



## AGENDA

### SELECT COMMITTEE - GRAMMAR SCHOOLS AND SOCIAL MOBILITY

Thursday, 4th February, 2016, at 2.00 pm

Ask for: Denise Fitch/David Firth/Serine Annan-Veitch

Swale 1, Sessions House, County Hall, Maidstone

Telephone 03000 416090 /416089/415782

*Tea/Coffee will be available 15 minutes before the start of the meeting in the meeting room*

#### Membership

Mrs J Whittle (Chairman), Mr A H T Bowles, Mr L Burgess, Mr E E C Hotson, Mr R A Latchford, OBE, Mr R A Marsh, Mrs P A V Stockell, Mr R Truelove and Mr M J Vye

#### UNRESTRICTED ITEMS

*(During these items the meeting is likely to be open to the public)*

2.00 - Scott Bagshaw, Head of Fair Access and Gay Reay, PESE  
2.45pm Manager (KCC) (Pages 3 - 8)

3.00 - Tony Doran, Virtual School Kent (Pages 9 - 12)  
3.45pm

#### EXEMPT ITEMS

*(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)*

Peter Sass  
Head of Democratic Services  
(01622) 694002

**Wednesday, 27 January 2016**

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**Select Committee - Grammar School and Social Mobility**

**4 February 2016**

**Biography**

**Scott Bagshaw – Head of Fair Access (Kent County Council)**

Scott Bagshaw joined Kent County Council in 2006 to head up the School Admissions and Home to School Transport Department. Prior to joining KCC, Scott worked at Greenwich Council where for five years he was part of the Culture and Community Services senior management team. The early stages of his career were spent in the leisure industry having worked in a number of London Boroughs, managing leisure facilities on behalf of the country's most successful leisure trust GLL.

Scott's role and responsibilities have evolved over time and his current position, Head of Fair Access includes responsibility for Home to School Transport, Coordinated Admissions, PESE, In Year Admissions; Education Programme; Children Missing Education Team and the Elective Home Education Team.

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## Select Committee - Grammar School and Social Mobility

4 February 2016

### Biography

#### **Mrs Gay Reay – PESE\* Manager (Kent County Council)**

*(\* Procedure for Entrance to Secondary Education, which is what Kent once called its secondary admission process, including the 11+. It is now associated only with the 11+.)*

Mrs Gay Reay has worked for Kent County Council since 1986, when a temporary job on appeals after university gave rise to a series of permanent posts and an enduring interest in school admissions and 11+ assessment. She has helped deliver Kent's 11+ since 1988. She has first-hand knowledge of the tests and processes used in Kent's 11+ over the last 29 years, and of changes resulting from local reviews and from national legislation. Contact with primary schools, grammar schools and parents over this time has also given her some useful perspective. Gay is involved in the procurement process for Kent's 11+ tests, the consideration of SEN/Disability in the context of selection testing and the setting of the threshold for grammar school each year. She issues the LA's advice to schools on the administration of the process, contributes to training and handles enquiries and complaints related to selection.

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## **Select Committee - Grammar School and Social Mobility**

### **Hearing 2: Thursday 4<sup>th</sup> February 2016**

#### **Witness Guide for Members**

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

#### **Themes and Questions**

**Scott Bagshaw, Head of Fair Access, (Kent County Council) and**

**Gay Reay, PESE Manager, (Kent County Council)**

- Please introduce yourselves and provide an outline of the role and responsibilities of your posts.
- Please provide a brief overview of the Kent Test selection process, its purpose, and how it operates.
- What are the reasons for the difference in the percentage of FSM children who take the Kent Test in comparison to non FSM children?
- Are there barriers within the Kent Test selection process which are disadvantaging academically high achieving FSM children?
- What changes has Kent made to improve fair access for low income families to grammar schools? For example, testing, test preparation, outreach, admissions or collaborations. And, what impact have these had?
- Is the solution to increasing the number of FSM and CIC attending Grammar schools and providing a more level playing field, to ensure free test preparation for all high achieving primary school pupils?
- How does Kent County Council work with schools to promote engagement with children and parents around applications for a Grammar school place where suitable?
- To what extent are parents of academically high achieving FSM children less likely to appeal compared with their non FSM peers?
- To what extent do Grammar schools' individual selection processes including additional tests (i.e. Folkestone/Dover tests) and oversubscription criteria make it easier or harder for FSM children to access a Grammar school place in differing parts of the county? What are the outcomes for children on FSM in schools that have adopted this approach?
- How can KCC influence the proportion of FSM and CIC children accessing Grammar schools given that individual schools, and particularly Academy Grammar schools, have their own admissions policies?
- Are there any other issues that you would like to raise with the Committee?

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**Select Committee - Grammar School and Social Mobility**

**4 February 2016**

**Biography**

**Tony Doran – BEd. (Hons) and NPQH Headteacher – Headteacher of Virtual School Kent (VSK)**

Tony is an experienced Senior Leader within education with a drive and passion in tackling disadvantage and underachievement. The last decade has been mostly spent within inner city and urban secondary schools in challenging situations, developing pastoral systems to support and engage all students in learning. Between 2003 and 2009 Tony developed, implemented and evolved his Attitudes to Learning System, which received national recognition in 2007. This later led to a secondment into the Prime Ministers Delivery Unit as a consultant behaviour expert, during their 2008/9 National Behaviour Review. The 2009/10 academic year was spent as a Behaviour and Attendance Adviser for the South East of England within The National Strategies which included significant work with the Narrowing the Gap Team. This offered Tony a unique opportunity to see local, area and national issues and effective practice. These experiences over the last ten years have solidified a real optimism that through an effective multi agency, strategically co-ordinated approach we can break down barriers that our most vulnerable children face. Together it is our duty to facilitate better outcomes for children in care.

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#### **Themes and Questions**

##### **Tony Doran – Headteacher of Virtual School Kent (VSK)**

- Please introduce yourself and provide an outline of the role and responsibilities of your post.
- Please give some context around the Children in Care cohort, including what information is available on their academic progress.
- How many Children in Care have taken and passed the Kent Test, and has this improved over the last 3-5 years?
- How are Children in Care identified for the Kent Test, and supported through the selection process, including advocating on their behalf during appeals? How is KCC, as the Corporate Parent, engaged in this process?
- In your view, what are the main issues faced by Children in Care in Kent achieving fair access to Grammar schools?
- Are there improvements within primary schools in terms of narrowing the Children in Care attainment gap and has this led to increased numbers of Children in Care achieving a place in Grammar school?
- To what extent has pupil premium funding led to a narrowing of the gap for Children in Care attainment in Kent schools?
- Do Children in Care view Grammar school as a viable option, and if not, why not? Sutton Trust research has reported that parents from disadvantaged backgrounds often associate their schools with tradition, middle class values and elitism, creating a social rather than an educational barrier to make them reluctant to send their children to the local grammar. Do you think this is true and if so, how can we mitigate this perception?
- What can Kent County Council do to promote social mobility in access to Grammar schools?
- Are there any other issues that you would like to raise with the Committee?

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