



# Ex-minister's multi-academy trust collapses

**PHILIP NYE**  
@PHILIPNYE

An academy trust chaired by former education minister Jim Knight is to fold.

HTI Education Trust has announced that it will wind up and hand over responsibility for the two schools it runs because it does not have the capacity to support them properly.

A decision to cease operating was made in September, though details have only now emerged.

*Academies Week* contacted Lord Knight, who said trustee Matthew Chiles would speak on the trust's behalf.

Mr Chiles said: "We haven't grown fast enough to generate capacity to properly support the schools. So we just took the decision that [it was] best to seek new sponsors."

Lord Knight was minister of state for schools and learners in Gordon Brown's Labour government, but more recently has been company chairman of HTI Education Trust.

The trust is the parent body of the HTI Multi-Academy Trust, which runs HTI's two primary academies on a day-to-day basis. HTI Multi-Academy Trust is chaired by Anne Evans OBE.

Mr Chiles said that both HTI Education Trust and HTI Multi-Academy Trust would be wound up "as soon practically possible", and that the trust was hoping to meet with ministers to discuss what would happen to the trust's two schools.

"We're in close discussions with the department, and have been for a few weeks now. We'll continue to do

that," he said on Wednesday.

"I haven't had a chance to speak to Jim [Knight] today about how far we've progressed with seeking meetings with ministers, etc. But we're looking to move extremely quickly, obviously for the students' sake and the schools' sake."

The news comes after one of the trust's schools – Moor Green Primary School in Birmingham – was placed into special measures last month. The trust also runs Over Hall Community School in Cheshire, which has not had an Ofsted inspection since converting to academy status in September last year.

Asked for further details about the "capacity" issues that meant the trust was not viable, Mr Chiles said no further details would be provided at present.

"Each trust is different. I think what we'd like to do, and I think that Jim has said this publicly – we want a chance to brief the minister and the department on the particular circumstances we found ourselves in really. I think that's probably all I want to say about that," he said.

A DfE spokesperson said: "We are currently working with HTI Education Trust to secure the futures of Moor Green Primary and Over Hall Community School. We are making sure that pupils' education is not affected as we speak to potential new sponsors."

"Moor Green is in special measures – and clearly that is not good enough. We have consistently demonstrated that we are tough on underperformance in all types of school."



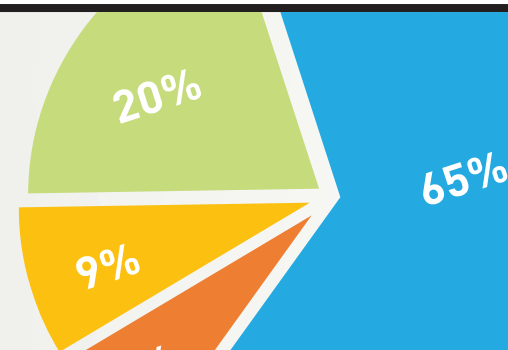
PA

**Osborne's £30m budget boost for academies in North and careers advice**

see page 2

## TEACHER TRAINING

A special feature



See the analysis on pages 16 and 17

EDITION 11

ACADEMIES WEEK TEAM

Editor:	Nick Linford
Head designer:	Nicky Phillips
Designer:	Rob Galt
Deputy editor:	Laura McInerney
Sub editor:	Jill Craven
Senior reporter:	Sophie Scott
Senior reporter:	Philip Nye
Reporter:	Billy Camden
Photographer:	Ellis O'Brien
Cartoonist:	Stan Dupp
Financials:	Helen Neilly
	Victoria Boyle
Sales manager:	Hannah Smith
Sales executive:	Negar Sharifi
Administration:	Frances Ogefere Dell

Contributors:	Jonathan Barley
	Will Bickford Smith
	Nick Thornsby
	Naomi Wood
	Nigel Genders
	Lord Baker
	Jill Berry
	Ting Ding
	Kris Boulton

**Managing director: Shane Mann**  
And tweet us your thoughts @academiesweek or with the hashtag #academiesweek

SUBSCRIBE

For an annual subscription to *Academies Week* for just £50 visit [www.academiesweek.co.uk](http://www.academiesweek.co.uk) and click on 'subscribe' at the top of the page.  
**[www.academiesweek.co.uk](http://www.academiesweek.co.uk)**  
**or call 020 8123 4778 to subscribe**

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on [academiesweek.co.uk](http://academiesweek.co.uk) or contact:  
**E: [advertising@academiesweek.co.uk](mailto:advertising@academiesweek.co.uk)**  
**T: 020 81234 778**

**Disclaimer**  
*Academies Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of Academies Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and Academies Week must be referenced (to not do so, would be an infringement on copyright). Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22–23 Holborn, London EC1N 2JD*

**Learning & Skills Events, Consultancy and Training Ltd**  
161-165 Greenwich High Road  
London SE10 8JA  
T: 020 8123 4778  
E: [news@academiesweek.co.uk](mailto:news@academiesweek.co.uk)

NEWS

Osborne earmarks £30m for northern academies and careers advice

**SOPHIE SCOTT**  
[@SOPH\\_E\\_SCOTT](#)

Chancellor George Osborne has announced a £30 million cash boost for education.

In his Autumn Statement, Mr Osborne said the “very best” academy chains in the north would benefit from an extra £10 million to improve standards in schools where too few pupils achieved five A\*-C GCSEs, including English and maths.

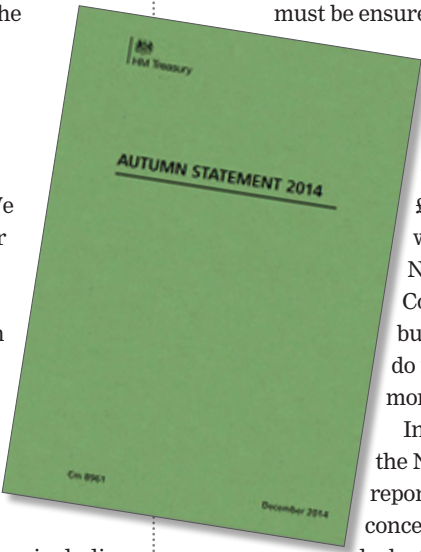
A Treasury spokeswoman, however, was unable to say what defined the “north” and that it “depended on where the need was”.

When asked how chains and schools would be identified, she added: “The process hasn’t been decided yet. We will make announcements in due course. We will be working on how to deliver it.”

Mr Osborne said: “The government inherited a situation in which school standards were too low, and performance varied widely around the country.

“The academies programme is driving up standards, but too many pupils are still not achieving five GCSEs at C or above, including English and maths. Half of the poorest — performing local authorities on this measure are in the north.

“The government is providing £10 million



to support the expansion of the very best academy chains in areas of the north with the weakest provision, to drive up standards.”

This summer’s provisional GCSE results show 15 local authorities in the North West, North East and Yorkshire and Humber performing below the national average GCSE benchmark. Knowsley and Blackpool are the lowest performing local authorities in the country.

Russell Hobby, general secretary of the National Association of Head Teachers, said: “Whilst extra funding is always welcome, it must be ensured that the money is given to the schools that really need it most.”

Careers advice will get an extra £20 million, a move welcomed by the National Careers Council (NCC). The budget documents do not reveal how the money will be spent.

In September, the NCC produced a report highlighting concerns around a lack of consistency and availability of careers guidance. For example, in one English region there were 134 careers advisory services; in another, just one.

NCC chairwoman Deirdre Hughes said: “It

is great to see the government recognising that more needs to be done to support young people with career decisions.

“This is an important step in the right direction. The key will be how the funds will be used to have the greatest impact and I will be very interested to see how the plans unfold.

“It would always be good to have more money. One of our three options we gave to government to improve services was costed at £17.5 million, so £20 million is a good step.”

The Treasury spokeswoman was also unable to say how the £20 million would be used and that it would be announced in “due course”.

Mr Osborne also said that he would consult on the use of umbrella companies that employed agency workers, such as supply teachers, a move welcomed by the NASUWT.

The union’s general secretary, Chris Keates, said: “In an otherwise bleak Autumn Statement a tiny glimmer of light emerged for the thousands of agency workers, including supply teachers, who are an important and essential resource for schools.

“Following intense campaigning and lobbying by the NASUWT and UCATT [a union for construction workers], the coalition government appears to have finally recognised the need to examine the issue of agencies using umbrella companies to deprive workers of their rights and entitlements.

“The announcement by the chancellor that he will review umbrella companies is a very small step in the right direction.”

MP calls for clarity as RSC powers expand

**PHILIP NYE**  
[@PHILIPNYE](#)

Regional school commissioners will need to be more transparent about their decisions when they adopt strong new powers next year, says Caroline Lucas, the Green MP for Brighton Pavilion.

To date, the commissioners (RSCs), part of the government’s new middle tier of accountability for academies, only recommend to ministers which free school projects should go ahead.

But from June next year, they will approve free school applications in their area. The Department for Education (DfE) confirmed this meant that ministers would not normally be involved.

Details of the new powers were mentioned in a guide for free school proposers put out by the DfE in September, but the change has not been publicised.

The decision is “totally unacceptable” unless the public receives more detail about the decisions the commissioners are reaching, says Ms Lucas (pictured).

She wants a register of interests to be published for “unaccountable and opaque” RSCs, and for minutes of the meetings in which they make key decisions to be published.

Taking post in September, regional schools commissioners were widely considered as

recognition by the government that Whitehall did not always have access to information about local school needs – though so far their powers to make decisions have been strictly limited.

Appointed by the Secretary of State, the RSCs have a remit of tackling underperformance in academies and boosting the number of academy sponsors. They are supported by a headteacher board made up of local school leaders elected by other local headteachers.

Although RSCs so far only recommend free school projects to ministers, from next June they will make decisions without reference to ministers in most situations.

From March, they will also take responsibility for deciding whether to cancel, defer or enter into funding agreements in the months before an approved free school is due to open, something they have only advised on.

After details of the changes emerged, Ms Lucas said: “We need a fair, transparent, accountable education system that puts the best interests of our children centre stage. Schools aren’t businesses – there should be no hiding place for vested interests.

“To take away decision-making powers from elected ministers and put them, without debate, into the hands of unaccountable and opaque regional schools commissioners would be totally unacceptable. The secretary of state must publish the minutes of regional



schools commissioner board meetings and a register of interests, so the public can see how decisions about our schools are being made and why.”

Ms Lucas has tabled a parliamentary question asking education secretary Nicky Morgan what plans she has to increase transparency around RSCs.

A DfE spokesperson said: “Information about the role of regional school commissioners and headteacher boards is publicly available, as are the decisions they make.”

Asked what information was published on RSC decision-making, the spokesperson said that this included a list of open and pipeline academies, and the list of pre-warning notices published by the department.

The spokesperson also said: “RSCs must declare all external interests to avoid any conflicts. A register of these is held by each RSC.

“We are currently considering the best format to publish notes of meetings of headteacher boards.”



# 'Whole cohort' KS2 annulments rise

SOPHIE SCOTT

@SOPH\_E\_SCOTT

Key stage 2 results in 37 schools were annulled in at least one subject last year, six times as many as in 2012.

The Standards and Testing Agency (STA) published its annual "maladministration" report of key stage 1 and 2 tests last week.

It said: "More decisions were made to annul rather than to amend children's results in 2013. In particular, where the doubt could not be limited to individual children or groups of children, decisions were made to annul the results for whole cohorts."

Whole cohort results were annulled in six schools in 2012; seven in 2011.

The STA told *Academies Week* it had "toughened up" on maladministration by removing the possibility of appealing decisions.

It added that in three schools where at least one subject was annulled, results were either annulled or amended in other subjects.

In July this year, the National College of Teaching and Leadership banned two headteachers and a deputy headteacher after they were found to have altered year 6 Sats papers.

In October, *Academies Week* reported that results at Cartmel Church of England Primary School in Cumbria were annulled after an investigation concluded answers



were changed on mental arithmetic and spelling papers once the tests had finished.

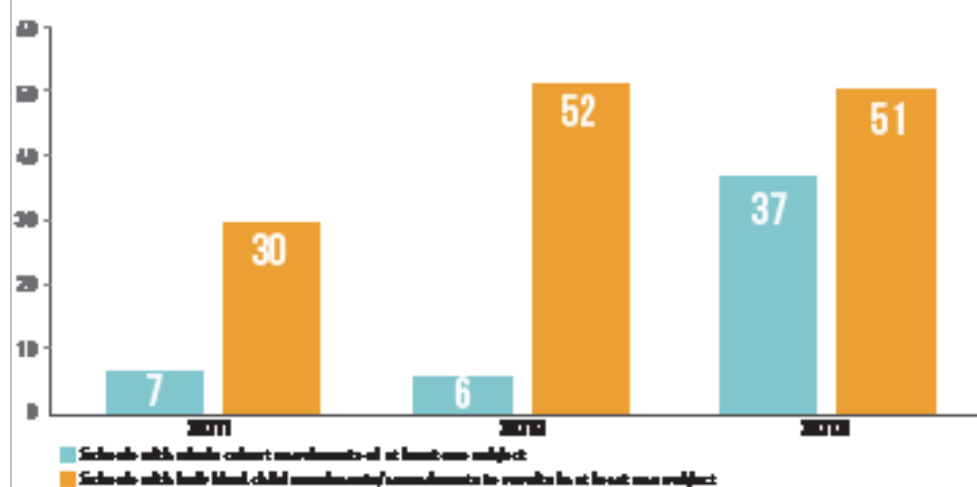
Pupils did not receive overall levels for their mathematics and writing tests. Reading grades were unaffected.

An STA spokesperson: "Ensuring pupils leave primary school having mastered the basics is a key part of our plan for education and parents must be confident their children's tests are administered appropriately and that allegations of cheating are dealt with seriously."

"We have toughened up on maladministration by removing the appeals process and sharpening the methods we use to detect it."

The STA also said there had been an

## Annulments/amendments at Key Stage 2



increase in the number of cases of alleged cheating at schools, up from 370 in 2012 to 511 in 2013.

The most common causes for reports of maladministration were wrongly opened test packs, over-aiding pupils and change of marked scripts before review.

John Roberts, chief executive at Edapt (pictured), a service providing edu-legal support and advice for school staff, said:

"The rise in annulments of whole cohorts' exam results can most likely be attributed to the guidance around maladministration being strengthened."

"There is now no right to appeal a decision made by the STA and annulments are seemingly made where there is any doubt that maladministration may not be limited to just one child or one group of children."

"While this appears to suggest a rise in systematic and school-wide maladministration, there has also been a significant rise in anonymously and school self-reported cases."

"This shows a willingness of the profession to whistleblow and report such cases that are discovered or suspected within the school itself."

# Ofsted chief defends 'impartial' inspectors

SOPHIE SCOTT

@SOPH\_E\_SCOTT

Ofsted's chief inspector has defended the impartiality of inspectors when they inspect faith schools.

Sir Michael Wilshaw said inspectors, and those working through its service providers, must report any potential conflicts of interest before they inspect a school.

He was responding to Lord Warner, chairman of the all-party parliamentary humanist group (APPHG), who asked in November "what steps [Ofsted] takes to ensure inspectors are independent of faith schools".

Sir Michael's defence follows Ofsted's disclosure that of 35 recently completed snap inspections, 11 found that schools "were not preparing pupils for life in Britain today". Analysis last week in *Academies Week* showed how this included a failure to promote British values, a requirement set out in the 2002 Education Act.

The Department for Education (DfE) also published advice on British values last week for headteachers and governors in maintained schools. It said that schools should meet the daily requirements for collective worship and ensure that pupils understood and respected that there were people with different faiths.

The DfE advice, however, specifically said that it was not intended as a reference for Ofsted. Schools were reminded that they "should refer to Ofsted's documents

to understand what inspectors look for in assessing this".

The British Humanist Association (BHA), however, said that it was concerned about practices at particular faith schools and potential conflicts of interest by Ofsted inspectors.

BHA faith schools campaigner Richy Thompson said: "The APPHG recently heard from individuals who attended Haredi Jewish and Accelerated Christian Education schools, both of whom outlined some disturbing practices."

"They also alleged that Ofsted inspectors have not always been independent from the schools they are inspecting, suggesting that Ofsted has not been following its own rules properly."

In a written response to Lord Warner's letter, Sir Michael wrote: "Inspectors are required to uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated fairly and with respect."

"These standards are assured through a code of conduct, which includes the requirement for inspectors to evaluate objectively, be impartial and inspect without fear or favour; have no connection with the provider that could undermine their objectivity; report honestly and clearly, ensuring that judgments are fair and reliable; and carry out their work with integrity."

British values and extremism, page 10



# ACADEMIES WEEK

For the latest school jobs turn to page 20  
or visit [academiesweek.co.uk/jobs](http://academiesweek.co.uk/jobs)

NEWS

# Poor pay leaves support staff sweeping the roads

**BILLY CAMDEN**  
@BILLY CAMDEN

Many school support staff have to take on a second job to make ends meet, suggests a survey for the trade union Unison.

Its survey of more than 15,000 school support staff discovered that 16 per cent have a second job to boost their income – including bar and restaurant work, delivering newspapers and sweeping roads.

About 90 per cent of staff also said they were concerned about the low pay, with 17 per cent admitting that they qualified for in-work benefits.

One support worker said: “Long term, I will be unable to remain in my job due to the pay being so little and the lack of possibilities for career progression. The pro-rata pay that support staff receive is insulting.”

The survey also revealed that 58 per cent of support staff were on term-time only contracts.

Unison general secretary Dave Prentis said: “School support staff are the backbone of every school and play a vital role in educating our children.

“They are being given more responsibilities and managerial titles, but their pay and conditions do not reflect this. Many are being paid just above the minimum wage, which is simply not acceptable for the amount of work and responsibility they have.

“Our members in schools help nine million pupils in 30,000 schools . . . They make a significant contribution to the ability of students to learn, and for teachers to teach, but they are a forgotten workforce.”

Critics of the government point to the 2010 scrapping of the School Support Staff Negotiating Body (SSSNB), the pay body for school support staff.

The Department for Education (DfE) responded to the criticisms by holding a consultation, which ended last month, calling for views on how best to develop new standards for teaching assistants.

The DfE said it was “currently analysing the responses” to the consultation and will announce the results in due course.

Shadow education secretary, Tristram Hunt, has said that if Labour takes power after the next general election, he would revitalise the SSSNB with the aim of securing a fair pay deal for support staff.

Speaking at Labour party conference in Manchester earlier this year, he said: “The next Labour Government will re-establish that negotiating body for the lowest paid; to deliver dignity at work for those who ensure our young people succeed.”

“The cleaners, janitors, dinner ladies, teaching assistants – the hidden army of our schools. As our friends in Unison, UNITE, and the GMB have long campaigned, it is time their contribution was recognised,” Mr Hunt said.

# DfE’s performance descriptors – panel of consultants revealed

**BILLY CAMDEN**  
@BILLY CAMDEN

The names of the 10 experts who drafted the new teacher assessment “performance descriptors” have been released after a Freedom of Information Act (FOI) request.

A report launched for consultation by the Department for Education (DfE) in October sought views on the “practical use and implementation” of new statutory teacher assessment performance descriptors, designed to assess pupils at the end of key stages 1 and 2, once pupils have been taught the new programmes of study for two years.

The consultation document stated that the performance descriptors had been “drafted with experts, including teachers, representatives from Local authorities, curriculum and subject experts”

However, in response to an FOI request of November 24, the DfE released the names of the panel who created the descriptors (see list, right). None of the panel is a serving teacher; the majority are educational consultants.

Speaking on the reasons for the appointments, a DfE spokesperson said: “We used subject and assessment experts . . . who had the time to devote to the drafting process and were experienced in supporting the delivery of national assessment policy.

“During the drafting phase, we spoke to groups of serving teachers and local authorities who reviewed drafts and we’re now getting the valuable insight of a wider group of serving teachers and school leaders by consulting on the draft descriptors.”

## The panel of experts

**Caroline Cooke**, an educational consultant in Nottinghamshire who worked on Assessing Pupils’ Progress (APP), a national approach to assessment that put the learner at the forefront

**Mavis Humphreys**, an educational consultant in literacy and assessment

**Margaret Fennell**, an educational expert to the Standards and Testing Agency and moderation manager at Herefordshire Council

**Heather Rushton**, a former director at the Centre for Excellence and Outcomes (C4EO) in Children & Young People’s Services

**Jo Shackleton**, an education consultant for Effective Practice, a consultancy that plans and delivers whole school programmes on guided learning

**David Shakespeare**, an education consultant at Square 2 Learning

**Andy Taylor**, the training and development manager of the Fischer Family Trust. He was formerly a regional and senior adviser for primary literacy with National Strategies

**Jane Turner**, director of Primary Science Quality Mark, a programme that allows primary schools to evaluate and strengthen their science provision at the University of Hertfordshire

**Alastair West**, a freelance education consultant

**Pamela Wylie**, a maths consultant

Source: DfE response to Mr Tim Taylor, dated November 24

Trials of the descriptors are also due to start in some schools next summer.

Views on the assessment can be submitted to [www.education.gov.uk](http://www.education.gov.uk) until December

18. The response on the consultation will be published in late February next year. Final performance descriptors will be published in autumn next year.

# EFA prepares for Clegg’s post-16 register

**PHILIP NYE**  
@PHILIPNYE

A new register of post-16 courses is to be created and made available to school sixth forms from September next year.

The new database will help young people “make informed decisions about their options”, said a Department for Education (DfE) spokesperson. However, it was still working out how the information would be gathered.

*Academies Week* reported last month on its website that Deputy Prime Minister Nick Clegg (pictured) had laid out plans for such a service.

The announcement led to criticism from the head of the admissions organisation, UCAS, who said that its Progress service already provided details of post-16 options.

Confirmation of the new database was revealed in an Education Funding Agency (EFA) news bulletin sent out to academies.

In the bulletin, the EFA said: “The Department for Education will ask post-16 providers to make information available about the courses they plan to offer, to help young people access details on the full range of education and training courses and opportunities open to them.

“This will be used to create a national database . . . The information will be available through web-based portals, and presented in user-friendly ways to help young people make informed decisions about their options. To achieve this, the established online portal market will be developed and we will build on good practice that exists in the post-19 sector.”

When first announcing the service, Mr Clegg said: “By giving every 16-year-old access to a one-stop shop for the growing number of choices they have, more young people will be able to access the options available to them and make better informed choices about their career paths.”

UCAS chief executive Mary Curnock Cook responded at the time saying that the admissions body had already expanded its service for post-16 choices and that this “now offer[ed] national coverage of vocational and academic courses in England and Wales”.



A DfE spokesperson said: “This system will provide a single source of information for portal providers about the courses being offered by post-16 institutions.

“Work is underway on developing the system and we will liaise with schools and local authorities about the most efficient way of providing the data.”

The department said that the database would make information on courses available “in a common format to agreed data standards”.

Further details of the database will be published in the new year.



## NEWS

## Where are Gove's 'magnificent seven' now?



“There’s a special reason I mention these magnificent seven...Every single one of them proves — every single day of their lives — that deprivation need not be destiny

Michael Gove, speech at ASCL conference in March 2012

FREDDIE WHITTAKER  
@FCDWHITTAKER

## Investigates

On March 26, 2012, Michael Gove namechecked his so-called “magnificent seven” academy leaders in a speech to the Association of School and College Leaders. Following the recent suspension of one of them, *Academies Week* asks: where are they now?

The suspension of an academy chain executive principal amid allegations of gross misconduct has shed light on a list of school leaders once hailed by the former education secretary.

Patricia Sowter, executive headteacher at the Cuckoo Hall Academy Trust, was suspended last week with her husband, trust director Phill Sowter and Cuckoo Hall headteacher Sharon Ahmet.

In a letter to parents, trust chairwoman Andry Efthymiou said the suspensions followed “allegations of gross misconduct that have been made against them, which need to be investigated”.

*The Mirror* has claimed the allegations relate to exam-fixing and bullying, which has not been denied by the chain. It is said to be putting arrangements in place for the running of its five academies in North London as it is investigated by the Department for Education and Ofsted.

But the revelation has led to questions about the group of seven leaders praised by Mr Gove more than two years ago.

An *Academies Week* investigation has revealed that only three remain in their posts, while one other is working at a different academy.

Of the remaining three, two have faced suspension — one quit entirely last year — and the third left his organisation amid a cloud of controversy over his payout.

## 1 AMANDA PHILLIPS

**THEN:** Executive headteacher at Old Ford Primary in Bow

**NOW:** Still there, and the chain claims to be going “from strength to strength”. In September 2014, Solebay Primary Academy became the third school to join the trust with Old Ford and Culloden Primary Academies.



## 2 DAME YASMIN BEVAN

**THEN:** Executive principal and headteacher of Denbigh High, Luton

**NOW:** Still there, at least until the end of December when she will retire. She became accredited as an additional Ofsted inspector in January 2013 and was appointed as a trustee of the United Learning Group board last November.



## 3 SIR PETER BIRKETT

**THEN:** Chief executive of the Barnfield Federation

**NOW:** An adviser on education strategy and performance after leaving Barnfield in August 2013 with a company car and payouts that the Skills Funding Agency criticised governors for allowing. The Federation has since been split up, with its academies and college going their separate ways.



## 4 JERRY COLLINS

**THEN:** Principal at Pimlico Academy

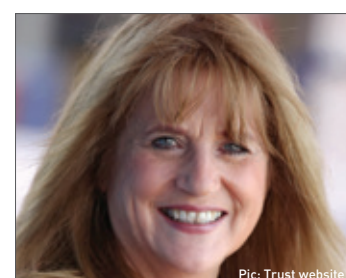
**NOW:** Principal at John Keats Academy in Enfield. He was appointed in late 2012 as principal-designate of the ARK project, which opened last September.



## 5 PATRICIA SOWTER

**THEN:** Executive headteacher of Cuckoo Hall Academies Trust

**NOW:** Suspended amid allegations of gross misconduct along with her husband Phill Sowter and Cuckoo Hall headteacher Sharon Ahmet.



Pic: Trust website

## 6 GREG WALLACE

**THEN:** Executive principal at the Best Start Federation

**NOW:** Situation unknown following his resignation last November following his suspension over an investigation into IT contracts allegedly handed to his boyfriend.



Pic: Rex Features

## 7 SIR BARRY DAY

**THEN:** Chief executive at Greenwood Dale Foundation Trust

**NOW:** Still there as head of the trust, which as of September had 26 academies open in England. He was knighted in the 2014 Birthday Honours for services to education.



NEWS



# MPs accuse Morgan of not listening

SOPHIE SCOTT  
@SOPH\_E\_SCOTT

Nicky Morgan is determined to continue with plans to decouple AS and A-levels, despite education select committee members telling her that she is not listening to the sector.

The secretary of state was giving evidence to the committee on Wednesday about exams for 15 to 19-year-olds.

She was questioned and challenged by both Alex Cunningham and Graham Stuart on the decoupling of the exams, due to go ahead next year.

Labour has already said it would reverse the decision, put forward by former education secretary Michael Gove, if it won the election next May.

AS-levels count towards full A-levels

at present. Ms Morgan said the AS qualification would remain, but would be separate from A2s.

Mr Cunningham, Labour MP for Stockton North, said there was near-unanimous support for keeping the current system and it concerned him that the decision was contrary to the professional viewpoint.

“The vast majority of the evidence we have received is against decoupling, but you are not going to reverse that?”

Ms Morgan responded: “No. No.”

She said evidence that the Department for Education had received was at odds with the committee.

Mr Stuart, chairman of the committee and Conservative MP for Beverley and Holderness, said: “I don’t think it is that different.

“You will have had exactly the same evidence . . . which is that there is very little support out there for the decoupling of AS with A-levels.

“And it sits rather oddly with a government that says it trusts the frontline and that schools know best, teachers know best — what’s best for their pupils — and there is overwhelming and near unanimous response from the entire sector saying actually they don’t agree with this.

“So you haven’t listened. And is it not something you can review?”

He asked if it would not be better to allow schools to decide and to offer both a linear two-year course, as well as the current AS and A-level option.

He also quipped: “Cambridge University could not be more vocal or more cross or more frequently in my office. It’s not just

children that you are inconveniencing. It’s a serious issue. It just doesn’t seem to fit very well.”

Ms Morgan responded: “On the Cambridge issue, our research and evidence is that AS-levels are no better predictors . . . of ability for university.

“Students can still take AS-levels, schools and colleges can still continue to offer AS-levels but I have already set out the clear view for the need of a linear system where students are examined after two years, not the continuous assessment and exams, both at the end of your first year . . . and then doing A-levels.”

When Mr Stuart asked what would make her revisit the decision to decouple, Ms Morgan said she would “listen” to what was going on.

EDITOR’S COMMENT

@nicklinford | nick.linford@academiesweek.co.uk

The eight Regional Schools Commissioners (RSC) have been described by some as mini-secretaries of state, although not one of them is elected.

We now know why, as from June of next year they, alone, will be able to decide which new free schools get approved.

Political decentralisation and the “localism agenda” is all the rage, but this is different. Giving unelected civil servants school planning powers is bound to spark a different sort of rage.

Rage, because critics of academisation, which by definition takes schools out of local authority control, will see this latest move as a further erosion of democratic accountability.

That said, the same people who complain about democratic gaps often also say they would welcome less political interference in education decisions.

Ultimately, though, it remains to be seen if a ruling by the RSC would remain final.

What happens if the secretary of state disagrees with an RSC decision after it is

has been announced? Could he or she afford to appear powerless and resist stepping in? Would we even know?

Time will tell, but at present the big issue is transparency.

At *Academies Week* we have interviewed all the RSCs, and we welcome the DfE’s commitment to publish RSC decisions and meeting minutes.



# READER'S REPLY



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

## Book Review: Growth Mindset Pocketbook


 **Ian Lynch, Staffordshire**

If you can't explain it to your grandmother you don't understand it. (Einstein) Seems to me there is a lot of education that is more metaphor, smoke and mirrors than explaining to grandma how it works. I don't think we need all these new labels on old concepts. It's pretty obvious to most teachers that attitudes that provide focus and drive to seek out and do difficult things make for more successful learning. Motivating such attitudes in most children (but not all) is difficult and as variable as the individual pupils. And like the children the adults look for easy ways to do it, the magic bullet that does not exist. In principle, teaching is simple. Decide what they need to know and teach it to them, test it and repeat. The practice of keeping children focused and motivated to learn what is specified is the real challenge and I can't see how a new set of buzz words will really make that much difference. After all, it's not as if this hasn't all happened over and over and how much impact has any of these things really had?


## Hunt private school partnership plan falls short of widening admissions


 **Janet Downs, Lincolnshire**

Hunt's 'hard-edged partnership' idea has the whiff of patronage about it. The idea that private schools should 'lend' teachers to state schools and offer careers advice implies private schools do these things better than the state sector. The same patronising thinking is behind private school sponsorship of academies. Why is there never any call for state schools to sponsor private ones? If state schools want to collaborate with private schools for mutual benefit, that's fine. But there should be no compulsion.

 **John Dewar, Edinburgh**  
All well and good, but of course this is not UK wide but just England & Wales. The charity test is much tougher in Scotland, has not been challenged, and schools are the better for it (and cheaper).

## Inspections reveal Ofsted's approach to British values in wake of 'Trojan Horse'


**BDB @BridgetBurke2**  
 Another example of things that distract from teaching and learning, trying to second guess what inspectors want #sighs


**Simon Arthur Nash @supernash69 (two tweets)**  
 Have I got that right? Ofsted want primary schools to do an audit on what their students know about democracy? Not sure my five year old is even clear he's in Britain, but I'll quiz him on the separation of power in the morning.


Correction


Last week, in the 'DfE seeks refund on £30,000 iPhone pilot' story, the accompanying cartoon featuring the ministerial team failed to include Edward Timpson

## DfE volunteers begin Workload Challenge analysis


 **Mike Cameron @mikercameron**  
That they've printed them out shows they have now way of understanding how to resolve the issue

 **Gill Ditch @brighton118 (reply to above tweet)**  
Exactly! Lack of data analysis / ICT skills?

 **Giles Booth @blogmywiki**  
VOLUNTEERS? Who are these volunteers?! Teachers in their spare time? (Not).


 **Ryan Duff @heliheadteacher**  
Even when analysed unless schools receive an increased budget how will they be able to implement suggestions

## Expert: How does being a charity affect a school?


**Paul hanks @The\_Data\_Adonis**  
 Is it not that many charities are not what people would consider a charity. Deal with cause not symptom


## Tim Brighouse profile


**Loic @LKMco**  
 Probably my favourite interviewee ever - I think he planned half hour stretched to 2hrs!

 **Cllr Anita Ward @HodgeHillLabour**  
Great article. He made a real difference in Birmingham, and is still spoke about with respect and fondness.

## Four academy trusts hit with financial notices to improve

 **Stuart Gilbert, Northampton**  
So, academies, the answer to all our education woes, are proving little better than the institutions they supplant. There's a surprise.

 **Gill Ditch @brighton118**  
That is terrible for the staff and students. This is why accountability is vital #toomuchfreedom

 **Bren @bjpren**  
M8s son attended BRA for a short while - they admitted they couldn't keep him safe! Probs run deeper?

Contact the team

To provide feedback and suggest stories please email [news@academiesweek.co.uk](mailto:news@academiesweek.co.uk) and tweet using [@academiesweek](https://twitter.com/academiesweek)

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

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

## A desperate hunt for the middle classes

Article by James O'Shaughnessy about Tristram Hunt's private school plan

## REPLY OF THE WEEK

 **Paul Crisp, Coventry**

Well written as ever but tight prose does not make up for a loose argument and the causal chain James invents here is frankly fantastical (and wholly unevidenced). In passing and by the way, if the independent sector is increasingly catering for an overseas market, as James argues, why should the British taxpayer extend tax breaks to them?

More to the point, why does discussion about the independent sector generate so much emotion and so little information? The answer is, probably, that the alumni of a small number of schools are seen to occupy a disproportionate number of key positions in society. But the independent sector is not Eton and Harrow, CLC and Brighton College. Of the estimated 2,500 independent schools, some are high achieving and some are rubbish. Like most things in life, there's a normal distribution with the majority being alright but nothing special. The trouble is that we don't really know how good they are because a) they have been very lightly regulated (and inspected) and b)we don't have performance measures which allow valid comparisons with the state system. Ofsted have recently taken the big stick to some independent schools but I for one would prefer Sir Michael to pay more attention to poor teaching and learning and less to the remote risk of potential jihadis.

My son was privately educated at secondary level and, at the time, this was a rational decision which I would make again. But the pedagogy in my son's school was weak and the quality of the teaching and learning was generally indifferent. The school was, of course, selective and maintained expectations of high academic achievement which was only slightly damaged by the poverty of the teaching. I wouldn't make the same choice now as the secondary schools generally, and locally, have improved dramatically and, frankly, I see little evidence that the independent schools have kept up.

Some state schools have things they can learn from some independent schools – and the reverse is also true. I am chairman of governors of a state school in just such a relationship. It's early days but looks promising. There are a lot of independent schools which have nothing to teach anyone and we should not be forcing their attentions on the rest of the system. Some better information about performance would help us sort out the good ones and more effective brokering could facilitate useful partnerships. This is of marginal relevance to tax status or suspicions that the elite look after their mates – that is a different social and economic equity argument.



# What is Tristram Hunt's

Last week shadow education secretary Tristram Hunt announced a policy requiring private schools to work in partnership with state schools — or lose a tax benefit. But what does the proposal involve? And is it a good idea? We looked at the details and asked activists from three other political parties what they thought

**LAURA MCINERNEY**  
Deputy editor of *Academies Week* @miss\_mcinerney



## FEATURE

Tristram Hunt declined to comment. Those words leapt out in a New Statesman article earlier this year describing how private and state schools could demolish walls between them. Andrew Adonis, Michael Gove, Anthony Seldon, even myself, all wrote articles. Tristram Hunt? He declined to comment.

The shadow education secretary was rightly lampooned for his silence. When private school students make up just 7 per cent of the population, but capture more than 35 per cent of Oxbridge places and the plum share of powerful roles then there is an inequality worth talking about.

In the background, however, Hunt's team started to work on a policy. Last week he announced it.

The proposal is simple: private schools will have to share their resources with state schools if they wish to continue receiving an 80 per cent tax break on business rates. Current estimates suggest the relief is worth a minimum £147 million per year.

A media storm followed the announcement. Critics from the right focused on two issues: the bureaucracy such a policy would require, and the fact that many private schools already collaborate with state schools. Left-wing

detractors called it patronising and decried the idea that state school teachers could learn anything from the private sector.

Hunt has been at pains to say that this is about more than sharing teachers. It is about releasing resources locked up behind private school gates. This might include teachers – but also musical instruments, playing fields, artists-in-residents, debating coaches, leadership experience. It's not a question of whether these things exist or would benefit from being shared. It is simply whether the schools, of both stripes, are willing to do it.

Private schools do already demonstrate their public benefit in charity accounts submitted each year and available for public perusal. However, in Parliament earlier this week, Hunt said that one school was receiving £180,000 of tax relief "just for showing its pupils' artwork on the walls". A quick check of accounts show that it's a bit of an elaboration to say the benefit was only for doing this.

But it is true that, in 2012, Bedales Prep School collected a minimum tax relief of £180,888 and said that the public benefited from free and open exhibitions of its pupils' work. Another school secured £66,074 of relief, but its accounts fail to mention any

state school partnership.

This does not mean the schools aren't collaborating with state schools, or that being isolated is common. It might be that they chose not to spend great amounts of time writing detailed reports – after all, wouldn't we rather teachers taught than wrote lengthy charity submissions? What it does show, though, is that so far the government has not been keeping an eye on and challenging schools about the benefits accruing specifically to state-educated children.

There is a fine line between "bureaucracy" and "transparency", and when nearly £150 million is on the line, it isn't unreasonable to ask private schools to spend time properly demonstrating that their benefit to

Wouldn't we rather teachers taught than wrote lengthy charity submissions?

the public equals the one they get from the exchequer.

The plan is also less bureaucratic than expected. Private schools will need to create an annual action plan outlining their school partnerships and submit this to the Independent Schools Inspectorate (ISI) as part of the usual inspection cycle. It is proposed that ISI will decide if the school

is meeting required standards, asking for additional information if not. If a school then fails to change, ISI will inform the local authority that the school is no longer eligible for business rate relief.

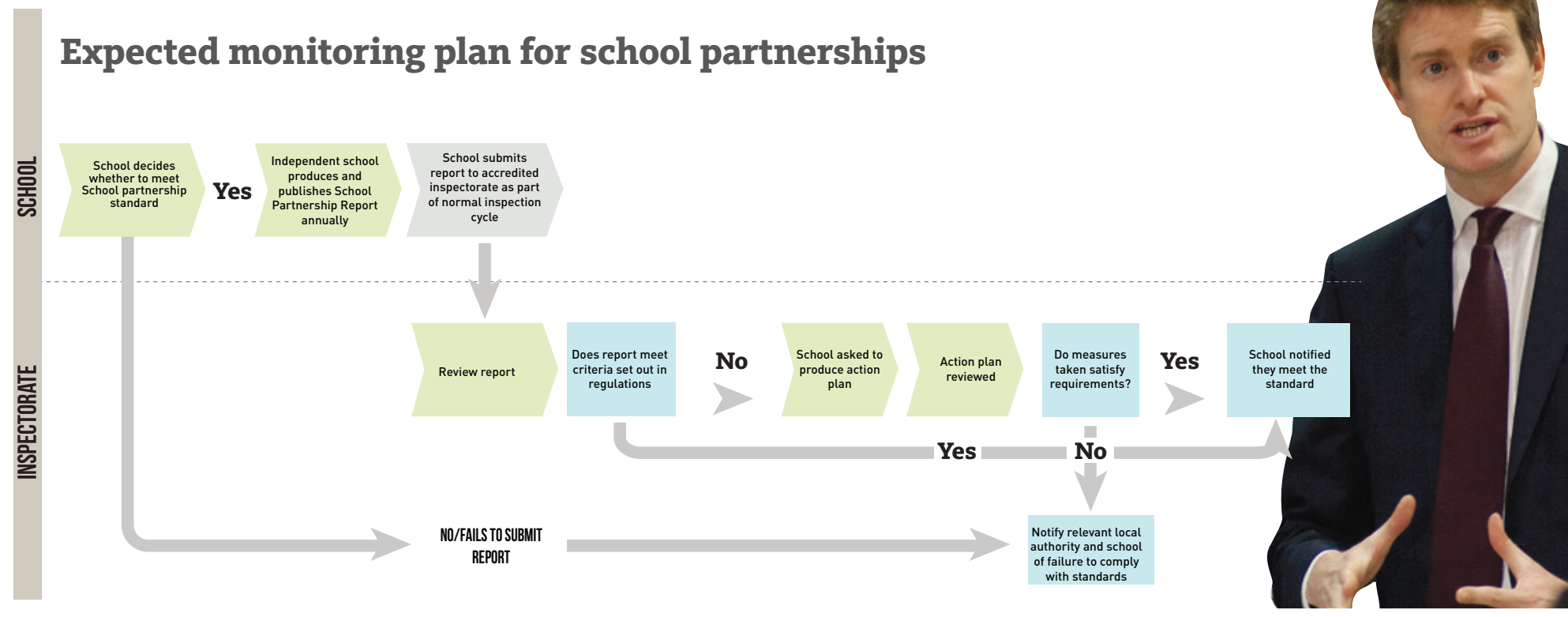
The paperwork is little different to what is completed by the schools already on top of this brief. That "private schools do all this already" has been a frequent argument against Hunt. But, if it is already being done, why the complaints?

More convincing are those people who say Labour should just scrap the tax relief. Why share theatres with private schools when, at £147 million savings per annum, you could build 100 theatres each year and give them away to state schools?

But this is about more than money. A problem of a "private versus state school" mindset is that the two groups become adversarial. Private school kids fear being beaten up on their way home, and state school kids feel like less-loved siblings compared with students taught in glorious surrounds while their school roof caves in.

The power of Hunt's proposal is the scope for reuniting this division. Why not have sports teams where private and state pupils play together? Why not joint orchestras, theatre productions, school trips and school councils? It is harder to fear people you know – and children soon come to realise that private school roofs also cave in, and state-educated kids typically flee from fights.

If the partnerships don't work then, sure, Labour could think about swiping the cash. In the meantime, at least Hunt has taken a step towards bringing down the Berlin Wall. Plus, it is nice to see him finally commenting.





# private school tax plan?

## JONATHAN BARLEY

Green party prospective parliamentary candidate for Streatham, south London



### The private system would still be idealised as something to aspire to

At the heart of the education debate are questions about values, what we mean by a “good” education.

I was educated in the private sector, but I have chosen a community education for my own children. Why? Education should be inclusive and equip everyone to participate

fully in society and lead a fulfilled life. We should reject market driven models of education based on creating units to compete in a global marketplace.

Tristram Hunt is right that there is a corrosive divide in education. But his policy would do nothing to address it.

Labour’s proposals mean taxpayers would still subsidise private schools and prop up the privatisation of education. The private system would still be idealised as something to aspire to. The market-driven models that successive Governments have promoted with their cultures of over-testing and league tables, would be reinforced. An understanding that education should be about human flourishing, would be further away than ever.

We need a child-centred approach to learning that builds on the skills and interests of each child. Education should be at the heart of communities and for communities, and should promote equality, inclusivity, social and emotional well-being and responsibility. It should be democratically accountable.

Under Green party proposals schools that



remain in the private sector, and hold the values of business, would be classed as a business. They would have all charitable status removed. They would pay all relevant taxes such as VAT and corporation tax. All state-sponsored scholarships would be directed to local authorities and remaining private schools would be asked to contribute to a national initial teacher training levy.

When I hear politicians championing their latest plan to improve state education I turn my mind back a year to when I worked at a challenging London state school and ask myself: “would this policy have helped me become a better classroom teacher? Would it have reduced the piles of books to mark or solved the lack of strong leadership on discipline?”

So it’s clear that Tristram Hunt has failed to understand the measures required to improve the lot of teachers in challenging schools.

What merit is there in forcing state school teachers to collaborate with their private peers when many in the state sector don’t have enough time to eat lunch or collaborate with teachers in their own school?

The best state schools show that a great education can be achieved through high expectations, discipline and excellent teaching. So why does Labour now see

## WILL BICKFORD SMITH

Teaches politics at an independent boarding school and runs Conservative Teacher Network



### Why does Labour now see independent schools as the saviour of the rest

independent schools as the saviour of the rest? Why does it believe that social mobility will be achieved if only private schools would play football against state schools? Of course wealthy independent schools should share their facilities and offer Oxbridge support, but the Independent Schools Association

estimates that 90 per cent already do so.

At the heart of this policy appears to be a desire to rule by diktat; forcing independent schools to pass the government’s ominous collaboration-audit or face a hefty tax increase. However, when recent research from Oxford Economics, the economics forecaster,



shows that the government saves an estimated £3.9 billion a year from parents who pay for their child to be educated, compared with the £165 million annual tax breaks for schools, what better argument for maintaining tax breaks for independent schools?

## NICKY THORNSBY

Lawyer, co-chair of Liberal Reform and a member of the editorial team of the weblog Liberal Democrat Voice



### The proposals will have a tangential impact on attainment in the state sector

When it comes to education policy it is generally true that the efficacy of a particular policy has an inversely proportional relationship with media attention. Unsurprisingly, headline-grabbing gimmicks rarely achieve substantive improvements. Headline-grabbing gimmickry is precisely

what Tristram Hunt has engaged in. From a public policy perspective, his private school proposals are almost universally bad. For a start, they would add a great deal of complexity to the oversight of schools and to an already overly-complex tax system. And they will do so while, at best, having a tangential impact on educational attainment

in the state sector.

Of course, school co-operation is a laudable aim, and the sharing of best practice and pooling of resources ought to be strongly encouraged. But where is the evidence that threatening schools is necessary to encourage such behaviour? And where is the evidence that such a policy would work, even if deemed necessary?

Last week the Liberal Democrat schools minister, David Laws, made a speech to the Centre Forum think-tank that stood in stark contrast. Mr Laws’s speech was serious and policy-heavy; it was not showy, and it certainly did not make the front pages. But it set out a clear and detailed vision on five particular areas of education policy (resources, early years’ education, teacher quality, school improvement and “getting politics out of education”), focused on raising standards and narrowing the attainment gap between rich and poor.

Tristram Hunt will no doubt be reluctant to admit that he has anything in common with Michael Gove, the former education



secretary, but both men certainly share a knack of too often prioritising the eye-catching over the important.

**UKIP declined to comment**

# EXPERTS

## NAOMI WARD

A former teacher and founder of ConnectED



## Why teachers are catching the Teachmeet bug

Some whole-school CPD can be misjudged, irrelevant and, often passive. Teachmeet provides the perfect antidote...

Teachmeet comes in many guises. The first I attended was a gathering of 10 teachers in a classroom. At the second there were 60, this time on board *HMS Victory* in Portsmouth. However, both gatherings were defined by the very simple concept of teachers sharing ideas and simultaneously building a professional learning network.

Presenters sign up to give a two, five or seven-minute presentation, usually on a subject associated with classroom practice. It is much the same as the TED model, where speakers must distil an idea into a defined timeframe. It is a challenge to engage and communicate in a short time but thrilling when someone gets it spot on.

Teachmeets are also radical, eschewing the “top down” model of continuing professional development (CPD). They’ve even been labelled as “unconferences” as there is no apparent hierarchy, no detailed agenda or materials and not a whisper about a school improvement plan. The idea derived from Harrison Owen’s idea in 2008 of “open space”, which argues there is greater productivity and creativity if a meeting is organic, fluid and offers space for reflection and spontaneous collaboration.

The atmosphere is unstintingly positive and anything seems possible

Why are they so popular? Teachers catch the Teachmeet bug. You can see the sparkle in their eyes during the coffee break and hear it in the conversations.

In some schools, teaching can be isolating. Recently, I moved back to the classroom after stints in middle leadership, naively thinking it would be easier to balance my work with other commitments. With six lessons a day and the usual marking and preparation, I felt very lonely.

As a leader, it’s your job to talk to your staff all day. As a teacher, you talk to the

students, but can miss the stimulation of talking about your profession. So my first Teachmeet oxygenated my drive to explore the possibilities of education and connect with brilliant people. There can be an inertia in some whole-school CPD. It might be misjudged, irrelevant and, often passive. Here was the antidote. I could follow my own path was propelled by my own motivation. And I could participate.

So what impact do they have? As the evidence is mainly anecdotal, here are some observations supported by input from fellow Teachmeet facilitators.

1. There is a tangible impact on well-being, or “the Teachmeet bounce”. The atmosphere is unstintingly positive and anything seems possible.
2. Teachers leave armed with two or three practical ideas, some of which I have tried the next day: high order questions written on paper aeroplanes, “Poundland” pedagogy and flipped learning.
3. Teachmeet-style presentations are used increasingly in whole-school CPD.
4. They allow individuals to build a professional or knowledge network (or staffroom) that provides a new route to career development and promotion.
5. Collaborative projects can evolve. Where local authorities may have facilitated links between schools in the past, Teachmeet now provides this space. At Teachmeet Pompey, I met a museum educator and went on to collaborate on a six-week project to improve boys’ engagement with writing.

The future for Teachmeet looks bright. Already, the movement has influenced the development of more ambitious conferences such as Pedagoo London, Pedagoo Southwest, Northern Rocks, ResearchED and the Teaching and Learning Takeover. Arguably, these events are a different breed, so what lies ahead for the “pure” Teachmeet?

I think that they will proliferate and influence CPD in schools. More teachers will get involved and they will become a mainstream part of CPD instead of an obscure club. They will likely also attract more sponsorship as corporations realise the power of reaching this audience.

There is also potential to connect teachers with other sectors such as museums and heritage, business and enterprise, and community organisations. In the spaces between those compelling presentations, projects can develop to improve educational outcomes for young people, and build strong links in our communities.

So find out where your next local Teachmeet is. I bet you catch the bug.



## NIGEL GENDERS

Church of England chief education officer

## Should Ofsted police extremism?

Ofsted should be clear what constitutes extremism and how “British values” can be measured before inspectors start making judgments

There is a new duty on college and schools to prevent individuals being drawn into terrorism; organisations repeatedly inviting extremist speakers or failing in this duty will need to respond to ministerial directions.

The threat of radicalisation must be treated seriously and Church of England schools are committed to being part of the solution. But if schools are to be held to account on extremism, they need clear advice about how they can prevent young people being drawn in. More than just preventing extremist views, we need to promote a more positive vision. This means more high quality religious education, equipping children with

At what point are schools responsible for what pupils watch and who they talk to?

critical skills and teaching pupils that those who advocate violence and hatred in the name of God are distorting their faith.

The first duty of government is to provide a safe environment for its citizens. It has every right to legislate to do so. However, the language when doing so should provide a clear understanding of extremism but not stigmatise deeply held belief. Understanding the difference between conviction and inciting hate, disrespect or even violent action will be key to the success of any proposed strategy.

It is into this uncertain ground that Ofsted is invited to tread. Over its 20 years, Ofsted has made a colossal contribution to improving England’s education standards, but what we are asking of the inspectorate today is very different to its original role.

Recent inspections suggest that Ofsted is increasingly required to make nuanced judgments about aspects of school life where there are few, if any, guidelines. This is an unreasonable expectation to place on inspectors and is unfair on schools if

Ofsted hasn’t beforehand made clear what it is looking for. Without a major rethink, the credibility of Ofsted’s judgments will be quickly undermined and we will lose a valuable asset for the sector.

For many schools questions need to be asked about the role of Ofsted in “policing” and enforcing the new statutory duties proposed under Theresa May’s counter-terrorism bill. Who decides what is the “extremist” thought that children must be protected from? Who sets the benchmark? How will schools determine at what point they are responsible for what pupils watch and who they talk to; at home, on the bus, walking home? How do schools balance the emphasis on monitoring the Facebook pages and videos their pupils are accessing with the duty to teach breadth of curriculum? There will need to be a sense of scale and perspective in finding the answers to these and other associated questions.

Sir Michael Wilshaw, Ofsted’s chief inspector, recently expressed concern about the reliability of inspectors. At the same time, a number of schools have recently been threatened with or placed into special measures due to a range of concerns loosely grouped under the umbrella of “British values” – a concept that has not been thought through to deal with the complexities of our society.

In one case, Ofsted inspectors backtracked after criticising a rural primary school for failing to introduce pupils to ethnic diversity. This helps no one. The experience for schools marked down for not promoting “British values” is to subject them to a catch-all phrase without necessary clarity.

It matters how young people relate to each other, and see themselves in the world. It matters how we equip them to engage with what they see on Facebook or YouTube. This is just as important for tackling extremism as for addressing cyber-bullying. The health, happiness and curiosity of young people are fundamental.

Ofsted should focus on the breadth and quality of education provision. While it works out how it measures “British values” and schools wonder how they might be downgraded for failing to promote them, asking it to become the schoolroom security service is a step too far. We have access to both counter terrorism experts and educational professionals. Suggesting these groups swap roles in an attempt to build a safer society needs more thought.

A longer version of this piece is available online. See [academiesweek.co.uk](http://academiesweek.co.uk) for the link.



## EXPERT

LORD  
BAKERChairman of the Edge Foundation and  
the Baker Dearing Trust

# We need more pathways to higher technical skills

Pushing the academic path at the expense of technical education has stretched the link between education and the economy almost to breaking point

In 1712, Thomas Newcomen installed the first commercial steam engine at Conygree coalmine in the West Midlands. It pumped 10 gallons of water per stroke from a shaft more than 50yd deep.

In the years that followed, James Watt and his business partner Matthew Boulton, improved the Newcomen's steam engine. Others then followed, not just with the steam engine but with looms, drills and a host of other machines.

The Industrial Revolution was built by artisans and experts, not by graduates in theology, law and the classics. These were engineers who knew their machines and found ways to make them better.

The lessons were not lost on Britain's competitors. Germany in particular invested

in technical and vocational training throughout the 19th century. Indeed, much of modern Germany's economic strength stems from a lasting commitment to technical pathways through school, apprenticeship and beyond.

England went in a different direction. Here, the academic path from grammar school to university and the professions came to dominate ideas about education. The vocational path was a distant second.

My friend, Ron Dearing, chaired a National Committee of Inquiry into Higher Education in the mid-1990s. The Dearing Report called for a significant expansion of higher education to support a learning society and the knowledge economy.

This formed the basis of Tony Blair's pledge that 50 per cent of all young people below the age of 30 would experience higher education. We came tantalisingly close in 2011-12, when participation reached 49.5 per cent.

However, growth was uneven. First degrees grew by more than 75 per cent in the humanities, art and design, but by less than 20 per cent in engineering and computer science.

The results are plain to see. The Office for National Statistics has revealed that nearly half of all recent graduates – 47 per cent – are in jobs that do not require a bachelor's degree. Meanwhile, we face growing shortages of people with high-level technical skills.

One reason is that Ron Dearing's subtle and intelligent report was reduced to a single, simplistic target. We failed to heed his recommendation that "... much of the further growth of higher education, at least in the short term, should be in the Higher National Certificate, the Higher National Diploma and other analogous awards".

**Among 20 to 45-year-olds, barely 10 per cent have high-level technical qualifications**

Again, the results speak for themselves. As the OECD reported last month, we have far fewer people with high-level

technical qualifications than our principal competitors. Among 20 to 45-year-olds, the figure is barely 10 per cent.

A few days ago, the CBI's John Cridland, the TUC's Frances O'Grady and Sir Charlie Mayfield, chairman of the John Lewis Partnership, put their names to a report by the UK Commission for Employment and Skills, "Growth Through People". Their message is clear: businesses aren't getting the skills they need and there aren't enough pathways to higher technical skills.

The UKCES report rightly points to university technical colleges (UTCs) as a good example of how technical education can be developed and delivered in partnership with employers. UTC sponsors and supporters range from household names such as Siemens and Toyota to hospital trusts and local businesses employing fewer than 20 people.

When students leave a UTC, they can change direction because they have a solid core of academic qualifications. However, most choose to continue in a specialist field such as engineering, technology or science. At JCB Academy in Staffordshire, almost half of this year's 18-year-olds opted for apprenticeships leading to high level technical qualifications.

UTC alumni are following in the footsteps of Newcomen, Watt, Boulton ... and present-day giants such as Sir Jonathan Ive, Apple's world-famous designer and innovator. They know their machines, their products, their software – and they will find ways to make them better. They will build the next Industrial Revolution.

## Tongues will be wagging...

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

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

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



Call 01264 729581 Email [hello@empra.co.uk](mailto:hello@empra.co.uk) Visit [empra.co.uk](http://empra.co.uk) @empra



## PROFILE

SUE  
WILLIAMSON

SOPHIE SCOTT  
@SOPH\_E\_SCOTT

Sue Williamson smiles when she says that her late father would be “appalled” that she’s an Arsenal fan.

Her allegiance is mainly geographical as the Specialist Schools and Academies Trust (SSAT) is just two miles from the Emirates Stadium, Arsenal’s homeground.

Growing up in Finchley, north London, her father introduced her to the world of football with Tottenham Hotspurs.

She was the eldest of four and was the first to make the trek to White Hart Lane, as her hard-working dad bid to spend time with his children.

“He worked in a factory and would work evenings and Saturday mornings to earn extra money. But his Saturday afternoons were sacrosanct.

“He wanted to see us, so he took me to watch football. He was really delighted that I liked it.”

This relationship is clearly a special part of her life. The family moved to Clacton-on-Sea when she was 17 and, as the cost of travelling to see Spurs became too much, her father switched allegiances to the closest First Division team – Ipswich Town. She stopped going to see the club play after her father died, but still supports the team.

“I owe everything to my family. And the great sadness is that my parents never saw me even get to be a deputy head.

“My mother died from cancer when she was 59 and my dad died when he was 66, from Alzheimer’s.

“Working for SSAT I met Tony Blair three or four times.

I have been to Downing Street I think it’s four times now. I got into a taxi at King’s Cross and said ‘Downing Street, please’ and thought how did I ever get here?

“I had this conversation with Lady Maria Satchwell, the head of Madeley Academy [in Telford] We said we had very normal, ordinary lives and there we were, going into Downing Street.

My parents wouldn’t have believed that.”

Her career is atypical, as she spent her first ten working years in administration in the health service.

Having failed her 11-plus, she attended the local secondary modern for girls where, up to year

9, she spent more time outside the classroom than inside, learning.

She admits to truanting “on the odd occasion” but says it was “minor stuff really, chatting to my friends, I wasn’t interested to be honest.

“One time I was outside the classroom and the

headmistress walked past me and said ‘do let your mother down gently’ before stomping off.

“But something must have stuck and I then started to work. I got seven O-levels.”

Discouraged from teaching by her own teachers, it wasn’t until her late 20s that she was gently nudged

towards the profession.

“Who really pushed me in the end were the doctors. I wanted to make a difference and work with children.

“It was the doctors who said that good teachers aren’t always the best academically, and because I

“I’ve been to Downing Street. My parents wouldn’t have believed that”

failed the 11-plus, I had always thought I was not very good at academia.

“They said go for it, do the degree and see if you like it. I got a lot of encouragement.”

Professor David Hargreaves influenced her most. “He was the man who gave me my confidence. That was about



## IT'S A PERSONAL THING

### What's top of your Christmas list?

Cooking equipment. I want some nice little flan dishes and some measuring spoons, but that's it. It's all minor. When you get to my age you have most things.

### If you could cook anything as precisely and as beautiful as anything on *MasterChef* or *Great British Bake Off*, what would it be?

Can I think about that one? Cakes of the standard from the best French patisseries

### What has been your favourite holiday?

Normandy. It's the history and it's because we can all go together and take the dog. My other favourite place is Prague, but it is getting too touristy. And Dubrovnik, have you been? Go. It's beautiful. The pavements are made of marble. When we first went it was after the war and there were still bombed-out hotels. It's a beautiful city and the sea is so blue.

### Do you speak any languages?

No, and that comes back to school. We were a secondary modern so we didn't learn languages.

### If you could learn one, what would it be?

Chinese. It's difficult but we do a lot of work with Chinese schools. Or Spanish



Sue aged 9 at her grandfather's forge, wearing a leather apron her grandfather made



Sue and husband John on holiday



Above: Sue and husband John on his 65th birthday, they had a flight and lunch on Concorde



Newly arrived headteacher at Monks' Dyke School, 1994

15 years ago, so it was a long journey. . . I don't want anybody else to go through that, I want them to be confident."

After studying at the Institute of Education, she became head of history at the Manor School in Raunds and worked in Northamptonshire for the first years of her teaching life.

She faced the worst moment in her career after she'd moved to become head of sixth form at Slough's Herschel Grammar School, Berkshire, when a pupil, who had been struggling to pass her maths exams, committed suicide.

"The impact on the whole of the lower sixth was unbelievable. That's the first time I realised the power of counselling," she says, still upset by the memory.

Her first headship was at Monks' Dyke School in Lincolnshire where she dramatically improved GCSE results and oversaw it becoming a technology college.

Her time at SSAT, where she has worked since 2002, has had its struggles. After being appointed as chief executive in November 2011, the charity faced massive funding problems and went into administration. Six months later, she led a management buyout.

"I am not making a political statement here, but the coalition government ended the diploma contract, the 14-19 contract, and £30 million in funding disappeared.

"It also decided not to ring-fence the specialist schools' money, so that was another £11 million.

"It was horrible, really horrible. What prepares you for that? It was awful to lose that safety blanket of grant money, but it is much cleaner now."

She lives in a small village ten minutes from Cambridge – or an hour, if you catch the traffic at the wrong time – with

her partner of 15 years, and soon-to-be husband, John, and their German Shepherd, Kim, a breed favourite of hers (she has several German Shepherd ceramic statues dotted around her home).

She wanted but was unable to have children. "You have met my baby anyway, Kim. And, I have lots of children, because I have been in teaching."

John has a daughter and grandson, Callum, who Williamson is obviously very proud of. A large picture of him hangs in the couple's conservatory, and she regales stories of his academic and sporting success; he is training to be a football linesman and at 16 stepped in and saved the day at a Telford AFC game against Blackburn Rovers when a linesman collapsed.

Her heroine, she says, is Mary Berry. She uses the weekends to practise her baking and cooking, and to relax after a busy week. A normal working day starts at 6am when she catches the train into London and ends at 7pm when she gets in her car and listens to *The Archers* – "those 15 minutes when I am driving home are sacrosanct. And if I am at home, John knows not to interrupt me when it's on."

A fan of *MasterChef*, she believes some lessons could be learnt from the competition when it comes to education.

"Those challenges are probably a better test than our exams, aren't they? I always think when you watch *MasterChef*, you can see the feedback they get, and it's valued, because you have got two great chefs and a diner - poor old Gregg.

"I bet we only see bits of that feedback, but you can see they take on board the criticism because it is valid criticism.

There's something there. What I do know is that a three-hour exam doesn't tell you everything about a child or a young person."

## Curriculum Vitae

### Born May 20, 1951

#### School

1962-1967 Manorside Girls School, Finchley

1967-1969 Kilburn Polytechnic

#### University

1976-1979 Middlesex Polytechnic

#### Work

1969-1979 Samaritan Hospital for Women, cashier

1980-1984 Raunds Manor School, Northamptonshire, head of history

1984-1988 Sponne School, Northamptonshire, head of history, economics and sociology

1988-1994 Herschel Grammar, Berkshire, head of history, then head of sixth form and then deputy head

1994-2002 Monks' Dyke Technology College, Lincolnshire, headteacher

2002-2012 Specialist Schools and Academies Trust, director of Affiliation, founder of iNet

2012-present SSAT, chief executive and director



# REVIEWS

## TOP BLOGS OF THE WEEK

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



Our reviewer of the week is  
Jill Berry, a former head, now  
educational consultant and  
Twitter addict @jillberry102

**Top of the tree**  
by Nancy Gedge @nancygedge

Nancy is brilliant at exploring topical issues in education through the telling of stories based on her experiences as a teacher and a parent. I always find her posts moving and memorable. Here she tackles the subject of assessing children according to a national standard by considering her experience of teaching her children, including her eldest, Sam, who has Down's syndrome, to swim.

Nancy encourages her reader to consider a parent's perspective without being in any way heavy-handed about it. Plus, she writes beautifully.

As far as teaching her children to swim was concerned: "For a short time I decided to teach them myself. I bought a book and everything. For a short time they valiantly, and successfully, resisted my efforts. In a very short time I gave up my attempts to teach and played with them; I stopped trying to force them before they were developmentally ready. They are all good swimmers now."

**Fasten your seatbelts**  
By Emma Kell @thosethatcan

Emma Kell is an assistant head who, like Nancy, demonstrates her values and her educational philosophy through the stories she tells. Here she pays tribute to a former head who died suddenly in the summer.

We learn a great deal about leadership from the role models that we meet throughout our lives, and this post demonstrates powerfully the influence a gifted leader can have, including beyond an untimely death. Kevin taught Emma the importance of leaders looking after their staff and according well-being a high priority.

Emma concludes that, ironically, this may

have been at the expense of his own and she advises: "Look after yourselves, people. It's the most important thing you can do. Then, and only then, can you be what you want to be for those you care about."

Reading this post, I felt sorry I had never had the privilege to know Kevin.

**The need to be open**  
by Roy Leighton @Roy\_Leighton

Roy Leighton is new to me (and thanks to Jarlath O'Brien for recommending him). In this post he explores the importance of being prepared to consider alternative viewpoints.

As I have grown older and my experience of education has developed I find myself less sure of what I think about a number of things; certainly Twitter and blogs regularly encourage me to rethink. Sometimes when arguments rage on Twitter I find myself amazed at how certain and inflexible some educationists appear to be.

In Roy's words: "If your response to opinions and possibilities that challenge you is to seek to reject, ridicule or block even a conversation that might force you to change yourself or your systems then you have plateaued in your thinking, learning and probably your life. This is unfortunate as an individual and disastrous for the work you do."

Good advice for teachers everywhere. I do believe that working through doubt, including self-doubt, can make us stronger.

**Interventions, AKA helping students**  
by Shaun Allison @shaun\_allison

Finally, Shaun Allison reports here on work he did with Andy Tharby (@atharby) on a recent staff day. The post considers what the word "intervention" actually means, and how interventions can be used to best effect to support learners.

Shaun and Andy suggest: "Interventions are not an add-on – it's what we do to support students who are getting really stuck with their learning, that is, it's about great teaching."

Shaun goes on to describe a "waves of intervention" model designed to help teachers to support and "unstuck" learners, (bearing in mind that the "struggle zone" is a healthy and productive place for students to be for a while).

The pair emphasise the importance of teachers knowing their students well, recognising when they are "stuck" (and when they are at risk of moving from the "struggle" into the "panic" zone) and adjusting teaching to help them to find the way forward. The post is full of practical advice and good sense. Sometimes the best ideas are simple ones.

## BOOK REVIEW

### Who's Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World

**Author:** Yong Zhao  
**Publisher:** Jossey Bass  
ISBN-10: 1118487133  
ISBN-13: 978-1118487136

**Reviewer:** Ting Ding, researcher at  
Cambridge University



As a Chinese person who has experienced elementary to postgraduate education in China and now researches education in a British institution, I always like to engage in discussions on different education systems – and this book is a great place to do that.

The author, Yong Zhao, was raised and educated in mainland China too. He taught English at secondary and university level there for six years before pursuing his career as an educational researcher in the US. His experience with the Chinese and American education systems gives him the cross-cultural perspectives necessary for this book.

It was written in response to the western envy of China's top PISA results, and an eagerness to learn from China's education system. PISA is short for "Programme for International Student Assessment", a project conducted by the Organisation for Economic and Cooperative Development (OECD) comparing 15-year-old's test performances on maths, science and reading across a number of countries.

Right from the start, Zhao makes his viewpoint clear that China's top-ranking PISA scores should not be mistaken as evidence of the superiority of its education system. Rather, these high scores are results of an authoritarian system that preps students to pass exams, suppresses individuality and is unable to foster creativity and diversity. Zhao asserts that the western education systems are known for their strength in cultivating individuality, diversity and innovation, features essential for individual and nation success in the modern world; by no means should the western world copy China.

Zhao then delves into the history of China from the 18th century to the present, arguing that the authoritarian political and educational systems caused it to lag behind

the western world until fairly recently. He claims that China's education system today is still essentially the same as it was 200 years ago, when it was proven to be a failure during China's defeat by the western world. However, I feel it is a bit extreme to make such claims, because China's education system has been evolving under various influences, at least in the past few decades. MORE!

Chapter 5 touches on academic plagiarism and the quality issue of patents and research publications in China, questioning the country's capacity for innovation. Finally, chapters 6 and 7 discuss problems with the contemporary Chinese education system. Some of the persisting problems (or in Zhao's word "witches") that cannot be solved include exam-oriented teaching, excessive academic load and corruption in college admission processes. The root of all these problems, he says, is the authoritarian system and the government's "monopoly on curriculum and assessment".

I agree that PISA results should not be used to rank different education systems. The West, especially the UK, should not feel so threatened by Chinese students surpassing their own in PISA, as these scores and rankings might just be meaningless. Plus,

since education systems differ greatly from culture to culture, how can you rank them according to any simple set of criteria?

At the same time, I feel Zhao has painted a rather pessimistic picture about China's education, stressing its various weaknesses as if it has nothing good to offer. One of my western colleagues argues that the system works in a country where educational resources are limited and teachers face classes of more than 50 or 60 pupils. To make pedagogies aimed at fostering creativity and diversity work in this type of context is extremely challenging. So maybe the Chinese system is horses for courses?

Also, as we often read about students of Asian heritage outperforming other students academically (at least in the American context), maybe the Asian belief in education isn't an "illusion" of westerners? If China is actively learning from the western system, what is wrong in thinking about what could be learned from China.



**NEXT WEEK:**  
**The rise of data in education systems**

**Reviewed by Jack Marwood**



## REVIEWS

## RESEARCH REVIEW

This week's guest reviewer is Kris Boulton, maths teacher and director of @TeamUpHub



**Research:** New teachers need access to powerful educational knowledge

**Author:** Toby Marshall

**Published in:** British Journal of Educational Studies, 62:3 by Taylor and Francis

Toby Marshall argues that the government's move of Initial Teacher Training (ITT) from universities and into schools is a mistake. Principally, he says, the direct to school training routes lacks teaching of educational theory, instead focusing on the "narrow, practical and overly managerial" development of "key teaching skills". Too much emphasis is given to the training of new teachers "and not enough to their education".

He demonstrates his point by outlining one theory of education provided by 19th century French sociologist Emile Durkheim, and then outlining what new teachers could take from the study of Durkheim's educational theory. For example: "... an engagement with Durkheim's theory might encourage new teachers to see themselves as both responsible and active agents within a deeply seriously social enterprise". He adopts Michael Young's language of "powerful knowledge", and argues that such knowledge "can deepen new teachers' commitment to their future role by providing an explanation of their future responsibilities", that it "can provide an important mechanism for building new teacher's identification

with their professional role and develop in teachers an energising esprit de corps" [author's emphasis].

More generally, Marshall points out that "educational theory also supports new teachers in becoming more autonomous in their work by providing them with powerful ways of understanding and framing their individual teaching experiences... it offers, as Young suggests, 'reliable explanations'."

I agree with much of what Marshall said. Does theory offer reliable explanations? Unequivocally yes. Should it be included as an important part of teacher training? Probably. Is it actually being removed? I'm not sure. In fact, many direct to school routes still offer a PGCE qualification in which as much time is given to study of theory and writing of critical essays as is in the university-based PGCE.

There is then a more important question about precisely what theory will be useful to new teachers, and how. I found it interesting to read about Durkheim's ideas and, as I did, I fitted them to the philosophies of discipline that I've known certain schools or headteachers to espouse. Are those headteachers the unwitting slaves to some defunct economist? But then, do or should I care at the start of my teaching career?

It often seems to me the case that those furthest removed from the first weeks of teaching, and especially so those who are less familiar with teaching in schools in challenging circumstances, fail to acknowledge the fear and anxiety that grips new teachers. While it's cosy to

pontificate on sociological theory about the authority of the teacher from the comfort of a university seminar room, all those intellectual conversations disintegrate in the crucible of early life in school.

Rather than "lending a sense of solidarity or esprit de corps, uniting teachers behind a common higher calling", its flimsy solace quickly gives way first to frustration, and then often, sadly, genuine anger. Why did we waste time studying these abstract theories, when what I need to know is how to manage a classroom, or... teach!

In the end I share Marshall's concerns and I admire his efforts to moderate an increasingly polarised debate. I could see the virtue in studying Durkheim and others alongside case studies of schools that have adopted different approaches to discipline, laying bare that defunct economist for all to see; raising awareness of how we might be in his thralls. There's a real question of precisely "when" this would be appropriate study, however, and this is left unanswered; I don't believe Marshall has yet outlined anything visionary enough to warrant priority to such abstracted sociological theories of education.

Rather, if we are to take education, teaching and teacher training seriously, then we will in time need to look upon teacher development beyond ITT and beyond the pet ideas that we would each include. As I watch the debate continue in the wake of significant disruption to traditional routes of recruitment and training, I wonder might we be slowly approaching a necessary tipping point in teaching; the creating of a profession.



## A week in Westminster

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

## THURSDAY:

Today was British Values day. First came much-debated guidance to fundamental British values, issued after the so-called Trojan Horse affair in Birmingham earlier this year. In the documents schools are advised to promote respect and tolerance for other faiths and cultures, and meet the daily requirements for collective worship. But the Department for Education is keen to re-iterate these are not "new" guidelines – they were initially set out in the Education Act 2002.

The independent sector also had its share of British Values. Although the consultation on "the spiritual, moral, social, and cultural development of pupils" doesn't seem to have gone down that well. With the DfE saying a "considerable" amount had misconceptions – believing it was about promoting other religions, not just the respect of other religions. The DfE said there was a co-ordinated campaign in responses, with 60 per cent of the 1,400 odd respondees using the same phrasing. Figures showed how the government is struggling to meet teacher recruitment

levels, with only 93 per cent of last year's target met. For more of an in-depth look at this, see our double page spread on pages 16 and 17. If it wasn't for subjects such as art, history and English being so vastly oversubscribed, teacher recruitment levels would be even lower.

Our page 3 covers another of the day's statistical releases, this time looking at how many reports of maladministration [read cheating] occurred at key stage 1 and 2 Sats. The gist is that more whistleblowers mean that loads more classes of kids have their results annulled, and more cases are brought to light. The government says it is becoming stricter and taking away chances to appeal. Seems like the only one to benefit is the government, which is able to say that it is tough and tackling the problem, while growing numbers of pupils are left high and dry.

## FRIDAY:

The country went into chaos with Black Friday. Brawls broke out in Tesco, stores went into meltdown, stock was strewn across shop floors. But the school sector

had its very own Black Friday, when four academy chains were served with financial notices to improve. Details of the story broke on our website – check out [www.academiesweek.co.uk](http://www.academiesweek.co.uk) to find out more.

Want to know about the DfE's telephone line policy? No? Well some people clearly do. The department published its customer service lines report today, which includes a helpful breakdown of its numbering policy: it's 03 prefix is the default position for core public services, you know? On a serious note, it shows the concern teachers have with a 6,000 increase in the number of teachers ringing the Teacher Pension hotline.

## MONDAY:

Nicky Morgan was accused of not listening to teachers concerns this week (see page 6), but her colleague Nick Gibb managed to listen to the professionals today when he revealed that changes to AS and A-level maths were to be delayed a year so that concerns could be ironed out.

## TUESDAY:

The science curriculum came out today. It was strange to note that in a world where you can learn about the wonders of the universe on TV or head to the cinema for galactic adventures, a child's entitlement to learning about space will boil down to learning the "main features of the solar system". Way to inspire pupils, DfE. Pop on Gravity or sit the kids down in front of Brian Cox for a more explanatory lesson.

## WEDNESDAY:

Was there some kind of budget announcement today? Apparently so. See page 2 for the education points – which had to be dug out of the full Treasury statement, as Mr Osborne failed to mention them in his speech.

CHECK OUT @AWONLOCATION FOR LIVE TWEETS OF WESTMINSTER EVENTS

# FEATURED: The initial teacher

**PHILIP NYE**

@PHILIPNYE

Teacher training is changing. After the release last week of figures giving numbers for those starting initial teacher training (ITT) this year, *Academies Week* takes a look at the different training routes, and the changes occurring in the training landscape.

In September of this year, about 32,500 people started on one of the main initial teacher training routes: a course with a higher education institution; a school-centred initial teacher training; or one of the two School Direct routes.

All routes lead to qualified teacher status (QTS), but take different amounts of

time, and offer a different mix of training experience.

There have been a number of changes in initial teacher training in recent years. The biggest of these has been a shift from provider-led training, such as that led by universities, to school-led training – something that the government has actively promoted.

Since 2011/12 there have also been more people training as primary teachers than as secondary teachers – a reversal of the previous picture (see graph, right).

Problematically, though, government ITT recruitment targets have been missed for each of the past three years,

prompting concerns about a growing teacher supply crisis.

Overall, the government recruited 93 per cent of its target figure this year – down on 94 per cent last year, and 98 per cent the year before.

These headline figures mask a sharp variation in how closely recruitment targets have been met for individual subjects at secondary level.

This year, targets were surpassed in five subject areas, but in others, such as physics and design and technology, recruitment was well below the government's hoped for level (see tables, right).

Different ITT routes have also seen varying

levels of take-up.

Each route is allocated a certain number of places by the government, with allocation levels always some way above the target figure, to account for some people not completing courses, or not finding work as a teacher after completing an ITT course.

Looking at these allocation figures, while the government has been keen to boost the number of people carrying out school-led training, School Direct has a much greater gap between the number of places allocated to it and the number of people who actually took them up.

## Teacher training routes explained

### HE institution

The most popular route for gaining qualified teacher status remains a course completed at a higher education institution, with 20,774 people starting this provider-led route this September.

A Post-Graduate Certificate in Education (PGCE) course allows those with an undergraduate degree to gain qualified teacher status (QTS).

Courses typically last one year when completed full-time.

For those who do not already have a degree, undergraduate study that leads to qualified teacher status is also available.

Unlike other ITT routes, the number of places allocated to training led by higher education institutions is lower next year than this year.

### School-centred ITT

Schools that have been approved to deliver initial teacher training directly themselves are called school-centred initial teacher training (SCITT) providers.

SCITT courses generally last a year and see new starters receiving training from teachers at the school in which they are based.

According to the Department for Education, in many cases the training

also leads to the award of a PGCE from a university.

This year, 2,150 people have started a course provided by one of these providers, against an allocation of 2,722 places – equal to 79 per cent of places being filled.

The allocation is set to increase to 3,663 next year, split roughly two-thirds to one third between secondary and primary.

### Other (not in DfE ITT statistical release)

A number of other teacher training routes exist, but are not covered by the government's latest training statistics.

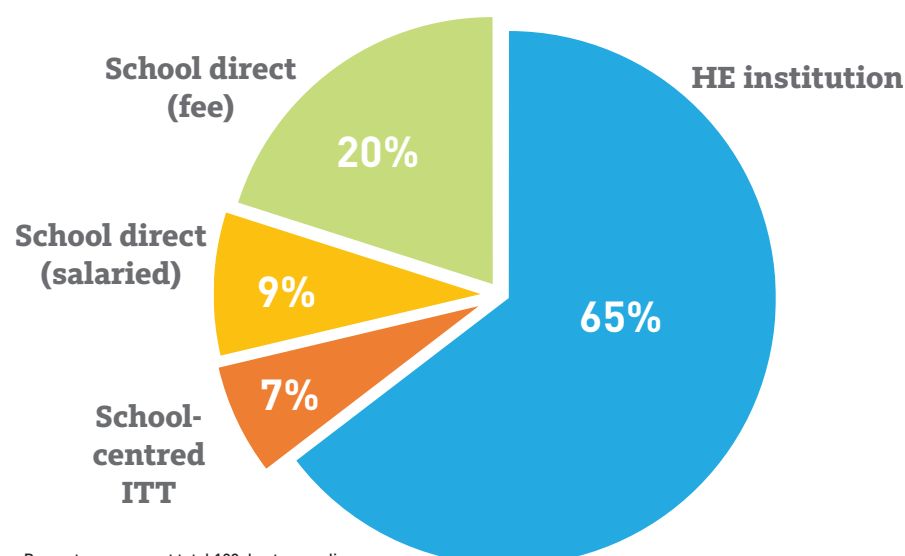
**Teach First** is government-funded though independently run, and puts high-achieving graduates and career-changers into schools in low-income communities, following a condensed period of teacher training. Two thousand places have been allocated for the next academic year.

In September, private schools body, the Headmasters' and Headmistresses' Conference, announced that it would be launching **HMC Teaching**

**Training.** The scheme will start next summer, offering a salaried, two-year training programme. Trainees will work in an HMC school while studying towards a PGCE from the University of Buckingham.

**Troops to Teachers** is the government's school-based training route, leading to qualified teacher status, for people leaving the armed forces. Fewer than 100 service leavers started the two-year scheme in its first two cohorts this year, though the government has started an £8.7m tender to extend the process to 2018.

### ITT starts in 2014/15 by route



Percentages may not total 100 due to rounding.

Teach First and Troops to Teachers are not included in these statistics.

\*Source: Initial Teacher Training census 2014/15. Figures are a statistical first release, and may be subject to later adjustment

### School Direct (fee)

School Direct is the main school-led training route, and has grown significantly since its launch in 2012, with 9,232 people starting the route this September.

Unlike school-centred initial teacher training, it is delivered by a partnership of a school or schools, and an accredited teacher training provider – a university or a school approved to carry out SCITT.

School Direct exists in two variants – a salaried route, and a route in which tuition fees are payable – with the fee-

paying route the more common route (see above).

In both cases, trainees are recruited by one of the School Direct schools, and given on-the-job training generally lasting a year.

While its introduction has been the biggest change to teacher training options in recent years, across the salaried and fee-paying streams almost two in five (39 per cent) of placed allocated to School Direct have gone unfilled this year. For the fee-paying stream, this was 43 per cent.

### School Direct (salaried)

Unlike the fee-paying School Direct route, the salaried School Direct option is generally aimed at those with three years' experience of working somewhere else before starting training.

A total of 2,781 people started this route this autumn, meaning that 29 per cent of allocated places were not filled.

Trainees on this route are paid a salary by the school.



# training landscape in England

## 2014/15 ITT allocation versus starts

Starter numbers and place allocations for different ITT routes

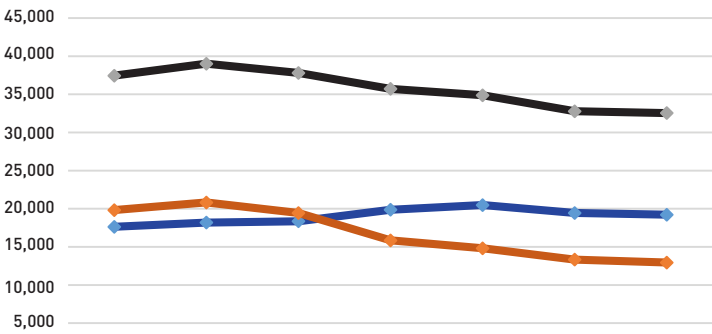
ITT route	HE Institution	School-centred	School Direct (salaried)	School Direct (fee)	Total
2014/15 allocations	23,095	2,722	3,919	11,335	41,071
2014/15 starters	20,774	2,150	2,781	6,451	32,543*
Difference	-2,321	-572	-1,138	-4,884	-8,528
Difference	-10%	-21%	-29%	-43%	-21%

ITT route	HE Institution	School-centred	School Direct (salaried)	School Direct (fee)	Total
2014/15 allocations	23,095	2,722	3,919	11,335	41,071
2015/16 allocations	22,244	3,663	4,549	13,060	43,516
Shift	-851	941	630	1,725	2,445
Shift	-4%	35%	16%	15%	6%

\*Includes 387 forecast teacher training registrations that are not categorised  
Source: Initial Teacher Training allocations for 2015/16

## The changing picture of ITT

New entrants, primary and secondary and total by year



Academic year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
New entrants, primary	17,630	18,190	18,360	19,870	20,480	19,445	19,213
New entrants, secondary	19,820	20,820	19,440	15,850	14,815	13,334	12,943
Total	37,450	39,010	37,800	35,720	34,880	32,779	32,543

## Five most over-subscribed subjects

Subject	Total new entrants, 2014-15	Target	Oversubscribed	
Art	534	405	129	32%
History	786	630	156	25%
English	1,689	1,390	299	22%
Physical education	1,271	1,050	221	21%
Chemistry	850	715	135	19%

\*Source: Initial Teacher Training census 2014/15. Figures are a statistical first release, and may be subject to later adjustment

## Five most undersubscribed subjects

Subject	Total new entrants, 2014-15	Target	Undersubscribed	
Business studies	200	265	-65	-25%
Religious education	385	545	-160	-29%
Physics and physics with mathematics	661	985	-324	-33%
Social studies	113	215	-102	-47%
Design & technology	450	1,030	-580	-56%

## Teacher training - the key terms

**QTS** Qualified teachers status. Teachers in free schools and, since 2012, new academies are not required to have or be working towards QTS – a topic

of political controversy (see right). Maintained schools can use non-QTS teacher in areas where – as teaching regulations put it – “special qualifications or experience or both” are required.

**NQT** Newly qualified teacher. After a trainee secures qualified teacher status they must complete an induction period lasting three school terms, during which time they are a considered an NQT. Trainees’ performance during this period is

assessed, and if judged to be of the required standard, they become a fully-fledged teacher, able to apply for work in any school in the country. There is no set time limit in which an NQT must start or complete their induction period after gaining QTS.

**PGCE** Post-Graduate Certificate in Education. The ‘traditional’ route to gaining QTS, a PGCE is a masters-level qualification issued by a university. Trainees undertake placements in at

least two school settings and study for periods at university. At the end of the year students are assessed to ensure they meet QTS as well as PGCE requirements.

## The politics of qualified status

Conservatives have remained firm in the view that QTS is a plus but should not be a requirement. “Heads are best-placed to make a decision about the qualifications, experience and knowledge that they need the teachers in their school to have.”  
**Nicky Morgan, 28 November 2014**



Labour would require teachers to be at least working towards qualification. “Our starting point must be a commitment to ensuring that all teachers in our schools are qualified. So under a Labour Government, all teachers in state schools would have qualified teacher status or be working towards it.”  
**Tristram Hunt, 15 January 2014**



The Liberal Democrats agree with Labour that teachers should be at least working towards qualification . “I want every parent to know that their child will benefit from this kind of high quality teaching. That’s why I believe we should have qualified teachers in all our schools. That means free schools and academies too.”  
**Nick Clegg, 24 October 2013**





# SCHOOL ASSEMBLY



UK Military School co-founder Sam Ball-Taylor, Geraldine James (Assistant Headteacher), Paul Finnegan (Assistant Headteacher) with pupils from Ernest Cookson Community Special School, Ian Moxham (Headteacher) and UKMS managing director Wayne Forsyth, celebrate the schools new OFSTED status

## Special school drafts in former soldiers

A special school is reaping the rewards of being put through their paces by former soldiers.

Ernest Cookson School in West Derby, which provides education for boys aged 7-14 with social, emotional and behavioural difficulties, has gone from good to outstanding in its latest Ofsted inspection after drafting in the UK Military School (UKMS) to help promote spiritual, moral, social and cultural development.

As part of their inspection, Ofsted observed one activity with year 9 pupils in which they learned lifesaving skills, including resuscitation.

Headteacher Ian Moxham said: “The UKMS has provided vital additional support to ensure that the pupils at Ernest Cookson receive the best possible education.

“They have helped to give the pupils’ strong role models whom they admire and respect and teachers an extra dimension of support.”

## Pyjama day raises funds for Ebola fight



Pupils from St Gregory’s Primary School join the fight against Ebola at pyjama day

Pupils at a primary school in Cheltenham swapped their uniforms for pyjamas to raise £356 to help to fight Ebola.

The students at St Gregory’s Primary School wore their pyjamas for a day of lessons about the deadly disease.

The money will go to Don Bosco Missions, which supports medical teams in western Africa.

Headteacher Charlotte Blanch said: “The children had great fun but we felt it important that in having lots of fun we also educated them on the real issue of Ebola and why it’s been hitting the news.

“We showed them clips from the CAFOD (official aid agency of the Catholic Church in England) and Newsround site . . . and we explained about the way that schools in the entire diocese of Clifton were raising money for the same charity so that together we made a huge difference.”

The children gave the money to Don Bosco last Friday when they attended a service at Clifton Cathedral with other Clifton diocese schools.



Chestnuts Primary School pupils take part in sign2sing

## Sign and become a world record holder

Schools across the country are being challenged to become world record breakers as they raise money for deaf children.

Students and staff must sing a song and perform it in sign language at the same time as part of the sign2sing fundraising event run by deaf health charity SignHealth.

A world record was set earlier this year when 144,503 people took part in schools and choirs across the country to raise tens of thousands of pounds.

Now, the charity is looking to break that record again.

SignHealth chief executive Steve Powell says: “We want more people than ever to take part in sign2sing. The money makes a real difference to the life experience of deaf children. It also enables SignHealth to provide essential services and projects to help deaf adults who have grown up in a world of inequality.

“Learning some basic sign language through music brings deaf and hearing children together and breaks down communication barriers.”

## Rower benefits from trust scholarship



Buntly Blanshard, Year 9 student from King Edward VI Academy, sets out for a training session

Talented young people across the David Ross Education Trust (DRET), including rowers, pianists and kick-boxers, have been awarded more than £5,000 as part of a scholarship scheme.

Ten students were given an Odey scholarship, a scheme set up by supporters of the trust and millionaire, Crispin Odey, to help pupils to nurture their skills, talents and ambitions.

Pupils receive up to £1,000 for equipment and travel expenses.

One of the recipients, Buntly Blanshard (pictured), a year 9 student from King Edward VI Academy in Spilsby, Lincolnshire, recently came fifth in the national indoor rowing championships.

She used her scholarship to attend a London rowing camp where she got help from top British athletes, including Olympic gold medalists.

Simon Northcott, director of enrichment for DRET, said: “The standard of this year’s applicants has been very high. It just goes to show the extraordinary level of talent we have across our academies.”



## FEATURE

Interested in being featured by School Assembly?  
Email us: [news@academiesweek.co.uk](mailto:news@academiesweek.co.uk)

# Ark academies take to the boards

BILLY CAMDEN  
@BILLYCAMDEN

Students from 12 Ark schools have traded their ballpoint pens for quills over the past few months as they've taken part in the annual Shakespeare Schools Festival, the UK's largest youth drama festival.

Children learned lines, designed sets and even practised their sword-fighting in the lead-up to performances that culminated in three nights on stage at the Shaw Theatre, Euston, the Arts Depot Theatre, North Finchley and the Secombe Theatre, Sutton.

Audiences watched interpretations of plays including *Romeo and Juliet*, *Hamlet*, *The Tempest*, *Julius Caesar* and *A Comedy of Errors*.

A few weeks before the final performances, pupils came together at Ark All Saints Academy in south London to take part in workshops led by Shakespeare Schools Festival to help the casts to perfect and practise their performances.

"It's helped me to develop a much better understanding of the play along with how to develop



my character through being focused and enjoying the process," said Ella Clarke, a member of the Ark Academy, London cast who performed *The Tempest*.

"We have loved performing on different stages and venues and being part of a company of friends," added Alice Jenner, from Helenswood Academy in Hastings, who performed *Two Gentlemen of Verona*. "It's been really valuable to watch other schools perform and compare what we're doing to help improve our skills."

A total of 261 Ark students took part in the festival, which works with more than 1,000 schools to give pupils the opportunity to perform on a professional stage in front of an audience.

Kate Claxton, head of drama at Charter Academy, Portsmouth, said: "The students find it so valuable to work collaboratively with other year groups in their own school but also to work with other schools on production day."

"It's an amazing way to introduce the pupils to Shakespeare; not only their own play but also by seeing all the other plays produced on the night by fellow Ark schools."

Lucy Monk, Helenswood's principal, said: "The cast, crew



Above: Ark Oval Primary Academy performing 'The Tempest'  
Insetleft: Rashma from Ark Oval Primary Academy playing Caliban in *The Tempest*

and directors did a terrific job. The play was new to most of the audience but the girls managed to make it a fast, witty and clear performance.

"A great piece of physical theatre, the girls relished the opportunity to perform in a professional venue as part of the festival."

All the academies plan to be back for next year's festival.

Bolingbroke Academy students performing 'Julius Caesar'



## AN ACADEMIES WEEK PHOTOGRAPHY COMPETITION

# THE MAGIC OF YOUR SCHOOL

Schools are magical places, full of creativity and opportunity. But what makes your school so magical?

*Academies Week* is on the hunt for the best picture representing the "magic" of school.

Magic could mean witches and wizards, but also: illusions, magical occasions, something unexplained, it's up to you!

All you have to do is email us one photo before 5pm on Sunday, March 1, illustrating the magic of your school.

The *Academies Week* team will select its top ten and then put the

selection to a public vote.

We've teamed up with education marketing & PR experts, EMPRA to offer the winning school a brand new prospectus and photo-shoot!

EMPRA will design and print a lovely new prospectus for your school and our resident photographer Ellis O'Brien will spend the day at your school making sure you have some great photos to include.

Please visit [academiesweek.co.uk/competition](http://academiesweek.co.uk/competition) for more information.



DEADLINE ENTRY: SUNDAY MARCH 1 2014

TO ENTER EMAIL: [COMPETITION@ACADEMIES.CO.UK](mailto:COMPETITION@ACADEMIES.CO.UK)

IN  
PARTNERSHIP  
WITH

empra™

# EXECUTIVE HEAD

South Gloucestershire and Stroud Academic Trust  
Multi-Academy Trust  
Stratford Road, Stroud, Gloucestershire  
West of England, GL5 4AH  
£80,000 – £85,000



South Gloucestershire and Stroud College (SGS) is a very successful college serving communities in Gloucestershire and the West of England. We are now seeking an inspirational, enthusiastic and innovative individual with experience at Deputy / Head of a Secondary School to lead the educational strategy on behalf of our newly established SGS Academy Trust.

The Executive Head will report to the SGS Group CEO and be responsible for the development of the Trust's educational strategy and for the educational performance of The SGS Academy Trust's family of schools.

The Executive Head will ensure the Trust's mission and vision is delivered and will have significant delegated responsibility for management and day-to-day academic operations of the schools in the Trust in accordance with the direction and policies established by the Board and its governance framework.

This role will be challenging but rewarding and will grow as more schools join the Trust. This position will suit a dynamic and confident senior manager with drive and vision to develop the Trust into an outstanding organisation.

If you are passionate about education and changing the life chances of young people and wish to join an established and supportive Executive Team complete the on-line application form at [www.sgscol.ac.uk/vacancy](http://www.sgscol.ac.uk/vacancy) by the closing date of **12.00pm on Friday 19th December 2014**. The selection process will be held w/c 12th January 2014.

The successful applicant will be required to obtain and maintain a satisfactory Disclosure Certificate as a requirement of the job.



**WOODCOTE HIGH SCHOOL**  
[WWW.WOODCOTEHIGH.COM](http://WWW.WOODCOTEHIGH.COM)

Meadow Rise, Coulsdon, Surrey CR5 2EH,  
Tel: 020 8668 6464  
Fax: 020 8660 9038  
[enquiries@woodcote.croydon.sch.uk](mailto:enquiries@woodcote.croydon.sch.uk)

## Teacher of English

Outer London Pay Scale  
Required for January /Easter 2015

Woodcote is a very successful, heavily over-subscribed, specialist 11-18 comprehensive school in a pleasant semi-rural setting (1250 on roll).

This is a terrific opportunity for an innovative teacher to join our forward-looking and successful English Department. There is the opportunity for the right candidate to be offered a post with responsibility for key stage 3 achievement. In 2014, 82% of students achieved A\*-C grades in their GCSE Language of which the number making more than expected progress is above the national average. 100% of students passed English 'A' level. The Department is well resourced and committed to developing its vision whereby all students fulfil their potential.

Applications are welcomed from both experienced teachers and NQTs. If you have energy and a passion for your subject then we would like to hear from you. Interested applicants should contact the school in advance of the closing date.

You can download all the details and an application form for this post from our website [www.woodcotehigh.com](http://www.woodcotehigh.com) (click on vacancies button on home page) alternatively you can telephone, fax or email the school. Please telephone the school if you would like to discuss the post further or arrange an informal visit before you apply.

We look forward to hearing from you. **Please quote reference ACM1**

## The Opportunity For April 2015 start Vice Principal (Quality Assurance)



## DERBY MANUFACTURING University Technical College

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

### The successful applicant will have:

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

### We are offering:

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

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

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

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

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





# The Belham Primary School



## EARLY YEARS AND KS1 PHASE LEADER

**SALARY GRADE: INNER LONDON L1-4**  
**START DATE: 13 APRIL 2015**

The Belham Primary School will open in September 2015 in a vibrant and rapidly changing area of south London fast becoming known for its creative community.

As a member of the school leadership team and a full time class teacher, you will be responsible for setting up the first provision in this brand new school: establishing the EYFS/ KS1 learning environment, building the curriculum and developing schemes of work to an outstanding level.

**We are seeking candidates who:**

- Understand the school ethos with our emphasis on enhancing the curriculum through use of the arts and the amazing resources London has to offer
- Are forward-thinking, innovative and imaginative in their approach, with a thirst for learning
- Can motivate, enthuse and inspire confidence in staff

**We can offer you:**

- The chance to shape a brand new school
- State of the art educational facilities housed in a beautifully restored Victorian school building
- An aspirational environment where positive learning behaviour is practised and staff have high expectations
- A motivated and supportive local community which embraces the new school and is keen to be involved in its growth

**Closing date: Thursday 8 January 2015**  
**Information afternoons: Thursday 4 and Thursday 11 December at 4.30.**

Please call **Joanne Pink** on **020 7525 9188/9** and visit **[www.thebelhamprimaryschool.org.uk](http://www.thebelhamprimaryschool.org.uk)**

Dulwich Hamlet Educational Trust is committed to safeguarding and promoting the welfare of children. Appointments are subject to a satisfactory enhanced DBS check.

**Executive Head: Sonia Case**

**Dulwich Hamlet Educational Trust | The Belham Primary School | Bellenden Road,  
Peckham, London SE15**

If you want to make your mark as an outstanding teacher we want you

**THE ROCHESTER GRAMMAR SCHOOL**  
**MAIDSTONE ROAD, ROCHESTER, KENT ME1 3BY**

Thinking Schools Academies Trust  
 Transforming Life Chances

CEO: Ms D Shepherd  
 Principal: Mr G Bassan  
 Number on Roll: 1190 Sixth form: 340



## Teacher of RS

**MPS**

**April 2015**

***An outstanding opportunity at an outstanding school***

The RGS is an extremely successful and oversubscribed grammar school. In our most recent Ofsted inspection (November 2008) we were judged as outstanding with the report noting that standards were exceptionally high. We offer A Levels, aspects of Cambridge Pre-U and the IB Diploma. The RGS is consistently ranked amongst the best state schools in the country (The Times). The RGS was awarded National Teaching School status in March 2012. We are also an advanced Thinking School and lead with national and international organisations to forward cognitive education.

A vacancy exists within a successful and popular RS Department to teach RS at Key Stages 4 and 5 from April 2015. An ability to teach Philosophy at A Level would be desirable, but not essential (training will be provided).

For further information and application forms please see the school website. **Closing date for applications is Thursday 11 December 2014 at 5pm.**  
**Interviews will be held on Wednesday 17 December 2014.**

The RGS is committed to Safe Recruitment procedures. Appointments to this post are subject to an enhanced DBS check.

**Tel: 01634 843049**

**e-mail: K.Davidson@rochestergrammar.org.uk**

**Fax: 01634818340**

## Cannon Lane Primary School

**Cannonbury Avenue, Pinner, Middlesex, HA5 1TS**  
**www.cannonlaneprimary.org**  
**(London Borough of Harrow)**

**Dates: Apply by 16th January 2015**

**Salary: L8 - L12**

**Location: Pinner, Harrow**

**Contract Type: Full Time**

**Contract Term: Permanent**



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

These are exciting new positions to commence in the Spring Term 2015 or as soon as possible thereafter.

The successful candidates will be passionate about improving outcomes for children, excited about collaborative working and keen to join a school that strives for excellence.

**We are looking for an Assistant Headteacher who will:**

- Be an experienced class teacher who can demonstrate a record of success in raising children's attainment.
- Be able to work in a creative and inspirational way, demonstrating a record of consistently delivering outstanding lessons.

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

**In return we can offer:**

- Highly motivated and well behaved pupils
- A team of friendly, hard-working staff and a supportive Governing Body
- A well- resourced school
- Excellent training and development opportunities.

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

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

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





## School Relations Manager, South

Full time; permanent contact

Start date: As soon as possible, on or before 2 February 2015 preferred.

Salary: £28,000 per annum plus £2000 London weighting.

Plus, a 10% contribution to pension scheme.

An exciting role in our south school relations team, working to expand and deepen our work and impact with primary and secondary schools across London, the south and east of England. The postholder will have the opportunity to shape the nature of their role and help develop our south region strategy and budget. The role involves managing relationships with head teachers and senior leaders at schools we are already working with, to embed our relationships with them, and with new schools, to encourage them to join the Teaching Leaders movement. The post holder will also hold responsibilities involving relationship management, team management, school leader engagement activities and events, marketing campaigns and data management and analysis.

### QUALIFICATIONS:

University Graduate (2:2 and above)

Reports to Associate Director, School Relations, South

Direct Reports:

School relations associate

Location: Holborn, London – with frequent travel across London, the South and East.

### HOW TO APPLY:

Interested candidates should email the following to **Karen Benge**, Associate Director, School Relations, South, by 9.00am on **Monday 15 December**: Cover Letter – No longer than one A4 page. Please explain why you want this role and how your experience is relevant. CV – No longer than two A4 pages. Shortlisted applicants will be invited to interview on 16 or 17 December.

Candidates shortlisted following interview will be invited to an Assessment Centre on **9 December**.

If you have questions about the role please contact Karen Benge – [Karen.benge@teachingleaders.org.uk](mailto:Karen.benge@teachingleaders.org.uk) / 0203 116 6313.

How to apply: For more information visit: [www.teachingleaders.org.uk/who-we-are/careers/](http://www.teachingleaders.org.uk/who-we-are/careers/)

# BUY ONE...



# GET ONE FREE

On job adverts (both online and print). There is no complicated T&C's. Simply purchase any type of job advertisement with Academies Week between now and the end of December and advertise your next vacancy free! (Free credit has to be used by January 31 2015).

► TO ADVERTISE CALL US ON: 020 81234 778 ◀

# A NEWSPAPER ≈ for all schools



SPECIAL OFFER

~~£50~~  
**£25**

 USE CODE EB2014  
 BY 12.12.14

**SUBSCRIBE @ ACADEMIESWEEK.CO.UK**
**We Have Launched**
**ACADEMIES 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

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

 Difficulty:  
**EASY**

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

 Difficulty:  
**MEDIUM**

 Solutions:  
 Next week

**Last Week's solutions**

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

 Difficulty:  
**EASY**

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

 Difficulty:  
**MEDIUM**
**Spot the difference to WIN an ACADEMIES WEEK mug**


What's the caption? tweet a caption @academiesweek



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

Last week's winner was Gila Tabrizi @gilatab from South east London.