



## AGENDA

### SELECT COMMITTEE - GRAMMAR SCHOOLS AND SOCIAL MOBILITY

Wednesday, 24th February, 2016, at 10.00 am      Ask for:      Denise Fitch/David  
Firth/Serine Annan-  
Veitch  
Darent Room, Sessions House, County Hall,      Telephone      03000  
Maidstone      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

- 10.00 - Michaela Lewis, Headteacher - Upton Junior School, Broadstairs  
10.45am and Cliff Stokes, Headteacher - Newington Community Primary  
School, Ramsgate (Pages 3 - 4)
- 11.00 - David Anderson, Headteacher - Queen Elizabeth's Grammar  
11.45am School, Faversham and Andy Williamson, Headteacher -  
Wilmington Grammar School for Boys (Pages 5 - 8)
- 12.00 - Alice Witty, Headteacher - Pilgrims' Way Primary School,  
12.45pm Canterbury (Pages 9 - 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

**Tuesday, 16 February 2016**

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

**24 February 2016**

**Biographies**

**Michaela Lewis, Headteacher – Upton Junior School, Broadstairs**

Michaela is Headteacher of Upton Junior school in Broadstairs. Upton Junior school was recently a national finalist in the Pupil Premium Awards, recognising their success in improving the attainment of their most disadvantaged pupils.

Michaela has an 11 year old daughter currently in a Year 6 class in a Thanet Primary school so for the first time is seeing the Kent process as a parent and mother as well as a Headteacher.

**Cliff Stokes, Headteacher – Newington Community Primary School, Ramsgate**

Cliff has been a Headteacher for the past 16 years and has worked in a variety of schools and circumstances. His substantive experience has been in schools which serve economically deprived communities, where raising the aspirations of families and their children has been the key focus. Further to this he serves as a Magistrate on the East Kent Bench and runs marathons as a hobby. He has two children in their twenties, one of whom is at University, whilst his daughter is currently waitressing her way around the world!

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

**Hearing 8: Wednesday 24<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**

**Michaela Lewis, Headteacher – Upton Junior School, Broadstairs; and**

**Cliff Stokes, Headteacher – Newington Community Primary School, Ramsgate**

- 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?
- What role do School Improvement Advisors play in helping Primary schools identify academically high achieving FSM and CIC children who could be put forward for the Kent Test?
- 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?

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

**24 February 2016**

**Biographies**

**David Anderson, Headteacher - Queen Elizabeth's Grammar School, Faversham**

David studied Design and Technology at the University of London, Goldsmiths College. After gaining his first degree in 1987, he joined the first cohort of Goldsmith's MA students, completing this in 1991.

After starting his teaching career in Orpington, he became a Head of Department after two years and a Head of Faculty, in his second school in Tonbridge, after 5 years. He became Deputy Headteacher at Cranbrook School in 2002 and was appointed Headteacher at Queen Elizabeth's Grammar School (Faversham) in 2008. Keen to support developments nationally in his subject area, he has been a trustee of the Design and Technology Association since 2009, where he is currently vice-chair.

David has taught Design and Technology, Information Technology, Electronics and Photography over the course of his teaching career. He is a Kent Leader of Education; currently supporting and mentoring newly appointed Headteachers across Kent.

Queen Elizabeth's Grammar School was judged Outstanding in every area following an Ofsted inspection in March 2015. The school has an exceptional ethos, with links across the globe and an excellent reputation for teaching and innovation.

David is an avid cyclist and climber, activities he often combines with his love for travel.

**Andy Williamson (Ma Ed., BSc, NPQH), Headteacher – Wilmington Grammar School for Boys**

Andy Williamson joined Wilmington Grammar School for Boys in January 2010 having previously worked as the county's Secondary School Advisor and in school leadership roles in East Kent and inner London. Andy is currently a Local Leader of Education and a steering group member for the Dartford School's consortium. Working in a school with an Engineering specialism matches his love for mechanics, and in particular motorsport, whilst three school aged children and the occasional round of golf keep him busy at home.

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

**Hearing 8: Wednesday 24<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**

**David Anderson, Headteacher - Queen Elizabeth's Grammar School, Faversham; and**

**Andy Williamson, Headteacher - Wilmington 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?

This page is intentionally left blank

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

**24 February 2016**

**Biography**

**Alice Witty, Headteacher – Pilgrims’ Way Primary School, Canterbury**

Alice Witty is currently Headteacher at Pilgrims’ Way school in Canterbury. Alice joined the school in 2013 as Assistant head and Senco. Prior to this she held leadership positions at a local Catholic Primary School. For 5 years she worked in Bysing Wood Primary in an area of deprivation in Faversham. Alice has taught across the primary age range, but mainly Years 5 and 6. She has a Postgraduate Diploma in Education, specialising in Inclusion and supporting pupils with what used to be called ‘Social, Emotional and Behavioural difficulties’.

Pilgrims’ Way, Alice’s current school is situated in an area of social deprivation with an IMD rank of 89. Sixty per cent of the pupils are in receipt of Pupil Premium, comprising of 15% Service Premium and 45% Free School Meals. The schools close location to Howe Barracks means that historically the school has welcomed ‘service children’. Recently, these children have been Nepali children of the Gurkha regiments.

Alice has worked in education for 15 years and comes from a family of teachers who work in various sectors, including independent, secondary (High school and grammar) and Special Needs which leads to some interesting conversations over Sunday lunch! Alice attended a grammar school and her son is in Year 7 of a local High school.

## Select Committee - Grammar Schools and Social Mobility

### Hearing 8: Wednesday 24<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

##### **Alice Witty, Headteacher – Pilgrims' Way Primary School, Canterbury**

- 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?
- What role do School Improvement Advisors play in helping Primary schools identify academically high achieving FSM and CIC children who could be put forward for the Kent Test?
- 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?
- 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?