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FRIDAY, DECEMBER 4, 2015 | EDITION 49

'TOXIC' PFI BILLS CRIPPLE SCHOOLS

- PUPIL NUMBERS **DOWN**
- BUDGETS **DOWN**
- PFI COSTS **UP (AND RISING)**



Birches Head Academy

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Cash-strapped schools are being pushed into financial ruin by soaring debts owed to the private firms that funded their buildings, *Schools Week* can exclusively reveal.

Takeovers of underperforming schools have also stalled due to the hefty costs associated with the contracts.

Annual repayments in some schools with private finance initiative (PFI) contracts have soared by £125,000, forcing staffing cuts to balance their books. In others, costs are escalating at a rate of

around £30,000 each year - the salary of an average teacher.

Schools in Stoke-on-Trent are locked into 25-year contracts to pay off a consortium of private companies who funded new buildings and refurbishments in 2000 as part of a £153 million

Continued on page 3



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NEWS

LAST-MINUTE LOBBYING
KEEPS PGCE COURSES OPEN

SCHOOLS WEEK REPORTERS
@SCHOOLSWEEK

In a last-ditch attempt to keep open teacher training courses at the Universities of Oxford and Cambridge, which last week looked set to close, the government has now changed its rules on the recruitment of trainees.

Earlier this year universities were told they faced caps on the numbers of trainees they could recruit to allow for "moderate growth" in training routes led by schools.

Two weeks ago *Schools Week* revealed that PE PGCE courses had been told overnight to stop recruiting and abandon interviews with applicants.

Last week, history courses were close to reaching the cap, and were expected to close applications by Friday. But a number of institutions, including Oxford and Cambridge, had not yet interviewed any applicants.

After intense lobbying, university providers were emailed shortly after midnight on Thursday to tell them history trainee recruitment must stop – but that a new "75 per cent rule" would mean that any provider, such as the Oxbridge institutions,



Katharine Vincent

would be allowed to continue until they had recruited 75 per cent of the numbers in their previous cohorts. At midnight

on Friday another email told providers that the 75 per cent rule had been extended to English and primary courses – but there was a new twist.

A 95 per cent maximum rule had also been imposed, meaning that institutions could not recruit more than 95 per cent of their current cohort. Any providers ignoring the rule were told they faced penalties such as "additional recruitment controls, reduced allocations for future intakes or, in extreme cases, withdrawal of accreditation".

Katharine Vincent, programme leader for secondary school trainees at the UCL Institute of Education, said the new controls were an "utter shambles".

"The worst thing about the history situation is that, because the policy change was made up 'on the hoof', they didn't fully think it through. So we've been told we should stop making offers when we reach 75 per cent of this year's numbers, which for us would be 26 and we have already made that many offers.

"But we have a conversion rate of about 80 per cent, which means that to end up with 26 students we need to make about 32 offers. If we only offer 26, we potentially end up with only 21."

The lack of clarity on what constitutes an offer was echoed by teacher supply expert Professor John Howson.

"They're making it up as they go along. Candidates can make three applications, but we don't know if universities are allowed to put someone else into a place if it is turned down."



Sam Twiselton



John Howson

He suggested a closing date should be imposed, after which the government could set controls based on a more complete picture.

The sudden changes have prompted providers to start bringing interviews forward, according to Sam Twiselton, director of Sheffield's Institute of Education.

"It's made everybody panic. Some School Direct partners have brought their interviews forward and are running more intense, back-to-back interviews. They don't need to, but it has been driven by the behaviour in the system.

"Even in a lot of subjects that we don't think will reach the cap, interviews are being brought forward

because there is a worry that candidates will be snapped up."

As *Schools Week* went to press, the Department for Education confirmed that no further subjects had controls imposed, but the situation is constantly changing.

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BIDDING FOR FREE SCHOOLS STREAMLINED

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The Department for Education has ditched a requirement for free school applicants to prove they have interest from parents.

New school applicants will also not have to provide any evidence they have engaged with the local community where the school is planned, *Schools Week* can reveal. Parental surveys were previously required with an application to prove demand.

The streamlined process – which also means applicants from schools with good track records do not have to fill out lengthy forms – means a school could open within a year. It will simplify the bidding process and is expected to make David Cameron's target of 500 new schools easier to reach.

Linda Kennedy, from the DfE's free schools strategy team, speaking at the Academies Show in Birmingham last week, said while the process was simpler, it did not mean a "lowering of the bar on quality".

"Schools with good track records won't have to do as much, just point the DfE to what they already do."

She said DfE officials would instead judge demand on the basic need for places and

how many places there were in schools that were not good or outstanding.

She also revealed the department was considering pre-emptively buying sites for schools in areas with a shortfall of places.

Schools Week revealed in July that more than 50 free schools had postponed opening in the previous two years, mostly over issues with finding a suitable site.

Ms Kennedy said: "We are looking for sites now in basic need areas so when an application comes in we are ready to go... schools could open within a year."

Previous free school applicants had to prove they had support from enough parents to fill year groups for the first two years after they opened.

Applications were also rated higher if they provided "compelling evidence of engagement with a high proportion of the local community".

Janet Downs, a campaigner for local schools, said: "Judging the basic need on the number of local schools rated requires improvement or inadequate takes no account of the fact that these schools can and do improve."

She pointed to a National Audit Office report that said informal intervention

such as local support was more effective than formal intervention. "Spending millions on a free school would not be cost effective and could threaten the viability of existing schools if there is no need for extra places."

Martin Campbell, from the Suffolk Coalition Opposing Free Schools group, said the notion of assessing demand for the schools had "always been fictional".

"The claimed parental demand typically came from small but vocal pressure groups with questionable agendas."

Schools that had shown demand for their services often still struggled to recruit. Trinity Free School in Brixton, south London, was expected to have 120 pupils in its first year group but opened with just 17 in its first cohort.

Applicants must consult on their plans during the pre-opening stage – after they have had approval but before they enter into a funding agreement with the government.

A DfE spokesperson said applicants had to demonstrate they had "effectively engaged with parents and a cross-section of the local community".

NEWS

'TOXIC' PFI BILLS PUSH SCHOOLS CLOSER TO FINANCIAL RUIN

JOHN DICKENS
@JOHNDICKENSSW

CONTINUED
FROM FRONT

deal with Stoke council.

One of the schools, Birches Head Academy, is paying more than £380,000 a year on PFI costs – up by more than £125,000 in just four years.

Roisin Maguire, the academy's consultant headteacher, said: "When schools are having to make people redundant to pay huge PFI contracts, then something is wrong."

She described the contract as "unsustainable" as the costs were based on the school being funded for a full quota of pupils. At present only 60 per cent of places are filled at the school.

St Joseph's College, where Ms Maguire is headteacher, is considering sponsoring Birches Head to get it back on track but she said the governors "don't want to take on a financial liability".

Elsewhere in the city, Ormiston Academies Trust (OAT) is the preferred sponsor to take over two schools said to be struggling financially, Sandon College and Packmoor Primary.

But the takeover has been delayed as the trust investigates the PFI costs lumped with the schools. The yearly rise in PFI costs at Sandon – which is in special measures – is believed to be the equivalent of funding one maths teacher.

A large chunk of the cost increase faced by the school is to make up for an estimated shortfall in funds after it was reported the council could run out of money to pay for the contract – six years before the deal was due to end.

Professor Toby Salt, OAT chief executive, has written to schools minister Lord Nash this week to raise his concerns.

But the problem isn't confined to Stoke.

Using public records, *Schools Week* uncovered 128 academies paying almost £70 million in the 2013-14 financial year on PFI costs, which is an average of more than £500,000 per school.

The figures suggest the cost of contracts at some schools rocketed by nearly £200,000 in just 12 months – the equivalent of three senior leaders' wages.

Total amounts paid to private firms under the deals will be even higher as costs for local authority schools are not centrally available and were not included in the analysis.

In Stoke's case, the PFI scheme was set up by the local authority and private firm Balfour Beatty. It is now run by a dedicated PFI company called Transform Schools.

The *Financial Times* reported that Balfour sold its stake in four school PFI projects – including Stoke – to infrastructure

HOW PFI WORKS

Private finance initiatives involve the private sector financing, building and operating public infrastructure, such as schools.

The private firms are repaid through leases spanning 25 or 30 years which, in the case of schools, are signed by local authorities.

It was used to build and repair secondary schools under the Building Schools for the Future (BSF) programme, which nearly 100 local authorities had signed up to by 2009.

The scheme was the brainchild of the Conservatives, but later became popular under the Labour government towards the end of the 1990s as its "buy now, pay later" structure provided new infrastructure without needing money up front.

But problems emerged over the price of repaying the contracts – which, in some cases, have spiralled to seven times the original investment.

An investigation by the Independent on Sunday newspaper this year found the UK owes more than £222 billion from PFI deals – more than £3,400 per person. It rose by £5 billion last year alone.

Schools Week found many schools are now

facing financial problems as they cut costs to meet squeezed budgets.

Local authorities mostly pay for the PFI buildings contract but schools are locked into facilities management repayments, which can include cleaning, caretaking and catering, over the contract span and which come directly from their own budgets.

For instance, in two Bristol schools taken over by the Cabot Learning Federation, the local authority continues to pay the costs of the building, part of Bristol's Building Schools for the Future programme.

However, the trust has taken on the facilities management contract for the academies. It has agreed to repay a percentage of the overall facilities bill based on the funding that would have been available to the local authority if it had stayed a maintained school.

Former education secretary Michael Gove scrapped the BSF scheme in 2010 because of "massive overspends".

The government's new building programme will deliver 46 schools under a new scheme called PF2. Chancellor George Osborne has said this will be more transparent and better value for money.



Roisin Maguire

investment company Innisfree in 2013. The paper said that Balfour made a gain of nearly £24.4 million on its equity in the projects.

Ms Maguire said the PFI repayments were forcing Stoke schools to cut costs: "Something is going to have to give. It's coming to a head."

Two school leaders we spoke to described the PFI contracts as "toxic". Another couldn't



Toby Salt

publicly speak about his school's contract because he said it had a gagging clause. One academy chain head, with PFI contracts

averaging £400,000 across its schools, said: "It's a bit like every time you want to drive somewhere you have to take a taxi with the meter running – that's the reality."

According to annual accounts, the Cabot



Antony Power

Learning Federation paid £888,000 in PFI facilities management costs alone last year for two schools.

One of its schools, Bristol Brunel Academy – built under the Building Schools for the Future programme in 2007 – paid £561,000 for maintenance in 2013/14.

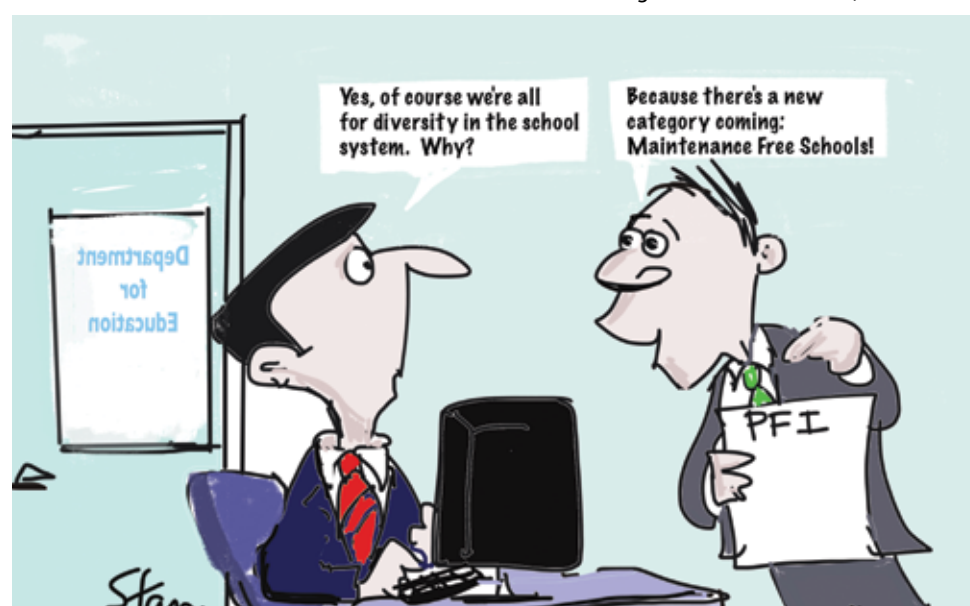
Steve Taylor, chief executive of Cabot, told *Schools Week* the state-of-the-art school provided real advantages for pupils.

But if the current above-inflation contract increases continued, it would be "considerably less affordable".

Antony Power, a partner and head of education at law firm Michelmores, said academies faced being driven into deficits unless they took greater control of their PFI costs.

"Unless things change, the problems are likely to get worse as time goes on. At the moment inflation is low; when it rises, the PFI costs will rise more steeply, probably faster than school budgets."

Stoke council said it was in talks with Birches Head to review its costs. A spokesperson also said it had met with Ormiston officials to warn that converting did not relieve schools from the contract. If they did, it would place "huge financial burdens on the remaining schools in the PFI contract and the council".



NEWS: OFSTED

DON'T FORGET EDUCATION, OFSTED WARNS OSBORNE

FREDDIE WHITTAKER

@FCDWHITTAKER

Sir Michael Wilshaw is so worried about schools in towns in the north and the Midlands that he plans to write to George Osborne asking that devolution plans don't just focus on cities.

In Ofsted's annual report launched on Tuesday, chief inspector Sir Michael described a "divided nation", with secondary school performance in the north and Midlands lagging behind the south.

He specified 16 local authority areas in England that performed poorly on a range of indicators and where fewer than 60 per cent of children attended good or outstanding schools.

He said he would write to the chancellor urging him not to "forget" education, and to highlight that the most needy schools were not in the cities being given additional powers under the government's plans, but in neighbouring towns.

The situation was "so bad" in Bradford that it required its own commission to investigate the issue.

"Local politicians must be as determined to encourage schools to do better as they are to lobby for fast trains or new motorways. Children in their regions deserve as good an education as children in the south," he said.

Subsequent analysis by fact-checking organisation Education Datalab, however, found that once differences in prior

attainment and pupil characteristics were taken into account, the 16 local authorities only differed by 2 per cent to other authorities.

The north east was also singled out for poor secondary school performance.

But campaign group Schools North East claimed the improvement of just a handful of schools would bring the area into line.

Director Mike Parker said: "We only have 170 secondaries in the region so an upwards shift of just five schools would bring parity."

Ofsted national director Sean Harford questioned the group's claims: "I don't know that the figures are that sensitive, to be honest. I doubt very much whether five schools would tip a whole region."

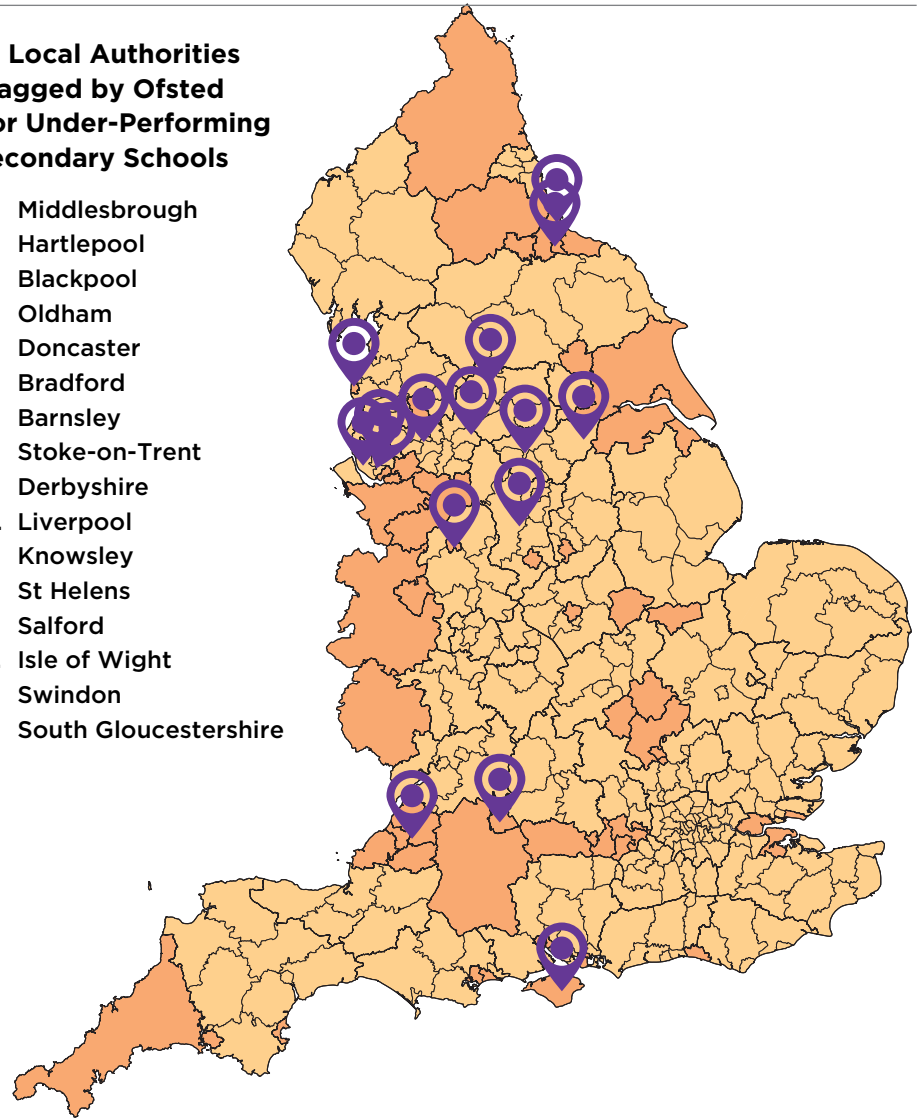
Teacher union ATL used the report as an opportunity to highlight the issue of schools "operating in isolation" as more convert to become academies.

But the report notes that underperformance appears unrelated to school type, stating that in low-performing Doncaster all 18 schools were academies whereas in St Helens less than a quarter were.

When asked about the pattern, Sir Michael said: "What really matters is quality of leadership, teaching, the culture of a school and the oversight schools receive ... If the whole system is academised, fine, we can then talk about the most important issues."

16 Local Authorities Flagged by Ofsted For Under-Performing Secondary Schools

1. Middlesbrough
2. Hartlepool
3. Blackpool
4. Oldham
5. Doncaster
6. Bradford
7. Barnsley
8. Stoke-on-Trent
9. Derbyshire
10. Liverpool
11. Knowsley
12. St Helens
13. Salford
14. Isle of Wight
15. Swindon
16. South Gloucestershire



SEND pupils forced to travel for specialist provision

FREDDIE WHITTAKER

@FCDWHITTAKER

Pupils are having to travel "long distances" to access special needs provision in the north east of England, Ofsted has warned – but critics say it is unfair to single out the area.

In his annual report, chief inspector Sir Michael Wilshaw said there were "large areas" of Co Durham and Northumberland where pupils were forced to travel for specialist provision.

Surveys by the watchdog had also found parental concern about "inconsistency and variation" in the identification of their children's needs and the availability of provision.

From May 2016, a series of regional joint inspections with the Care Quality Commission will review the provision with a view to improving it.

The sparseness is not unexpected, said North West Durham MP Pat Glass, a former director of children's services who now serves in Labour's shadow education team.

"There are large, sparsely populated parts of Durham and Northumberland, and highly specialist provision just cannot reasonably be provided on everyone's doorstep. Transport is provided by the local authorities in these circumstances."

But Ms Glass described "worrying" concerns raised by Ofsted about a correlation between pupils eligible for free school meals and those identified as having special educational needs



Michael Wilshaw

and disabilities (SEND).

The report said pupils eligible for free school meals were "more likely to have been identified as having SEND across every category of identification", adding: "Ofsted has previously raised concerns about the identification of special educational needs (SEN) when the real need is for better teaching, with lower attainment or progress confused with SEN."

Ms Glass said: "It seems that headteachers and teachers are too readily labelling poor children as having SEN when what they need is good teaching and high expectations of them."

Ofsted's inclusion of SEND issues within its annual report was a welcome relief to those in the special needs sector, who have been ignored in previous reports.

Jarlath O'Brien, headteacher of Carwarden House Community School in Surrey, said Ofsted had "obviously listened to a lot of criticism, which is to their credit".

He added: "Last year, apart from nurseries, special schools fared a lot better under the framework than primaries or secondaries and yet it did not merit any mention."

But he criticised the presentation of data on SEN provision in the north east, claiming it was "difficult to draw conclusions" from it without matching data on population.

"What it doesn't show is distribution by population, so it's quite hard to tell what it means. It's bound to be quite difficult to draw conclusions from a map that doesn't show where people live."

He added that the spread of SEN provision in most areas was "likely to be uneven due to historical reasons" and that travelling long distances to reach specialist provision was "not limited to the north east".

In the report, Sir Michael said: "It may be the case that all the needs of the individual children living in those areas are well catered for by other means close to home or there may be excellent transport options.

"This demonstrates the merit, however, in a more in-depth inspection focus on whether local areas are planning and delivering provision in a way that effectively meets needs."

WHERE ARE THE FUTURE LEADERS?

Ofsted is planning to investigate a worrying shortage of future leaders in secondary schools, Sir Michael Wilshaw has announced.

When he presented his annual report on Tuesday, Ofsted's chief inspector highlighted issues with progression to leadership roles and data that pointed to a "large number of vacancies" for headteachers over the next few years.

Although he praised initiatives such as Future Leaders and Talented Leaders, Sir Michael said it "remained to be seen" whether the scale of the programmes would be "sufficient to address the problems we have identified".

He added: "Such is my concern about where our next generation of great leaders is going to come from in our secondary schools, I have commissioned a survey to look into this issue in more depth over the coming year."

Ofsted has not released further details, although a spokesperson confirmed the watchdog would report back in the late spring or summer next year.

The survey was welcomed by the general secretary of the National Association of Head Teachers, Russell Hobby: "Surely no other sector of the economy would promote into chief executive roles without training, qualifications and support. We're crazy to try to do so in education."

NEWS

KS2 boycott of 2010 distorts progress measure

SOPHIE SCOTT

@SOPH_E_SCOTT

Investigates

Secondary school's published performance measures will this year be "very flawed and quite dangerous" due to a series of anomalies, a union policy director has claimed.

But the government and schools inspectorate Ofsted have both said the issues will be taken into account and flagged to the public as necessary.

Several education professionals contacted *Schools Week* after provisional data was sent to secondary schools last week via RAISEonline.

The data allows schools to compare their GCSE performance with other schools, including data on pupil progress.

The decision by two teacher unions in 2010 to shun national primary tests at key stage 2 appears to be negatively impacting secondary schools that taught large numbers of pupils caught in the boycott. About 25 per cent of pupils were affected.

Boycott pupils received a "teacher-assessed grade" for English and maths combined between 2.5 and 5.5, and increasing in increments of 0.5. Examined pupils received "fine grades" across the same range but increasing in increments of 0.1 (see graphic).

Schools Week has seen analysis by Professor David Jesson, associate director of University of York's Centre for Performance Evaluation, showing a much higher number of teacher-assessed pupils were given the highest mark.

Almost a quarter of pupils in boycott schools received the top grade (22 per cent) compared with around 10 per cent in schools taking the tests.

Pupils assessed at level 5.5 or above are expected to achieve top-end GCSE results, such as A/A*.

In some areas high numbers of pupils were in the boycott. In Hartlepool, for example few, if any, year 6 pupil took the tests.

Professor Jesson said this was likely to affect the progress measure (also known as "value-added scores") of their secondary schools.

He said: "Schools need to be aware they will have been misrepresented in this data.

"Where there are schools with lots of pupils who have not had proper assessment, their value-added is unlikely to reflect the actual picture."

He said this could affect Ofsted's perceptions of schools and might mean schools were unfairly caught under proposed interventions for "coasting" schools.

The Association of School and College Leaders' deputy director of policy, Duncan Baldwin, said: "This year's data is potentially very flawed and quite dangerous. Extreme caution should be given to using this for any accountability measures such as Attainment 8, Progress 8 and the coasting measures."

Seventy-nine per cent of GCSE pupils at Humphry Davy school in Penzance came from schools that boycotted the 2010 SATs.

Headteacher Bill Marshall said he wanted to make other schools aware of the issue.

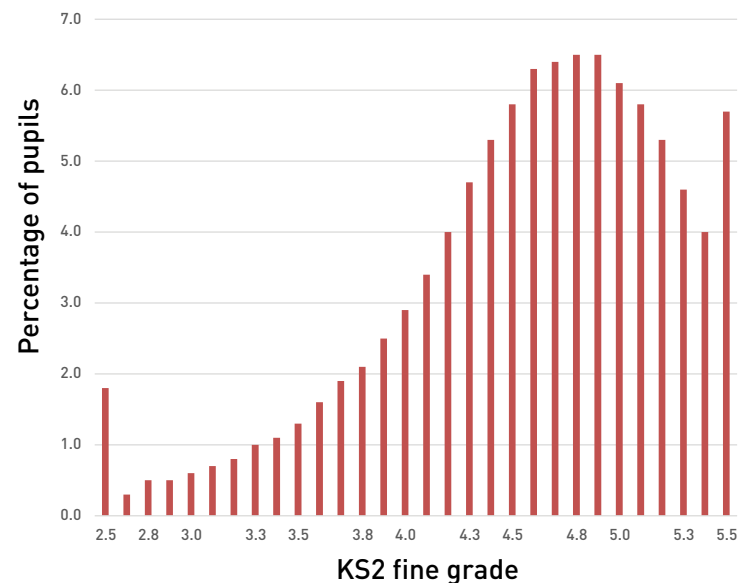
"Five years ago a decision was made by staff in primary schools because of challenges put forward to them by the government and concerns over the tests. Over time, it did result in changes to assessment procedures and there was good reason.

"But, consequently, to judge secondary school performance on this data could leave them vulnerable to a 'requires improvement' judgment from Ofsted if inspectors do not take into account the underlying causes for dips in value-added performance."

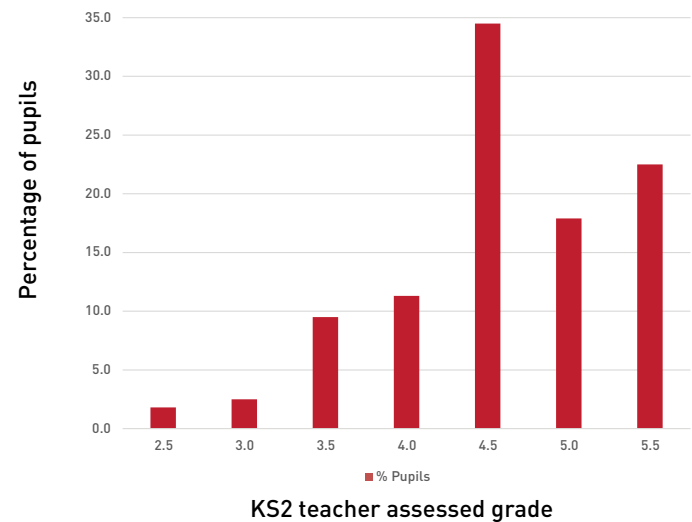
After *Schools Week* raised the matter with the Department for Education, a spokesperson revealed that it had "taken steps to ensure" the public was aware of potential discrepancies.

In the 2015 performance tables they "will be making it clear where more than 50 per cent of the key stage 2 results used to calculate

Key Stage 2 Results For Examined Pupils



Key Stage 2 Results For Teacher-Assessed Pupils



the value-added were based on teacher assessments".

Both unions responsible for the 2010 boycott deny it has caused issues for schools.

The general secretary of the National Union of Teachers, Christine Blower, said that

schools will be measured under new progress measures "on the basis of data for three consecutive years, not one".

The general secretary of the National Association of Head Teachers, Russell Hobby, said: "There are so many simultaneous changes to exams, grade boundaries and measures that it would be difficult to ascribe any effect to the 2010 boycott. Ofsted would do well to treat all data in 2015 with a high degree of scepticism."

An Ofsted spokesperson said "Our inspectors are used to dealing with statistical anomalies and cases where data might not be reliable, so we have every confidence that schools will not be disadvantaged over this issue. We have been discussing the issue with stakeholders and will shortly be issuing guidance to inspectors on this specific matter."

English language grades are also firing concerns. In August, the national average pass rate was announced by the Joint Council for Qualifications as being 67 per cent, but the recently released data describes it as 83 per cent.

Schools previously thought to be above the national average now look "significantly below" average, one teacher told us. It is understood the higher national average excludes iGCSE results and combined English GCSEs.

IN brief

Consultation on year 11 tests launched

A consultation has been launched into whether or not year 11 pupils will be forced to sit the national reference tests (NRTs).

From March 2017 pupils in 300 schools will take the NRT each year to guide how GCSE grades will fluctuate. Ofqual will pilot the tests next year.

The consultation asks if headteachers should be allowed to withdraw pupils from the test.

In a statement to parliament, schools minister Nick Gibb said the legislation would apply to all maintained schools, but only "most" academies.

Schools Week has learned those that opened before 2010 could opt out even if a law is passed.

Committee to study 'purpose of education'

The House of Commons education committee will lead an inquiry in the new year into the "purpose" of education for all children in England and appropriate measures of its quality.

Committee chair Neil Carmichael, the Conservative MP for Stroud, said it was "important" to reach an "agreed sense of what education is" so that the right questions could be asked about how the quality of education was evaluated "and how well it is performing against those measures".

Written evidence can be submitted to the committee by January 25.

A social media conversation will use the hashtag #EduPurpose.

Food rules 'should apply to all schools'

The new food standards introduced earlier this year should apply to all schools, says the House of Commons health committee. At present the 4,000 academies and free schools created between 2010 and 2014 are exempt.

The committee also urged the government to create a universal "sugar tax", highlighting that a fifth of children were overweight or obese when they started primary school, which rose to a third when they left.

In its recommendations, the committee said: "We heard [in evidence] that lunch box food standards would be a valuable tool where teachers need to have conversations with parents about improving their children's diet."

NEWS

School trips 'stigmatise' poorer pupils

BILLY CAMDEN
@BILLYCAMDEN

Fancy dress days and school trips can stigmatise poorer pupils, charity Children North East (CNE) found as part of its investigations into poverty in schools.

Headed by Sara Bryson, CNE policy and research manager, the charity spent a year shadowing pupils in two primary and two secondary schools in the north east.

Ms Bryson told *Schools Week*: "We discovered a lot of policy and practices in schools, mainly unintentionally, that discriminate and stigmatise disadvantaged pupils."

The "invisible" discrimination includes asking children to bring in ingredients for home economics, which may be too expensive, to pupils being punished for not having the correct PE equipment, such as football boots.

The wording of school letters was also found to be problematic. For example, some schools wrote that "if not enough people pay towards this trip, then no one can go", which "victimised" children of families unable to contribute.

To tackle this, CNE created a toolkit, "Poverty Proofing the School Day", which includes an individually tailored action plan, put together using pupil responses to questions about poverty.

Teachers are given two-hour training sessions with ongoing support to implement the action plan.

Ms Bryson said: "Common changes schools make include not setting homework online. Or if they do, making sure they provide enough opportunities to use school equipment to do so, which isn't during pupil playtime so they don't miss time with friends.

"We also looked at uniform policies. Some schools, when they become academies, change the uniform colour. If they are doing that, can pupils buy it in Asda for a couple of pounds?"

The scheme, which has so far been completed by 19 schools in the north east, costs £4,050 per school. Governor training, related to the accountability of pupil premium spending, is also available.

North Lincolnshire Council ran a pilot using the approach with six schools and is looking to roll it out in all its schools. Nancy Malkin, school improvement officer, said the biggest success was making poverty a "visible" issue.

"As a consequence, the project also changed the ethos of the schools," she said. "They now poverty-proof everything on a daily basis."

Kenton School, in Newcastle, also implemented the project and echoed the impact on attendance and attainment.

Principal Sarah Holmes-Carne said attendance for free school meal children had risen 5 per cent from 88 per cent over the past two years.

But Ms Holmes-Carne said the school was already improving because of its pupil premium spend. Poverty-proofing had "uncovered another layer" and pushed the school to further improvements, she said.

WHAT HAPPENS TO MEN IN PRIMARY SCHOOLS . . .

JOHN DICKENS
@JOHNDICKENSSW

Talented male primary school teachers are being devalued because they get pigeon-holed into running sports classes or looking after naughty kids, a new book has claimed.

The authors of *Men Teaching Children 3-11* investigated gender stereotyping in deprived schools across the north of England and London.

They found that men were often stereotyped into four roles in the primary school community — sports leaders, role models for naughty boys, disciplinarians and school leaders due to early promotion.

Co-author Dr Elizabeth Burn, a retired primary teacher, told *Schools Week*: "Children and teachers are judged on their genders rather than teaching capabilities — we are wasting talent. And it's not getting any better."

When she recorded the experiences and opinions of male primary teachers, one Asian infant school deputy head told her that he was given a place on a PGCE teacher course just because he was a man, without a formal interview.

A course tutor "took one look at him" and called a colleague to say "we've got another one!"

The teacher felt the "another one" referred to his gender. He also thought his ethnicity had helped.

Another teacher accepted his first teaching post in a year 4 class only for the

school's deputy head to move him to year 6 so he could "establish discipline".

Dr Burn said: "I wanted the voices of these men — telling me their stories that I wouldn't have believed if they had not told me — to be heard."

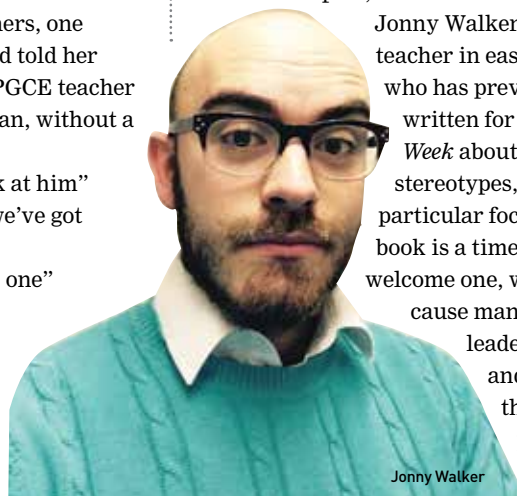
She said the imbalances were more prevalent in schools where pupils were from poorer families, meaning teachers tended to take on additional parental roles.

The book also looks at the "unspoken idea that men wanting to teach young children are potential child abusers".

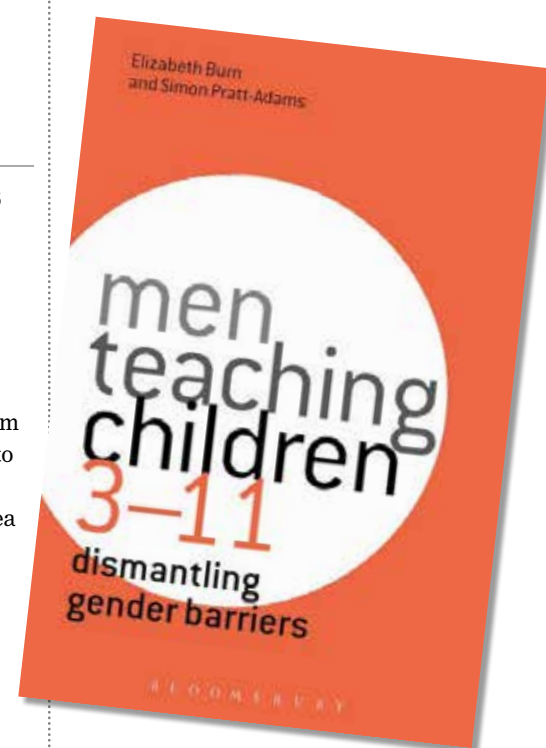
Dr Burn makes a series of recommendations including the introduction of "fair and equitable" procedures to prevent certain teachers being given extra responsibilities and for quantitative research into the profile of subject

co-ordinators, as men were disproportionately given responsibility for sport, ICT and maths.

Jonny Walker, a primary teacher in east London who has previously written for *Schools Week* about gender stereotypes, said: "The particular focus on this book is a timely and welcome one, which would cause many school leaders to pause and reflect on their own practices."



Jonny Walker



He said interventions to tackle gender equality required schools to recognise they had a problem, but said the book's recommendations went "some way to providing school leaders and governors with possible next steps".

He said profiling staff progression into middle leadership could clarify practices for under and over-promotion. "The extent to which gender norms are reflected in staff progression is another thread that needs unpicking in the tapestry of schools and gender."

Dr Burn added: "Whatever our personal beliefs are about men and women as teachers, we should leave these beliefs at the classroom door and concentrate on teaching all children, not just to enjoy learning, but also to succeed in doing so."

Owner of virtual school plans flotation

ANN MCGAURAN
@ANNMCGAURAN

The education group behind one of the UK's largest virtual fee-paying secondary schools and who advised on a failed online free school application is to float on the London Stock Exchange's junior market.

Led during the Coalition years by former Ofsted chair Zenna Atkins, Wey Education plc told investors in 2011 that reforms such as free schools would "create increased opportunities for private sector companies to manage and run state-funded schools at all levels".

Four years later, however, these opportunities have not materialised and the company is taking a different approach.

The company acquired online independent secondary school InterHigh Education Limited (InterHigh) in April. The group also includes Wey Consulting Ltd, which assists prospective free school and academy sponsors.

InterHigh offers iGCSEs and A-levels and had 435 students aged between 10 and 19 at the end of the summer term. The company describes it as an interactive school with classroom participation between teacher

and student, with teaching delivered via a "resilient, cloud-based platform".

Director of development at the virtual school, Jacqueline Daniell, told *Schools Week* in August that the virtual school was expanding because of "fewer options for students" in local sixth forms as many cut language offerings following budget cuts.

Non-executive chairman of Wey Education plc, David Massie, said the fees for InterHigh students were "roughly £2,500 for either eight IGCSEs or three A-levels".

He said he had been pleased by the growth of InterHigh: "The new generation is more digitally aware than any generation has ever been and we think they welcome and embrace the idea of online education. We think there are significant growth prospects in the UK and overseas, both in traditional time zones and in Asia."

Mr Massie was also a member of the team behind the Wey Education Schools Trust's (WEST) free school application for a virtual, online school Wey Ecademy. Virtual schools are a part of the free school landscape in the US and, in most cases, are granted the same level of government funding as other

schools. When the free schools programme opened in England, several US companies were tipped to open similar schools here. But the Department for Education (DfE) turned down WEST's application last year.

Mr Massie said that WEST was originally created by the plc but had now moved out of the group to give it independence. A decision on whether WEST would re-submit an application for the "ecademy" would "depend on discussions with the DfE".

Ms Atkins, chair of Ofsted from 2006-2010 and chief executive of Wey Education from 2010-2013, sold her 1.4 million shares in the plc in October.

In 2011 Wey Education applied to be the day-to-day for-profit managers of Breckland Free School. IES trumped them to the post but the company has yet to turn a profit.

Wey Education plc's unaudited interim results for the first six months of 2015 showed a group turnover of £353,000, a significant increase on 2014's turnover of £27,000. This included sales of £347,000 from the InterHigh business. The plc overall made a consolidated loss for the period of £187,000 (reduced from £313,000 in 2014).

The Telegraph

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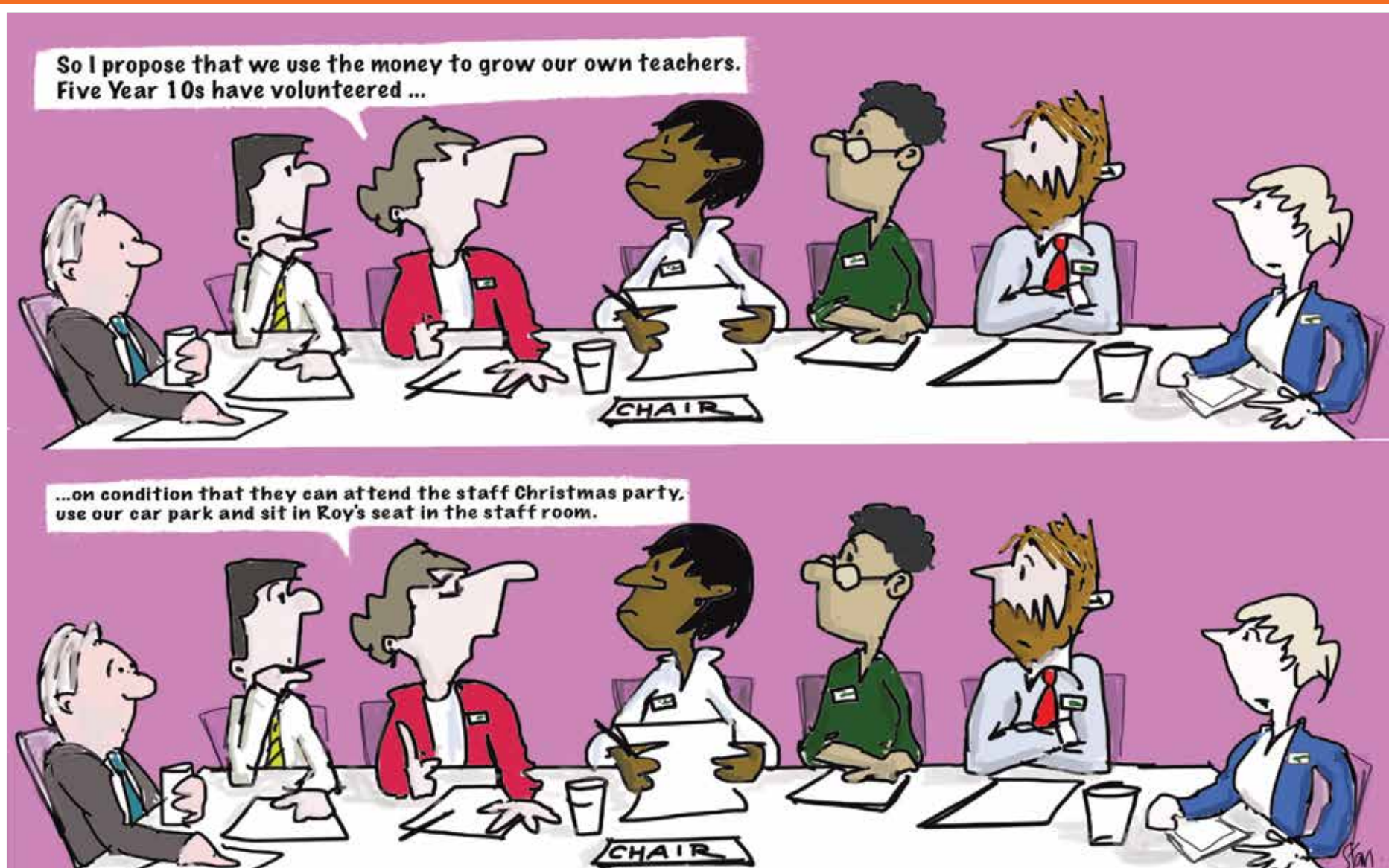
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SCHOOLS WEEK 



No trainees (yet) in university-run schools

BILLY CAMDEN
@BILLYCAMDEN

Exclusive

The first two university-run schools set up to train teachers alongside fully-qualified staff have opened this summer without any trainees.

The £23 million University of Birmingham School and The University of Cambridge Primary School were established as university training schools (UTS) to employ trainee teachers who will learn on the job.

Said to be the first of their kind, both offer school education in universities. They were built with extra-large classrooms and meeting rooms to fit training purposes.

But *Schools Week* has learned that both are yet to offer any trainee placements.

A University of Birmingham spokesperson said: "Trainee placements for students will be introduced as the school grows and there are greater numbers of pupils in the school, with trainees learning alongside experienced teachers in a model akin to teaching hospitals."

"This was the planned approach set out in the original application to the Department for Education."

The Birmingham secondary opened as planned in September with its first cohort of 350 students and 35 members of staff, and is intended to grow to its full capacity of 1,150 students over the next five years.

The spokesperson said: "The University of Birmingham School was always envisaged as a UTS and is currently the only

secondary UTS in the country.

"The larger than average classrooms (at least 50sq m for classrooms and 90sq m for laboratories) were a planned design feature of the school from the outset to benefit pupils while also allowing space for the school's broader remit."

"The school building also includes innovation rooms to allow the school of education to undertake research into new teaching and learning strategies, and resources and interview rooms for pupil feedback."

"As with placements, it has always been envisaged that the school will increase its use of the space as it grows to full capacity."

The University of Birmingham currently educates 350 new teachers a year and its

teacher training provision has been rated as "outstanding" by Ofsted.

The spokesperson added: "Before [training] placements are introduced, staff at the school are working closely with the university's school of education to enhance its existing postgraduate training and undergraduate education degrees."

The University of Cambridge Primary, which opened at the same time, will offer placements to trainee teachers from next year, said headteacher James Biddulph.

"We are also able to employ newly qualified teachers and have already done so this year."

"We are working closely with the faculty of education in supporting initial teacher training."

EDITOR'S COMMENT

@miss_mcinerney | laura.mcinerney@schoolsweek.co.uk

Toxins are substances that can damage organisms. The usual complaints are that Ofsted, accountability measures, and the government are all toxic. But our cover story this week reveals a slower, more insidious, but perhaps more directly toxic issue: the legacy of PFIs.

Signed before many pupils were even born, these deals pass millions of taxpayers money to private companies – not just for the buildings, which schools

do indeed benefit from – but also bizarre maintenance contracts. Schools wanting to re-paint walls face costs seven times the quotes gained from local builders, and repayment costs rise each year regardless of the schools' squished budgets.

What this will mean for a national schools funding formula is particularly interesting. Education secretary Nicky Morgan has already admitted some

areas will be "losers" as cash is spread out "more fairly" around the country. Should areas like Stoke-on-Trent find themselves in the loser category their inability to make repayments will only get worse.

And what happens when a school becomes bankrupt? So far, we

haven't found out. But with budgets squeezed further in the coming years, we might.

Toxicity levels are measured by the extent to which a substance can damage an organism. In the case of PFI, the correct rating might soon be 'lethal'.



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Data demands: Are management information systems a help or a hindrance?

Professor Amanda Kirby, The Dyscovery Centre, University of South Wales, Newport



There is a need to ensure tools are part of an embedded system. Knowing what to do with the data is so important. It should be pinpointing action and allowing intervention to be targeted more effectively. Teachers need to see that the data will help them identify which children to support and how, and then help to track what is working or not. Data has to have tangible meaning and allow the teacher to do what is best and teach. We still miss children whose lack of progress may be due to language difficulties or because their behaviour is misconstrued. Data can allow us to spot patterns and alert us earlier. Data captured at class level can then be compared to other classes, year to year, school to school. It can allow capture of soft as well as hard skills, and monitor emotion and wellbeing. It can provide information to be collated from multiple sources. All this is amazing but still needs the tools to be part of a system and not thinking that it IS the system.

Whose knowledge is it anyway?

John Finney, Cambridgeshire

Are they fearful of the child's subjectivity, their subject life? Is this to be kept at home? Is this to be emptied out in the cause of objective knowledge? Surely not.

DfE ditches controversial academy brokers for 'education advisers'

Jane Eades, London

Personally, I would prefer the money being spent on "encouraging" schools to become academies to be spent in the classroom. The government is blindly following its privatisation agenda despite evidence that it does not improve education. What a shameful arrogant performance.

Education Funding Agency staff bag £510k in bonuses

Andrew Clay, Rugby

Why do they even exist, let alone get a bonus. Local authorities make the budget, the Education Funding Agency then takes the same amount of money and changes it into different headings. They cannot improve or get better at simply moving a fixed sum of money about in pre-determined formulas. It's an expensive farce.

Baseline assessments 'good enough for what we need', says CEM provider

Gill Ditch @brighton118

It's going to be hard because children do not make linear progress/plus life happens.

Keith Turvey @Keith_Turvey

Hmmin what ways are they what children need though?

Keith Maxwell @KeithMaxwell21

"What we need" - which is? Does this help children learn? Or is it purely about accountability?

Data demands: Are management information systems a help or a hindrance?

REPLY OF THE WEEK



Mike Cameron, St Albans

In your article last week, you wrote: "Schools can, of course, move to other management information providers who are chomping at the bit to take some of Capita SIMS' market share – but most are reluctant to move away from products they know well. This stickiness has meant competitors have struggled to break into the market with new solutions".

But it's not really as simple as that.

In the UK a monopoly [power] is generally defined as when one company controls more than 24 per cent of a market. At last count Capita SIMS had a market share of 83 per cent, which has been the position for many years.

It is well understood that monopolies have a chilling effect on innovation.

The Capita SIMS monopoly arose not because it was the best system on the market, but because it was the only system on the market and was purchased wholesale by local authorities, not directly by schools. At this point the usual inertia took hold. And as BECTA reported in its very carefully worded 2010 report, this move by local authorities did not always lead to the best value for money nor was it always in compliance with the law.

Capita SIMS does not only deal with core school management information needs. It has expanded its software offering into many areas of the school. For me this is problematic. This prevents innovation. Because of its ubiquity any potential provider of technology solutions to schools has to become a technical partner with Capita SIMS, the very organisation it would be intending to compete with. And this will almost always be an unfair bargaining position, with SIMS completely dominant. Simply put, to try to compete in the schools software market a company has to pay Capita SIMS. And not small amounts, either. In this sense they are acting as the gatekeeper to their own monopoly.

The reason competitors haven't broken into the market isn't because of a great love of the existing systems. The "stickiness" isn't because schools don't want something different or better (you only have to speak to a random selection of schools to understand that they do). It's because the "market" in school MIS systems hasn't allowed those better systems to be created. There was a time when the DfE intended to overhaul this market but its actions appear only to have embedded to existing and long standing status quo. Perhaps it's time they had another look.

REPLY OF THE WEEK

RECEIVES A SCHOOLS WEEK MUG!



OPINION



MICHAEL FORDHAM

Assistant headteacher, West London Free School

The overriding strength of the Cambridge history PGCE

Last week the Cambridge history PGCE almost disappeared in a puff of neo-liberal neglect. Its stay of execution is welcome: teacher training needs such a model of excellence, rigour, curriculum, mentoring and reading lists.

The National College for Teaching and Leadership-imposed cap on university PGCE places kicked in before Cambridge had the chance to interview its first candidates. The storm of protest was relentless: from university educationists to free school teachers, from think-tank pundits to subject associations, from classroom teachers to senior leaders.

Overnight, a stay of execution was granted: Cambridge, and several other PGCE providers, were allowed to recruit a handful of trainees, after all.

What made Christine Counsell's course worth saving?

I could point towards the rigour of the selection process, the unrelenting emphasis on the acquisition of knowledge, or the withering critiques made of poor curriculum design, dodgy pedagogy or intellectually bankrupt assessment models (such as national curriculum levels). This is a course where applicants are told that, if they want to teach in selective schools, then the course is not for them. They need to want, passionately, to bring rigorous, demanding, exciting history to all students, right up to 16. This is a course where trainees learn their kings and queens (with dates), where reading a scholarly account of medieval Muslim Spain is the basis for the weekly mentor meeting, where trainees read extensively: ten novels, eleven history education articles and a raft of historical scholarship is the starting point for the pre-course reading.

And then there's the other stuff that is hard to capture. Arguing with your mentor over what work to read. Christine's devastating pastiche of pointless "empathy" activities where pupils imagine they are a medieval peasant: you might as well "imagine you are a badger", she would say.

The overriding strength of the Cambridge history PGCE, however, is the mentoring. The names are well-known in history education circles: Kate Hammond, Geraint Brown, Rachel Foster, Steve Mastin, and many others I have just offended by exclusion. Most are time-strapped heads of

department. If you want to be a mentor, you can expect to come along to training for a couple of years before you are in a position to take your first trainee: you are expected to have used that time to read everything the trainees will read. A panel of mentors is responsible for the course for nearly all of it happens in school. Last June, the history mentors all decided together, for example, that trainees should read a particular chapter of *Make it Stick*, by Peter Brown, Henry Roediger and Mark McDaniel, at a particular point in the course.

The storm of protest was relentless

Does this need a PGCE? No. Large, geographically limited academy chains can provide a similar framework: John Blake and Zoe Howells are working with the established Harris Schools Direct provision to build something special that could replicate the model of the Cambridge PGCE. At present, however, most academy chains are not sufficiently large enough to appoint specialists for each subject. This is why much school-led initial teacher training is predominantly generic. Mentors in schools who lack knowledge and who lack outstanding subject leadership of a stable community of mentors who read extensively, can flail around for theory, and thus latch on to learning styles, or an attenuated version of growth mindset, or some other junk theory doing the rounds. Worse, without knowledge of the history of history education, they reinvent wheels, wasting years of knowledge accumulated by the history education community.

So what do we do? Burn it all down? We can't. Pupils need teaching. Teachers need training. Trainers need something on which to base their training. And this means we need models. Models of excellence, rigour, curriculum, mentoring, reading lists.

One of these models is the Cambridge history PGCE. Allowing this course to be discontinued would have been a case of mindless, unintentional and painfully ironic neglect. And this is why it was right that the Cambridge history PGCE was saved.



KIRAN GILL

Former teacher and current convener of Policy First

How I had a fight in the name of social justice

Forget your pedagogical differences: teachers need to speak up about how a reduction of services to alleviate poverty is the real threat to closing the education gap

Last weekend I got into a fight. I had spent the day listening to stimulating talks at Michaela Community School in north London and debate was still rumbling on as we rolled into the pub; my friend and I sparring over the merits of "traditional" or "progressive" schooling.

We both went into teaching for the same reason: social justice. A gulf in educational and life opportunities still separates children growing up in poverty from their wealthier peers in the UK. A recent Sutton Trust report revealed differences in A-level entry by background: poorer pupils were three times less likely than wealthier peers to take four AS-levels, blocking their path to university.

Yet, if I invoked critical literacy (Paulo Freire – do your homework); my friend parried with cultural literacy (E.D. Hirsch). When I discussed differentiation; he critiqued low expectations. If I argued that pupil mental health demanded flexible behaviour policies; he insisted vulnerable children really needed consistency.

"Some early damage affects people irrevocably," I found myself shouting "and they shouldn't be blamed for that."

"Making excuses is exactly what needs to stop. We know working memory can be expanded and the gap can be closed over a pupils' school career," he yelled.

It's all those things deemed extra that are the first to go

As increasingly inchoate arguments flew past one other and our passions rose, we were close to giving each other a hefty biff in the name of social justice.

So, what of that achievement gap? The Sutton Trust's research showed that enrichment activities during adolescence (including home reading and educational trips) had a positive impact on GCSEs, especially for poorer pupils. The report

pointed out how parental high expectations and opportunities to practise out-of-school study were crucial, particularly in bucking the trends of underperformance including white working-class boys living in coastal communities and northern cities. It recommended schools help provide these things to close the gap.

Yet as budgets are squeezed, we know it's all those things deemed "extra" that are the first to go: trips, library books, parental outreach and ancillary staff who supervised homework club. Wednesday's spending review announced that the Education Services Grant will be cut almost entirely, estimated as about a £90,000 cut from the budget of a large academy. When the cupboard is bare, in a school system with ever-higher stakes focused purely on academic attainment, it becomes harder and harder to argue for investment in the things that practitioners and researchers alike know will make a big difference.

The Sutton Trust identified "double disadvantage" for some. A strong negative effect from the index of child poverty (IDACI) meant children living in the poorest neighbourhoods were half as likely to enter for four AS-levels as those in less disadvantaged neighbourhoods, regardless of other characteristics. Yet the Joseph Rowntree Foundation has highlighted that cuts to local government have hit the most deprived councils hardest – in 2010/11 they had "45 per cent per head to cope with additional needs. By 2014/15, this had been reduced to 17 per cent". The "budget gap" has resulted in cuts to early years and children's services, housing and social care; it will impact the attainment gap before our students get to school, affect whether their living conditions are conducive to home reading and study, and determine how young carers are supported to deal with mentally and physically disabled family members.

It's all a far cry from the cosy pub in which I was debating. A reduction of services to alleviate poverty is the real threat to closing the education gap and we, as teachers, need to speak up about how it is affecting our pupils. There are differences of pedagogical approach, but instead of dwelling on them, we need to share practical best practice (and increasingly resources) on how we continue offering our most vulnerable pupils the opportunities they need to succeed. That's something really worth fighting for.



TARA PAXTON-DOGGETT

MYP for South Oxfordshire,
pupil at Didcot Girls' School

Mental health support for young people should be a priority

Mental illness affects about one in four people: that means six pupils in a class of 24. And yet young people, who often cannot access the right help, can be told that they are little more than "upset", that they need to get out more. This year the UK Youth Parliament takes up their cause in a new campaign

One Friday early last month, I spent the day sitting in the House of Commons debating. I am 14 and the elected member of the UK Youth Parliament for South Oxfordshire. Once a year we host our own debates in the hallowed chambers. It is always an interesting day with many good points brought up. After a day of debating five topics, we then leave

the chamber to vote. By 4pm we find out what our campaigns are for the next year. This year, the national campaign is tackling racism and religious discrimination; the campaign for England is mental health.

Before the House of Commons sitting, the UK Youth Parliament held the "Make Your Mark" campaign to decide what should be debated within the chamber.

More than 967,000 votes were received with mental health receiving about 30 per cent more votes than any of the other campaigns on the list. Young people understand that it is still a big deal and they believe it should be the UKYP's campaign for England.

One in four people will have mental health issues, which means six pupils in a class of

24. But it affects people on a much wider scale; six families are affected, too. This then goes on to affect the community. If the NHS were to allow more money for mental health support, then it would not only help the person directly affected but also family, friends and the community. Mental health is like the pebble in the pond and the ripples extend a long way. It's essential that mental health support, especially for young people, remains a priority.

In many schools, there is a waiting list for helping services. Some of the members of Youth Parliament even said that they were told that they were "just upset" and that they would "get better". Some were told they should "go out more"! This is not what the schools should be doing or saying. Young people need to be given support and professional advice.

Mental health issues can develop at any time, any day, to anyone. Young people, even as young as nine, can suffer.

Do nine-year-olds really understand what is happening to them? Although you can't see a mental illness, it doesn't mean that it is any less important than a physical illness.

"We need to show young people that we are here, we are listening. This campaign affects everyone. Everyone has mental health. Let's stand up for mental health illnesses. Let's stand up for emotional wellbeing. Let's stand up and show young people, not only how to fight for their jobs when they're older or fight to get heard but let's show young people the value of living."

This quote, from a London MYP during the debate, sums up what is needed; what the Youth Parliament needs to fight for. The voices of all young people in this country matter and we are here to hear them and act on them.

Young people need to feel comfortable talking about mental health

We need to make sure that young people feel comfortable talking about mental health with their family, friends and experts. We need to make sure that people never have to know the pain of being made fun of for having a mental health illness. We need to make sure that these people, every one in four of us, wake up every morning knowing how to deal with their obstacles.

The UK Youth Parliament believes that all pupils should learn at school about common mental health issues and that negative stereotypes should be challenged. The stigmatisation of mental health issues has lasted too long. Too many people get hurt. It needs to be challenged and that is what UKYP plans to do.

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PROFILE

“GUYS LIKE ME
WERE REALLY
A GOLDEN
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Roy Perry, Local Government Association

History may have been the school subject Roy Perry enjoyed the most. But the new chair of the Local Government Association (LGA) children and young people's board isn't tempted to swap life today with any other era.

Perry, who is also the Conservative leader of Hampshire County Council, likes the 21st century, with its “hot and cold running water, central heating and cars”.

Sitting in the leader's office in Winchester, he says: “Guys like me who were born just at the end of the last war were really a golden generation. We didn't do national service, we were paid to go to university, we got tax relief on our mortgages, we got index-linked pensions, and we've lived in a world that's been largely at peace.”

A councillor since the age of 27 and a former Member of the European Parliament, he's a strong believer in the accountability of councils and thinks that it's “not unreasonable for a local authority to have one governor in any type of school”. He's already been quick to underline in an LGA response to last week's spending review, that councils should be seen as partners in educational improvement rather than “a barrier to change”.

Responding to the government's big push for 500 new free schools by 2020, he told *Schools Week* last month that free schools should only go ahead in areas in need of places – and that councils have the local knowledge to identify the most suitable locations.

With Chancellor George Osborne choosing the spending review to underline that “councils running schools will be a thing of the past”, how will these stances play out?

I suspect this hugely experienced politician will choose his battles carefully. He stresses that his new LGA role is an all-party one: “If local government positions itself as a permanent critic of government it will be less successful and effective than if it positions itself as a willing partner of government to get the best for children.”

One story he tells shows an eye for detail, a very personal touch and his interest in the outcome of every Ofsted inspection.

“If a school got its good or outstanding I used to write to the head and say well done. If, however, it got – in those days – a satisfactory or requires improvement, I would write to the chairman of the governors and say I was disappointed to see you only got satisfactory.”

“Really all that I wanted was for them to write back and say ‘we were disappointed as well. We've taken on board the points that were made and boy will you find that we're going to be better next time.’ That was the reaction I really wanted and for the most part in decent schools that was the

response I got . . . But one or two would write back and say satisfactory is satisfactory. So I think the government was right to change that category, because none of us should be happy with satisfactory. We can all do better.”

Both a passion for politics and a belief in the importance of education are embedded in the family DNA. Following his degree in politics and economics at the University of Exeter, he worked as a lecturer and senior lecturer at a further education college. He and his wife Veronica have been married for 50 years and met at the Young Conservatives when they were 15.

A former secondary teacher, she is chair of governors of a local primary school federation including Wellow Primary School and Awbridge Primary School. Both are near the couple's home in Wellow, Hampshire.

They have two daughters and three grandchildren. Their eldest daughter, Elisabeth, lives in Florida and the youngest is Caroline Nokes, the Conservative MP for Romsey and Southampton North, and a member of the education select committee.

Born in London to Dora in 1943 while his father George was away at the war, Perry was a twin and one of three boys. “One of my early memories is my father coming home about 1946 and I thought ‘where's he come from?’

“I didn't realise what was also common was that we didn't have a grandfather. Both were killed in the First World

War. My twin, Alan, very sadly died in 1992. When he was diagnosed with ataxia nervosa we had to go to the National Hospital for Nervous Diseases where they interrogate you. They said what did your grandfathers die of? German bullets was the answer to that.”

He grew up in “a stable loving home – our parents always encouraged us to work hard and always do our best”.

The family lived close to Perry's maternal grandmother, “a very active Conservative, who probably from the age of 10 had us delivering her election leaflets”.

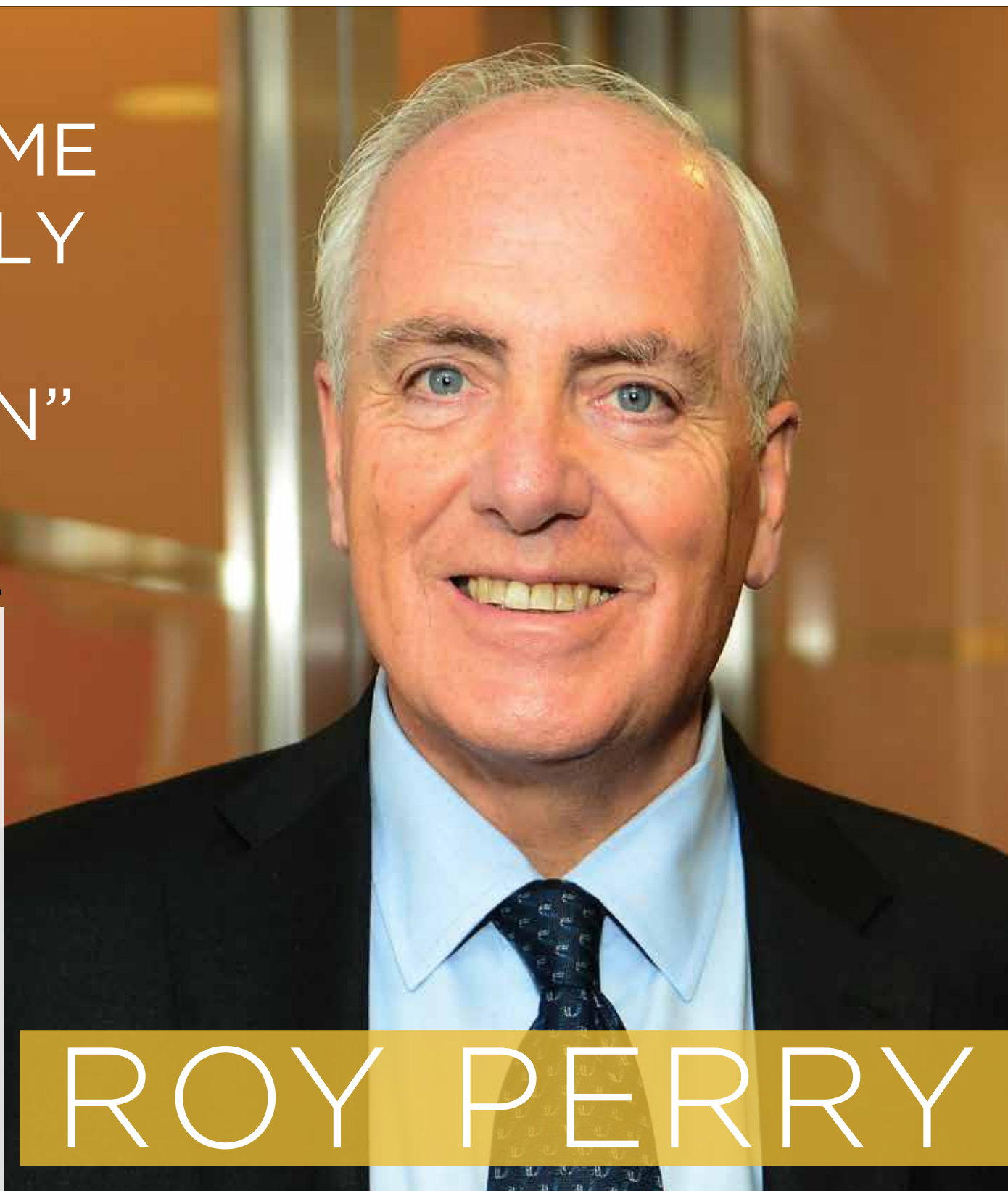
The family moved to Hertfordshire, where Perry and his twin were choirboys, “but enjoyed playing football more than singing hymns”.

He went to Tottenham County Grammar School in north London. But he is clearly not a supporter of grammar schools now. “There's the fundamental flaw of the 11-plus, and you can't have a situation where at 11 you say to a quarter of the population that you are a success and to three-quarters that you're not. It's untenable.”

At the grammar school, he says that Alan was “cleverer than me, no doubt about it”. His elder brother, Brian, studied pure and applied maths, physics and economics for A-level.

Alan went to medical school in London. “But he found

ROY PERRY



IT'S A PERSONAL THING

What's your idea of a perfect day?

Walking in the New Forest with my wife and the dogs, and ideally with the grandchildren, on a fine autumn day and having a ploughman's lunch. Or having a great lunch in La Rochelle, where we had an apartment for many years. Les Flots is the great restaurant there.

Which job or role have you enjoyed the most?

Being an MEP was clearly a significant and fascinating role, but being leader of Hampshire County Council is challenging. I enjoy the job I'm doing at the time.

If you could invite any four guests to a dinner party, who would they be?

The Duke of Wellington, John Major, Florence Nightingale and Talleyrand.

What's the best advice your grandmother or parents gave you that you'd want to share with your own children and grandchildren?

Always do your best.



Veronica and Roy at their daughter Elisabeth's wedding



Roy, his wife Veronica, daughter Elisabeth, son-in-law Paul and grandchildren Sophie and Alex



Twins Roy and Alan with older brother Brian in the middle and mother Dora behind



Roy (right) in the European parliament with former MEP Nino Gemelli



Roy with his twin Alan. Roy is on the right

Curriculum Vitae

Education

Woodlands Park Primary School,
Haringey, London

Tottenham County Grammar School,
London: A-levels in economics, pure and
applied maths, physics

University of Exeter: Degree in
economics and politics

Work and politics:

Southampton College of Technology

Lecturer and senior lecturer in
government and politics

Councillor, Eastleigh Borough Council
Councillor and leader of council, **Test
Valley Borough Council**

MEP, Wight and Hampshire South
Executive member and leader,
Hampshire County Council

**Chair of the Local Government
Association's children and young
people's board**

that he did not like blood. So I said there's this subject called economics – apply for that. So he applied belatedly and got a place. We both came home to our parents that Christmas and I said I've found a better subject. It's called politics, so I'm switching over to economics and politics and he said so am I. So we both read politics; I was at Exeter and he was at Swansea."

Perry "inevitably" got himself elected at 27 to the local council in Eastleigh in Hampshire. In 1979 he was elected to Test Valley Borough Council and became leader in 1985. From 1994 until 2004 he was MEP for the Wight and Hampshire South constituency.

He stood for election to Hampshire County Council in 2005. He became lead member for children's services in 2011 and in 2013, leader of the council.

He believes the government is "right to say that coasting (schools) shouldn't be accepted", and that while he "admires the government in wanting to find a solution", he doesn't believe there's a "quick fix".

While he sees a role for inspection, he adds that Ofsted inspections of local authorities in particular are "causing

serious problems for children's services".

Just two days after we met, he spoke robustly on behalf of the board in response to the spending calling for "urgent clarification" on how the £600 million cuts in the Education Services Grant (ESG) – used by schools to fund a host of provision including safeguarding and criminal records checks and ensuring students are at school – would be achieved, "and how quickly, without impacting on welfare and standards".

The announcement in the spending review that all schools will be helped towards academy status "also seems to dismiss the fact that more than 80 per cent of council-maintained schools are currently rated as good or outstanding by Ofsted".

Roy Perry is one critical friend the government should listen to closely.



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SCHOOLS WEEK

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Who are the tired teachers?

LAURA MCINERNEY

@MISS_McINERNEY

Investigates

They're not just the teachers for whom it has all become too much; they also include those who have been pushed out of schools. Editor Laura McInerney told an event at the Royal Society of Arts last week about *Schools Week's* investigations into a group of teachers that are hard to find – although everyone knows who they are

Over the past summer our newsroom had one mission: to find out why everyone in schools was saying there was a teacher shortage yet government statistics didn't agree.

We published our first investigations back in September and concluded:

- Teachers were leaving the country at higher rates than before
- £9,000 fees for training courses were a barrier to entry
- Housing rents for new teachers were very high, especially in the south west, which has the highest vacancy rate

We also looked carefully at the data. We noticed that while total numbers of vacant schoolteacher places were low, the rate of increase was quite alarming as it has almost doubled in one year.

Ultimately if the teacher shortage wasn't real yet, it was probably on the way.

But there was one thing I didn't write about at the time. Instead, I revealed it in my talk at the RSA last week.

For a while we have been working on the idea of "tired teachers".

Tired teachers are split into two types. There are those tired of the responsibility that being a full-time employee in schools involves – particularly if combining it with being a carer. For them, teaching has become too much. The learning walks, the parents' evenings, the endless data entry. Fifty-hour working weeks interspersed with half-terms works for some, but no longer for them. Part-time jobs would be ideal but there aren't many around. So they become supply or temporary teachers. By doing so they can spend more time doing the actual teaching – which they enjoy – but avoid other responsibilities, for example extra-curricular clubs. Also if the management isn't to their liking they can walk away without consequence.

The second group are those who have been pushed out of schools. Not from their own choosing but because someone else felt they were "tired". These days inadequate schools are turned around at pace. New managers are required to show improvement, fast. Staff struggling to keep up are told they should teach elsewhere. Staff who don't keep up are sent elsewhere. With a P45.

But where do they go? That is the crux of the tired teacher issue.

England doesn't have so many teachers that it can fire those in the "bottom 10 per cent". The stigma of being put on competency proceedings and the fact that references reflect a teacher's prior poor



“ STAFF WHO DON'T KEEP UP ARE SENT ELSEWHERE. WITH A P45 ”

performance can make it hard for them to get another permanent job – even if they want to.

Cynics will think this is good; bad teachers should be weeded out. But reading online accounts of teachers such as Marc Smith, a psychology teacher in Harrogate whose experience of new management rating him poorly for his teaching, even though he had always been considered good before, is heart-breaking.

He worked his socks off to improve and yet is told again and again that he isn't good enough. His article ends: "I leave teaching in December, with no plans to return to the classroom."

That's a teacher, gone. Our shortage just got worse.

Not everyone can simply leave, though. Teachers, like all adults, have complicated lives. They have mortgages, children, mobile phone bills. Those things don't go away just because you're told you're no longer good enough. Many people in Marc's position resignedly head for the temping route while constantly writing applications in the hope someone will look past their weak reference and support them in a way that doesn't break their spirit.

But chances aren't good for re-employment. Heads are terrified of taking a chance on people because a lapse in results could be pinned on their poor judgment. It's much easier to justify result dips by saying the place was hard to fill than that you picked a dud.

Every school leader worth his or her salt

is therefore hunting for the perfect, and the best, and the absolutely-can-be-trusted teacher. Politicians and parents want them to do that, too. Who doesn't want the best teacher for their children? Yet when the country is only just training enough teachers to replace the ones expected to exit the profession, let alone those pushed out, then this isn't sustainable.

Unfortunately, tired teachers are hard to evidence. We know, for instance, that supply agencies are doing better. Hays placed a third more maths teachers in September this year compared with last year. But this could be because agencies are focusing on hiring greater numbers of new teachers and selling them on to struggling schools – something *Schools Week* uncovered in an investigation earlier this year.

The increase in temping teachers is unlikely to be just down to new teachers, though. We can also point to reports of high turnover in schools facing management takeovers. *The Guardian* reported earlier this year how more than 40 members of staff left Harris schools after they moved management. We also know from another of our investigations that the five largest multi-academy trusts handed out £1 million in severance pay in the last financial year for which we have records. Don't be lulled into thinking this is an academy-only issue, mind. Heads everywhere face these pressures.

What this evidence points towards is not a sure-fire answer to the question of a teacher

shortage, but a well-placed hypothesis: If tired teachers are increasingly being pushed out of their jobs and are taking temporary ones, it would feel like fewer people are available for full recruitment (because they are), but on paper the statistics will look OK.

Tired teachers temping is therefore how you can have a teacher crisis without anyone in government believing you.

Assuming this is true: what can be done? Should anything be done? Teachers not up to scratch must be removed from the classroom. This isn't a lily-livered plea for their souls. But if school leaders build a system to "weed out the weak", then the government can't carry on with a fetish for training the precise number of teachers needed to replace so-called "natural" turnover. If there is a hidden group of not-good-enough-teachers circling around the system, more must be trained.

Serious thought should also be given to reinvigorating teachers whose confidence and/or skills have taken a beating. Teaching schools could take a central part in this.

Finally, the teaching job needs to become compatible with caring. We are kidding ourselves if we think a profession that recruited from generations of primary care-givers can suddenly ramp up its average working week to 55 hours with no consequence.

Tired teachers aren't easy to find, and acknowledging them is awkward. For everyone's sake, though, it's time that we did.

REVIEWS

TOP BLOGS
OF THE WEEK

To view individual blogs visit
www.schoolsweek.co.uk/reviews



Our blog reviewer of the week is Emma Hardy, former primary school teacher and union organiser @emmaannhardy

Teaching students to be sceptical

@MissDCox

We would be naïve to think that the recent shootings in Paris will not have an impact on our children and in our classrooms. Emotions are still high and there is a danger that we could step further towards intolerance. Dawn Cox reminds us why it is so important to teach children to be sceptical and to look carefully at what they share on social media. As Churchill said "A lie gets halfway around the world before the truth has a chance to get its pants on." Cox argues that: "Scepticism belongs to all subjects and all classrooms but it needs to be taught. Teachers need to be pleased to be challenged over an issue with students not defensive." The space and time in classrooms to debate and discuss and teach the skills of text analysis has never been so important.

The problem with bandwagons

@DebraKidd

I remember doing a quiz to find out my learning style and then attempting to discover which of the multiple intelligences I had. We also had to plan lessons to prove that we were including different learning styles; this came not long after the extra box on the planning sheets to evidence our use of IT in every lesson. New fads in education are frustrating and it is always the teachers who end up with an increased workload of nonsense.

After teaching for 12 years I saw initiatives, previously discredited, returning. Kidd is absolutely right: to stop this constant pendulum of educational ideas and ideals "we need to be as careful about shedding ideas as we are about embracing them. We need to ask ourselves 'what is potentially useful here? How might we look at this differently? How might we connect to other things we know?' Instead of sneering and jeering, we should be peering, examining, questioning . . . And maybe then, instead of running around in endless circles, we would set out on a journey in which we could map out constructive information and build a genuine overview of what (might) work."

Tolerance and the job description

@TheModernMiss1

One thing that strikes me when I hear of teachers being bullied by management is how contradictory this is to the emblazoned signs in the school entrance hall screaming about the school's respect and tolerance for others.

As Modern Miss states: "This is because tolerance is neither permitted nor promoted amongst the staff. Schools are run as a very tight ship and people can be made to feel very uncomfortable if they disagree with the prevailing orthodoxy."

I have to state at this point that I am not talking about racism or any other illegal or dangerous ideology. Rather, I mean the simple concept of a difference of opinion and the ability to express this. Or, to put in another way, freedom of speech." No teacher would argue against the need for tolerance in our schools and, as Modern Miss aptly puts it, "If teachers do not work in a tolerant environment, how are they meant to teach such a concept to their pupils?"

This much I know about...the impact of poverty-inducing cuts upon our children's education

@Johntomsett

The future for our poorest students and their families looks bleak and deeply saddening. "The Office for National Statistics reported in January 2014 that between 2010 and 2014 real wages fell consistently by 2.2 per cent a year, the longest period of wage suppression for 50 years," Tomsett writes. "In terms of buying power, our wages now buy 8-10 per cent less than five years ago. People are working harder for less pay." The cuts to education are here and they will only get worse. "By September 1, 2017, we will spend £662,000 less per year than we did on September 1, 2010. Amongst a host of reductions we have had to make, we will have ten fewer teachers than when I began as headteacher at Huntington in 2007."

BOOK REVIEW

Improving School Governance: How better governors make better schools

Author Nigel Gann

Publisher Routledge

ISBN-10 1138832855

ISBN-13 978-1138832855

Reviewer Naureen Khalid



Schools are complex places, as is the process of governing them. Potential recruits to governance often find the workload and responsibility daunting, leaving many boards lacking the people and skills they need to fulfil their responsibilities. Any resource that can aid governors has to be welcomed. This book is just that!

You can dip in and out of its ten chapters with ease; especially useful if you need guidance about a certain topic. The first chapter covers the fascinating history of governance, dating back to the 6th century. Such background is important as it gives context to where governance and governors find themselves today.

Ensuring the vision, ethos and the strategic direction of schools is one of the statutory duties of boards. Nigel Gann describes the difference between vision and ethos, and outlines a process for defining these. Boards should look regularly at their vision to make sure it is fit for purpose.

The difference between "strategic" and "operational" is described in detail. This is something that governors can, and do, get wrong. They need to concern themselves with the former and leave the latter to the headteacher. The three elements of strategic governance are detailed, noting those areas that governors should monitor and, perhaps more importantly, those they should not. Readers also learn about characteristics of a good school visit.

Coinciding with the conversion of schools into academies, there has been a recruitment move in recent years away from the stakeholder model towards skills-based. Both these models are compared and contrasted.

The book goes into some detail about the various roles that governors perform; discussing the roles of the chair, vice-chair and clerks. The role descriptors are particularly helpful.

The working of governing boards is also addressed. Induction of new governors, hallmarks of good meetings, legal responsibilities of governors and the rights

of governors are outlined.

A significant element of governance is obtaining and interpreting relevant information from professionals. The relationship between the headteacher and the board is important in this process and is examined in some detail. The appointment and appraisal of headteachers is also discussed, making it clear that effective headteacher appraisal is effective governance. The ways in which headteachers can help develop boards is also examined. Readers will, hopefully, understand the difference between leadership and management. I would encourage governors to read the chapter that deals with worries that heads might have about governance.

Any discussion of governance would be incomplete without mentioning inspection. The birth of Ofsted, the increasing importance of governance during school inspections and external reviews of governance are all in the book as is the relationship parents have with their schools and boards.

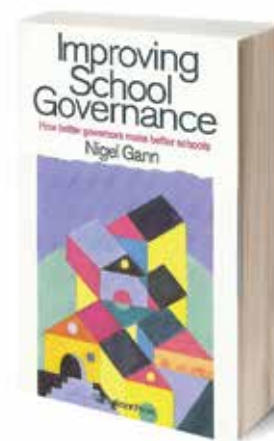
As attention on governance increases, so does the necessity for boards to evaluate their own performance and the effect they have on improving school performance. The book is useful in helping readers to understand "good governance" as well as the barriers to it.

The last chapter looks at the issues that governors are facing now and that might present themselves in the future. Understanding these is important from a strategic planning point of view.

The book provides governors with vital resources such as model policies, a pre-inspection checklist and a self-evaluation tool, and includes an extensive bibliography. This is especially useful for governors who would like to read around a subject.

My one minor point of contention is the use of the term "lay governors". I know this has been used to distinguish between "professional" educators and governors but I would have preferred not to have used "lay" as a prefix.

The book will help governors to understand the difference between being a friend and being a governor of a school. It is a welcome addition to the board bookshelf.



NEXT WEEK
Intelligence: all that matters
By Stuart Ritchie
Reviewed by Rod Bristow

What are you working on?

My current research focuses on computer education in light of the new 2014 computing curriculum in England that demands the teaching of more technical and programming skills to younger children. I've been working with a colleague, Peter Kemp, and we are currently exploring how competent young people (aged 13-19) engage with computing and technology.

We are drawing on semi-structured interviews with 32 young people across two computing summer schools, and looking at the National Pupil Database (NPD) on enrolment and attainment across A-level subjects, with a focus on computer science. This will give us a comprehensive overview of the subject patterns and outcomes of students, and how that might vary by demographic variables.

What is interesting about this research?

There is an expectation that young people "must" be good with technologies. We want to unpack this assumption and explore the different ways in which they can engage with the digital world. The renewed government emphasis on computing education, alongside the increasing need of our future population to be digitally literate, has meant that this field of research is undergoing a generational change. For example, the increasing use of smartphones,

RESEARCH CORNER

Q&A

DR BILLY WONG



LECTURER IN EDUCATION STUDIES, UNIVERSITY OF ROEHAMPTON SCHOOL OF EDUCATION

tablets and laptops in the classroom (as well as the forthcoming BBC "microbit") is evidence that our education continues to be shaped by technology.

What do you hope its impact will be?

Our research allows us to map the trajectories of competent young people in relation to their digital participation. By understanding the routes taken by these students, we will be in a stronger position to identify the type of influences or activities pivotal in their digital pathways. Only then can we start to derive feasible plans or initiatives to introduce and support other students in the fields of computing and technology.

We hope our work will influence current and future developments of computing

education – for example, its curriculum and content. Our research will also provide us with evidence to comment and critique on the government's latest decision to drop information technology as a subject, leaving computer science as the only option for digital technology.

What might the early findings show?

We are only at the beginning of data analysis but early indications suggest that there is a gender difference (which is unsurprising) in terms of young people's educational and career aspirations in computing or technology. Our NPD data also suggests that students who do well in computer science at A-level tend to do well in maths and the other sciences (again, not too surprising). In time, we will tease out the

relationships between subject choice and attainment.

Is there any other research that you would recommend?

Research in this area is scarce, particularly in the UK context, but we find the works by Julian Sefton-Green and Sonia Livingstone to be useful in our study.

What does Dr Wong's most recent research say?

An article by Dr Wong looking into the educational success of British Chinese and Indian students has recently been published as part of the Oxford Review of Education.

It looks at ethnic minority students who excel as opposed to those that underachieve.

The paper includes data from four discussion groups and 23 interviews with British Chinese and Indian students – recognised as the "model minority".

An abstract of the paper reads: "Although high expectations by self and by others can positively contribute to the educational success of British Chinese and Indian students, inflated expectations can also generate a continuous sense of insecurity.

"Model minority students must contemplate the fear of failure and the potential damage they could inflict on the reputation of their family. Implications of the identity of model minority for students, teachers and policy are suggested."



A week in Westminster

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

THURSDAY:

WHAT IS GOING ON WITH INITIAL TEACHER RECRUITMENT? The sector was left in a whirlwind today after the National College for Teaching and Leadership (NCTL) pulled a u-turn on its recruitment policy for universities (see page 2). After being told that no more history trainees could be recruited because a ceiling had been reached, a new rule hit inboxes. Universities could recruit up to 75 per cent of the numbers of their previous year if they hadn't already.

FRIDAY:

Then, just as Cinderella's carriage turned back into a pumpkin, the NCTL's plans for next year's initial teaching training also went through a transformation. As we slipped into Friday morning, universities were told that there were still places on English and primary courses, but they too now had a new "75 per cent rule". As one person opined to us – we had 14 trainees last year, how do we find 10.5 people?

Elsewhere, spending figures released today show somebody in the Department for Education's swanky Sanctuary Buildings got a £1,300 ergonomic chair last month. That's nearly the average month's salary. On a chair.

The DfE and the NCTL spent £706,842.50 on travel and conferences. Someone in the Regional Schools Commissioners' office even claimed 32p for travel. Lazy drive to the corner shop to get 20 Marlboro Light?

The NCTL also handed over £4,510,991.83 to Teach First, presumably to train graduates and not for more cigs.

SATURDAY:

Shadow schools minister Nic Dakin went to the footie today, tweeting "Bit nippy as I set off to Glanford Park #uti". The Scunthorpe fan was bereft when his team lost 4-0 to Peterborough. Sounds like a re-run of the general election.

MONDAY:

The education select committee launched its latest inquiry. This time it will be the

millennia old question – "what is the purpose of education?" After all, it's not as if there's a teacher shortage, a budget crisis, no one can afford all the new curriculum materials, no one understands the assessment system, exclusions are rising and the costs of private finance initiatives are spiralling out of control. Parliamentary time spent on those would *defo* be a waste. So instead we'll have a big conversation about the purpose of education. It probably will be easier to answer at least.

Christmas parties seem to be in full swing in the run-up to the festive break with what sounded like DfE office staff singing their hearts out at a karaoke bar in Westminster tonight.

Newsnight policy reporter Chris Cook reported that their rendition of *I Will Survive* was very spirited. As was *Livin' on a Prayer*.

TUESDAY:

The DfE today revealed how many teachers earn more than £65,000 – a slightly contentious figure, given the government's latest recruitment ad that

claimed "great teachers" could earn "up to £65k".

Apparently 485 classroom teachers – or about 0.1 per cent of the teacher workforce – earn at least £65,000.

Of course, one could argue that almost every teacher earns "up to" £65,000. If they are on £30,000, they are still earning "up to" £65,000.

Sir Michael Wilshaw presented his annual report today (more on page 4). During questions, *Week in Westminster* asked Sir Mike if he thought the education select committee would be able to find out the purpose of education. "No," he said. Guess his invite won't be in the post.

He also made clear that he is looking forward to giving another speech next year. Given the amount of chat behind the scenes at the minute over his potential replacement, the subtext was clear: I'm going nowhere soon – so back off.

WEDNESDAY:

Quiet. Boo.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

HAVE TABLET, WILL LEA

Mobile, one-to-one technology – such as lightweight tablet computers and smartphones – have given new focus to the “independent learner” debate. Some say it puts the student at the centre of their learning, others that the new technology is little more than a “sweet syrup” of distraction. **Jess Staufenberg** reports

Investigates

The independent learner debate is not new – the idea that learners teach themselves was discussed in English schools in the 1920s – but many teachers who began on blackboards 15 years ago are today considering giving the “progressive” style of teaching a new lease of life. And a lot of it is to do with the development of tablets.

Conversations with teachers and experts might suggest that this rise of technology has boosted the “active learner” philosophy, which chief inspector Sir Michael Wilshaw has repeatedly emphasised is no longer a favoured Ofsted teaching method.

Around 2012 when Sir Michael first made this announcement, schools began to make large-scale investment in iPads, Chromebooks and other mobile devices.

Distinguishable from PCs by being light enough for students to hold in their hands, these devices can be customised by downloading education-themed applications – “apps” – that focus on spelling, animation and so on, as well as shared drives where students can access worksheets and courses. In many schools one tablet is shared by several children; in others, particularly primary and SEN schools, there is one for every child.

Many educators say a key advantage is the ability for learners to be “independent”. Liz Keen, assistant headteacher at Arbourthorne Community Primary School in Sheffield, says: “I’d say introducing iPads has reduced the amount of teacher talk in lessons. The children are a lot more active in their learning.

“SWIPING SCREENS IS A PLACEBO ACTIVITY”

They’re doing the finding out and reporting back, rather than sitting and listening.”

This idea has become known as “flipped learning” – as it “flips” around the idea of pupils listening in class then doing activities as homework. Its implementation is not dependent on technology, but fits nicely with it.

Sharon Maskell, librarian and IT coordinator at Queen’s Hill Primary School in Norwich, says it’s about offering different learning opportunities. “You are allowing them to access the lesson in an independent way, so you don’t have to give them so many other resources for them to feel engaged.”

An ICT coordinator at a SEN school in London says many children are frustrated by pen and paper tasks. Using tablets “is

really helping the level of engagement of the children, and once you have that, you can really push their learning”, he says.

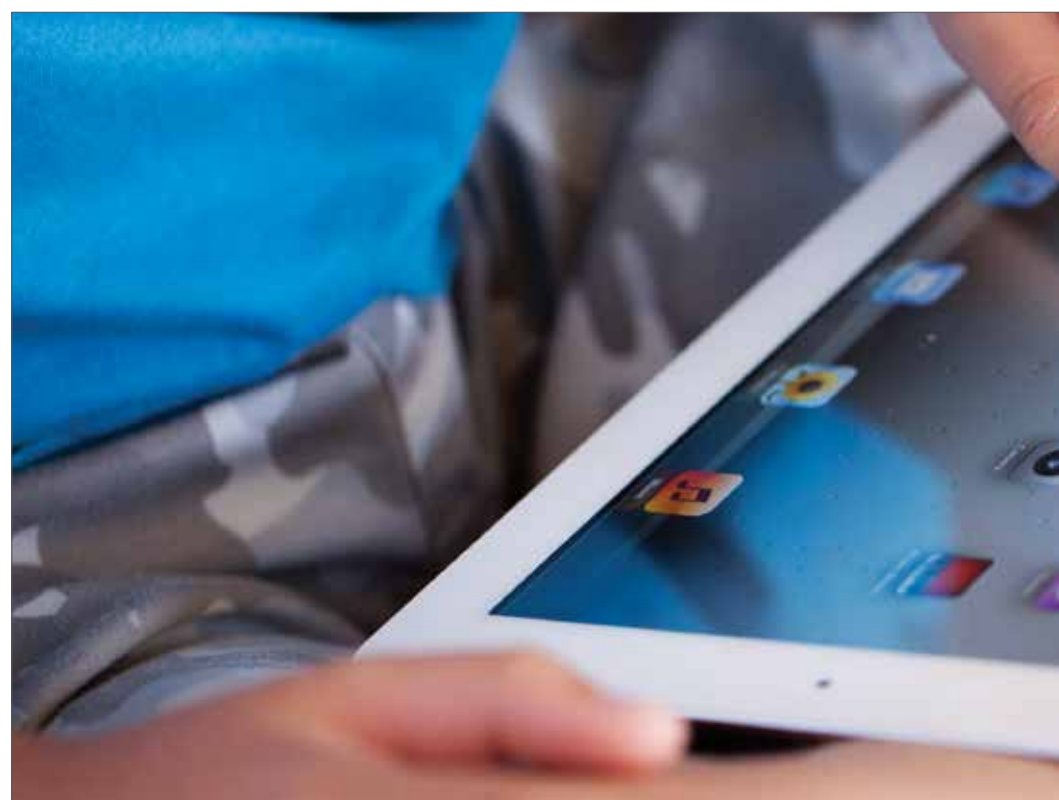
All these educators believe that academic improvement is achieved secondarily or

as a consequence of a tablet computer’s primary effect: the enjoyment of pupils in their activity. Unhappy, disengaged children do not learn, they say.

This creative, non-directive approach, reminiscent of Sir Ken Robinson, does have opponents, though. Tom Bennett, chair of the Department for Education’s behaviour group and a teacher in Dagenham, is one of them. As a new teacher 15 years ago, he was told that new technologies would transform teaching by enabling “active learning”.

Liz Keen

Sharon Maskell



But so far, “that revolution just hasn’t happened”, he says.

“There’s no substantial evidence of any formal sense that suggests that using interactive whiteboards, tablets and iPads and so on has made a significant addition to children’s academic performance.”

Are confidence and enjoyment, rather than A grades, improved by tablets? Children need grades to enter college or university, Mr Bennett says, “and if there isn’t a discernible impact on that from these technologies then you have to question a state institution spending millions and millions of pounds on them.”

There do appear to be cases where new devices are rolled out across schools like an ideology. The Royal Masonic School for Girls, an independent school in Hertfordshire, requires every student to bring a tablet to lessons, where they are used to film PE lessons, compile e-booklets of texts, make annotations on worksheets and follow courses. Desmond Cox, assistant headteacher, says audio voice notes especially allow for learning in the manner recommended by the “flipped learning” model – where students educate themselves at home in their own space, rather than predominantly by a teacher. “They take far more control of their

learning,” says Mr Cox. “It puts the student at the centre of their learning”.

But Mr Bennett has concerns over such assumptions. “The notion of children owning their own learning is spurious – what does that mean? There are loads of kids who trust the teacher as being an expert in what they’re teaching.” He agrees that tablets could be effective with marginalised and specialised learners, as has been emphasised by several primary SEN staff, but teachers should be careful this does not transform education into the sour medicine for which tablets are the “sweet syrup”. This supports the problematic idea that children must always like what they learn – and could replace true learning with a mere imitation of it, he says. “Swiping screens is a placebo activity. Sure, the children are doing something. But those lessons are not necessarily about genuine active learning.”

So what is the right of children to “enjoy” their learning? For Graeme Whiting, head of The Acorn School in Gloucestershire, the super-stimulation of tablets for able pupils is hugely problematic. His students do not use computers until they’re 16, because, he claims, medical

NEXT WEEK: IS PUPIL DATA SAFE?



LEARN INDEPENDENTLY



studies link the devices to addiction and hyperactivity.

"The environment of a school where the children are plugged in – it's stark, it's

white, it's whiteboards, it's computers, it's screens, its hyperactivity and so on. It is detrimental to human beings. The children at my school are enjoying being children,

they're climbing trees. Twenty-five years ago, everyone was doing that."

Teachers who laud the use of technology often mention taking the frustration out of learning. Dictionary apps allow children to find words faster, they say. Story-writing apps allow poor spellers to have words finished for them. Writing apps allow them to erase words but keep their work "looking polished".

But for dyslexic children, or those using picture exchange communication systems, deriving any kind of enjoyment from academic learning can take all the effort of staff. Demanding "resilience" from them, despite their tears and frustration, would seem misplaced. Mrs Maskell says one teacher had to print every lesson out in Russian for a new pupil who could speak no English. Now the pupil enters words he does not understand into Google Translate and appears more involved in lessons. The idea that children must suffer to learn seems indefensible to her when technology is there to alleviate difficulties.

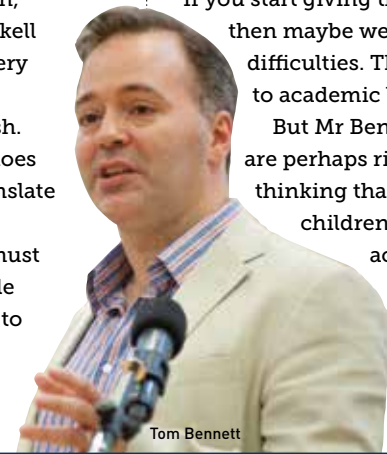
"A dyslexic child should never be hindered. Why should

I be forcing this child to try and spell something?" she says. "Why should he ever have to fill out an application form without audio speech text? He shouldn't." The query raises a point: who decides whether a student has a right to a technology that he feels makes his learning better? The problem is the lack of substantial evidence to prove many of the benefits that teachers claim.

As for tablets being used as a "sweet syrup" of distraction, Noel Gardner, ICT coordinator at an SEN school in Tower Hamlets, east London, says the school would never use tablets as a reward. "They're not used as any sort of motivator.

If you start giving them as a reward, then maybe we'd have behaviour difficulties. They're purely an aid to academic learning."

But Mr Bennett and others are perhaps right to challenge thinking that casually merges what children appear to enjoy, with active and engaged learning. It is a battle with age-old roots, but tablet technology is now the new centre for the tussle.



Tom Bennett

ADVERTORIAL



ANDREW GLADSTONE-HEIGHTON

Policy leader at NCFE

Autumn Statement promises positive changes for schools

The education sector and skills sector was bracing itself for a harsh deal in the Chancellor's Autumn Statement, with everything but the core 'protected' departments coming in for the chop. However, the Chancellor managed to pull a number of rabbits out of a number of hats (thanks in part to higher tax receipts and lower debt interest than anticipated), and surprised everyone by cutting less than anticipated.

The Chancellor's continuing pledge to protect school budgets and the increase in total financial support for education and childcare are welcome

announcements – however, the elephant in the room is the largely unspecified cuts to 'educational support services' and the negative impact of funding reallocation on certain regions.

For schools, one of the most important announcements made by the Chancellor was that funding will be overhauled, with a new National Funding Formula to be introduced by 2017. This will see the weighting of funding given out based on area, therefore removing the significant regional differences in funding levels that have developed. Although in theory this should result in a move towards a fairer

funding system, there are concerns that the government will use this exercise to make cuts to the overall budget. Indeed, The National Union of Teachers (NUT) warned that there will still be a fall of 8% in real-terms schools budgets.

Inevitably, with any change there will be winners and losers. The reallocation could mean a substantial loss of funding for London boroughs in particular, and, as with any structural changes, it will take time for any changes to have direct benefit for learners. The aim is to provide additional income for schools taking in those disadvantaged pupils who need more assistance. We can only hope that the implementation supports this noble aspiration.

The Chancellor also confirmed plans for 500 new free schools in the lifetime of this Parliament. This will include an increase in the number of University Technical Colleges for 14-19 year-old learners, with the aim of helping them gain vocational skills. Whilst we welcome the focus on vocational learning, there are currently a number of issues emerging regarding UTCs, including poor Ofsted ratings. Could the Chancellor have considered developing existing employer links with existing Colleges and Sixth forms?

In his speech, the Chancellor said that education was the 'door to opportunity' – we'd go further and state that

vocational learning is more important than ever to both individuals and the economy. At their best, vocational courses lead to proven employment opportunities as they deliver the trained employees that businesses are looking for, provide individuals with the skills they need to succeed, and increase productivity and earning potential of the workforce.

Our passion is supporting the employees of the future to help them reach their potential from an early age. There's still a lot of work to do to respond to the array of policy changes and challenges schools are facing, and working with them in providing high quality vocational qualifications to their learners – ultimately giving young people the vital knowledge and skills they need to thrive in the workforce of tomorrow.

While those in the schools sector are likely feeling somewhat relieved following the CSR and Autumn Statement – and more positive than they did beforehand – there will still be tough times ahead and real-terms funding cuts to come for schools. If the anticipated increase in tax receipts don't materialise, deeper cuts will surely be back on the agenda. So, once again, we're playing the waiting game and will be anticipating the March budget with great interest.

School Bulletin



Ashington High School biology subject lead Jill Traynor with science pupils Jessica Mather, Aaron Borthwick, Bethany Parratt and Lewis Brenard (front)

Graffiti brings touches of colour

Five pupil murals, all using graffiti techniques, have brightened the corridors of a Northumberland school. Ashington High School students got to grips with the art form in lessons with professional graffiti artist Rob Hutchinson.

Celebrating national biology week, 20 pupils from years 7 to 10 created large murals depicting fundamental ideas in biology, chemistry and physics.

Using techniques such as drop shadowing and 3D lettering, they designed stem cells, test tubes and chromosomes, which all

feature in the eye-catching images.

All five of the murals are in the corridors of the school's science department.

Jill Traynor, biology subject lead at the school, said: "The idea was to create something reflecting the different sciences in an imaginative and creative way.

"It was the first time we have worked with a professional graffiti artist in school and the enthusiasm from students was fantastic.

"They've taken real pride in the work they've created."



The Spire College junk orchestra winners. From left: Ben Cannon, Deniz Duman and Hannah White

Sweet sound of recycled rubbish

Pupils in year 7 at The Spires College have turned rubbish and recycled items into musical instruments.

The Torquay youngsters all took part in a junk orchestra competition and made instruments from unwanted items including plastic bottles filled with rice and drums made from tin cans and plastic tubs.

Three prizewinners made guitars from wood, plastic, elastic bands, bike horns, bells and guitar strings.

Overall winner Deniz Duman said: "I used a broken guitar and tambourine and I took

the bell off my sister's bike. I enjoyed working with my dad who helped me to get the wood and nail it together."

Alice Cooper, head of creative arts and technologies at the school, said: "They really used their imaginations and made fantastic instruments from unwanted items they found at home. It shows what you can create if you are resourceful."

The project was inspired by *Stomp* the musical, and pupils went on to play their instruments in a class orchestra and individual bands.

Stationery rental plan wins challenge

FEATURED

A team of young business tycoons in east London have won £250 to launch a social enterprise in their school after taking top honours in The Borough Enterprise Challenge.

The group of year 9 pupils from Langdon Park School in Poplar competed against more than 60 pupils in the Tower Hamlets area to devise a business plan for a school-based social enterprise.

They spent several weeks preparing for a final challenge day of presenting their business plans in a "Dragons' Den"-style pitch.

The team from Langdon Park created Stationery Rocks, a business based on renting forgotten stationery items to students, so helping them to avoid detentions.

The aspiring entrepreneurs gave a clear and detailed overview of all aspects of their proposed business, from branding and marketing to projected income.

When asked by a judge why they proposed a rental model over a sales model, they said it would "yield far higher return on investment".

Muhammad-Ismail Hussain, "managing director" of Stationery Rocks, said: "It feels great to have won.

"Our understanding of what it takes to make a business work has grown enormously, and so has our confidence. Working with the volunteers really helped us to develop our ideas and they gave



Langdon Park School present their Stationery Rocks social enterprise idea. Inset top: Zunair Sheikh from Bishop Challoner. Right: Barclays' volunteer, Tarryn Severn, helps a Langdon Park School pupil

us a sense of determination."

A team from Central Foundation School came second, and Bishop Challoner Catholic Collegiate School, third. Each participant received Westfield shopping vouchers.

Jabed Miah, a teacher at Bishop Challoner, said: "I teach these students business studies, and this challenge has really brought their studies to life. It helps to give purpose to everything they learn in the classroom, and has given them crucial experience of concentrating their efforts as a team, reflecting the world of work."

All the teams researched existing social enterprises, conducted market research by gathering responses to questionnaires,

analysed their survey results and brainstormed ideas.

The challenge day allowed teams to enlist the help of 20 volunteers from Barclays to refine their ideas and polish their business plans, and finally pitch them to the judges to win the £250.

Helen Sanson, judge and director of Tower Hamlets Education Business Partnership, who organised the competition, said: "Encouraging young people to think in an entrepreneurial way and enabling them to learn about what makes a good business is so important because it gets them to think about what making a living could look like."

APP LETS PUPILS REPORT BULLYING

A web platform that allows pupils to report instances of bullying anonymously has been launched in the UK.

The Speak UP! app already operates across schools in Sweden, where it was first launched, and the US, where it can be accessed by more than 15,000 students across 24 schools.

Headteachers in the UK can now adopt it for primary and secondary schools as well as sixth-form colleges and universities.

Students can send reports direct to a school's central dashboard from their smartphone, tablet or desktop computer, allowing staff to respond in real-time.

Speak UP! also allows the user to report the location, time and type of bullying and to support their report with a picture or video. They can also upload screenshots of any unpleasant text or social media messages.

Tobias Wernius, global development manager of Speak UP!, said: "The goal is to give students all over the world a voice, and with parents and schools to battle this global epidemic."

Visit www.gospeakup.com to download the app



MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

Jonathan Morris, former head of neighbouring Marden High School, has joined Thorp Academy in Tyne and Wear as executive principal.

Among a number of "big changes" at Thorp, Mr Morris plans on first seeing through a building programme that will "entirely transform" the school, and which is due to end in September next year.

"We have a job to do when it comes to building community confidence, which I think the new building will help with.

"It is all about teaching. It is what happens in the lessons that is the crucial thing for me. We have a really strong team of teachers here and it is all about developing their skills and helping them to realise their potential."

During his 30-year career in the north east, Mr Morris, 60, spent five years as an inspector adviser for South Tyneside education authority.

He studied English and history at the University of Northumbria where he subsequently completed his teacher training.

Greg Bowkett has been appointed as the workforce strategy manager with Academy Transformation Trust (ATT).



Jonathan Morris



Greg Bowkett



Ellie Newbery

His background has primarily been in HR, including for organisations such as Serco, the Valuation Office Agency and the Department for Work and Pensions.

He is now responsible for developing the trust's workforce strategy where he will develop relationships with its academies to "maximise the effectiveness of our recruitment efforts as well as exploring options to increase entry routes to the trust".

He said: "Essentially my role is getting

the right people in the right place at the right time.

"Long term I'll be looking at where our workforce is going. That might be having a specialised programme for early talent, and looking at the current staff we have with ways that we can help them to develop and meet the needs of the business."

Mr Bowkett, 26, completed a degree in management at the University of Warwick.

Ellie Newbery has been deployed to six schools in Sussex, Berkshire and Hampshire as an alumni officer for Future First.

The role is aimed to harness the talents of schools' former students to "inspire the current generation to career confidence and academic success".

Ms Newbery will develop their alumni networks and work with teachers and careers staff to deliver a "bespoke package" of support to current students through assemblies and workshops, work experience placements and by providing real life examples of the working world.

Ms Newbery, 23, who studied education at the University of Sheffield, said: "We've chosen the six schools specifically because we feel the students will really benefit from having access to relatable role models.

"Essentially, I am helping the staff to reach out to ex-pupils. There are some people heading up some quite exciting careers . . . I am helping to reconnect them and bring them in to help with workshops to inspire young people, telling them that no job is out of reach. So I'll be organising quite a lot of mentoring."

If you want to let us know of any new faces at the top of your school, local authority or organisation please let us know by emailing news@schoolsweek.co.uk

Do you know an **inspirational** and **outstanding** teacher, headteacher, teaching assistant, school support worker or volunteer working in Cornwall who you would like to nominate for the **Cornwall Teacher Awards 2016**?

If you would like to make a nomination for the **Cornwall Teacher Awards 2016**, simply visit the website to vote.

More information coming soon, keep checking our website: www.cornwallteacherawards.org



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SCHOOLSWEET 



We seek an inspirational and ambitious Chief Executive Officer, who will be highly visible across our schools and diocese.

The Organisation

The Diocese of Chelmsford Sower and Vine Schools Trusts, established in 2013, are raising educational standards in our Church of England schools. Presently, they support 9 primary schools and are ambitious to grow by amalgamating in Sept 2016 and developing 'hubs' across the diocese. We seek to build a trust of choice for strong schools, transform those needing help and also establish new schools where needed.

The Opportunity

This is an exciting opportunity to lead our Academy and Free School programme as CEO at a crucial time. We seek an exceptional leader with an infectious vision and a clear Christian educational philosophy. The CEO will work with trust directors to develop capacity and effective delivery for our family of schools, working alongside school leaders and our diocesan team.

The successful candidate will be a practising Christian with a proven record of leadership in improving outcomes for all pupils; developing educational organisations and injecting entrepreneurial energy. He or she will have the capacity to plan strategically, manage resources and deliver key objectives. Our CEO will be experienced in achieving rapid and sustained school improvement and be a compelling advocate of our shared vision.

In return, we will offer a competitive initial salary (with scope for enhancement as the Trust develops) and a warmly supportive environment.

For more information and an application pack, telephone the Diocese of Chelmsford Education Team on **01245 294441** or e-mail education@chelmsford.anglican.org. Information about the trusts and schools in them can be found at www.sowerschoolstrust.co.uk or www.vineschoolstrust.co.uk. For an informal and confidential discussion about the role, please contact **Phil Preston**, Chair of the Board of Directors on **0774 682 8752**.

Closing Date: Monday 11th January 2016, midday.

Shortlisting: Tuesday 12th January 2016

Interviews: Friday 22nd January 2016.

The Diocese of Chelmsford and Sower and Vine Trusts are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The appointment will be subject to an enhanced DBS check and satisfactory references.



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DERBY MOOR COMMUNITY
SPORTS COLLEGE

For ambitious, experienced leaders this Principal vacancy offers great potential for career development and opportunity to show the impact of your leadership, building upon the foundation of an improving college. Although keen to see our students rise to academic challenges, we value them as people and encourage their broader development in our multi-cultural learning and sporting environment.

Located on the south west side of Derby, where cosmopolitan city life meets spectacular views of the Peak District and the National Forest, our modern facilities (built in 2013) provide an outstanding, focussed learning environment with excellent sports provision. Enjoying the freedom of being a Foundation school, through our local Trust, we have strong links with other schools and local businesses, which benefit the holistic development of our students. This role offers interest to those who have strategic insight into analytical planning, staff development, and sound team leadership.

To ensure Derby Moor continues to maximise the broad potential found among our many, varied and vibrant mix of students, the Governing Body is seeking to appoint an open minded, forward thinking, experienced leader, who favours a collaborative approach, offers a good track record of achieving improvement and fosters aspirational team spirit. A self-starter, able to motivate and engender respect, presence and authority among staff, students and all other members of our community, you will be welcomed into and supported by this educational community. Our aim is to develop your leadership career so you will enable us to move successfully forwards and achieve our potential together

In return we can offer you:

- The opportunity to work in an ambitious and collaborative Trust with education and business peers
- Association with the nationally recognised Derby Pride Academy, an Outstanding Alternative Provision Free School within the Derby Pride Trust
- Modern state-of-the-art facilities in a popular suburb of a progressive City with great social and professional opportunities

Visits are warmly welcomed prior to application – see details below.

Application Procedure

For a confidential discussion, visit arrangements, further information and the candidate pack (including application details) please contact our consultant **Mrs J Baker** (who will be available for calls and able to respond to enquiries throughout the Christmas break on

Phone: 07891 671 226

Email: jacqueline.baker@judicium.com

Closing date: 9am Tuesday 12th January 2016

Interviews: 25th & 26th January 2016

Derby Moor Community Sports College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Beechview School seeking Headteacher to start either at Easter or September 2016.

Salary band: Negotiable | Length of contract: This is a permanent position

Deadline for applications: 5 January 2016

Interview date: 14 January 2016

Having worked hard and made significant progress with skilled support and interim leaders, we are now looking to appoint a permanent headteacher. Ambitious and talented, the new head will build on recent improvements and drive Beechview to a highly effective school, as part of an exciting new Multi Academy Trust.

Determined, caring and resilient, the headteacher will embody the school's values and quickly win the trust of the pupils, staff and parents. The ideal candidate will have the vision to lead the school, and the ability to win support from key stakeholders as the school overcomes its difficulties, fulfils its ambition and makes its transition to a Multi Academy Trust.

The headteacher is responsible to the IEB/Governing Body for the leadership, internal organisation, management and control of the school. The main purpose of the role is to drive and sustain high standards of teaching and learning, so that pupils and staff reach their potential and thrive in an environment they can feel proud of.

KEY RESPONSIBILITIES INCLUDE:

- Strategic direction and development of the school
- Provide inspiring and purposeful leadership for the staff and pupils
- Work in partnership with the IEB/Governing Body, staff and parents to generate and uphold the school's ethos and values

- Implement a plan, policies and practices that take account of national, local and school requirements and that ensure continuing improvement
- Monitor, evaluate and review the performance of the school, report to the Governing Body and take action where necessary
- Ensure that management, finances, organisation and administration of the school support its vision and aims.

TO BE CONSIDERED FOR THIS ROLE IT IS ESSENTIAL YOU:

- Show evidence of effective leadership
- Are passionate about teaching and learning
- Show unwavering commitment to pupils and their learning outcomes
- Are able to inspire and influence, with evidence of engaging with and winning support from key stakeholders
- Have great vision, able to shape the future
- Demonstrate resilience and tenacity
- Are a natural collaborator and a positive role model who embodies

Beechview values

'Think and plan strategically and can effectively manage plans, budgets and objectives'

'Can create an inclusive culture in which pupils thrive'

IT IS DESIRABLE THAT YOU:

- Have experience of working with people from different cultures and ethnic communities
- Are familiar with current strategic issues in education
- Have experience of successfully managing a budget
- Have significant leadership experience
- Can demonstrate successful experience of raising attainment levels

RECRUITMENT PROCESS

To apply for this role, please submit your completed application form together with your CV

Closing date for applications 5 January 2016

Shortlisted candidates will be notified by **8 January 2016**. All candidates will be notified whether or not they are successful. A selection day will be held on **14 January 2016**

For an information discussion on this role please contact the Chair of the IEB through the school office on office@beechview.bucks.sch.uk or **01494 527113**

JOBS



THE CHILDREN'S HOUSE SCHOOL SEEKS AN EXCEPTIONAL HEADTEACHER FOR SEPTEMBER 2016.

Set in the heart of Islington, The Children's House is Ofsted 'Outstanding' and renowned as a high achieving and progressive school.

Founded as a Nursery in 1973 as an independent and not for profit school, an Upper School was established in 2005, offering Reception to Year 2. Situated in a quiet residential area in the London Borough of Islington, the school places a strong emphasis on helping children to develop into independent, critical thinkers with a sense of compassion and a genuine concern for others. A broad and deeply enriching creative curriculum underpins core values of courtesy, consideration and good manners.

The School seeks an outstanding headteacher with a first class record of academic and pastoral achievement. Reporting to the Council of Management, s/he will

- Articulate vision and implement strategic objectives
- Achieve the highest standards of learning and teaching
- Exemplify best practice management across the school
- Put people first through strong and supportive relationships with staff, children and parents

The successful candidate will be a well-qualified and experienced school leader with extensive experience of EYFS/KS1. He/she will have the vision and drive to ensure The Children's House School continues to move forward as an outstanding Nursery and Upper School.

A generous salary and benefits package is offered commensurate with the importance of the post.

To receive an Information Pack for this role, with details on how to apply, please email Devra Farhi with a copy of your CV to:

devra.farhi@harrishill.co.uk .

Closing date for applications: Tuesday, 22nd December 2015.

RECRUITMENT AND SELECTION POLICY STATEMENT

The Children's House School is fully committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Any offer of employment will be subject to the receipt of an enhanced DBS [Disclosure and Barring Service] disclosure, satisfactory references and proof of legal right to work in the UK.



The Children's House



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SENIOR LEADERSHIP POSTS IN MIDLOTHIAN

- Do you believe in the power of education to change communities for the better and transform the life chances of young people?
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£51,687

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Newtongrange Primary School
£47,508

Head Teacher
New Primary School at North Gorebridge
£52,659

Educational Psychologist (Fixed Term)
£38,373-£48,810

Depute Head Teacher
Gorebridge Primary School
£48,222

Closing Date 4th January 2016
Interviews w/c 18th January 2016

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Further information is available from and online applications can be made through [myjobscotland](http://myjobscotland.com)/Midlothian.
For an informal discussion regarding any of these opportunities please contact us on 0131 271 3719

www.midlothian.gov.uk



Midlothian

Head of School
Dodworth St Johns Primary Academy
Scale – L10 –L16
Start date – September 2016



About PRIDE MAT

PRIDE is a Multi Academy Trust whose Purpose is to ensure that all pupils, no matter what their setting, achieve their maximum potential. The Trust will carry out its duties with mutual Respect and support between staff, pupils, parents and communities and will utilise the most Innovative teaching and support methods to make sure that pupils receive the best, all-round education and experiences possible. We will ensure that each Academy retains its Distinctive ethos and identity. Using its best Endeavours, the Trust will take care that Academies within the MAT receive equal support, guidance and Governance.

Motivated and committed

DSJA is an outstanding primary school that wants students to fulfil their potential. With a momentum for progress and a motivated team, we are ready to achieve much more.

Raising standards

We want all teaching to be of the highest standard and through this will further accelerate the achievement rates at the end of KS2 and raise progress and achievement for all. You will be positive, passionate and enthusiastic.

Make your mark

This is an exciting role that is perfect for an ambitious and focused leader who is energetic and passionate about teaching and learning and has the desire to make a difference through new and exciting practice. Already an outstanding professional, you'll have the drive and experience to engage with staff, students and all stakeholders and build strong links with the wider community.

Expert support

You will enjoy the support and challenge of being part of a family of academies – working alongside leaders in their field, and benefiting from great learning and training opportunities at a local, regional and national level.

This post will require you to undergo an enhanced DBS check.

PRIDE MAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be able to evidence:

- a commitment to outstanding classroom practice and supporting others to achieve this
- the importance of encouragement and constructive criticism to inspire and facilitate success for pupil achievement and staff development
- a clear understanding of the use of current data and its usage in informing potential changes required within the curriculum and staffing structures of a school
- a recognition of the high standards of both discipline and behaviour that assist in creating a productive learning environment
- strong interpersonal skills

Dodworth is able to offer:

- a delightful community of children who are courteous, welcoming to visitors and newcomers, enthusiastic, lively and eager to learn
- support from a committed team of professionals who are keen to continue the development of their skills and competencies
- support from the Executive Head and directors in creating and delivering the strategic direction of the school

Please ring Mrs Simpson on 01226 286514 to arrange your visit and meeting with Mr Goddard, Executive Head.

To apply, please visit <https://barnsley.engageats.co.uk>

Closing date: 12 noon 18/12/2015
www.dsja.org.uk

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SCHOOLS WEEK Sudoku challenge

	9				8			2
2	8		3				5	4
				1		8		7
	2			4	5			1
		2	5	6			4	
5			4					9
	3	9		8	4			
7	4	5	1					

Difficulty:
EASY

								5
	6				8			
			5	9	6			
		2		5		1	9	
5					7	8		
1		7				6		
4	7		2		5			
3		8						2
	1	6	4	3				

Difficulty:
MEDIUM

Solutions:
Next week

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Last Week's solutions

6	8	2	5	4	1	7	3	9
7	1	9	2	8	3	4	5	6
3	4	5	7	9	6	8	2	1
5	9	8	4	6	2	1	7	3
4	2	3	8	1	7	6	9	5
1	6	7	9	3	5	2	8	4
9	3	6	1	7	8	5	4	2
2	7	4	6	5	9	3	1	8
8	5	1	3	2	4	9	6	7

Difficulty:
EASY

3	8	4	6	9	5	1	7	2
9	1	6	8	7	2	3	5	4
7	5	2	1	3	4	6	9	8
6	7	8	5	1	9	4	2	3
1	9	3	2	4	6	5	8	7
2	4	5	7	8	3	9	6	1
4	3	7	9	6	8	2	1	5
5	6	1	3	2	7	8	4	9
8	2	9	4	5	1	7	3	6

Difficulty:
MEDIUM

Spot the difference to WIN a Schools Week mug



What's the caption? tweet a caption @schoolsweek



Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.