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Submitted to Schools that Work for Everyone
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Introduction

1 Welcome – would you like to provide your email address?

Email:
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2 If you are responding on behalf of an organisation, please select which type of organisation you represent.

Please select::
Representative body for higher education institutions/staff

If you selected 'other', please specify::

Please provide the name of your organisation::
GuildHE

3 If you are responding as an individual, please select your interest in the schools system.

Please select:

If you have selected 'other', please specify::

4 What local authority area are you based in?

Please select:

Families who are just about managing

5 How can we better understand the impact of policy on a wider cohort of pupils whose life chances are profoundly affected by school but who may not qualify or apply for free school meals?

Please see families who are just about managing section of the consultation document:

6 How can we identify them?

Please see families who are just about managing section in the consultation document:

Independent Schools

7 What contribution could the biggest and most successful independent schools make to the state school system?

Please see Independent Schools section of the consultation document:

8 Are there other ways in which independent schools can support more good school places and help children of all backgrounds to succeed?

Not Answered

Please see Independent Schools section of the consultation document:

9 Are these the right expectations to apply to all independent schools to ensure they do more to improve state education locally?

Not Answered

Please see Independent Schools section of the consultation document:

10 What threshold should we apply to capture those independent schools who have the capacity to sponsor or set up a new school or offer funded places, and to exempt those that do not?

Please see Independent Schools section of the consultation document:

11 Is setting benchmarks the right way to implement these requirements?

Not Answered

Please see Independent Schools section of the consultation document:

12 Should we consider legislation to allow the Charity Commission to revise its guidance, and to remove the benefits associated with charitable status from those independent schools which do not comply?

Not Answered

Please see Independent Schools section of the consultation document:

13 Are any other changes necessary to secure the Government's objectives?

Not Answered

Please see Independent Schools section of the consultation:

Universities

14 How can the academic expertise of universities be brought to bear on our schools system, to improve school-level attainment and in doing so widen access?

Please see Universities section of the consultation document:

GuildHE is an officially recognised representative body for UK Higher Education. Our members include universities, university colleges, further education colleges and specialist institutions from both the traditional and private ("for profit" and "not for profit") sectors. Member institutions include major providers in professional subject areas like art, design and media, music and the performing arts; agriculture and food; education; maritime; health and sports. GuildHE is proud to represent institutions who have developed outstanding relationships with schools. Some have sponsored or set up their own, such as Plymouth College of Art or Liverpool Institute of Performing Arts – who have produced sector leading schools with a creative focus. Others have achieved this through multi-faceted outreach programmes, appealing to a range of age groups.

While we understand the pressing need for universities to help raise attainment and believe they should contribute towards creating a fairer society for young people, we do not believe that all HE institutions will have the capacity or ability to sponsor or set up a school. Although we endorse support and guidance being given to those who wish to enter that process, we have some concerns about it being a requirement for all HEIs wishing to set fees above the basic amount.

We agree with the government's analysis that there is only so far universities can go to widen access when evidence shows the biggest barrier to HE is attainment.

While there is strong evidence to suggest that universities should be working in collaboration with schools to improve social mobility, the assertion that universities have a 'depth of expertise' in pre-18 learning is unfounded. Universities and schools operate in entirely different ways, on different scales and with different priorities - and so it cannot be assumed that their knowledge of governance, teaching and finance is always relevant to the schools system. It is also not clear that sponsoring a school will necessarily have an impact on the way a school is run, or whether it will be of any benefit. Many HE institutions are small – some even smaller than an average secondary school – and could not easily accommodate the financial and administrative burden.

However, a positive way an institution can bring their academic expertise to schools is through teacher education and we urge the government to seek to strengthen partnerships between universities and schools in providing the teaching workforce of the future. Universities are able to provide further academic expertise to schools or colleges in terms of good practice guidance or advice on governance structures. For example, the University of Winchester is due to open Barton Farm Academy in September 2017. There are many expected benefits from setting up the academy. The school will benefit from professional support with educational, governance, marketing and financial advice, and the links with the university should result in increased participation and attainment in education and improved aspirations for the future amongst the pupils. The university sponsorship of a local academy school has been received positively in the area, and has raised the university's profile and provides direct links into the local community. Furthermore, the Initial Teacher Training students will have the opportunity to work intensively with a local academy school. Winchester also hopes to gain a better understanding of the primary school sector (e.g. current curriculum within schools) and the pupils (e.g. barriers to participation in university).

This is just one example of how a university with a teacher training specialism has positively benefitted the school system, and vice versa. GuildHE are producing a pamphlet with the Cathedral's Group (an association of universities and university colleges which were founded for the purpose of teacher training by either the Church of England, Roman Catholic Church or Methodist Church) in 2017 entitled 'World-Class Teachers, World-Class Education', which brings together the perspectives of school leaders, university academics and senior university leaders, and demonstrates the importance of a partnership approach that is central to many of the schools and universities who work together. HEIs that provide teacher training are supporting schools through doing so, in providing the next generation of excellent teachers equipped to raise attainment in schools, and through their extensive partnerships with the schools across their region where they place students, as well as supporting CPD for existing teachers, research into pedagogy, and curriculum design. The government policy to move teacher training out of universities into schools is at odds with the desire for universities to be more effectively and productively involved in supporting schools and raising attainment.

Another way that institutions can apply their academic expertise is through funding and undertaking applied research. As the paper itself acknowledges, there isn't good coordinating evidence around the impact of deprivation on young people, and there is a disconnect between current research and practice in the WP community. Therefore, there is an opportunity for universities to take the initiative and commission research on the issue.

Finally, an alternative to enforcing universities to sponsor schools would be look at developing an advisory board similar to the A-Level Content Advisory Board (ALCAB), which brought together Russell Group institutions to provide guidance on A-Level course content. Perhaps the government could look at bringing together institutions with an insight into teacher-training, or have had success at setting up a school, to advise on best practice on the curriculum, governance, and raising attainment.

15 Are there other ways in which universities could be asked to contribute to raising school-level attainment?

Yes (please provide further comments below)

Please see Universities section of consultation document:

GuildHE member institutions are already developing outstanding outreach programmes, and maintaining strong relationships with local schools and colleges.

Many higher education providers put on open days, specific taster days for degree courses, and have stands at HE, careers and UCAS fairs or conventions. It is also possible to book personal guided tours of the campus so that students are able to tailor their tours specific to their needs and interests. Lots of HEIs also recruit student ambassadors who are able to relate their personal experiences of their time at university. For example, Writtle College has a Student Ambassadors scheme, where volunteers are able to provide prospective students and guests with a student view of life at Writtle University College, as well as answering any questions surrounding university life, educational choices and progression routes.

GuildHE members are also going into schools and delivering sessions to prospective students and parents on all aspects of campus life. Moreover, they are giving presentations on how to navigate the process of applying and attending university. St. Mary's Twickenham deliver talks on how and why go to University, choosing courses and HE institutions, student life, personal statements, the application process, and student finance. UCFB offers to attend parents' evenings to provide them with an insight into higher education and student finance.

Creative institutions include more innovative methods in their outreach offer with schools.

Leeds College of Art provide activities for primary school pupils, through to art and design students in years 9 to 13. They offer a range of activities that inform the young of the routes into, and choices within, the creative industries as a career – including opportunities to visit galleries and collections, and talks from students and alumni. They also offer small group taster days in specialist processes such as glass, metal work, printmaking and casting. The Academy of Live and Recorded Arts (ALRA) offer a range of outreach activities for prospective students, including a two hour workshop consisting of vocal warm-ups, movement, games, work with text and a talk from a senior member of staff giving you a first-hand insight into life on their campus.

Universities such as Southampton Solent and the University of Suffolk offer prescribed programmes based on age group. Solent offer 'get set' (student ambassadors visiting primary schools) and 'discovery days' (inviting children onto campus) at KS2 level, 'progression days' (presentations on the practical aspects of university) and 'Solent Showcases' (exhibitions with workshops by an artists) at KS3-4, and a range of activities including taster days, quizzes, film competitions and a summer school at KS5. At the University of Suffolk, they offer 'Family Awareness Days' for years 7, 8, and 9, and 'Uni Camp' (a University residential) for year 12 students. They also offer 'Splendid' – an annual two day event with social and team building activities, aimed at year 10/11 students who have been identified as having a physical or specific learning difficulty or disability and would benefit from taking part in a university experience.

The University of Winchester is working in partnership with schools in disadvantaged areas to create 'Juniversity'. This concept was developed with Castle Hill Primary in Basingstoke and will be a transformative learning space on the site of the University's new-build academy. The Juniversity will remove the barriers that a conventional classroom presents, utilising the very latest, state-of-the-art teaching technologies and state of the art teaching from the University and the partner primary schools. It aims to provide targeted intervention in areas of particular social deprivation, poverty or social exclusion where otherwise the life chances of children may be limited. Moreover, it aims to raise the aspiration of children by creating a vision of what a future at a HEI would look like and developing their enthusiasm for pursuing STEM careers.

These examples reflect the high quality of work institutions are doing on an individual level. GuildHE believe that universities have a real opportunity to work in collaboration with each other and with schools, employers and charities to make a real difference in their local area. We believe that more support for these relationships and the sharing of best practise could raise aspirations across a region. C Co

The work produced through the NCOPs chimes with the recommendations set out in the final report from the Social Mobility Working Group. It talked extensively about the need to develop partnerships with schools and employers – and looked at the expansion of data sets and greater use of contextual data in order for institutions to effectively measure their impact on widening participation groups. GuildHE believe that it is important for universities to focus on developing these partnerships, and expanding their data sets in order to gain a real understanding of the effect their current work has on widening participation groups. However we are concerned that the narrow scope of the NCOP and its KPIs mean that at present the money is being spent on young people too late in the process, and more funding should be available to raise attainment from primary school age. Furthermore, we worry that the initiative has been ignored in the current consultation process, and that institutions will have to balance focussing on achieving widening participation targets and sponsoring or setting up schools.

16 Is the DfA guidance the most effective way of delivering these new requirements?

No (please provide further comments below)

Please see Universities section of the consultation document:

We do not believe that DFA guidance is the most effective way, as we do not believe the legislation allows Ministers or the DFA to mandate a particular method of achieving fair access objectives. Indeed, Ministers gave assurances to Parliament to this effect during the passage of the 2004 Act. We also disagree that sponsoring schools should be a mandatory exercise and/or a condition of higher fees. OFFA can and should do more to encourage institutions linking up with schools, and itself should undertake further research into the impact of these activities. As our next response will show we

have significant concerns in how this policy could impact small, specialist and distinctive universities. As the case has yet to be made through research that working with schools in this way does make a positive difference to young people's attainment, at present we cannot see how Government could expect institutions to put in significant resources to achieve this particular policy initiative. .

17 What is the best way to ensure that all universities sponsor schools as a condition of higher fees?

Please see Universities section of the consultation document:

GuildHE do not support the notion that all institutions should sponsor schools as a condition of higher fees. We are concerned that if this becomes a prerequisite for many institutions who charge higher fees, that smaller and specialist institutions will be placed in a tough situation. Either, they will be forced to manage and fund a school with limited finance and sector knowledge – and could end up taking out loans which will impact on their credit rating. Or they will be unable to charge higher fees despite being able to provide the quality of education which justifies the cost. This policy could play a critical role in putting small and specialist institutions into future financial jeopardy.

More detail is needed on the working of this expectation on institutions, bearing in mind that some universities with 1000+ students, are significantly smaller than some schools and academies, and that it is DfE policy to have no minimum number criterion for university title in future – meaning universities will be smaller still. HEFCE's research into ways in which institutions have already been engaged in this agenda show that this is not an easy relationship to develop, especially in a smaller institution. Their findings also suggest little short-term benefit, and we echo the sector's concerns that there is no short term fix for WP. Without providing clear evidence that such a hands on approach is of benefit to both schools and universities, it should not be forced upon the sector.

However, institutions who are both financially able and equipped with the right knowledge and expertise should be supported in sponsoring or setting up their own school. A number of small specialist Guild HE members do sponsor schools (including Plymouth College of Arts, Liverpool Institute of Performing Arts (LIPA) and Harper Adams – examples have been listed below). However, these kinds of relationship need to make sense for the institutions involved, taking account of the needs of their local areas, and not be centrally mandated.

Plymouth College of Art - Plymouth School of Creative Arts

Plymouth School of Creative Arts opened in 2013, and teaches children from the age of four, up to the age of sixteen. It strives to ensure their children are achieving academically through a creative, purposeful education, and this clear vision from the beginning of the project enabled the school to gain buy-in from parents despite being a totally new development. The school has reported positive feedback from students and parents, and that its students are making better academic progress through a focus on creative learning and are more engaged than they were in their previous educational settings. Furthermore, some teachers have noted that some year 7 students are already working at GCSE level. The school was built in a deprived area of inner-city Plymouth. It is hoped that over time it will contribute to the socio-economic regeneration of the local area. The two institutions enjoy a close and productive relationship.

LIPA – LIPA Primary and LIPA Sixth Form College

LIPA sponsors both a primary school and a sixth form college. The motive for establishing the primary school was to offer young people the opportunity to develop and maintain a love of learning through performing arts as a vehicle for learning. The primary school gives the opportunity to provide young people with exposure to the world of performing arts at a young age, although pupils do not necessarily have to have a keen interest or talent in performing arts. The school is non-selective and admissions to the primary school are managed via the central admissions system of Liverpool City Council. The primary school was set up in just nine months, which has been described as "furiously fast", as there was a lot to achieve in the set-up period including buildings, marketing, curriculum and staffing.

The sixth form is intended to provide students who may want to progress to LIPA (and elsewhere) with a more solid performing arts foundation. LIPA observed that the standard of education that potential students apply with varies and therefore operating a LIPA sixth form will allow them to influence the entry level of potential students by designing and delivering a suitable curriculum. The sixth form had double the amount of time for set up, so was more manageable than the construction of the primary school.

LIPA have also acknowledged the financial barriers to setting up the school. The institute had to spend £40,000 in legal fees to devise a robust governance model, and took out a loan of £110,000 for the primary school and £200,000 for the sixth form. The latter did not receive a start-up sum comparable with most UTCs, despite having a technical focus.

However, there have also been a number of benefits. LIPA is a well-known and established brand in the area, and both schools have benefitted from the LIPA 'brand'. The primary school has been over-subscribed since it opened, despite LIPA having no track record in primary age teaching. The sixth form has experienced a high number of applications ahead of opening in September 2016, and recruited 11 students over the 180 target. Students at LIPA sixth form will benefit from close associations with the HEI faculties in terms of curriculum opportunities, and teaching and learning, and also gain an enrichment experience from being co-located on the same campus as LIPA. In turn, the sixth form will provide LIPA with a better insight into their target student cohorts. The joint arrangements have benefitted LIPA operationally, including the sharing of finance, HR and security. They have also gained from cross-age group discussions around curriculum, assessment, teaching and learning. In terms of the wider community, the Founding Principal/CEO identified that through the establishment of a primary school and sixth form: "we are reaching more deeply into our local area".

Harper Adams University – JCB Academy

Harper Adams established a relationship with the co-educational JCB Academy, the first ever UTC, on the creation of the school in 2010, and remains the primary academic sponsor. Their aim is to deliver world-class educational experience, which has been specifically designed to ensure young people achieve top grades and develop the key life-skills essential for success in the world of work and in society. It follows the core subjects of English, mathematics and science but we tailor the remaining curriculum around engineering and business.

Earlier this year, the Academy achieved a 'good with outstanding features' rating in its first Ofsted inspection. The Academy attracts a significant number of students with modest incomes and backgrounds. The university and the school have established an effective relationship, with a level of direct

involvement that is tailored to their respective requirements and works well for both organisations.

New students (the school take on pupils from year 10 upwards) at the academy also partake in a week residential at the university. 198 students went on the trip this year, where they get to know each other, their house staff and adapt to the rules, routines and expectations of The JCB Academy. Students also receive an introduction to their first engineering challenge, and have an opportunity to take part in a range of outdoor and sporting activities. The day to day timetable consists of lessons in the morning, which are delivered by Harper Adams University staff and leisure time in the evenings.

There are also a number of concerns from our members around how existing relationships will be considered, and whether there will be a requirement to do more on top of steps that have already been taken to address this issue.

18 Should we encourage universities to take specific factors into account when deciding how and where to support school attainment?

Yes (please provide further comments below)

Please see Universities section of the consultation document:

As stated previously, GuildHE do not support a policy which forces universities to undertake this activity. If an institution is looking to support school attainment, specific factors should be taken into account. For example, a school's subject specialism is a good indicator for a HEI as to whether they would have an effective working relationship (a creative arts university may not work so effectively with a school specialising in sports education, for example). If this isn't taken into account it can be to the detriment of the school. For example, the University of the Creative Arts (UCA) started sponsoring Strood Academy in 2009, on the basis that it was in the local vicinity as opposed to sharing a subject specialism. As a result of this, UCA encountered a number of difficulties - particularly around an inability to share governance and resources. The lack of overlap has also limited the benefits.

Furthermore, universities should be clear that their support is having an impact on widening participation groups. Through looking at polar data, and gaps analysis and Free School Meal data, universities can be confident that their support is helping the children in the most impoverished areas of the country.

They should also consider their own institutions and managing expectations across campus. University management will need to come up with a strategy for delivery which doesn't impact negatively on the staff and students at their own university or college. This is likely to be more difficult in a smaller institution, where staff resources are more limited.

We also hope that if the policy is implemented, that the Government takes a flexible approach to monitoring performance against the objectives set out in the paper and allows sufficient time for the policy to bed in.

Selective Schools

19 How should we best support existing grammars to expand?

Please see Selective Schools section in the consultation document:

20 What can we do to support the creation of either wholly or partially new selective schools?

Please see Selective Schools section of the consultation document:

21 How can we support existing non-selective schools to become selective?

Please see Selective Schools section of the consultation document:

22 Are these the right conditions to ensure that selective schools improve the quality of non-selective places?

Not Answered

Please see Selective Schools section of the consultation document:

23 Are there other conditions that we should consider as requirements for new or expanding selective schools, and existing non-selective schools becoming selective?

Not Answered

Please see Selective Schools section in the consultation document:

24 What is the right proportion of children from lower income households for new selective schools to admit?

Please see Selective Schools section of the consultation document:

25 Are these sanctions the right ones to apply to schools that fail to meet the requirements?

Not Answered

Please see Selective Schools section of the consultation document:

26 If not, what other sanctions might be effective in ensuring selective schools contribute to the number of good non-selective places locally?

Please see Selective Schools section of the consultation document:

27 How can we best ensure that new and expanding selective schools and existing non-selective schools becoming selective are located in the areas that need good school places the most?

Please see Selective Schools section of the consultation document:

28 How can we best ensure that the benefits of existing selective schools are brought to bear on local non-selective schools?

Please see Selective Schools section of the consultation document:

29 Are there other things we should ask of existing selective schools to ensure they support non-selective education in their areas?

Not Answered

Please see Selective Schools section of the consultation document:

30 Should the conditions we intend to apply to new or expanding selective schools also apply to existing selective schools?

Not Answered

Please see Selective Schools section of the consultation document:

Faith Schools

31 Are these the right alternative requirements to replace the 50% rule?

Not Answered

Please see Faith Schools section of the consultation document:

32 How else might we ensure that faith schools espouse and deliver a diverse, multi-faith offer to parents within a faith school environment?

Please see Faith Schools section of the consultation document:

33 Are there other ways in which we can effectively monitor faith schools for integration and hold them to account for performance?

Not Answered

Please see Faith Schools section of the consultation document:

34 Are there other sanctions we could apply to faith schools that do not meet this requirement?

Not Answered

Please see Faith Schools section of the consultation document: