

Response ID ANON-EKAK-FW7T-4

Submitted to **Schools that Work for Everyone**

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Introduction

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

Email::

hugh.greenway@elliottfoundation.co.uk

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

Please select::

Academy sponsor

If you selected 'other', please specify::

Please provide the name of your organisation::

The Elliot Foundation Academies Trust

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:

Marginal deprivation would appear to be a significant contributory factor to the pressure upon schools particularly in areas already challenged by low pupils numbers and low AWPU (e.g. Cambridgeshire/Norfolk).

Perhaps the single biggest way to understand the impact is to stop making changes as the constant tinkering with the system makes it almost impossible to identify impact.

6 How can we identify them?

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

Longitudinal studies on educational performance and progress (preferably measured from near the beginning rather than the end of KS1) segmented into deciles by combined parental/carer tax paid would give the best indication.

It would be subject to anomalies from those who tax plan but is perhaps the best available measure.

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:

Not much. They operate in a different world and have little transferrable skill to bring to bear. At an average income of £30k pa (boarding) and £16k pa (day) they need to demonstrate that they could function on less than 1/3rd of the costs in their current operating models.

Threatening them with the withdrawal of their charitable status if they do not sponsor academies or free schools is pointless, gesture politics.

a) there is little or no evidence that successful public schools wish to sponsor academies or free schools

b) there is little or no evidence that they would be any good at it if they did

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

Yes (please provide further comments below)

Please see Independent Schools section of the consultation document:

By offering significantly more bursaries to children from deprived backgrounds regardless of their abilities.

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

No (please provide further comments below)

Please see Independent Schools section of the consultation document:

No this is a distraction from the central problem that the government has realised that it doesn't have enough money to convert all the remaining LA maintained schools into academies and is trying to fund the programme via the back door.

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:

None. Just don't do it.

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

No (please provide further comments below)

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?

No (please provide further comments below)

Please see Independent Schools section of the consultation document:

The decision over their charitable status should not be meddled with by government. Either they satisfy the Charity Commission or they don't.

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:

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:

By conducting research that they are allowed to publish without fear or favour on the comparative success of different models/approaches/systems of pedagogy.

As with the idea for coercing Public Schools into sponsoring academies or free schools, bullying universities into school sponsorship will fail for the same reasons:

- a) There is little or no evidence that they wish to do so
- b) There is little or no evidence that they would be any good at it if they did

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:

Reallocate half the funding given to universities for widening participation and spend it on early years education where it will make more impact.

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:

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:

As outlined above, this is a silly and wasteful idea that will drag one area of the public sector into another without any necessary transferable skills for success, leading to inevitable failure and higher costs.

It would be like letting the Education Funding Agency manage defence procurement.

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

No (please provide further comments below)

Please see Universities section of the consultation document:

Selective Schools

19 How should we best support existing grammars to expand?

Please see Selective Schools section in the consultation document:

You should not. It is a divisive, wasteful and cynical policy of which you should be ashamed.

You already have more evidence than you could possibly need to show that:

- a) Selection at 11 harms education for those not selected
- b) Selection at 11 delivers no benefits for those selected other than the benefit of having been selected

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:

Just don't.

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

Please see Selective Schools section of the consultation document:

Just don't.

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:

Broadening non-selective places in selective schools is simply putting lipstick on a pig

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:

Government should consider whether by implementing this policy it will raise the attainment and progress of all children. But government already knows that it won't and should thus kill this policy charade.

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:

100%

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

No (please provide further comments below)

Please see Selective Schools section of the consultation document:

Silly policy.

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:

You would simply worsen the education for those that need it most in areas of greatest challenge. Don't do it.

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:

There aren't any systemic benefits as mentioned above. There are only the benefits of being selected to those lucky enough to make the cut.

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:

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

No (please provide further comments below)

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:

Allowing faith schools to be more selective in order to coerce them into sponsoring academies and free schools is as socially divisive and morally questionable as expanding the grammar school programme.

The 50% rule should remain.

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?

Yes (please provide further comments below)

Please see Faith Schools section of the consultation document:

Maintain the 50% rule.

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

No (please provide further comments below)

Please see Faith Schools section of the consultation document: