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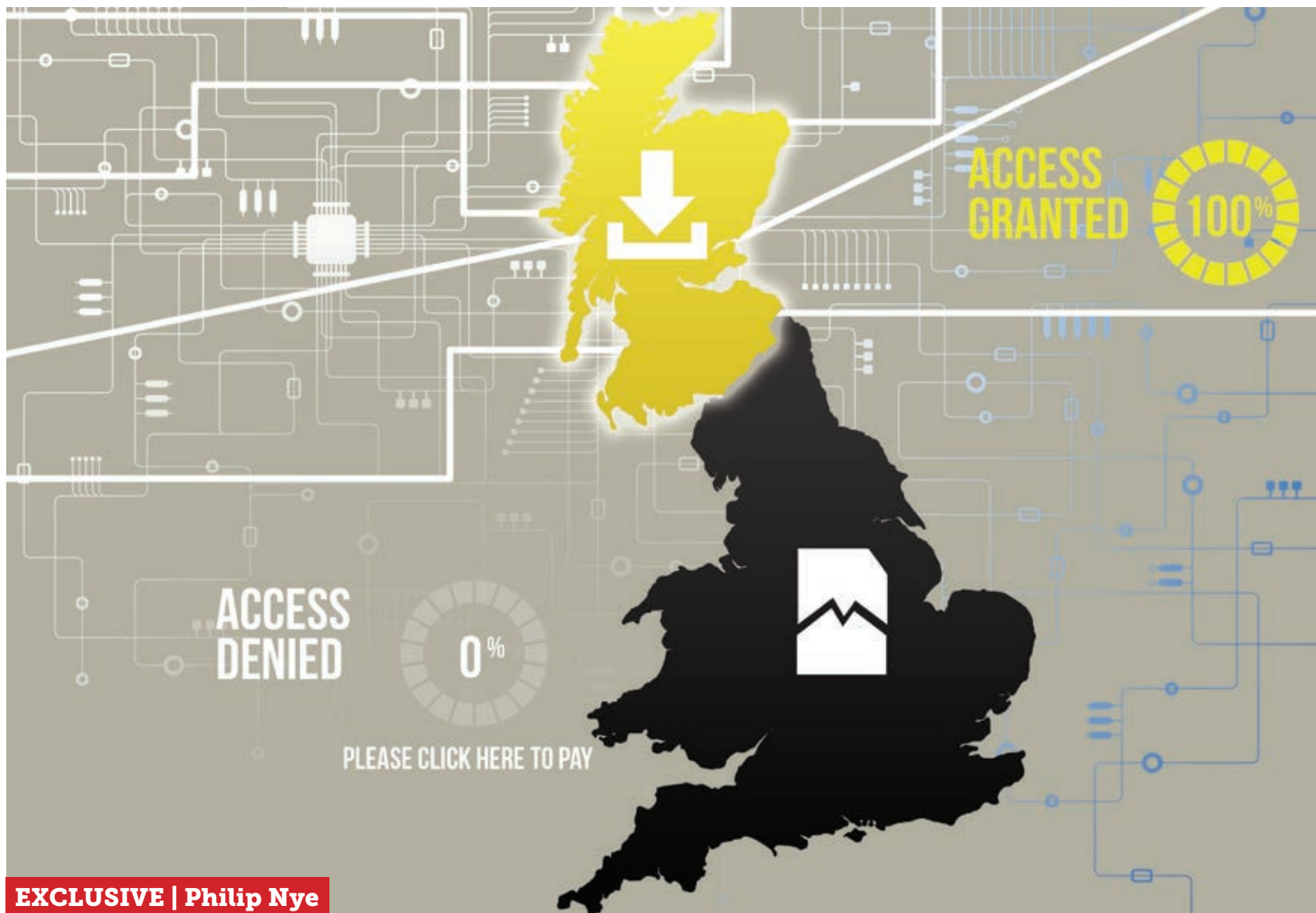
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SCHOOLSWEEK.CO.UK

FRIDAY, JANUARY 9, 2015 | EDITION 14



**EXCLUSIVE | Philip Nye**

## Teachers face high paywall to access research free to Scots

- REVEALED: Scottish one year trial cost just £30k
- DfE will not be drawn on support for free access
- Teacher petition grows as high profile academics join the call

Teachers in England face hefty paywalls to access education research journals while their Scottish counterparts can freely access the same material under an initial deal secured by their teaching council for just £30,000.

As reported online by *Schools Week* last week, a petition calling on Education Secretary Nicky Morgan to provide free access to research journals

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**Exclusive**

The most connected man in education?

**SIR THEODORE AGNEW**



## New Year's Honours

THE WHO AND THE WHY

Pages 14 and 15

EDITION 14

SCHOOLS WEEK TEAM

Editor:	Laura McInerney
Head designer:	Nicky Phillips
Designer:	Rob Galt
Sub editors:	Jill Craven
	Jeremy Sutcliffe
Senior reporter:	Sophie Scott
Senior reporter:	Philip Nye
Senior reporter:	Freddie Whittaker
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Managing director: Shane Mann  
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**Learning & Skills Events, Consultancy and Training Ltd**  
161-165 Greenwich High Road  
London SE10 8JA  
T: 020 8123 4778  
E: [news@schoolsweek.co.uk](mailto:news@schoolsweek.co.uk)

NEWS

Teacher research journal access continued...

PHILIP NYE @PHILIPNYE

**CONTINUED FROM FRONT**  
is attracting growing support – including among high-profile academics.

The petition has received a flurry of support in recent days, and Dominic Cummings, a former special advisor to former Education Secretary Michael Gove, tweeted: “When I left [in January 2014] this was in pipeline to happen, DfE accepted the case and senior officials supportive.”

Asked about this, however, a Department for Education (DfE) spokesperson said the government was actively supporting efforts to make teaching more research-led, but did not address the claim that bringing in free access to e-journals had been due to happen.

The petition, set up by English teacher Dr Vincent Lien, says that free access for teachers was “absolutely fundamental” to enable teaching practice to be better informed by research.

Dr Lien set up the petition after completing a Masters of Education at Clare College, Cambridge, and being frustrated that he could no longer access academic articles as they sit behind paywalls.

The petition has received the support of Professor Chris Husbands, director of the London University’s Institute of Education; however he recognised its financial implications.

“I’m very supportive of the idea of giving access to research journals to teachers. The sticking point is that journals are commercial

undertakings by private companies - publishers - so there would be a cost,” he said.

Some of those supporting the petition, however, pointed to Scotland where, since August, the 74,000 teachers registered with the General Teaching Council for Scotland (GTCS) have had access to online journals for free.

The scheme grants access to over 1,700 education journals, and is being run by GTCS on a one-year, trial basis. *Schools Week* can reveal that the cost of the one year scheme is approximately £30,000, though Zoë Robertson, acting head of educational services at GTCS, said that this was “very much an introductory price”.

Ms Robertson said that reaction to the scheme had been “overwhelmingly” positive, and that around 3,000 search sessions had been carried out in the service’s first month.

She also said: “We’re only three or four months into our trial, so it would be too early to make any formal statement about [whether the trial will be extended]. But certainly early indications from the data we have on the engagement so far, and from the feedback we’ve received, it would be very hard to justify not continuing this.”

Responding to the petition, a DfE spokesperson: “The government is actively supporting initiatives to increase and improve the use of research and evidence in teaching – for example our recently launched World-class Teaching Profession consultation proposes new funding to support the establishment of a portal where research

and evidence about effective teaching can be accessed and shared.”

The consultation, which is now closed, stopped short of proposing free access to e-journals and instead proposed “an effective online platform for knowledge-sharing” drawing on models such as the York University Institute for Effective Education’s Evidence4Impact website, or the Education Endowment Foundation’s Teaching and Learning Toolkit.

The consultation also said that a new professional body for teachers could have a role “collating and disseminating educational research in readily-usable formats and providing a focal point for best practice.”

This more cautious approach is echoed by Tom Bennett, director of the ResearchEd conference series, who said he was “broadly supportive” of the campaign but questioned its cost. Given the variable quality of education research, a drive to increase teacher research literacy should also accompany the opening up of research access, he said.

Meanwhile Dr Rebecca Allen, a reader in the economics of education, said she felt the campaign didn’t go far enough. She supported greater access to teachers but would also “prefer to see academics deciding to publish their work in open access journals”, she said.

“In most cases, the public will have paid for the research to be carried out, so it doesn’t make sense for them to have to pay again for teachers or others to access it,” she added.

DfE turns ‘milk monitor’ over new food rules

SOPHIE SCOTT @SOPH\_E\_SCOTT

All maintained schools and newly opened academies must follow the latest school food standards from this week – with compliance monitored by the Department for Education (DfE).

The rules simplify existing regulations and include new requirements to offer three different fruits and vegetables each week, and make milk available at least once per day.

The changes are based on the School Food Plan originally devised by the owner of the Leon restaurant chain, Henry Dimbleby.

Myles Bremner, director of the School Food Plan, an organisation set up to support implementation of the standards, said the DfE would be monitoring them.

He said: “A robust survey will be done to validate assessment and food standards, and with caterers. The DfE has committed to such a survey and it will be a really important way to demonstrate the standards are working.”

The Food for Life Partnership (FFLP), a charity led by the Soil Association which promotes healthy eating, says caterers that already have its catering mark will be inspected to make sure they are complying with the new standards.

Almost 8,000 schools are currently accredited by the organisation, which charges a fee for its award. The charity would like to see more support for similar schemes.

The FFLP’s director Libby Grundy said:

**New school food standards from 1 January 2015** | Department for Education

- One or more portions of both fruit and veg every day**
- At least three different fruits and three different veg each week**
- Free, fresh drinking water available at all times**
- Fruit juices limited to 150ml**
- Milk must be available for drinking at least once a day during school hours**
- No more than two portions of deep-fried, battered or bread-crumbed food each week**

“The DfE have suggested they will visit a random sample of schools each year to monitor compliance – this is welcome but we would also like to see the department actively promoting the Food for Life Catering Mark as a best-practice framework for monitoring compliance, alongside the Children’s Food Trust menu-checking service.”

Schools converting to academy status after January 1, and all new free schools, must to comply with the regulations. However, academies and free schools set up between September 2010 and 2014 do not.

The Local Government Association (LGA) is concerned about this “loophole”.

David Simmons, chairman of the LGA’s children and young people’s board, said: “No school should be exempt from these important standards and we urge the government to

make regulations on school food mandatory to ensure every child receives healthy and nutritious food at school.”

A DfE spokesperson said: “We monitor schools to make sure they are doing it and we will do it through surveys. We will let things bed in for a while before we start monitoring properly, in due course.”

If the survey reveals that a school is non-compliant the governing body will be asked to ensure the standards are met, with possible intervention by the education secretary if rules continue being flouted.

The spokesperson added: “We are pleased that many academies that opened between 2010 and 2014, including some of the largest academy chains, have already signed up to the new school food standards, and expect others to do so.”

NEWS

Society mag snubs northern schools

SOPHIE SCOTT @SOPH\_E\_SCOTT

Schools in the north of the country have been largely ignored by a society magazine which listed the country’s “top state schools”.

*Tatler* this month published its second annual guide to state schools in which it listed 12 primaries and 22 secondaries schools. Of those 34, only five could be classed as in the north of England and two in Scotland.

The move has been criticised by director of SCHOOLS NorthEast, Beccy Earnshaw (pictured), who has said the list was part of a wider problem where national publications focus on schools in London and the south.

“It is not just *Tatler*. It is a real issue. You do not find schools which are doing fantastic work outside of the M25 area showcased,” she said.

“Even things like conferences happen in a small area with selected heads being asked to attend.

“London is a massive success story but there are other success stories. The North East is really changing the game in their localities and you don’t see them mentioned in magazines or articles.

“If you look at the starting point of many pupils in the North East, the region is making much better progress

than other areas.”

*Tatler*’s editor, Kate Reardon, defended the list which included West London Free School, opened by journalist Toby Young, and The Cotswold school which offers shooting and riding..

Speaking with *Schools Week* she said: “We do our best to provide a geographical spread and have included schools in north Yorkshire, Edinburgh and Lincolnshire.

“However, our primary responsibility is to our readers, not to a geographical-based quota system. Our concern is to provide our readers with information about schools which may be of interest specifically to them.”

She added: “There are many fine league tables which are readily available but our belief is that they tell you only one side of a school, whether state or independent.”

Among schools listed in *Tatler*’s guide was Highbury Grove in London, whose pupils come from a diverse background and more than half have been assessed as having additional needs and come from diverse backgrounds.

Headteacher Tom Sherrington was pleased with the school’s inclusion. He said: “It’s not a bad message to be given, that parents might want to look at schools like Highbury Grove.

“I feel we represent a certain type of school by being included. I am under no illusions that we are ‘special’ to pick, because you have to live in the area, but schools like ours have changed from a time when no one would send their kids here.”

Beccy Earnshaw’s top schools in the North East include, but are not limited to:

- Hawthorn Primary, Newcastle - every child in the school learns an orchestral instrument and has music lessons every day
- Cardinal Hume, Gateshead - highlighted in Ofsted’s Annual Report as “a school where students regardless of background, make outstanding progress and end up with GCSE results well above the national average including the large number of children eligible for the pupil premium”
- West Jesmond Primary, Newcastle – 20 per cent of pupils got level 6 Maths compared to nine per cent nationally
- Durham Johnston School, Durham – five per cent of A level students go to Oxbridge
- Carmel College, Darlington – where headteacher Maura Regan was honoured with an OBE in the New Year’s honours list for services to education

Regional school commissioner pay revealed

PHILIP NYE @PHILIPNYE

The pay packets of the government’s regional schools commissioners (RSCs) have been disclosed, as part of a transparency release from the Department for Education (DfE).

The commissioners are part of the government’s middle tier of accountability for academies, brought in last September and tasked with tackling underperformance and boosting the number of academy sponsors.

The highest paid of the commissioners are Jenny Bexon-Smith, who oversees East Midlands and Humber, and Sir David Carter, who oversee the South West. Each receives an annual salary of between £140,000 and £144,999.

Tim Coulson, the commissioner for the East of England and North East London,

is the next highest paid earning between £130,000 and £134,999.

Dominic Herrington (South East England and South London), Pank Patel (West Midlands), Martin Post (South Central England and North West London) and Janet Renou (Northern England) all receive between £125,000 and £129,999.

Paul Smith, commissioner for Lancashire and West Yorkshire, receives between £110,000 and £114,999.

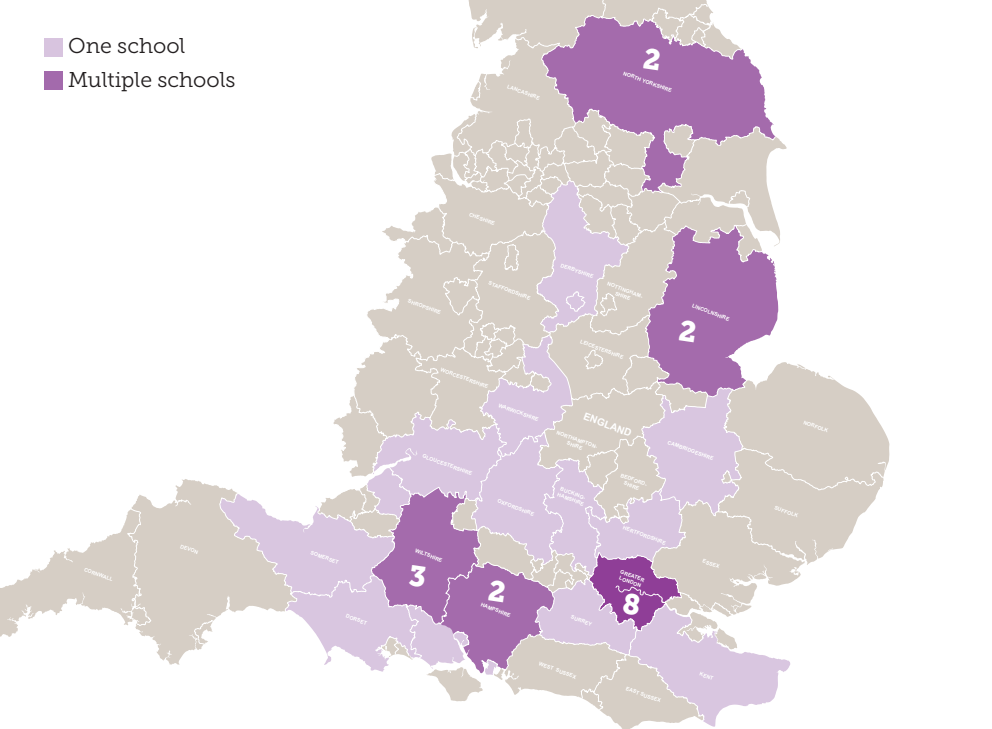
The pay disclosure also reveals that Frank Green, the national schools commissioner, receives a salary of between £140,000 and £144,999, for a four-day week.

In December, in a written answer to the House of Commons Public Accounts Committee, the DfE’s permanent secretary Chris Wormald gave the estimated running costs for the RSCs and their offices for the

THE TATLER LIST OF TOP SCHOOLS

PRIMARY SCHOOLS	SECONDARY SCHOOLS
Bousfield, London	Waldegrave school, Middlesex
Fox primary school, London	The Coombe federation, Surrey
West London free school primary, London	Dame Alice Owen’s, Hertfordshire
William Tyndale, London	Cherwell school, Oxford
St Peter’s Catholic primary, Hampshire	The Cotswold school, Gloucestershire
Botley CofE primary, Hampshire	Cranbrook school, Kent
St Stephen’s CofE primary, Bath	Kings’ School, Hampshire
Trinity CofE primary, Gloucestershire	Sir William Borlase’s grammar, Buckinghamshire
Dunchurch Boughton CofE junior, Warwickshire	Bishop Wordsworth’s, Wiltshire
Meadowside primary, North Yorkshire	St John’s Marlborough, Wiltshire
Bourne Abbey CofE primary, Lincolnshire	Gillingham school, Dorset
	Hardenhuish school, Wiltshire
	Sexey’s school, Somerset
	Hills Road sixth-form college, Cambridge
	The Ecclesbourne school, Derbyshire
	The King’s school, Lincolnshire
	St Aidan’s CofE high school, North Yorkshire

TATLER SCHOOL LOCATIONS



Jenny Bexon-Smith



Sir David Carter



Tim Coulson

first year as £4.5 million. Figures included in the answer reveal staffing disparities between the regional offices, with the pay bill for Mr Herrington’s staff, at around £260,000, approximately £85,000 higher than Mr Smith’s.

The cost of premises for Mr Herrington’s office are also the highest, at £76,000 for the first year of operation, excluding refurbishment costs. Four of the eight offices were set up in existing DfE buildings and incurred no additional cost. Other sites cost between £26,000 and £53,000 per year. While the role of the RSCs is an external-facing one, which includes promoting the benefits of academies and free schools, their introduction was widely seen as an acceptance by the government that the growing number of academies could not be directly overseen by Whitehall.

# Free school data release delayed indefinitely

PHILIP NYE @PHILIPNYE

The expected release of application forms submitted by free schools in order to gain approval for opening has been delayed – and will now only be published “in due course”, the Department for Education (DfE) has said.

The department had previously said the original applications submitted by open free schools would be published before Christmas. In the forms, free school proposers provided details of the expected demand for their schools and information on how they would be run.

In September, the DfE published the application forms for seven free schools, in response to specific freedom of information (FOI) requests.

At the same time, the department committed to publishing application forms for all free schools approved to open. But on December 24 it was confirmed that the information release has been delayed. Reasons for the hold-up have not been provided.

Separately, the latest round in a two-year FOI battle to secure the release of information about all free school applications, successful or not, will take place later this month.

Laura McInerney – now editor of *Schools Week* – has been granted an appeal after an earlier FOI tribunal ruled the DfE did not have to publish free school application forms and the government’s letters to applicants regarding the outcome of applications, as it placed a significant burden on the department’s resources. The request was first submitted in September 2012.

The case will now be reviewed at Upper Tier Tribunal on Thursday, January 22. The free schools policy was also the subject of several briefings over the Christmas period, with the Labour party upping its attacks on the government’s flagship education policy.

The party released figures showing that approximately four out of every five free schools that opened in September were not full.

Of the 69 schools that responded to FOI requests submitted by Labour, only 12 had opened with the number of pupils for which they had been originally approved.

The party’s figures showed a gap of 2,564 between the number of pupils on roll and the schools’ planned admissions numbers. In response a DfE spokesperson said: “These figures are misleading. It is perfectly normal for any new school to take time to fully establish itself.”

The spokesperson also said free schools were “predominantly” located in parts of the country with a shortage of places, and were only funded for the pupils they actually have on roll.

# Conservative’s £1.8bn estimate of Labour policies is ‘over the top’

PHILIP NYE @PHILIPNYE

Labour’s education plans would cost more than £1.8 billion in additional funding, according to estimates produced for the Conservatives.

However, questions have been raised about the assumptions underpinning the estimate with Labour accusing the Conservatives of “untruths”.

The policy costings, revealed at a press conference this week to kick-start debate ahead of the general election in May, were released as part of a raft of documents describing the expected financial impact of opposition plans.

Based on assumptions provided by the Conservatives, the Treasury estimated that Labour’s policy of bringing in directors of school standards, as a ‘middle tier’ of accountability for schools, would cost between £66 million and £68 million per year.

The cost of Labour’s plan to require all teachers to gain qualified teacher status was estimated at £386 million over five years.

And the cost of expanding the number of university technical colleges (UTCs) – based on an estimate of 100 more UTCs – was put at £1.4 billion over the next decade.

Some Labour figures have called for an expansion of the UTC policy, with former Labour education minister Andrew Adonis last year proposing that 100 new UTCs be established. Shadow education secretary Tristram Hunt has previously refused to give his backing to this target, however.

In a statement, Mr Hunt said that the costings were “riddled with bogus claims and



From left): Sajid Javid, Nicky Morgan, George Osborne, Theresa May and William Hague

untruths”.

He also said: “Labour has made no unfunded spending commitments. We are undertaking a zero-based review of departmental spending.”

After reviewing the estimates, Professor John Howson, a senior research fellow at the University of Oxford and a Liberal Democrat councillor, said the costing of Labour’s qualified teacher policy lacked detail.

Based on published unqualified teacher numbers, Prof Howson said the cost of training each teacher without qualified status may have been estimated at around £9,000.

Part-time, on-the-job training could, however, be provided at a cost closer to £3,000 per trainee he said – meaning that the Treasury estimate was “way over the top”.

Robert Hill, a visiting senior research fellow at Kings College London and former adviser to

former Labour Education Secretary Charles Clarke, described the costings as “game-playing”, and said he could not take them seriously.

On the contrary, he suggested that by rearranging school oversight he thought the director of school standards policy could be cost-neutral, or even lead to savings.

The Liberal Democrats distanced themselves from the costings. A spokesperson for the party said: “In this parliament Liberal Democrats have ensured school budgets were protected. In the next parliament we also want to protect funding for the early years and 16-19 education.

“Unless the other parties say they will also protect education funding, parents and teachers will find their squabbling completely irrelevant.”

# Agency costs down, overtime up at DfE

FREDDIE WHITTAKER @FCDWHITTAKER

Department for Education (DfE) staff are working more overtime as the government department seeks to reduce its spend on agency staff and external consultants

According to workforce management information published by the Department, overtime payments steadily increased towards the end of 2014, rising from £37,437 in September to £51,729 in November.

It comes after the DfE’s overall full-time equivalent (FTE) staff numbers fell to 2,187 in November, down from 2,298 in the same period in 2013. It also follows a reduction in spending on agency staff, interim managers, specialist contractors and consultants.

Kathy Prendiville, an industrial officer with the PCS union, said: “It is hardly surprising that, having cut the department by nearly 50 per cent over the last four years, we find overtime increasing.

“This, alongside consultancy and agency costs, which are still too high, merely masks what is essentially an under-resourced department, all in the name of austerity.”

A DfE spokesperson said: “Since 2010, we have delivered huge savings for the taxpayer,

Department for Education					
	Overtime payments	Size of workforce	Staff payroll	Agency/contractors	Consultants
Aug-14	£39,620	2,190	£10,382,354	£341,739	£107,338
Sep-14	£37,437	2,198	£10,361,157	£306,684	£280,439
Oct-14	£44,870	2,200	£10,341,231	£322,118	£207,757
Nov-14	£51,729	2,187	£10,472,862	£254,945	£66,112

reducing administration costs by £120 million a year. Staff numbers have fallen by 40 per cent over the same period.

“Our staff survey shows our staff are more motivated and engaged than before. Results have improved in every category over the last 12 months.

“Overtime is paid if staff need to do extra work to complete specific tasks.”

The data also shows the Education Funding Agency’s (EFA) workforce continues to grow as it seeks to meet the increasing demands of its extra responsibilities, which include consolidating academy trust accounts into its own financial statements and finding sites for new free schools.

The EFA had 865 FTE staff in November

2013, which rose to 1,007 by the same month in 2014.

Concerns were raised about the EFA’s capacity in a National Audit Office (NAO) report in January 2014.

The NAO’s auditor general, Amyas Morse, warned at the time the funding agency needed to “bring together its existing improvement plans and quickly implement an operating model capable of dealing with the new demands”.

He added: “Our experience of similar bodies in other sectors suggests that the agency might otherwise become overloaded, to the detriment of its own performance and risking value-for-money across the education system.”

# The many roles of Sir Theodore Agnew

Awarding someone as close to the corridors of power as Theodore Agnew a knighthood was always going to spark controversy. Here, Freddie Whittaker takes an in-depth look at the man behind the honour and reveals the latest contentions around his many roles.

FREDDIE WHITTAKER @FCDWHITTAKER  
IN DEPTH

Sir Theodore Agnew is best known inside the education world as a non-executive director of the Department for Education (DfE) and chair of the Inspiration Trust. Outside it, he is known as a multi-millionaire who pioneered the outsourcing of work overseas, especially to India.

Receiver of a knighthood in the 2015 New Year’s Honours, Sir Theodore (pictured, right), who has admitted in interviews that he never passed his 11-plus and that he “doesn’t believe in grammar schools”, once ran a company that cleaned brothels in Sydney.

Working in business upon his return to the UK in the late 1980s, he claims an identified skills gap in his workforce inspired a renewed interest in education. According to an interview with the *Eastern Daily Press*, it also developed his interest in outsourcing work to India, where he could employ maths graduates for less than low-skilled workers in the UK.

After funding research into the now-

implemented “pupil premium policy” and advising Michael Gove before the 2010 general election, Sir Theodore joined the DfE board when the coalition took office. He also now chairs its Academies Board (see below).

No stranger to controversy, Sir Theodore joined the board of the Future Academies Trust, founded by DfE colleague and Schools Minister Lord Nash, but resigned after *Schools Week* revealed his position.

In October, he also threatened to make a formal complaint against *The Observer* after it alleged that Dame Rachel de Souza chief executive of Sir Theodore’s school chain, had been given prior warning of an Ofsted inspection.

An initial report into the matter, written by Ofsted’s director of quality and training Sir Robin Boshier and released in August, concluded that there was no evidence to substantiate claims that the schools had received an unfair advantage.

Ofsted has since announced a new investigation by an “independent reviewer” following the emergence of what it called “new emails” that were not available during the earlier investigation.

A major Conservative party donor who has given £134,000 to the party since 2006 for



campaigning purposes, Sir Theodore has also given substantial donations to schools in his academy trust - including £50,000 a year for five years to fund extracurricular activities in one primary school.

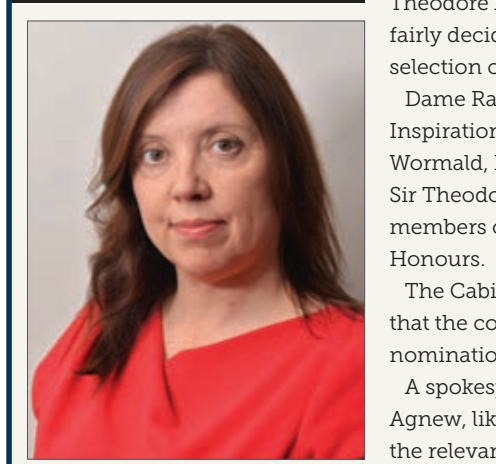
Speaking of this year’s honours, a Cabinet Office spokesperson said philanthropy had again been a “theme” among recipients and

singled out Sir Theodore as a “generous academy school sponsor”.

He was also mooted as a possible replacement to Ofsted chair Baroness Sally Morgan after she was told her contract would not be renewed. She was eventually replaced by former Teenage Cancer Trust chair David Hoare in September.

## CLARITY SOUGHT OVER ROLE PLAYED BY HONOURS SELECTION COMMITTEE MEMBERS

EXCLUSIVE



Dame Rachel de Souza

The government has insisted the process that led to Theodore Agnew’s nomination for a knighthood was fairly decided despite two close allies sitting on the selection committee.

Dame Rachel de Souza, the chief executive of Inspiration Trust, which Mr Agnew chairs, and Chris Wormald, Permanent Secretary to the (DfE), of which Sir Theodore is a non-executive director, are both members of the education committee for the New Year Honours.

The Cabinet Office, which awards the honours, said that the committee was “independent”, and that all nominations were based on merit.

A spokesperson said: “The nomination for Theodore Agnew, like any other, was considered on merit by the relevant independent committee, in this case the education committee.”

Inspiration Trust has also issued a statement, telling *Schools Week* that Dame Rachel was not involved in the decision.

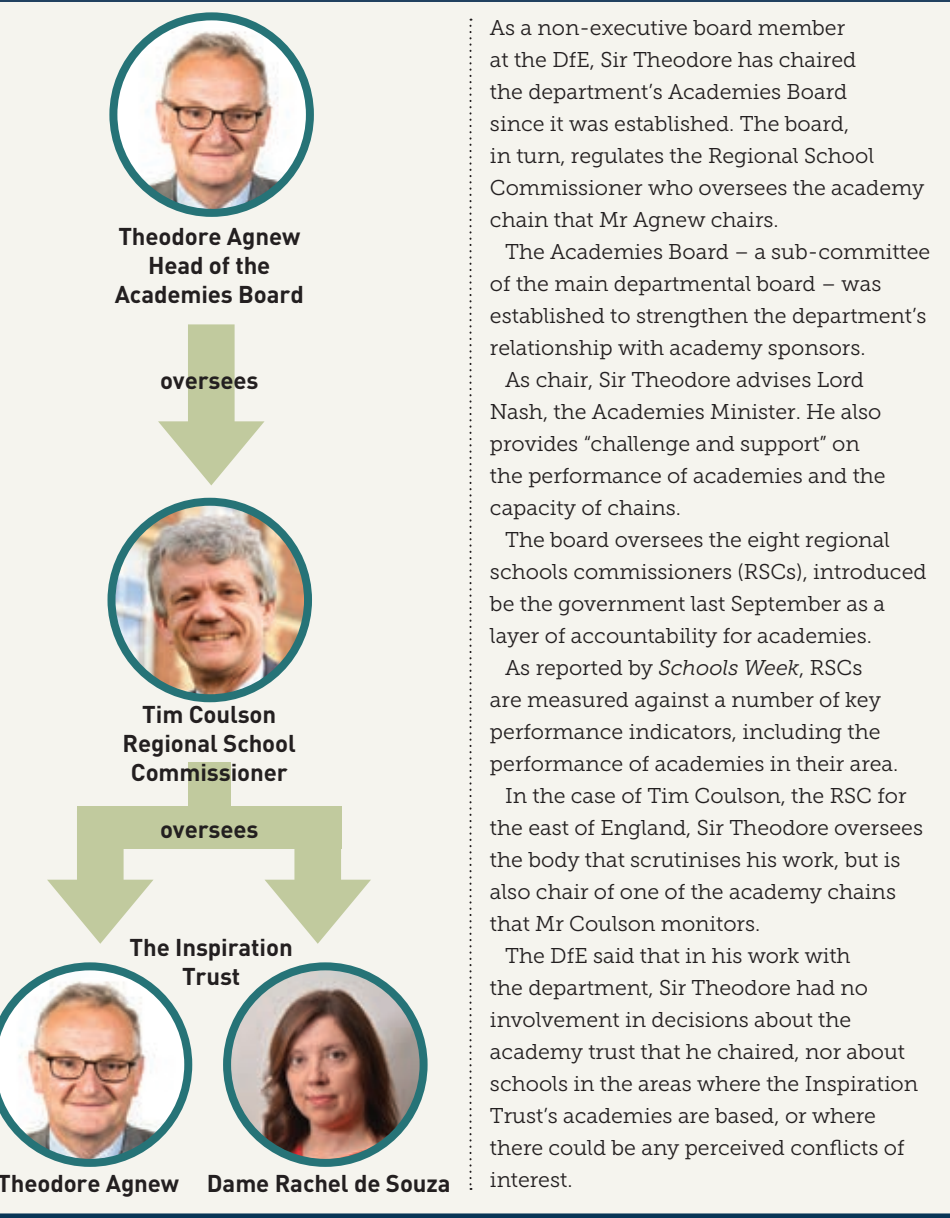
A spokesperson for the trust said: “We are delighted that Theodore Agnew has been knighted for his services to education in Norfolk and at the DfE. It is well deserved.

“Dame Rachel de Souza, who sits on the education honours committee, took no part in any discussions or decision-making regarding Sir Theodore Agnew and was not aware of any decision made about his honour. This is standard practice.”

A DfE spokesperson said: “Theodore Agnew has been honoured for his outstanding contribution to educational standards and opportunities for young people, and for his philanthropic activities in the UK and India.”

Neither government department would comment on the extent of Mr Wormald’s involvement in the selection process.

## AGNEW’S CONTENTIOUS ROLE ON THE ‘ACADEMIES BOARD’



As a non-executive board member at the DfE, Sir Theodore has chaired the department’s Academies Board since it was established. The board, in turn, regulates the Regional School Commissioner who oversees the academy chain that Mr Agnew chairs.

The Academies Board – a sub-committee of the main departmental board – was established to strengthen the department’s relationship with academy sponsors.

As chair, Sir Theodore advises Lord Nash, the Academies Minister. He also provides “challenge and support” on the performance of academies and the capacity of chains.

The board oversees the eight regional schools commissioners (RSCs), introduced by the government last September as a layer of accountability for academies.

As reported by *Schools Week*, RSCs are measured against a number of key performance indicators, including the performance of academies in their area.

In the case of Tim Coulson, the RSC for the east of England, Sir Theodore oversees the body that scrutinises his work, but is also chair of one of the academy chains that Mr Coulson monitors.

The DfE said that in his work with the department, Sir Theodore had no involvement in decisions about the academy trust that he chaired, nor about schools in the areas where the Inspiration Trust’s academies are based, or where there could be any perceived conflicts of interest.

# NEWS



## Morgan throws careers questions into black hole

**FREDDIE WHITTAKER**  
@FCDWHITTAKER

Questions about a new independent organisation, to be set up as part of a £20 million package of public money to improve careers advice, went unanswered when Education Secretary Nicky Morgan faced a grilling from MPs.

Ms Morgan was quizzed by the House of Commons education select committee on Wednesday morning about her plans for a new careers and enterprise company, as unveiled in December following the Chancellor's autumn statement.

She confirmed the initial funding would cover the first two years of the company's work, and that she hoped employers would pay for it after that, but deflected several other questions about how the organisation would run.

When asked by Liberal Democrat MP David Ward if there would be regional careers advisers, Ms Morgan said: "It's an independent company. They have a remit and they will be working the details out. I can't speculate because it very much depends on the company."

Ms Morgan, who used the space sector as an example of the need for a "broad range" of career options to be presented to young people, was forced to defend the planned careers organisation after committee chairman Graham Stuart pointed out similarities between its remit and that of the existing National Careers Service (NCS).

Mr Stuart said: "The government announced in its statutory guidance in 2014 that the NCS from October 2014 will expand its offer to schools and colleges.

"The NCS will broker relationships between schools, colleges, local communities

and employers. It would appear that from October 1 the very role for the NCS, which it's being expanded to do, is exactly the role which you now say the new organisation is going to do."

Ms Morgan said: "They will work in partnership together. The organisations are different. They will work together to deliver that same goal."

She was also questioned about the role of professional careers advisers, by Labour MP Alex Cunningham, who said: "Unison published a study in June which said 83 per cent of schools no longer employed any professional careers advisers, and the role is being picked up by people including in many cases teaching assistants and other support staff who are totally ill-equipped to do that.

"Are you saying today, as part of the package, that every school should in fact have some support from professional

careers advisers?"

Ms Morgan said: "I am not going to mandate, no. I think it is up to schools to commission, and I would disagree that people are ill-equipped."

Mr Stuart raised concerns about one University technical college where a receptionist was being trained to give careers advice. He added: "If you accept the lack of an incentive for [schools] to take it seriously, which is pretty obvious to anyone who has looked at it for any time, and you then look at the failure to mandate any standards, you then end up with the receptionist and the teaching assistant fitting in a little bit here and there, and apparently that fulfils the duty."

Ms Morgan admitted that the changes will require time to bed in, adding: "This is not an issue that is going to be solved in 12 months."

## EDITOR'S COMMENT

@miss\_mcinerney | laura.mcinerney@schoolsweek.co.uk

There are approximately half a million teachers in England. Volunteers fill more than 300,000 school governor positions. An army of business managers, teaching assistants, grounds staff, dinner assistants also work each day in our schools, and beyond the gate there is a swell of people involved in other ways – as

psychologists, policy makers, the people who drive buses full of pupils to school come frost or storm.

This week we changed our name from *Academies Week* to *Schools Week*, and I took over the editor's chair. We changed name because the old one wasn't quite right. Many of you said it didn't reflect our

impartial reporting of the whole schools sector, and you were right – so we changed it.

But that's not the real news. The real news, as ever, is you. The teachers, bus drivers and everyone between.



In our new guise we will continue reporting on the whole sector, and this week we're able to highlight a long and diverse list of people in the New Year's Honours (see page 14 and 15) for their service to schools. Their stories are incredible – and I urge you to read and marvel at their passion and dedication.

# READER'S REPLY



WE WANT TO HEAR FROM YOU  
@SCHOOLSWEEK  
NEWS@SCHOOLSWEEK.CO.UK  
WWW.SCHOOLSWEEK.CO.UK

### Middle leaders shun NCTL course

**Bill Lord @Joga5**  
Have to say that our experience of two colleagues going through NPQSL was wholly negative. Very poor quality

**Ben Trevail @BenTrevail**  
Trying to find 150 hours, on top of an already full workload?

**Kelly Guthrie @guthrie\_kelly**  
It's the cost!! Since being licensed out, too expensive for standard school.

### Research review 2014

#### James Wilding, Maidenhead

In the survey of heads and teachers [on what makes a different to teaching], is there an elephant missing in the list - that of pupil behaviour? When Hattie first produced his summary on effect size, behaviour was missing, as it is in Sutton Trust/CEM centre follow-up. I am not just referring to 'improving' behaviour but also 'raising' expectations and tackling issues of 'mental' health, all of which, attended to really early give rise to prolonged year on year improvement in cohort outcomes.

#### Crispin Weston, address supplied

The perceived difference of view between head teachers and teachers can surely be traced back to the question, which asks what would make the most difference to "teaching and learning". Although this phrase has now become a clichéd way of covering up our embarrassment about the whole concept of teaching – teaching and learning are in fact two quite separate things. The answers of head teachers naturally concern how to improve teaching, which the answers of teachers naturally concern how to improve learning (i.e. what constitutes good teaching in the first place).

#### It's up to heads to decide on PSHE, says Gibb

**Michael O'Toole @otoole\_michael**  
Surely all children and young people are entitled to good quality PSHE. Ofsted said PSHE "Not yet good enough". How will all of them access good PSHE?

#### Janet Downs, Lincolnshire

Nick Gibb obviously hasn't read the latest Ofsted guidance about monitoring inspections of schools with no formal designation (ie inspections of schools

previously judged Good or Outstanding after concerns have been raised). Inspectors are advised to do 'a review of the PSHE curriculum and how it links to issues of safety' when considering safeguarding.

It appears, then, schools can use their 'autonomy' not to teach PSHE but they will be inspected on their (possibly non-existent) PSHE curriculum.

### New GCSEs face lack of invigilators

**Naureen @5N\_Afzal**  
Ah! Used to be one. Maybe should go back!

#### Paula Wood, Hull

Any good examination officer does a lot of planning and preparation. They would ensure they had plenty of trained invigilators.

### 8 Things You Might Have Missed in Ofsted's Annual Report

#### Janet Downs, Lincolnshire

Sir Michael says previously high-attaining pupils (ie those with Level 5 in Sats) don't achieve their 'potential' if they don't achieve GCSE A or A\*. But high-attaining pupils make expected progress if they reach B according to the Government's expected progress for Level 5 pupils. Sir Michael appears to be changing the goalposts.

### Schools that meet new measures will get a year's grace from Ofsted

**John Scattergood @jwscattergood**  
Do they give you a microwave oven too? How stupid!

**Micon Metcalfe @miconm**  
Eventually when all schools are above average Ofsted will be redundant. :-)

### Commissioners must convert schools

**Leeds teacher @Value\_added**  
Commissioners on commission then. Doorstepping schools continues.

**Rebecca Stacey @bekblayton**  
Crazy! There seems to be no support plan in place - they just become about targets?

**Mountain Boy @sharpeleven**  
So the Gov't plan is total academisation? Priming the pump for total privatisation.

### Corrections

In 'Middle Leaders shun NCTL course' (page 3, Dec 19) we wrote that 200 teachers have completed the National Professional Qualification for Middle Leadership (NPML). The correct number is 1200.

In the same edition's 'Research Review 2014' (page 14) Iram Siraj was incorrectly named as Imram Siraj.

### Contact the team

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

To inform the editor of any errors or issues of concern regarding this publication email [laura.mcinerney@schoolsweek.co.uk](mailto:laura.mcinerney@schoolsweek.co.uk) with Error/Concern in the subject line.

Please include the page number and story headline, and explain what the problem is.

### New Year – new name

### REPLY OF THE WEEK

**Ian, address supplied**  
Good idea because I thought you had aligned the paper to a political ideology and I had decided not to read the paper for that reason. If the paper is about all schools then I will start reading it. So, yes I agree that you did need to change the name, because it certainly misled me, and well done for realising this and doing something concrete about it instead of ploughing on and spinning a story. How about trying to get the DfE to cut the "spin" and be open, honest, and factual, in a similar way.

### School Business Managers now have the chance to shape their professional development

**SJJones2014 @SJJones2014**  
Yay!!! It is about time we addressed issue of SBMs - role and professionalism. Real progress required

### It's simple: the numbers just don't add up

**SSAT @ssat**  
Principles underlying changes to GCSE maths are sound but practicalities less so!

### School travel fund for local authorities cut by £6m

**Jerry White @JerryWhiteCCN**  
Good job places like Cornwall, Kent or Norfolk are not large rural counties then!!

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



EXPERTS: EXAMINING THE PUPIL PREMIUM AWARDS



JACK MARWOOD

An education writer, writing about data and other school-related matters on the 'Icing on the Cake' blog

Rewarding luck is not a formula to beat disadvantage

The Pupil Premium Awards benefit schools that had a little more talent and a lot of luck

Nobel Prize winner Daniel Kahneman, when asked to report his 'favourite equation', offered the following: Success = talent + luck. Great success = a little more talent + a lot of luck. He illustrates this with an example from sport. In a multi-day professional golf tournament, he notes, some players will always score exceptionally well on the first day. Most casual observers will make assumptions as to why this has happened. The golfers must be more talented than others. The golfers are better, or have better coaches. When discussing their performance, commentators say golfers have practised a lot, or have coaches who work wonders, or have sorted out some minor aspect of their games. But in fact, none of these explanations are likely to be true. These kinds of explanations are things people commonly think contribute to performance but are actually attributions based on performance. This is well known in some circles, so much so that it has become known as the halo effect, since all kinds of erroneous assumptions are made about successful performers. The explanation for the golfers' success is much more mundane than expected. The golfers were lucky. And in subsequent rounds, their scores will be, in almost every case, closer to the average. This effect - the regression to the mean - was first noticed over a hundred years ago. Numbers which are out of the ordinary tend to regress towards an average expectation. Similarly, the Pupil Premium Awards reward luck. Since the awards began, schools in England have been automatically entered. The rules of eligibility, as clearly explained on the website, are simple: 'All state-funded primary, middle and secondary schools in receipt of pupil premium funding with published key stage 2 or key stage 4 data will be automatically entered where you have an overall Ofsted inspection judgement for effectiveness of 1 or 2.' Until recently, schools could win cash prizes "of up to £10,000". These were given to the schools that had seemingly most boosted the attainment of their most disadvantaged pupils. The problem with this kind of award is that those who have

the best numbers are assumed to have done something unusual which has contributed to those numbers - even if they have helped children in similar ways to hundreds of other similar schools. But the regression to the mean shows that, actually, schools which have unusual numbers simply had a year when they had 'a little more talent + a lot of luck,' as Kahneman suggests. Even now that schools have to show unusual results over three years rather than one to win up to £250,000, some schools somewhere will have got lucky three years in a row. Sometimes golfers get lucky more than once too. In last year's British Open, Rory McLroy finished in first, second and third in the first three rounds. He could only manage to finish joint 35th (with 13 other players) out of 72 in the final round. It was a thoroughly average performance as he regressed to the mean. As a modern professional, McLroy is also more aware than most about the reason for his win, saying afterwards: "I just needed something to click. Luckily everything clicked." In the Pupil Premium Awards, luck seems to have been ignored.

It simply isn't possible to get lucky every year

This is a huge pity, because schools across the country are working hard, all the time, to support all their children, whether they win an award or not. The Pupil Premium was introduced to help disadvantaged children and the schools in which they are educated. It means schools are being left out because those in charge of policy simply don't understand the halo effect, or relatively simple concepts such as regression to the mean. I wish the winners well, but I would be surprised to see a school win more than once. It simply isn't possible to get lucky every year. Even professional golfers struggle to win the Open repeatedly, and only 150 or so of them compete each year. There are 24,000 schools in the country working hard for their children. It's somewhat depressing to find their work being turned into some kind of luck-based game show, and a sad reflection on current education policy and thinking.



DAVID HALPERN

Chief Executive of the government's Behavioural Insights Team and former Chief Analyst for the PM's Strategy Unit (2001-2007)

Awards will inspire schools to turn around children's lives

The whole point of the awards is to highlight successful approaches we didn't even know existed

Scientific evidence shows that well-designed prizes can be powerful drivers of behaviour change. For example, the Ansari X Prize - which offered \$10 million for whoever could get a manned spacecraft into space, twice, in two weeks - prompted investment of over ten times the prize fund; a boost to R&D that traditional commissioning would never have achieved.

The new Pupil Premium Awards borrow from this rationale and similar successes. The size of the prizes will turn heads (indeed that is the point), but the total prize fund of £4 million is the equivalent of just 0.16 per cent of the cost of the pupil premium policy itself.

If distributed evenly, schools would receive just £160 each. Instead, national awards of £250,000 for secondary and £100,000 for primary school are commensurate with the importance of improving the attainment of disadvantaged pupils.

They will highlight the art of the possible and encourage successful schools to collaborate with those that need help tackling this vital challenge.

Jack makes some thoughtful points, but appears to have missed some important features of the new awards. So, let's first run through how they actually work.

In stage 1, qualifier awards are won by the biggest improvers. Eligible schools are automatically entered and ranked by a three-year average improvement in value-added attainment of premium pupils.

In stage 2, national award entries are judged by an esteemed panel including pupil premium champion Sir John Dunford and Education Endowment Foundation (EEF) chief executive Kevan Collins.

One secondary will be awarded £250,000 and one primary £100,000, with up to eight regional winners taking £100,000 and £50,000 respectively.

There are three key features about this process that warrant elaboration. One, automatic entry means more schools will engage with the awards.

Two, Jack correctly highlights the dangers of inferring too much from one-off test scores and we are delighted to see him quote Daniel Kahneman, whose work we hold in the highest regard at the Behavioural Insights Team.

We agree that raw attainment will vary from year to year due to factors beyond a

school's control. To mitigate this the stage 1 qualifier awards are to be made on the basis of a three-year improvement in value-added attainment. One random year of great results will not be enough to ensure a qualifier award.

Finally, the national awards will be judged by looking not just at quantitative attainment improvements but also at a qualitative explanation of how that improvement was achieved.

Of course, the top-ranked school in this metric may not be truly 'better' than, say, the 34th. But from here, the role of the judges is key. They will ensure national awards are won by schools that not only show statistical improvement but also a commitment and passion for helping other schools make the same improvements.

Indeed, the whole point of these awards is not just to reward schools that are already making progress but also to inspire schools to engage with the EEF Toolkit or other research and perhaps tell us of approaches we didn't even know existed.

The qualifier schools will be inspired to push harder and perhaps win the national prize or one of the regional awards. Thousands of other schools that narrowly missed out on qualifier awards will be told how close they were and encouraged to learn from the EEF Toolkit how to improve further still.

This is what the awards are really about - bringing to life and inspiring the other schools to turn around the lives of their most disadvantaged.

But Jack is right to challenge the current funding and the awards in one fundamental sense. At present the pupil premium is essentially distributed by input criteria (the number of disadvantaged students) and schools are right to be sceptical of simple 'payment by results' systems that can entrench the position of the high performers and hold back those who are struggling.

However, there is a compelling case to be made for rewarding improvers, and far more than the 500 schools that will win at this year's Pupil Premium Awards.

As Jack argues, there may well be others that are equally good but will, unfortunately, narrowly miss the statistical threshold for qualification. But the solution to the statistical problem that Kahneman wrote about would be to increase substantially the number of qualifiers for the national awards, not to abandon rewards for improvers altogether.

EXPERT SARAH JONES



School Business Manager, having worked in the sector for 10 years. She has completed both CSBM and DSBM

The third member of a school's holy trinity

School business managers are more than a finance manager or an admin officer. But exactly what their role is should be clarified as schools take on more responsibility

The emphasis on performance and standards in the education sector is exacting; financial pressures are significant. In the future, both will continue to rise and accountability will intensify. Everyone needs to deliver the best that they can with the resources available.

At a recent school business managers' meeting, the speakers discussed how schools could effectively meet this challenge. All spoke of a "holy trinity" of headteacher, governing body and school business manager (SBM).

These three elements drive outstanding, effective leadership and deliver the best outcomes for pupils.

No one questions the role of a headteacher, and in the past few years, the spotlight has trained on effective governance and its role. But the role of the SBM still needs its moment in the limelight.

What is effective school business management? Historically, it didn't really exist, as local authorities dealt with most necessary paperwork, such as budgets and personnel. As schools received more administrative freedom and responsibility, they typically took on part-time office staff to manage personnel, premises and, most importantly, the budget. These people had a number of job titles including bursar, finance assistant or office manager.

As pressures and accountabilities grew, so too did the areas in which these people were employed. They began playing key roles in recruitment, were often clerks to governors, had more financial input, had safeguarding

responsibilities and looked after premise projects, such as new buildings.

To recognise this, many schools recruited SBM. Few changed the job role that went with the title, though, and many are still not considered to be part of the senior leadership team. This is a misrepresentation of the SBM role. Being an SBM is not the same as being a finance manager or an admin officer. Though these historic roles are part of the job, it is more complex and strategic. SBMs are not "admin support" - they offer significant, targeted and valuable leadership to a school.

SBMs should be involved in strategic decisions, even where they might be about teaching

The SBM role needs clarification to recognise this change, especially its increased level of accountability. SBMs should be involved in many more strategic decisions, even where they might seem to be about teaching. For example, highlighted weaknesses in teaching will have an impact on personnel and performance-related pay. If a teacher is running a project - why not ask the SBM if there are additional sources of funding available to support it?

Ultimately, the SBM is a specialist form of leader. It is a waste of time to deploy the skills of a headteacher in the non-teaching elements of leadership when someone with greater business knowledge would make quicker, more effective, strategic decisions that will still fulfil the vision set by the head and governors.

Many SBMs are doing amazing jobs and usually working more hours than they are paid for. They may or may not be on the leadership team but even if they are, few are paid a leadership wage. Many are on part-time contracts, term time only, yet are expected to be "on call" for building works over the summer and able to intervene if there is a premises disaster. This must change, especially if the "holy trinity" of school leadership is to happen.

But there are also too many business managers who have merely adopted the title with little understanding of what is involved. They (and often their head and governors) have no idea what SBMs should be offering. They do the things that they have always done because that's how it has always been done. They take no responsibility for their career development or the strategic direction of the school.

SBMs in this guise are neither effective nor fit for purpose in the new education landscape. Accountability measures so prominent in the rest of the sector must be brought to bear in this crucial role to ensure that schools are dynamically managed and capable of surpassing the stretching demands and targets asked of them.

Follow sarah on twitter @SJJones2014

SSAT inquire inspire innovate impact SAVE THE DATES THE ACHIEVEMENT SHOW 2015 For practitioners at all stages of their career 26 June Twickenham Stadium, London THE ASPIRATIONS SHOW FOR STUDENTS A careers show with a difference for students in year 12 2 July The Emirates Stadium, London SSAT NATIONAL CONFERENCE 2015 For school and system leaders 3-4 December Manchester Central, Manchester With world-class speakers from the world of business, as well as education, we will be exploring how schools can achieve excellent achievement and progress whilst also engaging students, raising aspirations, and offering a personalised route to success. School-led workshops will demonstrate how schools are meeting these challenges head-on. www.ssatuk.co.uk

# REVIEWS

## TOP BLOGS OF THE WEEK

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



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

### It is only our perception

By Anonymous, @calamityteacher

In this insightful reflection on an interview from which she (or he) was sent home at lunchtime, Calamity Teacher asks: "Why was an outstanding school right to not hire a formerly outstanding teacher?" She explains that while her teaching style is light-hearted and may occasionally include "standing on chairs to teach and using books with swear words in as stimulus material", the school was "refined, traditional, reserved". Seeing through a degree of disappointment, she recognises the decision was right: "They would have kept trying to make me teach in a manner I didn't enjoy and I would've been pushing against them to do something completely different." She hews a wise moral from the tale: "Forget Ofsted judgments and apply to schools or hire teachers that fit in with your ethic because happy staff are as important as happy students."

### Aha!

By Danny Brown

I'm delighted that Brown, an erstwhile colleague, has returned to blogging. He begins this post with descriptions of the emotions of exceptional mathematicians on completing hitherto unsolved problems, such as Maryam Mirzakhani's analogy of going on "a long hike with no trail and no end in sight," then reaching the "Aha" moment, the excitement of discovery and enjoyment of understanding something new." He acknowledges the importance of practising the building blocks of maths, but believes "It is essential that we give students the chance

to feel the emotions that come from solving difficult problems if we want them to become motivated and persevere when doing maths." He offers an example of the solution to a STEP question (which I couldn't follow!) to support his argument that: "We need to get the dopamine flowing!"

### Being the teacher Year 10 deserve

By Jo Facer, @readingthebooks

Ever-inspirational Jo Facer reviews her role with a year 10 intervention group. Asking a series of telling questions as to how she balances their needs with the responsibilities of a leadership role and year 11 classes, she identifies their needs and her actions meeting them. The section beginning "These children need to be nurtured," for example, concludes by wondering: "Can I care for each and every child individually?" Self-critical and dedicated, she concludes upliftingly that: "Things are improving, but I'm not the teacher they deserve. Yet."

### Who's afraid of the special school? (part one of three)

By Nancy Gedge, @NancyGedge

In a gripping three-part series, Nancy Gedge considers the promise (and reality) of inclusion from the dual perspective of a teacher and mother of a son with Down's syndrome. Having begun from a belief in the importance of inclusion and the power of teaching, she finds herself forced to re-examine her ideas, by recognising that inclusion is something for every section of the community, not just schools, and identifying the many barriers that are leading parents who fought for inclusion to seek places for their children in special schools instead. The third part explains exactly what she wants for her son, concluding: "I want my child, my children, to be educated and grow in a system that is flexible enough to give him the education that he needs".

### Three teaching techniques that made 2014

By David Thomas, @dmthomas90

In a delightful bit of reflective practice, David Thomas examines three techniques he tested in 2014 and intends to keep using and refine this year. Thomas has begun 'interleaving' content (teaching each topic little and often to improve retention) and explains this "made the questions I write far richer and more interesting than ever". He has also introduced regular low-stakes quizzes to reinforce what students have learned, and he discusses using the Quick Key app to assess all students' understanding rapidly in class: "The laser-like precision with which I can adapt during a lesson or plan the next one is having a big impact".

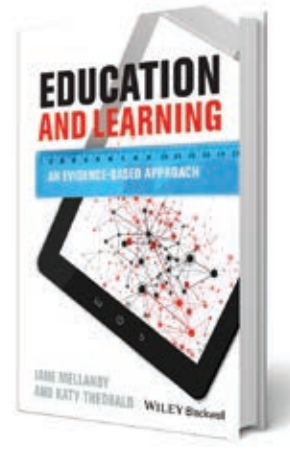
# BOOK REVIEW

## Education and Learning – An Evidence Based Approach

**Authors:** Jane Mellanby and Katy Theobald  
**Publisher:** Wiley-Blackwell  
 ISBN-10: 1118483618  
 ISBN-13: 978-1118483619  
**Reviewer:** Nick Hassey, Strategic analyst at TeachFirst



This is a book that wants to be taken seriously. It sets out to cut through the diverse opinions people have about education and provide an "evidenced based" overview of the way that children learn and the best ways to educate them. In the preface we are given an overview of what the authors consider to be appropriate standards of evidence, and each chapter ends with a detailed list of referenced sources. The scope is also huge, covering a brief history of education policy, from discussions on meta-cognition and gender differences, right through to academies policy and what PISA can tell us about education around the world.



The authors also repeatedly break their own rules for what constitutes evidence. Despite declaring the fact that correlation does not equal causation is the "golden rule" of research, the chapter on comparative education is nothing but correlations in PISA and TIMSS data given causal meaning. For example, the fact that some countries near the top of the international rankings also have Confucian traditions is taken to mean that the Confucian values "appear to contribute" to the strong performance. This might turn out to be true, but the authors present no evidence beyond correlation for it.

Even more concerning is that all of the comparative analysis is done by just looking at the countries at the top of the rankings. As the Brookings Institute has pointed out, careful comparative research should explore across the distribution (bottom, middle and top) and see if particular structures or activities (such as Confucian traditions) are found more often at different points, not generalise from just the high performers.

The authors also refer to interventions that produced results that are statistically highly significant as producing "significantly higher" results. The two phrases mean very different things. High statistical significance only means the observed results are very likely to be replicated in the general population, while significantly higher suggests the size of the observed result is very large. Mixing these two up so completely is deeply misleading.

By far the most frustrating thing is that the authors are obviously capable of interesting analysis. The sections focused on psychology are the strongest, with the authors demonstrating impressive command of the subject and bringing in dissenting voices to be critiqued. There are also strong passages in the sections focused on education, there is a brief but good discussion on academies and free schools that I wished they'd spent more time on.

Ultimately, however, the flaws in the methods are too important to overlook and the scope proves too much. As an introduction to the psychology of learning this could be a useful book, but as an attempt to cover the whole of education and learning it loses its way, and as an evidence base to "support and possibly change teaching" it cannot be taken seriously.

**NEXT WEEK:**  
 Seeing what others don't- the remarkable ways we gain insights  
 Reviewed by Patrick Watson

# REVIEWS

## RESEARCH REVIEW

This week's guest reviewer is Steve Rose is Head of Children's Services at deafblind charity Sense



### Research: Adding scents to symbols: using food fragrances with deafblind young people making choices at mealtimes

**Authors:** Heather Murdoch, Anne Gough, Eileen Boothroyd and Kate Williams

British Journal of Special Education, Volume 41, Issue 3, pages 249 – 267

**Publisher:** Wiley Science

**Article first published online:** September 24 2014

This study is an interesting piece of work that shows the importance of senses such as smell for those with a multi-sensory impairment (MSI).

One of the challenges of any research related to MSI is that it is a relatively low incidence condition. There are approximately 256,000 deafblind people in the UK, but many are older people, who have acquired deafblindness. Although around 21,000 have some sight and hearing problems there are only around 4,000 children with significant hearing and visual impairments.

"The research illustrates that it is possible to use fragrances well"

The challenge of finding enough case studies and examples is therefore a limitation of this study, and it is recognised, so this shouldn't necessarily be seen as a significant criticism of this research. The design of the study ensures there are measures to triangulate the observations and the quality of them. It does however make it hard to draw conclusions for general MSI and wider populations or for practice - given how far this would be extrapolating the research.

For some time people with congenital deafblindness and other disabilities have used objects of reference to symbolise an activity, person or place. For example, a towel may indicate swimming, or a seatbelt may be used to show it is time to go to the car. This approach can allow people to make choices and enables others to let

them know what is planned. The study gives rise to the challenge to use scents in a meaningful way to help students select food for lunch at school. The availability and accuracy of scents and access to reliable supplies remains an issue. That said, much of the equipment we use within the MSI fields can be specialist or adapted, so there is potentially a specialist market for products in this area that could certainly be explored.

An interesting aspect of the research are the benefits of scent to increase motivation, autonomy and reliability of choice-making with individuals who have limits on the information available to them through their sensory system. These benefits are worth illustrating and something many practitioners have explored through objects of reference for many years.

The potential for expanding on this research is significant. For example, if this works with young people who are complex learners with MSI it is likely that it could be applied to a wider group of learners with complex learning and developmental needs.

The research illustrates that it is possible to use fragrances well and the mutually beneficial partnership within the disability and corporate sectors. While the research has a limited sample size it does establish the concepts as robustly as possible.

# A week in Westminster

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

## BEFORE NEW YEAR:

Some festive politicking from Deputy Prime Minister Nick Clegg just before we headed off to cram our faces with turkey, stuffing and gravy. Statistics showed that 1.6 million children,



the highest take up in Inner London with just over 90 per cent of reception, Year 1 and Year 2 pupils taking lunch.

Mr Clegg shoved his turkey back in opponents' faces, with this rather merry quote: "The naysayers about this policy can eat their hats, and all the leftover sprouts." Hopefully, there weren't too many leftovers at the primaries.

One Department for Education (DfE) official is heading off on a training course on "Security Principles" next week, according to details of the department's expenditure over £500 published last month. It's costing £1,750 and will take place at Oxford University. Wonder what naughtiness they got up to for that amount of cash to be spent?

There was no rest for the over-worked on Christmas Day when the DfE completed its "12 days of Christmas from the DfE" by telling all of us, who I am sure were glued to our phones after opening our presents, that £1 billion had been "set aside for funding free school meals for infant pupils over

the next two years". One twitter user replied – "why are you reminding me you exist in the holidays?" So someone clearly didn't have anything better to do.

## AFTER NEW YEAR:

Pay scales of DfE staff were revealed just after Christmas. A "junior" member of staff can earn as little as £15,516 and up to £33,200. At the upper eschelons the highest earners in the DfE included the Regional Schools Commissioners (see page 3), and £160,000 for someone in the Permanent Secretary's Office.

Now that Ofqual, and Ofsted, have moved over to the gov.uk website, regular users of the government's "alert" system might have noticed a flurry of minutes from Ofqual's board meetings being sent to your email inbox.

What is rather dull reading in general did, however, lead to this little gem from September's meeting. It seems Ofqual did not want to move over to the new .gov.uk site. And Liz Truss – now the Secretary of State for Environment, Food and Rural Affairs – had written in her previous role as a school minister to the Cabinet office requesting the exam regulator be "exempt" from the move. Francis Maude ignored her pleas and in September was "pressing" for

Ofqual to transition to the new website by December 1. The Ofqual board seemed a bit miffed that his letter did not "accurately reflect Ofqual's independence from Government".

The board, as we now know, agreed to the move but "advised the Cabinet Office this was on the basis it had full editorial control". I guess we will all have to keep an eye on what is being posted on their new website and whether that editorial eye is being maintained.

Ofsted also seems to have been having technical difficulties with a notice on December 23 saying its phone service had "resumed" and another on December 29 saying its website was also now back online. No reasons were given for the disruptions.

In a final announcement this week, the Liberal Democrats have announced their "Fantasy Cabinet" for after the next election. They have predictably put the current schools minister David Law as their pick for education secretary. While the top slot may seem unlikely, it certainly seems they will be pushing for Laws to stay at least where he is – if not promoted to head honcho.

CHECK OUT @SWONLOCATION FOR LIVE TWEETS OF WESTMINSTER EVENTS

PROFILE



DAVID WESTON

IT'S A PERSONAL THING

What would be the soundtrack to your life? A samba or a cha-cha-cha so something by Tito Puente

If you could dance with anyone who would it be? Either one of the top female or male professionals in the world – and my husband, of course

What is your favourite book? A series by David Eddings [epic fantasies] that I re-read whenever I feel like having one of those types of books that you can just pick up

Where are you going on holiday next? The Peak District for a few days with some friends who have never been there before

If you could go to one place, where would you go? A mountain valley in Switzerland in an area called Grindelwald. It's my favourite place



David, age 29, the day after his liver transplant at Kings College Hospital in 2009



David in his last year of junior school, age 11



At a party in Lincoln College, Oxford, with a friend in 1998, age 19



David behind-the-scenes helping out at his husband's fashion show in Malta, age 34

SOPHIE SCOTT @SOPH\_E\_SCOTT

It's been half an hour and David Weston has yet to pause for breath. He's covered the first 30 years of his life when he decides that he'd "better just have a sip of tea". It's a family trait, this talking thing, he says. "My mum was always amazingly good at talking to people and, actually, now I think about it I really take after her and the way she would just talk to strangers and make them feel comfortable. She really had a lot of influence there." His first 35 years have been eventful. Now head of the Teacher Development Trust (TDT), Weston got an A-level when he was 12, taught physics, was a professional ballroom dancer, lost his mother, had a liver transplant, and "came out" in a school assembly. Born in Watford, north London, into a "fairly privileged" family, Weston went to Watford Grammar School for Boys where, at 12, he was put forward for a computing A-level. He got an A. "I was really smug because my brother was four years older than me, and for various reasons was a year ahead in education terms, so he was doing his A-levels as well. "I was a really annoying younger brother and kept saying 'I'm doing an A-level too'." Life became more complicated in his mid-teens when he realised that he wasn't straight - but had no one to talk to about it. "It was a strange time. It was the 90s and the beginning of the internet. At some point I went on a chat board, trying to find out what it might mean to be gay. "That was horrifying, looking back. I was unleashed; no

one knew what was going on. It's horrifying what could have gone wrong. Nothing did, but I never really spoke to anyone about it." He got a place at Lincoln College at the University of Oxford – "because my brother said the food was good" – to study engineering and computing. It was there that he discovered his passion for ballroom dancing. "In freshers' week I was dragged along kicking and screaming to do it because there were free drinks. "I thought it sounded a terrible idea. But I ended up going because everyone else did and I ended up really enjoying myself." Over the next four years, he spent a lot of time dancing. And it was this love of dance that pushed him into a PGCE: "To be honest I did a PGCE just to stay at uni to do some more dancing. Turns out, not a great combination, as a PGCE is hard and dancing is also really intense." He then headed back to his old school to teach, but soon took a job at Camden School for Girls. In 2005, however,

his mother, now living in South Africa (his parents divorced when he was at university) had a diagnosis of late-stage lung cancer. Weston also noticed his own health declining. "I felt more and more ill that year and kept thinking that something wasn't really going quite right. But I wasn't focusing on me because I was focusing on my mum, trying to hold my job together and trying to do some dancing still. My mum ended up being brought back from South Africa, and everybody, unfortunately, knew why but no one was saying." The same month she returned, Weston turned yellow and was rushed to hospital, where he was diagnosed with primary sclerosing cholangitis, a rare liver condition where the immune system attacks the bile ducts. He was told he would need a liver transplant, risky surgery that could kill him. "My mum was getting worse and worse," he says. "I never told her. I can't quite remember why, but I think it was because she was just going through so much at the time and I thought I never wanted to tell her anything about it.

His mother died two months later - "a really horrific time", he says. "On the day she passed away I was rushed to hospital. There was this really bizarre moment feeling something was wrong... I was in hospital in a ward all by myself when I got a call saying she had died." He took time off, but eventually left his job in Camden, overwhelmed by his own illness and grief. He returned to Watford School for a maternity cover, but in 2008 found his own health declining again. In early 2009 he had a liver transplant. "Then I was lent the film Milk [the story of Harvey Milk, California's first openly gay elected official] and it was immensely inspiring. It was one of those things about being a role model and I remember thinking to myself at the time, assuming I do get better and assuming I do go back to school, I am going to be a role model. I am going to be someone I wish I had when I was younger. "I didn't know quite how I was going to do it but I was determined I would and suddenly had more energy than I remembered having for the past eight years, frankly." He went back to Watford and teaching, joined Twitter, and met Kevin, now his husband, before the end of 2010. During a lesson, his sexuality came up and he decided he wanted to speak to the whole school about LGBT issues – something that would have been illegal just ten years previously under section 28 of the Local Government Act. "I was terrified the night before doing this assembly, just totally, utterly terrified. But I was determined that I would do it." Everyone at school was supportive and he received only positive feedback from pupils, colleagues and parents. This

summer, he received a letter from a former pupil telling him how inspirational his assembly was. Weston tweeted it and it instantly went viral. By May 2012, he had left his job at Watford and formed the Teacher Development Trust, a move prompted by his interest in the professional development side of teaching. "I was mainly fuelled by my naivety . . . I just thought it was going to be a really easy thing to do and people would give money because it was just such a good cause!" "I am endlessly astonished, now, when I am sat in meetings with amazing people, or I am in a meeting at the DfE, or I am in a meeting with some of the best heads in the country or I am, I don't know, just having phone calls or, frankly, just doing this interview and I think 'it's me, I'm here, and I am doing this, that's crazy.'" He's a great supporter of the proposed College of Teaching, despite what it could mean for his charity: "It's an odd situation, because I know full well that if the college works really well, it might make TDT redundant. But that would mean that the charity has succeeded, even if it no longer exists." He's still dancing, although not as often. "Whenever I do, I end up trying to show off desperately, use muscles I haven't used for a long time and end up barely able to move for another week. But it's OK, I go and say 'yeah I've still got it' and one day I might use it again." Weston's positive nature is infectious, he has overcome more challenges than most, and come out stronger. "I take the medication, try to look after myself and just get on with life really, particularly at this point because, without trying to be too melodramatic, I don't know how long I've got."

"I didn't know quite how, but I was determined to become a role model"

Curriculum Vitae
Born September 10 1979
Education
2002 – MEng (2:1) in Engineering and Computing Science from Oxford University
2003 – PGCE in Science (Physics) from Oxford University
Career
1998-2000 – web developer for BioMedCentral online publications
2003 – 2004 – NQT Year at Watford Grammar School for Boys
2004-2005 – Examiner for AQA and Edexcel
2004 – 2007 – Camden School for Girls
2007 – May 2012 – Watford Grammar School for Boys
2007 – 2012 – Independent Education Consultancy (Informed Education)
Jan 2012 – present – Founder and chief executive of the Teacher Development Trust

# CELEBRATING THE NEW YEAR'S HONOURS



**FREDDIE WHITTAKER**  
@FCDWHITTAKER

The world of education is well-represented in the latest New Year Honours List, with awards going to teachers, civil servants, trade unionists and other leaders from all walks of life. The education committee awarded two knighthoods and two damehoods, three of which went to school leaders and another to a high-profile educationalist. The list included six people who will be made Commanders of the Most Excellent Order of the British Empire (CBE), 22 who will be Officers of the Most Excellent Order of the British Empire (OBE) and 20 who will be Members of the Most Excellent Order of the British Empire (MBE). The list also includes 13 recipients of the British Empire Medal (BEM).

## KNIGHTS AND DAMES

Four people were recognised with knighthoods or damehoods for their services to schools in this year's honours list. Brookfield School headteacher Dame Oremi Evans and Churchend Primary School principal Dame Kate Dethridge received damehoods, while knighthoods go to Gorse Academies Trust executive principal Sir John Townsley and Inspiration Trust chair Sir Theodore Agnew. Dame Oremi (pictured), also a National Leader of Education, has served as head teacher at The Brookfield School since September 2001. The outstanding-rated school is a

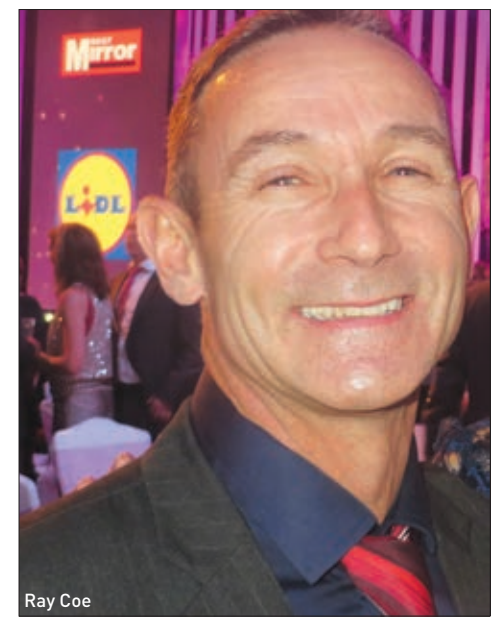


specialist college for pupils with behavioural, emotional and social difficulties, and in 2011 Dame Oremi became executive head of the pupil referral units in Herefordshire. A Cabinet Office spokesperson said she had received her award in part because she was 'head teacher of the only special school to receive three consecutive 'outstanding' Ofsted judgements'. Speaking with *Schools Week*, Dame Oremi said: "I was very surprised but at the same time incredibly honoured. It's wonderful and obviously going to the palace will be a large part of that. "The thing is, any success that I've had is because of the team of people I work with – you don't work alone

and this isn't about me as an individual, it's about what we as a team have achieved. "I love my job with a passion, I love being involved with schools and children and my community, and it's a huge privilege to do my job." Dame Kate of Hampstead Norrey, Berkshire, has headed up the outstanding-rated Churchend Primary School for 13 years. In 2010 she became a National Leader of Education and is an associate director of the National Education Trust. Sir John, of Cawood, North Yorkshire, became principal of the Gorse Academies Trust in 2010 and under his leadership, two of the four academies which make up the trust have gone from requiring improvement to outstanding.

## MBE

When Ray Coe discovered that one of his students needed a new kidney, he didn't hesitate in offering one of his own. Now the special educational needs co-ordinator (Senco) at the Royal Docks Community School in east London can add an MBE to his Pride of Britain Award. Alya Ahmed was 13 when she received the life-changing operation in February last year. Both her kidneys had failed and she was facing intensive dialysis treatment. Her mother had called to tell Mr Coe that her daughter would need time off school and extra care when she returned. "I made the decision in that moment," he told *Schools Week*. "I didn't know if I was a match, but I just decided to offer one of mine. She's like a totally different student now." Mr Coe, 53, said he had been "completely overwhelmed" by the response to his gesture, and by the two awards he'd since received. "I thought it would be a nice little news story locally for the school but it really



caught the press's imagination and it's just got crazy. "It was a bit surreal getting the MBE. My first thought when I saw a letter from the government was 'what have I done', and then it was just that spine-tingling moment. It's quite an honour."

## BEM

Tim Meynell, a governor for more than two decades, has been awarded the BEM in recognition of inclusive and inexpensive music tuition driven by volunteers. Mr Meynell (pictured) has spent the past 15 years teaching recorder and flute to pupils at Alconbury Church of England Primary School in Cambridgeshire. He and one of the class teachers teach all year 3 pupils the recorder; more able players are taken out to learn more fluently, with many taking up the flute and some reaching a coveted grade 5. "Unfortunately it is unusual," Mr Meynell said. "It's important to teach music. My philosophy is that if you play a musical instrument you will never get bored again in your life. "Music is expensive to teach, but we have been quite successful at it in the school. We couldn't do it without the



other volunteers or without the support of the head." He added that he was "extremely pleased and surprised" to receive his award.

## CBE



Amanda Phillips, the executive principal of the Paradigm Trust and one of the original "magnificent seven" heads singled out for praise by Michael Gove, has received the CBE for services to education. The former headteacher of Old Ford Primary School in Bow, east London, now part of the trust with Culloden Primary and Solebay Primary, said she shared the honour with the whole trust community. "It was a total surprise to get the letter from the Cabinet Office, and I really could not quite believe it at first. This honour is really for the pupils, families, staff and colleagues with whom I have had the privilege to work over many rich and rewarding years. "The creation of Paradigm Trust – with its commitment to offering every child equal access to the knowledge, skills, opportunities, aspirations, life chances and dignity, to which

they are entitled – has been an amazing journey. "I have been inspired and encouraged by the passion and commitment of the very many people who have worked tirelessly to achieve the outstanding results at our schools." Trade union stalwart Fred Jarvis also received the CBE. The former president of the National Union of Students led the National Union of Teachers as general secretary for 14 years in the 1970s and 1980s, and served as president of the Trades Union Congress in 1987. He was nominated for parliamentary and political services. The other CBEs for services to education were awarded to the head of St Ambrose Barlow High School in Salford, Catherine Marie Garside, Cambridge Assessment Group director of assessment research and development Tim Oates, and the head of Glenwood Special School in Essex, Judith Salter.

## OBE

Lynn Greenwold, chief executive of the Professional Association of Teachers of Students with Specific Learning Difficulties (Patoss), was awarded the OBE for services to pupils with special educational needs. Greenwold (pictured), who has left Patoss since 2004, is also chair of the Specific Learning Difficulties (SpLD) Assessment Standards Committee. She is also the acting chair of the Dyslexia-SpLD Trust, which aims to promote better awareness and understanding of dyslexia. She said that she felt "very privileged" to be honoured, "But any achievements have only been possible due to the amazing professional colleagues, a strong team and with Patoss as a platform. Let's hope it helps us

with our campaigns and continue to build good practice." Greenwold, from Cincinnati, Ohio, settled in the UK in 1973. She previously worked as a management intern for NASA, as a management consultant, and antique dealer. After training as a specialist dyslexia teacher she taught and administered programmes for students with learning difficulties and disabilities at South Worcestershire College, where Patoss has its central office. Senior civil servant Michael Pears, whose career in government departments and local authorities has spanned more than 15 years, was also awarded an OBE.



Currently assistant director of the academies group at the DfE's Infrastructure and Funding Directorate, Pears has served as a programme manager and departmental risk improvement manager at the department since the late 1990s. He was assistant director of universal services for the London borough of Hounslow for most of 2010 and early 2011 before returning to Whitehall as deputy head of the Office of the Schools Commissioner.

## NEW YEAR'S HONOURS LIST - 2015

**KNIGHTHOODS**

**Theodore Agnew DL**  
Chair  
Inspiration Trust

**John Arthur Townsley**  
Executive Principal  
The Gorse Academies Trust

**Kate Dethridge**  
Principal  
Churchend Primary School, Reading and National Leader of Education

**Oremi Evans**  
Headteacher  
The Brookfield School

**Principal**  
Whiteley Academy

**Stephanie Brivio**  
Assistant Director  
Child Protection, Safeguarding Group, Department for Education

**Professor Margaret Louise Brown**  
For services to mathematics education and to governance of schools in South London

**Adam Vincent Stewart Chedburn**  
Headteacher  
Whiteley Bay High School

**Dr Lesley Sharon Curtis**  
Headteacher  
Everton Nursery School and Family Centre,

**John Peter Robert Dashstrom**  
Headteacher  
Hope Special School

**Lynn Greenwold**  
Chief Executive Officer  
Professional Association of Teachers of Students with Specific Learning Difficulties

**Ian Hart**  
Department for Education Liaison Officer  
National Network for Children in Employment and Entertainment

**David John Hudson**  
Executive Headteacher  
Wickersley School and Sports College, Rawmarsh Community School and Clifton Community School

**Nicholas Simon Hurn**  
Executive Headteacher  
Cardinal Hume Catholic School, Gateshead and St Robert of Newminster School

**Richard George Millington**  
Executive Principal  
Chepping View Primary School

**John Malcolm Morris**  
Headteacher  
Ardleigh Green Junior School

**Julie Morrow**  
Head  
Appletree and Stonegate Nursery Schools and Children's Centres

**Graham John Mungeam**  
Non-executive Chairman  
Oasis Community Learning

**Dr Anne Philomena Murray**  
Principal  
Oakgrove Integrated Primary and Nursery School

**Michael Brian Pears**  
Assistant Director  
Academies Group, IFD, Department for Education

**Jennifer Clare Preece**  
Bill Principal and Manager  
Childcare, Special Educational Needs and Children's Strategy, Department for Education

**Margrit Wendy Scott**  
President  
Association for the Professional Development of Early Years Educators

**Professor Iram Siraj**  
Professor of Early Childhood Education  
Institute of Education, University of London

**Sharon Mary White**  
Founding Member,  
Schools and Public Health Nurses Association

**Ian John Courtney**  
Chair  
Executive Governing Body, Dartmoor Federation

**Geoffrey William James Dunn**  
Principal  
Ballysally Primary School

**Elizabeth-Jane Formby**  
Team Leader  
Children's Social Care, Department for Education

**Elizabeth Ann Garnham**  
Chair of Governors  
Uffculme and Hamilton Special Schools

**Teresa Helena Harper**  
Head of Teacher Development  
Education Standards Directorate, Department for Education

**Stephen Hill**  
Deputy Headteacher,  
St Joseph's RC Primary School

**Susan Jane Kirkham**  
Lately Curriculum and Assessment Specialist  
Association for School and College Leaders

**Judith Kay Miln**  
Deputy Headteacher  
Clapton Girls' Academy

**Stephen Royston Parsons**  
For services to education and the community in Bristol  
Cafcass

**Anthony John Scott**  
Chief Examiner and Principal Moderator for GCSE  
Physical Education  
Edexcel Exam Board

**Sandra Simmons**  
Chair of Governors  
Kilgarth School

**Charles Albert Stripp**  
Chief Executive  
Mathematics in Education and Industry

**Christopher Hayward Wells**  
Chair of Governors  
Federated Schools of Gillingham and Patgrave

**Deborah Jane Withers**  
Lately Headteacher  
Wren Spinney Special School

**MEDALLISTS OF THE ORDER OF THE BRITISH EMPIRE (BEM)**

**Lesley Calvert**  
Manager  
Funfishers Out of School Club and Playgroup

**Ronald Victor Cox**  
For services to education and to the community in Holt and Kelling

**Tracy Catherine Cullen**  
Business Manager  
Queensbridge Primary School

**Ashley Jayne Hall**  
Fundraiser and Volunteer  
Rocklands Special School

**Maureen Georgina Higham**  
Founder  
Stay and Play Group, Warrington

**Janet Inglis**  
Deputy Headteacher  
Immanuel College, Bradford

**James Jackson**  
Head Caretaker  
Woodhouse College

**Timothy Meynell**  
School Governor and Volunteer Music Teacher  
Alconbury Church of England Primary School

**Margaret O'Prey**  
Voluntary Nursery Assistant  
Petts Wood Playgroup for Children with Special Needs

**Nanette Lynne Pullinger**  
Lately Learning Support Assistant  
Burford School

**Effat Rahimi-Kaloujeh Sims**  
Operational Manager (Inclusion)  
Westminster Academy

**Diana Elizabeth Robinson**  
School Volunteer and Chair  
Old Girls' Association, Bury Girls Grammar School

**Pamela Jean Smith**  
Volunteer  
Ivington Church of England Primary School

**COMMANDERS OF THE ORDER OF THE BRITISH EMPIRE (CBE)**

**Catherine Marie Garside**  
Headteacher  
St Ambrose Barlow RC High School

**Frederick Frank Jarvis**  
For parliamentary and political services

**Tim Oates**  
Group Director of Assessment Research and Development  
Cambridge Assessment

**Amanda Phillips**  
Executive Principal  
Paradigm Trust

**Judith Anne Salter**  
Headteacher  
Glenwood Special School

**Professor Caroline Elizabeth Whalley**  
Founder  
The Elliot Foundation and Trustee of SHINE

**OFFICERS OF THE ORDER OF THE BRITISH EMPIRE (OBE)**

**Gulfaraz Ahmed**  
Headteacher  
Parkinson Lane Primary School

**Lorraine Faith Allen**

**MEMBERS OF THE ORDER OF THE BRITISH EMPIRE (MBE)**

**Shabana Itlaf Abasi**  
Head of Service  
Cafcass

**Obolahan Ayorinde Bright**  
Volunteer Maths Teacher  
Bright Maths Club  
Dagenham Heathway Library

**Patricia Anne Burns**  
Staff Governor  
Appley Grammar School

**Arthur Capstick**  
For services to education and to the community in Stavely and Kendal

**Lynda Clapham**  
Librarian  
Sidney Stringer Academy

**Raymond Coe**  
Special Educational Needs Co-ordinator  
Royal Docks Community School



## Leading Practitioner (Maths)

Full time, Permanent position

Required to start Summer / Autumn Term 2015



### Cippenham Primary School

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

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

Headteacher: Mrs Nicky Willis

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

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

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

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

We are looking for a teacher who:

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

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

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

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

**Closing Date: Monday 26 January 2015 at 10.00 am**

**Shortlisting: Wednesday 4 February 2015**

**Interviews: Monday 9 February 2015**

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

**HAYS** Recruiting experts  
in Education

# OUTSTANDING LEADERS INSPIRE LEARNING

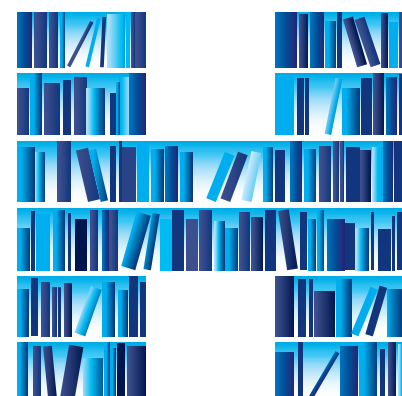
**Executive Headteacher, £exceptional**  
West Yorkshire, to start September 2015

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

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

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

**For more information contact  
Martin Blair on 07736 791 138  
or email [martin.blair@hays.com](mailto:martin.blair@hays.com)**



[hays.co.uk/jobs/holmfirth](http://hays.co.uk/jobs/holmfirth)



## DERBY MANUFACTURING University Technical College

Derby Manufacturing UTC will open on 1st September 2015. The UTC will provide a distinctive and targeted curriculum for students from 14-19 who wish to study STEM subjects.

### The Opportunity

**For April 2015 start**

### Vice Principal (Quality Assurance)

**The successful applicant will have:**

- Relevant qualifications (both formal and through appropriate experience). A proven track record in raising standards is essential.
- A genuine commitment to making a positive contribution to the UTC and most importantly a difference to the lives of young people including their educational and broader achievement, self esteem and confidence, social well being and future employability.

**We are offering:**

- An attractive salary based upon experience and expertise.
- A first class working environment with excellent resources.
- The opportunity for professional growth and continued development within an organisation committed to continuous improvement.
- The opportunity to shape the future of the UTC from the beginning.

In the first instance please send your full CV, and a letter (max 2 sides of A4) stating your skill set for this role, to Mrs Amanda Miller, PA to the Principal, c/o Derby College, The Roundhouse, Roundhouse Road, Pride Park, Derby DE24 8JE or to [Amanda.Miller@derby-college.ac.uk](mailto:Amanda.Miller@derby-college.ac.uk).

Further information available from: [www.derbymanufacturingutc.co.uk](http://www.derbymanufacturingutc.co.uk)

All appointments made are subject to satisfactory references and a criminal background check.

**Closing date for applications is Friday 16th January 2015.**



## Deputy Headteacher, Hoe Valley School - a new Secondary School in Woking, Surrey

If you are the type of school leader that has yearned for the chance to create a school - from scratch - without the burden of a legacy, then you will see this as a tremendous opportunity to join an exciting project.

Working to create a new school will not be like working at most other schools. As Deputy Headteacher of this new venture, you will have the challenge of:

- Assessment and reporting
- Building the trust and partnership with our parents
- Attainment and progress, establishing a track record
- Enrichment and intervention

Hoe Valley School, founded by a group of parents, has the support of the community, parents and other local schools. We have already received enough applications for our first year of 120 pupils. Our Initial surveys of support from local parents have indicated a high level of demand for places at the free school for every year until 2021, and particularly in the first two years.

Hoe Valley School is planned to open in September 2015 subject to final approval, and the Governors are looking for a candidate to lead the implementation of the school vision and ensure that the school successfully materialises in line with the DfE's timeframe.

So, if you are: innovative, a team player, a great leader and you are driven by a strong sense of purpose to improve the life chances of young people, then we are the school you are looking for; to ensure every one of your students develops the skills and qualifications necessary to succeed in an ever changing world.

We anticipate that the role will initially be offered in the salary range up to £62k. Woking is only 26 mins from London Waterloo by train, on the edge of the North Downs. There are also excellent road links to the M25, M3 and A3.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful appointments are subject to a satisfactory Disclosure and Barring Service (DBS) Enhanced check

**Interviews will be held in early February with a view to the successful candidate starting in May, or as soon as possible thereafter. Express your interest by emailing [dht@hoevalleyschool.org](mailto:dht@hoevalleyschool.org) to receive an application pack or request an informal conversation.**

**Closing date: Friday 19th January 2015**

**JOBS**

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



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

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

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

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

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

To register your interest for the recruitment evening and to access a full academy overview, job description and application form please visit [www.bluecoat.uk.com](http://www.bluecoat.uk.com).

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

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

**Aspley Lane, Nottingham NG8 5GY**  
**T: 0115 929 7445**  
**E: [recruitment@bluecoat.uk.com](mailto:recruitment@bluecoat.uk.com)**



**STEP HEADTEACHERS REQUIRED**  
 Academies in the Croydon area Competitive salaries

The STEP Academy Trust is seeking to recruit dynamic and inspirational, senior leaders wishing to begin headship in a supportive, mission and values driven organisation. Committed to improving the life chances of all children, the Trust was established to work with partners in need of rapid improvement. As a result, STEP Headteachers must possess the passion and resilience necessary to lead schools in often challenging and vulnerable circumstances.

The success and growth of The STEP Academy Trust has resulted in internal promotion and therefore, three exciting opportunities to join our headship team.

Each appointment will receive a high degree of support in the early months of their headship. Consistent with STEP's leadership plus model, Directors will assign our successful candidates appropriate levels of Executive Headteacher or mentoring support. As well as enabling rapid school improvement, this approach has accelerated the career development of talented leaders. For example, a Headteacher who joined our organisation three years ago is now Executive Headteacher of two of our partner Academies.

We will be delighted to welcome prospective applicants for informal visits to discuss these leadership roles. Please contact Cheryl Gilbert, Company Secretary – phone 01689 843103 or email [companysecretary@stepacademytrust.org](mailto:companysecretary@stepacademytrust.org)

**An application pack can be obtained by email: [companysecretary@stepacademytrust.org](mailto:companysecretary@stepacademytrust.org). Completed application forms should be returned by email ([companysecretary@stepacademytrust.org](mailto:companysecretary@stepacademytrust.org)), post or by hand to Mrs C Gilbert, Company Secretary, The STEP Academy Trust, Wolsey Junior Academy, King Henry's Drive, New Addington, Surrey, CR0 0PH.**

The STEP Academy Trust believes that its workforce should reflect the local community and that all groups within the community should have equal access to the Trust's employment opportunities. We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.

The STEP Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment. This post is subject to a satisfactory Enhanced DBS Check and references. CVs are not accepted.

**Tenable:** April 2015 or September, to be discussed at interview | **Closing date:** Wednesday 28th January  
**Shortlisting:** Thursday 29th January | **Interviews:** Tuesday 10th and Wednesday 11th February

**Cannon Lane Primary School**

**Cannonbury Avenue, Pinner, Middlesex, HA5 ITS**  
**[www.cannonlanepriamary.org](http://www.cannonlanepriamary.org)**  
**(London Borough of Harrow)**

**Dates: Apply by 16th January 2015**  
**Salary: L8 – L12**  
**Location: Pinner, Harrow**  
**Contract Type: Full Time**  
**Contract Term: Permanent**



Following our recent amalgamation and expansion to a four form intake primary school, the Governing Body is seeking to appoint four Assistant Headteachers to help lead our very successful and over-subscribed school. Whilst the job descriptions for these posts are the same, Assistant Headteachers will be deployed according to their strengths and experience with responsibility for either the EYFS, Key Stage 1, Lower Key Stage 2 or Upper Key Stage 2. These are exciting new positions to commence in the Spring Term 2015 or as soon as possible thereafter.

- Be able to inspire, challenge and motivate all children to achieve.
- Have a commitment to working strategically as part of a team to improve standards of teaching and learning.
- Have the confidence, skills and abilities to lead and manage teaching and learning in a designated 'phase' of the school.
- Be able to analyse data to support school improvement.
- Be a positive role model in school.
- Be committed to the principles of inclusion.
- Be a team player, open to coaching and mentoring.
- Have high expectations of achievement and behaviour.
- Be committed to fostering excellent relationships between parents, carers and the community.

- We are looking for an Assistant Headteacher who will:**
- Be an experienced class teacher who can demonstrate a record of success in raising children's attainment.
  - Be able to work in a creative and inspirational way, demonstrating a record of consistently delivering outstanding lessons.

- In return we can offer:**
- Highly motivated and well behaved pupils
  - A team of friendly, hard-working staff and a supportive Governing Body
  - A well- resourced school
  - Excellent training and development opportunities.

**An information pack is available to download from: [office@cannonlane.harrow.sch.uk](mailto:office@cannonlane.harrow.sch.uk)**

**Visitors are welcome and encouraged. To arrange a visit to the school or for any other enquiries please contact Mrs Raval on 020 8866 3536.**

The school is committed to safeguarding children and expects all staff and volunteers to share this commitment. The school follows safe recruitment practices to protect children. Successful applicants will be required to apply for an enhanced disclosure from the DBS. Further information can be found at [www.direct.gov.uk](http://www.direct.gov.uk)

**believe**  
 believe in yourself, in others, in God



**Bluecoat Academies Trust**

**Recruitment Evening**

**Thursday, 15th January 2015**

**6.00pm – 8.00pm at Bluecoat Academy's Aspley Lane campus, Nottingham NG8 5GY**

**For further information and to register your interest, please visit [www.bluecoat.uk.com](http://www.bluecoat.uk.com)**

Bluecoat Academies Trust is a recently established growing family of academies in the City of Nottingham built on the success of our 300-year history. We are ambitious about achieving an outstanding future as we seek to provide an excellent education for our young people through inclusive, enriching and balanced cross curricular teaching, preparing young people for lifelong learning based firmly on our Christian principles.

We are looking for outstanding educators who are interested in joining our highly successful, ambitious and growing multi-academy trust and can demonstrate their passion for their subject.

**We are seeking to recruit teachers across the curriculum, including:**

- **Teachers of English**
- **Teachers of Humanities**
- **Teachers of Maths**
- **Teachers of D & T**
- **Teachers of Science**
- **Teachers of Business Studies**

In addition, we welcome individuals interested in becoming trainee teachers to work with the Bluecoat SCITT Alliance Nottingham, which provides both Primary and Secondary teacher training.

If you are interested in learning more about careers in an environment of proven success led by a talented and supportive Senior Leadership Team which places teaching and learning at the heart of our work and provides state-of-the-art-facilities, please join us at our Recruitment Evening.



**HAPPY NEW YEAR!**

**FROM THE SALES TEAM**

**TO ADVERTISE CALL US ON: 020 81234 778**