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SCHOOLSWEEK.CO.UK

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## Revoked charity claims to have taught in 10 schools

JOHN DICKENS

@JOHNDICKENSSW

**EXCLUSIVE**

A group whose supporters were exposed giving Nazi salutes and chanting “white power” in an ITV documentary claim to have taught history lessons to children in at least 10 different schools.

The Steadfast Trust, whose goal, according to its website, is to “support projects that promote a positive sense of English identity, culture and heritage”, says it has organised and funded Anglo-Saxon storytelling sessions for pupils as young as seven.

Formerly a charity, the trust had its licence revoked in the wake of the documentary. The Charity Commission stated that it should never have been granted such a status in the first place, and was registered in error in 2004.

The trust’s Facebook page says that the group funded an Anglo Saxon storyteller for 80 Year 7 pupils at a secondary school in December and for 22 pupils at a primary school in January. Both were in Herefordshire and pupils were apparently also given Anglo-Saxon books and posters.

The page also says that the group funded talks at an independent school for 12- and 13-year-olds last June and a community primary school in May, both in West Sussex.

Steadfast trustee Tim Hawke, who has since been suspended, was seen in ITV’s documentary attending the event where the Nazi salutes took place. He was not shown taking part in chants or salutes, but did describe attendees, including former National Front Members, as a “nice enough bunch”.

The trust has sought to distance itself from the behaviour seen in the film, saying in a statement that: “We cannot be held responsible for the views or actions of the general public or supporters as they are not charity representatives. The abhorrent views of some of the people filmed at the ‘Battle of Maldon Commemoration’ are certainly not shared or endorsed by The Steadfast Trust.”

A post on the group’s Facebook page describes what appears to be its view on England’s Anglo-Saxon History. It reads: “At no point were we merely immigrants taking what was already there. We were a creative, settler people for which we can feel pride.”

It adds: “The Anglo Saxons were the early English who gave their name to England ‘Lands of the Angles’ we therefore didn’t arrive to live in a country; we actually created it which is why we recognise our ownership towards our land as the indigenous people.”

The group does not publicly name schools it visits, alleging in a newsletter that opponents have “harassed” those it attended in the past. It claims to have visited schools from as far back as 2009, including four sessions in Sheffield and two in Lancaster that year.

Opponents of the group allege that the trust has far right links and a Facebook page called “Stop the Steadfast Trust” has been set up. However, the Steadfast Trust contends that its educational work is warmly welcomed by schools across the nation.

Robin Tilbrook, who runs Essex-based Tilbrook’s Solicitors acting for the group, said: “We are trying to rebalance and correct the national curriculum that barely deals with English history.”

He said the group is contesting the Charity Commission’s decision to revoke its licence and will complain about the ITV show to Ofcom.

When presented with our disclosures, the Department for Education said: “Racism has no place in any school whatsoever. All schools are required to promote British values, including tolerance and respect for other cultures.

“If any evidence is presented to us that a school is not keeping children safe from the risks posed by extremism or intolerant views, it will be investigated.”

The spokesperson added it is for schools to decide who they invite on their premises.



Newsnight’s Chris Cook

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**7 IDEAS THAT COULD CHANGE EDUCATION: Newsnight presenter launches new Datalab**

**CARE LEAVERS: THE ACHIEVEMENT GAP ISN’T CLOSING, IT’S WIDENING**

In a five-part series, *Schools Week* is exploring the way vulnerable groups of learners have been treated under the Coalition

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## EDITION 21

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## NEWS

## Labour pledge support for 'most able' as Ofsted find fault

FREDDIE WHITTAKER

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A "gifted and talented fund" to support the most able pupils from disadvantaged backgrounds will be launched by a Labour government, Tristram Hunt has pledged.

The shadow education secretary made the pledge on Wednesday, the same day Ofsted released a report criticising schools' approach to more able pupils.

It is expected the fund will be in the region of £15 million. Mr Hunt said it would be paid for from savings elsewhere within the education budget, as it was important to "make the most" of talented young people.

Mr Hunt said: "Young people from low and middle income backgrounds are all too often not given the challenge and support that they need to fulfil their potential.

"That is why Labour will establish a gifted and talented fund for schools to bid to, and aid their work in stretching their most able pupils – especially those from deprived backgrounds."

Under the policy, schools will be encouraged to develop projects to support able pupils. The school can apply for money from the fund, but will be expected to meet a proportion of costs from school funds.

Management of the fund, including awarding powers, would be contracted to a not-for-profit organisation.

The announcement comes after Ofsted released a report claiming that too many of the most able students are "still being let down and are failing to reach their full potential". The report follows a previous review, in 2013, of high ability learners and their achievement.

Ofsted's report, released the same day, is based on government data about student achievement, visits to 50 schools and evidence from 130 routine inspections.

It raises concerns that achievement of the most able students suffers if they are from disadvantaged backgrounds, or if they are at a school with a low proportion of high-attaining pupils.

It stated there are still schools where no students achieve top grades in "facilitating subjects" – which are those the Russell Group claims are more often required for admission into elite universities.

For secondary school students, Ofsted said not enough is being done to develop pupils'

"broader knowledge or social and cultural awareness".

At GCSE level it noted that the gap between

"disadvantaged students and their better off peers is still too large and is not closing quickly enough".

The report criticised school leaders for failing to use data from primary schools to improve transition and it calls on leaders to develop a "culture of high expectations".

It also calls for the involvement of other stakeholders, such as universities and employers, to offer "expert advice and guidance to the most able students" in terms of options after leaving school.

Speaking about the findings, Sean Harford (pictured), Ofsted's national director of schools, said: "It is especially disappointing to find that, almost two years on from our first report [on this issue], the same problems remain. I hope school leaders see this report as a call to action – and raise the bar higher for their most able pupils, so that they can reach their full potential."

A Department for Education spokesperson said: "We know that the best schools do stretch their pupils. They are the ones with a no-excuses culture that inspires every student to do their best.

"That is why we are replacing the discredited system which rewarded schools where the largest numbers of pupils scraped a C grade at GCSE.

"Instead we are moving to a new system which encourages high-achievers to get the highest grades possible while also recognising schools which push those who find exams harder.



From left: Sean Harford and Tristram Hunt

## Morgan orders reviews in schools with Syria links

JOHN DICKENS

@JOHNDICKENSSW

The education secretary has ordered a review of schools whose pupils have fled to Syria – just days after she wrote to one such academy offering her full support.

Nicky Morgan won plaudits for a sensitively-worded letter to Bethnal Green Academy last Tuesday after three of its teenage pupils left the country, without their families, amid concerns that they intended to join up with Islamic State militants.

She thanked staff for doing "everything possible" to provide help and support during the difficult time and said she had been reassured the school was doing all it could to keep pupils safe.

But, in what appears like a U-turn, it was revealed on Saturday night that Ms Morgan had ordered the Department for Education's (DfE) due diligence and counter extremism division to review any schools where there was evidence pupils had travelled to Syria.

A DfE source strongly denied Ms Morgan had backtracked or changed her stance, stressing that the reviews are historic in focus and unrelated to the Bethnal Green Academy letter.

The source insisted the investigations – contrary to national reports – are not "witch-hunts", but aim to support schools in difficult circumstances.

The only school confirmed as under review is Quintin Kynaston (QK), the St John's Wood academy which taught Mohammed Emwazi

– the alleged Islamic State executioner who has been nicknamed 'Jihadi John'.

But *Schools Week* understands Bethnal Green Academy is also being scrutinised, as there is strong evidence its pupils have fled to Syria.

A DfE spokesperson said: "The secretary of state has asked them [the due diligence team] to review those schools where we have evidence of links with pupils who have travelled to Syria.

"The allegations about QK may be historic and it is clearly a completely different school today, but I'm sure we will look back at the evidence from the time as part of this review to see if there are any lessons we can learn for the future."

The Bethnal Green Academy pupils, who left for Syria in February half-term, are thought to have joined the Islamic militants as frontline fighters or brides for Jihadis.

Two former pupils at QK were also reported to have joined Mr Emwazi, who left the school in 2006, to become Islamic fighters.

Alex Atherton, headteacher of QK, said the academy had been highly proactive in working with the government's Prevent strategy to counteract extremism.



Jo Shuter, headteacher at the time Mr Emwazi attended, told the BBC Radio 4 Today programme on Monday: "There was never any sense that these young men as I knew them were radicalised while they were at school."

It was revealed on Sunday a total of 18 girls aged

20 or under have travelled to Syria in the last year. The last five to travel are aged 15 or 16.

A DfE spokesperson added: "Our understanding of the challenge, and the way we monitor the ability of schools to respond to it, has advanced hugely in the past few years.

"As part of this, this government set-up a dedicated due diligence and counter extremism division within the DfE and they are working tirelessly to develop our understanding of the problem and to see if and where we can offer help to schools with pupils or former pupils who have since travelled to Syria or other areas of concern."

## NEWS

# University sponsors quiet over promised academy support

**JOHN DICKENS**  
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**Investigates**

Universities have withdrawn their sponsorship from at least four academies amid government concerns over the way they were being run. Analysis by *Schools Week* has found at least three of the 20 trusts facing financial notices to improve either include or have included university sponsors.

Two universities have pulled their sponsorship, while another faces having their governance restructured. The University of Chester Academy Trust (UCAT) has also ended its relationship with two schools.

Professor Becky Francis, an academies expert at King's College London's department of education and social justice, said:

"Sometimes sponsors seem to underestimate the extent of their responsibilities and their need for dedicated involvement, especially when they are in a partner-sponsorship arrangement."

St Aldhelm's Academy in Poole, Dorset, opened in 2010, pledging to deliver "innovative teaching, learning and research" with the help of its sponsors, the University of Bournemouth and the Diocese of Salisbury. But the university ended its involvement in June last year after the school received a financial notice to improve in April, which raised concerns over its "management, control and governance".

Similarly, the Enterprise South Liverpool Academy initially said that having the University of Liverpool as a sponsor meant it "had the knowledge of one of the country's premier universities driving the academy's success". But the university was one of three sponsors that withdrew in January after a Department for Education (DfE) financial notice highlighted a £2.6m deficit at the school over the next three years.

The Bishop of Rochester Academy Trust, in Medway, was also issued with a financial notice to improve in November. Backed by Canterbury Christ Church University, Medway Council and the Diocese of Rochester, it was ordered by the DfE to restructure its

sponsorship arrangements.

UCAT, created by the University of Chester as a sister organisation, opened its first school in 2009, and now runs nine academies.

On opening it claimed the university's expertise would "allow outstanding and uniquely tailored support" in schools. However, last year the trust was revealed as one of 14 barred by the DfE from taking over more schools. Three of its schools were highlighted for "unacceptably low" performance. The trust subsequently withdrew its co-sponsor role at the Winsford E-Act Academy and Ormskirk Bolingbroke Academy.

Despite repeated attempts, all three universities did not answer questions from *Schools Week* regarding their involvement in the schools (see graphic right).

There is no definitive list of the sponsors involved in each academy trust, so it is not possible to check if the examples are representative.

Universities have been praised for bringing "innovative partnerships" to the sector.

Natalie Evans, director of the New Schools Network, highlighted King's College London and Exeter University for offering a specialist maths education to sixth formers, and the universities of Birmingham and Cambridge for setting up schools in partnership with teaching colleges.

She added: "The free schools policy has offered these universities a way to share their expertise and get more involved in education at a schools level."

The University of Central London also turned around its school, opened in September 2012. Though an Ofsted inspection in May last year rated the academy as "requiring improvement" it performed well at A-level – getting 75 per cent of students to Russell Group universities.

Professor Francis added: "The Government needs to increase transparency and accountability for academy sponsorship. This should include greater rigour and openness in its processes for awarding and removing sponsorship. It should publish data on academy chains and their results across a range of measures."

A crisis-hit academy that lost £1.2m after being targeted by a "sophisticated fraud" has found a new sponsor.



**What the school pledged:** To use the university's passion for innovative teaching, learning and research.

**What the DfE found:** Need to improve financial management, control and governance. Concerns over internal environment and weak financial position.

**What the university said:** It had more of a "passive" sponsor role, but was invited to step down so new sponsors could be found. Would not answer further questions.

Dear John

All sponsors of the Bishop of Rochester Academy work in partnership to provide the most supportive learning environment for its pupils. However, our agreement is that communication comes from the Diocese as lead sponsor so we will not be commenting.



**What the school pledged:** To use the university's high quality and innovation to support development and provide exciting curriculum.

**What the DfE found:** Significant concerns about the trust's financial position. Order made to restructure sponsors to ensure "clarity of responsibility".

**What the university said:** Told to contact the Rochester Diocese. The diocese told us it can not speak for the university, which then declined to comment.

Sponsors step away from troubled Liverpool academy



**What the school pledged:** To have the knowledge of one of the country's premier universities driving the academy's success.

**What the DfE found:** The trust failed to balance its budget and produce a robust and timely recovery plan.

**What the university said:** No response to detailed questions.

# Jail threat for teachers could 'flood' social work system

**FREDDIE WHITTAKER**  
@FCDWHITTAKER

Stretched social services departments could be inundated with "a flood" of unnecessary casework if the government carries through with threats to jail teachers who fail to report the suspected sexual abuse of children, according to the Association of School and College Leaders (ASCL).

On Tuesday, prime minister David Cameron used a Downing Street summit to announce a consultation on plans to extend the new criminal offence of 'wilful neglect' to cover those who work in children's social care, education and elected councillors.

The announcement was made on the morning a damning report into child exploitation in Oxford was released, the latest in a series of scandals, including Rotherham,

which found "systematic institutional failings and cultures of denial and blame".

But the ASCL has warned of unintended consequences if the government proceeds with its plan.

General secretary Brian Lightman said: "There are robust professional systems in place in schools and colleges to ensure that staff report suspicions and it is unnecessary and counterproductive to threaten them with jail sentences.

"The unintended consequence could be that teachers are scared into over-reporting and that this leads to a flood of referrals to social services departments which are already struggling with workloads.

"This will ultimately make it more difficult to identify and deal with cases which urgently need attention."

At present, statutory guidance requires

schools to have a safeguard lead, and the current Teacher Standards state that teachers should protect children's interests. Any concerns should be raised with a safeguarding lead but failure to report is not a crime.

Children's minister Edward Timpson was previously asked to introduce a system of mandatory reporting for teachers, whereby any concerns around sexual abuse would have to be flagged to a designated local government official, rather than a school senior leader.

In the House of Commons last February, Mr Timpson said expert advice made clear that "mandatory reporting does not necessarily make children safer and that it can have unintended consequences."

In his speech, Mr Cameron (pictured) said: "I am sending an unequivocal message that professionals who fail to protect children will be held properly accountable and council bosses who preside over such catastrophic failure will not see rewards for that failure.

"Offenders must no longer be able to use the system to hide their despicable activities and survivors of child sexual abuse must be given the long-term therapeutic treatment they need to rebuild their lives."

The government would not confirm whether the law change, if approved, would make all teachers liable for prosecution, or just those with responsibilities for safeguarding. A spokesperson said the detail of the proposal would be set out after the consultation, the dates of which are yet to be announced.



## NEWS

# Pay back loans of teachers, says thinktank

SOPHIE SCOTT  
@SOPH\_E\_SCOTT

Repaying teachers' student loans would bring more graduates into the profession – that is the suggestion in a manifesto launched today by Policy Exchange.

The think-tank, set up by a group including Conservative MPs Michael Gove, Francis Maude and skills minister Nick Boles, believes such a scheme would encourage more graduates into the profession.

In its first ever manifesto, Policy Exchange suggest a revamped version of a repayment loan scheme could save a “typical teacher” about £3,800 over the course of the next parliament, based on an average starting salary of £26,700 and a student debt of approximately £50,000 – a figure calculated on the assumption of £9,000 tuition fees.

The manifesto said: “In the context of increasing student debt, declining satisfaction with value for money of study since the [tuition] fee increase, declining recruitment numbers into teacher training overall, and some US evidence of longer term knock on effects of career choices... a scheme of the type outlined here would be a worthy commitment for all parties to make in 2015.”

In England and Wales, graduates between 2002 and 2004 could apply to the pilot Repayment of Teacher Loans scheme, in which the government paid off 10 per cent of a new teacher's total student loan each year if they taught a shortage subject. The plan was to pay off the loan completely for anyone who stayed in the profession for ten years.

The scheme was discontinued after the academic year 2004/05 however the government has continued to repay loans of anyone covered by it.

The Policy Exchange manifesto also highlights similar projects in America which offer “forgiveness programmes” to teachers entering in certain subjects – maths, science, or special educational needs – after they have served five consecutive years in the profession.

The detailed proposal gives three options, one to repay loans for all teachers going into state schools, another for those just teaching in challenging schools, and the last is for teachers of science, technology, engineering and maths subjects.

It estimates that repaying loans for all state teachers would cost the next parliament up to £230 million by September 2019; the other two options would be less expensive.

Jonathan Simons, head of education at Policy Exchange, said: “As the economy recovers and graduates have an increasing range of options, we think that offering to repay student loans whilst teachers remain in state schools would be a small but visible signal of government support and encouragement of graduates to come into and stay in teaching.”

Turn to page 20 for more on Policy Exchange's manifesto.

# GCSE science spat brews over practical work

ANN MCGAURAN  
@ANNMCGAURAN

Ofqual is pushing ahead with a plan to stop science practical work contributing to overall GCSE grades in the face of opposition from the government.

Education secretary Nicky Morgan has said the change that confines science assessment to written exam questions “was in danger of holding back the next generation of scientists”.

She wrote to Ofqual chief executive Glenys Stacey on Monday saying she “continued to share the concerns of many in the science community that not having an assessment of practicals... risks undermining the teaching of practicals in schools.

“It is important you take all possible steps to mitigate that risk”, she added.

But the drive away from coursework came from her predecessor Michael Gove, who said in parliament in June 2013 he had “asked Ofqual to review the regulatory framework for GCSEs to judge how we might limit coursework and controlled assessment”.

He added that he had “listened to Ofqual when it argued that there should be an element of coursework to test bench skills – practical skills – in science, and I remain open to all the arguments”.

Ms Stacey said this week

the regulator had “consulted widely” on its practical assessment proposals for the new GCSEs in biology, chemistry, physics and combined science.

Currently, students complete a controlled assessment component by carrying out set practical work plus written work relating to it. This is worth 25 per cent of the student's final grade.

But in future, students will instead be required to show their broad understanding of scientific experimentation during a written exam. At least 15 per cent of the total marks available in each GCSE are dedicated to this.

A minimum of eight practical activities in each individual science and 16 for combined science will still be specified by exam boards. Schools will be required to confirm that they have enabled their students to do the full range of practical work.

According to Ofqual, the new approach “will best balance our aims to encourage good scientific teaching” and had



From left: Michael Gove, Glenys Stacey and Nicky Morgan

“broad support” in its December assessment of practical work in the new science GCSEs consultation.

Ofqual now plans to consult on the rules and guidance. Exam boards will design the new specifications for the GCSEs against these rules, and the aim is to have specifications available for review from autumn 2015. Schools will start to teach them from September 2016, with the first exams in summer 2018.

A spokesperson for the Department for Education said: “Ensuring more young people continue to study science at A level and university and go on to get jobs in Britain's thriving scientific sector is a vital part of our long-term economic plan.

“It is vital therefore that the qualification system supports practical science in schools which help make subjects come alive for pupils and can create a long-lasting love for the subject.

“It is crucial that the checks that will be established to ensure young people continue to undertake the full range of scientific practicals that will be required in the new GCSEs are robust, and we are pleased that Ofqual will be involving the scientific community in developing these arrangements.”

# Banned worker waivers quadruple in a month

FREDDIE WHITTAKER  
@FCDWHITTAKER

The number of applications for ‘disqualification by association’ (DBA) waivers has quadrupled in the last month and hundreds of school staff are still suspended, *Schools Week* can exclusively reveal.

The figures come after the Department for Education (DfE) last Thursday published new guidance in response to an ongoing saga over DBA, stemming from a previous update last October.

Ofsted is responsible for processing the waivers for the rules which, up until last week, meant staff working with children under eight years old could be barred from their role if living with someone convicted of a violent or sexual crime.

The inspectorate confirmed it had received 1,009 applications for a waiver by February 27. This is up from 259 at the end of January, as reported in *Schools Week* in January.

Applications increased after the DfE issued guidance last October that clarified the rules, which have been the law since 2009, and stated that they also applied to schools. It was not previously widely understood that this was the case.

Last Thursday, the DfE again clarified matters in new guidance. It stated only those working in an after-hours capacity caring for children up to the age of eight could be barred from working.

Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation.

Ofsted has so far processed 599 of the applications, with 228 applicants granted a waiver and 271 deemed not to require one under the definitions of the legislation. The watchdog said 410 applications were still in progress, and that none had been refused.

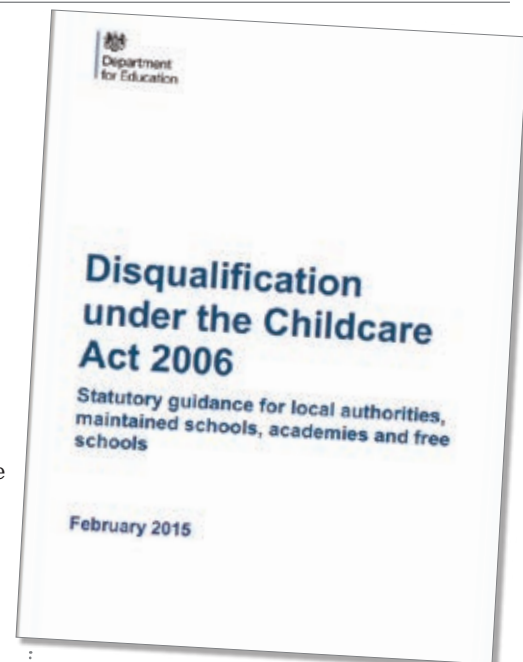
An Ofsted spokesperson said: “We have seen an increase in waiver applications following the publication of updated government guidance on disqualification in October. Our own guidance and procedure for processing applications remains unchanged.

“While we process all applications as quickly as possible, we must also investigate each application thoroughly before making a decision to grant a waiver. This can often take time, particularly in more serious or complex cases.

“We appreciate the inconvenience this may cause to some staff affected. However, parents and carers would expect us to take all necessary steps to ensure that children are safeguarded. We will do all we can to minimise delays while ensuring that all applications are dealt with properly.”

One of the most vocal critics of the rules and the handling of the resulting torrent of waiver applications has been trade union Unison, which previously joined the National Association of Headteachers in calling them “confusing”.

Ben Thomas, national officer for education and children at Unison, said: “We are not surprised by these figures, and the problems with the original guidance are clear – almost a third of the cases referred should never have been referred in the first



place and people have been suspended for no reason.

“We welcome the new guidance, which we hope will make things clearer, but we still question the value of the legislation as a whole in terms of good safeguarding practice and the ludicrous distinction between childcare and education.”

A DfE spokesperson said: “Nothing is more important than keeping children safe and schools should ensure this is paramount in everything they do.

“These are not new requirements and the law has not changed. Schools and governing bodies should use their judgement when deciding which school staff are covered and where it is deemed necessary take action.”



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## NEWS

## CARE LEAVERS: THE ACHIEVEMENT

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## 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 this second instalment, Ann McGauran reveals that narrowing the stubbornly high achievement gap for children in care remains a significant challenge**

The stark facts show the attainment gap between looked-after children (LAC) and their peers is not going to close any time soon. But what has the government achieved in this area for young people in care – and those leaving it – over the last four years? And what remains to be done?

In 2010, 12.4 per cent of LAC achieved the benchmark of getting five or more A\* to C GCSE grades, including English and maths, compared to 52.9 per cent of other pupils. By 2014, the figure for LAC rose to 14.4 per cent, but that for their peers had crept up to 55.4 per cent. The gap between the two groups grew instead of closing.

Among younger children the picture is somewhat better. In 2010, at Key Stage 2, 47 per cent of LAC reached level four or higher in maths, versus 80 per cent for other children. But by 2014, 61 per cent of LAC were achieving that level, while the figure for other children only grew marginally to 86 per cent.

Previously the gap was closing more quickly, but this was likely due to the shockingly low base. In 2006 only 5.6 per cent of LAC achieved five or more A\*-C GCSE grades, including English and maths. That is just one in 18.

Chief inspector of schools and head of Ofsted Sir Michael Wilshaw told a public accounts committee hearing in January that attainment for children in care is "shockingly poor" and the gap between them and their

peers too wide.

In light of his comments, *Schools Week* asked Jane Pickthall, North Tyneside's head of the virtual school for LAC, to assess progress on care leavers since 2010. She's complimentary about the role of the Coalition, and in particular, that of children and families minister Edward Timpson. "He has been amazing. He grew up in a family that fosters, and this has been something very close to his heart."

**The role of virtual school heads**

Virtual school heads (VSHs) have a primary focus of raising the educational attainment of children in care by getting them the support they need. VSHs track the progress of LAC in a local authority as if they were in a single school.

The role was made statutory last May.

While this has improved the status of VSHs, Ms Pickthall says there is still considerable variation between different local authorities in terms of where the role sits. "The higher the tier the more strategic impact and influence the VSH can have".

She calls the introduction of the £1,900 Pupil Premium Plus – available for each LAC from the first day they go into care and managed by the VSHs – "a big boost". Ms Pickthall believes its existence has improved dialogue between VSHs and schools, as well as making it easier to target resources to meet individual needs. But as she notes, the "key question will be – can we make a difference with it?"

She says the Department for Education has been "really supportive" to VSHs and helped set up a national association. The VSH steering group has begun to meet regularly with Ofsted at both a national and regional level to raise awareness of the role, the needs of LAC and consider how the inspection regime might focus on their quality of education.

Why are there such wide variations in outcomes for LAC across different local authorities? "The same can be said for other vulnerable groups and at the end of the day the quality of the schools that children attend makes a big difference."

The fledgling national association would like to see a change to the data collection, "so that we have a more meaningful measure of the impact of care". It would like to see a progress



Professor Judy Sebba



Jane Pickthall

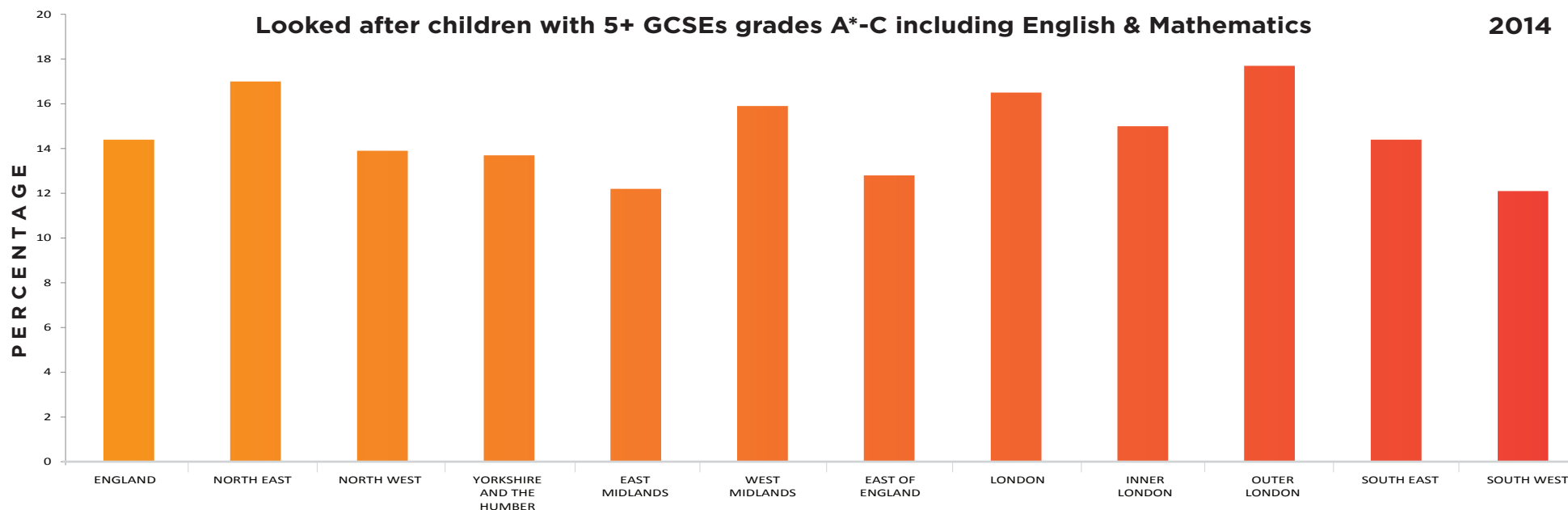
measure from the time when children first go into care, a breakdown by placement type, and links between long-term outcomes and both special educational needs categories and strengths and difficulties questionnaire scores.

A focus on getting the right data is crucial, says Professor Judy Sebba, director of the Rees Centre for Research in Fostering and Education at the University of Oxford. She says it is "particularly damaging to move a child in the last two years of school – but we are trying to work out how much is caused by moving placements and how much from moving schools".

According to Professor Sebba, the distance from home in which young people are placed is often problematic, "as support services are often set up for local people and not conducive to helping young people who are a long way from their place of origin".

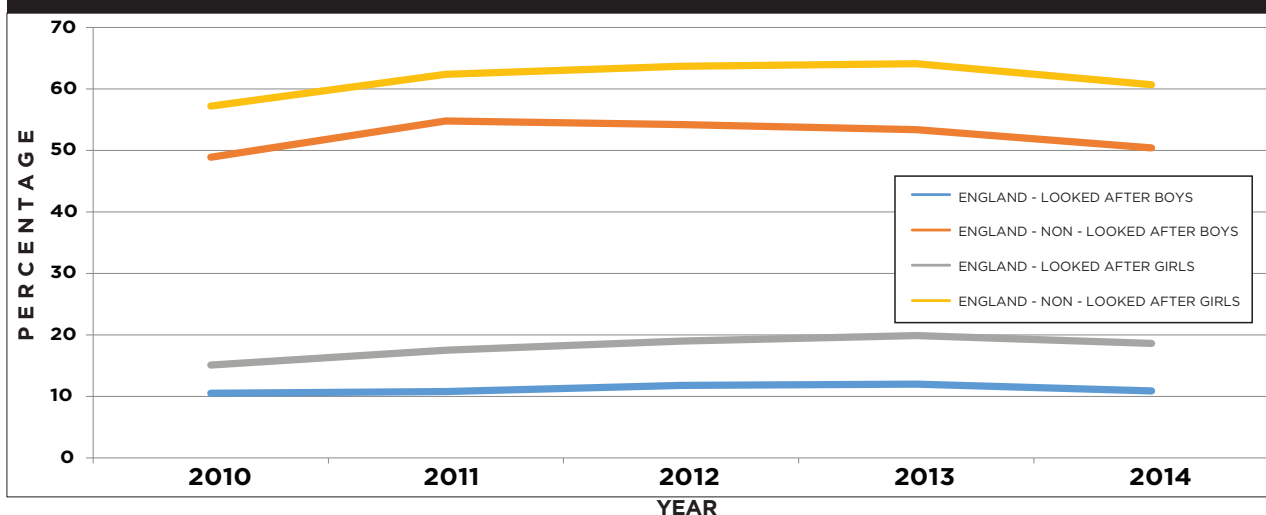
Being far from home can impact schooling, as students must travel longer distances, or – in extreme circumstances – be forced to change school.

Professor Sebba emphasises the research evidence for fostered children would say that "the most important thing is for the school, social worker and foster carer to work together.

**Looked after children with 5+ GCSEs grades A\*-C including English & Mathematics****2014**

# GAP ISN'T CLOSING, IT'S WIDENING

LOOKED AFTER VERSUS NON-LOOKED AFTER CHILDREN WITH 5+ GCSES AT GRADE A\*-C INCLUDING ENGLISH & MATHS BY YEAR AND GENDER



## DFE STATEMENT

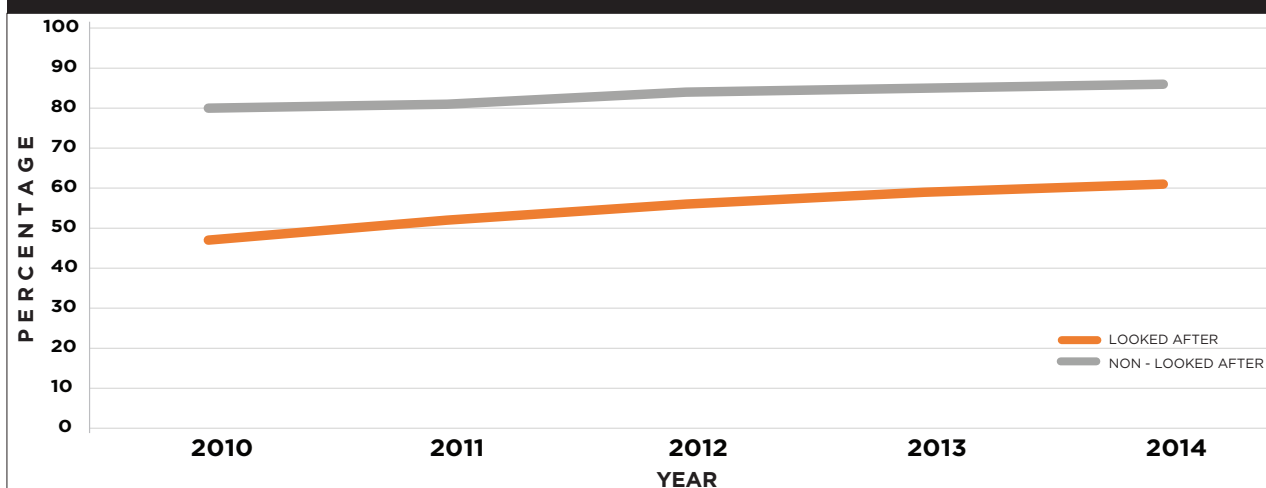
"We know that the attainment gap between looked after children and their peers remains too wide – but progress is being made.

"As part of our plan for education, we have introduced a comprehensive package of reforms to close that gap through a combination of support and additional resources including a 'pupil premium plus' for looked-after children which is worth £1,900 per pupil in 2014-15. That is double the amount for the previous year.

"We have also made it a legal requirement for every council to have a Virtual School Head to provide clear leadership and support for looked after children in their area, ensuring they are receiving help and support.

"At primary school level, our most recent statistics show that the gap between children in care and their classmates has narrowed in both maths and reading by eight percentage points since 2010. There have also been falls in absence and exclusions for looked-after children."

PERCENTAGE OF PUPILS AT LEVEL 4 OR ABOVE AT KEY STAGE 2 IN MATHS



## AINE KELLY'S FIVE POINTS

Try to find the one thing the young person is good at

Understand there is always a reason behind the behaviour

Praise them: "We don't get that enough"

Do more about teaching life skills

Professionals need to work together as a team

The foster carer needs to be engaged and helped to provide educational support".

### A care leaver's perspective

What's the care leaver's perspective on how they can be supported? Aine Kelly is well-placed to know about this – as the 27-year-old is a former care leaver and is currently a doctoral student at Green Templeton College at the University of Oxford.

Based at the Rees Centre, she is undertaking a PhD on improving the health of LAC. Physically and emotionally abused and neglected as a child, she says she had "a lot of foster placements" and missed a lot of school. By the time she got to secondary school, she believes that people "didn't really understand what had happened to [her] and [she] had average grades".

By that stage Ms Kelly did not want social services involved with her schooling, but, with hindsight, she concedes: "I think I would have benefited if social services had been more involved. They could have gone about it in a different way that did not identify me as a LAC – but still gave me the help I needed."

Ms Kelly, who shared with *Schools Week* five points for schools (see right) to help them address the needs of LAC, has come a long way. "I have co-taught a few sessions with the VSH for Oxford for future teachers, telling them the things not to do."

When it comes to that attainment gap, what's the outlook for the next generation of care leavers? Ms Pickthall is cautiously optimistic: "We believe there needs to be a sea change to make a real difference, otherwise we will only continue to improve in small steps."

## TOP 5 LOCAL AUTHORITIES

Local authority	LAC GCSE pass rate	Number eligible to sit GCSEs
Trafford	42.9	20
Calderdale	42.1	20
Northumberland	36.4	20
South Tyneside	33.3	25
Ealing	31.4	35

## BOTTOM 5 LOCAL AUTHORITIES

Local authority	LAC GCSE pass rate	Number eligible to sit GCSEs
Norfolk	9.5	85
Croydon	9.5	65
Lancashire	10.1	80
Suffolk	10.3	60
Manchester	11.3	95

## CASE STUDY: SECONDARY SCHOOL OUTCOMES FOR YOUNG PEOPLE IN CARE

A research study to identify the key factors associated with low educational outcomes of young people in care in secondary schools in England is being carried out by the Rees Centre for Research in Fostering and Education and the Education Department, University of Oxford and researchers in the School for Policy Studies and Graduate School of Education at the University of Bristol.

Funded by the Nuffield Foundation, work on Educational Progress of Looked-After Children – Linking Care and Educational Data – began last February. Data collection

will finish at the end of June.

The research team is led by Professor Judy Sebba and the study looks at the relationship between educational outcomes, young people's care histories and individual characteristics by linking the National Pupil Database and the data on Looked After Children for the cohort who completed GCSEs in 2013. Outcomes for children with different characteristics – for example gender, ethnicity and socio-economic status and the relationships between outcomes and length of time in care, school stability and placement type

and stability are being explored.

The study will also include interviews with 36 young people in six local authorities and with significant adults such as teachers, foster carers, social workers and Virtual School staff. The interviews look at what could be done to improve the progress of pupils in care and how better coordination of services might help. The research will identify types of data and how data collection might be improved to enable better use of it in future. The report will be published in the second half of this year.



## NEWS

# Engineering A level needs to be more creative

JOHN DICKENS

@JOHNDICKENSSW

Proposals for a new engineering A level have been drawn up to entice more creative pupils and propel the UK from Europe's bottom spot when it comes to recruiting women engineers.

The Royal Academy of Engineers (RAE) has spent 18 months alongside industry, higher education and school representatives on a new-look engineering A level.

It aims to bridge the science, technology, engineering and maths (STEM) skills gap by shifting the curriculum away from a heavy maths and physics focus. Instead it will aim to capture more creative students interested in art or design and technology.

Dr Rhys Morgan, director of engineering and education at the RAE, said: "We have to try something different [to meet expected shortfalls of engineers]."

"Part of the problem is the [low] number of young people taking physics. We have to look at different ways of attracting people in and developing the necessary scientific knowledge in different ways. We are presenting it as a creative discipline."

The RAE has written content, aims and objectives for the proposed A level. Dr Morgan said it has now been taken on by exam board Pearson, who have launched a consultation to assess demand.

The project followed the RAE report "Thinking like an Engineer" last May. It looked into characteristics engineers need, such as problem solving and systematic thinking.

Dr Morgan added: "We felt the current engineering A level was not meeting the needs of the engineering community and producing the type of skills we are looking for."

"Engineers will be instrumental in addressing global issues such as food shortages, climate change – but the question is how to present this to young people."

Dr Morgan's view on highlighting the importance of creativity and problem solving was echoed during the Westminster Higher Education Forum's "Addressing the STEM Skills Gap" seminar last Wednesday.

Professor John Perkins, former chief scientific advisor for the Department for Business, Innovation and Skills, said the new A level could also include local companies visiting schools to inspire pupils.

A report in 2013 revealed the UK has the worst record in Europe for the recruitment of female engineers. Only eight per cent of engineering professionals in the UK are women, compared to 30 per cent in Latvia, which topped the table.

Professor Perkins said part of the reason was because of a "leakage" from the system at all stages, with many pupils not going on to study STEM at university. He said: "STEM teachers don't advise pupils to pursue a career in engineering. This is really worrying."

# Teaching resource asks pupils to 'devise a plan for war'

FREDDIE WHITTAKER

@FCDWHITTAKER

A government-issued teaching resource which includes a task asking pupils to devise a plan for going to war, is presenting a "sanitised" and "positive" view of life in the armed forces, claims a prominent educationalist and citizenship expert.

In a report joint-issued by campaign groups ForcesWatch and Quakers in Britain about the 'British Armed Forces Learning Resource', Don Rowe, a former director of curriculum resources at the Citizenship Foundation accused the government of trying to boost recruitment through a "biased" piece of literature.

The learning resource was issued last September, having been commissioned by the office of the prime minister with the support of the Department for Education (DfE) and Ministry of Defence (MoD).

Mr Rowe said: "Its aims, judging from the text, appear to be to present a positive, sometimes sanitised, view of the armed forces, to boost recruitment, and advocate for more combined cadet forces in schools."

"These aims are entirely consistent with the government's current strategy to promote a 'military ethos in schools'."

He further claimed that two government ministries, the MoD and the DfE, collaborated with the prime minister's office to produce the

resource. The resource shows the logo of all departments.

Mr Rowe continued: "I believe this is completely unacceptable, and that the document should be withdrawn and redeveloped in such a way that students

can be enabled to learn about the role of the military in our society and in national and international affairs in a way which is educationally-sound, balanced, and which respects the rights to freedom of belief of students and their families."

The resource pack includes a foreword by prime minister David Cameron, five chapters of information about the armed forces, and a series of suggested activities.

Among those are several balanced tasks, such as having a class decide common values or debating different views on conscription.

However, one suggested activity stated: "Devise a plan for how to go to war. Include how you will get there, what equipment and people you will need."

Owen Everett, from ForcesWatch, said: "We consider that the document amounts to political interference in children's education and that the DfE is failing in its legal duty, under the 1996 Education Act to safeguard education from politicisation."



A Mastiff 3 Protected Patrol Vehicle in Helmand, Afghanistan. Mastiff is a heavily armoured, 6 x six-wheel-drive patrol vehicle which carries eight troops, plus two crew.

British Armed Forces Learning Resource

- Identify communities around the world that have been helped by the British Armed Forces. What troops and skills did the Armed Forces bring?
- On a world map annotate the countries we are allies with, divide them between NATO, Commonwealth EU and others. Why and how have these alliances developed?
- Consider the importance of everyone in the chain, and in the team. Everything from the right kit to the right food, and the right information are important. Devise a plan for how to go to war. Include how you will get there, what equipment and people you will need.

Brian Lightman, general secretary of the Association of School and College Leaders, said: "It is important that young people understand what the armed forces exist for and also engage with controversial topics like conscription, nuclear warfare and pacifism."

"It is equally important that they are taught to read materials critically and are taught without political bias. Schools are well aware of this responsibility and make use of published learning resources judiciously and responsibly."

A DfE spokesperson said: "Resources are regularly produced for teachers to help them come up with lesson plans that stimulate debate and discussion and many schools welcome these materials."

"It is then rightly for teachers to decide what is best for their pupils and what materials they wish to use during lessons."

The MoD and the prime minister's office would not comment as the DfE were leading on the matter.

# Summer born pupils at a disadvantage

SOPHIE SCOTT

@SOPH\_E\_SCOTT

Children born in August are 90 per cent more likely to be put on the special educational needs (SEN) register, an Education Select Committee member revealed during a one-off evidence session this week at the Commons.

Conservative MP Neil Carmichael offered the statistic on Wednesday as further evidence of the difficulties experienced by summer-born children – defined as those born between 1 April and the end of August – who typically have lower achievement than their classmates whose birthdays fall earlier in the school year.

Tammy Campbell, researcher and analyst at UCL Institute of Education, said: "If [being SEN] means they are actually getting targeted, useful support, and labelling and stereotyping is being avoided then it might be helpful."

"However, my research has shown if a child has a diagnosis or label of SEN, teachers tend to think they are less able because of that diagnosis. So, they would just have lower expectations of them, they would have less challenging work, and so on, so there is a potential negative effect there."

Hearing these concerns, school reform minister Nick Gibb noted that: "There are other ways of supporting these children, through the pupil premium for example."

Committee chairman Graham Stuart asked Mr Gibb if he believed his own date of birth – 3 September – had an advantageous impact on his education and career.

All but one of the current education ministers are autumn- or winter-born. Sam Gyimah is the only 'summer-born' minister, with an August birthday. Secretary of state Nicky Morgan was born in October.

Mr Gibb explained that he had attended various schools and said he was, at different stages, either the oldest or the youngest in

his year groups, adding: "I was definitely stretched."

The prospect of a later school start for children born in the summer was raised, but Mr Gibb dismissed the idea.

He said: "I don't think there is any evidence that having a later school age would address any of the very real concerns... raised by the group we heard from earlier."

"I worry that if there were an increase in compulsory school starting age that it would widen the attainment gap between those children from poorer and wealthier backgrounds because they are getting less time in formal, high-quality, education than some of their peers who may well... be at high-quality pre-school settings or have a very good education from their home life."

Mr Gibb said the DfE would look into the issue of when premature children should start school, particularly those born prematurely in the summer months.



Sam Gyimah  
AUGUST



Nick Gibb  
SEPTEMBER



Nicky Morgan  
OCTOBER



Nick Boles  
NOVEMBER



David Laws  
NOVEMBER



# Character education awards: the winners

**FREDDIE WHITTAKER**

@FCDWHITTAKER

The 21 winners of the 2015 character awards were unveiled last week as *Schools Week* went to press, with each of the recognised schools and charities receiving a £15,000 prize. As the countdown continues to March 16, when one will receive an additional £20,000, Freddie Whittaker looks at some of the winning schools.

At King's Leadership Academy, an 11 to 18 free school which opened in 2012 in Warrington, Cheshire, character education is logged in a "King's passport" for every pupil and a "seven pillars" policy is in place.

Award judges said they were impressed with the school's emphasis on aspiration, achievement, self-awareness, professionalism, integrity, respect and endeavour and the fact these "permeate the curriculum, direct extracurricular activities and inform the day-to-day running of the school". Students attend weekly public speaking and philosophy and ethics lessons.

Principal Shane Ierston told *Schools Week*: "Character education is delivered through our leadership specialism and provides a strong backbone from which our children learn to make the right choices in life.

"It is through this programme that we ensure that the academy mission statement is fulfilled and that children develop what we refer to as their 'moral compass'. The staff of the academy have worked very hard to achieve this success."

A requirement of the award was that schools showed evidence that character was making a difference in their school.

Mr Ierston said: "Alongside the excellent progress our pupils make in the classroom, an analysis of our enrichment programmes show that 85 per cent of our

pupils regularly take part in extra-curricular activities, 100 per cent of year seven and eight students have either completed or are on target to complete their awards in fencing, ju-jitsu, first aid, life-saving and sports leadership, and all year nine students are on target to complete the Duke of Edinburgh bronze award by the end of the year."

Tapton School, a secondary school in Sheffield which converted to academy status in 2012, was recognised in the awards for developing a system to track students' progress in "resilience, reflectiveness, reciprocity, resourcefulness and respect". The school has defined 'levels' in each area, and students take responsibility to develop upwards, setting improvement goals as they progress through school.

Speaking to *Schools Week*, Tapton co-headteacher Claire Tasker said: "The award recognises our drive to ensure our ethos of 'valuing everyone, caring for each other and achieving excellence' is at the heart

of everything we do.

"It also recognises our new 'learner levels' that define the learning behaviours, attributes and character traits that lead to success in school and in life. The key message is that anyone can achieve with determination and hard work.

"Every half term our students receive a 'learner level', from grades one to nine, for every subject. As they mature we expect them to achieve higher learner levels. We celebrate those who achieve highly and provide intervention and support for those who are not at the learner level they should be."

Oakthorpe, a community primary school in Swadlincote, Derbyshire, was praised for a positive behaviour rewards system developed by its school council to help children reach their 'ideal selves'.

In a letter to parents, headteacher Donna Moulds said: "Our application demonstrated excellent practice in character education and was praised by the judging panel for developing the character traits, attributes and behaviours that underpin success in school and work.

"They particularly liked our Oakthorpe's 'Active Brilliance and Communication' curriculum drivers and the idea we use



Above: Cadets from King's Leadership Academy, inset: Principal Shane Ierston



Tapton School co-headteachers David Dennis and Claire Tasker



with children having their 'ideal selves' as a key aim for developing positive learning attitudes."

Speaking about all the winners, education secretary Nicky Morgan said: "Teaching character not only benefits children at school - it also plays a vital role in ensuring young people leave school prepared for life in modern Britain.

"Investing in the character of young people will not only help them succeed academically, but also improve their job prospects and help them bounce back from setbacks.

"Character education is a central part of our plan for education, and we are investing £10 million to ensure pupils develop the resilience and grit they need to succeed in later life. Schools now have the tools and support they need to ensure they develop well-rounded pupils ready to go on to an apprenticeship, university or the world of work."

## CHARACTER AWARD WINNERS BY REGION

### South West

Bath Rugby Foundation  
Shaldon Primary School, Devon  
Gordano School, North Somerset

### West Midlands

St James's C of E Primary School, Stourbridge  
Queensbridge School, Birmingham  
The Haywood Academy, Stoke-on-Trent

### London

The Elizabeth Garrett Anderson School, Islington  
City Year UK youth charity  
School 21, Newham

### Yorkshire and the Humber

Tapton School, Sheffield  
Bushfield Road Infant School, Scunthorpe  
The Mirfield Free Grammar and Sixth Form, West Yorkshire

### East Midlands

Queen Elizabeth's Grammar School, Derbyshire  
Babington Community College, Leicestershire  
Oakthorpe Primary School, Derbyshire

### South East

Future Foundations, Berkshire  
Therfield School, Leatherhead, Surrey  
Lane End Primary School, Buckinghamshire

### East of England

The Diana Award  
The Swayne Park School, Rayleigh, Essex  
Kings Langley School, Hertfordshire

### North East

Emmanuel College, Gateshead  
Percy Hedley School, Newcastle upon Tyne  
Northumberland County Council Youth Service

### North West

St Michael's C of E Primary School, Alkrington, Manchester  
Bolton Lads and Girls Club social-action programme, Bolton  
King's Leadership Academy, Warrington, Cheshire

## NEWS

Summer born page 8



## EDITOR'S COMMENT

@schoolsweek | schoolsweek.co.uk

Watching a child sob as they explain abuse, exploitation, or neglect is one of the more harrowing aspects of school life. But teachers are the vanguards of pupil safety; they can be the difference between bad things continuing, and their being stopped.

In this context, the number of stories about safeguarding this week could be seen negatively; with one believing that so many concerns about terrorism, extremism and disqualification are because schools are not meeting their

responsibilities.

But the truth is that most schools deal with these issues well. It's through schools that most children have at least one adult who worries about them. Through their modelling most become upstanding citizens. It is the efforts of the designated safeguard leads in schools that disrupt wrongdoings.

Teachers can't easily explain this. Discretion matters when dealing with such issues, and children rightly fizzle back into anonymity

once troubles are over meaning little opportunity for success stories to make the press.

Hence, stories of safeguarding policies shouldn't be seen as negative, but as the visible traces of tireless efforts in schools – and across the broader education community - to make sure children are safe.

We all have a duty to be vigilante, knowledgeable and compassionate. We hope this week's *Schools Week* helps you fulfil that.

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## Mental illness and schools: No data collected on children since 2004 hampers planning

**Shelley Whitehead, Wiltshire**

So pleased to see *Schools Week* tackling this – we cannot speak loudly enough about young people's mental health. Young people are suffering from problems associated with mental health illness need help now. Interim practical solutions need to be funded and put in place today – these young people cannot wait until the data is available in 2017. I would also challenge whether the Department of Health and Department for Education are yet truly joined up on this given what appears to be very low representation of educational professionals on the NHS CAMHS task force. The committee referred to should also be consulting with parents – some of these mental health problems could be identified earlier in primary school age children which would lead to much earlier intervention and support. I do however worry about the 'selective' questionnaires approach, surely a process where all young people could complete a questionnaire that was then reviewed by an appropriate professional to spot where there may be problems would be a better approach that way you don't single young people out or expect unqualified people to interpret the information. Please keep up the profile *Schools Week*.

## Number of girls not in education, employment or training rises by 6,000 in 12 months

**Matthew Lord, London**

I think that all government parties should make a plan to engage young people aged 16-18 that drop out of school or college. It's all very well and good saying that they must be in full-time education, but what happens to them when they do not attend?

Other recently released statistics show that there are less NEETs now than in 2010. Most of these young are aged 16-18 and this is undoubtedly due to the recent change in law requiring all young people to stay in full-time education, be in an apprenticeship or traineeship or in part-time education along with employment/volunteer work.

I would like to see more thought and discussion around school and college drop outs. More discussion around alternative education and re-engagement programmes.

More discussion around intervention programmes targeting those at risk of becoming NEET. More discussion around tracking of "NEETs" and the "known unknowns".

And for the record, Traineeships and Apprenticeships are not solutions for young people that are disengaged and struggle to commit to school or college.

## How to use TAs more effectively



**Karl, @KarlPCaslin**

They can also quell behaviour, help with admin, social work and counsel children and cover when needed. Isn't that enough?

## Exclusive: 'God designed the solar system,' says worksheet



**Helen Rogerson, @hrogerson**

I am flabbergasted by this on so many levels.



**Graham Hoyle, @GrahamHoyle2**

I have never understood why the Government thinks it can praise faith schools yet not allow them to explain their faith!

## Reduce teacher workload? The answer is simple



**Mike Cameron, St Albans**

Personally I'm a great supporter of simple answers. However.....

The current schools budget is £41.3bn. Let us assume that 50per cent of that is currently spent on teachers. This amounts to £20.6bn. The article suggests moving from 90per cent contact time to 33 per cent. What would this cost? The answer to this question is simple. The cost would be £35.7 billion. Not far off requiring a doubling of the schools budget.

Now even allowing for the fact that the 50 per cent is a guess, and that the 90 per cent figure does not allow for teachers who have less contact time due to management responsibilities I think you will agree that is a significant cost. To help understand the scale, it would require an increase in the basic rate of income tax from 20per cent to 28 per cent. Now I'm no politician, but I would suggest that as a policy. Even enabling the maintenance of school budgets in "real" real-terms is difficult.

As I say, I like simple answers, but they have also to be realistic.

## Reduce teacher workload? The answer is simple

### REPLY OF THE WEEK Philip Rolt



I think [a reduction in teaching time] might work in secondary schools. I think the answer for primary is different. More time out of class and more cover teachers

(short time each week PPA or an HLTA) creates more behaviour problems and further damages the learning. The tendency in primary schools is to nominate a subject such as Art, Music etc and have a PPA person covering classes for that lesson. The result is lost learning opportunities. Primary school teachers join everything together. They make connections between subjects, know pupils targets and create opportunities for targeted literacy and numeracy throughout the day.

I think in primary what we need is not more PPA but less pressure for things to be done a specific way. It is that pressure that creates the workload problem in primary schools. That feel that the management looking over your shoulder have decided how planning, marking, assessment etc will be done but have made those decisions from outside the classroom without considering how the expectations fit into the two hours of PPA each teacher receives each week.

We should remove the assumption that teachers are prepared to spend all Sundays producing planning and marking books. The work being asked of the teachers should fit into their current time and that way the teacher can spend more of their day teaching. PPA is OK but not if it takes a staff member we are paying to teach out of the classroom and away from children so they can sit in front of a computer screen and produce a time wasting piece of paper that nobody will ever really read.

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



### Contact the team

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

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

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

### Correction

In the Movers & Shakers section (Edition 21, February 27) the photographs of Miriam Fredrickson and Sarah Militello were inadvertently swapped round. This has now been correct online.

## DO YOU HAVE A STORY?

However big or small, if you have information or a story you think our readers would be interested in, then please get in touch. For press releases make sure you email our news email account, and don't be afraid to give us a call.

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## EXPERTS



## JON CHALONER

Executive head of the Glyn School,  
Epsom, Surrey

OUR MONTHLY BUSINESS MANAGER'S CORNER

# Fine tuning the school leadership team

Schools use the phrase "school business manager" rather than "school business leader". It's time that was changed

As Sarah Jones pointed out recently that school business managers (SBM), with headteachers and governors, are the "trinity" of school leadership, with all three necessary to achieve outstanding and effective leadership (*Schools Week*, January 10)

As a headteacher of two secondary schools, I have experienced leadership with and without an SBM. It is definitely easier to have a highly capable and strategic SBM as part of the leadership and management team (LMT).

I have an aversion to the word "senior" and believe that the typical acronym "SLT" leaves out leadership's all-important yet poor relation: management. Does the fact that the education sector uses the phrase "school business manager" rather than "school business leader" suggest that schools want a "manager" rather than "leader"? Or does the M merely appear less threatening?

In 2010, Surrey asked me to provide interim leadership for a local junior school. It was the first time in the county's history that a leader from one sector led two schools simultaneously across the primary-secondary divide. As my work in the primary sector increased, I became concerned at the disparity between the role of the SBM within the secondary sector compared with the primary. Are SBMs finance officers? Or bursars? Or office managers? Or all three in one? Factor in the special sector and we find that the definition of the main roles and responsibilities of the SBM vary.

Compare this to headteachers. We know what heads should do and are challenged by the new headteacher standards. We know the role and importance of a governing body, whether as an academy or non-academy.

The clarity, however, surrounding the role of an SBM there to be shaped into something integral and special. The "professional standards" currently being worked on by the National Association of School Business Managers should support this.

As an executive principal across a series of schools, I am keen that each school agrees with the fundamental principle that the SBM should allow the headteacher and LMT to focus their energies on driving up standards in each classroom. They should be freed up to meet the challenges of increasing student

outcomes, while the SBM is the essential conduit between the school and "an central trust or management group" in terms of, for instance, finance, human resources, capital planning and IT provision.

Once the general election is over and clarity emerges about the future direction of education for all state schools, the role of the SBM will be brought into sharper focus. They need to have a skilled and deep approach to knowing their school's budgets and to forecast effectively in-year. Many schools are supporting their budgets through "carry forwards" that will, eventually, taper to nothing.

Budgets are declining, especially in terms of vastly reduced capital funding for ageing buildings. There are more children needing to be educated and we seem to be trying to recruit from an ever-diminishing supply of trained teachers. The latest pre-election announcement from the prime minister makes it clear that we have to make every pound stretch further. SBMs will be essential in supporting headteachers through this.

How do we make graduates see that a career in school leadership as a non-teacher is plausible? We need to create a structure that gives a clear career path culminating in SBL – school business leadership – by an apprenticeship, a graduate programme or a return to work programme.

Simple things could make a difference.

## The role of an SBM can be shaped into something integral and special

Micon Metcalfe, a leading SBM, said recently on twitter on New Year's Day: "School workforce census doesn't record non-teaching leaders as leadership." A simple change here would go a long way towards recognising the role.

As David Weston of the Teacher Development Trust said in response: "a great school is a balanced orchestra, everyone contributes to the harmony and performance." The sooner we accept this, the sooner we will start using the SBM role more effectively.



## AMY FINCH

Researcher at thinktank Reform

# Who is the right group to monitor schools?

Having increasingly 'freed' schools from local government, it seems they still need to be monitored. But who should do it, and how?

It's now clear that whatever form the next government takes, further expansion of the academies programme is likely to continue. Equally clear is that the frameworks within which these more autonomous schools operate will have to change. It is therefore vital that, as the number and size of school groups grows, we understand why school groups succeed or fail.

The growing number of academies and free schools during this Parliament has raised several concerns about the monitoring and accountability framework for schools. In addition to the cases that have made media headlines, both the NAO and Education Select Committee have highlighted problems with the current system of oversight and intervention for maintained and academy schools.

This was the context for an event Reform held with former Education Secretary David Blunkett earlier this week on school accountability. The discussion focussed on the potential to create a "bottom up" approach to accountability, with schools and school groups being open to support and challenge from one another.

However, part of the school accountability problem was attributed to a lack of clarity between the various organisations overseeing schools. As a recent report by the NAO stated, the DfE has "not clearly articulated some of the roles and responsibilities of external oversight bodies".

The responses of the two main political parties potentially only muddy the waters further. The coalition government's eight regional school commissioners (RSCs) are designed to provide additional oversight for academies and free schools. Yet it does not address the diminishing capacity for Local Authorities to oversee the performance of maintained schools. It is also not clear how the Labour Party's policy will complement schools' newly gained autonomy. Blunkett's proposals for 80 Directors of School Standards (DSS) does not appear to differ substantially from the role taken by local authorities before Lord Adonis' reforms.

With Blunkett questioning the "spurious placement" of the existing eight regional commissioners, the main differentiating factor between the parties now appears to be the locality and level of oversight. Under Blunkett's proposals, the DSS would work closely with an Education Panel with representation from schools in the area, parents and the Local Authority. Yet this appears similar to the

current Headteacher Board, whose role it is to advise the existing RSCs.

Further structural changes therefore seem inevitable after the General Election. On entering government, the Coalition closed 11 of the 17 quangos in the DfE, either by abolishing them completely or by merging their functions. Yet since 2010, they have created three new executive agencies, with the new Education Funding Agency now taking responsibility for monitoring funding agreements with academy schools and overseeing their financial management and governance.

## Further structural reforms seem inevitable after the General Election

This is not sufficient. As became clear during the roundtable, holding schools to account requires much more than restructuring the oversight and intervention functions of different government agencies. Rather, it requires a fundamental rethink of what outcomes the government is holding schools to account for.

As both the number and size of school groups continues to grow, government must think carefully about how it holds them to account. This could go much further than Ofsted's inspection of academy chains or the EFA's monitoring of financial probity. Successful school groups have untapped information about what works in school management, from the skills of its governors to investment in continuing professional development.

We must learn from these groups to further drive up standards. Sadly, while pupil attainment data has been fundamental to our system of school accountability for decades, performance measurement has gained much less attention in relation to school groups. As one participant in the Reform discussion commented, England's schools data is the envy of the world. It is therefore of concern that the NAO report highlighted that the DfE "does not yet know why some academy sponsors are more successful than others".

A core focus for the next government must therefore be to understand what makes some school groups work and others fail. Building a framework that holds these groups to account will be key to the success of the school accountability system.

## EXPERT



## LOUIS COIFFAIT

Chief executive of NAHT Edge,  
a professional association for  
middle leaders

### Why aren't teachers treated more like doctors?

After all, they both top any poll for the most trustworthy professions. Perhaps it's because everyone knows how to teach . . . don't they?

**T**eachers and doctors are well-educated, hard-working public service professionals providing invaluable frontline services. Each year millions of pounds is invested in preparing tens of thousands new entrants to each profession, both of which top surveys on the roles most trusted by the public.

So why is it that one group can be told, sometimes in considerable detail, how to do their jobs by the least trusted profession – politicians? Why does only one group have a lower bar to entry, is trained less, gets paid less, is given less autonomy and, as a result, is less likely to be satisfied, want to go for a promotion or to stay in the job long term?

The first, and perhaps most obvious answer, is to do with evidence. Doctors can draw on their many years of structured training, and upon a largely accepted body of peer-reviewed journals and multiple randomised trials to inform what they should do with a patient. They're often able to test and quantify the difference their intervention makes, share data with peers, then tell a patient their temperature is normal or that they are "no longer sick".

Compare that to teachers. They will have experienced less and more varied training, and face a more complex and contested landscape of evidence about the best way to achieve different learning outcomes for different students. Those outcomes are also personal to students and currently only measured in the crudest of terms. The resources and insights generated from

teaching are often not even shared across the school, let alone wider. And it's not really acceptable to say to a student that his or her learning is normal or that they're "no longer thick".

This isn't an argument for apathy or hand-wringing; the teaching profession is already taking hold of evidence, standards and outcomes for itself. Most promisingly through the emerging College of Teaching – but also through the efforts of the Education Endowment Foundation, universities, ResearchED, CUREE, teaching schools, the Teacher Development Trust and others.

To an extent the differences between the two professions could be to do with the challenges of trying to improve (and prove) a positive impact on the mental, rather than the physical state of others. Teaching involves a personal, long-term connection with each "whole student". Some doctors rarely meet conscious patients, some only meet them once and others see the greatest "efficacy" by prescribing medicines.

That said, I wonder if doctors can't learn a thing or two from teachers with the growing emphasis on prevention over treatment, on health and wellbeing over avoiding illness. Teachers know how and when to go beyond "narrow" learning and can teach holistically.

The other reasons that explaining the differences are more systemic. Everybody has had extensive experience of education, but not of healthcare. It is also an inherently political activity, with values often necessarily bundled in with the learning. These two factors probably go some way to explain the problematic accountability system we've

ended up with.

Teachers deserve a more nuanced and sophisticated approach. High stakes testing, simplistic grading and league tables aren't improving standards, they're harming our most precious resource: the school workforce.

There are also lessons to be learned from doctors. For starters we should be making far more of peer-review, so that teachers are holding each other to account, driving

### Teachers should be holding each other to account

improvement for themselves.

We also need clearer career structures and should be compensating teachers in line with other professions. Why does a qualified teacher earn about half that of a GP?

Last, teachers should be helped to safely plan and trial new approaches. Nobody dies if a lesson goes badly and everybody can still learn from the experience if it's evaluated properly, yet it's the medical profession that has industrialised innovation. Nobody wants their children to be guinea pigs but if done right, a more structured approach to trialling different teaching and CPDL methods could be powerful, for students and teachers.

@LouisMMCoiffait

The views expressed here are personal.



## TILDEN WATSON

Head of education at Zurich Municipal

### Cybercrime: it could happen in a school near you

You must prepare for risk in the digital world. But don't think that you must fight technology with technology; the education of staff and students is your most potent weapon against cyber criminals

**S**chools have to deal with a huge number of risks, from fires and flooding to budget cuts and a squeeze on places. But it is increasingly a case of "when" rather than "if" they will have to deal with a major incident.

Change is top of the agenda when thinking about risk management. The world is becoming more complex, more chaotic, and more risky. Our march into the cyber era has no doubt brought obvious benefits. Yet with new practices come new challenges. Recent figures show that cybercrime costs the UK £27

billion per year. And with attacks on smaller establishments and institutions becoming a growing trend, schools are more at risk than ever before.

There is no doubt that modern technology has brought huge benefits to education. However, as schools become ever more reliant on technology, so too does the risk of cyber-attack become ever more acute. This is especially true as watering hole attacks, where cyber criminals leverage cloud services to attack even the most secure of networks, are becoming more common. The most recent attacks on Sony in the US are a case in point, and schools are in no way immune, not least because pupils are reliant on the internet every day.

Such risks therefore need to be reflected in a school's formal risk management strategy,

especially as emerging and non-regulated risks such as this can be easily overlooked.

Cyber risks can broadly be categorised into three themes: direct and malicious attacks, accidental information loss or misuse, and physical system failures. You must take a number of steps to protect school data, staff and pupils from cyber issues such as malware, phishing scams, email attacks and more.

Firewalls, encryption and data back-up provisions are obvious first steps. However, it is a mistake to think that we can only fight technology with technology. In fact, effective prevention is as much about processes and education.

Strong planning is vital to ensure prevention measures are in place and to provide an action plan if a problem occurs. But the education of staff and students is the school's most potent weapon against cyber criminals. Developing the skills to recognise threats and stay secure must become part of everyone's job, led from the top.

Of course, while cyber-risks may be making headlines, schools must also prepare for long-standing risks such as fire and flooding, which remain the most common causes of insurance claims. In fact, as schools increase their reliance on technology, the cost of restoration and replacing equipment after a fire or flooding incident is increasing. Over the past decade alone, Zurich Municipal has dealt with more than 50 major claims each valued at more than £1 million, most caused by fire or flooding. In the past two years, three schools have filed claims worth £15 million.

While we can't stop the rain from falling, there are steps schools can take to minimise their risk exposure. Long-term planning and careful risk management can help to reduce the risk of a major incident, while clear protocols can help to keep staff and pupils safe and significantly reduce damages should an incident arise. Hands-on support from an experienced insurer and computer-aided technology can also help to minimise disruption and get classrooms open again as quickly as possible. Building a strong relationship with your protection provider is critical.

### The skills to recognise threats and stay secure must become part of everyone's job

All schools should work closely with their insurer to improve their resilience against possible threats.

Specialist experts have years of experience in risk, underwriting and claims to help meet schools' individual needs. With this support in place, schools can proactively manage and minimise their risks, as well as having the peace of mind that they have a suitable partner to turn to should things go wrong.

## PROFILE



## HENRY STEWAR

SOPHIE SCOTT  
@SOPH\_E\_SCOTT

Henry Stewart, co-founder, Local Schools Network

There's a lot of laughter during my time with Henry Stewart. It starts when he changes his bright orange shirt so that he won't clash with his office for our pictures and pulls out half a dozen other choices. We agree on purple among the rainbow hues; a visual summary of Stewart's personality.

Business owner, school governor, education commentator, he has been a leading light on the Local Schools Network (LSN) website since its inception in 2010 to support comprehensive state schools. Since then, he has got on the wrong side of a few right-leaning education bods, including Toby Young, journalist and free school guru, and has been critical of Department for Education claims about the performance of academies compared with non-academies.

As the chief executive of Happy Ltd, which trains people in IT and management, he has been awarded various accolades for the company, including the "best place to work" by the Great Place to Work Institute with the Financial Times.

A self-confessed maths geek, he was the first from his school – Birmingham's Shenley Court comprehensive – to get into Oxbridge. He took up his place at Cambridge to study maths in 1978 but switched to economics part-way through.

"I spent most of my time at college being a political activist – in those days it was disinvestment from apartheid... I was

also an activist on Palestinian issues.

"Was it Gove who said he went to Oxbridge and was dazzled by the brilliance of the people there? I went to Oxbridge and thought, 'These people are going to rule the country and there's nothing special about them.' That's a lesson I took; if you really put your mind to it, anybody can achieve anything."

Stewart comes from a political family. His mother, Theresa, in 1993 became the first female leader of Birmingham City Council and worked with Tim Brighouse to increase funding for schools in the authority.

"She got in on an argument about needing to rescue social services and education. I'm very proud of what she did because I've heard it said that in the 90s Birmingham had one of the best education authorities in the country under Tim. She had a passion for it."

Stewart wanted to be a journalist when he graduated and attempted to write a book "in the words of the local community" in Liverpool, but struggled to get in with the locals.

He soon moved into the world of research and worked at the Trade Union Studies Information Unit where his boss was Alan Milburn, before his days as Labour's secretary of state for health.

But perhaps what put him on his current path was a disastrous attempt to set up a new newspaper – News on Sunday – in 1986.

"I don't paint myself as anti-academies"

"The idea was to create a radical campaigning left of centre newspaper. It was a serious venture; we aimed to prove that the Left could do things like that. In fact, we proved the opposite, because we raised £6.5million and lost it all in six weeks."

Deciding he did not want to work for anyone but himself anymore, he moved to Hackney and set up Happy

Computers in 1987.

He has three children, two daughters and a son, and has been a governor at both their primary and secondary schools since 1999.

At the time, Hackney in east London was bottom of all school performance league tables; a "disaster area" as Stewart puts it; the aim one year was for the council to become rated "poor", a notch above what it was.

"I would argue that Hackney has the best schools in the country now, and it has been fascinating to see that transformation happen."

Stewart was chair of both governing bodies at Grasmere primary and Stoke Newington school.

"My big focus as chair [at Grasmere] was love of learning,"

## IT'S A PERSONAL THING

**What was the first album you bought?**

Suzi Quatro by Suzi Quatro (I was a teenage boy in the pre-punk 70s)

**What is your favourite meal?**

Our weekly Friday night dinner with challah, candles and a range of Ottolenghi-inspired vegetarian dishes

**If you could be any age again for a day, which would you choose and why?**

I'd stick with now because life keeps getting better.

**You can have any three people, living or dead, for a dinner party. Who?**

Difficult to choose. First stab is Hillel, Sojourner Truth and Rosa Luxemburg.

Though my wife thinks that's a bit heavy.

**There's a zombie apocalypse; where would you go to try to survive?**

Glastonbury, so at least I could go out partying.



Clockwise from left: Henry on a day trip on a boat in Greece in 1975. I'd gone on a Eurorail trip after taking my O levels. Henry with older brother and sister, Doncaster in 1963. Henry with his younger sister on holiday in Filey in 1964



## Curriculum Vitae

**EDUCATION**

**1965 – 1966** Park school, Doncaster

**1966-1970** Tiverton Road school, Birmingham

**1970-1977** Shenley Court comprehensive, Birmingham

**1978 – 1982** BA Hons economics, University of Cambridge

**CAREER**

**1982 – 1984** Researcher, Department of Industrial Management, Newcastle University

**1985 – 1986** Researcher, Trade Union Studies Unit, Newcastle-upon-Tyne

**1986 – 1987** Founder, finance manager, News on Sunday

**1987 – present** Founder, chief executive, Happy Computers, later Happy Ltd

**EXTRA-CURRICULAR**

1999 – 2007 Governor, Grasmere primary school, Hackney, east London (chair, 2001 – 2005)

2001 – 2010 Chair, Antidote (Charity campaigning for emotional literacy in schools)

he says, explaining how on Friday afternoons the children could choose their own lessons and work in cross-year groups. "The idea was trying to get the kids learning what they actually enjoyed learning . . . and wanting to do more. The thing I am most proud of at the primary was that it had some effect . . . it's a lovely, friendly school that people fight to get into. I don't think we would get in there now."

His business expertise has affected his view of how schools should be run and how teachers should be treated.

"In business, the evidence is absolutely clear that a happy workplace is more productive.

"There are some famous examples, such as John Lewis, where it's actually in their constitution that the happiness of staff is a key criterion in decision-making.

"I talked to the chair at John Lewis who said, 'At our last board meeting we spent half an hour on the numbers and three hours on how to motivate and value staff.' Just imagine if schools were like that!"

He believes the current working environment will lead to a "huge crisis" in teacher recruitment.

"At business events people aren't calling for pupils to be better at maths and English, they are calling for people to be better at teamwork, to be more resilient, to be able to work together, to do all of the things that none of the agenda for the past few years has been about.

"I fully support that, not just for work, but because to create the citizens we want, we need people who are happier, more resilient, more positive and able to work together.

And yet we still have schools that are focused on competition or individual achievement – that's not what we

need in the future."

Stewart co-founded the Local Schools Network in 2010. "It's about good local schools; it's got very involved in the academies debate, but that wasn't its point – its point was to demonstrate and lobby for great local schools. Every time the exams came out, the private sector was saying, 'Look how wonderful we are', and nobody was doing the same for state schools.

"I don't paint myself as anti-academies, because for a lot of people their local state school is an academy, and if I was living next to an academy that would probably be the school I would send my kids to.

"Some teachers and heads are seeking to do a great job, but there's no evidence there's any benefit to academies.

"Some have done really well, and some have done really badly, just like other schools. But what is dangerous is the lack of a local authority."

How does he think we can overcome challenges in the education system?

"We need to really engender kids' imaginations and talents... I mean, looking at my kids and their friends, they're amazing.

"And we have to avoid deadening that in a system of qualifications and restrictions. I'm an old... whatever, liberal, around education, but I know teachers have a tough job.

"The interesting thing about being a chair of governors is you get to balance your idealism with the practicalities of what enables teachers to teach well in the classroom."

"My underlying belief is in people's huge potential." And I really do believe him.

## REVIEWS

TOP BLOGS  
OF THE WEEK

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



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

#### Things that make me happy

By @ChocoTzar

Maybe it's the time of year, that half-way point before spring's evidence is apparent, that makes teachers turn inwards to question wellbeing more deeply. With perfect timing, ChocTzar reminds us that "like many of the people I know, keeping myself happy can be extraordinarily tough". But this is not a negative post counting down the days to the holidays or berating the job; instead it is a reminder of all the positive things in life. How music and comedy can make you smile at the toughest times and despite life not resembling an S Club 7 video, there's always something to make you smile. Read, feel lifted and enjoy.

#### Knowing me knowing you

By @thosethatcan

A blog on differentiation that grabbed me from the first line: "This is debatable amongst senior leaders, but I continue to hold the conviction that my success as an educator finds its roots in my triumphs and my failures in my own classroom." Recent research on the number of children in a classroom having no impact upon learning makes me question how connected some research is to the realities of school life. This blog's refreshing honesty on differentiation – that it's about knowing your students and classroom dynamic – might not be stringently evidenced but it certainly reflects my own experiences and I'd argue those of many other teachers. "This is the joy, the frustration, the simplicity and the infinite complexity of

effectively differentiated teaching – know your students, let them know you know them, build up an armoury of resources and ideas and strategies, ditch what doesn't work, and celebrate what does."

#### No genes for literacy

By @ReclaimingSchools

I am incredibly uncomfortable discussing genetic "ability". As well as providing an excellent counter argument, this blog also gives links to discover more about the debate. As with many dangerous ideas it is always good to be informed.

#### Daily mental maths

By @MissNQT

Sometimes the best ideas are the simplest; the "why didn't I think of that?" ideas. In this blog, MissNQT explains how she has worked to improve the mathematical understanding of her pupils by setting five mental arithmetic questions each day, four of them based on the different operations, then repeating them throughout the week to deepen understanding and help with retention. I will definitely try a version of it with my Year 2 pupils.

#### Bringing down the wall

By @ImSporticus

This has been left to the end on purpose. After we have reminded ourselves to be cheerful, had a reality check, discounted dangerous educational ideas and contemplated pedagogy, we should pause and read this carefully. Despite the many advantages to having a teacher as a life partner (Christmas chocolates, I'm looking at you), there is a danger that we obsess too much about our jobs and allow them to consume us to the detriment of our personal relationships. In this post, ImSporticus paints a moving picture of the walls we build between partners unknowingly: "The foundations of the wall are laid with laptops open at breakfast whilst checking emails from work. The bricks are placed one on top of each other when one of you continues to mark whilst the other goes to bed alone. Soon you lose sight of your partner, but you don't realise as your focus is on improving a resource that was perfect last year. The height increases when you forget to ring your friends or family because something that is important for someone else needs to be done that night. It continues to build when one of you doesn't sleep due to the worry of a child that isn't even yours." If you have ever felt guilty about having a long holiday please read this, before running off to spend time with your family.

## BOOK REVIEW

### Talk-Less Teaching: Practice, Participation and Progress

Authors: Isabella Wallace and Leah Kirkman

Publisher: Crown House

ISBN-10: 1845909283

ISBN-13: 978-1845909284

Reviewer: James Theobald, English teacher



This book seems to be predicated on the idea that teachers can't improve the quality of their talk, so they should just talk less. In my view, that means it has a very low opinion of teachers.

The authors ignore the evidence suggesting direct instruction can be highly effective and instead offer assertions that suggest otherwise.

The confused and contradictory manner in which they justify the "talk-less" approach is quite something: we are told that learner behaviours in response to teacher talk dictates why we should talk less - as in, pupils see no relevance in the topic, don't see it as accessible, etc. Yet, immediately after, the authors note that some pupils prefer passive learning and we are told that "it is important that we don't allow them to dictate to us how we teach".

The message therefore seems clear: we should talk less because the pupils prefer it... except for those who don't, and we shouldn't listen to them.

A similar justification states that "teacher-talk is often the easiest option", but moments later we are told that teacher-talk is exhausting as teachers must "bust a gut" doing all of the work.

There seems a distinct ideology: they want teachers to talk less and they'll justify this by any means. It's just a shame they didn't offer any evidence based on research to support this idea.

In place of evidence, then, is rhetoric. It isn't long before teacher-talk is referred to as "lecture-based teaching", as the authors work to polarise their "whizzy" approach to learning with that of passive "teacher-talk", which, in this book, seems to be a caricature of direct instruction. Good teacher-talk is judicious and interactive. And a lot of evidence says that it is effective.

But the book's greatest trick is in avoiding a thorough discussion or giving any comprehensive strategies on the transfer of

knowledge and skills to pupils. Many of its suggested approaches start from a position whereby the pupils already know the stuff they are being assessed on and the teacher is just drawing it out of them with various strategies. While it is all well and good to ask pupils to "compose a tableau using their bodies" in response to questions such as "What are the benefits of capitalism?" or "How can you represent imperialism?", there is never a moment where the book tells us how we might teach pupils the complex concepts of capitalism or imperialism in the first place, much less teach them it using a "talk-less" approach.

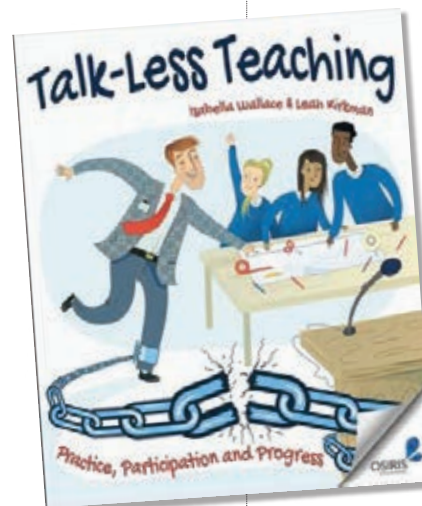
I think the authors (or editor) noticed this glaring absence, as the penultimate chapter seems like an afterthought in which we are told we are going to learn how to "get that important information into their heads". My relief at this was temporary, though, as after a brief nod to knowledge transfer (film your explanation and play the video on loop for the lesson), the chapter soon veers back

into the comfort of the approaches we've been presented with so far.

That is not to say that there aren't parts that may be useful. The section on streamlining marking, for example, is something that teachers should find helpful. The sad problem with this is that marking policies are often dictated by schools, meaning that ordinary teachers are often precluded from taking up these ideas.

If the penultimate chapter seems like an afterthought, the final chapter reads like an apology. While throughout we are treated to the authors' modest approvals of their own strategies – "heaven-sent solution", "deliciously clever", "genius technique" – they counterbalance this with a brief moment of endorsement for teacher-talk. It's just a shame that it comes after 170 pages of denigrating it. And, as such, it seems disingenuous.

The good news for the publishers, though, is that the proxies for learning relied on here, despite largely being debunked by research, still proliferate in schools. So, while I have my doubts about efficacy for pupils, I'm certain they'll find favour with those who like to see "whizzy" lessons.



**NEXT WEEK:**  
Educating 1-to-1  
Reviewed by Jeni Hooper



## REVIEWS

## RESEARCH REVIEW

Reviewer: Tim Dracup, education consultant, writer and blogger at [giftedphoenix.wordpress.com](http://giftedphoenix.wordpress.com)



**Research: Education Endowment Foundation evaluation reports of two randomised control trials of Mathematics Mastery, an Ark-sponsored programme**  
**Published: Friday February 13 on EEF website.**

One should always be wary of donning the mantle of an expert.

I am no statistician. I have no pedigree as an education researcher or academic. What little teaching experience I have was acquired through the PGCE I completed before many of you were born.

But I do have a strong grounding in education policymaking. And I've spent much of the past five years monitoring educational publications, press releases and media coverage, not infrequently pointing out the inconsistencies between them.

So my antennae were twitching when the Education Endowment Foundation (EEF) selected Friday, February 13 to publish the results of its randomised control trials of Mathematics Mastery, one of its first four high profile awards back in October 2011.

You don't choose the Friday before half term to broadcast good news.

The EEF's press release featured nine different projects. Maths Mastery was granted a single paragraph.

Over the course of the day, press releases also

appeared from academy chain Ark, which originated the Maths Mastery programme, and from the eponymous organisation they set up to run it.

Both seemed rather more positive than was warranted by the outcome of the trials.

There were two principal reports – one focused on two successive Year 1 cohorts; the other on implementation in a single Year 7 cohort, plus a related process evaluation. The outcomes had also been combined through meta-analysis.

According to the EEF's rating scale, the effect size from the primary school evaluation showed that the average pupil following Maths Mastery would make two months' more progress than the average pupil in the control group. This fell to one month's additional progress for the secondary evaluation. The same was true of the meta-analysis. EEF describes all these effect sizes as "low".

But the effect sizes were qualified by 95 per cent confidence intervals. The toolkit's technical appendices explain that: "If the confidence interval includes zero, then the effect size would be considered not to have reached conventional statistical significance."

According to the EEF's summary report, the lower range of the confidence interval was negative for the primary and secondary evaluations and zero for the two combined. Given this, the assumption would be that none of the three effect sizes is statistically significant.

Yet the EEF, Ark and Maths Mastery press releases all claimed statistical significance for the meta-analysis. How could this be?

It turns out that, whereas the table in the EEF's project summary shows confidence intervals to two decimal

places, the table describing the outcomes of the meta-analysis provides them to three decimal places. So "0.0" becomes "0.004".

As the full report said: "...the pooled effect size of 0.073 is just significantly different from zero at conventional thresholds."

Statistical wizardry rescues the outcome from statistical insignificance, but the distinction is marginal.

I was even more disturbed to find Ark claiming that this effect size for one year of Maths Mastery could simply be multiplied to calculate the impact of full immersion: "A two-month gain every primary year and one-month gain every secondary year could see pupils more than one and a half years ahead by age 16 – halving the gap with higher performing jurisdictions."

The maths is a little iffy, the logic more so. Fortunately Ark subsequently amended this, though it continues to claim that: "...the data indicates that the programme may have the potential to halve the attainment gap with high performing countries in the Far East."

All three bodies seem worryingly impervious to this constructive criticism, so perhaps we need a code of practice to control publicity material built upon the outcomes of EEF evaluations.

Asked to respond to this review, Ark said: "We are encouraged by the IoE's judgement that the extra progress made was statistically significant, but as a long term programme, we are mindful not to overemphasise test results from only one year of our support. We look forward to results of the follow-up studies and to working closely with partner schools to develop our support year-on-year."



# A week in Westminster

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

## THURSDAY:

New statutory guidance for schools around the employment of staff disqualified from childcare was today met with confusion in some parts, and kind of understandably so. For instance, caretakers, cleaners and office staff are not covered by the guidance, while volunteers and casual workers are – if they are directly concerned with the management of childcare. But don't fret, we have more on page 4.

Impact indicators released today showed the gap between free school meal pupils and their peers is reducing for 11 and 16 year olds, but progress isn't as positive for those stubborn 19 year olds. If Labour want to go on the attack, the pesky older students will be the place to do it.

Finishing a busy day, an Ofqual report showed that exam board Pearson has dramatically increased the number of teachers switching to them for their subjects' exams. Given that the price of all exam boards is roughly similar it is unclear what has caused the shift.

## FRIDAY:

A brutal Ofsted report released today labelled St Aldhelm's Academy, in Dorset, as "dysfunctional and unsafe". Inspectors wrote about verbal and physical assaults on staff and kids leaving lessons to go for a ciggie. It got us thinking, could this be the worst Ofsted report ever? In very timely fashion it came in the same week the school was taken over by the Ambitions Academy Trust, with commissioner Sir David Carter having "no doubt" it can become the best school in Poole. The only way is up I suppose.

## SUNDAY:

A Sunday press release from the DfE told us of new "in-depth" analysis showing that knuckling down at school and getting good grades is important – who knew? But, in all seriousness, the DfE research threw up some interesting conclusions. Five A\* to C grades, including maths and English, will put an allegedly adds an extra £80,000 in your

pocket over a lifetime's earnings. And if you can get at least two A levels – that's another £60k. Kerching.

## MONDAY:

It was the final Education Questions of this government on Monday. \*sheds nostalgic tear\*. To complete the farewell, Nicky Morgan was asked by Graham Stuart to say which policy she felt had made the most impact since 2010. Her answer was: "the key reforms to raise standards in schools". And that was it. Way to win hearts and minds. A weirder turn, however, was from Tristram Hunt who asked Morgan whether the achievement gap between richest and poorest has closed in the past five years. When Morgan answered with, 'yes, by 4%', Hunt blustered on saying that TeachFirst disagreed and yelled, loudly, about stuff – though none of it statistical or particularly clear.

## TUESDAY:

Childcare providers were the toast of

Westminster at a celebration hosted by childcare minister Sam Gyimah. But, keen to not hand over all the limelight, Sam thanked them for helping his "moral mission" to give the best possible childcare to parents. The DfE also slipped out a report into the consistency of data surrounding the attainment of looked after children. Coincidentally (maybe) it followed Schools Week asking questions around the same issue for our piece, on page 6 and 7.

## WEDNESDAY:

Canterbury Christ Church University was cited by Ofsted as a good example of how it made the journey from good to outstanding in the rapidly changing FE and skills sector. It was praised for the significant contribution its collaborative provision provides. Unfortunately the university wasn't so keen to cooperate when we approached them to find out what exactly its sponsorship of a troubled academy consisted of. (See page 3)

CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

# 7 Education Ideas That C

Launched on Wednesday, Education Datalab aims to help policymakers and school leaders make decisions that improve children's educational success.

It hopes these seven facts will begin that process.

SOPHIE SCOTT

@SOPH\_E\_SCOTT

**W**hen men become heads of their schools, they receive a pay rise of roughly £8,000. For women that figure is just shy of £6,000.

The government are working flat out to hire graduates with physics degrees – paying as much as £50,000 for them to train. Yet dig into the data and you will find no relationship between highly-qualified physics teachers and the average GCSE point score of pupils in science.

Statistics like these show the importance of data in education and how it should help navigate policy decisions.

Yet the numbers are all too often ignored. This is one reason why the Education Datalab, headed by Dr Rebecca Allen and launched on Wednesday night at an event presented by Newsnight's Chris Cook (pictured), has used the National Pupil Database and the School Workforce Census, to gather seven nuggets of information, which it hopes will inform teachers, school leaders and policymakers.

On the matter of women's pay, the discrepancy is shocking. Women dominate the teaching workforce, at all levels. Yet Datalab's research shows men are more likely to succeed in external appointments for headship.

When a male candidate is promoted to headteacher at the school where he works, he receives, on average, an £8,205 pay increase. Women in the same position would get £5,983. The man's raise would be smaller if he were switching to a different school, but still greater than that of a female counterpart doing the same thing.

The only time a male candidate takes a larger pay cut than a woman, in senior positions, is if he remains as a deputy headteacher but moves to a different school. In this instance his pay would decrease by more than £2,300; hers would fall by £1,500.

Education Datalab suggests this could be due to men moving out from London more often – losing the extra allowance they receive for working in the capital.

It also theorises that the higher wage for men could be attributed to them being more likely to take headships at more complex schools, or more risky headships.

But Dr Allen (pictured) also wonders whether there is an unconscious bias from interview panels – which are primarily governing bodies – towards male applicants.

She said: "Our findings need to be the start of a conversation about why women successfully achieve internal promotion to head from a deputy headship at the

school and yet do not achieve promotion at different schools.

"Their success in achieving internal promotions shows that schools who know them well trust they can be successful leaders.

"However, we cannot say whether they are applying for headships at other schools – they may feel geographically constrained or less confident that they are ready to do so."

Kate Chhatwal, chief programme officer at Future Leaders, described this analysis as "depressing". "It is almost as if women have to prove themselves to governors (and sometimes to themselves) in a way that isn't expected of men before being able to take on the role substantively," she said.

"And those who do look elsewhere for headships can face discrimination from governing bodies looking to recruit the "right man" for the job, evidenced both in anecdotal feedback and figures suggesting our female Future Leaders make more applications on average than male Future Leaders before securing their first headship."

Employing the right person for the job also matters in the physics examples. Despite government initiatives and rhetoric about the need to employ specialist teachers, physics graduates are not necessarily having the expected impact on classroom learning.

Datalab's research also raises doubt over whether science teachers with degrees in their subjects drive take-up of single-science specialist GCSEs, such as physics and chemistry, or whether causation works the other way and schools offering these subjects simply get more applications from teachers with specific degrees.

"When schools need to recruit a new science teacher, questions of how to fix the national supply of physics teachers are not relevant," said Dr Allen. "Instead, they need to know how to manage situations where the best interviewee may have a biology degree and yet they know they will have to ask them to teach across all the sciences due to a shortage of physicists.

"Our findings should give schools some comfort that great teachers can effectively deliver a curriculum beyond their own subject specialism."

It follows that policies focused on hiring more physics specialists might also not be a good use of time.

Getting people to change their mind on these topics is never easy, but with Datalab around it will be more difficult for politicians to argue that the "evidence says" something when, in fact, the opposite is true.

## NEW ACCOUNTABILITY MEASURES COULD HELP NORTHERN SCHOOLS MOST



NORTH



SOUTH

Yes. But how will depend on where you are. Local authorities in the north are predicted to see "sharp" rises in progress, including consistently low-performing areas like Blackpool, Knowsley and the Isle of Wight.

Knowsley, the worst performing area for GCSE results this year under the current five A\*-C including English and maths benchmark, could

make an 11 percentage point rise in its results by just "filling the slots" in its curriculum.

Authorities in London will continue to perform well under the new accountability measures. However, unlike in the north, further progress in the capital and the rest of the south will require improvements in attainment as well as curriculum.

## THE PUPIL PREMIUM GAP COULD CLOSE WITHIN DECADES



By entering children in receipt of the pupil premium in for more qualifications, the Attainment 8 measure will show the narrowing of the "gap" between such students and their peers more quickly.

It says that many pupil premium children are often low-achieving which makes it harder for them to achieve a C rather than a D, and ignores any substantial progress they have made throughout their schooling.

Education Datalab's analysis shows that the change in how progress is measured will see this gap close within decades, perhaps by 2032, rather than in 250 years under the current benchmark.



# Could Change Everything

## IT PAYS TO BE MALE IN TEACHING

2



That it does, despite men being in the minority. The analysis attempts to challenge the “well-versed” reasons that are given for women slipping behind in pay – primarily the impact of childcare.

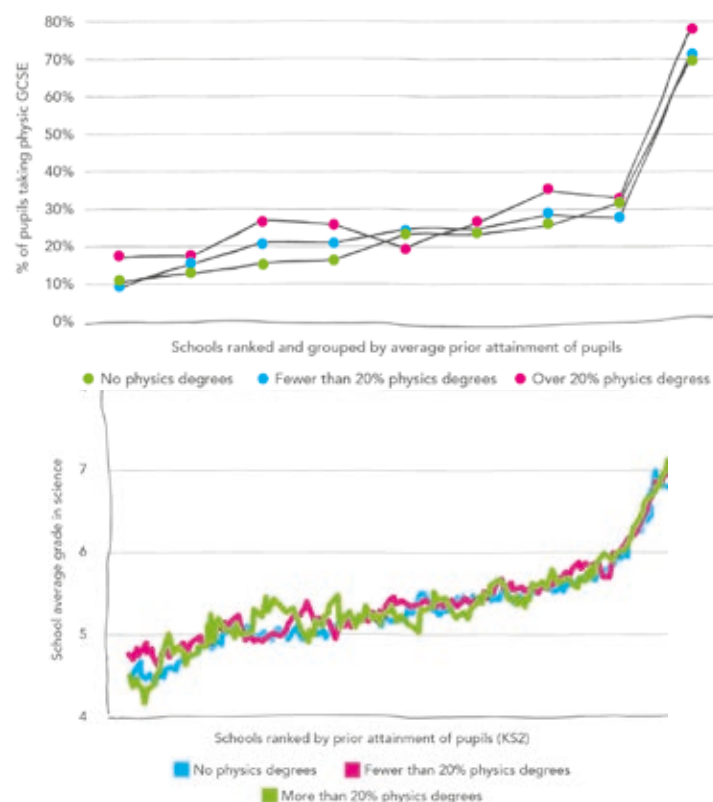
Men working in senior positions get, on average, £87 to £389 better annual pay rises than women in the same roles.

And men are more likely to be offered a senior position for an external post, whereas women are more likely to get promoted internally.

When men are offered headships within the same school, their pay is more than £2,000 higher than a woman offered the same job within the same school, similarly when they move to a different school

## SPECIALIST DEGREES NOT VITAL

3



Ministers have pushed the message that not enough physics graduates are taking up teaching positions.

But does a graduate teaching this subject equal better outcomes for the pupils?

It appears not. The data shows little variation in attainment or take up of physics based on whether a teacher has a degree in the subject.

Education Datalab's report asks: “Do specialist physics teachers encourage GCSE physics take-up, or do high triple-science entry levels attract specialist physics teachers to apply to teach at the school and does the school need to work harder to recruit them?”

## KEY STAGE 1 SCORES LIKELY TO DEFLATE

5

Education Datalab suggest that secondary schools often claim that primary schools inflate pupils' grades at Key Stage Two.

However, it seems people should be more worried about the deflation of Key Stage One baseline scores. Schools may be doing this so they can show more progress by the time pupils have finished Key Stage Two.

Given the decisions headteachers will be making in the coming months over who to pick for the reception baseline tests, this is an important issue to take note of.

## PUPIL PROGRESS IS NOT LINEAR

6

Children do not take an obvious course in their learning. They will often underperform or outperform expectations formed by teachers on the basis of their Key Stage One attainment.

The report found that only nine per cent of pupils take the “expected” pathways through key stages two, three and four. And the model to accurately predict a pupil's attainment falls even further in secondary schools.

As a measure to assess progress in the classroom by Ofsted and by senior leaders, the analysis believes such tracking systems need to be used carefully as the way children learn is too “idiosyncratic”.

## TOP 11+ FAILERS BETTER THAN LOWEST PASSERS

7

Is passing the 11+ a good indicator of academic success later in school life? In some cases, it appears not.

The analysis shows that those children who just pass the 11+, on average, perform worse than their primary school peers who just miss out on getting that place at the grammar school.

These “lowest passers” struggle against the rest of their grammar school peers, Education Datalab argues.

The evidence shows the “highest failers” outperform in attainment and GCSE English and maths, and take more qualifications, yet fewer GCSEs.

The “highest failers” are also twice as likely to be eligible for free school meals than the lowest passers.



# Comparing Manifestos - 1

## POLICY EXCHANGE

Think-tank Policy Exchange launched its manifesto today – but claims it is not one in the “traditional sense” as it attempts to attract attention from all political parties.

It is the first time Policy Exchange, which was established in 2002, has produced such a document ahead of an election.

The non-profit group has strong right-leaning links – it was set up by a group including former education secretary Michael Gove, current education minister Nick Boles MP and cabinet office minister Francis Maude. Its current chairman is conservative Republican David Frum, a Canadian-American.

In launching the document, the group said: “It is our hope and our belief that any or all of [the manifesto ideas] could be taken up by any main political party in May 2015, and they complement the broader policy recommendations we have put forward in our published reports.”

It adds there is a need to “address specific issues”. Policy Exchange believes its key manifesto points, while covering a broad range of topics, all focus on improving the quality of the education system and making sure everyone gets the best possible education.



Policy Exchange said the state of the education system has “reached a point of no return” when it comes to autonomy from government and its underlying message is about “freedom” in the system.

The think-tank wants the next parliament to address “big questions”. These include a focus on the accountability system, making sure it drives improvement and does not prevent innovation in schools, as well as asking what role the government has in recruiting, developing and training the education workforce.

However, it warns that declining teacher numbers and increasingly indebted graduates could lead to further problems in recruitment and its first two points seek to address these issues.



## WHAT THE LEADERS SAY



Jonathan Simons

Policy Exchange’s manifesto seeks to attract teachers into the profession by introducing a student loan repayment scheme.

The group believes it would save a “typical teacher” about £3,800 over the course of the next parliament, assuming graduates enter teacher training after paying £9,000 per year to attend university.

Jonathan Simons, head of education at Policy Exchange, said: “People choose to go into teaching for a number of reasons. But as the economy continues to grow there are lots of jobs becoming available including some with much higher starting salaries.

“There is a risk that increased student debt combined with the additional cost

of teacher training and the relatively low starting salary will be off-putting to prospective teachers.

Offering to cover student loan payments is a visible sign of the Government’s support for the profession and may also act to keep people in the classroom.

“It’s also imperative that our education system provides everyone with the best possible chance to have a secure job which gives them a decent standard of living.

“In a modern day economy, mastery of maths is increasingly important, as is the opportunity to retrain and develop skills throughout your working life.”

## MANIFESTO POINTS

1. **Introduce a repayment-of-student-loan scheme for teachers in state schools**
2. **Create a plan of local area support to attract teachers to schools and regions across the country**
3. **Require all students to study maths up until the age of 18**
4. **Increase the role of schools in early years services**
5. **Improve the quality of education for looked-after children**

## TO WHICH PARTY ARE THEY CLOSEST

One would expect a manifesto put out by Policy Exchange to be closest in alliance with the Conservative party given its right-wing founders.

Its requirement for maths up to the age of 18 is an issue all three main political parties have already agreed upon.

However, as stated in its opening address, this has been put together without any political allegiance in mind, in the hope any

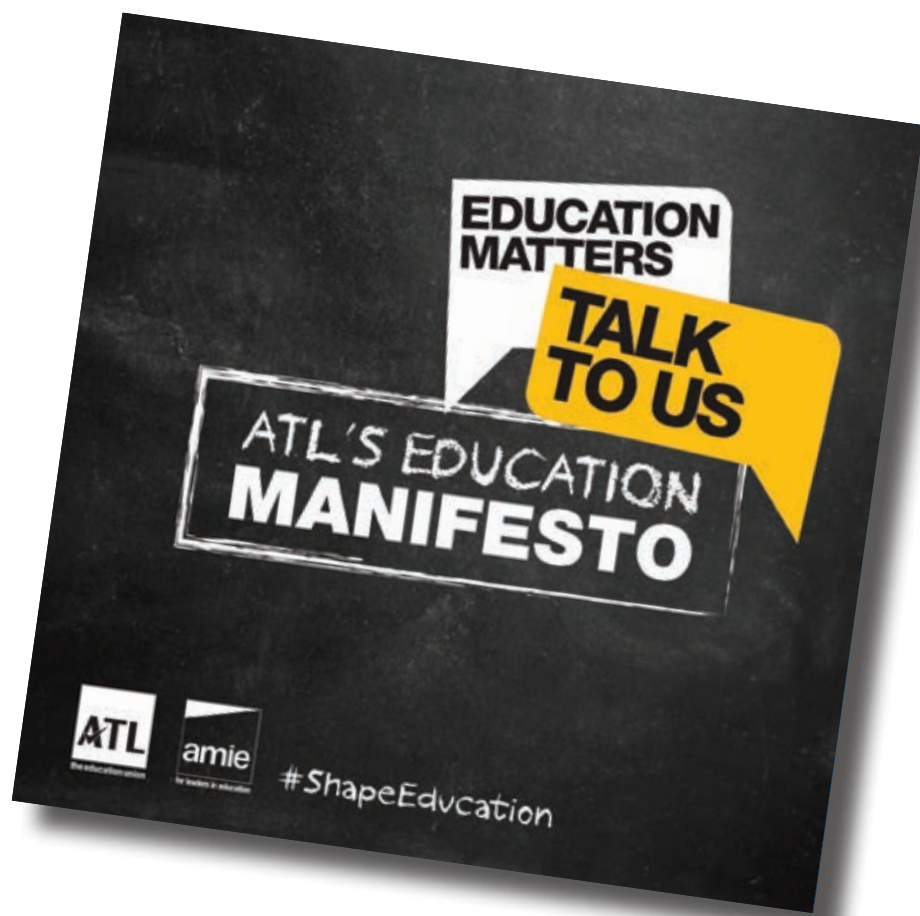
party can take up its points.

As a non-profit organisation it cannot support or promote any particular party, and this document clearly makes sure Policy Exchange does not promote any of its supporters or donors.

It could open the doors for Policy Exchange to align itself with alternative political groups.

# Part 1

In the run up to this May's general election, Schools Week will analyse the manifestos of various education organisations, typically from opposite ends of the political spectrum. This first pre-election manifesto comparison is between Policy Exchange and the Association of Teachers and Lecturers.



## ASSOCIATION OF TEACHERS AND LECTURERS

The Association of Teachers and Lecturers (ATL) is a trade union which supports more than 170,000 professionals across the country.

Its manifesto was launched last May in the House of Commons, a year ahead of the general election.

It was shaped by the views, experiences and opinions of its members, put together at regional conferences when ATL members were asked "what really mattered to them" and "what were their hopes for education". Views also came from workplace visits and branch meetings.

More than 1,000 members contributed after attending such events.

The manifesto, ATL says, is one element of its Shape Education campaign which has involved ATL members writing to their MPs, attending MPs' surgeries and debating the issues raised in the manifesto at conferences, continued professional development events and ATL meetings.

The union wants to use this manifesto



to "engage" with decision-makers and influencers in all political parties. The union wants its ideas to be "woven" into those parties' own manifestos.

ATL hopes to engage the public and policymakers by using the hashtag #ShapeEducation on social media site Twitter.

The union also plans on holding more events in the run up to the May election to debate policy ideas with MP candidates in a bid to "inform members' votes".

## MANIFESTO POINTS

1. **Seek a broad and balanced curriculum focusing on skills development as well as academic excellence**
2. **Transition from school to FE, HE and work needs financial support and excellent careers guidance**
3. **Education and students' futures need to be prioritised over profit**
4. **Education professionals need an end to excessive working hours and a genuine career path through a national pay structure and CPD**
5. **Schools need an accountability system based on collaboration, with local inspection arrangements and a new role for Ofsted**

## TO WHICH PARTY ARE THEY CLOSEST

As a union, it is expected that ATL's manifesto would share similar values to that of the Labour party.

The biggest comparison is the focus on the curriculum and careers advice, with both ATL and the Labour party calling for "broad curriculums" and a much-improved

careers advice service.

It touches upon issues which both education secretary Nicky Morgan and deputy prime minister Nick Clegg have already attempted to address – teachers' workload.

## WHAT THE LEADERS SAY



Mary Bousted

ATL's manifesto is critical of the coalition government's education policies over the last five years.

It hits out at the curriculum changes and exam reforms, as well as the academies and free school programme – particularly in relation to financial mismanagement highlighted by the Public Accounts Committee.

Dr Mary Bousted said: "So many exams are taken that the system is creaking. Schools have lost faith in the ability of exam boards to award the right grades and appeals have risen.

"Yet the coalition government's return to an overreliance on testing through final exams, which will assess just a small part of pupils' achievements, and its drive to promote a narrowly academic curriculum will ignore the skills and attributes young people need and skills that employers say

they need: communication and analytical skills; IT skills, creativity; interpersonal skills; resilience; a strong work ethic and empathy."

But it is not just the government which the union wants to address. Ofsted is on its lips too.

Dr Bousted said: "Ofsted has a credibility problem with the profession and with politicians – the agency is no longer trusted to make accurate and reliable judgements on individual schools. Ofsted needs radical reform."

She adds: "ATL proposes a new approach to inspection, one tailored to school improvement, proportionate in its impact; working with, not against teachers; conducted by experts in the subject/age phase being inspected and resulting in judgements that are valid and reliable."

# School Notice Board



## Can they hack it? Yes they can! **FEATURED**

The technical skills of Greig City Academy students were put to the test last week when they designed, prototyped and built projects for a 'smart city'.

The pupils, all in year 10, were taken from the first cohort of the GCSE computer science programme being taught at the school.

After plugging in their brains, the students took part in Hack Education 2015 (HackEd15), a project organised by the London Knowledge Lab.

It aimed to have the students contemplate and engage with the idea of an 'Internet of Things', a scenario in which objects can transfer data over a network without requiring human-to-human or human-to-computer interaction, and think about the design and build of a smart city.

Dennis Earle, teacher of computer science at Greig City Academy, aided the students throughout the event. He said: "It is really about getting the children engaged with computer programming, learning how to control robots and items in the real world."

After holding preliminary workshops in January and February and coming up with ideas to address challenges they experienced or were aware of, the students got to work.

Education technologist Tony Parkin, a group mentor for HackEd15, said: "The groups were incredibly independent and



Greig City Academy computer science Year 10 group at Hack Education 2015  
Inset: Greig City Academy computer science pupils presenting their concept HandE at the London Festival of Education

self-sufficient, they all ran like a dream for the two days.

"They were all really impressive and worked stunningly."

**The student projects included:**

- HandE, a glove fitted with sensors to control the home environment, from regulating the temperature of the room to controlling a TV.
  - DogBot, the concept that a robot could offer support to the visually-impaired as guide dogs do today.
  - Sortbot, a coin-sorting device and a gamification approach to persuade students to gather small change usually discarded on the floor, to feed into a device as part of a points reward scheme.
- Mr Parkin added: "Everything that was

feasible to solve in two days was done by the students and their projects were all of real high quality. They all hit some hard challenges but they overcame them.

"It was a fantastic opportunity for them to take things from theory and put them into practice and actually make things that do things."

The two-day event, nicknamed the 'hackathon', ended in a presentation from the students in front of an audience at the London Festival of Education held at the Institute of Education.

"Their presentations were very slick, they spoke well about their projects on the stage and it was very impressive to see it all come together," said Mr Parkin.

## Bonus ball for Rugby World Cup



School children in Exeter looking forward to welcoming teams to Rugby World Cup 2015

Schools across England and Wales have the chance to be part of the opening ceremonies when this year's Rugby World Cup kicks off in September.

The welcome ceremonies for each of the 20 participating teams are open to groups of between five and 50 pupils from primary, secondary and special schools, and will feature a vocal performance by the selected schools.

The ceremonies, across venues in both countries, will also include the formal presentation of official tournament caps and Rugby World Cup 2015 participation medals.

Chief executive of England Rugby 2015, Debbie Jevans, said: "We are delighted to offer schools the opportunity to be part of the Rugby World Cup 2015 welcome ceremonies.

"They will welcome each of the teams to the tournament and will celebrate the game of rugby, the local community and the participating teams."

Go to [www.youthsporttrust.org](http://www.youthsporttrust.org) to enter. Applications close on March 22 at 5pm.

## Read it now and read it loud



Twins Liam and Robert Boreham in Year 2 take part in Read Aloud at Woodvales Primary Academy

Pupils at a Northampton academy recently took part in Read Aloud, an annual celebration to mark the achievements of early readers who complete a Reading Recovery programme.

Organised by the Institute of Education's Reading Recovery centre, it enables children to show their new reading abilities.

Pupils at Woodvale Primary Academy took part last week to celebrate the success of

those who have overcome their difficulties to become better readers.

Principal Erica Holt said: "Staff and parents report that it is wonderful to witness the children's enjoyment of books grow and their skills develop in reading and writing.

"Not only is Reading Recovery a proven way of raising standards in reading, it is also an effective way to spend pupil premium money."

## Tree project launches in Bristol



Bristol mayor George Ferguson, CBBC presenter Naomi Wilkinson and One Tree Per Child co-founders Jon and Julian Dee with pupils from Bristol schools

All of Bristol's 36,000 primary pupils are being encouraged to plant at least one tree as part of an international initiative launched by actor and pop star Olivia Newton-John.

The city is the first to take part in the One Tree Per Child initiative, launched last Monday.

Bristol's council will cover the cost of the trees and tools – and if a school does not have any spare land then the authority will

find them a plot. Experts will also go into schools and talk about trees.

One Tree Per Child was started by Olivia Newton-John and Jon Dee, the founders of Australia's National Tree Day.

Olivia Newton-John said: "I believe that society benefits when young children get out, get their hands in the earth, and plant trees. Planting trees and shrubs is a great way for kids in Bristol to connect to the environment and their community."

# MOVERS & SHAKERS

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

**P**rofessor Maggie Atkinson is the new chair of the London cultural education organisation, A New Direction.

Dr Atkinson, 59, is the outgoing Children's Commissioner for England, a position she has held since March 2010.

A New Direction are funded by arts council England and promote practical ways that schools can develop cultural opportunities and campaign for the value of arts and culture in education.

Joining the organisation following a 36-year career working with children and young people, she said: "London's children and young people live and learn in one of the world's most vibrant and cultured cities, and London is their city – its history, artistic assets and activities are theirs to enjoy."

"I look forward to chairing the board so the organisation - and thereby London's children and young people – flourish."

Following training for her post graduate certificate in education (PGCE) at Sheffield University, Dr Atkinson taught English and drama at

Hungerhill School, Doncaster, before moving to Birkdale High School, Dewsbury, where she was head of English.

Stowmarket high school in Suffolk, has appointed **Dave Lee-Allan** as the school's new headteacher.

Mr Lee-Allan takes over following the retirement of the Keith Penn who leaves after eight years' service.

"I have worked in Suffolk before, I know the scene and what is working well there so when the opportunity came to work there I was really excited," said Mr Lee-Allan.

"The school itself has enormous strength and Keith Penn has done some great work but there is this next bit of work to be done and I just felt that I would have the ability to push them on to where they need to get to which is, in the first stage, a good from Ofsted.

"My immediate goals will also include delivering a sharper drive on teaching and learning and a more focussed approach to data and the interventions following the analysis of that data."

Mr Lee-Allan was previously vice



Professor Maggie Atkinson



Dave Lee-Allan



Rupert Maule

principal, later acting principal, at Westbourne Academy near Ipswich and then interim principal at The Hathaway Academy in Grays, Essex.

In South Gloucestershire, Sir Bernard Lovell School (SBL) has appointed **Rupert Maule** as its new headteacher.

Mr Maule spent the past six years as deputy headteacher at Redland Green School in Bristol; before that he was assistant head at Downend School, also in Bristol.

He succeeds David Turrell, who

retired at the end of last year after leading SBL for two decades.

Mr Maule says: "With the support of parents and the wider school community, it is clear that SBL has a very exciting and successful future ahead."

"I look forward to leading the school and helping it to fulfil its potential, ensuring that every student is inspired, challenged and supported to achieve more than they considered possible."

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



HM Government

BAE SYSTEMS

EARNING MY  
PROJECT  
MANAGEMENT  
DEGREE FROM  
THE INSIDE

Michelle Hook, 23

#GetInGoFar



Apprenticeships

GET IN. GO FAR



## St. Anthony's Girls' Catholic Academy

Thornhill Terrace, Sunderland, SR2 7JN

Required from 1st September 2015  
Permanent Posts

### Art Teacher - Subject Leader TLR2C

Governors may award an additional discretionary payment for an exceptional candidate

### Design & Technology Teacher MPS

St. Anthony's is an 11-18 Girls' Catholic Academy. NOR 1300 including 366 in Sixth Form with 36 A levels offered.

St. Anthony's was awarded Outstanding in all four OfSTED categories March 2013 and awarded Outstanding following the Diocesan Inspection in June 2013. It has been a specialist Technology College since 1999. In 2009 it was awarded High Performing Specialist School status and a second specialism in Languages. St. Anthony's is a member of the Leading Edge (SSAT) community and has extensive partnership working (locally, regionally, nationally and internationally). It also has an extensive educational visit programme. In 2013 it was named in The Sunday Times Top 250 state schools. It was awarded Teaching School status from September 2014. This is an exciting opportunity to join a vibrant academy community.

Application form and job description can be obtained from: [www.st-anthonys-academy.com](http://www.st-anthonys-academy.com)

**Closing date for applications: 12.00 noon Monday, 16th March 2015.**

**Interviews to be held: Wednesday, 25th March 2015**



The Academy is committed to Safeguarding Children. Successful candidates will be expected to undertake a Disclosure & Barring Service check.

If you have not heard by 25th March 2015 please assume you have not been shortlisted.



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## FERNDOWN UPPER SCHOOL HEADTEACHER

### EAST DORSET

Ferndown Upper School is a mixed comprehensive with just under 1000 students in the 13-19 age range. It is located in easy reach of the spectacular Dorset coast and countryside and the New Forest National Park.

Alex Wills, the current Head, has decided to retire next summer after a successful twelve year period in charge.

After a very rigorous and extensive recruitment process and very careful consideration the selection panel has decided to re-advertise the post of Headteacher of Ferndown Upper School.

We are now seeking an inspirational, dynamic and resilient professional to lead the next stage of the school's development. The successful candidate will also have a proven track record in raising educational standards and in managing change.

The school has a very committed team of staff, a most happy and secure environment and enjoys excellent support from parents and the local community. The governors believe that it is very important to sustain this positive ethos as the school moves forward.

Following the closing date longlisted candidates will be invited to an Information Day on Wednesday 25th March 2015.

The candidate information pack and an Application Form are available on the links below or go to the Ferndown Upper School website [www.fernup.dorset.sch.uk](http://www.fernup.dorset.sch.uk) and click on Job Vacancies.



**Applicants must apply via the Headteacher Application Form only.**

Closing date for receipt of applications: **12 noon on Monday 16th March 2015.**

Longlisting will take place on Thursday 19th March 2015.  
Shortlisting will take place at the end of the Candidate Information Day on **Wednesday 25th March 2015.**

**Final selection process: Monday 13th and Tuesday 14th April 2015.**

If you have any queries, please contact Mrs Pat Moor, Personnel Manager on **01202 871243** extension **203** or email [patmoor@fernup.dorset.sch.uk](mailto:patmoor@fernup.dorset.sch.uk).

**Candidate Information Pack includes:-**

- Letter to Candidates
- Headteacher Application Form
- Person Specification
- Job Description
- Information for Candidates – Exam Data and Extracts from the School Improvement Plan
- Form HR14 DBS Declaration

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to have an Enhanced Disclosure & Barring Service check.





# Nottingham Academy 3-19

Greenwood Road, Nottingham, NG3 7EB

## Teaching Positions at the Nottingham Academy:

Teacher of Science, Second in Science,  
Class Teacher x 2 – Primary Phase & Teacher of Mathematics



## GREENWOOD DALE FOUNDATION TRUST

Chief Executive: Sir Barry Day, OBE, Hon DEd, MSc, BA

### Teacher of Science

(Ref: 14-15/NA/038)

MPS / UPR

Closing date: 23 March 2015 at noon  
We are seeking to appoint a qualified, enthusiastic and imaginative Teacher with a passion for Science, required from September 2015.

### Second in Science

(Ref: 14-15/NA/037)

MPS / UPS plus TLR 1C (£7,471)

Closing date: 18 March 2015 at noon  
The Nottingham Academy require a motivated and inspirational Second in Charge to join their ambitious Science Department.

### Class Teacher x 2 – Primary Phase

(Ref: 14-15/NA/040/041)

MPS/UPR

Closing date: 16 March 2015 at noon  
Due to increasing pupil numbers at the successful Primary phase of the Nottingham Academy an exciting opportunity has arisen for two Class Teachers to join the dedicated and friendly teaching team, from September 2015.

### Teacher of Mathematics

(Ref: 14-15/NA/048)

MPS / UPR plus possible TLR

Closing date: 24 March 2015 at noon  
This is a fantastic opportunity for an ambitious Teacher of Mathematics to join a growing and passionate department in an Academy with great opportunities for development.

These are great opportunities to work for one of the largest Academies in the United Kingdom, with new and refurbished buildings and capacity for 3,600 pupils. The Academy opened in September 2009 on the three sites of its predecessor schools. It is one of only a handful of all-through 3-19 schools in the country with its own nursery, primary, secondary and sixth form provision. The most recent Ofsted in 2012 judged the Academy as overall good with outstanding for leadership and management.

The successful candidate will be joining the Secondary Phase of a forward thinking Academy where first class professional values and high standards of behaviour are highly valued. The Academy also offers a great CPD programme and great opportunities for career development throughout the Academy and the wider Trust.

Visits to the Academy are welcomed, as are applications from Newly Qualified Teachers (NQT's).

We currently also have several other teaching vacancies across the Academy so please visit <http://www.greenwoodacademies.org/vacancies/> for more information

For application forms and further information on these vacancies with the Greenwood Dale Foundation Trust, please visit our website or call our Recruitment Line on 0115 7483344

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.  
This position is therefore subject to an enhanced disclosure check under the Rehabilitation of Offenders Act 1974.

## ST THOMAS' CATHOLIC PRIMARY SCHOOL

### HEADTEACHER

SALARY: IN THE REGION OF £65,000

POSITION START DATE: SEPTEMBER 2015



#### An exceptional opportunity to lead a much-loved, Outstanding Catholic primary school into the future.

St Thomas' Catholic Primary Academy sits at the very heart of the Catholic community in Sevenoaks, Kent. Due to retirement, the Governors are seeking to appoint an inspirational Headteacher who is a Practising Catholic, leads by example and will further develop our school's great potential whilst maintaining its Catholic ethos and character. We are a committed member of the Kent Catholic School Partnership (KCSP) Multi-Academy Trust and this is an exciting opportunity for an experienced and enthusiastic leader to join our forward thinking organisation and to promote excellence in Catholic Education in Kent.

#### Everyone says that there's something special about our school. Here's what you'll find there:

##### A friendly, welcoming community made up of:

- Happy, motivated and engaged children, who are curious, enjoy learning and above all love their school
- A strong team of talented and collegiate staff open to ideas, willing to embrace new visions and committed to driving through school improvement
- A knowledgeable and active Governing Body who will support you as you strive to innovate, improve, encourage and engage
- An involved and dedicated Parent Body who work hard at developing our sense of community and are always on hand to help out

**An ambitious, progressive environment.** Reaching Ofsted Outstanding in February last year was just the beginning. We have a lot more to do. We want to extend the range and use ICT resources, for example. We want to explore the school's physical capacity as well as continue to improve the breadth and depth of our pupils' education. Your vision and energy will help us with this.

**An opportunity to work collaboratively** with a number of external organisations – KCSP, Sevenoaks & District School Partnership, Deanery and the Diocese Education Commission - and play an active role in the promotion of excellence in Catholic education in Kent.

**A carefully planned programme of support** including a comprehensive induction programme, availability of mentoring support and continued professional development and training targeted to individual needs.

#### We asked our children to describe what makes a great Headteacher and they said:

"Someone we can trust, who knows all our names, who remembers my brother – even though he left 3 years ago! Someone who is fun, kind, fair, a good listener, thinks differently, is cheerful, caring and loving, who sees things from our point of view."

**If it is time for you to take the next step in your successful school leadership career, then St Thomas' Catholic Primary School can offer you an exciting opportunity. We warmly encourage you to visit us.**

**Closing date: Monday 30th March at 9am**

**Short listing: Tuesday 31st March**

**Date of Interviews: Monday 21st and Tuesday 22nd April**

For an informal discussion about the role contact **Dion Mills** on 01273 721579/ 07899 063321 or via email [dion.mills@hays.com](mailto:dion.mills@hays.com)

For an application pack and to book a school tour, please contact **Emma Fletcher** on 01273 721579 or via email [emma.fletcher@hays.com](mailto:emma.fletcher@hays.com)

ST HELEN'S CHURCH OF ENGLAND PRIMARY SCHOOL, CLIFFE, KENT

# HEADTEACHER

START DATE: SEPTEMBER 2015  
SALARY: LEADERSHIP SCALE L13 - L18 (£51,372 - £58,096) PER ANNUM PRO RATA



Due to the relocation of our current Head teacher the Governors of St. Helens Church of England Primary School, Cliffe are looking to appoint an enthusiastic, passionate Head Teacher with excellent communication and leadership skills to lead our team and inspire us to continue to improve and raise pupil attainment and progress.

The school has made many improvements in recent years which we are proud of and we are keen to progress further through effective collaborative working. We are looking for a Head Teacher who will build upon our success to take St Helen's forward on its journey towards reaching its full potential.

#### ABOUT US:

- We are a friendly and happy single form entry voluntary controlled local authority run primary school with classes of 19-32 pupils. We take children 4-11 years.
- Our school motto is "Playing together, learning together, growing together" and this is reinforced by the Christian ethos that underpins the schools values.
- We are at the heart of our community and use the strong links we have built up to provide context and depth to our wider learning objectives.
- The Children are proud of their school and their community and at St. Helens we provide a safe and productive learning environment for them to thrive and grow into confident contributing members of the community.
- We have a dedicated and enthusiastic team of Teachers, Teaching Assistants, support staff and Governors with a large band of parent helpers who all work together to create a school environment where everyone's contribution is valued and children feel that their achievements and success are recognised.

#### THE APPOINTMENT:

The Governing body of St Helens C of E Primary School are seeking to appoint a forward thinking, committed and informed Head teacher with excellent communication skills. This is an exciting opportunity for someone looking to further develop their career and build upon those skills already gained from being a successful Head Teacher or a Deputy Head Teacher. The successful candidate will work in partnership with all stakeholders to ensure the continuing success and progression of our pupils. We are looking for a leader who will need to be able to challenge, inspire and motivate their team and develop a strategic vision for the school in both the short and long term.

We look forward to welcoming you to our school. To arrange an informal visit, please contact **Lynn Soules**, our school secretary on **01634 220246**.

Visit our school website [www.sthelenscofeprimary.co.uk](http://www.sthelenscofeprimary.co.uk)

This school is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Closing date: Thursday 2nd April 2015

Interviews: Thursday 23rd April 2015 – Assessment day  
Friday 24th April 2015 Interviews

## Skegness Academy 11-19

Burgh Road, Skegness, PE25 2QH

### Teaching Positions at the Skegness Academy:

Ref: 14-15/SKA

MPS/UPR

Required from September 2015



**GREENWOOD DALE  
FOUNDATION TRUST**

Chief Executive: Sir Barry Day, OBE, Hon DEd, MSc, BA

The Skegness Academy, sponsored by the Greenwood Dale Foundation Trust, opened in 2010 and occupies a large site with extensive sports facilities and green space. The Academy has completed a £19m capital building programme, providing new and refurbished buildings to give pupils and staff a high quality learning environment.

The Academy has a very supportive teaching team, committed to promoting high achievement in education. The Academy also offers a fantastic setting for training and development. The successful candidate will have access to an extensive CPD programme and opportunities for further career development through the Academy and the Trust.

We are seeking to appoint qualified, enthusiastic and imaginative Teachers with a passion for education.

The Academy are looking to recruit Teachers in the following departments for a September 2015 start;

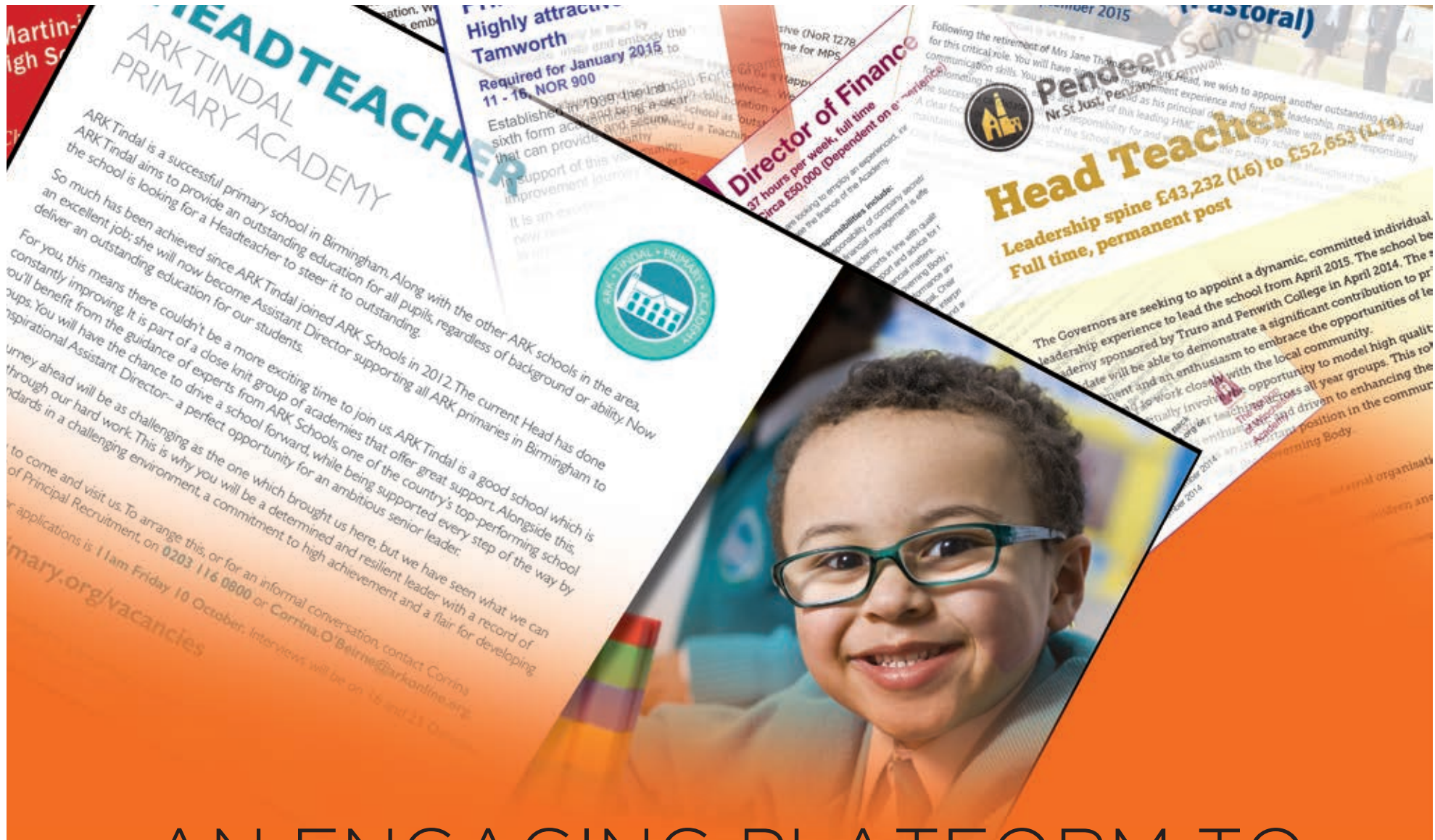
- Mathematics
- English
- Science
- History
- Geography
- Modern Foreign Languages
- Year 7

If you are interested in working at the leading edge of education, believe that everyone can succeed and are prepared to work hard, we want to hear from you.

Visits to the Academy are welcomed. To arrange a mutually convenient time please contact the Academy on 01754 879122 or email [adminsk@skegnessacademy.org](mailto:adminsk@skegnessacademy.org)

To arrange a mutually convenient time please contact the Academy on  
01754 879122 or email [adminsk@skegnessacademy.org](mailto:adminsk@skegnessacademy.org)

[www.greenwoodacademies.org/vacancies](http://www.greenwoodacademies.org/vacancies)



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# OCR

Oxford Cambridge and RSA

## SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

### Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

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

Difficulty: **MEDIUM**

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



What's the caption? tweet a caption @schoolsweek



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