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FRIDAY, JAN 20, 2017 | EDITION 91



**ALISON PEACOCK: 'I'M UP FOR THE CHALLENGE'**

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## Mock 11-plus tests raise thousands for grammars

➤ Sutton PTA raised £70,000 last year but sets its sights on £80,000 this year

➤ 'Schools are saying loud and clear that extra preparation gives children an edge'

**BILLY CAMDEN**

@BILLYCAMDEN

**Exclusive**

Grammar schools are pocketing tens of thousands of pounds from mock 11-plus tests, fuelling worries that reintroducing selective schools will "end up assessing wealth not ability".

Sutton grammar school's parent teacher association (PTA) openly advertises the sale of mock tests at £28 a pupil to help to prepare them for entrance exams.

A newsletter put out by the association towards the end of last year said the group had generated £70,000 from the scheme. This year it aims to raise nearly £80,000 by selling 2,800 tests. Profits are donated back to the south London school.

In Orpington, Kent, St Olave's grammar school's PTA charges £60 for its mock exam, earning nearly £35,000 last year. It aims to make £55,000 this year.

The discovery of pupils coached at a premium to gain a place at selective schools has increased

fears that Theresa May's promise to reintroduce grammars will disadvantage poorer pupils.

Rebecca Hickman, vice-chair of the campaign group Comprehensive Future, said it added to the "overwhelming evidence" that 11-plus tests assessed "wealth not ability".

"Parents can buy advantage for their children in selective systems, by paying for coaching, practice papers and mock tests that are unaffordable to other families."

**Continues on page 2**

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## EDITION 91

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## NEWS

CONTINUED FROM FRONT

## Mock 11-plus tests raise thousands for grammars

**BILLY CAMDEN**  
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Last November, the schools minister Nick Gibb told MPs on the education select committee that developing a tutor-proof 11-plus test was a government objective and something grammar schools across the country were already "trying to do".

But Joanne Bartley, chair of the anti-grammar campaign group Kent Education Network, said charging parents for mock tests showed grammar schools did not think their 11-plus was tutor-proof, and "gives a clear advantage to pupils from wealthier families".

Sutton's PTA does not offer any concessions if families cannot afford to pay for the mock, but St Olave's advertises a limited number of free places and asks parents to write in to make a case if they want to claim one.

St Olave's also follows up the test with a report to highlight pupils' areas of weakness, to help them practise before the real exam.

Hickman added: "By marketing and selling these mock tests, these grammar schools are saying loud and clear that additional preparation will give children an edge in the testing process. But this preparation comes at a high price.

"The government keeps banging on about



how it will be children from low-income homes who will benefit from new grammar schools, but all those children whose parents can't afford expensive mock tests are at a substantial disadvantage before they've even set foot in the exam hall."

Bartley also highlighted that Sutton only admitted 135 pupils each year, but aimed to sell 2,800 mocks. St Olave's, which admits 124 pupils, aims to sell more than 900 tests.

Gordon Ironside, headmaster at Sutton, said selective schools in his area were "very aware" of the impact of tutoring and had tried to create tests that were "as tutor-proof as possible". But he conceded that many parents would use tutors to try to gain any

advantage they could.

He told *Schools Week* that his school's PTA felt the mock tests "fill an important gap", by reassuring pupils and parents about how the tests run.

St Olave's declined to comment.

A Department for Education spokesperson said charging was only permissible in "very limited circumstances", but the responsibility for ensuring this lay with individual schools "regardless of whether they are a grammar, academy or otherwise".

She added it was the school's duty to make sure that the services they charged for were in line with the law.

## Academy plans to keep grammar stream

**JESS STAUFENBERG**  
@STAUFENBERGJ

Exclusive

A Gloucestershire academy that started a "grammar stream", giving a small group of children access to specialist teachers and lectures at a nearby private school, will continue the project for at least another year and may expand the model.

Swindon academy last year launched an "elite" academic curriculum for up to 30 pupils to access subject-specialist teachers, Latin lessons at its partner private school Marlborough college and "a range of additional experiences", including extracurricular opportunities.

United Learning, the trust in charge of the school, told *Schools Week* more than a year ago that all pupils who sat the aptitude test for the grammar stream would get a place at the academy regardless of performance, which is within the admissions code.

The school draws most of its pupils from two deprived estates in Swindon.

A Freedom of Information request shows that of 24 pupils who applied to the grammar stream, 23 were offered places with three on "conditional" offers. The one pupil not given a place was "too close to the pass mark" and given a normal place in the academy instead, a trust spokesperson said.

The school's website tells parents that their child "will be invited to sit an aptitude test at the academy" so as to

"ensure that they have the ability to cope with the demands of the grammar stream curriculum". They are later told whether their child will join the specialist stream or the main academy.

The government currently forbids new state schools to select on entry, but selection within a school is not forbidden.

Kevin Courtney, the general secretary of the National Union of Teachers, said the grammar stream was "calculated to lure families to make applications to their school.

"Swindon academy's so-called 'grammar stream', set up within their school, appears permanent and designed to give a selected few children long-standing benefits in their secondary school career compared with the rest. It appears to go much further than streaming or setting in other schools."

Pupils on the grammar stream, which will continue with another 30 places next year, receive Latin and Classics lessons at Marlborough college in years 7 and 8. They also have an open invitation to extracurricular events, such as literary and science lectures, as well as residential trips and dinners at the school. In later years they will be mentored by college staff.

Teachers at Swindon academy work across both mainstream and grammar stream classes, United Learning said, but for grammar

stream teachers "subject knowledge is very important".

"The grammar stream co-ordinator is a maths specialist and she teaches their maths lessons."

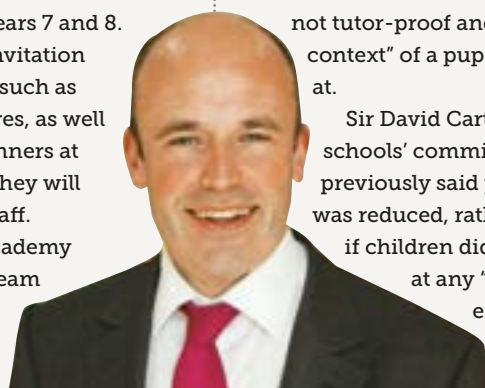
Jon Coles (pictured), chief executive of United Learning, said the initiative provided "unusual opportunities to a group of young people who come from an area of genuine deprivation" and that the trust "wouldn't rule out" repeating the model elsewhere.

The trust's FOI response said that such pupils, including those not in the grammar stream who excelled in other areas such as physical education, were "role models" for the rest of the school.

Heath Monk, executive director of the eight schools of the King Edward VI foundation in Birmingham, five of which are grammars, said the grammar stream could help to attract the best teachers.

He stressed that admissions tests were not tutor-proof and the "whole context" of a pupil should be looked at.

Sir David Carter, the national schools' commissioner, has previously said parental choice was reduced, rather than enhanced, if children did not get a place at any "centres of excellence" within an academy trust.

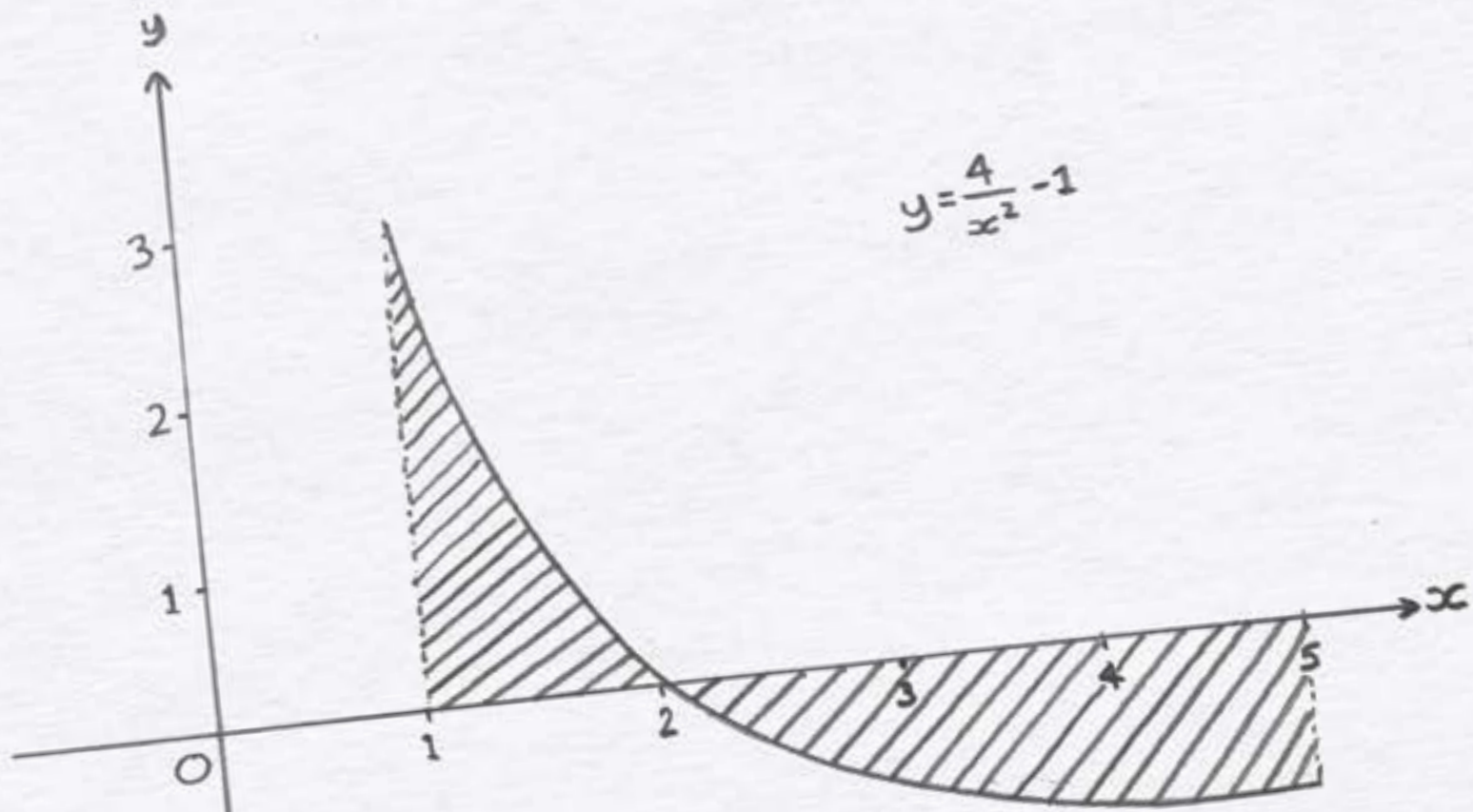




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## NEWS: EXCLUSIVE

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WELCOME

# BARRED TRUSTS STILL EXPANDING

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

Academy sponsors banned by the government from taking over new schools seem to have dodged the prohibition.

Figures obtained by *Schools Week* show that 57 sponsors at different times have been put on the government's "pause list" and told they cannot take over new schools. Bans remain in place for 16, who between them are responsible for more than 140 schools.

But a *Schools Week* analysis found some trusts appear to have ducked the ban.

The Djanogly Learning Trust, which runs four schools in Nottingham, has been on pause since 2013-14, according to Department for Education (DfE) figures.

But trust accounts show it "expanded" when one of its primaries opened a satellite campus for more than 200 pupils in September 2015.

The government also banned the City of Wolverhampton Academy Trust (COWAT) from taking on new schools in 2013-14.

However the trust's lead sponsor – the University of Wolverhampton – also runs a separate trust that has since taken over new schools.

The shadow education secretary, Angela Rayner, said it looked like a "horse and coaches is being driven through the government's ban".

"They [sponsors] have been prevented from taking over new schools for good reason – the government must now take action to properly implement its bans."

The DfE would not comment on these

specific cases, but said sponsors were paused on rare occasions when there were "serious concerns", such as over finances or educational impact.

The Djanogly trust said that opening the satellite campus counted as an expansion,

"HORSE AND COACHES IS BEING DRIVEN THROUGH THE GOVERNMENT'S BAN"

rather than a new sponsorship, and that it was given the go-ahead by the government to meet an urgent demand for places.

But the trust has also been given the green light to take over Springfield primary school in April, which was agreed by the regional schools commissioner in December despite the government's own data still showing it as on the pause list.

Liz Anderson, executive primary head at the trust, said the pause related to the historic performance of the trust's only secondary, Djanogly City academy, which will be handed to a new sponsor in September.

COWAT was set up in 2009 to run two new academies: North East Wolverhampton academy and the South West Bilston academy. The trust is a partnership involving Wolverhampton council, the City of Wolverhampton College and the University of Wolverhampton, which took over as lead sponsor in 2013. It has remained at just two schools.

However the university also runs the Education Central Multi-Academy Trust (ECMAT), which has grown from six schools in 2013-14 to 13 academies this year.

A university spokesperson insisted that ECMAT was a "completely separate entity" even though reports in 2015 said it was working with COWAT's two schools amid a potential takeover.

The takeover did not go through and

results have since increased at the schools, but COWAT accounts state that directors want to dissolve the trust and transfer its schools to a new sponsor.

Another barred sponsor, the Phoenix Multi-Academy Trust which ran four schools at the time of its pause, has since merged with the Boston Witham Academies Federation (BAAF). The latter has said it will take on more schools if there is local demand.

Critics suggest the cases are another example of the government's lack of regulation over the quality of organisations operating schools. *Schools Week* revealed in 2015 how the DfE paid £850,000 to new trusts to set-up and open schools – which they never did.

A DfE spokesperson said pausing trusts was part of its "robust approach to managing sponsor performance".

"If paused, a sponsor will not take on any more new projects, and we might transfer some projects to a new sponsor. We will also expect the sponsor to work with us to address the issues."

## WHO ARE THE OTHER PAUSED TRUSTS?

Other barred sponsors include some of the country's larger chains, such as **Academies Enterprise Trust** and **CfBT Education Trust**.

**Bright Futures Educational Trust** is also on the list. Dr John Stephens, its recently-appointed chief executive, said he was focused on driving collaboration between its nine schools before growing again.

The **Education Fellowship Trust**, which runs 12 academies, has twice been placed on the list. It was issued a termination notice last week for one of its schools, Wrenn school in Northamptonshire, and has been the subject of two government investigations.

Six of the trusts on the list run between two and four schools.

And at least three have been wound up, including the **Lilac Sky Schools Academy Trust** which handed over nine schools to new trusts last year amid a government finance investigation and low standards at some academies.



Angela Raynor

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## DJANOGLY

The trust, sponsored by millionaire textile manufacturer Sir Harry Djanogly, has opened a satellite school and is due to sponsor a new primary this year.

Executive primary headteacher Liz Anderson said the ban related to secondary provision only, adding that the trust was "committed to building on our primary education expertise".



## UNIVERSITY OF WOLVERHAMPTON

The university is lead sponsor of the City of Wolverhampton Academy Trust, but has taken over new schools under the Education Central Multi-Academy Trust, which it described as a "separate entity". The trusts share two directors.



## PHOENIX

The trust merged its four schools with the Boston Witham Academies Federation (BAAF) in November. Adrian Reed, chief executive of BAAF, said the move was more like a takeover, with the Phoenix trust dissolved. He said BAAF aimed to be "robust" should a local school need its help.

## 'ONCE WE'RE OFF THE LIST WE'LL TAKE ON MORE SCHOOLS'

Two of the country's largest academy trusts are eyeing expansion after a government ban on taking over new schools. Both have also offloaded some of their challenging academies over the past few years.

Academies Enterprise Trust (AET) and the CfBT Schools Trust (CST) are both on the government's "pause list" – meaning they cannot sponsor new schools – after running into trouble following quick expansion in the early years of the academy programme.

Leadership overhauls at both trusts mean they are now planning expansion again, *Schools Week* can reveal.

AET runs 66 schools and has been paused since the 2012-13 academic year. A spokesperson said the organisation was confident it had implemented the right actions to drive "rapid progress" in its schools.

"In due course, therefore, we expect to resume an ambitious programme of growth and continuing development, in order to provide great educational experiences for

children across the country, whatever their background or ability."

At CST, acting chief executive Sheila McKenzie told *Schools Week* the trust needed a spell of consolidation to focus on "quality rather than quantity" after it was paused in 2014, but said the group was now "at a point where we would like to start taking on new schools."

"To avoid the pitfalls of the past, we are spending the next 12 months laying the foundations for growth, with the aim of coming 'off pause' in the near future."

Expansion of the groups could prove controversial, however, given both off-loaded some of the schools that proved challenging to run.

CST relinquished three academies last year after failing to deliver "rapid enough" improvement and handed them to local trusts.

From December 2014 to April 2015, AET also offloaded eight schools that were in areas of the country far from other trust schools.

Its new drive for "ambitious growth" would cement its position as the country's largest trust, despite former Ofsted chief inspector Sir Michael Wilshaw, among others, accusing it of "empire building".

But the trusts will follow in the footsteps of the E-ACT chain that took over a new school last year following a three-year spell on the pause list.

All three chains were criticised by Ofsted for growing too quickly.

However, others in the education community, including trust leaders, blamed the Department for Education for encouraging the organisations to take over so many new schools without monitoring their performance.

Sir David Carter, the national schools commissioner, recently claimed that the idea that early sponsors failed because they grew too quickly was "a myth". Their problems were down to a lack of a trust-wide improvement plan, he said.

In a profile interview with *Schools*

*Week*, Carter also said he was relaxed about trusts growing to about 80 schools if they had the right structures in place.

Both trusts believe their recent leadership changes signal they are building new and different structures.

McKenzie took over as acting chief executive after Chris Tweedale left for Aldridge last year.

At AET, Julian Drinkall took over from Ian Comfort as chief executive this month. A new chair of trustees, Jack Boyer, was appointed last year.



Sir David Carter

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## NEWS

# It's official: 800 schools told they are 'coasting'

FREDDIE WHITTAKER

@FCDWHITTAKER

## Investigates

Almost 500 primary schools and 300 secondaries have been sent letters to say they are officially "coasting", although data fails to support the government's view that intervention would shake up those in the most affluent areas.

Analysis by *Schools Week* of areas with a high proportion of primary schools labelled as coasting reveals that most are not in areas of high deprivation. However, the data also shows the areas are not necessarily affluent either.

In a speech in 2015, the former education secretary Nicky Morgan said the "coasting" label would target schools in "leafy" areas that had "fallen beneath the radar" of other performance measures over the past few years. Schools in deprived areas have largely not been labelled.

Among the ten areas with the highest proportion of coasting schools, Derby and Luton are the most deprived, ranking 44th and 57th out of 152 for deprivation on the government's index of multiple deprivation (IMD) – showing that schools in the most deprived areas have been less likely to be hit by the label.

However, only two areas among the affluent bottom of the IMD have a high

proportion of coasting schools: Central Bedfordshire, ranked 137th and Poole, ranked 121st.

Last year, research by the Education Policy Institute found that secondary schools with a high proportion of pupils eligible for free school meals were more likely to be labelled as coasting.

But similar research has not yet been carried out at primary level.

Jon Andrews, the think tank's director of education data and statistics, says more time is needed to assess the effectiveness of the coasting schools designation, in part because it is based on three years' worth of data, and new progress measures have only just taken effect.

"We have really got to wait until we have the three years of data so it is all on that consistent basis," he said.

At primary level, coasting schools are those that fell below progress standards and in which fewer than 85 per cent of pupils received a set standard in English reading, English writing and mathematics at key stage 2 over the past three years.

Last year, just 53 per cent of pupils nationally reached the expected standard in English reading, writing and maths, which union leaders said meant heads were relying purely on progress scores to keep their schools from being labelled

as coasting.

*Schools Week* understands the government has written to at least some of the schools labelled as coasting, but new guidance from the Department for Education confirms that those schools won't necessarily face immediate action to rebroker or to convert to an academy.

The updated guidance states that action will "not be automatic" and the focus will be on "helping schools to improve in order to drive up standards".

Anne Heavey, an education policy adviser at the Association of Teachers and Lecturers, said there was "still a lot of anxiety" among heads about the label, but she welcomed the "much more collaborative" language over coasting schools coming from the government.

"They are beginning to see that accountability needs to be a relationship, not just something that is done to you.

"The measure is still a work in progress, and my hope is that everyone involved in implementing it is aware of that."



Areas with highest proportion of coasting schools

AREA	TOTAL SCHOOLS	TOTAL COASTING	% COASTING
1 Poole	17	4	24
2 Luton	38	7	18
3 Bedford	20	3	15
4 Southampton	42	6	14
5 Bournemouth	24	3	13
6 Dorset	96	12	13
7 Derby	55	6	11
8 Kirklees	104	10	10
9 Medway	58	6	10
10 Central Bedfordshire	34	3	9

## MPS WANT WIDER ACCESS TO TOP ROLES

MPs have urged employers to judge job applicants in the context of their schools' average performance.

The move is a bid to widen access to top roles, but the reforms of the past five years are likely to leave employers unable to find the data they need.

The all party parliamentary group (APPG) on social mobility, published *The Class Ceiling* on Tuesday, calling on employers to adopt "contextual recruitment practices", including looking at the average scores of applicants' schools.

But recent government changes mean a school's Ofsted history is wiped from the online public database when it converts into an academy.

Many schools also change names after conversion, making historic data difficult to dig out.

However a spokesperson for the APPG told *Schools Week*: "The government has the data and should make it available to employers in an accessible form, as part of its drive for improved social mobility."

The spokesperson also said the group would advise employers how to check historic school performance as part of the new employment index that would rank businesses on how open they were to accessing talent from different socio-economic backgrounds.

Contextual recruitment is supported by the government's Social Mobility Commission and by former education minister Matt Hancock.

However, the Independent Schools Council is "uneasy" about attempts to "deselect job applicants on the basis of background".

## Teachers should not judge writing at KS2, says Ofsted

FREDDIE WHITTAKER

@FCDWHITTAKER

The government should consider scrapping teacher assessments of writing at key stage 2, says a senior Ofsted official.

Joanna Hall (pictured), the watchdog's deputy director for schools, told MPs on the education select committee on Wednesday that the government should "debate" whether to "remove teacher assessment entirely" from writing in primary schools.

Hall said inspectors had been briefed on "variability in the teacher assessments in writing" following anomalies in last year's results, with several experts calling for the introduction of comparative judgments instead.

Her comments follow widespread concerns about the legitimacy of writing scores used to assess primary schools' performance last year after results showed a significant variation between writing and reading outcomes in some areas.

As *Schools Week* previously reported, the gap between the proportion of pupils reaching the expected standard in reading, which is externally examined, and writing, which is teacher-assessed, was as large as 15 percentage points.

Dr Rebecca Allen, the director of Education Datalab, told the committee there had been "very, very serious problems with the moderation of the writing" last year, though in part that reflected a "lack of clarity and guidance over the criteria by which writing should be judged".



Allen said she would also like to see the current teacher assessments of writing removed at key stage 2

However, Allen and Tim Oates, director of assessment research and development at Cambridge Assessment, said it was "worth exploring" the use of a new form of marking, known as comparative judgment, in its place.

Comparative judgment involves teachers comparing the work of pupils side-by-side, which Allen said built on teachers' "expert understanding" on what constituted good writing and used "strong

intuition" to judge whether a piece of writing by a pupil "is good or not, or whether one is better than the other".

Oates, who advises the government on assessments, admitted the marking of writing remained "extremely problematic".

"It has all sorts of practical difficulties and there are real issues with moderation".

"Things such as comparative judgment are being explored to see if we can introduce new means of more consistent assessments."

MPs also heard about more general concerns about the effectiveness of the primary accountability system, which currently focuses on the progress and total scores attained by pupils.

Catherine Kirkup, research director at the National Foundation for Educational Research, said teachers needed greater "data literacy" to understand the changes to primary assessment.

Allen and Harvey Goldstein of the University of Bristol also questioned the use of "highly variable" pass-fail thresholds for the tests.

This year, the Department for Education gave a score that it defined as the "expected standard". Pupils failing to meet this were due to resit the primary tests again at secondary school, but the government has now scrapped this initiative.

"Personally I don't like thresholds," Allen said. "I don't think it's meaningful or useful to talk about expected standards."

However, Oates denied that pupils were subjected to too many tests – the problem was how the results were used.

## NEWS: LEAGUE TABLES

## How are poorer pupils doing in flagship schools?

JESS STAUFENBERG

@STAUFENBERGJ

Investigates

For the first time the government has published data showing the progress of pupils during their secondary schooling. Although the measures are still new, and there are some quirks, it allows rough comparisons of the differences in progress between poorer pupils (from low-income families and so eligible for free school meals) and their more affluent counterparts.

Jess Staufenberg looked at the progress of pupils in four school types promoted by recent government reforms – free schools, university technical colleges (UTCs), studio schools, and selective schools – to see how poorer pupils are faring in the English Baccalaureate (EBacc) subjects that the government believes are so important, and whether these schools really are helping their pupils progress at the best rates.

## TOP FINDINGS:

- PROGRESS SCORES IN UTCS AND STUDIO SCHOOLS ARE LOWER THAN AVERAGE, DESPITE THE SCHOOLS SAYING THEY WERE NOT AIMED AT LOWER-ABILITY PUPILS
- PUPILS FROM LOW-INCOME FAMILIES ARE STILL UNDERREPRESENTED AT SELECTIVE SCHOOLS – AND ABOUT 10 PER CENT FEWER ACHIEVE THE FULL EBACC COMPARED WITH THEIR MORE FINANCIALLY ADVANTAGED PEERS
- POORER PUPILS IN FREE SCHOOLS MAKE ABOUT THE SAME PROGRESS AS THEY DO IN ACADEMIES AND MAINTAINED SCHOOLS

## FREE SCHOOLS

Free schools seem to make little difference to poorer pupils' outcomes, according to the figures.

Of the 29 free schools included in the latest data, the overall progress measure for disadvantaged pupils was -0.33, which is similar – if a little worse – than the average -0.29 for the same pupils in academies and -0.35 for maintained schools.

When he created free schools in 2010, the former education secretary Michael Gove regularly lauded them for their focus on traditional education, with schools such as West London free school particularly highlighted for offering EBacc subjects to its pupils.

The percentage of disadvantaged pupils achieving the EBacc across the schools was 16 per cent on average, with West London free school hitting 29 per cent, and a particularly strong performance for Batley grammar school in West Yorkshire – which is no longer selective – in which 50 per cent of disadvantaged pupils achieved the EBacc.

It gives about 30 grammar schools, which passed 50 per cent or fewer of their disadvantaged pupils through the full EBacc, a run for their money.

## STUDIO SCHOOLS

Studio schools had the worst average Progress 8 score for pupils from lower-income families, despite taking the highest proportion of them.

The schools, which focus on teaching practical skills alongside academic training, take 40 per cent of their pupils from families with low incomes – a much higher percentage than converter academies (20 per cent) or free schools (25 per cent, for instance).

Yet *Schools Week* analysis found the average Progress 8 measure for poorer pupils in studio schools was -1.109, the lowest across school types. Non-free school meals pupils also fared poorly with -0.87 on average.

All studio schools had a negative Progress 8 score, except The Space Studio Banbury in Oxfordshire, which had a strong Progress 8 score of 0.03. Pupils were selected on their passion and enthusiasm for maths and science, with the site built on to a main academy. The school entered no disadvantaged pupils into the EBacc, according to the data.

It is expected studio schools will be exempt from the government's requirement for schools to enter most of their pupils for the EBacc, which may explain why few entered any pupils.

However, the two studio schools that did both had some success.

At De Salis studio college in west London, 29 per cent of disadvantaged pupils were entered for the exam – and 29 per cent achieved it.

And at Stephenson studio college in Leicester, 17 per cent of disadvantaged pupils were entered into the EBacc, and 8 per cent achieved it.

Multi-academy trusts with their own 14-19 institutions have previously appeared to move lower-attaining pupils into vocational schools at higher rates, according to a study by the left-wing think tank, IPPR, *Transitions at Age 14*.

## UTCS

University technical colleges (UTCs) had a more affluent intake than studio schools with only 26 per cent of pupils across the 96 UTCs coming from lower-income families – a rate almost half that of studio schools.

Some, such as the Aston University Engineering academy had 60 per cent, but others such as the JCB academy in Staffordshire had 8 per cent.

The average Progress 8 of disadvantaged pupils in UTCs is -0.92; for non-disadvantaged pupils it was -0.66.

Leigh UTC in Dartford was the only college with a positive progress score, just edging over average to 0.03. The school specialises in engineering and computer sciences.

Of the nine UTCs that entered poorer pupils into every EBacc subject, pupils in only five achieved it. The highest rate was 18 per cent, at WMG Academy for Young Engineers in Coventry.

## SELECTIVE SCHOOLS

The government has pledged that grammar schools will help pupils from poorer backgrounds, but the data shows that on average those children make up just one in 14 pupils in a selective school.

Grammars are not categorically defined in the data provided by the government, which opts instead to label pupils as "selective" if they self-identify this way.

Selective schools on average achieved a progress score of 0.07 for poorer pupils – although the government has announced the progress score is higher at 0.13. The discrepancy is likely because of the removal of other forms of selective school that cannot be completed on the public data.

The selective school with the high progress rate for

pupils on free school meals was Queen Elizabeth's school in north London. However, just nine of its 179 pupils counted in the measure.

On average, 62 per cent of poorer pupils in selective schools achieved the EBacc, which was much higher than the average rate in academies (14 per cent) and in maintained schools (12 per cent).

## SCHOOLS THAT STOOD OUT

**BATLEY GRAMMAR (FREE) SCHOOL: 50% OF PUPILS FROM LOWER INCOME FAMILIES ACHIEVED THE EBACC**



**THE SPACE STUDIO, BANBURY: HIGHEST PROGRESS 8 SCORE AMONG STUDIO SCHOOLS**



**LEIGH UTC: WAS THE ONLY UTC WITH A POSITIVE PROGRESS 8 SCORE**



**QUEEN'S ELIZABETH SCHOOL, NORTH LONDON: HIGHEST PROGRESS FOR PUPILS ON FREE SCHOOL MEALS**



**BEWARE OF PROGRESS 8!**

Expert Stuart Kime explains how to interpret the data on page 18





## NEWS

## HEADS HOPE BODY CAMERAS WILL SLOW SCHOOL RUN TRAFFIC

**BILLY CAMDEN**  
@BILLYCAMDEN

More headteachers are opting to arm school crossing patrol officers with body cameras to clamp down on dangerous driving during the school run.

Harlands primary school in west Sussex last week became the latest school to allow their patrol officer to record incidents and capture evidence of abuse.

The decision followed a six-week pilot at nearby Camelsdale primary school, where the crossing officer was reporting transgressions such as speeding drivers to the police twice a week.

Incidents have since reduced and traffic has slowed as a result of its camera, according to the school.

After hearing the results, the head of Harlands, Jane Goodlace, said she felt it was "vital" to purchase a £200 camera because her pupils were often put "in the face of danger" as reckless drivers narrowly missed them and her patrol officers.

Jon Richards, head of education at Unison, said many school patrol officers "too often" had to report abuse and faced "injury to themselves and the children they serve" because of dangerous driving during the school run.

In 2015 there were 1,046 child pedestrian casualties during the morning school run from 6am to 9am, according to latest figures from Road Safety Analysis. The number increased for the evening pick-up, with 2,986 child casualties recorded from 3pm to 6pm in the same year.

Richards said that while body cameras did not "necessarily" stop incidents, they could be "valuable evidence in following up dangerous driving".

Schools must put up signs if body cameras are used. Footage is passed to the police to consider prosecution if an offence is captured, with offenders facing a possible fine and three points on their licence.

If nothing of note happens in a day, the camera's memory card must be wiped so no footage is kept.

The first person to be prosecuted from evidence from a school patrol officer's camera came last year in Bedford, where footage showed a woman narrowly missing two adults, three children and the crossing patrol officer in June 2015.

Richards said he expected more people to be prosecuted as a result of the technology but it was "important" for schools to consult with staff and their safety representatives on the introduction of any new technology, "so people understand the benefits, the times they should be used and any unintended risks".

It is a criminal offence to drive past a school crossing patrol when an officer is in the road.

## How Passivhaus is more than a breath of fresh air

**JESS STAUFENBERG**  
@STAUFENBERGJ

### Investigates

The first secondary school to use energy-saving Passivhaus design principles is set to be built for the Harris Federation in south London.

Its design could help to reduce costs by 70 to 90 per cent "post-completion" compared with a normal school, *Schools Week* has learned.

Eleven schools in England are built on the architectural principle developed in Germany in the early 1990s – the first batch, Oak Meadow, Bushbury Hill, Swillington and Wilkinson primary schools, were set up in the west Midlands from 2012.

The heating bill at Oak Meadow dropped from £45,000 to £5,000 after moving into its Passivhaus school.

The phrase translates as "passive house", with the buildings using mechanical rather than natural ventilation, as well as recycled fibres, nearly air-tight spaces and triple glazing, which cuts the need for central heating.

Millions of pounds have been spent on building the schools. The Willows primary and all-through special school in Wolverhampton cost £15 million, compared with between £500,000 and £6 million for the acquisition and construction of other primary schools, according to the Department for Education's most up-to-date 2014 data.

But Wilkinson primary cost £5 million, which is less than the £6 million cost of the new Eden primary school in north London. The "standard expectation" is for schools



Wilkinson primary school

Photo: Architype

to save at least 70 per cent on long-term operational costs compared with a school built to standard regulations.

Ben Humphries, director at architecture firm Architype, which is designing the Harris free school in Sutton, claimed that pupils felt "more alert" because rooms did not have "the stuffy feeling that occurs in afternoon classes, generated by artificial heat and light in conventional schools".

Christine Bayliss, an academy trust founder and former civil servant, said the £40,000 saving equated to an entire staff salary. "That's really good news."

She said energy efficiency was a "long-held goal" of the Department for Education, although some schools were currently in long-term deals with energy companies that "may have punitive get-out clauses".

The savings come as schools face 8 per cent budget cuts in real terms over the next four years, according to the Institute for Fiscal Studies.

Sutton council, which owns the site on which the new secondary school is



Bushbury Hill primary school

Photo: Architype

planned to open in September next year, commissioned the Passivhaus design last year. Planning application approval for the 1,200 pupil school will conclude in the next few months.

But the "complexity" of the former hospital site means there will be additional costs, said the team at Architype.

However, Humphries said each school so far had been completed within the allocated local authority budget.

A spokesperson for the Harris Federation said that savings on energy costs meant "more money can be spent on children's education".

Another secondary school, Parliament Hill in north London, also has planning permission for a 6,000sqm Passivhaus-designed extension to go ahead.

## 'Subjects are not the secret to a head's success,' says researcher

**JESS STAUFENBERG**  
@STAUFENBERGJ

A new analysis has found a headteacher's performance is not linked to his or her subject background, challenging previous research that claimed heads of failing schools could be categorised into five different types.

Researchers from the Centre for High Performance (CHP) published a report last year that claimed "architects", often former economists, historians or music teachers, were the most effective leaders of struggling schools.

The study, published in the *Harvard Business Review*, found "surgeons", likely to have studied PE or RE, caused rapid turnaround but long-term damage. Other heads were categorised as "soldiers", "philosophers" or "accountants".

While some experts claimed the study was "groundbreaking", academics have questioned the findings, including raising concerns over unknown methodology.

A new analysis by Education Datalab has now further challenged the study, revealing that the subject background of senior leaders was not an important factor in explaining variation in a school's performance. It also found that difference by pay

according to headteacher type did not match up to the CHP's findings.

However, CHP researchers question whether the new study adds further "clarity" as it analysed different data.

Dr Rebecca Allen (pictured), director of Education Datalab, said it was important that other researchers interrogated the original findings that "if generally true, would reshape the advice we should give governing bodies about how to recruit school leaders".

She said the "major shortcoming" of the initial report was "simply that they chose not to publish any methodology anywhere, meaning that nobody is able to access whether their analysis is robust or valid".

She said the Datalab study could therefore not replicate the findings. However, she crunched data from the school workforce census, filtering out schools rated "good" or "outstanding".

She then looked at the annual change in GCSE results for every senior leader or head from 2010 until when they left the school, or until 2015 if they did not leave their post.

On performance during the head's tenure, Datalab found subject background was not an important factor in explaining variation in school performance. Datalab also found there also was no

difference in GCSE grades over the long-term after a head had left a school, based on their subject background.

The CHP study found the "architects" were paid the least of any group. Meanwhile, the most damaging "surgeons" were likely to get the highest salaries.

But Allen found that while there were some differences in pay by subject, the analysis could not match the original study's findings.

She also challenged the claim by researchers Ben Laker and Alex Hill that time spent outside education before becoming a school leader improved GCSE results.

Hill welcomed the additional research, but questioned the "clarity" it added to the debate. He said the Datalab research was based on senior leadership team members, rather than the heads of failing academies as in his original study.

His research also "held as many external variables constant as possible" by selecting heads with similar objectives, such as driving rapid improvement, having freedom over budgets, and leading schools recently placed in special measures.

A methodology of the original research would be published shortly, he said.



## NEWS

## £6 million opportunity knocks in six new areas

FREDDIE WHITTAKER

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The £72 million "opportunity areas" programme has been expanded into Bradford, Doncaster, Fenland and East Cambridgeshire, Hastings, Ipswich, and Stoke-on-Trent, the education secretary Justine Greening announced this week.

Each area will receive £6 million to build leadership capacity and develop careers advice. An additional fund for a research hub in each area has also been revealed.

The six new areas are added to those already announced last October: Blackpool, Derby, Norwich, Oldham, Scarborough and west Somerset.

Speaking to school leaders during a speech at PricewaterhouseCoopers on Wednesday, Greening said the research institutions in each area would act as "local excellence hubs for excellence-based practice, helping to deliver and create training and resources".

Schools will tender to become a research school with the winner expected to "have a role in building other schools' capacity to use evidence in their decision-making".

Greening said that she hoped to embed research "across the work of the Department for Education".

The Education Endowment Foundation

(EEF) will oversee the establishment of the research school in each area, using £2 million of its own money and £1.5 million from the government.

*Schools Week* understands the new institutions will work in a similar way to five research schools established last year in Macclesfield, York, Devon, Lincoln and Sandwell. All use their funding to promote existing research, for example, going in to other schools and showing teachers recent outcomes of educational trials.

It is not known how much of the cash allocated to building leadership capacity and boost careers advice will go directly to schools.

Sir Kevan Collins, the chief executive of the EEF, said that improving educational standards in areas with low social mobility was "one of the biggest challenges we face".

But he admitted that while research was a useful tool "on its own it is not enough to make a difference in the classroom".

He said the new research schools would "provide strong leadership" in each opportunity area.

"No one is better placed to support schools in doing this than teachers themselves," he added.

However, critics pointed to the £72 million as a weak cover for losses faced by schools in some of the regions following upcoming

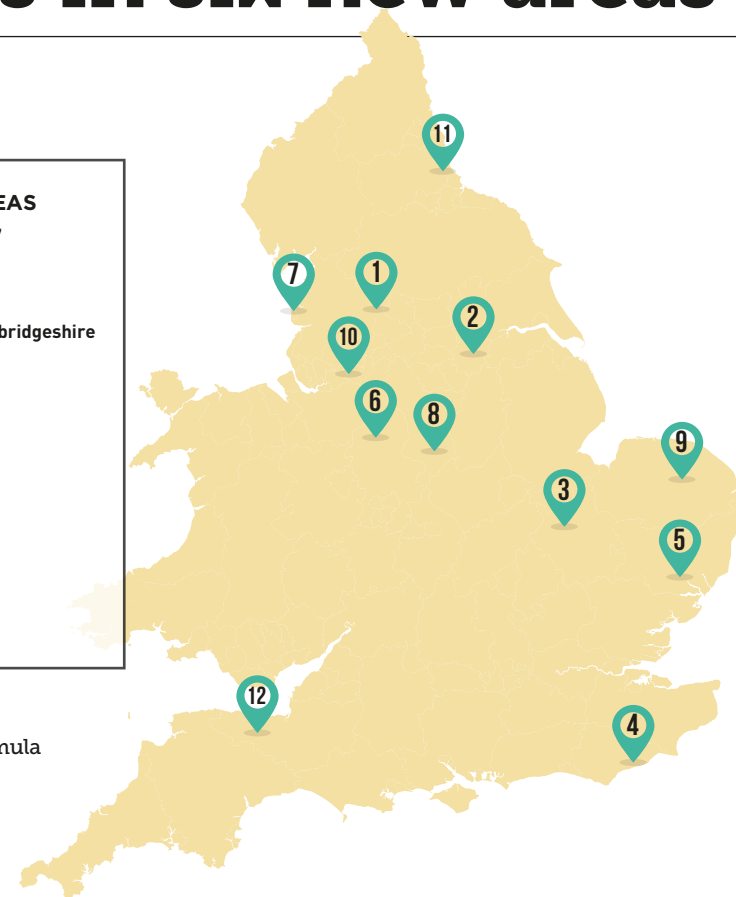
## OPPORTUNITY AREAS

Announced January 2017

1. Bradford
2. Doncaster
3. Fenland and East Cambridgeshire
4. Hastings
5. Ipswich
6. Stoke-on-Trent

Announced October 2016

7. Blackpool
8. Derby
9. Norwich
10. Oldham
11. Scarborough
12. West Somerset



national funding formula changes.

Celia Dignan, from the National Union of Teachers, accosted the education secretary during a questions session at her speech. She said that to maintain pupil funding "in real terms in those areas would actually

cost about £115 million".

But Greening said there was "record funding" going into schools, and insisted the new national funding formula would ensure the money was "spread fairly".

## Two schools in 'top' trust put in special measures

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

A "top-performing" trust given a slice of a £5 million fund to take over failing schools must now focus on transforming two of its own academies after they were put in special measures.

In 2015 the Wakefield City Academies Trust (WCAT) was one of five trusts given a share of a £5 million government fund to set up "academy hubs" in underperforming northern regions.

However, the trust is now under pressure to turn around its own schools after two were put in special measures by Ofsted within three months.

Willow academy in Doncaster, South Yorkshire, was rated "inadequate" in a report published last week.

Inspectors said weak leadership had caused a decline in the effectiveness of the school, run by WCAT since October 2014.

It follows the "inadequate" rating issued to Brookfield primary academy, also in South Yorkshire, in November last year.

The Ofsted reports reflect poorly on the government's judgment, which labelled the trust a "top-performing" sponsor when awarding the northern hub funding.

WCAT has also walked away from sponsoring two schools in Bradford – one of the targeted regions under the government hub scheme – and has been investigated by the government over its finances.

Mike Ramsay, its interim chief executive,

said a new interim head, Davina Sumner, had been appointed at Willow and an interim executive committee had replaced the school's former local governing body.

He added "swift action" would ensure the academy was "turned around as quickly as possible".

Sumner added: "Willow has a huge amount of potential and I'm certain, with support and help from staff and parents, it can be turned around very quickly indeed."

The trust said it had a record of turning around schools, pointing to the West End academy, in Pontefract, West Yorkshire, which was rated good with outstanding features in June last year.

WCAT said West End was one of six academies that had been taken out of special measures after joining the trust.

However, another three schools that have been inspected since joining WCAT – Willow, Brookfield and Yewlands secondary in Sheffield – have all remained in special measures.

A spokesperson for the trust, which runs 21 academies, said: "The trust's academies



serve some of the north's most challenged communities. It takes time to turn them around. We accept there is much more to be done, but we can evidence improvement across the trust."

The spokesperson added that a recent monitoring inspection report at Yewlands found the trust was taking "effective action to be taken out of the category".

*Schools Week* revealed in November that a school sponsored by Bright Tribe, another of the government's five northern hub trusts, was put in special measures.

In an open letter, more than 50 staff at Whitehaven academy in Cumbria criticised the trust and issued a vote of no confidence.

Bright Tribe said it was disappointed staff had raised concerns this way, and said the improvement of the school would be down to the "commitment and performance of our whole trust, school leadership, teaching and support staff".

## SIXTH-FORM COLLEGES APPLY TO CONVERT TO ACADEMIES

A fifth of sixth-form colleges have already sent formal proposals to convert to an academy, Lord Nash, the academies minister, told the Sixth Form College Association's conference in London this week.

Sister paper *FE Week* previously reported that about 70 per cent of sixth-form colleges had registered an interest in converting.

But Lord Nash's announcement means about 18 of the England's 93 sixth-form colleges are now officially seeking to change status.

He told the conference: "As academies minister I am really pleased with the way in which sixth-form colleges have responded to the opportunity of converting to an academy."

"More than half of you have expressed an interest in converting and a fifth have already started a formal process to make the change."

Sixth-form colleges were first told they could convert in November 2015. Former chancellor George Osborne said conversion would allow colleges to avoid VAT, which costs an average £317,000 a year.

Colleges can either convert to a standalone academy or as part of a multi-academy trust.

The Sixth Form College Solihull is expected to be the first to blend into an existing MAT if approved to join Ninestiles Academy Trust next academic year.

Sir Dan Moynihan, chief executive of the Harris Federation, urged all colleges to convert to make a "system impact" and to reduce costs.

## NEWS

## NEW INQUIRY LAUNCHED INTO SPEECH AND LANGUAGE DIFFICULTIES

JESS STAUFENBERG

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A new inquiry has been launched to discover why speech and language disorders are not always identified among primary school pupils.

The review follows a *Schools Week* investigation that found local authorities were missing such disorders. Experts said funding pressures left councils reluctant to pay for in-depth assessments.

The Royal College of Speech and Language Therapists (RCSLT) and I CAN, a charity for children's communication, have now committed to collecting evidence to establish why "more than half of children" with significant language difficulties are not identified.

The chief executive of I CAN, Bob Reitemeier, told *Schools Week* that the review had been launched to "get to the bottom" of why children's needs were "being missed".

Researchers at University College London found about two pupils in every year 1 class in Surrey – equivalent to 7.6 per cent nationally – were found to have a clinically significant language disorder. They published their findings last May.

Yet Department for Education (DfE) data from the same year reported that nationally only 3 per cent of children in schools had speech, language and communication needs, which was less than half the proportion found by the researchers.

"We think that perhaps in some cases schools don't always understand the nature of language difficulties – it's a hidden disability often," Reitemeier said. Speech and language difficulties could also be identified as "something else, such as the autism spectrum disorder".

*Schools Week* has previously reported that a diagnosis of autism can hide specific language, mobility or auditory difficulties unless further assessments were carried out.

The findings of the review into children with language difficulties will update those commissioned by John Bercow, speaker of the House of Commons, and published in 2008.

*Bercow: Ten Years On* will involve the all-party parliamentary group for speech, language and communication throughout the consultation before "sharing the review as widely as possible", with concrete details on publication to come.

Jean Gross, the government's former communication champion for children who will chair the review, said: "It's shocking that almost ten years after John Bercow's report so many children are not being identified in schools when good language and communication skills are so vital for learning.

"We need to find out why. Is it because schools suspect there might be a problem, but struggle to get advice now that speech and language therapists and advisory teachers are thin on the ground? And what is happening to identify children before they start school?"

## Troubled Northants academy faces closure

JOHN DICKENS & FREDDIE WHITTAKER

@SCHOOLSWEEK

Exclusive

An academy that racked up a £1.3 million deficit last year is now facing closure, but only after the government stepped in over an "inadequate" Ofsted.

The Education Fellowship Trust (EFT) has been issued with a termination warning notice for Wrenn school in Wellingborough, Northamptonshire, by Martin Post, the regional schools commissioner for north-west London and south-central.

The school was rated "inadequate" in October after Ofsted noted issues with pupil achievement.

However just one category, outcomes for pupils, was rated inadequate. The other four were all requires improvement.

Yet in a letter sent to trust chair Rachel Mallows in early December, Post highlighted the "serious weaknesses" and said there needed to be "significant improvement" or the school's funding agreement could be terminated.

EFT's annual accounts for 2015-16, published this week, show the 1,100-pupil secondary posted a £1.3 million deficit last year, nearly four times the £363,000 average deficit for secondary academies in the red.

In its accounts EFT said the trust took on the school when it already had a "considerable deficit".

It said the Education Funding Agency (EFA) initially asked it to fund the deficit



Wrenn school in Wellingborough

from its central funds, but then realised this would "have an impact on the overall position of the trust. This matter was raised again during the year with the EFA and were [sic] advised by the deputy director that there was no additional funding to support this position."

The accounts show that five of the trust's 12 schools posted a deficit last year. In 2015, EFT spent £268,000 on redundancy and severance payment costs, with another £69,000 last year.

The number of full-time equivalent teachers across the trust's schools fell from 352 in 2015, to 332 last year. Admin staff fell from 371 to 333, in the same period, although the number of management staff rose from four to 11.

Budget pressures look set to worsen after an analysis published this week by six education unions found that 98 per cent of schools in England face a real-terms reduction in per-pupil funding under the new funding formula.

Separate analysis published on the School Cuts website, run by education unions,

predicts Wrenn school faces losing an extra £412,339 from its budget by 2019.

EFT has been under the scrutiny of the EFA in recent years.

It was told by the agency in September to close a linked commercial company. The government said the trust's organisational model was "not acceptable", and questioned its relationship with the private company The Education Fellowship Ltd, which at the time owned the chain.

The trust chief operating officer Lizzie Rowe insisted the structure had been approved by the Department for Education (DfE) in 2012 and 2014, and questioned the use of public funds for such an investigation.

A separate EFA investigation in 2014 highlighted concerns over governors' expenses of £45,000, including for a fact-finding trip to New York.

The trust did not respond for comment, while a DfE spokesperson said that Post was "continuing to work with the trust to ensure action to address the concerns raised is being taken".

## SALT LEAVES ORMISTON FOR EXAMS BOARD

Professor Toby Salt, the chief executive of Ormiston Academies Trust (OAT), will take over as chief executive of exam board AQA when Andrew Hall retires later this year.

Salt, chief executive of OAT since 2012, has overseen a large expansion programme at the chain, which now runs 31 academies.

He said it would be a "real wrench" to leave, but his new role came at a "critical time" with major qualification reforms this year.

Salt will join AQA in July as chief executive designate before Hall retires at the end of August.

He has more than 30 years' experience in education, starting as a teacher at a comprehensive school before heading various schools.

He was later a director at the Department for Education and Skills before working as deputy chief executive at the National College for School Leadership.

*Schools Week* revealed last year that Salt was awarded a £30,000 pay rise at OAT – one of the largest among leading academy chain bosses – with his salary reaching an annual £180,000.

He was also reportedly in the running to become the new Ofsted chief inspector.

OAT has a reputation for taking on challenging schools in the most deprived areas across England and has been praised for its strong focus on extracurricular activities.



Toby Salt

## COLLEGE OF TEACHING OPEN FOR MEMBERS

The Chartered College of Teaching has opened its doors for new members to join.

First mooted by former education secretary Michael Gove as a possible replacement for the General Teaching Council of England (GTCE), which he abolished in 2012, the government agreed before the general election in 2015 to provide £5 million seed funding.

Membership will cost £39 during an introductory period, with wider membership offers "following soon".

Unlike with the GTCE, it is not compulsory for teachers to join and the college will not license or regulate teachers.

Professor Dame Alison Peacock, its chief executive, said the organisation will instead offer teacher-led professional standards, a professional code of ethics, and a platform for sharing knowledge.

"We look forward to working with our members to help shape the chartered college as we grow, providing evidence-based professional learning opportunities."

As previously revealed by *Schools Week*, members will receive access to more than 2,000 research journals, which means teachers will finally be able to dodge hefty paywalls that currently limit the use of education research journals by most practitioners.

The deal replicates the deal for Scottish teachers who can freely access academic journals as part of their membership of their national teaching council.

*Schools Week* revealed last year that a crowdfunding campaign by the college to raise £250,000 was abandoned after receiving just £20,000 during a four-month window.

The college had planned to use the cash to release teachers from their schools to work on the development of its membership model, but instead relied on volunteers and the £5 million seed funding.

Teachers can sign up at [www.chartered.college](http://www.chartered.college).

Profile, page 14



# Fancy a change? Another RSC post goes up for grabs

JESS STAUFENBERG

@STAUFENBERGJ

Jennifer Bexon-Smith, regional schools commissioner for the East Midlands and the Humber, will retire in March.

Bexon-Smith was chief executive of the Tudor Grange Academies Trust in the west Midlands before she became one of the first RSCs in the initial cohort of September 2014.

She told the national schools commissioner Sir David Carter of her decision last week. The vacancy has now been advertised on the civil service jobs website.

Carter tweeted to thank Bexon-Smith for doing a "superb job" over two years and four months, saying that he wanted to "pay tribute to the super job" she had done.

She presided over significant academisation across her region during her tenure. *Schools Week* reported in November last year that almost a third of schools in the East Midlands and Humber were now academies, up from a quarter in 2014.

But she also attracted some controversy, including telling a school not to give staff too much "professional discretion" over their lesson plans and marking.

In a letter to Top Valley academy in Nottingham in March 2015, she warned that "requirements for planning lessons and the



Jennifer Bexon-Smith

marking of students' work" was being "left to the professional discretion of staff and/or subject departments".

Her letter, which prompted concerns that commissioners were operating as a shadow Ofsted, read: "This is leading to some inconsistency of practice and effectiveness within and across departments."

It also appeared to contradict Ofsted guidance that says inspectors do not expect to see lesson plans set out in a specific way.

And in June last year, Bexon-Smith was overruled by former education secretary Nicky Morgan after she told a Nottinghamshire councillor not to hold an annual meeting with academy leaders

whose schools had fallen below floor standards.

Morgan wrote to John Peck telling him to continue those meetings "if that's something that as a local authority you feel is appropriate".

Bexon-Smith also came under fire by some MPs for not having enough practising heads on her advisory headteacher board.

Chris Beckett, Christine Linnitt and Geoff Lloyd were all serving heads when they were appointed, but are no longer in school roles.

Hugh Howe, from Beauchamp college, Leicestershire, was replaced by the chief executive of the Hull Collaborative Academies Trust, Estelle MacDonald, last year.

The remaining board members are Chris Abbott, executive principal of the Hunsley Trust in Yorkshire, and Andrew Burns, executive principal of the Redhill Trust in Nottingham.

Other RSCs to have stepped down since the posts were set up include Paul Smith, who left Lancashire and West Yorkshire after less than a year in July 2015 to become chief executive at Future Academies Trust, which was set up and is now chaired by the under secretary of state for schools Lord Nash.

Pank Patel, RSC for the West Midlands, also stepped down in May last year to lead an academy for the Ormiston trust.

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Cover story, see page 2



## EDITOR'S COMMENT

@miss\_mcinemey | laura.mcinemey@schoolsweek.co.uk

## Tests for sale makes a mockery of selection

Where, exactly, is the line of "this has gone too far"? That's a question teachers have to consider almost constantly.

When is a pupil "too" loud? When is a short skirt "too" short? One of the main reasons schools have so many rules is to try to avoid the psychological energy needed for such decisions. If skirts are banned, they can't be too short. If pupils are silent in corridors, then even a whisper is too loud.

But let's take a thornier issue. How far should a child's ability in exams affect their access to an education? The banning of new grammar schools in 1998 followed a general view that children shouldn't have different access to education at the age of 11.

Yet, across the country, pupils are placed into a variety of "top" and "bottom" sets on the basis of exams they

sit at that age and no one seems to bat too much of an eyelid.

Swindon academy has taken that approach further by putting its highest-attaining pupils into their own stream, from where they can access specialist teachers and extra-curricular activities at a nearby private school. Or, to put it another way, simply because those children achieved a set score on a test at 11 they are getting a very different school experience to others. How are your eyelids now?

Let's not beat about the bush. Setting does affect the experience children have at schools, but many educators convince themselves that because pupils can move around depending on the subject, that it isn't the same as what Swindon is doing, by carving out a separate path for children.

But as United Learning, which runs the Swindon academy, points out, it also offers provision for pupils who are talented in music and sport. Plus running a stream, as opposed to a full grammar, provides stretching opportunities to the brightest without squirreling them (and their teachers) away into a separate school.

If that's a tough call, then. What about this?

How far should the ability of a parent to pay for extra tuition affect a child's access to education? Our cover story this week reveals that some grammars are profiting from mock entrance exams, sold to parents wanting (and financially able) to help their child attain a place.

A mire of ethical dilemmas transpire from this. What does it

mean for "tutor-proof" testing? Should a school be allowed to make money from worried parents? What about the children whose parents cannot afford mocks – are they disadvantaged? (Um, yes.)

As the government moves forward with its selection agenda, it is going to look for tweaks. The Swindon academy model may well be encouraged. But if the consequence is a growth in a paid-for mock exam industry for 11-year-olds, we could see the very equality the government says it wants to create being eroded.

As with school uniform rules, it may prove expedient to simply say "no" to any selection, than to keep figuring out when it has gone too far.

INTRODUCING THE TEAM SCHOOLS WEEK 

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@FCDWHITTAKER



JESS STAUFENBERG  
REPORTER  
@STAUFENBERGJ



BILLY CAMDEN  
REPORTER  
@BILLYCAMDEN



SAM KING  
JUNIOR REPORTER  
@KINGSAMANTHA\_





## Assistant Directors (Primary Mathematics)

The NCETM is seeking to appoint three Assistant Directors to take on national roles that will enhance the Centre's capacity to support the teaching of maths in primary schools, and to provide expert support to England's 35 Maths Hubs, particularly in the field of teaching for mastery.

All post holders will have credible and widely-recognised specialist mathematics professional development expertise, founded on deep and primary-specific maths subject knowledge, and a record of successful maths teaching and subject leadership in primary schools.

Two of the roles are full-time and offer opportunities for further development activity within the partner organisations of the NCETM consortium: Tribal and MEI. The third role is half-time and involves NCETM work alone.

For further details of these posts, please see [www.ncetm.org.uk/recruitment](http://www.ncetm.org.uk/recruitment) or email [careers@tribalgroup.com](mailto:careers@tribalgroup.com)

The closing date for applications is 27 January 2017.

Interviews will be held in the week beginning 13 February 2017.



## Internationally ambitious?

The BSN. Where **motivation** is nurtured, **talent** is fostered and **potential** is realised – in both our students and our staff



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Internationally British

Discovery Schools Academy Trust

# Director of Finance



**Salary:** Competitive Salary Offered

**Location:** Leicestershire

Discovery Schools Academy Trust are looking to recruit a Director of Finance to become part of our dynamic team, based in Leicestershire.

The Director of Finance will report to the Chief Executive Officer, managing a team which runs the central financial function within a network of 13 primary schools across Leicester City, Leicestershire and Rutland. This will be a role where you will need to build strong relationships with all stakeholders including the Executive Team, Headteachers and Directors. The successful candidate will also be expected to take the lead on Finance for our subsidiary business units and traded services, developing business plans and our financial strategy for growth and sustainability.

**Specifics of the role include:**

- Managing Group Finance Officers and developing effective relationships with School Business Managers, to ensure implementation of Trust financial policies, systems and robust monthly reporting
- Completing the year end accounts process to ensure timely submission to for central government and the Charity Commission
- Evaluating proposals for new projects to ensure a joint understanding of financial implications
- Reviewing and sign-off of projects with financial implications, particularly involving capital expenditure
- Ensuring that DfE returns and HMRC filings are accurate and on time
- Take the lead on reporting and analysing Risk governance within the Trust

We are looking to recruit an excellent communicator who is able to think and operate strategically to ensure Discovery Schools Academies Trust makes effective use of the funds available but also exploits opportunities to maximize efficiency. We expect the successful candidate to fully understand our vision values and aims, focusing on putting children first.

Above all we are looking for a team player who is adaptable and forward thinking. This is an exciting opportunity and a chance to develop the role further to influence how the Trust and its partners operate. Although the role is a full time post – part time hours will be considered for the right candidate.

You will need to be a fully qualified accountant (ACA, ACCA, CIMA, CIPFA), with excellent technical knowledge, experience of managing teams and the ability to develop relationships. Experience or exposure to schools or academy trusts would be beneficial.

We strongly encourage candidates to contact **Paul Stone** – CEO, to gain further insight into this role on **07870194191**.

**Closing Date** for completed applications **27th January 2017**

**Interview Day** **1st February 2017 - 8-4pm**

Contact [eperkins@discoveryschoolstrust.org.uk](mailto:eperkins@discoveryschoolstrust.org.uk) for further details about the Trust and future vision and expectations.

# Paddington Academy



**Paddington Academy**  
The best in everyone™  
Part of United Learning

**Location:** London  
**Salary:** Competitive Salaries Offered  
**Start Date:** September 2017  
**Closing Date:** 2nd February 2017

These are exciting opportunities for enthusiastic teachers to join our award winning, nationally recognised Academy based in vibrant central London.

Paddington Academy is a mixed Academy for 1200 students aged 11-18. The Academy was judged to be outstanding by OFSTED in in 2011 and was described by the Education Minister Michael Gove as a 'jewel in the crown of state education'.

Our thriving and oversubscribed Academy also has a large Sixth Form with over 300 students and we have consistently been in the top 10 schools for student progress for the last five years.

We are a high performing school and have a relentless focus on high standards in all that we do. We work together to dismantle any barriers to learning and achievement and have total belief that every student can be successful regardless of their starting point.

## Lead Practitioner in Chemistry

We are to looking to appoint a highly motivated Lead Practitioner in Chemistry to guide and advise on best practice within the Academy. This role is critical in contributing to the provision of high quality teaching and learning across the Academy to enthuse and motivate students and staff and encourage them to realise their full potential.

As Lead Practitioner, you will do everything possible to raise the quality of teaching and learning across the department. This will be achieved through individual coaching, mentoring and delivering staff training as required.

The ideal candidate will:

- Be an outstanding teacher and passionate about Chemistry
- Have experience of providing professional development to teachers, including coaching, mentoring and training
- Have knowledge of the latest educational research, findings and best practices
- Be committed to our ethos of high expectations and no excuses;
- Have the belief that every student can be successful;
- Have the desire to make a real difference to the lives of our students.

## Teacher of Maths

This is an exciting opportunity for an enthusiastic Teacher of Maths to join an outstanding Maths department at our award winning, nationally recognised Academy based in vibrant central London.

As a key member of the Maths department you will contribute to the provision of high quality teaching and learning across the Academy to enthuse and motivate students and to bring out the best in them.

For the right candidate with the desired qualifications and experience, there is an opportunity for a leadership position.

The ideal candidate will:

- Be an outstanding and inspirational Teacher of Maths;
- Be committed to continually improving their teaching and learning;
- Be committed to our ethos of high expectations and no excuses;
- Have the belief that every student can be successful;
- Have the desire to make a real difference to the lives of our students.

## Teacher of Science

This is an exciting opportunity for an enthusiastic Teacher of Science to join an outstanding Science department at our award winning, nationally recognised Academy based in vibrant central London.

As a key member of the Science department you will contribute to the provision of high quality teaching and learning across the Academy to enthuse and motivate students and to bring out the best in them.

For the right candidate with the desired qualifications and experience, there is an opportunity for a leadership position.

The ideal candidate will:

- Be an outstanding and inspirational Teacher of Science;
- Be committed to continually improving their teaching and learning;
- Be committed to our ethos of high expectations and no excuses;
- Have the belief that every student can be successful;
- Have the desire to make a real difference to the lives of our students.

We welcome applications from NQTs as well as experienced practitioners. We also offer a competitive package, reflective of working in a central London school, alongside outstanding opportunities for development and leadership.

Paddington Academy is committed to safeguarding and promoting the welfare of children and young people therefore all positions are subject to a Disclosure and Barring Service check (DBS).



Trentham High school, City Learning Trust.

# Headteacher

**Salary:** Competitive Salary Offered  
**Location:** Stoke-On-Trent

**Are you ready for an exciting challenge where you can really make a difference?**

702 NOR, 11-16 Mixed comprehensive, soon to become a converter Academy, role available from September 2017.

We are looking for an experienced, inspirational, dynamic and passionate leader with the vision and drive to build our school's strengths and move our school forward on the next stage of our exciting journey.

Trentham High School is an inclusive school at the heart of the local community. It is currently a Foundation School which will soon become a converter Academy within City Learning Trust. It hosts the Trentham Community Sports Centre, the School Games Organiser for South Stoke-on-Trent and is an Apple Regional Training Centre.

The school has made significant improvements in the quality of teaching, learning and leadership development over recent years and as a result standards are improving. The use of technology is embedded into the learning culture with students having their own ipads to support all aspects of learning both in and out of school. There is a wide range of additional information available on the school website [www.trenthamacademy.co.uk](http://www.trenthamacademy.co.uk)

Trentham High School is part of the City Learning Trust which is committed to raising the aspirations and achievements of all young people within our learning community and is a 3-19 partnership of schools and academies currently covering approximately 6000 students. We aim to create a world-class education system across our community of schools. For more information visit our website at [www.citylearningtrust.org](http://www.citylearningtrust.org).



**We are looking for someone who:**

- Is passionate about children's learning
- Will strategically plan for the school to become outstanding
- Has a strong commitment to partnerships
- Has exceptional communication skills
- Has a strong leadership track record

**In return we can offer you:**

- A positive working atmosphere with committed and enthusiastic staff and governors
- Enthusiastic children who are happy and confident learners
- Strong support from the City Learning Trust
- A firm commitment to you professional development and wellbeing
- A personal health care package
- A competitive salary

Candidates wishing to tour and visit the school may contact the Headteacher's PA to arrange on **01782 883205**.

**Closing Date:** Tuesday 14th February 2017

An application form and further details are available from the City Learning Trust or from the Trust website.

**Email:** [mfaichney@citylearningtrust.org](mailto:mfaichney@citylearningtrust.org)

**Web:** [www.citylearningtrust.org](http://www.citylearningtrust.org)

City Learning Trust is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the Criminal Records Bureau.

City Learning Trust, High Lane,  
Burslem, Stoke on Trent,  
Staffordshire, ST6 7AB

**Tel:** 01782 853535

The Deepings School

# Director of Mathematics

**Salary** on the Leadership Scale in the range £47,492 to £52,405pa  
**Relocation package available**



The Deepings School is in the heart of a vibrant, growing community in South Lincolnshire. We are an 11-18 mixed comprehensive school with the full ability range. The word 'improve' is central to our values and we expect every member of our school community to be the best they can be.

The school is delighted to offer an exciting leadership post for September 2017. We require an inspirational individual to lead our mathematics department and contribute to whole school improvement.

Full details of this exciting opportunity are available via the school website: [www.deepingschool.org.uk](http://www.deepingschool.org.uk) - Please submit a school application form with a covering letter. CVs will not be accepted.

**You will:**

- Lead the delivery of the mathematics curriculum
- Lead improvement in the subject, setting aspirational targets to raise attainment
- Grow the team, with high expectations focused on teaching and learning
- Be responsible for an area of whole school improvement

**We offer you the opportunity to share our positive, professional, people centred and performance focused outlook by joining:**

- A hard-working and progressive team of over 190 teaching and support staff
- A popular, oversubscribed school with an adventurous approach to learning and life at the heart of all we do
- A member of the CfBT Schools Trust

**Closing date** for applications: 12noon Monday 23 January 2017.

**Interviews** will be held on Thursday 26 January 2017.

# OPERATIONS DIRECTOR

**SALARY: £57,000 - £72,000 PLUS £3,000 LONDON WEIGHTING AND 11% PENSION CONTRIBUTION**



IFT is a specialist, not-for-profit higher education institution with a mission to train develop expert teachers.

- We believe that filling schools with expert teachers is the best way to ensure that every child gets the knowledge, skills and character they need to choose who they want to be;
- We believe that becoming an expert teacher is impossible without high quality training throughout a teacher's career;
- We are obsessed with the pedagogy of teacher education and have a clear model of what teachers should learn, and how they should learn it; and,
- We are eager to understand if our model is working and how it can be improved. To do this the IFT must be the home of debate about teacher education and accountable for the progress of its pupils.

The Operations Director is the most senior role within the Operations team and is a member of the IFT's executive team. Working closely with the Chief Executive and Dean, the Operations Director will lead on strategy, governance, evaluation and the creation of an efficient and effective not-for-profit social enterprise. The Operations Director will also manage the relationship with our incubator as we move towards independence.

In order to excel in the role the post-holder will need to balance our ambitious strategy with

operational detail; be highly flexible and exceptionally organised; be confident in expressing their views; and, have a strong track record in organisational set up and management. They will be skilled in the creation and translation of long-term strategy into immediate priorities; be a leader with a track record of delivering results through high performing teams; and, work effectively with large and complex networks including our incubator, central government and our board.

To apply for the role you will need to submit the following:

1. A cover letter (**no more than 2 sides**) outlining how your knowledge, skills and experience meet the requirement of role
2. CV (**maximum 2 pages**)

**Applications should be no later than 11:00 on 31st January 2017 If you have any questions or queries about this role or wish to have a confidential conversation about the position, please get in touch.**

If you require more information or would like an informal discussion about this role please contact [matthew.hood@ift.education](mailto:matthew.hood@ift.education)

For technical questions regarding the application portal, please contact the central Recruitment team on: [recruitment@arkonline.org](mailto:recruitment@arkonline.org) or **0203 116 6345**



## SCHOOLS WEEK

**Wallace** is your go-to person for everything jobs-related.

He will advise you on the best formats and channels to get your recruitment opportunities seen by people working in schools and the wider education sector.

Wallace joined the team in January 2016, having worked as a sales and marketing executive for leisure and hospitality company, Eclectic PLC.

He's here to help you share your roles with our audience of switched-on, engaged readers.

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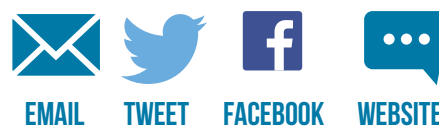
**Tel: 0203 432 1397**

**Email: [wallace.williams@schoolsweek.co.uk](mailto:wallace.williams@schoolsweek.co.uk)**

**I'm here to make recruitment that bit easier**



# READERS' REPLY



WE WANT TO HEAR FROM YOU  
@SCHOOLSWEET  
NEWS@SCHOOLSWEET.CO.UK  
WWW.SCHOOLSWEET.CO.UK

## Calls for a counsellor in every secondary school

**f Karl Caslin**

We can't even afford a parent support adviser for pupils. The nurse is never seen. We have a counsellor one day a week and are struggling to keep in the black. How will this work? Will the funds be forthcoming and sustained?

**f Dave Crathorne**

We need support in primary schools. All this support and pastoral staff is in secondary schools while primary schools cannot afford family support workers. Early intervention is key, but it should not fall on the school to support all the family. There needs to be a fully rounded support service, not just firefighting.

## Schools bid for millions to move from flood areas

**Jeff Baldwin, Bristol**

Moving a school out of the flood area is a good idea. Moving it to a different community is questionable. A school should be part of its community. The community will lose more than the building.

## Postcode lottery on academisation charges

**Sarah Thurlby, address supplied**

Councils are given no additional resources to fund the considerable work required to transfer schools to academy trusts. Schools are provided with grants to pay for the conversion costs. It's absolutely logical that local authorities should seek to recoup the costs so that they are not a burden on the remaining maintained schools or other council services. It's not accurate or appropriate to consider it a "fine". It's a charge for work undertaken – and in most cases would not cover all of the time involved in conversion. Negotiations can go on for many months involving many hours of officer time. Councils should have been provided directly with funding to meet this additional cost over which they have almost no control.

## Lloyd Webber hits the right note

**f Wayne Shellard (Facebook)**

Shame he won't give us the rights for one performance of *Joseph ...* even though it's a theatre school and the show was written for kids. We can have *Evita*, *Cats* and *Starlight Express...* and *Phantom of the Opera...* six-year-olds doing those? Please!

**@MissJonesEHU**

No one understands how happy this makes me! Doing a full on musical with a school would be amazing! #musicaltheatregeek

**@MrsPTeach**

WOW! It's not often something this good comes free. He could charge £500-plus for the licence for this. Wish Disney, etc, followed suit.

## Poor performance of private schools to be made public

**Janet Downs, Bourne**

It's not just improvement notices. Non-association private schools (that is, those not members of organisations affiliated to the Independent Schools Council) are less likely to be good or better than state schools.

## We must mend the split in education leadership

**@HopeStreetBlues**

Great to see @AllanaG13 highlighting key issue in UK education – the lack of understanding across transition

## Profile of Steve Taylor

**@drkarenege**

Brilliant interview with headteacher @tambotaylor! Shares much of what we learnt from our @ESRC @IOE\_London global city leaders study!

**@MustangSal79**

Inspiring. A positive outlook with humility.

## Demand for flexible hours scuppers returners' pilot

**@Jennnnnn\_x**

My friend is allowed to go home for her PPA on a P5 once a week - improved morale massively.

## Gibb 'recognises' tight sixth-form funding

**@ChallenDr**

Not just tight - ridiculous - running on a shoe string barely!!!

**@The\_Data\_Adonis**

Please bear in mind 540-hour trigger for full-time funding has a caveat that as yet has no funding mechanism. Namely that the 540 hours is also based on an average of 600 over a study programme, think three A-level pathway.

## Demand for flexible hours scuppers returners' pilot

**IAN TAYLOR, BRISTOL**

We are on the fringes of debating a taboo subject that few school leaders will talk about openly.

The problem with these schemes is that flexible working is what teachers may want, but it's not what schools want. These opposites are reasonable to each party, but incompatible.

Let's not kid ourselves, part-time teachers in secondary schools make life more difficult for full-time teachers who have to carry the extra burden. A large proportion of returners from maternity leave exercise their right to request flexible working. For them and society this is reasonable. When a school has a small number of such part-timers it can cope with the extra pressures, and the effect on the students as a whole is small. Above a certain number there comes a tipping point where the school cannot function effectively.

Before we spend more time and money on these flexible teaching schemes that are not going to work, perhaps we could get a group of headteachers to be brutally honest about what they really think of having lots of part-time teachers.

Don't believe me? Ask yourself as a parent, do you want your 14-year-old to have three maths teachers or one?

## REPLY OF THE WEEK

RECEIVES A

SCHOOLS WEEK MUG!



## Contact the team

To provide feedback and suggest stories please email news@schoolsweek.co.uk and tweet using @schoolsweek

To inform the editor of any errors or issues of concern regarding this publication, email laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line. Please include the page number and story headline, and explain what the problem is.

## PROFILE



ALISON  
PEACOCK



LAURA MCINERNEY

@MISS\_MCINERNEY

## Dame Alison Peacock, chief executive of the Chartered College of Teaching

According to documents squirrelled away on the Charities Commission website, the new (and not uncontroversial) Chartered College of Teaching aims to “advance education for the benefit of the public” by “the establishment of an independent voluntary and chartered member-driven professional body”. On its website, the organisation says it will “raise the status of the profession and put in on a par with other respected occupations”. It will do this by helping teachers “gain expertise”, develop “a platform for knowledge mobilisation” and build on “emerging research evidence”.

These are impressive aims. However, when I visit Professor Dame Alison Peacock four days after she has officially started as chief executive of the new college, a gaggle of four staff sit outside her still largely empty office near London’s Euston station. No one seems entirely sure how to summon a cup of tea. Advancing education seems yet more of a leap.

But Peacock is undeterred. Instead, she has the verve of a woman who realises that almost everyone who ever changed the education world once started in a room with little more than a desk and a pen.

She is also motivated by the difficulty. “Everybody I meet who knows anything about education who might have heard of the college idea says, ‘That job’s quite a challenge.’”

Why is that? “Well, the idea that a chartered college is suddenly going to waltz in the door and take away your pressure ...is frankly unrealistic ... We’re going to need big thinking to do that, but the profession doesn’t even know it wants it yet. And you’re trying to drive members to you, then they’ve got to pay for it. It’s not that far down the track since the General Teaching Council (GTC), and I remember thinking when they took the money out of my bank account ‘What the hell is this? I don’t want this.’”

She is right. The GTC shadow lies long within teaching. Established in 2000 by New Labour, teachers were forced to sign up and pay an annual fee to be “regulated”. Few were sad when Michael Gove announced its abolition almost immediately upon taking office in 2010.

Soon after, rumours began that a “royal college” would replace the council, with Conservative MP Charlotte Leslie particularly pushing the project. However, the prior existence of a (reasonably small) royal college of education caused an administrative upheaval.

But the idea persisted and a grass-roots campaign, initially led by David Weston at the Teacher Development Trust, snowballed until the government promised, in the months leading up to the 2015 general election, to provide up to £5 million in seed funding.

Sceptics continued to circle, but Peacock’s appointment was a coup. The 57-year-old has enough letters after her name to teach half the alphabet to the pupils in The Wroxham School in Potters Bar, Hertfordshire, the primary she took from special measures to outstanding – and which she left at Christmas.

Throughout her career, she has undertaken research, written books, and most recently pioneered the Learning First conferences: events held by and for primary teachers, so they can share practice.

But she is far from intimidating. Her gentle humour and down-to-earthness makes it easy to underestimate her – “people think about me, ‘she’s relatively entertaining, sometimes she reminds me of Victoria Wood’” – but the calm nature masks a deep determination.

“My whole life I’ve always wanted things to be just a bit more. Even when I was a teenager, and I worked for Woolworth’s on a Saturday, in the evening I would meet my boyfriend – who is now my husband – and I would talk



With Vic Goddard from Educating Essex

## “DON’T MESS UP, PEACOCK, IS WHAT I’M THINKING”

to him about their strategy and, quite frankly, how it was failing. And look what happened to them.”

She giggles. “Even now my husband sometimes says when I talk about things, ‘Alison, this is all getting a bit Woolworth’s shelves. There’s only so much you can do.’ But I always think: why not?”

Her Woolworth’s-gained tenacity was tested full pelt when, having trained as a primary teacher, she got her first job in a secondary in Hertfordshire that recruited her on the basis that she could “teach anything”.

Timetabled with classes in English, history, art, music and expected to run the library, she spent her NQT year exhausted, battling poor behaviour. Her nemesis class was 2G, to whom she had to teach silent reading for 40 minutes each week. With no books.

“If you were in the corridor when the bell rang, you risked your life. It was ‘BANG!’ and you’d be splattered against the wall in the rush.”

What advice would she give to a teacher in that situation today? “The first rule is: what are you doing with the class that is meaningful and important? And I would want to be talking to them about who in the school can help.”

But who does she think is ultimately responsible for the quality of teaching? Is it down to managers to clear away behaviour and provide advice? Or must teachers step up and learn for themselves?

“Well, seeing as we’re focusing on me as a newly qualified teacher – which is quite a long time ago – one of the heads of department, my mentor, could just appear at the door of the classroom and...” She motions with her hands to show that everything in her classroom would stop.

“I’d think ‘WHAT IS THIS? She’s not even looking at them.’ So the idea that someone could walk into your room and show you how to do it doesn’t work.”



Peacock in Thailand in 2015 exploring Learning Without Limits in other countries

But there is a world of other things that can, and must, be done to help teachers. Sharing schemes of work, resources, being able to talk to people on the internet, watching other teachers, reading research, seeing how someone else teaches, being told what children have already learned in other parts of the curriculum.

Sometimes even just having other people say they are going through the same thing can help: “When my daughter was a baby and I was awake at 2am, 4am ... I’d meet a friend who would say ‘You could have phoned me, I was awake at the same time.’ That made me feel better, less tired, not the only one dealing with it.”

Hence, while the College of Teaching project is still unloved in some corners, Peacock believes now is the right moment for an organisation to unite teachers in taking ownership of their profession. She feels this is particularly important in the face of growing disillusionment after so many years of reforms in curriculum, testing and the ways schools and teachers are judged.

She also wanted the personal challenge. “I’ve got a damehood, I’ve written a book, I’ve run a school and so far,” she leans in, smiling, “I’ve gotten away with it.”

She sits back. “So if I am not going to stand up and say, ‘let’s make things different’, who is going to do that?”



# PROFILE ALISON PEACOCK



She has also tackled her most vociferous critics. A group of teachers, including *Schools Week* columnist Andrew Old (see page 20), have written fierce diatribes against the college, with Old particularly concerned that it will work in the interests of academics, consultants and senior managers rather than work-a-day teachers.

Yet in September last year she was spotted at a curry night in central London with many of those who had publicly harangued her. How did that happen?

Wanting to understand why people were so angry she had watched social media carefully. When one spat got out of hand, Peacock messaged Old asking if he would meet her "for a cup of tea".

"To his absolute credit he said 'yes, I am coming to London, and we can meet'."

Convening (ironically) at the Friends Meeting House near her office, the two thrashed through their issues until, Peacock says, they were not so far apart as first thought.

"Andrew, again to his credit, said 'I'm going to the pub now to meet some other education people and you could come'."

"I remember thinking, 'Shit,' but instead said, 'That would be lovely.'"

At the bar, she found herself wedged near the men's loos "with the door opening and shutting", she says, eyes widening.

"Then Nick Rose, [former teacher and researcher at TeachFirst] comes over and says 'Hey Dame A!' and he starts citing all these researchers at me but, hopefully to my credit, I knew some of that stuff."

A few more drinks in, and Peacock found herself in a curry house with the bloggers, being texted by her daughter wanting to know if she was still safe after meeting "that bloke from the internet".

"I showed Andrew. He smiled, and laughed, and I didn't feel anything other than very welcomed, although that is credit to him, as it could have gone differently."

So why, before she had even taken up the job, did she put herself in that position?

"I didn't do it for me. Everything I've done with papers, photographers, this sort of malarkey. It's about the organisation. It needs to be that people start talking and saying, 'have you heard about this new chartered college?'"

In fact, as Peacock sees it, the curry house is a pretty good metaphor for what the organisation is trying to do: take people from across education who want to share a rich debate, not necessarily hunt for consensus, and build a community that takes the job of being a teacher seriously, thinks carefully about what "teaching" is and how to do it as best as possible.

As she looks ahead into the year, though, there must be something she's afraid of?

"I need to keep healthy and keep my strength, because I feel like I've chosen to give myself this mantle and try and give something back. I feel quite responsible for staying alive!"

She is also aware that having climbed aboard as the driver of the College of Teaching bus, she now must make it run.

"People are going to be looking at me, inevitably. So don't mess up, Peacock, is what I'm thinking. Don't let people down. But allow yourself to be a bit of a rule breaker. There's not a template for this, any more than there's a template for headship or being the best teacher you can."

## IT'S A PERSONAL THING

### What is your favourite book?

I read all the time, but the books that stand out in my mind are *Testament of Youth*, *The Old Man and the Sea*, *Middlemarch*. Apart from that: Hemingway. Though I tend to only read women. We've got so much to say to each other.

### Who would you most like to invite for dinner?

Sheryl Sandberg [chief operating officer of Facebook]. I want to be reinforced in that sense of "we need to do something that's a bit brave" and listen to other people who are managing that. I would also love to talk to my grandmother who is no longer alive. Why didn't I ask her about all the things that happened to her? I want to know what it was like when she was a mum throughout the war.

### If you were invisible for the day, what you would you do?

I spent a lot of my time talking about the community I created in the school I was in for the past 14 years. It would be really interesting to be in that community, and not be seen, and know it was still true. Though it might be a bit scary.

### If you could put one slogan on a billboard across the country, what would it be?

Learning without limits! I've lived a long time with that phrase and it means an awful lot to me. If we stop learning, if we put limits on ourselves and other people set limits on us, that's when we have a lack of equality and people get marginalised, left out, stuck. It does not have to be like this.



**The Telegraph**  
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## OPINIONS



## SAMEENA CHOUDRY

Founder, Equitable Education

# What are the fake narratives of data?

**Separating pupils into those who qualify for free schools meals and those who don't does little to highlight the more nuanced and complex picture in relation to attainment outcomes for different pupils, says Sameena Choudry**

The Social Mobility Commission (SMC) research Ethnicity, Gender and Social Mobility, carried out in partnership with LKMCo and Education Datalab in December, is a refreshing and honest appraisal of the current state of play on ethnicity, gender and socioeconomic status.

The latter has been a dominant feature of educational discourse and policy since 2010 with the introduction of the pupil premium for pupils who are eligible for free school meals (FSM) to help to counteract lower attainment. Ofsted's Common Inspection Framework firmly puts disadvantaged pupils at the heart of inspection, holding schools to account for their attainment.

However, this binary approach – of separating pupils into FSM and non-FSM – does little to highlight the more nuanced and complex picture in relation to attainment outcomes for different pupils. This is where the research carried out for the SMC plays a pivotal role. Its intersectional approach in overviewing current attainment outcomes for pupils looks at how ethnicity, gender and socioeconomic status interplay to impact on outcomes across all key stages (including further and higher education), drawing on an analysis of the national pupil database.

Section one of the report summarises the attainment trends according to ethnicity, gender and socioeconomic status and how they interplay with one another. Section two looks at causes and explanations for variations in attainment. Teachers and school leaders interested in addressing inequalities will find it handy to have this information in one report.

One of the report's key headlines is that young people from black and Asian Muslim communities are more likely than working-class white boys to be unemployed and face social immobility later in life, despite doing better at school.

Depending on the intended purpose, we often hear two versions of the story in relation to the attainment of minority

ethnic students: either they are leaving their white peers behind as their attainment performance improves or they are lowering overall attainment standards for white pupils. Both these narratives are false, unhelpful and mask the true state of affairs.

Without a doubt, white pupils eligible for FSM perform poorly. It is, however, not factually correct to say that they are the lowest-performing group when Gypsy, Roma and Traveller pupils are consistently the lowest performing across all key stages.

My own research based on data obtained through a FOI request shows that regional variations impact significantly more on minority ethnic pupils, especially outside London and the south east. It has also been shown that there are large variations in attainment within ethnic groups dependent on the languages they speak and their stage of English language acquisition. These important points are missing from the report, as is the fact that there is no exploration of the five other minority ethnic groups who are underperforming (any other white background, Pakistani, white and black Caribbean, black Caribbean, any other black background). Their gaps in attainment over the past five years have remained the same or widened.

Nationally, when the attainment of white FSM pupils is discussed, it is often pitched against ethnic groups on FSM where class plays a less significant role, instead of focusing on the in-group gap between white FSM and non-FSM pupils, which is the largest. Instead this is deflected by comparing attainment with other ethnic groups, especially those with English as an additional language, leaving the impression that it is their fault that white FSM pupils are being left behind.

Overall, at a time when the pupil population is becoming increasingly diverse (30.4 per cent primary and 26.6 per cent secondary are black, Asian and minority ethnic), this SMC research is a welcome breath of fresh air. The recommendations are all worthy of being actioned. My own recommendation is that further research needs to focus on solutions to help policymakers and schools address the issues that young people face in school and society at large, so that they can realise their future dreams and aspirations.



## STUART KIME

Director of education,  
Evidence Based Education

# Progress 8: beware confidence intervals!

**Progress 8 scores offer a better way of looking at school performance than did the A\*-C percentage GCSE pass rate, says Stuart Kime, but be aware of how you interpret them**

Removing the A\* - C percentage pass rate statistic from the vernacular of English schooling was an eminently sensible decision. But is the new Progress 8 measure any better? In some ways, yes, but in others, I'm not so sure. Yes, because it drives a conversation focused on pupil progress; but maybe not, chiefly because of the potential for drawing incorrect inferences from it.

The increased focus on progress is an exciting and important tick in the box for Progress 8. Conversations about children on the C/D borderline are replaced by discussions about monitoring and supporting individual pupils, irrespective of their starting point. For this reason, I am supportive of Progress 8. But is the measure technically capable of performing what it is supposed to do?

Progress 8 has two stated purposes: to measure pupil progress from the end of primary school to the end of secondary school, and to incentivise good teaching among all pupils across eight qualifications. Can it do these things?

### Incomplete data

For a variety of reasons, not all children will have a key stage 2 score, and not all key stage 4 qualifications count in the calculation of Progress 8. Even if we ignore the ideological drivers behind the exclusion of certain key stage 4 qualifications, the problem that we're dealing with an incomplete set of data remains. While this is certainly an issue when looking at data for an individual pupil, it's not insurmountable; it becomes a huge headache when you want to look at an aggregated Progress 8 score for a school, and want to make accurate judgments about school performance. To what extent can we rely on a score that is derived from incomplete data?

### Technical problems

There are missing data in the calculation, either by happenstance or design. The second, and more serious problem, relates to the use of and interpretations derived from the 95 per cent confidence intervals that surround a school's score.

Ninety-five per cent confidence intervals (CIs) are defined by the Department for

Education as "a proxy for the range of scores within which a school's underlying performance measure can confidently be said to lie". This is an incorrect definition of confidence intervals. CIs are often used in social science analyses as a way of capturing variability in measurements and from a technical standpoint, should only be used with random samples drawn from complete sets of data. Progress 8 data are incomplete (at key stage 2 and – due to the exclusion of certain qualifications – at key stage 4) and there's no random sampling involved. In this instance, there is no technical argument that supports the use of 95 per cent confidence intervals. So should they still be used?

## Is the measure technically capable of performing what it is supposed to do?

There are real consequences from Progress 8 scores and their CIs. They play a part in the definition of a school being above or below the floor standard, and a school will be defined as "coasting" if, over three consecutive years, its score is below -0.25 and the upper band of the confidence interval is below zero. If the imprecision of Progress 8 scores and their CIs is understood, and we recognise that they provide a crude, first order check rather than a final answer algorithm, there is a place for their cautious use. But will they be used in this way, or will their precision be inflated inappropriately?

CIs also tend to be larger – literally the lines will be longer – when they relate to small cohorts. Without a deep understanding of CIs, two schools with similar Progress 8 scores may well be judged differently by virtue of the number of children in their key stage 4 cohort: of the two, the small cohort school with a negative Progress 8 score may well have an upper confidence limit so long in each of three consecutive years that it passes through zero, exempting it from the coasting definition.

Progress 8 scores have arrived, and they offer a better way of looking at school performance than did the A\*-C percentage pass rate, but I urge real caution in the inferences drawn from them, especially when confidence intervals come into the discussion.



**Parents can choose not to be complicit in building border controls in our playgrounds – and so can schools, says Martha Spurrier**

The spring school census started this week. For the second time this academic year, parents and guardians have been asked to share their children's nationalities and countries of birth with the state – another seemingly innocuous tick-box on another official-looking government form.

But parents aren't legally obliged to hand over this information. And – if they believe classrooms should be about learning, growth and hope for the future rather than fear and division – they absolutely should not.

The intentions behind this new data-harvesting are about as sinister as they get. This is not an attempt by the government to better acquaint itself with the educational needs of our children. It is, and always has been, a thinly veiled bid to aid Home Office deportation, to bring border controls into our classrooms by building "foreign children lists".

When parents were first asked for this information in the autumn, campaigners immediately saw the move for what it was – the latest divisive policy from a government bent on building a border on every street and a prime minister who, as home secretary, farmed immigration control powers out to everyone from employers, banks and NHS workers to landlords and police.

But the Department for Education (DfE)



## MARTHA SPURRIER

Director, Liberty

### Refuse, retract, resist nationality checks

insisted the information was needed to assess "the scale and impact immigration may be having on the schools sector", and that it "would not be passed to the Home Office" and was "solely for internal DfE use".

Sadly a string of leaks have since laid the government's true motivations bare. It emerged the current approach was born from Theresa May's previous plan to force schools to demand passports and withdraw places from children whose parents could not provide sufficient documentation. That idea was resisted by her Cabinet colleagues at the time – but this compromise is its toxic legacy.

Last month a leaked data-sharing agreement revealed the DfE had agreed to give the personal details of up to 1,500 school children a month to the Home Office, specifically to "create a hostile environment".

The government has insisted nationality

and birth country data won't be included. But other census data is routinely disclosed, and there's no law to stop this happening in future.

This grubby scheme is no less than a secret programme, smuggled in by the back door with the explicit aim of helping to deport innocent children and their families. Pupils will be kept at home because their parents fear this deportation.

After a divisive year, these irresponsible measures risk victimising children and lead to more division, discrimination and fear. We've already seen this in motion – schools demanding copies of passports and asking parents to confirm whether their child is a refugee or asylum seeker.

Inadequate DfE guidance has left many schools, parents and pupils confused about what they do and don't have to legally

provide, which is why Liberty and Against Borders for Children wrote to every head in England on Monday asking them to inform parents of their right to refuse.

### Pupils will be kept at home because parents fear deportation

Schools must make it clear that there is no legal obligation for parents to provide their children's country of birth and nationality. They also have the right to withdraw that data if they gave it in the autumn.

But all is not lost. While all signs point to us no longer being able to trust the government to protect children's rights and foster cohesion, the census gives us a chance to stand against the sowing of division in our communities.

Every child on our shores has a right to education. That right is not dependent on their background or their place of birth. Schools are places where children should feel safe to learn and grow; they should not be a source of information on their parents or a target for immigration enforcement.

Liberty's message to parents is clear: refuse, retract, resist. If enough do so – regardless of where their children were born – the government won't be able to keep justifying this shameful policy's existence.

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## REVIEWS

TOP BLOGS  
OF THE WEEK

To view individual blogs visit  
[www.schoolsweek.co.uk/reviews](http://www.schoolsweek.co.uk/reviews)



Our reviewer of the week is  
Andrew Old, teacher and blogger  
@oldandrewuk

### Teaching knowledge or teaching to the test?

By @daisychristo

Daisy Christodoulou writes about one of the topics discussed in her latest book, sketching out a rough explanation of why it is a mistake to assume that teaching knowledge is the same as teaching to the test. She draws a distinction between students being tested on their knowledge, and students being taught knowledge of the test.

### Will the educational sciences ever grow up?

By @P\_A\_Kirschner and @MirjamN

This international blog, with one author based in the Netherlands and the other in Ireland, often discusses research into the psychology of learning. This post considers educational research as a whole and concludes that it is normal to ignore research and evidence in education. It highlights what the best research actually showed, and which facts in international studies have been ignored.

### The trouble with SATs

By @iQuirky\_Teacher

Here a primary teacher discusses recent complaints about SATs being unfair and distressing. She thinks that parents who find the tests a big concern are a privileged minority with the least to gain from monitoring standards in primary schools. "My worry is that because the middle class is highly articulate and tend to dominate the media (including social media), there will be a dominance of 'examples' of mainly middle-class children allegedly not coping with SATs that may skew public opinion. If SATs are got rid of, then I fully believe that standards will drop and it will be disadvantaged children that will suffer most in this situation."

### Should students be overlearning?

By @LearningSpy

This post discusses one of the more established results from the psychology of learning. If we "overlearn" – that is, if we continue to practise beyond the point at which we think we have mastered something – then we retain that learning much better. The results are discussed and the following conclusion reached: "... rather than continually raising the bar and expecting students to contend with ever more complex challenges, perhaps we should allow considerably more time for consolidation before moving on to more difficult material."

### No need to recruit headteachers with particular subject backgrounds

By @drbeckyallen

A recent report highlighted the different types of headteachers and the effects they had on their schools. This blog attempts to analyse available data to see which claims, if any, hold up – and it turns out that few do. The picture painted is one where little can be predicted about a headteacher's effectiveness based on his or her background.

### Teachers in England don't value CPD

By @thefish64

This post discusses a recent claim by Andreas Schleicher, the head of PISA, that teachers in England are among those least likely to want to improve through professional development. The author discusses what types of CPD might actually be useful, and argues that what teachers can hope to gain from different types of CPD depends partly on how experienced they are as teachers.

### Over-egging the exam pudding

By @steveadcock81

This short posts lists a number of indicators that a school has become too preoccupied with results at the expense of their students' best interests. It's an eye-opener if any of the items listed are happening in your school – and you hadn't realised why.

### Ofsted's preferred science teaching style

By @greg\_ashman

Some of Ofsted's recent claims appear to undermine their inspectors' commitment to having no preference for any particular style of teaching. Do they expect students to learn best through designing their own experiments and enquiries? The messages are, at the very least, mixed. The author observes that the evidence from the recent PISA survey suggests that it would not be a good idea to discourage teacher-led lessons in science.

## BOOK REVIEW

### Road School

Author Sue Cowley

Publisher Crown House

ISBN-10 1785831143

ISBN-13 978-1785831140

Reviewer Angela Browne,  
principal, Steiner Academy Bristol



The number of parents home-schooling their children has increased 65 per cent over the past six years. Sue Cowley's *Road School* meets these parents and interested educationists and, under a wandering star, offers them warmth, wit and practical tips on getting their adventures underway.

Cowley writes an honest, funny and heart-warming account of the adventures she, her partner and their children enjoy as they take a few months off school to experience life on the road.

It is a manifesto for the power of knowing your own children, establishing yourself as your child's first teacher and witnessing deep learning in the face of real experiences.

Cowley's style is conversational and the accounts have the familiar resonance of any family meal, holiday or gathering.

There are no rose-coloured specs regarding the reality of educating your own children or spending that much time in close quarters – we see the arguments, the tears and the laughter – yet the learning experiences they all enjoy are palpable.

Fostering the intrinsic motivation to learn is writ large and evidenced again and again in the touching "aha" moments experienced by the children. When, for example, the family visit Anne Frank's house in Amsterdam, the emotion is raw, for Sue in particular. Yet, it isn't until months later, on their return to the UK, that her daughter Edith takes Frank's diary from the bookshelf: "As she turned the final few pages, tears began to pour down her face. Her small body was wracked with sobs. She was inconsolable with grief for Anne."

We have all had children in our classrooms with an enthusiasm for something. The thread, which covers Edith's passion for Leonardo da Vinci, is a particularly interesting one for the teachers among us. As the family make a cross-sea, cross-land dash to deliver Edith to her all-time favourite painting, *The Last Supper*, we are reminded

what gifts lie in the pursuit of our passions. In front of the painting Edith's jaw drops and one gets the impression that this wish fulfilled has made real for her the connection between dreams and their manifestation.

No grand or carefully orchestrated plan is described in *Road School*. Instead it is a slightly haphazard, loosely organised yet purposeful path through Europe and beyond. Likewise, the short chapters comprise several moments that bear witness to learning opportunities, with helpful interspersed sections of practical tips on navigating the country explored. Each is followed by a section of support and information about the practicalities of home schooling, including details of the legal framework and parental responsibilities.

In one of the sections in which Cowley makes her views on the education system plain, she points out that it is "pretty much unheard-of for a three-year-old to be disaffected with education,

but it is perfectly normal to talk about a thirteen-year-old feeling this way". It is clear that the beliefs underpinning the book are that curiosity and engagement through experiential learning need to regain territory in the face of testing regimes and a disembodied national curriculum.

The teacher in me didn't find in *Road School* an answer to how to bring learning through exploration and experience to

bear in my school. Admittedly Cowley doesn't set out to provide these answers, but this teacher couldn't help feeling a little disappointed that I couldn't do more with the insights she provides. In some ways *Road School* is a lyrical piece, celebrating everything that the typical school experience fails to fulfil, and that can be a hard read. That said, the parent in me thoroughly enjoyed the book. I felt that I had just read a love letter to family life, to reconnecting with loved ones and to time well spent. A letter that made me want to pack my bags and, little one in tow, get learning.



### Next week

Making the leap

By Jill Berry

Reviewed by Garry Needle



There is a division running rife through the *Schools Week* office and it's not just which radio station we should play as we work. It's the split between those who attended school when corporal punishment was still possible, and those who cannot believe that there was ever such a thing.

This is because the answer to the pub quiz question "In what year did England ban smacking in state schools?" is 1986. Way later than many people realise. Especially if they started school in 1987.

You may also have noticed the "state" school caveat there. England didn't ban corporal punishment in the independent sector until 1999. Which, for the sake of context, was the year that Britney Spears first entered the UK charts and the euro was introduced.

Not everyone was happy about the situation, though. The heads of a number of Christian fellowship independent schools appealed, at length, through various courts, for the ability to have delegated authority from parents to physically punish their children should they wish.

A BBC report from 2005 says the heads claimed that boys would be hit using "a thin, broad flat paddle to both buttocks simultaneously in a firm controlled manner". Meanwhile, "girls could be strapped on the hand and then comforted by a member of staff and encouraged to pray".

That's 2005, by the way. The year Tony Blair won a historic third general election for New Labour and England finally managed to regain The Ashes (which, ironically, they

## THE PAST WILL MAKE YOU SMARTER



### WHEN DID WE SPARE THE ROD?

LAURA MCINERNEY

had last won just as the smacking ban was introduced).

In the end, the campaigners lost, with judges deciding that no human rights were being denied if teachers couldn't whack kids upside the head. Or anywhere else (whether on hand with comfort blankets or not).

Still, 1986 may not sound so bad as a time for such a change. I mean, in the 1980s we were still smoking on planes and driving leaded cars. That's just how things were, right?

Wrong. Poland banned

corporal punishment in schools in 1783, something that is still enshrined in the country's constitution. Finland followed suit in the late 1800s. Even the Soviet Union gave it up by 1917.

So why is England so hit-thirsty? It's not that the issue was never brought to attention. Professor Michael Freeman, an expert in children's law, has written on several occasions of his discovery of a petition from 1669, presented to parliament, by a "lively boy" who was aggrieved at the "severities of school discipline of this



nation". One can only speculate if these days he would be made into a hero or villain by the tabloid press.

We also shouldn't take for granted that people won't try to overturn the ban. In 1987, a year after its prohibition, Warren Hawksley, then MP for Halesowen and Stourbridge tabled an amendment to the Criminal Justice Bill to bring back "whipping" for "offenders" (including those under 14). His rationale was that on a visit to the Isle of Man, which had retained corporal punishment, he noticed tourists would jokingly say to the police that they wouldn't cause any trouble.

"It worked on the Isle of Man and it would work here," he claimed at one point, during his lengthy speech. Perhaps it would. But given everywhere else has coped without it for more than 100 years it was probably just as well that his amendment fell.



# A week in Westminster

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

## THURSDAY:

It rained. Week got a cold.

## FRIDAY:

Amusement in the office today after hearing that former shadow education secretary Tristram Hunt is jacking it in as an MP to run a swanky museum.

Hunt, who only ever visited schools in other countries when the weather was warm, may be remembered for telling a parent to "stop moaning" on social media and "go do some work".

Week also remembers one particular day when he tried to wimp out of meeting some members of the public because it involved going out in the rain. Luckily an adviser was on hand to lend an umbrella (and a reminder of his job).

His departure means a by-election in Stoke-on-Trent. The Conservative candidate will therefore be pleased to see the area was added, five days after

Hunt's announcement, to the new "social opportunity area" list – meaning its schools will share in a pot of £72 million to make things better. What a coincidence!

## SATURDAY:

News reached Week in Westminster that another regional schools commissioner will bite the dust. Jennifer Bexon-Smith, commissioner for the East Midlands and the Humber, is set to retire in March (more on page 11).

She's the third RSC to go, following Pank Patel (who had seemingly had enough and went back to be a headteacher) and Paul Smith (who was poached by academies minister Lord Nash to run his Future Academies Trust).

## TUESDAY:

Guess what? The education department's record-keeping is so bad that it cannot tell how many people made complaints about special needs schools last year.

Don't believe us? You don't have to. The

department said so.

After a member of the public asked the question under the Freedom of Information act, the department published its response that although it does hold the number (pinky swear) it can't retrieve it in less than 24 hours of continuous toil, and therefore it doesn't have to try.

It goes on to explain that this is because complaints about academies and council-maintained schools are handled by different teams. (We like to imagine one is well-paid and in flashy offices while the others are whacked over the head each hour by Lord Nash: guess which is which.)

But it also says that it is the academies information, in particular, causing the problem, noting that it is "much more time consuming to collate due to the systems used by the EFA". Is it the renowned "stick-it-on-a-desk-and-lose-it-before-it-gets-asked-for" system, by any chance?

Schools minister Nick Gibb was in Westminster Hall today for the first of what could be many regional school funding debates organised by MPs on behalf of their disgruntled schools.

Today's gathering, secured by John Pugh,

Lib Dem MP for Southport, was on northern schools.

The Gibbster was due back on Wednesday for another – this time on Devon schools – and we expect more are to come.

"Poor Gibbo", we hear you cry. Well, don't you worry about our Nick. He told MPs, in his usual deadpan manner, he was "looking forward" to the future debates. Hurrah! Get your difficult questions ready! Speaking of which a rather clever question from former shadow education secretary Lucy Powell forced Nick Gibb to reveal to Parliament today that last year 25,842 pupils eligible for free school meals passed five GCSEs, including English and maths. Of those just 510 were at grammar schools. Oops!

## WEDNESDAY:

Tired out from Tuesday.

CHECK OUT @SCHOOLSWEKLIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



# School Bulletin *with Sam King*



Diversity dancers, Jordan Banjo and Perri Kiely (centre) with the award winners

## Dancers reward pupil achievements

Members of dance troupe Diversity were the hosts at a recent event that celebrated the achievements of more than 60 pupils in Academy Transformation Trust (ATT) schools.

Pupils from 20 of the trust's academies received their awards at a Birmingham Council House ceremony.

Hosted by Diversity dancers, Jordan Banjo and Perri Kiely, the ATT pupil awards recognised the achievements of pupils across ten categories, including academic excellence, character, transformational progress, overcoming adversity and leadership.

Host Banjo said: "The obstacles that these pupils have overcome is so inspiring and it is an honour to reward and recognise them for their achievements across a variety of categories."

Ian Cleland, chief executive of the trust, added "Our pupils keep surprising us with their accomplishments. They all show passion and enthusiasm in everything they do, and our awards give us the chance to reward them for all their hard work."

The trust currently works with 22 primary and secondary academies and further education providers in the Midlands, east of England and south east.



Alfie Richards

## A Wonka of an invention

A Wellingborough pupil has won a national competition to step into Willy Wonka's shoes and come up with a new chocolate bar.

Eight-year-old Alfie Richards from Irthlingborough junior school in Northamptonshire scooped the top prize in the key stage 2 category of Discovery Education's "Sweet Inventions" competition, which marked the children's author Roald Dahl's centenary.

Alfie impressed judges with his Magi-Choc, a chocolate bar that can morph into other objects – letting children hide it from parents and teachers. The competition attracted more than 2,600 entries.

As part of his prize, Alfie's design will be turned into a professional poster that will feature in an exhibition at the Roald Dahl museum this year. He will also receive a set of Roald Dahl books for himself and the school.

Irthlingborough's head Nick Garley said: "The competition was a fantastic way to mark Roald Dahl's centenary, and the children enjoyed inventing their own Wonka-inspired sweets and chocolates.

"We were really impressed with the originality of their creations, and we're proud that Alfie has been chosen as a national winner."

## Getting a taste of America's top universities

### FEATURED

An aspiring polyglot and an ambitious robotics developer are among 42 state school students who will attend some of America's top universities over the summer.

The Sutton Trust US Programme encourages academically talented British pupils from low and middle income families to consider studying at a university in America. The trust covers most of the costs for the students to get a flavour of what full-time study in the States is like.

About 60 per cent of applicants are from households with incomes of less than £25,000 a year, with 76 per cent the first in their family to attend university.

Ella Apostoaie, a pupil at Notre Dame high school, Norwich, has been offered a place at Wellesley in Massachusetts, a private women's liberal-arts college. The 17-year-old is fascinated by languages, and taught herself Korean and Mandarin. Through studying in the US, she hopes to add more lingual strings to her bow, as well as to build on her existing skill-set.

Fellow applicant, 18-year-old Matthew Baldwin from Nottingham, has done extensive research into how robots could help to improve sustainability in his local area. He has secured a place at Massachusetts Institute of Technology (MIT), and has hopes that it will help him to achieve his goals of building robots to use around his home. He will be the first



Sutton Trust US Programme 2016  
Inset: Matthew Baldwin, 18 and Ella Apostoaie, 17

in his family to attend university.

Founded in 1997 by Sir Peter Lampl, the trust aims to improve social mobility through education, giving young people the chance to experience educational opportunities that aren't always easily accessible to those from non-privileged backgrounds.

"America's leading universities are bastions of progressive values and outstanding education. Their campuses are welcoming places for international



students, whatever country or social background they come from," Lampl said.

"I'm delighted that 42 of our brightest state school students have won places to study in the States. They will benefit from a broad and varied curriculum as well as in-depth study."



## BIG YELLOW BUS SET TO TOUR SCHOOLS

An American school bus fitted with the latest in digital technology is about to tour the UK.

The IDEAS Bus, which launched in November last year, provides demonstrations of the latest technology including virtual reality and 3D printers.

It aims to enable educators to stay in touch with the latest advances and to give pupils the chance to use equipment that is not always readily accessible at school or home.

It is also hoped that the project will help to secure the future of British business and technology by getting pupils engaged with technology and innovation.

The bus will now tour the UK, following its launch at Oakington Manor school in Wembley, north London. The first visit will be free.

The launch was attended by the mayor of Brent, a local councillor and the television personality Shaun Wallace, a former pupil at Oakington Manor who regular appears on ITV quiz show *The Chase*.

The project, which is run by the company Driving Technology, has also received backing from England footballer, Raheem Sterling, who sent a message of support.



# MOVERS & SHAKERS

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

**A**ldridge Education has appointed **Brendan Loughran** as executive principal of four of its schools in Darwen.

He was founding principal at Darwen Aldridge Community Academy (DACA), leading the academy from its inception to an Ofsted rating of good in 2013.

Aldridge has 11 schools across north-west England, London, and the south east, with Loughran taking responsibility for developing the trust's north-west cluster.

He will take charge of DACA, Darwen Vale high school, Darwen Aldridge Enterprise Studio and Sudell primary school, working closely with each of the schools and staff to develop their teaching offer, as well as liaising with headteachers and governors from schools who may be looking to join a trust.

Speaking of his appointment, Loughran said he was "delighted" that he could maintain links with DACA whilst "working with all of our schools on their journeys of school improvement".

"It has been a privilege leading the development and growth of DACA over the past ten years in what has been an incredible experience of improving education provision."



**Brendan Loughran**



**Raksha Pattni**



**Howard Jackson**

**Raksha Pattni** has been appointed regional director at education charity, Ambition School Leadership.

Formed in November last year, the charity runs leadership development programmes for school leaders to positively impact schools that serve disadvantaged children and their communities.

In her new role she will be responsible for supporting heads and leaders, build partnerships and reduce the progress gap in priority areas.

For four years Pattni was area director for the north west, west Midlands and south west of England for Business in the Community.

She has also held roles as head of race equality at Preston council and head of employment venture at Belgrave Baheno Women's Organisation, helping minority ethnic women to gain access

to education and employment.

Pattni says she shares the beliefs of her new employer that "great school leaders can change lives", adding "if the north is to realise its full economic potential then it will need every drop of talent, and I am looking forward to ensuring we play a strong role in unlocking this potential in children and leaders alike".

**Howard Jackson**, head of education and founder of HCSS Education has retired after 35 years in education.

Jackson set up the education software, training and consultancy service in 1993, and it has since been listed as one of the *Sunday Times's* best small companies to work for.

Alongside his business, he established the charity The School Bus Foundation, which provides disadvantaged children and young people in mainstream education with grants, allowing them to access opportunities they may not have been able to.

Jackson also wrote *Strategic Planning: The Key to Financial Sustainability* for the Department for Education.

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@schoolswweek.co.uk](mailto:news@schoolswweek.co.uk)

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# KICK START YOUR 2017 WITH A SUBSCRIPTION TO SCHOOLS WEEK



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SCHOOLS WEEK

## SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

## Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

## Spot the difference to WIN a Schools Week mug



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