



WHY PUPILS LIKE KATIE PRICE (AND IT'S NOT WHAT YOU THINK)

Page 17



THE SIMPLE ANSWER TO TEACHER WORKLOAD

Page 15



CAN YOU TEACH LIKE A CHAMPION '2.0'?

Page 12



Care Minister calls for compulsory teacher training in mental health

P6 & 7

'God designed the solar system,' says worksheet

- Durham Free School: homework was 'isolated incident'
- Morgan announces on Wednesday that school will close

EXCLUSIVE | Sophie Scott

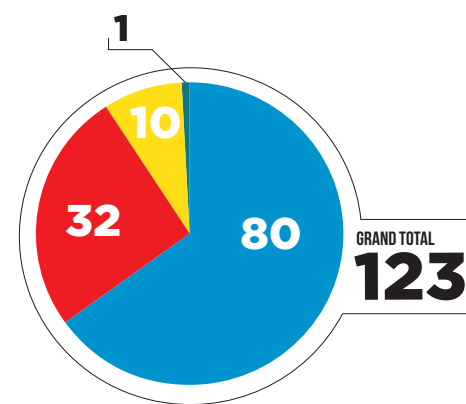
Durham Free School will close at the end of this term – and *Schools Week* can exclusively reveal a science teacher told pupils “God created the solar system”.

The school, which opened in September 2013, was sent a letter on Wednesday afternoon by regional schools commissioner Janet Renou informing it of education secretary Nicky Morgan’s decision to

terminate its funding agreement.

Schools Week has discovered David Hagon, a teacher at the school, in September asked year 7 pupils to complete a worksheet as part of their science homework that stated God was responsible

Continued on page 3



P4

Investigates
More schools than hot dinners:
Who received DfE free meals cash?



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EDITION 20

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NEWS

Creativity and 'gold standard' heads top Labour's agenda

FREDDIE WHITTAKER

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Creative education and school leadership standards were on the agenda this week as the Labour party continued to push out new education policies before May's general election.

Leader Ed Miliband led the charge on creativity, announcing during a speech at Battersea Arts Centre on Monday night that schools would miss out on "outstanding" Ofsted ratings if they failed to offer creative subjects and cultural opportunities.

Meanwhile, shadow education secretary Tristram Hunt used a visit to City Academy in Hackney, east London, to announce that business leaders would be asked to enter into "partnerships" with schools, and headteachers would get a new "gold standard" qualification if Labour won.

Mr Miliband (pictured) said schools would have to appoint a "culture champion" to connect with arts organisations and would be encouraged to open more after-school clubs. "If you believe in social justice, if you believe in a more equal society, then access to the arts and culture is not an optional extra, it is essential – not simply because of the worlds it opens up, but because of the wider impact it has."

Mr Miliband referred to figures from the recent Warwick Commission, which showed that the number of primary children taking part in music fell from more than half in

2010 to just over a third in 2013, and that the number of arts and culture teachers in schools had fallen 11 per cent since 2010.

"In my view, this is a direct consequence of a backward-looking, narrow educational philosophy from a government that has gone from the Gove regime to the Gove regime in all but name."

Mr Hunt used his Monday morning visit to announce that a profession-led School Leadership Institute would be created to develop a new accredited-qualification for headteachers.

Figures released by Labour showed that the annual number of heads who passed NPQH had plummeted after the Coalition relaxed the requirement that all heads must hold the current recognised qualification.

In 2014, 192 aspiring school leaders got the qualification compared with more than 1,000 in 2012, a drop of 83 per cent.

It is unclear whether Labour would reverse the Conservative decision and require heads to pass the qualification.

Ahead of the visit, Mr Hunt also paid tribute to the importance of business skills among school leaders.

"Headteachers today manage multi-million pound budgets and are often responsible for more than 100 staff. To support them in this hugely important and challenging task, we are working with the Confederation of British Industry [CBI] and Business in the Community [BitC] to ask some of the best business leaders in Britain



to share their expertise."

Under his plan, partnerships between schools and businesses would be based on a model already operated by BitC, in which 220 business and 300 schools have committed to working together for three years on areas such as leadership, governance and curriculum support.

General secretary of the NAHT, Russell Hobby, said the association was "excited about the idea of a profession-led leadership institute" and that it "welcomed genuine partnerships with business", while the president of the Association of School and College Leaders, Peter Kent, also welcomed a "focus on the importance of leadership and leadership development".

Sikh school revises admissions policy after investigation

JOHN DICKENS

@JOHNDICKENSSW

A free school has been ordered to "significantly redraft" its admission policies after breaching rules, including asking prospective parents to fill in a religious questionnaire.

An Office of the Schools Adjudicator (OSA) investigation ruled that Khalsa Secondary Academy in Stoke Poges, Buckinghamshire, asked parents "unreasonable, unclear, not objective and not fair" questions.

The school said that oversubscription places would be given according to the score parents achieved on a religious questionnaire, showing how committed they were to the Sikh faith.

Admission processes have been put under the spotlight after Dame Sally Coates, director of United Learning's southern academies, last week called for a national review of school admission policies.

She claimed there was a widespread use of covert policies and "underhand tactics", including faith schools asking parents for evidence of their religious faith.

The Fair Admissions Campaign, which reported Khalsa to the OSA, said it would not comment on the specific ruling for the school. But a spokesperson said: "It is clear there are widespread issues with schools not being compliant to the admissions code."

The organisation, which campaigns for all state-funded schools to be open to all children without regard for religion or belief, raised a number of issues with the school's policy.

They included the questionnaire asking parents to state how they upheld the three pillars of Sikhism and whether their family volunteered at Sikh temples or in the community.

The OSA's findings, published on February 11, said the school's admission policies breached the rules in "many ways".

"The school has already made some changes, but the arrangements as a whole require significant redrafting and simplification to comply fully with the code."

Nick Kandola, chairman of the Slough Sikh Education Trust, the academy sponsor, said:

"We have revised our religious questionnaire in line with the advice received from the adjudicators and the local authority. We can also confirm that we have had the new questionnaire approved by the Department for Education and this will apply for admission arrangements for September 2016."

The school opened on a temporary site in 2013, despite fierce opposition from locals and the district council.

South Bucks District Council refused an application that it be permanently based at the site, a decision overturned during a planning inquiry in September last year.

And what about fair banding? Schools 'fix' the tests, says Dame Sally

Dame Sally also claimed schools can "fix" fair banding entrance tests so that schools accept more of the brighter candidates.

There is no definite list of schools which use fair banding. However Northamptonshire County Council published a list of seven schools in the area which use fair banding.

The council's website says banding is intended to "ensure the range of ability of pupils admitted to "ensure the range of ability of those applying for a place (i.e. a proportionate spread of children of different abilities)".

Schools Week analysed the prior attainment of Key Stage 4 leavers in the seven schools.

Six schools had an even spread of pupils across each attainment level. However, Northampton School for Boys had only three per cent of low attainers, with 49 per cent middle attainers and 48 per cent high. It is the only school which uses its own test; the others

use a common one.

A statement from headmaster Richard Bernard said the school meets the requirements of the School Admissions Code in all aspects.

It read: "You should note in paragraph 1.25 of the Code that Banding can be used to produce an intake that is representative of one of three sub-criteria ... This is inclusive of paragraph 1.25a that 'Banding can be used to produce an intake that is representative of the full range of ability of applicants for the school'."

Section 1.25 of the code states that banding can be used to ensure a representative intake on the basis of the range ability of children in the local or national area, or – as in the case at Northampton – to represent the ability of those who apply.

Northamptonshire County Council said it monitors all schools to ensure they comply with the Schools Admissions Code.

NEWS

Troubled Durham Free School to close

SOPHIE SCOTT

@SOPH_E_SCOTT

EXCLUSIVE

for the design of the solar system.

The worksheet (pictured) said: "Only the Earth has life on it. God has designed the solar system so that the Earth can support life."

Any school, academy or free school that is found to teach creationism as a scientific fact would be in breach of the law and its funding agreement.

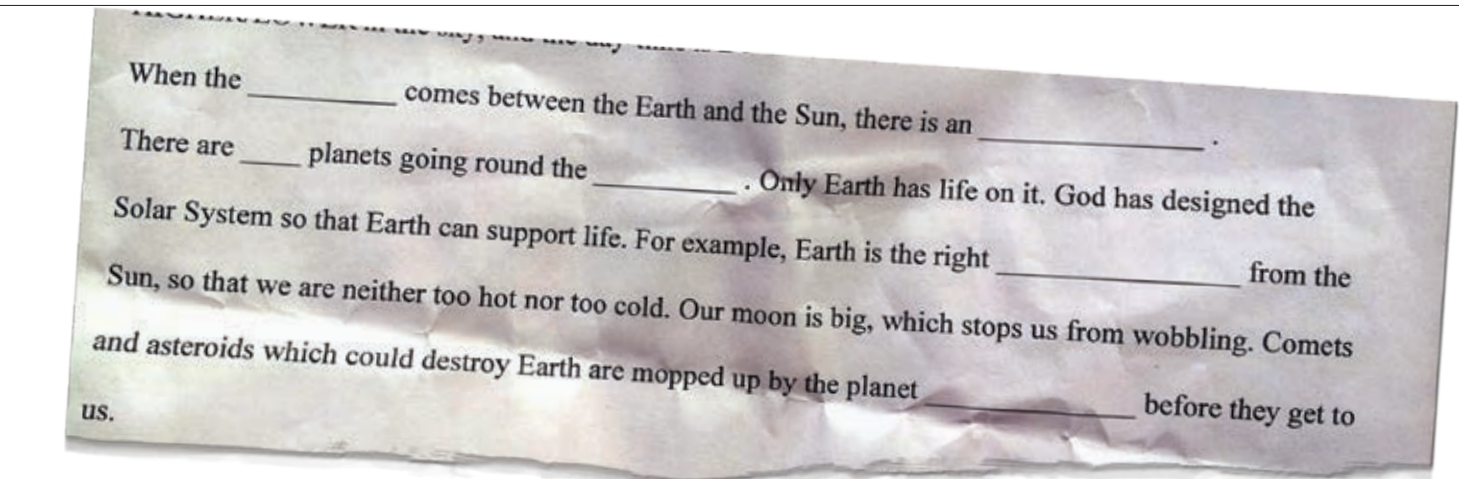
Ms Renou (pictured below) said the school's representations did not "sufficiently" address "major weaknesses" including the need "to address a culture of intolerance of people who have different faiths, values or beliefs".

The school, which is in special measures, said this was an isolated incident and the worksheet was not school literature, but put together by Mr Hagon. Despite repeated attempts, we were unable to contact Mr Hagon for comment.

Schools Week understands that the content of the homework was raised with Mr Hagon at a school parents' evening at the end of September. Former headteacher Peter Cantley was also informed of parents' concerns before he left the school in October.

Mr Cantley is reportedly the whistleblower who informed the Department for Education and the Education Funding Agency about issues at the school.

Concerns were



raised as part of the "Trojan Horse" investigations last year after it emerged a teacher at Park View School in Birmingham had issued a worksheet to boys in a sex education lesson that told them women had to "obey" their husbands.

A spokesperson for Durham Free School said: "Legitimate concern was raised over this matter as the worksheet was in clear contradiction of the school's policy and practice.



"It was an isolated incident, which the former

headteacher dealt with promptly, firmly and appropriately; the worksheet is not used by the school.

"The teacher referred to taught a very limited science timetable as a subsidiary subject, sharing responsibility for teaching some classes focusing on physics and chemistry."

Chair of governors John Denning said the school was seeking legal advice after Wednesday's announcement of its impending closure.

Lawyers acting on behalf of the school have already threatened Ms Morgan with a judicial review if she remained involved in the decision-making process.

It is understood the school was expecting a monitoring visit from Ofsted inspectors yesterday, although it is not known whether

this went ahead. At the time of the last Ofsted inspection the school had 94 pupils; some have since moved schools.

Ms Morgan said: "The DfE operates on the basis that the interests of children must come first and it is clear that the school is not delivering the high standard of education that parents and I expect. It is also clear that there is no imminent prospect of improvement and I am not prepared to let any child remain in a failing school.

"While I know this decision will mean some upheaval for those pupils still in attendance, I am confident that it is the right thing to do. We are already working with the local authority to ensure that every child is found a suitable place at another local school."

The school will close on March 27.

Term-time breaks don't always mean poor results, say experts

SOPHIE SCOTT

@SOPH_E_SCOTT

Claims that children are harmed by short breaks away from school have been questioned by two data experts after the Department for Education (DfE) released figures showing that GCSE and primary school test results were lower for children who missed more lessons.

In a press release accompanying the data, the DfE said this "highlights the importance of clamping down on pupil absence".

Latest figures showed that last year, 262,255 pupils persistently were away during term time – absent for 15 per cent or more of school time – while children overall were absent for 4.4 per cent of school days.

But Becky Allen, director of Education Datalab, and Amy Sippitt, at independent fact-checking organisation, Full Fact, said the data did not take into account other characteristics that led to absence.

After reviewing the figures, Dr Allen (pictured) said: "It is very hard to distinguish between correlation and causation in this instance, but the DfE could have got closer to understanding it by looking at the relationship between school absence and some sort of progress or value-added measure."

The data showed that 44 per cent of pupils with no absences in key stage 4 achieved the English Baccalaureate (EBacc), a series of GCSE qualifications that includes English,



maths, science, history or geography and a language.

This fell to 31.7 per cent for pupils who missed 14 days of lessons over the two years.

However, poor performance was less pronounced when looking at a broader range of GCSE qualifications. Figures showed that while 81.7 per cent of pupils with no absence achieved five A*-C, including English and maths, this dropped to 73.5 per cent among those absent for 14 days.

Dr Allen added: "Use of percentage achieving EBacc is a particularly unhelpful indicator because many children would not be following a curriculum that allows them to achieve the EBacc, even with

100 per cent attendance."

Amy Sippitt, education lead at Full Fact, says: "This research doesn't prove that lower grades are caused by missing school – it just highlights that one is associated with the other. For example, absence is higher among disadvantaged pupils. But the research doesn't tell us whether it's disadvantage, absence – or another factor altogether – causing lower performance."

The DfE's latest figures showed illness was the main factor leading to absence, with 58.3 per cent of missed school recorded due to sickness. Pupils on free school meals (FSM) had higher absence rates than their non-FSM peers, by almost three percentage points.

Education secretary Nicky Morgan, however, said the figures supported the Coalition policy of toughening up rules on term-time holidays.

"The myth that pulling a child out of school for a holiday is harmless to their education has been busted by this research. Today heads across the country have been vindicated – missing school can have a lasting effect on a pupil's life chances.

"Heads and teachers are now firmly back in charge of their classrooms thanks to our plan for education, and new flexibility over term dates allow them to set term breaks outside peak times."

Turn to page 12 for a profile interview with Dr Allen

Teacher wins battle to publish observation notes

A teacher has successfully published Ofsted's observation notes of a lesson following a lengthy battle between the inspectorate, the Information Commissioner, and the National Archives.

Harry Fletcher-Wood, a former history teacher at Greenwich free school, used the Data Protection Act to request the notes after an inspection last year, but was told that crown copyright banned him from sharing or publishing the information.

In October, *Schools Week* reported that Ofsted was unable to say if copyright could be waived and that the decision rested with the controller of Her Majesty's Stationery Office. The controller told Mr Fletcher-Wood that he could publish the information.

Mr Fletcher-Wood, now associate director of knowledge development at TeachFirst, quoted the controller on his blog: "There would be no objection from a crown copyright point of view, it all depends on whether the data subject is content or not."

He said: "I think it's extremely important that we promote transparency about the processes and consequences of inspection, so I'm glad that all teachers will be able to publish their lesson observation notes freely in future."

NEWS

Coalition MPs' electorates eat up extra portion of free school meals cash

ANN MCGAURAN

@ANNMCGAURAN

Investigates

The Department for Education has defended its decision to give almost three-quarters of an additional £16.3 million for universal infant free meals (UIFSM) to schools in the constituencies of Coalition MPs.

A DfE spokesperson said the funding for the 123 schools selected from the more than 780 that applied was to "help schools that were unable to provide hot meals and no school that showed they were in that position was turned down.

"It is simply untrue to suggest it was allocated on any other basis. Making sure that children are eating a nutritious lunch at school will help to build a fairer society by helping children concentrate throughout the day and saving parents up to £400 a year."

Analysis shows 73 per cent of schools that received funds to support the delivery of hot meals are in constituencies held by Coalition MPs. In total, 80 are Conservative, and 10 are Liberal Democrat. One school is in a constituency held by an independent, and 32 schools are represented by Labour MPs.

Ten schools in Buckinghamshire applied for funding and nine - all in Conservative-held constituencies - received it. Three schools in the highly marginal Conservative seat of North Warwickshire have been allocated funding.

In Oxfordshire, three of the five schools that applied for funding got it, all of them in Conservative-held constituencies. These included a school in the Witney seat held by prime minister David Cameron.

The flagship UIFSM policy was launched by deputy prime minister Nick Clegg at the Liberal Democrat party conference in 2013 - but there is no legal requirement on schools to provide a hot school meal. Notably, four schools in Sheffield - home of the Hallam constituency of Mr Clegg - were unsuccessful in their applications.

A number of schools identified by *Schools Week* applied on the grounds that they could not offer viable longer-term hot meal solutions, but had their applications turned down.

Lancashire applied for £235,652 for five schools - none of which received funding. Two Lancashire schools identified by *Schools Week* bid because the cost of their transported hot meals service was not sustainable.

Sefton Council on Merseyside put forward bids for 10 schools, but received nothing. A spokesman for the council told *Schools Week* that if the bids had been successful it would have reduced the need for some schools to rely on other schools to cook their meals.

One of the failed bidders was St Thomas Church of England School, in Lydiate, Merseyside. The school needed a minimum of £60,000, according to head Ann Lock. She said they had no kitchen where food could be cooked "and it would be preferable for us to cook on site each day". Currently hot meals were brought in daily from a nearby academy. She said their unsuccessful bid had been "really disappointing - our children deserve the facility as much as other children".

The costs of implementing the universal infant free school meals policy for the school had been substantial, and the money had to be found from other budgets. "It cost us several thousand pounds. We had to move money around from curriculum areas to pay for a fridge, cutlery and extra tables and serving trolleys, and had to reduce our investment in IT."

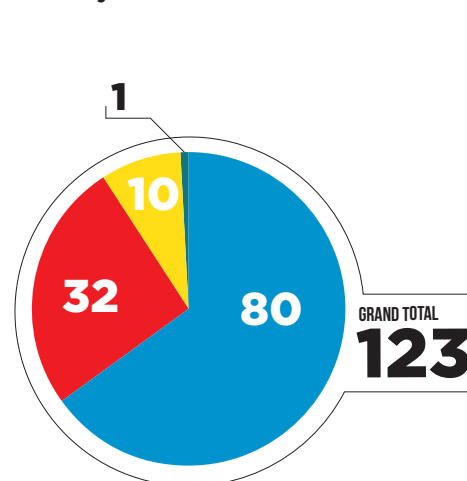
Schools Week did not find a school unable to provide any hot meals that did not receive UIFSM funding.

Questions have also been raised on the matter of transparency and imbalance.

Sefton Central Labour MP Bill Esterton, a member of the education select committee, said: "It seems that schools in more affluent areas are benefiting. There is a definite lack of transparency here."

The original announcement of extra funds for UIFSM said that more than £24 million would be shared with schools.

Constituencies that received universal infant free school meals funding in January 2015



Party



Conservative



Labour

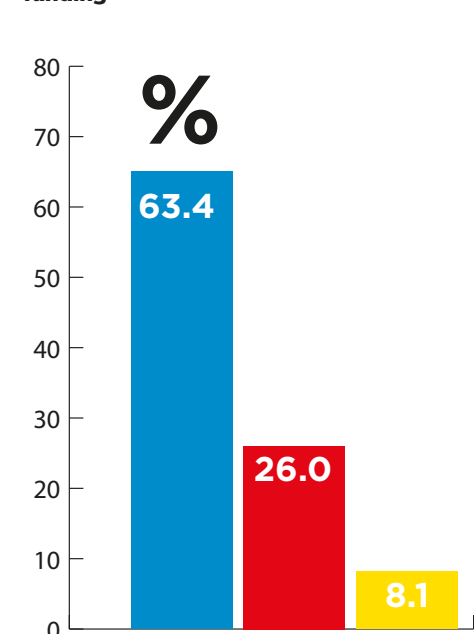


Liberal Democrat



Independent

Percentage of parties' seats that received funding



According to the DfE, of the £8.2 million still available, £3.3 million would go to academies via the condition improvement fund; while £4.9 million would be allocated to schools through the UIFSM support service.

The service, made up of the Children's Food Trust (CFT), and the Lead Association for Catering in Education (LACA), has been commissioned by the DfE to provide support and advice to schools and other stakeholders who provide UIFSM.

Andy Jolley, a former school governor and blogger who highlights problems with the introduction of UIFSMs, raised concerns about this new allocation process: "The scale of underfunding remains a real issue. We now have representatives of the catering

industry prioritising the way £5 million of taxpayers' money is spent, all without any transparency."

Asked by *Schools Week* to explain the mechanism for distributing the £4.9 million, the DfE said schools requiring help could go to the support service that would refer the case to the DfE if it believed the school needed help. Allocations through this process would be announced in "due course".

Learning of the outstanding funds, Mr Esterton said he would ask school reform minister Nick Gibb about the distribution of the UIFSM funds at education questions in the Commons next Monday and whether schools in his constituency could apply.

"The election is very soon - are we too late?"

Low pupil numbers force Oasis to close academy

ANN MCGAURAN

@ANNMCGAURAN

The sponsors of Oasis Academy Hextable in Kent say their plans to shut the school because of low pupil numbers is the "only responsible decision".

Multi-academy sponsor Oasis Community Learning said it regretted having to take the "difficult decision" to close the school, which is less than half full with 328 students in years 7 to 11.

Pupils will transfer to nearby schools in September, with the exception of the current years 10 and 12 who will stay to finish their GCSE and post-16 courses. No new students will be admitted.

The decision to close "has been made with a heavy heart", according to a statement from the sponsor, which took over responsibility

for the academy in 2013. It said student numbers had been declining for a number of years and that "having reviewed projected numbers with Kent County Council (KCC) ... this trend looks set to continue".

But the corporate director of education at Kent County Council, Patrick Leeson, said the council would prefer the school to remain open "due to the large numbers of primary age children in the area who will require secondary school places within a few years".

The council hoped to "retain the Hextable site and buildings for educational use" and would "work with the Department for Education (DfE) and school sponsors to open new secondary provision when it is required".

A spokesperson for Oasis told *Schools Week* the DfE has accepted the proposal for closure. Asked if it had tried to secure deficit funding



Oasis Academy Hextable

Pic: Google

from the Education Funding Agency to keep the school open, he said: "It's certainly fair to say we explored every option with the DfE, but even if we look to 2018, the school would still only have been operating at half its capacity. The only responsible decision was to close."

He said predicting future numbers at the school in the village of Hextable was

"particularly tricky", given its location close to the border with London local education authorities.

The academy chain would redeploy staff where possible.

It is the first time that Oasis Community Learning - which operates 43 academies - has closed a school.

The DfE said it had agreed to a request from Oasis to close the academy "due to low pupil numbers".

A statement added: "Our priority now is working with them and KCC to ensure existing pupils can continue their studies at alternative schools with minimum disruption." *Schools Week* asked if the DfE was working with Kent to ensure the site was retained for future use as a school, but it said it had nothing to add to its statement.



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NEWS

MENTAL ILLNESS: IT COULD AFFECT

SOPHIE SCOTT
@SOPHIE_SCOTT

Investigates

In a five-part series, *Schools Week* is exploring the way vulnerable groups of learners have been treated under the Coalition – and asks what can be expected for them in coming years. In the first of the series, Sophie Scott reveals the invisibility of pupils with mental health needs

In a week when the education secretary touted young people's "resilience and grit" as top of the agenda and began handing out a portion of the £9.8 million set aside for schools to build "character", we are asking: where is the push for looking after pupils' mental health?

Rarely mentioned in the past four years, *Schools Week* has spoken exclusively to politicians in the health field who reveal there is no accurate, up-to-date figures on the prevalence of mental health disorders of those aged under 18 – leaving policymakers floundering as to what provision to fund for school-aged children.

Both Liberal Democrat MP Norman Lamb, the minister of state for care and support, and former children's commissioner and president-elect of the British Medical Association, Sir Al Aynsley-Green, feel that government policy is ignorant of the issue, and point to concern over the lack of data.

The Department of Health (DH) does publish figures on the number of people accessing mental health services – but only for those aged 18 and over.

The government has not published any data on the prevalence of mental health in children and young people since 2004. Previously it was undertaken on a five-yearly basis, collated by the Office of National Statistics (ONS).

The health select committee raised serious concerns about the missing data in its November report on "Children's and adolescents' mental health and CAMHS [Children and Adolescent Mental Health Services]".

The chief medical officer's annual report for 2012, published in autumn 2013, also highlighted the need for a repeat of the ONS survey and suggested there had been a rise in

levels of psychological distress and self-harm in young people.

But there may now be light at the end of this ten-year-old tunnel.

In an exclusive interview, Mr Lamb said: "I've now got the money to do another prevalence survey, which is being designed at the moment. It will take place over the next financial year.

"All we can do at the moment is rely on anecdotal evidence. I think there's quite a consensus that [mental health disorders] appear to have increased."

The DH is still commissioning the survey, but Mr Lamb expects it to be published in 2017 by the Health and Social Care Information Centre (HSCIC).

The exact cost of data collection is not yet known, but Mr Lamb says it will be more comprehensive than, yet comparable to, the 2004 figures and will include new issues such as cyberbullying.

In 2004, one in ten children had a mental health problem, with most having emotional and/or conduct disorders. The figures were broadly similar in 1999.

Sir Al says that using these figures, about 100 children in a typical 1,000-pupil secondary school will be suffering from significant mental illness, including depression, obsessive compulsive or eating disorders, or experiencing bereavement, yet only a quarter could access the services needed.

But without data it is difficult to know which services are needed, and where they ought to be located.

"I call for new research to understand exactly what the current situation is, without which we cannot make serious, constructive comments," Sir Al said

"There needs to be more open dialogue between the DH and the Department for Education (DfE)."

In particular, Sir Al argues that discontinuation of Every Child Matters, an initiative that encouraged schools to support broader health and safe-guarding aims for children, has made matters worse as benchmarks are no longer tracked.

There was no consensus when *Schools Week* asked the ONS, HSCIC and DH why there has been no collation of data since 2004.

The role of schools in mental health

Guidance for staff on mental health and



MP Norman Lamb interviewed by *Schools Week* reporter Sophie Scott

behaviour in schools, published last June by the DfE, suggests that teachers and staff give questionnaires to pupils that raise concerns and then refer them to the correct service.

A review, due in October, has not yet been completed. The department says that it is currently carrying out a "small-scale review" that will be "updated in due course" but declined to say why the review had not been completed as planned.

Speaking about the guidance, Mr Lamb says: "[this] clearly isn't enough. We need quite a fundamental improvement in the way we intervene and identify these problems. Part of it is the training of teachers. Minded [an online mental health portal for teachers] is critical, but so is the basic teacher training.

"I suspect there are many teachers who feel, because they don't have the training, quite

nervous about mental health."

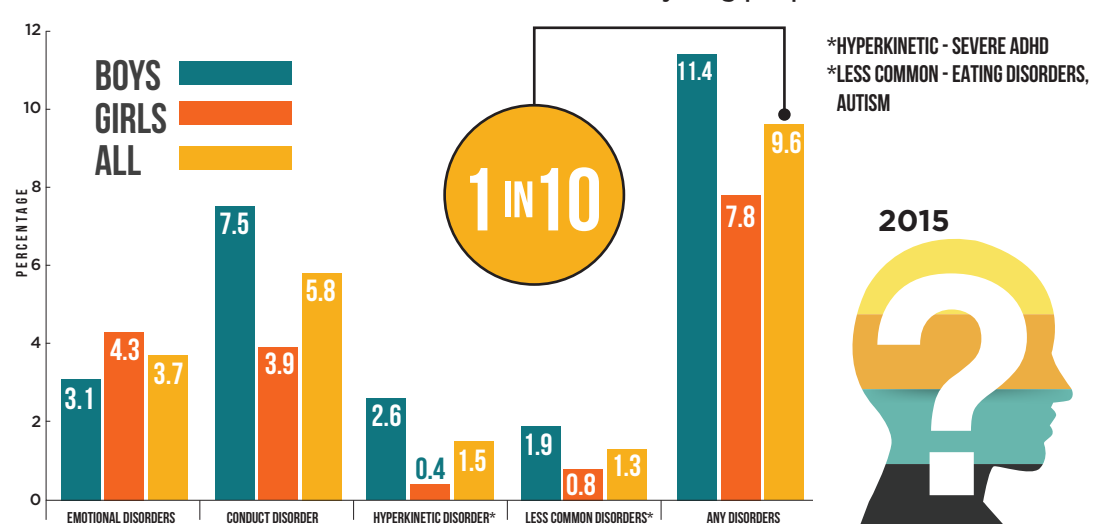
Some schools are, however, finding new ways to support children with emotional difficulties.

Sir Al points to Penair School in Cornwall, and the Waves programme in Weymouth, as good examples.

However, he has concerns about children who suffer bereavement. "A child loses a parent through death every 20 minutes in our country. It is just one aspect of emotional burdens, but it is surprising how badly and ineffectively those children are looked after. Many schools have so much to do they may not have the time or resources to address bereavement."

Mr Lamb says that many school do not know who to contact within CAHMS. "[We have] got to stop calling it CAHMS. We talk in

Prevalence of mental health disorders in children and young people - 2004



SIR AL'S FIVE POINTS TO ADDRESS MENTAL HEALTH

1. Open discussion between DfE and DH
2. Research into mental ill health in young people
3. Look at examples of good practice
4. Societal change towards health and education
5. Do more to help children with bereavement

1 IN 10 PUPILS IN YOUR SCHOOL



a language – tiers one, two, three and four; no ordinary person has the faintest idea what we're talking about – we've got to use ordinary language so people understand.

"There needs to be a much closer link between schools and mental health services, not this great chasm where you make a referral and it ends up taking weeks to get anywhere.

"And worse than anything, in a way, is the stigma that's attached to that referral... if you think of a vulnerable 15-year-old, the additional pressure that imposes on someone. I've heard a young person say 'I'm the only one who's going mad'. Just imagine how awful that is for a youngster to feel like that."

He believes talk about mental health should be normalised: "If we could just seek to address those much more quickly in a non-stigmatised way, then I think we can make a big difference to the way in which services respond to people."

What should happen next to support mental health provision in schools?

The health select committee makes three recommendations in its latest report. The cross-party group of MPs wants the DfE to include a mandatory module on mental health in initial teacher training and include mental health modules in continued professional development for teachers and support staff.

Mr Lamb supports this, but says that he doesn't expect teachers or staff to be "experts" but to have better understanding to help make the right judgments about whether intervention is necessary. He also points out that the Lib Dems want mental health and mental wellbeing to be part of the national curriculum.

The committee also wants the DfE to audit mental health provision within schools, specifically looking at how well its June guidance has been implemented. It recommends Ofsted also make routine assessments of mental health

right mental health experts. It also tells them to look at available local provision.

The document lists a number of "risk factors" for young people, including communication difficulties, genetic influences and academic failure, and suggests schools use attainment data and have an "effective pastoral system" to identify



GUIDANCE FOR TEACHERS LISTS THE RISK FACTORS

The guidance that the DfE published last June gives examples of questionnaires teachers can ask pupils to complete, mental health "factsheets" to help identify potential issues and "teacher training toolkits".

The DfE says schools should use this 47-page document to tackle problems before they become more serious and to refer pupils to the

GOOD PRACTICE

There are many good cases of school support for children with mental health problems.

Norman Lamb points to the Mancroft Advice Project (MAP) in Norwich, while Sir Al praises Penair School in Cornwall's "Bywva Centre", headed by the Duchy Health Charity. It aims to bring together professionals from health and education to "explore ways of enhancing the lives of young people, encouraging them to take increasing responsibility for their own wellbeing".

Speaking about MAP, Mr Lamb said: "What I absolutely see is the need for much better in-school support.

"This is one of a network of young people's advice and information networks, so it's third sector and it's a very non-stigmatised, easy-access support service for young people with the whole principle of early intervention.

"Part of the service it offers – and it has reached agreement with a number of schools to do this – is to go into schools for lunchtime sessions. Any young person can come along and just talk confidentially.

"It's not a referral to a mental health service, it's the chance to address anxieties/problems/angst.

"Quite often students don't actually want to talk to a teacher, they don't want to talk to a formal school-appointed person – they quite like the sort of slight anonymity of a conversation, and the confidentiality of the conversation, with someone coming in.

"Critically, it's going to be coming in rather than a referral out, so the principle about catching things early in school is critical, although I'm open-minded about the right approach to achieving the best results."

THE DfE'S 'FRESH FOCUS'

Advice on "good counselling" in schools is to be published this spring by the DfE.

The department is also offering grants to organisations that can "improve the identification of children's mental health issues, their prevention and the better commissioning of support and collaboration between agencies and services".

It has identified mental health as one of seven priority themes in its voluntary, community and social enterprise grant scheme.

A DfE spokesperson said: "We are placing a fresh focus on improving young people's mental health and providing opportunities for young people to develop the character and resilience they need to succeed in modern Britain.

"Good schools recognise the importance

provision in schools.

Finally, the committee suggests the DfE consults with young people to ensure mental health within the curriculum meets their needs.

Sir Al believes the government needs to look at what is already being done successfully.

"Look to those places to build upon. The mental health of our children and young people is everybody's business, and we have to get the importance of these issues into society, generally."

And how do we know any future changes are successful?

of children and young people's wellbeing on their attainment, and have a duty to promote mental and physical development."

This month, the Children's Social Care Innovation Programme awarded £8.4 million to projects that support young people with mental health problems who are in care, or at risk of coming into care.

The PSHE Association has also been commissioned to produce guidance on teaching about mental health issues. "In addition we are working closely with the Department of Health's mental health and wellbeing taskforce, which is looking at how to improve the provision of children's mental health services and will report back next month," said the spokesperson.

"We want to ensure any update to the mental health and behaviour advice to schools aligns with this work."

Mr Lamb says: "As much as possible we need to try to make sure that we evaluate, in a scientific way, the interventions; that we try to make sure that we understand how best to use public money to most effect."

Sir Al is calling for teachers and young people to tell him about the barriers they face between education and health, what causes those barriers, and what they think can be done to overcome those barriers.

If you have any ideas, email news@schoolsweek.co.uk, and *Schools Week* will pass these on to Sir Al.

in there. We need a lot more investment. The government is very good at saying what needs to be done, but more needs to be done on the how – the sharing of good practice and the teacher training part of it."

The charity and its sister organisation MindFull, which offered young people support for mental health issues, and ran helplines, online forums and counselling sessions, went into liquidation late last year.

NEWS

Mother told to keep her son at home during inspection

FREDDIE WHITTAKER
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A secondary school in Wiltshire that allegedly asked the mother of an autistic pupil to keep her son at home during an Ofsted inspection could face another visit from the education watchdog.

Matravers School has been forced to defend its actions after a staff member is heard on a voicemail message allegedly telling the mother that her son could take an “authorised” absence during the inspection on February 5 and 6.

In a recording of the message, obtained by the BBC, the staff member appears to raise concerns about how the boy might cope with “strangers asking questions” about his work and that the school “may not have the staff to deal with him”. There have also been allegations that lessons were swapped to avoid disruption.

Ofsted said it would not comment on individual complaints, but that it would re-visit schools where it felt key evidence had been withheld.

A spokesperson said: “If inspectors become aware that evidence has not been available or withheld during an inspection, then we would consider whether, had that evidence been available, it would have had an impact on the inspection outcome.

“If so, we could declare the inspection incomplete and return to the school to collect more evidence.

“Deliberately withholding evidence from inspectors would be regarded as a very serious matter.”

The school has defended its practice of informing parents of “vulnerable” students about Ofsted inspections.

In a statement sent to local news website, White Horse News, it said: “During any Ofsted inspection there are changes to routines within schools.

“We have been accused of ‘hiding’ students away during the inspection. Far from it, we took inspectors to visit our hair and beauty and motor mechanics provision, as well as our link alternative provision and learning support area, because we are deeply proud of all these aspects of our school.

“Over 20 per cent (200-plus students) of our cohort has a special educational need, which is above the national average. Three of our most vulnerable students have extremely complex needs. We were concerned that they may have struggled with ‘unfamiliar adults’ (ie, Ofsted inspectors) around the school site, or possibly appearing in their lessons and asking them about their work.

“With this in mind we contacted their parents and asked for help in supporting their child by preparing them for this potentially upsetting change to their familiar school routine. We were able to do this because we know our students very well.”

How to use TAs more effectively (and that’s not as a substitute teacher)

JOHN DICKENS
@JOHNDICKENSSW

School leaders are being urged to review the roles of teaching assistants (TAs) to ensure they are not being used as substitute teachers for low-attaining pupils.

They should instead be used to help pupils develop independent study skills and be given direction to deliver one-to-one support, says a new guidance report from the Education Endowment Foundation (EEF).

Making Best Use of Teaching Assistants, published today, shows that when TAs are well trained and used in a structured setting they can boost learning by as much as an extra term.

Seven evidence-based recommendations drawn up by the EEF will be used in a £5 million campaign to boost learning for nearly 14,000 disadvantaged pupils in more than 1,000 primary schools in West and South Yorkshire.

Rob Webster (pictured), a researcher at the Institute of Education and one of the report’s authors, said: “We are hoping to change the mindset to viewing teaching assistants in much more constructive ways, to do a better job of meeting the needs of the children.”

The guidance, primarily aimed at headteachers and senior leadership teams, has practical tips that include ensuring TAs are fully prepared for their role through out-of-

class liaison with teachers and that they are used to help pupils manage their own learning.

A TA in South Yorkshire, who did not want to be named, was broadly supportive of the recommendations. She said: “There are blurred lines between when a TA’s role ends and when a teacher’s starts. Being able to know the difference between the two roles, and having consistency, would make it a lot easier. A set of principles that set this out is a good idea.”

Mr Webster added: “The history is that we have never had an attempt by successive governments to pin down what the role of a teaching assistant is. We’re hoping this guidance can fill a bit of a void. We’re not telling schools how to use TAs, just setting out what the evidence suggests works.”

Current research was clear that the way TAs were used in classrooms was ineffective and affected outcomes.

The report details evidence that suggests schools have drifted into using TAs as an informal instructional resource for pupils in most need. “Although this has happened with



the best intentions, this evidence suggests the status quo is no longer an option.”

Schools should organise staff so the pupils who struggle the most have as much time with teachers as better performing pupils. When TAs worked with low-attaining pupils they should focus on “high-quality learning” by delivering brief structured interventions, the report says.

Dr Kevan Collins, EEF chief executive, added: “By providing teachers and school leaders with a practical framework that they can take into the classroom, today’s report has the potential to make a real difference to the professional development of teaching assistants and, as a result, pupil attainment.”

The number of TAs employed in schools across England has trebled since 2000 to 243,700, costing schools about £4.4 billion.

THE SEVEN RECOMMENDATIONS

- Teaching assistants should not be used as substitute teachers for low-attaining pupils
- They should be used to add value to what teachers do, not replace them
- They should help pupils develop independent study skills and manage their own learning
- They must be fully prepared for their role in the classroom through out-of-class liaison with teachers
- They should deliver high-quality one-to-one and small group support using structured interventions
- Evidence-based interventions should be adopted to support them in their small group and one-to-one instruction
- What students learn from TAs should complement what they are being taught in the classroom

Hue and your classroom

ANN MCGAURAN
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Paint your classroom walls taupe, grey or white with just a “splash of occasional colour” and learning will improve, new research by the University of Salford suggests.

The three-year investigation by the HEAD project (Holistic Education and Design), concludes that good primary classroom design can boost progress in reading, writing and maths by up to 16 per cent in a year.

Gathering evidence from 153 classrooms in three parts of England, the findings are summarised in *Clever Classrooms*, published on Wednesday.

After analysing aspects of the environment including the size of windows, expected temperature and acoustics, the study suggested that the results of an average child in the most effectively designed classroom, compared with a child in the least effectively designed, could be boosted by 1.3 sub levels in a year.

Department for Education guidance says that primary students should move two sub-levels per year.

Speaking exclusively with *Schools Week*, Peter Barrett, leader of the project and professor of management in property and construction at Salford, said some findings might surprise teachers.

“For example, teachers putting displays up should probably do a bit less. We assumed that very stimulating displays would be good, but moderate displays are a bit better. “There are low levels of learning when

the environment is under-stimulated, and low levels when it is over-stimulated. It is right at the mid-point – when you have a highlighted wall against a calm background, or plain walls with an occasional splash of colour – that you get the best result.”

In total, he said, 16 per cent of the variation in student achievement could be explained by the visual environment.

The research was originally inspired by researchers in Boston who found that visual complexity in the environment made a difference to cognitive outcomes for people diagnosed with dementia.

Professor Barrett said the research had drawn on ideas that the whole school environment might matter for learning, and so other aspects of primary schools – such as pathways – had also been taken into account.

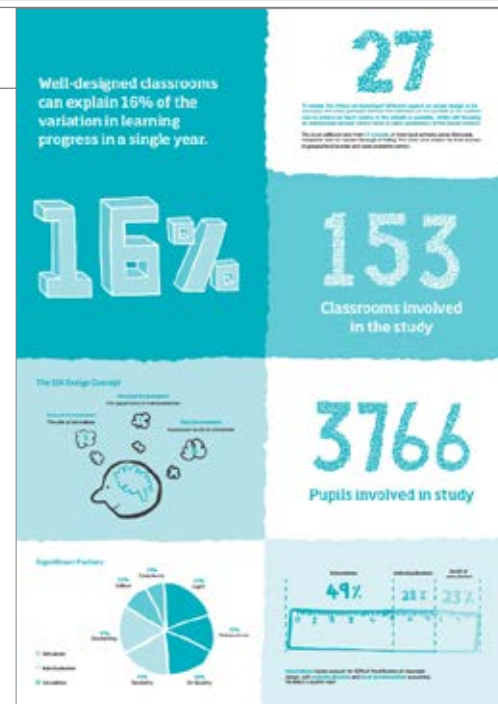
However these were not found to be important to learning.

“At primary level it is the classroom that matters. At first we were surprised, but when you take a step back, that’s sensible – to a primary pupil, one classroom is often his or her whole world.”

The team wants to continue its work by looking next at secondary schools.

“We are hoping to explore the same idea with secondary schools – although they have different pupils in different subjects in different types of classrooms. Also, older pupils have hormones doing funny things, which might prove interesting.”

Speaking about the findings, John Coe, chair of the National Association for



Primary Education (NAPE), said: “It is unusual and refreshing to welcome research that considers the impact of primary school design upon the lives and learning of young children.

“The children’s feelings of ownership of their surroundings are also important, as is a classroom environment that is neither over-stimulating nor unduly calming. The research offers sound sense and teachers, putting children first as always, can improve their classrooms without spending a lot of money.”

The findings are published in full in the *Building Environment* journal and are available as an open access title. *The Clever Classrooms* report is also available online.

New commission to assess pupil progress

JOHN DICKENS
@JOHNDICKENSSW

A new teacher-led commission is to be set up to help schools assess pupils' progress – just six months after the government scrapped the previous 'levels' system.

School reform minister Nick Gibb said the commission would highlight best practice and disseminate it to help schools to develop their own assessment system.

He said the plan was drawn up after he found schools were "anxious" about working without level descriptors.

Mr Gibb, speaking at an event on Wednesday, said: "This commission will continue the evidence-based approach to assessment that we have put in place, and will support primary and secondary schools with the transition to assessment without levels, identifying and sharing good practice in assessment."

The government scrapped the national assessment system in September last year, saying levels were "distracting" and had become an "over-generalised label".

Now pupils' attainment will be measured against the school's curriculum in a manner of the school's choosing.

Mr Gibb said: "Crucially, [national levels] failed to give parents clarity over how their children were performing and resulted in a lack of trust between primary and secondary schools, clogging up the education system with undependable data on pupil attainment."

Kate Atkins, headteacher at Rosendale primary school in West Dulwich, London,

speaking at the Westminster event, said: "It's with great joy I embrace this whole notion of life without levels.

"Headteachers are addicted to levels. But if they are addicted to levels then the Department for Education has been our drug dealer."

Ms Atkins said levels of progress on RAISEonline was how her career was judged and was used to hold headteachers to account. "My great concern is you talk beautiful rhetoric, but we will just replace RAISEonline with another form of measurement to which I'm judged and obviously am going to work towards."

Mr Gibb replied: "Ofsted wants to see progress that children are making against the school's curriculum. We need to make sure it is flexible enough to reflect bespoke measures and work needs to happen on that."

Concerns were also raised by Dr Becky Allen, director of Education Datalab. "No one doubts there are problems with levels – particularly in primary schools. Unless we think hard about what the actual content of key stage 2 will be, I'm concerned getting rid of the use of levels won't fix that problem."

But Mr Gibb rejected this, saying scrapping levels would lead to a greater focus on the curriculum so children could develop a deeper understanding.

Replying to concerns that teachers were "addicted to levels", he added: "We are trying to liberate the teaching profession. I'm optimistic and confident schools will embrace this reform."

He pointed to good practice already in schools, including Westminster Academy,



Nick Gibb

where pupils were independently assessed on 15 topics via in-class quizzes and end-of-term exams. Scores were then drawn up for each pupil, which teachers used to provide support where needed.

The assessment without levels commission will be headed by John McIntosh, a former headteacher of the London Oratory School.

Speaking to *Schools Week* after the announcement, he said: "We are trying to raise confidence in the teaching profession so they can make these assessments themselves and are not relying on other agencies.

"The general outcome is to give teachers some clarity about how they should assess pupils' progress."

Purdah puts brakes on help for failing schools

JOHN DICKENS
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EXCLUSIVE

Failing schools will have to meet a "public interest test" before getting government help when purdah kicks in next month.

Schools Week understands that civil servants have been told to consider whether intervention risks causing a local controversy that could impact election debates.

Purdah is the period before an election where public bodies have to act in a politically neutral manner. It runs from March 30 until a government is formed.

Details of the public interest test are unclear. But examples given to civil servants include whether there is a "genuine need" to make an immediate decision.

Sir Peter Simpson, chief executive of the Independent Academies Association, said: "I would hope that in assessing this risk, the Department for Education (DfE) would err on the side of what is best for the students in the school. That would be an important principle in coming to a decision.

"If the public interest test is handled badly it would be detrimental... but I'm confident it won't be handled badly."

Ministers and regional school

commissioners will also not be able to enter into new funding agreements for academies during purdah.

Schools Week understands the latest DfE guidance states that if funding agreements are signed off before March 20 then

converters would be able to open on April 1 or new schools in September.

However if they are not signed off, it is unclear when prospective academies would open.

Jade Kent (pictured), a solicitor in the education team at Michelmores, a law firm that has supported about

200 academies, said: "Purdah will put a temporary halt on things. People will be nervous to commit, and the next academy date for conversion after the elections has not been confirmed. It could be as late as August."

Civil servants have been told monitoring visits and building work will continue as normal.

A DfE spokesperson said: "The department retains its responsibilities for schools during the election period and regional schools commissioners will continue to hold academies to account to ensure high standards."



UCAS to include EU universities

FREDDIE WHITTAKER
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Students won't see a profusion of EU universities appearing on the UCAS university application database this year, despite being included for the first time.

The Universities and Colleges Admissions Service (UCAS) recently amended its policies to consider requests from European higher education providers wishing to use its services. They will now be accepted if they "demonstrate that they meet equivalent standards to those in the UK".

But an UCAS spokesperson told *Schools Week* that it was "too early" to say how many EU higher education providers would apply to join the service, and that schools preparing current year 12 students for university applications would not see many EU providers on its database.

He confirmed that Amsterdam Fashion Academy was the only EU institution currently using the service, with few further applications expected before the June deadline.

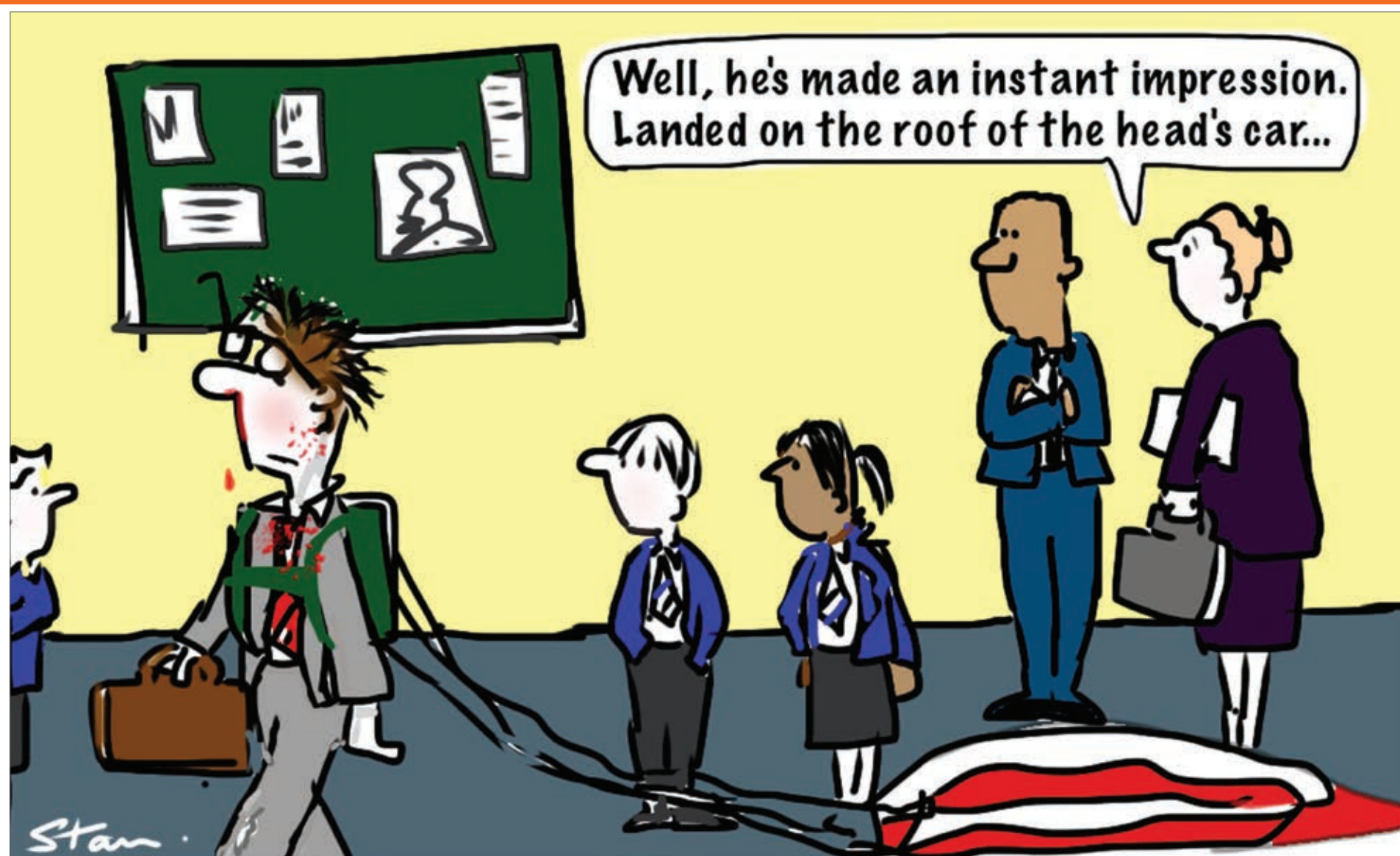
"The higher education environment has changed significantly in the past few years with the intention of giving students more choice," he said. "With more choice in the market there is a need to ensure that student interests are protected.



"We want students who apply for courses through UCAS to be confident that they are applying for a verified qualification at an institution that meets the relevant quality standards. As a consequence, we have reviewed the criteria for access to UCAS services to ensure that they are fit for purpose in this changing environment.

"Amsterdam Fashion Academy is the first EU university to use the admissions service, although our course search has included a variety of transnational educational opportunities offered by UK higher education providers for some time.

"UCAS considers a number of requests from higher education providers each year and those who are successful go on to use the UCAS course search and admissions service. We do not disclose details of requests under consideration."



Middle leaders parachuted in to challenging schools

FREDDIE WHITTAKER
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A secondment programme aimed at getting middle leaders from outstanding schools to help improve those facing challenges will “only scratch the surface” of recruitment problems, the Association of School and College Leaders (ASCL) warns.

Schools minister David Laws announced on Wednesday that 100 department, subject and year group heads from outstanding schools would be parachuted into challenging schools for a year from January under plans to raise standards. It is not yet known who will run the scheme.

It comes after the Department for Education launched its talented leaders programme, run by the Future Leaders Trust, in which 100 headteachers or

aspiring headteachers will be seconded to struggling schools over the next two years.

The news has been cautiously welcomed by unions, but Malcolm Trobe, the deputy general secretary of ASCL, said more effort was needed to improve the supply of teachers and to find “longer-term and sustainable solutions” to attract high calibre teachers and middle and senior leaders to schools that were in challenging circumstances or that were geographically isolated.

“What is required is a culture of professional learning that enables us to prepare and nurture the next generation of school leaders.

“This means providing appropriate preparation, succession planning and support, together with coaching and mentoring programmes

to support newly appointed senior and middle leaders.

“There also needs to be a recognition that school improvement doesn’t happen overnight. It takes time to embed sustainable improvement. And all of this must be surrounded by a culture and discourse that recognises and values the importance of these roles for the wellbeing of our education system and wider society.”

Peter Pendle, the head of AMiE, the Association of Teachers and Lecturers’ leadership section, said that good collaborative leadership at all levels was vital for schools to improve in a sustainable fashion, but would be “extremely difficult” to develop in the time given to the new middle leaders.

“We would like to see the initiative

properly trialled, including ensuring that the seconding schools don’t suffer by losing exceptional middle leadership and that improvement in participating schools can be sustained beyond the secondment.”

The 100 schools will include 30 in the east of England, a move announced by prime minister David Cameron earlier this month. Leaders will be placed in rural and coastal areas struggling with recruitment, as well as areas of deprivation.

Mr Laws said: “We want to encourage the movement of high-quality middle leaders to the areas that need it most, to help close the attainment gap and build a fairer society in which every child is able to reach their full potential.”

Applications for eligible schools will open later this year.

EDITOR'S COMMENT

In the coming weeks we shall head into a general election. That likely means being subjected to politicians vaingloriously crowing about achievements while the opposition desperately shove new ideas in front of teachers’ policy-weary eyes. It will be tedium elevated to bombast.

Luckily, pupils are more complex. Their personalities and unique histories make teaching exciting – but also difficult.

Groups who fall outside the norm can get lost in the never-ending policy maelstrom.

That’s why our new five-part series focuses on ‘hidden’ learners. Senior reporter Sophie Scott, starts by looking at pupils with mental health problems, but quickly found her mission almost impossible, for reasons outlined on pages 6 and 7.

As we went to press, the Department for Education announced the winners of the Character Education Awards. Each school or charity will get £15,000 for “promoting” traits such as grit and resilience.

It is good that positive mental health traits

are being recognised. But we cannot forget the 1 in 10 children struggling with issues such as self-harm and eating disorders.

Collecting data is rarely the solution to a problem – but in the case of young people’s mental ill health, we need to know how many are affected, what their needs are, and where they are located. Without this provision planning will always be patchy.

It is our job to make sure these issues no longer remain hidden. We look forward to sharing the journey with you.

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READERS' REPLY



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What should I spend my pupil premium on?

Julie Hall, address supplied

What can be wrong with tailoring support to the needs of the individual child? And if one strategy or method worked, then all children would be reading. Reading Recovery offers a balanced approach that enables children to read for meaning and to decode efficiently. Sadly, there are many children in our schools who do neither. Marc Roland is right to cite Reading Recovery as a good use of pupil premium.

David Cameron 'strongly' backs grammar school expansions

Janet Downs, Lincolnshire

Cameron might think this will be a vote winner. But the pro-grammar lobby is a noisy minority. In a November 2014 YouGov poll, only 38 per cent of respondents said they would support new grammars, 20 per cent said existing grammar schools should remain but no more should be built, while a further 26 per cent said existing grammars should become comprehensive. Seventeen per cent weren't sure. Support for grammars was greatest among the oldies – the younger the age group, the less support.

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

Mike Ball, address supplied

All resources are made outside directed teaching time, thus how can they be legally owned by the local authority? If there is payment for the time taken to produce these materials then fine but not until. This is our intellectual property.

Pupil premium: four ways to use the funding

Janet Colledge @CareersDefender

What a shame, no mention of #CEIAG - A prime motivator for pupils #CareersEd4Teachers

We are about to enter purdah

Rob Cirin @Berty23

I think purdah continues until a new government is formed (rather than election day). Could be relevant this year.

Revisions published for final reformed GCSE and A-levels following consultation

REPLY OF THE WEEK

David Pollock, London

It is quite extraordinary that humanism has been excluded as an option from RE – and surely potentially open to judicial review, given that the law requires there to be no discrimination on grounds of religion or belief! YouGov for *The Times* found a couple of days ago that 42 per cent of the public (but 60 per cent of those aged 18-24) had no religion of whom eight per cent (two per cent of the public) called themselves humanists – far more than in this poll acknowledged any of the non-Christian religions included in the GCSE.

The proposed annex on humanism supplied by experts through the British Humanist Association was at least as academically rigorous as those for the religions. Was this a pig-headed minister or was the Church of England pulling strings behind the scenes?

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



MEET THE TEAM

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

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PROFILE



REBECCA ALLEN

SOPHIE SCOTT

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Becky Allen, director of Education Datalab

Peer out of the window of Becky Allen's office and you can see into the expansive gardens of Buckingham Palace. It is a reminder of the vast difference between the lives of the few and the very many.

It is a difference that Allen, a one-year teacher, then academic and now director of Education Datalab, which hopes to influence policy with education data, has come to learn, and accept.

While describing her life as "very middle-class" in a large Sussex village, she recognised when she started her studies at the University of Cambridge that there was a whole different world to the one she knew growing up.

"I was not coming from a deprived background, but I lived in a part of Sussex where people didn't commute into London because it was too far away, so they did 'normal' jobs. I wasn't exposed to this world of movers and shakers, and people who are huge influencers in the society we live in."

At Cambridge, she says, she found "a completely different group of people", who were, on average, wealthier, and more worldly-wise. "So many had been to private school, which was a shock for me because I knew that private schools

existed . . . but I thought that they were just a kind of . . . oddity."

Allen, a middle child with two sisters, remembers a free childhood, in the days before mobile phones, where she would spend time at friends' houses after school, or taking part in countless extra-curricular activities – violin and piano lessons, drama clubs, choirs.

Her "normal" upbringing has pulled her back to Sussex village life, now in a neighbouring community close to her childhood home, to raise her two young children, four-year-old Juliet, and 11-month-old Eddie.

For someone who has achieved much academically, she admits that she spent most school mornings copying her friends' homework during registration.

"I've never been the type to be particularly interested in conforming or following what people wanted to do – unless I really respected them and I was really motivated and interested by what they were doing.

"So I wouldn't describe myself as hugely well-behaved in school, and I can imagine that for some teachers I was a complete nightmare!"

"I've never been the type to be interested in conforming"

Despite this, in 1995 she got a place at Cambridge to study maths. "I took double maths, physics and chemistry [at sixth form]. Two brilliant women who taught physics and chemistry really inspired me, were fantastic role models and were responsible for me doing so well academically."

But maths wasn't quite right for her. Her contemporaries "were nearly all men", she

struggled to find people she got on with and she was more interested in politics and society. She switched to economics half-way through her degree.

She was also chair of the University Labour Club during the 1997 general election: "It was really exciting; you felt like the world was going to change. I had lived almost my whole life under a Tory government, so it was a really incredible time."

She graduated in 1999 and spent "half a day" at the then Department for Education and Employment to see what kind of job she could do. "I walked out and never went back because I thought, 'If I work in a place like this, I will just shrivel up and die.'" Her lack of willingness to conform had come to the fore.

IT'S A PERSONAL THING

If you could live in any era, which one would you choose and why?

This one, of course. Much as I complain about gender inequalities, well-educated women have greater opportunities to live the life they choose than ever before.

What was your favourite TV show when you were a child?

We didn't watch much TV, but I remember watching and loving *Pob*, *Lost in Space* and *Happy Days* at my dad's house on a Sunday. My children love *Octonauts*, *Bubble Guppies* and *Peppa Pig*.

If you were stranded on a desert island, and you could have one book and one luxury item, what would each be?

Can I take my laptop with a solar charger and the entire national pupil database on it? If so, then I'd need a decent econometrics reference book such as *Econometric Analysis of Cross Section and Panel Data* by Jeffrey Wooldridge.

What is your morning routine?

I am not instinctively routine orientated or a morning person. My daughter Juliet, on the other hand, has developed an elaborate routine for us to follow that regularly takes two hours and includes songs from *The Jungle Book*, *Frozen* and *Bubble Guppies*. My son Eddie, adds to the joy of mornings by emptying every drawer and cupboard below waist height.

Tea or coffee?

We are a coffee household. Specifically, Has Bean Coffee's Blake Espresso Blend. In the office I drink tea because the coffee isn't up to scratch.



Clockwise from above: Allen and her children, Eddie and Juliet; submitting her PhD; aged 7 (far left) on holiday with her family; aged 8-9



Curriculum Vitae

Born February 15, 1977

EDUCATION

1982-1988 Steyning Primary School

1988-1995 Steyning Grammar School

(comprehensive)

1995-1999 Emmanuel College, Cambridge.

Economics and maths

2002 – 2003 PGCE, Institute of Education (IOE)

2004-2005 Masters in educational and social research, IOE

2005-2008 PhD in economics of education, IOE

CAREER

1999 Institute for Public Policy Research, researcher

December 1999 – September 2002 Equity research analyst covering media and cable companies, JP Morgan

2003 – 2004 Economics teacher, Mill Hill County High School, Barnet, north London

2008-2014 Lecturer (later senior lecturer, then reader) in economics of education, IOE

Present director, Education Datalab

She did not want a job where she was expected to leave at 5.30pm; she wanted something that she was so excited about she wanted to stay until it was done.

A brief stint at the think tank IPPR in 1999 was followed by a move to JP Morgan as an equity research analyst later that year. She says the training was "fantastic" – and she travelled the world.

"I'd never really been on a plane, then I was finding myself on one more than once a week. It was just really exciting."

The skills she learnt – to write concisely, analyse data and use Excel – she still uses today.

A year before she left JP Morgan, the 9/11 terror attacks shook the world.

The emotion of what happened catches Allen off guard. She says she hasn't thought about it in a long time and her eyes fill with tears.

"It's stupid to say it, because the people that were affected were my clients – they weren't me, they weren't my friends, they weren't my family – but it does make you re-evaluate what you're doing in life and why you're doing it.

"If your life ends tomorrow, will you feel OK with the life you've led?"

In 2002, she started her PGCE at the Institute of Education (IOE), training to teach economics and business studies. "There is an immediacy in teaching when you walk into a classroom and you work with children. You can see right there and then that what you're doing matters."

In the end she only taught for a year. "I always meant to go back, but the longer you are away, the harder it is to go back."

The IOE became her professional home for the next 12 years as she completed her masters and PhD, and later became a senior lecturer and then reader.

She has taken two years' absence to set up the Education Datalab with FFT, the non-profit school data company, saying that it was an "irresistible opportunity".

"It's really only the kind of people who are data crunchers that understand the importance of having good data infrastructure around them."

She hopes to influence education policy and practice through largely quantitative research and describes the past five years of policy as "completely relentless" – she hopes too that there will be a chance for the sector to catch its breath.

"My interests really are still in compulsory schooling, and so we're working on a whole series of projects, most of which have been funded by external funders, just looking at the different impact of policies that the government has introduced.

"I am particularly interested in school accountability, so a lot of the work I have done has been work on performance indicators and on parental choice on school admissions systems. I am still working on lots of those things still!

"It's hard to escape the things that you end up knowing a lot about."

EXPERTS



ALASTAIR THOMSON

Governor of Northampton School for Boys

OUR MONTHLY GOVERNOR'S CORNER

Getting off the treadmill of A-levels

Exam reforms have prompted a Northampton school to construct a new extended enrichment curriculum for year 12 students

The rushed reform of A-levels in England has presented school leaders and governors with real headaches. At the most basic, these pains are about what courses to offer and what advice to give year 11 students about their post-GCSE choices, but beyond that they raise bigger questions about what a sixth-form curriculum should look like at a time when funding is getting tighter.

The school in which I am a governor has a big sixth form, offering an exclusively academic curriculum, and gets very good results. There was no massive thirst for change and the government's reforms were seen as a largely unwelcome distraction. Last autumn, my sense was that the task would be to manage the changes with as little disruption as possible.

Since most of the school's students go on to higher education, the University of Cambridge's support of AS qualifications examined at the end of year 12 carried some weight. Other Russell Group institutions were more equivocal, so the school had to weigh-up whether sticking with AS would help or hinder students' progress towards their ambitions in education or employment.

The arguments are finely balanced. Although the exam boards have said that new standalone linear AS-levels would be "co-teachable", in that they have broadly the same subject content as the first year of the linear A2, senior staff were concerned that the skills and knowledge assessed in relation to this content would be significantly different and harder at A2. The risk here is that, by continuing with AS, our students might have got overloaded, leading to a drop in their performance

Unlike many locally, the school decided to drop AS entirely for the September 2015 intake for those subjects where the new linear model was available. What this means is that in September most of our students will simply take three A-levels from year 12, rather than four at AS and three at A2, in year 13.

This throws up its own questions about how best to staff and timetable the year 12 curriculum, given that most students will be following fewer subjects.

Clearly, just giving the students more private study periods would not be

acceptable. Year 12 students do not come "oven-ready" for independent study and, in addition, the school admits well over 60 new, external, students to its sixth form each year who have to learn about its structures, customs and ethos. At the same time, it would not be possible, even if it were desirable, for the school to simply expand subject teaching time in the three subjects leading to examination.

This is where things get interesting: the challenge that governors have set the school leadership is to construct, for September, a new extended enrichment curriculum for year 12 students that actually delivers a balanced education beyond the narrow, treadmill of A-levels.

It will be interesting to see what they come up with! Like most strong schools, there are elements already in place. The school already has an active Duke of Edinburgh award scheme and residential education programme, offers opportunities for sports leadership and coaching, encourages students to take the Extended Project Qualification (EPQ) and mentor younger students. Plus, the introduction of the new core maths qualification is a certainty and employment internships and enterprise education will almost certainly feature somewhere.

Most of our students will simply take three A-levels from year 12

As the staff develop the offer I shall be hoping they draw inspiration from beyond the school sector and consider the ideas for a "citizens' curriculum" that have motivated educators of adults. As set out by the late Sir David Watson (principal of Green Templeton College, Oxford), this includes a framework based on four "capabilities" – digital, financial, health and civic. There are a lot worse starting points and, if successful, it may yet be possible to fashion a silk purse from the sow's ear of a largely unwanted reform.

Alastair Thomson writes in a personal capacity



DAME SALLY COATES

Director of Academies South for United Learning

Three ways to heal a failing school

Rapid remedial action is needed: Try a three-pronged approach of raising expectations, earning the trust of staff and prioritising student achievement

Raise expectations

Failing schools can be desperately sad places where weary teachers and rattled students engage in damage limitation to get through the day. A school in this state can't be coaxed to health; it needs a sharp shock of warmth and positivity to restore its vitality.

The role of the headteacher is to flood the corridors with confidence and to radiate high expectations on to the whole school community. The head of a failing school should use assemblies, open evenings, newsletters and community meetings to talk up the future of the school. It's imperative that children are proud of their school: it should be the best in the world as far as they're concerned.

These expectations must be reinforced by action, and a new head at a failing school should make two or three highly visible changes to signify the new approach. There's no better time to do this than at the beginning of your tenure: this is when your political capital is at its peak. Smile, be positive and look people in the eye when you tell them how great the school is going to become.

Earn the trust of staff

On taking over Burlington Danes Academy in west London, I planned meticulously for every day, with key conversations prepared in my head and on paper. So there are times when a headteacher should follow a script, but earning the trust of staff isn't one of them.

In the first address to staff, a new headteacher should cast notes aside and speak from the heart. You must convince teachers that they can rely on you and that their jobs will get easier and more fulfilling if they do. Convince them that you can be trusted. You can't read from a script or quote from a management book. It has to be real.

At Burlington Danes I told the staff that I knew what an outstanding school looked like, that I knew how to turn Burlington Danes into one, and that I wanted them to be a part of the journey. Once you've got staff on side there's not much that can get in your way. Teaching is, after all, a team sport.

Prioritise student achievement

A headteacher who is serious about turning round a school will soon need to back up his or her message with genuine gains in student achievement. Talk about pupil learning, not pupil behaviour. Make the classroom central to everything that you do and liberate teachers from the bureaucracy and distractions that creep in over time.

Talk about pupil learning, not pupil behaviour

Tell teachers to focus on three things: planning, teaching and marking. Keep classroom doors open and make sure that you and your senior colleagues drop in to every lesson, every day. Headteachers make hundreds of decisions each day and each one should be informed by the needs of the students.

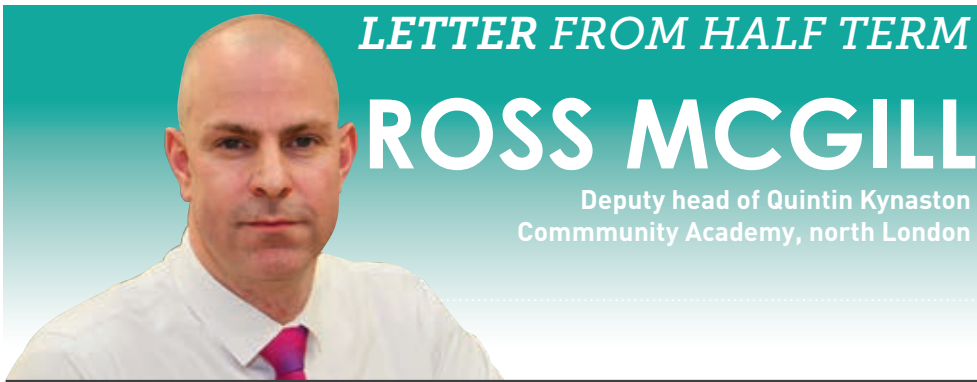
Look out for cosy privileges that benefit staff but hamper students' learning, like a short working day or early closure on Fridays. Prioritising the needs of students will also help when making tough decisions about the capability of teachers. If you have clear evidence that students aren't making progress with particular teachers, then you have a professional duty to act.

Finally, display test scores and performance data in the corridors. Students will flock to these learning walls and the key currency of student progress will immediately surge in value.

Once these foundations have been laid, headteachers need the resilience to stay focused on student achievement. There will be plenty of distractions. Some parents will challenge the heightened expectations towards uniform and discipline; some students will test the new standards of homework and punctuality, and some staff will resist the renewed focus on planning and marking. The new headteacher should hold firm, remain visible and continue to act out the values to which he or she has committed.

Headstrong: 11 Lessons of School Leadership, by Dame Sally Coates (John Catt Educational Ltd, £14.99. johncattbookshop.com)

EXPERT



LETTER FROM HALF TERM

ROSS MCGILL

Deputy head of Quintin Kynaston
Community Academy, north London

Reduce teacher workload? The answer is simple

Cut time in the classroom to one-third. It will be expensive, but it is what teachers need

I have a radical solution to stop the endless workload rhetoric offered by politicians in lip-service conferences typically attended by few classroom teachers, but filled instead with school leaders, policymakers and educators.

When the outcomes of the Department for Education's "Workload Challenge" consultation were published in February it was alarming, yet not surprising, to read that unnecessary lesson planning was the chief concern of 38 per cent of respondents.

The report said: "Respondents ... focus on the level of detail required in plans to be submitted, including annotated seating plans for each class and justifying their decisions made ... to change and revisit plans during the course of a week as lessons have developed ... tight

deadlines to submit weekly lesson plans – including deadlines over the weekend ..."

In the meantime, education secretary Nicky Morgan keeps saying: "I want to build a new deal for teacher workload – and I need your help."

So here it is Mrs Morgan; the answer is simple. In fact, the way to reduce unnecessary paperwork and unproductive tasks for all classroom teachers is so simple that it will astound many school leaders and politicians alike.

The only issue is that it is so unassuming some might think it unrealistic.

Allow me to convince you.

After 23 years in the classroom, the reader could calculate (broadly) that I have taught about 15,000 lessons based upon 190 days per academic year. It is on this basis that I'm certain it's viable.

Remember, the full-time classroom teacher, day-in, day-out, teaches 90 per cent of a 25 to

30-hour timetabled week.

This leaves a mere 10 per cent of time allocated to complete two remaining, yet fundamental, aspects of the role: marking and planning. This places an incredible burden on that 10 per cent – and leaves all other tasks to be completed in our own time.

Imagine! Directed time for planning, marking and reflecting during the school day

To reduce workload, we need to consider reducing teaching load to one-third. That way, we could teach for 33 per cent of the time and divide the remaining 66 per cent between planning and marking.

Imagine that! Directed time for planning lessons, marking books and reflecting on teaching and learning during the school day. The answer is so simple it will be sniggered at.

The proposal will cost money, which is why it may fall on deaf ears. But, if we want to move towards a best-practice model for reducing teacher workload, we should consider how teachers actually spend their time.

Plus, consider this final fact.

The DfE recommends that schools use 75 to 80 per cent of their general annual grant – the money paid to schools by the Education

Funding Agency "based on a formula provided by [your] local authority" – on staffing. The amount is calculated from a comparable school budget share and the number of pupils a school is responsible for. Guidance tells school leaders that the grant is calculated with staffing expenditure based at three-quarters of a school's annual budget.

Staffing costs represent the largest area of expenditure for all schools, with the relationship between the number of teachers and pupils financially and educationally critical.

The key word here though is "recommendation". If schools were to action a small increase in their staffing budgets beyond the amount specified, they could employ more staff, deploy other staff to share the workload and release many teachers from the constraints that we are all so accustomed to.

Beyond this, my manifesto for Nicky Morgan to support working conditions is also simple. She should give the profession time to consolidate, and trust teachers to carry out recent reforms. She should challenge the purpose of Ofsted and remove high-stakes accountability and numerical judgments from the process. She should share good news stories about the profession, with the profession, and she should listen to the profession and to evidence on what is important in schools.

I said that it was simple. Honestly, it is.

You can follow Ross McGill on Twitter @TeacherToolkit and read his blog at www.TeacherToolkit.me



GARY PEILE

Deputy chief executive and operations
director, The Active Learning Trust

The true value of arts education

Two organisations in Norfolk have formed a partnership to make sure that the ideal environment for fostering creative education fits comfortably alongside the day-to-day running of schools

It is no secret that the government is pushing hard to promote science, technology, engineering and mathematics (STEM) in schools right through to university choices. No one will deny that these subjects are important, but does it mean that the arts are being left behind?

And no matter how much encouragement and support young people are given, some are just naturally more inclined to the arts while others are born scientists. The strength of the national curriculum is in its breadth and how it offers a holistic education for pupils; as educators we should commit to providing this rounded offer to all pupils. After all, do we

want to live in a society devoid of creativity?

Arts education can help to develop valuable skills such as creativity, listening, communication, emotional understanding, interpretation, teamwork and innovation from the earliest stages of a child's school career through to A-levels. Creative subjects can also bring another dimension to subjects across the curriculum; either through topic work in primary schools or by working closely with other departments in secondary schools.

The challenges for schools in delivering an effective arts programme are based around two key barriers – specialist expertise and specialist resources.

Specialist expertise isn't too much of a problem in secondary schools where dedicated arts teachers are employed, but one teacher per class in primaries means that the level of arts education is often

heavily influenced by that teacher's abilities and attitudes.

No one will deny that STEM subjects are important, but does it mean that the arts are being left behind?

There is no hiding that, in a time of diminishing budgets, the arts are resource intensive subjects. You also need the space to be able both to store resources and to give the pupils enough space to work and create in class.

Addressing these two main barriers is where schools can really benefit from partnerships with specialist arts organisations. In September last year the Active Learning Trust (ALT) and Norfolk & Norwich Festival Bridge formed a partnership to support all schools within the trust to develop their arts education.

Because ALT schools are all focused around local clusters in just two counties, it was important that the partnership took a local approach. There are organisations

doing fantastic work to promote the arts all over the country; working with someone on your doorstep means that any initiatives or projects are tailored to the needs of your school and your community.

This has been the first stage of this new partnership – to identify what support each school needs to have an impact on arts education for all pupils. The team at Norfolk & Norwich Festival Bridge has worked closely with teachers in each school to find out more about what they currently do, what challenges they face and what support they really need.

Only by getting this understanding of each circumstance can the team then use its contacts to put each school in touch with an external partner to run exciting initiatives – this could be an art studio, a museum, a local college, etc. It is through these external partners that schools can address those two main barriers by bringing in specialist expertise and resources, as well as providing inspiration for pupils to see just how far they can take their arts work in school and at home. They also demonstrate the value of arts and creativity for the world of modern employment.

The most important thing about this partnership, however, is the policy and knowledge transfer that will ensure arts education becomes an integral part of life at an ALT school. By working with local partners, the hope is that these relationships will grow and become long-term. The schools will also be encouraged to work together and share best practice within their clusters as well as across the trust.

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our reviewer of the week is
Andrew Old, teacher and blogger
[@oldandrewuk](https://twitter.com/oldandrewuk)

a low priority for managers. He considers bullying to be one of the reasons so many teachers leave the profession.

Charley says...

From ijstock.wordpress.com



This post discusses the extent to which teaching should be, and has been, seen as about more than just the academic side of life. The writer discusses how the non-academic aims of education seem to have multiplied and the extent to which this area of teaching has become increasingly formalised: "Just to want to teach one's subject was no longer enough, when the purpose of education had become something between a velvet social revolution and life-coaching for the masses. And since then have been added the institutionalised performance pressures that mean it's no longer sufficient just to try to change people's lives; anything short of a fully measurable metamorphosis is just not acceptable."

"To they or not to they?": A trainee history teacher's struggle with similarity and difference

By [@acnell91](https://twitter.com/acnell91)



The creation and teaching of a unit of work on "similarity and difference" is discussed in some detail here. The successes and failures of the lessons are discussed and, in particular, the extent to which apparently useful advice such as "don't generalise" can lead to unfortunate consequences. This post is remarkable, not so much for conclusions reached, but for the level of thought with which the author has analysed her own work and attempted to learn from the experience.

The Problem with Plenaries

By [@Mr_Bunker_edu](https://twitter.com/Mr_Bunker_edu)



A teacher once again deconstructs his own practice: this time it is the use of plenaries. A number of issues affecting their usefulness are considered and the assumptions that lie behind their use are questioned. Are plenaries a result of a belief in easily measurable progress in lessons? Do they take generic forms that are often inappropriate to the topic at hand? Are they often activities that are not best suited to the closing minutes of a lesson? Solutions are also suggested.

Five words that changed me

By [@EL_Timbre](https://twitter.com/EL_Timbre)



In a moving personal account a teacher explains how some bad news changed her life and her outlook. Events that must have been traumatic at the time helped her to see what she wanted from her career. She explains how her response to difficult times has, with hindsight, changed her life for the better.

Consultants: the obscene quantities of cash, the confidence tricks and riding the merry-go-round of failure

By [@Bottoms_bray](https://twitter.com/Bottoms_bray)



A teacher recounts the activities of consultants who are paid to give advice to desperate school leaders; how this advice has often been harmful and is usually expensive. "They are unaccountable. They swarm over the terminally sick school and when it succumbs, they flee the corpse to infect another host."

Shorter inspections will end the stressful "cliff-edge" experience for schools

By [@HarfordSean](https://twitter.com/HarfordSean)



This post by Ofsted's national director for schools appeared on the "ATL Speak Out!" blog as part of a series of posts debating the inspectorate's future. The others were less positive about the organisation, but Harford gives some clear indicators of what those leading Ofsted are hoping to achieve, suggesting school leaders stop asking "What do I need to do to get a good Ofsted judgment?", and instead "think about what you need to do to ensure that every child in your school gets a decent education".

Tales Out Of School

By [@MrStuchbery](https://twitter.com/MrStuchbery)



In a blow-by-blow account, a teacher describes how he was undermined by two of his colleagues. His work was criticised, his professionalism questioned and he was excluded from decision-making. He explains how his confidence suffered and his attempts to repair relationships were rejected. He discusses why he thinks bullying is common in schools and why dealing with it is often

BOOK REVIEW

Teach Like a Champion 2.0

Author: Doug Lemov

Authors: Doug Lemov (Author),

Norman Atkins (Foreword)

Publisher: Jossey Bass

ISBN-10: 1118901851

ISBN-13: 978-1118901854

Reviewer: Martin Robinson, Educationalist and Author of Trivium 21c



(for the "annotated" version)

In this follow-up to *Teach Like a Champion 1.0*, Doug Lemov returns to the classroom to see how teachers are adapting and adding to the tools he shared in his first book.

I used some of the ideas from his first book in my own teaching, so I recognise the format.

I do, however, have misgivings. Why 2.0 when 2 would suffice? My first thought was this is so American, but that is patronising; it is an American book but that's not where our roads diverge. I have

a suspicion that it is not poet Robert Frost, but businessman Henry Ford who might be the godfather of this book. It is the brash business language that obfuscates some of the useful ideas within.

Let me give you an example. Whilst writing this review I received three "cold call" phone calls, all trying to sell me something, a technique I used myself when I sold double glazing. I believe the language that surrounds us shapes the culture we create. Hence, when Lemov writes about a classroom management technique called "cold call" and says that it is "an excellent tool for ensuring a high participation ratio [that] ...also helps boost think ratio by backstopping other techniques that are cognitively demanding", I prefer a more humane feel and so I annotate my version by writing in the margin: "Asking questions of your pupils helps them in their thinking."

These two different approaches to the same thing create very different classroom cultures. Where Lemov urges teachers to retain "emotional constancy", I have annotated that we should: "keep calm". Where Lemov recommends teachers "engineer efficiency", I write: "establish rituals". And instead of "teach like a champion", I prefer 'teach a bit better'.

Clive James, journalist, poet and academic,

describes Proust's *À la recherche du temps perdu* as a book that exists to be annotated as "it is, itself, a set of annotations..." This is the way to approach Lemov's book: every teacher should annotate it to introduce his or her own poetry into what otherwise seems like a stark business manual.

I think there should be more poetry in teaching and so I urge you to use this book as an enthusiastic sounding board for your own thoughts. Robert Frost describes: "the enthusiasm I mean is taken through the prism of the intellect and spread on the screen in a colour, all the way from hyperbole at one end – or overstatement,

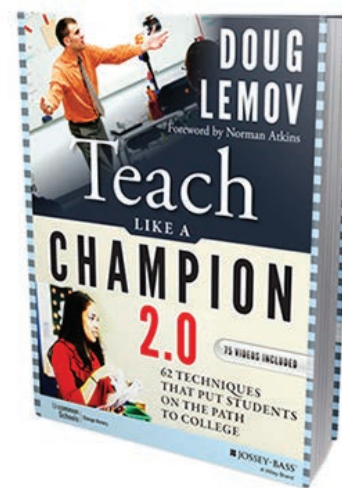
at one end – to understatement at the other end. It is a long strip of dark lines and many colours." And not "crude enthusiasm, [which is] more like a deafening shout". I want more colours and a good deal more understatement and metaphor, an understanding beyond that of the business manual.

Yet, as Frost reminds us: "All metaphor breaks down somewhere." In his introduction Lemov

writes: "Great teaching is an art." He talks of the mastery of the tools he advocates for teachers to allow and inform creation. He states that the words he uses might seem like a "gimmick" but he rightly describes the importance of a shared vocabulary.

I just wish the vocabulary was more Frost's than Ford's. Frost asks of books: "What is the book? ...here is the metaphor... It wants to give you back your freedom of will." Lemov, meanwhile, gives you permission to "choose something that interests you... and adapt it ...without having to redesign your entire approach."

Do not treat this book as a manual that suppresses your free will. Lemov writes that teachers need a strong voice used intelligently with posture, poise and calmness; in this he is right. Do not use an efficient business model as your ideal. Create a classroom where conversations take place and new understandings emerge, a place in which you would like your child to be taught. Use this book wisely to inform your voice and draw out the poetry from behind the words.



NEXT WEEK:
Talk-Less Teaching: Practice, Participation and Progress by Isabella Wallace and Leah Kirkman
Reviewed by James Theobald

REVIEWS

RESEARCH REVIEW

Reviewed by editor Laura McInerney



Research: We can get everything we want if we try hard: young people, celebrity and hard work

Authors: Heather Mendick, Kim Allen, Laura Harvey

British Journal of Educational Studies
Published online February 17, 2015. Open access

Like it or not, celebrities matter. It's easy to be sniffy about the idols children hold – but adults are no better. There's a reason why *OK!* magazine and the *Daily Mail* are in rude health, and it isn't because children are holding up the establishment.

Likewise, it's easy to be sniffy about education research that looks at celebrities. When it was released last week, social media lit up with people claiming that it wasn't "real" research. It didn't have statistics, and it was about pop culture – how could it be of value?

I can only assume that they hadn't read it. Because it is fascinating.

The researchers interviewed groups of teenagers, aged 11 to 18, across England about their views on celebrities and hard work. First, because "effort" is something young people tend to hide. Anyone who has ever watched a teenager do their hair will know the tremendous effort that goes into hiding the fact that any effort was ever

made at all. The same goes for homework, and exam revision. Hence, the researchers assumed that children would prefer celebrities who appear "effortless".

"Most young people when they grow up want to be white, male and rich"

Second, they wondered about children's views of "hard work". The Conservative party fondly uses the phrase "hard-working families"; politicians disregard *The X Factor* as "easy fame"; people who don't work hard are "skivers". All these messages, the researchers hypothesised, might influence what young people feel about hard work.

On that point they were right. On the "effortlessness", they were dead wrong.

In a well-written, punchy article (all too rare in academic texts) they give snippets of their conversations with young people and the nuanced views they held on effort.

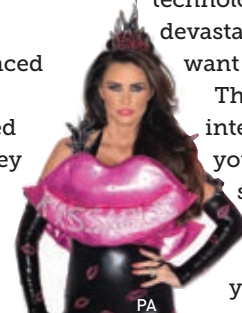
Contra to expectation, young people preferred artists who they felt had worked hard. While they often thought talent mattered, they also noted hard work. Pop star Ed Sheeran, apparently worked hard, gigging in streets and climbing his way up; Justin Bieber, on the other hand,

"got lucky". (This bit made me mildly suspicious as I'm not convinced that anyone who has maintained the sort of global reach as Bieber doesn't work hard, even if the initial burst of fame was mostly luck).

Also against expectation, "glam" celebrities such as Kim Kardashian and Katie Price (pictured) were most often negatively evaluated by participants – "inadequate mothering" and "multiple sexual partners" were looked down on and their focus on body image was "inauthentic". The researchers do well here to point out that this is a little strange, as considerable hard work goes into maintaining one's body. (Whether one agrees with the adjustments or not, it's undeniable that each of these women spends hours, money and effort on them). They also raise the possibility of gender and class issues – and note that working-class participants were more likely to see the entrepreneurial aspects of these celebrities, seeing them as "business people".

A further twinge of sadness is felt when the researchers mention that when young people are asked to select the most aspirational celebrities that they mostly pick technology entrepreneurs and businessmen, leaving the devastating conclusion that what most young people want to be when they grow up is white, male and rich.

This is qualitative research at its finest. It asks interesting questions and provides insights about young people's dreams that we might otherwise stereotype. Is it "educational" research? It is if you think that children's dreams matter in education. And if you don't, then I wonder what you're doing in a school.



A week in Westminster

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

THURSDAY:

It was half-term and all was quiet, except in the academies department of the DfE where pre-warning performance notices were uploaded to the web. This time it was for the second largest academy chain, School Partnership Trust Academies, which has been warned about the performance at Don Valley Academy and Performing Arts College. On the upside, a positive letter removing the pre-warning notice to Barnfield College in relation their studio school was released the next day. So it's swings and roundabouts.

FRIDAY:

A report was released today outlining progress on implementation of the Wolf Review (aka, "the report that booted vocational qualifications out of the key stage 4 league tables"). Ministers are extremely fond of saying that the Wolf Review was "implemented in full" – which is a bit of a porky, as this

evaluation admits that six of the 27 are part-implemented and one hasn't been implemented at all. Further scrutiny of the part-implemented also raises an eyebrow. For example, recommendation 13 said that learners who don't use all their schooling entitlement to 19 ought to be able to use it later in life. The DfE said it was part-implemented because it had committed to "funding all adults aged 19 to gain English and maths qualifications to level 2 [GCSE level]". That is not the same thing, folks. Not even close.

MONDAY:

Today we learned that Ofsted had been fined £150,000 by the Treasury Office for failing to get permission to offer a salary supplement to an exceptional candidate for a senior job. Despite our best efforts, Ofsted would not reveal any details about the individual but did say the oversight was a procedural mistake after it "mistakenly did not seek prior approval for an individual last year". A disclosure about the payment in a

report to the Treasury earlier this month said the fine had been paid by reducing administration costs – so don't expect to see any fancy paperclips in the Ofsted building for a while.

Across town shadow education secretary Tristram Hunt was making a closed visit to a school at which he was set to announce a series of new policies for improving school leadership (see page 2). Is this the first example of a politician in the run-up to a general election trying to keep the press away from an announcement?

In the evening, Ed Miliband continued the theme of announcing Labour education policies that focus on "asking" people to do stuff (also page 2). As one influential Labour supporter furiously told this office, "Asking for things is not a policy. Ditto "encouraging" things."

TUESDAY:

Edu-sec Nicky Morgan today wrote to the school attended by the three schoolgirls believed to have fled to Syria to join Islamic State (IS). In a gentle tone

the secretary of state said that "while we hope and pray for the girls" she also said thoughts needed to be with friends and acquaintances. Finally, she affirmed her certainty that the school would continue promoting "fundamental British values".

WEDNESDAY:

Minister for School Reform Nick Gibb today admitted that scrapping national curriculum levels without thinking about their replacement was a terrible idea that left a gaping hole in the school landscape, and so – albeit six months after walking into this mess – he is creating a "commission" of teachers to share practice on digging a way out of the hole.

OK – THAT'S NOT TRUE. What he actually said is reported on page 9, and 80 per cent of his speech said how bad levels were and how grateful everyone is that they've gone. The only question is: if the current situation is so good, why is a commission needed at all?

CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Notice Board



'Shy' DJ celebrates five years in the limelight **FEATURED**

A Doncaster teenager who turned to radio presenting to conquer his shyness is approaching his fifth year in front of the controls.

Sixteen-year-old Sam Wilson joined Balby Carr Community Academy in 2009 as a "shy" and "socially awkward" year 7 pupil. But when he was approached to be the school's radio host, his confidence surged and he hasn't looked back.

"I was very shy and wanted to have a go at something different, so I decided to present on the school's radio," he says.

"The other students would hear me and it made me speak out more and now I know nearly everybody in the school. It has built my confidence up and it motivates me. It puts me in the limelight."

Sam is now in his first year of the school's sixth form studying A-levels in ICT, English literature and product design.

He broadcasts two lunchtimes a week and includes music from Take That and Bruno Mars to Little Mix, Ricky Martin and Busted.

"Mistakes happen naturally . . . I think it helps to make the show what it is and may be why I have such fun presenting it. The 'live' element adds to the excitement."

Sam also uses it as a chance to escape from the stress of his studies. "I have a 'knack,' so to speak, for the radio.



"It gives me a breather from reality. When you're in the mind-set and you've got the mentality, you want to zone out from what you do and always seem to be doing all day, which is work."

Balby Carr's IT technician and Sam's radio co-host, Scott Gunn, has been more than supportive.

"The on-air live relationship has helped me a lot," Sam says. "It is better to have a co-host than being on your own talking to yourself."

Mr Gunn added: "Sam has really developed on his radio show, especially this last year.

"He's gained so much confidence and I know he really enjoys doing the radio show – and the status of being the only sixth-former to host.



Sam Wilson says that this five years as a DJ on his school's radio has built up his confidence

"His positive attitude and determination to always improve is something Sam should be really proud of."

But Sam's career plans do not include becoming a radio DJ; instead he hopes to become a primary teacher.

"The radio is entertaining but I've always loved schools. If I wasn't to make it as a

teacher, I would be a TV host or based in the media."

But in the meantime he has no plans to quit the air waves.

"I do find it a lot of work but I absolutely love it. I leave in 2016 so I just want to make the most of the time I have left, and make myself known."

Are your seatbelts fastened?



Kingswood pupils, clutching their passports and boarding passes, get ready for take-off

More than 30 pupils from Kingswood School in Bath learned the sky is the limit when they visited the City of Bath College's aircraft cabin.

The pupils boarded a "flight" to Australia, clutching their hand-made passports and boarding passes, and listened to a safety demonstration before "take-off".

The visit to the college's travel and tourism

department marked the start of the children's "around the world in 80 days" project, which includes learning about the cultures and national dishes of different countries.

Becci Howe, head of key stage 1 at Kingswood, said: "It's a great real life experience for the children.

"Some of them have never been on a plane before and they really did think they were flying somewhere."

Art and music bring pupils together



Students from Whitefield and Mapledown, including Dwayne Lawrence and Sakuni Wathsala, above, work together on their Create project

Two schools in Barnet, north London, joined forces earlier this year to develop the relationships between disabled and non-disabled young people through art and music.

A multi-arts programme by the charity Create brought together students from mainstream Whitefield School and Mapledown special school.

During January the students worked with artist Daniel Lehan to build sculptures around the theme of order and disorder.

In February, they produced pieces of

music inspired by their sculptures with guidance from Create's professional musicians, Luke Crookes and Claire Hoskins.

Sarah Hurrell, teacher and arts co-ordinator at Mapledown, said: "This has been an invaluable project allowing our students the freedom and knowledge needed to create and express themselves.

"It has also allowed them to develop their social interaction skills with both their peers at Mapledown and with students in a mainstream setting."

MOVERS & SHAKERS

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

Annaliese Briggs has been appointed the new curriculum development manager at Floreat Education.

Ms Briggs, 29, joins following a year as a Policy Exchange research fellow.

"I thoroughly enjoyed my year," she says. "As a trained primary school teacher, I was really pleased to be able to focus on the future of primary school improvement in this country."

Ms Briggs studied English literature at Queen Mary, University of London, where she stayed on to complete a masters in early 20th-century literature.

She gained her PGCE with Wandsworth school-centred initial teacher training.

In her new position, Ms Briggs will develop a knowledge and virtue curriculum for Floreat's primary schools.

Headley Park primary school in Bristol has appointed **Miriam Fredrickson** as headteacher.

Ms Fredrickson, 43, joins the

school, part of the Malago Learning Partnership, from the federation of Bishop Sutton and Stanton Drew primary schools, Chew Valley.

A French graduate, Ms Fredrickson started teaching after ten years in family and youth support work across Herefordshire, Worcestershire and Gloucestershire.

Her first post was at Marlbrook Primary in Hereford; she then moved on to Kingstone and Thruxton Primary, in Herefordshire, becoming head of primary teaching and learning as the school moved to an academy trust.

"As soon as I walked into Headley Park it felt like the place I want to be with a strong sense of community and energy," she says.

"I live in south Bristol and I'm looking forward to being part of providing an excellent education for all our children."

In north London, Maple Walk prep school has appointed **Sarah Militello** as deputy headteacher.

She joined the school in 2012 after completing a PGCE at the University of



Annaliese Briggs



Miriam Fredrickson



Sarah Militello

Greenwich and a degree in history of art at University College London.

Of her new role, Ms Militello says: "I am hugely excited about the opportunity to make a larger contribution to the school, and play a key role in its continued success.

"I look forward to working even

more closely with the pupils, parents and staff of Maple Walk to continue to promote the values of excellence which lay at the heart of our school."

Headteacher Sarah Gillam said: "Appointing Sarah enhances the strong leadership team at Maple Walk."

If you want to let us know of any new faces at the top of your school, local authority or organisation please let us know by emailing news@schoolsweek.co.uk

Tongues will be wagging...

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

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



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At Westminster Academy we believe that education is success. By providing all our students with a world class education we prepare them to be competitive on the international stage. In 2012 a record breaking 75% of our students achieved 5 A*-C grades at GCSE including English and Maths, whilst our International Baccalaureate Diploma Programme results were above the world average. In March 2013 Westminster Academy was declared outstanding by Ofsted - a credit to the hard work of all the staff and students who strive to be the best in every field. Staff at the Academy are genuinely changing lives.

Required for Autumn Term 2015 or earlier:

TEACHER OF MATHS

M3 - U3

Opportunities for Professional Development Payments and fast tracking to Leadership depending on experience.

This is an exceptional opportunity to work in an innovative Maths Department where:

- Our new mastery-based curriculum is improving students' understanding of Maths and ability to take on challenging problems
- The curriculum, including lessons, is jointly planned by teams involving all staff
- New teaching techniques are developed and pioneered to improve conceptual understanding at all age groups
- Professional development is driven by groups of staff researching and piloting strategies to improve their teaching
- Our assessment model is preparing students for the new GCSE, and has won the DfE's Assessment Innovation Fund

Westminster Academy specialises in International Business and Enterprise. It serves a multi-ethnic community in Central London in a new, award winning, state-of-the-art building. At the heart of our approach is the personalised curriculum based on the RSA 21st Century Competences and the International Baccalaureate Learner Profile. This is our commitment to providing each student with the very best learning opportunities to suit their talents and to maximise their potential. Students benefit from innovative and creative teaching across subjects, tailored to put them on the route to success.

For further details and application form, please visit

www.westminsteracademy.biz

email: recruitment@westminsteracademy.biz

Closing date: 13th March 2015, 12.00 noon.

Interview date: w/c 16th March 2015.



Education is Success
www.westminsteracademy.biz

We are committed to safeguarding children and promoting their welfare. We expect all staff to share this commitment. The post is subject to an enhanced Disclosure Barring Service check.



GODOLPHIN
Infant School



HEADTEACHER, SLOUGH

DATES: APPLY BY 10TH MARCH 2015
SALARY: L12-L21 (£51,178 TO £62,521)
LOCATION: SLOUGH
CONTRACT TYPE: FULL TIME
CONTRACT TERM: PERMANENT

We are seeking to employ an inspirational leader to continue the growth of our warm and caring Infants school. As we move forward in the next stage of our journey to good we want someone who is passionate about leading on teaching and learning.

The school works closely with Baylis Court School through the shared leadership of the Executive Headteacher. As the Multi Academy Trust grows there will be opportunities to work cross-phase.

You should be:

- A strong teacher, able to model best practice in the classroom
- Determined, driven and committed to equal opportunities for all learners
- An experience and successful Deputy Head Teacher
- Creativity to lead our school and support the community it serves.

Further information about our school and its activities can be found on our website www.godolphin-inf.slough.sch.uk
Governors warmly welcome visits to the school. For further information please contact **Suzanne Brown** on sbr@bayliscourt.slough.sch.uk or telephone on **01753 531760 (ext 255)**

To apply, please visit www.bayliscourt.slough.sch – vacancies section

Closing date: 10th March 2015

Interviews to be held: w/c 16th March 2015

We are committed to safeguarding and all applicants must be willing to undergo screening including checks with past employers and the Disclosure and Barring Service.



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

RALPH ROAD, STAVELEY, CHESTERFIELD S43 3PU T: 01246 472220 • HEADTEACHER: MR A SENIOR BSC

TEACHER OF RELIGIOUS STUDIES

FULL-TIME, PERMANENT • REQUIRED FROM SEPTEMBER 2015

Applications are invited from an innovative and creative teacher of Religious Studies. The successful candidate will be able to teach Religious Studies to a range of abilities across all key stages including GCSE and A Level. The ability to offer Sociology would be an advantage but is not essential.

This post would particularly suit an NQT, but applications from more experienced qualified teachers are also welcomed. We anticipate that this person will be a specialist and have a sound knowledge of the six main world religions, as well as the philosophy of religion and religious ethics.

Netherthorpe is a thriving 11-18 school with a large Sixth Form and a commitment to raising the level of achievement of all its students. The school has a traditional ethos and has an excellent reputation within the area.

The post is subject to enhanced DBS checks.

An application form and job description is available from the school website, or by email to vacancies@netherthorpe.derbyshire.sch.uk

Closing date for applications: Thursday 5th March 2015 at 12 noon



Caludon Castle, Axholme Road,
Wyken, Coventry, CV2 5BD
Tel: 024 7644 4822
Email: stovere@caludoncastle.co.uk
NOR 1532 including 312 in Sixth Form.

**A Business and Enterprise School
and Leadership Specialist**

ASSISTANT HEADTEACHER

Permanent, Full time, Required for September,
Salary Range: Starting Salary: Leadership Spine L10-L14 (£47,750 pa to £53,308 pa)

Specialists of Maths, English, Science, Humanities and MFL are invited to apply.

The post is intended to add capacity to enable us to advance our school improvement agenda and build upon the excellent work already in place. We will match aspects of the role to successful candidates' strengths and expertise. Responsibilities will be agreed annually in response to school development planning and individual professional development. Initially a key part of this role will be to contribute to whole school teaching and learning and raising standards. It will be attractive to candidates looking to develop their career towards Deputy Headship and beyond.

So, are you:

- A highly motivated, enthusiastic and inspirational leader with excellent interpersonal skills and the ability to motivate and engage pupils and colleagues?
- Committed to ensuring the highest standards of provision, with a growth mindset so that the young people in our school aspire and progress to achieve all they can?
- Able to use data effectively to drive improvement?
- Committed to holistic education involving enrichment activities, partnership links to the world of work and building the skills of learning?
- A team player, wishing to build upon your previous successful experience of leadership?
- Committed to CPD for teachers with time and space to plan and teach collaboratively across curriculum areas.

Would you like to work

- With a friendly, caring, supportive and hardworking staff, SLT and governing body?
- In a highly oversubscribed school rated as 'outstanding' in all areas (Ofsted 2011), with exceptional facilities and motivated students?
- In an environment where you will have the opportunity of excellent professional development, particularly relating to senior leadership aspirations with access to enriched professional development through our internal leadership programmes and through our Teaching School Alliance?

If you are interested, then:

- please come and visit us and arrange a visit with HR Business Manager, Emma Over, stovere@caludoncastle.co.uk or
- telephone Emma Over for an informal discussion or
- visit our website www.caludoncastle.co.uk for further details and an application form

Application forms to be returned to stovere@caludoncastle.co.uk

Closing date: 9.00 am on Monday 16 March 2015

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to these posts will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service. This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.



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Wyken, Coventry, CV2 5BD
Tel: 024 7644 4822
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NOR 1532 including 312 in Sixth Form.

**A Business and Enterprise School
and Leadership Specialist**

LEADER OF COACHING (MATHS)

Permanent, Full time, Required for September
Salary Range: Leadership Spine L5-L9 (£42,175 pa to £47,153 pa)

Opportunity to develop teachers into outstanding practitioners

We are searching for an experienced and inspiring individual, ideally a lead practitioner in Maths, with the ability to lead and coach others. You will support a portfolio of teachers at varying stages in their careers to develop outstanding teaching and learning. This is a unique opportunity to directly and indirectly influence real positive outcomes for the young people in our school.

Your role will be one third non class based to enable you to develop your own strategy to:

- coach for outstanding teaching and learning
- prepare resources
- undertake ITT mentoring
- participate in quality assurance.

Your ability to build relationships with a range of colleagues, and apply your trusted yet innovative techniques to support and challenge staff to bring about the best possible outcomes for students, will be key.

You will be a pivotal change agent for our staff, providing them with the tools to excel in their career path, yet our students will always be at the heart of your endeavours whereby each young person's journey is personalised through a deep understanding of their needs.

Ambitious staff can flourish at Caludon where talent management threads through our ethos, vision and development plan. You will be a creative teacher, with a proven track record of results, ideally adept at teaching across all key stages. You will have ample opportunity to develop, refine and reflect on your leadership and teaching to hone your strategy with access to enriched professional development through our internal leadership programmes and through our Teaching School Alliance. We will play to your strengths and you will be able to enjoy the support and involvement of a dynamic learning community evident from our Gold Investors in People award, following accreditation in September 2014.

As a caring school that achieves very high standards, judged as outstanding in all areas by Ofsted in 2011, Caludon Castle has a great deal to be proud of. We are an oversubscribed, high performing school and our ICT-rich, state of the art premises, our specialism in Leadership and our Teaching School status and Castle Phoenix Trust profile, mean that we have exceptional facilities, motivated students and staff, and a host of exciting opportunities.

If you are looking for a rewarding and challenging post, please contact either Ann Dudgeon, Associate Headteacher or Emma Over, HR Business Manager, for information, an informal discussion about the post or to arrange a visit. Visits are recommended and warmly welcomed.

Application packs are available from the HR Business Manager, Emma Over or visit our website www.caludoncastle.co.uk to download further details. Application forms to be returned to stovere@caludoncastle.co.uk

Closing date: 9.00 am on Monday 16 March 2015.

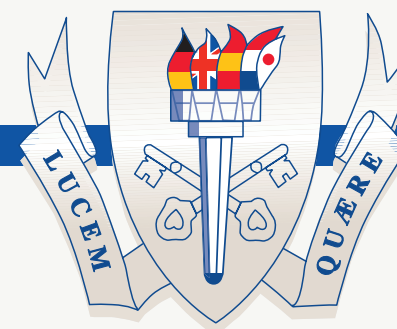
This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to these posts will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service. This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

The South Wolds Academy

and Sixth Form

Head Teacher: Andrew George

Church Drive, Keyworth, Nottingham NG12 5FF



South Wolds is a high attaining successful 11-18 school located in the village of Keyworth which is only a 10 minute drive from West Bridgford.

Main Scale Full Time Teacher of English

Required from September 2015

This is a unique opportunity to work in a highly successful school within an outstanding English team. This is an ideal post for an enthusiastic, committed, well qualified English teacher who wants the best for the students they will teach. If you want your career to thrive then this will be the place for you. The successful candidate will be able to teach English across KS3 and KS4, with experience of teaching KS5 also an advantage.

Applications from NQTs are welcome, with a full support and welfare package available for all staff.

South Wolds is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

If you would like further details please e-mail hr@southwolds.notts.sch.uk or visit our website www.southwolds.co.uk to download an application pack. Alternatively, contact Joanne Hughes on 0115 9373506 ext 141.

CLOSING DATE FOR RECEIPT OF APPLICATIONS: 9AM ON MONDAY 9TH MARCH



QUINTON HOUSE SCHOOL

Head Teacher

Upton, Northampton



Situated in the Grade I listed building, Upton Hall, Quinton House School aims to provide a safe and caring 'family' environment in which the character, personality, individuality and awareness of each pupil are developed, and an approach to life is encouraged which accords with Christian values in the broadest sense.

The School, a one hour train journey from both Birmingham and London, seeks to help each one of the 420 pupils on the roll to achieve his or her individual potential and to promote his or her academic, personal, social and moral development. We aim to inspire each pupil and to foster a genuine love of learning through his or her years in education and beyond.

Consisting of a through school, junior, senior school with 6th form, and a nursery, we are seeking to appoint an inspirational head to lead the long term vision for the school.

Closing date for applications is 09:00 am 11 March 2015

Interviews to be held week commencing 16 March 2015

Post to commence January 2016 (or earlier, if possible)

Attractive remuneration package provided

If you would like to apply for the above post, an application form and further information can be downloaded from www.cognitaschools.co.uk

Cognita Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer Recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity (if you have lived in the UK) and/or Overseas Checks for all other countries in which you have lived or worked (for 3 months or more in any one country since the age of 18 years) and your country of origin.

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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

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

Difficulty: **MEDIUM**

Spot the difference to WIN a collector's ACADEMIES WEEK mug



What's the caption? tweet a caption @schoolsweek



Spot five differences. First correct entry wins a collector's Academies Week mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.