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Teachers sent home face long wait for Ofsted pass

FREDDIE WHITTAKER
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More than 240 teachers banned from the classroom because they live with someone who has been convicted of a violent or sexual offence are facing a long wait to see if they can return to teaching, following a rise in applications.

Just 17 of the 259 applications to Ofsted for a disqualification by association waiver have so far been granted.

Ofsted has admitted that 242 people who applied for the inspectorate to waive the rule have either failed to receive a waiver or are still waiting for their applications to be processed.

The number came to light after Ofsted schools director Sean Harford told the Commons education select committee on Wednesday that while the disqualification rules came into force in 2009, guidance to schools issued by the Department for Education (DfE) last October had sparked an increase in applications.

Mr Harford said: "This is clearly something the DfE brought to schools' attention that previously in the regulations hadn't been considered something schools should consider - so there has been an increase in applications."

The process for disqualification by association waivers is more common among early years workers, and Ofsted is using a similar process for teachers. A central team assesses the application and then, if there are continued concerns, a regional team reviews and considers if an inspector's

visit is necessary.

Mr Harford admitted that there is now a backlog: "We need to start moving into the applications, which currently sit at around 300. We are working our way through those as quickly as we can to ensure there is minimal disruption."

Pushing Mr Harford on how long the reviews would take, committee chair Graham Stuart spoke on behalf of those currently waiting: "Hundreds of staff, who personally have done absolutely nothing wrong, but they have a partner who perhaps has been guilty of a violent or sexual crime some time in the past - it could have been a long time ago - are all off work."

In one high-profile case, Katherine Kerner, acting headteacher of Wyborne Primary School in New Eltham, south London, returned to work last week after an unknown period on enforced paid leave after her 44-year-old husband, also a teacher, was convicted of having sex with a 16-year-old pupil.

Stuart Kerner, a former vice-principal of Bexleyheath Academy, was barred from working with children for life on January 14 after he was convicted of two counts of sexual activity with a child by a person in a position of trust.

Ms Kerner had been placed on leave while Greenwich Council determined whether her continued employment breached the rules, and although neither the council nor Ofsted would confirm whether or not she had received a waiver, *Schools Week* understands she could only have

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"I still pinch myself. I can't believe it."
PROFILE: Ross McGill

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NEWS

EFA boss warns Durand Academy over financial 'conflict'

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Durand Academy in south London will face limits on its spending powers if a "clear conflict of interest" is not managed within the next two months, school funding boss Peter Lauener has said.

Mr Lauener's comments came after MPs grilled Durand headteacher Sir Greg Martin over the school's relationship with GMG Educational Support (UK) Ltd, the management arm of private company Horizons London Ltd, which runs leisure centre facilities on the school's site.

Mr Lauener, chief executive of the Education Funding Agency (EFA), has said he "wouldn't wait" to issue Durand with a financial notice to improve if a "satisfactory resolution" to a disagreement over the running of the site is not reached.

The Commons public accounts committee also heard that as the sole director of GMG, Sir Greg was paid a £175,000 management fee in 2013/14, on top of his £229,000 salary and pension package as head of the academy.

When pressed on these arrangements, Mr Lauener said an agreement between the EFA and Durand made last May that the contract would be re-tendered without a bid from GMG had not been honoured.

Mr Lauener said: "We looked in great detail at the GMG contract, and our conclusion from that review, which we thought we had got agreement to, was that the GMG contract should be terminated and re-tendered, and we didn't think it was appropriate that GMG re-bid for the contract.

"We thought there had been a clear conflict of interest and we didn't feel the conflict had been managed properly."

Mr Lauener said his agency and the Department for Education had been under the impression the "conflict" would be resolved by October 31, and they had been negotiating with the school since then.

"If we can't reach a satisfactory resolution we will move quickly to issue a financial notice to improve. I would hope to get the whole matter resolved within two months. We wouldn't wait that long to issue a financial notice to improve."

Under such a notice, the school must get EFA approval for activities it can currently authorise, such as credit card borrowing, disposal of assets and staff payouts.

Sir Greg also faced questions over links between the school and other private companies, including The Coterie London Ltd, a dating agency for which he is listed as a director, and PLMR Ltd, a PR agency run by Durand vice-chair, Kevin Craig, which has been paid as much as £20,000 a month to work for the school since 2009.



Durand headteacher Sir Greg Martin

Describing the dating agency as his "private business, run in private time", Sir Greg said the only connection to the school was that mail related to the company was sent to his business address. He added that the school had re-tendered for the PR contract, with 20 bidders so far.

He also defended his pay, claiming the success of the school and its ability to subsidise boarding places and pupil lunches, and offer free swimming, was a result of his business ventures.

He said: "Those assets were built by the company that I formed. There were no assets belonging to the school.

"You don't pay me, you don't get the business. To have a contract which says 'when you're successful, we'll keep the assets, you can go, your bit is over', what message is that sending?"

Committee chair Margaret Hodge replied: "That's called public service."

DfE report praised damned free school

SOPHIE SCOTT
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A free school faced with closure after Ofsted called its pupils "racist" has released a confidential Department for Education (DfE) monitoring report which just five months earlier stated that pupils were "respectful" and behaviour was of a "high order".

The school was placed into special measures last Monday; later that day education secretary Nicky Morgan told the House of Commons that she was removing its funding.

Durham Free School governors have now released documents which show the DfE describing the school as "successful" and promoting a "positive attitudes" in pupils.

This contrasts with Ofsted's damning verdict after a November visit in which the report said the school had allowed a culture in which pupils used "racist words and sexually derogative and homophobic terms". It said both teaching and assessment were weak.

The DfE monitoring visit was carried out last June, as is routine with all new free schools before an Ofsted inspection takes place.

All monitoring reports come with a warning from the DfE that it is confidential and only for the school's senior leadership team, board of governors and the trust.

Set out in a similar fashion to Ofsted's official reports, the document includes

headers such as "quality of teaching", "behaviour and safety of pupils" and "quality of leadership in, and management of, the school".

In the Durham Free School form, DfE officials said: "The headteacher, senior leadership team and governors demonstrate an ambitious vision for the school and high expectations of all pupils and teachers. They have created a successful free school securing good teaching and promoting positive attitudes to learning in their pupils."

The school, which now faces closure, has until Tuesday, February 3, to appeal Ofsted's verdict.

Chair of governors John Denning said: "The monitoring report does not say the school is failing, it does not say it requires wholesale change and it does not indicate in any way that it is a school that could ultimately close."

Mr Denning said governors believed DfE officials had missed "significant failings" in the school leadership and had since then

started the process of removing the former headteacher.

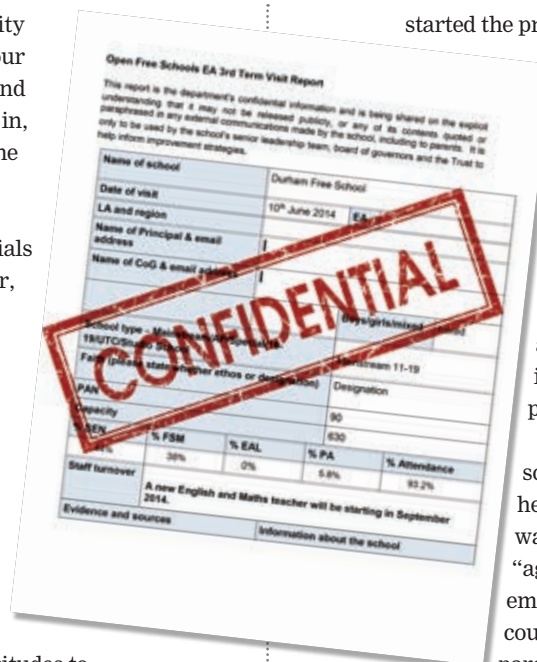
"It does say work still needed to be done, but its overall tone is positive and even suggests that a 'good outcome' at any subsequent inspection was possible."

This week, the school's acting headteacher said he was concerned about "aggressive" pre-emptive letters from the county council asking parents to sign their

children up to different secondary schools in the area.

Durham County Council wrote to parents in letters received on Wednesday, January 21, inviting them to find a place for their child at another secondary school in the area. Parents were given just one week to do so.

Julian Eisner said: "There is a lot of disquiet over the speed at which the LEA is moving on this, and the deadline they have given to parents seems to pre-empt the Secretary of State's final decision."



NEWS

Morgan hesitates on A-level science practicals

Continued from front

BY ANN MCGAURAN

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Science educators are dealing with “prolonged uncertainty” about the role of practical assessment in their subject – and comments by the education secretary aren’t improving things, says a subject leader.

In a speech at the Politea ThinkTank on Tuesday, Nicky Morgan said that while she “fully understood the concerns Ofqual has in ensuring that assessment remains rigorous and resistant to gaming”, she was concerned that a decision “to remove practical assessment from science qualifications is in danger of holding back the next generation of scientists”.

Responding to the comments, vice-chair of the Association for Science Education (ASE) Richard Needham told *Schools Week*: “I was a bit surprised by this, I must admit. I’m not sure how these comments are going to help.”

Last year, exam regulator Ofqual decided to remove practicals and lab work from A-level assessments and instead have a practical “endorsement” carrying only a pass or fail grade. Students will carry out a minimum of 12 core practicals; questions will then be asked about them in the exam.

Teaching for the new



courses is due to begin in September, with the first of the revised exams being taken in 2017.

Ofqual’s consultation into changes to GCSE science practicals close next week. It is proposing questions in the written exams drawing on students’ knowledge and understanding of a common, specified range of practical equipment and techniques. This would count for at least 15 per cent of the overall marks. Ofqual is recommending a minimum of eight core practicals during the course. The aim is to introduce a reformed exam in 2018.

Announcing reforms to GCSEs to Parliament in June 2013, former education secretary Michael Gove said that he had “listened to Ofqual when it argued that there should be an element of coursework to test bench skills – practical skills – in science, and I remain open to all the arguments”.

Mr Needham (pictured) said he was sure teachers could “make this work”. But he called for a “period of stability with less political interference. This prolonged uncertainty has an unsettling effect. It does not do the profession any good. We really need stability, as it’s not long until these courses have to be taught.”

According to Mr Needham, there was a concern that if

the results for the A-level practical leading to the separate pass or fail grade were not published, practical work might not get taught in resource-poor schools.

He added: “One answer would be to make sure practical assessment is part of the final A-level grade, and to make it part of university exam entrance requirements – but Ofqual did not go down this route.”

Mr Needham said there were areas of detail missing from the GCSE proposals, particularly around “the records that need to be kept and the records to be sent to the exam boards”.

Doncaster physics teacher Alex Weatherall said that while the “skills-based element does not count towards the A-level, we have to demonstrate to the awarding body that the student has the practical skills”.

He added: “The teacher will assess them as able to do certain things during the practicals. But if they have not done the practicals, it’s highly unlikely they would have done as well in the exam.”

A spokesperson for Ofqual said the development of practical skills was “central to science learning, rather than something just to be assessed at the end of a course”. He added that the proposals for the changes to assessing practical science skills in reformed GCSE were “designed to invigorate the hands-on learning experience of students and equip them for a future in science”.

returned to work if she had or if she could prove she was no longer living with her husband. Ms Kerner could not be reached for comment.

On the matter of the backlog, an Ofsted spokesperson said: “Ofsted has received 259 waiver applications and has granted 17 applications to date. The total number includes applications that have been granted, those that are not relevant or do not meet the criteria and those that are in progress.”

“We deal with each on a case-by-case basis and, due to the varying complexity of applications, it wouldn’t be possible to give a timeframe for processing.”

A DfE spokesperson reaffirmed that the requirements were not new.

“Schools and governing bodies should use their judgment when deciding which school staff are covered and, where it is deemed necessary, take action.”



Wyborne School

Ofsted refuses to release conference slides

SOPHIE SCOTT

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A teacher has questioned why Ofsted refuses to release presentation materials about maths teaching that he claims should be publicly available.

The inspectorate’s national lead for mathematics, Jane Jones, presented a session at Cheshire East Council’s “Better Mathematics” conference in December.

But when Andrew Smith, a teacher in Birmingham, used the Freedom of Information Act to request her presentation slides, Ofsted refused on the grounds of commercial interest.

Mr Smith argues that any general advice given by HMI to teachers should be available to all, “not just those who pay. We should also be able to scrutinise whether they are giving advice that conflicts with the Ofsted handbook.”

In its response to Mr Smith, Ofsted last week said: “The conferences are hosted by local authorities. Delegates are expected to pay a fee to attend, and are usually either partially or fully subsidised by the authority on a non-profit basis.

“The Information Commissioner’s guidance is clear that the FOI Act is not an intended method for individuals to circumnavigate paying for information.

“Individuals who attended this particular conference are able to obtain the course material via their local authority.”

Schools Week contacted Cheshire East to ask if it would be happy to provide the resources to Mr Smith, or if it would be happy for Ofsted to do so.

However, a spokesman said: “We are not releasing this information for understandable reasons. These courses are still being run at other locations around the country.

“It sounds like a copyright issue to me and as a local authority we might not have paid for that.

“It is up to the local authority whether they release the information, and while these courses are being run we are certainly not releasing it.”

An Ofsted spokesperson confirmed that the Better Mathematics conferences “aim to give headteachers and subject leaders insight into how to improve leadership, teaching and learning in mathematics. They do this through sharing evidence of what works well and providing opportunities for delegates to develop strategies for improvement in their individual schools.”

In 2013, Ofsted was criticised for allowing additional contracted inspectors to sell services to schools. However, Ms Jones is an HMI inspector and therefore cannot sell consultancy services.

Ofsted confirmed it received no remuneration for the event.

Learning of this Mr Smith said: “If this information is being presented as part of an Ofsted role then it isn’t obvious where the commercial interest arises.”



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NEWS

IN brief

DfE financial statement criticised

The National Audit Office (NAO) has criticised the Department for Education's annual financial statement saying that it is not a true view of activity by its groups of bodies.

Comptroller and Auditor General Sir Amyas Morse attacked the DfE's decision to consolidate the financial statements of academy trusts alongside those of the department itself, although they have different reporting periods.

The DfE's financial year runs to March 31 whereas trust financial years run to August 31, to align with the end of the school year.

While the NAO acknowledged in its report last week that improvements had been made in procedures, the growth in the number of academies by more than 1,000 during the year meant more scope for error.

Sir Amyas did not identify any material inaccuracies in the financial statements of the individual bodies making up the group.

Coursework cuts in four subjects

Greater emphasis is to be placed on exams rather than non-examined assessment in four reformed GCSE, A and AS-levels.

New assessment arrangements in computer science, dance, music and physical education, to be taught from September 2016, were confirmed by the Office of Qualifications and Examinations Regulation on Tuesday.

"Controlled assessment" in computer science GCSE will drop 40 per cent to 20 per cent. Dance GCSE, currently at 80 per cent, will be reduced to 60 per cent. And the A-level will drop from 55 to 50 per cent.

GCSE music, in which up to 80 per cent is currently assessed via non-examined assessment, will drop to 60 per cent as will A and AS-level.

The reformed GCSE PE is 40 per cent non-exam assessed compared with 60 per cent now; at A and AS-level it will drop 20 points to 30 per cent.

GCSE art and design continues to be completely coursework assessed.

Ofsted changes ruling on Derby school

The headteacher of a free school pulled out of special measures by Ofsted says the school has the "drive and capacity" to make more progress.

Ofsted judged Al-Madinah School in Derby as "requires improvement" last week, after last year ruling that it was inadequate.

The secondary school at the site was ordered to close and it now operates solely as an Islamic faith primary school.

Headteacher Suzanne Sutherland was appointed after the previous Ofsted inspection, and the new report said she had a "clear vision" and the staff "overwhelmingly trust and support" her.

The new governing body was also praised, with inspectors saying they were "key" to its success. Members of the trust board were "skilled and knowledgeable".

Mrs Sutherland said: "I am confident that we have the drive and capacity to continue to make further progress.

"I wish to thank pupils, staff and the governors who have worked tremendously hard and the families who have supported us."

Sponsors step away from troubled Liverpool academy

BY ANN MCGAURAN

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The number of sponsors of the troubled Enterprise South Liverpool Academy (ESLA) in Garston is to be cut back.

Amey, the lead sponsor of the failing academy, and the University of Liverpool and Liverpool City Council will step away from their joint sponsorship, leaving two faith sponsors, the Diocese of Liverpool and the Archdiocese of Liverpool. The school, which has received more than £1.2 million in emergency funding, will then join a multi-academy trust.

The change recognises the Department for Education's "preference for a much simpler more accountable sponsorship structure", according to Amey. The business took over as the academy's lead sponsor when it acquired the previous lead sponsor, the for-profit public services company Enterprise plc.

Amey said the time was right for a change in the sponsorship structure "to take ESLA further forward along its journey to academic excellence". It said it hoped that the transition to the new model would be completed by September this year.

A Freedom of Information request by *Schools Week* to the Education Funding Agency revealed that the academy received



Enterprise South Liverpool Academy

£1.2 million emergency funding in 2012/13 and 2013/14 – only £131,000 of which needs to be repaid. The agency said the funding was to "support operational costs and non-statutory restructuring costs to enable financial stability".

An Ofsted inspection in October 2012 found that ESLA "required improvement", and it went into special measures in October 2014. A section 8 inspection report in December 2014 said the school planned "radical and significant change to the sponsorship, governance and leadership of the academy going forward".

A Department for Education spokesperson told *Schools Week* it was "currently having discussions with the sponsors and the school leadership about future arrangements for the academy", but that no decisions had yet been taken. "We have repeatedly demonstrated that we are tough on underperformance where we

find it," they added.

Attempts by *Schools Week* to speak to the academy about the reasons for its sponsorship changes were unsuccessful.

Ofsted said the local authority and sponsors had commissioned help from Liverpool City Council's school improvement team but that future plans must "reduce the reliance on external support". It has asked the academy to submit a revised action plan by the end of January.

A spokesperson for the council said that while it would no longer be a sponsor, "the local education authority will still be represented on the governing body and our school improvement team are providing intensive support to help tackle the issues raised during the inspection".

The reduction in the number of sponsors was confirmed by a spokesperson for the Diocese of Liverpool.

Second review clears Norfolk academies of tip-offs

BY ANN MCGAURAN

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Three academies have again been cleared of allegations that they received tip-offs about Ofsted inspections – but the investigator says that he was hindered by missing documents.

Lawyer Julian Gizzi carried out an independent review of alleged inspection irregularities at three schools in Norfolk, linked to the chief executive of the Inspiration Trust, Dame Rachel de Souza (pictured), the former head of Ormiston Victory Academy.

He was commissioned by Ofsted to review an earlier internal investigation by Ofsted's director of quality and training, Sir Robin Boshier, in September last year.

Sir Robin's report said there was no evidence to substantiate allegations published in *The Observer* in August 2014 that the schools received tip-offs about their inspection dates – a conclusion shared by Mr Gizzi.

In the report published earlier this week, Mr Gizzi said that on the "balance of probabilities", no one associated with Ormiston Victory Academy, the Thetford Academy or Great Yarmouth Primary Academy [both sponsored by Inspiration] received more than the usual half a day's notice of the inspection.

Calling Mr Gizzi's review "comprehensive", Ofsted's chief Sir Michael Wilshaw said he was "pleased that the overall findings in our original inquiry are supported by the conclusions reached by the independent and impartial review".

In his report, however, Mr Gizzi said that he had been "hampered" in his search

for information and that interviewees had in turn been "hampered in their ability to engage with my questions, by an unfortunate coincidence of circumstances".

The Ormiston Victory Academy server containing all the emails from the relevant period was replaced when the academy moved into new premises in November 2013, and he understood that the emails were inaccessible.

Mr Gizzi was also told that minutes of senior leadership team meetings in May 2013 were missing from both paper and electronic files. He was also informed that all emails contained on Dame Rachel's Inspiration Trust email account from March 2013 onwards were "irrevocably deleted by accident in September 2014".

A spokesperson for Ormiston Academies Trust, sponsors of the Victory Academy, said its team had co-operated fully and proactively with the investigation.

"We made it clear that we had installed a new server in 2013. The school did offer to re-build the old server so emails could be retrieved, should it be deemed necessary. When we came across the folder containing meeting minutes from the files of the former principal of Victory, we were very surprised to find the May minutes were missing.

"Our full focus is always on doing the best for the pupils and families we serve, and we remain committed to the highest standards of transparency and probity."



Mr Gizzi said that while the whereabouts of the minutes remained unclear, he had received "acceptable explanations in relation to the server and the Inspiration Trust emails".

Speaking exclusively to *Schools Week*, Dame Rachel said she was "delighted we have been cleared of these allegations a second time.

"It would have helped if

Victory had been able to provide the emails and the same for mine from Inspiration. We've gone to the people who received emails and collected in as much as we could.

"We didn't get tip-offs. We were simply in a high state of readiness. There was a limited window in which Ofsted could come, and in sponsored academies . . . the Ofsted framework is a really useful lever for school improvement. You are going from failing to trying to get to outstanding, and so we used the framework to do that."

The Inspiration Trust has now written to *The Observer* asking it to withdraw the allegations. A spokesperson for Guardian News and Media, publishers of the paper, said: "We are currently studying the report and are not in a position to comment any further at this stage."

A Department for Education spokesperson said: "We are pleased that this independent review has found no evidence at all that these allegations are true.

"We trust this will now be the end of the matter."

Turning the league tables onto disadvantage

The league tables for schools and colleges across the country were released yesterday by the Department for Education (DfE). We look at some of the results

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Investigates

A DfE statement yesterday promoted on a “dramatic increase” in pupils taking “core” subjects - but buried the fact that more than double the number of pupils are now being taught in underperforming schools compared with last year.

Results show that 330 state schools are now falling below the 40 per cent ‘floor target’ of students achieving five A*-Cs in GCSEs, including English and maths.

This means 330,475 children are being taught in underperforming schools in England; compared to 117,000 last year.

However, changes to the data mean this year’s results are not directly comparable to previous years.

The chief executive of The Future Leaders Trust, Heath Monk, explained: “The decision to include only first entries, the removal of many vocational qualifications and the use of comparable outcomes to cap GCSE performance have created a situation where this year’s results cannot be compared to previous years.”

Education secretary Nicky Morgan explained why the changes were made: “For too long pupils were offered courses of no value to them and schools felt pressured to enter young people for exams before they were ready.

“By stripping out thousands of poor quality qualifications and removing results from tables some schools have seen changes

in their standings.”

Nationally, there was a dip in the number of pupils achieving the benchmark measure of five A*-C grades, including English and maths – down from 60.6 per cent last year, to 56 per cent this year.

Many media outlets will focus on this drop but at *Schools Week* we’ve focused on schools where disadvantaged pupils performed best.

Using the data, we created ‘Alternative GCSE Tables’, pictured right, to show the ten schools with the highest percentage of disadvantaged pupils achieving the five GCSE benchmark. One included data from all non-selective schools; the second only included schools where at least 20 per cent of the cohort receive free school meals (FSM).

The tables also includes a ‘best 8’ measure, giving the average grade across pupils’ best eight subjects. This is similar to, but not the same, as the Progress 8 measure that will become the main school performance measure next year.

King Solomon Academy in London, run by ARK, appears in both tables, proving how successfully it is educating disadvantaged children. While 67 per cent of its cohort receives free school meals, 95 per cent of those students met the GCSE benchmark.

Tauheedul Islam Girls’ School in Blackburn and Darwen also appeared high in both tables and achieved at ‘best 8’ grade score of A minus.

Speaking of student successes, Ms Morgan said: “We have raised the bar, and I know schools are already rising to the challenge – ensuring our young people leave school ready to succeed not just in Britain, but on the global stage.”

GCSEs - Our Alternative Take

BEST FSM PASS RATE: ALL NON-SELECTIVE SCHOOLS

School name	Local authority	Pass rate	FSM pass rate	% FSM	Avg 8 grades
The Hertfordshire & Essex High School and Science College	Hertfordshire	94%	100%	6%	B+
The King David High School	Manchester	92%	100%	7%	B+
Tauheedul Islam Girls High School	Blackburn with Darwen	94%	96%	29%	A-
King Solomon Academy	Westminster	93%	95%	67%	B+
The Priory Academy LSST	Lincolnshire	93%	95%	7%	B+
Thomas Telford School	Telford and Wrekin	99%	95%	11%	A-
Sacred Heart High School	Hammersmith and Fulham	92%	90%	6%	A-
Coloma Convent Girls’ School	Croydon	90%	88%	10%	A-
Gordon’s School	Surrey	85%	88%	7%	B
Painsley Catholic College	Staffordshire	83%	87%	9%	B

BEST FSM PASS RATE: NON-SELECTIVE WITH 20% OR MORE FSM

School name	Local authority	Pass rate	FSM pass rate	% FSM	Avg 8 grades
Tauheedul Islam Girls High School	Blackburn with Darwen	94%	96%	29%	A-
King Solomon Academy	Westminster	93%	95%	67%	B+
Bolton Muslim Girls School	Bolton	76%	85%	25%	B
Charter Academy	Portsmouth	83%	82%	58%	C-
Mossbourne Community Academy	Hackney	87%	81%	48%	B
Paddington Academy	Westminster	83%	81%	68%	B-
Bethnal Green Academy	Tower Hamlets	80%	80%	81%	C
Carmel College	Darlington	87%	80%	22%	B
Central Foundation Boys’ School	Islington	84%	80%	72%	B-
La Retraite Roman Catholic Girls’ School	Lambeth	80%	80%	43%	B-

Source: DfE

TOP 5 ALL SCHOOLS - AVERAGE POINT SCORE

School name	Local authority	Total point score per pupil	Pass rate	FSM pass rate	% FSM	Avg 8 grades
Colyton Grammar School	Devon	703.9	99%	SUPP	3%	A*-
The Blue Coat School	Liverpool	687	99%	100%	8%	A+
King Edward VI Five Ways School	Birmingham	685.5	100%	100%	6%	A*-
Langley Grammar School	Slough	659.5	100%	100%	9%	A+
Kendrick School	Reading	655.1	100%	SUPP	1%	A*-

WHAT DOES IT MEAN?

SUPP: NUMBER SUPPRESSED IF FEWER THAN 5 PUPILS
FSM: FREE SCHOOL MEALS

POINT SCORE*: A* – 58 C – 40 F – 22
A – 52 D – 34 G – 16
B – 46 E – 28

*USED TO CALCULATE TOTAL POINT SCORE AND AVERAGE 8 GRADES

A levels: Who added the most value?

Given the diversity of provision for 16 to 19-year-olds, we looked at the top institutions for both “A-level” and “vocational” value added – and found a surprise.

Central Bedfordshire UTC, rated inadequate by Ofsted last June, has the best value added score for vocational subjects.

Former education secretary Michael Gove asked nearby Bedford College to step in and sponsor the UTC, which specialises in engineering and design, after its poor inspection. The last monitoring report, published in November, said it was on its way to coming out of special measures.

Overall, it had a value added score of 1.43 – way above the national average of 0.8.

For A-level value added, the top five state schools are all outside London, with King James I Academy in Bishop Auckland leading the pack.

VALUE ADDED - A LEVEL

School name	Local authority	VA
King James I Academy Bishop Auckland	County Durham	0.56
Impington Village College	Cambridgeshire	0.48
Easingwold School	North Yorkshire	0.46
King Edward VI Camp Hill School for Girls	Birmingham	0.46
The King Edward VI School	Northumberland	0.45

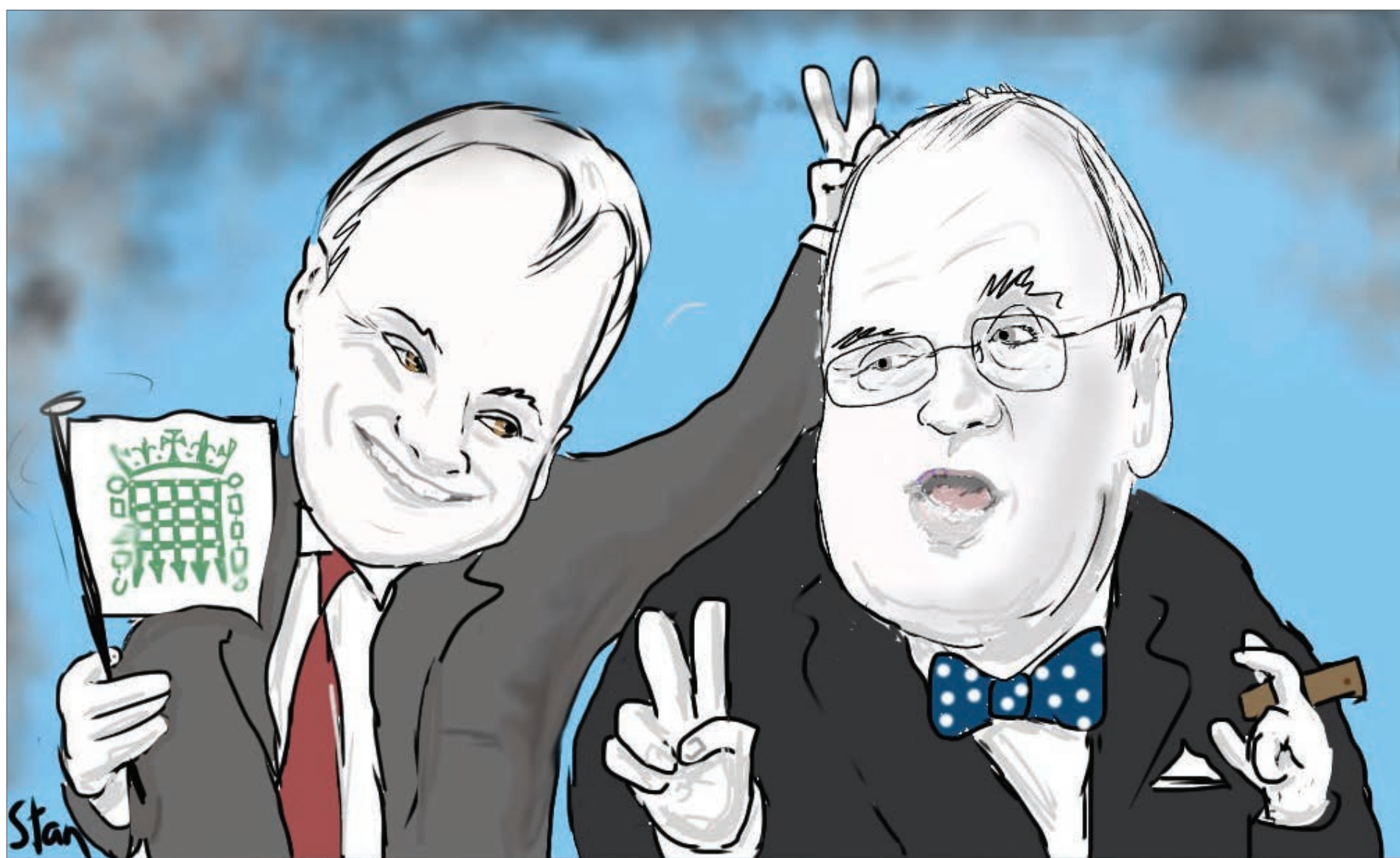
VALUE ADDED - VOCATIONAL

School name	Local authority	VA
Central Bedfordshire UTC	Central Bedfordshire	1.43
Canons High School	Harrow	1.3
Shirley High School Performing Arts College	Croydon	1.19
Runshaw College	Lancashire	1.17
Whitmore High School	Harrow	1.13

Source: DfE

What do you think?

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



We've won the battle on MATs, says Stuart

FREDDIE WHITTAKER
@FCDWHITTAKER

Ofsted now has the same powers to inspect multi-academy trusts (MATs) as it does to inspect local authorities, chief inspector Sir Michael Wilshaw has confirmed.

The change comes after what has been described as a "war of words" between Sir Michael and Education Secretary Nicky Morgan, which culminated in the publication last week of a letter from Ms Morgan to Ofsted.

The note described how the inspectorate should continue simultaneously inspecting multiple schools in one

academy trust, but must now send and publish a letter about each trust that reviews performance of all its schools - not just those inspected.

This contrasts with the current approach where letters are only written and published if concerns arise, and do not mention non-inspected schools.

Sir Michael made his comments during a hearing of the Commons education committee, in which chair Graham Stuart hailed Ms Morgan's resolution as a "victory" for Ofsted, and the select committee, both of which have been calling for the change.

Asked by Labour MP Pat Glass if he believed Ofsted now had the same powers to inspect MATs as it does with local

authorities, Sir Michael said: "yes".

But he drew fresh battle lines when he called on the government to make training for governors mandatory, claiming he had seen "very limited progress" in efforts to improve school governance.

He said: "My view is that we should do a lot more. All you need is one governor who is good, or a couple who are good, who can become the lead trainers. They don't have to go on lots of courses."

During the session Sir Michael also described "worrying" figures in Ofsted's annual report for 2013/14 that showed weaker leadership in secondary schools than in primaries. He said headteachers should be "disciplinarians".

"The most important thing as far as I'm

concerned [leaders] have to do is make sure the culture is right.

"We don't talk enough about culture and behaviour. If the culture is right in a school, if it's a calm and orderly place, the head is marching around the corridors making sure children are behaving themselves and doing well, and it's an aspirational culture, all those other things slot into place.

"We need leaders of our secondary schools who are going to be authoritative figures, who are disciplinarians. It's not a harsh thing to say. I'm always concerned when I see stuff on the television with headteachers who seem to walk into classrooms and the kids don't pay a blind bit of notice."

EDITOR'S COMMENT

@miss_mcinemey | laura.mcinemey@schoolsweek.co.uk

League table day can feel a frenzy. School leaders already know their own scores - and are usually far beyond them, already prepping the next round of students.

What this week's league table release provides is the opportunity for comparison. The education-interested scramble over the data in an attempt to confirm their favoured hypotheses: that their school is better than the one down the road, that academies are 'gaming', or to finally confirm that uptake of their favoured subject (usually history) is

now on the rise.

It is a game of status anxiety. And I'm not at all sure it helps the teachers who, among the madness and headlines, must turn up and keep teaching.

That said, the public deserves the information. That anyone can now quickly check that schools are doing an equally good job with poorer students, or lower ability students, or those from certain local areas, is a thing to applaud.

So, does the data make a difference? In some ways, it does. The inclusion this year

of a 'best 8' average grade (see page 5) is helpful. It appears as an easy-to-understand lettered grade and should make school data more parent-friendly.

On the other hand, some data changes were problematic. For example, it now seems that disadvantaged students have done much 'worse' because vocational qualifications have been stripped out of the results. But why must vocational mean worse?

Faced with these complexities we thought hard about what picture to present - a

negative, or positive one? We decided to create a 'league table' of schools we felt were focussed on a difficult task - supporting economically disadvantaged pupils - while being aware this isn't the total results picture. In fact, it's far from it.

Hence, next week, when the frenzy dies down, we'll be looking more deeply, asking harder questions and bringing our considered view on what the data says. For now, however, we want to say well done. And keep on educating, regardless of what the headlines say.

READER'S REPLY



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Durham Free School – Gone in 60 minutes

Nigel Gann, Somerset

Your lead story about the Durham Free School (23rd January) shows the DfE jumping the gun to announce the school's closure, despite a statutory two week appeal period.

A small village school in Somerset, in special measures for the first time, is also being subjected to the department's indecent pre-election haste. With the supine support of the county council, the local broker declared her choice of sponsor - a primary school some miles away. No formalities have been concluded yet, no consultation, no governing board vote. Another potential sponsor approached by the governors was told by the DfE not to meet with them.

The cavalier disregard of the DfE, the county council and a primary academy for due legal process and the necessary engagement of the local community seems typical of a regime that is unable even to keep its own accounts in accordance with statutory audit procedures.

John Pearce, Alfreton Derbyshire

Whatever we think of the, in my view, too hasty rush into new school types, the closure of a school, with all its hopes and fears, has a huge impact on students, staff, parents and governors. I just hope that there are procedures in place to help each of the above groups. The political and legal issues will, of course, grind on but there are individuals with dashed hopes here.....

Jonathan Simons, London

Much as I feel sorry for the school having to grapple with this news, it's pretty clear that Janet Renou's letter and "intention to terminate the funding agreement" is absolutely the same thing as saying it's going to close, which is exactly what DfE and Morgan then said. Of course the school has a right to appeal but they can hardly claim that the RSC wasn't clear of her intentions.

Morgan's New Rules of Academy Trust 'Inspection'

Tony Parkin, Wimbledon

What a gentle and neutral handling of a story that

has led to considerable debate and opinion airing elsewhere? Especially when you make it your top story of the week. And especially when we see lack of transparency in cash handouts to academies in the same week. MAT inspection is clearly a controversial issue, and Morgan's proposal a weak compromise that will satisfy no-one.

I have come to expect some perceptive analysis illuminating factual stories in *Schools Week*, so hoping this was a last-minute story that will be expanded shortly.

Our priority in the story was to avoid confusion over whether or not Morgan's new rules for Ofsted reporting on academy trusts is the same as saying that trusts can now be 'inspected'. (The editor's view is that it isn't). In coming editions we will seek opinions on whether or not this is a good thing.

Schools Copyright Uniforms

Sam Saunders, Bristol

My stomach turns. How low have we gone? A price for everything, with values nowhere to be seen. How can a stupid badge and set of colours be "intellectual" property or "counterfeit"? What next, branded school hairstyles?

Why young sibling carers matter

Joan Keating, Stratford

The author Francis Spufford wrote movingly in his book 'The Child That Books Built' (2002) about having a sister with a rare genetic illness and the impact that had on him and his family. I'd never given any thought to youngsters being in that situation before reading that book and I guess many others are similarly ignorant. That is why articles like the one in your last edition matter.

What the ** are they hiding?

@suzyg001

The number of black felt pens they used for the redactions, for starters.

@IGWales

It seems the DfE is removing personal data without considering whether its disclosure breaches Data Protection principles

Criticising FE colleges is a tired, pathetic, old and easy game

REPLY OF THE WEEK

Dr Lynne Sedgmore CBE, Executive Director, the 157 Group

Last week's comments by Richard Brooks, a former Director of Ofsted, that "lots" of FE colleges are "frankly rubbish" deserve challenge on many levels. Not only are they an insult to the thousands of committed and successful people who go to work and study in FE Colleges every day, but they express little more than a rash generalisation based on unfounded evidence and a cynical belief that it is useful to knock what you don't really understand and know.

At a strategic level, you don't have to look very far to find evidence which questions Mr Brooks' assertions. The latest Annual Report from the very organisation for which he used to work, Ofsted, shows that 81% of FE Colleges currently have a judgment of 'good' or 'outstanding'. To be charitable at best, could Mr Brooks simply not be very up-to-date in his analysis? And the same report suggests that the post-16 institutions which are most failing to prepare young people effectively for work and life are "schools with sixth forms" – so perhaps Mr Brooks simply misdirected his criticisms?

Further Education is THE part of the education world that is fleet of foot and well-connected with employers and the world of work, and where the majority of teachers are themselves still actively engaged with their original profession through dual professionalism. We should be celebrating the fact that most of our 16-19 year-olds are in such a high-quality post-school educational setting.

Our students studying in College facilities sponsored by the like of Siemens and Rolls-Royce, Mr Brooks, would not recognise any truth in your words. We encourage you to think before you speak on FE again, gather the facts, and go and see our colleges and students in action – I would be glad to accompany you to witness the true work and success of FE.

Corrections

In David Weston's profile we incorrectly named his charitable organisation. The correct name is Outteacher.org.
(Edition 16, Jan 23).

In 'Governors, look at the bigger picture' we wrote about a somewhat vague 'Association' who lobbied about school funding. It should have said 'the Cambridge Secondary Heads' Association'.
(Edition 16, Jan 23)

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



KATE BAILEY

Director of Applied Research at the Centre for Evaluation and Monitoring (CEM) at Durham University

Like it or not: Reception assessments are looming

There are valid reasons for concerns about reception baseline assessment. But don't be intimidated: it's a chance to pick a good option that works for your school

Primary schools in England are about to be presented with a choice of commercial schemes to act as a baseline for the new primary accountability policy. As I write, the cogs and wheels will be grinding in the Department for Education (DfE) to finalise which of the proffered schemes will be accredited for use this September.

Is this policy a good one? In part, I think it is. Every school should be held accountable for the progress each pupil makes whilst in their care. But the way that progress is evaluated must be reliable – and the only way to get reliable information is to gather high quality data on at least two occasions.

There should be enough of it to be representative of the national picture; it should have been gathered in the same way to minimise variations between pupils; it must be reliable enough that the same results from the assessment would be obtained a few days later or if it were administered by a different teacher and, importantly, it must be focused on the outcomes in which we are hoping to see progress, although the content may be different on the two occasions. The introduction of a quality-controlled reception baseline is the first step in that direction.

But there are some problems with this accountability-by-progress idea. There is considerable woolliness around the outcome measure. How can we run a race without knowing where the finish line is? Who is held to account for a progress measure that spans such a long period, as it is likely that key players are no longer in school? And, of course, it is not yet clear how these progress measures will be used.

Any sort of league table would be detrimental to pupils, the schools and the system. To really evaluate quality in the system we need a range of indicators not a single figure, and there are wider issues around inspection that need to be addressed. Policy colleagues could do worse than look to Scotland where inspectors, policymakers and senior teachers work together without the distances we see between the different agencies in England. This smaller educational space fosters a more supportive relationship in which negotiation replaces

confrontation.

Putting aside the outcome measure for a moment, there are many positives to be gained from reception baseline assessments when they are used formatively.

They can be quick to administer; they can be fun and engaging for the children; they can give incredibly reliable and useful information; they can inform the reception teacher about the child's developmental progress above and beyond what might be reasonably achieved by observation alone. A reception teacher can triangulate this data alongside other information, such as high quality observation and knowledge of the child's home background, to ensure that each child gets the best start to their academic life.

There will, of course, be concerns. People will question the validity of any such assessment, the potential for "labelling", the likelihood of game-playing, and the lack of authenticity. But none of these issues is particular to any specific assessment and many of them are likely to be raised whatever flavour of assessment is used in our classrooms.

Make assessment an everyday part of school life

Accepting that reception baseline is here to stay, for a while at least, I would challenge teachers not to be intimidated. Use it as an opportunity to pick a good option that works for your school and use it as a springboard to reassess assessment.

Add value to your chosen system by looking at it alongside other information about the child. Ask yourself questions, explore trends and analyse the evidence. Start measuring progress from that baseline as soon as you can. It is motivating and empowering and it puts you in control. Discuss, evaluate and explore new ideas about assessment. Make assessment an everyday part of school life. Regardless of what the DfE calls "progress", schools can make their own model of progress – and make it work for them.



JAMES HANNAM

A teacher for 10 years before setting up a "training incubator" company. He offers consultancy on technology and teaching

Things to do before you buy 3D printers

First, train your staff. Then plan your curriculum – and think about leasing. It makes it easier to budget

When I started as a graphic design teacher we used Camm-2 machines, where computers helped to direct machines. By the time I left, 10 years later, I was working alongside 3D printers and laser cutters.

In 2013, the Department for Education (DfE) spent £500,000 to buy 3D printers for 60 schools. A report about the project concluded that by itself, this wasn't going to improve learning. To make that happen, "good quality upfront training was required from the outset". Models of printer that have designs pre-loaded meant teachers were immediately satisfied with what they could do, but the printers were not impacting learning, especially because few teachers could design their own models as it relied "on an understanding of computer-aided design" not usually taught, or known, outside of design technology.

So how can you use 3D printers most effectively with students?

Initially, I developed courses based around teaching and preaching to students. Typical work-through tutorials worked well and students got it quickly. But the GCSE requires more independent thought – and this wasn't happening after the workthroughs.

Using one CAD package (Autodesk Inventor) made it easy to make tutorials, but they became time consuming and missed the "find it out" skills that students needed – the inquisitiveness, independence, the difficult things to impact!

We restructured in version two. Students were shown the basic principles using a variety of CAD software and then could work in their chosen software package. They teamed up with each other in order to collaborate and shared. But this made internal assessment tricky.

For me, having a couple of software packages to use was great. I learnt with the students and they could see my approach to learning. Non-specialist teachers opted to use the entry level programs and had great successes when they showed students that they were learning, too. What became apparent, very quickly, was that a "how did you do that Sir?" approach worked!

We didn't have the budget for kit or training at this point, so used open source/

freeware. We figured students could extend learning into commercial platforms later. We felt this was key to exposing students to a multitude of CAD packages, so that they could use and choose. Don't be scared to relinquish control.

Don't be scared to relinquish control to your students

Having looked at a variety of 3D printers, purchasing the kit was a thorny issue. I would almost always opt to lease; it makes it easier to budget over the long term.

But how do you decide what to get? First, get a demo. Then think about who will be using the printer. Will it be technicians, staff, and students? What about time? How long are your lessons? And where will it be kept? For example – will it be away from classes to avoid the noise/smell/fiddle factor?

Most printers take a while to deliver their goods, even low resolution/small ones need time at the end for cleaning off, blowing, cooling and dipping.

From my experience, powder-based 3D printers (such as ZCorp) were excellent and allowed us to fill the work area without wasting time/materials. Reel 3D printers were excellent for hobbyists. MakerBot's simple interface makes them popular and a great community, but they take a lot of time to print multiple objects.

Liquid resin printers are relatively quick, and have the sort of materials that are more practical. The downside, though, is in the processing afterwards – and the use of liquid resin in workshops (always a sharp intake of breath!). My particular favourite of the liquid resin was the Formlabs Form 1.

Whichever approach you go for, to make 3D printers "work", you have to plan. I recommend that you start with training. Then curriculum plan. And only then buy! Get demo units in. Test, test test. And always take a good look at why you want or need one before you buy.

EXPERT



JOHN ROBERTS

CEO of Edapt, a professional association for teachers

Why the Acas Code of Practice should change

The code discriminates against non-union staff who should be entitled to have a qualified person with them at any disciplinary hearing

Business secretary Vince Cable recently announced that he was signing off a "minor" amendment to the Acas Code of Practice on disciplinary and grievance procedures after a year-long consultation.

In the next breath he called for Acas to carry out a full review of the same code.

Why did the outcome of a minor consultation trigger a full review? And what might it mean for teachers?

It comes down to who can attend a meeting. Sounds simple, but the simple is, as

ever, more complicated.

Trade union membership was at a peak of 13.5 million in 1979, but has since steadily declined to 6.5 million in 2013. Seventy-four per cent of employees now choose not to join a union.

The reasons teachers join are varied, but it's generally accepted that the primary one is to ensure access to edu-legal support when, for example, an allegation is made by a pupil.

However, while education has one of the highest densities of trade union membership, more and more teachers and school staff are choosing to join a professional support organisation such as the one I run.

And we do this successfully, despite the legislative position and the Acas code (which

brings together and provides guidance on the legislation) being, in our view, discriminatory to non-union members.

How? Because, if you're subject to a disciplinary or grievance procedure you have the statutory right, under the Employment Relations Act 1999, to be accompanied by a certified trade union representative, an official employed by a trade union or a fellow worker. If you make a reasonable request to have one of these attend a disciplinary hearing, your employer cannot say no.

But there's a problem here for the 74 per cent of non-union members. If you're a trade union member, you could be accompanied by almost anyone, from the local trade union rep through to a QC – as long as they're either employed by the school or a trade union. As ridiculous as it might sound, taking a QC to an internal hearing is a reality. At her disciplinary hearing last year, former Quintin Kynaston head Jo Shuter was accompanied by Daphne Romney, QC, with a number of other legal representatives and various officials from a headteacher's union.

However, if you're not a union member, legally your employer doesn't have to agree to allow you to be accompanied by anyone except a fellow worker. It is unlikely that a fellow worker would be qualified or experienced in providing such support. In which case, you're probably on your own with the chances of a good outcome stacked against you.

It's widely accepted that having someone qualified with you at disciplinary and grievance hearings is beneficial to both parties and, in practice, my team are up and

down the country accompanying teachers every week.

We've always been allowed to accompany one of our subscribers, although we are not a trade union. But in principle we could be banned – an absurd situation. It is discrimination against non-union members, and a good example of where the law and the Acas code do not accurately reflect practice.

The chances of a good outcome are stacked against you

Case law is changing remarkably quickly in this area and the recent consultation, while only making minor amendments to the code, triggered responses that have raised a much broader issue about who should be able to accompany any worker, including a teacher. This will be a key issue for the forthcoming wider review.

Whilst enabling legal representation for all employees at the informal hearing stage would be a step too far, they should all be entitled to having someone qualified with them, regardless of whether they are a union member or not. Joining a union is a choice, but this choice should not affect your employment law rights. It's time that this discussion finally took place.

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

BH, Assistant Head
Loreto College, St Albans

Media Partner

SCHOOLSWEEK

PROFILE



ROSS MCGILL

LAURA MCINERNEY
@MISS_McINERNEY

Ross McGill, blogger, Twitter fiend and a deputy head, Quintin Kynaston Community Academy, north London

Wearing a long black coat, fluorescent vest and speaking into a walkie-talkie, Ross Morrison McGill's 6ft 4in skin-headed frame would look perfect outside a nightclub marshalling rowdy night clubbers. But it's Friday, it's 4pm and McGill – the only state school teacher on *The Times*' 500 Most Influential People list – is on bus duty at Quintin Kynaston (QK) Community Academy in north London.

Ten minutes later, with coat and vest removed, he is showing off his school's new building. Only open a week we see the gym, a new dining room, a fancy coffee bar and well-designed outdoor spaces.

Most exciting for design and technology teacher McGill, however, are a series of glass tubes on the sides of the building. They are exhibition spaces and their possibilities clearly excite him.

Best known for being the "most followed" teacher on Twitter, the QK deputy head is a generous resource-sharer – he's given away tips and resources on his website Teacher Toolkit for years.

When we meet, he has also just been nominated for *The Times*' list, organised by DeBrett's.

In his neatly ordered office which opens directly onto the spanking new playground, he pulls out the DeBrett's invite and carefully places it on the desk as if it might bite him.

"I have no idea how it happened," he says. "I got an email. It said 'Ross we want to let you know that you have been shortlisted for your sector'. But I'd never heard of DeBrett's, and I had to look online. When I saw that it was *The Times* 500, I thought 'bloody hell'.

"I'm the only state school teacher on the list. It's amazing."

He repeats several times in our conversation that David Beckham and Kate Moss are also part of the select club, and that he is bemused by the whole thing.

"The awards are in a few weeks' time and I'm going through all the dilemmas of wondering whether to wear a tuxedo, and what's a cocktail suit. If you look it up, there are red carpets and cameras, and Kate Moss and "who made that dress?", and I'm just going to have to turn up on the day in me suit."

The "me" suggests a northern heritage – but it's not easy to pin down his hometown.

Raised by parents who ran social services for the Salvation Army, McGill moved seven times in his childhood – from Irving in Scotland, to London, then a stop in Newcastle and Tonypany, in the Welsh valleys – before his parents finally settled in Fleetwood, near Blackpool, when he was 15.

His upbringing was entirely within social service environments: children's homes, a probationary farm that

rehabilitated young offenders, and a men's hostel. Saturdays were spent playing double bass in the Salvation Army band and Sundays were true rest days, with no television allowed.

Constantly moving around made education difficult, and the final shift came amid his GCSEs. But it made him aware how good (or bad) schools could be.

"I failed everything in year 11 because I had to change

syllabus. I think I got 3Cs.

I repeated a year. I went into sixth form, without the uniform and everything, but I did a science and technology GCSE course – or something like that – which got me another eight GCSEs including English and maths.

"That got me the ticket for A-levels. I did four, flopped a couple, but, most importantly, in my last year,

"I'm the only state school teacher on the list. It's amazing"

Paul Boldy, the head of design and technology at Fleetwood High School in 1990, got me teaching a small year 7 project just to get a taste for teaching. I loved it."

He missed his first university choice to study design technology at Loughborough, so instead headed to choice number two: Goldsmiths College, in London, to study for a BEd in design & technology teaching.

"It was knacker. Your mates are going to lectures and partying until 2am; you're writing lesson plans and being in class the next day and dealing with behaviour. And

IT'S A PERSONAL THING

What do you usually eat for breakfast?

Most days all I have is a large glass of milk! A strong, black coffee when at my desk. That's it! I know, I know . . .

What's the most important phone call you've ever received?

I was in Thailand, six days into a summer holiday when my sister-in-law called me to say my father had just passed away. I took the next boat, car, flight to get back to our family home.

Where would you most like to go for your next holiday?

Hmmm. After jet-setting to more than 40 countries, and yet not having had a holiday for the past four years, I'd be happy to go anywhere. Somewhere hot in the Mediterranean for a quick fix; longer term, the next dream holiday has to be to South America.

If you could be any animal, what would you choose – and why?

No idea! I guess it would have to be a work horse. Pulling carts by day, and running green fields by night.

Your house is on fire! After family and pets, what else would you save on your way out?

My iMac; dressing gown and photo of my father.



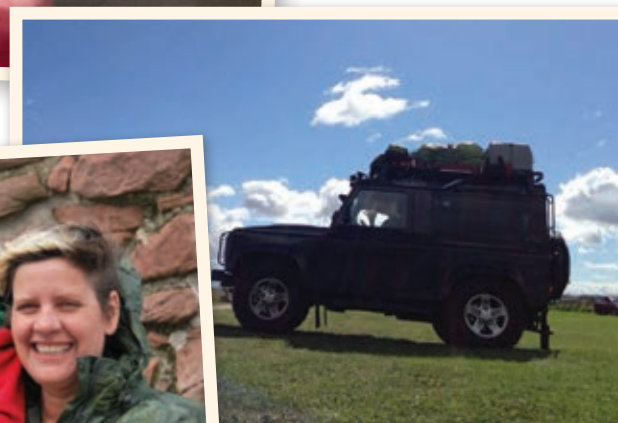
Ross (left) with his brothers, Kevin (youngest), Brian (oldest) and Derrick in Dundee 1981



Ross with younger brother Derrick, after a clean bath in Kilbirnie, 1979.



Ross with wife Jenni and premature @FreddieWM, Portencross, Ayrshire, August 2013



Ross former Land Rover, parked on St. Andrews' beach, August 2013

it's hard. Really hard."

Still in close contact with his university friends he looks pained as he explains how they would tease him for doing a degree in "papier-mâché".

He struggled with writing, he says. "I definitely had some literacy demons."

After university he decided to teach abroad and headed to Nigeria – despite it being in the grip of a military coup. It was overwhelming. Alone, "too young" and unhappy, he came home despite knowing that it would mean losing face. He had, after all, said he'd be gone for years.

He came back to find he'd also missed the graduate job market. Sleeping on friends' floors he worked as a supply teacher for the remainder of the academic year until he got his first full job at St Thomas More in Tottenham, north London, an area struggling with racial tensions in the late 90s – and substantial gang violence.

"I remember 50 kids from another school turning up with bats and chains. I remember running kids up to staffroom to lock them away, and watching kids turn up in a mini-bus just coming back from a football match get obliterated."

He then moved to become a middle leader at Alexandra Park School, also in north London, where he met his wife, Jenni. "I wasn't looking for love," he says. "I was actually looking for a head of department."

"She is the best thing that ever happened to me," he says, beaming and pointing at a photograph of his son, Freddie, on his bookshelf.

But Freddie's birth was far from ideal.

From 2008 he was working at Crest Girls' Academy but was in the process of accepting voluntary redundancy in May

2011 when Freddie was born – three months early.

"Jenni was blue-lighted down to the incubation specialist team at Ashford, Kent. I drove behind. We ended up staying there three months."

He started blogging about Freddie's progress. The site "went astronomical" and became a network for parents of premature babies. McGill updates it infrequently now but remains in touch with charities for the parents of premature children.

With no job to return to, and a new son to provide for, he used blogging to start a website – the Teacher Toolkit – that could help promote him as a consultant or writer, until his teaching confidence came back.

Using his background in product design, he marketed the site cleverly and it grew rapidly. He now also has 80,000 followers on Twitter.

In November 2011, he returned to teaching at Greig City Academy, north London, and in September last year moved to QK as a deputy head. "I still pinch myself to think that I am a deputy head. I can't believe it."

As the sun fades, McGill's phone buzzes. It's a message from Jenni. Freddie needs milk – can he fetch it on the way home?

He chaperones me back to reception, clearly excited to be going home to spend a weekend with his family. In fact, he's a man clearly excited about all opportunities in his life, even as much as he's scared of them.

Turns out, the papier-mâché man didn't do too badly after all.

Curriculum Vitae

Born: Irving, Scotland, 1973

Schools:

Rockwell Primary, Dundee

St Saviour's, Lambeth

Heaton Manor Grammar School, Newcastle

Toynfool Comprehensive School

Fleetwood High School

University:

Goldsmith's College, BEd in Design and

Technology Teaching

Central Saint Martin's, MA in Design Studies

Career:

St Thomas More, 1997 – 2000

Alexandra Park School, 2000 – 2008

Crest Girls' Academy, 2008 – 2011

Greig City Academy, 2011 – 2014

Quintin Kynaston, 2014 - present

WHAT TO LOOK OUT FOR IN THE

On January 22 the Department for Education (DfE) published information that it says will help headteachers, principals and governors plan ahead, prepare for, and apply mandatory (compulsory) legal requirements during this academic year and beyond. Changes include the introduction of the pupil premium, changes to teachers' pension and new GCSEs and A levels. The department says that it has tried to be as precise as possible, but some of the timings may change.

Blackpool, Bristol, Cambridgeshire, Hackney, North Yorkshire, Northamptonshire, and Stoke on Trent, will be the first areas to get this pupil premium

Local authorities will get the funding for maintained schools on February 27. The EFA will send funding for academies and free schools on March 2.

JANUARY

2015

Data for students who were included in the 2011/12 key stage 4 or 5 performance tables published showing their destinations in 2012/13

Maintained schools and academies should make sure their teachers understand the link between their performance and pay progression

The DfE will introduce the early years pupil premium early ahead of its introduction in April.

An extra premium of £500 for each Year 7 pupil who did not achieve at least level 4 in reading and/or maths at KS2 last summer will be given to schools.

From this month, schools can buy defibrillators, at significantly discounted prices, via a partnership of the DfE with NHS Supply Chain.

It will roll out gradually, with primary-school-aged children in key stage 1 in England first this month. To be effective, immunisation needs to take place between September and December.

The new AS and A levels will be in: art and design; biology; business studies; chemistry; computer science; economics; English language; English literature; English language and literature; history; physics; psychology; sociology. The first A level exams will be in summer 2017, with AS levels in 2016. The last examination of existing A levels in these subjects will be in the summer of 2016. Awarding organisations publish accredited specifications in these subjects in autumn 2015.

Only these will count in the KS4 and 5 performance tables in 2017. The last examination of existing GCSEs will be in the summer of 2016, with a single opportunity for retakes in the autumn.

SEPTEMBER

2015

The DfE is, from this month, extending the annual flu immunisation programme for all children aged 2 to 17.

Primary schools will be able to use a reception baseline to measure children's progress from September.

First teaching of new AS and A levels in certain subjects.

Reformed GCSEs in English and mathematics will be available for first teaching this month. First examinations in summer 2017.

The first examinations in these subjects will be in summer 2018. The last examination of existing GCSEs in these subjects will be in the summer of 2017. Schools should prepare for the second wave of new GCSEs for first teaching from September 2017. Awarding organisations publish accredited specifications in these subjects in autumn 2016.

This wave of new teaching will include: ancient languages; dance; drama and theatre; further mathematics; geography; modern languages; music; mathematics; physical education (PE); religious studies. The first A level exams in these will be in summer 2018, with AS level in 2017. The last examination of existing A levels in these subjects will be in the summer of 2017. Be aware of the third wave of new AS and A levels for first teaching from September 2017. Awarding organisations publish accredited specifications in these subjects this autumn.

These include technical awards (key stage 4, levels 1 and 2); tech levels (16 to 19, level 3); applied general qualifications (16 to 19, level 3); substantial vocational qualifications at level 2 (16 to 19). Only listed technical and vocational qualifications included in these categories will contribute towards the school and college performance tables from 2018 onwards.

SEPTEMBER

2016

First teaching of new GCSEs in subjects other than English and maths

First teaching of more new AS and A level subjects.

First teaching of the technical and vocational qualifications newly approved for inclusion in the 2018 school and college performance tables.

THE YEAR AHEAD (AND MORE)

KEY: FIND HOW THE CHANGES AFFECT YOUR SCHOOL

ACADEMIES

PRU

UTC/STUDIO

MAINTAINED

INDEPENDENT

NON-MAINTAINED SPECIAL



FEB

MARCH

Registration opens for the DfE School Food Excellence Award, to be presented in July 2015. One winner for state primaries and another for state secondaries.



Implementation of changes to the teachers' pension scheme.

ASCL, Sixth Form Colleges' Association (SFCA) and NAHT will publish guidance to help schools and colleges implement the new linear A levels and decoupled AS level.

The DfE will announce the "approved reception baseline suppliers" for primary schools this month. Schools have until the end of April to sign up to their preferred provider.

Schools able to register for the 2015 Future Scholar Awards scheme.



Early years pupil premium will be available in all local authority areas.

Includes - technical awards at key stage 4; tech levels at level 3, applied general qualifications at level 3; substantial vocational qualifications at level 2 for 16- to 19-year-olds.

New GCSE specifications for: ancient languages; art and design; biology, chemistry and physics (single science); combined science; citizenship; computer science; cooking and nutrition; dance; drama; geography; history; modern foreign languages; music; PE; religious studies. First taught from September 2016, with first examinations in summer 2018.



First teaching begins of the vocational qualifications approved for inclusion in the 2017 key stage 4 and 16 to 19 performance tables.

Awarding organisations publish new GCSE specifications for certain subjects.

Implementation of increased employer contributions for the teachers' pension scheme and regulatory changes coming into force.

Publication of the lists of vocational qualifications approved for inclusion in the 2018 key stage 4 and 16 to 19 performance tables. Only vocational qualifications included in these lists will contribute towards the 2018 school and college performance tables.

The persistent absence threshold for pupils will change from 15% to 10% from the start of academic year 2015 to 2016. From September 2015 Ofsted will use this new threshold in its inspection regime.

Funding allocations for the academic year 2016 to 2017 will include an uplift based on students' successful completion, in summer 2014, of large TechBacc programmes (those that are the size of 4 A levels or larger). TechBacc programmes include a tech level qualification, a level 3 maths qualification and an extended project.



SCHOOLS WEEK



REVIEWS

TOP BLOGS
OF THE WEEK

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



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

maths, will 'add £1.3 billion to the economy', by highlighting the fact that "at a time when many skilled people don't even have the opportunity to get jobs it seems like a pretty tenuous proposition that simply having more qualified people will somehow galvanise a stagnant economy or create wealth".

He recognises that as educators we want to celebrate anything that makes the case for a good education but, if we accept that higher qualifications make our country richer, should we blame teachers for our poor economy? He ends by returning to the debate on what is education for. "Our unadorned case is that a good education is the bedrock of a civilised society. It is a good thing because it helps people to understand their world and their past, to live fulfilled and meaningful lives, to contribute to society and leave a positive legacy for the future."

Why Finland is finished as a role model
By @DonaldClark



When I was nine and playing on a climbing frame in the back garden with an older cousin, my world was forever changed with the knowledge that Father Christmas was not real. My reaction was similar when I read this and found that the education system in Finland might not be the utopia that we had all hoped.

Clark quotes from Finnish teacher Maarit Korhonen: "Far from being a high performing system, it has become a slave to the PISA madness, happy to score well in these narrow, academic measures, while leaving far too many learners behind." Clark asks the question: "Wouldn't one expect a country that has topped the education league tables for years and years to have seen the [economic] benefit from such attainments?". If you read his blog, you might begin to question this argument too.

Everybody Hurts
By @theprimaryhead



This blog questions the way some schools are marketed and the impact it has upon public perceptions. We could debate whether any school should feel the need to spend money on advertising and/or if it is better spent on educational resources. Primary Head rages against the advertising plastered all over their site "in the manner of a low-end gin joint" – "We want to educate our children rather than train them to pass tests" – because it implies that there are some schools that don't. "You place, in the backs of parents' minds, a suspicion that we are not dedicated to their children... People began to assume that a narrow-minded judgment became our motivation and that opened the gates to scepticism, meaning that we now have to over-justify our reasons for every little thing."

Mindwise: How We Understand What Others Think, Believe, Feel, and Want

Author: Nicholas Epley

Publisher: Allen Lane

ISBN-10: 1846144337

ISBN-13: 978-1846144332

Reviewer: Mark Healy, secondary psychology teacher



Imagine. The super-power of a sixth sense, so often the realm of TV, movies and sci-fi, yet a gift bestowed upon each of us; the amazing ability to read the minds of others. This is not the soundbite of a supernatural shopping channel, but rather the subject of scientific investigation by a professor of behavioural science.

Nicholas Epley, a social psychologist and the 2011 winner of the American Psychological Association's Distinguished Scientific Award, outlines a psychological ability that straddles the conscious and subconscious, peeking only periodically beyond the curtains of intuition and into the introspections of our gaze.

But what if our perceived ability to read and understand the thoughts, beliefs, feelings and wants of others is, in fact, deeply suspect? It is an ability that we can take for granted yet, Epley says, if we apply it with only minimum thought and energy, the consequences of our mistakes "lead to ineffective solutions to some of society's biggest problems, and they can send nations into needless wars with the worst of consequences".

So how do we get this mind-reading ability so wrong? And how can we improve it? These are the two main questions that run through the heart of *Mindwise* and build upon the growing popularity of Daniel Kahneman and the interface between the behavioural and social sciences.

What happens when our psychological "vision" encounters problems, and we experience our sixth sense developing a "mindblindness"?

A first problem Epley highlights is the issue of failing to acknowledge the existence of human minds because we consider people as "below" ourselves. History holds a litany of dehumanising examples, ranging from the atrocities of the Nazis to the disturbing classification in the early 1990s, by the Californian state police, who referred to crimes involving young black men as NHI – No Humans Involved. In these circumstances, we fail to engage our "intuition".

The opposite also happens. We extend rational thought to things that are actually

mindless. Epley highlights how we anthropomorphise "mindful" deities, cars, computers and even alarm clocks. But how can psychology help to explain this? According to Epley: "Lacking any other suitable explanation, the concept of a mind can explain the behaviour of almost anything."

In ways similar to how Paul Dolan, in *Happiness by Design*, encourages us to identify more with our real feelings of happiness, rather than our reflections on

how happy we think we should be, Epley presents a rather simple axiom to improve our ability to mind-read others: "The science is clear. You don't try to adopt another person's perspective and guess better."

But if we can't ask, what else does science tell us to do? Well, in a book that explores what Epley calls "one of our brain's greatest abilities", it is not immersed in the blueprints of brain architecture or neuroscience. Some experiments

make use of brain technology, and the obligatory fMRI scanner, but mostly Epley weaves together historical narratives, with entertaining anecdotes that tessellate perfectly with a wide array of interesting and diverse psychological studies. These range from the seminal, such as Stanley Milgram and his "obedience test" (1963) to the less well known Alan Slater et al (1998) and "Newborn babies prefer attractive faces".

Similar to how Steven Pinker made the understanding of language acquisition entertaining and accessible in *The Language Instinct*, Epley writes a book accessible to a general audience. It is highly informative, and provides a comprehensive review of research literature. After such an entertaining romp through the past, though, the stark and simplistic scientific formula to improve our "real sixth sense" of mind-reading seem a rather bland "Just ask what someone is thinking."

This may, however, merely serve to support and underline the assertion by some that science and scientists trade in organised doubt, and as Antonio Damasio states in *Self Comes to Mind*: "even with the help of powerful neuroscience techniques available today, we are unlikely to chart the full scope of neural phenomenon associated with a mental state, even a simple one."

That said, Epley provides an interesting and theoretical approximation for how we can identify the flaws of our mindreading abilities and seek to improve them. Not a fun answer, but a very enjoyable and highly recommended book.



NEXT WEEK:
Teaching the Buggers to Behave
Reviewed by Crispin Knill

REVIEWS

RESEARCH REVIEW



All four pieces of research reviewed were published in the Oxford Review of Education, vol 40, issue 6, 2014

Research: Social origins, school type and higher education destinations

Authors: Alice Sullivan, Samantha Parsons, Richard Wiggins, Anthony Heath and Francis Green

This paper is a little inconvenient for the pro-grammar school crowd. Using the 1970s British Cohort Study it analyses the pathways of those born in 1970 and now in early "middle age". The researchers control for a range of influences and find that, surprise, surprise, social origins – and in particular parental education – are particularly important. Cognitive ability and school attainment help a little, but don't overcome the importance of social origin. And the grammar schools? It seems that they don't confer any advantage. Only private schools are powerfully predictive of gaining a university degree.

Research: Inequality – "wicked problems", labour market outcomes and the search for silver bullets

Authors: Ewart Keep and Ken Mayhew

If we just improve the educational attainment of poorer students, then we will have "equality of opportunity" and all students will be equally able to access elite jobs. There

also seems to be a belief that if we educate lots of people this will increase the demand for skilled employees.

The authors question these ideas and suggest that the causes of inequality of earnings and income are complex and reinforcing. Hence, while education and training are sometimes put forward as a "silver bullet", the truth is more hazy.

The authors suggest that occupational congestion and over-qualification can occur when there is an inflation of skill levels, and that evidence suggests increased skill supply does not always create its own demand.

Research: The role of families and pre-school in educational disadvantage

Author: Kathy Sylva

In 1975, Jerome Bruner wrote a paper called "Poverty and childhood" in which he explained that children's development is often affected by the income of their families. This phrase is almost trite in today's contexts where the more important question is "how does being in poverty affect childhood?"

In this paper, Sylva argues that part of the issue for children in poverty is that they are less likely to develop the capacity to plan ahead – in part, because having a lower income means the adults surrounding the child are less able themselves to plan ahead. The second half of the paper suggests that pre-school environments can help

support children to develop such capacity, along with other abilities that can help educational achievement.

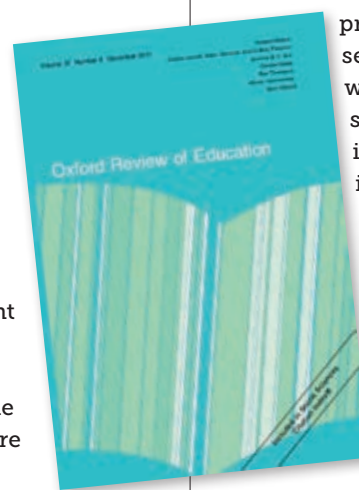
Research: Equality, prioritising the disadvantaged, and the new educational landscape

Author: Harry Brighouse

More of a philosophical review than a hard-core "research" paper, Brighouse sets out to explain how educational equality has been differently considered in education policies across the past four decades. He also sets the concept of equality against a preference for prioritising the disadvantaged – as is now seen in policies such as the pupil premium, where schools receive more funding for students from poorer backgrounds. Equality is not always about treating people equally, it seems.

Brighouse also questions what equality looks like in the new "fragmented" school landscape. He argues that people often look at the benefits of a new policy for one group, and consider it a success, without considering the impact on others. He gives the example of a "free school" that might be shown to increasing the GCSE scores of poorer students dramatically.

However, he asks, what are the impacts on other people? If they are negative then this policy isn't increasing educational equality as much as it may purport to be.



A week in Westminster

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

THURSDAY:

Let's hear a story of stagnation. Ok, it doesn't sound promising – but we are sure it came across better when schools minister Nick Gibb gave his speech at the OECD's first policy outlook conference in London. He spoke about the importance of education for an economy, stating that his department's analysis showed better schooling would equal £1.3bil for the economy. Given in the same speech he also talked up the Coalition's achievements we are excited what this means for our pockets. Next round's on you eh, Nick?

FRIDAY:

Nicky Morgan wrote to Ofsted advising of a new process of 'inspection' for multi academy trusts. On closer inspection, though, it turns out all she was effectively doing was formalising existing arrangements – although that hasn't stopped certain people claiming it as a victory (see page 6).

In a second case of 'business as yesterday', Thursday brought the publication of Ofsted's inspection report on Grindon Hall School in Sunderland which didn't even raise an eyebrow as the school had already taken the unusual measure of publishing the report on its website three days earlier.

MONDAY:

GCSE, AS and A Level students who dislike exam went into hiding as exams regulator Ofqual confirmed that computer science, dance, music and physical education will have less non-exam assessment (see page 4). Even more amusing was the release of data on the subject consultations, which showed that dance people were mostly happy about the GCSE reforms whereas a whopping 96% of music people said they were not.

If the music lovers were grinning in the morning, the afternoon at least brought news that Nicky Morgan had agreed to provide funding of £109m to music and arts activities in 2015/16,

including some to the National Youth Dance Company and the BFI Film Academy.

TUESDAY:

Names were announced today of the judges for the 2015 DfE character awards. The list not only included some interesting non-education choices (hello Maggie Alphonsi, top female rugby player) but was also noted for having five women on the panel – but only three men. In a profession as female-dominated as education, it is somewhat depressing that this is even noticeable.

Over at the Politeia thinktank, tolerance was in short supply when it came to a very county-specific message from education secretary Nicky Morgan. She talked in her speech about the importance of promoting "British values" in schools. Sending a shout-out to one particular corner of the East Midlands, she said: "Pupils in a Lincolnshire school might not have any friends from an ethnic minority in their village – but surely we don't expect those

students never to leave Lincolnshire's borders?" Given that the town of Boston in Lincs has one of the fastest growing immigrant populations, a visit to the flatlands might need to be placed on Morgan's schedule.

WEDNESDAY:

A sneaky peak at a confidential document about Workload Challenge findings made for interesting reading in the Week in Westminster corner this morning. As reported in the Guardian earlier this week, the responses suggest the top cause of workload is the government. But who will be the solution? One of the ideas on the 'discussion' document was to create a new role of 'Workload Ambassador'. That's right, workload could be resolved by loading someone up with responsibility for workload. There's not enough Ferrero Roche in the world to make that an attractive proposal.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

The new CPD: film lessons and

FEATURED

PAUL BISHOP

@SCHOOLSWEEKBISH

Seventeen top heads have put their name to five proposals outlined in a report to help boost professional training for teachers.

In *Developing Teachers*, a document published by the Sutton Trust last Friday, they call on the three main political parties to ensure that all teachers and school leaders are entitled to professional development.

The ideas were drawn up after discussions with colleagues from 10 countries at a summit on professional development jointly organised by the Sutton Trust and the Bill & Melinda Gates Foundation in November.

They believe that the report's five leading proposals will improve the quality of teaching, and feature case studies from home and abroad to illustrate their point.

These include filming lessons and looking back on them afterwards, training teachers to become coaches, and a programme to allow teachers to share and demonstrate best practice.

The report says these "debunk the myth of the lone teacher shutting their classroom door behind them to pursue their practice without any outside interference. The next step should be to ascertain the impact these programmes can have on student outcomes."

Trust chief executive Dr Lee Elliott Major said: "Brilliant teaching can transform lives so it should shock us that today's teachers do not all benefit from the professional training they deserve.

"We know that the quality of classroom teaching has by far the biggest impact on pupils, particularly those from poorer homes. Improving the continual professional development available to teachers should be a key priority in our drive to improve social mobility."

The proposals for professional development backed by a College of Teaching and National College for School Leadership argue that improved teacher development will positively impact on pupils' attainment, particular those from disadvantaged backgrounds. Before publication it was presented to education secretary, Nicky Morgan, shadow education secretary, Tristram Hunt, and minister of state for schools, David Laws.

Developing Teachers follows on from the Sutton Trust's October 2014 report, *What Makes Great Teaching*, which reviewed more than 200 pieces of research to identify the strongest teaching elements with the evidence of improving attainment.



THE FIVE PROPOSALS

Place greater trust in teachers and increase their autonomy:

The over-riding focus of the current school system is on identifying and dealing with the weak schools and the weak teachers. Government should actively encourage innovation in improving standards and trust school leaders' ability to do this and drive the whole system up.

Strengthen professional development for all teachers:

Through good quality professional development, real improvements in teaching and attainment can take place. There should be a strong entitlement for all teachers and school leaders to professional development.

Use evidence to improve standards:

All school policies should be grounded in evidence and Ofsted should credit schools that use evidence effectively. New and existing teachers and school leaders should be provided with the knowledge to evaluate

and use good evidence to improve results in the classroom, especially for disadvantaged pupils.

A more developmental approach to accountability:

In a system where schools are trusted and given space to innovate, there should be an inspection system that encourages this rather than focusing on narrow grades or rankings. The government should facilitate a national debate about school accountability, to ensure that inspections and performance tables measure and encourage genuine achievement.

Encourage collaboration: Collaborative models where schools help and support each other are increasingly being extended with success across the country. Government should actively incentivise professional collaboration, encouraging all schools to join partnerships with other schools in their community.

THE HEADTEACHERS

- Nigel Arnold, Glengormley Integrated Primary School, Northern Ireland
- Andrew Dawson, St Mary's Roman Catholic High School, Astley, Manchester
- Geraldine Davies, UCL Academy, north London
- Wendy Hick, Manorfield Primary, east London
- Bethan Hocking, Herbert Thompson Primary School, Ely, Cardiff
- Eithne Hughes, Ysgol Bryn Elan, Colwyn, Clwyd
- Jolie Kirby, Cheney School, Oxford
- Marie Lindsay, St Mary's College, Derry, Northern Ireland
- Ani Magill, St John the Baptist School, Woking, Surrey
- Christine Owen, Bartley Green Technology College, Birmingham
- Dame Alison Peacock, Wroxham School, Hertfordshire
- Jemima Reilly, Morpeth School, east London
- Tom Sherrington, Highbury Grove School, north London
- Tracy Smith, Seven Kings High School, Ilford, Essex
- John Tomsett, Huntingdon School, York
- Susie Weaver, Wallscourt Farm Academy, Bristol
- Alan Yellup, Wakefield City Academy, West Yorkshire



Dr Lee Elliott Major

and train teachers to be coaches

JOHN TOMSETT, HUNTINGDON SCHOOL, YORK

John Tomsett says great teachers need to be given time to work on their development – so he's restructured his school's timetable so they can.

Mr Tomsett, head at Huntingdon School in York, has introduced two hours of continual professional development every fortnight, on top of the five standard training days.

Although the school has less than the government's recommended contact time with students, results have improved significantly.

"It is far better for students to get less contact time where the time is with teachers of a high quality, than more

time exposed to mediocre teaching," Mr Tomsett says.

The fortnightly sessions are known as the school's teaching and learning forum, with the sessions based in subject areas. All staff spend the first hour watching a video and debating example of the school's practice.

The forums, planned by subject leaders every term using the previous year's exam results to identify where students' learning is weakest, allow teachers time to talk about which aspects of their teaching they are currently developing.

Subject leaders identify two or three departmental development priorities

and individual teachers choose one for their subject performance management objective.

This ensures a high level of coherence between performance, subject, individual and school development, which, Mr Tomsett says, is "crucial if we are going to improve the quality of teaching in our schools".

He added: "Our greatest resource is our teachers and their most precious resource is their time; it is common sense, then, that we must give our greatest resource the time to learn to become even better teachers."



SIR ALASDAIR MACDONALD, FORMER HEAD

Retired head Sir Alasdair Macdonald believes great teachers need great leaders – and room to be creative.

Sir Alasdair, who left his position at Morpeth School in east London last summer after more than 20 years in post, believes the five principles established in the Sutton Trust report will help to create that environment.

"It's hard to be a great teacher but it's much harder when there's not great leadership.

"You have to create an environment that creates great teaching and that helps to develop teachers. That's where these principles come in. By doing the likes of placing greater trust in teachers,

using evidence to improve standards and encouraging more collaboration, you start to create that environment.

"That way you are more likely get back more than what you ask for and not just what you ask for."

Sir Alasdair also believes that it's important for teachers to have a "deep understanding" of how young people learn.

"In the past, most teachers doing their training were taught by people the same way they were taught.

"Nowadays, great teachers engage people in their learning, which is important because people learn in different ways.

"Of course they also need to be great at

the basics like being well organised and doing their marking. But we also have to make sure teachers are not being stifled."

Sir Alasdair says the principles have been established by "people in the know".

He added: "We know it works and what we've done here is given examples of how. That's not something that's really happened in the past."



DAME ALISON PEACOCK, EXECUTIVE HEAD, WROXHAM PRIMARY SCHOOL, POTTERS BAR, HERTFORDSHIRE

Dame Alison, who joined Wroxham in 2003 when it was in special measures, relies on on-going professional development through school-based research, self-reflection, teamwork and feedback.

Her strategy is based on Creating Learning without Limits, research undertaken by the University of Cambridge, and the school has an agreed list of key characteristics – openness, questioning, inventiveness, persistence, emotional stability, generosity and empathy.

These qualities ensure that teachers believe in the highest expectations for every child without setting limits.

Dame Alison said: "We resist the temptation to label children. Little children in particular can be quick to say 'I'm not good at this' or 'I'm not clever' and we're working to overcome that.

"Our way enables children to constantly challenge themselves. They don't have the teacher prejudging what they are going to do – it's about the child doing their best."

Dame Alison does not carry out formal lesson observation to support performance management. Instead she gains insight into the quality of teaching and learning through lesson study, regular classroom visits, dialogue with teaching teams and feedback from

families and children.

Dame Alison believes that a College of Teaching would benefit teachers. "It's about building a culture of opportunity. It would allow teachers to become fellows and means your reputation as a teacher would be maintained, even if you were in a school with difficulty."

The Learning without Limits approach has produced results, with the school receiving three successive "outstanding" Ofsted verdicts. Plus, a school from Thailand is due soon to see (and film) the work first hand.



School Notice Board



Royal visits inspire academies' students

FEATURED

Two schools in England had royal visitors last week.

In London, the Duchess of Cambridge was guest of honour at the official opening of Kensington Aldridge Academy last Monday.

Building at the £28 million academy began two years ago on land gifted by the Royal borough of Kensington, the academy's co-sponsor. It also contributed £10.4 million towards the construction costs. The Aldridge Foundation is the lead sponsor of the 11 to 18 academy.

The duchess toured the new school and sat in on geography and RE lessons before a presentation from students in the school's theatre. She later unveiled a plaque to commemorate her visit.

Principal David Benson said: "Students, staff and parents were thrilled that the duchess was able to visit us and officially open the school. Today was an important and exciting chapter in our history."

The duchess also spoke to a year 7 group in the library. Student Lana Harouki said: "I have improved my reading because we have half an hour of reading out loud every day. She told me she used to love reading out loud too."

The duchess also visited the academy's Creates Hub and met students who are designing items for sale at Portobello Road Market.



The Duchess of Cambridge with Kensington Aldridge Academy students and principal David Benson

Student Sarah Abi Osman said: "She said the jewellery we made in Creates looked really nice and I told her that I want to be the boss of a company when I leave school."

Meanwhile in Cambridgeshire, the Princess Royal visited Neale-Wade academy on Wednesday.

New principal Jason Wing, his senior leadership team, and senior members of the Active Learning Trust, which sponsors the school, escorted the princess on a tour that included observing lessons and meeting school groups, including its show-jumping team.

She then gave a short speech in the hall



Army and air force cadets at Neale-Wade school form a guard of honour for the Princess Royal

before unveiling a plaque to commemorate her visit.

Mr Wing said: "I am delighted that Princess Anne attended the academy to recognise the progress that we have made."

"The visit was inspirational and it can only help to raise the aspirations of our children. I recognise that such visits are rare, and the event has provided memories that we will cherish well into the future."

Peacemakers get Diana Award



Award winning playground peacemakers from Nottingham academy

Nottingham academy's playground peacemakers have been honoured with a Diana Award.

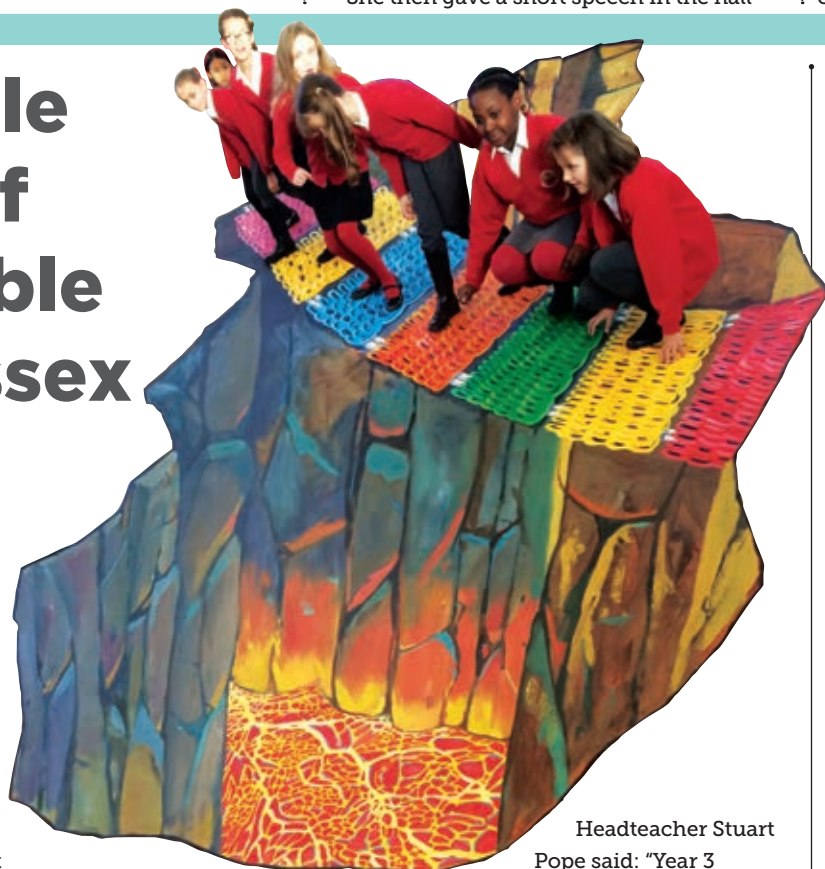
The award was set up in memory of the late Princess of Wales who believed that young people have the power to change the world for the better.

All the peacemakers received the award for being a Diana anti-bullying champion in their local community. Each runs games, helps younger children and makes sure everyone is safe and happy.

Nottingham Academy (primary) headteacher Steve Jones said: "We are extremely proud of our playground peacemakers. The Diana Award will encourage them all to continue their fantastic anti-bullying work and will hopefully inspire others to take a stand against bullying."

A hole lot of trouble in Essex

Pupils at Cooks Spinney primary school stand over the bridge of the sink hole that appeared in their school



Children arriving at Cooks Spinney primary school in Harlow, Essex, were shocked recently to find a giant hole in their school hall. A warning sign said recent adverse weather had caused the natural disaster.

But the "hole" was part of the school's latest Wow day, aimed to capture the imagination of students at the start of a topic.

Each year group was taken into the hall to see the hole and stand on a bridge built over it.

Headteacher Stuart Pope said: "Year 3 have been studying natural disasters and we wanted to hold a Wow day to bring that to life for them."

"Children and parents alike were caught up in the buzz around school. It caught everyone's attention, which is great."

"A few years ago, the children would have learnt about natural disasters by watching a film. Instead of the focus being on maths or writing, we've used art to teach them about natural disasters."



World champion gymnast and Windmill Primary ambassador, Daniel Keatings, gives students a gymnastic demonstration

Inset: World champion gymnast and school ambassador Daniel Keatings with Windmill primary school headteacher, Miss Michelle Ginn and pupils Mason and Lacey, both aged 10

Champion gymnast shares technique

Pupils at Windmill primary school in Raunds, Northamptonshire, flexed their muscles during a visit from their new Education Fellowship ambassador and world champion gymnast, Daniel Keatings.

The athlete, who has won gold at Commonwealth, European and World games held two gymnastic workshops with pupils in years 3 to 6 and took a whole-school assembly.

Dressed in his Team GB kit, he performed a floor gymnastics

demonstration, showed them his medals and spoke about how he first became interested in sport when he was just 5.

"I have been lucky enough to be able to pursue my dream of being a professional sportsman but would never have got to where I now am without the support and guidance I received from a very young age."

"Having the opportunity to hopefully inspire and encourage these pupils to go for the dreams, whatever they may be, is an honour."



MOVERS & SHAKERS

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

Peter Wanless has stepped down from The Kemnal Academies Trust (TKAT) board of directors after three years.

"I enjoyed TKAT a lot. It was an exciting time with the emphasis on academies. I think we developed a strong strategy for growth but at a reasonable pace.

"There are some talented people there who have a very strong commitment to do their best for children and particularly to take schools that are underachieving and strengthen them."

Mr Wanless, chief executive of the NSPCC, joined the board in the summer of 2011. He was formerly chief executive of the Big Lottery Fund.

"There is only so much time for everything so I thought I had done three years at TKAT and had other things on my plate. It just made sense to give someone else a turn," he says.

Mr Wanless, 50, studied international history and politics at the University of Leeds.

In the early part of his career he worked in the Treasury and then the

Department for Education from 1998 – 2008. His many roles included director of secondary education.

Ian Armitage now joins TKAT as a non-executive director. The 59-year-old, who has more than 30 years' business experience, says he's impressed by the team already in place.

"Karen Roberts [TKAT chief executive] has an awful lot of potential, energy and drive, and is someone who I want to work with.

"I genuinely am excited by this opportunity, I have a lot to learn but I will learn pretty quickly."

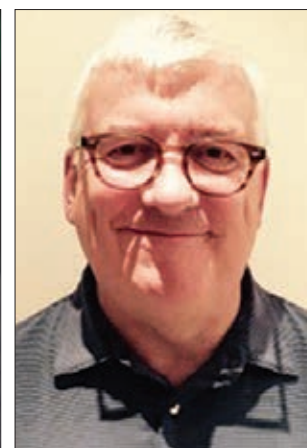
Mr Armitage says he will focus on five things in his new role.

"One - have we got good leadership in all positions? Two - do we have the right strategy and plan to deliver all of our objectives? Three - can we more than satisfy our customers, in this case the children and parents? Four - what are the risks and how do we manage them? And five - make sure our finances are healthy."

He studied PPE at the University of Oxford and is the major shareholder and chairman of The Key, a service



Peter Wanless



Ian Armitage



Chris Potter

provider to more than 8,000 school leadership teams.

John Kelly OBE has also joined the TKAT board.

Meanwhile, **Chris Potter** has joined Oasis Academy Long Cross this month as assistant principal, with a coaching and mentoring role across the north Bristol primary school.

He moves from his position as a teacher at Baileys' Court primary in South Gloucestershire where he taught for eight years.

"It was the next step, I needed to move on for a new challenge but I'll always have fond memories of the school."

He has spent his first few days at Long Cross visiting classes and getting a feel for life across the whole spectrum of ages.

"At the end of the first week I did feel like I'd been in a washing machine on the final spin cycle, and I suspect this will continue to be the case, but I look forward to making a difference at the school by supporting the teaching of colleagues and looking at ways to improve the way we think about and teach maths."

Mr Potter started his career in the travel and marketing industries after studying for a degree at West London Institute in geography and geology and then a Masters in tourism at the University of Surrey.

It wasn't until 10 years ago, soon after the birth of his twin sons, that he decided he wanted to be a teacher.

He did his PGCE at the University of West England and later started work at Baileys court primary.

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

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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.



HALL MEAD SCHOOL
Traditional Values...Future Thinking

2013 OFSTED 'Outstanding' in all categories
National Teaching School and National Support School.

"Students' positive relationships with one another and staff
promote consistently excellent learning."
Ofsted, 2013



2 DEPUTY HEADTEACHERS (L19-23, OUTER LONDON AREA, REQUIRED FOR SEPTEMBER 2015)

Due to the forthcoming retirement of members of the current Senior Leadership Team, Hall Mead School has vacancies for 2 Deputy Headteachers. The Academy is at an exciting time in its development, building upon its 2013 'Outstanding' Ofsted judgement to extend its role as a National Teaching and National Support School and explore new directions.

The Senior Leadership Team has proven its effectiveness over many years, consistently innovating but always maintaining the ethos and culture of the Academy. Applicants will be expected to fill the wide remit of Deputy Headship and the precise responsibilities will be finalized upon appointment. However, the 2 roles will have distinct areas of responsibility which are outlined broadly below. Candidates are asked to make it clear for which role they are applying.

DEPUTY HEADTEACHER - CURRICULUM

- Curriculum design.
- Timetable construction.
- Quality Assurance.
- Monitoring and evaluation.
- Line management of Heads of Department, curriculum areas and a pastoral area.
- Curriculum information and options.
- Aspects of Teaching and Learning including line management of Academy Lead Teacher team.

DEPUTY HEADTEACHER - PASTORAL

- Oversee and shape the vision for the Academy's House System.
- Student achievement and intervention.
- Line management of Child Protection, attendance and primary liaison.
- Behaviour and safety.
- Admissions.
- Rewards.
- Liaison with outside agencies.
- Parental engagement.

HALL MEAD SCHOOL WILL OFFER YOU:

- The chance to work and develop in an outstanding school.
- A proven track record of high achievement.
- Enthusiastic, well motivated pupils who are eager to learn.
- Small class sizes (maximum 24).
- Supportive and friendly staff.
- Opportunities to engage with our work as a National Teaching School.
- Opportunity for progression to Headship.
- High quality professional development.
- The chance to be part of a hard-working, close knit, friendly SLT.

DEADLINE FOR APPLICATIONS: TUESDAY 10TH FEBRUARY 2015.
INTERVIEWS: 23RD/24TH FEBRUARY 2015.

For further information and a job description please contact Mrs Paula Garner, P.A. to the Headteacher on 01708 225684.

*Hall Mead School is committed to safer recruitment so all applicants must be prepared to undergo screening to confirm their suitability to work with children.
Hall Mead School is an Equal Opportunities employer.*

Informal visits to the Academy are very welcome by appointment.

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.



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HEAD OF SCIENCE

TLR1B | REQUIRED FROM APRIL OR SEPTEMBER 2015 | FULL TIME

Are you an outstanding leader with the passion and motivation to inspire young people?

Do you have the ability to deliver high quality learning experiences?

Do you want to be part of a school that is delivering on its promise to secure high examination outcomes for its students?

If so, then you will not want to miss out on the opportunity to undertake a leadership role in our high-performing school as Head of Science (known as Progress Leader in our college.)

The person appointed will be an ambitious leader with a clear vision of what an outstanding Science department will look like and have the talent and skills to deliver on this vision.

The successful candidate will be an outstanding teacher of Science and be able to offer the skills and experience to teach across a range of Science subjects and key stages.

Whether you are currently in a leadership role or looking to make the next step-up in your career, this post is an excellent opportunity for you to really make a difference on your journey to senior leadership.

The Latimer Arts College is close to securing outstanding status! In January 2014 Ofsted judged us as a Good school that is 'not a million miles from being outstanding.' But there is still work to do and we want strong leaders to help us to get there.

We are focussed on and passionate about learning and the successful applicant will be joining us at a time when:

- GCSE results are amongst the best in the local area;
- Sixth Form results are good and improving strongly;
- We are the best that we have ever been, with three years of results that are significantly above national averages – and we are going to be even better!

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS disclosure.

For an application form and further details, please contact Ms Ridley, Principal's PA, on 01536 720338 or email vacancies@latimer.org.uk.

Closing Date: Monday 9th February 2015

INTERVIEWS WILL TAKE PLACE IN THE WEEK COMMENCING **MONDAY 9TH FEBRUARY 2015**



Learn

Achieve

Create

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

TMS PLUS TLR1B | REQUIRED FROM APRIL OR SEPTEMBER 2015 | FULL TIME

Are you an outstanding leader with the passion and motivation to inspire young people?

Do you have the ability to deliver high quality learning experiences?

Do you want to be part of a school that is delivering on its promise to secure high examination outcomes for its students?

If so, then you will not want to miss out on the opportunity to join our high-performing school as our Special Educational Needs Co-ordinator (SENCo).

Following the recent retirement of two members of staff, we have been provided with a great opportunity to re-shape our provision. An Assistant Principal has strategic responsibility for Special Educational Needs, a non-teaching Learning Support Manager undertakes a significant amount of the administrative tasks linked to special needs provision and this will free up our SENCo to lead in the improvement of teaching and learning at a whole school level – to make a difference where it will really count!

The person appointed will be an outstanding and ambitious leader, who is passionate about teaching and learning. They will have significant prior experience and expertise in the teaching of special educational needs and will be able to support and train all staff to deliver personalised learning in the classroom.

The successful applicant will be joining us at a time when we are the best that we have ever been and are

close to securing outstanding status, with three years of results that are above national averages. But we know that we can be even better if we deliver on our vision for special educational needs teaching and that is where our SENCo comes in!

If this is you, we would love you to apply for this post.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS disclosure.

For an application form and further details, please contact Ms Ridley, Principal's PA, on 01536 720338 or email vacancies@latimer.org.uk.

Closing Date: Monday 9th February 2015

INTERVIEWS WILL TAKE PLACE IN THE WEEK COMMENCING **MONDAY 9TH FEBRUARY 2015**

WINCHELSEA SCHOOL

Guernsey Road, Poole Dorset BH12 4LL

Tel: 01202 746240

ASSISTANT HEADTEACHER**FULL TIME / PERMANENT POST STARTING 13 APRIL 2015**

Winchelsea School is a 4 – 16 age special school for pupils with a wide range of learning difficulties including autism.

We are looking to recruit an Assistant Headteacher into a brand new position. This will be a rewarding role for an excellent teacher and leader, who aspires to help transform the lives of our pupils with a commitment to high standards and who is passionate about making a genuine difference.

Our new Assistant Headteacher will be an outstanding classroom practitioner and an exceptional leader. With extensive classroom experience and in-depth knowledge of SEND, you will lead by example and take a strategic role in the running of the whole school, with particular emphasis on the secondary phase.

This will include: the monitoring of teaching and learning and pupil progress within the phase; the implementation of an engaging and enriching secondary curriculum; the management and development of staff within the phase, and the responsibility for all accreditation undertaken. This role will also carry with it other responsibilities at leadership level which are likely to be around whole school pupil progress and / or continuing professional development.

You will have integrity, resilience, energy and emotional intelligence, and will support Winchelsea School on its journey to outstanding.

Salary Scale L9 – L13 (£46,555 - £51,372)



Visits to the school are warmly welcomed and encouraged. Please contact Elizabeth Porter: e.porter@poole.gov.uk or telephone 01202 746240 if you wish to arrange a visit.

More details of the role including a job description and the facility to apply online can be found on the Borough of Poole's jobs site: <https://jobsatpoole.com/teaching-special-special-schools-assistant-headteacher/12873.job>

All applications must be made online. Please restrict your supporting statement to no more than three sides of A4 (font no smaller than 11).

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to an Enhanced DBS check.

CLOSING DATE FOR APPLICATIONS IS SUNDAY 1 FEBRUARY.

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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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

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.