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FRIDAY, FEBRUARY 13, 2015 | EDITION 19

# Education

## Labour pledges to protect education budget



- "It will be protected in real terms . . . and we will go further"
- No commitment on ringfencing funding for early years, schools and 16 to 19-year-olds before the election - Hunt
- Claims made that Labour plan doesn't account for a rise in pupil numbers

Leader of the Labour Party Ed Miliband delivers a speech on education policy at his former school Haverstock School, in north London

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## £2bn building bonanza: who gets what . . .

- Seventy per cent of schools are in government-held constituencies
- Three schools in marginal Tory North Warwickshire have funding

### EXCLUSIVE ANALYSIS

Schools in the constituencies of Conservative and Liberal Democrat MPs are the biggest winners in the latest release of funds for the Priority School Building Programme.

Monday's announcement of the schools that will benefit from the £2bn second wave of the programme

has led to accusations that the government is abusing its power.

But the Education Funding Agency in its methodology document for the selection of successful

**Continued on page 4**



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"The thing about impossible things, is that they're more possible than you think"

PROFILE: Jon Coles

LEAGUETABLES

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## EDITION 19

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## NEWS

## NCTL surprises select committee on ITT plans

SOPHIE SCOTT

@SOPH\_E\_SCOTT

More teacher training places in hard-to-recruit subjects are to be given to universities, the chief executive of the National College for Teaching and Leadership (NCTL) announced on Wednesday.

In what appeared to be news to the education select committee, Charlie Taylor (pictured) told MPs that the NCTL was introducing this flexibility as a way to combat teacher shortages in subjects such as maths and science.

Created in September 2013 from a merger of the Teaching Agency and the National College for School Leadership, the NCTL's main aims are in initial teacher training (ITT) and supporting schools to take control of recruitment and training.

Figures released at the end of last year showed the government recruited 93 per cent of its target figure, compared with 95 per cent in 2013.

School Direct, the government's school-led training programme, was shown to have only recruited 61 per cent of its target numbers.

Mr Taylor said that this year there were "far more bids [from universities and schools] than there were places".

He said: "We are currently going to release some more places for ITT, these will be for universities.

"If a university has a course that is full and is one of the more challenging to



recruit, something like maths, they can get in touch with us and we will allocate more places to them. We have introduced that level of flexibility."

Mr Taylor said bursaries worth £25,000 were being offered in subjects such as maths and science in a bid to get people to commit to ITT.

When asked by Labour MP Pat Glass if School Direct was "exacerbating recruitment problems", Mr Taylor said the "known" recruitment challenges for this year were the result of the earlier bubble that came before the introduction of tuition fees and the improving economy.

Fellow MP Alex Cunningham asked: "How long do you think it will be before we overcome the shortage in these subjects – maths, science, and English. How long is the gap going to remain?"

Mr Taylor said: "It does depend on the

economy. As the economy grows there is a wider choice for graduates and teacher recruitment becomes more difficult. There are more people now taking maths, further maths, and physics A-level and there will be a bigger pool to fish from in the future."

Mr Taylor said he was unable to say how long it would take to overcome the gap "with certainty".

He also came under fire about the training of support staff, such as teaching assistants, which he said "did not fit in our remit" but said guidance would be issued for schools soon.

Committee chairman Graham Stuart said one of the aims of the NCTL was "to improve the quality of the education workforce" and added: "Now in what way could any reading of the education workforce exclude all the people who work in the support roles?"



## Scheme soldiers on

PAUL BISHOP

Expanding a scheme that encourages former soldiers and other service personnel to train as teachers only "scratches the surface" of solving the recruitment crisis in schools.

That's the view of the Association of School and College Leaders after education secretary Nicky Morgan announced this week that the University of Brighton had been chosen to lead the extended Troops for Teachers programme.

While the association acknowledged the scheme, in which a further two cohorts of trainees begin their employment-based teacher training in September this year and next, could result in some very good teachers coming through, it says more needs to be done.

General secretary Brian Lightman said: "The recruitment crisis in teaching is very serious. This scheme is really scratching the surface. There will be some people who can be very good teachers with the right training but more action needs to be taken to address what has become a very serious problem and there needs to be a strategic plan."

ATL general secretary Dr Mary Bousted added: "As we've said before, encouraging former troops to become teachers is an interesting idea. Some will undoubtedly



## University of Brighton

make excellent teachers, but only if they have solid training about child development, learning and the barriers to learning."

The scheme is aimed at those who leave the services without a degree. Inspired by a similar programme in the US, it offers two years of school-based training, leading to qualified teacher status and a foundation degree.

Trainees are employed by their delivery school and receive a minimum of 80 per cent of point one of the unqualified teachers' pay scale, which is currently £12,908.80.

Making the announcement, Ms Morgan said: "As part of our plan for education we need excellent teachers in every classroom to prepare children for life in modern Britain.

"At a visit to a recent study week, I was able to see for myself the high calibre of the current trainees and the wealth of skills they can bring to teaching, including leadership, teamwork, resilience and the ability to inspire and engage."

The University of Brighton is part of a consortium of universities that delivered the teacher training scheme in the first waves, which started in January 2014.

## Government shuns reports' advice on governors

The government has rejected recommendations made in the aftermath of the Trojan horse scandal that school governors be restricted on the number of boards they can serve on.

Reports from education commissioner Peter Clarke and former headteacher Ian Kershaw on extremism in schools in Birmingham recommended governors be restricted on the number of schools they could run, with Mr Kershaw suggesting a maximum of one school and Mr Clarke two.

But the government has now confirmed it has no plans to implement the recommendations, sparking criticism from National Governors Association chief executive Emma Knights.

Ms Knights said: "This was something that was at the heart of the Trojan horse issue, this web of different connections that was one of the fundamental problems.

"I think it's absolutely appalling that the Secretary of State didn't come back to Parliament to say they were rejecting that recommendation, I think it's wrong that they have rejected it in the first place.

"I see no reason why they should decide separately that they don't like this particular rule."

A DfE spokesperson said: "The governors' handbook recommends that if a prospective governor is already serving at another school, the chair of governors at the new school should get a reference from their counterpart at the other school to ensure they have capacity.

"We have also taken steps to ensure that we know when governors are on more than one governing body by requiring them to include this in the registers of interests."

## LABOUR PLEDGES TO PROTECT EDUCATION – BUT WON'T SAY WHO GETS WHAT (YET)

FREDDIE WHITTAKER

@FCDWHITTAKER

Labour this week promised to protect the overall education budget if elected this May.

But any decision on whether to ring-fence separately funding for early years, schools and 16 to 19-year-olds won't be made before the election, says shadow education secretary Tristram Hunt.

Leader Ed Miliband announced on Thursday his party's plan to protect the overall education budget in line with inflation if his party forms a government after May 7.

But in an exclusive interview with *Schools Week* following Mr Miliband's speech, Mr Hunt (pictured) said decisions about how funding would be allocated within that budget would be made after his party formed a government.

"Let's focus on today's announcement: the ring-fencing of the education budget which is really significant.

"All we have had from the Tories is a cash settlement just for the schools budget. They want to cut spending year-on-year-on-year – even after the deficit has been cleared. There is a difference in values in what we want to do and what they want to do.

"How we're carving up the cake in terms of inter-departmental budgets... we will put forward those spending proposals when we're in government."

Labour's announcement follows concerns that a similar Liberal Democrat policy of protecting funding "from cradle to college" might involve post-16 funding being sacrificed for early years, or vice-versa.

It also comes after a recent Tory pledge to protect funding for 5 to 16-year-olds sparked concerns about a real-terms cut, as it did not factor in inflation.

In his speech, Mr Miliband said the next Labour government would ensure that spending in schools rose "by as at least as much as inflation.

"In other words, it will be protected in real terms... and we will go further.

"Because all of us know that the success

of our children depends so much on the first steps children take in the early years, and the further education they go on to.

"David Cameron, when he gave his speech, had nothing to say about any of these areas. I can only assume he is planning big cuts in spending. This will short-change our children's futures.

"If we are to act on the principle that education is the passport to success in life for individuals and to our nation's economy, we must be willing to invest in the early years, in schools and in further education.

"The next Labour government will protect the overall education budget; rising budgets, protected in real terms every year."

Mr Miliband's pledge has been welcomed by various organisations, including the NASUWT and the National Union of Students (NUS).

NASUWT general secretary Chris Keates said: "Any government that is committed to high quality public education must recognise that investment in education has to be the key priority. On this issue alone there is a stark choice for the electorate in May."

NUS vice-president for further education Joe Vinson said: "Cuts to the budget this year have already threatened the ability for 18-year-olds to access the first second chance as an adult they are ever likely to have to take.

"With the participation age rising to 18, those that need to stay on in education for whatever reason are being told that their second chance isn't valued unless they pay for it themselves."

But Tory Schools Minister Nick Gibb claimed Labour would spend less on education because it didn't take account of an expected rise in pupil numbers.

"We can only have strong, well-funded schools by staying on the road to a stronger economy. Ed Miliband doesn't have an economic plan, so the security of our schools' future would be at risk under Labour."

Analysis by former special adviser to Michael Gove Sam

## MILIBAND'S SIX EDUCATION PROMISES

**1. Curriculum** – there are many prongs to this promise of a broad curriculum. One is to "turn around" careers advice and making work experience compulsory for 14-16 year olds, value creative subjects, as well as introduce a new "gold standard Technical Baccalaureate" for 14-year-olds

**2. Higher standards** – claiming the coalition government's expansion of the academy programme and its free school scheme had been a mistake, Labour said all headteachers will have the same power as academy and free school headteachers and will introduce Directors of School Standards to have "proper" accountability in all schools

**3. Qualified teachers** – The party will "demand" all teachers work towards qualified teacher status, as well as creating the status of "Master Teacher". Miliband also

pledged to support the proposed College of Teaching as he believes it will raise standards in the profession

**4. Class sizes** – Using money from the Free Schools budget, Labour wants to cap infant class sizes to 30 pupils by creating more places "where they are needed"

**5. Citizens** – Age-appropriate sex and relationship education would be compulsory in all schools, citizenship education will be redesigned, children will have to take part in two-hours of sport every week, and the party would allow 16-year-olds to vote

**6. Protected budget** – school spending will "be protected in real terms" and rise by at least as much as inflation, Labour pledged, in early years, schools and further education



Freedman claims Labour's pledge could actually result in a cut in school funding of almost 10 per cent.

Writing on his blog, Sam Freedman said: "Labour haven't pledged to increase budgets per pupil. So while the current

budget for schools (5 to 16) will increase in line with inflation it won't be increased to take account of the very substantial increase in pupil numbers over the next Parliament. I estimate this will mean a cut to schools budgets of 9.5 per cent compared to the Conservatives 10.5 per cent.

"The DfE predicts there will be 655k more pupils in 2020 than in 2015. As these children have mostly been born already this is a fairly safe prediction. Average per pupil costs are £4.5k a year. 655k x £4.5k = £2.95 billion. The current schools budget is £41.6 billion so those additional pupils represent an effective seven per cent cut."



## Class size cap: it already exists, say Conservatives

SOPHIE SCOTT

@SOPH\_E\_SCOTT

A Labour party pledge to cap class sizes in infant years has "collapsed" - because it is already in force.

Yesterday, party leader Ed Miliband announced he would "introduce" a 30-pupil cap which had been "scrapped" by the coalition government.

But a Conservative spokesperson said: "Ed Miliband's education policy has now collapsed – primary school class sizes are already capped at 30."

They added: "This incompetence and chaos shows exactly why Ed Miliband is simply not up to the job."

A review of the law in 2012 allowed for class sizes to be larger than 30 to account for certain children, but maintained classes

otherwise still had to have a maximum of 30 pupils.

There are eight circumstances for when a child can be admitted into an already-full class. They include children of armed forces personnel, those with statements of special educational needs, when errors were made in the admissions process for a particular child, for twins, and for those children whose families have moved mid-year.

But shadow education secretary Tristram Hunt exclusively told *Schools Week* Labour would maintain these exceptions.

He said: "What we're having is a 12 month window on that... so there is some latitude there but if we prioritise spending in areas of need rather than a free school programme putting it in areas where it is not needed, we will be able to provide the right number of places.

"We want all infants of five, six and seven in classes of 30 or under. The government deregulated the school admissions code, and we have got to have an effective admissions code to deliver that."

Dr Rebecca Allen, director of Education Datalab, who has studied school admissions policies, said pupils in infant classes were the most likely to move schools, with data showing 8.4 per cent of Year 1 children changed schools.

Rob Coe, Professor at Durham University's School of Education, who has analysed research into reducing class size, said: "A cap at 30 is a very small change anyway, since there are not many infant classes much above this. If the practical effect is a reduction of one or two pupils in a few classes, the overall effect on attainment will be undetectable.

"Another is we need to add, 'other things being equal'. For example, a systematic decrease in class size would require more teachers; any benefits from smaller classes could easily be outweighed by even a small reduction in the overall quality of teaching."

He said money would be better spent if it were spent on such things as teachers' professional development and added reduced class size was a "socially progressive policy" in that it should help narrow the gap between rich and poor children.

Prof Coe's colleague Steve Higgins said reducing class sizes to 15-17 pupils would have more impact and a better investment could be employing an extra teacher per school to undertake intensive small group teaching.

## NEWS

## CONTINUED FROM FRONT

FREDDIE WHITTAKER &amp; ANN MCGAURAN

schools in phase two of the PSBP, says that schools getting the funds were those in the worst condition, where their continued operation was most at risk and where the cost of addressing individual projects was so significant that it would be difficult to pay for them through regular school condition allocations.

Analysis by *Schools Week* shows that almost 70 per cent are in constituencies represented by government MPs.

In total, 175 of the 277 schools named are in Conservative-held constituencies and 18 are in Lib Dem-held electorates. Eighty-eight schools in areas represented by Labour MPs will get funding.

In many cases, money has been allocated to schools in constituencies where Conservative or Lib Dem candidates face tough battles on May 7, either in seats

where they currently hold wafer-thin majorities or in unsafe Labour seats they are hoping to gain.

Three schools in North Warwickshire, held by Dan Byles for the Tories with a 54-vote majority, have been allocated funding. Mr Byles is standing down at this election. Money has also been promised to schools in Thurrock, won by Tory Jackie Doyle-Price by 92 votes and in Brent Central, where the Lib Dems will be defending a 1,345 majority. Current MP and former children's minister Sarah Teather steps down this May.

Labour seats where funding has been allocated include Birmingham Edgbaston, won by Gisela Stuart with a majority of 1,274 in 2010 and where three schools will benefit, and Southampton Itchen, where Labour candidate Rowenna Davis will be trying to hang on to incumbent MP John Denham's majority, just 192 at the last election.

The figures come in the wake of the cancellation of Labour's £55 billion Building Schools for the Future (BSF) programme to rebuild, refurbish and provide new information technology for all 3,500 secondary schools in England by 2020.

Michael Gove scrapped the programme weeks after he became education secretary in 2010. About 700 building schemes were cancelled. Fifty-seven per cent of the scrapped projects were in Labour constituencies – among them 11 in Holborn and St Pancras in London – 37 per cent in Conservative and 6 per cent in Lib Dem.

Mr Gove told the Commons at the time that he was dropping BSF because of "massive overspends" and "needless bureaucracy".

But a report drawn up by Partnerships for Schools, the quango that oversaw the BSF programme, showed BSF had a positive impact on students' outcomes. Disclosed in 2012 following a Freedom of Information request, the report found that GCSE results were improving ahead of the national average in 62 per cent of the schools sampled, and that attendance had improved at 73 per cent.

The details of the Priority School Building Programme allocations have sparked criticism from teaching unions. Chris Keates, general secretary of the NASUWT, said: "What is surprising is that anyone would be surprised that the coalition government has sought to abuse its position to give itself an advantage in the forthcoming general election."

National Union of Teachers general secretary Christine Blower said: "All children deserve the same benefits and funding wherever they are in the country and whoever their MP is. Ending the BSF programme was a grave mistake."

Announcing the second wave on Monday, education secretary Nicky Morgan said: "As part of our long-term economic plan, we have continued to invest in school buildings, which will ensure we can deliver even more great new schools, transform the learning environment for tens of thousands of pupils and their teachers whilst delivering value for money for the taxpayer."

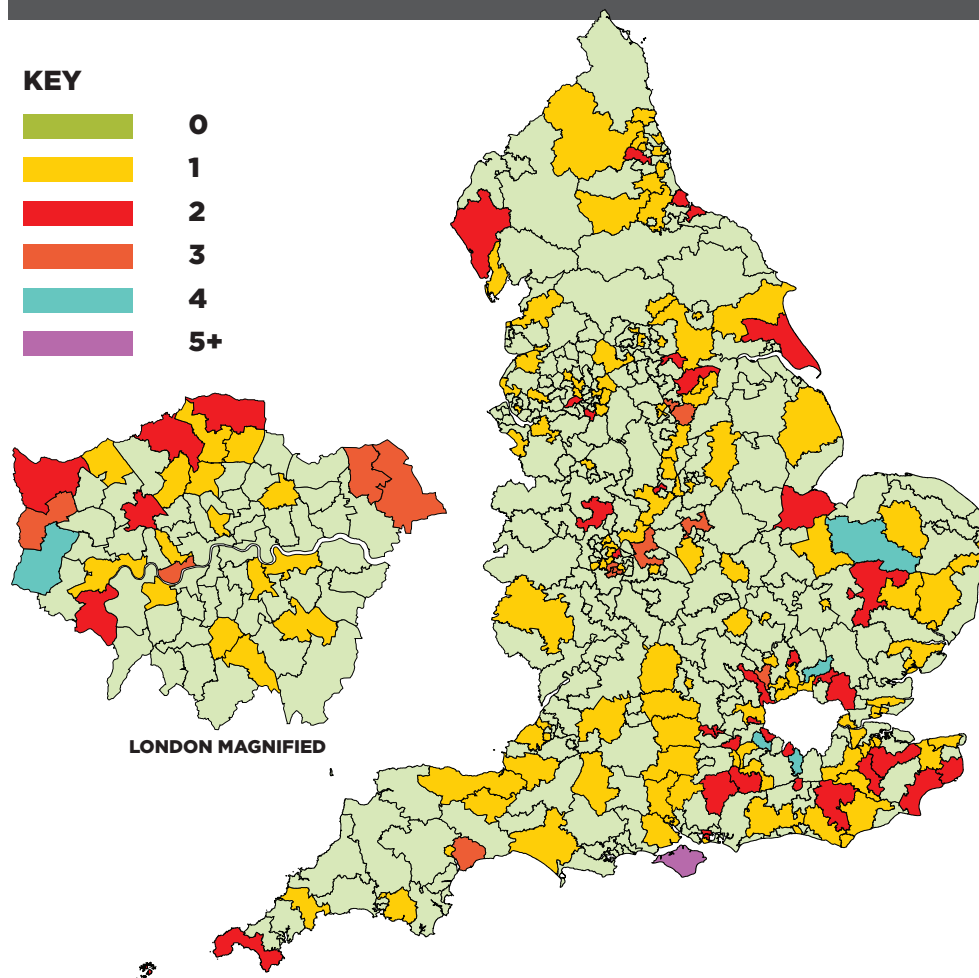
Deputy prime minister Nick Clegg said: "It is crucial that we invest properly in education, so that every child has a fair start in life. Thousands of pupils will benefit from better, brighter, warmer classrooms thanks to this funding."

When Shadow education secretary Tristram Hunt was asked by *Schools Week* what he thought about almost 70 per cent of government constituencies receiving money, he said: "I'll have to look at the figures closely, but there have been allegations over a number of years now of pork barrel politics from this government, the number of ski lifts in Danny Alexander's constituency seem remarkable, so we will look into this."

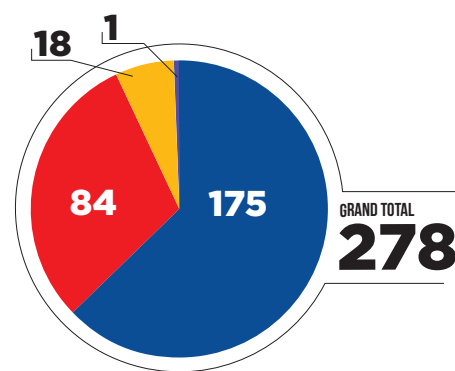
In the first wave of the PSBP, 260 schools received capital funding of £2.4bn, according to a Department for Education spokesperson. He added that by the end of January, "16 school buildings are already open, 55 are under construction and the remaining projects are well into the development or planning stages". The government said in July 2014 that the first wave of schools would be delivered by the end of 2017.

## CRUNCHING THE NUMBERS: WHO GOT WHAT...

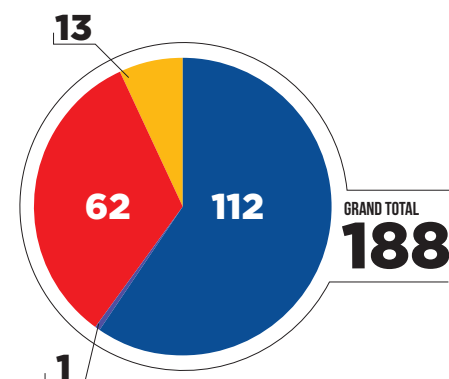
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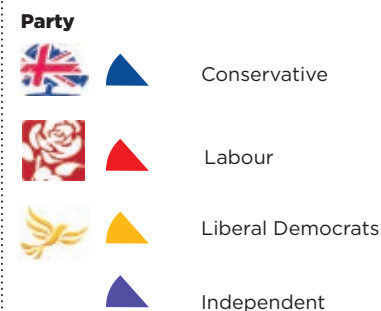
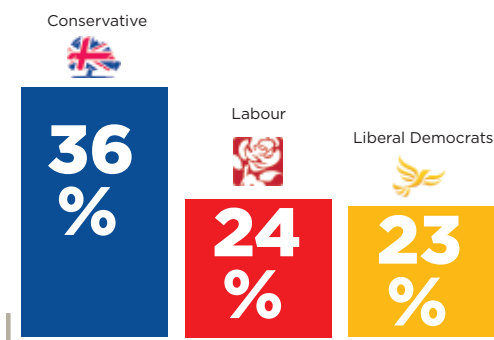
## CONSTITUENCIES THAT RECEIVED FUNDS FROM THE PRIORITY SCHOOLS BUILDING PROGRAMME



## HOW MANY OF EACH PARTY'S SEATS RECEIVED MONEY NUMBER OF SEATS



## PERCENTAGE OF PARTIES' SEATS THAT RECEIVED MONEY



## IN brief

## Reading told to improve schools' performance

Ofsted has ordered Reading Borough Council to urgently address the declining performance of its schools.

A focused inspection last October reviewed ten of the 56 schools in the borough. Of those inspected three had declined, with two — New Town Primary School and St Mary and All Saints Church of England Voluntary Aided Primary School — placed in special measures. Only one of the 10, Coley Primary School, had improved since its previous inspection, going from requires

improvement to good.

In his letter to the council, Ofsted regional director, Sir Robin Bosher, raised concerns that six schools had now been judged inadequate and criticised the council for failing to take action.

More than a quarter of primary-aged children in the borough — 3,500 — were attending a school that was "not good enough".

Reading said that it was putting a detailed improvement plan in place.

## £1.6billion cash injection for new school places

The government has announced £1.6 billion of capital funding to support the creation of new school places needed by 2018.

A total of £1.3 billion is being granted to local authorities for 2017 to 2018 while the £300 million top-slice held back from the 2015 to 2017 allocation will be targeted at councils "experiencing significant and unexpected increases in pupil numbers".

Making the announcement on Thursday, schools minister David Laws said making sure there is a good school place for every child

in England that needs one is a key part of the government's long-term plan for education.

The government says the three-year funding commitment would allow local authorities to "be able to plan effectively and make good strategic investment decisions".

Mr Laws added: "We know our growing population means that new school places are needed in many parts of the country and so the government is absolutely committed to providing capital investment to ensure every child has a place at school."

# DfE releases details of latest free school applications

ANN MCGAURAN

@ANNMCGAURAN

The Department of Education (DfE) has released details of the most recent wave of 148 free school applications, despite fighting to withhold the information on seven previous occasions.

The wave eight list of free schools applying to open in 2015 and beyond was provided to the British Humanist Association (BHA) in response to a Freedom of Information (FOI) request. The BHA has long-standing concerns about state funding of religious schools. Applicants with a faith designation or ethos account for a quarter of schools on the latest list.

Refusal to release the information in response to previous FOI requests from the BHA led to a series of decisions against the DfE by the Information Commissioner's Office and the Information Tribunal. The BHA's FOI request for the wave eight list in November last year was initially rejected on the basis that it was "information intended for future publication". After an internal review, the DfE decided to provide the information.

Spokesperson for the BHA Richy Thompson said: "Before the free schools programme it was always the case that the public knew who was applying to set up schools locally before any decisions about the proposals were taken. The fact that in recent years this has not been the case has represented a serious democratic deficit and we are pleased that this is starting to be rectified."

Mr Thompson says the BHA remained concerned about the "large number of applications from religious groups. It is vital that every school is equally inclusive to all children, parents and teachers, regardless of

their religious or non-religious beliefs."

The list includes eight applications for Muslim schools. Of those eight, five are for primary schools submitted by the Tauheedul Education Trust. The five are proposed for Birmingham, Bolton, Coventry, Preston and Waltham Forest.

Tauheedul Education Trust already runs six free schools and one academy. These include Tauheedul Islam Girls' High School in Blackburn, Lancashire, which achieved a high pass rate for its most disadvantaged students.

The only other one of the trust's schools to have received a full Ofsted inspection so far is Tauheedul Islam Boys' High School in Blackburn, which has also been rated as outstanding.

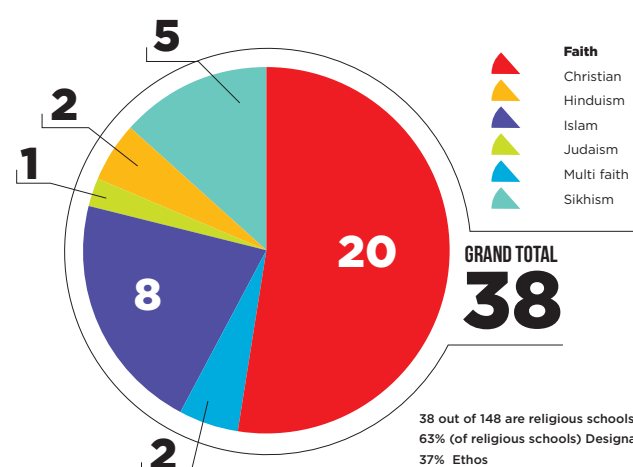
The list contains three applications for free schools either affiliated to the Steiner Waldorf Schools Fellowship (SWSF) or influenced by the Steiner ethos.

Kevin Avison, senior adviser to the SWSF, said that while Stroud Academy in Gloucestershire did not have "Steiner" in its name and "was not able to fulfil our criteria at this time", it had "gone ahead to the interview stage". The proposers of Steiner Academy Truro in Cornwall had been interviewed and were awaiting a decision.

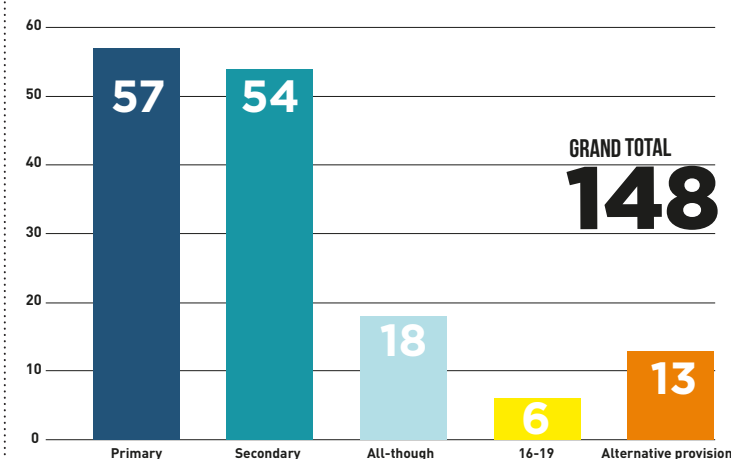
A DfE spokesperson said: "The application process is the first stage of opening a free school and all proposals are rigorously assessed before they are approved. Once opened, the schools are fully held to account by Ofsted for their performance. The list of recent free school applications was released in response to a Freedom of Information Act request, in line with our commitment to transparency."

The window for applications to open a free school in wave nine is from Friday May 22 until Friday May 29.

## FREE SCHOOL APPLICATIONS BY RELIGIOUS TYPE



## FREE SCHOOLS BY TYPE



## Baseline test providers face a punishing deadline

ANN MCGAURAN

@ANNMCGAURAN

Each of the six providers approved by the Standards and Testing Agency to deliver the new reception baseline tests must recruit about 30 primary schools a day between now and the end of April or they will lose their government approval.

The baseline assessments will be carried out on five-year-olds within the first six weeks of starting school, so that the government can assess progress throughout their schooling.

Names of the six approved providers were released by the Department for Education (DfE) this week. They are The Centre for Evaluation and Monitoring Durham University (CEM), GL Assessment, Hodder Education, the National Foundation for Educational Research (NFER), Early Excellence and Speech Link.

A DfE spokesperson confirmed providers would have to recruit 1,638 schools each by the end of April, adding that suppliers "have to sign up a minimum number of schools to ensure they have a sufficient sample of pupils to compare".

Early Excellence provide resources for professionals working with children from birth to seven. Its reception baseline assessment does not include any predetermined tasks or tests and relies on making judgments on children's attainment. In addition to the baseline reception



Lynn Knapp

assessment, the company is about to begin trialling an assessment of children on entry to nursery.

Early Excellence national development manager, Jan Dubiel, told *Schools Week* his company already had a "massive" number of enquiries from schools and local authorities - with many schools contacting multiple providers in order to have a choice. He said the recruitment target was a "big ask and a very short window".

Derry Patterson, developer of the reception baseline assessment for Speech Link, said the organisation was planning to visit as many local authorities as possible, "helped by the fact that local authorities

are organising briefings for heads or marketplace events".

Meanwhile Emma Rees, publisher for assessments at Hodder Education was more optimistic. She said despite it being "a challenging target to meet, we've got the workforce set up to do that".

Within schools, headteachers were weighing up their options. Lynn Knapp, head of Windmill Primary school in Oxford, said: "We are having to carefully research what each provider is offering so we can make the best decision we can for our children. That's going to impact on providers' time, which is going to put the pressure more on them. We've got to go into a lot of fine detail."

To support schools, the National Association of Head Teachers will produce a review of the six providers' assessments by early March, said general secretary Russell Hobby.

The DfE will contact schools by June 3 if they have chosen a provider that has not met the recruitment target. They will then be able to choose an alternative approved provider.

*Schools Week* asked the DfE how long schools would have after June 3 to choose an alternative supplier, and if that timescale would leave enough time to make a considered choice. A spokesperson said it was unable to comment on the timescale before the paper went to press.

## Admissions must change, Durand told

Durand Academy in south London has been told it has to stop giving preferential primary school places to children who have attended its nursery school.

The school was reported to the Office of the Schools Adjudicator by a member of the public querying the compliancy of its admissions protocol.

The third criteria in its oversubscription policy, which denotes what preference the school gives to children when there are too many applicants, said: "a child on roll in the Durand nursery in the current year (when admissions are considered)."

On reviewing the case, adjudicator David Lennard Jones said this was unfair to parents who chose a different early years provider, who did not want their child to attend any early years setting or who chose the school's nursery but did not gain a place.

Last month the Education Funding Agency told the academy that it would face limits on its spending powers if a "clear conflict of interest" was not managed within two months. Headteacher Sir Greg Martin had been grilled by the Public Accounts Committee over the school's relationship with GMG Educational Support (UK) Ltd, the management arm of private company Horizons London Ltd, which runs leisure centre facilities on the school's site.

## EVENT

## CONFERENCE CALLS FOR EDUCATION TO GO TO THE TOP OF THE CLASS

**Teachers and leaders joined union representatives at a day-long event in London at the weekend to discuss the future of education as the campaigns for the general election begin to heat up**

**SOPHIE SCOTT**  
@SOPH\_E\_SCOTT

A conference of about 100 teachers and union members last weekend called for education to be brought to the top of the agenda in the run-up to this May's general election.

Hosted on Saturday by the South East Regional Trades Union Congress (SERTUC), the event – “An even better state education for all in schools: equity and equality in education” – drew speakers from across the debate, although with a strong anti-academies and free school message as the Anti Academies Alliance was an event partner.

Discussions centred around the education select committee's report, published last month, which said there was no evidence, yet, that academies improved educational outcomes for their pupils, and around reports from the Public Accounts Committee and National Audit Office that raised questions about financial conduct in the academy system.

Teaching unions such as the NUT, NASUWT and ATL took part, as well as Unison and Unite.

Linda Norrby from the Swedish teachers' union Lärarförbundet also joined the sessions to discuss problems arising from the introduction of its “free schools”.

Professor Gus John, of the Institute of Education, spoke about the inequality for black students. He gave an example of a young black boy who was excluded on his first day of secondary school for having his hair styled in cornrows. His headteacher said the style was “aggressive” and a sign of gang membership.

But the main call was for education to be brought to the forefront ahead of this year's general election, as well as bringing schools back into the control of local authorities.

Patrick Roach, NASUWT deputy general secretary, said: “A future government



must recognise that if it chooses to allow academies to continue to exist, they must do much more to ensure that sponsors are properly licensed and regulated. If that makes sponsorship of academies less attractive and less profitable, then I am happy with that.”

Former NUT president Fred Jarvis (pictured), 90, joined the call for education to be pushed further up the election agenda.

“We have to show the people of this country that it's not just about immigration and

Europe, which people are exploiting for their own political ends; what happens

in education is more important than what happens in any of those issues. It is fundamental and it's lasting.

“This next election could be a watershed moment for the future of education. I am sure most people here realise that, but the public doesn't. We could see the end of the education system as we have known it.”



From left: Linda Norrby, Lärarförbundet, Alasdair Smith, Anti Academies Alliance, Chair Zoe Williams, Green Party leader Natalie Bennett, Martin Powell-Davis, Jonathan Simons from Policy Exchange



Professor Gus John, Institute of Education

## QUESTION TIME: One man and his (unpopular) views

The audience did not hold back when the “pantomime villain” of the day – Jonathan Simons of Policy Exchange – joined a “Question Time” session.

Mr Simons was the only panellist from the “right” to accept an invitation to speak at the event.

He sat alongside Green Party leader Natalie Bennett, Martin Powell-Davies of SERTUC, Alasdair Smith of the Anti Academies Alliance, and Linda Norrby of Swedish teaching union Lärarförbundet. The panel was hosted by journalist Zoe Williams.

When asked “if we could achieve just one thing in education what would it be?”, Mr Simons was booed when he said: “If I am honest I would want to see education run by teachers for teachers. My view, which will plunge me into the depths of unpopularity, is that every school should be an academy.

“I don't think anyone should be standalone; they should be part of groups and they should be allowed to choose which groups they go in. I would also allow them to change groups.”

The audience was outraged when he said it was harder to share pedagogy in local authority schools, and academy chains worked when there was a shared pedagogy.

Mr Smith of the Anti Academies Alliance

quickly responded to say: “I would make sure every school was under local democratic control.”

Ofsted was also a subject for discussion when Mr Smith called for the abolition of the inspectorate.

He said: “It [Ofsted] is a tool for privatisation and for demoralising the profession. It is one of the reason teachers are so afraid of standing up for

themselves. It's a divisive organisation and it should be shut down.”

Mr Simons: “If you believe that Ofsted and the government are hand in hand then you obviously haven't been reading the news; they are at complete loggerheads at the moment.

“I do have a lot of concerns about Ofsted. I have a lot of concerns about its judgments, validity and reliability. We need an independent regulator of schools,



Zoe Williams, Natalie Bennett, Martin Powell-Davis and Jonathan Simons

however, you can't just wish it away.”

Ms Bennett, whose party policy is to abolish the inspectorate, said it was important to talk about the alternative. “We need a regionally based system of continuous assessment and support. So, what you are talking about is the sharing of best practice. Every school can learn something from observing another lesson. It's about co-operation.”



Linda Norrby

# Association criticises 'misleading' research on boarding schools

ANN MCGAURAN

@ANNMCGAURAN

French research claims that boarding schools are disruptive and do not guarantee better results for disadvantaged children have been called "narrow" and "potentially misleading" by the Boarding Schools Association (BSA).

A research survey conducted by Dr Clément de Chaisemartin and a team from the Paris School of Economics concluded that sending disadvantaged children to an elite French state boarding school only boosted the academic performance of stronger students. Weaker students did not experience any strong increase in their test scores, even after two years.

But BSA national director Robin Fletcher said the survey "failed to consider the wider benefits of boarding". Mr Fletcher, whose association represents 38 state and 460 independent boarding schools in the UK, said many of the children who benefit from boarding "come from care or the edge of care, often from very difficult and even harrowing family backgrounds".

For this group, boarding was "transformative", he said. "Not only do they get the opportunity to perform better academically, but they also have the chance to forge deep lasting friendships, improve their social skills, increase their confidence, and try a vast range of co-curricular activities.

"To track, therefore, the success of boarding for children from poorer backgrounds purely

on the measure of academic success is narrow and potentially misleading."

But Dr de Chaisemartin of the University of Warwick's economic department, told *Schools Week* his research had also looked at boarders' wellbeing and self-esteem. He said it found measures of wellbeing among the boarders after one year were "reduced in comparison to the control group" and that no differences in levels of self-esteem were found between the control group and the boarders across either one year or two years.

Jonathan Taylor, principal of non-selective Wymondham College, the largest state boarding school in England, said that vulnerable students "gain enormously from the experience of boarding here. "Unlike the overwhelming majority of state schools we have no achievement gaps at GCSE for our disadvantaged students. This is in both attainment and value added terms."

The school provides free state education with parents paying only for the boarding element of its provision.

Mr Taylor added that qualitative surveys — one by external company Kirkland Rowell and one by the BSA — indicated raised self-esteem,



Principal Jonathan Taylor

self-worth, motivation and greatly increased participation in extra-curricular activities, while a survey of parents by Kirkland Rowell was "extremely positive with over 95 per cent of parents saying they would recommend the college to other parents".

Ros McMullen, chief executive of the Leaf Academy Trust and executive principal of the David Young Community Academy in Leeds, is calling for new free state education and boarding provision for vulnerable students.

Responding to the paper, she said: "The

French research said the benefits did not really come until the second year and there were more benefits for the more able. This points to the need of children for stability. The less stability children have in their normal environment, the quicker they will respond to being in a more stable environment.

"The most vulnerable kids who don't hit the thresholds for care should be in state boarding provision. The answer is to invest hugely in really high quality security and stability. The state should pay for it because it will be saving literally millions."

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BH, Assistant Head  
Loreto College, St Albans

Media Partner

SCHOOLSWEEK

## NEWS



## Solution? You haven't got one, say unions

**SOPHIE SCOTT**  
@SOPH\_E\_SCOTT

Teaching union leaders, teachers and politicians have lambasted Nick Clegg and Nicky Morgan's solution to reduce teachers' workload

When they announced the results of the Workload Challenge last week, the deputy prime minister and education secretary shared a six-point plan that included a commitment not to introduce policy changes and Ofsted framework changes during the school year, a survey every two years on teacher workload and a review of leadership training.

Leaders of five unions wrote to the pair on Tuesday telling them the Workload Challenge report was a "missed opportunity" to address high workload, saying it would be a "disappointment" for teachers and school leaders.

The six-point plan is based on responses from less than 0.5 per cent of the profession.

The latest workforce census shows there are 448,000 teachers, classroom teachers and senior leaders in England; 43,832, or 9.7 per cent of the profession, responded to the Workload Challenge. However, only 16,820 answered all three questions and the government's independent review decided to analyse only 10 per cent of these – 1,650 replies or 0.3 per cent of the profession.

Teaching union general secretaries Mary Bousted, of the Association of Teachers and Lecturers, Brian Lightman, of the Association of School and College Leaders, Russell Hobby, of the National Association of Head Teachers, Christine Blower, of the National Union of Teachers, and Deborah Lawson, of VOICE, all put their names to a strongly worded letter to the two politicians.

They said: "The failure of the response to the Workload Challenge to robustly

address these problems is certainly a missed opportunity that will disappoint teachers and school leaders and will hugely undermine the other work that is planned."

Speaking to *Schools Week*, Green Party leader Natalie Bennett said: "Rather than tackling the pressing issue of high workloads for teachers, this government has instead been adding to it. The focus on testing and targets, and the collection on data, rather than leaving teachers to teach in a way that prepares their pupils for a fulfilling, productive life, is pushing many teachers out of the profession and shortchanging their pupils.

"Constant new policy initiatives, the divisive threat of performance-related pay and the lack of evidence behind decision-making are leaving teachers and schools on unsteady, uncertain ground, which also adds to workloads."

A DfE spokesperson said: "We want to

support the profession to tackle the issue of unnecessary workload which we know many teachers are concerned about.

"We recognise there is no quick fix. But we have listened and have taken firm action by outlining a number of measures, including greater clarity for schools on the requirements of inspections and giving schools more notice of significant changes to the curriculum, exams and accountability, which teachers have told us they want.

"We have been clear that we will monitor progress by tracking teacher workload through a large scale, robust survey next spring and every two years from then. This is just the start, we will keep thinking about ways to help teachers focus on what really matters — giving every child the very best start in life."

Chris Keates, the NASUWT's view, page 11

## EDITOR'S COMMENT

While it must be tempting to get very excited about the fact Labour has promised to include early years and 16 to 19 in its education budget ringfence – the time to celebrate is not yet upon us.

Tristram Hunt's reluctance to say anything about how individual budgets within the ringfence would be protected

and distributed should make all three sectors funded by the Department for Education budget very nervous indeed.

At this stage, there is nothing to say that the needs of the early years sector won't be satisfied with a big chunk of cash from 16-19 funding. There is no guarantee that schools cash won't suffer as funding for training teenagers

improves in the wake of the rise in the participation age.

That the overall budget will be protected by Labour if it forms a government this year should be cautiously welcomed, albeit with concerns about Tory claims rising pupil numbers have not been fully considered.

But the fight for fairer funding for early years and older teenagers is not over, and nor is the looming dark cloud of further cuts for schools.

With 85 days to go until the General Election this won't be the last time we hear of a promise to protect a budget or increase spending – approach with caution.



# READER'S REPLY



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## Is technology worth bothering with in education?



**Bob Harrison, Manchester**

The more critical question is "What is the opportunity cost for our children of not bothering with technology?"



**Alex Havoc, Worcestershire**

Great model.

Back in the 90s I worked with a poet who lived many miles from the schools I supported to deliver support for creative writing. The sessions were universally loved by pupils, staff and the poet herself as they provided some really dynamic experiences, even with the cranky old video conferencing systems we had then.

Your piece made me think about what we could do with such a set up today, enabling a shared creative writing experience between students, poet and teacher.

## Morgan and Clegg unveil second wave of school building grants



**Andrew Jolley, Dorset**

Nick Clegg arguing that "Children can't learn and teachers can't teach in schools that are cold and have leaking roofs" which appears to be at odds with his previous suggestion that DfE, LAs and schools use their maintenance budgets to build the infrastructure needed for his UIFSM policy.

Clegg now seems to pop up at every single reannouncement of any funding, yet ignores the desperate plight of schools struggling to implement UIFSM.

## Ofsted fine-tunes inspection framework



**Colin Richards, Former senior HMI**

Your piece ("Ofsted fine-tunes inspection framework. February 6) fails to discuss the issue of why so-called "outstanding" schools are to remain exempt from routine inspections.

Surely all schools should be inspected to a common framework.

Why? Because it's fair. Because all schools can benefit from dialogue with inspectors who can bring knowledge of interesting practice from elsewhere. Because all inspectors need to visit a full range of schools so as to be able to calibrate their judgments on inspections.

Ofsted's response that a change in the law would be required to routinely inspect outstanding schools is a cop-out. Where there is a will there is a way. Pity it doesn't exist in the upper ranks of Ofsted.

## Turning the league tables: How a focus on disadvantage shows new winners



**Richy Thompson, British Humanist Association**

Your analysis of schools whose free school meal-eligible pupils perform best is good and impressive work of a sort that people really should focus more on. But what it doesn't do is think about how these schools are doing in even taking in the proportion of local children that are eligible for free school meals in the first place.

The Fair Admissions Campaign's map of state secondary schools (<http://fairadmissions.org.uk/map/>) compares schools to their areas and ranks them on the basis of how representative they are of their local areas in terms of free school meal eligibility, and from your tables the schools it finds wanting are essentially the religiously selective ones. For instance, in your main table your second best school is King David High School - but the map finds that it is the 17th most socio-economically selective school in the country. Similarly, Sacred Heart High School is the 16th and Coloma Convent Girls' School is in the worst four per cent.

And even amongst the schools where over 20 per cent of pupils are eligible for free school meals there are similar problems - for example, Tauheedhul Islam Girls' High School is in the worst two per cent on the map, Bolton Muslim Girls' School the worst 10 per cent, and La Retraite Girls' Catholic High School in the worst three per cent.

It's great when a school does well with its free school meal-eligible children - but it's not at all helpful when a school's admissions policy means it's failing to even admit most such children in the first place!

## Faith leaders support systematic study of humanism



**Allan Hayes, address supplied**

We are missing a huge opportunity.

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



**MissSays, @SaysMiss**

So what exactly is the purpose in chartered membership? I can't quite trace the point of the segregated approach.

## Tributes paid to Teacher's Toolkit author Paul Ginnis who died suddenly on Friday

### REPLY OF THE WEEK



**Maureen Laycock. OBE**

I am really saddened to hear of the passing of Paul. He did some great work in my school in the early days of my headship in an inner city secondary school. I saw him regularly at conferences and other educational meetings.

I loved his enthusiasm for education, his professionalism, infectious humour, drive and passion to change things for the better for students and innovative teaching and learning.

What a great loss to education and all that remains fighting for despite the current unreasonable government agenda.

Such a character and a great person.

My sincere condolences to his family.

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



### Contact the team

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

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## EXPERTS



## JADE KENT

Solicitor in the education team at  
Michelmores LLP

## We are about to enter purdah

The looming general election will regulate the conduct of public bodies, including the DfE, local authorities – and schools. You might, for instance, face a four-month wait for a decision on an academy conversion

**P**urdah, a word of Persian origin, means “curtain”. It’s also a word that we hear a lot of every four years or so in the UK, as it also refers to the pre-election period – specifically the time between the election announcement and results.

The purdah period regulates the conduct of public bodies (including the Department for Education) in the weeks before an election. Caution is required over decisions that could have a bearing on matters relevant to the election, that is, decisions on actions with a long-term character and policy decisions on which the newly elected government may take a different view.

Purdah for the next election runs from March 30 until election day on May 7. This could be a problem if you are planning a big project such as an academy conversion, changing the age range of your school or a big building project.

People are already becoming wary, including local authorities and the department. They are cautious when making decisions, particularly any that would attract public attention or that might influence support for a particular political party or candidate. They need to be seen to act in a politically neutral manner. If you ask for something now that will take a bit of time to implement, it is possible that your project – and possibly even the decision regarding that project – will be delayed until after the election.

One example is academy conversions. The current feeling from the DfE is that schools converting to become academies will not be able to convert (as their funding agreements will not be signed) from April 1 possibly until as late as July 1 – although this has not been confirmed yet. The proposed longer time period is to allow “bedding in” for the new government and the implementation of its policies to take effect. Labour has said that it would not arbitrarily cancel conversions/free schools that are in the pipeline; however, there is uncertainty about the future.

Once an election is called, candidates are legally entitled to use publicly funded schools and other public meeting rooms free, subject to caretaking costs. However, a fair and consistent approach must be taken, that is, a debate organised through a school should only be held if all political parties fielding candidates in the relevant area are given the opportunity to take part. So be careful when allowing political discussions in your school hall.

The local authority has a responsibility to ensure that its resources, including school resources that are paid for by the authority’s money, are not used for political purposes during an election period. Headteachers and school staff should not be involved in any activity that promotes or is perceived to promote a political party or candidate, including endorsing a politician verbally or in writing, being involved in photo opportunities and organising events that could give others platforms for political comment.

**Be careful  
when allowing  
political  
discussions in  
your school hall**

So what does the future for education look like? It could include £2.5 billion for the pupil premium (Lib Dems), three million apprenticeships (Conservative), ensuring all teachers are qualified (Labour), bringing free schools and academies under local authority control (Green) or schools investigated by Ofsted on the presentation of a petition to the DfE signed by 25 per cent of parents or governors (UKIP) . . . or something entirely different. Only time will tell but in the meantime you should keep an eye on who you are renting your school hall to and any political promoting!

@MM\_JadeP



## JASON WING

Principal of Neale-Wade Academy in  
March, Cambridgeshire, part of the  
Active Learning Trust

## Pastoral interventions can help to raise student achievement

A greater emphasis on pastoral care to remove barriers to learning has increased attainment at a 1,600-pupil academy

**S**tudent welfare is a hot topic. January started with worrying reports of young people suffering from poor mental health and the think-tank, 2020health, has recently suggested that heads of well-being may help schools to combat poor physical and mental health among students.

Since I became principal of Neale-Wade in September 2011, many positive changes have led to increased attainment. I attribute the majority of these results to the emphasis and importance placed on pastoral care.

I’m a firm believer that an academy or school’s pastoral system should be aligned with what happens in the classroom, and that it should focus on the progress that students are making. The purpose of such a system is to remove barriers to learning, so that academic development can be made by all. All of our intervention work is an attempt to create and maintain a supportive environment that encourages and stimulates learning.

One of our first major changes was to replace our vertical tutoring system with a horizontal system that has clear lines of accountability. Heads of year, or progress leaders as they are known, are responsible for the wellbeing of their year group as well as tracking the academic progress of the 300 students under their care. They are supported by pastoral assistants, who aren’t part of the teaching staff and are therefore readily available to meet with students and parents. They are local people with a good understanding of Neale-Wade’s community.

A dedicated team overseen by the vice-principal and director of student wellbeing ensures that student welfare and wellbeing remains high on our agenda and they work tirelessly to remove any potential barriers to learning.

As far as lessons are concerned, no time that could be spent learning is wasted. This extends to tutor periods, where all year groups have time to work on issues highlighted in a plan that is updated weekly. Years 11 and 12 have an IT room as their tutor base whenever possible, allowing them to spend tutor periods completing UCAS applications. It’s also a good base for our “core carousel” in which time is spent on English, mathematics and science. Subject-specific

tutor group teachers ensure that learning is maximised.

Year 11 also takes part in revision sessions, which start at 8:15am. Surprisingly, these are very popular – perhaps it’s the free breakfast! Staff also teach on Saturday and Sunday mornings for additional support, and we have found residential experiences during school holidays particularly useful. These happen on Fridays and Saturdays at a hotel. The students study hard during the day, usually finishing at 6:30pm, before being taken to the cinema or bowling before lights out.

**Pastoral care  
should remove any  
barriers to learning**

It’s all very well talking about initiatives and how they are well received, but we all know that much of an individual school or academy’s output is measured in facts and figures. Since 2011 attendance has risen from 91.8 to 95.4 per cent. In 2014 there were also highly significant improvements in core subjects, with a 76 per cent pass rate at A\*-C in English and 70 per cent A\*-C in maths. Fifty-eight per cent of students passed five GCSEs, including maths and English, with A\*-C, putting the academy in the top 25 per cent of similar schools nationally. All this bears even greater weight when considering that 2014 was a year in which attainment in these core subjects was in decline.

Of course, many of these great results are attributable to the students too, so rewards feature highly in our daily work. Staff can award students for the effort that they are making within a lesson or a series of lessons. These are recorded on our data system, and a text message is sent to parents. A small reward at school can lead to much bigger ones at home. One student recently said: “It is great when I get an SLT star as my mum will text me on the way home to tell me that she loves me.” Whilst that may not be an Ofsted-approved way to measure success, it’s definitely good enough for me.

([www.neale-wade.org](http://www.neale-wade.org), [www.activelearningtrust.org](http://www.activelearningtrust.org))

## EXPERT



# IAIN CAMPBELL

Partner, Hill Dickinson

## A duty of care on the sports field

Rugby union is a compulsory sport in many independent schools. Are they putting themselves at risk by compelling under-16s to play the game?

A school's legal duty of care to its pupils applies to sport as to every other aspect of school life. Sport must be taught and games supervised with a degree of "reasonable care".

A problem arises when a school's legal duty comes up against sporting activities that carry a higher than normal risk of injury. In many independent schools, rugby union is a non-negotiable element of the games programme. Are schools putting themselves at risk, in legal terms, by compelling under-16s to play the game, given the increasingly publicised injury risks?

Doctors have a long history of raising concerns over some sports in which the risk of serious or frequent injury is claimed to be particularly high. In recent times, Dr Allyson Pollock, professor of public health research and policy at Queen Mary, University of London, has claimed that full-contact rugby (with scrums and tackles) has no place in schools, particularly where participation is compulsory. Her research suggests that schools' rugby carries as much as a 17 per cent risk of injury for players across a season.

The legal picture is clear where a school has been negligent in provision of games. However, what extra duties does the law say that "higher risk" sports place on schools to protect students? Here are some examples:-  
**Personal accident insurance** In *Van Oppen v. clerk to the Bedford Charity Trustees* in

1990, the student injured in a school rugby match could not prove negligence in the way a game was managed. However, he argued that it ought to have provided personal accident insurance to compensate him accidental injury. The court decided that no such duty to insure existed, but that it might be advisable to inform parents about what insurance was in place. All schools should carry public liability insurance, providing cover for their legal liability for negligence but few, if any, would actively insure pupils against accidents.

If schools do choose to provide parents with this information, it must be done very carefully with all the staff involved properly trained. It is easy to imagine how liability might arise as a result of a parent being told their child was insured, when cover was not in place for accidental injury.

**Refereeing and safety rules** *Smoldon v Whitworth* in 1997 is one of the first cases of a referee being blamed for allowing a player to be injured. He had failed to properly enforce the rule of the scrum, leading to repeated collapses and a very serious injury for a player. A clear duty exists to ensure that sports are played in accordance with the latest rules and guidance of their governing body. In rugby union in particular, rule changes are common and schools must ensure they keep up to date.

Within the maintained sector an onus remains on the school to provide options within any games programme. There is no clear guidance to suggest that it is unlawful to make rugby and other sports compulsory

in independent schools, providing that the school has parents' consent.

It would be prudent for consent to mean a written contractual agreement as part of the school's overall contract with the parent. However, even if this is in place, consent of this type can be (and often is) revoked by the parent. Many schools that are unable or unwilling to offer alternative games deal with this issue by making it clear to parents that their sports programmes are non-negotiable. A parent who withdraws their consent for a child to participate withdraws their child from the school. It would be very unwise to compel children to play sports their parents had expressly withdrawn their consent for, even if injury did not occur.

## Are schools putting themselves at risk legally by compelling under-16s to play rugby?

Given the public interest in the area, it is clear that further developments in the law are likely. Meanwhile the question for now is not whether compelling students to play particular sports is legal, but should a school ever make such inherently risky games compulsory?



# CHRIS KEATES

General secretary, NASUWT

## You'd be forgiven for thinking workload was a marginal issue

The Department for Education last week published the results of its Workload Challenge. It may have been launched with much fanfare, but the department's reaction is little more than a damp squib

According to education secretary Nicky Morgan, the aim of the Workload Challenge was to provide teachers with an opportunity to tell her about their key workload concerns and to share their views on what the government, schools and others should be doing to reduce unnecessary and unproductive workload. At the launch in October last year, she promised teachers and school leaders: "We want to work with...the whole of the teaching profession, to see what we can do to reduce this burden – to offer you a new deal."

The difficulty for the Coalition Government, however, is that its proposed steps to reduce workload fall well short

of the secretary of state's bold pledges.

That teachers and school leaders have been suffering serious increases in their workload was evident to ministers long before the challenge. Since 2011, the NASUWT has provided written evidence to the DfE that not only detailed the nature and extent of the significant increases in workload since the Coalition took office, but also explained the underlying causes of these increases.

The NASUWT has conducted an annual survey each year since 2011 of teachers' opinions about their working lives; thousands have responded, identifying workload as a top concern.

Unfortunately, it was only with the prospect of an impending general election that ministers decided that the time was right to address workload publicly. However, late though this recognition was, it was welcome that the Coalition had at least acknowledged the extent of the problems their education

reforms and policies had created, although it was made clear that ministers would not contemplate significant changes in policy.

Understandably, ministers' sympathetic public pronouncements and the launch of the Workload Challenge raised teachers' expectations that meaningful action would be taken to address the problem. In a letter to Mrs Morgan sent after the launch, the NASUWT specified 10 simple and practical steps that ministers could implement immediately to alleviate some of the excessive burdens on teachers.

## It's clear: ministers have over-promised and under-delivered on tackling teacher workload

These included ministers sending out a clear message to all schools that long working hours and excessive workload burdens were unacceptable and that school leaders and employers must take action to address these concerns. The NASUWT also recommended that the DfE and ministers commit to undertaking an annual teachers' workload diary survey, drawing on the approach of previous similar surveys, to establish a baseline against which the effectiveness of future action to address

excessive workload could be assessed.

The response to the challenge was therefore profoundly disappointing and demonstrated its contempt for teachers.

In its response, the DfE has wilfully misinterpreted and misrepresented the clear evidence provided by thousands of teachers about their chronic workload burdens as a consequence of this government's policies. The steps proposed by the DfE in its response either reflect existing inadequate commitments or completely fail to address the causes and consequences of excessive workload.

The fact that the government has only agreed to undertake a survey of teachers' workload on a two-yearly basis when previous surveys have been conducted annually simply beggars belief.

The DfE's own evidence from the challenge underlines the fact that it has created a culture in schools where anything goes, where needless and counter-productive workload burdens are heaped on teachers, and where any adverse impact on their health and wellbeing is simply regarded as collateral damage. Nothing in the DfE's report on the Workload Challenge will address this.

In fact, anyone reading the report would be forgiven for thinking that workload is a marginal issue, that the current teacher recruitment crisis does not exist and that nearly two-thirds of teachers are not seriously considering quitting the profession.

The verdict is clear: ministers have over-promised and under-delivered on tackling teacher workload. It is now beyond dispute that the only respite for teachers will come from a change of government in May.

## 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 Jill Berry, a former head, now educational consultant and Twitter addict @jillberry102

#### 7 questions about technology (#techandme)

By Simon Davies @eheadmaster

I've mentioned @staffm before. If you don't have a blog but would like occasionally to write an opinion piece or share an idea, it's an excellent vehicle. Posts can be no longer than 500 words and must include at least one image, a heading, sub-heading and hashtag.

In January, Mark Anderson (@ICTevangelist) established the @staffm hashtag #techandme when he posed and answered seven questions about technology, at the end of which he nominated three others to respond to the same questions. And so it grew. It's impossible to read these posts without considering what your own answers might be, encouraging you to reflect on your experience of technology (and consider, perhaps, how you could make better use of it). I've enjoyed reading many of these posts, and this, by Simon Davies, is one of my favourites. I don't always agree with him, but I liked this summary:

"Technology is...the proverbial double-edged sword; not going away, too easily taken up as a panacea, too easily demonised."

#### The masks teachers wear

By Rachel Jones (@rlj1981)

Rachel Jones is one of the most generous members of the Twitter and educational blogging community, regularly sharing her thoughts, ideas and resources, often (though not exclusively) about the constructive use of technology in education.

Here, she encourages us to consider how and why we adopt a professional persona, and how we may use masks and image sometimes to protect ourselves in school. She concludes that, as far as she is concerned, "I always prided myself on just being me in my classroom, but actually I am a better version

of me," and suggests that when we are tired and "the mask slips" we need to be forgiving of ourselves, and of each other.

#### Placing the student at the heart of the observed lesson

By Freya Odell @fod3

In this post, Freya Odell shares her school's system of designing lesson observations that place the student firmly at the centre. In this way, the observation concentrates on learning, rather than teacher performance, and is far more likely to open a dialogue, encourage reflection, and be properly developmental.

This system takes some of the elements of lesson study, for example, identifying two students on whose response and work the observer will focus, and including clear consideration of the teacher's expectations for each of these students in advance of the observed lesson. Odell found the discussion after the observation much more productive: "Rather than focusing on what I was doing, we discussed student expectation and outcome. We explored differentiation, progress and mastery." Reading this post you are left with the sense that this process really is about learning – the students', the observed teacher's and, in fact, the observer too.

#### What I have learnt about love

By Ros McMullen @RosMcM

I always enjoy the warmth and the spirit of executive principal Ros McMullen's posts, here exploring the importance of love within our school system. She condemns the "excuse culture" that limits expectations of "our type of kid", and what she calls the "cuddle and muddle" of "unchallenging care".

True love, in an educational context, she suggests, involves choice, and it can be challenging and require resilience. She quotes her principal, Lynne Frost, who is "very fond of reminding staff that the students who require the most love are the ones who will ask for it in the most unloving of ways". It can be hard to love the ones who need it most, but committed teachers and leaders don't give up.

#### Does a loss of teacher autonomy also mean a loss of professionalism?

By Matt Bromley @mj\_bromley

Finally, in three linked posts Matt Bromley explores the tension between professionalism, autonomy and consistency, particularly within the context of a large FE college. He explores his thinking on this issue in an open and honest way. I found the debate in the comments interesting, too. He doesn't avoid some controversial issues. As Simon Davies suggests in the first post reviewed: "It is really important to read views that are different from one's own." Give it a spin!

## BOOK REVIEW

### Using Positive Psychology to Enhance Student Achievement: a schools-based programme for character education

Authors: Tina Rae and Ruth MacConville

Publisher: Routledge

ISBN-10: 1138791547

ISBN-13: 978-1138791541

Reviewer: Amjad Ali, advanced skills teacher in inclusion



My eyes lit up at the thought of reviewing a book about psychology in education as it's a discipline that

I have a keen interest in but only a limited amount of knowledge. Its aim is to translate complex literature written by academic psychologists into practical, useable, engaging activities and resources. I took a breath, started reading and hoped that this is exactly what I would get. Tina Rae is not a conventional classroom educator but brings a wealth of knowledge about the theories of educational psychology.

Alongside her is Ruth MacConville, head of SEN in the London borough of Ealing.

Split into three main sections, the book includes an introduction to positive psychology; a PowerPoint presentation that can be used directly to introduce the concept to staff; and resources to help support the implementation of the character education programme. My first insight to positive psychology made me think that it was not for me, although it was hard to put my finger on why. I just wasn't sparked with enthusiasm. Nonetheless, I could see why the book aims to redress the imbalance of psychology currently focusing on negative traits in human behaviour.

I wondered why teachers spend so much time focusing on weaknesses. Should we, as the authors say, aim for students to flourish and simply be happy? There is an insurmountable mutual benefit in education and happiness after all. At least, that's what Rae and MacConville argue. I was hit by a barrage of acronyms in the opening section, which made me think of a CPD session run by seasoned consultants. Not something I am fond of. However, I kept reading, thinking of my own classroom practice and

how I could transfer my learning into my teaching and my students' learning, along with my role as a leader. Gradually, I began to enjoy the plea for education to be all-encompassing; developing a young person's character, grit and self-determination. Rae and MacConville argue that schools should not turn into exam factories, pitching against each other through league tables.

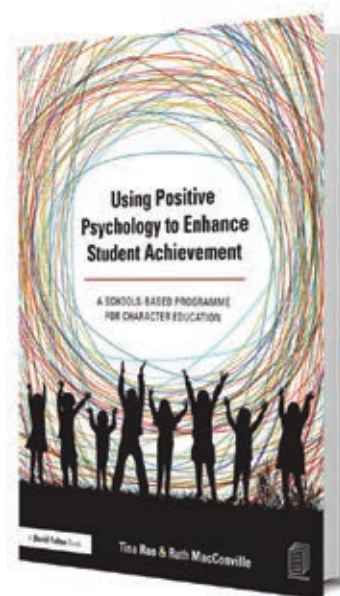
The next section is "A PowerPoint in a book". Unconventional, but helpful nonetheless in providing a detailed template for demonstrating positive psychology to others. Facilitator notes give the presentation a "pick up and go" feel.

I found this section a helpful summary of the prior chapter. It simplified the earlier text and allowed me to refocus on where I may have had limited knowledge. It was almost a "self-test". The final part takes up two thirds of the text and is devoted to resources that introduce students to key insights of positive psychology. The resource bank claims to be unique in its approach because of its emphasis on "character-strengths". I kept thinking about our most disadvantaged students: would these activities would help

to balance the inequalities they face daily through no fault of their own? I skimmed through the ready-to-photocopy resources trying to figure out what age they would apply to. They seemed closely related to primary school or for students with a very young physical and mental age (unfortunate for me, as I teach older students). The images associated with the task sheets reaffirmed this hunch. Nevertheless, with more than 200 pages of suggestions it would be difficult for an educator not to find something relevant and useful.

Towards the end there is an unhealthily thin section on guidance for parents. I found it interesting that parents seemingly do not have a larger part to play.

Overall, the book is a helpful introduction to useable psychology, even for a layman like me. I found it thought-provoking and engaging, yet at times a little difficult to place into the context of my secondary school.



NEXT ISSUE  
Teach Like a Champion,  
by Doug Lemov  
Reviewed by: Martin Robinson

## REVIEWS

## RESEARCH REVIEW



### Both pieces of research reviewed were published in *Open Review of Educational Research*, volume 2, issue 1, 2015

**Research:** Para-quantitative Methodology: Reclaiming experimentalism in educational research

**Authors:** Bakhtiar Shabani Varaki, Robert E. Floden and Tahereh Javidi Jafarabadi

In educational research, a lot of time is spent arguing about whether we should look at problems quantitatively or qualitatively. That is, do we want to think about things in numerical or scientific terms where, when you add two things together, they must equal something on the other side every time because that is the “scientific” law (to be entirely crude about it). Or should we look at educational issues in a more “everyone is different and we need to understand their experiences” kind of way, which recognises that not everyone’s reactions will always operate according to consistent laws.

Sometimes people fudge the two and use a “mixed methods” approach. They might ask how people feel about bullying but also measure the number of times it



has been reported. This article argues that this “mixed” approach feels like a pragmatic solution to the division but is actually nonsensical. It is the equivalent of trying to solve problem of “10 + happiness”: it can’t be done, they are such different things.

In what is an incredibly dense read, the authors suggest a new way around the problem. It is called “postpositivist transcendental realism” – which is also a convenient party game tongue twister. What that means is not entirely clear (and I don’t think matters so much to the ordinary teacher). The upshot, though, appears to be that a new form of notation is needed if you are going to blend quantitative and qualitative systems together. For that the authors recommend something called “operational logic systems” that will enable you to demarcate fuzziness in ways that can still be treated notionally.

So, you can make happiness into a metric that can be used in the system. It also uses probability, so that you can think, for example, about how a student’s achievement is likely to be affected by a certain variable in a way that isn’t hard “maths”, but also isn’t a qualitative concept.

It’s a befuddling article, which might just be because this reviewer wasn’t up to understanding it. But the main learning was that if you want, you can really spend a lot of time arguing over whether numbers or words are more important in education – and still not really get to an easy solution.

**Research:** Foucauldian Critique of Positive Education and Related Self-technologies: Some problems and new directions

**Author:** James Reveley

“Sit down and be quiet.” It’s a phrase you will hear all across the land about 9.05am on any given day. Not because teachers are draconian. It doesn’t need to be shouted, or spat out. It can be done gently and quietly. But it’s important that children know what to do.

Other phrases we hear in classrooms are “stop that” or “don’t hit Michael in the face” – mostly because getting 30 children crammed into a room to learn, and not just irritate each other, requires them to learn self-control. And this, one might also conjecture, is the reason why teaching children how to manage their emotions – through grit, resilience, or mindfulness lessons – is intuitively appealing.

Some people do not agree though. S. Binkley, an academic that the author mentions, believes that such emotion regulation is all part of forming children into the sort of workers who can function in neoliberal society. But, the author continues, this overlooks the fact that children aren’t necessarily disempowered by learning emotion strategies – actually, it can help them if they wish to mount oppositional action against neoliberalism (or, one presumes, any other form of society).

Hence, they conclude that teaching children to manage their emotions is less “imprisoning” them within a system; instead it liberates them to oppose a life they do not like.



# A week in Westminster

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

## THURSDAY:

Whenever Ofsted is mentioned it seems there is not much positivity to go alongside the news.

That’s why it was nice to see the inspectorate publishing some “good practice” examples of communication from the Royal College Manchester today.

The education watchdog praised the specialist college for students with severe and complex learning difficulties and/or disabilities.

It’s an interesting read, and worth spending some time on, even if you don’t work in a special school.

## FRIDAY:

As 10am struck, flurries of email alerts were sent out from gov.uk with the results of the much-lauded Workload Challenge and the government’s response to teachers’ concerns about their ever-increasing professional pressures.

Nicky Morgan and Nick Clegg (it was both their idea, apparently) threw out phrases such as “we’ve listened”, “there’s no quick fix” and “we want to support the profession”, but unions and teachers quickly responded with criticisms to the six-point action plan the duo were putting in place to “reduce the workload”.

Here at *Schools Week* we wonder whether any of the teachers will have time to read the government report and response in full. But they will have time to read our story on page 8.

Good news for budding artistes today – the law was revised to make sure schoolchildren were less restricted in what they could take part in and when, although they have bizarrely been described as “child performers”, conjuring up images from a 1920s circus act.

The new law means kids are able to perform after 7pm if it’s for a live TV broadcast. It also “strengthens” the number of breaks they have during

performances.

As Play School’s Baroness Floella Benjamin said, this “will enable children to fully benefit from a range of opportunities to perform in a safe environment, boosting their confidence and development”.

## MONDAY:

The schools granted money for phase 2 of the Priority School Building Programme (PSBP) were announced this morning – but don’t confuse it with Building Schools for the Future (BSF)

BSF was scrapped by Michael Gove two months after he took office in July 2010 and was replaced by the PSBP, although it essentially does exactly the same thing – repair outdated school buildings.

If you haven’t already read it, look at page 4 to see where the government has allocated the funding . . . we’ll give you a hint, it went mostly to schools in their own constituencies.



## TUESDAY:

Another Ofsted update. But this time it’s expenses for the board for the first quarter of this financial year, so way back last April – June. Very prompt.

Sir Michael Wilshaw spent almost £4,000 in travel and related expenses in those months, including a trip to Switzerland’s capital Bern and a whopping £680 on a trip to Birmingham and London.

Baroness Sally Morgan, former chair of Ofsted, also had a rail expense of £115. Something tells me that officials should either stop sitting in first class, or start booking their tickets in advance and visit trainline.com

## WEDNESDAY:

The big news today was all about the Troops to Teachers, see page 2. Other than that it was all quiet on the Western Front.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

## PROFILE



# JON COLES

**LAURA MCINERNEY**

@MISS\_MCINERNEY

**Jon Coles, group chief executive, United Learning Trust**

**J**on Coles is trying to walk in a straight line across a hill. He needs to get from one place at the hill's base, to another, in the quickest time possible. Maths tells you that a straight line is the quickest way. But how do you walk in a straight line across a curved object?

It sounds like a problem Coles might have set pupils in the schools belonging to the academy chain he now leads, the United Learning Trust (ULT). But it's not. It's 1989 and has been set by Mr Arthur, Coles' maths teacher.

"He would photocopy four pages of problems on to one A4 sheet, they were tiny, you were squinting, but it was just... inspiring".

At the time, the Coles who was plugging away at these calculations did not know he would go on to become one of the most prominent education civil servants of the New Labour era or that he would become director general of schools at 36. At that point his world revolved around maths.

A self-confessed geek, he is often described as "the cleverest man in education". Sitting in a corner room in a satellite ULT office near London Bridge, he winces when I tell him this.

"I don't like it very much, to be honest, because I don't think cleverness is that important in the overall scheme of things. What matters is what you do. It is more important to have a sense of purpose or to treat people well."

Given this, it's a good job Coles met his Year 5 teacher Mrs Lewis. He'd been a tad wayward the previous year – his sister once walked into his classroom to find him standing on a chair "showing off" to the class – but Mrs Lewis calmed him down.

"She spoke ever so quietly," he says, "and she came over to my desk and said, very quietly, 'Your report last year said you were sometimes badly behaved, you won't be like that for me will you?' and I shook my head and said, 'no'. And I never was."

Coles attended The Judd School, a grammar school in Tonbridge, Kent. There, he loved Mr Clarke, a "brilliant biology teacher" who grew enormous sunflowers that he would break off and swat at boys to emphasise his points.

Coles is a captivating storyteller; always animated, mimicking voices and flailing imaginary sunflowers.

In a poignant moment, however, he admits that one of his most important life events happened before he was born. His mother – born in Barnsley – secured a place to read modern foreign languages at UCL, despite neither of her parents having attended school past their early teens.

"On the day of the results she went to school and got her grades, but found her parents hadn't applied for a grant. My grandfather was unwell and my grandmother basically said 'You can't go – we need you to go out and work'. She was a very dutiful person, and just got on with it. But for that

reason, more than anything else, she was determined that we would have those opportunities."

Coles' mother died 15 years ago, but was alive to see him gain a place at Oxford to read maths. He even applied to Queen's College because it had a reputation for being "a bit northern" – just like his mother's side of the family – though, in the end, he studied at Mansfield.

He found university fun and relatively easy ("it was like a puzzle book for

grown-ups"). In his final year he applied to complete an MA in philosophy, followed by a PGCE. However, a quirk in funding switched his plans, and he had to complete the PGCE first.

On teaching practice, Coles found pupils' low numeracy levels bewildering.

"At university I had proved, axiomatically, that one plus one equals two. That was very satisfying for me. But

"The thing about impossible things, is that they're more possible than you think"

## IT'S A PERSONAL THING

### Favourite toy as a child?

I had a duck called Dillis. It gradually disintegrated until it was just "Wing". It then flew out of a window on a German autobahn, leaving an extremely traumatised four-year-old. The rest of my life has been a vain attempt to compensate for the sense of loss.

### Favourite food?

Roast beef. Or any cake (as long as it's not pretending to be healthy).

### Three guests you would invite to a dinner party? (dead or alive)

Wittgenstein, plus two.

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

Try to calm down enough to work out how to fix myself, I should think.

### A party you remember from your childhood

It involved playing the "do not laugh" game while my dad tried to make each of the children laugh. Unedifying but hilarious.

absolutely no use for the children I now taught. I could prove one plus one is two, but how had I learned it? How could they know it to be true? That's a very different question."

During one lesson he devised an activity so a struggling boy could understand that all even numbers were divisible by two. "He completed it and there was that moment when he went 'woah' and something in his world shifted forever."

Convinced schools were in deep need of change, Coles spent his MA year deciding he would go into educational administration. After a brief stint at the National Audit Office, he joined the civil service fast-stream in 1997 and requested a post in education. His timing couldn't have been better: New Labour had just swept to power on a platform of improving state schools.

He volunteered to deliver Labour's pledge to reduce class sizes to a maximum of 30. "I thought 'What a great job! It's No 1 on the pledge card – they are going to take it seriously. They're going to put some money into it."

"With the benefit of hindsight it was really easy. It's just that nobody knew how to solve it."

Using the skills learned in Mr Arthur's class, Coles analysed why schools struggled with class sizes. In the end he found a finite number of reasons, each with a particular solution.

"The thing about impossible things, is that they're more possible than you think. When you set out saying 'I'm going to do this', people behave as if it's bonkers. But you look back – once you have seen how to do it – and though it might have been hard work, it wasn't impossible at all."

A bit like walking in a straight line across a hill or learning that all even numbers divide by two? "Yes, exactly! Once you've seen it, you can't unsee it."

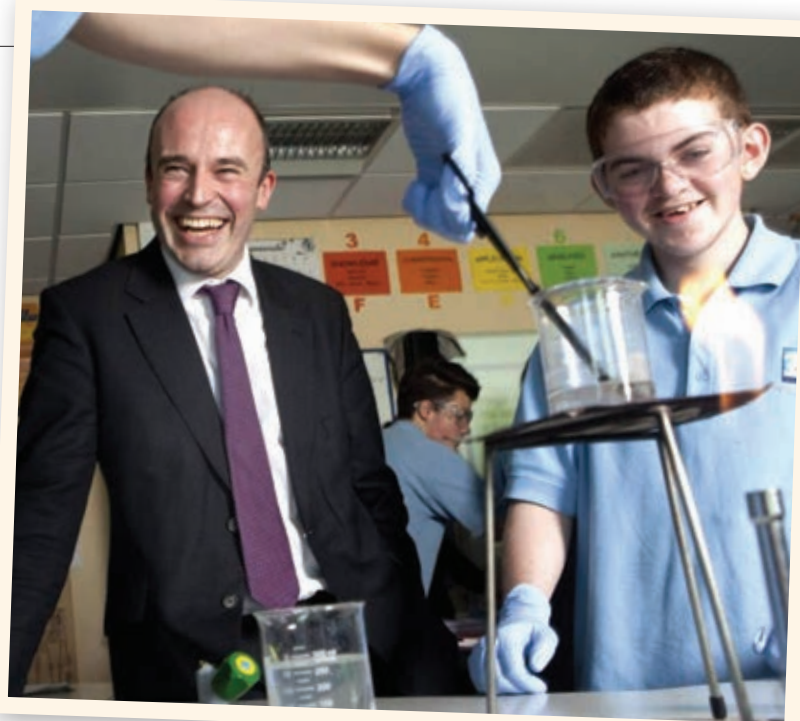
His project was a hit. After a few years, classes rarely ever went over 30, and Coles moved on to the Cabinet Office, delivering his own education bill, leading the London Challenge with Sir Tim Brighouse ("easily the most enjoyable part of my career"), taking the top schools job at the Department for Education and then leaving the civil service to become CEO of the United Learning Trust.

His successes, he says, were down to good teams and hard work. "And good luck. I wouldn't want to forget the role that plays to."

Work clearly fulfils him, but he admits there is one more thing he'd like to spend time on. Coles, it seems, likes to sing. "I might be a bit old to be in a band," he says. That's not true, I say. "OK," he says, "if I'd had 20 years of fronting a band up to now I would not be too old, but I'm probably not going to make my breakthrough to *The X Factor* any time soon." Would he like to be in a pub band, then, or play covers at a wedding? "As a sort of Mick Jagger impersonator? No! I have neither the persona nor the talent to be Mick Jagger," he muses, "I just like singing. Probably not in a rock band."

It is a funny, logical and clever answer. Much like Coles himself.

As I leave, I realise that I still don't know the answer to the hill question and ponder emailing him to find out. But talking with Coles leaves you with the feeling that not only do answers exist, but that the greatest adventure is in finding them.



Jon Coles visiting Lambeth Academy in south London – one of the schools in his academies chain



Giving a speech at a Cambridge Assessment seminar

## Curriculum Vitae

### CAREER

**January 2012 – Present** Chief Executive, United Learning

**September 2010 – January 2012** Director general, education standards, DfE  
Led work to produce Importance of Teaching white paper, reform of national curriculum, qualifications, teacher training and accountability

**May 2008 – September 2010** Director general, Schools, DCSF then DfE. Led work to take Academies Act through Parliament from 2010. Led establishment of National Challenge

**July 2005 – May 2008** Director, 14-19 reform, DCSF. Raising post-16 participation and achievement; reducing NEET numbers; vocational qualification reform

**July 2002 – September 2005** Director, London Challenge, DfES

**Sept 2000 – July 2002** Divisional manager, DfES

**Sept 1999 – Sept 2000** Cabinet Office, Cross-government strategy.

**June 1998 – Sept 1999** Class size team leader, DfEE. Led implementation of the class size pledge

### Other experience

Previously worked in the National Audit Office; and as a qualified teacher

### EDUCATION

York University: Masters in Philosophy.

St Catharine's College, University of Cambridge: PGCE

Mansfield College, University of Oxford: BA in mathematics, first class

# PUPIL PREMIUM: FOUR W

A total of 140 secondary schools were last week named as key stage 4 finalists in the Pupil Premium Awards 2015. We talk to four of the them about the projects they have introduced to help raise the attainment of disadvantaged students

PAUL BISHOP

Secondary schools that have shown effective ways of using their pupil premium money to improve GCSE achievement are set to battle it out for a prize of up to £250,000.

A total of 140 schools were last week named as key stage 4 finalists in the 2015 Pupil Premium Awards. Each will receive £5,000.

They have come up with a variety of innovative ways of using their pupil premium cash inside and outside the classroom to help raise attainment among disadvantaged students. We look at four examples.

Now the 140 schools have until Wednesday to apply for the chance to win up to £250,000 next month. The money will be presented by the deputy prime minister Nick Clegg.

Secondary schools are invited to apply for the larger prize if their disadvantaged pupils' attainment has either improved between 2011 and 2014, or has been consistently high. All schools also must

have good value added measures for their disadvantaged pupils.

Schools minister David Laws congratulated the qualifying schools and encouraged them to share their stories.

"The pupil premium is building a fairer society with opportunity for everyone.

"I would encourage all the secondary schools that have received a prize to share their successful approach with others so they can learn from their experience.

"I hope all schools will continue to learn from this excellent practice and ensure they are using their pupil premium effectively, so that they too may be in the running for a prize in 2016."

The pupil premium is extra funding that schools receive for every disadvantaged pupil and is worth £2.5 billion this year alone.

The funding is allocated on the basis of how many students are claiming free school meals. Schools have a statutory duty to report on their website how much money is received and how it is being spent.



Uffculme students on the Ten Tors challenge

## BROADLAND HIGH SCHOOL, NORWICH



Carol Dallas works with Broadland students at an after-school session

Broadland High has been getting help from some old friends to assist their GCSE pupil premium students.

Carol Dallas, headteacher for six years, has brought in former colleagues to help with extensive maths and English classes.

"These are experienced, high-quality staff. This is a very diagnostic approach and enables specific skills to be developed."

The school has also appointed a pupil premium intervention assistant who has regular mentoring slots focusing on academic work and barriers to learning –

making sure, for example, that each year 11 student has a revision timetable in place.

Broadland High, which received £110,025 pupil premium funding in 2014/15, also holds after-school sessions for students to complete homework and prepare for controlled assessments.

Department staff discuss their strategies and make sure they are shared with others in the school.

The percentage of pupil premium students getting five or more A\*-C grades at GCSE has risen from 33 per cent in

2012 to 48 per cent in 2014. The projected percentage for 2015 is 52 per cent.

"We have a clear message to all staff at all levels that pupil premium students are a key focus at Broadland High School."



Carol Dallas

## ALDER COMMUNITY HIGH

Alder's Food for Thought programme includes taking pupils out to a restaurant when they finish a study session



Richard O'Regan uses food to help to motivate his disadvantaged students – and it seems to be boosting results.

Mr O'Regan, headteacher at Alder High for three-and-a-half years, has been using some of the pupil premium money on a programme called Food for Thought.

This involves taking small groups to a curry house or Chinese restaurant after up to two hours of work.

"It's a case of motivating students – kids like food," he says. "It's something different and makes the kids feel kind of special but we try to do it in a discreet way so that they don't feel singled out."

The percentage of pupil premium students with the "magic five" GCSEs has lifted from 40 per cent in 2012 to more than 70 per cent last year. In terms of the latest value-added

Richard O'Regan



# WAYS TO USE THE FUNDING



## UFFCULME SCHOOL, DEVON

Uffculme School has taken a two-pronged approach with its disadvantaged pupils.

As well as "getting it right in the classroom", it has a wide enrichment programme to build self-esteem and aspirations.

The £130,000 funding it received in 2014/15 has allowed pupil premium students to join activities such as the Duke of Edinburgh award, the Ten Tors – a navigation challenge over two days on Dartmoor – ski and sailing trips and a residential visit to China.

Lorraine Heath, Uffculme's headteacher for seven years, said: "It's about giving these pupils an opportunity to take part in things that they may otherwise not be able to.

"However, we try to do it in a subtle way so they don't feel they are being singled out. Our approach is to make sure they feel as included as possible."

The school has also spent money to improve learning in the classroom. As well as funding intervention programmes in maths and English, it has, among other things, appointed a student welfare officer and focused on improving attendance. It has also set up *Aspire*, a group for exceptionally gifted pupils, and, as it doesn't have a sixth form, takes students on university visits where suitable.

Mrs Heath said: "It's important to remember



Lorraine Heath

that just because a pupil might come from a disadvantaged background, it doesn't mean they're not bright. We make sure they have the support they need."

In 2013, 53 per cent of disadvantaged pupils achieved A\*-C at GCSE; that rose to 74 per cent last year.

## ALDER HIGH SCHOOL, MANCHESTER



figure, this puts the school in the top 25 per cent in the country.

The school received £205,700 in pupil premium funding in 2014/15, money that it has used to increase staffing levels, especially in maths and English. This has allowed pupil premium students to be taught in smaller groups.

Alder High also has a higher level teaching assistant in maths and English for one-to-one sessions, and four progress leaders – non-teaching staff responsible for all students' progress, attainment, attendance and pastoral care, with a particular brief on pupil premium.



## CLAYDON HIGH SCHOOL, SUFFOLK

Sarah Skinner says she has tried to make learning more "active" for her GCSE students, in particular those from a disadvantaged background.

The headteacher at Claydon High for five years has spent some of the pupil premium money on books and tablets. Other initiatives include subject revision clubs, after-school homework clubs and staff CPD.

The school received £129,244 in 2014/15. "We have put a focus on numeracy and literacy – in particular reading – and have spent money on books the children want to read to encourage them to do so," Mrs Skinner said.

"We've also bought also tablets. Learning is about confidence for me and I like to make it active. If we can get the pupils working almost harder than the teacher, then I think we are on the right track.

"We took all year 11 on a GCSE boot camp where we used the pupil premium money to subsidise those students where it was relevant. There was revision in the classroom but the students also got out on an assault course to let off some steam."

The school has a 9 per cent gap in expected progress in English and a 10 per cent gap in maths between pupil premium and non-pupil premium funded students, something that Mrs Skinner said Claydon was working hard to reduce further.

"It's a gap we are trying to close but it won't just happen overnight."



GCSE students on the assault course at their annual boot camp



Sarah Skinner with Claydon students

# School Notice Board



## George makes a big splash in Goole

FEATURED

Sixteen-year-old George Robinson has been recognised for his award-winning charity work by Conservative MP Andrew Percy.

George, a sixth-former at Goole academy, east Yorkshire, began volunteering with the Goole Splashers swimming group for the disabled when he was 11.

His work was first recognised last year in the champion volunteer category of the Diana Awards. Most recently, Mr Percy, MP for Brigg and Goole, wrote to Alan Yellup, chief executive of the school's sponsor, Wakefield City Academy Trust, applauding George's work.

In the letter, Mr Percy tells Mr Yellup: "I would like to take this opportunity to send George my sincerest thanks for all his commitment over the past five years to the Goole Splashers. I find it commendable that a young person such as George is willing to give up his spare time to help those less fortunate than himself."

The letter ends: "... he really is a credit to both his parents and the school."

Presenting George with the letter, Mr Yellup said: "The way in which you give your time to help others so selflessly restores my faith in humanity."

"It is wonderful to have students like you in the school community. We are all very proud of you here."

George, who says he doesn't think he is doing "anything out of the ordinary, to be



honest", has taken part in events such as a bungee jump and completed a sponsored swim to raise money for Splashers.

"I love giving back to the community. There's a sense of belonging when I'm there. I've been going for so long that the clients all know me and I have a great amount of respect for them."

"Both my grandma and mum volunteer, so as I was growing up it was second nature to help others."

"There's nothing better than seeing a client laughing and relaxed when you know that it's not something they do very often."

"Some of them are severely disabled and find being in the water gives them the



George Robinson with Matthew Partington (left) and Alan Yellup. Inset: George receiving children's gifts to send to The Gambia from local car dealership Glew's Garage's marketing manager, Jane Richardson

freedom they otherwise wouldn't have."

On top of George's work with the Splashers group, he is also helping with the academy's Gambia project, which supports a scheme set up by a Goole couple to build and run a school for young girls in the east African country's capital, Banjul.

George is helping to gather educational and personal items for a shipping container that will be sent out this spring, as well as planning a non-uniform day, bag pack and a skydive to raise funds for the school.

To top it off, he plans to visit this summer and spend six weeks helping out.



## Wacky water workshops win over pupils

Back row, left to right: Evie Hoyle, Edward Stott, Calean Salmon; front row, left to right: Alistair Styler, Ben Lobmayer, Stefan Gates, William Mellin

ABCBC presenter showed water-based experiments to pupils at a Lancashire primary school last week after they won a national competition aimed at encouraging children to drink more water. Stefan Gates, who presents *Gastronuts*, held a "wacky water workshop" at Bolton by Bowland school.

His water-based experiments, designed to educate children about the importance of drinking water and staying hydrated, included "make your own urine", "make your

own sweat" and "save my plant".

The visit came after the school won "The Wise up with Water challenge", run by the National Hydration Council and Children's Food Trust.

Key stage 2 children came up with a range of ideas such as posters, newsletters and a wristband to remind people to drink water.

Key stage 2 teacher, Joanne Eidsforth, said: "I am so proud of the children. It was fantastic to be rewarded for our ideas with a visit from Stefan."

## Technically speaking, Mrs Morgan . . .



Nicky Morgan checks out Corby's Lego engine

Corby Technical School pupils recently showed off their technical prowess to education secretary Nicky Morgan.

They gave the minister an insight into everyday life at the free school as she watched a number of lessons and talked to them about their passion for technical subjects.

Representatives from one of the school's business links, engineering firm Cummins, also spoke to Mrs Morgan about its work with the students on a Lego engine.

Mrs Morgan, who at the start of her visit saw an assembly about students' work with virtual reality devices, said: "I have been very clear of the need for schools to form strong links with the business community so that their young people develop the skills needed to succeed in working life."

"It is clear how passionate the students are about their learning and today I have seen some examples of excellent and innovative technical education."

# MOVERS & SHAKERS

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

**A**ndrew Cooper has been appointed the new chief executive for Barnfield academy trust as it separates from the original sponsor, Barnfield College, and becomes a standalone multi-academy trust of five schools.

Mr Cooper, 46, joined last month after leading Lutterworth College, a 14 to 18 school in Leicestershire and the Sir Frank Whittle Studio School, which opened in September last year.

"I left behind some cracking students and colleagues, but the opportunity to take this role on in a critical time for this academy trust was a too hard to resist," he says.

"The key immediate issue is separating from the original sponsor and forging ahead as a standalone multi-academy trust. Then our priority will be a new name and a new identity.

"After the dust has settled I will focus on school improvement, ensuring that we have five great schools. It is the bread and butter stuff that makes the difference."

Mr Cooper started his career as a history teacher 24 years ago.

**Dr Rob Petrie** has taken over as headteacher at Cockermouth School in Cumbria. He had been acting head.

"Since taking over it has been superb, I really am loving it."

He says that he wants to define the vision for the school and move from good to outstanding over a five-year period.

"We've done a lot of work over the past two years to improve teaching and learning and now we need to embed that.

"We are also very much a community-strong school and I really want to strengthen those links.

"The time is right to be an outstanding school. It's going to be hard, but we have to go for it."

Dr Petrie, who began working life as a physicist, has been in education for about 12 years.

He studied for a PhD in quantum physics and worked in industry in Cardiff for just under 10 years, but one day thought that he "wanted to make a difference".



Andrew Cooper



Dr Rob Petrie



Stephanie Thomas

He moved into education and started at Cockermouth, which he joined as an NQT in 2004. He then worked at The Queen Katherine School in Kendal for five years, returning to Cockermouth as deputy head in 2012.

United Learning has appointed **Stephanie Thomas** as the founding principal of Walthamstow primary academy, which opens in September this year. She takes up her position on February 23.

"From now to September, I will

focus on an education philosophy, developing a pedagogical statement that really drives the school, recruitment, getting out into the community.

"There is something special about building a school from scratch. It is a really exciting challenge I am looking forward to taking it on."

She joins from the first primary free school in the country, Aldborough Primary School in Redbridge, east London, where she was deputy head.

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)

## Tongues will be wagging...

Making sure **you get seen** and **talked about** in all **the right places** is crucial. Whether that's **through the material you produce** or **the stories you tell**. And it's even more important that you have **the right support** from **an organisation that really understands your market...**

We are an award winning marketing communications company who have been helping schools and colleges get the best results from all their marketing communications for more than 10 years, whether that's branding, design, PR, marketing campaigns, websites or social media and all the bits in between.

**And because we only work in education we understand the language, issues and pitfalls you face, so we can help steer you in the right direction and make sure you're seen and talked about in all the right places, for all the right reasons!**



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# 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

[www.mendipstudioschool.org.uk](http://www.mendipstudioschool.org.uk)

**PENAIR  
SCHOOL**



Penair School,  
St Clement,  
Truro  
Cornwall  
TR1 1TN

[www.penair.cornwall.sch.uk/](http://www.penair.cornwall.sch.uk/) | 01872 274737 | [enquiries@penair.cornwall.sch.uk](mailto:enquiries@penair.cornwall.sch.uk)

## HEAD OF SCIENCE

Required for September 2015  
Salary: MPS/UPS plus TL 1B

We are seeking to appoint an outstanding and enthusiastic practitioner with a proven track record of success at KS3 and KS4 to lead our Science Faculty to the next stage of its development.

The successful candidate will have the ability to inspire and lead colleagues and have a commitment to enhancing student understanding and enjoyment of Science and to raising achievement of all students of all abilities.

It is an exciting time to join Penair School and you will be leading a committed and energetic team. This is an opportunity to make your mark and to be part of our journey towards becoming an exceptional provider of high quality education.

We are committed to safeguarding and promoting the welfare of our young people and we expect staff to share this commitment. An enhanced DBS check is required for this post.

**Closing date: 9.00 am Monday 23 February 2015**

**Interviews: Monday 2 March 2015**

Applications to Ms J Branch (Headteacher's PA) [jbranch@penair.cornwall.sch.uk](mailto:jbranch@penair.cornwall.sch.uk) or by post to Penair School, St Clement, Truro, TR1 1TN.

## TEACHER OF MATHEMATICS

Required for September 2015  
(Opportunity of a Second in Faculty position)  
Salary: MPS/UPS plus TL 1B

We are seeking to appoint a qualified & motivated teacher of Mathematics with the opportunity of a Second in faculty position for the right person. The Mathematics department at Penair are forward thinking and dynamic and achieved outstanding results of 82% A\*-C grades in 2014. The successful candidate will help us to build on our success & be inspiring & innovative in the classroom.

We are looking for a teacher qualified to teach across KS3 & KS4 and have the ability to teach the AQA Certificate in Further Maths qualification that we offer to set 0. The Maths department have made changes ready for the new curriculum and we would welcome a teacher who is proactive, has ideas and sees these changes as an opportunity for both the teachers & students.

We are committed to safeguarding and promoting the welfare of our young people and we expect staff to share this commitment. An enhanced DBS check is required for this post.

**Closing date: 9.00 am Monday 23 February 2015**

Please contact Julia Branch (Headteacher's PA) for an application pack on 01872 245163 or [jbranch@penair.cornwall.sch.uk](mailto:jbranch@penair.cornwall.sch.uk).

## 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.

**Executive Head Teacher - Mr Kamal Hanif OBE**  
**Principal - Mr Kevin Tubb**  
**English Teacher**  
**MPS/UPS Pay Scale + TLR £2,534**



This is an exciting time to join Waverley Studio College. Specialising in Health and Social Care, Business, and ICT, the College is focused on developing and preparing young people for the world of work. Waverley Studio College opened in September 2013, admitting students into Year 10 and Year 12. In September 2014, it admitted students into Years 10, 11, 12 and 13. With up to 75 students in each cohort; the provision is for up to 300 students.

As part of the exciting growth plans for the College, we are expanding our team to meet future requirements. We are looking for an experienced and influential English Teacher to join our team.

The ideal candidate will have an excellent track record of teaching and student progress within a successful secondary school. They will be expected to provide outstanding lessons to ensure excellence and achievement for all learners, with a true commitment to raising standards. You will need to have experience of using a variety of approaches to continually enhance teaching and learning of English throughout the school across the full age and ability range. You will also need to have excellent communication skills and the ability to forge strong working relationships within the English team and school as a whole.

Due to the ethos of the studio college the pupils have longer teaching days finishing at 4 p.m. Mondays - Thursday and 3.05 p.m. on a Friday.

The successful candidate will need to meet the requirements of the person specification in order to be offered the post and will be subject to an enhanced DBS check.

We welcome applications regardless of age, gender, sexual orientation, ethnicity or religion. Only applications submitted on the schools application form will be accepted.

Waverley Studio College is committed to the protection and safety of its students.

For an application pack please visit our website: [www.waverleystudiocollege.co.uk](http://www.waverleystudiocollege.co.uk)

The closing date for applications is **10.00 on Monday 23rd February 2015**.

Completed applications should be sent to [Applications@waverley.bham.sch.uk](mailto:Applications@waverley.bham.sch.uk) quoting reference number **WSC 02/15/36** Applications received after this date and time will not be considered.

For further enquiries please call **0121 566 6607**.

## ASSISTANT HEADTEACHER

### LEADERSHIP SCALE L12-L16.



Wildern School is an oversubscribed Hampshire Secondary School with over 1800 pupils on roll. Graded as 'OUTSTANDING' by Ofsted in November 2012 for the third consecutive inspection, we are committed to being a centre of innovation, creativity and enjoyment for both staff and students. At GCSE in 2014, 76% achieved 5A\*-C including English and Maths.

This is an exciting opportunity for an ambitious and innovative leader to widen their experience and further their career. The vacancy has arisen due to the promotion of the previous post-holder to a Deputy Headship in another school.

The roles and responsibilities of the post will be dependent on the skills, strength and expertise of the candidate appointed.

#### You will:

- Be an outstanding classroom practitioner.
- Have proven management and leadership.
- Lead by example and lead from the front.
- Be passionate and committed to improving teaching and learning.
- Have good interpersonal skills.
- Have excellent presentational skills.
- Be forward thinking, visionary, receptive to change and able to work under pressure.
- Have a sense of humour.

#### Benefits of working at Wildern School include:

- Opportunities for continued professional development.
- Excellent IT provision throughout the whole school.
- Excellent resources.
- Reduced membership rates to our modern Leisure Centre.

The Personal Specification and Application Form are available on our website [www.wildern.co.uk](http://www.wildern.co.uk). Applications can be e-mailed to [recruitment@wildern.hants.sch.uk](mailto:recruitment@wildern.hants.sch.uk) or sent by post for the attention of Mrs F Mitchell, Recruitment Administrator.

Wildern School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and undergo appropriate checks including enhanced DBS checks.

**CLOSING DATE: MIDDAY WEDNESDAY 25TH FEBRUARY**  
**INTERVIEWS: 10TH AND 11TH MARCH**

**Executive Head Teacher - Mr Kamal Hanif OBE**  
**Principal - Mr Kevin Tubb**  
**Lead English Teacher**  
**Leadership Pay Scale L1 - L5**



This is an exciting time to join Waverley Studio College. Specialising in Health and Social Care, Business, and ICT, the College is focused on developing and preparing young people for the world of work. Waverley Studio College opened in September 2013, admitting students into Year 10 and Year 12. In September 2014, it admitted students into Years 10, 11, 12 and 13. With up to 75 students in each cohort; the provision is for up to 300 students.

As part of the exciting growth plans for the College, we are expanding our team to meet future requirements. We are looking for a highly experienced and influential practitioner to join us as Lead English Teacher.

The ideal candidate will have an excellent track record of teaching and student progress within a successful secondary school. They will be expected to provide outstanding lessons to ensure excellence and achievement for all learners, with a true commitment to raising standards. You will need to have experience of using a variety of approaches to continually enhance teaching and learning of English throughout the school across the full age and ability range. You will also need to have the ability to forge strong working relationships within the English team and Trust as a whole. As the Lead English Teacher, you will also be required to support the development of English and to support/lead on an aspect of data and reporting to develop the work of the faculty and identify intervention to ensure all students achieve. Good leadership, time management and interpersonal skills are essential.

Due to the ethos of the studio college the pupils have longer teaching days finishing at 4 p.m. Mondays - Thursday and 3.05 p.m. on a Friday.

The successful candidate will need to meet the requirements of the person specification in order to be offered the post and will be subject to an enhanced DBS check.

We welcome applications regardless of age, gender, sexual orientation, ethnicity or religion. Only applications submitted on the schools application form will be accepted.

Waverley Studio College is committed to the protection and safety of its students.

For an application pack please visit our website: [www.waverleystudiocollege.co.uk](http://www.waverleystudiocollege.co.uk)

The closing date for applications is **10.00 on Monday 23rd February 2015**.

Completed applications should be sent to [Applications@waverley.bham.sch.uk](mailto:Applications@waverley.bham.sch.uk) quoting reference number **WSC 02/15/36** Applications received after this date and time will not be considered.

For further enquiries please call **0121 566 6607**.



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.

## DIRECTOR

Required to lead network of schools in the North East of England

**SCHOOLS  
NORTHEAST**

*The future of our region is in school*

**SCHOOLS NorthEast** is seven years old – in that time we have shaped agendas, influenced policy, delivered major events, launched projects, built a network and championed North East schools regionally and nationally. We are now looking for a new Director to guide us through the next stage of our development – **could it be you?**

Based in our office in central **Newcastle Upon Tyne**, this is an exciting role for an entrepreneurial individual with a passion for making change, a deep interest in education and the North East region and the energy to lead a small but dynamic organisation.

### What we are looking for...

- An experienced and inspiring leader with a track record of working at a senior level with high profile partners and stakeholders.
- A credible and confident networker and ambassador for the organisation and our region's schools.
- An experienced public speaker who knows what makes a good event.
- A strategic thinker able to identify opportunities and set the organisation on a course for sustained success.
- A person with integrity who shares the vision and values of SCHOOLS NorthEast.

An interest in education is essential but you may come from a different sector altogether. Either way you must be able to quickly gain a good understanding of the education policy landscape and how national and regional developments affect North East schools

Salary: **£45,000 to £55,000** (dependent on skills and experience)  
Deadline for applications: 9.00 am Thursday 5 March  
For more information and details on how to apply visit  
[www.schoolsnortheast.com](http://www.schoolsnortheast.com)  
Or email [info@schoolsnortheast.com](mailto:info@schoolsnortheast.com)

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# Headteacher Croydon

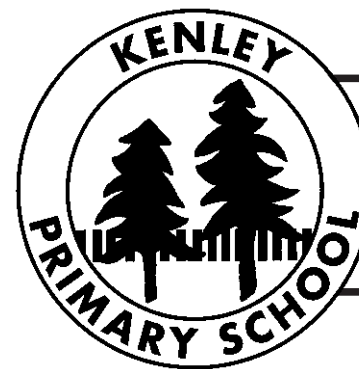
Dates: Apply by 23/02/2015, Job start 1st September 2015

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**

**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.*



## 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**

WORLD OF OPPORTUNITIES

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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.

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## SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

### Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

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

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.