

## **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.

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**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?