

School-university partnerships: working together to help improve pupil outcomes

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Lorna Sutton**

Department for Education

NEON symposium

21st June 2018



**Department
for Education**

Agenda

13:10	Welcome and introductions	Lorna Sutton
13:15	Setting the Scene	Jennifer Allen
13:20	Introduction to the System Partnerships Unit (SPU) at the Department for Education	Lorna Sutton
13:25	Partnership in practice – University of Surrey	Hannah Trott
13:40	Facilitated discussion on enabling strategic approaches to partnership - small groups <ul style="list-style-type: none">• Collaboration on access and attainment• Opportunities and challenges• Measuring success	All
13:55	Reconvene - full group discussion and feedback	All
14:05	Thank you and close	Lorna Sutton



Welcome and introductions



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Setting the Scene

Jennifer Allen

DfE and OfS



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Schools that work for everyone

Government consultation response

May 2018

Regulatory Advice 6

Good practice advice on the
preparation of access and
participation plans for 2019-20

Reference OFS 2018.06

Enquiries to registration@officeforstudents.org.uk

Date of publication 28 February 2018



A lifecycle approach

Short term

University & college activities support:

- Quality of teaching and leadership
- Student characteristics associated with increased attainment in those from under-represented or disadvantaged groups
- School characteristics associated with increased attainment in those from under-represented or disadvantaged groups

Medium term

Attainment rises in:

- GCSE or other exam grades
- Creative arts performance
- Other skills or attainment needed for higher education application

Long term

Higher education access and participation improves in:

- higher education in general
- higher tariff universities
- specialist courses and institutions



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The role of higher education providers in system partnerships

What do we want to see?

A greater number of sustainable, impactful relationships between HEIs and state schools

And by implication, closer collaboration across the wider education sector.

To what end?

The objective is to utilise the strengths of HEIs, to support the following;

- Teaching training
- Curriculum development, particularly in shortage subjects
- Strengthening leadership and governance
- Widening access into HE

Why are we here today?

To discuss the role of HEIs in delivering these partnerships and maximising the potential benefits.



Introduction to the System Partnerships Unit

Lorna Sutton

DfE



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We want to increase learner attainment, aspiration and widen access through partnerships

Universities already undertake significant outreach activity with schools. For example:

- CPD for teachers
- Curriculum development
- Opening new free-schools
- Leading a multi-academy-trust

We are asking you to consider building on the arrangements already in place, or putting in place new arrangements if appropriate, to further and strengthen this work

Case Study : University of Chichester

- The University of Chichester Multi-Academy Trust is made up of 12 academies in West Sussex, Hampshire and Portsmouth.
- The Trust is sponsored by the University of Chichester, which has a legacy of more than 150 years of teacher education.
- The Trust has a robust school improvement model, supported by experts from the University's Institute of Education.
- The Trust also provides high quality support to its schools in HR, Finance, Estates and Communications, other areas where the University adds significant capacity.
- A recent focused Ofsted review of the Trust's work found the University to be fully committed to the Trust with a close alignment between the Trust's values of aspiration, inclusion and collaboration, and those of the wider University.



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We support institutions to set up partnerships based on a range of pathways

Objectives

- Building capability and capacity to deliver school improvement
 - Increasing the diversity of expertise across the system
 - Increase social mobility by improving schools in the most disadvantaged areas
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- Supporting new initiatives to create more high quality teacher training places
 - Strengthening pedagogy and curriculum offer
 - Improving governance across the sector
 - Increasing the number of disadvantaged students accessing HE

Pathway

Setting up a new school

- Opening a free school
- Opening a maths free school

MATs/ Sponsorship

- Sponsoring a school
- Co-sponsoring a school
- Working together with a MAT or LA

Meaningful Support

- *Teaching*: Establishing a SCITT, particularly MFL/ STEM
- *Curriculum*: Curriculum development support
- *Leadership*: Becoming a MAT trustee
- *Other targeted support*: Building teaching capacity

How the department is making this happen: the System Partnerships Unit

- Working with individual institutions to **establish the best use of their expertise and capacity** and the most appropriate offer they can make
- **Providing support in the early stages** of new partnerships, including through guidance and support materials such as information leaflets
- Researching **what works** and sharing this
- Arranging **events** in collaboration with sector bodies to share best practice
- **Making links** between institutions for collaboration
- Working with Regional Schools Commissioners to match offers with **opportunity and need**
- Helping to **overcome barriers** to success, particularly where those barriers are created by government.

For more information, please contact:

System.PARTNERSHIPS@education.gov.uk or Lorna.Sutton@education.gov.uk



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Partnership in Practice

Hannah Trott and Alice McLaren

University of Surrey



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Partnership in Practice:

Kings College, Guildford and The University of Surrey

Hannah Trott and Alice McLaren

@Kings_Guildford

@SurreyOutreach



Why should universities partner with schools?

“Because it gives the school more opportunities. It opens kids’ minds to better lives and possibilities that they might not have thought of.”

Current Year 9 student at Kings College, Guildford



The WP Coordinator Role

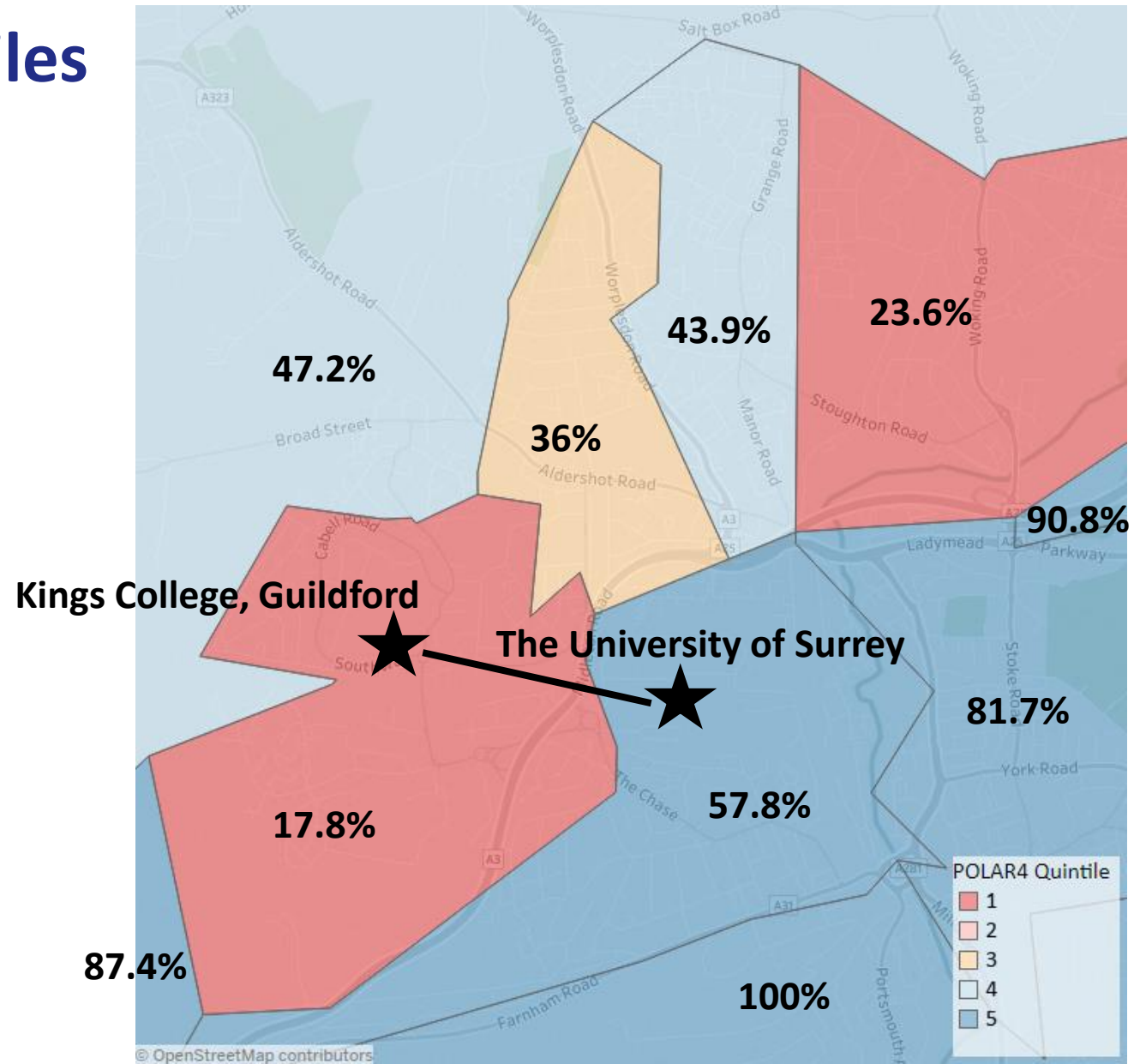
- Employed by the University of Surrey
- Line Managed by the Head of WP
- Recognised as a school staff member
- 4 days at school | 1 day at university
- Duties and role tailored to providing attainment and aspirations support at Kings
- Delivering the sustained programme of activities
- Assessing ways that the whole institution can support the school
- Getting undergraduate/postgraduate students involved in school life
- Embedding university within school

The University of Surrey

- 10th in the Guardian University Guide 2018 and 13th in the Complete University Guide in 2018.
- 95% of our students in work or further study within 6 months of graduating.
- TEF Gold rating for teaching, learning & outcomes of graduates.
- A strong commitment to supporting widening access to university for underrepresented groups and a strong commitment to public engagement.
- 25% of additional fee income (income above £6k) of home/EU students is ring-fenced to spend on supporting students from underrepresented groups.



POLAR 4 Quintiles Guildford



A photograph of two people, a man and a woman, standing in a vast, green, rolling landscape under a clear sky. They are holding a large, ornate, dark wooden picture frame together. The frame is empty, and the landscape is visible through it. The man is on the left, wearing a white short-sleeved shirt and dark trousers. The woman is on the right, wearing a floral patterned top and dark trousers. The text "Our Vision" is overlaid on the frame.

Our Vision

"Whole school approach to providing a coherent and individualised programme of academic and pastoral support that aims to assist students in raising their aspirations and attainment."

“The partnership, and particularly the role of the coordinator, has been transformative in our work with the university and our work on raising aspirations for all. In particular, the numerous experiences for our disadvantaged pupils has been eye-opening for them and their parents. The university used to be a place they saw as “not for them”, something irrelevant to their lives. This is not so anymore. The coordinator brings essential capacity to schools in disadvantaged areas to make these experiences possible.

Dr Mark Taylor, Assistant Principal and Head of Science



In School

- Excellence Awards
- Summer Transition School for YR 6
- Kings Talks with University academics
- PSHE links and visits
- Challenge Club
- Homework Club
- Fidessa Coding Club
- GCSE Science Tutoring
- GCSE Maths Tutoring
- Mentoring

At University

- **Year 7**
 - Physics of Science Fiction
 - Christmas Event
 - Monsters, Microorganisms and Infection Control
- **Year 8**
 - Exploring HE week
 - Engineering Island
 - Planetarium Visit
 - CsPi Maths Investigation
- **Year 9**
 - Careers Fair
 - Theatre trips
- **Year 10**
 - Catastrophe on Campus Programme
 - What Killed Steve the Stag?
- **Year 11**
 - Pets as Therapy
 - GCSE Drama Workshop
 - Exam Rewards Trip





With Parents

- Appointments at Parents' Evenings
- Information talks about future pathways
- Supporting Y11 Parents
- Ready Steady Cook Family Challenge
- Visiting Vets Session
- Engaging parents in learning experiences
- Communicating to parents
- Postcards sent home





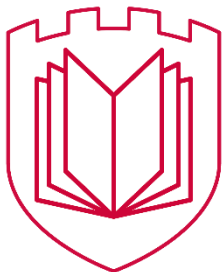
Collaboration with the Students' Union

- Benefitting both Kings' students and Surrey's students
- Homework club volunteers
- Literacy Leaders for reading support
- Sports and Societies providing tasters or programmes with students
- Year 9 Sport Mentoring Programme
 - Pilot project
 - Positive role models
 - Academic sessions
 - Future pathways
 - Learning and playing rugby



FINDING OUR FUTURES AT KINGS

Sustained programmes for every student offering an 'aspirations curriculum' from Years 7-11. Linked to literacy, numeracy and oracy skills, the PSHE curriculum and Gatsby Career Benchmarks.



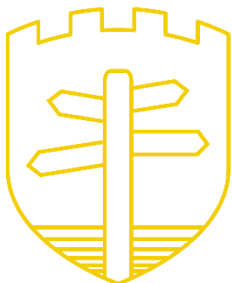
A WORLD OF BOOKS YEAR 7



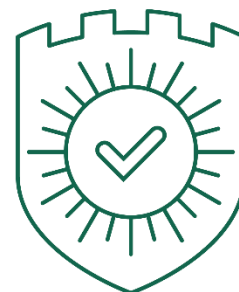
DESTINATION UNKNOWN YEAR 8



THE APPRENTICESHIP YEAR 10



MENTOR ME YEAR 9



GET READY YEAR 11

“Students have opportunities given to them that they wouldn't otherwise be likely to have, the type of opportunities which are more usually afforded to privately educated children. Seeing our children shine outside of the school environment and discover activities and career paths they enjoy is priceless!”

Elena Plaice, Maths Teacher

“The transformation in how the children view their futures and view their ability to succeed has been incredible.”

Anna Wallis, Vice Principal



EVALUATE

“Important for both the University and the School.”

**Collecting
demographic
data and
identifying WP
students**

**Use HEAT tracker
as an institution**

**2 Access
Agreement
targets set
against the
partnership until
at least 2021-22**

**Attainment,
Behaviour,
Achievement and
Attendance Data
from school**



**Regular reporting
to Exec Board and
School EWG**

**Psychology PhD
Research Project**





Benefits and Successes

February 2017 – July 2017

- **880%** increase in student engagement with activity on the previous year
- **950%** increase in the number of activities attended by the school on the previous year

September 2017 – Present

- **25%** of parents spoken to at parents' evening appointments
- **301** students have engaged with at least one activity
- **228** of those students have engaged with 2-6 activities



Challenges

- Geographical context of area and school selection
- Financial commitments and constraints
- Targeting and selecting students with a 'whole school' approach
- Engaging students and gaining their buy-in with going on visits to the university
- Differences between schools and universities
- Time to fully develop a programme
- Managing Expectations from all stakeholders
- Buy-in from the institution as a whole

“Leaders’ focus on raising pupils’ aspirations benefits from their investment in working closely with the University of Surrey. Pupils value and enjoy the range of activities and events that they have the opportunity to participate in, which the Raising Aspirations Leader coordinates to ensure that as many pupils are involved as possible. Almost 30 events have been run so far this year, with pupils reflecting positively on how the activities have widened their horizons about future possibilities and stimulated their interest in learning. Opportunities to involve parents in events such as the ‘Ready Steady Cook Family Challenge’ also help to build effective working relationships between the school and the local community.”

HMI Kathryn Moles, Ofsted, April 2018

Facilitated discussion on enabling strategic approaches to partnership - small groups



15 mins in groups to discuss one of the three questions:

How will you measure success?

- Have partners agreed an approach to evaluation?
- What short, medium and long term data and indicators/measures will you use?
- Have you consulted the OFFA, Nesta, or Education Endowment Foundation standards of evaluation?

What are the opportunities and challenges?

- Is your work school-led (based on what schools identify they need) or University-led?
- How can you use your institution's strengths (organisational, academic, professional) – to support the school system?
- What are the limitations?
- How do you secure sustained commitment at a strategic level?

What drives your partnership work on access and attainment?

- What are the key factors that determine the work you do to raise attainment in schools given the context of your institution?
- How does your institution maintain strategic oversight of all its work with schools?
- How can teams responsible for working with schools (i.e. WP, partnership office, academic departments, public engagement) collaborate effectively internally and externally?

Choose someone to feedback your 3 key points

Full group discussion and feedback

Thank you for taking part



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