



AGENDA

SELECT COMMITTEE - GRAMMAR SCHOOLS AND SOCIAL MOBILITY

Friday, 5th February, 2016, at 2.00 pm

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

Swale 3, 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 - Gillian Cawley, Director of Education, Quality and Standards
2.45pm (KCC) (Pages 3 - 6)

3.00 - Keith Abbott, Director of Education Planning and Access (KCC)
3.45pm (Pages 7 - 10)

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

Thursday, 28 January 2016

This page is intentionally left blank

Select Committee - Grammar Schools and Social Mobility

5 February 2016

Biography

Gillian Cawley – Director, Education Quality and Standards (Kent County Council)

Gillian Cawley joined Kent County Council in May 2015 as Director, Education Quality and Standards. Her remit covers Early Years, Schools, 14-24 Skills and Employability and Community Learning and Skills. Prior to Kent, Gillian held a number of posts in Hertfordshire County Council latterly Assistant Director Commissioner for Education Services.

Previous roles in Hertfordshire included Assistant Director – School Improvement, Head of Learning, Training and Research and Principal Adviser, Teaching and Learning.

Prior to working for a Local Authority, Gillian was an experienced, successful teacher and senior leader in schools.

This page is intentionally left blank

Select Committee - Grammar Schools and Social Mobility

Hearing 3: Friday 5th 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

Gillian Cawley, Director, Education Quality and Standards, (Kent County Council)

- Please introduce yourself and provide an outline of the role and responsibilities of your post.
- How do attainment levels differ between FSM children and non FSM children in primary school?
- Is there variation across Kent's districts in the percentage of FSM children who pass the Kent test and take up a place at a Grammar school? If so, why?
- What are the barriers to academically high achieving children from disadvantaged backgrounds applying for and taking up Grammar school places?
- What can primary and Grammar schools do to encourage high achieving pupils from low income families, to apply for grammar schools in greater numbers?
- Do Primary schools in Multi-academy Trusts promote the Secondary school within the MAT ahead of taking the Kent Test?
- 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?
- Is there support for low income parents to encourage them to enable their academically high achieving children to apply for Grammar schools? Could we, for instance, help low income families with some form of additional support or a financial bursary?
- 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?
- Do attainment levels and destinations at Year 11 and beyond differ between FSM children and non FSM children once in Grammar school?
- Are there any other issues that you would like to raise with the Committee?

This page is intentionally left blank

Select Committee - Grammar Schools and Social Mobility

5 February 2016

Biography

Keith Abbott – Director, Education Planning and Access (KCC)

Keith Abbott took up his current post as Director, Education Planning and Access in June 2015. He is CIPFA qualified having been a graduate trainee with KCC, qualifying in 1987. Keith became Head of Finance for Education in 1998 and then moved to the post of Director of Resources within Education in 2004. Following the KCC restructure in 2011/12 he took up the post of Director, School Resources. Keith was the Deputy s151 officer for KCC between 2005 and 2015, relinquishing that role when he took up his current post.

This page is intentionally left blank

Select Committee - Grammar Schools and Social Mobility

Hearing 3: Friday 5th 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

Keith Abbott – Direction, Education Planning and Access (KCC)

- Please introduce yourself and provide an outline of the role and responsibilities of your post.
- Is the increased numbers of free schools and academies in Kent having any bearing on parents and children choosing selective or non-selective education?
- How can we ensure that socially disadvantaged children are able to take advantage of the growing numbers of Grammar school places available in the county?
- Does the location of Grammar schools and the competition for places in the west of the county impact on the ability of FSM children to access a Grammar school place? Which schools in this area are being proactive in attracting more FSM pupils and how successful have they been?
- 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?
- Are FSM children and their parents dissuaded from applying for a Grammar school place based on barriers such as school expenses, travel time and cost, and the perception of an elitist culture in Grammar schools?
- Is distance from home to Grammar school a potential barrier to accessing selective education for children from low income backgrounds? If so, what can be done to help with the cost of travelling?
- What are we doing to encourage academically able SEND children to apply for Grammar schools?
- What, in your view, 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?

This page is intentionally left blank