

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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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

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?