

Response ID ANON-EKAK-FAXG-2

Submitted to **Schools that Work for Everyone**

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Introduction

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

Email::

wakefield@prospect.org.uk

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

Please select::

Other (please specify)

If you selected 'other', please specify::

Representative body for education and children's services professionals

Please provide the name of your organisation::

Education and Children's Services Group of Prospect

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:

All pupils regardless of income status should be able to benefit from a high quality education in modern, well equipped facilities. The quality of educational experience in school should not be related to the level of socio-economic deprivation. However it is widely recognised that pupils from more deprived backgrounds tend to achieve less academically than their better off peers. This can be explained by a number of factors such as level of parental support, access to additional support such as tutoring, nutrition, access to suitable study facilities at home or in the locality, lower educational expectations, inability to understand how the education and social systems work resulting in lack of access to advice and support.

6 How can we identify them?

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

Include in the data families who do not qualify for FSM but are in groups that earn 10%, 20% or 30% above the threshold for eligibility. This will include families on a range of benefits. By using other criteria the threshold could be flexible above the current minimum threshold.

In addition to FSM schools should look at their lowest achieving 20%, pupils with lower than expected attendance .

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:

Independent schools in the majority have charity status. They must demonstrate that they are there for the public benefit, one way to do this is to work with other schools. Few independent schools see themselves as part of the local community in which they are situated. All schools in a local community should be part of the family of schools operating collaboratively in an "Area learning Partnership". This partnership of equals should have at its centre the core objective of improving educational achievement within the partnership area. This would entail sharing teaching facilities, course delivery and joint professional development activities.

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

Latest revision of this document: <https://library.prospect.org.uk/id/2016/02302>

This revision: <https://library.prospect.org.uk/id/2016/02302/2016-12-09>

Yes (please provide further comments below)

Please see Independent Schools section of the consultation document:

Independent schools by their fee charging policies have much smaller PTRs than state schools and therefore are more likely to have a reduced individual teaching burden. The independent schools can therefore afford to organise teacher release to help and support state school particularly where specialist subject teachers are difficult to attract.

Private schools could also help state schools with students from other cultures/countries in understanding British culture and education and also with EAL. They have many students from other countries and are very good at helping them to settle here.

Independent schools often have access to 'minority subjects' e.g. Russian or Mandarin, they may have good support arrangements for pupils to ensure entry to a university, these could be made available to other schools. The leadership, management and governance of independent schools is usually run on a strictly business bases. This expertise may be of value to other schools.

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

Yes (please provide further comments below)

Please see Independent Schools section of the consultation document:

While all schools should be committed to improving education in local areas, independent schools should be expected to act within a partnership to support the local schools as a mutual enterprise

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:

Independent schools benefit from charitable status, relief from business rates and at the same time benefit from excessively high fees. The public accountability is limited for such schools and apart from procurement of goods and services and employment of local labour the schools do not have the same level of impact on the local community that state sector schools have. In effect most operate as business's for the benefit of the directors and increasingly for the pupils who are not domiciled within the UK. The thresholds applied need to have a direct and beneficial effect on the local community particularly in the educational sector.

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

Yes (please provide further comments below)

Please see Independent Schools section of the consultation document:

Some benchmarks are needed to help schools and the Charities Commission evaluate if they are complying with their charity status.

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?

Yes (please provide further comments below)

Please see Independent Schools section of the consultation document:

The term "public benefit" is almost impossible to accurately define and therefore can easily be argued that a school fulfils the requirement and therefore is eligible for charitable status while paying mere lip service to the condition.

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

Yes (please provide further comments below)

Please see Independent Schools section of the consultation:

The Government should provide funding for and encourage local education authorities to actively engage with independent schools.

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:

Most universities have developed links with schools, mainly in the secondary sector through outreach programmes and careers advice but also with the primary sector through the allocation of initial teacher training places. The R & D capability of universities should be able to inform and support school improvement programmes in schools. This can be achieved through access to postgraduate courses for teachers and monitoring and evaluation processes for improvement initiatives.

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:

The provision of expertise for specialist projects that can be established in collaboration with schools to enhance the uptake of subjects that are more likely to lead to higher education opportunities and career pathways. Examples are STEM Ambassadors in science and engineering faculties.

By working with local schools universities can also play a part in raising aspirations of children by offering them some experience of university involvement at a young age.

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

Not Answered

Please see Universities section of the consultation document:

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:

Higher fees should not be tied as a condition to school support as universities that do not raise fees may be put off developing school links or reducing school collaboration as not benefiting the university. The raising of fees has a direct effect on the number of applicants to university from less well off communities and would defeat the objective of increasing the number of students from these communities applying to attend a local university.

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:

Universities are familiar with the inequalities in our communities, their principles for working with schools should be based on addressing some of these inequalities.

Selective Schools

19 How should we best support existing grammars to expand?

Please see Selective Schools section in the consultation document:

The expansion of existing grammar schools is seen by a small number of influential people as a means of re-establishing selective education as the norm. Such policies benefit the few, already advantaged individuals to the disadvantage of the majority. Such proposals appear to be rational until the majority of schools are selective and then there is no advantage for anyone but a divisive system where some pupils become excluded. These would be the least advantaged pupils and likely to have special educational needs including emotional, social or mental health issues.

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:

Selective schools do not raise education standards overall. The evidence is overwhelming. If a selective school is established in an area then a new non selective school needs to be put in place.

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

Please see Selective Schools section of the consultation document:

Schools serve local communities. They should not be enabled to become selective as that would necessitate the establishment of a non-selective school to serve the needs of those pupils who do not achieve a place.

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

No (please provide further comments below)

Please see Selective Schools section of the consultation document:

Selective schools are by their nature self serving and will not improve the quality of non-selective places. The opposite is likely to happen as local non-selective schools are deprived of pupils who are better off economically and socially and more likely to achieve leaving a potential sink school struggling to support those pupils with a range of special needs and requiring additional support. Concentrating pupils in this way only develops a larger mentality.

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

Yes (please provide further comments below)

Please see Selective Schools section in the consultation document:

Any such schools should be obliged to take the minimum proportion of pupils in receipt of FSM compared to the proportion of such pupils in the area. Academic criteria should not be allowed to reduce that minimum number of pupils on FSM.

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:

Schools should reflect the proportion of pupils at the lower income level by comparison with deprivation data for each of the catchment wards from which the school draws its pupils. Local schools must cater for all the pupils in an area.

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

Yes (please provide further comments below)

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:

No school should be able to exclude a pupil on the basis of poor academic performance. Pupils must be guaranteed a place for the duration of their compulsory education phase and not excluded for non-disciplinary issues.

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:

Selective schools are by their nature discriminatory. The "benefits" derived are the result of filtering out pupils who may have special needs and are more likely to come from deprived areas. Selective schools cannot benefit non-selective schools.

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

No (please provide further comments below)

Please see Selective Schools section of the consultation document:

All schools should support each other. Selective schools may be in need of specialist support for pupils with special needs.

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?

No (please provide further comments below)

Please see Faith Schools section of the consultation document:

Increasing the percentage of the faith rule will only serve to reduce inclusivity. Pupils in an exclusive faith school will not have the exposure to other faiths that make up the community.

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:

The statutory curriculum offer should include study of different faiths and belief systems to reflect the diversity of faith and culture which make up the community.

There is often a conflict between faith values and the law of the country, for example views on homosexuality and/or abortion. The school curriculum needs to address this in PHSE or its values education.

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

Yes (please provide further comments below)

Please see Faith Schools section of the consultation document:

We already have a large number of faith schools. In addition to standards we should monitor their curriculum for community cohesion, respect for others and how learners develop their own identity.

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

Yes (please provide further comments below)

Please see Faith Schools section of the consultation document:

Schools should reflect the community make up in their admissions criteria.

Schools that fail Q33 should be seen as failing schools.