



AGENDA

SELECT COMMITTEE - GRAMMAR SCHOOLS AND SOCIAL MOBILITY

Friday, 12th February, 2016, at 2.00 pm

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

Medway Room, 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)

Apologies

- 2.00 - 2.45 Emma Hickling - Executive Headteacher - Kingswood, Leeds and Ulcombe Primary Schools (Pages 3 - 8)
- 3.00 - 3.45 Paul Luxmoore - Executive Headteacher - Dane Court Grammar School, Broadstairs and King Ethelbert School; Andrew Fowler - Headteacher - Dane Court Grammar School, Broadstairs; John Harrison - Headteacher - Tunbridge Wells Grammar School for Boys (Pages 9 - 14)
- 4.00 - 4.45 Matthew Bartlett - Headteacher - Dover Girls Grammar School for Girls and Harvey Grammar School, Folkestone (Pages 15 - 18)

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, 4 February 2016

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Select Committee - Grammar Schools and Social Mobility**12 February 2016****Biography****Emma Hickling – Executive Headteacher – Kingswood, Leeds and Ulcombe Primary Schools**

Emma is currently the executive headteacher of the KULB (Kingswood, Ulcombe and Leeds and Broomfield) collaboration of primary schools. KULB is comprised of three village schools, all of which are unique. Kingswood is the largest of the three with a roll of 140, and the most diverse. Its roll consists of a mix of pupils from different backgrounds, around 20% of these are disadvantaged. Ulcombe C of E Primary school has a roll of 80, the vast majority of these pupils (75%) are from Gypsy Roma Traveller backgrounds. Mobility in the school is very high and the majority of children do not move on to secondary education. Leeds and Broomfield C of E Primary School has a roll of 75 pupils, and a small minority of these are disadvantaged. Kingswood has a strong track record of pupils moving on to grammar school.

Emma's original headship was of Kingswood Primary school which she secured, having moved the school from category to satisfactory. The school is now good with many outstanding strengths. Emma has been the head of Ulcombe for two years, and has improved the school from inadequate to good with strengths. Leeds and Broomfield has also moved from inadequate to requires improvement with good leadership. Emma's strengths are the development of teaching and learning, the assessment and tracking of pupils, developing the accountability of staff and working with governors to ensure they provide robust challenge and support.

Emma also works as a Kent Leader of Education for the local authority and is regularly commissioned to support other primary schools. Her skills include support with bid writing, monitoring and accountability, developing teaching and learning and the mentoring of new headteachers. Emma also sits on the West Kent board of the Kent Association of Headteachers.

Emma worked for Tribal as an OFSTED inspector from 2013-15, and also has a role supporting new or aspiring head teachers with the national college of leadership as part of their National Professional Qualification for Headteachers.

Emma is an advocate for all her pupils within the Kent education system and has open and honest dialogue with parents about the options for their child, which may include grammar school or an alternative curriculum in year 7 at primary school. Emma sees one of her roles as head as ensuring disadvantaged children can achieve by working with staff to overcome barriers. She liaises with other agencies to get the best for her pupils.

Emma has developed staff and governors within the collaboration through joint working, coaching and moderation. Many challenging conversations have taken place along the way! Emma is passionate about the fact that children only have one chance at education, and that we should provide opportunities not make excuses.

Select Committee - Grammar Schools and Social Mobility

Hearing 5: Friday 12th 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

Emma Hickling – Executive Headteacher – Kingswood, Leeds and Ulcombe Primary Schools)

- Please introduce yourselves and provide an outline of the responsibilities of your post.
- Why are disadvantaged students, who are eligible for FSM, less likely to enrol in a grammar school, despite the fact that they may be academically high achieving?
- Our data shows that whilst some primary schools are successfully narrowing the gap between FSM and non FSM children the number of FSM children taking and passing the Kent Test is still low. Why is this and what can we do to remove any barriers?
- How do schools work with parents to identify high achieving children who could take the Kent Test? Does this process work? Could a different approach such as all children taking the Kent Test (i.e. Buckinghamshire model) be more beneficial?
- How does your school encourage parents of high achieving FSM children to apply for, and support them to pass, the Kent Test?
- What support does your primary school offer to ensure pupils are able to successfully take the Kent Test? How do we ensure that this process supports fair access?
- Please discuss how you use the Pupil Premium and whether this has had an impact on the number of FSM and CIC children obtaining a Grammar school place?
- What is your relationship with local grammar schools? Do you work together to offer opportunities such as enrichment classes, taster days, and pupil mentoring to demystify secondary transfer and grammar schools?

- How are grammar schools perceived by families of children eligible for FSM? What impact can outreach and school marketing have to change any negative perceptions and raise the aspirations of low income families with academically high achieving children?
- To what extent does the cost of education, for example uniform, travel and school trips influence parents and pupils choice of school?
- Are there any other issues that you would like to raise with the Committee?

The Appeal Process

A HEADTEACHER'S POINT OF VIEW

The results are received by the headteacher before the parents. This is to allow for the headteachers' appeal panel to take place. Headteachers have 48 hours to select children based on results and evidence in books to put forward for appeal to a panel of their peers. A form stating the reasons for the low scores and annotated workbooks are sent.

What I have learnt:

- * Appeal for pupils who have narrowly missed one test . I generally have more success if their aggregate is greater than the expected total
- * The reason for the low score isn't important if the child's work does not back up the need for a grammar school place
- * The way the child's work looks is important—the panel have limited time so work that is easy to read is a bonus !
- * The child's work needs to show progress and consistent effort
- * The child needs to be working above age related expected levels
- * Children who don't get a selective place as a result of a head teacher's appeal can still get a place as a result of a parents appeal

SUPPORTING PARENT APPEALS

As an executive headteacher I choose to support parent appeals that I agree with by attending with the parents. Below is a summary of the advice I give :

- ⇒ Discuss with your child's teacher/ headteacher whether they support a grammar school place
- ⇒ Name at least one grammar school as a choice but not as your first choice and don't only name grammar schools as you will not be offered a place at one !
- ⇒ Parents need to be happy with their high school option
- ⇒ Prepare child and parent for a long waiting game and a period of uncertainty
- ⇒ Ask the child to use their books to show what they can do—its your second chance
- ⇒ Discuss with the parents the reasons behind the underperformance/ reasons why they feel grammar school education is best for their child—reasons with concrete evidence stack up
- ⇒ Advise parents about the local schools and which I've had more success with at appeal
- ⇒ Collect statements from class teachers etc
- ⇒ Meet with parents to rehearse appeal including answers for usual questions
- ⇒ Encourage honesty and openness
- ⇒ Explain life without levels—its now about working at an exceeding level for their age, expected is average.

Emma Hickling

Executive Headteacher
Kingswood Primary School
Ulcombe C of E Primary School
Leeds and Broomfield C of E Primary school

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BAN ON COACHING

Primary schools cannot prepare children for the 11 plus, in any way. We continue teaching the core subjects which should help. We cannot coach or tutor !

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Select Committee - Grammar Schools and Social Mobility**12 February 2016****Biographies****Paul Luxmoore – Executive Headteacher – Dane Court Grammar School, Broadstairs and King Ethelbert School**

Paul Luxmoore is the Executive Headteacher of Coastal Academies Trust (CAT), which consists of Dane Court Grammar School, King Ethelbert school, Cliftonville Primary School and Hartsdown Academy. CAT is due to sponsor Royal Harbour Academy (formerly The Ellington and Hereson School and The Marlowe Academy), which is already a very active associate member of the Trust. CAT seeks to build a team approach to leadership in Thanet, a partnership of equals sharing collective responsibility for all children.

Paul was Headteacher of Dane Court Grammar School from 2004 to 2009, taking the school through the Building Schools for the Future process, before forming a hard federation with King Ethelbert School (KES) and becoming Executive Headteacher of both. KES moved in one year from 14% 5 x A*-C inc English and Maths to 34%. In 2014, the number rose to 64% of students.

Paul is a National Leader of Education and has been Executive Head of Walmer Science College, overseeing its removal from special measures in one year, and supported Charles Dickens School last year, after it had been placed in special measures.

Dane Court is an International Baccalaureate World School, offering only the IB Diploma Programme and IB Careers related Programme (IBCP) post 16 and has been the hub school supporting 9 Kent high schools in delivering the IBCP pre authorisation. He is a member of the IB Schools and Colleges Association Steering Group, as well as a member of the Kent Association of Heads East Board and the Executive Group.

Andrew Fowler – Headteacher – Dane Court Grammar School, Broadstairs

Andrew Fowler is Headteacher of Dane Court Grammar School, having been appointed as Head of School in Easter, 2014. He was an Assistant Headteacher at Queen Elizabeth's Grammar School in Penrith and worked in mixed comprehensives before this. Before becoming a teacher, Andrew was an accountant. He is also a professional musician and a chorister of Canterbury Cathedral. As a result in the

reduction in funding to schools, Dane Court has been going through a process of restructuring, led by Andrew, which will see expenditure cut by £700,000 pa and the loss of approximately 20% of teaching staff. This has required the school to reconsider how it delivers the curriculum, resulting in an increase in class sizes and a reduction in subject choice for students.

Dane Court Grammar School is also a Teaching School. Working with its strategic partners, Canterbury Academy, Herne Bay High School, Hartsdown Academy, King Ethelbert School, Joy Lane Primary School, Herne Infants School and Capel le Ferne Primary school, the Teaching School is known as East Kent Learning Alliance (EKLA).

Dane Court Grammar School is committed to working in partnership with high schools and primary schools, in Thanet and across Kent, to provide an outstanding education for all children. It does this through its role as the sponsor school in a multi academy trust, as a Teaching School, as the hub school developing the IB and as a part of Kent Association of Heads, as well as a National Support School.

John Harrison – Headteacher – Tunbridge Wells Grammar School for Boys

John Harrison has been the Headteacher at a community school, Tunbridge Wells Grammar School for Boys, since 2006 and chair of the West Board of the Kent Association of Headteachers since 2013.

He was previously at Maidstone Grammar School for Girls for 18 months as Deputy Head and Acting Headteacher, Angley School, now High Weald Academy for 11 years as Head of Maths, Assistant Headteacher and Deputy Head, and Aylesford School for 6 years as a Maths teacher.

He started his teaching career at Aylesford School in 1987, joining that school straight from college. John taught in that 11-16 High School for 6 years during which time the school added a Sixth Form and Kent moved from 13+ transfer to 11+ transfer to Grammar Schools.

John Harrison moved to Angley School in the summer of 1993 in the town of Cranbrook where he found Kent's last 13-18 Grammar School. At that time Cranbrook School took a few students from Angley after the end of Year 8. The school introduced a fast track class that was selected on academic ability that resulted in significantly more students coming to the school and more transferring to Cranbrook at the end of Year 8 although some chose to remain at Angley for their GCSEs and beyond. Whilst at Angley John set up a Sixth Form and progressed to the position of Deputy Head.

John took up the position of sole deputy at Maidstone Grammar School for Girls in January 2005 after 11 and a bit years at Angley. After 6 months John was asked to

take on the role of Acting Headteacher which he did until the summer of 2006 when he moved to his current position as Headteacher of Tunbridge Wells Grammar School for Boys.

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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

Paul Luxmoore – Executive Headteacher – Dane Court Grammar School, Broadstairs and King Ethelbert School;

Andrew Fowler – Headteacher – Dane Court Grammar School; and

John Harrison – Headteacher – Tunbridge Wells Grammar School for Boys

- Please introduce yourselves and provide an outline of the responsibilities of your post.
- Please could you provide a brief overview of your school and in particular how many FSM children currently attend?
- To what extent does your school's intake reflect the local community or is there a particularly wide catchment area?
- Sutton Trust research has reported that parents from disadvantaged backgrounds often associate grammar 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, what actions have you taken to tackle this perception?
- What are the main barriers to increasing the numbers of young people on FSM attending grammar schools? What do you think could be done about these barriers?
- Does your grammar school's admission criteria give preference to FSM children? Why have you chosen to select in a particular way? What impact could changes to admissions criteria have on raising the number of FSM children?
- Do we need a quota for FSM children in grammar schools to improve access for this group?
- What is the impact of school partnerships and Multi-Academy Trusts? Does this relationship between schools influence the destinations of children in a partnership or MAT primary school?

- What relationships does your grammar school have with the local primary schools and do these partnerships work to increase the number of disadvantaged children taking and passing the Kent Test?
- Does your school engage with parents of high achieving FSM children whilst they are in primary school?
- Given that admissions criteria prioritise Children in Care why are the numbers which apply and get into grammar schools so low?
- How are children from disadvantaged backgrounds supported to achieve once they get into Grammar school? For example, how are you using Pupil Premium funding and what impact has this had on FSM and CIC children's attainment levels?
- Would you consider allocating part of the Pupil Premium for FSM pupils towards a bursary to encourage more lower income families to support their children to enter the Kent Test and go on to grammar school?
- Our data shows that children from disadvantaged backgrounds are less likely to progress into sixth form at grammar school than their peers. They are also much less likely to access higher education. Why is this and what can be done to improve this?
- What one thing would you do to increase the number of FSM children attending grammar schools in Kent?
- Are there any other issues that you would like to raise with the Committee?

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Select Committee - Grammar Schools and Social Mobility

12 February 2016

Biography

Matthew Bartlett - Headteacher – Dover Girls Grammar School for Girls and Harvey Grammar School, Folkestone

Matthew Bartlett was educated at Jesus College, Cambridge where he read History and after working for Price Waterhouse, trained to teach at Trevelyan College, Durham. He has taught history in both the maintained and independent sector, including Head of Department at Nottingham High School, Deputy Head at St Bede's College, Manchester and since January 2011 has been Headteacher at Dover Grammar School for Girls. This selective grammar school, rated as Outstanding by Ofsted both in 2007 and then in November 2013 under his leadership, has some 859 students, including a mixed Sixth Form of 222.

Matthew sits of the South Area Board member of the Kent Association of Headteachers, is on the National Steering Committee for the Grammar School Heads Association and is Secretary to the Kent and Medway Grammar School Association. Since early 2015, he has been a National Leader of Education and is currently a governor of two schools both very different from his own, including a unit for students with profound behavioural needs. He is passionate about social mobility and about raising aspirations for those from vulnerable groups.

His school was named as one of the most efficient in the country by the DfE in 2013, received 5 awards from the Good Schools Guide in 2015, was named in 2014 by Sir Michael Wilshaw as one of the top providers in his annual report, and in late 2015 was rated as the 194th best school in the UK by the Sunday Times Parent Power survey. Most recently in January 2016, the Daily Telegraph has ranked the school as 33rd best in the UK for A level results by point score per student. Similarly Kent on Sunday commented on 24th January 2016, 'Dover Grammar School for Girls: the highest performing school in Kent at A level, by point score per student comes above all the prestigious and super-selective grammar schools.'

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