



**NICKY MORGAN:
JUDGING EXAM
REFORM SUCCESS**



Page 2

**ALISON TALBOT:
HOW TO
HANDLE
CONFLICTS**



Page 8

**LYNN
GREENWOLD:
NASA TO NOW**

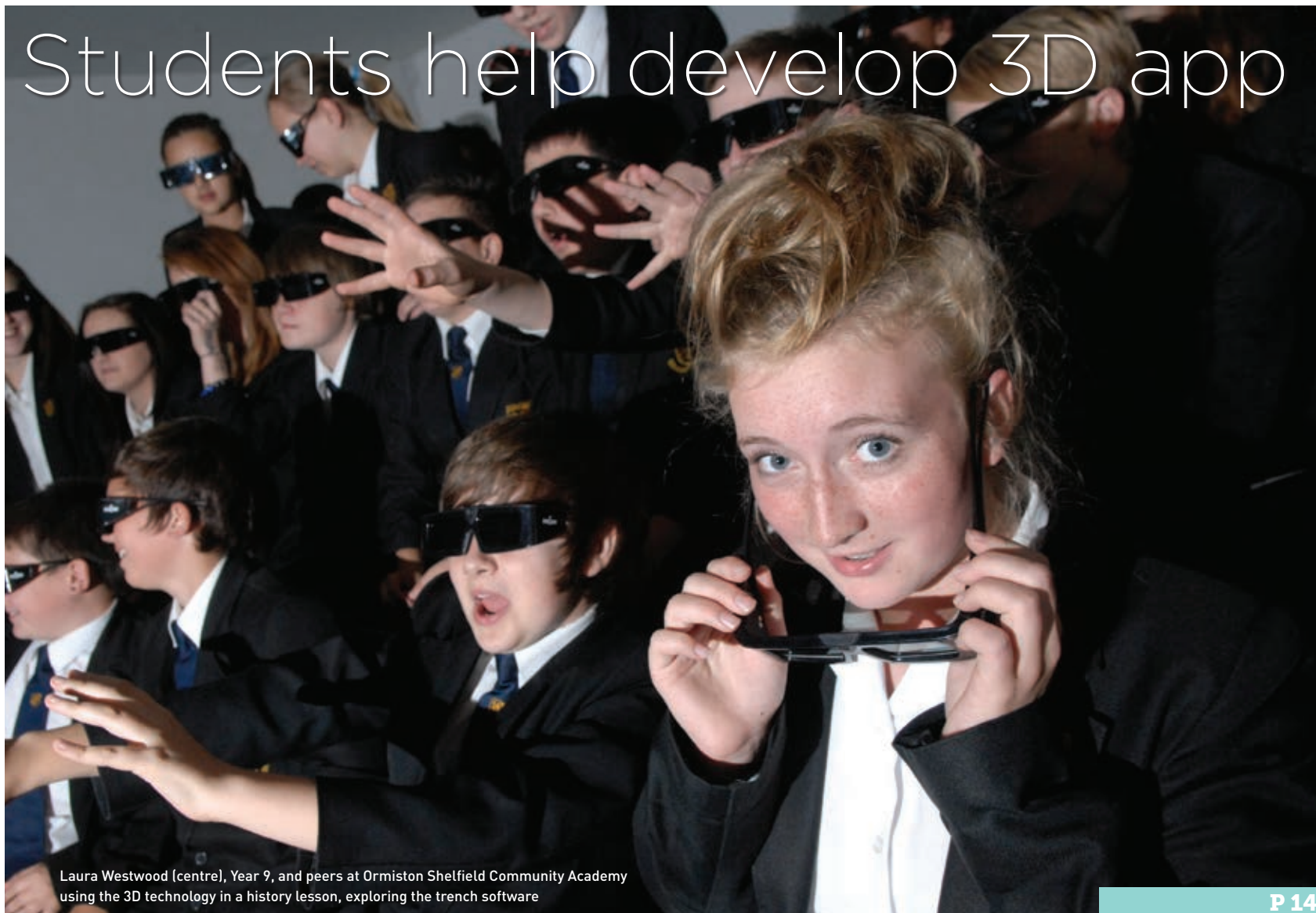


Pages 12 and 13

SCHOOLSWEEK.CO.UK

FRIDAY, JANUARY 16, 2015 | EDITION 15

Students help develop 3D app



Laura Westwood (centre), Year 9, and peers at Ormiston Shelfield Community Academy using the 3D technology in a history lesson, exploring the trench software

P 14

COMING SOON: OFSTED 'DOUBLE' INSPECTIONS

- 'Reliability tests' will be trialled in Spring inspections
- Two independent inspectors will compare grades

Double visits by Ofsted inspectors are to take place on the same day at schools, following an admission by the inspectorate that not enough has been done in the past to ensure the reliability of judgements.

Ofsted's national director for schools, Sean Harford, last week acknowledged that the watchdog does not currently ensure different inspectors in the same school on the same day would give the same judgement.

Writing in response to a critical blog by Tom Sherrington, headteacher of Highbury Grove School in North London, Mr Harford said that Ofsted had plans to overcome this issue. He wrote: "I have built in reliability testing for the pilots of the new short inspections this term".

That testing, *Schools Week* can reveal, will involve

Continued on page 6



P2

Exclusive

England's first for-profit free school receives a bail-out...

NEW SECTION

MOVERS & SHAKERS

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

Page 15

EDITION 15

SCHOOLS WEEK TEAM

Editor:	Laura McInerney
Head designer:	Nicky Phillips
Designer:	Rob Galt
Sub editors:	Jill Craven Jeremy Sutcliffe
Senior reporter:	Sophie Scott
Senior reporter:	Ann McGauran
Senior reporter:	Freddie Whittaker
Reporter:	Billy Camden
Photographer:	Ellis O'Brien
Cartoonist:	Stan Dupp
Financials:	Helen Neilly Victoria Boyle
Sales manager:	Hannah Smith
Sales executive:	Negar Sharifi
Sales administrator:	Jasmin Fergus-Aghamiri
Administration:	Frances Ogefere Dell

Contributors: Natasha Porter
Dr John Taylor
Alison Talbot
Jill Berry
Patrick Watson

Managing director: Shane Mann

And tweet us your thoughts @schoolsweek or with the hashtag #schoolsweek

SUBSCRIBE

For an annual subscription to *Schools Week* for just £50 visit www.schoolsweek.co.uk and click on 'subscribe' at the top of the page.

www.schoolsweek.co.uk
or call 020 8123 4778 to subscribe

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on schoolsweek.co.uk or contact:

E: advertising@schoolsweek.co.uk
T: 020 81234 778

Disclaimer

Schools Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of Schools Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and Schools Week must be referenced (to not do so, would be an infringement on copyright).

Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22-23 Holborn, London EC1N 2JD

**Learning & Skills Events,
Consultancy and Training Ltd**
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@schoolsweek.co.uk

NEWS

For-profit free schools £307k bailout**EXCLUSIVE | BY ANN MCGAURAN**

The education business behind England's first for-profit free school has gone into the black for the first time, but only because of £307,000 pumped in by the Swedish company that controls it.

IES International English Schools UK Limited has a ten-year contract to run IES Breckland school in Brandon, Suffolk. It is the only free school judged "inadequate" by Ofsted that has not closed or moved to a different academy trust.

The company declared a £36,000 profit in its accounts for the financial year ending in June, 2014, published last week at Companies House. It made a loss in the previous year of £67,574.

An Ofsted monitoring report in November - its second since the school became subject to special measures in January 2014 - said the school was making "reasonable progress".

IES UK is a subsidiary of IES UK Schools LLP - a private company controlled by IES Sweden. The ultimate parent company of IES Sweden is TA Associates, a private equity firm registered in the United States.

IES Sweden told *Schools Week* that the UK-based company was only making a profit because of its decision to give IES UK £307,000. A spokesman said that without this the UK company would have made a loss of £272,000.

"It would have been trading at quite a large loss if we hadn't sent the money over. We are committed to turning that school around. A lot of staff time in IES Sweden has been involved. When the Ofsted inspection took place we put in our interim management."

Since being put into special measures, IES



Pic: Karolina Ambervill

UK has spent more than £83,000 on improving teaching and learning, including buying services from the local education authority, and taking on an independent teaching coach, a maths intervention specialist and a recruitment advertiser.

The spokesman added that IES UK had also shared the cost of an interim principal's salary with IES Sweden. The current principal, Alison Tilbrook, was appointed in January 2014.

Ofsted noted these measures in its most recent monitoring visit, stating that school leaders had "made good use of external advisers, including those from Suffolk Local Authority, to evaluate their progress and provide support and guidance".

The report added: "IES is co-ordinating a coaching initiative with the school, primarily

through the appointment of a teaching and learning coach, supported by visiting high-quality English teachers from IES Sweden."

However Ofsted also said it was too early to see the impact of the interventions and that the school has also worked with "a variety of independent consultants and advisers to make use of their expertise".

Sabres Educational Trust, the parent-led charitable company with ultimate responsibility for the secondary school, holds a ten-year contract with the for-profit group IES.

The accounts show that while Sabres has 27 trustees who meet formally four times a year, only 13 trustees are listed as having attended meetings.

Concerns were also raised by Martin Campbell (pictured), a spokesperson for the Suffolk Coalition Opposing Free Schools. He said it was hard to reconcile the Sabres and IES UK accounts because their accounting year-ends do not match, meaning it was "difficult to answer the simple question of how much does Sabres pay IES and what it gets for the money".

He continued: "IES Breckland is only just making adequate progress within the special measures regime. IES might be capable in Sweden, but with no presence in the UK and weak leadership in Breckland it has failed to run the school. If a similar report had been published on a maintained school it would have been handed over to a new sponsor quicker than you can say 'academy broker'."

Sabres has said that they are happy working with IES and "have full confidence that IES is the right partner to help ensure teaching and learning continue to improve".

PISA test results will measure exam reform success

SOPHIE SCOTT
@SOPH_E_SCOTT

The government will use the UK's position in the international PISA tests taken by 15-year-olds to judge the success of its extensive exam reforms, the Department for Education (DfE) has confirmed.

The department's support for PISA was unveiled in supplementary evidence sent to the education select committee after education secretary Nicky Morgan was pushed to give details of how the changes would be measured.

Questioned in a committee meeting last month, Ms Morgan (pictured) was unable to pinpoint how government changes to GCSEs and A-levels would be measured but said: "I am happy to write to you with some thoughts about how we can measure things."

The DfE last week responded with clearer details of its plans in correspondence to the committee, later published on the committee's website.

On measures for effectiveness the department wrote: "We will be listening carefully to the views of employers and universities to assess how successful the reforms have been in preparing students to succeed in life in modern Britain.

"We will also measure the increased performance of the school system as a whole



Nicky Morgan

by reference to international tables of student attainment, such as PISA."

In the last OECD PISA league tables, published in 2013 and based on tests taken by 15-year-olds in 2012, the UK was ranked 26th in the world, with Shanghai topping the list of 65 countries and regions. The OECD carries out the survey every three years, with one scheduled for this year.

However, the impact of the exam reforms will not be able to be measured until the 2018 survey.

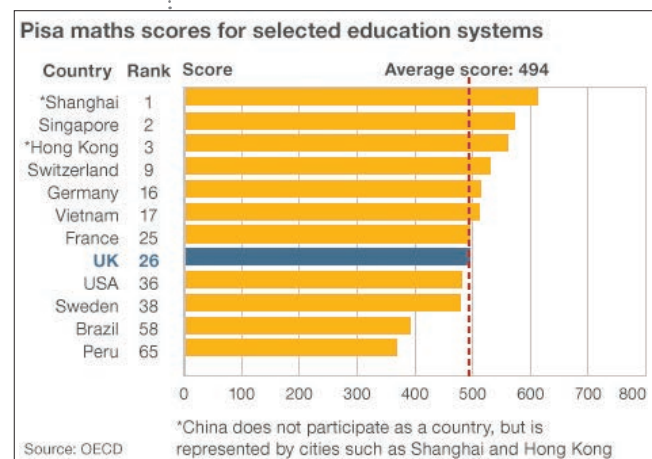
Ms Morgan agreed to write to the committee after the chairman, Conservative MP Graham Stuart, asked how the government was planning to make sure its reforms had "delivered".

Ms Morgan said that a range of factors such as the feedback from universities

and employers would be considered, but that she was "not going to set out" how the government would measure and review success.

Asked about PISA, Ms Morgan agreed that it was one way to measure performance, but did not say that it would be used as a target. Instead, she offered to write to the committee.

The far-reaching reforms, introduced by her predecessor Michael Gove, include the decoupling of AS-levels from A-levels this September and, at GCSE, schools will no longer be measured based on the number of pupils achieving five A*-Cs, including English and maths, but rather on the Progress 8 measure.



NEWS

'Grey Power' in the classroom: Who will review it?

SOPHIE SCOTT
@SOPH_E_SCOTT

Membership of the board tasked with scrutinising the impact of teachers working into their 60s will be decided next month, with unions hoping the review will prove their concerns.

Applications to join the board – called the Teachers' Working Longer Review – closed on Monday. Appointments are due to be made by the end of February.

The government wants teachers to work until 68 before claiming a full pension. At present, the pension age is 65 or 60, depending when the scheme was joined.

The Department for Education (DfE) says that the board's remit is to make sure that the change does not "impact detrimentally" on the workforce and that teachers have the "capacity to drive up standards".

A steering group that includes representatives of all the major trade unions has already been set up. It held its first meeting last October.

The National Union of Teachers (NUT) and Association of Teachers and Lecturers (ATL) hope the review will highlight the issues the

unions have already raised, such as the impact on older teachers' health and more flexibility in their workload.

Both the unions and Labour's Cardiff West MP Kevin Brennan think the review will highlight the difference in how older teachers work, compared with teachers in their 30s or 40s.

There was, however, a concern that the review was not carried out before the government introduced the policy and that it was now being "retro-fitted", Mr Brennan (pictured) said.

Last year's workforce census showed there were 11,500 teachers over 60 working in publicly funded schools. (See graph below). But more than staff 36,000 aged between 55- and 59 were still teaching.

The expectation is that more teachers will stay past 60 to access their full pension.

An ATL spokesman said: "We would have liked the review to come first and the decisions to come after, but obviously that's not our choice. We are hoping this review will prove us right."

Andrew Morris, head of pay and pensions at the NUT, said the union still opposed the



increase in pension age, but added: "The reason for us to join up with the review is that we think it will throw up evidence, both medically and of an employment nature, that working until 68 is unrealistic and will impact on the education of students."

Mr Brennan said: "We really need to look at what we do with our more experienced professionals – what we should ask of them – and re-engineer the job as appropriate to take advantage of their great experience.

"Really great teachers can be burnt out by their late 50s, early 60s, and it shouldn't really reach that stage."

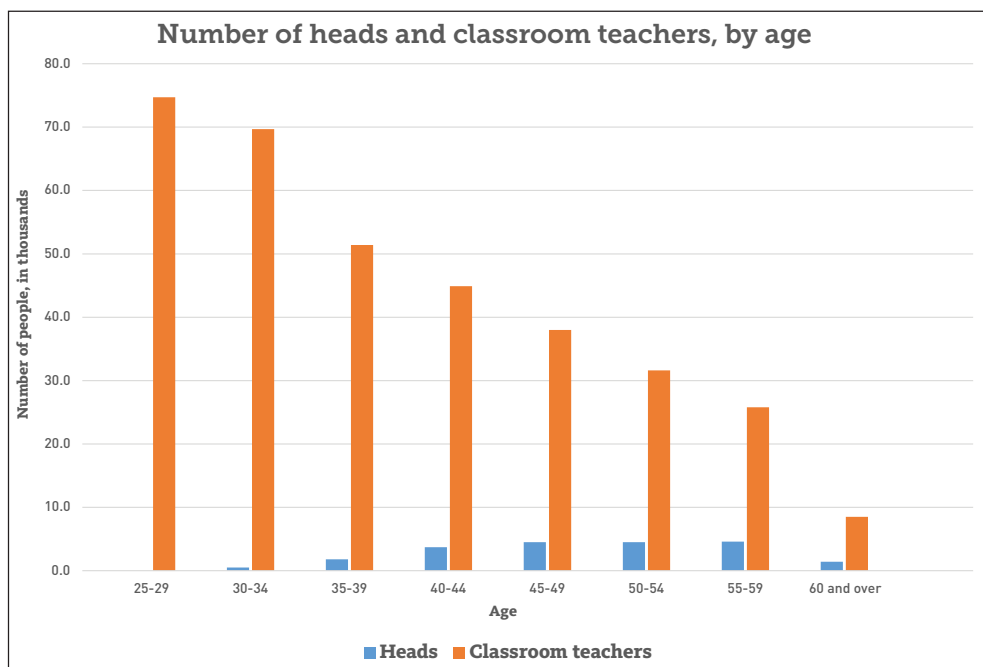
A DfE spokesperson said: "Encouraging and enabling more later-life working offers a massive potential financial boost both for individuals and the economy.

"That is why it is vital that we prepare the teaching profession for this, to make sure it remains as attractive as it is now. This review will explore the impact of working in later life on teachers' health and their ability to do their jobs."

It is understood an interim report will be produced later this year by the group and a final report published in 2016.

STEERING GROUP MEMBERS

- Stephen Baker, DfE and group chair
- Angela Culley, Independent Schools Council
- Anita Jermyn, Local Government Association
- Graham Baird, Sixth Form Colleges' Association
- Joan Binder, Freedom and Autonomy for Schools National Association
- Jane Morris, Governors Wales
- Andrew Morris, NUT
- Dave Wilkinson, NASUWT
- David Binnie, ASCL
- Deborah Simpson, Voice
- Dilwyn Roberts-Young, NUT, Wales
- Suzanne Beckley, ATL
- Valentine Mulholland, NAHT
- Zenny Saunders, Welsh Government
- Mandy Coalter, United Learning



NUMBER OF TEACHERS BY AGE, AND ROLE *NUMBERS ARE IN THOUSANDS

Age	Heads	Deputy and assistant heads	Classroom teachers	Total	Percentage of total workforce
25-29		1.0	74.7	79.4	17.71
30-34	0.5	5.8	69.7	78.1	17.42
35-39	1.8	8.1	51.4	62.8	14.01
40-44	3.7	8.6	44.9	59.0	13.16
45-49	4.5	6.5	38.0	50.9	11.35
50-54	4.5	5.6	31.6	43.2	9.63
55-59	4.6	4.6	25.8	36.1	8.05
60 and over	1.4	1.1	8.5	11.5	2.56

Source: DfE Workforce Census 2013

TOTAL :
WORKFORCE : 448.4

Free research access campaign continues

SOPHIE SCOTT
@SOPH_E_SCOTT

It's not just teachers who have limited access to education journal articles – but also civil servants at the Department for Education, *Schools Week* has learned.

Concerns were raised about civil servant access to research after *Schools Week* reported that teachers in England are unable to access education journals for free, while their counterparts in Scotland are able to do so under a £30,000 pilot run by the General Teaching Council for Scotland.

The DfE has confirmed that it subscribes to 18 education journals and, should civil servants need access to these, they are able to do so through its research department.

In contrast, Scottish teachers are freely able to access more than 1,700 journals

as part of their trial.

The DfE was unable to say how much it would cost to roll out a similar scheme in England; however a petition to education secretary Nicky Morgan calling for access has now received 625 supporters.

Debate broke out on social media after the story with education bloggers such as director of learning and research at Huntington School in York, Alex Quigley, arguing that research was only of value if teachers were given the time or "structures" to engage with it.

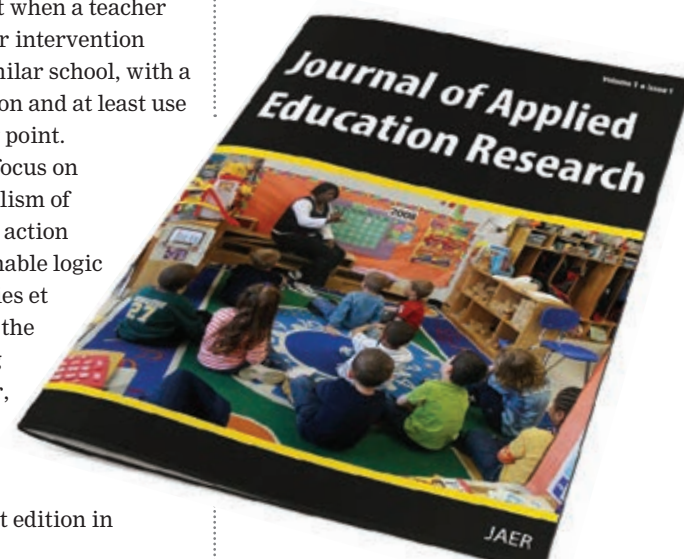
In response, Glen Gilchrist, a science adviser in Wales, has started a campaign on Kickstarter - an online platform to encourage funding of creative projects - to begin a new teacher-led research journal peer-reviewed by teachers, headteachers and advisers.

Mr Gilchrist said: "In my mind, the vision is for the journal to build up into a reference of papers, so that when a teacher is considering a problem or intervention they can find a broadly similar school, with a broadly similar intervention and at least use their findings as a starting point.

"With all the relentless focus on increasing the professionalism of teachers - getting us to use action research, PLCs [programmable logic controllers], working parties et cetera - what is missing in the puzzle is a journal to bring all those elements together, run them through peer review and give teachers a research based voice."

He aims to begin the first edition in mid-February.

Details of Mr Gilchrist's campaign can be found here: <http://kck.st/1wQRDEZ>



NEWS

Life-changing school and uni networks re-established

FREDDIE WHITTAKER
@FCDWHITTAKER

More than 30 regional networks aimed at encouraging outreach between schools and universities are to be established, four years after the Aimhigher initiative was scrapped.

The Higher Education Funding Council for England (Hefce) has said it expects 200 universities and other providers to engage with 4,300 schools and colleges through the new national networks for collaborative outreach (NNCO), funded by the Department for Business, Innovation and Skills (BIS).

From a budget of £22 million for the years 2014 to 2016, 35 regional networks will each get £240,000 with which to co-ordinate school and university partnerships. Individual institutions will also be eligible for grants to fund their own outreach activities.

In some areas, the networks will be led by existing Aimhigher groups which sought grants from schools and universities after all funding was pulled from the national support service in 2011.

Mike Thompson, who co-ordinates Aimhigher West Midlands, said the irony of the reintroduction was not lost on him.

Mr Thompson said: "Clearly, up until 2011 the agenda [of higher education support] was fairly comprehensively addressed and met through national funding, primarily through Aimhigher and other initiatives. But none of it survived deficit reduction.

"There were a whole range of arguments we made to say we should carry on the work we had been doing. We moved from a national funding model to a local one and we found that universities and schools were prepared to pay.

"That is why there is a sense of irony that three years down the line, there is a cyclical thing going on and the government, through Hefce, is trying to bring back something which was lost."

Hefce has launched a website for schools and colleges to find their nearest network, and individual networks will run their own sites with information about outreach activity.

The investment has been welcomed by Future First, an independent charitable organisation which encourages engagement between schools and their former students.

Managing Director Alex Shapland-Howes said: "The C in NNCO will be critical for making this work as well as it can. Collaboration has to mean between universities, colleges, schools and the range of other existing stakeholders working in this area."

It was also welcomed by the Office for Fair Access (Ofa). Director professor Les Ebdon said: "The networks will enable universities and colleges to work together more closely – ensuring that they can encourage more talented people from disadvantaged backgrounds to think about the life-changing benefits higher education can bring."

Ofsted chief backs positive discrimination for teachers

FREDDIE WHITTAKER
@FCDWHITTAKER

Positive action is legal if used to hire more diverse staff but difficult to implement, an employment law expert has said after chief inspector Sir Michael Wilshaw supported the practice.

Jo Bradbury, an associate solicitor in the employment department at education specialist firm SGH Martineau LLP, analysed comments made by Sir Michael during a phone-in to London radio station LBC.

In response to questions from listeners, Sir Michael admitted that as a headteacher he had applied positive discrimination when "two people...of equal merit" applied for jobs and he felt that he needed to "increase the number of teachers from ethnic minority backgrounds".

Ms Bradbury said: "It would be legal, but from a practical point of view there are some difficulties.

"Broadly speaking, the Equality Act allows you to discriminate to ensure diversity in recruitment. It is called general positive action.

"The government set out some guidance in 2011 about what is called an 'equal merit test', which means the person you're hiring has to be as qualified."

But she said that "qualified" did not necessarily mean candidates had to hold

specific qualifications, and said experience could be taken into account. She also said that other factors, such as assessment, would have to be taken into consideration too.

"If two people have passed an assessment and one got 71 and the other got 91, they would not be considered equal. But on a practical level it's unlikely you'd get two candidates with identical scores.

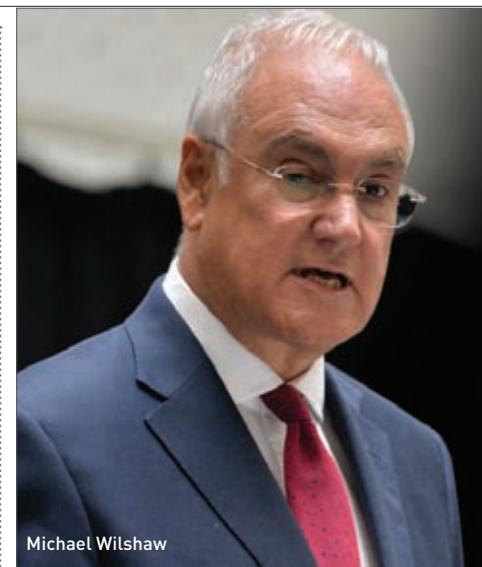
"Certainly at primary level, where the vast majority of teachers are female but you've got that 50/50 split in pupils, schools are looking to address the balance of gender, and it's the same in ethnicity.

"The bottom line is that the Equality Act does expressly encourage this concept of positive action in recruitment but requires an equal merit test."

During the radio session, Sir Michael said that his experience of working with pupils from different backgrounds influenced his views.

"If I had two people applying for a job of equal merit and I felt we needed to increase the number of teachers from ethnic minority backgrounds then I would apply positive discrimination. As long as the two people were of equal merit.

"There needs to be a fair representation. If the ethnic mix is very diverse, it's important to have a staff that reflects that."



Michael Wilshaw

A spokesperson for the National Governors Association (NGA) said the association was concerned about under-representation of black and minority ethnic men and women in schools, especially in senior leadership positions.

"Governing boards must consider all candidates on their merits. The NGA would not be adverse to schools using the provisions in the Equality Act to give the post to an individual with a protected characteristic rather than another candidate. But the ability to use this provision is limited and can only be used where the employer reasonably thinks there is an under-representation within the workforce of individuals with that characteristic, and, crucially, where that candidate is equally qualified for the post as another candidate."

Mystery of the spurned star pupils

SOPHIE SCOTT
@SOPH_E_SCOTT

The brightest students are missing out on offers from universities compared to their lower scoring peers, figures from university admissions body UCAS have revealed.

The latest End of Cycle report from UCAS shows students who applied to start university in September last year with at least one predicted A* grade were accepted at less than 75 per cent of their choices, while those predicted AAB received offers 87.4 per cent of the time.

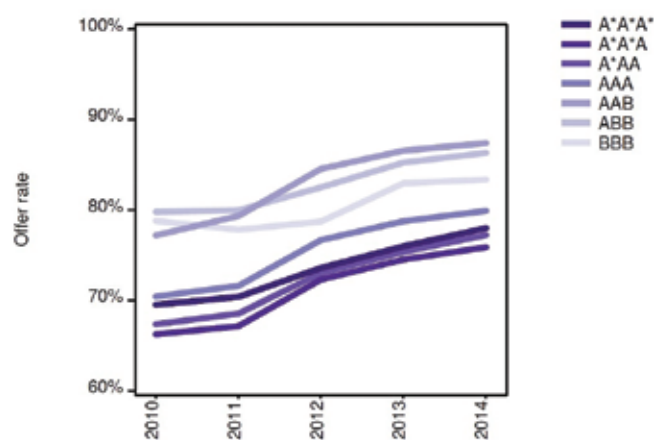
The reason given for this discrepancy by UCAS in its 139-page report is that courses entered by those with high grades are "competitive". But when asked to explain the reasons further, the service was unable to do so.

Only 8.2 per cent of A-level exam entries reap an A* grade, whereas 52 per cent of exam entries return a grade of B or above, suggesting there are many more students in receipt of AAB grades than three A*s.

Several universities and Universities UK were unable to comment further on the finding. However, head of admissions at Southampton University, Nick Hull, said the finding was due to more higher-grade students wanting to study subjects that needed high grades, such as medicine, than there were places available.

Mr Hull said: "While at a first glance

Figure 31 Offer rate (application level) to 18 year old English domiciled main scheme applicants by selected predicted grade profile of applicant



Source: UCAS

study these subjects than there are places."

Jude Heaton, head of higher education access and employability at TeachFirst, which runs the Futures programme aimed at helping pupils from low-income families into top universities, agreed with Mr Hull's assessment.

He said students were often pushed into doing oversubscribed "career" degrees rather than applying for broad subjects where they had more chance of getting a place.

Mr Heaton said: "Pupils aren't getting places which match their ability and aspirations. They need support from the wider world to get

them there.

"There needs to be an awareness of the outcomes of doing certain courses. Many students apply to do medicine, or law, or business, because it has a clear career, whereas it can be better to apply for something like classics at Oxford and you are still going to get a good job."

The UCAS report said: "The rank order of the level of offer-making to applicants holding each of these profiles is complex, reflecting both provider decisions and the applicant choice of course.

"For example, the offer rate to applications from applicants predicted AAB is higher than for those predicted BBB. But when applicants are predicted one or more A* grades, the offer rate goes down again, reflecting the competitiveness of the most selective courses."

it would seem perverse that applicants predicted the highest grades will be made fewer offers than those predicted a grade or two lower, one also has to take into account the range of institutions those applicants have applied to and the subjects they have applied to study."

He said guidance from schools and colleges enabled pupils to understand the different entry requirements and to have realistic expectations, and in subjects like dentistry and medicine there were extra means to select between candidates, such as the UKCAT test.

Mr Hull added: "It is unlikely that large numbers of applicants not predicted the highest grades will apply to study these subjects, while at the same time there are far more high quality applicants wanting to

NEWS

We'll judge character, not evidence says DfE

The government's plan to spend £5 million on character education has been welcomed by many
But Sophie Scott investigates just how easy it is to get your hands on the cash

SOPHIE SCOTT @SOPH_E_SCOTT Investigates

Schools do not need to submit verifiable evidence in support of their claim on a prize fund drawn from a £5 million Department for Education scheme (DfE) – a *Schools Week* investigation has revealed.

Last week, the DfE opened applications for the 2015 Character Education Awards. Their aim is to celebrate the excellence and diversity of provision existing within schools who use extra-curricular clubs, community service and other projects to develop character.

In order to win one of the awards, ranging between £15,000 and £35,000, schools must explain how character education projects in their school develop 18 'character' traits in their pupils, including qualities such as perseverance and tolerance. (See box right).

Winners will be announced at the end of February, with money awarded the following month.

However, *Schools Week* has learned that schools must only answer six questions of up to 1,500 characters each – roughly equivalent to 250 words – to be in with a chance of scooping the prize pot.

The questions ask for descriptions of the activity (see Step 1, below) and one asks "What evidence do you have to show that the character education you provide is effective? How do you monitor its impact?"

Information on the DfE website gives judging criteria for the award are provided online for the awards, with answers to the question designed to discover applicants' suitability.

Submitting "supporting evidence", however, is entirely optional (see Step 2, below) and applicants are clearly told on a second screen that any evidence submitted beyond the questionnaire will "not be assessed as part of the judging process" but will be "used for case studies or clarification".

The award information does not describe any independent checks that will be made to verify application claims.

When asked about the judging process, the DfE said: "Applicants for the Character Awards must provide the judging panel with evidence that their proposals have had a real impact on young people's education, behaviour or employment outcomes".

The 'evidence' referred to by the DfE are the short answer questions. Additional evidence will not form part of the judgement.

Education data writer, Jack Marwood, has analysed previous government award schemes, such as the Pupil Premium Awards, and is concerned at the apparent lack of vigour in the judging process.

"It would appear that, at best, schools will have to summarise their work on 'character', and there seems to be little opportunity for judges to see any independent assessment of a school's claims. It does not seem to be a particularly rigorous application process."

He also raised concerns about the speed of the awarding process.

"The judgement timescales make it clear that any check on the evidence would be perfunctory at best, which is surprising given the amounts of money which will be given out.

It is hard to come to any conclusion other than that these awards are a gimmick."

When announcing the awards, education secretary Nicky Morgan said: "The new Character Awards will help give schools and organisations the tools and support they need to ensure they develop well-rounded pupils ready to go on to an apprenticeship, university or the world of work."

Character Education Grants

This week, the DfE also put out a tender to charities who can apply for a 'Character Education Grant'. Distinct from the awards, which focus on rewarding current school activities, the grants are for expansions of current projects or future plans of external organisations to work with schools. Groups will be able to secure up to £750,000 to work with schools on developing character as part of a further £3.5 million in grant funding to be handed out between April and next March.

Groups are asked to provide details of their projects – such as extra-curricular activities and mentoring programmes – which should be implemented in partnership with a school or college.

The DfE information pack says the grants will be judged based on how well they score under the government's criteria, and applicants will be subject to financial checks.

THE 18 'CHARACTER TRAITS'

- perseverance, resilience and grit
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit
- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus



Nicky Morgan

STEP 1

Character Awards application

Main application

Please answer the following questions in support of your application. Responses will be assessed according to the published judging criteria. It is not necessary to include statistics on pupil attainment, as the DfE has access to all published data.

1. Please describe the culture of building character in your organisation. What character traits, attributes and behaviours do you promote and how do you promote them? *

1450 characters (of 1500 left)

2. What programmes and/or extra-curricular activities have you introduced to develop character and behaviours in pupils? *

1450 characters (of 1500 left)

STEP 2

Character Awards application

Supporting evidence

You may provide up to 4 supporting documents, eg surveys from parents or pupils; and internal or external evaluations. These will not be assessed as part of the judging process, but may be used for clarification or case study information if successful.

Each file must be smaller than 10MB.

File: [input field]

[Add another]

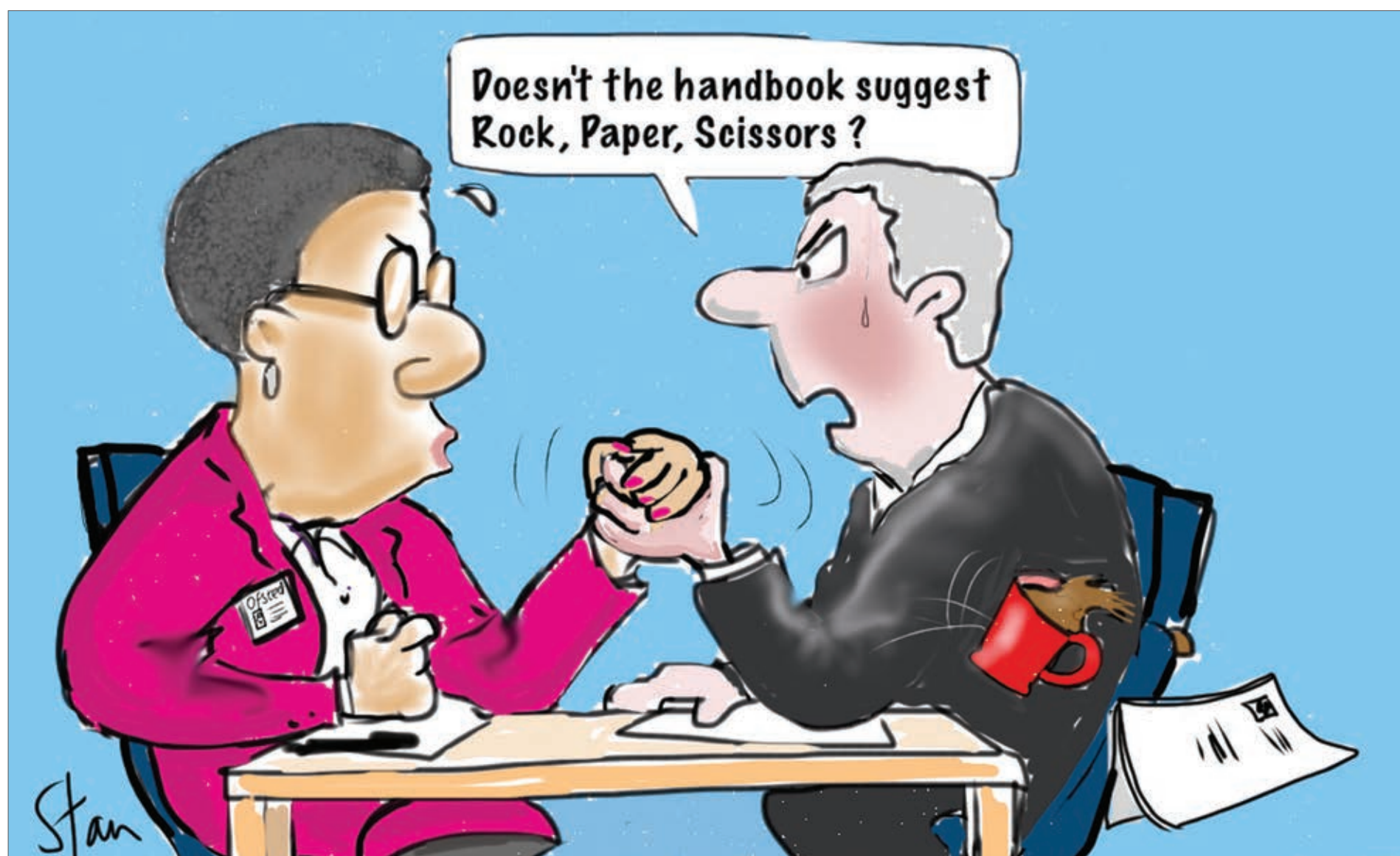
[Remove] [Save] [Next]

You may provide up to 4 supporting documents, eg surveys from parents or pupils; and internal or external evaluations. These will not be assessed as part of the judging process, but may be used for clarification or case study information if successful.

Judging criteria

Criteria	Assessment method-online application
Character building forms a core part of the ethos, culture and day-to-day running of the school or organisation and is actively encouraged among pupils and staff	Question 1
Clarity and focus of aims, and the extent to which they develop and improve character traits, attributes and behaviours of an appropriate number of pupils, and balance developing the skills alongside securing academic excellence	Questions 2 and 3
Programme is innovative and relevant to other contexts	Questions 2 and 3
Programme engages with other key organisations/stakeholders (such as parents, teachers, schools, employers and/or the local community)	Question 4
Evidence that the programme has impacted on aspects of pupils' character in a way which is improving their engagement and achievement	Question 5
Programmes with secondary age children could provide evidence of improvement of preparation for further education/higher education and/or work	
Evidence could include (but does not have to be limited to): <ul style="list-style-type: none"> • measures of behaviour • attendance parental feedback • Ofsted judgments or equivalent • achievement • progress • destination measures 	
Evidence monitoring, evaluation, captures lessons learned and incorporates these into project/programme development	Question 5
Evidence that the school/organisation will use the award to support further character building activities	Question 6

NEWS



Inspectorate pledges reliability testing in future

ANN MCGAURAN

Continued from front

two Ofsted inspectors visiting schools in the upcoming shorter inspection pilots, with both senior inspectors coming to independent judgements.

Ofsted said: "The reliability of the short inspection methodology will be tested during the pilots by two HMIs independently testing the same school on the same day and comparing judgements."

Ofsted said that inspectors would continue using data as a "starting point" in all inspections.

"However in reaching a final judgement, inspectors consider the information and context of a school, as shown by the full

range of evidence gathered during an inspection, including evidence provided by a school."

The watchdog was unable to give further details of the double inspection process – and it is currently unclear how the findings will be reported.

After learning of Ofsted's intended reliability test, Mr Sherrington - who wrote the initial blog questioning Ofsted's credibility - said he would expect there to be frankness from Ofsted about the level of reliability uncovered in the pilot.

"I would expect them to write two full reports, and to do that behind closed doors, while they get things sorted out.

"What I'd then expect is a public report, after the trial, saying what they found from

the reliability testing."

He added: "Schools in the trial must not be left without an understanding of what's happening, or how the judgement has been decided."

Colin Richards, emeritus professor of education at the University of Cumbria and himself a former HMI, also questioned how the two senior inspectors would approach their work.

"Would the HMIs separately inspect and compare? Would both inspectors meet the head separately? Would they inspect the same classes or different classes?"

He added: "The critics of Ofsted accept there is a great deal of professional judgement involved and they will want a system that is much more precise and

replicable. I don't think this will meet their criticisms, but it's worth trying."

Professor Richards described the decision by Ofsted to end contracts with its three private inspection services providers from September 2015, and to employ schools inspectors in-house as "a step in the right direction".

Ofsted has said that, from September, it will contract with all its inspectors individually, giving it "greater flexibility and control over the inspection process".

These in-house inspectors will be trained directly, rather than through intermediary inspection service providers.

The watchdog added: "We are confident that these measures will improve the quality and consistency of our inspection work."

EDITOR'S COMMENT

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

A theme joins two disparate stories this week - our cover story, and that of Nicky Morgan finally claiming a yardstick by which to measure exam reform success. The theme is of "doing what you said you would".

The stories both matter because they relate to the 'big tests' schools face. Getting Ofsted-ready can be a time suck disproportionate to its value. The time spent ensuring

students get much-needed grades is less so. But, in either case, people working in schools expend enormous amounts of effort to live up to these expected standard.

Given this, it is only right that when Ofsted says they are 'reliability testing' their inspections – that schools know how it will happen. Likewise, when the government says its exams reforms will improve education, they need

to say how they will measure that improvement and account for successes and failures.

Hence, when last week we heard that Ofsted were admitting unreliability we sought not to bash them for it – but to find out what they were going to do about it.

And when the government tried to bury in a letter that international

scores, such as PISA, would be the marker for exam reform success we decided to highlight it, rather than letting it slide.

Going forward we'll be keeping an eye on these issues, and seeing if they are followed through with. We hope you'll keep reading to see how it turns out, too.



READER'S REPLY



EMAIL



TWEET



WEBSITE

WE WANT TO HEAR FROM YOU

@SCHOOLSWEEK

NEWS@SCHOOLSWEEK.CO.UK

WWW.SCHOOLSWEEK.CO.UK

Online: Education Select Committee Review: Nicky Morgan on Careers Advice and Guidance

Steve Mason, Surrey

As per usual, if it doesn't affect a person – in this case a jobbing MP – directly, then it's seen as a test of political skill in avoiding the issue and treating it (careers) as largely inconsequential. I fear no change imminent and yet more reliance upon on-line tools that do nothing of any note. The only educational environments that will provide quality advice are those that can afford it. Does anyone else spot a widening education and opportunities gap emerging? Go Tories!

Chris Evans, address supplied

She is a lightweight representing a constituency which once was proud of an independent careers and guidance service providing top notch services to all schools (including independents), employers, training providers, parents and colleges. It has disappeared with no possibility of resurrection until a Government commits something like £320million to a publicly funded service in England.

Online: Publish appropriate levels for "super-head" pay, recommends government committee

John Howson, Oxford

The Public Accounts Committee should look at the effect of freeing all teacher pay grades and allowing competition to see if it drive up wages of teachers in shortage subjects at the expense of other teachers and how such pay arrangements conflict with the equal pay legislation for jobs of equal worth.

Rewarding luck is not a formula to beat disadvantage

Liam, East Sussex

Completely agree...also, possibly the most meaningless accountability measure ever invented.

The many roles of Sir Theodore Agnew

June, name and address supplied

Fantastic work *Schools Week*. The only missing piece of the puzzle is de Souza's role on Tim Coulson's Head Teacher Board!

Free research journal access



David Rogers, @davidErogers

Sounds great in theory, but would need a sustainable funding stream. Nothing is 'free'.

Strictly speaking [in Scotland] it's not free, [research journals] are part of the £45 annual subscription fee for GTCS.



@mfordhamhistory

I think access is a good idea, but it needs mediation for teachers.

Morgan throws careers questions into black hole

Janet Downs, Lincolnshire

Thirty years ago our school had a designated careers teacher responsible not just for careers advice but for a programme of careers education and guidance (CEG). It was part of a group comprising local secondary schools and professional careers officers who'd had proper training. The group was part of a larger consortium covering the East Midlands.

This reflected the importance of CEG. But it's now all but disappeared. We've gone backwards.

David Weston Profile Interview



@beckyfrancis76

Great to see @informed_edu featured in this week's @SchoolsWeek. What a trooper!



@jmdexter

Great article about David Weston – have to disagree though, Murren or Wengen better than Grindewald.

Regional School Commissioner Pay Revealed



@supernash69

It's comparable with the salary of a head of children's services at a county council, as it goes.



@PXEducation

That doesn't strike me as that much at all, given breadth of responsibility. It is less than a fair few Director of Children's Services will get as well as executive principals of some groups of schools, as well as secondaries.



@crd37

At least they are all paid less than the Prime Minister, so that's all right then!

Corrections

In 'Week in Westminster' (edition 14, Jan 9) we included a story about Ofsted events occurring on 23 and 29 December. We included these stories in our 'After New Year' section. Those dates were, of course, before New Year. No time travel was involved.

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.

Momentum continues for fight to give teachers free research journal access



REPLY OF THE WEEK

Alex Quigley, address supplied

I think Vincent's campaign and petition is a laudable one, but I do have reservations about this proposal for access to journals for all teachers. Though it would signal in the right direction, the support is simply not in place in schools to make journal access anything else but a niche luxury. We need a systematic approach to CPD and time for teachers to properly engage with evidence if the move is to bear any fruit.

Perhaps we should direct the money at creating a journal for teachers with oversight by teachers. It could cohere the excellent resources already out there in the public domain, like the IEE's 'Best Evidence in Brief' and the EEF's toolkit. The reality is that there is a huge range of high quality research freely accessible across the web. Rarely have I not been able to find studies that I wanted/needed as part of my work. The crucial factor is creating systems within schools, between schools and HEIs that mobilize the knowledge that is available.

I fear that journals will see this as a financial golden egg. The relatively cheap 'price' for Scottish teachers should anchor any discussion.

REPLY OF THE WEEK RECEIVES 'THE COLLECTOR'S' MUG!



EXPERTS: The Opportunities of Exam Reform



NATASHA PORTER

Deputy head of the education unit at Policy Exchange and a former senior leader at King Solomon Academy, west London

Why linear A-levels will work best

Decoupling will snatch what space there is in the post-16 curriculum to teach skills that are no longer examined, giving pupils the space to explore subject areas that they're interested in

As a senior leader and English teacher, the removal of coursework meant an end to the relentless chasing of year 11s for those essays that were always "on my computer at home", alongside a suspicion that some pupils were getting far more guidance than others. But there was sadness, too, that the part of the course in which pupils constructed and refined an extended essay and argument over a period of time had been removed.

In the end a more reliable and fair grading system seemed more important, something that terminally examined qualifications provided in a more rigorous way.

But beyond the demands of accountability, many schools still teach skills they value, even when they are no longer examined. Science staff at King Solomon still teach students to independently plan and complete experiments, and the English teachers continue to teach extended essay writing and redrafting.

It is vital that there is enough space in the curriculum to teach these skills even if we don't yet have a method of accurately assessing them.

If we consider what an upper secondary curriculum should look like (separately from how we assess it), I would argue that students should learn a core of mandated content at a sophisticated level, as well as have space to explore subject areas of interest to them. Done well, this breadth of study will improve their understanding and enjoyment of the mandated material too.

This is why I oppose the planned decoupling of A-levels and the reintegration of AS-levels at the end of year 12. Unlike at GCSE, where there is still enough time in a two-year course to teach beyond what is assessed, the current post-16 academic curriculum is overly assessment-driven because high stakes exams are so frequent. External exams in the summer term means that teaching of new content in many schools slows down in February to start the revision cycle. Year 12 therefore has less than a full school year to deliver new content, and often the only new material taught is that which is examined at the end of the year.

Of course there needs to be an accurate assessment model, but with exams taken

across the two years, the assessment tail has been wagging the curriculum dog. The enormous pressures of taking exams that determine university offers (and school league table position) halfway through the course means that the focus necessarily moves from developing subject knowledge and enjoyment into learning content to pass the exams. It is interesting that Scotland is the only other country with such a short upper secondary cycle, and since Curriculum 2000, no other country in the world has adopted a similar upper secondary model.

There are benefits to decoupling the first and second year A-level exams. Delaying the point where curriculum options are narrowed is welcomed by those that feel 16 is too young to choose a life path, and the chance to drop a weaker subject allows for experimentation and broadening of academic interest.

The University of Cambridge has been particularly vocal in its defence of such an approach, arguing that AS results help universities to recruit the best students as the combination of GCSE and AS results can predict whether a student will receive a 2:1 with 70.1 per cent accuracy.

The cost of lost learning from two standalone qualifications is too high

But what is left unsaid is that GCSE results alone on this measure are 69.5 per cent predictive.

The Cambridge admissions team has also said that recoupling would disproportionately harm the most disadvantaged students, presumably because the modular system requires less long-term retention of content. But it is precisely this viewpoint, born from a culture of low expectations, which curriculum and assessment reforms (as well as teacher training and development) must address.

Ultimately the cost of lost learning from two standalone qualifications is too high. A-levels must be recoupled so that the focus of the upper secondary classroom shifts away from assessment and back towards curriculum and learning. @NPorterPX



DR JOHN TAYLOR

Director, Philosophy in Education project and head of philosophy, Rugby School

What would be the benefit of a philosophy GCSE?

The answer's easy: it would give young people the opportunity to discover the subject as a centuries-long conversation amongst the world's deepest minds

Children are natural philosophers. If you doubt the capacity of young people to engage fruitfully with life's deepest questions, drop a philosophical question into one of your lessons or a tutor group session: What makes me me? Is the mind separate from the brain? What is time? What makes an action right or wrong? Questions such as these have a catalytic effect: they energise conversation, stimulate thought and create a sense that here is something mysterious, intriguing, and worth arguing about.

As Aristotle put it, philosophy begins in wonder - and wondering is something children do well. It is also something that we'd like to see them do more of as they get older and questions such as "Do I need to know this for the exam?" or later still, "I didn't really spend all that on credit last month, did I?" tend to take over.

The exciting potential of philosophical questions to stimulate inquiry and promote thought about the most important questions of all should be a sufficient reason for its inclusion on the curriculum at all stages. In primary schools, groups such as SAPERE (the Society for the Advancement of Philosophical Enquiry and Reflection in Education) and The Philosophy Foundation are already doing pioneering work involving children in philosophical inquiry. In the secondary sector, philosophy currently forms a component of religious studies GCSE. The OCR religious studies GCSE has two specifications. In 2014, 5,159 candidates took the world religions exam whereas a vast 45,115 took the philosophy and applied ethics paper.

All this, however, looks set to change with the proposed new GCSE religious studies subject criteria. Whilst philosophy and ethics remain, their study looks set to be curtailed, as the focus moves back to study of religion itself, with philosophy and ethics forming only one component alongside these.

This is not unreasonable. The study of religion involves a great deal more than just the philosophy of religion or religious ethics. Moreover, there is a great deal of philosophy that really ought to be explored as part of the initial formal teaching of the subject and which simply would not fit under the religious studies umbrella.

It is time, then, to take seriously the proposal that philosophy should exist as a GCSE subject in its own right.

A philosophy GCSE would give young people the opportunity to discover the subject as a centuries-long conversation amongst the world's deepest minds. If education is about opening up the minds of young people to the best of what has been thought and said, then leaving the story of philosophy as a closed book is a missed opportunity.

Leaving the story of philosophy as a closed book is a missed opportunity

Engagement with the rich history of philosophical thought contributes to personal growth and ethical development. By encountering the rich diversity of ways in which thinkers have gone about trying to answer Socrates' great question ("How, then, should we live?") students learn that their own ideas about life are open to challenge and critical question, and through such discussions is the formation of understanding and tolerance.

All this questioning, though, leaves some teachers and students cold. What is the point of asking all these unsettling questions when secure answers seem to be thin on the ground? The great David Hume turned this argument on its head beautifully when he remarked that philosophical conversation has a civilising effect, precisely because of its uncertainty.

The benefits of teaching GCSE philosophy are nothing less than these: that it offers a rich and enjoyable topic of study, that it brings young people into contact with the thought of the greatest minds, that it offers them the opportunity to carry on the great conversation of humanity about the ideas that shape our lives and that, through the open nature of the conversation, they can learn to handle differences of opinion that have the potential to be seeds of discord and conflict, in more intelligent, reasonable and humane ways.

EXPERT



ALISON TALBOT

Partner at law firm Blake Morgan. She specialises in restructuring and academy conversions

It's not unusual... to have conflicts

Properly managing conflicts of interest and related party transactions is an essential part of the proper management of a school

At the end of 2014, the National Audit Office highlighted concerns about the high level of "related party transactions" entered into by academy trusts. While the report and much of the linked media coverage focused on the statistic that 43 per cent of the academy trust accounts examined disclosed related third party transactions, it is worth noting that only £8.6 million of these transactions were thought to result in a threat to the proper use of public money.

While any misuse or possible misuse of

public funds is a cause for concern, the statistics suggest that more than 99.9 per cent of the transactions made by these trusts did not pose a risk to public money and, as is so often the case, those that did cause concern appear to have been made by a relatively small number of trusts rather than representing a problem across the board.

Properly managing conflicts of interest and related party transactions is an essential part of the proper management of a school and, given the public and media interest following the NAO report, is an area that is likely to be subject to ongoing scrutiny. It is therefore important that all academy trusts can demonstrate that they have robust and effective procedures in place for identifying

and dealing with any conflicts.

Although the rules on related party transactions and "at cost" principles may seem straightforward, they will often require decisions based on judgment rather than simply applying a set of rules. Boards of academy trusts without sufficient experience to make these decisions will need to take professional advice.

Conflicts of interest are not at all unusual, and are not necessarily a problem

Conflicts of interest are not at all unusual, and are not necessarily a problem. Schools may receive very good value for money as a result of the close relationships. Each potential transaction should be assessed on its own merits, but an academy trust that adopts a policy of avoiding all related party transactions may well end up missing out on the benefits of some of those relationships.

The key to addressing conflicts of interest effectively is to ensure sufficient openness and transparency, and to make sure that they are in accordance with proper written procedures. Those procedures should include:

- keeping an up to date register of all the

interests that could potentially fall foul of the connected party rules

- preventing a conflicted individual from participating in any decisions associated with the proposed transaction
- identifying the process that will be followed to ensure that the services of the connected party are procured through a fair and open process

Once an academy trust has decided to enter into agreement with a connected party, then it is required to comply with the "at cost" provisions that are set out in the Financial Handbook.

These rules require the connected party to provide the goods or services at no more than they "cost". It is clear that the "at cost" amount can include both the direct and indirect cost of providing the particular good or service to the academy, without any profit element, but it is still very difficult for an academy to assess whether the service is actually being provided "at cost", and for connected parties to know exactly what the true cost of their service actually is.

Again, the best way for an academy trust to deal with this requirement is through having a clear policy setting out the steps that will be taken to confirm that the "at cost" provisions are complied with whenever they enter into a connected party transaction.

The way in which academy trusts manage their conflicts of interest and connected party transactions will undoubtedly remain in the public spotlight and it is essential that all academy trusts equip themselves with the appropriate tools to deal with them whenever they arise.

IT'S GOING TO BE INCREDIBLE. BE PART OF IT.

BOOK NOW:

www.festivalofeducation.com

t: 01483 423008

For groups of 20 or more please call to book.

THE BEST BRITISH EDUCATIONAL EVENT

THE FESTIVAL OF EDUCATION IS THE HAY-ON-WYE OF EDUCATION

David Willetts, Minister for Universities and Science

THE SUNDAY TIMES
festival OF EDUCATION
WELLINGTON COLLEGE

June 18-19, 2015

I HAVE RARELY, IF EVER, FELT SO EMPOWERED TO IMPROVE MY OWN TEACHING AND TO HELP OTHERS IMPROVE THEIRS. I HAVE JUST SPENT TWO DAYS AT THE SUNDAY TIMES FESTIVAL OF EDUCATION, AND IT WAS SIMPLY AMAZING

BH, Assistant Head
Loreto College, St Albans

Media Partner

SCHOOLSWEEK



www.facebook.com/EducationFest



@EducationFest

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our reviewer of the week is Jill Berry a former head, now educational consultant @jillberry102

New bloggers emerge all the time. One of the interesting effects of the "#Nurture" initiative over Christmas, which encouraged writers to review the previous year and identify hopes for the coming one, and @martyneah's "#teacher5aday" project, which focuses on what teachers can do to for a healthier and more balanced future, is that they encouraged people to start blogging.

There are also bloggers who have been writing for a while, but who we may not have come across. So in this week's column, I'm focusing on four writers whose blogs I've recently discovered

How family-friendly is the teaching profession?

By @Teachsenseuk

Published in response to debate about whether teachers end up focusing more on other people's children than their own, @Teachsenseuk focuses on the situation of the teacher mum. But the debate is just as relevant to teacher dads, as the comments after the blog suggest. @Teachsenseuk wants to be realistic about the challenges.

She says: "I don't want to worry any young teachers who are planning to start a family – these challenges are not insurmountable. But I want to manage your expectations."

She also wants school leaders to empathise with the difficult positions teacher-parents can find themselves in. Whether you are a teacher parent or a school leader, or both, it is well-worth reading and giving careful consideration to the issues this post raises.

Our well-being

By @Naomi7444

Partly as a result of the #teacher5aday initiative, protecting our well-being and being aware of others' well-being, has become a hot topic. In this post, @Naomi7444 considers

the clash between personal and professional responsibility when she identifies: "The problem is, most teachers I know will sacrifice [personal] good habits for other perceived good habits such as a bit more planning, a fantastic PowerPoint presentation for Year 7 or marking exam papers in unnecessary depth."

@Naomi7444 considers the five elements of the #teacher5aday challenge and how they relate to her own experience: #connect #exercise #notice #learn and #volunteer. She herself is on the verge of a new career, and her reason for doing so recalls the post above:

"I represent one of many who have left or are leaving the teaching profession because they 'want their life back' or 'need some balance.' But with the right leadership and ethos, schools can protect their teachers and their students, creating healthy communities who care for each other and publicly celebrate the joy of full and fulfilling lives."

Workload – a small step in the right direction

By @rhcaseby

Following an online chat session on the evening of Sunday, December 7, hosted by Nicky Morgan and on the subject of workload, @rhcaseby wrote about one specific strategy for trying to rationalise and manage teacher workload. Workload is a highly emotive subject, and moving from anger and frustration about what is imposed (either by the government or by the leaders in our schools) towards practical strategies to help the situation can be a difficult step. But as @rhcaseby suggests:

"While we may have limited ability to influence what is imposed externally, school leaders can still do our best to ensure our colleagues can devote their time and energy towards the things that make the greatest difference for pupils."

Including a "workload impact analysis" with every change/initiative introduced, as described here, is a good start.

#Nurture1415

By @sputniksteve

Finally, this example of a #Nurture1415 is interesting in itself, but also - because it is written by a blogger new to me - it encouraged me to explore his "back catalogue". @sputniksteve dislikes the concept of "targets" for pupils – "one way to ensure that we kill effective or interesting learning is to targetise it" – and although feeling that writing such a post is "terribly self-indulgent", I had the sense that he had found it satisfying and useful to articulate his thoughts and feelings about the year that has just passed (a dramatic one for him) and to set out his ambitions (never "targets"!)" for 2015.

BOOK REVIEW

Seeing what others don't- the remarkable ways we gain insights

Author: Gary Klein

Publisher: Nicholas Brealey Publishing

ISBN-10: 1857886194

ISBN-13: 978-1857886191

Reviewer: Patrick Watson is Managing Director of Montrose Public Affairs, specialising in education policy. He tweets as @pwatsonmontrose



A bond of mutual appreciation links Gary Klein, the experimental psychologist, and Malcolm Gladwell, the writer. Gladwell is a fan of Klein's research, while Klein, in his new book on insights, has adopted Gladwell's style, combining compelling storytelling with arresting counterintuitive bombshells.

In this very engaging book, he deconstructs the nature of insights and their effects, whether trivial or game-changing. He suggests two ways they might be encouraged, given how crucial they are for innovation and adaptation.

For Klein, they provide an unexpected shift in our understanding in the story we tell ourselves about how the world works, and how to make it work better.

His "naturalistic" research approach analyses and codes 120 real life events, drawing lessons in understanding how insights are reached. He uncovers three different pathways for gaining insights: making connections (and seeing coincidences); spotting contradictions; and "creative desperation", where we break free from our flawed assumptions and mindsets. Each works in different ways and relies on its own set of techniques.

For business, insights are important. The secret to success and improved performance is, in part, to improve predictability and reduce errors. But improved performance requires insights, too, as they catalyse creativity, adaptability and innovation. The challenge for leaders is to get the right balance between these elements.

Insights range from the mundane: two police officers notice a driver of a smart car tipping ash on to the dashboard (aha! its probably stolen, which it was) to the Japanese Admiral Yamamoto's insight that the successful British aerial torpedo attack on the Italian fleet in Taranto Bay, in 1940, exposed the extreme vulnerability of America's Pacific Fleet, at Pearl Harbor. (Ironically a US admiral had the same insight but it wasn't acted on.)

One of Klein's most compelling points is

a paradox: evidence and data can impede progress. Insights often require people to abandon some strongly held beliefs, either because of contradictory evidence or because they were trapped by flawed beliefs that prevented them from solving problems. Our natural tendency, when encountering evidence that doesn't match our view of how things work, is to discount the evidence.

Klein claims that flawed data can appear to disprove an accurate insight. And the way data is analysed and coded reflects the current beliefs and assumptions of the researchers. Without the intelligence to notice the importance of anomalies,

databases and coding, methods cannot evolve to capture deep insights. Indeed, data analyses are usually designed to increase speed and power, not to uncover deep insights.

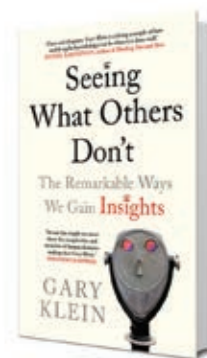
So, in schools, how can you help others to gain an insight? You could help them to become aware of inconsistencies in their thinking and to dump

cherished beliefs that are simply wrong. A flying instructor helps a pilot struggling to land on an aircraft carrier by devising a simple exercise to help him to achieve his own insight. It involved no more than simply closing one eye and using his thumb (representing the aircraft's nose) to align with a straight line in the room, then moving his head 18in to the side and lining up the thumb again. He then realised that he was getting his alignment wrong because of where he was seated in an unfamiliar aircraft. An "aha" moment follows, with an adjustment, and then six safe landings.

Organisations could try employing "insight advocates" to incentivise more insights or "insight oversight" groups to allow employees and managers to break away from procedures and processes that too often obstruct insights. But this is where Klein candidly acknowledges that many leaders are unlikely to take the necessary steps needed to encourage insights in their organisations, as they worry about the disruptive forces that they unleash.

There aren't here any universal strategies for making discoveries. There are different paths, with blends and overlaps.

Klein gifts us some marvellous aphorisms, and advances our understanding of insights – and, indeed, how our minds work. But he still leaves us with a big question. How do we more effectively harness insights to make the world work better for all of us.



NEXT WEEK:
"Who needs examinations?"
Reviewed by Paula Goddard

REVIEWS

RESEARCH REVIEW



British Educational Research Journal

December 2014

Volume 40, Issue 6

Pages 917–1084

In this edition of the British Educational Research Journal, three studies caught the eye.

1. Maria Poulou: "The effects on students' emotional and behavioural difficulties of teacher-student interactions, students' social skills and classroom context"

When thinking about student behaviour it is often easy to think it is a one-way street, but this paper thinks of behaviour as something more complex – relating to teacher-student interactions, students' social skills and the classroom context (particularly what goals the class is trying to achieve). Four measurement tools were given to 962 primary students, and it was found that students' social skills were important in predicting emotional and behavioural difficulties. But they were not alone. Teacher-student interactions and the classroom context also mattered, suggesting that behaviour is more than just something residing 'within' pupils but is an emergent property affected by a plethora of factors.

2. Akvile Motiejunaite, Sogol Noorani, Christina Monseur: "Patterns in national policies for support of low achievers in reading across Europe"

Can a country improve the reading of its students? That's the question the authors of this paper sought to answer by analysing data on the national policies for reading improvement in 32 countries and student reading outcomes on the international PISA tests in 2009. Policies looked at included specialist reading teachers, changing curriculum guidelines and diagnostic tests. A three-level regression analysis suggests that providing reading specialist teachers to targeted students experiencing difficulties, along with advice to classroom teachers, seems to be the most effective intervention. The authors also suggest that a right to a reading specialist for every student in need should be established centrally within government to shore up policy success.



3. Peter Wood and Jo Warin: "Social and emotional aspects of learning: Complementing, compensating and countering parental practices"

Long forgotten among the current trend for 'character education', this study takes a look at the program of Social and Emotional Aspects of Learning (SEAL) in primary schools in the UK. It considers the way that stakeholders in the programme interpreted what the policy was about and how it was influenced by their perception of pupils' parents and their ability to develop 'appropriate' social, emotional and behavioural skills. A key finding is that in schools where teachers and leaders felt negatively about parents, the SEAL programme was interpreted as 'countering' and 'compensating' for poor parenting. In schools where parents were considered more positively, teachers and leaders felt it 'complemented' parenting.

The authors describe how the differing perceptions related to class and ethnicity of the parents and that this suggested the scheme "re-affirms the practices of the dominant culture" and marginalises the less powerful. A strong conclusion that should be more widely debated in the face of the current character education debate.



A week in Westminster

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

THURSDAY:

Fancy opening a series of schools in Torbay? You're in luck! The Department for Education today released a list of 'priority' zones for the 'sponsor capacity fund' that gives academy sponsors more cash so they can take on additional schools. Alongside the English Riviera are places such as Kirklees and Walsall. At £75,000 a grant it's a far cry from the days when academy sponsors had to stump up a couple of million in order to get their name on a school.

Speaking of millions, grants were released to seven local authorities as part of the early years pupil premium pilot, ahead of its full implementation in April. The money will go to early years providers delivering the funded entitlement for three-to-four-year-olds considered as 'disadvantaged'.

FRIDAY:

Given the money pouring into early years from the coalition, it is perhaps no surprise that when Labour's Tristram Hunt met four education bloggers on Friday he talked of his party's plan to

revive SureStart – a programme aimed at supporting families with young children. Given that in 2005 the £3 billion spent on SureStart was evaluated and found not to be making much difference, it would be an expensive gamble to take.

MONDAY:

On Monday afternoon, the Public Accounts Committee was treated to a rare visit from Ofsted chief, Sir Michael Wilshaw, and a less rare visit from Chris Wormald, top civil servant at the DfE. Both were being hauled over the coals for the educational outcomes of children in care (improving, but slowly and not consistently). The meeting's flavour is most concisely summed up by the moment when Dame Anne McGuire asked Wormald, for the second time, whether the DfE responsibilities in the matter were "a matter of semantics". He replied: "It is and it isn't". So that clears that one up then.

Friday was also the day when organisations were invited to submit proposals for a £3.5 million grant fund to support projects in character education. Hopefully they will need to submit more evidence than schools will for winning prizes related to the same thing (see page

5 for our investigation).

TUESDAY:

Another day, another debate – this time on grammar schools. Yes, it appears the House of Commons has stepped into a time warp and we are back in the 1960s. The debate was supposed to be on the impact of funding cuts to grammar sixth forms, but most MPs used it as an opportunity to trot out grammar spin. It was notable that everyone sticking up for the schools has either attended one, or had them in their constituency. Vested interests? Surely not!

In the first exciting data release of the week, Ofsted published its spending over £25,000 in the month of November. And...um... two sets of expenditure for "travel and overnight accommodation" are listed as costing £474k and £383k, suggesting a total travel spend of nearly a million quid in one month. Torbay, perhaps?



WEDNESDAY:

A parliamentary question from Labour's Kevin Brennan appears to have opened a wound. Brennan asked the DfE to release the grades given to 'academy sponsors'. The grades are used when making judgements about academy chains' capacity to take over or open a new school. The department is refusing to budge, saying that transparency would prejudice the 'effective conduct of public affairs'. Or not so public affairs, as the case may be.

CHECK OUT @SCHOOLSWEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

PROFILE



LYNN

GREENWOLD

SOPHIE SCOTT

@SOPH_E_SCOTT

Lynn Greenwold's home is a testament to her rich and varied life and career.

We are in her kitchen in Stow-on-the-Wold, an Atlantis of sorts where plants grow across the rafters and around a huge marble table that she rescued from neglect – a link to her spell in the antiques business.

Awarded an OBE in the new year's honours list for services to special education needs, she has not had the most traditional of routes into education.

Born in 1944, the second daughter of four, she grew up on a farm outside Cincinnati, Ohio, and spent her kindergarten through to high school years in a small school of 300 pupils.

She remembers life on the farm, where her family lived with her paternal grandparents, with much fondness.

"I was a tomboy, driving the tractor and all of that. We grew lots of vegetables, more than we could eat ourselves, so during the summer we used to go to the end of the driveway, which was a quarter of a mile long . . . and we girls would set up a table and sell produce. We would not think twice about being down there until we had sold all the corn, tomatoes and whatever."

In winter the family would ice-skate on the farm's small lake; in summer they would swim. A 40-minute drive from the city, she was put on "chauffeuring" duty for her sisters when she turned 16 and got her first car, a Chevrolet Corvair.

A teenager in the late 50s and 60s, she says she didn't see it as an era of change. "I think the issues that caught my

attention the most were around integration and that sort of thing.

"I did some demonstrating when I was at university . . . and later, when the Vietnam war was on, those things probably caught my attention a bit more. Really, if you think about periods of change, I've seen more rapid change more recently. It was really quite gentle [then]."

Greenwold went on to study physics and political science at a small Chicago college, Lake Forest School, but often went back to Ohio to see her now-husband, who was studying at Ohio State.

She'd known Stephen in high school. "While we were living in the same city we weren't going out, but when we went off to universities that were in entirely different cities, we started to date!"

At the end of her four-year course she won a place

on the competitive management intern programme for the US government and was offered a job with NASA in Washington DC.

"It was an exciting time to be dealing with the space agency. It was 1966; there was a lot still going on. There always is, but the programme then was very large and had a lot of success," she says.

She visited field offices, space centres, vehicle assembly plants that were "so big that clouds formed in the building", as well as learning how to fly a small plane and doing some skydiving.

In 1968 she and Stephen married after he'd spent some time working in the Domestic Peace Corps in Alaska and then at the University of Wisconsin. "I used

"No child should leave primary school unable to read – but they do"

to joke that we got married so that we could be in the same city at the same time!"

The couple moved to London for a year, but soon were off to Nepal where Stephen did postgraduate research. They lived in a village in the Kathmandu valley for a year, and

IT'S A PERSONAL THING

Where is your favourite place to live?

Here! It's a wonderful part of the world. It's beautiful, a lovely, small community and it's very accessible from all parts of the country. We've made it our family home, so . . . having been here for 40 years, we must like it!

What do you do to relax?

Cook, swim, walk the dog, listen to books on tape . . .

Why on tape?

Because I can do other things. I am 'reading' *Bury My Heart at Wounded Knee*, by Dee Brown

Dream dinner party guests?

Eleanor Roosevelt, Madame Curie, Emily Pankhurst, Winston Churchill, Mao Tse Tung and Pepys

Where would you like to travel to?

I would love to travel to China, which I haven't been to . . . and Japan. I have heard that New Zealand is wonderful, so I would love to go there, and I haven't been to Scandinavia

What's your favourite thing to cook?

I like to experiment and try new recipes. There are things that are standbys – I have a wonderful prune soufflé that's dead easy that everyone seems to be impressed by – but I like experimenting. We used to do elaborate things at Christmas, like boning a turkey and stuffing it with ham and sausage and all of those things, but it's not quite so elaborate these days



Lynn with her husband Stephen, while they were in Nepal



Lynn as a six-year-old

then in the city for another. It was then back to the UK, and up to Birmingham.

Greenwold had begun on a new career path, setting her sights on antique dealing. The couple moved to Stow-on-the-Wold in Gloucestershire in 1974 so that she could set up a business and her husband could travel easily to Birmingham, where he worked. They're still there, 40 years later.

Their first son, Jonathan, was born in 1976. Michael followed in 1984, and by now Greenwold was running an antiques shop from the front room of their house.

She likens antique dealing with teaching: "When you're talking to people about the things that you have, it's always educating, isn't it? You do a lot of research into what it is you're buying, then you build up a clientele who are interested in the things that you are dealing, and you can teach them about a whole range of things and often learn from them in return."

A burglary in 1991, in which she lost her entire jewellery inventory, made her reconsider her career and she retrained as a special educational needs teacher – specialising in specific learning difficulties and dyslexia – at nearby Evesham college.

After a year splitting her time teaching at Kingham Hill School in Oxfordshire, and at Evesham, in 1994 she was asked by the then chair of Patoss (the Professional Association of Teachers of Students with Specific Learning Difficulties) to join the organisation. Soon after she was on its committee.

It then had 700 members; now it has nearly 3,000 internationally. She was made chief executive in 2004.

She chaired the No to Failure Project, resulting in the government commissioning Sir Jim Rose to review dyslexia and literacy support in schools. Off the back of that, 3,000

more specialist teachers were trained, but Greenwold says that it's not enough and that many of them have not found jobs because of budget cuts. "In many senses, we feel that we have gone backwards since Sir Jim Rose did his review."

She believes every school should have a specialist teacher, and small primary schools access to a specialist through a cluster.

"No child should leave primary school unable to read – but they do. The expectations have to be higher . . . and the new SEN code says it has to be higher. But [these pupils] don't need to have an education, health and social care plan; they need to be identified and have more understanding in mainstream classroom teaching because a lot of them then wouldn't be falling behind early on. They would be identified and helped so that they've got those strategies in place, then they can make the most of secondary school. That's what we're pushing for."

Greenwold, who wants training in dyslexia to be mandatory, has worked on the literacy and dyslexia SpLD professional development framework, has chaired the SpLD assessment standards committee and has worked with the Department for Education.

But, she says: "They [the DfE] often think that, if somebody raises a question, their answer can be, 'We're talking to the trust about it'. We consider ourselves a critical friend and if we don't think they are doing enough, we say, 'It's not enough to say you're talking to us'. These are things that still need addressing."

She has no plans to slow down. "Having received this award, it sort of says to me that we have to keep on at it because we have to make this an opportunity to build on what we've done so far."

Curriculum Vitae

Born 1944

Education

1948 – 1962 College Preparatory School, Cincinnati, Ohio

1962 – 1966 Lake Forest College, Chicago

1992 – 1993 Specialist teacher training and FE teacher training at Evesham College (now South Worcestershire College)

Career

1966 – 1968 Management intern at NASA

1968 – 1969 Meteorology department, University of Wisconsin

1969 – 1970 Management consultant, London

1970 – 1972 Lived in Nepal

1973 – 1991 Antiques dealer

1993 – 1994 Kingham High School, specialist teacher

1994 – 2004 Evesham College, specialist teacher and administrator

1994 – joined Patoss

2004 – present Chief Executive of Patoss

2008 – present chair of SASC, the SpLD Assessment Standards Committee

2009 – 2013 present chair of the Dyslexia-SpLD Trust, now acting chair

2015 – Awarded OBE for services to special educational needs

School Notice Board



Students help develop 3D app

Students at Ormiston Sheffield community academy in the west Midlands are helping to share the experience of life in the First World War trenches after working with a software firm to design a new educational computer resource.

The Gaia 3D Virtual Trench app, a simulation of life in the trenches, was created by software development company Gaia Technologies with help from the Walsall students.

It uses a game-based platform to provide cross-curricular opportunities for learning about the 1914-18 period.

Michael Murphy, 3D learning leader at Ormiston Sheffield, said: "Teaching in 3D eradicates the time lost in lessons. I can teach 30 per cent more than I can in a normal classroom.

"The students here really benefited from working with the team at Gaia to help develop the app – and form the finished product."



Liam McGovern (centre), Year 9, and peers at Ormiston Sheffield Community Academy using the 3D technology in a history lesson, exploring the trench software

Bishops mark start of building work

Two bishops picked up their pitch forks and donned their gardening gloves to preside over a turf cutting ceremony to mark the start of building work at an academy in Derriford, Plymouth.

The Bishop of Exeter, the Rt Revd Robert Atwell, and the Bishop of Plymouth, the Rt Revd Nick McKinnel, turned the soil at St Matthew's Church of England Primary and Nursery Academy last week. The academy is due to open in September.

The site was a park and ride facility for Derriford Hospital.

Bishop Atwell said: "I am thrilled to be here to turn the soil and mark the next step in the creation of our new academy. Our vision is for a new school which will both serve the community and help to strengthen it, as well as

ensuring children reach their full potential."



From left - the new Bishop of Exeter, Rt Revd Robert Atwell and the new Bishop of Plymouth, Rt Revd Nick McKinnel, turn the mud at St Matthew's Church of England Primary and Nursery Academy



From left - Councillor Mike Fox, Lord Mayor of Plymouth and Rosemary Fox; Councillor Tudor Evans, Council Leader; Bishop of Exeter, Rt Revd Robert Atwell

Atlantic crossing to prestigious US universities

FEATURED

Thirty-eight British students from low and middle-income homes will soon pack their bags and travel to the US to take up places at leading US universities. They were selected as part of a Sutton Trust US programme, offered with the Fulbright Commission.

The 38 have been given approximately \$8.5 million (£5.5 million) of financial aid from the universities, Harvard, Princeton and Yale among them, over the next four years.

About two-thirds are from households with an income of less than £25,000 a year, and about 70 per cent will be the first in their family to go to university.

Saif Hassan Bhatti of Pimlico Academy in London will head to Northwestern University in Chicago.

"My family are extremely proud, I'm the first to be going to university."

Like all the scholars, he will study a mixed programme of subjects before deciding on a specialism at a later date.

Amy Hudson from Blessed Hugh Faringdon Catholic School, Reading, will study at Princeton in New Jersey."

"I never ever thought that studying in the US could even be on the agenda," he says. "I am so blessed to have been chosen . . . there are so many great applicants.

"My family can't stop talking about it to all of their friends, it's quite embarrassing



Amy Hudson

actually.

"But really, I'm so lucky to have such a supportive family, they helped me with every step of the application process, even if it was bringing me endless cups of tea to get me through the writing supplements.

"Just being there in America will be great. I'm looking forward to seeing how different their education might actually be, and I'm really excited to be able to take new subjects – I can't wait to start learning Spanish.

"It's such a massive place, and I'm just looking forward to seeing how they do it all."



Saif Hassan Bhatti

Jardelle Johnson from King Edward VI Handsworth School, Birmingham, is heading to Brown University, Rhode Island.

"The programme has changed my life so much and has enabled me to achieve so much more than I thought I could.

"When I came into school the next day everybody was really excited for me so we had a little celebration in the sixth-form common room. I also went out for dinner with a few friends and family.

"When I got home I went online to order lots of Brown University merchandise."



Jardelle Johnson



Applications for this year's programme close on January 27 and can be completed online at <http://us.suttontrust.com>. Results will be announced later this spring.

MOVERS & SHAKERS

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

Dr Stephen Tommis is the new chief executive of the Montessori St Nicholas charity.

He was the founding executive director of the Hong Kong Academy for Gifted Education (HKAGE), from 2008 to 2014, but decided to return to the UK to be closer to his three adult children.

"They are at the heart of life. My wife died a number of years ago and we were a single-parent family for a long time. Under those circumstances you either fall apart or come closer together. We did the latter."

Dr Tommis, who has worked in education for 23 years, was also director of The National Association for Gifted Education (NAGC) in the UK for five years from 2003.

"My background is 98 per cent education so I was looking for a job in that field but to do with a charity, because I like the charity world.

"I've believed in the Montessori method for a long time and we need to get a greater public awareness of it. That is my primary goal, to get Montessori education a much higher profile in the UK."

In Grimsby, **Dominique Gobbi** is the

new executive principal at Havelock Academy in Grimsby. She was previously Associate Headteacher at Blessed Thomas Holford School in Manchester.

Describing her first week in the new post as "frenetic", Ms Gobbi said she was excited about the new position.

"I got to a stage where I had gone through a lot of roles in a number of schools and I was ready for a new challenge.

"It was the appeal of being able to bring in my expertise from past experiences to a school that maybe needs that different outlook to take it to the next step."

Qualified as a teacher in 2006, 31-year-old Ms Gobbi studied at the University of York and then did her PGCE at the University of Manchester.

Harry Fletcher-Wood, 30, a former history teacher with responsibility for continuing professional development (CPD) at Greenwich free school will become the associate director of knowledge development for TeachFirst. His main aim in the role is finding practices that help teachers have more impact in their classroom and finding ways to share that knowledge among



Dr Stephen Tommis

trainees. He will be based in the organisation's research, evaluation and impact team.

A keen cyclist and regular contributor to *Schools Week's* Blogs of the Week column, Mr Fletcher-Wood has been a teacher for eight and a half years, including two years in Japan and India.

"I wasn't really looking for a move but I was really excited about this position.

"The team I have taken over is working on a project videoing TeachFirst teachers in the classroom, making them into case studies for people to use.

"I'm looking to develop that and try different approaches to use as examples for our teachers and the education community."



Dominique Gobbi



Harry Fletcher-Wood

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

SSAT | inquire
inspire
innovate
impact

SAVE THE DATES

THE ACHIEVEMENT SHOW 2015

For practitioners at all stages of their career

26 June

Twickenham Stadium, London

The largest practitioner-led event returns, with eleven learning zones showcasing the best and next practice nationally. Hear from over 100 practitioners and inspirational leaders with both practical and innovative ideas you can take back to your classroom.

THE ASPIRATIONS SHOW FOR STUDENTS

A careers show with a difference for students in year 12

2 July

The Emirates Stadium, London

An inspiring new day for students to experience a world of modern, popular and unfamiliar careers, the Aspirations Show is where your students can plan their next steps under the guidance of people who have been there and done it! Students will design their own day, weaving their preferred pathway through inspiring keynotes and engaging workshops that will share stories of success, hard work, and overcoming failure in the real world.

SSAT NATIONAL CONFERENCE 2015

For school and system leaders

3-4 December

Manchester Central, Manchester

With world-class speakers from the world of business, as well as education, we will be exploring how schools can achieve excellent achievement and progress whilst also engaging students, raising aspirations, and offering a personalised route to success. School-led workshops will demonstrate how schools are meeting these challenges head-on.

SIR THOMAS FREMANTLE SCHOOL



Park Road, Winslow
Buckinghamshire
MK18 3DL



We are currently seeking teachers across a range of curriculum areas to include:

Teacher of Mathematics

Teacher of English

Teacher of Science (Ideally Chemistry)

Teacher of IT and Computer Science

Teacher of Humanities (E & P)

Contingent Commander CCF (Ex. Regular/Reserve)

Application forms and full details of each post can be obtained via the recruitment page on our website. Deadline for applications is mid-day 31st January 2015. Please feel free to contact the school to arrange an informal visit or to speak to a member of the senior team. (01296) 711970

www.sirthomasfremantle.org

This is a unique opportunity to work in a rapidly expanding and over-subscribed school where the behaviour and attitude of students are a real strength. Positive relationships lie at the heart of the school and the school is, in turn, at the very heart of the local community.

We seek to appoint a number of exceptional teachers who all share our school values, vision, ambition and passion; staff who will be willing and able to work to help fulfil our ambitious aims.

These posts will provide a unique blend of challenges and rewards – not least the opportunity to help shape the school and our courses from the early days and ensure the very highest standards for all.

We need staff who, like our existing team, enjoy a challenge and are confident enough to lead developments. We believe these positions offer an equally unique opportunity for either an experienced teacher or NQT to work within a new school that leads the way in student achievement and with community engagement. Applications are particularly welcomed from colleagues with the ability to contribute to our impressive enrichment programme or from those with an interest in working within our brand new CCF.

Head of School

Leadership 22 - 26
(£64,075 – £70,668 p/a)
Required April or September 2015



We are seeking a dynamic and ambitious Head of School who is passionate about high standards of teaching and learning to take us on the next steps of our journey to outstanding. As the Academy grows, with the formation of Bluecoat Academies Trust, this appointment comes at a key time when Bluecoat is fulfilling its ambitions to support a growing number of young people's learning.

Bluecoat is a highly successful, oversubscribed Academy committed to raising achievement and curriculum innovation. We received praise from OFSTED, enjoy very good examination results and obtain positive value added. We are ambitious to become a world class provider of outstanding education. We endeavour to be a distinctive and inclusive educational community with a strong Christian framework.

The creation of our brand new Church of England Primary School which opened in January 2015 is the most recent stage of the Trust's growth and presents exciting opportunities for cross phase learning and integral links between primary and secondary provision.

If you are interested in this role, please join us at our Recruitment Evening:

Thursday 15 January 2015, 6 – 8pm
Bluecoat Academy, Aspley Lane, Nottingham

To register your interest for the recruitment evening and to access a full academy overview, job description and application form please visit www.bluecoat.uk.com.

Closing date for applications: 12 noon Thursday 22 January 2015
Interviews to be held week commencing Monday 26 January 2015

As Bluecoat Academy is committed to safeguarding and promoting the welfare of children and young people, any appointment will be subject to an Enhanced DBS check and successful references.

Aspley Lane, Nottingham NG8 5GY
T: 0115 929 7445
E: recruitment@bluecoat.uk.com



CHIEF FINANCIAL OFFICER

Full-time, 37 hours per week
Salary: Circa £70,000 per annum depending on experience

An exciting opportunity has arisen for a Chief Financial Officer at The Priory Federation of Academies Trust.

The Chief Financial Officer will play a major role in the strategic development of the Trust. As such, we seek a high-quality finance professional, with first-class accounting skills and commercial awareness. An understanding of publicly-funded organisations and of educational funding streams would be desirable.

The successful candidate will report directly to the Chief Executive and take responsibility for the finance functions of the four academies within the Trust. As a key member of the leadership team, the post-holder will be responsible for all aspects of financial control and planning. In addition to the academies, the organisation manages boarding and day care provision, runs an educational residential centre and has specific responsibilities for Lincolnshire Teaching School Alliance and School Centred Initial Teacher Training delivery.

The successful candidate will provide clear direction and leadership to an established finance team, prepare statutory accounts, liaise with various government agencies, work closely with external and internal audit functions and report to the Trustees.

To arrange an informal visit, please contact **Mr Martin Mammatt**, Clerk to the Trust, on **01522 871370**; or alternatively email mmammatt@prioryacademies.co.uk.

CLOSING DATE FOR APPLICATIONS: MONDAY 2 FEBRUARY 2015

Application forms can be found on our website at www.prioryacademies.co.uk under the Vacancies tab. Completed applications should be addressed to the Head of Human Resources, Priory House, Cross O'Cliff Hill, Lincoln, LN5 8PW.

The Priory Federation of Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



Burnt Mill Co-operative Academy Trust

Outstanding Education. Exceptional People
 CEO: Ms Helena Mills
 Executive Head - Primary Phase: Mr Paul Jackson
 First Avenue, Harlow, Essex CM20 2NR
 Tel: 01279 300555 Fax: 01279 307234
 Email: office@burntmill.essex.sch.uk



Our Trust is a growing Co-operative Trust of 5 schools - Freshwater Primary Academy, Roydon Primary, Cooks Spinney Primary, Little Parndon Primary, Burnt Mill Secondary Academy.

All 5 schools are located in Harlow, a very exciting town, within easy reach of London by car/train in less than 30 minutes. All schools are wedded to the co-operative values of self-help, self-responsibility, equality, democracy, equity and solidarity and are happy, stimulating and professionally exciting places to work.

We are currently seeking to appoint class based, key posts as soon as possible.

Assistant Head Teacher - KS1 (Little Parndon) Assistant Head Teachers - KS1 and EYFS (Cooks Spinney) Assistant Head Teachers - EYFS/KS1 and KS2 (Roydon) L1-5

The postholders will:

- Secure outstanding progress across KS1 or KS2.
- Liaise with Lead Practitioners employed across BMAT and coordinate their role within the assigned key stage.
- Be accountable for the strategic leadership and management of the assigned key stage.

The successful candidates will:

- Be dedicated to the welfare and achievement of every child.
- Be highly motivated and inspirational in the classroom.
- Be an exceptional practitioner and leader.

Belonging to BMAT brings additional benefits:

- Outstanding induction and support programmes.
- Excellent opportunities for professional development.
- Access to our free leisure facilities, including swimming pool and gym.
- An easy commute to and from London.
- Competitive salaries.

DEADLINE: FRIDAY 30TH JANUARY 2015

INTERVIEWS: W/B MONDAY 2ND FEBRUARY 2015

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

FOR FURTHER INFORMATION AND AN APPLICATION FORM:

Please contact **Evelyn Gardner**, Burnt Mill Academy on 01279 307251 or email: gardnere@burntmill.essex.sch.uk
 Visits to Burnt Mill Academy Trust are welcomed

visit our website: www.burntmill.essex.sch.uk



DEPUTY HEAD REQUIRED FROM SEPTEMBER 2015

Taverham Hall Preparatory School is an outstanding school which is looking to recruit an exceptional individual to replace our current Deputy Head who has secured a Headship after a highly effective five years in post. The position becomes available in September 2015.

The next Deputy Head will be an integral part of the Senior Management Team and will oversee the procedures and operations within the school in addition to taking responsibility for the pastoral welfare of the pupils judged as 'Outstanding' in the latest ISI Inspection.

The successful candidate will have a clear understanding of what makes a school outstanding in all aspects and particularly in the areas of pastoral care, safeguarding and regulatory compliance. They will have the ability to communicate and implement the vision for the School and contribute to the strategic development of the School. He/she will be an outstanding communicator, a first-rate classroom practitioner and with a good understanding of Health and Safety. The ability to coach sport and coordinate an extensive extra-curricular hobbies programme would be a distinct advantage. The school runs a successful 4-day-a-week flexi-boarding model in which the Deputy Head's input will continue to be key.

The Headmaster invites applications for an ambitious, purposeful and committed Deputy Head at this exceptional preparatory school (IAPS).

The School offers a competitive salary commensurate with experience and a package which could include accommodation. For further information and an application pack, please visit the vacancies section of our website www.taverhamhall.co.uk.

CLOSING DATE: 12 Noon Friday 23 January 2015

LONG-LIST INTERVIEWS: Thursday 5 and Friday 6 February 2015

SHORT-LIST INTERVIEWS: Thursday 12 February and Friday 13 February 2015

Leading Practitioner (Maths)

Full time, Permanent position

Required to start Summer / Autumn Term 2015



Cippenham Primary School

Elmshott Lane, Cippenham, Slough, Berks. SL1 5RB

Telephone: (01628) 604665 Fax: (01628) 660696

Headteacher: Mrs Nicky Willis

Passionate about teaching? Enjoy sharing your skills with others? Ready for a leadership role that is all about developing the highest quality teaching and learning?

Come and join our exciting team and make a difference! This role will combine classroom teaching for part of the week and working with other teachers to develop excellent practice across the school for the remainder (probably a 60:40 ratio).

Salary scale L1- L5 £39,267 - £43,234 per annum

We are looking to appoint an experienced and excellent teacher with the inter-personal skills needed to share their craft with others.

We are looking for a teacher who:

- is dedicated to raising standards and is able to demonstrate highly effective teaching skills and a genuine flair for innovative approaches for teaching and learning
- is an excellent practitioner with high standards and expectations in all aspects of school life
- is committed to Assessment for Learning strategies

- can demonstrate the ability to plan an exciting, inspiring curriculum and to inspire a love of learning in their pupils
- can work with colleagues to develop teaching practice to a high standard
- can observe colleagues and feedback with accuracy in a supportive and positive way
- is able to coach and mentor staff to reach high standards
- is keen to develop and share their own knowledge and expertise and become involved in every aspect of school life
- has a good knowledge of math strategies and a passion for the subject

If you think you can make a positive and confident contribution to our school, we would be delighted to hear from you. We are a vibrant, thriving school with great opportunities for professional and personal development. Cippenham Primary School is an academy school and part of the Cippenham Schools' Trust.

Application forms and further information are available on the school website: www.cippenhamprimary.org Visits to the school are warmly welcomed. Please contact Lara Tehabsim, on (01628) 604665, to arrange a visit, or e-mail LTehabsim@cippenham-pri.slough.sch.uk

Closing Date: Monday 26 January 2015 at 10.00 am

Shortlisting: Wednesday 4 February 2015

Interviews: Monday 9 February 2015

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, pre-employment and DBS checks. Cippenham Primary School welcomes a diverse population of both pupils and staff and is committed to promoting and developing equality of opportunity in all its function.



Burnt Mill Co-operative Academy Trust

Outstanding Education. Exceptional People
 CEO: Ms Helena Mills
 Executive Head - Primary Phase: Mr Paul Jackson
 First Avenue, Harlow, Essex CM20 2NR
 Tel: 01279 300555 Fax: 01279 307234
 Email: office@burntmill.essex.sch.uk



Our Trust is a growing Co-operative Trust of 5 schools - Freshwater Primary Academy, Roydon Primary, Cooks Spinney Primary, Little Parndon Primary, Burnt Mill Secondary Academy.

All 5 schools are located in Harlow, a very exciting town, within easy reach of London by car/train in less than 30 minutes. All schools are wedded to the co-operative values of self-help, self-responsibility, equality, democracy, equity and solidarity and are happy, stimulating and professionally exciting places to work.

Aspiring Specialist Leader of Education - English Aspiring Specialist Leader of Education - Mathematics L14-20

This is an exciting opportunity for an outstanding teacher of English and Mathematics to join a successful faculty and further contribute to the development of teaching within the faculty and across the Trust, to ensure that outstanding teaching leads to outstanding achievement.

In addition to having a proven track record of outstanding teaching in English and Mathematics, and carrying out any other agreed responsibilities, the holder of this post carries the following specific responsibilities:

- To be responsible for modelling teaching across the faculty
- To be responsible for monitoring the quality of teaching across the faculty.
- To organise support to ensure that all teaching in the faculty is outstanding.
- To organise all internal and external CPD activities within the faculty.
- To ensure the quality of lesson planning is of a high quality across the faculty.

The successful candidate will have the opportunity to acquire the National recognition of SLE status.

Belonging to BMAT brings additional benefits:

- Outstanding induction and support programmes.
- Excellent opportunities for professional development.
- Access to our free leisure facilities, including swimming pool and gym.
- An easy commute to and from London.
- Competitive salaries.

DEADLINE: FRIDAY 30TH JANUARY 2015

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

FOR FURTHER INFORMATION AND AN APPLICATION FORM:

Please contact Evelyn Gardner, Burnt Mill Academy on 01279 307251 or email: gardnere@burntmill.essex.sch.uk
 Visits to Burnt Mill Academy Trust are welcomed

visit our website: www.burntmill.essex.sch.uk



Burnt Mill Co-operative Academy Trust

Outstanding Education. Exceptional People
 CEO: Ms Helena Mills
 First Avenue, Harlow, Essex CM20 2NR
 Tel: 01279 300555 Fax: 01279 307234
 Email: office@burntmill.essex.sch.uk



Our Trust is a growing Co-operative Trust of 5 schools - Freshwater Primary Academy, Roydon Primary, Cooks Spinney Primary, Little Parndon Primary, Burnt Mill Secondary Academy.

All 5 schools are located in Harlow, a very exciting town, within easy reach of London by car/train in less than 30 minutes. All schools are wedded to the co-operative values of self-help, self-responsibility, equality, democracy, equity and solidarity and are happy, stimulating and professionally exciting places to work.

We are currently seeking to appoint exceptional, enthusiastic and highly motivated secondary teachers to teach across the Trust. Experience of teaching at both Key Stage 3 and 4 would be beneficial. Applications are encouraged from NQTs.

Teachers of English, Science, Geography and Technology (Mainscale)

The successful candidates will:

- Be dedicated to the welfare and achievement of every child.
- Be highly motivated and inspirational in the classroom.
- Be an exceptional practitioner with a desire for career progression.
- Have consistently high expectations.
- Be committed to personal and school improvement.

Belonging to BMAT brings additional benefits:

- Outstanding induction and support programmes.
- Excellent opportunities for professional development.
- Access to our free leisure facilities, including swimming pool and gym.
- An easy commute to and from London.
- Competitive salaries.

DEADLINE: FRIDAY 30TH JANUARY 2015

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

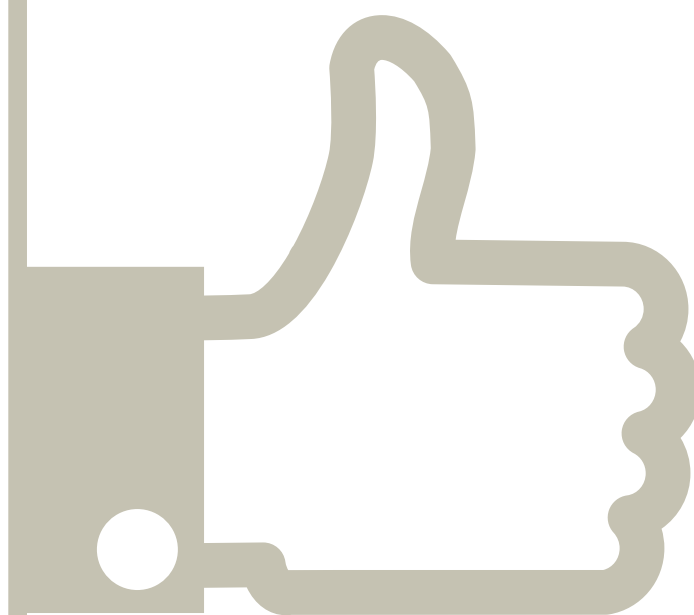
FOR FURTHER INFORMATION AND AN APPLICATION FORM:

Please contact Evelyn Gardner, Burnt Mill Academy on 01279 307251 or email: gardnere@burntmill.essex.sch.uk
 Visits to Burnt Mill Academy Trust are welcomed

visit our website: www.burntmill.essex.sch.uk



TO ADVERTISE HERE



CALL US ON: 020 8 1234 778



WYBORNE
PRIMARY SCHOOL

London SE9 2EH
www.wyborne.greenwich.sch.uk

WHERE YOUNG MINDS FLOURISH

Inspirational and visionary Headteacher required

The governing body, on behalf of pupils, parents, carers and staff, seeks to appoint an experienced and outstanding practitioner, with proven leadership and excellent communication skills. The successful candidate will have a clear strategy, coupled with the creativity and determination necessary to drive our ambition to secure outstanding school status.

Careful scrutiny of our school website will reveal our passion for continuous improvement and the ethos behind it. Candidates are expected to arrange a visit to see us in action and experience the positive atmosphere which exists at Wyborne.

We believe in the delivery of high standards of learning from nursery through to year 6 so that our children leave us as confident young people ready for the next stage of their education. If you share our ambition, we would be interested to hear from you.

To book a visit please contact:
Cathryn Hawkins on 020 8850 4933

Wyborne School is committed to safeguarding and promoting the welfare of children and young people and develops its policies and practices alongside the Every Child Matters framework. We positively welcome applications from all parts of the community. This post is subject to a satisfactory Disclosure & Barring Service check.

Start date: September 2015
Salary: L18 - L24, £64,677 - £73,780 inclusive of Inner London Weighting (negotiable for an outstanding candidate).

Closing date for applications: 30 January 2015, Midday
Assessments and interviews: 10-11 February 2015

To request an application pack please contact:
Mark Higgins at School's HR, Royal Borough of Greenwich on 020 8921 8244 or email schools-hr@royalgreenwich.gov.uk





Burnt Mill Co-operative Academy Trust

Outstanding Education. Exceptional People
CEO: Ms Helena Mills
Executive Head - Primary Phase: Mr Paul Jackson
First Avenue, Harlow, Essex CM20 2NR
Tel: 01279 300555 Fax: 01279 307234
Email: office@burntmill.essex.sch.uk



Our Trust is a growing Co-operative Trust of 5 schools - Freshwater Primary Academy, Roydon Primary, Cooks Spinney Primary, Little Parndon Primary, Burnt Mill Secondary Academy.

All 5 schools are located in Harlow, a very exciting town, within easy reach of London by car/train in less than 30 minutes. All schools are wedded to the co-operative values of self-help, self-responsibility, equality, democracy, equity and solidarity and are happy, stimulating and professionally exciting places to work.

Assistant Head Teacher - SENCO/Inclusion L1-5 (Negotiable for an exceptional candidate)

We are currently seeking to appoint, as soon as possible, an experienced and leading specialist to undertake the role of Assistant Head Teacher - SENCO/Inclusion, across the Trust.

The post-holder will

- Develop, implement, monitor, review and evaluate effectiveness of and reporting of SEND/Inclusion.
- Be accountable for the strategic leadership and management of SEND/Inclusion.
- Give guidance, support and encouragement to staff and lead CPD sessions.
- Be accountable for supporting the highest standards of achievement for pupils with SEND achievement through effective monitoring.
- Lead, develop and enhance the teaching practice of others.
- Develop and implement plans, policies, targets and practices within the context of the BMAT aims, policies and curriculum.

The successful candidate will:

- Be familiar with current legislation and guidance for special needs.
- Be highly motivated and inspirational in the classroom.
- Be dedicated to inclusion and provision for pupils with additional needs.
- Be dedicated to the welfare and achievement of every child.
- Be an exceptional practitioner and leader who can inspire confidence and trust.

Belonging to BMAT brings additional benefits:

- Outstanding induction and support programmes.
- Excellent opportunities for professional development.
- Access to our free leisure facilities, including swimming pool and gym.
- An easy commute to and from London.
- Competitive salaries.

DEADLINE: FRIDAY 30TH JANUARY 2015
INTERVIEWS: W/B MONDAY 9TH FEBRUARY 2015

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

FOR FURTHER INFORMATION AND AN APPLICATION FORM:

Please contact Evelyn Gardner, Burnt Mill Academy on 01279 307251 or email: gardnere@burntmill.essex.sch.uk
Visits to Burnt Mill Academy Trust are welcomed

visit our website: www.burntmill.essex.sch.uk

HAYS Recruiting experts
in Education

OUTSTANDING LEADERS INSPIRE LEARNING

Executive Headteacher, £exceptional
West Yorkshire, to start September 2015

hays.co.uk/jobs/holmfirth

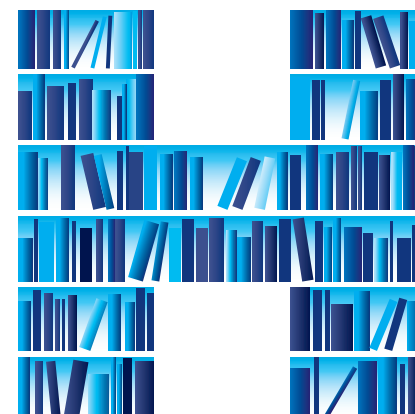
Holmfirth High School is ambitious and forward thinking. It is committed to providing an experience which develops the whole child, preparing students for a successful life and recognises this must be delivered in a way that ensures every pupil makes the very best progress at all times.

The school was recently designated as a Teaching School and, along with two local primary school partners, is leading the expanding West Yorkshire Teaching School Alliance. This will provide significant personal development opportunities as you further enhance the school's reputation locally and nationally.

If you are an experienced senior leader in a secondary setting with a successful track record of sustained improvement, this role offers an exciting and challenging opportunity.

For more information contact
Martin Blair on 07736 791 138
or email martin.blair@hays.com

 **HOLMFIRTH
HIGH SCHOOL**
NATIONAL LEADERS OF EDUCATION AND LEADING EDGE SCHOOLS





EVERYONE'S TALKING ABOUT CAMBRIDGE NATIONALS

Great for students who want a **more practical** course than GCSEs

We **LOVE** the content

It has Pass, Merit and Distinction at Level 1 which helps to **motivate** our pupils



Practical, fresh and inspiring qualifications to meet the needs for a broad range of learning styles and abilities.

bett

21-24 JANUARY
2015 EXCEL
LONDON

Come and see us on stand B348 at **bett** to find out more
cambridgenationals.org.uk cambridgenationals@ocr.org.uk



OCR
Oxford Cambridge and RSA

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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Difficulty:
MEDIUM

Spot the difference to WIN an collector's ACADEMIES WEEK mug



What's the caption? tweet a caption @schoolsweek



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