't buying the narrative.

Trans-forming schools

Published in the British Journal of Educational Psychology, this new study takes a qualitative approach to understanding the experiences of young transgender people in UK schools. Based on interviews with 30 parents of children who had socially transitioned before the age of 11 (and ten of those children themselves), the study highlights a generalised struggle against cis-normative attitudes and systems.

The author, Carl Horton from the department of education at the University of Goldsmiths notes international evidence that "the cumulative stresses of navigating unsafe and trans-hostile environments is a significant risk to trans pupils' mental health and educational attainment".

Horton reports that the families all experienced three common obstacles: institutional cisnormativity, a failure to protect trans children, and educational injustice.

The study suggests that "institutional cisnormativity leaves trans pupils in unsafe educational environments, contributing to school drop-out and trauma". LGBT inclusion has made major progress in recent years, but the T matters, and some children are clearly not yet feeling the benefits.

The paper is short on actions for school leaders, but the testimonies make eye-opening reading. Meanwhile the research supports calls for policy makers to provide schools with specific guidance and legal clarity – calls which won't be new to our readers.



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



Week in

Westminster

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



FRIDAY:

Bike racks may have closed, weather forecasts suspended and cancer appointments postponed, but one thing was far too important for delay.

Jonathan Gullis updated his LinkedIn page during the Queen's mourning period to announce he had bagged the schools minister job (sneaky way to get around all government communications being on hold).

Bad news for all those "woke warrior teachers" that he thinks are infiltrating classrooms to brainwash kids.

But good news for those who want education to take a massive step backwards by introducing a load more secondary moderns – as Gullis is a massive grammar fan.

Interestingly, he is the first non-minister of state to hold the schools role for more than 30 years. Another clear indication that schools have fallen down the new government's pecking order.

TUESDAY:

The DfE told schools today it has extended the deadline for its school-led tutoring year-end grant statement by two weeks to September 30.

The return is mandatory, so must be filled in even if a school has not used the tutoring scheme. Failure to submit the form will result in the recovery of all tutoring grants.

The data will also be used for new tutoring league tables that the government plans to use to name and shame schools not using its catch-up programme.

WEDNESDAY:

Exams regulator Ofqual got a kicking over its faceless response to the 2020 exams fiasco (education committee chair Rob Halfon accused regulator bosses at the time of "hiding away in the Ofqual attic"). Instead, the poor "mutant" algorithm took all the flak.

Anyway, the regulator is now trying to find its human side. Board minutes from March, published today, show one of the four key messages of its new corporate plan is to "demonstrate Ofqual is both expert and human".

The government updated its school efficiency checklist today to remind leaders to "ensure appropriate capital provision in budget setting" under an "estate vision, strategy and asset management plan".

LOL. Schools can barely afford to heat and keep their classrooms fully staffed, never mind set aside cash for a rainy-day building upgrade.

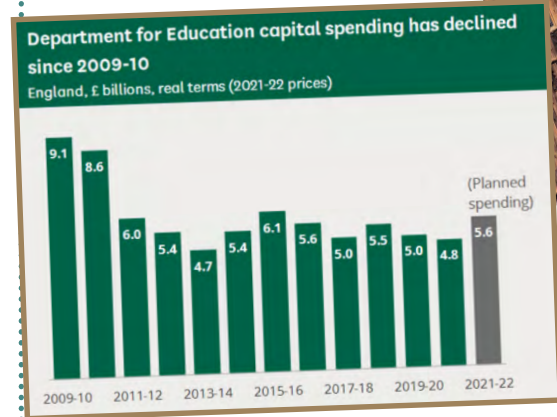
The new guidance says ministers "expect all trusts and schools to manage their estate effectively and strategically, to maintain it in a safe working condition". This includes "planning and prioritise maintenance".

Week in Westminster has a much better idea: simply give schools the cash they actually need to get buildings up to scratch.

Government figures show capital spending has declined 25 per cent in cash terms since 2010 (even more when

adjusting for inflation).

The department admits that repairing or replacing all defects in England's schools will cost £11.4 billion.



THURSDAY:

The government has had helluva stick for not doing enough to help schools pay their soaring energy bills. Earlier this year in May, when prices were starting to rocket, it wrote to all 20,000-plus schools to get an idea of how much they were spending on energy.

The response rate of just 1,000 was, therefore, a tad disappointing (responses included councils and trusts so data for 2,300 schools was received – but it was still less than 10 per cent of the overall estate).

This means the results were "not fully representative of the whole sector and inferences should not be drawn from these findings".

But even worse when you dig a bit deeper – some questions had just 23 responses!





Head of School – Astley Community High School

L18-L22: £64,413 to £70,745 per annum

Small enough to care, big enough to make a positive impact

We are looking for a dynamic and inspirational Head of School, who will drive forward the academic standards and ambitions of our school by proactively leading and inspiring our pupils and staff.

You will be an exceptional leader with the vision to take on the challenge of leading our school, contributing at a strategic level with a key role in Student Support for years 5 - 13. You will work collaboratively to ensure strategies and systems for behaviour, attendance and pastoral support are implemented across the schools.

You will also need to adopt a hands-on approach to deal with the diverse demands of school life and have highly developed communication skills to build effective relationships with a wide range of stakeholders.

To apply visit www.svf.org.uk/vacancies



THE BAY CE SCHOOL
Believe • Inspire • Excel



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



THE BAY CE SCHOOL
Believe • Inspire • Excel



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.

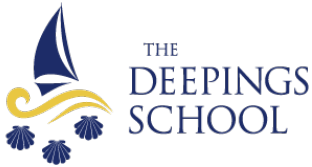
Visits to the academy are highly encouraged, please contact the EFAT CEO at anne.casey@eftrust.org.

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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