



REDACTED: WHAT THE DFE WON'T TELL YOU

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BEN GIBBS: GOVERNOR'S CORNER

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ANDREW OLD: BEST BLOGS OF THE WEEK

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SCHOOLSWEEK.CO.UK

FRIDAY, JANUARY 23, 2015 | EDITION 16

13.48 email sent

The behaviour of each other unp-
buses. Students can reach other unp-
bullying. Exclusion rates are high and studen-
Governors place too much emphasis on religious cre-
key staff and not enough on seeking candidates with excellen-
skills.
• Leaders are failing to prepare students for life in modern Britain. Some students
discriminatory views of other people who have different faiths, values or beliefs from
themselves.

Having considered this matter carefully, I am currently satisfied that it would be appropriate to terminate the funding agreement. I am therefore issuing you, on behalf of the Secretary of State, with a notice of intention to terminate under clause 86.

You are invited to respond to this notice with representations for the Secretary of State by 3 February 2015 at the latest. If no representations are forthcoming, she may proceed to terminate the funding agreement.

Yours sincerely,

Janet Renou
Regional Commissioner for the North

14.45 Morgan announces closure

"We have therefore decided to close the school"

DFE STATEMENT



GONE IN 60 MINUTES

13:48 School told it has two weeks to appeal funding cut

14:45 Nicky Morgan announces school will close

A free school was left stunned when Education Secretary Nicky Morgan announced its closure only an hour after being told it would be given two weeks to appeal against a "notice of intention" to terminate its funding.

On Monday, Durham Free School (DFS) was already reeling from an Ofsted report, placing it in special measures.

The damning report claimed the free school's pupils

were "prejudiced" and that teaching and learning was "weak".

Hours later, the school was contacted by the regional schools commissioner for the north, Janet Renou.

In an email, sent at 1.48pm, Ms Renou, wrote: "Having considered this matter carefully, I am currently satisfied that it would be appropriate to

Continued on page 2



P3

Free meals in small schools: A recipe for disaster?

Event feature

FABIAN SOCIETY NEW YEAR CONFERENCE

ESTELLE MORRIS - ED MILIBAND - ROS MCMULLEN

EDITION 16

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NEWS

CONTINUED FROM FRONT...

SOPHIE SCOTT

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terminate the funding agreement.

"I am therefore issuing you, on behalf of the Secretary of State, with a notice of intention to terminate under clause 86."

The school was told it had until February 3 to make representations to Ms Morgan. At no point in the letter had "closure" specifically been mentioned.

But less than an hour later, Ms Morgan stood in the House of Commons and told MPs: "Because I do not think there is any imminent prospect of improvement, the regional schools commissioner has today written to the school, informing it of the decision to terminate the funding agreement."

A statement issued soon afterwards by the Department for Education (DfE) on behalf of the education secretary, at 4pm, said she had "decided to close the school" and that its 94 Year 7 and Year 8 pupils would be transferred to other schools.

Sarah French, a spokesperson for DFS, told *Schools Week*: "The statement about the intention to close the school seems to circumvent the opportunity for the school to put together a case."

She confirmed the free school was looking at its legal options, including launching a judicial review.

The school has been caught up in a row with its former headteacher, Peter

Cantley. Ms French said governors had started dismissal proceedings against him in October, and that he later took sick leave.

He was replaced by former deputy head Julian Eisner, who was in post as acting headteacher when Ofsted carried out its visit.

Mr Cantley is reported to have acted as a whistleblower against the school, although DFS said this took place after dismissal proceedings had started against him, not before.

The school shares a bursar with Grindon Hall Christian School (GHCS). GCHS published its own Ofsted report on its website on Tuesday, before it was officially released by the inspectorate, revealing it had also been put into special measures.

The DfE confirmed, on Wednesday, it had requested Ofsted to carry out inspections at both schools, which took place at the same time.

Both schools were issued with financial notices to improve by the Education Funding Agency (EFA) at the end of last year.

A DfE spokesperson said: "The decision has been made to go down that road [of closure], that is our intention."

Schools Week approached Mr Cantley for comment but he did not respond to our request.

An online petition has been launched to keep DFS open, which has more than 300 signatures. It needs 100,000 to be able to be discussed in Parliament.

School report		Ofsted
The Durham Free School		raising standards improving lives
Blandford Crescent, Durham, County Durham, DL1 2JH		
Inspection dates	26-27 November 2014	
Overall effectiveness	Previous inspection: This inspection:	Not previously inspected
Leadership and management	Inadequate	Inadequate
Behaviour and safety of pupils	Inadequate	Inadequate
Quality of teaching	Inadequate	Inadequate
Achievement of pupils	Inadequate	Inadequate

No further GCSE delays, says DfE

FREDDIE WHITTAKER

@FCDWHITTAKER

The Department for Education has ruled out delays to the introduction of any other new GCSEs after it was announced the new design and technology qualification would not be taught until 2017.

The GCSE became the fourth new qualification to have its implementation delayed by the DfE, when school reform minister Nick Gibb (pictured) announced last week that first teaching would not go ahead as planned in September 2016.

The delay comes after first teaching of new A-levels in maths and further maths was also postponed until 2017, and that announcements that the new geography A-level would be taught from September 2016 rather than starting this year.

But a DfE spokesperson told *Schools Week* that "no further delays" were due to be announced.

The design and technology delay was welcomed by Andy Mitchell, assistant chief executive of the Design and Technology Association (Data).

He said: "This is good news. A great deal of work has been done to develop the new subject content, which informs the writing of the specifications by awarding organisations, but to complete the task in the time available has

proved very challenging.

"As is always the case with curriculum and examination developments, the DfE plans for all documentation relating to significant reform to be with schools at least a year before implementation.

"It is anticipated that the delay of one year will allow for this, and also ease the pressure with respect to development and implementation [of the qualification]. We can take this as the DfE wanting to get right any changes that are necessary."

In his letter to awarding organisations about the delayed design and technology GCSE, Mr Gibb said: "We are reforming GCSEs and A-levels to strengthen their academic rigour and to ensure young people are prepared for life in modern Britain. The reforms are extensive and represent a new qualifications standard, keeping pace with universities' and employers' needs.

"Draft content for the new GCSE in design and technology was consulted on in autumn 2014. The consultation showed many positive reactions to the creation of a single title for design and technology and the way in which the content had changed to reflect far better the processes of design.

"These changes will ensure that the subject prepares students well for further study in a rapidly changing world.

"The reforms do, however, represent

TIMELINE - DFS

Sept 2013 – Durham Free School opens, 36 pupils

Sept 2014 – Second year of school, 94 Year 7 and Year 8 pupils

Oct 5, 2014 – Governors begin dismissal proceedings against headteacher; deputy headteacher Julian Eisner appointed as acting headteacher

Nov 26-27, 2014 – Ofsted inspection

Nov 28, 2014 – Financial notice to improve by EFA

Jan 9, 2015 – school terminates Mr Cantley's contract

Jan 15, 2015 – reports reveal Mr Cantley has taken legal action against the school, claiming he is a whistleblower

Jan 19, 2015 – Ofsted publishes inspection report and Nicky Morgan announces intention to close the school

TIMELINE – GHCS

Sept 2012 – Grindon Hall, a private school, converts to academy status

Mar 2014 – First Ofsted inspection gives a Grade 3 "Requires Improvement"

Sept 2014 – Ofsted monitoring visit finds school is "taking effective action" to improve

Nov 26-27, 2014 – Ofsted inspects. Same day as Durham Free School

Dec 11, 2014 – Headteacher Chris Gray complains about inspection

Jan 5, 2015 – Financial notice to improve issued by EFA

Jan 20, 2015 – Grindon Hall releases its Ofsted report on its website, alongside the complaint letter and statement



a significant change to the design and technology GCSE. To ensure all the component parts of the qualification work well together, it is my view that more time is needed to give students the best experience possible.

"First teaching of GCSE design and technology will, therefore, be delayed from 2016 to 2017 to enable the awarding organisations to complete their work and undertake further consultations and discussions with stakeholders."

A DfE spokesperson said: "To ensure the design and technology curriculum is fit for the future we are looking to make significant changes to the GCSE content and so it is right that we will take sufficient time to consult experts and teachers."

NEWS

Free infant meals unsustainable at flagship school

SOPHIE SCOTT

@SOPHIE_SCOTT

A small school hailed as proof that free lunches could be delivered to all infants without draining school resources has now applied for a government hand-out as delivering the policy is ‘unsustainable’.

Last September the government introduced universal infant free schools (UIFSM) which sees all pupils from reception to Year 2 given free school meals.

Payhembury CofE School in Devon, which has just 68 pupils, was seen in materials promoted by the Small School Taskforce in the months before the policy’s implementation as an example of a small school that could provide hot meals “without being a drain on school resources”.

However, documents revealed as part of a freedom of information request have shown the school applied to the government for a capital grant to build an extension to the village hall where lunches are currently prepared.

Without the £43,217 extra cash applied for, the school has stated that its continued lunch delivery is “unsustainable”.

But despite its request for more money, the school was not listed among the final grant recipients announced by the government earlier this week.

Payhembury participated in a pilot of UIFSM, organised by the School Food Plan, an independent organisation commissioned by then-education secretary Michael Gove, in July 2012.

A video of the school’s success was uploaded to Youtube by the School Food Plan. It showed pupils eating hot meals, and the food receiving praise from parents, governors and children. (see pictures right).

On Wednesday, the video was removed after *Schools Week* raised questions about the grant application.

A report of the pilot was published in April last year and in it headteacher Penny Hammett said: “We can now run a viable school meals service based on healthy,

fresh, nutritious food.”

Figures in the report said that given the extra funding provided to small schools for UIFSM, Payhembury would have an annual deficit of £1,053 if only 40 pupils took the free meals but a surplus of money if 80 pupils did so.

The grant application seen by *Schools Week* states that the school is currently subsidising the free lunches to the tune of approximately “£1,000 per 6-week period”. The application form said that this was unsustainable.

Myles Bremner, director of the School Food Plan’s implementation, said the school was now using a new catering company, Devon Norse. It has previously used PKL catering equipment and Brake Brothers pre-prepared main courses, as suggested by the Taskforce.

He said: “It has proved really hard, I think the headteacher and governors in the first half term found with the extra numbers it was not able to deliver the proposal that was promoted through the Small School Taskforce.

“The school needed to have better infrastructure. What was presented at the time has not come into fruition.”

Andy Jolley, a former school governor and blogger who commonly highlights the problem of UIFSM for small schools, pointed out that Payhembury’s situation suggests others may struggle.

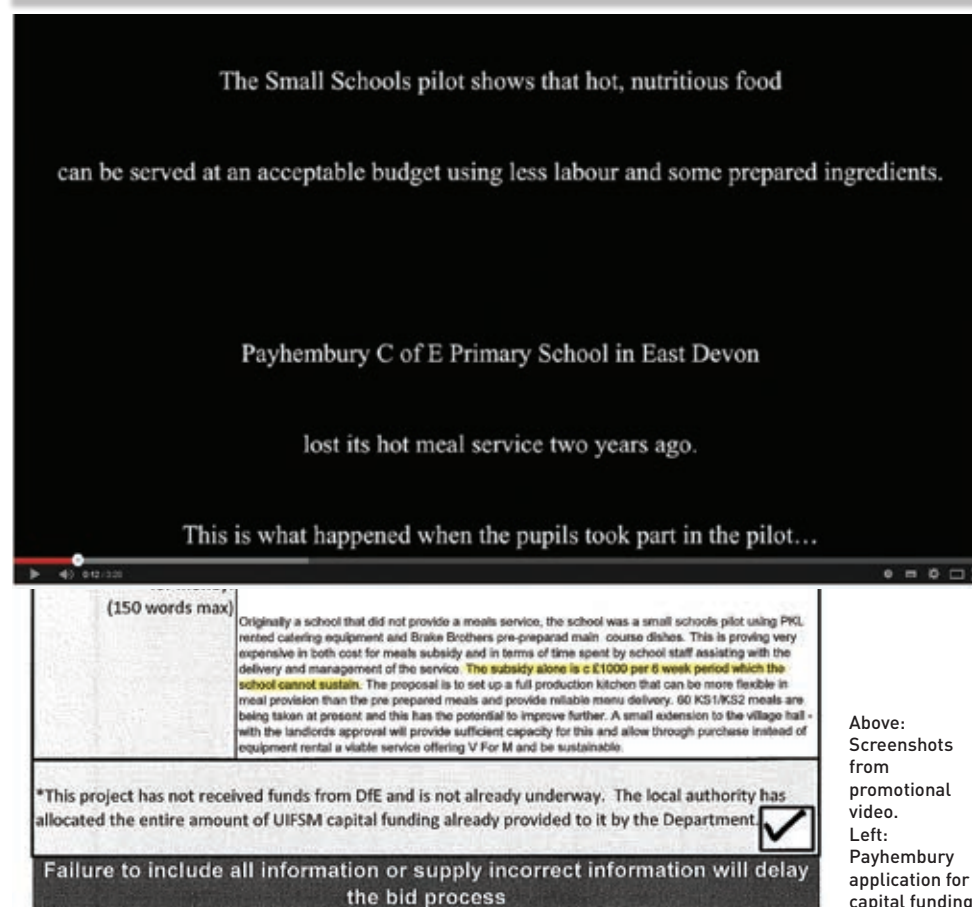
He said: “The problems faced by Payhembury are common to many small schools. That the experts at the small schools task force were unable to set up a viable lunch service will send shock waves through UIFSM supporters. If, with all the extra help and support, a handpicked school can’t properly implement the policy, what hope for all the other small schools around the country.”

Mr Bremner, however, was more optimistic.

“This must not overshadow the amazing story of UIFSM. Take up is at 85 per cent and is continuing to raise school meal provision.

There are challenges that need ongoing support and I am never going to shy away from that,” he added.

Mrs Hammett declined to comment.



Above: Screenshots from promotional video. Left: Payhembury application for capital funding

Campaign group boosts appeals to admissions' adjudicator

Objections to school admission arrangements have risen by more than 65 per cent in the past year, with almost a quarter coming from one lobby group.

In a report published last week, the Office of the Schools Adjudicator (OSA) said it had dealt with 351 new cases in 2013/14, compared with 212 the previous year.

The OSA judges on cases where there is a need to “resolve differences over the interpretation and application of legislation and guidance on admissions” and “on statutory proposals concerning school organisation”, such as closing a sixth form or adding a key stage.

The report shows that 318 of the objections related to admissions arrangements, for example, whether religious grounds were being used correctly.

The remaining cases dealt with admissions variations, such as a change in a school

catchment area, or the statutory proposals to change a school’s organisation.

Almost a quarter of the objections came from the Fair Admissions Campaign (FAC), a group that mainly challenges admissions at religious schools.

The group submitted four objections early in the year, and a further 74 on June 30, the last day objections could be lodged.

The OSA said 27 of the campaign group’s complaints were withdrawn, and 47 have not yet been concluded.

The report said most appeals had been partially upheld as schools had not met general requirements of the code, including asking for prohibited information such as personal details about parents and families.

Chair of the Accord Coalition for Inclusive Education, which is part of the FAC group, Rabbi Dr Jonathan Romain, said: “From

a religious point of view, it is profoundly disappointing that some faith schools use admissions procedures to edit out children they consider undesirable – it begs the question of what sort of religious ethos they really have and what happened to their mission to serve the community around them?”

The increasing number of appeals has boosted OSA running costs from £580,000 in 2012/13 to £815,000 in the last financial year. The report noted that there were 15 adjudicators in this “very busy year”. The report also notes that the fee paid to adjudicators had not changed since 2007.

The report said there has been a “significant increase” in the number of schools not agreeing to the Fair Access Protocol with their local authorities. This is in place to make sure unplaced children, and the most vulnerable, are found a school

place quickly.

The OSA said that academies, which are their own admissions authorities, are causing particular concern in this regard.

Figures show that 3.7 per cent of primary academies are not meeting the fair access protocols for unplaced children, along with 3.6 per cent of secondary academies (including free and studio schools, and university technical colleges). This compares with only 1.8 per cent of maintained primaries and 1.6 per cent of maintained secondaries.

The report states: “The proportion of schools not agreeing protocols is thus considerably greater among academy schools, more than twice the proportion of maintained schools, in both phases.

“Despite what some schools appear to believe, they are all bound by the protocol that applies in their authority whether they have formally agreed it or not.”

IN brief

Carter Review: Let an independent body design teacher training

A review of teacher training in England has recommended that future teacher training should be designed by an independent body - and the education secretary has agreed.

Headteacher Sir Andrew Carter was last year appointed to review all aspects of initial teacher training (ITT) and recommend where improvements could be made.

His report, published on Monday, lists 18 recommendations. The first is that the Department for Education should commission a "sector body" to create a framework for what ought to be taught on future teacher training courses.

The written government response to the report said: "The Secretary of State will respond to this recommendation by commissioning an independent working group made of expert representatives from the sector to develop the framework".

The Carter Review also recommended that trainees should learn more about "deeper subject knowledge", "evidence-based teaching" and "child and adolescent development" as part of their training.

Morgan reveals teacher "new deal"

Education secretary Nicky Morgan has outlined a three-part "new deal for teachers" in a message to colleagues.

The "new deal" includes her determination to tackle workload, increase development opportunities for teachers, and establish an independent College of Teaching.

Writing in the email sent across the Department for Education mail, and hosted on a public website, Morgan said that she is spending "at least one day a week visiting schools across the country, observing classes and talking to teachers".

She said an action plan on tackling workload would be released in the coming weeks.

She also made a commitment to finding greater opportunities for teachers and said she wished to see a "revolution in the scale and quality of development opportunities" available to teachers.

This should be done "through a new fund to provide more high-quality, evidence-based professional development, led by a network of more than 600 outstanding teaching schools".

Ms Morgan concluded by saying that teaching was more than "just a job".

"It's a vocation and something to which people are called because of their determination to give something back and to change young lives," she said.

Reality TV teacher suspended for sex acts with ex-pupils

A teacher who rose to national prominence when he featured on the Channel 4 programme *Educating Yorkshire* has received an indefinite teaching ban after admitting having sex with two ex-pupils and communicating inappropriately with three others.

Neil Giffin has been suspended indefinitely from teaching by Education Secretary Nicky Morgan after a panel of the National College for Teaching and Leadership (NCTL) found he had engaged in unacceptable professional conduct and conduct that may bring the profession into disrepute.

The panel heard that Mr Giffin had admitted setting up fake Facebook accounts while on the teaching staff at Thornhill Community Academy and communicating with former pupils he had taught at Bishop Heber High School, his previous employer.

The panel heard that Mr Giffin had admitted communicating inappropriately with three former pupils, including one with special educational needs, over social media and had sex with two others, both of whom were aged over 18 at the time.

Recommending Mr Giffin's suspension, the panel said the "pattern of behaviour" referred to in the report led to "concerns that there may be a continuing risk, and indicates a deep-seated attitude potentially leading to further harmful behaviour".

LGBT school is still a 'couple of years' away

SOPHIE SCOTT
@SOPH_E_SCOTT

Plans for a school for lesbian, gay, bisexual and transgender (LGBT) young people in Manchester have yet to be opened for consultation.

On Friday, national media reports said that the charity LGBT Youth North West planned to open an LGBT-focused school in the city.

However, the charity later clarified that the "plans" are in the very early stages and there has not yet been a consultation.

The confusion began when the charity issued a press release stating that it had received £63,000 funding from Manchester City Council to run an LGBT centre in the city.

The release said: "One of the plans from LGBT Youth North West, which manages the building, is to use the centre to create an LGBT-inclusive school, similar to the famous Harvey Milk High School in New York City.

"LGBT schools are designed for - but not limited to - gay, lesbian, bisexual, and transgender young people, as well as those questioning their sexuality."

Media reports suggested the school would cater for 40 full-time and 20 part-time pupils.

However, the charity later clarified that any plans were at an early stage.

Amelia Lee, strategic

director for LGBT Youth North West, said: "We want to clarify that this is just an idea at the moment and there is no funding for it.

"It would be LGBT inclusive, and not exclusive, as we can't do that with public money.

"There is a general consultation on the plans for the building, but nothing about a school at the moment. We would have to do focused consultations on that, and it would take at least a couple of years to get a good enough steer."

On its website, the charity said: "If we explore setting up an alternative education provision, this provision will be open to all pupils, and we would expect many pupils to not be LGBT."

David Weston (pictured), chief executive of the Teacher Development Trust and co-ordinator of Teacherout.org, said: "We should be making all schools inclusive and not giving in to abuse and sending the signal that LGBT children are any different or less able to take part in school.

"That said, some school leaders and staff clearly need more



LGBT youth north west

Home About For Young People Regional Network of LGBT Groups Training and Education What's on Resources Contact Shop

LGBT School? Setting the record 'straight'
PHOTO BY JESSICA HILLIERS FOR ASSOCIATED PRESS

Thank you to all those who have engaged with a lively debate over the past few days.

If you would like to know more about the picture for young LGBT people in the North today, click on the research tab above or watch some films from our young people via the YouTube button.

If you would like some free resources for your school please visit our [resource page](#) or see the [online schools resources](#) from School Out UK.

You may have read some things in the papers or online this week about LGBT Youth North West's plans for an LGBT school.

Let's separate the facts from the fiction here:

support, and occasionally more challenge, to help them to become tolerant and their schools more welcoming of diversity.

"I'm a huge believer in children seeing LGBT people as just a normal part of life, through role models and in conversation and lessons.

"Specialist units that help schools to strongly challenge bullying around LGBT issues and support teachers with supporting students are a great idea . . . perhaps even a few centres where some vulnerable students can spend some of their curriculum time, on a temporary basis, to support them back in to mainstream school.

"However, full-time schools for LGBT students on a permanent basis seems to me a wholly undesirable idea - I'd rather see the money spent on supporting school diversity and tolerance."

Copycat fears step up security in Jewish Schools

BY ANN MCGAURAN

Security is being stepped up at England's Jewish schools, following the terrorist attacks in France and elsewhere - with cash coming from a grant of around £2 million a year, promised by former education secretary Michael Gove for the lifetime of this parliament.

The increased security comes after warnings of copycat terrorist attacks in Britain. Education secretary Nicky Morgan said this week that Jewish schools "are having to worry ever more about their security".

Ms Morgan told the House of Commons that she would be "open to further conversations" on funding, because "all children must go to school free of fear, and be able to concentrate on their studies. Their families must know they are secure when they are in those school environments."

Part of the £2 million grant will be given to the Community Safety Trust (CST), which funds security measures for synagogues and Jewish schools. Trust spokesman Mark Gardner (pictured) told *Schools Week* that the recent attacks "were another horrible reminder of why we already invest so heavily in security in schools.

"There is now a risk of copycat attacks following Paris, so we have to find a way



of stepping up security in general - while providing a healthy and welcoming environment for Jewish schoolchildren."

School security was already at the forefront of the Jewish community's mind and was "horribly reinforced" after the murders of three Jewish schoolchildren and a teacher in a 2012 Jihadi attack outside their school in Toulouse.

By the start of this academic year, there

was an awareness that antisemitic incidents had increased in England, Mr Gardner added.

"A lot of concerns were expressed at the end of the summer when schools returned. This was as a result of a large number of antisemitic incidents during July and August all over the UK, the number of which was unprecedented."

There are about 100 Jewish schools in England; about 40 are voluntary-aided, the rest are independent. Most are in London, but there are also schools in Manchester, Leeds, Liverpool, and Birmingham.

Mark Rowley, national policing lead for counter terrorism and assistant commissioner for the Metropolitan Police, said the global picture of terrorist activity "does give us heightened concern about the risk to the Jewish community in the UK".

He said, "In addition to our existing security measures, we are in dialogue with Jewish community leaders about further actions that we will be taking, including more patrols in key areas."

In a statement, the CST said that the police had contacted it immediately before the announcement that it would boost security, although they "stressed that there is no specific intelligence suggesting an imminent attack against the Jewish community".

It said it had raised its own threat levels.

£12.6m 'emergency' hand-outs for 22 schools

Keeping school budgets in the black is not always easy - but some schools appear to be treated more leniently than others
Reporter Ann McGauran investigates the emergency funds handed to schools in need

BY ANN MCGAURAN

Investigates

Twenty two academies have been handed £12.6 million in emergency funding since 2011/12 and the vast majority does not need to be paid back, a Freedom of Information request has revealed.

The Education Funding Agency's response to the FOI request from *Schools Week* showed that just £331,000 – from 2013/14 and 2014/15 – has to be repaid.

Enterprise South Liverpool Academy was the biggest recipient of cash last year, receiving £915,000, of which £131,000 needs to be paid back. The EFA said the funding was to “support operational costs and non-statutory restructuring costs, enabling financial stability”.

St Aldhelm's Academy in Poole, Dorset also received £360,000 of non-repayable funding last academic year to contribute to its short-term running costs while a new sponsor was found, the EFA information stated. At present the school remains with St Aldhelm's Academy Trust.

In October, an Ofsted inspection resulted in the school going into special measures. The inspection report said that “until recently, the governing body and school leaders at all levels have not demonstrated the capacity to raise standards”.

Those who got the largest tranches of the emergency cash in the past four years included Ormiston Academies Trust, which received £2.4 million over 2011/12 and 2012/13. Half of this went to Ormiston Victory Academy in Norfolk, whose head at the time was Dame Rachel De Souza – now chief executive of the Inspiration Trust.

The EFA said the money for Victory Academy was “to cover a range of infrastructure issues inherited from the predecessor school and to support the academy back to financial stability”.

Futures Academies, founded by Schools Minister Lord Nash (pictured), received £1 million for Pimlico Academy, one of three academies in Westminster that received nearly £2 million in non-repayable deficit funding between 2011 and 2013. Paddington Academy, whose sponsor is the United Learning Trust, and Westminster Academy, shared the remaining money.

The FOI response describes how all three Westminster-based academies received the cash boost “to enable financial stability during the transition to a reduced level of funding following historic errors”.

Schools Week asked both Future Academies and Westminster City Council for more background on why the extra support was needed – but both declined to comment.

Manchester Enterprise Academy was also given £343,000 in non-repayable funding over three years between 2011 and 2014 to provide financial stability after steeply falling pupil



rolls. An Ofsted inspection in March 2013 said the school “requires improvement”.

Eden Primary School, a Jewish free school in north London, received a total £44,800 in funding in 2013/14 and 2014/15. The EFA said this was to “support the school towards financial stability”.

The accounts show that though the school did not have financial problems in 2012/13, it received start-up grants and had significant funds available in August 2013.

Schools Week asked the Department for Education to provide the criteria for deficit funding and what rules it used from 2013/14 to determine when funding must be repaid.

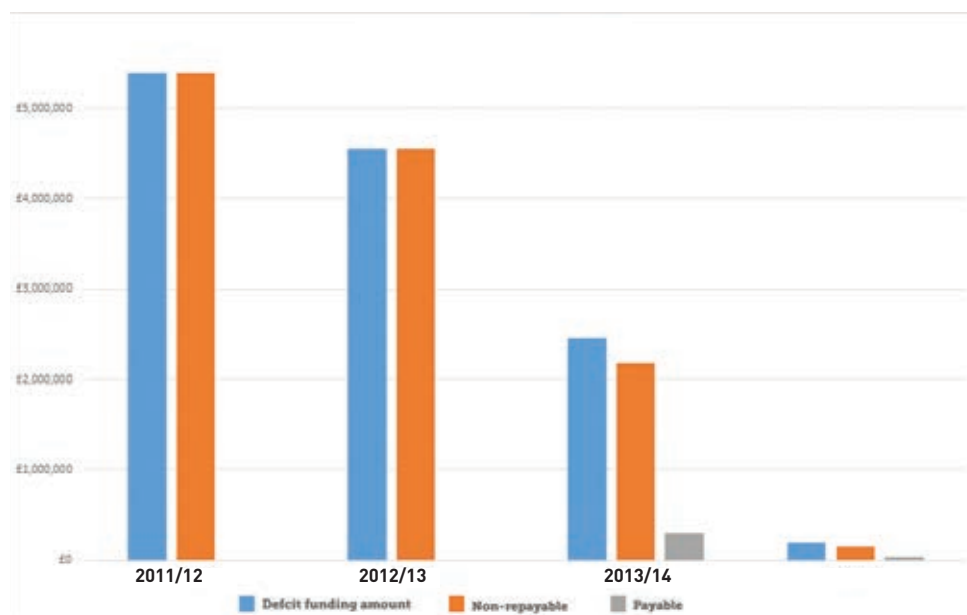
It said in a statement: “Deficit funding is decided on a case by case basis and is only provided in rare circumstances where schools are facing significant financial pressures.

“It is only provided once a robust and affordable recovery plan is in place. This allows schools to focus on providing a high quality education, preparing children for life in modern Britain.”

One senior school business manager questioned why some schools received non-repayable funding, while the DfE issued other schools with financial notices to improve.

She added: “I would hope that if you're putting money into a school, you would see a consequential raising of standards. The government is saying that academies are successful and that they are not getting more money – but they are, aren't they?”

DEFICIT FUNDING FOR ACADEMIES



TOP FIVE MOST RECENT BENEFICIARIES OF DEFICIT FUNDING SINCE 2013/14

Academy	Type	amount 2013/14	amount 2014/15	Repayable
Enterprise South Liverpool Academy	sponsored	£915,000		£131,000
St Aldhelm's Academy	sponsored	£360,000		no
Visions Learning Trust	University Technical College	£160,000	£40,000	yes
Kirkby Stephen Grammar School	converter	£181,000		yes
Richard Rose Central	sponsored		£102,000	no

What do you think of these academies receiving extra funding? Do they deserve it?

Email your thoughts to: news@schoolsweek.co.uk

What the

Laura McInerney
@MISS_McINERNEY

Investigates

Last week the Department for Education voluntarily released the application forms submitted by free school founders to secure the opening of their schools – despite former education secretary Michael Gove saying he would do “everything possible” to stop their release.

First asked for in 2012 by SchoolsWeek editor, Laura McInerney, the forms show the original plans for the 174 free schools opened in the first three years of the programme's operation.

Schools plans of particular interest include those submitted by the now-closed Discovery Free School in Crawley, West Sussex, and Durham Free School, which was told this week that it will be terminated.

The three-year battle for the release of the application details has been waged in the face of considerable government opposition.

Prior to Mr Gove (pictured) taking office, all new school plans were required to be open for public inspection – along with records of decisions explaining why schools would be opened.

The public, however, was locked out of all information about the free school process – with school location and names of founder groups only released after the British Humanist Association pursued a legal battle all the way to tribunal.

Asked by MPs whether he would release the application forms at an Education Select Committee meeting, Mr Gove said he would do “everything possible to protect the confidentiality” of the people who had sent in the applications – though it was always the case that personal data would be removed before release.

He admitted to the committee: “If at the end of the process I have no option to publish, then I will have no option to publish”.

Last week, however, the DfE voluntarily released the application forms of the first three cohorts of free schools. When asked why the information was now being released, the DfE simply replied that they were “in a position to publish them”.

Excitement was also short-lived when the extent of redactions in the forms were realised. In one letter, the House of Commons address has been blacked out, while in other sections of the released documents background information about



people applying to create the now-open schools is so heavily blanked out as to render the sections meaningless.

Under the Data Protection Act, information which could personally identify an individual must be treated by government departments as ‘personal data’. However, this does not automatically block its release, say experts.

Excitement was short-lived when the extent of redactions were realised

Data protection specialist, Tim Turner, explained: “Just because the information is personal data, and an individual could be identified, there is still a question of whether or not it is fair to disclose that information – and that rests on whether there is an overriding legitimate interest.

“It is hard to say that the professional background of a person looking to open

a school isn't of legitimate interest, as it is relevant to the nature of the school – for which there is a public spend.”

Commenting on the removal of professional addresses, such as the House of Commons, and the names of council officials who applicants met with in a professional capacity, Mr Turner pointed out that redactions were unnecessary.

“A business address is not information from which you can personally identify someone, so it shouldn't be redacted – it is not personal data. Professional biographical information is personal data; but it is fair game for release if it is related to their public business.”

The extensive redactions are likely to have cost significant sums – with the department estimating the cost of redaction at over £35 per hour at a recent tribunal. Under the law, if the removal of personal data leaves only ‘meaningless’ information then it is acceptable to blank out an entire section.

This appears to have been the approach taken across three pages of the application



form for the Michaela Free School, in Wembley Park, North London, opened by Katherine Birbalsingh – where she is now the headteacher.

Ms Birbalsingh (pictured) was forced to leave her job as deputy head of another London school, St Michael and All Angels Academy in Camberwell, shortly after speaking at a Conservative Party Conference in 2010.

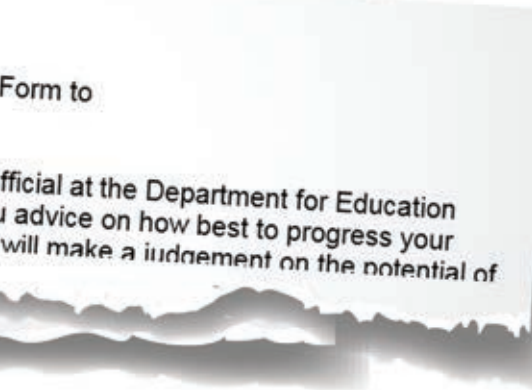
A three-page section in the application for her school, titled as ‘Principal Designate’ is entirely blank.

Asked about the extensive redactions, the department said it “took the decision to remove personal information as it does with all its publications.”

Personal data has however been released about bidders in other parts of the free school process. In December 2011, the letter sent to a group who applied to run free school promotional services was released with a visible name and address of the applicant. The group did not secure the bid, with the business instead going to New Schools Network – a former employer of Mr Gove's special advisor, Dominic Cummings.



Who are they hiding?



The DfE did not, however, feel it necessary to protect the rejected applicants in this process.

Going forwards the DfE have committed to proactively releasing the decision letters and application forms of all successful schools. They will not be releasing documents for schools not successful in their application.

A spokesperson said: "We do not feel it is appropriate to release unsuccessful applications. Groups behind those proposals have not received public money, they may be developing future proposals, or may no longer be involved in the programme."

Further appeals for the information are currently in process, with an Upper Tier Tribunal due to take place on Thursday, 22 January, 2015 and an Information Commissioner appeal also ongoing.



CENSORED

Chris Cairns

Chris Cairns lives in Hertfordshire, opposite the site of a proposed free school. For him, knowing who is behind the company and individuals in a project is about understanding what experience people are bringing to a project that will be on his doorstep.

He said information about proposals should be released as a matter of course – because it is in the public interest.

"You want to know on one level who the company and the people operating these schools are and that should be publically available".

He added: "You want to know what they are bringing to the table in terms of the education side, whether they have experience in the market. You have to think about the children first.

"I think they should publish any applications and then invite comments– like what happens with a planning application. That way we could see if the community would be prepared to support it."



YOU HAVE TO THINK ABOUT THE CHILDREN FIRST



Martin Campbell

Martin Campbell, who leads a coalition against free schools in Suffolk, wanted to check the claims made by the free school founders when applying to the government.

However, he was shocked at the amount of information missing from the released forms and challenged its necessity, particularly in cases where forms list meetings with the local authority but blanks out the names of people involved.

Mr Campbell said: "If [they are] council employees, they seem to be making rather generous commitments."

He added: "What should have happened is the information should have been released at the time the application was made so the public could check there was nothing misleading.

"Also, Ixworth Free School and all the other wave four schools are missing. When will they be published? There are still plenty of questions that arise from this."



INFORMATION SHOULD BE RELEASED AT THE TIME THE APPLICATION IS MADE



The case of the missing schools

Applications of three controversial schools are wholly or part missing from the documents released by government last week.

Kings Science Academy, now called Dixons King Academy after its transfer to a new sponsor, is completely missing. A DfE spokesperson said this was due to ongoing police investigations after the school's original principal, Sajid Raza, was arrested over alleged fraud at the Bradford school.

This echoes a statement to Parliament made by Michael Gove last year in which he stated that no further questions would be answered about Kings Science. West Yorkshire Police were said to have asked that no information be shared due to the continuing investigations.

Two Suffolk schools are also missing parts of their applications, with one only appearing at all after SchoolsWeek enquired as to its whereabouts.

Beccles Free School's form was missing until Tuesday due to a "minor

technical error" but is now present on the DfE website.

Appendices one-nine in the application are missing, as are apprentices 1-10 in the Saxmundham Free School application. Both schools are operated by Seckford Foundation Free Schools Trust.

Controversial during planning, Beccles school even faced opposition from local Conservative MP Peter Alduous who came out against the plan in 2012.

Eventually the school opened with just 64 pupils on roll, compared to its target of 162. Saxmundham was similarly sparse – opening with 109 pupils instead of a planned 219.

Despite anti-academy hostility, though, both schools received "good" Ofsted ratings after simultaneous visits in May last year.

The Department for Education have yet to comment on reasons for the missing appendices.



Schools copyright uniforms to foil counterfeiters

BY ANN MCGAURAN

Schools need to work with families to “bring down uniform bills to an affordable level - not squeezing every penny”, says the UK’s biggest parenting site.

The warning from Netmums came as schools and uniform suppliers fight to block the sale of counterfeit uniforms.

Sports uniform supplier Falcon took action last month to stop a retailer selling fake versions of its clothes. Following the involvement of an intellectual property lawyer, the retailer gave up the counterfeit stock to Falcon. It paid damages and most of Falcon’s legal costs.

Meanwhile, in Hull, a spokesperson for Hessle High School told *Schools Week* that counterfeiting of its school uniform was still happening locally. In 2013, businessman Masood Ashghar was convicted of

counterfeiting offences after more than 1,000 items were seized from his store in Hull by Trading Standards.

Hessle High School and Penshurst Primary School had complained about the retailer using their school badges, which they had protected by copyright.

Despite DfE guidance in 2013 that schools should not recommend named suppliers, some schools continue to do so. Netmums founder Siobhan Freegard told *Schools Week* that some official school suppliers were “a rip off”.

One mother, who still has a teenager at secondary school, said she understood why some parents would turn to counterfeit goods: “While I would worry about the quality of the uniform, I can understand when people have not got the money and they have to go elsewhere, even if it was a dubious source.”

She added: “There are a lot of families out there struggling. My son’s uniform cost a few hundred pounds. Everything from the school including the PE kit had to have an emblem.”

Business manager, Mary Partington, at Brentwood School for Girls in west London said some shops in the area were trying to counterfeit its logo, “and we are trying to copyright that logo”. She said that the school had “worked hard to source good quality items” and had consulted widely with students to provide the uniform they wanted.

The school names one supplier on its website. Mrs Partington stressed that affordability was a key factor, and that students in receipt of a £60 uniform grant should be able to get the majority of the items they needed.

In 2012, The Office of Fair Trading

surveyed the sale of school uniforms (see box). It found that three-quarters of state schools were placing restrictions on where uniforms could be bought. They found some suppliers charge up to two and half times the price of the same item from a supermarket.

Micon Metcalfe is the finance director at Dunraven School in Lambeth, south London. She said that no school should be making a profit on its school uniform. She added: “It is entirely possible to have a bespoke uniform and to keep prices low. Our blazer with a logo costs less than buying in a shop and buying a badge. We can also ensure that our suppliers have ethical procurement policies.”

Do you have a view on school uniform policies? Do you feel parents are being ripped off? Get involved in the discussion by contacting Ann.McGauran@schoolsweek.co.uk

EDITOR'S COMMENT

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

There’s always two ways to see a story.

The government is right to tackle under-performing schools. So the story of Durham Free likely being closed is – in one telling – that of a strong minister doing a good thing.

But when children hear via the

television that their daily world is to fold – that they must transfer elsewhere, potentially away from friends or teachers they adore – that’s tough. From their perspective, this story is devastating.

A major problem of the free school policy has always been that there is no clear processes. Who opens

schools, how that’s decided, what is supposed to happen when one fails – all are unclear. While Durham appears to have been axed within minutes, others schools – such as IES Breckland – have continued despite inadequate ratings.

The Coalition have recognised this problem and the fact that

failing schools are being dealt with is encouraging. As are the moves to more proactively share information about free schools. Even if we are not wholly there in terms of transparency, it appears that daisies are growing through the concrete right now – and that is to be celebrated.

READER'S REPLY



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Online story: New DT GCSE content to be delayed until 2017, Gibb announces

Liam Collins, East Sussex

Please, for the love of god, delay them all! At least until all the specs are written and consulted on and then give schools a year to plan for them...we are running out of time for September 2015 already.

David Weston Profile Interview

Joyce Grey-Carter, address supplied

Inspirational! Education needs more role models like this for kids as well as staff and people generally in all walks of life.

Online story: Ofsted slams Durham Free School as inadequate – 16 months after Gove praise

John Connor, @bootleian, South Devon

Well, if Gove praised it, then it must be OK. Yet another example of the negative impact on standards of ineffectual tinkering with structures at the expense of developing teaching and learning. If Gove had spent a fraction of the amount of time, energy and money he spent lionising free schools on engaging with the teaching profession, these situations could have been avoided. This is the latest in a litany of catastrophes besetting his flagship policy, which is unravelling by the minute. This generation of pupils has been thoroughly skewered on a spike of wild experimentation with no basis in evidence, all on the whim of one ideologue. They only get one chance. And where is Gove now? Far from any repercussions arising from his foolhardy, breakneck dismantling of the state education system. Tell you what, let's replace "a complacent Labour Party" with "a disastrous Tory Secretary of State".

The Mystery of the Spurned Star Pupils



@placefarm

Medicine is so competitive lots rejected from most or all [universities]. That skews it.



@kalinski1970

Massive guess obviously but our brightest (5As at AS) didn't get into Cambridge so he has 75% offer rate.

Ofsted reliability will be tested by 'double' inspections

Barry England, address supplied

Subjectivity squared = objectivity?

Phil Tootell, address supplied

How many other expensive organisations would have been given years and years to tinker with their methods and yet be still saying that yet another expensive revamp will 'confidently improve the quality and consistency of our inspection work'!! And to think of all past inspections that might have been flawed by not being quality or consistently delivered. How many schools have been wrongly stigmatised by inconsistent inspections? Dismayed.

James Mannion, Cambridge

Since Ofsted judgments almost always follow the data anyway, they could have two dozen inspectors in there and it would still be moot. If they want to test the reliability of inspection methodology, they should blind drop the inspectors in, without allowing them to see the data first. Now that I would like to see. No – that I would pay to see.

Hilary Caisley, address supplied

It's actually heartbreaking when you think about it. Particularly those ruined careers and the heads that have rolled due to subjectivity.



@jack_marwood

If this move ameliorates the whims of inspection teams, I'd welcome it.



@drleatongray

You could derive reliability from existing inspector level data and combine it with an improved complaints procedure.



@timanchorhouse

Perhaps students should all sit their exams twice for consistency?

First for-profit free school given £307k bail-out



@miconm

At least it wasn't the government that bailed them out

REPLY OF THE WEEK



John Winstanley, Liverpool

Perhaps some form of reliability testing could add some transparency to the inspection process. However there are a number of issues that hopefully will be explained by Ofsted as the policy is debated...

What exactly is going to be compared?

- The overall grade judgement?
- Sub grades? E.g. Behaviour, Leadership?
- The themes within the report?

For the overall grade especially I'm interested to see how this testing could be carried out without the inspectors finding out the others' judgement before deciding on their own.

Data is not the only factor to determine an overall grade. How will Ofsted pick schools where attainment data is for lack of a better word ... inconclusive. Would this be more likely to highlight if there are inspectors who may rely heavily on data?

How will the inspectors be selected? Will it be the most experienced or will it be newer inspectors?

What measures will be put in place to prevent excessive pressure on teachers and heads facing a double inspection?

In the instances where inspectors disagree what grade will the school be awarded with?

Corrections

In 'Free research access campaign continues' (Edition 15, Jan 16) the acronym 'PLCs' was referred to as 'programmable logic controllers'. It ought to have read as 'professional learning communities'

In 'Why linear A-levels will work best' (Edition 15, Jan 16) the word 'recoupling' was sometimes confused with the word 'decoupling'. For the avoidance of doubt, the author, Natasha Porter, is in favour of all A-level examinations being taken at the end of Year 13 only.

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.

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



EXPERTS



MONICA MCCAFFREY

Founder and chief executive of Sibs, the only UK charity for siblings of disabled children and adults

Why you should care about sibling young carers

As many as two pupils in every classroom have a sibling with special educational needs or disability and are at risk of becoming young carers. They're more likely to have problems with progress in school – so it's vital that you know who they are

I was a sibling young carer who grew up in a family that struggled to manage my disabled brother's behaviour. School evenings involved a combination of looking after him, helping him get to sleep, defusing volatile and aggressive situations, and trying to cover up the damage he did to my homework. Staff at school were never aware of my home situation or, if they were, failed to respond in a supportive way. Equally, it never occurred to me that things could be any different. It had a significant impact on my wellbeing – and my exam results.

Why should you care about sibling young carers? First, many families of disabled children would struggle to cope without their support. More than 50 per cent of the hidden young carers in England are sibling young carers. They look after brothers and sisters who are disabled or who have special educational needs, serious illnesses or medical conditions, or mental illness. For example, Katy, who is nine, gets the pump ready for her brother's tube feed before she gets her own breakfast – I don't know many adults who would want that responsibility. Siblings often also care for their parents practically and emotionally when the impact of care takes its toll.

Second, there is an educational penalty; young carers are more likely than the national average to be not in education, employment or training (Neet) between the ages of 16 and 19.

But caring is not the only factor with an educational impact. Our research evidence review highlighted two groups of siblings who may be most at risk for problems with attainment and wellbeing – sibling young carers and siblings whose brothers and sisters have high levels of behavioural problems. If you can't sleep because your brother with an autistic spectrum disorder (ASD) is screaming, every night, you shouldn't be expected to concentrate in class.

Third, this is a large vulnerable group within the school population. One academy I visited recently had identified 60 siblings with disabled siblings out of its 900 pupils; the equivalent of two in every classroom. If you knew that even some of these pupils were likely to have problems with progress, wouldn't you want to know who they were? I want all schools to have a formal

identification system for siblings of children with SEND, with this specific question on intake forms for parents/carers: "Does this pupil have a brother or sister who is disabled or who has special educational needs or a serious long-term illness or condition?" Once you know who they are, you can compare their attainment data with that of their peers.

What next? Educate your staff about the barriers to learning for siblings and include this group in your policies on anti-bullying, young carers, safeguarding and SEND. I'm shocked that siblings are still being taken out of lessons to help support a brother or sister with communication or behaviour problems. Some schools run sibling groups and provide one-to-one support interventions. As well as helping with the difficulties, good support helps to affirm the many positives of the sibling relationship and family life for siblings. Sibs can help you to develop this support.

All schools should have a formal identification system for siblings of children with SEND

Any sibling of a child or young person with SEND can become a young carer during their time at school. Changes in the disabled child's condition, in the family make-up, or in the external support available can all tip a sibling into a caring role – an A-level pupil becomes a young carer when her older sister's paid carer goes on long-term sick leave or a 13-year-old sibling now sleeps in the same room as his brother, who has started having seizures, so that he can alert his mum at night.

Inappropriate care by siblings is what happens when the statutory support for the families of disabled children and young people is not available. Reduced local authority budgets will make this an increasing problem; the knock-on effect will be on the progress and wellbeing of siblings in your school. Take that first step of finding out who they are.

www.youngsibs.org.uk



MARC ROWLAND

Deputy director of the National Education Trust

What should I spend my pupil premium on?

The pupil premium is a wonderfully optimistic policy. But there are a few key ingredients that will help to boost the success of disadvantaged pupils – and it's all underpinned by excellent leadership

In the past two years I have visited about 150 special, primary and secondary schools to learn about their use of the pupil premium. These are the active ingredients for success in achieving great outcomes for disadvantaged learners:

- The barriers to learning in the school community are carefully identified. It's much more nuanced than "you should see the estate many of these pupils come from".
- Pupil premium-funded activity is appropriate for overcoming these barriers. Activities are carefully planned, delivered with quality and informed by evidence. They are normally time-limited. Objectives are clear, ambitious and tight.
- Activity is closely monitored at regular milestones for both quality and impact. Changes are made as necessary.
- Leadership evaluates impact rigorously and unemotionally.

This approach is underpinned by excellent leadership – have a look at the Ofsted reports for the schools that won pupil premium awards in 2014. They demonstrate a strong correlation between closing the gap and great leadership.

Leaders ensure that disadvantaged pupils have a high profile across the school and that they are expected to attain well. In these schools the pupil premium is an important element of the school development plan.

Where other professionals are involved, leaders ensure decision-making is joined up with the needs of the pupil. Teachers, leaders and intervention leads agree appropriate action, focused on gaps in learning and not national curriculum levels. Additional support is exactly that – additional and extra to the teaching in the classroom.

Funding is spent evenly throughout each year group. Schools that intervene and support early, as gaps become evident, are far less likely to be "cohort vulnerable".

The purpose of the pupil premium is to improve attainment for disadvantaged learners. It follows that the funding should be used to ensure these pupils receive consistently excellent teaching.

In some cases, it should be used to maximise access to quality first teaching. This may be through intervention programmes such as Reading Recovery, to enable younger children to access the curriculum. It can be to transport to school for a young carer. It can be to ensure pupils take part in field trips to provide a richer, more engaging curriculum and better understanding of subsequent class teaching.

Funding can be access to extra-curricular activities to improve attitudes to learning, and it can be breakfast to ensure pupils are not hungry and distracted.

In each case it should be with a very clear purpose – to get pupils learning in the classroom every day through quality first teaching.

Specific examples of spending to address a clearly identified need include, Slough and Eton CE Business and Enterprise College which used the money to give pupils with limited experience of visiting farms or museums broader cultural enrichment to broaden their horizons. Or Woodrow First School in Worcestershire that employed a family support worker to focus on those in the community who faced particularly challenging circumstances.

It's simplistic to say "just get consistently high quality teaching". Many schools in challenging communities find recruitment and retention difficult. It is quite appropriate, therefore, for funding to be used for sustainable approaches to quality teacher recruitment and development. For example: recruitment and retention premiums; sabbaticals; recruitment of subject/SEN specialists to academy chains or families of schools; ongoing, pupil-focused CPD; additional time for teachers to plan for/evaluate their impact on disadvantaged learners.

It should be used to ensure disadvantaged pupils receive consistently excellent teaching

The pupil premium is a wonderfully optimistic policy. It is fertilisation of the possible for learners who have sometimes been allowed to wither through low expectations.

As spring approaches, we might think of every learner as a bud on a plant, packed with energy and potential, with the ability to transform into something even more special and unique. The pupil premium can be that little bit extra that helps those buds to thrive, burst into life and make their own contribution to the world.

www.nationaleducationtrust.net
 Marc Rowland is also author of "A Practical Guide to the Pupil Premium", published by John Catt

EXPERT



BEN GIBBS

Chair of Governors at a Cambridgeshire secondary school. The views expressed here are his own

Governors, look at the bigger picture

The new framework for governance is missing any acknowledgement of the need for governors to engage with the complexity of issues that their schools face

I was really looking forward to seeing the National Governors Association/ Wellcome Trust's new framework for governance. Previous outputs from this interesting collaboration have been great, and the new framework, based on the principles of corporate governance, had been stretch-tested in a two-year pilot in 20 schools.

So I was quite surprised by my indifference when it was launched in early January. Sad perhaps, but I'm usually really excited about things like this. Why so 'meh'?

Don't get me wrong. The new framework provides a really useful way of structuring

and evaluating our work. The 20 questions to ask ourselves are excellent, and it features a healthy range of suggested KPIs, including often overlooked qualitative measures around student wellbeing and aspiration, and community relations.

It also boils down the job of school governance to three elements: governing principles, setting the strategy, and monitoring/review.

But there, I think, is the problem. I'm not sure governance is quite that simple.

Schools are dynamic organisations, operating in a complex system. Even as they try to balance all manner of conflicts with ever fewer resources, the stakes get ever higher. What appears to be missing from the framework is any acknowledgement of the need for governors to engage with the

complexity of the issues their schools face, or to develop empathy for the context of their strategic decisions. In other words, to develop a 'system-level' understanding of the schools sector.

Schools are not yet at the crisis point faced by the NHS, but that time may come

For example, we have a general election coming up and, as yet, I don't know what each party's education policy priorities are, but we do know that money will be tighter. It is unlikely we'll see the education budget protected in the next spending review, and that's a key consideration for any governor.

In my context, the fact that Cambridgeshire schools' funding is one of the lowest in the country - £2,000 less per student each year than Oxfordshire, for example - means that we've been at a disadvantage for some time, the cumulative effect of which is critical to any strategic decision. And despite the best intentions of our local MP and some heroic lobbying by the Association (or school and college leaders (ASCL), I'm not holding my breath for a fairer and more equitable settlement anytime soon.

There are also the teacher shortages, demographic time-bombs, and assessment

reform, not to mention the likelihood of further changes to Ofsted and, for academies like us at least, increasing levels of engagement with regional schools commissioners.

We are now (quite rightly) expected to collaborate with other schools, to work with employers on more effective careers education provision, to deploy new learning technology and, with respect to curriculum, to respond to expectations around character, wellbeing, social mobility and cultural/religious extremism.

All of this is fine of course, but let's not pretend it has no bearing on governance; that we can just ignore it all and focus on the baseline.

Simplifying the relationship these system-level factors have with school strategy is very short-sighted at best. In the NHS, many well-meaning and bright people are spending huge amounts of time trying to solve the crisis by tackling the problems nearest to them - putting more staff into A&E, adding beds to wards, GPs opening for longer - but the perversity of the system means that it's soon back to saturation. Strategic decisions made without a clear understanding of the complexity of the whole system may achieve some short-term goals, but our focus is long term, right?

Sure, our schools are not yet at the crisis point faced by the NHS, but that time may come quicker if governors make decisions based only on what they see in their own schools. It's vital to look outwards at the bigger picture too, and to fully appreciate - and understand - the complexity of our role.

Tongues will be wagging...

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PROFILE



SOPHIE SCOTT
@SOPH_E_SCOTT

If you can't find Jo-Anne Baird in one of the University of Oxford's historic buildings, you will probably find her taking a stroll with her husband and dog through the nearby rolling countryside.

We meet in the university's department of education on one of Oxford's beautiful city streets – Norham Gardens, a stone's throw from University Park.

Baird is professor of educational assessment and director of the Oxford University Centre for Educational Assessment (OUCEA) where, with her research team, she conducts research on assessments for pupils that test "the things people think are valuable".

Born in Glasgow just two weeks before man first walked on the moon, she grew up on a council estate in Rutherglen, five miles outside the city, after her parents' former house was requisitioned by the government to build administration offices.

It would be easy to contrast the estate with her sumptuous Oxford surrounds, but her description of estate life is different to what you might expect.

"It was really nice because it was actually built on an old country estate, so it had a little stream going through it. There was a pond, there were lots of trees, there was a dairy farm at the top of the hill. And from the top of the field – I had to walk through this field to go to primary school – you could see for miles.

"I could see the mountains and it was quite inspirational. So you had a sense of place but also a sense of the wider space that you were in, and I really liked that."

Outdoor life and sports were a big part of her childhood, and continue to be.

She joined the netball club in primary school as she was taller than most of her fellow pupils – something that gave her a natural advantage and meant that she always played in defence positions, usually either keeping goal or goal defence.

"My problem was that I got quite good at keeping goal so I wouldn't be moved out to goal defence. Basically I wouldn't let the opponent in the semicircle!"

Though she enjoyed sport, she does have one bad memory of being given the belt over her failure to do sit-ups. "I can't do them because I'm absolutely useless – because I was quite sporty I think that they thought I was

just not making any effort."

At 5ft 9in, she towered over some of her teachers when she was a teenager.

It was her mother and grandfather who inspired her educationally. Her mother took accountancy exams when

Baird was young and worked for a housing association in Scotland before retraining to become a nurse when she was 50.

"She has a degree in psychology, and she's been quite an inspiration really. She

"The assessments we have don't assess higher order thinking skills – they just assess knowledge"

has always believed in education, and her father, my grandfather, was just really intellectually curious. So I was brought up with all these questions and discussions and long conversations on walks..."

Her mother, now 64, prompted Baird's department when she worked at AQA to get email (back in the 90s) so she could mail her daughter, and the pair now chat on Skype.

IT'S A PERSONAL THING

What's your favourite place to go walking?

Isle of Skye. I think the Cuillin mountain ridge is absolutely gorgeous . . . I've travelled a lot and there are few places that are better than that. It's a fascinating place to be that really roots you in place and history.

What book are you reading at the moment?

Hilary Mantel's book of short stories, which includes "The Assassination of Margaret Thatcher"! It's exceptionally well-written, right from the first word.

Other than walking, what do you do to relax?

Cycling, running, watching international films...

What's your favourite?

I've got a few. The Lives of Others, Tell No One and Oldboy . . . they would be on my list.

What's your favourite thing to do in Oxford?

I'd like to say punting, but my favourite thing would be working in the [Bodleian] library.



Jo-Anne (second from right, back row) playing as Goal Keeper in her school netball team



With her mother Josephine at her graduation from the University of Strathclyde



Jo-Anne with her sister, Sandra, at ages 5 and 3, respectively

BOARD

"She was the one who introduced me to Skype. She's got an iPad too; she's always on top of whatever's happening, technology-wise."

Her grandfather's life experience made its imprint too: "He was a merchant seaman, so he had travelled quite a lot.

"He would talk to a group of you, that's the other thing. He would speak to people and find out what was going on. It was quite a sort of curious and energetic upbringing."

After finishing her Highers she went to the University of Strathclyde – the first in her family to do so, and on a full grant – to study psychology as her grades were not high enough for medicine. In hindsight she thinks this was for the best: "If I'd had the chance to do medicine, I probably would have – but I think it was only because that was seen as the pecking order and I'm not sure if it would have been the right thing for me at all."

After graduation, she moved to Farnborough, in Hampshire, to work at the RAF Institute of Aviation Medicine where she had done a placement during her university course. She stayed four years – and it was where she met her husband in 1993.

The pair married in Tobermory on the Isle of Mull, 10 years later, and now live in Woodstock with their dog, a Groenendael: "He's huge with long black hair and sort of yellow eyes, so he looks demonic. But he's the softest dog I've ever met – we can't even get him to bark!"

The couple enjoy the countryside they now have on their doorstep in the Cotswolds: "We do a lot of Cotswold walks, which involves two towns, a church and some water – and

usually a pub! A traditional Cotswold walk.

"A little bit of exercise is a good way to relax. Modern life is not very good for your health if you're not careful. All that sitting, travelling, sitting again..."

She was head-hunted by the University of Oxford and took up the position at OUCEA three years ago, working on the new assessment. Before that she had a 12-year spell at AQA, ending up as head of research for the exam board, as well as posts at the Institute of Education, and teaching spells at a FE college and the Open University.

She confesses that she was very good at exams as a student.

"There's a lot of debate about whether assessments are the right kind, so the work we're doing at the minute is really to establish where we are in relation to what is actually being assessed, and how you would design assessments to improve that.

"The real concern that people have all over the world, actually, is that the assessments we have don't assess higher order thinking skills – they just assess knowledge. So you can rote learn, you can drill students, and they actually might not even understand the responses that they make in exams.

"We're interested in how you would avoid that situation. But to be honest, any assessment to develop expertise, you need knowledge and skills – so it's about how you get the right balance, and how you ensure that people recognise that the assessment is valuable, otherwise you just keep going round the same loops."

Curriculum Vitae

Born

July 7, 1969

Education

1974 – 1981 Bankhead Primary School, Glasgow

1981 – 1986 Stonelaw High School, Glasgow

1986 – 1991 University of Strathclyde, studied psychology

1992 – 1998 Reading University, psychology PhD

2006 – 2007 Surrey University, MBA

Career

1991 – 1995 RAF Institution of Aviation Medicine, senior psychologist

1993 – 1994 Basingstoke College of Technology, part-time A Level psychology lecturer

1994 – 1997 Open University, tutor in psychology

1995 – 2007 AQA, head of research for last five years

2007 – 2011 Bristol University, Professor of Education and Coordinator of the Centre for Assessment and Learning Studies

2011 – present Oxford University; director of Oxford University Centre for Educational Assessment, Pearson Professor of Educational Assessment

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

In Praise of Being Boring

by @danicquinn

In this post, a maths teacher reflects on the feedback from a survey in her school and, in particular, discusses how concerned she should be about students who find maths to be boring. She considers some of the issues around how one might make maths interesting, and questions whether learning should, at times, be boring. She decides that while showing enthusiasm is important, the teacher's concern should be with effective teaching and learning, and that this involves students doing plenty of practice.

Condoning Poor Behaviour

by @MissCranky

In a tale of bad management, a teacher describes how little support from her managers she has received with a disruptive pupil. She reveals her frustration at having the student returned to her class against her wishes, and explains how she feels that she is being blamed for the situation. "It seems very much to me like the solution that the deputy wants is to kowtow to the student because it's easier and therefore she is condoning that poor behaviour."

Personality – just what is it our students lack?

by @turnfordblog

Following on from the DfE's plan to give awards for "character education", a psychology teacher writes about the debate

over the importance of personality traits and whether they can be taught or assessed. He finds a number of problems with some popular ideas. He compares the study of character to astrology and doubts claims about the effect of measured or taught personality traits on students' outcomes. He is also sceptical about suggestions that personality traits can be used to explain the effect of social class on academic performance.

Truth about and knowledge of the world: a fundamental right for children

by @mfordhamhistory

In this post, an educationist argues that there are potentially iniquitous effects in allowing students to drop academic subjects at a young age. He argues that, for many and particularly for the disadvantaged, school is a unique opportunity to learn knowledge that lasts for a lifetime. "Perhaps with the exception of children with severe special needs, I can think of no child – whatever his or her social background, parental wealth or intelligence – for whom academic subjects are not appropriate."

What I remembered about practice from 15 minutes tinkling on the piano

by @BodilUK

In this post, a maths teacher describes how spending time playing the piano at her parents' home over Christmas has made her realise a number of things about learning. She reflects that confidence is often hard to judge from the outside; that skills can often be broken down into smaller parts, and that it's important to know what you are trying to achieve. She also discusses motivation and concludes that noticeably improving in what one can do is more motivating than any gimmick.

Setting-up an Education Focused Social-Enterprise: 10 tips for success

by @LKMco

This blogpost provides advice about starting an education organisation. It warns against a number of potential pitfalls, such as relying too much on volunteers or focusing too much on London. While much of it is uplifting, it's also very realistic. For instance, it gives the following warning: "Please don't launch 'another' project designed to inspire kids. Have you met a kid? They're full of inspiration!" The message is one of remaining ambitious and motivated while not over-reaching or taking unnecessary risks.

BOOK REVIEW

Who Needs Examinations?: A story of climbing ladders and dodging snakes

Author: John White

Publisher: IOE Press

ISBN 9781782771074

Reviewer: Paula Goddard, senior examiner and educational writer



My target is not examinations as such. I am not rooting for the abolition of graded music exams...

but for the phasing out an institution that has come to dominate the lives of countless millions of school students. Those words are the author's introductory gambit to this 77-page monograph on why school examinations for older secondary students should go, so ending the distress, psychological scarring and physical and mental exhaustion of students, teachers and parents.

Pulling no punches, the emeritus professor of philosophy of education at the Institute of Education and author of numerous books on education and school curricula, rattles through a history of examinations (here you'll find those "ladders" and "snakes" referred to in the book's title), and then moves on to the problems with them, the inadequate reasons given for their continuation and, finally, a solution to this "madness" - student profiling.

White is not advocating a return to the 1990s use of the National Record of Achievement - (phased out in 2009, he tells us, but irritatingly doesn't really explain why, hinting at political meddling and protectionism) - where a simple summative record of a student's progress was definitely "not a substitute for school examinations" but rather, he suggests, replacing examinations with a system for recording comments from teachers, assistants - and the children themselves - on every aspect of their school life. The profile then becomes the responsibility of the entire school, rather than a lone teacher, with the whole thing being reviewed periodically by teachers, parents and "profiling specialists".

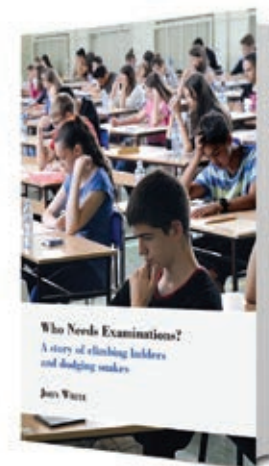
And there lies the nub of the problem - these mysterious profiling specialists.

A solution that ends the "scarring" of students must surely be a good thing (note, however, that White doesn't advocate the abolition of schools themselves, whose attendance also results in the psychological damage of some students). But profiling, as

described, would seem to surely end in an equally distressing system of assessment driven by results: profiles dominated by the need for search engine optimisation, where what's written follows the student around in the datasphere deciding jobs, futures and potential happiness - with any final profile being rubber stamped by these "profile specialists". Sounds like examiners by any other name to me. So what's better, profiles or grades?

A quick spin around the international scene of examinations provides us with a vision of one future where grades and school examinations are taken to the extreme.

"Examination hell" in Japan, China and India are described, along with the resulting lack of sleep and "human purgatory" (one Chinese student's own words). PISA, the Programme for International Student Assessment, and its use of cross-country comparison by politicians also comes in for a beating ("If we followed Gove's logic..."): White doesn't criticise



PISA per se, he leaves that to someone else and footnotes a weblink to a Guardian newspaper Comment is Free article.

So, where do we go from here? Is anything needed? Questions posed by the author, which make for thought-provoking reading, are answered with debate, suggestions for solutions and a vision for a future with a fuller social mobility. Yes, there is some mention of politics and politicians' ways within the text (well it would be hard not to talk about examinations without it, wouldn't it?) but it's subtle and not overpowering. It would be difficult for any reader to disagree with White's view that any new approach will have to be "piecemeal" as:

"Fear of upsetting all those who have a stake in the examination system - parents, teachers, exam boards, universities, employers - makes it very difficult for any vote-conscious political organisation to rock the boat".

Possibly not much is going to change this side of a general election. But that shouldn't put you off reading this book. Because if you're prepared to invest in a couple of hours of dense reading then the result will be thoughts - many of them - and questions such as who needs examinations?

www.paulagoddard.com

NEXT WEEK:
Mindwise
Reviewed by Mark Healy

REVIEWS

RESEARCH REVIEW



Educational Research

Volume 57,

Issue 1, 2015

P1 - 112

In this edition of Educational Research, three studies caught our watchful research eye:

1. How young children view mathematical representations: a study using eye-tracking technology

David Bolden, Patrick Barmby, Stephanie Raine & Matthew Gardner

A benefit of eye-tracking technology is that it can show where children focus their attention. In the case of mathematical representations this is particularly important as it could be that children's difficulties with a concept comes from the way they have represented maths in their mind. The study used nine Year 5 children and had each look at multiplication problems written on static slides. Eye-tracker technology recorded where children gazed, and for how long.

The results found that number line representations of problems were less successful than 'picture representations' – for example, showing 'groups' of objects. The ability of children to think multiplicatively about the slides was, however, still related to general mathematics attainment levels. So while showing

'groups' rather than number lines may help lower-attaining children, it does not necessarily level the playing-field.

2. Rich schools, poor schools. Hidden resource inequalities between primary schools

Mayke Poesen-Vandeputte & Ides Nicaise

The authors' theory is that knowing a school is 'rich' or 'poor' doesn't tell you enough about the context of the school to adequately say whether children within it are 'advantaged' and 'disadvantaged'.

Not based in England, this time the research instead looked at primary schools in Flanders. But the results are nevertheless thought-provoking for an English context as they take into account the complicated social, political and economic influences impacting on schools.

The study analysed 113 primary schools using broad survey data which then clustered schools together based on their similarity of different factors. The results showed that schools can be low, medium or high 'resourced' and that this can persist even when educational funding is recalibrated to target poorer areas.

Even if schools have extra finance they may nevertheless be culturally or socially 'low-resource' which still has an impact.

3. Effectiveness of the KiVa antibullying programme on bully-victims, bullies and victims

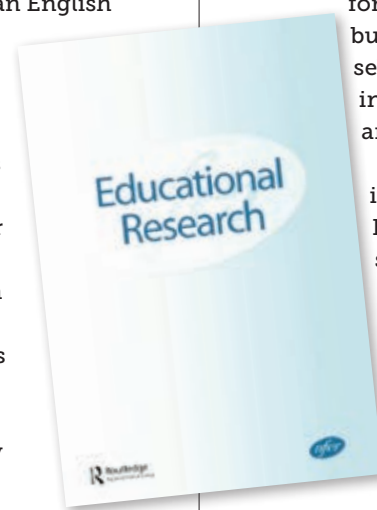
An Yang & Christina Salmivalli

Finland is all the rage in certain educational quarters, and this research piece shows how an anti-bullying programme in the country was found to be effective in reducing the prevalence of bullying.

The KiVa antibullying programme involves teacher training, monitoring and sharing of interventions with children. The sample in the study was of 23,520 participants, aged eight to 15 year olds, across 738 intervention classrooms and 647 control classrooms in 195 Finnish schools. Pre- and post- test data was taken for all groups. The odds of being a victim of bullying after the intervention year were a self-reported 1.51 times higher for a student in a control school compared to a student in an intervention school.

The programme is said to work because it focuses on two aspects of bullying. First, 'universal actions' which teaches all students through lessons, and secondly by tackling acute bullying cases. A large part of the programme is focused at changing the responses of those who witness bullying.

More information on the intervention is available at kivaprogram.net



A week in Westminster

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

THURSDAY:

It all started so quietly. A hush of a day in which the only real news was that a conman found to be selling fake certificates for qualifications online was fined and sentenced to 80 hours unpaid work. More interesting than the conman's endeavour, though, was the fact that exam regulator Ofqual pushed out a perfectly pitched press release about it. Name and shame appears to be the way forward for them.

FRIDAY:

Today was so busy the Week in Westminster scribes nearly combusted. First, the minister for school reform said iGCSEs won't be counted in future school performance tables. Then he said the new D&T GCSE would be delayed and then the office melted in concern that the minister for reform wasn't a real title. Web checks confirm, however, that Nick Gibb really is the minister for school reform.

Elsewhere, DfE top-brass Chris Wormald released his investigation into the DfE's handling of the 'Trojan Horse' affair, in which a handful of Birmingham schools were last year labelled as extremist and had staff and governors removed. In the report the DfE said that the DfE had handled everything properly and not made any mistakes. So that's a relief. Phew!

As reported two weeks ago, the release of free school application forms had been delayed (see page 6 for further details) but a call on Friday told of their imminent dispatch. Huzzah! Excitement crept away however after noticing the extent of redactions – although this did allow for an extended game of Blankety Blank in which we puzzled over one school founder who had "opened and managed a large BLANK within her BLANK". Any guesses from the audience?

Finally, in the weirdest data release of the day, the DfE's "energy use" for December was revealed. Analysis of the overly complicated spreadsheet revealed that peak DfE consumption is at 9.30am, suggesting that if you ever want to catch

an official at their desk – that's the time to do it.

MONDAY:

Another busy day in which Nicky Morgan sent a kindly email to colleagues (see page 4), the Carter Review released information about future teacher training (also page 4), and the DfE released a series of timelines for schools labelled as USEFUL (not on page 4).

There was also an update to the jolly 'facts and myths about running a school'. Apparently some people had thought that 16-19 year olds don't need to do work experience (they do) and a myth doing the rounds is that schools are being forced to "promote views out of step with their ethos". Luckily the fact sheet explained that schools are actually required to "be actively promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance" – just don't tell any students currently petitioning to get rid of school uniform.

TUESDAY:

Lucky schools today received a sliver of the DfE cash pie when £20m of capital funding was announced for schools to improve their provision of universal infant free school meals. As reported online by *Schools Week*, the programme is helping get foods into the bellies of young children – something that should be applauded, even if it isn't always going smoothly (see page 5).

WEDNESDAY:

The NAO released a report on the DfE's accounts on Wednesday in which a lot of long words essentially said that the department's accounts are a bit fiddly to check up on, and need sorting. We'd be optimistic of a resolution but this has been a problem for the last few years.

CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

FABIAN SOCIETY NEW YEAR CONFERENCE

It's time to find out what

In 2002 when she admitted that she wasn't up to the job, former education secretary Estelle Morris did what politicians rarely do. She spoke her mind.

More than 12 years later, and now a Labour peer, she was as candid as ever when she joined an education panel at the Fabian Society's new year conference at the Institute of Education.

Her intervention in favour of broad agreement between Labour and the Conservatives over school autonomy may not have shocked her Fabian colleagues, but is nevertheless significant in the wake of the recommendation from another former education secretary, David Blunkett, that local authorities be allowed to become "community trusts" and run academies.

FREDDIE WHITTAKER

@FCDWHITTAKER

Labour and the Tories need to "stop competing" over schools' policy and make a "rigorous appraisal" of what the two could agree on, Estelle Morris told the conference.

Ms Morris, who served as education secretary from 2001 to 2002, said Labour should focus on what it disagreed with the Tories on, not on the common ground

"Where I think we would disagree, and ought not to let the Tories get away with it, is the state of the education system – with the emphasis on 'system'. The notion of the free-standing academy ought not to be allowed; not the academy bit, the free-standing bit."

Speaking to *Schools Week* after the conference, Ms Morris said: "The main point I was trying to make was that schools can't survive and flourish alone. They have to be part of a wide group. They need interdependence as well as independence. Standalone academies don't deliver this.

"I am not opposed to David Blunkett's solution [the community trust model] but there may be others as well. The key thing is to start building up the partnerships and infrastructure that have been taken away."

In her speech, Ms Morris said education had "fallen down the agenda".

"For the past 20 years education has been top of the political agenda, but you now struggle to hear about it. I don't think it made a mention in any of the leaders' speeches at the party conferences.

"There's a feeling that after 20 to 30 years of reform, we all now sort of agree that independence, autonomy and trusting teachers, strong accountability for direct framework at the centre and freedom out in schools, is the way forward.

"I would like to see a much more rigorous

appraisal about what we can agree is the same [between parties], what we have learned and what we should build on, but a clear differentiation about where the dividing lines still are between left and right-wing politics.

"We can agree now that we can stop competing against each other, that heads should be autonomous to run their own show, that they should be able to set the values, that they should have the freedom. I think we all agree that it's the quality of teaching and learning that matters in the classroom and not anything else.

"Tories and part of Labour, New Labour, have been very late in coming to realise that. I think we can agree that accountability is right, but there is a big question about the nature of the accountability. There are lots of things that are a firm foundation for us to build on."



Estelle Morris

ESTELLE MORRIS FACTS



- Education secretary between 8th June 2001 and 24th October 2002
- That's 503 days in office. The average is 874.
- She taught for 18 years in a secondary school in Coventry before becoming an MP in 1992
- Her resignation was a surprise and several officials cried as she left her DfE office
- She said the job was too important to have someone who was "second best" at it

We agree on, says Morris

THE SPEECHES



ROS MCMULLEN, LEAF ACADEMY TRUST CHIEF EXECUTIVE AND EXECUTIVE PRINCIPAL OF DAVID YOUNG COMMUNITY ACADEMY, LEEDS

beyond dispute.

"Of course the traditional response from the left was always to attempt to create a level playing field and every decade saw new initiatives for education, which was able to spend more money on the education of the most disadvantaged. But little changed, because children who are brought up in families that value education have home and school working together, and children who are brought up in families that do not value education have home and school working in opposition.

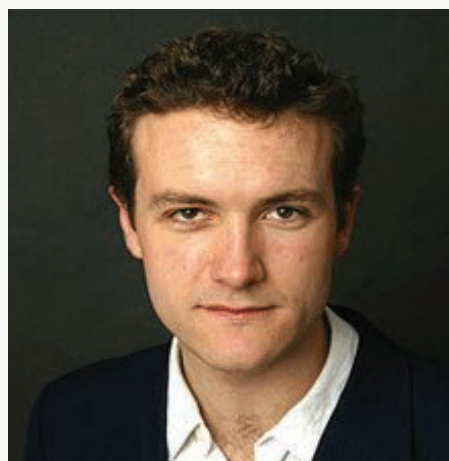
"Traditionally the poor have been educated by professionals who have chosen to do so from a real sense of social justice and service and a commitment to make a difference or,

and let's be entirely honest about this, people who weren't actually very good at it, weren't very well qualified and ended up in the worst schools.

"What that led us to was a culture in the schools that largely served disadvantaged communities. A culture of cuddle and muddle that was typified by the phrase 'we're very good pastorally', which is rubbish because there's nothing good pastorally about letting kids fail.

"The resistance to the standards agenda has come very largely from that traditional approach that emerged from the left, and we have got to be honest about that. Thankfully over the past 20 years or so that approach... has changed."

"The link between poverty and educational under-achievement is a causal link, and the fact some children from disadvantaged backgrounds do extremely well doesn't disguise this. It's well-researched, it's well-documented, it is



RICHARD BROOKS, FORMER OFSTED DIRECTOR OF STRATEGY

"[Some of] these people have been in full-time public education for 14 years, and we have failed to equip them with the skills and qualifications they need. It is a scandal, and it's not something we talk about enough.

"I'm not going to say here's the magic solution, but the four building blocks are more young people skilled in literacy and numeracy at 16, schools delivering on their core mission, careers advice that tells people what they actually need to do to succeed and employer engagement. Employers want to help, particularly with young people, but it's incredibly confusing and difficult for them to do so at the moment. As a result, schools don't have employer links, colleges aren't

properly engaged.

"The fourth part is about getting the quality of FE provision better... it's only 230 or 240 of these institutions, and lots of them are, frankly, rubbish. They are huge public bureaucracies, sucking up public money and churning out young people who don't have the skills and qualifications they need. It's outrageous.

"The people who run them are paid always in excess of £100,000 a year. We should be angry about this, but because they're below the radar, they get away with it by saying 'these people are hard to help' and 'we're doing the best we can'. It's nonsense. They are failing to serve the very average-looking young people who want to get on in the way they should be served."

"I want to talk about an area of the education system that we don't generally focus too much attention on – the 14 to 19 end, which lots of people in the Labour movement care about a lot but which never makes the national news.



DR PATRICK ROACH, DEPUTY GENERAL SECRETARY OF THE NASUWT

"It is the issue my members speak most vocally about as having undergone the greatest assault since 2010. We have witnessed since that period an attack on the right to quality education, the rolling back of entitlements that were cumulatively and progressively secured, dare I say, under both Labour and Conservative governments over the course of the past 70 years.

"There are still dividing lines between Labour and Conservative in the context of entitlement; of the right to be taught by qualified teachers, the right to quality education, to a broad and balanced curriculum, of not getting an education offer that's constrained as a result of a narrow set of performance measures – which define

what good education looks like.

"We have seen the abolition of the education maintenance allowance and now more freedoms and flexibilities for schools to charge for what are now deemed to be non-core aspects of education provision.

"For many young people, they are now being forced to make choices about what kind of route to follow based upon either their ability or their parents' ability to pay."

"It may come as a bit of a surprise to hear me as a leader of a teachers' union arguing about entitlement for children and young people, entitlement to quality education, but for us that is the big issue at the 2015 general election.



Ed Miliband

MILIBAND'S 'INSPIRING' EDUCATION VISION

Education featured prominently in Labour leader Ed Miliband's speech to the Fabian Society conference.

Mr Miliband used much of his speech to attack the Tories, but also attempted to outline a vision for an education system under Labour.

He said: "To create the country we believe in, to build that future, young people will be at the heart of our plan.

"We judge the future of a country by the prospects for the young.

"I don't think there has ever been a government that has so often made the young pay the price for hard times than this one.

"We will have a new direction. An education system that serves every child in our country: creative, inspiring, and doing what our country has never done: valuing vocational and academic qualifications equally.

"Every young person deserves a chance of a decent education after 18 and a career."

Mr Miliband also criticised the government for falling numbers of apprenticeship starts for 16 to 19-year-olds and for raising university tuition fees.

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School Notice Board



From left: Thalía, Year 7, Arnold the pony, and Fraser, Year 7.

New scholarship for talented young riders

Pupils at Polwhele House in Cornwall are saddling up this term with the help of a new riding scholarship.

The independent prep school in Truro is the only one in the region to have riding facilities on site and is keen to combine education and equestrian activities for budding riders.

Jo Lyall, the school's riding Instructor, said: "Children of all ages have lessons and take part in many fun riding events.

"The more advanced also take part in competitions and riding clinics. To be able

to expand this side of the riding school for both existing and new pupils through the introduction of scholarships is very exciting."

The riding clinics also give pupils the chance to be taught by professional riders such as GB modern pentathlete and British tetrathlon champion, Chris Harris, and later this term, three-time Olympic medallist Mary King.

Ms Lyall added: "Having Mary King visit for a riding clinic is such an honour. Having a riding lesson with her is something our pupils will never forget."

Academy roots for Cambodian trip



Year 11 student Stanley Hill front left and Hanham Woods principal, Philip Bevan front right having their legs waxed by the Cambodia expedition team

Students and teachers at Hanham Woods Academy in Bristol were happy to have their hair pulled out recently.

It may sound extreme, but it was all in a good cause as they were taking part in a leg waxing event to raise funds for an expedition to Cambodia.

The event was organised by Stanley Hill, a year 11 student who, with principal Philip Bevan, volunteered to have his legs partially waxed by students in the Cambodia team.

Sixteen students from years 10, 11 and 12 will go to various locations across Cambodia next

year to help with community projects such as building new classrooms for local schools.

Ian Harris, the higher learning teaching assistant for post-16 and trip organiser, said: "This is an amazing opportunity for our students.

"They develop so many skills during the fundraising process and get to make a real difference to the lives of people who are less fortunate.

"No doubt this trip will be a life changing event and something that will stay with them for the rest of their lives."

German painting inspires pupil's winning poem

FEATURED

A secondary school pupil in Peterborough has won first prize in a poetry competition focusing on German history.

Competing in the Dinggedicht poetry competition run by The German Academic Exchange Service (DAAD), 15-year-old Alanna Gilmartin from Oundle School was awarded first prize in the English secondary school section for her poem "Never Alone".

The competition coincided with an exhibition run at The British Museum, "Germany – Memories of a Nation" that looked at iconic objects reflecting German history from the Renaissance to reunification.

Competitors were asked to bring the story of an object in the exhibition to life in a poetic form known as Dinggedicht, - a poem based on an object.

Alanna's winning poem was based on Caspar David Friedrich's painting, Der Mittag (1921-22).

In December, Alanna was invited to read her poem at the competition's prizegiving ceremony at the museum.

Alanna said: "I chose Der Mittag because it was beautifully painted and very interesting. Although there is no obvious focus, I felt that the trees stood taller than everything around and looked powerful and dominating.

"When I went to the British Museum for the awards ceremony I was given a very



Alanna Gilmartin points to her award winning poem 'Never Alone' on display in Oundle school. Inset: Alanna's inspiration for her poem was based on this painting by Caspar David. Der Mittag (1921-22)

warm welcome and had the chance to meet the members of the jury.

"I was truly honoured to take part in the event, and overjoyed that it was held at such an amazing place. It was an unforgettable occasion."

Fifty other Oundle pupils also entered the competition.

Head of German Emily Wagstaffe said: "Having learnt about the competition I was keen to encourage all pupils studying German here to participate.

"I was overwhelmed with the enthusiasm they showed. They all set about writing their poems in various ways, in German and in English, and were inspired by lots of the different items from the exhibition.

"Alanna clearly spent time researching Friedrich's painting and produced a wonderful reflection of his work in her Dinggedicht.

"I am thrilled with her success and congratulate her and all entrants for their hard work and efforts."

STEM career contest launched

A new competition has been launched to encourage more young people to consider careers in science, technology, engineering and maths (STEM) industries.

The Formula 100 competition, set up by Your Life, a three-year campaign aimed to encourage STEM careers in the UK, will invite pupils aged 11-18 to submit a 30-second video answering "what would you invent and why?"

The best entrants will then win prizes such as trips to Rio Tinto's diamond plant in Belgium, a day at a Ford test track or a day with the BT Sports team.

The competition will work to build a group of 100 students, who will be offered the support of entrepreneurs and business figures to guide their career choices.

The competition has three age categories (11-13, 14-15 and 16-18) and runs until February 15 next year.

The winners will be announced on the Your Life Twitter and Facebook page @YourLifeTeam throughout the competition.

Students can submit their entry by emailing Formula100@yourlife.org.uk with their video, name, age, school and contact details.

They can promote their entries on Twitter, Vine and Instagram using the hashtag #Formula100.

MOVERS & SHAKERS

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

Damian Knollys has taken over as headteacher at Peasedown Primary School in Bath, following David Tilling's retirement in the post at the end of last year. Mr Knollys was previously head of Midsomer Norton Primary School for nine years.

"I will miss the school, the children and the families who I got to know very well and I really appreciate all of the support I was given there," Mr Knollys said.

"This is a school with a fantastic track record of sustained improvement over time; my brief is very much to continue that sustained improvement."

Mr Knollys, 48, has spent more than 20 years in education but considers himself a "late entrant".

He studied law at the University of Wales, in Cardiff, and spent five years working in London before finding teaching to be his "true calling" and in 1993 completed his PGCE.

"I was always fighting it off but the desire to teach and make a difference was always there."

Mr Knollys worked at schools in

Dorset, Prague and Somerset before moving to Midsomer Norton.

His latest transition is less far-flung.

"We're in the same cluster with the same local authority and it is a school that I've known for some time and have seen at fairly close quarters and the opportunity to take on the challenge of a bigger school with such a good reputation was one I couldn't really resist."

In Manchester, Oasis Academy MediaCityUK has appointed **Jackie Bowen**, 28, as deputy principal.

The school was put into special measures last year, and Ms Bowen is looking forward to the challenges of her new role.

"This is a great opportunity for me to take a school forward from grassroots. It's exciting to be able to influence and make strategic decisions that really change the life chances of these children.

"My first goal is to make sure that the best possible proportion of our Year 11 students leave with the qualifications they deserve. Next is to support staff to become good or outstanding in their



Damian Knollys

teaching and learning practice and to have a real focus.

"It is a bit daunting being deputy principal at 28 but I think it is more about the expertise I bring rather than experience and using the networks I have around me to overcome problems I haven't come across before in order to help the students."

Ms Bowen, who started her new job in December last year, completed a BA Hons in English literature and theatre at Lancaster University in 2007.

She completed a PGCE after university and became a newly



Jackie Bowen

qualified teacher (NQT) a year later.

Having entered teaching through Teach First, she then went onto Teaching Leaders and is currently on the Future Leaders programme, all government-funded teacher training schemes.

Her most recent position was as acting vice principal at Cedar Mount Academy in Manchester.

"It was very sad leaving Cedar Mount but it was the right move for me in terms of having that real impact on students' performance."

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.

SCHOOLS WEEK ANNOUNCES MEDIA PARTNERSHIP WITH THE SUNDAY TIMES FESTIVAL OF EDUCATION

The Sunday Times Festival of Education has confirmed *Schools Week* as a 2015 media partner.

The annual festival will be taking place on June 18 and 19 at Berkshire-based Wellington College and more than 100 speakers from across the world of education and training and beyond have already been confirmed.

After being confirmed as a 2015 media partner, managing director of *Schools Week* and *FE Week* publishers, Lsect, Shane Mann said: "I am delighted that both *Schools Week* and *FE Week* will play a key role in the development of content this year.

"We met with the organisers in early January and already have lots of innovative ideas for new content at this year's festival.

"The festival is a fantastic opportunity for all involved in education to come together, share and learn. This will be my third festival and it is an event which astounds me every year, so to be part of its development is very exciting."

The festival is one of the largest, most respected

forums for thought leadership, innovations and developments in the field of education, attracting education's most forward thinking innovators, influencers, practitioners of change, politicians, journalists, business leaders and policy makers.

Ofsted Chief Inspector Sir Michael Wilshaw speaking at the Festival of Education 2014.

Ofsted Chief Inspector Sir Michael Wilshaw speaking at the Festival of Education 2014.

Speakers at this year's festival will include professor of psychology at Stanford University and author Carol Dweck, associate professor of psychology at the University of Pennsylvania and a leading advocate of character-based learning Angela Duckworth, and *Schools Week* editor and respected education blogger Laura McInerney.

Director general of MI5 from 1992 to 1996 Stella Rimington, writer, philosopher and television presenter Alain de Botton, gay rights campaigner Peter Tatchell, and rock musician, author and historian Julian Cope will also be speaking.

Louise Hunter, co-director of the festival, said: "This partnership places *FE Week* and *Schools*



Week in a key position to work with us to develop the content for this year's festival and we are excited to be working with Shane [Mann] and the team.

"The response to the festival year-on-year has been fantastic and we are committed to continuing to develop and grow the festival as a rich source of continuing professional development, innovation, inspiration and growth for everyone in education."

Information on special festival rates for *FE Week* and *Schools Week* subscribers will be announced soon.

Visit www.festivalofeducation.com or follow @EducationFest for further information on the festival

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t: 01483 423008

For groups of 20 or more please call to book.

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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

SCHOOLS WEEK

JOBS

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.

Assistant Headteacher: Care, Guidance and Support

Dallam School - Milnthorpe - Cumbria

L10 (£47,750) – L16 £55,397)

Required for September 2015



Dallam School

Dallam is a popular and successful comprehensive school of 1000 11-18 students and 2000 community learners. An Adventure Learning School and a language college with 128 international students in our boarding section, we are situated 10 minutes from the M6 on the southern fringes of the Lake

District National Park. A clear understanding of and passion for excellence and innovation in pastoral care and a commitment to raising standards of achievement for all of our students will be essential. The main responsibilities will be the leadership of the Pastoral Care at KS3 and KS4.

The essential criteria will include:

- Experience of leadership
- Vision and the ability to motivate teams
- Exceptional communication skills

For further information, contact Lynne Knipe: **015395 65165**, email: l.knipe@dallam.eu or visit: www.dallam.eu

Closing date: 9am on Friday, 30th January 2015.

Interviews: Thursday, 5th and Friday 6th February 2015.



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, Cooke's 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 (Cooke's 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



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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

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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



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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.

NOTTON HOUSE SCHOOL

WORKING TOGETHER TO BUILD A POSITIVE FUTURE

28 Notton, Lacock, Nr Chippenham, Wiltshire SN15 2NF
Tel: 01249 730407 • Fax: 01249 730007

Executive Headteacher: Peter Evans • Local Authority: Bristol

DEPUTY HEADTEACHER

L14-18 + residential allowance of £9,992

Required from 1st September 2015 (or sooner by agreement)

We are seeking an outstanding, experienced and dedicated Deputy Headteacher to join a committed staff team. Notton House is a developing school providing residential and day provision for boys aged from 8 - 18 years with recognised SEBD. Through the support of Bristol Local Authority, we have begun a planned process of improvement in both the Education and Care areas of the School based upon 52 planned places.

You will be ambitious and view this appointment as preparation for Headship. Whilst it is not expected that the Deputy Headteacher lives on site, you will be expected to help lead and contribute to all aspects of residential school life. Our aim is to work together with the young people to build a positive future through academic achievement, social and emotional support, enrichment and life skills development.

This is an exciting time in the School's development, and you will contribute to our strategic role within the range of specialist educational provision in Bristol.

Visits from prospective candidates, on the 28th or 30th January 2015, are warmly welcomed by arrangement.

For an informal discussion, to arrange a visit, or to request an application pack, please contact Deb Morgan, PA to Headteacher on 01249 730407 or pa@nottonhouse.bristol.sch.uk

Closing date: Thursday, 5th February 2015.

Interview date: Tuesday, 10th February 2015.

Please note that CV's will not be accepted.

Notton House School and Bristol City Council are committed to safeguarding and promoting the welfare of Children and Young People and all staff working in these groups are expected to share a commitment to this. You will be expected to report any concerns relating to the safeguarding of children and/or young people in accordance with agreed procedures. If your own conduct in relation to safeguarding gives cause for concern, the Council's agreed Child Protection Procedures will be followed, alongside implementation of the Authority's Disciplinary Procedure. An enhanced DBS (Disclosure and Barring Services) check will be required for the successful candidate. We are an equal opportunities employer.



Inspirational and visionary Headteacher required

WHERE YOUNG MINDS FLOURISH

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



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

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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Difficulty:
MEDIUM

Spot the difference to WIN a 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.