

PSM

PRIMARY SCHOOL MANAGEMENT

Take charge

Choose the perfect
senior leader

Clocking off

Could your policies be
causing staff burnout?

Ofsted calling

HOW TO PREP
FOR INSPECTIONS

**WHEN THE
BUCK STOPS**
WHO HELPS
THE HEADS?

THE NATIONAL FUNDING FORMULA

WHAT IT MEANS FOR YOUR SCHOOL

Parting ways

How to handle staff
redundancies sensitively

Penny pinching

The pros and cons
of petty cash

Grey areas

What don't we
know about GDPR?

Saving schools time and money in 2018



Inspire · Create · Educate

#LoveHope

Save up to 80% of your admin time with our Smart Ordering solution, WebFMS.

- You can now buy your educational supplies easier and faster than ever before
- Send your basket of products from our easy-to-use website directly to your financial management system. In one click, with no rekeying
- Completely free to use and setup only takes 5 minutes

See page 43 for more information



Introductory offer:

**£25
OFF**

your first
 **WebFMS**
order over £100
Quote SAVETIME

Even more reasons to shop online with Hope:

Online Price Drop



We've lowered the online price of over 2,000 essential resources to give you better value online

Share My Basket



Our newest addition – teachers can share a basket they've built, by email, which you can review, amend and import directly into your procurement system.

Price Comparison Tool



We show all of your savings against TTS and The Consortium in your online basket, so you can be confident you're getting the best value with Hope Education.



From the editor



At what point does the process of monitoring whether a person is performing as they should be start to affect that person's performance? Talk to many within the teaching profession and they'll tell you that England's schools passed that line some time ago and have been reckoning with the consequences.

Some of this issue's contributions combine to form a picture that's consistent with that view. On page 6 we find out about the NAHT's plans to bring the profession together in an effort to rethink the schools accountability system as it currently stands from the ground up, and potentially replace it with something else altogether. Jeremy Hannay engages in some deconstructionist thinking of his own over on page 14, likening the profession's current tribulations to the premise of certain sci-fi blockbuster.

There may indeed be a minefield of pressures and targets from above to navigate out there, but headteachers still get to decide on the route they're going to take. On page 72 Colin Tapscott describes how heads can set about building themselves a reliable support network, while page 17 sees Simon Botten serve up a comprehensive guide for what heads should do upon receiving That Call From Ofsted.

And, lest we forget, school business professionals have pressures of their own to attend to – not least the imminent arrival of the general data protection regulation. According to MAT chair Al Kingsley on page 38, there are still some unknowns as to how GDPR's going to affect the running of schools – but also perhaps more nervousness around the upcoming changes than is really warranted...

Enjoy the issue,

Callum Fauser
callum.fauser@theteachco.com

Our experts this issue



Hilary Goldsmith
Secondary school
director of finance



Jill Berry
Leadership
consultant and
former headteacher



Martin Matthews
National leader of
governance



Anthony David
Executive
headteacher



Caroline Collins
Head of school
business strategy
and resources, Miles
Coverdale Primary



Laura Williams
Education
business and
operations
consultant



Jeremy Hannay
Headteacher, Three
Bridges Primary
School



Colin Tapscott
Leadership
consultant and
former headteacher



From the
makers of
Teach Primary

HIGHLIGHTS

17 OFSTED ARE COMING!
Simon Botten breaks down those final pre-inspection checks

63 PENNY PINCHING?
The case against petty cash

38 TICK, TOCK...
Is your school ready for the arrival of the GDPR?

66 MICROMANAGEMENT
What the national funding formula means for your school



11 School Improvement

- Leadership development
- Effective CPD
- Bereavement support

14 BLUE PILL OR RED PILL?

Let's cut through the noise and focus on what's real, urges Jeremy Hannay

17 OFSTED ARE COMING...

...so what do you do now? Simon Botten shares his response plan

21 Buildings and Facilities

- Security lockdowns
- Dynamic lighting
- School thefts

27 EXPANSION PLANS

Could you keep your school operational in a half-demolished building while your new premises are built? Olga Primary School certainly had to...

30 TAKE FIVE

Hilary Goldsmith suggests 10 ways in which schools can spruce up their staff rooms

35 Technology

- Onsite data storage
- Spread your ICT costs
- Hardware upgrades

38 GDPR UNKNOWNNS

GDPR's nearly here, but there are still gaps in the official guidance for schools, says Al Kingsley

41 TAILOR MADE

Ormiston Academies Trust tell us why the same ICT solutions don't necessarily work across different schools

45 Community Engagement

- Twitter policies
- TV takes on grammar schools
- Open days

48 NOBODY HOME?

Helen Daykin calls on schools to revise their pupil absence procedures

53 Legal and HR

- Medical emergencies
- CEO salaries
- Long-term sick leave

56 IS YOUR LEADERSHIP SUFFICIENTLY DIVERSE?

Lucy Starbuck-Braidley finds out how grassroots groups are tackling racial and gender barriers in the hiring and career development of education staff

59 PUNCH THE CLOCK

Why we need to fix educators' excessive and counterproductive working hours

60 DIFFICULT FAREWELLS

Redundancies are never easy, but heads need to know how to handle them, says Anthony David

EDITOR:

Callum Fauser,
callum.fauser@theteachco.com,
01206 505111

GROUP ADVERTISING MANAGER:

Richard Stebbing

ADVERTISING EXECUTIVES:

Gabrielle Pitts,
gabrielle.pitts@theteachco.com
01206 508629

Edward Webber,
edward.webber@theteachco.com
01206 505956

GROUP EDITOR: Joe Carter

ART EDITOR: Sarah Mayes

DESIGNERS: Charlotte Weatherley,
Chris England, Clare Brasier

ACCOUNTS: 01206 505995

DESIGN & REPROGRAPHICS:

Ace Pre-Press
01206 508608

SUBSCRIPTIONS DEPARTMENT:

Lisa Harvey, lisa.harvey@aceville.co.uk
01206 505922

SUBSCRIPTION ENQUIRIES:

0844 576 7861

PUBLISHER: Helen Tudor

PUBLISHED BY: Maze Media (2000) Ltd,
25 Phoenix Court, Hawkins Rd,
Colchester, Essex, CO2 8JY.
TEL: 01206 505900

aceville

63 Budgeting

- Petty cash practice
- SBP development
- Financial reporting

66 MONEY TALKS

How will the national funding formula affect you?

69 Leadership

- Why schools have a data problem
- Build an inclusive culture
- The perfect senior leader

72 WHO HELPS THE HEADS?

Headteachers are usually the final port of call when seeking senior help – but often heads can use some help themselves...

74 NO EXCUSES

Dave Whitaker explains why inflexibility in the name of consistency can do more harm than good

Policies for Schools



Comprehensive School Policies Database

300+ school policies covering 20 different statutory areas



School Policies regularly updated

in line with the DfE's latest guidelines and recommendations



School Policy Writing Service

If you can't find the policy you need on our website, we will research, write and send it to you within 5 working days

Subscribe to Policies for Schools and let us do the hard work of keeping your school policies updated so you don't have to.

A subscription to Policies for Schools will provide you with:



A comprehensive
School Policies
Database



A School Policy
Writing Service



School Policies
regularly updated



Policies professionally
written and
researched



Easy to customise
policy templates



New and Updated
Policies Alerts



Value for money as
all new and updated
policies are included



Policies Available
to download 24/7



For just £225 (plus VAT), a subscription to Policies for Schools provides a full year's access to download all the school policies plus all additional school policies that are added to the website during the year.

To subscribe to Policies for Schools just go to our website at:

www.policiesforschools.co.uk

If you would like to view some sample policies before subscribing, we have several school policies available. Just call us on 01202 830233 or email us at sales@policiesforschools.co.uk and we will send them to you free of charge.

Accountability – what needs to change?

With teacher recruitment continuing to fall and workloads still rising, could a new commission on school accountability by the NAHT be a step in the right direction?



“The system isn’t working as intended”

Nick Brook – deputy general secretary at the NAHT

What is your chief aim with this accountability commission?

We’ll be meeting five times between now and July to discuss the strengths and weaknesses of the current accountability system, before moving on to consider alternative models of accountability. We want to hear from NAHT members and anyone else who has an interest and view to contribute, because the more people we have contributing, the stronger the final recommendations of this accountability commission will be.

We’ve pulled together some of the sector’s leading educationalists and experts [including Ross Morrison McGill], and also have support from NFER and other respected education research bodies, who will be providing us with a review of evidence based on an international comparisons, so we can understand what other countries are doing in relation to accountability.

The overall intent is to produce proposals for an alternative vision. We’ll be announcing interim findings in July and publishing a report in September. I really hope we can be radical in our thinking about where we want to be.

How does this follow on from the ‘Redressing the Balance’ report you produced last year?

That report (tinyurl.com/naht-rtb) highlighted how too much emphasis has been placed on assessment for statutory purposes, and that we need to focus more on assessment for the purposes of teaching and learning.

The fairest way of holding schools to account is on the basis of the progress pupils make during school. You need an

assessment when pupils start, and another at the end. One of the recommendations we therefore made was to make KS1 SATs non-statutory once a reception baseline has been introduced. We want government to go further, however, and also remove the other checks and tests that have been, and are planned to be introduced, so that between reception and Y6, teachers can get on with the job of teaching.

Are there any developments since then that have reassured or concerned you?

The government published its own consultation on primary assessment immediately afterwards, in which they proposed to remove KS1 SATs, which gave us cause for optimism. Of late, however, we’ve been public in our opposition to the introduction of a multiplication test in Y4. Our view is that children learn their multiplication tables already, and that it’s part of the national curriculum in every school. It just seems like an unnecessary national test that won’t tell teachers or parents anything they don’t already know.

Do you foresee having to overcome any particular obstacles once your alternative vision for accountability has been formulated?

I’m optimistic. Everyone I’ve spoken to has acknowledged that the system isn’t working as intended, but what I’ve found is that there’s an absence of vision as to how the system needs to evolve.

I believe we shouldn’t

wait for the government to come up with solutions. This is a great opportunity for the profession to take ownership over the issue and come up with proposals for a future that we want to work in, rather than letting someone else do that for us. The present accountability system has contributed significantly to driving up workload, pressure and stress within the profession, which is encouraging people to leave. The onus is on us to come up with ways of addressing the issues we’re currently experiencing.

 [@NAHTnews](https://twitter.com/NAHTnews)

 naht.org.uk





“There’s little incentive for schools to work together”

Ross Morrison McGill – teacher, author, speaker and director of TeacherToolkit

What failing in the current system of schools accountability needs addressing most urgently?

Many teachers are put off teaching in schools serving challenging communities because they simply don’t believe they’ll be treated fairly by the accountability system. That can’t be right.

Regardless of school context, it appears that every teacher is now having to evidence everything they’ve taught throughout the year, on the off-chance that a person visiting their classroom looks favourably on what’s seen, versus the reams of evidence available on demand.



Over-reliance on performance tables as a proxy for school effectiveness has introduced a multitude of perverse incentives into the system, which together get in the way of delivering excellent education for all pupils. There has undoubtedly been a narrowing of the curriculum across both primary and secondary schools towards what’s tested, and a shift to teaching to the test, not the syllabus. There’s little incentive for schools to work together for the common good of pupils in their communities.

If schools are measured by league tables and EBacc compliance, schools will simply ‘jump hoops’ rather than do what they believe is best for their pupils and teachers. An EBacc curriculum simply determines what a school will prioritise in their curriculum, sometimes in opposition to the needs of students.

In your experience, have you found the Ofsted inspection process to be a fair and workable one?

There appears to be too much variability in the quality of inspection and validity of judgements. There’s undeniably both good and bad practice out there, but with the stakes so high for schools, we need greater confidence that the judgements reached are fair, and not dependent upon the competence or confidence of the inspection team.

I’ve experienced nine school inspections under various frameworks, and although the last two have been in a more ‘open’ manner, the process is still largely driven by a set of results achieved by a small group of pupils representing a fifth of the whole school population. I’d like to see the lead inspector held to account for their decisions, particularly when schools require improvement, and be tasked with supporting a school through various actions and milestones.

Can you cite any examples where the current system of accountability has served you and your colleagues well?

Inspection can be a positive catalyst for change, and I’ve known school leaders who have very much welcomed that independent assessment of strengths and weaknesses. Equally, I’ve heard of examples where a poor overall judgement has made the task of improving the school near impossible, as school leaders struggle to attract new staff and retain the talent they already have on the back of a damning report.

An inaccurate Ofsted outcome can lead to an unnecessary turnover of staff, and worse, unfair dismissal. Research by UCL suggests a 4% turnover versus 0% for schools judged Outstanding. If we overhaul the four possible outcomes to ‘Good’ and ‘Not Yet Good’ we could probably save the taxpayer millions, and reduce what I believe is a growing retention crisis.

 @TeacherToolkit

 teachertoolkit.co.uk

Now FUNDING

Whether your school needs a small financial boost to get a project going or a sizeable grant to transform children's lives, these schemes might be able to help...



WHO? Neneveh Charitable Trust

WHAT? Research Grants and Charitable Funding

HOW MUCH? £500-£80,000

APPLY BY? Ongoing

WHERE? tinyurl.com/Nineveh-apply

FUNDS? The Nineveh Charitable Trust supports a broad range of UK-based projects and activities of benefit to the general public, with an emphasis on promoting better understanding of the environment and countryside, whilst facilitating improved access, education and research. It also wants to encourage schools' interactions with the countryside and farming as a part of their STEM curriculum.



WHO? Ernest Cook Trust

WHAT? Small and Large Grants Programme

HOW MUCH? Up to £12,000

APPLY BY? Ongoing

WHERE? tinyurl.com/ECT-apply

FUNDS? The small grants programme (under £4,000) supports state schools and small registered charities which require a little bit of pump-priming in order for projects to take place. The large grants programme (up to £12,000) is aimed at larger-scale education programmes. A wide range of environmental and countryside projects have previously been supported, as have those linked to the arts.



WHO? Field Studies Council

WHAT? FSC Kids Fund

HOW MUCH? Up to 80% of the course fee

APPLY BY? 1 June or 1 November 2018

WHERE? tinyurl.com/FSC-kids-fund

FUNDS? The FSC Kids Fund aims to bring environmental understanding to disadvantaged young people by enabling them to attend a Wildlife, Environment or Eco Adventure course at an FSC learning location. School groups may apply if they're aiming to provide benefits which are additional to the statutory school curriculum or provide added value, depth and breadth to the taught curriculum.



WHO? Foyle Foundation

WHAT? The Foyle Schools Library Scheme

HOW MUCH? £1,000 to £10,000

APPLY BY? Ongoing

WHERE? tinyurl.com/Foyle-Foundation

FUNDS? Encouraging children to read widely from an early age provides a major boost to improving literacy levels, which is a current key educational objective. This is why The Foyle School Library Scheme exists. Recognising that many school libraries are in a desperate situation through underfunding and underdevelopment, it helps create suitable library spaces by funding books and reading materials.

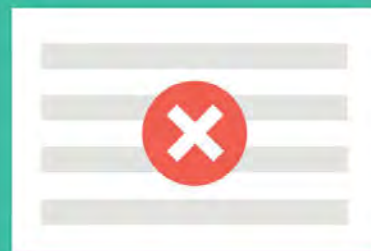




Assessing
Primary
Writing

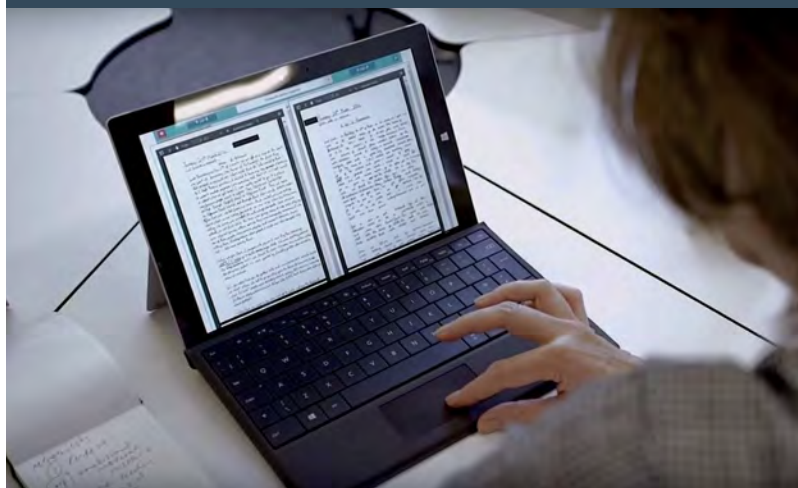
No More Marking

Using Comparative Judgement to
provide a quicker, more reliable
method of assessment



Save time and reduce the assessment burden

Assessing Primary Writing is a digital subscription service, using a Comparative Judgement approach for writing in Years 1 to 6. It allows schools to upload and assess their pupils' writing in 6 national judging windows, to get whole-school and nationally benchmarked data – saving time and supporting progression and intervention planning.



“The whole process has given us confidence our writing is improving, and has given us a clearer understanding of how we’re doing”

Dominic Hughes, Head Teacher,
Springwell Junior School

Effective Reliable Valid

Try judging for yourself, sign up free at:
www.nomoremarking.com

In association with
OXFORD
UNIVERSITY PRESS













MIS made simple

A cloud-based management information system designed to maximise efficiency and reduce operational costs



Speak to us today to book a LIVE Demo

Faronics Wise assist with:

- | | |
|--|--|
|  Communications |  Data Management |
|  Parent Engagement |  Extra Curricular |
|  Collaborative Learning |  Transport & Catering |
|  Teaching Tools |  Special Education |
|  Behaviour Management |  Safeguarding |
|  Administration Controls |  Statutory Reporting |

Book your LIVE demo online using code TRY-WISE-SUM2018



These guys are awesome, they have just installed our new School Management Information System. Which is amazing, Can't recommend them highly enough, support and training "five star".
Thank you

Mandy Wilton
Head Teacher



Tel: 01344 206 414

Web: www.faronicswise.co.uk

 @Faronicswise



 Office 365

 Suite

School improvement

“I’M STRUGGLING TO FIND **HEADTEACHERS**”

Replenishing your staff numbers isn’t always easy, but careful networking and shrewd forward planning can help a great deal, says Rachel Ward...

I was appointed as headteacher of Parkside Primary Academy in September 2016. Along with two other schools – Carlton and Summerfields – we’re part of the Pioneer Academies Community Trust. All three schools are situated fairly close to each other, but quite different in terms of their intake. Summerfields is a fairly ‘affluent’ school, with Pupil Premium numbers below the national average. On the other side of the same village is Parkside, which has a Pupil Premium proportion of around 50%.

In September 2017 the headteacher of Summerfields left, which resulted in me having to spend half of my time there, sharing responsibility for overseeing the school with the trust’s CEO. We’ve since been able to appoint a new Head of School who, as it’s her first headship, still needs some support. However she’s already had impact on Summerfields through the positive changes she’s brought to the school.

The experience of that, combined with several other appointments we’ve made over the past year, have illustrated just how difficult it is for us to recruit at the moment. On one level, it’s a case of finding people who are the right fit for you and who possess the right skills. Knowledge is fairly easy to acquire – you just need to learn it – but skills can only be developed, practised



regularly and coached over time. My usual thought process when dealing with applicants is around 'talent spotting'; 'What can I do with you? How can I develop you?' I don't want somebody just for 'now'; I want somebody who can develop and grow and will have even more impact in three years' time.

Recruiting good quality leaders, however, has proven particularly difficult, so we're having to create our own. Aside from anything else, I know that I'm struggling to find headteachers because other trusts and schools have got good leaders they don't want to let go. They'll do whatever they can to keep them, which makes the talent pool smaller.

If your school is finding it tough to recruit staff, try joining and using as many different networks as you can. I'm able to call on connections I've made through Ambition School Leadership and the Teaching Schools Network, while our trust CEO is a Local Leader of Education. However sometimes recruitment challenges can come down to your school's reputation, so do everything you can to promote your school, your children and your staff both regionally and nationally.

If you're part of a trust, then always recruit as a trust. Even if only one of your schools needs an extra member of staff, by recruiting as a larger organisation you'll be in a better position to offer candidates a greater number of attractive benefits and CPD opportunities.

Ultimately, we all need to take a longer-term view of recruitment. Teacher recruitment and retention is difficult in the current climate, therefore if recruiting headteachers is already proving to be an issue – with more headteachers currently retiring than there are people wanting to become one – then what's the situation in schools going to look like in 10 years' time?

Rachel Ward is the headteacher of Parkside Primary Academy and Carlton Primary Academy

 @Ambition_SL

 ambitionschoolleadership.org.uk



GET MORE BANG FROM YOUR CPD BUCK

Most schools want better results from their CPD spend, but how they go about doing that and where they're starting from can vary hugely, says David Weston...

New research from Teacher Development Trust shows huge variation between schools in how much money they allocate to developing staff. What's the case for allocating resources to this area, and how do you achieve maximum impact? From our analysis of the data, here are five things you need to know.

What's being spent?

Recent school budget data shows that schools in some LAs allocate as much as £1,200 per teacher. Hampshire and Newham top the tables; conversely, schools in Solihull budget only £400 per teacher. This variation is really worrying. Even great in-house processes won't make any impact if schools don't have the money for quality experts, courses and training tools, with the result that pupils ultimately lose out.

Why the variation?

We were surprised to find no overall north-south divide. Each LA varied hugely – not just in their average budget per teacher, but also budget changes from the previous year. Teachers in Bromley benefited from an average increase per teacher of over £280, whereas teachers in St. Helen's saw their share of the training budget fall by an average of £164.

'Outstanding', 'Good' and 'Requires improvement' schools all budget for CPD similarly; only 'Inadequate' schools budget less.

What's the money being spent on?

School spending on network membership seems to have grown, with schools increasingly buying into local consortia, teaching schools and national networks.

Understandably, there's been a renewed focus on training to deal with recent curriculum changes. Some have cut almost all their spending on external CPD to focus instead on spreading internal expertise, though the research suggests that this is likely to significantly reduce the overall effectiveness of a school's development programme.

What *should* the money be spent on?

The most effective schools have stopped planning CPD activities and started planning CPD *programmes*. First, they identify key themes and sources of expertise, be it visiting practitioners, courses, specialist networks and associations, research tools, books or journals. Next, they set aside regular and frequent time that teachers can use to meet and prepare, discuss, plan, teach and observe lessons, allowing them to explore the impact, reflect on and evaluate it together.

What ties all this together?

Investing in quality CPD leadership is crucial for getting bang for your buck. We're increasingly seeing schools commissioning external audits of their CPD leadership and policies, sending SLT on CPD leadership training, investing in memberships of subject associations, the Chartered College of Teaching and CPD networks like the Teacher Development Trust.

David Weston is chief executive of the Teacher Development Trust

 @informed_edu / @TeacherDevTrust.

 TDTrust.org

How should you support pupils in grief?

Sarah Owens looks at what schools can overlook when trying to help pupils going through bereavement

children, it can be difficult for them to talk how they're feeling. School pupils spend more waking hours in the school environment than they do in their own homes, however, with the result that their teachers will know them very well. Ultimately, it's a case of letting those teachers do what they feel is right for each child when times are tough.

Sarah Owens is a lecturer in nursing at the University of Salford and a former palliative care education lead

Back when I worked in a hospice setting I would often nurse people with children and grandchildren, and became very familiar with the impact of grief and bereavement on children and young people. I now run workshops for school staff, where I aim to provide a theoretical overview of the key principles involved in loss, while also helping them to explore their own feelings around death and dying.

The sessions tend to be structured around attendees' desire to enhance their existing knowledge and explore what strategies they can use to support children affected by loss and bereavement. Schools will often have staff appointed to pastoral roles, but they sometimes need to recognise that the support children require won't always come from pastoral staff. It may be that the child doesn't want to speak to them, and would feel more comfortable speaking to a teacher they know well. Ideally, all staff across a school should feel confident in offering support to children at a time of grief, rather than it always falling to just one team or section.

Children's reactions to bereavement can be affected by many factors, such as the nature of the individual's death or the relationship they had with them. Family units can vary hugely in terms of how they communicate, and children can express grief in a variety of ways, depending on their personality.

Some children might exhibit pronounced changes in behaviour. A child who's normally quite amenable might start falling out with, or bullying others, for example, though expressing

grief can sometimes be a good thing due to the catharsis it brings. Schools perhaps need to be more aware of those children who are quieter and appear to be getting on with things. There can be the assumption that a pupil's doing well, because he or she isn't getting upset, being disruptive or showing signs of anger – but that can pose difficulties for the child if they're bottling everything up inside.

Any efforts to improve bereavement support should involve a whole school approach and giving staff freedom to manage the matter themselves – perhaps by commemorating an individual who's died as a class by releasing a balloon or performing some other gesture – and allowing some leniency around the school's standard policies.

For example, children who struggle to verbally express how they feel can be allowed to wear a selection of differently coloured wristbands. Red might mean 'Today's not a good day', amber 'Not too bad' and green 'Today I'm feeling quite good.' If teachers can tell visually how a child's feeling, it makes things easier for children who might find it difficult to talk.

Children experiencing bereavement will often say that they feel alone, that they stand out and are very different from their peers as a result. In a big class of 30



LET'S RETHINK OUR FUTURE

Jeremy 'Neo' Hannay explains why the profession has fallen prey to a false reality, and what schools must do in order to break free...

When I was younger I used to work in a video store. I loved how busy the store would get on Friday and Saturday nights, the relationships we developed with people in the local community, the free bags of out-of-date crisps we'd get when the stock was changed – but, most of all, I enjoyed recommending movies to customers who weren't sure what they wanted to watch.

Back then, one of my go-to recommendations was *The Matrix*. I was very taken with the film's premise, and still think of it often when leading my little school in London and working with other teachers and leaders across the country. The premise in question is that the everyday world we perceive as real is, in fact, an all-encompassing simulation created by a race of sentient machines that have subdued the human race.

In one of the film's best scenes, our protagonist Neo is offered a stark choice by Morpheus, leader of a small group of human resistance fighters who know what's actually going on:

"You take the blue pill, the story ends. You wake up in your bed and believe whatever you want to believe. You take the red pill – you stay in Wonderland, and I show you how deep the rabbit hole goes. Remember; all I'm offering is the truth."

Why do I bring this up? It's because we school leaders in England have been living in our own simulated reality for years. One

we've always known was somehow 'off', and one we shouldn't have to live with any more.

THE BLUE PILL

This is the world we've always known. It's a world where recruitment and retention crises are commonplace, where strategies aimed at addressing them merely fumble with the symptoms rather than fix any underlying problem.

In this world we've been led to believe that an 'inspection culture' is synonymous with a 'development culture'; that in order for schools, leaders, teachers and pupils to improve, they must be constantly measured and monitored. This surveillance takes many forms – frequent high stakes observation, regular and robust scrutiny, coupled with top-down accountability regimes.

We see this culture at every level. It's there between the system and schools in the form of Ofsted ratings and league tables. It's manifested between one school and the next via audits, reviews and mocksteds. You can even see it in leaders' interactions with their teachers and between fellow colleagues during lesson observations and 'routine' book planning, subject scrutiny and miscellaneous monitoring.

This is the world we've been told is real. Most schools you'll visit and talk to will likely be operating in this way, and chances are your local authority or MAT will be actively promoting all of the above as the sure-fire route to gaining an 'Outstanding' rating. Except there's just one problem.

It's not real.

Oh, it all *seems* real enough – but just like the simulated reality of *The Matrix*, it's a system built on a fallacious understanding of what education actually is, and what

we can do to get better at it. It's a system that benefits impersonal 'machines' – data-crunching software, private companies, financial markets, accountancy firms – while subduing our growth, development, creativity and innovation.

There is another way.

THE RED PILL

In terms of what will actively help us as leaders and educators, *here's* what's real. Schools where there are no shortfalls in recruitment or retention, Teachers who are able to grow professionally over time, and help others to do the same. Everyone in a given setting aligned to a deep moral purpose.

In these schools, development isn't centred on professional inspections, but rather professional collaboration. These schools won't perform regular observations and monitoring, or fire out overly prescriptive performance policies. Instead, they'll discuss and design pedagogy, engage in action research and regularly perform learning and lesson study.

Under this system, teacher development is seen as an important leadership responsibility. To that end, school leaders care deeply about their staff, and understand that growing great educators involves both moments of brilliance and moments of mayhem.

These are schools that build in time for reflection, research and collaboration – both within the school itself and with partnering settings elsewhere. Moreover, these are schools that consistently achieve top results. How? Through collective efficacy and well-developed core programmes. The teachers have autonomy and are trusted to make decisions concerning their classroom instruction. There's little need for marking policies or planning scrutinies, because their learning programmes are collaboratively designed and collectively refined.

Nor is workload an issue. Why would it be? Under this system, the work teachers carry out at their schools is meaningful for them, and impacts directly and clearly upon their pupils.

And yet, in England right now, this type of thinking is distinctly unconventional. Taking the red pill isn't easy – it takes courage and conviction. It requires us to rethink what we've always been told is true, and ask deeper questions about our own roles in the system's broader failures.

DEFY THE MACHINES

When looking at some of the most acclaimed education systems across the world, it's easy to pick up on surface-level reasons as to why they're more effective than ours. In Singapore, we point to the parental culture there around education. In Canada, we flag up the relative lack of income inequality. In Finland, some point to the lower levels of immigration.

The truth, however, is that it's the culture around professionals, learning and development that allow those nations to succeed. Schools in Ontario only perform teacher observations once every five years, but make a point of organising and maintaining mutually supportive communities focussed on learners and learning. Singapore schools regularly perform lesson study to develop professional skills in lesson design and learning. In Finland, research and reflection is prioritised over basic practice.

What these nations don't do is overburden their teachers with prescription and policy. They instead create conditions under which every teacher is able to flourish.

As school leaders, we face a choice – take the blue pill or the red pill. We can take the blue pill and continue to live in the world created by machines. That's the easy way, the way we've always known. Some of us might even feel that we're prospering under the system we have.

Alternatively, we can take the red pill and start designing our own future. It will be difficult. We'll need to think unconventionally and be ready to embrace a series of tough challenges.

But if we succeed, that world will be real. And it'll be ours.

Taking the red pill isn't easy – it takes courage and conviction. It requires us to rethink what we've been told"



Jeremy Hannay is the headteacher of Three Bridges Primary School

FREE 1-to-1 Maths Tuition

Intervene early with free 1-to-1 tuition this summer term
when you join us for next year

30,000+

Pupils prepared for SATs

250,000+

Hours of tuition delivered

50,000+

Teachers using our resources

Why 700+ UK primary schools use Third Space Learning:

- » Accelerated progress - In a trial with Rising Stars, pupils receiving 1-to-1 interventions from Third Space Learning made **7 months' progress in 14 weeks**
- » Intelligent **online diagnostic assessment** and **the choice of 270+ lessons** ensures learning is specific to each pupil's individual needs
- » Every teacher receives access to the Third Space Maths Hub, an online toolkit of **thousands of KS2 Maths resources, assessments and CPD**



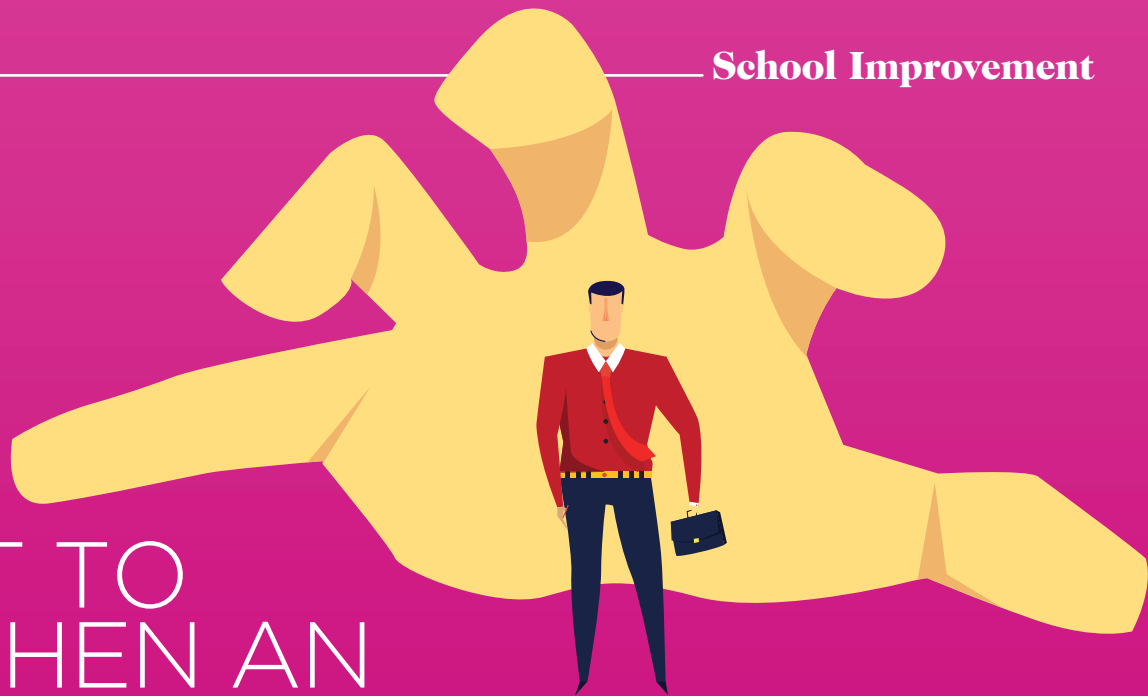
**Get in touch by
June 2018 to
secure your free
spaces**

0203 771 0095



“The children were all engaged throughout and were buzzing afterwards. Listening to them explain their maths to someone else was like a little window into their minds – wonderful!”

**Steph Topliss, Class teacher,
Petts Hill Primary School**



WHAT TO DO WHEN AN INSPECTOR CALLS

You've received The Call. Ofsted are on their way. So what do you now? Simon Botten talks us through his plan of action...

for our next inspection? Ofsted wants children to do well at school, and so do we! If we run our schools well, and if children achieve, then Ofsted will be perfectly happy.

It's always the same. You know it's coming, yet it's always a surprise.

"PHONE...! Ofsted!!!"

A member of the office staff hurries in. They look startled and announce that Ofsted's on the phone, their voice several octaves higher than usual.

There then follows 20 seconds or so of a dreamlike state, where my brain struggles to compute this massive thing that's happening on some otherwise idle Tuesday RIGHT NOW. And so it begins.

I've now had three inspections as a headteacher: two full Section 5 inspections and another just recently which was a 'light touch' single day, single inspector Section 8 inspection. All have been different experiences, and all have ended well. I don't believe we,

as schools, should be obsessing over our next inspection, but nor do I think we should allow ourselves to be entirely unprepared. I'm of the belief that you need to plan and control your inspection process, lest it end up controlling you. Or worse still, spiral out of control and end badly.

Here, then, is my advice on preparing for and then managing, your next inspection. Beginning with...

BEFORE THE CALL

1. Don't obsess over Ofsted

A fellow headteacher once said to me, "I'd like to make the curriculum more exciting, but I could have Ofsted in 18 months and we've got to prepare."

Why? Has Ofsted ever told us to spend months, or even years, preparing

2. Don't do things 'for Ofsted'

Many get caught up in doing what we think Ofsted wants us to do. Schools can get so busy creating a safeguarding paper trail that they forget to *actually keep children safe*. Safeguarding does involve lots of paperwork, but our chief goal must be to create a culture of safety, not please Ofsted. Get it right, and we succeed at both. Get it wrong, and we leave children in danger.

3. Understand the criteria

Ofsted's school inspection handbook (see tinyurl.com/ofsted-sih) is a public document every headteacher should read cover to cover. Many schools unfortunately fixate on the wording of the judgment statements, but these aren't the most important parts. The crucial bits for headteachers are the

OFSTED READINESS PLAN



12:30pm

Receive phone call; send note around classes asking for brief meeting in staffroom at 1pm to share trails



12:40pm

Arrange afternoon supply cover for SLT



12:45pm

Notify chair of governors, LA and SIA and arrange their meetings with the lead inspector



1pm

Brief staff and request following day's timetables

bullet points that precede those judgements, as these explain exactly what an inspector will inspect and the evidence they'll be looking for.

4. Tell a coherent story

You must complete a succinct self-evaluation form that tells the story of the school accurately, coherently and honestly. Start by explaining your school's context and any special provision or aspect of the student population you need the inspector to understand. Then write your SEF using the same area headings as those in the Ofsted handbook.

5. Annotate your IDSR

Ofsted's inspection data summary report (see tinyurl.com/ofsted-idsr for the DfE's guidance) is the only data your inspector will have looked at before visiting your school, and rightly or wrongly, that's the data that matters most to them. Take time to fully understand the data in the report and prepare arguments for any weak spots.

We found it useful to digitally annotate our school's IDSR by adding pop-up comment boxes beside the relevant data, which is easy to do on a PDF document. This helps your governors understand said data and provides leaders with helpful prompts when meeting with inspectors. At our last full inspection we sent these annotations to the inspector after our initial phone call, thereby answering many of their questions before they even arrived, and allowing more inspection time for the things we wanted to celebrate.

6. Create an 'Ofsted readiness plan'

That period of time between the lunchtime phone call and the start of the inspection is crucial, so plan in advance what you'll use it for. Ahead of our latest inspection I had an 'Ofsted readiness plan' pinned to my noticeboard, reminding me of all the things that needed to happen that

afternoon in order for the school to be ready for inspection – I've reproduced it below. If you just follow your plan, everything that needs to happen *will* get done.

WHEN YOU GET THE CALL

7. Declare your position

The initial phone call will centre on practicalities. Most inspectors will have decided on their preliminary inspection trails by the time they call you, so make sure you ask what these are and prepare to counter them. If you've studied your IDSR and know your data, they shouldn't come as a surprise. At this point I like to make my position clear. Ahead of our latest Section 8 inspection, I told the inspector I wanted the school to be considered for an early Section 5, as we felt we had tipped over into Outstanding. Telling the inspector your position lets them know you'll be managing the inspection alongside them – not just letting it 'happen to you'.

8. Agree the party line

The first thing I do when I get off the phone with the inspector is arrange a meeting with the SLT during the afternoon to discuss the data and evidence we'll need to counter the inspection trails. We'll also read through the SEF, ensuring everyone understands the key messages, and then allocate SLT members to each teacher, who'll go and check their classrooms and plans for the following day to ensure there are no surprises.

9. Speak the inspector's language

When training as an Ofsted inspector myself, what struck me most was the pace at which an inspector has to get

through their tasks and the discipline needed to keep to time. You might want to tell the inspector about your fabulous dance or art provision, but unless they're asking about the arts curriculum they're unlikely to be interested.

Section 8 inspections are intense.

Where a Section 5 looks at everything, a Section 8 will focus on your biggest weakness. Reading the Ofsted handbook with your weakest area in mind will give you an indication of what the inspection will look like. Don't worry about folders of evidence – Ofsted don't want to see these now, especially on a Section 8. Just know where your school's evidence is and stick to the point.

10. Get your safeguarding right

There's no excuse for messing up on safeguarding during an inspection, and no flexibility – fail this and you fail the inspection. Make sure your Single



OFSTED READINESS PLAN



1:15pm

Call all governors and request 6pm meeting



1:30pm

SLT meeting – discuss trails, consider likely questions and evidence needed; Read through SEF and IDSR and check everyone understands key data/evidence



2:45pm

Hold whole school assembly – remind the children what champions look like!



3:30pm

HT and SBM meet with safeguarding governor to check single central record and other key documents



Central Record is up-to-date, has no gaps and is regularly checked. Your statutory policies and school safeguarding procedures and practices should be clear and understood by all staff. Inspectors want to know that everything practicable is being done to keep children safe, not just that you have a piece of paper that says to.

ON THE DAY

11. Rogue inspector? Call Sean!

Sean Harford, Ofsted's National Director, Education can be found regularly tweeting about the inspection process as @HarfordSean. At a meeting I attended last year, he said that if we

ever felt an inspector was straying dangerously away from their remit, school leaders should tweet him for clarification.

On my recent Section 8 inspection, the inspector made some rather strange requests about risk assessments being pinned to the wall next to sand and water trays in EYFS. Thinking that this was a bit dubious, I duly tweeted Sean for clarification.

True to his word, within five minutes he had asked me to send him a direct message providing details, and scarcely

10 minutes after that the office phone rang with a message for the inspector to "Call HMI HQ immediately." 15

minutes later, the inspector appeared at my door and apologised for suggesting that her own opinion was Ofsted policy.

12. Stick to your guns

Often an inspector will prod a headteacher to see if they'll stick to their guns when pushed or simply concede that they're wrong. There's no point being delusional – if your data clearly says one thing, it's hard to argue the opposite – but don't be bullied into giving up on a point too easily. Don't be rude or aggressive, but ask the inspector "What evidence would you like me to show you to convince you that I'm right?" Ofsted isn't some all seeing eye. The inspector will be constantly shifting their opinion as the inspection proceeds, so keep providing evidence if you think they've got the wrong end of the stick.

13. Tell the truth

I've never seen a school leader come unstuck by telling the truth. I've seen

many come unstuck by trying to hide things. During one inspection when I was a shadow inspector, I was told that the previous year's EYFS data had been 'lost' by an outgoing teacher. When I pressed the current EYFS teacher on this, they eventually admitted that they did have it, but had been told to say they didn't. The look on the head's face when, after their repeated denials of its existence, I placed a copy of it on the table was priceless – and unnecessary. Don't lie. It'll end badly.

14. It's not over until it's over

An inspector might say they want to be heading home by 4pm, but that doesn't have to be the case. During our recent Section 8 we were still arguing with the inspector as to whether the school should have an early Section 5 (and therefore be eligible to be judged Outstanding in the future) at 6pm. We lost that argument, but it didn't stop us providing evidence until the very last minute.

15. Push for positive tweaks

A week or so after the inspection you'll receive a draft letter or report, depending on whether you had a Section 8 or Section 5. If the inspector described your curriculum as 'Outstanding' on the day, but the report has it as 'excellent', ask that this be changed. These little tweaks might seem trivial, but you'll have to live with this report for the next three to five years, so it may as well be right.

Simon Botten is a primary school headteacher

 @Southgloshead

 southgloshead.wordpress.com



3:45pm

SLT meet individually with teachers to calm nerves, check learning environments and talk through following day's lessons



6pm

Governors' meeting – share Ofsted trails and check who's available to meet with inspector (ideally three or four members); Discuss IDSR, in-school data, SEF and SDP, along with performance of vulnerable groups



8pm

Send everyone home.

BOOST YOUR BOOK BUDGET WITH **MATCH** **FUNDING**

**HURRY...YOU ONLY HAVE UNTIL
24TH JULY 2018 TO DOUBLE YOUR
BOOK RESOURCES...FOR FREE!**



**THERE'S ONLY £1.3 MILLION LEFT OF THE
£3 MILLION ALLOCATED TO MATCH FUNDING!**

A HUGE RANGE OF RESOURCES AVAILABLE INCLUDING AN EXTENSIVE
RANGE OF BOOK BANDS, ACCELERATED READERS & GUIDED READERS



Elevator PITCH

Take two minutes to find out what Pupils Profit child-led enterprise initiatives can add to your school.



1 *Improve health*

As older children sell healthy tuck shop snacks to younger children, healthy eating becomes something aspirational. Even better, it's a sustained initiative that lasts all year, resulting in healthy habits becoming well established. Snacks are affordably priced and comply with guidelines issued by the Children's Food Trust. The Stationery Shop offers a range of popular, eco-friendly items.

Customer service, teamwork and understanding profitability become embedded.

3 *Teach money management*

Everyone has to manage money. Customers count it out when purchasing, and the selling team must check that they've received the correct amount. Buying teams have to budget for new orders of stock, forecast usage and manage risk as part of the process – mathematics in disguise!

2 *Build soft business skills*

The enterprise team become people that make things happen; if an item sells out, they must use their initiative to replenish their stock and check whether they need to order more from their supplier (Pupils Profit).

4 *Great resources*

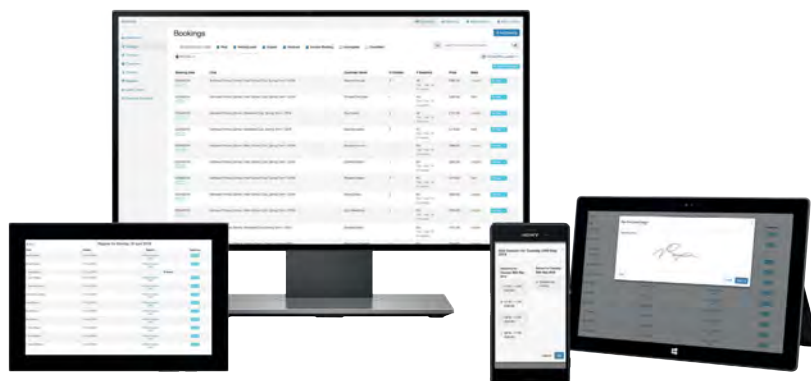
Pupils Profit offer complete product ranges for the Tuck and Stationery shops, accompanied by easy to use toolkits that show the enterprise team how to plan their business and how to operate it. It's pupil voice all the way, and the pupils absolutely love it!

To find out more about Pupils Profit's product ranges and Enterprise Toolkits, email info@pupilsprofit.com or visit pupilsprofit.com



the smart MONEY

Cut your breakfast or after school club admin with Kids Club HQ



An income opportunity

Running a breakfast or after school club provides a great source of income for your school and an essential service for working parents, but it's easy to underestimate the admin required to keep things running smoothly and compliant with Ofsted requirements. There's lots of information to be collected and stored about the children and when they'll be attending. Producing registers entails double (or even triple) keying information from paper forms and emails, while creating and sending invoices to parents is incredibly time consuming. And that's before you get to those last-minute changes...

Cut the admin for an easier life

Things can be made much easier for everyone. If you collect the required information using online forms and a central database, parents won't need to submit information about themselves multiple times and you'll have quick access to everything you need in one place. Kids Club HQ is an easy to use cloud-based platform specifically built from the ground up to solve this very problem for breakfast, after school and holiday clubs. There's an online booking system for parents and a comprehensive administration system for you and the club staff.

Keep up to date

With the aid of Kids Club HQ, registers can be kept automatically up to date (even taking into account any last minute changes), easily viewed online in an instant or exported as an Excel-compatible spreadsheet file. Instead of manually creating invoices for parents, you can have them be generated automatically and dispatched to them via email. It's also possible to set automated reminders for any outstanding payments help to keep accounts up to date and save time spent chasing parents. Schools like yours rely on Kids Club HQ to keep on top of the admin for their clubs.

For our free guide on running a successful before/after school club, visit kidsclubhq.co.uk/psm. Get in touch at hello@kidsclubhq.co.uk

BRING HISTORY ALIVE IN YOUR SCHOOL

VIKING & ANGLO SAXON FULL DAY SCHOOL WORKSHOPS

A great school trip alternative

Some of our activities...

- Grind grain to make flour
- Try on authentic copies of helmets, clothes and jewellery
- Take the chainmail lifting challenge!
- Pick out the real foods of the time from our food display
 - Learn to write in runes
 - Play dice games, stick wrestling and hnefatafl
 - Choose a name and occupation of the time
- Form up into a shield wall with shields and spears and follow battle commands



FROM

JUST

£200*

“Sarah Brown, St Mary's RC Primary, Radcliffe, Manchester
“The resources were excellent and subject knowledge exceptional. I have been teaching over 20 years and I have never seen children learn so much in a single day. Will definitely be booking for next year.” **”**



T: 020 3417 5013 | booking@repeating-history.com | www.repeating-history.com | © Repeating History Limited

*£200 plus VAT is the price for a half day workshop in Essex, Kent and Suffolk. Please get in contact for full day workshop costs and rest of England pricing.

Buildings & Facilities

HOW SECURE IS YOUR **LOCKDOWN** **PROCEDURE?**

Architectural consultant Andrew Shaw outlines the security solutions that can help schools improve their lockdown protocols.

Everyone involved in the running of schools has a duty to ensure the safety of the children in their care at all times, provide a safe and secure environment for learning and be prepared for any emergency – including lockdowns.

Schools are one of the most vulnerable targets when it comes to break-ins and even full-scale attacks. However, by preparing and planning for the worst, we can design and facilitate a safe and inspiring space for learning. Access control is a critical aspect of any school safety strategy, being the way a school manages credentials and the safe access and exit of pupils, staff and visitors. However, in the unfortunate event of an emergency, access control isn't enough.

Every school should have a lockdown procedure that determines or defines the state of each opening of the building on demand, or as soon as an emergency is detected. At Allegion, we believe strongly that ensuring the integrity of security protocols at all times is essential, and that hardware and security systems are cornerstones of any good school lockdown procedure.

Notwithstanding this, schools are under intense budget pressures, yet the scope of security solutions available in the UK is such that schools can find systems ideally suited to their needs and budget. From mechanical to electronic, or a combination of the two, schools can implement an efficient and secure lockdown protocol, even if budgets are tight.

No two schools are the same, and as such, access control solutions should be tailored to the

school and its unique security requirements. There are a number of areas to consider when selecting security hardware, such as the severity of potential risks, the age of the building(s), budget and the school's long-term security strategy. Based on those factors, schools must consider whether to opt for a manual, remote or centralised system, or one that combines elements from any of the three.

MANUAL LOCKDOWN

These systems are the ones everyone will likely know and use already. They're among the most economical lockdown solutions, relying on individuals handling physical keys to lock down rooms and spaces. Mechanical keys are the most cost-effective, but least secure lockdown method, since the speed of the lockdown will be dependent on how quickly staff reach doors and lock them.

REMOTE LOCKDOWN

These are ideal for schools that wish to upgrade from a manual lockdown system but are wary of the costs that accompany networked systems. Under this method, classrooms are locked down by remote fobs when in proximity of the relevant door, but they still rely on multiple staff members during lockdowns.

CENTRALISED

The most secure of the three, these require only a single point of accountability. Centralised access control systems are activated via a computer or mobile device – at the push of a button, all openings can be locked throughout the setting, making this the fastest lockdown solution.

Even in older school premises, effective use of electronic and wireless solutions, potentially combined with an existing mechanical system, can be easily achieved and cost effective.

Andrew Shaw is architectural consultant at security provider Allegion UK

 @AllegionUK

 allegion.co.uk



Bruce Cantrill explains how carefully controlling the level of illumination in classrooms can lead to better learning outcomes

There's no one-size-fits-all solution to creating the ideal learning environment, but there is a surprisingly simple measure that's been proven to prompt significant improvements in students' classroom performance.

Full spectrum daylight – be it naturally sourced or mimicked in brightness and temperature via a particular lighting solution – has been found to improve behaviour, boost health and reduce anxiety in students, all of which contribute to a positive learning experience.

These findings have been verified by a study (tinyurl.com/cec-winclass) from the California Energy Commission, which saw students achieve a 20% improvement in mathematics and 26% in reading when they worked in classrooms flooded with high levels of daylight.

Prior research by the University of Nevada (tinyurl.com/uon-light-learn) suggests that poor lighting can affect how the brain collects information. The cool, white fluorescent tubes traditionally found in schools can be detrimental to learning and prompt students to fidget, talk and daydream in lessons. The harsh brightness they create has also been linked to hyperactivity among students.

Replacing fluorescent tubes in classrooms with full spectrum lighting is a simple, yet effective measure that can make an instant difference to the learning environment. The positive effects of natural light can be further capitalised upon by implementing dynamic lighting – a system that allows lighting temperature and brightness to be

adjusted on a light-by-light basis via a tablet or smartphone.

This enhanced level of control enables teachers to adjust the ambience of the room to suit particular lessons or activities. If students are required to work from a white board, for example, the room's brightness can be set to minimise reflections and improve visibility. This reduces the risk of students disengaging with the task at hand, due to an inability to read what's on the whiteboard.

Settings can also be adapted to suit the 'mood' of the subject being taught. While lower light is conducive to creative thinking, brighter task lighting can assist with more detailed work, such as scientific experiments.

With the increasingly strict targets being faced by both students and teaching staff comes a huge responsibility to ensure the learning environment, and therefore students' concentration, is optimised. Addressing the quality of lighting in classrooms is one way in which schools can bring about vast improvements in the comfort and performance of students and staff alike. In turn, this will translate to more engaged learning, which could ultimately manifest in better exam results.

Bruce Cantrill is head of marketing and business development at CMD – a manufacturer and supplier of power and lighting solutions for a range of applications

 cmd-ltd.com

 @cmdltd

Could your pupils' valuables be at risk from theft?

New statistics can help you stop your students becoming victims of theft when in school

Recent figures from the Office for National Statistics (ONS) (see tinyurl.com/SchoolCrimeStats) reveal the level of theft offences experienced by pupils aged 10-15 in England and Wales. Most worryingly, these numbers showed that 62% of incidents happen in or around the school – 52% inside, and 10% around the building.

The vast majority of offences, 77%, were committed by children aged 10-15, but 15% of offenders were under 10. Victims were typically the same age as the perpetrator, and in 62% of cases it was someone the offender knew well. In 20% it was someone they knew by sight, and in 12% of incidents it was someone they had spoken to on occasions. In only 10% of cases was the offender a

total stranger.

Perhaps one of the more surprising statistics was that in 14% of cases the offender was a friend (including boyfriend/girlfriend).

But what gets stolen the most? Unsurprisingly, cash came top of the list with 16%, joint highest with stationary and books. Clothes, mobile phones and bicycles, or bicycle parts, are the next most common items stolen, at 12%.

Bags (school bags, handbags and shopping bags) accounted for 10 % overall, followed by electrical items (6%), jewellery and watches (5%) and food and toiletries (5%).

Comparing this year's stats to previous figures, there has been an increase in girls committing theft over the last two years. 2016's figures were

similar to this year's, with 60% of the offenders being male and 36% female. However, the figures from 2015 revealed that 74% of thefts against children aged 10-15 were committed by males, and only 23% by females.

When it comes to how well the victim knew their attacker, the figures for 2015 and 2016 were very similar, with 56% of the victims in 2015 saying they knew the thief well, and 55% stating the same in 2016. This year's numbers show a slight increase, with victims reporting the thief being familiar to them up to 62%.

For more information, you can view the blog post with additional research at tinyurl.com/locksmithstats





Outdoor Gyms for Primary Schools

- ✓ For PE lessons all the children will love!
- ✓ Enhance fitness, emotional wellbeing and social interaction
- ✓ Develop flexibility, strength, technique, control and balance
- ✓ Gender neutral PE facility for the whole school
- ✓ Ideal use of Sports Premium. Additional funding available

T 01483 608860

E sales@freshairfitness.co.uk

www.freshairfitness.co.uk

 **Lockertek**

The Ultimate primary school locker

- The original primary school locker, designed by schools for schools
- Designed to fit coats, bags, book bags etc perfectly
- 380mm deep, perfect for narrow primary school corridors
- Fully welded (not riveted) frame and doors for extreme strength
- Large easy turn handles (not locks) with no sharp edges
- Huge choice of colours and styles to match your school colours
- School purchase orders welcome
- The most robust primary school locker on the market
- Exclusive to Lockertek

Please
mention **PRL18**
to receive a
discount on
your order



Contact us to discuss your needs or to
arrange a free site survey on
01953 718221 or email **sales@lockertek.co.uk**

www.lockertek.co.uk

FROM ONE FORM TO THREE

We look at how one London primary underwent a threefold increase in capacity by building up...



As Lee Mainwaring, design director at the firm Architecture Initiative tells it, everything began in 2012 with an approach from Tower Hamlets Council and a PFI provider, who talked of ‘A challenging site for you guys.’

The site in question was that occupied by Olga Primary School, at that time a single-form primary with 240 places, housed in premises that consisted of a sprawling, 80s-era single-storey building. Hasib Hikmat, Olga’s current SBM, recalls, “The building’s internal space was largely open plan, and not particularly well liked. Partitions had to be added to create separate classrooms – it was very noisy.”

Initially, the Council’s brief seemed rather modest – two classroom extensions to help the school accommodate a projected rise in pupil numbers over the coming years –

but as the project progressed, the plans soon became much more ambitious.

USE OF SPACE

The Council’s original ‘two extensions’ plan had been prompted by the perceived difficulties involved in working on the school site, described by Mainwaring as “This little green oasis in Tower Hamlets.” Yet over the course of discussions between Architecture Initiative and the school’s staff, headteacher and governors, as well as Tower Hamlets Children’s Services, thoughts turned to the possibility of doubling Olga’s size and turning it into a two-form entry school.

However, as Mainwaring notes, “The challenge common to all school expansions is that an LA won’t always know how many pupil places a school site can expand by.



Everyone involved has to settle on an expansion plan that all parties are comfortable with, and we made the point of suggesting that a two-form entry school wouldn't be the best use of the space available, because it worked out as quite expensive per pupil.

"We therefore devised a three-form entry option, which worked out as having a better cost per pupil and able to deliver good value for money overall."

Architect Initiative's solution was to think vertically and re-house the school in an entirely new, three-storey building. As work got underway, the school continued to operate with some pupils moved into temporary Portakabin accommodation and others remaining inside half of the existing school building, while the other half was removed to make space for the new construction.

UNIQUE CHARACTER

The new three-storey building is separated into two distinct halves – one

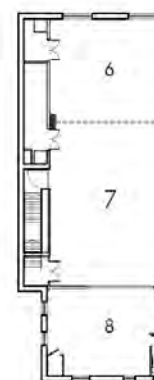
"We had to look at how the school could continue to operate while half of it was being demolished. The pupils in the half due for demolition were accommodated in temporary buildings, which gave us a much reduced footprint. Starting in August 2015 we set up modular buildings occupied them from September 2015.

The demolition and construction process subsequently turned out to be quite long and subject to delays. The project's first site manager unfortunately passed away, soon after being appointed, and there were various issues relating to theft, parking permits, utilities – it seemed as though whenever a meeting was held, there was one more reason for things not going according to plan!"

- HASIB HIKMAT, SBM AT OLGA PRIMARY SCHOOL



The school's classrooms are arranged around a main atrium, with each Key Stage occupying a different floor.





separated into two distinct halves – one containing the teaching centre, and the other the school's administrative and communal spaces. The school's 25 classrooms are arranged around a naturally-lit atrium, with each Key Stage occupying its own floor in ascending order.

"There's a unique character to the building, and the way they've worked with the site means there's a lot of outdoor space," comments Hasib Hikmat. "It's a building that almost has the feel of a secondary school. Everything inside feels clean and spacious."

One challenge the team needed to overcome was how to give each year group immediate access to the school's landscaped grounds. The Early Years and reception groups on the ground floor all have access to separate play spaces that can be optionally linked. From the first floor, years 3 and 4 can exit out onto a gantry that drops down into the playground, while years 5 and 6 get to make use of their own roof terrace. According to Mainwaring, the new building has given the school a larger external play space, thanks to its comparably compact footprint.

One area that required some thought was how to ensure smooth passage for pupils to the school's first floor dining hall and outside during lunch times. The end result was to devise a large circular route with space at the dining entrance for pupils to queue up, running back round to a large staircase on the south side of the building that takes them outside.

What was the most challenging aspect of the building's construction? "The corten façade used for the sports hall," remembers Mainwaring. "From a design point of view, it's a product that changes across the seasons, because it's essentially a rusting, but good-looking metal with a nice texture to it. We designed it with an undulating,

semi-random pattern to it, like the bark of a tree. We had the idea of perforating the metal and placing a series of actuated louvres behind them that allow the hall to be naturally ventilated.

"We had quite a few technical issues with getting the actuators working behind the cladding material, attaining the required air flow. There were lots of meetings – it was a complication during construction we could have done without, but we got there in the end."

NATURAL VENTILATION

After local site surveys indicated that the site's surrounding air quality and background noise were sufficient to proceed, the team set about installing a natural ventilation system. "Each classroom has an MVHR [mechanical ventilation with heat recovery] unit positioned at a high level," Mainwaring explains, "the job of which is to suck and blow air from outside into and out of the space. If a teacher gets hot, they can override the system by pressing a 'boost' button, or choose to open a hidden window.

Five years in the making, the building was finally completed in early 2017. Once pupils and staff had moved into the new building, work commenced on the landscaping and final demolition of what remained of the old building.

"We work with Tower Hamlets' children's services building development, and the project management team there have been very pleased with it," Mainwaring concludes. "That's the feedback we've had."

 @wearealDN

 architectureinitiative.com

Sharpen up your **STAFF ROOM**

Has your school's staff room seen better days? Hilary Goldsmith offers some advice on how to make it a more welcoming and useful space...

1

COMFORT

Staff rooms are places for resting and taking time out from the hectic timetable of the school day, so invest in some comfortable seating that allows staff to really relax. Look beyond the standard 'visitors seating' in the catalogue for something you'd like to sit in yourself. Use calming colours and soft furnishings.

2

LAYOUT

Avoid the 'airport departure lounge look' of chair rows arranged round the edge of the room. Instead, create smaller, more personal seating clusters that will allow friendship groups to sit together. Consider also grouping two or three seats together for those colleagues who prefer a little more privacy.

3

RECHARGING

Make sure your staff room has plenty of power sockets. Along with the tea and coffee-making necessities, staff will appreciate the chance to recharge their phones, tablets and laptops in a secure place. Just remember to ensure that their chargers are all safe and have been through a PAT testing process.

4

SAFETY AND SECURITY

Staff without access to an individual or departmental office will want a lockable space in which they can keep their personal items. Make your staff room lockable, with a secure entry system, and provide lockers in which nomadic or supply staff can leave their bags and personal effects.

5

NO WORK!

Don't be tempted to use your staff room as a giant work noticeboard. Remove student-based data or information about deadlines, targets and reporting and allow it to be a place of relaxation. Share work information electronically, and provide a noticeboard or two for personal notices and wellbeing information only.

6

TEA AND TOAST

Alongside the usual kettle and sink, think about providing donated coffee machines, toasters and a selection of hot drink options. Even if you can't afford to offer refreshments for free, make sure that what you can provide is high quality and welcoming. There should be no chipped mugs and lots of teaspoons!

7

READING

Encourage reading for wellbeing by providing a shelf or area for a book swap. Staff can bring in any books they've read and finished with and swap them for another. Consider setting up a lunchtime or after-school book club, where staff can befriend others outside their immediate circle of colleagues.

8

CLEANLINESS

Nothing says 'lack of care' louder than mouldy coffee cups in a dirty sink. If you can provide a dishwasher, that'll really help. Staff should always clean up after themselves, of course, but make sure that your staff room is also being attended to by your cleaning team, to keep it feeling fresh.

9

ONLINE ACCESS

Provide some spare PCs that colleagues can use to catch up on personal matters during breaks and after school. Enable access to shopping sites in the staff room to support busy parents, and encourage staff to engage with social media and join topical education debates on Twitter for great CPD.

10

CREATIVITY

Why not leave some puzzles, games or craft items in a creative corner? Tired minds can be refreshed by spending the lunch break playing a board game, beading or even trying out needlecrafts. You may well see some hidden talents emerge from colleagues who are happy to share their skills...



Hilary Goldsmith is director of finance at a secondary school in Brighton

 [@sbm365](https://twitter.com/sbm365)

 sbm365.wordpress.com





Buildings & Facilities

TAKE A BREAK

There are plenty of options when it comes to making your staffroom more comfortable and secure – here are three of PSM's picks...



Ensure your staff never complain about the standard of the coffee again with the help of the Gaggia Naviglio – a sub-£400 bean-to-cup coffee machine that can whip up espressos, lattes and cappuccinos in addition to plain old 'Americanos'. Why not see if staff can bring in some beans of their own beans and organise a semi-regular 'coffee variety club?' gaggiadirect.com



If your plans for restyling your staff room a touch more ambitious, you could try contacting the workspace interior design specialist Rap Interiors. With an eye on current trends, their services can potentially include the supply of colourful and comfortable furniture, glass whiteboards and even the addition of a counter-equipped open plan kitchen area. rapinteriors.co.uk



Give your staff a secure place in which to leave their phones, wallets, car keys and other valuables with this 40-compartment personal effects locker from 3D Lockers. Supplied as two 20-compartment units, each compartment measures 360mm deep and 160mm wide, and there's the option to specify a masterkey override. 3dlockers.co.uk

"PROVIDE YOUR TEAM WITH A FRIENDLY RELAXATION ROOM"

HILARY EXPLAINS HOW STAFF ROOMS CAN PLAY A KEY ROLE IN BUILDING MORALE AND BRINGING COLLEAGUES TOGETHER

Your school staff room should be at the heart of your school. It's a place for meeting and greeting colleagues, for welcoming and supporting new members of the team and for anyone needing to rest and recover during a hectic day.

It's one of the few places in a school that shouldn't be designed around the needs of students; your staff room should be entirely about the staff. With wellbeing levels among education staff continuing to cause concern throughout the profession, using your staff room wisely can provide your team with a restful relaxation room, rather than just a repository for dirty crockery, lost scarves and pigeonholes stuffed with stationery catalogues and flyers for training courses...

LOCATION

Our first floor staff room is large and airy, with a walk-out balcony from where you can look down towards the bustling city of Brighton and beyond it, the dazzling spectacle of the sea. The location lends itself perfectly to quiet contemplation, restful relaxation and a chance to recharge. Now admittedly, not all schools will have the luxury of a balcony view, but you can still give careful thought to where your staff room is located. Is in the right part of the school? Is it big enough? Could another room be more suitable and let you make better use of your space? Is it peaceful?

SOCIALISING

The best way to get your staff room's heart beating is to fill it with people. We started a 'Toast Club', whereby members pay a weekly sub to opt in to tea and toast at breaktime. Toast Club has its very own fridge which the school provided, so that supplies of butter, jam, peanut butter and Marmite can be safely stored. There's a stash of fizzy drinks in there too, for those days when we need an energy boost. Toast Club brings people together in an informal and positive way, giving them a fixed point in the day to aim for and a mid-morning reward.

ENTERPRISE

At one school, we did away with the hot drinks vending machine and instead employed a member of the cleaning team to make tea, coffee, snacks and home-made cakes that staff could buy. This self-funding enterprise was an instant success, as our friendly tea lady was always delighted to see colleagues and ask about their day. Staff valued her cakes and sandwiches enormously, grabbing a snack or something for lunch on their way past, but it was her happy smile, caring manner and infectious laugh that was the real wellbeing win.

What can schools do to recruit more effectively?

Debates continue to be had over why it's become increasingly hard to recruit teachers – but in the here and now, what practical steps can schools take to source those candidates?



KATIE NEWELL
Head of Content, eTeach

One way schools can significantly cut their recruitment costs is by proactively cultivating a Talent Pool.

This process involves leading schools and MATs advertising for teachers to join them year-round, thereby creating a waiting list of teachers. Its value increases over time – NQTs will eventually mature and become more experienced leaders, and be there ready for you to call upon when the right vacancy arises.

Many eTeach member schools have been able to halve their annual headhunting and supply spend by combining their unlimited annual advertising with the Talent Pool software that comes as standard with annual subscriptions to our service. As candidates actively apply to join, you're covered by the purposes and timescales your privacy policy states for processing data, so add this for GDPR.

You also need to offer the choice of opting out of communications or indeed the Talent Pool altogether. If you want to foster a really effective community with continuous candidate engagement, then you'll need to nurture your Talent Pool members, perhaps by including them in your social media and email campaigns.



LEE BIGGINS
Managing Director, CV-Library

It's important to constantly review the tools you're using to make your hires. Many schools tend to rely on outdated methods of sourcing staff, but with a national teacher shortage across the UK, you can't afford to make these mistakes.

The best recruitment strategies incorporate the use of a range of platforms, to target candidates in a variety of situations. This means that if one method isn't working for you, you can quickly turn your focus to another.

For example, advertising your jobs online can be cost-effective, because it can boost exposure. You could then support this with social media posts to promote the vacancy even further. Alternatively, you may prefer to search through a database of relevant candidates, using filtered searches to source the right teachers for your jobs.

Whichever tools you choose to use, your attention should be on making your recruitment process as efficient as possible. It should be easy for teachers to navigate and simple for you to find the top talent.



EMMA WOODHALL
Educated Recruitment Limited

Schools can't always predict when they'll need to arrange supply cover. You should therefore have a procedure in place that will allow you to source a supply teacher quickly and effectively, and seek out a provider that will respond to your needs in a timely manner, ideally at any time of day.

The other big consideration with regards to supply teachers is that they be properly vetted. Safeguarding regulations are obviously there for a reason, but they can be complex and subject to change – and not every agency will be completely up to date. Following on from that is the need to ensure that your supply teachers are up to speed on everything from curriculum requirements to the latest education policies.

At Educated Recruitment we offer schools a 24-hour mobile booking service, as well access to an online teacher vetting tool that schools can use to check up to date records for any supply teachers who have previously taught at their school. We also carry out regular reviews of our safeguarding and vetting procedures, and offer CPD opportunities to the supply teachers we work with.



WATCH YOUR DATA

Katie Newell of eTeach offers some further advice on how schools can avoid falling foul of the General Data Protection Regulation when recruiting...

More than 50% of the teachers using eteach.com are now completing their job searches and applications via mobile phones. Only schools with mobile-optimised job ads (no pinching required) are catching these keen applicants.

According to eTeach's annual survey, the application process still involves a major mismatch between schools and teachers. 76% of teachers tell us they only want to apply electronically or via CV upload, and simply disregard those schools who ask them to download and post a form. And when those forms take more than two hours to complete, who can blame them?

Schools have many alternative ways of collecting application data, without driving hard-earned candidates away with antiquated methods. In this respect, the new data reporting obligations that will accompany the incoming general data protection regulation is the shock schools need.

Short application forms will increase your advert response in any case, but now they have the added bonus of reducing the amount of data you're holding in school. Now is the time to consider inviting short 'initial interest' forms as the first response to an advert, and only then asking the shortlisted applicants for the unabridged application form.

STORAGE RISKS

When it comes to employment application forms these days, less is more. Put simply, reduce your risk by asking less in the first instance. Do you actually need



all that information at the first stage? NI number, bank details and so forth can all be asked for on an additional form given at the interview. If challenged, could you justify your lawful reason to ask for each individual piece of data at the outset?

The process of administrators receiving emailed forms, and then sending them to staff who might open them on their phone or PC, will create countless 'local' copies of those forms both on paper and electronically, all over your staff's devices. How could you delete them all if a request is made of you to do so?

Where possible, use an applicant tracking system where the data is cloud-based and securely stored and encrypted. This enables staff to log in, review applications in order to shortlist a candidate and move a record through the onboarding process, but never to create a version that can be forwarded or accidentally saved.

The full eTeach Schools Guide to GDPR-compliant recruitment is available to download for free at eteachgroup.com/gdpr

50,110

QUALIFIED TEACHERS LEFT STATE-FUNDED EDUCATION IN THE 12 MONTHS TO NOVEMBER 2016

Source: DfE

65%

OF NASUWT SURVEY RESPONDENTS SAY THEY HAVE SERIOUSLY CONSIDERED LEAVING THE PROFESSION IN THE LAST 12 MONTHS

Source: Online survey of 4,080 NASUWT members in Feb/Mar 2018



A key factor in schools' recruitment needs of late has been declining rates of retention.

Research by the National Audit Office in September last year found that almost 35,000 teachers, some 8% of the workforce, left their jobs in 2016 for reasons other than retirement. The findings prompted NAO head Amyas Morse to comment that "The trends over time and variation between schools are concerning, and there is a risk that the pressure on teachers will grow."

It's fair to say that there have been a number of various pilots, reports and other initiatives aimed at improving teacher recruitment and retention in recent years. Those interested in finding out more about them can refer to an informative House of Commons briefing paper published in January this year, titled 'Teacher recruitment and retention in England'. Download it via tinyurl.com/hoc-tre

Soundfield - The Future of Learning

Innovative
speech-
enhancing
speaker
technology

Higher student
engagement
and
achievement

Teacher
effortlessly
reaches all
students
equally

Redcat Access™



Improved
classroom
management
and
productivity

Easy use.
Ultra portable.
No Installation

Robust,
uncomplicated
alternative to
personal FM
systems

PC Werth
An InterCon Group Company



Free Four Week Trial

sales@pcwerth.co.uk
020 8772 2700
www.pcwerth.co.uk



TORPEDO
FACTORY GROUP



Staging - Sound - Sales - Installation - Hire - Drapery - AV

Light Up Your Performance In Spectacular Style!
Transform Your Space For Just

£3,999^{ex vat}



Price to include :
Supply of Specialist Equipment
Installation of Infrastructure and Equipment
Training Provided on the Lighting System



Call Now on:
01706 849 469



Sound Systems Also Available
Terms and Conditions Apply

Visit us at:
tfg.com

KEEP YOUR MEDIA **SAFE**

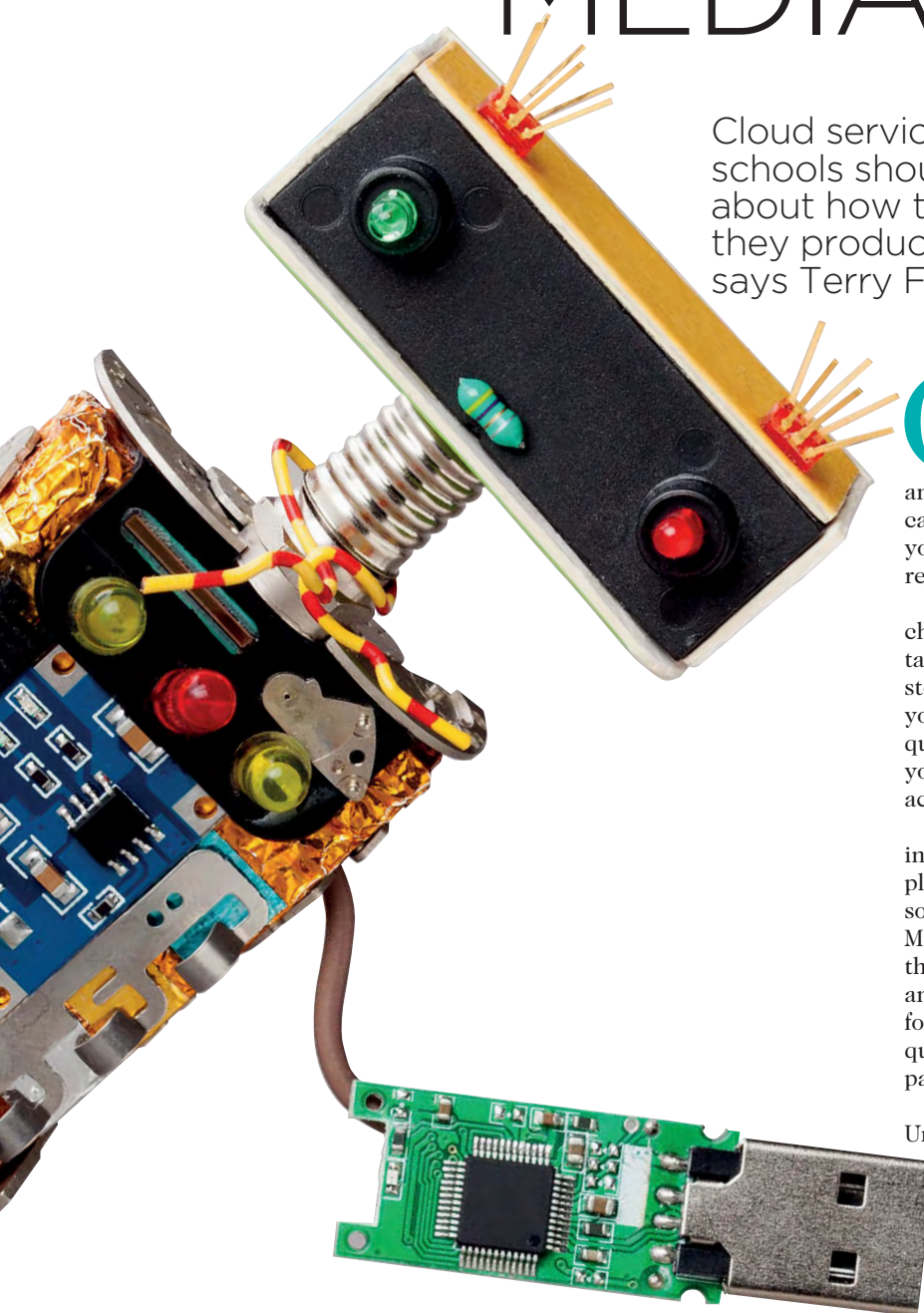
Cloud services have their place, but schools should still think carefully about how they can keep the media they produce safe, secure and on-site, says Terry Freedman...

Over the course of an average year, schools will amass large troves of photos, videos and audio files. Visits, assemblies, performances and events all offer ample opportunities for capturing the life of a school, and that's before you even get to use of cameras and audio recorders for curriculum work.

This is all wonderful, but it presents several challenges. With digital media files tending to take up lots of space, where should you store them all? Once they're stored, how can you organise them so that specific clips are quick and easy to find? And how should you decide who outside of school can access them?

One solution is to store all your media files in the cloud. Most schools now use a learning platform such as Google for Education, or some form of service from the likes of Apple or Microsoft for remotely uploading and storing their files. This way, space is often no longer an issue, and you'll be able to control file and folder permissions, making it possible to quickly allow or bar access to specific files by parents and others outside the school.

Everything is stored in one central area. Unfortunately, however, the terms of service you agree to when using cloud services can be subject to change, and it's not unheard of for remotely stored files to disappear without warning. True, it's unlikely that Google, Microsoft or Apple are going to shutter their cloud services



any time soon, but you can never be 100% sure.

There can also sometimes be issues involved in transferring large volumes of files one cloud provider to another (to say nothing of the risks that can come with entrusting your remotely stored files to services that may be more focused around the needs of business than educational users). For these and other reasons it's a good idea to always keep local backups of all your files. That way, you can have a two-tier solution – files archived locally for safekeeping, but also available online for easy access and sharing.

A normal hard drive likely won't be large enough for storing all of your photos and videos. A better option might be to look into a media server or networked attached storage (NAS) drive – a hard drive inside a dedicated device that can be connected to the school network and left permanently switched on. You could also reassign a computer on the school network to sole purpose of storing and archiving large media files.

Remember that you need to be able to find those files once they're stored. Rename your files using a set system, such as '2018-Y3-Tower of London.jpg' and organise them via a system of labelled folders and sub-folders – perhaps by year group, then by class, type of event (assembly, trip, etc.) and type of media.

Finally, be mindful of the government's rules governing the collection and use of data by schools – a good starting point is the DfE's privacy notices, available at bit.ly/PSMdata and recently updated to comply with the new General Data Protection Regulation (GDPR).

Terry Freedman is an independent education technology consultant and writer



Offering students access to the latest all singing, all dancing tech can be prohibitively expensive – that is, unless you structure the costs over a longer period of time...

For schools, keeping up with the latest technological advances is a constant struggle. Almost as soon as they've taken the plunge and invested in a certain technology, something bigger and better comes along to take its place.

This can be a frustrating experience. Not only does it leave institutions in a never-ending race to keep on top of the latest innovations, it also results in inefficient spending, with large amounts of money being wasted on devices that quickly become obsolete.

Yet failing to stay on top of classroom technology innovations can also have a negative impact on students. Without ready access to laptops, tablets and other such devices, pupils are less able to learn fundamental digital skills that could prove vital in future, and can quickly become less engaged.

It's long been clear to most schools that they can't afford to ignore the numerous benefits that classroom technology can have, but that doesn't change the fact that trying to capitalise on the opportunities and solutions available can be an expensive business. This is even more true for smaller schools, for whom it's often simply not financially viable to continually reinvest in technology via a series of sizeable one-off payments.

The answer here might instead lie in arranging for access to the required technology through a payment-over-time subscription model, whereby staggered payments are made over a number of years. By spreading out the cost of otherwise expensive technology and devices over time, schools can be given a chance to

refresh and update their hardware and software assets without breaking the bank. Done properly, arrangements like this mean that more cash can be put aside for capital projects, training and curriculum innovations focused around the needs of students.

One school that's seen benefit from adopting a payment-over-time subscription model is Layton Primary School in Blackpool. Having previously struggled to upgrade its technology via traditional means, the tailored subscription that Layton signed up to has allowed it to upgrade all of the iPads used in its classrooms without having to apply any additional pressure on its capital expenditure.

The usefulness of these subscription models extend far beyond a school's bottom line, by enabling schools to become more agile and competitive in the learning technologies they're able to offer. A rolling contract will ultimately allow schools to update, tweak and refresh their devices and the software they use more regularly, helping them to take advantage of the latest developments and become technological trailblazers, rather than risk being left behind.

Chris Labrey is the managing director of Econocom UK and Ireland – a digital services company and provider of 'as-a-service' subscriptions and 'payment-over-time' solutions

 @Econocom_UK
 econocom.co.uk

Too many school computers are ineffective

Schools are finding it hard to offer appropriate ICT provision, thanks to ageing hardware and insufficient investment, writes Cleo Fatoorehchi

Research produced by the British Educational Suppliers Association (BESA) earlier this year included the finding that as many as 40% of primary schools (and 67% of secondary schools) report that they're not sufficiently equipped with up-to-date ICT infrastructure and devices.

Commissioned by BESA, the research in question was undertaken by the National Educational Research Panel (NERP), involved a sample of 557 primary schools and 366 secondary schools, and marked the third year in a row that BESA has seen a decline in the

number of those who feel that schools are able to offer a sufficiently high standard of ICT provision.

The findings appear to be consistent with previous research carried out by the association, which found that around 316,500 computers in primary schools are more than five years old. That's around 20% of all primary school computers in the country.

What lies behind those figures is that schools continue to be heavy users of desktop computers, but don't appear to be replacing them – to the point where those machines are becoming increasingly less effective for classroom use. The number of desktop computers having to be withdrawn by schools due to their obsolescence has begun to outstrip the purchasing of new

machines to take their place, with the result that children in both primary and secondary schools are getting access to fewer desktop computers overall. Indeed, it appears the total number of desktop computers available in primary schools declined by 19.5% between 2017 and 2018.

That said, there has been a notable rise in schools' use of tablets and laptop machines over the past two years, perhaps partly due to the way that they can provide a more personalised approach to

ICT-based learning. As desktop availability in primary schools has gone

down, their laptop and tablet provision has gone up by 10.4% and 27% respectively between 2017 and 2018.

Nonetheless, the volume of obsolete and ineffective desktop computers still found in schools is worrisome. It's highly likely that those old machines will struggle to run new software, depriving children of the educational outcomes that modern, high quality EdTech solutions can provide (to say nothing of the potential security risks that older computers and operating systems can pose).

The ongoing shift away from traditional ICT suites consisting of desktops towards mobile devices is reflective of broader trends in corporate and consumer technology use. We've even seen some schools consider introducing 'bring-your-own-device' policies, because of how they can reduce procurement costs (albeit by putting the onus on parents to invest in mobile devices that are consistent with school policy).

If there's any good news to take away, it's that primary school leaders are expecting to increase their total ICT spending in 2018/19. A third of that is due to be spent on devices, which will hopefully help bridge the obsolescence gap. Headteachers are evidently recognising the importance of bringing their ICT provision up to speed, so that they can provide their pupils with the best that EdTech has to offer.

Cleo Fatoorehchi is communications coordinator at the British Educational Suppliers Association

 @besatweet

 besa.org.uk



WHAT *DON'T* WE KNOW ABOUT GDPR?

Over the last couple of months, the Information Commissioner's Office and the DfE have gone almost overboard in sharing lots of information about what the incoming general data protection regulation means for schools. However, a few grey areas remain.

In terms of where schools are likely to fall short of meeting their GDPR obligations, data retention is likely to be top of the list. Schools are good at policy-based reporting, and having overarching governance ensures that people follow policy, but keeping their data stored in a secure location, and making sure that data gets deleted when it's supposed to be, will be more of a challenge.

It's unclear what the penalties for GDPR non-compliance might be at this point. Schools will likely encounter issues if they have a data breach, or if a former employee requests data that the school's unable to provide, but in general I think there's been a fair amount of scaremongering around GDPR. I don't believe it's credible to claim that schools are going to get charged millions for GDPR failings.

The ICO (ico.org.uk) is obviously a good starting point for obtaining further information about GDPR, and The Key (thekeysupport.com) has some great resources for leaders and governors. The National Governance Association (nga.org.uk) produces some useful checklists to help governors scrutinise what's happening in their schools and ensure they ask the right questions.

Depending on your school's status, your LA should be able to provide GDPR-related guidance and training. There may also be teaching schools offering GDPR courses in your local area, and further information can be obtained from national events, such as the upcoming Academies Show (academiesshow.london).

There's a wealth of resources out there, but at the same time, many schools have been left to interpret vague GDPR guidelines for themselves and decide how best to implement them. This has resulted in confusion and even compelled some to enlist paid-for consultants, who are only too happy to offer their services. Here, then, are several areas where GDPR guidance remains unknown or unclear, and what schools can do to address them.

The general data protection regulation will have a transformative impact on school administration – but as Al Kingsley explains, some of its likely implications remain unknown...



DATA PROTECTION OFFICERS

One thing that's presented a challenge for lots of schools has been appointing a data protection officer (DPO). It's a key role, which involves ensuring that a school is meeting its GDPR reporting obligations, where the DPO needs to be one step removed from the data to avoid a conflict of interest.

The ICO has stated that DPOs can be teachers, but I'd suggest that's not entirely appropriate. There can't be that separation of interest with a business manager in the role, since they're responsible for staff payroll and other

bits and pieces, resulting in uncertainty as to whether schools should appoint a governor, a trustee or a paid data protection officer of some kind.

The advice I've given to the schools we're involved with is that appointing a governor or trustee would be appropriate, as long as they're suitably trained. Not so long ago, financial management standards in schools (FMSiS) stated that governors could serve as responsible officers with oversight of a school's financial practice. I'd say the same could apply with DPOs.

OBTAINING CONSENT

Most data processing in schools comes under the umbrella of 'public interest'; they can have it because staff need it to perform their jobs, but certain areas likely require consent. Schools will be used to having to obtain consent for educational visits or photography, but the obligations are now much broader when a school stores, for example, parental information and contact details. There are now whole areas where schools need to seek consent again per item - 'global consent' will no longer be possible.

SUBJECT ACCESS REQUESTS

If an ex-member of staff asks for details of everything you've stored on file about them, do you know what that entails and the timescales involved? Many schools haven't yet thought through the procedures they'll need for subject access requests. Which form gets filled in? Who handles it? Who coordinates enquiries and locates the relevant information?

The typical turnaround time for these will be a month, rather than the previous 40 days. If I submit a request as an ex-member of staff, the SBM's got to look at my personnel file, teacher records, performance management, appraisal data and more. The volume of files and data potentially involved could be quite significant.

DATA BREACHES

A data breach could involve something as simple as a memory stick left in a PC overnight, or a PC being left unattended with some personal information about a child displayed on screen. As well educating staff about the small things they might not consider to be data breaches, schools need to think about how breaches are handled and recorded. Small incidents, such as notes left on desks and emails sent by accident, won't necessarily need to be reported to the ICO, but schools will need to record and log them.

DATA DISCOVERY

Many schools don't quite appreciate how far-reaching the GDPR's data discovery requirements are. This refers to all the information schools hold not just digitally, but also physically. That cupboard full of old files from years ago that nobody dares open? Its contents relate to the records you hold.

In terms of digital data, we're talking all files stored locally on

PCs, as well as email archives and any details you might still have of people who applied for a job a year ago (the latter of which shouldn't still be on file). I don't think it's been spelled out to schools yet just how far-reaching the information they hold actually is, and what the process of discovering where it's all stored will entail.



Al Kingsley is the chair of Hampton Academies Trust and a local governors' leadership group, and is managing director of school IT software developer NetSupport

leadership group, and is managing director of school IT software developer NetSupport

@NetSupportGroup

NetSupportSoftware.com

Are your Call Points protected?



Don't let unnecessary evacuations affect valuable teaching time and cause unwanted disruption



Safety Technology International



www.sti-emea.com info@sti-emea.com 01527 520 999

**Inbuilt discounts.
Low price for all.**



Always improving

800 new ideas



10355 £54.99

Bigger and better



33156 £495.00

Made of natural resources



Long lasting!

23743 £325.00

www.cosydirect.com

orders@cosydirect.com Tel: 01332 370152



WordUnited

EYFS/KS1/KS2

Where Learning and playing is one!



Tight budget? Save up to 30% on learning resources and books

+ get 10% off with this code* edu10

www.wordunited.com

click.filter.go

*T&Cs apply. Cubetto Excluded. Valid until 30/09/2018



Saving children's lives with defibrillators



- Placing defibrillators in schools
- Range of life-saving training courses
- Raising awareness of Sudden Cardiac Arrest

We are a national award-winning charity working to keep children, staff and visitors safe.

We can support your school or nursery to raise funds too.

Contact us for our amazing prices, deals and packages to suit all budgets and needs. No hard sell just excellent personal service.



Reg Charity 1145316

www.handonheart.org
enquiries@handonheart.org
Tel: 0845 0710822

Tailor your TECHNOLOGY

James Miller explains why MATs must be sensitive to their academies' different needs when rolling out new EdTech solutions...

One of the biggest challenges for MATs when sponsoring new schools and integrating them into the trust will be meeting their different ICT requirements. Financial and building constraints often mean that the technology within a school has to develop organically over time, but with technology and services frequently representing a large part of an academy's spend, there's also pressure to get things right from the word go.

The first step is to review the new academy's existing technology, how it's used in the classroom and the staff's skills and attitude towards applying ICT across the curriculum. Installing the latest education technology won't deliver real benefits on its own – an academy needs to have the network infrastructure to support it, and there needs to be widespread buy-in from teachers.

At OAT, we take the time to get to know a school, its staff, and technology requirements. This allows us to put a plan together to ensure the right tools are brought in to save time for teachers and enhance the learning experience for pupils. This approach means that academy staff, teachers, and students alike are more likely to embrace the tools we provide.

TRUST-WIDE COLLABORATION

We understand that the 36 academies across Ormiston Academies Trust (particularly the six that have primary provision) all have very different needs, but we look to ensure that all of them are closely supported. Achievement is always locally led at OAT, but regionally and nationally governed.

We encourage all our academies to share best practice and any new initiatives that have helped transform their teaching with each other at every opportunity. We provide a number of forums for this throughout the year, such as our OAT Annual Conference. Whenever our academies get the chance

to collectively explore how technology can best work for them, and the benefits it can deliver in the classroom, ripples of positive change can occur across the trust.

It's possible to secure significant savings when purchasing technology for academies, which can then be reinvested in other areas. One way in which we've been able to make purchasing technology for our academies easier and more cost effective is through our partnership with Capita Managed IT Solutions.

We have in place a framework that our academies can use to ensure they're implementing the technology and services they need, when they need them. This gives our individual academies the flexibility they need, while at the same time saving on the cost of having to buy licenses and equipment in bulk for use

across multiple academies.

When deployed appropriately, technology can free up teachers to focus on what's important – inspiring their pupils and enhancing their learning experience. While it's true that no two academies are the same, assigning the right IT and systems in a way that makes a difference to outcomes may not be as hard as you think.



James Miller is the national director of estates and technology at Ormiston Academies Trust

 @Capita_MITS

 capita-mits.co.uk



Primaryleaders.com has hundreds of articles written by headteachers and school business managers looking at how to run a successful school. New content is being added all the time, covering a wide range of issues from increasing school funds to mastering your budget management and getting the best out of difficult members of staff.

Take a closer look at outstanding examples of leadership in some of the best primary schools across the UK

FREE digital copy

Missed an issue? On the website you can download a free electronic version of the previous edition of *Primary School Management*.

Weekly briefings

Get great advice from fellow leaders sent direct to your inbox by signing up to our weekly newsletter. Topics so far have included how to rethink your catering, and why heads need to stop micromanaging and start leading.



Staff Management



How should schools handle cases of unfair dismissal?
tinyurl.com/psmdismissal

CPD



Your pupils can benefit from resilience - and so can your staff
tinyurl.com/psmresilience

Procurement



The right way for SBMs to approach their annual budgets
tinyurl.com/psmbudgets

Community



How headteachers should handle unwanted media attention
tinyurl.com/psmmmedia

WHAT'S TRENDING

1

Sean Harford on 3-day inspections
tinyurl.com/psmharford

2

Revenue raising tactics
tinyurl.com/psmrevenue

3

Manage parents' parking habits
tinyurl.com/psmparking

4

Better recruitment drives
tinyurl.com/psmrecruitment

5

Tackling teacher workload
tinyurl.com/psmworkload



EDUQ&A

How can you save up to 80% of your admin time?

Hope Education tell us how their free WebFMS solution can streamline your purchasing and save time for all your staff



with that system. It will soon be able to link to PS Financials, Oracle and Civica FMS systems too. We will assist at every step – the set up only takes five minutes, and we have an expert team on hand to talk you through the process should you need it. If you're on an alternative FMS system, then we have other solutions that can help. Just talk to us!

How does my school use it?

It's very easy to use. Once the link is set up, you can shop the Hope Education website as normal, fill your basket and click "Import to SIMS" at the checkout. Complete your order in FMS and you're done! If you have worries about activating the solution, don't worry – we won't install anything, and there are no IT or data security issues involved.

What is WebFMS?

Put simply, it's a solution that links the new and improved Hope Education website to your FMS system. This means you can choose what you need and import to SIMS with one click. You'll never need to rekey an order in to SIMS, ever. Purchase sign-off can be done within the system, and all invoices are automatically recorded in your FMS too. Less paperwork for everyone!

In my school, who would benefit from using it?

Everyone. But the main time-saving comes for Business Managers and Finance Managers. The people who process orders via your FMS system are guaranteed to save time on every order. As the solution couples with our website, there are plenty of benefits for all staff; for instance, we recently launched our online 'ShareMyBasket'

tool, which helps you to consolidate orders from multiple departments/staff. No more need for you to collate scribbled scraps of paper...

What do other schools say about it?

Pippa Darwin, Office Manager of Greenlands Primary School, recently told us, "I was sceptical at first, but it is incredibly easy. It was on within five minutes and it's the simplicity of ordering online and uploading to your FMS system – I don't have to retype again. It is very, very good. It saves a lot of time and a lot of hassle." Talk to any of our customers, and we're sure they'll happily tell you they don't know how they managed without WebFMS!

Will it work for my school?

Most probably. It has been endorsed by Capita SIMS and works seamlessly

If we're interested, how do we get started?

First of all, we're giving you **£25 off** your first order using WebFMS. All you need to do is get in touch with Hope Education today and say you'd like to activate WebFMS. Our team will then talk you through the process and you'll start saving admin time straight away! We're so confident you'll love the solution that we offer the choice to opt out at any time, should you feel it's not working for you.



Inspire · Create · Educate

Call Hope Education on 03451 20 20 55 or visit www.hope-education.co.uk/webfms to get started today

**GUIDE
DOGS**



Make Sense

Finding the way through sensory play

Fun new sensory sessions
for Spring/Summer 2017

To register for your pack visit

www.guidedogs.org.uk/schools

Community Engagement

HOW SHOULD HEADTEACHERS TWEET?

Twitter can be a powerful tool for headteachers – but as Simon Hepburn explains, with great power comes great responsibility...

While other social media platforms grow increasingly interactive and private, Twitter has gone in the other direction by becoming the place for posting public statements and announcements. They can come from world leaders (@realDonaldTrump being the obvious example), analysts, companies, public organisations and people complaining about any of the above. The platform's chief strengths are its openness to all and ease of sharing.

Twitter is a good place for schools to have a presence. It's where many journalists and parents will look for crisis statements, such as announcements that schools are closed due to bad weather. It's built from ground up to make sharing things easy, and therefore an excellent way of getting your school's good news out into your community. Our own research at Marketing Advice for Schools shows that around 80% of schools have a Twitter presence.

But that openness can become a problem. To that end, here are my tips for making the most of Twitter while avoiding its risks...



1. KEEP THING POSITIVE

Never tweet in anger or frustration. You might be outraged by the behaviour of a year group, but Twitter isn't the place to share this. Look instead to more local and personal forms of communication, such as assemblies and written letters.

2. REMEMBER YOUR SAFEGUARDING PRINCIPLES

The rules you have in place for using student names and avoiding taking pictures of certain pupils obviously apply to your tweets. I'd suggest going further and keeping any pupil or teacher names out of your tweets altogether – you can always give out personal praise later in a newsletter or a website post.

3. PLAN WHAT YOU'RE GOING TO SHARE

If you want to share a great assembly, make sure you're able to take photographs or record video of it and check the username of the external presenter so they can see your tweet and share it. Use services such as Buffer or Tweetdeck to share tweets at times when your community is most likely to spot them – usually after 8pm for parents.

4. HAVE SOMEONE ELSE CHECK YOUR TWEETS

If possible, run your tweets by a colleague before sending them. They need to make sense, have perfect spelling and grammar (you're a school!) and be unambiguous. What may be a joke to you might be an insult to someone unfamiliar with your sense of humour.

5. REGULARLY CHECK YOUR NOTIFICATIONS

Unless you have 'protected' your tweets (which you can enable via Twitter's 'Privacy and Safety' settings), anyone can see and respond to them. Most schools' responses will usually be positive or neutral questions, which you should share and answer as appropriate. With negative responses, contact the tweeter, solve their problem and ask them to remove the tweet. If the negative comments escalate, switch your protection settings on.

Simon Hepburn is the founder of Marketing Advice for Schools

 @Mktadvice4schls

 marketingadviceforschools.com

WILL SCHOOL SELECTION MAKE FOR GOOD TV?



A new BBC documentary is looking to explore the impact of grammar schools – will you be tuning in?

Ever since Theresa May came out as a solid backer of grammar schools soon after becoming Prime Minister, there's been a recurring debate over whether to expand selective education. More than 160,000 children currently attend selective schools, the highest number in decades, yet only 10 LAs currently have what could be described as fully selective grammar school systems. There remains considerable division between those promoting the merits of grammar schools and those who, at best, see them as making little difference to children's academic outcomes (as one Durham University study found earlier this year – see tinyurl.com/durham-grammars).

In a few weeks' time the debate will arrive on our TV screens, with the airing of a three-part BBC Two documentary series titled *Grammar Schools: Who Will Get In?* The producers were able to secure access to three schools in the London borough of Bexley – a successful grammar, a nearby secondary and a primary school – and set out to explore the various issues surrounding children's entry (or not) into selective education.

In episode 1 we meet four children attending Upland Primary School, and follow them through the process of taking the 11-plus. As well as examining the strains and pressures accompanying a test that some involved feel could affect the rest of their lives, the programme will also look at the increasing growth of the private tuition industry and the sums that certain parents are willing to pay to prepare their

10- and 11-year olds ahead of the test.

Episode two then picks up with the children attending Townley Grammar and Erith School and compares their respective experiences. At Erith, 23% of pupils attained grade 5 GCSEs in both English and maths – something headteacher Stephanie Allen is determined to change by launching a crackdown on disruptive behaviour. Conversely, the same benchmark was reached by 98% of Townley students, and the school's standards of behaviour are to all intents outstanding. Here, however, there challenges too – namely the anxiety experienced by children worried about their ability to attain the same top results.

The programme uses this study in contrasts to question the impact that separating children at the age of 11 can have on learning environments and pupils' behaviour. Perhaps unsurprisingly, Townley head teacher Desmond Deehan (pictured above) is a firm believer in the benefits of grammar schools, while some of Erith's teachers express skepticism.

In final episode, three year 11 students at Townley and Erith are shown preparing for their GCSE mocks, and further disparities are highlighted. Five years on from the selection exam that sent them on different paths, the programme asks how selective education has affected the outcomes of children at both schools as they prepare for that year's exams.

Grammar Schools: Who Will Get In? is due to air on BBC 2 on 29th May

Put on the perfect open day

Michelle Doyle Wildman explains how schools can effectively show off their parent-friendly credentials and ethos when opening their doors to open day visitors

From a marketing perspective, it's important to share your ethos and what your school has to offer to prospective parents and pupils. Open days are obviously a great way of doing this, but how can you make sure that yours gives parents the information they

need to make informed choices? What should be included so that parents feel supported and keen to be part of your school community?

Mums and dads will be reassured by being able to meet the headteacher, early years staff, governors, and most importantly, existing parents. Stepping inside the school gates doesn't always conjure up happy memories for everyone; the benefit of having other parents there to help meet and greet and be on hand to give advice or answer questions shouldn't be underestimated.

If you don't already, ask your PTA committee, Parent Council or other school volunteers to lend a hand. Your PTA chair could even say a few words at the open day or at 'new parent' welcome meetings about the work they do and the different ways in which parents can become more involved with the school. Walking tours through your school will obviously be popular, since they allow parents to see your pupils and staff interacting in the settings where they spend most of their time.

Some older pupils can potentially have a role in guiding these tours, if you feel it's appropriate. Prospective parents and children will probably be glad to hear about about the pupils' experiences first hand (and what they really think of the school dinners)!

Whether it's informally or from listening to a speech, parents love hearing what headteachers have to say during open events. They're a golden opportunity for heads to set out in a compelling and engaging way what they hold dear, their ambitions for the school, what the school can offer to families and what families' expectations should be. Complementing that can be details of the school's latest Ofsted inspection, attainment figures and improvement plans. It's helpful if parents can take a prospectus away with them to review later, since the experience of an open day can sometimes be a little overwhelming.

Explain the school's policies and their likely impact on children and families. Whether it's in relation to homework, uniform, absences or behaviour, your school policies will have a big impact on parents. Make sure these are simply written, available for parents to view and offer to answer any specific questions they have about them.

It's also worth considering the specific needs of those families in your local community. If it's culturally diverse or has challenging levels of deprivation, for example, consider how you might be able to support parents who are perhaps unaware of what they can do to help their child. Highlight what your school can do to support parents in developing the skills they need to support their child's development. Ensure your would-be parents can see that the school is ready to recognise and respond to the needs of those they serve.

Michelle Doyle Wildman is acting CEO of Parentkind, formerly PTA UK



DO YOU KNOW WHERE YOUR CHILDREN ARE?

Are your processes around querying and reporting pupil absences as robust as they could be? Parent Helen Daykin explains why schools can't afford to take shortcuts...

My husband Chris was a stay-at-home dad. I'd often have to travel for work throughout the UK and abroad, so he'd always be the one doing the school runs and domestic jobs around the house. In October 2016 I had to take an overnight trip to London from our home in Halifax. At the time, our daughters Iris and Pearl were aged 2 and 4 respectively. I arrived in London on a Monday and spoke to Chris that evening, just to check that everything was okay.

I spent the following day working at a conference. I tried calling Chris in the morning, but his mobile just rang out. That wasn't too unusual – he had two small children to get up and out and the house before 8.30 in the morning, after all. I tried ringing him a few more times

throughout the day, and the calls started going to voicemail. He wasn't responding to any messages.

I was due to get an 8pm train back from Kings Cross. Around 7pm I received a call from our neighbour, telling me that our milk was still out on the front doorstep, our cars were parked outside and the house was in darkness. That's when alarm bells started ringing.

I called a couple of other school mums to ask if they'd seen Chris on the school run, but they hadn't. It was now 7.30. I rang my mum, who has a key to our house, but she was unable to gain access because our key had been left in the lock on the other side. She then called the police.

I'd just got on the train when I received another phone call, this time from a paramedic. That's when I was told that my husband had been found dead from heart failure, but that the kids were both okay.

SYSTEMS REVIEW

Iris and Pearl had been with Chris all day. They'd got themselves out of bed and gone into our bedroom to try and wake him up, then seemed to have spent time playing with my shoes and jewellery.

I know that my eldest understood what had happened. We had a number of cats, a couple of which we'd recently had to put down, and neither Chris or I shied away from discussing life and death with the kids. Pearl was a real daddy's girl. The first word she'd say on waking up was nearly always 'daddy'. When I finally got back from London and saw the kids, both were asleep. The following morning, Pearl didn't ask for him. She was only four, but I'm convinced she knew he'd died before I told her. Iris didn't have a clue.

Soon afterwards, I challenged Pearl's school about why they hadn't called me. They told me that since she wasn't on the vulnerable child register, they would

only ever ring the first contact number of the four that we'd given them. They hadn't even called promptly – the first call they made to our home was at 10.30 that morning, nearly two hours after the start of the school day.

Unsatisfied, I contacted the safeguarding officer at our LA and explained to him what had happened. Unbeknownst to me, the LA later sent recommendations to all schools in the area, citing a couple of other cases similar to ours where children had been put at risk after the unreported death of a parent. The schools were told to review their systems and ensure they had at least three contact numbers for each of their pupils, including one contact not based at the pupil's home. The advice was that they should all be called in the event of no one answering. The next step would then be to carry out a home visit, and if necessary, call the police.

A CHANGE IN PROCEDURE

In October 2017, almost a year after my husband had died, I discovered that the school's reporting policy hadn't changed. I queried the LA about this, which is when I was informed they'd had since May to sort it out. After submitting a formal complaint to the MAT, a response came back, stating that due to 'workload pressures within the school', it was impossible for them to conduct home visits.

LEARNING FROM TRAGEDY

In October 2016, Chadrack Mulo, a four-year-old boy living in Hackney, was found clinging to the body of his mother, Esther Eketi-Mulo. According to a coroner's report, Esther had died suddenly two weeks earlier from an epileptic fit.

Soon afterwards, Chadrack's school introduced a policy of collecting three contact numbers for each pupil, and tasked staff with making immediate home visits if no adult could be contacted in the event of a pupil's absence.



WHAT SHOULD SCHOOLS DO?

- Hold a minimum of three contact numbers for each pupil, at least one of which should be for a different household. If a pupil's absence is unaccounted for, they should be called in a timely fashion.
- Call every contact number as required. If there's no response from any of them, carry out a home visit.
- If no one answers the door at home, inform the police that there's a missing child.



I'm not suggesting that schools should immediately try physically locate every child who doesn't turn up for school in the morning and carry out a health check – but if you've rung all the contact numbers you have with no response, then there's plainly something wrong.

I eventually secured a meeting with the MAT chair a couple of months later, and the school's procedures were changed the day after. That was the same day that I finally removed my daughter from the school. I knew by then that they had consistently failed to observe their safeguarding obligations and that I couldn't trust the school to keep her safe.

Pearl started at her new school three days before the end of the winter term, and they've been brilliant – though surprisingly, it's actually part of the same MAT. The school's absence procedures are clearly displayed in the school's boardroom and headteacher's office, with details of the safeguarding training staff have received and who's responsible for which stage. They've not just implemented those policies, but also communicated them to parents and that's the key thing – the messaging needs to be clear.

STATUTORY REQUIREMENTS

However, the issue remains that the only *statutory* pupil absence requirement for schools presently is that they hold one contact number for each child, with no stipulation for how quickly those numbers should be contacted. They need to keep a minimum of three numbers, including one for someone at a different address, and to call them promptly when needed.

I'm currently working with the Good Grief Trust, and recently spoke before the All-Party Parliamentary Group for Funerals and Bereavement, because schools need to be made aware of what can happen and change their existing reporting policies. If Pearl's old school had done so, the police would have found my husband far sooner. How robust are your own school's policies? Could they result in a similar situation? Could the same thing happen to one of your parents?

There's nothing more important than locating a child – and in a school, you might be the only adult who knows that a child isn't where they should be.

 [@goodgrieftrust](https://twitter.com/goodgrieftrust)

 thegoodgrieftrust.org



One in two of us will be diagnosed with cancer in our lives – there's every chance someone in your school or class will have been affected. But there is something you can do. You can walk, jog or run and teach cancer a lesson, that we are stronger than it is.

We want every pupil in every class to unite against cancer at Race for Life. They are the generation that will see more people survive cancer than ever before. This could all start today, by signing up to hold your first ever Race for Life event. **Sign up right now at raceforlife.org/schools** and we'll make it easy for you to hold your own event.

All you have to do is pick a date and a place. Then we'll send you a free Race for Life Schools pack, filled with fundraising ideas, a finish line tape and medals for everyone taking part. Whether you run 20m or walk 200m. Whether you raise £30 or £300. For every loved one who's fought it and for every loved one we've lost, you can walk, jog or run for them and help beat cancer sooner.

THIS IS BEATING CANCER.

"We signed up to take part in Race for Life Schools after 4 of our teachers were diagnosed with cancer in the same year. We wanted to do something to help beat cancer sooner."

We hold an annual Health and Fitness week at school so we decided this was the perfect time to do it. It was such an incredible day, everyone loved being part of it and even the Town Mayor came down to join the fun. It was so easy to organise and brought the school and the community together. The children were delighted to get their medal at the end and we are so proud of what we achieved and the money that we raised. We can't wait to do it again!"

**Assistant Head,
The Gates Primary School**



SIGN UP RIGHT NOW AT
raceforlife.org/schools

Your Race for Life



Our Partner





Why I Love...



Assistant headteacher **Ben Tudor** of Manley Park Primary explains why he loves the Maths – No Problem! Programme

“We were never on our own

Throughout the implementation process, we reached out and collaborated with several local schools that were also using the MNP Programme. That allowed us to discuss what was working and what wasn't – we weren't in our own echo chamber. We had the opportunity to see what was successful in other schools, and to reflect on what was happening in our own school. The Accredited School Programme is a real win for MNP – schools that are starting out will know straight away that there's a support network. I don't think the implementation would have been so successful if we had been isolated.

“Dr Yeap Ban Har's training was exceptional

When we began using MNP, the senior leadership team committed to sending anyone using the textbooks to MNP training (ideally with Ban Har). Teachers received the three-day in-depth training in October, eight weeks after starting out with the workbooks and textbooks. After this, we reflected as a leadership team. What had our team learnt from that training? What changes did we need to make in our pedagogy? From there, we gave teachers time to implement training, and gauge the impact it made.

“Ongoing CPD training for every teacher

As a school, we committed to regular internal CPD



sessions once a week. We were able to do this by fitting sessions in during curriculum time – usually during assembly or independent reading – so it didn't impact teachers' time off. It's an opportunity for us to focus on teaching topics in-depth and encourage high levels of professional dialogue. It was extremely powerful and I would recommend all schools try it.

“I can't praise MNP lesson guides enough

I love the way the lesson guides are broken down into key headings: 'Misconceptions', 'Formative assessment', 'Variations'. Outlining the purpose of each question and how it relates to the next is really helpful. They help create a greater awareness of what we realistically want

children to achieve within sessions. Beyond maths, MNP lesson guides have even informed our planning in other subjects like English.

“MNP has vastly reduced teacher stress

Our staff are so enthusiastic about this process. Now, they're able to simply think about how they're going to teach the lessons – rather than what to do next for any given lesson. Plus, teachers have the space they need to reflect on topics they find challenging, focus on issues in depth and engage in high levels of professional dialogue. And it's not just the textbooks and workbooks that's helped us get there. It's everything else that comes with it that really matters: the CPD, events with leaders in education and a deep understanding of the ethos of mastery teaching. We really value that.

MATHS
NO PROBLEM!

Interested in making the switch to maths mastery with MNP? Download your free Scheme of Work at mathsnoproblem.com/scheme or call 01892 537706.



Great Ormond Street Hospital is a place where extraordinary things happen every day

Your school can help us save more lives, develop new treatments, build new wards and support our young patients and their families.

Start fundraising today!

Visit **gosh.org/schools** for great ideas, fun activities and handy resources.



Schools

Get in touch:
schools@gosh.org or
020 7239 3131

WHEN SHOULD YOU CALL AN **AMBULANCE?**

It's not always clear how seriously a child's been hurt, says Emma Hammett, but knowing what to look for can be a big help...



It can sometimes be difficult to determine the extent and severity of a child's injury or illness – especially if they might be exaggerating symptoms to avoid a lesson they don't particularly enjoy! Schools need to be aware of the key signs that could indicate they require urgent medical attention, and be particularly vigilant with young children who can often mask serious symptoms which then deteriorate quickly.

It's advisable to immediately administer first aid and call for an ambulance if a child appears to be experiencing chest pain, difficulty with breathing or speaking or numbness. Other symptoms necessitating an immediate response include severe bleeding that can't be stopped by applying direct pressure, unconsciousness, lack of awareness of their immediate surroundings, severe allergic reactions accompanied by breathing difficulties or a fit/seizure, even if they seem to recover. Action will obviously need to be taken if a

child falls from a height, is hit with force or sustains burns severe enough to need dressing.

Parents should be called to take the child to A&E if they have a fever and seem lethargic, exhibit severe abdominal pain, have a cut that's losing a lot of blood or a leg/arm injury and can't use the limb(s) in question. If a child has swallowed poison or tablets but doesn't seem to be showing any adverse effects, you can obtain advice from the poisons database by calling 111. If they're behaving strangely or experiencing any apparent symptoms after ingesting poison, call an ambulance immediately.

Make sure the ambulance knows where to find the casualty and which school entrance to use. If an accident occurs on a playing field, nominate a member of staff to wait at the school entrance and lead the paramedics to the injured child. If the child has a healthcare plan or is taking medication, ensure the details go with them in the ambulance. Have a teacher they know and like or an older sibling at the same school accompany them to hospital. This will help provide reassurance and keep them calm in what will be a stressful situation.

Many schools operate a red flag system to alert reception that there's been a serious incident. This is helpful when children are sent to get help in an emergency and quickly alerts office staff that help is needed urgently. I know of incidents where this hasn't been in place, with the result that children have waited because they didn't know how to politely interrupt someone in a telephone conversation.

Hopefully you won't need to put any of this into practice – but it's always best to be prepared.

Emma Hammett is a registered general nurse and the founder/CEO of the first aid training provider First Aid for Life

 @firstaidforlife

 firstaidforlife.org.uk

DISCLAIMER

First Aid for Life provides this information for guidance only; it is not in any way a substitute for medical advice. First Aid for Life is not responsible or liable for any diagnosis made or actions taken based on this information.

SHOULD MAT CEO PAY BE CURBED?



Martin Matthews questions whether the sky-high salaries commanded by some multi academy trust chief executives can really be justified...

Every spring we see lurid headlines about education's highest paid people – MAT CEOs. The highest earning federation head is currently paid around £400,000 to lead nine schools, while the £550,000 salary earned by the highest paid MAT CEO covers 44 schools.

The argument goes that these stratospheric salaries occupy a different reality to that lived by the vast majority education workers. Given the pay constraints most are under, how can they be allowed? Personally, I've no issue with high wages for successful, skilled and high-pressure roles – but we do need to ask whether their level of reward matches the task at hand.

The structure of most MATs sees school principals reporting to a MAT CEO. The CEO takes charge of the trust's overall strategy and has responsibility for the whole organisation – a very different skill-set to that needed by school leaders. That said, compare MAT CEO salaries to the £189,000 earned by a chief of general staff in the Armed Forces, who has life and death responsibility for 100,000 soldiers.

What if we factor in accountability? MAT CEOs have a 'high value, high stakes' role, in that they may lose their job if the overall organisation starts to fail. Granted, we've recently seen Wakefield City Academy Trust implode – but when you consider that there are well over a thousand MATs, there's a significantly smaller degree of personal risk involved compared with, say, leading one of the 20 teams in the Premier League. Is the role of Prime Minister (£142,500 p/a) less

delicately poised than the average MAT CEO? Probably not.

Every MAT board decides on their CEO's remuneration. They'll examine the performance management criteria, assess whether the CEO has met their targets and then discuss pay. The problem we have is that there's no national formula for calculating CEO pay, or a pay scale for MAT CEOs. The DfE opted to leave CEO pay to market forces, but the overall number of MATs hasn't developed at the pace originally anticipated and the market for CEO career progression remains relatively small.

MATs often worry about finding a replacement for a successful CEO – and with no upper pay limits in place, their existing CEO will usually have the skills to successfully negotiate themselves repeated pay rises. MAT boards typically don't benchmark their CEO's salary against similarly sized trusts, though this is easier than you'd think, since all high value MAT salaries are published by Companies House.

Where does this leave us? With a few high value individuals who are skilled at their role and at negotiating themselves ever-higher salaries. Boards evidently need more guidance and support in this area, which is simple to arrange – but the wider issue won't be as easy to resolve.

Martin Matthews is a chair of governors and national leader of governance

 @mm684

 ignoratus.wordpress.com

What to do when staff are unwell

Caroline Collins offers some pointers on how schools can stay on top of isolated staff absences and incidents of long-term sick leave...

Keeping track of staff sickness absence is no mean feat. There's always the chance that an absence or two can slip through the net, which might not seem that important in isolation – but if every member of staff took a day's sickness without it being recorded, there would certainly be a long-term impact.

Schools tend to have different procedures when it comes to managing sickness absence, but whatever measures you have in place, it's always worth putting together a robust policy and procedures document and ensuring that it's communicated to all staff.

It's important that there be a single point of contact for staff to inform of any absences, who could be the headteacher or a cover supervisor. Schools can certainly benefit from being able to call on the latter, since he or she will possess knowledge of appropriate staffing arrangements and likely be able to organise cover without delay.

Every member of staff should be informed of the procedure you follow and given contact numbers for their immediate colleagues. Your staff absence policy should specify what time staff

members ought to be contacted by, and what to do in the event that absent staff can't be reached. Your main point of contact should be given clear guidance on what to do once they've been informed of an unexplained staff absence, how it should be recorded and what follow-up action ought to be undertaken. Absences should be noted in a record book or via some other means that can be accessed by the headteacher and any other members of staff the absence concerns.

Schools also have a duty of care to their staff, of course. In cases of likely long-term absence, the headteacher should contact the staff in question and enquire about their health. Note that this shouldn't be used as an opportunity to question the individual about when he or she is likely to return – doing so could add

undue pressure to a person who is already in ill health. The conversation should instead simply look to establish how the person is feeling, and inform him or her of any important school information and dates that they might need to know about.

When a member of staff returns from absence, whether that be after a day, five days or a prolonged period, a 'return to work' interview should be conducted with the headteacher. In cases of short term absence, the staff member must complete a self-certification form that's passed on to the school business manager, who will then use it to update the school's management information system accordingly.

The SBM should then aim to produce a monthly report showing how many absences each staff member has had, which the headteacher can use to check whether any stage 1 actions might need to be carried out.

Caroline Collins is head of school business strategy and resources at Miles Coverdale Primary School

 [@caroline_261](#)



IS YOUR LEADERSHIP DIVERSE ENOUGH?

It's time that those making the decisions over schools' daily affairs are more broadly representative of the people they serve, says Lucy Starbuck Braidley

Earlier this year the DfE held a roundtable event, the remit of which was to explore how diversity and equality could be promoted throughout the education profession. The statistics that would have been discussed tell a stark story – that the profession has a disproportionately, male, white and heterosexual school leadership that doesn't come close to reflecting the diversity of the school population, or indeed the nation, as a whole.

The 2016 Schools Workforce Survey (see tinyurl.com/dfe-sw-16) found that 93.1% of headteachers were white British, showing a clear gap in race representation at the top echelons of the school system. Delve further and start to

examine LGBT+ representation in education and you'll find there's hardly even any data available to provide a better understanding of the issues faced by the sector's LGBT+ professionals. The under-representation of women in senior roles is another area of concern, despite the profession as a whole being overwhelmingly female-dominated.

There are clearly many problems that still need to be resolved, because the resulting impact on the children we serve is clear. If we continue to lack diverse leadership role models, we risk further exacerbating the problem for future generations – after all, as the adage goes, 'You can't be what you can't see'.

So what can be done about the lack of diversity in schools now? How can we

ensure that talented professionals from all groups are reaching the top?

UNCONSCIOUS BIAS

It's an issue that's been raised by grassroots teacher movements such as WomenEd, the MTPT project, LGBTed and BAMEed, which all speak on behalf of different under-represented groups in school leadership, and which each have own stories to tell.

Hannah Jepson from LGBTed (lgbted.uk), for example, observes that "We know there's a huge problem with under-representation of the LGBT+ community in education – but before [addressing] that, we need to shine a light on



the stifling effect of hetero and cis-normativity.

"LGBT colleagues have to choose to share who they are every day, in every new job, with every new colleague and every class. In doing so they expose themselves to judgement, intolerance and bigotry. These are not the words we should be associating with education – ever."

Research has shown that discrimination is often so entrenched in the unconscious mind that we're unaware of the bias that drives our choices. Without tackling our unconscious bias, true equality will remain very difficult to obtain. Positive action can be viewed as a controversial step in some quarters but it's enshrined within the Equalities Act 2010 for good reason – as a necessary method to achieve much needed equity after centuries of discriminatory practices.

Taking measures to address unconscious bias is an important step towards inclusion for all. Leaders and governing bodies must therefore ask themselves if they're doing enough to challenge unconscious bias in their recruitment processes and performance management.

GUIDING QUESTIONS

According to Allana Gay, co-founder of BAMEed (bameednetwork.com), the issues facing BAME educators are embedded in both recruitment and career development processes. "Recruitment into leadership is based on a stereotype that diverse leaders don't fit into," she says. "As such, BAME leaders are less likely to be identified and supported into leadership early in their career, and the range of experiences or mentorship that would allow them to progress rapidly isn't planned into their performance management."

So what can be done at a school level? That depends on what stage of the journey your school is at, but the task of tackling diversity issues must always be accompanied by regular and purposeful reflection. There are a number of starting questions you can ask, which may help to prompt discussion and further investigation

within your school.

A good place to start is to consider whether all staff, including those who are part-time, are viewed as potential leaders. Are they offered the same encouragement and access to CPD opportunities? Are you thinking creatively and facilitating part-time leadership roles in your school that are open to all? Are you actively promoting awareness of diverse leadership

across your school and challenging outdated leadership stereotypes? Linked to this is what you might be doing to celebrate diverse role models throughout the curriculum and across the school. Are you making a point of exploring and discussing key historical events and social justice movements?

Moreover, you should examine whether your school is actively challenging discriminatory behaviour and bias amongst both pupils and staff, and if so, what impact is being had as a result.

FINDING SUPPORT

More broadly, are your staff able to access wider support networks? Coaching can be an effective way of helping staff realise their potential and build the confidence needed to take the next steps in their career. The Teaching School Council's 'Women Leading in Education' regional networks, for example (see tinyurl.com/tsc-wle), provide a means of establishing coaching partnerships, as well as access to wider networking opportunities, sources of helpful advice and flexible working arrangements.

If your school offers ITT, what can you be doing to support and understand trainee teachers from a wide variety of backgrounds? Is there a risk that assumptions are being made about people's gender and sexuality when new staff and trainee teachers are being employed, and how can this be avoided? Make sure that staff are given opportunities to openly discuss their experiences and understanding of race, gender and sexuality.

LGBTed, BAMEed and other such organisations might have different focuses, levels of visibility, and in some cases, very different barriers to overcome, but there's much for schools to gain from collaborating with them. As Allana Gay puts it, "Diversity needs to

not be the poster on the wall, but a lived experience."

As stakeholders, we all have a duty to take steps towards creating a diverse experience in schools; to challenge discrimination and uncover the biases embedded within the systems and processes of our institutions.

It serves us well to remember that increasing diversity within our schools will have a positive impact on the lives of all our children – regardless of their background.

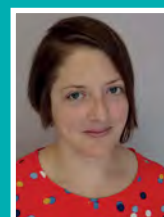
WHAT THE LAW SAYS



The Equality Act 2010 put into place clear legal protection from discrimination for people in the workplace and

throughout wider society. In schools, it applies to the treatment of pupils and staff alike. The Act cites specific 'protected characteristics' that cannot be discriminated against, which include age, disability, gender reassignment, pregnancy/maternity, race, religion, sex and sexual orientation.

The Act states that all public bodies, including schools, have a duty to eliminate discrimination and promote equality through positive action that aims to promote diversity and achieve equality for people to whom those characteristics might apply.



Lucy Starbuck Braidley is a primary school teacher and subject leader for English and PE

Your fire risk assessment.

DO IT JUSTICE.

You could face jail or six-figure fines if you don't appoint a competent person to perform your fire risk assessment.

Let us complete your Fire Risk Assessment.

We have the experience to complete assessments of all sizes and complexity

- Accredited with BAFE SP205 Certification

Email: technical@thefpa.co.uk or visit www.thefpa.co.uk/services

Receive training to complete your Fire Risk Assessment.

- Helps prove your competency
- Choose courses to suit all experience levels
- Courses held across the UK or at your offices

Email: training@thefpa.co.uk or visit www.thefpa.co.uk/training

Do your Fire Risk Assessment justice. Call us now on **01608 812 500** or visit **www.thefpa.co.uk**



Fire Protection Association

Know when to CLOCK OFF

Sam Collins calls on headteachers to consider the true cost of those 'invisible hours' staff end up working outside the school gates...

What time did you last finish work? I don't mean when you left the building – I mean *when did you actually switch off from work?* 6pm? 11pm? 3am?

Our 'always on' culture encourages us to be constantly available via email, Twitter, WhatsApp, SMS, the list goes on. Small wonder that primary classroom teachers now work an average of 55.5 hours a week (based on the 2016 Teacher Workload Survey), 17.5 of which are at evenings and weekends. For senior leaders it's just shy of 60 hours a week, with the equivalent of almost two 9-hour days (17.6 hours) worked outside of normal school hours.

The DfE's guidance on teachers' pay and conditions (see tinyurl.com/dfe-pc-17) states that beyond the standard 1,265 working hours expected from full-teachers, "A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of

the teacher's professional duties." The key words here are 'reasonable' and 'effective', but how many of the aforementioned extra hours are either of those things?

The vast majority of 'out of hours' hours are worked at home, late in the evening or over the weekend. According to the DfE's own research published in March this year (see tinyurl.com/dfe-tw-18), "All part-time teachers reported that they worked on their non-working weekdays," effectively seeing their days off as 'unpaid PPA time' That's time when staff ought to be relaxing and recharging their batteries so that they're ready to work at their full capacity during the working day – delivering superb lessons and making a difference for pupils.

It's clear that these long hours are counter-productive, yet they persist across the sector. The well-documented health issues related to excessive working include increased risk of



Sam Collins is the founder of Schoolwell – an online directory of wellbeing resources for schools

@samschoolstuff

schoolwell.co.uk

cancer, diabetes, heart disease and stroke, amongst other things. Yet there still remains a deep-rooted acceptance that a successful teaching career involves excessively long term-time hours, usually topped off with a few working days during the holidays.

It should be noted that school staff tend to be conscientious and don't mind working hard – in fact, many thrive on it. I can count on the fingers of one hand the teachers I've encountered in my 24-year career who 'weren't really into it' and still have a couple left over. Yet this conscientiousness, coupled with a high accountability culture, works against staff when the jobs to be done simply can't fit within a reasonable working week. We know this is leading to acute retention issues, but the long-term health impacts are even more pernicious.

So ask yourself this – are your school's policies inadvertently adding to invisible hours worked at home? Is your data collection proportionate and focused on supporting pupil progress? Are emails sent during evenings and weekends? Do senior management model healthy behaviours? And are any new initiatives considered in light of their impact on workload?



ARE YOU PREPARED FOR STAFF REDUNDANCIES?

School redundancies have become something that all heads should be ready to face, says Anthony David...

It wasn't that long ago that restructuring within schools was so rare that it examples of it happening could be treated as isolated case studies. However, with the collapse in school funds and accompanying rise in external costs – the latest example being the apprenticeship levy – heads are increasingly finding themselves having to make colleagues redundant.

As often happens with things that are deeply unpleasant, many among us have started referring to this process as

'change policy' to make it sound nicer, but the brutal truth remains that more heads than ever are having to make redundancies in order to get their budgets to balance.

I don't know about you, but none of my training ever included guidance around redundancies (not even my NPQH studies), so to say it's out of my comfort zone is a gross understatement – but unfortunately that's no excuse for not handling it well. So what should we do to address this?

TRANSPARENT POLICIES

Whilst it's not a statutory requirement, your school should have a redundancy or 'change' policy. If not, good examples can be found at The Key and The School Bus and you should be able to obtain further advice from your LA or diocese. These policies are more like 'how to' documents, providing you with step-by-step processes to ensure that whatever the change, it's seen to be as transparent as possible.

There are a whole host of reasons as to why schools have to change their structure. In my experience, these can include Ofsted report recommendations, government initiatives or a school's financial circumstances. With more schools now spending well beyond their budgets, there can be a tendency among some leaders – let's call them 'camp A' – to think 'Let's go into debt to demonstrate how tight our finances are.



If we keep balancing the books, the government won't believe us!' Others in camp B, however, will counsel, 'No. Our duty is to balance the books, and in order to do so, some tough decisions might have to be made.'

Whilst I fully support what camp A suggests, I do also feel obliged to balance my books and look at how we can change our structure in order to make the money match the need. That said, I'd like to be clear on this point: we are approaching a tipping point, and even with the most careful restructuring and creative use of bookkeeping, schools are facing a hole that they'll struggle to prevent themselves from falling into.

WHAT ARE THE OPTIONS?

If I detect so much as the whiff of a need for change, I'll reach for the phone and call the diocesan HR team, since both my schools are church schools, but an LA team should be able to address the situation equally well. It's mainly down to who you have the best working relationship with, but get advice from somewhere – they'll have much more experience than you, and be able to present some options that you might not have previously considered.

First and foremost, look to where you can make some natural redundancies. This might include restructuring how much teaching you, your deputy or out-of-class teachers undertake. I teach one day a week and still manage to run two schools in order to balance the books, as do my SENCos and Heads of School.

If a colleague is moving on or retiring, look at how that will impact upon the books – indeed, you should be planning for retirements. You could replace an experienced teacher with an NQT and save nearly £20,000. A TA might not

have their role replaced at all. All of these options are far better than redundancy. Yes, by reducing the level of staff experience or number of adults on site you are increasing risk, but that's less upsetting than going through the whole redundancy process.

At some point, however, you'll get to the stage where you'll either be working at a bare minimum or have exhausted your natural options. This is when you'll have to carefully study your policy, and remember that the key to all of this is communication. Your governors should be made fully aware that there's a risk, and then be informed as to what steps you've taken in order to reduce that risk.

THE BUSINESS CASE

At this point you'll have to make a business case for your restructuring. A business case should be drafted to outline the proposed change(s) in more detail and lay out the rationale behind them. It will need to include your revised workforce structure, new ways of working, skills and workforce development requirements, alongside a comparison with the current structures. Any requirements for change should be highlighted around working arrangements, staffing numbers, skills and knowledge.

You should also outline any new or updated job descriptions with person specifications, plus a rationale for any differences there might be in comparison with current job descriptions. Finally, there will also need to be a proposed timetable for consultation and implementation.

Fundamentally, we have a duty to balance our books, but in the current climate that's getting harder and harder. It's for those reasons that you must not only have an up-to-date change policy, but one that you're familiar with.

KEY POINTS

DEVISE YOUR CHANGE POLICY

This will be your guide throughout the redundancy process, and one you'll get to know very well should you have to undertake it. Stick to its timelines and procedures, and the process should come across as honest, fair and transparent. Problems can occur if you start deviating from it.

CAN REDUNDANCIES BE AVOIDED?

Identifying opportunities where redundancies can be avoided will inevitably include everyone taking on more, but only you can judge at what point your school has reached capacity.

KNOW YOUR LIMITS

Ultimately, there's only a limit on Reception and classes in Y1 to Y2 classes. Equally, there's only a legal requirement for a teacher to be in the class. It's entirely feasible that in the near future we'll see schools that can't afford any TAs if they're to meet their minimum legal requirement. At that point, very serious questions will have to be asked if their budgets are required to shrink even further.



Anthony David is an executive headteacher of two North London schools

Join us:
together,
we'll shape
the future
of education



As the UK's largest education union, we provide effective support when you need it, and the chance for you to join the 450,000 teachers and other education professionals who are standing up for education.

Join the National Education Union today for just £10* and pay nothing more until September 2018. Membership is free for trainees and just £1 for NQs.

Join us at  www.neu.org.uk/TeachPrimary  0345 811 8111

 @NEUnion  /nationaleducationunion

*terms and conditions at www.neu.org.uk/terms

ARE YOU A PETTY CASH **SAINT** OR **SINNER**?

Petty cash systems aren't the best way of covering your costs, says Sue Birchall – but if you must use one, monitor it properly...

The majority of schools I've encountered during my time as an SBM have had petty cash accounts, all with different levels of success (or failure). The first question to ask, then, is – do we actually *need* petty cash in our schools?

I can already feel some of you recoiling in horror at the thought of doing away with this easily accessible means of making purchases. True, it does make the buying of day-to-day consumables faster and easier, and simplifies the paying back of staff when they make quick, operational purchases.

The truth, however, is that with a bit of forward planning, it's possible to avoid the type of purchases usually paid for by petty cash systems altogether. Why not set up an account at the local builders' merchant for caretaking purchases? A home delivery service for the food at your breakfast and after school clubs? Use purchase cards and online supermarkets with next day delivery? Should we not be encouraging staff to take a more strategic view when it comes to purchasing, even if it's just for small items?

But if those systems simply aren't for you, and you're determined to use petty cash, then it's important to understand and implement some essential principles and procedures. The total funds a school holds in petty cash should be stated in its (or the academy trust's) finance policy, alongside a statement of the



maximum amount to be repaid under this system – typically £10 to £20. It's good practice to run petty cash accounts using a sub-imprest system.

To enable accurate monitoring and control, the account should be reconciled monthly and then reimbursed with the amount that brings it up to the stated limit. At month end, petty cash tins should then be checked, counted and signed off to confirm that the amount held matches the petty cash reconciliation. All purchases should be applied for using petty cash vouchers with spend evidence, and authorised before monies are repaid. Don't forget the VAT!

That covers the basic principles and practice of running a petty cash account, but what's harder to manage is the staff's view of what a petty cash system is actually there for. I've previously seen such funds used to pay for student travel, payday loans and other 'kneejerk' purchases, but *that's not how petty cash should be used*. There can often be a view among staff that any given purchase is okay 'because it can come from petty cash'.

Personally, I'm not a fan. I believe that all school expenditure should be planned for and spent accordingly, and that petty cash systems can work against this. However, it's also true that for many schools, petty cash systems are simply necessary. But whether you use one or not, it remains the case that money provided by schools constitutes public funds, and should therefore be respected in terms of value for money and spend to outcome. It's surprising just how much can be spent when a system isn't being managed properly and has no measured or planned impact.

Sue Birchall is a consultant, speaker, writer and business manager at The Malling School, Kent



“PROFESSIONAL DEVELOPMENT IS AN INVESTMENT, NOT A COST”

If schools want to not just survive but thrive, they should nurture their business team's professional knowledge and skills, says Steven Gasser

These are exciting times for school business leadership practitioners. In a changing, complex and challenging academic environment, there's a real need for those involved in school business leadership to think about their own development needs and ensure that they remain at the forefront of developments relating to the profession.

The education sector is moving at a great pace, with many of the changes it's currently undergoing likely to be driven, managed or delivered by school business leaders. It's therefore imperative that professionals occupying this space possess the necessary underlying knowledge, training, behaviours and skills to handle the complexities of running school operations with, in some cases, limited access to technical expertise and declining support and services from LAs.

Given increasing pressures on time and resources, the need to carefully plan your development is more important than ever. Professional development opportunities should be classified as an investment, not a cost. If your training opportunities are appropriately designed, deployed and evaluated, the initial outlay for the training may well be recouped through activity, efficiency or process improvements.

Apprenticeships offer both aspiring and practising school business professionals opportunities to combine further study with practical training. ISBL has led the development of several new apprenticeship programmes specifically intended for the education sector that are now available via a number of providers, such as the Level 4 SBP Apprenticeship

and Level 6 Chartered Manager Degree Apprenticeship. Those studying for an apprenticeship will at the same time be able to benefit from ISBL membership, which can provide new routes and opportunities for personal and professional development.

In partnership with several training providers ISBL has also developed a series of other qualifications and short courses relating to areas such as HR, health and safety and finance. These programmes are open to both members and non-members alike – further details of the relevant learning outcomes, costs and venues can be found at isbl.org.uk/Training.aspx.

With the wealth of new training programmes and qualifications now open to SBPs and SBLs, you may well be wondering which ones may be right for you (and indeed your school). That's where ISBL can help, by providing advice on which qualifications and forms of training are most suitable for your needs, based on your current career path and aspirations. If you wish to discuss your training and development needs further, email the ISBL professional development team at training@isbl.org.uk or contact **02476 231 221**.

Steven Gasser is executive director of professional development at the Institute of School Business Leadership

 [@isbl_news](https://twitter.com/isbl_news)

 isbl.org.uk



What does your financial reporting need?

Andi Brown looks at how the right reporting system can give a huge boost to your school's financial compliance and confidence...

It's extremely important that schools, academies and MATs have an effective and efficient financial reporting system in place. This is your primary tool for getting financial insight into your organisation, and key to supporting strategic business decisions.

When deciding on which kind of reporting system to use, establish first if it will enhance your current business processes, and whether it can provide assurance through data security, auditability and process automation.

You should then address several other considerations, starting with whether the system can generate VAT 100 and VAT 126 returns. Most academies start out falling under the VAT 126 scheme, but may be required to register for VAT if they later become a MAT. Check also that it can analyse finance data via different reporting categories; this will allow you to auto-generate statutory returns, such as the Academies Budget Forecast Return.

It's also helpful to have a system that's 'charity compliant' and able to analyse by different funds, which can help with year-end statutory account disclosures, such as the Statement of Financial Activities (SOFA). Using a system that

can store or link to other types of data (pupil numbers or staffing records, for example), will be a big help when it comes to reporting crucial key performance indicators.

Beyond the here and now, you need to further consider your future requirements. With MAT expansion looking set to continue, MATs will benefit greatly from using systems designed to facilitate the joining of additional academies.

Features to look for here include:

- **Consolidated reports** As MATs grow, their data sets expand. With systems that don't include automated consolidated reporting, the process has to be done manually, causing a huge time burden and potentially leaving you exposed to processing errors.
- **Consolidation by different groupings** This will let you report by clusters or provider types within your MAT (ie. 'primary', 'secondary' or 'special')
- **Chart of Accounts** Make sure that this is fit for purpose, with room to expand
- **Consolidated MAT accounts** HMRC now accepts electronic invoices

as evidence, so it's worth choosing a system that allows you to attach images and electronic documents to your transaction data. As well helping to save on office resources, this allows for a much more efficient way of submitting documentation and archiving it for future reference.

Ultimately, a financial reporting package should work to streamline your processes and be capable of automating routine tasks, while being appropriate for your purposes. It should offer the ability to assign varying levels of user access rights to support separation of duties among staff, and to establish automated workflows for certain purchase authorisations.

It should also be flexible, and capable of expanding as your MAT grows. Its reporting features will need to be transparent and clear, and it ought to integrate seamlessly with other finance tools, such as your budgeting or payroll software.

Andi Brown is director and co-founder of SAAF Education – a provider of financial management services to schools, academies and MATs

 @isbl_news

 isbl.org.uk

HOW WILL THE NATIONAL FUNDING FORMULA AFFECT YOU?

Julie Cordiner and Nikola Flint look at what the biggest shake-up in education funding for years is likely to entail for your school...

After several delays, the National Funding Formula has finally been introduced and will affect your funding from April 2018 onwards. But what does that mean in practice?

The first aspect to consider is the size of the national pot. The last five years have seen very little change in the per pupil allocations of grant to LAs for mainstream schools. Extra pupils have at least been funded, but what's needed is 'real terms' funding at a level that covers pay awards, inflation and new costs, such as the Apprenticeship Levy introduced in 2017/18.

In 2016, the DfE estimated that cost pressures between 2014 and 2020 would reach 8.7%, and stated that schools needed to save £3bn to achieve sustainable budgets. After national lobbying efforts, an additional £1.3 billion was added to the NFF pot across 2018/19 and 2019/20. Will this be enough to cover future costs? Almost certainly not.

UNDERLYING PROBLEMS

So how will the available money be distributed? Well, that depends on what your starting point is – i.e. your local formula values compared to the NFF values. In 2018/19 and 2019/20, the NFF will be used to calculate most of your LA's grant. There are also some non-NFF items, funded on 2017/18 spending, which could cause pressure if costs rise.

An LA can decide whether to adopt the NFF values or not when distributing its grant between schools. (In time, the DfE will eventually use the NFF to fund every school and academy directly, removing local discretion). A school is more likely to be disadvantaged if the NFF values for factors it relies on are significantly lower than the local formula used previously.

There will be transitional protection to smooth matters when the changes kick in, with a per pupil 'floor' increase of 0.5% and a maximum per pupil gain of 3% in the LA's grant. But LAs can alter that too, depending on what's affordable; regulations still permit a maximum loss of

1.5% per pupil in the local formula.

How long will it take for your school's funding to be purely based on the NFF? That depends on the decisions that LAs and the DfE take in 2019/20 and beyond. For some schools, this transition could take a long time.

Unfunded pressures (mainly pay related) between 2015/16 and 2017/18 have caused significant difficulties, and have been compounded by the uncertainties stemming from NFF delays. Some schools have reviewed their budgets to find savings, but others have gone into deficit. For most schools, the NFF is unlikely to compensate for this historic shortfall.

The impact is likely to be worse for schools that spend a high proportion of their budget on pay. Schools with PFI costs may also have problems, due to their inability to touch certain parts of their budget when seeking savings and the restrictions they're likely to have in generating lettings income.

THE LONG-TERM PROGNOSIS

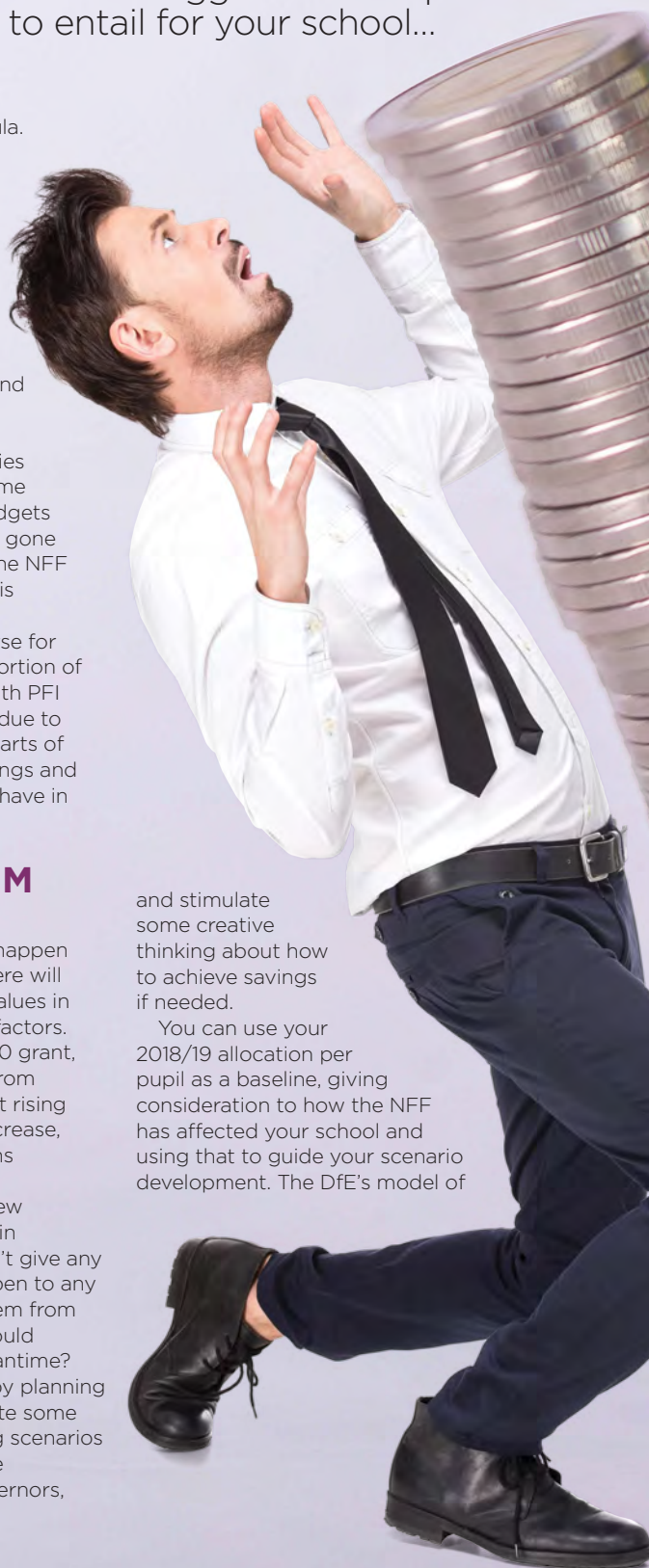
It's impossible to say what will happen from here on. We know that there will be no change in the NFF unit values in 2019/20 across all the formula factors. In converting this to the 2019/20 grant, the DfE will use updated data from October 2017, which means that rising rolls should still entail a cash increase, even if per pupil funding remains broadly unchanged.

The main problem is that a new Spending Review period starts in 2020/21, and the DfE so far can't give any guarantees as to what will happen to any part of the school funding system from that point onwards. So how should schools look to cope in the meantime?

Try to control what you can by planning ahead. We'd advise you to create some broad-brush alternative funding scenarios for the next three years, to raise awareness among SLT and governors,

and stimulate some creative thinking about how to achieve savings if needed.

You can use your 2018/19 allocation per pupil as a baseline, giving consideration to how the NFF has affected your school and using that to guide your scenario development. The DfE's model of



pure (but protected) NFF outcomes for every school can be found at tinyurl.com/nff-impact-schools. This information doesn't take into account your local formula result, but removes the complication of roll changes and is a good guide to the NFF trajectory.

If your school is listed as having a 1.0 % percentage change in the final column of the NFF summary table, that means you would have lost money in the pure NFF but have received floor protection (subject to the decision of your LA). Alternatively, you may see a large increase, which can be capped. When deciding on scenarios it's best to be prudent, especially from 2020/21 onwards, since anything can happen!

Develop multi-year 'best', 'middle' and 'worst' case scenarios, using local intelligence on your LA's plans for 2019/20, and use these to stimulate debate with your governors and draft an


action plan. Our forthcoming book, *Forecasting Your School's Funding*, will include a method to help guide you through this process.

Schools should also undertake a fundamental budget review. Engage your senior leaders in reassessing all areas of spending, referring to the DfE's guidance on financial health and efficiency for schools – see tinyurl.com/dfe-finance-he for more details.



Julie Cordiner is an education funding specialist; Nikola Flint is a school business leader.

Their book *Leading a School Budget Review*, which includes change management tips and a process for reviewing different areas of your budget, is available via amzn.to/2oSd79P

 [@juliecordiner](https://twitter.com/juliecordiner)

 schoolfinancialsuccess.com

WHAT IS THE NATIONAL FUNDING FORMULA?

The NFF replaces the old system for funding schools, which involved LAs receiving government grants based on historic spending and distributing those funds locally according to a formula.

Under the new model, NFF values set by the DfE are now applied to pupil and school data. The DfE will decide what protection there will be from losses, and if/how to restrict gains to make the whole thing affordable.

Individual school allocations are aggregated up to LA level, and items not factored into NFF calculations (such as PFI fees, split site costs, pupil mobility and pupil number growth) are added on. LAs will continue to distribute their funding until 2019/20 and make decisions pertaining to protection and gains at a local level. There are separate NFFs for high needs, early years and central budgets, which are retained by LAs.

We don't yet know when DfE will introduce direct funding of schools across the board – this will entail a major legislative change, and for now at least, Brexit continues to dominate parliamentary proceedings.

Cash % increase (based on the pure NFF)	No of LAs
0.8% - 1.99%	39
2% - 3.99%	52
4% - 5.99%	36
6% - 7.99%	18
8% - 9.9%	5

Discover teachwire

YOUR LINK TO THE BEST IN EDUCATION
ONLINE!



Teachwire.net offers a daily mix of news, commentary and resources for primary school teachers. Find advice, lesson plans and assessment tools – all for free!



**MUST
READ!**

*Sir Ken Robinson shares his vision
for the future of education*

Newsletter

Remember to sign up to our weekly email newsletter for highlights, including free lesson plans and resources sent directly to your inbox.



facebook.com/teachwire



twitter.com/teachwire



uk.pinterest.com/teachwire

Opinion



Michael Tidd wants your feedback – but not if it's based solely on data...

Discussion



You can't measure wisdom with tests and scores, argues Debra Kidd

Advice



Julie Price Grimshaw recalls what she learnt from mentoring trainees

Resources



Head to Teachwire to download six of the best KS1 SATs resources for the maths reasoning paper.

What's trending

1

Ideas to engage reluctant writers

2

Teaching the selfie generation

3

Are you ready to be head?

4

Stop eating your shoes!

5

Can we still afford glue sticks?

GET YOUR DATA UNDER CONTROL

Any discussion of teacher workload has to address the elephant in the room, says Solomon Kingsnorth – namely data practices...

A lot's been written recently about workload. Type the word into Twitter and you'll be met with a whole host of blogs and tweets from mutinous teachers, pitchforks in hand, ready to bring down the practices that are taking up too much of their precious time.

For all the workload-busting initiatives, however, there's still a rather large elephant in the room.

I'm talking, of course, about data. Not just the kind determined by SATs at the end of each Key Stage, but the thousands of objectives being tracked and reported on in between.

There are organisations breaking new and exciting ground in the field of assessment, with techniques such as comparative judgement, but the actual reporting and tracking of data in most schools I've been in can often be one of the biggest contributors to workload and stress.

From NQTs to headteachers, the numbers in those spreadsheets can make or break careers. We've all experienced the fear data can induce, but rarely do we question what it is and how much we should trust it. For schools who are serious about reducing workload and teacher burnout, shining a light on their data practices should be their number one priority.

At one school, I was expected to make a judgement on 93 objectives for each child in reading, writing and maths alone. Not was this a 'yes or no' scenario – those 93 objectives had to be constantly



revisited and turned green on the tracker. Only when it had been highlighted three times could a child be deemed to have 'got it'.

Highlighting all those objectives three times for 30 children meant that over one school year, I had to make more than 8,000 judgements on progress. How can schools possibly rely on the data they're generating when the margin for error is so immense? The numbers involved would be comical if they didn't wield such power. In most schools, progress has been monetised by the introduction of performance-related pay. Each teacher, irrespective of the year group they teach, is expected to show linear progress for every child.

The importance of those shiny green cells in the spreadsheet can't be overemphasised, but in many schools they amount to little more than an over-tired teacher madly clicking or highlighting at the end of the half term, often based on a gut feeling or the most recent lesson taught. Each school will have a different lever for turning that cell green – sometimes tests, sometimes teacher judgement. How are those final judgements reached? With the stakes so high, is it possible that confirmation bias may be creeping into the process?

Here are five actions that school leaders could take tomorrow to improve the situation:

- Count how many judgements you're asking each teacher to record and decide what constitutes 'too much'
- Reduce this number by deciding which curriculum objectives don't need to be reported
- Don't ask teachers to revisit objectives on the tracker; make each choice a binary 'can/can't'
- Decide what 'can' means and rigorously ensure consistency
- Ask teachers which objectives children can do or which they can't – asking both is a waste of time.

If we're serious about tackling workload and increasing teacher retention rates, we must start with our towers of data.

Solomon Kingsnorth is a KS2 teacher and blogger from Birmingham

 @solomon_teach

 medium.com/solomonkingsnorth



CREATE AN INCLUSIVE CULTURE

Make your support staff feel welcome and part of the team, and you'll see a lift right across the school says Laura Williams...

It's important for school leaders, when reviewing their teacher training, levels of workload, resources and support, to ensure that frontline support staff aren't left out. Support teams face a variety of challenges and have diverse CPD needs, but there are some things that all school leaders can do to foster greater inclusion.

1 PROVIDE RELEVANT CPD

Support staff undertake important work in areas such as safeguarding, first aid, finance, HR and data protection; ensuring they possess at least the statutory training appropriate to their roles is thus essential if teachers and leaders are to maintain their focus on the school's teaching and learning.

2 PLAN AHEAD

Keeping support staff in the hall for the whole of your next INSET day can be counterproductive, when they could be using that time to undertake role-specific training or carry out tasks that are difficult to complete in a normal working day. On the other hand, excluding them completely will be similarly unhelpful, and can suggest that school leaders lack an understanding of their role. By planning ahead, ensuring that time will be available and using it appropriately, school leaders can go far in helping to alleviate workload pressures on support staff while enabling new opportunities for training.

3 ASSIGN RESPONSIBILITY

If your CPD is to be both appropriate and sensibly organised, the line managers of your support staff have to understand their responsibility for making this happen. Depending on your

staff structure, it might be worth assigning this oversight to a member of the SLT or the school's SBM, so that quality CPD can be properly identified and delivered, and its impact recorded.

4 COMMUNICATE MORE

Most CPD isn't a whole school activity, but providing quality education provision very much is – and school-wide communication is the key to making this happen. School leaders should share whole school information and messages with all staff regularly. Make sure all support staff have their own email accounts, are included in any email briefings and bulletins, and are invited to general staff meetings. This can foster a wider team feel, regardless of how many hours people work or which specialist team they're part of.

5 ESTABLISH DIALOGUE

Support staff will collectively see a lot of things that teachers and leaders often don't. Their experience of the school will be from a different perspective, which means they can provide you with valuable insights by discussing their work, their interactions and general view of the school. Asking for their opinions, valuing their feedback and acting on their concerns can go a long way towards building your staff relationships and improving the school.

Laura Williams is a former MAT chief operations officer and school business manager, and the founder of LJ Business Consultancy

 @lauraljbusiness

 ljbusinessconsultancy.co.uk

The ideal SENIOR LEADER

What skills would the perfect senior leader have? What difference can they make, and what should you be looking for when appointing one?

Senior leaders come in many shapes and sizes. The nature of their responsibilities vary widely, as may their teaching commitments, status and professional influence, and they may or may not be required to deputise for the headteacher when he or she is away.

Yet whatever their particular brief, I'd suggest there are some key traits and skills that are indispensable at senior leader level. These are the qualities I'd expect heads to look for during the appointment process, and once they're working alongside their new senior leader colleague.

1 The capacity to see the bigger picture

The main difference between middle and senior leadership is a question of scale and scope. I believe leaders of all levels have one overriding responsibility: to get the best from those they lead through a judicious balance of support and challenge. Senior leaders will inevitably have a whole-school focus and interact with increasingly larger groups within wider school community – pupils, staff, parents, governors, and perhaps others beyond the school gates. Understanding the perspectives of all, and seeing how the Big Picture fits together is a crucial part of the role.

2 The ability to win hearts and minds

To form positive and productive working relationships with everyone, senior leaders need to be able to get others on side and work with them, rather than alienating them. They need to engage with people emotionally, while also appealing to reason, and communicate with honesty and integrity so that they can earn (and give) respect.

3 A commitment to working hard

One way in which trust and respect can be built is through leading by example; showing that you are industrious, committed to the children's best interests, and to securing and supporting the best possible standards of teaching, pastoral care and wider educational opportunities. Senior leaders have to be natural problem-solvers and solution-finders, determined to find the right way forward (sometimes through sensible compromise) and removing, wherever they can, barriers to learning. Help those you lead do a good job. Don't make their job more difficult.

4 A recognition of the importance of a sustainable personal/professional balance

I recognise that attaining this and modelling it to others is difficult, but if you can't find a way to be a senior leader and still have a life beyond school, I'd suggest there's something wrong with the job, not with you. If you can rest, refresh and re-energise on at least a weekly basis, you'll be a better senior leader as a result.

5 The courage to give honest feedback

Finally, a senior leader should tell their head the truth – calmly, politely, professionally, constructively and behind closed doors. If they don't, then who will?

Jill Berry is a leadership consultant and former headteacher; her book *Making the Leap – Moving from Deputy to Head* is available now, published by Crown House



WHO SHOULD HEADS TURN TO FOR HELP?

The buck might stop with you, but there are times when heads need help too. Colin Tapscott looks at the forms that can take...

Gavin slowly lifts his head from his hands. His head is pounding, the veins in his neck pulsating as he stares listlessly at his 'Keep Calm I'm a Headteacher' mug. He's far from calm. It feels like his brain is drowning in a sea of treacle. He just can't think straight. He can't see how to solve the staffing gaps that lie in wait after the holidays. Time is running out, and so is his power to think.

Being a headteacher can be lonely. It can sometimes feel as though everyone is turning to you, expecting you to solve all their problems, but do heads have to feel that way? What headteachers can do is build a network of support around themselves – one that's there to help when it seems like a solution can't be found.

CHANGE YOUR THINKING

As headteachers, we need to change our thinking about what it actually means to be a leader. Being a leader isn't about you always having the answer to every problem; it's about you finding the answer. It doesn't even matter where the solution comes from, because it's ultimately your determination to find the solution that makes you a leader. So where are those kind of solutions likely to be found?

During my own time as a headteacher I found that other heads are more than willing to support one another. The bedrock for this, however, is trust, which takes time to build. I'd therefore recommend that you spend time with your local cluster of headteachers and identify any who seem to have the same ethos as you. Doing so can be a worthwhile investment – my own local cluster of headteachers was essentially a free 'board you couldn't otherwise afford' panel of experts, who were willing to

share their ideas, experiences and creative solutions, and were happy to provide supportive phone calls.

Alternatively, if you prefer working in smaller groups, why not create your own 'triad' with two other headteachers who share a similar ethos and range of experience? My own triad would meet regularly, enabling us to share our ideas and current thinking. This helped us build a shared sense of trust, and we soon came to see each other as supportive friends from whom we could also expect honest criticism. Each of us knew there were two people to whom we could turn when we had a difficult problem, and that at least one of us would always be available.

DON'T WALK ALONE

That notion of solutions founded on trust can also be found within your own school. I can clearly remember trying to decide when to tell the staff that one of our highly valued and loved colleagues had died. My intention had been to tell them later in the afternoon, so as not to have their whole day affected by the initial shock of grief, but I wisely consulted my SLT first. Their advice was to tell them before school.

That advice was correct. The staff valued being told straight away, and I did so knowing that I had my SLT standing with me as I made the announcement. To borrow the famous lyric, when you make a decision like that with your team 'You'll never walk alone'.

If it's a particular element of pedagogy

or communication you're wrestling with, then forming staff working groups will help. To address our boys' writing outcomes, for example, we formed a writing working group which came up with some creative approaches that brought about significant shifts in writing attainment over that year. When we had an issue with our internal communication systems we formed a working group that included members of staff from every job type, so that their thoughts and ideas could be fed back to each section of the school. Our school-wide communication was turned around within a term.

OUTSIDE SCHOOL

As headteachers, we're not solely responsible for our schools. Around us are boards of governors, LAs, MATs and a high stakes accountability system which can lead us to believe that every action we take is being scrutinised for weakness by the forces that govern us – with the result that we fear to share what we're

“Being a leader isn't about you always having the answer to every problem; it's about you finding the answer”

doing. Yet we must break free from this way of thinking. After all, their 'core business' is the same as ours – wanting the best for children. There's much that we can and should share with them.

On occasion, however, heads may feel the need to call upon some independent thinking,

and this is where a coach can help. My coach, Jane, would help me view some of the ideas I'd generated from different perspectives and examine certain situations through another person's eyes. Coaching is a very personal matter, so it's worth having a few telephone conversations with them first to check you're a good match and outline the

coaching approach that suits you ('warm and supportive', 'direct and challenging', etc.)

A coach won't necessarily need to have performed the same job as you; the key thing is that they have empathy with your world. That said, they ought to possess some professional qualifications (be they university-based or from a body such as the Institute of Leadership and Management). Online resources such as The Coaching Directory (coach-search.co.uk) or consultancies such as Linden Learning (lindenlearning.org) can be useful when searching for a suitable coach. Free coaching for aspiring female leaders is available from the Teaching Schools Council's 'Women Leading in Education' project (see tinyurl.com/tsc-women).

LOOK WITHIN

If you struggle to find any of the above, then you could try coaching yourself using the GROW approach:

Goal – What do you want to achieve?

Reality – What are the positives and challenges in your current situation?

Options – What things could you try? Even crazy ideas may spur better thinking.

Which – Which of the above will deliver the most success and least negative consequences?

As the sessions with my coach often showed, the answers we're looking for can be found within ourselves. We just

need times when our brains aren't flooded with cortisol for it to be coached out of us, and to trust our colleagues to help find the solutions we need.

Gavin lifts his gaze and sees Liz, the part time teacher, grinning at him through the door panel. He beckons her in and she enters, immediately followed by Sally, his teacher qualified cover supervisor. He listens as they explain how they've heard of his need to cover a class for six weeks after the holidays, and suggest that they could both temporarily work full time to provide the necessary cover, if that would help. He feels his jaw drop to the same level his head has just been at. If only he'd asked earlier! Lesson learnt...

HELP IS AT HAND

EXTERNALLY

- Consult with local headteacher clusters
- Form a small triad of like-minded headteachers
- Create school working groups that contain creative thinkers
- Talk to your SLT and remember that you're not alone

INTERNALLY

- Be clear as to what your goals are and what you want to achieve
- Recognise and understand your

current reality – both the positives and negatives

- Assess what support options are available to you and what might work
- Decide on which of those options will support you best

COACHES

- Meet them away from school
- Check that you're a good match
- Outline your preferred coaching approach
- Seek out coaches with professional qualifications and/or affiliations



Colin Tapscott is a leadership consultant and former headteacher

[@colintapscott](https://twitter.com/colintapscott)

everydayleader.co.uk

“THERE’S NO EXCUSE FOR ‘NO EXCUSES’”

The current zeal for behavioural ‘consistency’ backed by heavy penalties risks undermining one of teachers’ and leaders’ key moral obligations, says Dave Whitaker

‘Should we put someone in detention for not having a pencil?’ I asked. That caused a Twitter storm. Some children don’t have it easy. In fact, they don’t have very much at all. They face the daily struggle of life in a way that most of us could never truly comprehend unless we see it, experience it and live it for ourselves.

The poem I had quoted, written by Joshua T. Dickerson, opens a can of worms that we call ‘consistency’. Consistency is a term that’s used relentlessly in schools to underpin and justify behaviour policy. It’s preached to newly qualified and trainee teachers as the one thing we should all have, without fail, in our behaviour management armoury.

CIRCLE OF INTIMACY

Many years ago, I was involved in a behaviour training session that’s stayed with me throughout my career. It’s a model that I come back to repeatedly, and one I feel should be known to everyone working in education. It was shared by David Moore, one of Her Majesty’s Inspectors, and was part of the National Programme for Specialist Leaders of Behaviour and Attendance. It was called the ‘circle of intimacy’ and it goes like this.

First, every child is born into a ‘circle of intimacy’. Here, they learn the behaviour that will forge the basis of their lifelong personality and disposition. They may be exposed to poverty and neglect. Swearing may be commonplace, with

violence and aggression a part of everyday life.

Here, a child learns to behave based on their experiences and the activities of the people around them. They may be susceptible to drug or alcohol abuse, and in some cases grow up being cared for by siblings not much older than themselves. There may be love and care, but this may be tainted by the strain on family life exerted by poverty and deprivation, and a daily struggle to pay the bills and make ends meet.

FRIENDSHIP AND PARTICIPATION

Children are then exposed to a ‘circle of friendship’. This includes grandparents, neighbours and the trusted adults who are close family friends. For those of us who remember the 1970s, these people may have been referred to as ‘aunties’ and ‘uncles’. If these individuals are kind, supportive and loving, they contribute to the child’s emotional growth with a new and powerful learning



experience. A child learns how to be with other people who care. (They also learn how to conspire against their parents: 'Here's some chocolate, Jonny, don't tell your mum!') This is fundamental to behaviour development. Consider what might happen when a child doesn't have a positive circle of friendship, or has no circle of friendship at all.

Next comes what's called the 'circle of participation'. This is the middle class stronghold of behaviour development. This is where children participate in voluntary activities beyond the family

environment that allow them to develop and grow. They're exposed to authority, structure and rules – Brownies, Scouts, football, netball, cricket, swimming and music. They learn how to be with supportive adults who have a certain level of authority over them.

Here, they develop relationships that will influence their personalities for the rest of their lives. But as I say, this is in so many ways a middle class domain. What of the children who simply have no circle of participation? We all know children who have missed out on this significant and powerful developmental phase. But it's not their fault.

A circle of participation can be very expensive and a drain on family finances. Historically, the working classes were heavily dependent on local sports teams, the church and the local working men's club for this area of development, but those community clubs no longer exist. Participation in sports teams has become an expensive pastime, and there's been a significant decline in churchgoing and other such community activities.

CIRCLE OF EXCHANGE

Finally, we have the 'circle of exchange'. Teachers, doctors

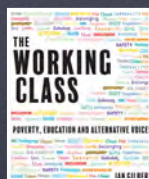
and the police are all part of this group. Here, children are compelled through societal structures to be exposed to adults who have real authority over them. These are the adults on the receiving end of the behaviours that have already been learned and embedded.

Those children who move smoothly through the three previous circles access school and the fourth circle almost entirely without concern. However, those who have been exposed to a chaotic circle of intimacy can often skip the other two developmental phases. The behaviour they learn is transferred directly into school and they become immediately exposed.


So how do we deal with this? In the same way that we teach children how to read and write, rather than punishing them into it, we also need to teach children how to behave, rather than simply issuing sanctions for not knowing how to behave.

FLEXIBLE CONSISTENCY

In this way, we move towards the concept of 'flexible consistency'. This means that we adjust our systems to meet the needs of the children. Yes, we have clear expectations and high standards, but we start to understand the influence life has had on our



This article is based on an edited extract from *The Working Class: Poverty, Education and Alternative Voices* – a book of collected essays, reflections and poetry edited by Ian Gilbert and published by Independent Thinking Press. Dave Whitaker is the executive principal of Springwell Learning Community

 independentthinkingpress.com

children's development. It also brings (back) to the fore is the concept of in loco parentis.

Remember that? Zero tolerance approaches have rather squeezed out this idea, yet it's a moral, as well as legal obligation on teachers and school leaders. It's the part of our job that entails us acting as reasonable parents would for the children in our care.

This takes on a whole new concept when we consider the circles of influence. It's beholden on us to not only have high expectations for behaviour, but also to model the behaviour that we expect. We have to encourage and support those who have experienced neither encouragement nor support. We have to provide safe and caring environments that are full of warmth and love.

We must provide opportunities for children to participate in activities that challenge and develop them away from their academic studies. It's essential that we encourage those who need it most to participate in after-school clubs and school trips. Even if we know it will be hard work. We need to do 'in loco parentis with bells on', so that those children are able to fill those developmental gaps in their behaviour.

'NO EXCUSES'

On top of that, we also need to support families and parents, rather than hassle and punish them. There are too many stories of consistency in school systems leading to family misery and anxiety. What support can you give the mother who is on her own with four children? She has to get them up, and get them dressed and fed on her own every morning. The oldest girl helps her mum with the others, as well as getting herself ready for school. She has to drop them off at two different schools and the school bus has recently been cancelled.

When the oldest child arrives at school she's one minute late. She's broken the school attendance policy and receives an automatic 15-minute detention. There's no flexibility in this rule; consistency is king.

But there's no excuse for 'no excuses'.

Inspire your management

We take a look at what those making their way to The Academies Show can expect in the way of features, speakers and exhibitors



Despite the name, The Academies Show isn't an event just for academies – it's for all types of schools. Delivered in partnership with the DfE, ESFA, OFSTED, STA, ICO, CCS and major sector associations such as FASNA, ASCL, NAHT, ISBL and NGA, it's the leading education policy event to support school business management, teaching quality and pupil outcomes.

Now in its eighth year, the free-to-attend event presents a full programme of CPD-certified content

across 11 stages, with over 40 hours of incisive discussion. Running alongside the conference, more than 150 suppliers will be on hand to demonstrate the latest in education technology designed to help save your school money, and improve learning experiences and outcomes for pupils.

The Academies Show has an exciting range of new and improved features this year. The Government Village returns, bigger and better than before, staffed by representatives from the DfE, Education & Skills Funding Agency, Schools Commercial Team and the Standards and Testing Agency. Here, you'll have the opportunity to put your questions to senior department advisors and policymakers.

There's also the brand new Central Networking Area, where you can network and exchange ideas with colleagues from academies, maintained schools, LAs and education charities across the sector. It's a place where you and your fellow education leaders can debate the ideas raised in show sessions, all while enjoying a free lunch.

Those sessions will be delivered in a variety of formats across the 11 stages, ranging from panel discussions to

seminars and informal interviews. Some will be particularly pertinent to primaries, with talks in Learning Theatre 1 centring on accountability, assessment of primary children and the ever-relevant issue of Pupil Premium.

Also returning after a successful debut at last year's event is the 'Hot Seat', with a range of speakers, discussions and opportunities to analyse the changing education landscape. Speakers on this stage stand ready to answer your questions on everything from increased funding to mental health.

At the Main Stage, chaired by Sir Steve Lancashire, you can hear from an impressive range of education leaders, including representatives from the DfE, Ofsted, FASNA and the NGA. Another returning feature is the FASNA-sponsored MAT Summit, which will provide a unique insight into governance, best practice and available funding for MATs.

But the beating heart of the Academies Show London remains the exhibition floor, where a huge range of suppliers including Adobe, Pearson, Smoothwall and Educare will be showcasing the latest technology to help with any issues you might face in your school.

EVENT DETAILS

Where:
ExCel London
E16 1DR

When:
25th April 2018 – 9.25am to
4.25pm

Contact:
academiesshow.london
@Academies_Show
facebook.com/TheAcademiesShow

Show floor highlights

Keep your eyes peeled for *PSM's* pick of the exhibitors worth seeking out...

2buy2

2buy2 provides strategic procurement advice and coaching across a wide range of products and services to support and guide schools, businesses, churches and charities looking to roll out innovative solutions. 2buy2 works throughout the UK on behalf of its members to secure significant financial savings on their operational costs, releasing more resource for their core missions. At The Academies Show, 2buy2 will be introducing visitors to the Schools' Buying Hub North West – a new and exciting initiative funded by the DfE that's focussed on releasing savings for schools. 2buy2.com



STAND 424



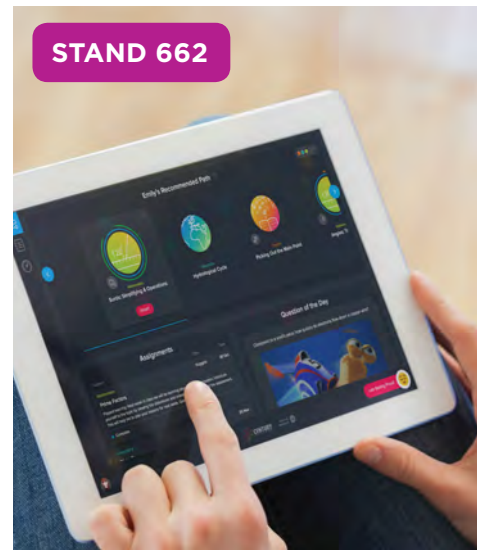
Action Storage

All it takes is a little space to transform your school's provision of storage that can be used by students. Action Storage will have its range of lockers on full display at the Academies Show, including the company's versatile Atlas Steel Lockers and its tougher-than-tough eXtreme Plastic Lockers, which are so robust that they can be used outdoors to free up indoor space! The Action Storage team will be on hand throughout to talk you through every aspect of the lockers supplied by the company and its special summer promotion. action-storage.com

CENTURY

CENTURY is a classroom administration platform that's capable of learning how individuals learn, in order to generate a personalised learning path for every pupil. It can provide differentiated resources for English and maths (and as of September 2018, also science), instant feedback for teachers and recommended topics for study. With CENTURY in place, pupils are challenged and supported in their learning journey. The access it grants to real-time data enables teachers to provide timely interventions when and where needed. Tasks such as marking and tracking homework can also be automated, freeing up valuable time for teachers to focus on what matters most – teaching! century.tech

STAND 662



STAND 865



EES for Schools

The Essex County Council-owned EES for Schools works with over 4,500 schools across four key areas: software, professional development, school support services and outdoor education. Its range of specialist education services are all focused on improving school effectiveness. Passionate about improving the life chances of children by providing schools with the best expertise available, EES' mission is to help schools become (and stay) the best places of learning they can possibly be. EESforSchools.org

TG Escapes

TG Escapes designs bespoke modular eco buildings for schools from as little as £1,200 per square metre, following the biophilic design principles of incorporating natural elements, providing easy access to the outdoors and maximising natural light. They also provide healthy interior air quality and clear views of the natural world outside. Every TG Escapes project starts with a free site survey, so that we can understand your detailed requirements and provide one all-inclusive price for a full service. Sun pipes, sedum roofs and energy efficient designs make our A rated buildings more economical. Visit our stand at The Academies Show to find out more – Matt will have chocolates! tgescapes.co.uk

STAND 244

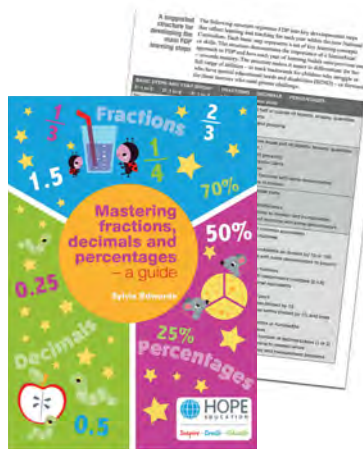


Fractions, Decimals and Percentages Kits from Hope Education

Easy maths resource management developed by Hope Education for clear progression across the school

- Hands-on, topic-specific maths kits for years 1 to 6
- Packed with interactive and intelligent maths equipment
- Resources to aid active engagement and reasoning
- Impressive support for mastery teaching

Reviewed by: John Dabell



Jolly Phonics for the Whiteboard Software

A reading and writing programme designed for whole-class teaching of phonics from your interactive whiteboard

- Designed for whole-class teaching on any interactive whiteboard
- Structured, multi-sensory lessons for an entire year's programme of Jolly Phonics
- Available in print or precursive letters with audio option
- Abundant teachers' notes and lesson plans with printable worksheets, templates and games



Reviewed by: John Dabell

Jolly Phonics is a transformational programme renowned for its remarkable results in helping children 'crack the code' using best synthetic phonic principles. This is a high-impact programme where sounds and actions reign supreme and support children's early interactions with reading and writing.

Children using Jolly Phonics learn to read and write by learning letter sounds, letter formation, blending, identifying sounds in words and identifying tricky words. These basic skills flow through the Jolly Phonics for the Whiteboard software and are taught actively and explicitly in a step-by-step way that reaps a rich dividend in reading progress.

Step one of the content focuses on teaching the 42 main letter sounds so children master them and know them inside out. To achieve this, brilliant daily flipcharts are used for introducing the sounds. These integrate revision of letter sounds previously covered. Non-conforming tricky words are introduced here too, such as 'I', 'to', 'be', 'was', 'she' and 'all'.

The software then provides 12 weekly units that build and consolidate on

letter sounds while introducing additional tricky words and the alternative ways of writing vowel sounds, plus alphabet work. The last step shifts gear again and provides another 12 weekly units building on the first two steps, introducing further tricky words, spelling patterns and short and long vowels.

The software comes on two CDs that contain rich interactive slides full of life, colour and action. Songs and jingles introduce letter sounds in a fun and unforgettable way, while an audio storyline makes sure that letter sounds are memorable. There's an action image and description, along with letter and scene sounds to reference the action. A letter formation feature shows children the direction they need to write in, and in the teachers' tools you can cover parts of a slide and reset. Children will love playing the class activity games included too.

The ideas-rich teachers' notes are what you'd expect from a 'best in show' pedigree resource, equipping you with a full suite of knowledge, skills and understanding, so you are fully versed for maximum impact. They provide all the pedagogy, principles and practices you need to teach with panache.



VERDICT

- ✓ Unlocks independent reading and supercharges confidence
- ✓ Highly engaging lessons with plenty of blending, spelling and writing practice
- ✓ Confident and visionary, fun and fast-paced
- ✓ Equips children with powerful blending techniques to read autonomously

UPGRADE IF...

You're looking for a complete synthetic phonics programme that's multisensory, interactive and designed to make reading and learning memorable, meaningful and fun.

SAVE
£9.95

Subscribe now!

Launch
OFFER!

£19.99 *for the whole year**

*PSM is the only education business magazine
written exclusively for primary headteachers
and school business managers.*

- **Stretch your budget** – ways to make funds go further.
- **Effective leadership** – build a successful team.
- **Better procurement** – how to make the best purchases.
- **Community engagement** – successful leaders talk about how they get parents on side.



2 EASY WAYS TO SUBSCRIBE:

Web: **www.primaryleaders.com/subscribe**

Phone: **0330 333 0043**

*Terms and conditions apply, for further details please refer online.

TOP OF THE CLASS

Support your pupils with this selection of resources, equipment and services



1 THE MAGIC OF THEATRE

M&M Theatrical Productions educates young audiences through the powers of entertainment and imagination, whilst at the same time encouraging children to read for pleasure and explore their creative abilities. We balance humour with serious messages, evoke emotions in a sensitive and relevant manner and encourage

appropriate and valuable audience reaction to a wide range of moral and ethical issues.

Written specifically for children by an experienced team of professionals, our scripts, costumes, scenery and special effects all combine to ensure that from the very beginning, the audience will enjoy a truly magical theatrical experience.

magicoftheatre.com

2 DOUBLE YOUR BOOK BUDGET

BookLife offers a huge range of educational resources and expertly created collections of fiction and non-fiction children's books. Our simple philosophy is to select exciting, imaginative and informative books that will enrich children's lives and help them develop a lifelong love of reading. BookLife's huge nationwide Match Funding scheme offers you and all UK schools the chance to literally double your book budgets! You can choose from over 3,000 products, including

BookBands, Accelerated Readers, Guided Reader teacher notes and much much more. We have allocated £3 million to give away to schools, but hurry, as this offer ends 24th July 2018.

booklife.co.uk



3 LOUD AND CLEAR

Even students with standard hearing can miss up to 40% of what a teacher says, simply due to distance, noise, and factors relating to brain development. Clarifying teachers' voices with a FrontRow microphone will help to avoid that waste, improving comprehension, attention, and outcomes. "The difference in the whole class is phenomenal," says Year 3 teacher Mrs. Sharpe of All Saints Primary (Coalville), who began using the FrontRow Juno audio system this year. "I've had children going from 3 marks in a test up to 14 - a huge jump in half a term. Their listening skills have all improved completely."

gofrontrow.com

ADMIN MADE EASY

Running before and after school clubs can do kids a great deal of good and bring in essential income, but schools often find that the admin involved to be a huge burden. Kids Club HQ was set to solve this very problem, providing an administration system for schools and club staff, and a means of booking places online for parents. Further features, such as automatic invoicing and payment reminders with up to date registers, have enabled schools like yours to save a great deal of time previously spent on admin.

kidsclubhq.co.uk



5 IMAGINATIVE RECYCLING

Outdoor play equipment can be whatever children make it to be. We delight in providing more unusual play items for use in the outdoors. If we can prevent something being discarded at a landfill site and instead use it to provide an opportunity for physical development outdoors, then we will. Our new favourites at the moment are the recycled Tiny Tyres (product code 33304), around which we've developed different products to support outdoor physical development and play.

cosydirect.com

THINKING ABOUT HARD IDEAS IS APPEALING

Still trying to come up with lessons that are ‘relevant and engaging’? It’s not just your own time you’re wasting, warns Andy Lewis...

The terms ‘relevance’ and ‘engagement’ have been widely used by schools and teachers in the pursuit of solving a range of perceived problems. Students will be more interested in your subject if it is ‘relevant’ to their lives; students will be better behaved if they are ‘engaged’. Crucially, ‘engagement’ has also been used as a proxy for learning; ‘relevance’ sometimes as a substitute for differentiated and appropriate learning.

I am increasingly convinced none of this is true, but a few years ago I spotted a slide shared from a Brilliant Club presentation outlining key definitions for relevance and engagement. I’ve since shared them time and time again. They’re best summarised, with clarification, as stating:

- Engagement isn’t fun and games; it means the curriculum is structured so students can access it, it has clear purpose and is ambitious (novel and challenging).
- Relevant isn’t ‘down with the kids’; it links to other topics in the curriculum and other subject areas, and students are introduced to current academic thinking on the topic, even if simplified.

What, where, and why?

I was never trained in curriculum design during my teacher training, or even beyond. I remember being asked to plan a scheme of work, of course, but this isn’t enough. If students are to be ‘engaged’, there needs to be a clear and precise

overview of what they’re learning, designed by a real expert in the subject. Careful consideration is required about ‘what goes where and why?’ Understanding the knowledge you want to impart to students is a vital part of this.

When it comes to ‘relevance’, well, if we don’t believe the material we’re teaching is interesting and worth learning, then our students rarely will. Instead of trying to find hooks and links to popular culture we must accept that the content of the lessons has value in itself. It doesn’t need a pop song. It doesn’t need a football analogy. Believe it or not, thinking about hard and difficult ideas is appealing to students.

Students will be able to access and engage with material far better if we spend time ensuring they really

understand specific definitions, concepts and ideas. If we’ve planned our curriculum well, and have built in sufficient practice and recall, students should be making clear connections to their prior learning. This helps them to think far more deeply, and gives them the ability to challenge the new ideas presented.

Something better

I fear that too often we create massive distractions in our schools and classrooms. We’re not clear enough in what we actually want students to learn from a particular lesson and therefore create distractions. There are some great examples from David Didau (*What If Everything You Knew About Education Was Wrong?*) and Daniel T. Willingham (*Why Don’t Students Like School?*) who cite teachers hunting for potatoes during a lesson on the Great Famine and baking biscuits for a session about the Underground Railroad. Through gimmicks like this, students may well learn and remember something – but all too often, it’s not what we intended to teach them that sticks.

It’s vital to remember that we’re not entertainers, we’re educators. We’re there to ensure students are taught – and remember – the very best that has been thought and said about our subjects. And we do that by aiming to be genuinely relevant and engaging.

Andy Lewis is an assistant headteacher and director of RE at St Bonaventure’s in East London

 [@andylewis_re](https://twitter.com/andylewis_re)

BRINGING THE MAGIC OF THEATRE TO YOU



M&M Theatrical Productions are the UK's largest and most respected provider of theatre-in-education, specialising in Classic Literature Adaptations and Pantomime Productions for Primary School audiences.

We transform gyms and dining halls into a magical theatrical experience, using state of the art sets, sound, lighting and special effects. Our Productions are renowned for their high quality and attention to detail, ensuring that children of all ages and abilities are equally engaged, educated and entertained.



CLASSIC LITERATURE

Our Classic Literature Adaptations are aimed at encouraging children to read for enjoyment, by bringing books to life, in particular classic fiction by long established children's authors.

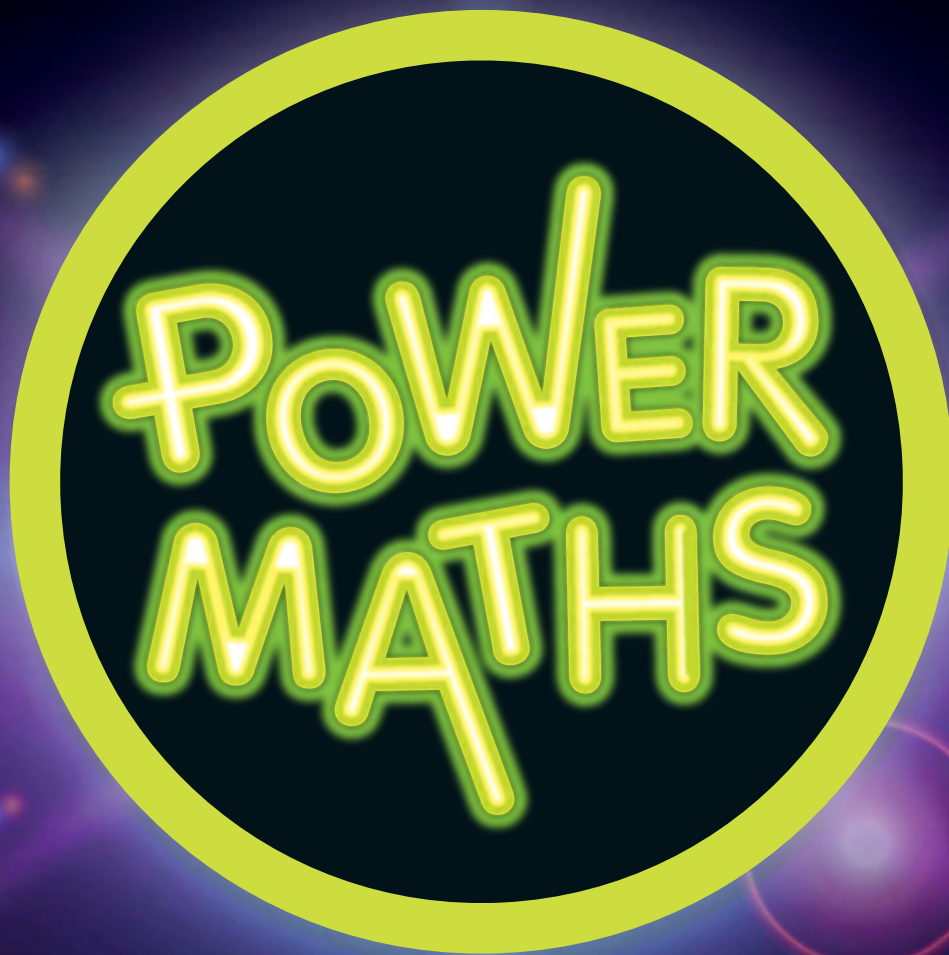
"The children in the class were engrossed and wanted to read the story because of the show"



PANTOMIMES

Colourful, musical and packed full of fun, adventure and special effects, our pantomimes will have the whole audience cheering, booing and clapping along!

"The performance was fantastic and the children were thoroughly immersed in the magic of theatre"



Aligned to the White Rose Maths progressions and schemes of learning

Power Maths is an exciting whole-class mastery approach that works for every child. Aligned to the White Rose Maths progressions and schemes of learning, it's written specifically for UK classrooms by leading educational experts. And, it comes in **flexible and affordable packages to suit your needs and budget**, whether you're looking for textbooks or teaching support.

Find out more and try it free today at
www.pearsonprimary.co.uk/powermathsPSM