

**CAMERON: IS THE SCHOOL BUDGET SHRINKING**



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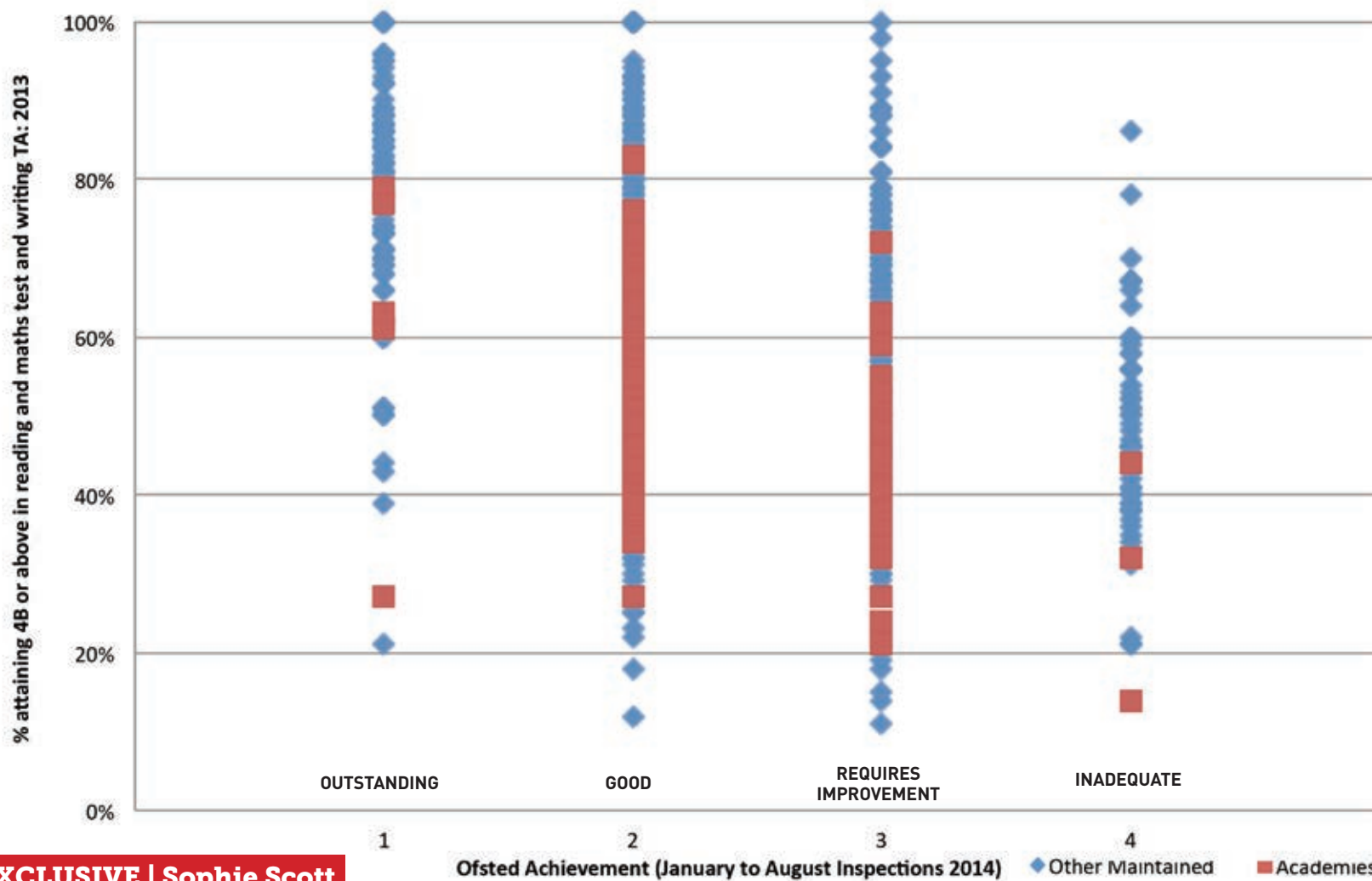
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**EXCLUSIVE | Sophie Scott**

# The graph that should stop Cameron's plan

- Data challenges Tory pledge to 'takeover' mediocre schools
- Overlap in pupils' performance between Ofsted grades

The prime minister's assertion that schools labelled as "requiring improvement" by Ofsted are "mediocre" and "coasting" is not backed by the government's own data, *Schools Week* can reveal.

In a major education speech on Monday, David Cameron said the party would "wage a war on mediocrity" by targeting schools with the second lowest Ofsted rating.

He said that any school told it required

improvement would have to become a sponsored academy if it could not prove it had the capacity to turn itself around.

But analysis by *Schools Week* suggests there is a large overlap in the academic outcomes of primary pupils at schools rated good by Ofsted and those judged to require improvement.

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**Exclusive**

Jonathan Simons  
How politicians sell education to the public



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## NEWS

## CONSERVATIVE EDUCATION MEDIA WEEK

## Data challenges Tory pledge to 'takeover' mediocre schools

SOPHIE SCOTT  
@SOPH\_E\_SCOTTCONTINUED  
FROM FRONT

The measured progress of pupils in reading at primary level also shows little difference between schools with the two Ofsted grades (pictured right).

The data shows more discrimination when it comes to GCSE grades but there is still an overlap with many schools requiring improvement equalling or bettering the achievement of schools rated as good.

On each graph, the red dots denote academies; blue dots are maintained schools.

The front page graph shows that primary academies requiring improvement typically have lower achievement than their maintained school counterparts.

When looking again at the progress graph, the picture is reversed, with academies typically scoring most highly within all grades.

Association of Teachers and Lecturers' general secretary Mary Bousted said Mr Cameron's plan would lower standards.

"The graphs show there is a huge overlap, in terms of pupil achievement, between schools rated good by Ofsted and those deemed to require improvement.

"It is also clearly the case that community schools achieve better than sponsored academies in all Ofsted categories.

"It appears, then, that David Cameron's drive to academise all schools that require improvement will have the effect of lowering standards in those schools."

However, Russell Hobby, general secretary of the National Association of Head Teachers, said it was important to remember that recently sponsored schools would be at the "start of their journey" and needed to be given space to improve.

*Schools Week* used publicly available data from Ofsted and the Department for Education (DfE) for the analysis. The data used 2013 results, as this would have been available to Ofsted for inspections last year – which are the inspections included in the graphs.

Mr Hobby said: "One of the surprising



things about Mr Cameron's announcement was the blatant focus on academisation when three fairly significant reports show the data is actually much more ambiguous – those by the National Audit Office, public accounts committee and education select committee.

"They are not a condemnation of academies but it does mean the government's default is not really justified by evidence."

In his speech Mr Cameron said: "Under a Conservative government, any school that Ofsted says 'requires improvement' and cannot demonstrate that it has the capacity to improve will have to become a sponsored academy."

Ofsted inspects a variety of areas, with achievement data only one factor in judgments.

However, Ms Bousted added: "Given that school leaders complain that inspection judgments are overly dependent on raw data, and given that the raw data shows huge parallels between the performance of pupils in good and requires improvement schools, on what basis is Ofsted making its inspection judgments?"

Emma Knights, chief executive of the National Governors Association, agreed with Ms Bousted. "This data confirms that 'requiring improvement' schools range from those which are very nearly good, and perhaps might have

been judged as 'good' by a different Ofsted team on a different day, to those which have narrowly missed an inadequate.

"They will not all require the same actions to improve, but presumably this will be taken into account when decisions are made on the future structures of schools. There might well be actions which are more important than changing the legal status of a school; indeed sometimes that change process can be a diversion from improving teaching and learning."

But she added: "The prime minister is right to identify that good school leadership is an extremely important component in improving a school."

She said she was concerned governing bodies did not always receive quality applicants for senior posts. "Altering the legal status of a school does not of itself improve the school leadership, but being part of a formal group of local schools with joint accountability – whether a multi-academy trust or a local authority maintained federation – does tend to improve the standards of teaching and learning within those schools."

Ofsted was unable to comment due to the political nature of the commitment.

## Sacking primary heads over times tables doesn't add up

BY PAUL BISHOP

A proposed Conservative policy that primary head teachers be sacked if their pupils do not know their times-tables has come under attack from unions and a legal expert.

Writing in *The Sunday Times*, education secretary Nicky Morgan said she would be introducing tests at the end of primary school to test times-tables, long division and creative writing.

The newspaper also described how senior leaders failing to get 100 per cent of their pupils to pass the tests two years in a row faced being replaced in an academy "takeover".

However, the policy has raised concerns among education leaders; while one employment lawyer specialising in education said it was potentially unlawful.

The general secretary of the Association of Teachers and Lecturers, Dr Mary Bousted (pictured), said: "Being a headteacher is

already far too similar to being a football manager, with all of the security that this entails. We have a growing crisis in terms of a lack of succession into senior leadership roles and this rhetoric from the government is only likely to exacerbate the problem.

"Of course, as the government has taken so many schools out of local authority control, it is the governing body that has the power to sack a headteacher, not David Cameron."

The chair of the Independent Academy Association, Dame Kathy August, said: "It's not always easy to recruit head teachers, especially in primary schools, and what guarantee is there the person who comes in can do a better job?"

However, the head of maths, Bruno Reddy at King Solomon Academy, north London, stresses the importance of understanding

multiplication – something he helps to tackle via his website TT Rockstars. "I was finding the year 7 students had not made the progress they should have been. I put that down to two things – the curriculum and missing times-tables.

"Times-tables make up three out of five concepts at GCSE. I had teachers banging their heads against a brick wall because of kids struggling in years 10 and 11 to understand long multiplication. I think Nicky Morgan is right about the need to crack this."

Speaking about the possibility of firing headteachers, Heather Mitchell an employment lawyer at Browne Jacobson said: "If it was a blanket policy then that would be potentially unlawful. If it was set down as part of a set of objectives and they were failing in other areas, then it might be possible to remove the headteacher.

"The decision would need to be made by the governors. It is not something that can be just imposed."

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# Pension costs cut into PM's pledge to safeguard budgets

BY PAUL BISHOP

Schools are facing squeezed finances, despite David Cameron's pledge this week to safeguard the schools budget.

Speaking on Monday at Kingsmead School in Enfield, north London, the prime minister pledged to protect state school pupil funding if the Conservatives remained in power. It was one of his party's five education commitments (see box).

However, while he said spending per pupil would be protected in cash terms until 2020, he admitted the rate would not rise with inflation. Schools therefore face a cut in "real-terms" funding.

Plus, pension costs will rise this September when schools will have to meet increased employer contributions, up from 14.1 to 16.4 per cent. This will be followed by an increase in national insurance from 2016 as a result of alterations to state pensions.

National Association of Head Teachers general secretary, Russell Hobby, said: "As well as the normal cost of living increases, schools now face two unusual cost pressures: an increase in their national insurance contributions and an increase in their employer pensions' contributions."

"In all the justifiable anger about teachers paying more for their pensions, it went almost unnoticed that the government was also asking schools to pay more too."

"On top of real terms budget cuts, and uncertainty over pupil premium funding, this makes for difficult times."

In an interview on Radio 4, Paul Johnson, the director of the Institute for Fiscal Studies, described Mr Cameron's pledge as "quite a watering down" on rumours of a full ringfence on school funding.

"What the prime minister seems to be saying is not that schools will be protected as they have been, but there will just be a cash



PA

protection, so real-terms falls over the next parliament."

Faced with an increased number of under-5s, Mr Cameron noted that the flat-rate would still mean more money transferred into school budgets.

Given this, and the context of continued austerity measures, Policy Exchange head of education, Jonathan Simons felt the prime minister's announcement was "a very good deal for schools".

"Inevitably, it does not mean that schools are immune from having to find additional savings. In real terms, schools will still have to find at least 2 per cent of savings year on year throughout the next parliament - and within that, address looming cost pressures from national insurance and

pension changes.

"Smaller schools will particularly benefit from the pledge. They have the largest fixed costs in terms of premises and their

leadership team. Again, they will still face real pressures on budgets."

Education minister David Laws has criticised the move and reconfirmed a Liberal Democrat commitment to fully protect education spending "from cradle to college".

Labour has yet to detail its planned school budget spend.

Mr Cameron also pledged to recruit an extra 17,500 physics and maths teachers, fund three million more apprenticeships by 2020 and re-confirmed a national citizen service place for every teenager that wanted one - a proposal he first unveiled at the Conservative Party conference.

He also said he would continue with the free school and academy conversion programmes.

Mr Cameron said: "A good education shouldn't be a luxury - the preserve of those living within a certain postcode or those who can afford it. It should be something everyone in this country can get."

"This is of importance to every child in our country and to our national story because if we don't educate the next generation properly, we will not secure Britain's future."

## CAMERON'S FIVE EDUCATION COMMITMENTS

- Protect state school pupil funding
- Every school rated as "requires improvement" by Ofsted faces being turned into an academy; open free schools in areas wanting them
- Make Britain the best in maths, science and computing. Recruiting an extra 17,500 physics and maths teachers will help
- National Citizen Service open to every teenager
- Fund three million more apprenticeships by 2020



# Private school defends against Cameron claim

FREDDIE WHITTAKER

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EXCLUSIVE

A private school singled out by Prime Minister David Cameron in a speech this week has defended its record for sending pupils to top universities.

Mr Cameron compared the success of the private Millfield School in Street, Somerset, in securing Oxbridge places with the relatively new London Academy of Excellence (LAE) free school in Newham, east London.

"Free schools work," Mr Cameron said in his speech on Monday at Kingsmead Academy in Enfield, north London. "They are more likely to be good or outstanding than other schools."

He said he had seen "incredible" results, such as at the LAE, which is in one of the most deprived boroughs in the country.

"Three years ago it didn't exist. Last year, it got as many pupils into Oxbridge as Millfield."

James Brittain, head of higher education

and careers at Millfield, defended the £7,500-a-term school, pointing out that growing numbers of its students were taking places at competitive universities in other countries.

Mr Brittain said: "As a school we welcome pupils of a wide range of abilities and support individuals to meet their own aspirations, whether it is Oxbridge, Russell Group, specialist colleges, American or other international universities."

"More than 10 per cent of our pupils now choose to study overseas when they leave Millfield and this year we have seen pupils gain places at Harvard, Columbia and a number of other prestigious American



Independent fact check-service Full Fact raised concerns about DfE free school claims

and European universities."

It has also been revealed that LAE still uses a controversial policy, first revealed in *Schools Week*, of kicking out pupils who fail to achieve at least three Cs at

AS-level - or an equivalent nine points through a system where an E equals one point and an A equals five. This means those who under-perform are not counted in their statistics for university place success.

LAE's admission policy document for September 2015 entry states: "It is expected that the vast majority of sixth-formers enrolled at LAE in year 12 will progress to year 13 to complete their A-level courses."

"However, it is a requirement that pupils achieve a minimum of three C grades (or a minimum of nine points from their best three subjects) at AS-level in order to progress into year 13 to take full A-level courses."

A claim from the Department for Education last year that free schools were "twice as likely" to be good or outstanding compared to other schools was also checked by the UK Statistics Authority in September last year, after Full Fact - an independent fact check-service - raised concerns about its accuracy.

After reviewing evidence, the watchdog said: "The question of how to compare free school inspection outcomes with other schools in a fair way appears to remain unresolved by the experts."

Comparisons were hampered, they said, due to the small numbers of free schools inspected so far and changes to the Ofsted framework.

See the cartoon on page 6

## NEWS

# Apply now for summer school funding

ANN MCGAURAN  
@ANNMCGAURAN

The Department for Education is inviting applications for the latest round of pupil premium summer school funding, with evidence suggesting they have a beneficial effect on academic attainment.

Secondary schools can receive £250 per pupil to run a one-week summer school for new pupils, due to start in September, or £500 for two weeks. Funding covers all children eligible for the pupil premium, and aims to prepare them for the transition to secondary school.

Robbie Coleman, research and communications manager for the Education Endowment Foundation, told *Schools Week* the organisation had examined the existing research evidence base on summer schools. "They do on average seem to have a positive effect on attainment of two additional months' progress over the course of the school year," he said.

In June 2013, the department published findings from a National Foundation for Educational Research (NFER) survey of 21,000 disadvantaged 11-year-olds' views on starting secondary school, and whether summer school had changed these.

It concluded there was a "small positive effect on transition to secondary schools", especially for pupils from disadvantaged backgrounds.

However, Professor Alan Dyson (pictured), co-director of the Centre for Equity in Education at the University of Manchester, described the intervention as a "quick fix". The intention, he said, was to get children's attainment up in the short term. "But we have to ask what happens in the longer term when the quick fix is withdrawn."

Professor Dyson also felt that there might be some progress even if students were not placed on "good" summer schools, but it would not "cure" the typically lower achievement of students who received the pupil premium.

Simon Gilbert-Barnham, head of Ormiston Venture Academy in Norfolk, which ran an in-house summer school for 100 students last year, said the programme has had a "fantastic" impact and had increased literacy levels.

Testing after the 2014 school showed reading and spelling were on a rising trend, he said. He now planned to run an expanded summer school this year to "take it to the next level".



# Aborted Croydon free school costs taxpayers £82,000

ANN MCGAURAN  
@ANNMCGAURAN

Four Conservative councillors behind plans to open a free school in south London that were scrapped at a cost to the taxpayer of more than £82,000 have applied to have their business struck off.

The Advance School was set to open in Croydon in September last year, but the proposers pulled the plug, saying they did not have the capacity to continue.

An investigation by *Schools Week* has revealed that four Conservative councillors from the nearby borough of Wandsworth are directors of the company that proposed the school. The company has never filed any accounts.

A Freedom of Information request submitted by the Labour MP for Croydon North, Steve Reed, revealed the government spend for the proposed three-form entry primary school included £60,402 for technical fees and £22,038 for property and planning costs. Croydon Council confirmed that no planning applications had been submitted in relation to the proposed school.

Russell King, who was the driving force behind the project, has emigrated to Australia and is listed on LinkedIn as a volunteer policy analyst at the Menzies Research Centre, a Canberra thinktank. He was the Conservative

cabinet member for strategic planning and transportation at Wandsworth Council, but did not stand for re-election in May 2014.

The four Conservative councillors listed as current directors of the Advance School, who have now applied for the company to be removed from the Companies House register are Kim Caddy, Clare Salier, Steffi Sutters and Sarah McDermott.

A spokesperson for the Department for Education said the proposers of the free school "decided they could not give the time commitment to continue with the project and we accepted the withdrawal of the application".

She said that the technical fees were paid directly to the Education Funding Agency's project management and technical advice contractor, and that the costs of the work reflected the works completed. She added that when a project was withdrawn, "all future payments of the grant are stopped and we take steps to recover unspent funds".

Determined attempts by *Schools Week* to speak to the Wandsworth Conservative group and the individual councillors about the project and its costs were unsuccessful.

The Advance School was one of three free schools due to open in Croydon in September. The other two opened as expected.

A council spokesperson said the government had the "ultimate say on free schools, so



Croydon Council was not involved in any of the decisions".

Once it became clear last summer that Advance School would not open, the council had offered an alternative place to every child due to go there, despite having the highest demand in the country for extra pupil places.

"Last year, we offered 94 per cent of primary parents and 92 per cent of secondary parents a place for their child at one of their top three choices, and over the next three years we are creating around 2,000 extra places in Croydon schools."

A recent parliamentary written reply said two other free school projects were stopped before opening after they had incurred "unrecoverable" costs.

The Oasis Community School in Walthamstow, north-east London, ran up costs of £138,000, and Chorley Career and Sixth Form Academy in Lancashire cost £129,554 before it was stopped.

# Sharing resources: Sorry Mr President, we thought of it first

ANN MCGAURAN  
@ANNMCGAURAN

President Obama may have committed to promoting the use of open educational resources (OER), but Leicester got there first.

The local authority has announced that it is the first in the UK to allow its 84 community and voluntary-controlled schools to create and share OER by releasing the learning materials they make under an open licence.

It has also drawn up a model OER policy for other schools, including voluntary-aided schools and academies, where the governing body as the employer would provide permission for release of materials instead of the local authority.

Josie Fraser (pictured), Leicester City Council's ICT strategy lead (children's capital), said President Obama may be pushing for OER in US schools, but it's "great news" that Leicester has beaten them to it.

"We're the first local authority in the UK to take this approach, and we very much want to encourage others to look at what we've done and adopt a similar one. OER should become mainstream in education and we're at the start of that journey."

The extent to which education and schools rely on digital assets, including presentations, lesson guides and lesson plans, make it crucial that schools are "very confident in using OER", she said.

Employers are the legal and beneficial owners of the copyright of materials produced by an employee in the course of their employment: they keep these rights unless a specific agreement has been made. The

employer for staff working at community/maintained schools and voluntary controlled schools is the local education authority (LEA).

In its guidance, Leicester City Council says it is giving permission for staff at all community and voluntary schools in the city to openly license the educational resources they produce in the course of their employment. According to the council, "openly sharing high quality educational resources helps other educators and learners benefit from and build upon the work our staff are doing", and supports collaboration between staff in the city and beyond.

The guidance says this means staff and schools do not have to contact the LEA to arrange individual permission each time they wish to share resources, or allow others to use or reuse their work – as long as they openly license their resources.

It recommends that the open licence should place as few restrictions on use and re-use of the materials as possible, and that it "require acknowledgement of the staff member and school that created the resource". Ms Fraser said that the council recommended 'Creative Commons' as the default licence "but there are others".

In its guidance the council said "a set of lesson plans made available under a Creative Commons open licence on a website means that anybody is free to print, view and share the work". It added: "The majority of Creative Commons licences also provide permission to adapt and change the work, and share your adapted content online



or in print."

Ms Fraser says that even though the local authority is not the employer in the case of academies and voluntary-aided schools, it wants to "support them as well, and we've produced model policies so that they can start talking to their governing bodies and produce their own policies". OER can be the "conduit between all types of schools to share ideas and approaches. I would love to see staff collaborating across schools to develop e-textbooks and revision guides."

# Are schools really making the GCSE grade?

Schools have now had a week to digest the GCSE league tables released by the Department for Education. But have they spotted what we saw?

SOPHIE SCOTT

@SOPH\_E\_SCOTT

## Investigates

Last week, the Department for Education (DfE) released data about the performance of secondary schools. But while some schools demonstrated high proportions of pupils gaining five A\*-C GCSEs, including English and maths, the average grade calculated across eight grades looked suspiciously low.

So, what is going on? First introduced in 2013, the “average 8” grade is a precursor to the “attainment 8” grade, a new score that will replace the five A\*-C (plus English and maths) measure and become one of the main school performance indicators from next year.

The change follows concerns that some schools have been securing a high pass rate on the five GCSEs measure by neglecting achievement in other subjects. If true, you would expect schools to exhibit high pass rates when looking at the five subject measure, but a low average grade when considering the broader eight range.

We therefore used the data to see if any schools matched this profile (see blue box right). Of the 12 schools listed, three are independent and five are sponsored academies. *Schools Week* contacted them to understand what caused the disparity between their high pass rate and low average grade.

The independent sector, generally, blamed it on their choice to enter pupils for international GCSEs (iGCSEs).

Results for Queen Elizabeth Grammar School in Blackburn showed that 76 per cent of pupils achieved the five A\*-C GCSE pass rate, but that they only averaged a D+ grade across eight subjects.

Headteacher Simon Corns said his pupils took iGCSEs in science, excluded from the rankings this year, which had had a “major effect” on results.

“My preoccupation is to ensure that all pupils here do the best they possibly can; we will not be deflected from that by confected league tables that change without notice to schools in such a way that pupils’ efforts can be made to look worthless when, clearly, they are not,” he said.

“We had already changed our offer in sciences so, assuming the measures remain the same as this year, things will look slightly different in next year’s tables.

“But our decisions have been and will continue to be taken solely for educational reasons.”

Dominic Findlay, headteacher of Langley School in Norwich, where pupils also take the science iGCSE, said his school was similarly affected.

At the independent Denstone College in Staffordshire, headteacher David Derbyshire said a mistake in numbers had lowered his

### SCHOOLS WITH HIGH PASS RATES BUT LOW LEVEL 8 GRADES

SCHOOL NAME	A*-C INC ENGLISH AND MATHS %	AVERAGE 8 GRADE
Charter Academy, Southsea	83%	C-
Moseley Park, Bilston, Wolverhampton	76%	C-
Ormiston Sir Stanley Matthews, Stoke-on-Trent	74%	C-
Harris Boys' Academy, East Dulwich, South London	71%	C-
Stainburn School and Science College, Cumbria	58%	D
Walker Technology College, Newcastle-upon-Tyne	57%	D
The Phoenix College, West Bromwich	56%	D-
Queen Elizabeth's Grammar School, Blackburn	76%	D+
Langley School, Norfolk	67%	D+
Gladesmore Community School, east London	65%	D+
Ormiston Bolingbroke Academy, Runcorn	64%	D+
Denstone College, Uttoxeter	47%	E-



Queen Elizabeth's Grammar School, Blackburn

results. He said there were only 88 pupils in last year's year 11, but the published figure was 188. This then affected calculations and lowered the average grade.

Mr Derbyshire said the school was asked to check the data, but had little interest in the tables because pupils sat iGCSEs. “The tables make no difference to us, so we didn't check.”

In the state sector, 83 per cent of pupils at Charter Academy in Southsea, Hampshire, this year achieved five A\*-C grades, but only received an average grade of C-

Rich Davies, head of data for academy chain Ark, which sponsors the academy, said: “There was a real focus on maths and English and we have seen a massive uplift in those results. However, there are several students who don't take eight qualifications so we get disproportionately penalised.

“Those pupils may have very challenging prior attainment. We would like to make sure they get good grades in English and maths, and perhaps get seven or six really good grades, rather than trying to stretch them to eight.”

By contrast the Harris Federation did not believe the average 8 grade was an “effective measurement”. It pointed instead to its value-added measure which it said was “significantly above the national average”.

A Harris spokesperson said that while Harris Boys' Academy in south London had a high proportion of pupils receiving the

pupil premium they still entered students for “aspirational” academic qualifications, foregoing the higher grades that could be achieved by using alternative qualifications.

In a statement, Ormiston Academies Trust pointed *Schools Week* to RaiseOnline, a portal for schools that is not publicly available. It said this website showed pupils at Ormiston Sir Stanley Matthews in Stoke-on-Trent achieved “an average of a C grade across all performance table-approved qualifications”, while at Ormiston Bolingbroke in Runcorn pupils achieved a C+, not the C- and D+, respectively, that the DfE published.

It therefore seems that high pass rates but low grades are more nuanced than may be expected - though the concerns raised suggest that the upcoming change in headline measures may not be welcomed by all.

### AVERAGE 8 GRADES

AVERAGE 8 GRADE	NUMBER OF SCHOOLS
A-	79
A	55
A*-	22
A+	34
B-	264
B	126
B+	71
C-	493
C	591
C+	495
D-	166
D	241
D+	433
E-	28
E	40
E+	64
F-	12
F	18
F+	29
G-	12
G	10
G+	9
U	2
<b>GRAND TOTAL</b>	<b>3294</b>

### HOW WE WORKED IT OUT

These grades go from an A\*- to a U, with each letter having intervals from a “plus” to a “minus”.

To carry out this analysis, *Schools Week* first excluded special schools from the results, as well as any schools with fewer than 60 pupils in its cohort.

This narrowed our analysis to just under 3,300 schools.

By far, most pupils in these schools achieved an average between C+ and C- for their pupils. The number of schools per grade can be seen on the table above.

What do you think?

Email your thoughts to: [news@schoolsweek.co.uk](mailto:news@schoolsweek.co.uk)

## CONSERVATIVE EDUCATION MEDIA WEEK



# Ofsted fine-tunes inspection framework

BY PAUL BISHOP

Teaching unions have given a cautious welcome to Ofsted's latest reforms that include new criteria across all inspections.

From September, schools will be assessed on the same four areas as early learning and further education and skills providers.

The new criteria under which inspectors will make judgments are the effectiveness of leadership and management, which includes curriculum; the quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for children and learners.

The reforms, announced on Monday in Ofsted's response to the Better Inspection for All consultation, confirm a move towards more frequent but shorter inspections for schools it rates as "good";

while full inspections of every "non-association" independent school in the country would be conducted by July 2018.

Unions have welcomed the changes in principle but felt in some cases that they should go further.

Ian Toone, principal officer for education at Voice, a union for education professionals across the sectors, said: "We have been concerned about issues of inconsistency and unreliability affecting Ofsted so we welcome the common framework and hope that it will introduce a fairer and more consistent inspection regime.

"However, while consistency of approach is important, differences between settings do need to be taken into account – particularly in early years where much of the learning is play-based."

Mr Toone said the union believed every Ofsted team should comprise of at least two inspectors to reduce the "potential for bias". It also suggested any school no longer identified as "good" in a short inspection should have a fuller one carried out straight away.

"We hope that these changes will enable Ofsted inspections to become supportive and developmental rather than clinical and punitive."

However, Chris Keates, general secretary of the National Association of Schoolmasters Union of Women Teachers, said: "The constant changing of the Ofsted framework does nothing to reassure parents and schools that Ofsted is forming secure judgments on the quality of education."

Under the new rules, "good" schools will receive a shorter inspection but within a

three-year period, rather than the possible five years currently allowed. Ofsted said this would allow signs of decline to be spotted early and necessary action taken while focusing on ensuring good standards were maintained.

Ofsted's national director of schools, Sean Harford, said: "Our Common Inspection Framework will ensure a consistent approach to inspections.

"It will focus on keeping young people safe, the breadth of the curriculum in schools, the relevance of courses and training in further education and skills, and the quality of early learning."

An Ofsted spokesperson said the new framework would be published in advance of September to give a clearer guide to head teachers and schools what to expect from the new inspections.

## EDITOR'S COMMENT

@miss\_mcinerney | [laura.mcinerney@schoolsweek.co.uk](mailto:laura.mcinerney@schoolsweek.co.uk)

We have a graph on our front page and Peter Andre on page 14. People tell me this is no way to sell a newspaper – but I'm not so sure.

See, while I am certain the graph on the front page will provoke debate and emotion and maybe even complaint, I think that's its strength.

For it shows one thing clearly: there isn't as comfortable a line as we might like to think between 'mediocre' and 'good' when it comes to Ofsted judgments.

This is no surprise. Aware that labelling a school with the lowest grade, 'inadequate', brought serious repercussions Ofsted inspectors have often spoken of the thoroughness with which they make those decisions and the extent to which they want to see evidence that the school is genuinely struggling.

But between 'requires improvement' and 'good' the line has never been so distinct. If you're teetering, and the worst that a grade 3 gave a school was that it got extra scrutiny

and a quicker inspection then that was probably worth doing so that it could receive the help.

Hence, we went with the graph because, while it is just one small example of the overlaps in performance between the two grades, it shows it in a telling way. Providing a story about similarity in grades, but also of the variation in performance

and progress across academies and maintained schools.

It certainly isn't a straightforward picture but even if people don't agree with our analysis, we hope it can start a conversation about whether Cameron's plan is really the right one.

And if all that fails there's still Peter Andre on page 14.



# READER'S REPLY



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## Second review clears Norfolk academies of tip-offs



**Rachel de Souza**  
CEO of Inspiration Trust, Norfolk

Your article "Second review clears Norfolk academies of tip-offs" reported that education lawyer Julian Gizzi has cleared three academies of allegations that they received tip-offs about Ofsted inspections. It is welcome news for the Inspiration Trust and we were relieved that we have been cleared of these false accusations for a second time.

On the issue of the Senior Leadership Team meeting minutes for May, I wanted to assure your readers they did not go missing as the article implied. There was an un-minuted, informal Q&A session in lieu of a normal senior leadership team meeting in the first week of May, and no meetings in subsequent weeks due to first Ofsted inspection and then half-term taking place. So there were no minutes, for entirely good reasons.

These allegations made by *The Observer* have been a distraction but we can now put them firmly behind us and focus on our work to provide the best education possible to children in Norfolk, work which this term led to Thetford Academy and Great Yarmouth Primary Academy being rated as good by Ofsted.

## Get kids to learn times tables, or get sacked – Morgan reveals new policy (Online)



**Kate Atkinson, Barnsley**

It is time politicians kept themselves out of the details of teaching individual children to reach their own best potential. Standards have 'deteriorated' ever since politicians set up ever changing, time wasting strategies and measures of what constitutes success for learning. Our children are not statistics. They are our future and deserve that properly trained, enthusiastic and committed teachers assess their individual abilities and needs, and teach in challenging and interesting ways that enable them to be the very best they can be.

Of course it is good to learn tables when young and when possible. They stay with you and are useful lifelong, but they are not the only measure of success. A knock-on impact

of this policy will be more 'testing' to evidence 'special needs' will be needed, creating more paperwork for already overstretched teachers while excluding, labelling and totally undermining the inclusion agenda that values and supports every child a reversal and contradiction to the aims of the SEND agenda.



**Suzy Freeman, Lincolnshire**

Primary school children are not being taught times tables, they are still being taught to count in "lots of". This means they are using fingers at secondary school to work out how many "lots of".



**Rachel Harvey, Hampshire**

My oldest has finally been formally diagnosed with dyslexia and dyspraxia this week. It's been pretty obvious to us since he started primary school.

He's now 18. He's never going to get to grips with the teens part of tables, even though he has grade A maths GCSE and doesn't appear to be failing his A-levels in computing or ICT. He also can't go to university apparently because despite having receptive language skills that are off the charts he can't organise an essay in order to pass GCSE English after four attempts.

Is Morgan going to instigate a full screening programme for all pupils and euthanise those that will probably never make the grade? Or is she just setting every school up to fail?



**Georgie Barrett, Kent**

How about children for who even writing their name in year 6 is a big achievement? Education shouldn't be a 'one size fits all' policy. It is surely telling children that they are failures if they cannot pass a test when education and life long learning is about so much more than times tables.

## Turning the league tables on disadvantage



**Mike Hamlin, Nottingham**

Full praise for your alternative take but with just one caveat : Central Beds UTC only entered 16 vocational students last year!

## Ofsted won't release conference slides

### REPLY OF THE WEEK



**Tony Parkin, Wimbledon**  
Education Technologist

File under 'don't get me started'. This is tip of the iceberg stuff. In the good old days there were free/ low-cost professional development activities up and down the country, hosted/run by an assortment of DfE staff, agencies, quangos, local authorities etc where the great and the good from HMI, subject associations, schools would offer support and professional development alongside the agency/organisation. This meant school leaders and enthusiastic teachers were consulted, kept informed and developed. Nowadays they have largely been replaced by politically-led organisations and management consultancies claiming inside knowledge, and demanding an arm and a leg to let schools into the secrets whilst not paying their knowledgeable speakers a penny.

Now there are a few commercial providers, educational associations and union bodies running fairly-priced events, paying their speakers and allowing sharing of resources. They need an honourable mention, and you can tell which they are by the fees charged, the open approach taken, and the absence of any dubious politicians in the line-up (and before folk shout, there is nothing dubious about the excellent Jim Knight). I also think it a little harsh to hammer those LAs desperately trying to make ends meet by still putting on funded events, that do have to cover costs.

But Andrew Smith is quite right to argue that any resources developed at public expense should be made widely available via the internet. Attendees at events are paying to hear and participate in the discussion, network with colleagues, and have time to self-develop. They are NOT purchasing resources, which should be in public ownership, with appropriate copyright control.

## Correction

Ross McGill (Profile, Jan 30, Edition 17) was born in Irvine, Scotland - not Irving - and he attended Tonyrefail Community School.

## Contact the team

To provide feedback and suggest stories please email [news@schoolsweek.co.uk](mailto: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](mailto: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



## DOMINIC NORRISH

Group director of technology  
at United Learning

### Is technology worth bothering with in education?

What do you do when you have a teacher with a PhD in astrophysics? Find a new method of learning so that pupils in other schools can share his knowledge . . .

I'm not going anywhere near the problem of "evidence" or "proof" that technology has an impact in education. That would make for a very dull and yet divisive article because the short answer is: there is none. At least none that shows up in the closest proxy we have for learning-exam results.

Instead I'd rather tell you how a teacher in our group is using technology to change lives.

I was impressed the first time I met Rob Bastin. It's not hard to see why: an astrophysics PhD who'd left the financial sector to become a teacher. Subject knowledge of that depth is a powerful thing. But to combine it with charisma, enthusiasm and passion for learning adds up to a highly effective teacher. However, he represented a real problem, too.

The problem wasn't quality. Rob was having a significant impact on the lives of children in our schools, but only 30 at a time, and only the ones who happened to attend his school, Surbiton High School.

He was a great teacher, but poorly distributed. Every physics student should have access to a Rob and if ever technology could have a tangible impact on learning, surely this was it?

We launched a pilot, UnitedClassroom.org, with the ambition to spread Rob more evenly without compromising the quality of outcomes and using the internet as the delivery mechanism. Year 10 students from Rob's school and from our Lambeth Academy have been studying astronomy GCSE since September 2014.

Obviously this is not as good as having regular, face-to-face contact with a subject expert. No one is claiming that it is, and that wasn't what we wanted to find out. The question was, rather, "Can this method of learning produce good results for students who would otherwise have no access to this course?"

The aim is to evolve a successful online classroom environment suitable for key stages 4 and 5, and to thereby provide access for children to courses and teachers they would otherwise never have.

The academy students' chances of achieving a GCSE in astronomy at grade A\*-C are now a possibility. In fact, Rob is

confident that students' coursework and progress shown in lessons indicates they will all achieve at least a C, with some on track for the highest grade.

We deliberately simplified the environment (Google Apps for education, hangouts and classroom are the key tools – all free) and hardware (Chromebooks + wifi are the base requirements) to remove points of failure and complexity.

We also ran the course in a co-curricular model, with live lessons at 4pm on a Tuesday, followed by collaborative tasks, online support sessions and flipped preparation materials. Everything was recorded and available, with all the teaching materials, at any time.

The "synchronous collaboration event" (or "lesson" if you prefer) was a very hands-on mix of listening, talking, working together and about as far away from a YouTubed lecture as it's possible to get.

The challenge now is to scale the model. Our plans are to ramp up cautiously, where the most value can be added, based on what the group's schools have identified as their

**The problem: a great teacher, poorly distributed**

greatest needs. From September this year, two A-level courses will be offered, with a further two to be added in 2016.

We are keen to understand if the model can be adapted to complement face-to-face teaching, a "top-up" approach if you like. But we are realistic about the challenges, not least organisationally and culturally, and will only continue to operate the project where it leads to qualifications of real value, for students who have no access to specialist teaching locally.

So, is technology worth bothering with? In this example, an unequivocal yes. And there are lots of other, less dramatic but equally impactful little revolutions of empowerment all round the country.

**Dominic Norrish is author of Educate 1-to-1, the secrets to successfully planning, implementing and sustaining change through mobile learning in schools**



## CLAIRE DOCKER

Lead practitioner at Woking High School.  
She was previously a Head of Maths

### College of Teaching: let's just get on with it for now

The Claim Your College Coalition has put its proposals to the government for a College of Teaching open to everyone interested in education, with chartered membership reserved for practising classroom teachers. Since then, social networks have buzzed with complaints that membership should be solely for teachers. The coalition says that it's worked hard to get this far and doesn't want to lose the momentum for a much needed group that will raise the profile of the profession

What is a teacher?" This was the first discussion point on a cold Saturday morning in Birmingham at a College of Teaching consultation meeting. The meeting was hosted by SSAT and the Teacher Development Trust at Waverley School, on behalf of the Claim Your College coalition, a group made up of representatives from across the sector.

The question certainly raised some eyebrows. We were all teachers, so surely we knew the answer? But how did we put the passion, frustration and overwhelming life experience into words?

As a group we shared a very simple desire: a College of Teaching that would raise the profile of teaching to recognise each and every member of the profession who shares a passion for learning.

Since that morning, I have spent many hours researching and reading opinions about who is a teacher in order to gather my thoughts as to how to get this college rolling. So many people want it to work so there is a large number closely following the developments, but we became a little bogged down in the minutiae of the debate.

I took part in a further debate in London, which mooted the principle of the college and its possible influence. Again, the atmosphere was positive about what it could achieve. While there were many questions about how it should be founded and funded, administered and taken forward, we all felt that it was wanted - nay, needed - if there was to be a teaching profession that stood out as being committed to the excellent education of our children.

There is much debate, positive and negative and much in between. It sometimes feels like the end result, though, is maybe getting lost in the desire to get it absolutely right in the first instance.

It's a bit like that moment when a teacher

needs to critique the first draft of a student's work. You know that there are bits that need changing – but how can you explain that while retaining the initial impetus that engendered him or her to write it in the first place?

**We can't risk for this very special moment to be lost in a mire of discussion over membership**

But let's get to an important question. What does membership of the college actually mean?

In the proposal that the Claim Your College Coalition handed to the government it says that membership will be open to all interested in education, with chartered membership reserved for practising classroom teachers.

Reactions to this are all over social media. But many of those involved (I won't say just teachers because that is a contentious term in the debate!) accept that teaching is not in a good place at the moment, and resent the influence that successive governments have exerted over the profession over the decades.

They also agree that improvements can and must be made so that teaching can be upheld and recognised as a proud and distinguished profession. I am passionate about the formation of a College of Teaching that supports these values.

To get just to this point, many hours have been spent in debate and discussion and many, many drafts have been poured over and amended.

Hence, we can't risk for this very special moment to be lost in a mire of discussion over membership. The formation of the college is agreed; it has backing, it has support. The detail should come in the debates that follow, when we should not forget what has driven us to the point. Let's not lose it at this crucial moment and regret it later.



## EXPERT

# JONATHAN SIMONS

Head of education at Policy Exchange



## Getting the message across (and it's not about snow)

So you think it's been a big week for education policy announcements? Well you would, because you're involved in the sector. But what about the man and woman in the street?

I don't know if you've noticed, but education gets in the news fairly frequently. (I mean, of course, you've noticed. After all, you're reading an education newspaper. It's fair to say you have some interest in the topic. Or are the editor's parents. Or both.)

But this week has been "Education Week" (capitals obligatory) according to the government news grid, which is a tool for mapping out policy announcements and speeches that ministers make so that they

gain maximum media attention and don't clash with each other.

When I worked in government, what was on the grid was a Pretty Big Deal (capitals also obligatory) as that tended to drive the main focus of the week, dictate ministerial diaries, and act as resolution for inter-departmental disputes (if the prime minister is about to make a speech on crime, for example, then the Home Office and Department X really need to sort out what the line is on any contentious policy areas discussed at that time).

So inside government, Weeks (as opposed to weeks) matter. But how much do they actually break through to the public? Helpfully, we have a way of finding out. Every week, the polling company Populus tracks

the top ten most noticed news stories that its panel of voters can spontaneously recall. For last week (ending January 30) – in which, as readers of *Schools Week* will certainly recall, there was endless political debate around the general election, around NHS spending and "weaponisation", and around the ascension of Syriza in Greece, such events (when asked on the Wednesday and Thursday of that week) were mentioned by 5 per cent, 4 per cent, and 8 per cent of the panel respectively. The snow on both sides of the Atlantic came top by miles, with 28 per cent recall. In other words, it is a safe bet that in this week's poll, whether or not headteachers will be sacked if a single 11-year-old can't do 7x9 will not register highly with the voting public.

But this isn't the same thing as saying education announcements, such as the ones this week by government, aren't important, even if the detail behind them is often lacking. They provide a high level commitment within which the Department for Education can begin to develop detailed policy in consultation with the sector, and act to generate helpful (or not so helpful) thoughts and policy suggestions from third parties, like Policy Exchange. And even if opinion polls show that the public has little understanding of very specific topics – which is understandable, given that the average member of the public thinks about politics for precisely four minutes per week – political science research has shown how broad perceptions of a party's standing on an issue does affect voting behaviour.

As esteemed political commentator Bridget Jones put it, "If only Jude and Shazzer had

been there it would have been all right, since they could have explained it is perfectly obvious that Labour stands for sharing, kindness, gays, single mothers and Nelson Mandela, as opposed to braying bossy men having affairs with everyone, shag shag shag left right and centre and going to the Ritz in Paris, then telling all the presenters off on the Today programme". In other words, Education Week has been about promoting high level

## Opinion polls show that the public has little understanding of very specific topics

messages – tough on standards, schools to continue to be (relatively) well funded, no child leaving primary school not learning their times-tables.

In a world in which we continue to spend significant amounts of public money on free education, those messages are going to continue. But if constant government interference, messaging and initiatives wears you down, have a word with any colleague who works in children's social care or mental health. Just occasionally, it's worth remembering that being top of the political bill can pay dividends for schools. We may well come to miss it if it goes.

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David Willetts, Minister for Universities and Science

**THE SUNDAY TIMES**  
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June 18-19, 2015

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

BH, Assistant Head  
Loreto College, St Albans

Media Partner

SCHOOLSWEEK

## REVIEWS

TOP BLOGS  
OF THE WEEK

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



Our blog reviewer of the week is Harry Fletcher-Wood, a secondary history teacher and head of teacher professional development

### Love Learning Ideas

By Ruth Powley

I enjoy Ruth Powley's blog enormously, but I found her post "Education is Valuable. Just because . . ." particularly spectacular. Entering a debate initiated by Michael Fordham, who questioned the value of vocational education in schools, Powley offers "nine reasons to value academic education". Each is compelling in its own right: for example, "3. Because education is more than training." But Powley offers far more than her convictions, drawing on extensive reading that pulls together conflicting strands of the recent dispute and competing contentions throughout the 20th century.

### Teaching Reform: Why Teach for America should do away with individual awards (part II): the story behind the video

By Chloe Kannan

Chloe Kannan was an award-winning Teach for America participant. This powerful blog reflects on her struggles during two years teaching in rural Mississippi, and the limits of her achievements. She highlights her successes, developing as a teacher and sharing her love of reading with her students. But for each achievement, she adds important caveats: for example, although she "worked hard to build my classroom library and I had hundreds of books by the time I left the delta . . . it should not be the responsibility of individual teachers to build, classroom libraries. The idea that all teachers should take the initiative I took and fundraise thousands of dollars, and that there are 'no-excuses' for not getting students the books they need, is a

threat to real systemic change... It also ignores racial and class privileges I was able to utilise to fundraise." Her most telling point is that even she, an award-winning teacher, could not change the lives of all her students.

### Harvard Business Review: Prevent Your Star Performers from Losing Passion for Their Work

By Michael Kibler

Michael Kibler's post, on keeping and growing high-performing executives describes successful workers suffering physical deterioration, poor relationships and weakening personal interests as they are overwhelmed by work. "While these are clearly 'personal' issues, the effects to a company are quietly, but perniciously, toxic because they inevitably bleed into professional behaviour." More money, Kibler notes, won't cut it. Instead, he advocates "active partnering": individuals talking candidly about their personal and professional interests and being supported to achieve them by the company. "When firms do so, it dramatically increases the commitment and impact of its stars. Think about it: if I'm your boss and, in addition to helping you develop professionally, I also actively support you in adopting a child, or becoming fit, or taking a service trip with your daughter to Africa, I have profoundly changed the nature of our relationship and your advocacy for and loyalty to our team and organisation."

### Blogging through the fourth dimension

By Pernille Ripp

All teachers know they should never give up on a student... it's easier to repeat the slogan than to know how to do so. In "Seven things to try before you almost give up on a student", Pernille Ripp tackles the problem with insight and honesty. Some approaches are familiar, such as forging relationships outside the classroom. Others recall the importance of perseverance: "I have never met a child who had nothing to like about them, but sometimes you really have to dig for it." Ripp's last point seemed particularly important, however, and is worth quoting in detail: "Know when to admit defeat, but not out loud. Sometimes no matter how hard we try, how much we change, how much we reflect and think and do; that child still hates it, that child still hates us. Then our job becomes not to give up but to find another ally for them, to find another adult that can have a great relationship with them and for us not to get in the way. No, that doesn't mean asking for them to be transferred from our class, but instead allowing for opportunities where they can possibly forge a relationship with another educator or person in your building. Every child deserves someone that will see the good in them, even if you can't."

### Getting the Buggers to Behave

Author: Sue Cowley

Publisher: Bloomsbury Education; 5th edition (September, 2014)

ISBN-10: 1472909216

ISBN-13: 978-1472909213

Reviewer: Crispin Knill, part-time teacher and MA student



It's pretty tough to review *Getting the Buggers to Behave*.

It's in its fifth edition, has sold a ludicrous number of copies and its name has become an idiom in that heady world of teacherspeak.

Sue Cowley probably rehomes orphaned kittens in her spare time and, if I were a betting man, I would put my GCSE in graphic design on a wager that there isn't a PGCE reading list in the land that doesn't have this title on it.

And you know what? I can't blame any of them. This book deserves its acclaim, and it deserves it because it doesn't try to do anything revolutionary. Perhaps that sounds like a damning criticism but it is really a great compliment. The world of education is so saturated with fashionable dictum that it's obvious why this is as popular as it is: it empowers teachers to use their own judgment, their own common sense and to build solid relationships with their students.

While reading it I had this strange feeling that something was missing so, in my niggling confusion, I grabbed a couple of other education texts off my shelf (yes, I know) and had a flick through. It became instantly clear that what was missing was the ephemera of quasi-scientific texts; those tables, graphs, charts and photos that litter pages and offer all the comfort of the key stage 3 textbooks that they seem to try their hardest to impersonate.

This nagging feeling meant that in a similar way to her assertion as to how we should treat students, Cowley treats her readers like adults. Within that adulthood is the inherent fuzziness of being a teacher, because being a teacher is complex and doesn't always work according to a manual, something that Cowley appreciates. She constantly asserts that things aren't as clear-cut as the homogeneity of the label "teacher". Teachers are people, aren't we? In this book's

eyes, it is "every teacher matters", just as much as every child.

I suspect that many of you have probably already read this book in one or more of its impressions. If you haven't, then you should – but you should also know that if you haven't, then you are unlikely to find anything new. It will be like a wonderfully comforting cup of tea rather than an energising cup of coffee. If you've been teaching for a while, enjoy teaching, and your students look like they probably enjoy your lessons, then you don't necessarily need

this book to be a better teacher. Despite this, it is genuinely enjoyable, and you should read it merely to affirm your own professional existence.

It's not often that I read an education book in one shot. I run my fingers along their spines and then pull them out and dip into the gooey centres when and where they are needed. Perhaps necessity pulled me through it, but I found it a wonderfully easy read, and one that kept me company quite amiably on a set of train journeys.

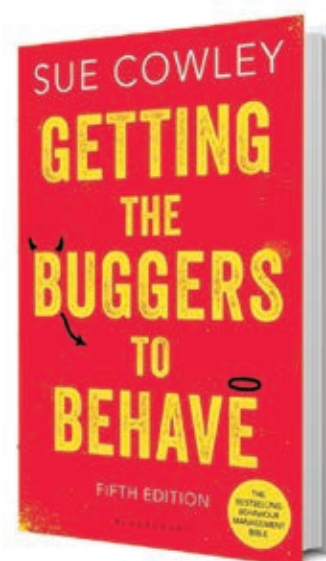
I nearly missed my stop twice, to its credit.

"It's like a wonderfully comforting cup of tea rather than an energising cup of coffee"

My recommendation, then, is for you to buy this, if not for you, for your department. It is the sort of book that should be hanging around in staffrooms and classrooms, in book shelves and desk drawers. It is a book that should be dog-eared and well-worn and other comforting descriptions with dashes in their centres. It will give you plenty of ideas, or it will reaffirm those things you are already doing. Overall, pervasive, enjoyable and empowering: Buy and dog-ear diligently.

@crispinknill

NEXT WEEK:  
Using Positive Psychology to Enhance Student Achievement  
Reviewed by Amjad Ali



## REVIEWS

## RESEARCH REVIEW



### All the research reviewed was published in *Educational Psychology*, volume 35, issue 1, 2015

**Research: Coping strategies at ages 8, 10 and 12**  
**Authors: Aniko Zsolnai, Laszlo Kasik and Gabor Braunitzer**

In recent debates about character and resilience, another, less macho, word has been forgotten: coping. Children don't always need to bolsh through life. It is possible for them to "just cope". But how? This study looked at the coping strategies of 8, 10 and 12-year-olds in Hungary in frustrating situations – either for themselves or peers. The authors create a questionnaire for assessing students, looking for "observable strategies" such as physical or verbal aggression, crying, teacher-seeking and peer-seeking.

The researchers found that overt aggression increases with age as a mechanism for coping. No findings are available for why this might be in the study, but one idea could be that as passive strategies fail to get the recognition desired, children move towards more directly assaulting

strategies. This makes sense. If crying is considered wimpish after a certain age then a child might well try an alternative approach.

**Research: Do teachers' perceptions of children's math and reading-related ability and effort predict children's self-concept of ability in math and reading?**  
**Authors: Katja Upadyaya and Jacquelynne Eccles**

I think, therefore I am. Descartes wasn't on about primary school pupils when he came up with this philosophical maxim, but perhaps he ought to have been.

The study considers whether primary school teachers' perceptions of their students' abilities and efforts predicts changes in children's self concepts about their own

reading and maths ability. Following three cohorts of reception-aged children for four years, the US researchers measured the children each year on performance, ability and self concept, and teachers rated the children's ability and efforts.

Results show that the perceptions teachers had of student abilities predicted the child's self-concept. That is, if a teacher thinks you are rubbish at maths, you probably also think you are rubbish at maths. Teacher effort perceptions, however, didn't seem to predict much (only self-concept of maths in one of the year groups). How hard the teacher thinks children are

trying just doesn't break through into their own confidence, apparently.

**Research: Discipline social identification, study norms and learning approach in university students**  
**Authors: Lillian Smyth, Kenneth I. Mavor, Michael J. Platow, Diana M. Grace and Katherine J. Reynolds**

Most people believe in a "peer effect" – that is, that a child's friends will influence how they do at school, either because children will copy behaviour or will learn from a smarter friend. But it is also possible that approaches to a specific subject also have penetrating effects among peer groups.

This research looks at Australian university students, not school pupils, but its exploration of the "norms" within the subject they chose to study is relevant to secondary school teachers – where "subjects" come to the fore in prominence. Students were asked about the extent to which they identified with their discipline, what the peer norms were for studying the subject, and what their own learning approach was. So, an example could be: as an "art" student do you identify as an artist? What are the normal approaches people have in this subject? How similarly do you learn about this subject?

The results showed that people tended to act how they felt they ought to in their subject, particularly if they identified heavily with the subject. Hence, learning approaches are not just affected by our self-concepts but also discipline-related norms and how we relate them to ourselves.



# A week in Westminster

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

## THURSDAY:

League table day! Murmurs from within the Department for Education (DfE) were fairly quiet, but the PM's spokesman issued "no apology whatsoever" for the fact that changes to the league table now made it look like many more schools were under-performing.

There was also a dispiriting press release in which the point was made, again, that more girls are now studying maths – but no concerns were raised about the ever-increasing gender gap in the number of boys who take English.

Perhaps one of the reasons for the silence on exams was that, in a pre-emptive move, Nicky Morgan made a statement to the House of Commons updating the Birmingham extremism case. She noted that improvements have been made in most schools and announced that Golden Hillock, one of the affected schools, had agreed to join the ARK academy network.

The revised SEND guidance, coming into effect from April this year, was also

published today. It explained the reasonable adjustments, aids and extra services needed for disabled children and young people. But at 292 pages, the document is a dense and fraught read.

## FRIDAY:

A report from the Public Accounts Committee showed today what Morgan had been preparing for in her Birmingham statement. Margaret Hodge, chair of the committee, said the department did not have enough oversight across the schools that it now controlled, and had also lost a grip on what local authorities were, or were not, responsible for.

Elsewhere, to almost no fanfare, a consultation into fairer funding for children with special educational needs and disability was launched. It looked to be a response to the new funding formulas across the rest of the schools system though really quite late. Hopefully this isn't because it is an afterthought.

## SUNDAY:

The social media networks went wild as *The Sunday Times* reported that Nicky Morgan wanted 100 per cent of primary school children to pass new times-tables tests (see page 2) – or their headteacher faced the boot. Appearing on *The Andrew Marr Show*, she was given an easy ride by Marr who almost apologised for pointing out that the statistics authority said her claim that one in three children left primary school unable to read or do maths was a bit of a porky.

## MONDAY:

Cries got louder as David Cameron laid out his party's plans for education (see front page, and page 3). This is because this is "Education Week" (see page 9).

In quieter news, the DfE opened applications for school business managers (SBMs) to receive funding towards accredited SBM programmes. Conditions apply – one said that SBMs

must commit to funding any "additional" costs beyond the scholarships (up to £700). A quick phone call and I was reassured that the costs of most providers are well within the range of what is being offered. Phew!

## TUESDAY:

The exams regulator Ofqual published an ICS digital calendar file of upcoming events – so you can sync all your devices and never miss a date with their chief, Glenys Stacey, ever again. It's like Valentine's day come early.

## WEDNESDAY:

Rumours flew that Nicky Morgan was holding an event for trainee teachers. We are nervous. "Education Week" might strike again.

Update as we went to press: The event was behind closed doors. No announcements. YET.

CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

## PROFILE



# EFFAT RAHIMI- KALOUJEH

**SOPHIE SCOTT**

@SOPH\_E\_SCOTT

**Effat Rahimi-Kaloujeh, SIMS inclusion manager, Westminster Academy, London**

**W**hen staff at Westminster Academy greet Effat Rahimi-Kaloujeh, there is clear admiration and respect in their voices.

It is not surprising. Her determination to help others and learn as much as she can has seen her come from a young Iranian in her 20s unable to speak much English, to a graduate who now runs the school's inclusion data team. And to top it all off, she was given a British Empire Medal (BEM) in the New Year's honours list.

Her journey has not been the most straightforward. Living in Iran's capital Tehran, Rahimi-Kaloujeh's life was changed in her late teens by the 1979 revolution.

Before then, her childhood was like many others: "I grew up in a nice home. At school you could say whatever you wanted and nobody bothered to say, 'No, you shouldn't'.

"I was a keen bicycle rider. I cycled everywhere until the revolution, that was when girls were not allowed to cycle anymore."

She wanted a different path to the one chosen by her two

older sisters (she also has two younger brothers), and was aiming for university to study Persian literature. Then she wanted to become a teacher.

"My two sisters didn't go, and I didn't want to follow them. They got married, and I wanted to do more than just get married and have children. I wanted to do as much as I could."

But her dreams were put to the side when the country's monarchy was overthrown and Iran became an Islamic republic. Rahimi-Kaloujeh was 16.

In this period of change, schools became stricter in their teaching and the dress code.

There were also impacts on her academic goals: "Because of the revolution, they closed the universities for two years. So the year that I graduated from high school, I wasn't able to enter university."

"The honour was too big for me; someone who came over from Tehran with little English"

With her dreams dashed, she worked at her uncle's import and export company throughout the Iran/Iraq war for the next eight years.

"It was a difficult time, and the country was basically consumed by it, although it was mainly at the borders. But from time to time, we would have planes come and bombard the capital; we would just see them passing by and we would think, 'Oh my God, it's going to hit somewhere else.' It was a turbulent time."

At the end of the war her uncle offered to send her to

London to improve her English, but made it clear that he did not expect her to return to Iran if she did not want to.

At 27, she moved to Hampstead, north London, to stay in a boarding college while doing a secretarial course, but decided she did not want her uncle to support her. So she rented her own room, took a part-time job and attended

## IT'S A PERSONAL THING

### What do you miss most about Iran?

My family. I miss what would have happened if I had stayed there. I often think that if I hadn't come here, where would I have ended up . . . which is something I will never know, of course. I miss the unity that I had during my childhood. Also I miss the four seasons – back home we've got proper seasons!

### How do you relax?

I love cooking, so making dinner relaxes me. I read papers, and I knit. I love exercising and reading books

### What's the best thing you have knitted?

I saw a small picture in a magazine called *Burda*, which is all about clothing and fashion. I saw a small picture of a girl on a farm, cutting wheat, with a bundle under her arm. And I said, "This is lovely, I have to make this." So I just blew up the picture and crossed it, put boxes over it. I don't know how to describe it, but I just drew the picture of small boxes, and every piece of that picture was in one box, so I made a large hanging portrait by knitting it.

### Wow!

It was so beautiful! I put it up in my uncle's company, on the wall, and I left it there. I just loved it.

### What's your favourite thing about London?

Spring and autumn, which takes me back home, because of rain.

### Really?

I love rainy days, and sometimes I go out without an umbrella just to walk in the rain. You always find a green area to go to. And I love people. English people, they are very kind. I've lovely neighbours, and they accepted me with open arms. I don't think all the countries would do that. I didn't come here as a refugee, but I can see how they are looked after here . . . this is all from the kindness of people. And the fact that they get opportunities – to study, to work – is great. I love Christmas too.

English classes.

Not long after, she met her husband of 26 years Rasoul – who she describes as her soulmate-and they had two sons Sahand, now 24, and Sina, 22.

When her children were old enough, she decided to enrol at Southbank University. "It was hard work with two children in primary school, but I would take them to school and go to university and come back... my husband was there, he was helping me. Without him I'm sure it would not have been possible.

"It took four years, and I am proud that I was able to complete it. My parents were so proud when I sent them the graduation photo! Without that university education, I wouldn't be here. I wouldn't have been able to join the academy or come to this point."

Despite her early passion to become a teacher, she says she lacked the confidence to pursue it, but still wanted to work in a school environment.

After a period working for the education department at Westminster City Council, she applied for a job at Westminster Academy when it opened in 2006.

Rahimi-Kaloujeh now works as the SIMS inclusion manager at the school. She works with a tutor group every morning and is there for them to discuss any issues they may have, around school or responsibilities outside school.

"I care about people so much that sometimes I forget myself! And children here... I just love to see them doing well."

Her passion for the job was recognised when in November she received a letter and the keen eyes of her sons saw that it was more than a bank statement. She had been told that she was being given a BEM for services to education.

"My children said, 'Mum, you've got a letter – but it's different. It's not a bank statement...' So I opened it and read it. I read it again. 'Mum, what is it?' They took the letter and they were shouting and jumping up and down. I said, 'OK, give it back to me – I have to read it again!'

"It was a strange feeling. I never knew that I could be recognised in such a way. You hear it on TV and think it's all for famous people, and people who are doing extraordinary things.

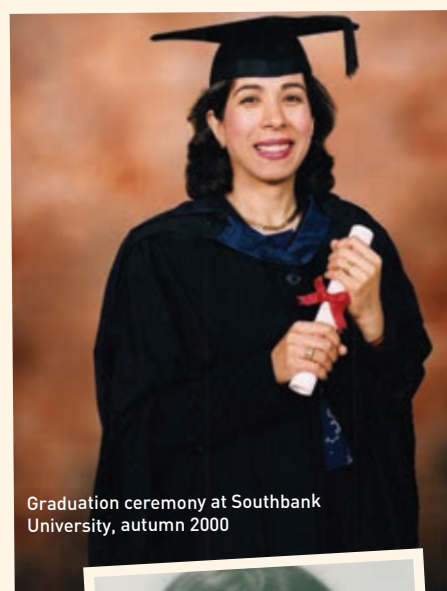
"It was too big for me, as someone who came over from Tehran with little English... it's an honour, the proudest day of my life.

"I am thankful to people who helped me throughout so many years to achieve this, and to be able to study and work, to be able to raise my kids where there is lots of opportunities to do things.

"There are possibilities here that your wishes can come true."



With her older sister, visiting her uncle in Kaloujeh, Tabriz [Kaloujeh is the name of the village where her father was born]; aged 11



Graduation ceremony at Southbank University, autumn 2000



Rahimi-Kaloujeh at 9



A picture when she was 6, taken for registration at her first school

## Curriculum Vitae

### EDUCATION

**1967-1972** Primary school

**1972-1979** Secondary school and sixth form

**1980-1981** Alborz, School of Art & Fashion

**September 1987 - July 1988** Secretarial course, including English language

**1994-1995** PPA (Playgroup Practice Association) diploma

**September 1995 - July 2000** Southbank University, London

**1995-1996** NCVQ Administration level one

**1996-1997** Foundation qualification for Computing

**1997-2000** BSc (Hons) computing studies (2:1)

### CAREER

**September 1981** July 1986 Secretary at Faraj Trading

**1993-1994** Nursery assistant in Kilburn, north London.

**December 1999-2000** Bilingual assistant,

Westminster's Language Achievement and Basic Skills

**July 2000 – 2006** Senior administration officer, school effectiveness group, Westminster City Council

**September 2006** August 2012 Data manager, Westminster Academy

**September 2012** present SIMS operational manager, Westminster Academy

### LANGUAGES

English - fluent, Farsi - mother tongue, Azeri - fluent

# School Notice Board



## Adam enjoys a 'surreal' day at Number 10

FEATURED

Fifteen-year-old Adam Brombley was one of 20 young cancer survivors entertained at the prime minister's London home recently.

Adam, a pupil at Chichester High School for Boys (CHSB), met Samantha Cameron and a host of celebrities, including singer Peter Andre, radio host Sara Cox and TV presenter Kirstie Allsopp.

"Peter Andre was probably the nicest celebrity I have met," he said. "He was so caring and wanted to know about what happened. Sara was nice and listened to everything."

Adam says the day at Number 10 was "amazing. It was so surreal being there. When I saw some of the younger ones playing hide and seek in Downing Street, it was a bit mad."

Portsmouth FC fan Adam was diagnosed with non-Hodgkin's lymphoma in August 2013 and faced long hours of treatment and chemotherapy over the next 10 months.

His mum Julie Brombley said: "It was hideous; the world just stops. You feel like you have lost a year of your life, you just shut down."

"But equally you find out how many people are willing to help you. We have had help from people we didn't know existed, and friends and family were obviously amazing."

"Doctors said Adam's cancer was curable and from then on his attitude was 'do what



Adam Brombley at Number 10 (above), during chemotherapy (right), with Peter Andre (far right), outside Number 10 and taking part in Stand Up 2 Cancer with Nicole Scherzinger and Davina McCall (top right)



you have to and I'll be fine'. He has never wavered from that.

"He endured months of treatment with unbelievable strength and resilience. I couldn't be prouder of him so I'm delighted that his courage has been honoured with such a fantastic day, especially when he has missed out on so much."

Adam finished treatment last summer and recently learned that his cancer was in remission. He has since taken part in many events, including a promotional film for children's cancer charity, Joe Glover Trust.

He has also visited the US and taken part in a Stand Up 2 Cancer (SU2C) event with Nicole Scherzinger and Davina McCall.

Inspired by Adam's story, CHSB organised the school's own SU2C week and raised almost £1,800 from events such as hot dog and cake sales, and cross-country competitions involving students and parents.

A spokesperson for the school said:

"Adam has been an inspiration to all of us at CHSB and his fellow students think he is an outstanding ambassador."

"He was the main reason why the school was so keen to be involved with SU2C."

Mrs Brombley added: "The school has been absolutely incredible. They have been so supportive and put in extra hours for him. I can't thank them enough."

## Windsurfer takes top honours



Emma Wilson, 15, holds her award

A young windsurfer who won world titles when she was 15 has been named the best young sailor in Britain for 2014 by the Yachting Journalists' Association (YJA).

Emma Wilson of Bournemouth Collegiate School saw off competition from the under-16 Topper sailing world champion, Calum Rosie, and the national rigid inflatable boat youth champion, Kamila Czartolomna.

Last year Emma won the European under-17 title and then both the under-17 and under-19 world titles in Florida,

aged just 15.

"It feels amazing to have won. It's really nice to be following in the footsteps of the previous winners and, who knows, hopefully I'll get to go to the Olympics in 2020."

Shaun Dowling, head of sport at the school's sponsor, United Learning, said: "Emma epitomises the successful student-athlete. She is committed to her training and to her studies, giving herself the best chance of success in both domains. We are delighted that her efforts have been rewarded in this way."



Here's one I made earlier...

Inset: Year 4 student Kiera Price puts the icing on her cake

Year 3 student Daniel Ababyo enjoying the 'Great St Peter's Bake Off'

St Peter's C of E Primary pupils in Bristol picked up whisks and wooden spoons to compete in a whole-school bake-off to celebrate the launch of their new kitchen classroom.

Officially opened by Barny Houghton of Square Food Foundation, a cookery school in the city, the classroom will allow children aged 4 to 11 to enjoy food preparation and cooking at school.

Rob Lee, food technology co-ordinator at St Peter's, said: "Our children now have the opportunity to learn about the importance

of a varied diet and develop the skills to create meals every week.

"We grow a lot of food on site in our school allotment, helped by gardening club and parent groups, so the children can learn to use seasonal ingredients."

Barny Houghton, who judged the bake-off, said: "The school has clearly embraced food and cooking in a big way."

"It's fantastic that it has chosen to focus on this vital life skill and invest in their children's future."

# MOVERS & SHAKERS

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

**S**ir Peter Simpson is to become the Independent Academies Association's (IAA) first chief executive officer following a strategic review that identified the association could no longer solely rely on a voluntary chair and board.

Dame Kathy August is its new chair, taking over from Nick Weller.

Sir Peter says: "I'm proud to take this role and I'm looking forward to growing and developing the association, working closely with members and its board."

"The IAA has shown itself to be an effective voice for the sector, dedicated to speaking out on behalf of academy and free school leaders on specific issues and in its ongoing dialogue with colleagues at the Department for Education, Education Funding Agency and beyond."

Sir Peter was chief executive of the Brooke Weston Trust and principal of Brooke Weston Academy. He managed the development of both the academy and the wider trust of four secondary academies, a secondary free school and four primary schools.

His contribution to education was recognised with an OBE in 2006 and a knighthood in 2011.

Dame Kathy was principal of Manchester Academy, one of the first sponsored academies.

She has since held a number of other posts including deputy chief executive of United Learning Trust and a senior education adviser at the Standards and Effectiveness Unit.

Dame Kathy says: "As a principal of one of the first 13 city academies it's a great honour to have been given the opportunity to be a voice for the academies programme."

"The IAA needs to speak up for academies and help lead the transformation of our education system."

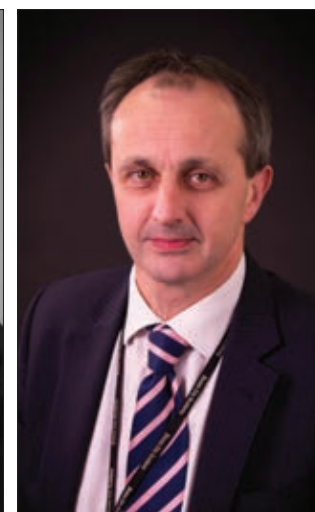
"We remain committed to supporting academy leaders and we will use our increased capacity to improve the impact of our advocacy on members' behalf. The renewed clarity about our strategic direction and confidence and pride in the distinctiveness of the IAA brand identity will remain at the heart of all that we do."



Sir Peter Simpson



Dame Kathy August



Nick Weller

She is married with two sons and was made a dame in the 2014 New Year's honours list.

Mr Weller remains as a board member of IAA.

Meanwhile, Sally Willcox has been appointed the new executive assistant for Dame Rachel de Souza who runs the Inspiration Trust in East Anglia.

"Managing her diary is a job in itself," she says. "Then there are meetings to attend with her to take minutes, visitors to organise,



Sally Willcox

support staff across the trust to liaise with, correspondence, an office to run – the list goes on.

"But I love the job. Helping in a small way to improve our community's education and transform young lives is so worthwhile."

Mrs Willcox previously worked for former education and home secretary Charles Clarke

and George Freeman, under-secretary of state for life sciences.

She started her new role last month.

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

**SSAT** | inquire  
inspire  
innovate  
impact

## SAVE THE DATES

### THE ACHIEVEMENT SHOW 2015

For practitioners at all stages of their career

26 June

Twickenham Stadium, London

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

### THE ASPIRATIONS SHOW FOR STUDENTS

A careers show with a difference for students in year 12

2 July

The Emirates Stadium, London

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

### SSAT NATIONAL CONFERENCE 2015

For school and system leaders

3-4 December

Manchester Central, Manchester

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



# Head Teacher

**St. Mary's Catholic Primary School**

Canterbury Road, Kilburn, NW6 5ST, 02076241830



## Outstanding Leadership

St. Mary's is a 2 form entry Catholic primary school in Westminster Diocese. The school's most recent Ofsted inspection was placed in special measures, and since this time the Staff and Governors have worked tirelessly to build capacity and drive the school forward.

We are building solid foundations through improving teaching and learning and developing capacity throughout the school. Our pupils are responding well and are ready to succeed.

The governors are looking for a talented and inspirational leader who can provide outstanding leadership and work alongside them to build a shared vision, lead by example and take the school forward.

## To do this, you will be:

- A practicing Catholic, with a strong commitment to Catholic primary education
- A successful practitioner who can demonstrate exceptional teaching and leadership ability, model excellent practice and provide a clear direction and vision to raise academic and pastoral standards within the school.
- Passionate and enthusiastic about each individual child's learning needs, and determined that each child is inspired to succeed.

- Committed to developing a strong team of leaders, teachers and support staff who will deliver long-lasting school improvement
- Ready to work with an active and supportive governing body to set and implement the strategic direction for the school
- Ready to value and encourage the diversity of the school community and provide a broad and balanced education to meet their needs.

If you have the vision, drive and determination to lead St. Mary's Catholic Primary School, are excited about the rewarding challenge of harnessing the school's potential and taking the school to the next phase of its development, then the Governing Body would be delighted to hear from you.

Visits to the school are warmly welcomed and encouraged, please contact **Mrs Louise Levine T: 020 7624 1830** or **E: llevine@marycps.brent.sch.uk** to arrange an appointment.

To apply for this post please visit [www.brent.gov.uk/jobs](http://www.brent.gov.uk/jobs).

St. Mary's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to clearance by the Disclosure and Barring Service.

**Closing Date: Monday 23 February 2014 at 12 noon**

**Shortlisting: Thursday 26 February 2015**

**Interview Dates: Monday 9 and Tuesday 10 March 2015**

## Principal Designate

**Salary: Circa £70k**

REQUIRED FOR SEPTEMBER 2015



The Mendip Studio School of Electronic Engineering and Bioscience is looking to recruit a talented and inspirational leader with drive and passion.

The Mendip Studio School will offer an innovative approach to learning and aims to inspire students with a thirst for learning, a drive to succeed and a curiosity to innovate and experiment. Students will acquire a robust education in Electronic Engineering and Bioscience. This will be underpinned by the acquisition of an entrepreneurial outlook, enabling students to have the ability to turn ideas into actions and with the skills and attributes to be a success in the workplace of the future. Our key industry partners include The James Dyson Foundation, The Eden Project and Royal Botanic Gardens, Kew.

Reporting to the Executive Principal of the Multi Academy Trust, the successful candidate will take up position as soon as possible and will work alongside the Senior Leadership Team in the planning and preparation leading to the opening of the new studio school in September 2015. Your core responsibilities will include providing professional leadership and management to create a secure foundation from which an entrepreneurial culture can be established and developed for learners.

You will be a :

- Strategic Thinker
- Forward Planner
- Inspirational Leader
- Team & Relationship Builder
- Entrepreneur

For further details or to apply please visit our website [www.mendipstudioschool.org.uk](http://www.mendipstudioschool.org.uk)

To discuss or arrange a visit please contact Rachel Clarke-Dodgson, Project Coordinator, on 01761 438557 or email [enquiries@mendipstudioschool.org.uk](mailto:enquiries@mendipstudioschool.org.uk)

CLOSING DATE: FRIDAY 27 FEBRUARY 2015, 16:00. INTERVIEW DATES: TUESDAY 17 AND WEDNESDAY 18 MARCH 2015.



Science | Technology | Computing | Mathematics



## JOBS



## Stapleford Community Primary School

Group 2, L15 - L21  
Number On Roll:  
180, Permanent,  
Full Time

### HEADTEACHER

REQUIRED FROM SEPTEMBER 2015  
TO LEAD OUR THRIVING CAMBRIDGESHIRE SCHOOL

We are looking to appoint an inspirational, dynamic and ambitious headteacher to lead our successful community school from September 2015.

Leading us from good to outstanding in the eyes of all our stakeholders, our new headteacher will:

- be dedicated to helping our pupils and staff fulfil their potential
- foster a love of learning through inspirational teaching
- have high expectations for him/herself, pupils and staff
- enjoy working in a supportive and inclusive environment
- actively engage with our parents, local community and educational partners

This post provides an attractive development opportunity for an experienced deputy head or an existing headteacher. You will receive strong support from a committed team of active governors.

For an application pack, please contact EPM Ltd: email [headship@epm.co.uk](mailto:headship@epm.co.uk) or download the application pack from [www.epm.co.uk](http://www.epm.co.uk).

We are extremely proud of our school and encourage you to visit us. To arrange a visit please phone or email our office on 01223 508720 or [office@stapleford.cambs.sch.uk](mailto:office@stapleford.cambs.sch.uk).

*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. Appointment to this post will be subject to enhanced DBS disclosure.*

Closing date: Noon  
on Monday 23  
February 2015.

Interviews will be  
held on Tuesday 3  
and Wednesday 4  
March 2015.

HARRIS CHURCH OF ENGLAND ACADEMY, AS PART OF THE DIOCESE OF COVENTRY MULTI ACADEMY TRUST IS LOOKING TO APPOINT:

## IT TEACHER

Are you the Right Person for this Key Role within the Multi Academy Trust?



The Diocese of Coventry Multi Academy Trust is looking to appoint an inspirational and highly effective IT Teacher who is committed to developing The Harris Church of England Academy to achieve educational excellence and further developing the distinctive Christian character of educational provision and the academy community.

This Academy opened in January 14 and is now under the leadership of Headteacher, Michael Stoppard. In this role you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Are you:

- an outstanding teacher who has demonstrated extraordinary impact in your current post
- inspirational, with strength of character and the ability to motivate others to flourish
- passionate about church school education
- inspired by young people to create learning experiences that transform lives

Do you:

- have a track record for raising standards and embedding sustained improvement
- have the experience of developing successful strategy whilst also working operationally in a departmental area

FOR MORE INFORMATION PLEASE SEE [WWW.COVMAT.ORG/VACANCIES](http://WWW.COVMAT.ORG/VACANCIES)

# Headteacher Croydon

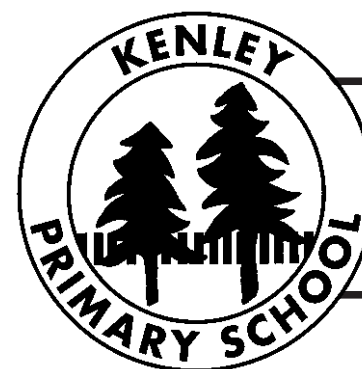
Dates: Apply by 23/02/2015, Job start 1st September 2015

Salary: £53,154 - £62,572

Location: Croydon

Contract type: Full Time

Contract term: Permanent



Promoting equality and diversity.  
Kenley Primary School  
New Barn Lane,  
Whyteleafe,  
Surrey  
CR3 0EX

Kenley Primary School is looking for a talented and inspiring leader to take our school forward from Good to Outstanding. Your challenge will be to achieve the highest levels of excellence while delivering an education to our pupils that will develop their individual talents

We offer you a small family friendly primary school situated in spacious grounds in a leafy suburb of Croydon, close to local transport links. We have a dedicated and hardworking senior management team in place.

With the help of supportive Governors and committed staff can you help us to build on our strengths and inspire us to achieve more?

We welcome visits to our school. Please contact the school office for an appointment on: **020 8660 7501**.

An application pack can be obtained by contacting the school office by phone or email to: [office@kenley.croydon.sch.uk](mailto:office@kenley.croydon.sch.uk)

**Closing Date: 23rd February 2015, 12pm**

**Interview Dates: 19th and 20th March 2015**

*Kenley primary school is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is subject to a satisfactory Enhanced DBS Check and references.*



Hill Farm Primary School, Foster Road, Radford, CV6 3BL, Tel: 024 76595455 | Email: headteacher@hillfarm.coventry.sch.uk



## DEPUTY HEADTEACHER

(Within the range L11 – L15; an additional recruitment allowance is on offer for a candidate with appropriate experience/expertise)  
Required for April or September 2015

*Are you passionate about teaching and learning?*

*Do you want to play a key role in further developing our rapidly improving school?*

*Are you an aspiring headteacher?*

*If so, this could be the perfect role for you...*

Following the promotion of the existing post holder to headship, we are looking to appoint an experienced and highly motivated leader to play a direct role in the future development of our school.

At Hill Farm, we are very proud of the wide ranging improvements we have secured over the last two years; our dedicated and caring staff team and our hard-working and well-behaved children. We are committed to ensuring that every child achieves their very best in everything they do. We are also committed to growing the talent in all our staff, enabling them to flourish and succeed within their current role and preparing them for the next step in their career.

For this key role, we are looking for a candidate who:

- Is keen to progress in their career;
- Is an excellent classroom practitioner with a natural love of teaching and an enthusiasm for ensuring that every child achieves their full potential;

- Is passionate about children's learning, with a proven track record of raising attainment and accelerating progress;
- Has proven leadership skills with the commitment and drive to lead continual school improvement;
- Is an innovative, independent and strategic thinker with vision and fresh ideas;
- Has the ability to inspire, motivate, coach and influence staff and children to achieve excellence;
- Has the drive and ambition to go the extra mile to make great things happen at Hill Farm.

As a large, three form entry primary school working as part of a multi-academy trust, we can offer:

- The opportunity to take a full and strategic role in the leadership of the school;
- Ongoing professional development towards headship, including access to leadership development as part of the Castle Phoenix Multi-Academy Trust and Teaching School Alliance;
- Opportunities to contribute to leadership and school improvement beyond your own setting;
- The opportunity to work as part of an experienced and successful leadership team with a proven track record of securing school improvement;
- A supportive, friendly and hardworking staff team who are united in their drive to achieve the very best outcomes for every child;
- Friendly, happy and well-behaved children who are keen to learn.

If you are ready to take the next step in your career, then come and see us in action and find out more about what this role can offer.

If you would like to discuss this post further or arrange a school visit, please contact the Headteacher Miss Claire Jones on 024 76595455 or by email at headteacher@hillfarm.coventry.sch.uk. Visits to the school prior to application are strongly encouraged and will be warmly welcomed.

Application packs are available to download on [www.wmjobs.co.uk](http://www.wmjobs.co.uk) or by email from [stovere@caludoncastle.co.uk](mailto:stovere@caludoncastle.co.uk) and are returnable to [stovere@caludoncastle.co.uk](mailto:stovere@caludoncastle.co.uk).

Application deadline: Wednesday 18th February 2015  
Interviews: Week beginning 23rd February 2015

HILL FARM PRIMARY...EXCELLENCE FOR ALL, EXCELLENCE FROM ALL

Hill Farm Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

## HEAD OF CHEMISTRY & SECOND IN DEPARTMENT SCIENCE

Are you the Right Person for this Key Role within the Multi Academy Trust?

The Diocese of Coventry Multi Academy Trust is looking to appoint an inspirational and highly effective Head of Chemistry & second in department Science who is committed to developing The Harris Church of England Academy to achieve educational excellence and further developing the distinctive Christian character of educational provision and the academy community.

This Academy opened in January 14 and is now under the leadership of Headteacher, Michael Stoppard. It has rapidly improved over the last 18 months with a 20% improvement in its 5 A\* - C in English & Maths. Science A\* - C results are in line with national averages and now ready to be moved towards outstanding. In this role you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Are you:

- an outstanding teacher who has demonstrated extraordinary impact in your current post.
- inspirational, with strength of character and the ability to motivate others to flourish
- passionate about church school education
- inspired by young people to create learning experiences that transform lives

Do you:

- have a track record for raising standards and embedding sustained improvement
- have the experience of developing successful strategy whilst also working operationally in a departmental area



HARRIS CHURCH OF ENGLAND ACADEMY, AS PART OF THE DIOCESE OF COVENTRY MULTI ACADEMY TRUST IS LOOKING TO APPOINT:

**HEAD OF CHEMISTRY & SECOND IN DEPARTMENT SCIENCE**

**SALARY:**  
TMS PLUS TLR 2C (£6,033)

**START DATE:**  
ASAP

**ACADEMY VISIT:**  
BY APPOINTMENT

**CLOSING DATE:**  
WEDNESDAY 18TH FEBRUARY

**INTERVIEW DATE:**  
WEDNESDAY 25TH FEBRUARY

FOR MORE INFORMATION PLEASE SEE [WWW.COVMAT.ORG/VACANCIES](http://WWW.COVMAT.ORG/VACANCIES)

# ENGLISH 2I/C

Are you the right person for this key role within the Multi Academy Trust?

The Diocese of Coventry Multi Academy Trust is looking to appoint an inspirational and highly effective 2i/c English who is committed to developing The Harris Church of England Academy to achieve educational excellence and further developing the distinctive Christian character of educational provision and the academy community.

This Academy opened in January 14 and is now under the leadership of Headteacher, Michael Stoppard. In this role you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Are you:

- an outstanding teacher who has demonstrated extraordinary impact in your current post

- inspirational, with strength of character and the ability to motivate others to flourish
- passionate about church school education
- inspired by young people to create learning experiences that transform lives

Do you:

- have a track record for raising standards and embedding sustained improvement
- have the experience of developing successful strategy whilst also working operationally in a departmental area

For further information and to apply please see [www.covmat.org/vacancies](http://www.covmat.org/vacancies)



HARRIS CHURCH OF ENGLAND ACADEMY, AS PART OF THE DIOCESE OF COVENTRY MULTI ACADEMY TRUST IS LOOKING TO APPOINT:

## ENGLISH 2I/C

**SALARY:**  
TMS PLUS TLR 2B (£4,310)

**START DATE :**  
ASAP

**ACADEMY VISIT:**  
BY APPOINTMENT

**CLOSING DATE:**  
WEDNESDAY 18TH FEBRUARY

**INTERVIEW DATE:**  
WEDNESDAY 25TH FEBRUARY

**POSITION:**  
FULL TIME, PERMANENT

FOR MORE INFORMATION PLEASE SEE [WWW.COVMAT.ORG/VACANCIES](http://WWW.COVMAT.ORG/VACANCIES)

# EXECUTIVE HEAD

Are you the Right Person for this Key Role within the Multi Academy Trust?

The Diocese of Coventry Multi Academy Trust is looking to appoint an inspirational and highly effective Executive Head who will build Leadership capacity to enable academies to achieve educational excellence and is committed to developing the Multi Academy Trust. In the first instance you will lead two of our academies, St Laurence's and St Bartholomew's Primary Academies based in Coventry.

The trust converted its first schools in April 2013 and has continued to grow. Our Academies are some of the most improved in the Country. This is an exciting time to come on board as we continue to grow giving further development opportunities for the successful candidate into the future

Are you:

- a senior leader who has demonstrated extraordinary impact in your current post
- inspirational, with strength of character and the ability to motivate others to flourish
- passionate about church school education
- inspired by young people to create learning experiences that transform lives

Do you:

- have a track record for raising standards and embedding sustained improvement
- have the range of leadership styles required to effectively lead and inspire a team to success whilst working as part of a wider team



THE DIOCESE OF COVENTRY MULTI ACADEMY TRUST IS LOOKING TO APPOINT AN :

## EXECUTIVE HEAD

**SALARY:**  
L28 - L34  
£74,215 - £85,965

**START DATE:**  
SEPTEMBER 2015

**MAT VISIT:**  
BY APPOINTMENT

**CLOSING DATE:**  
MIDNIGHT 15TH MARCH

**INTERVIEW DATES:**  
THURSDAY & FRIDAY  
26TH & 27TH MARCH

FOR MORE INFORMATION PLEASE SEE [WWW.COVMAT.ORG/VACANCIES](http://WWW.COVMAT.ORG/VACANCIES)

WORLD OF OPPORTUNITIES

FAST-PACED

# GET TO GRIPS WITH TEACHING COMPUTING

Our vision for Computer Science is to enable the next generation of students to be innovative with technology and to inspire you with a range of qualifications to suit every career path in a cutting-edge industry.

Our comprehensive range of qualifications supports students, no matter when, where or how they learn best.

#OCR\_ICT

INNOVATION

TECHNOLOGY INDUSTRY

Find out how we can support your students' career path. Visit us on stand E1 at EICE, 26-27 February 2015, in Manchester.

[ocr.org.uk/computerscience](http://ocr.org.uk/computerscience) [ocr.org.uk/vocational](http://ocr.org.uk/vocational)



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# OCR

Oxford Cambridge and RSA

## SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next week

## Last Week's solutions

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

Difficulty:  
**EASY**

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

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.