

@BrilliantClub
@steph1912ham

The Brilliant Club – effective school partnerships

Steph Hamilton – Area Director, The Brilliant Club



Session outline

- A summary of the work of The Brilliant Club in the current widening access context.
- What challenges does the sector face?
- The Brilliant Club Scholars Programme – what works?
- Share your ideas and good practice
- Further information and reading

The inequality in access to the most-selective universities is stark



Pupils not eligible for free school meals progressing to a highly-selective university compare to those who were eligible:

1/10

Pupils not eligible for FSM progress

1/40

Pupils eligible for FSM progress

UCAS comparison of progression to highly-selective universities from 18 year-olds in the 'most advantaged' and 'least advantaged' quintiles:

1/4

Of the 'most advantaged' progress

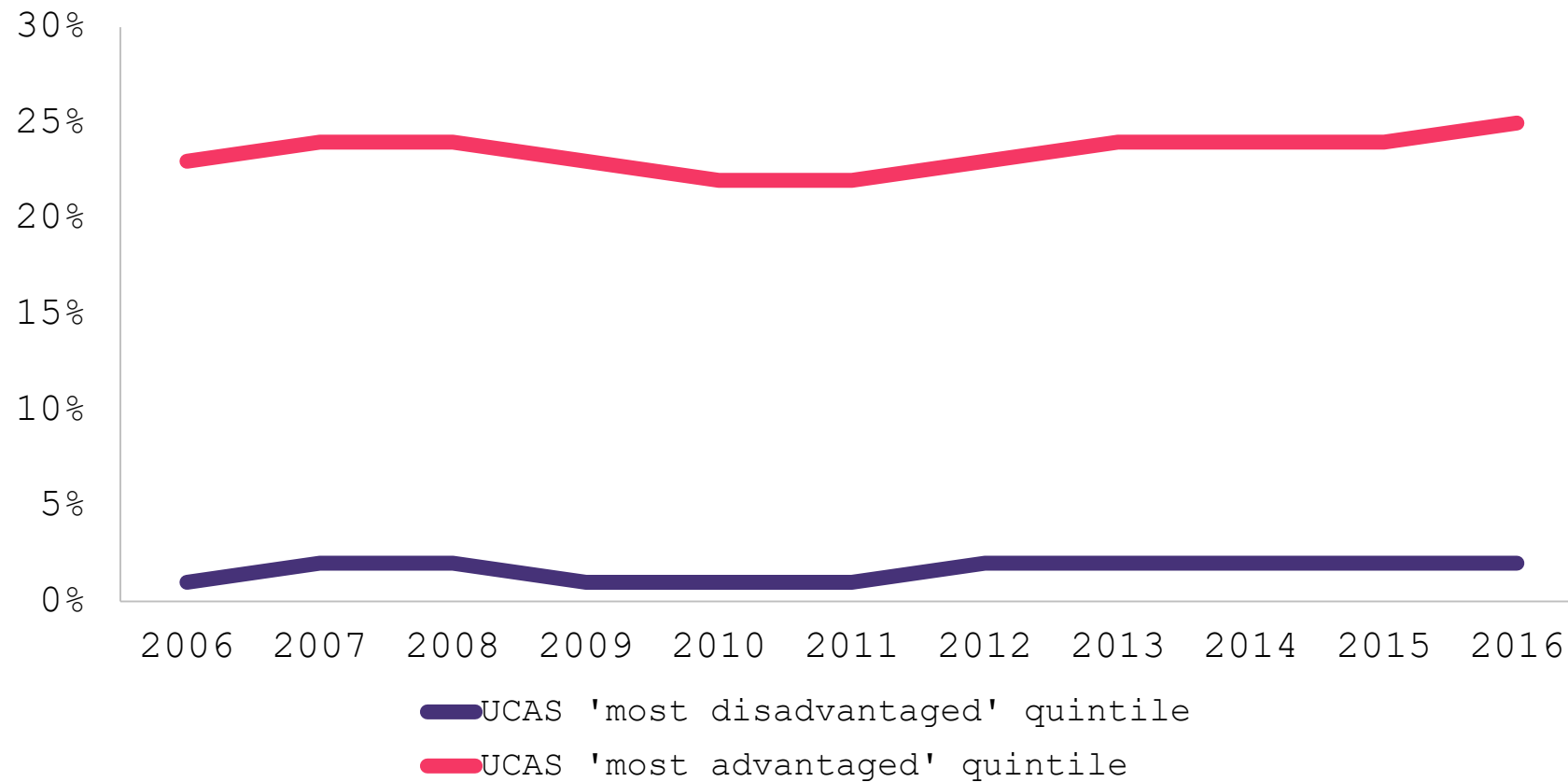
1/50

Of the 'least advantaged' progress

And it's not getting better over time



Entry rates to the most selective universities by pupil background:



Source: UCAS Multiple Equality Measures

We are on a mission



“The Brilliant Club exists to **increase the number of pupils from under-represented backgrounds** that progress to highly-selective universities. We do this by **mobilising the PhD** community to share its expertise with state schools.”



The Scholars Programme

The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials, which are supplemented by two university trips.



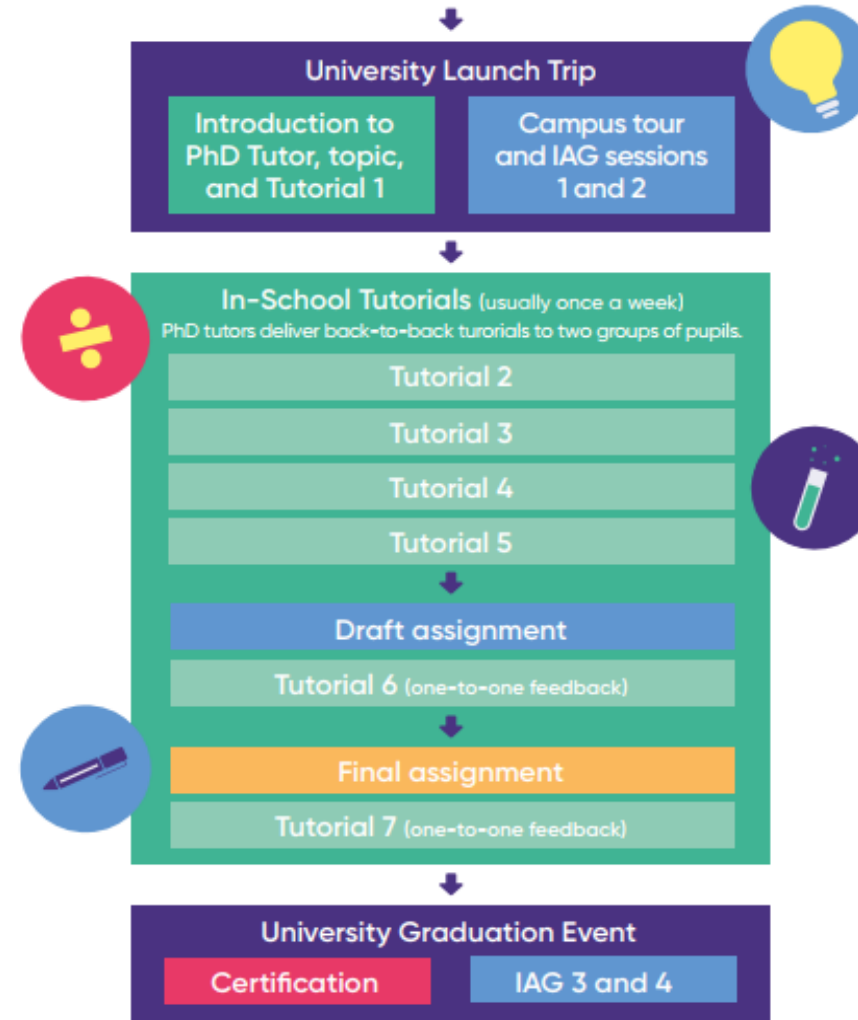
Researchers in Schools

Researchers in Schools recruits PhD graduates, places them as trainee teachers in schools and supports them to develop as excellent teachers and research leaders committed to closing the gap in attainment and university access.

The Scholars Programme: a consistent, replicable programme for schools and universities



- Recruit, train and place PhD tutors
- Academically-rigorous programme of tutorials
- Pupils aged 10-18
- STEM, Social Science and Arts and Humanities streams
- Trips to highly-selective universities



Purposeful growth

We want to grow because we want more pupils to benefit from our programmes regardless of geography ; we want to have a bigger impact.



Of the pupils we work with:

- \approx 45% of the pupils we work with are eligible for Free School Meals.
- \approx 75% of our pupils have no parental history of higher education.

2011/12

- 1 school
- 24 pupils

2016-17

- Over 570 schools
- Over 10,000 pupils

2017-18

- Over 600 schools
- Over 12,000 pupils

2018-19

- Over 700 schools
- Over 13,000 pupils

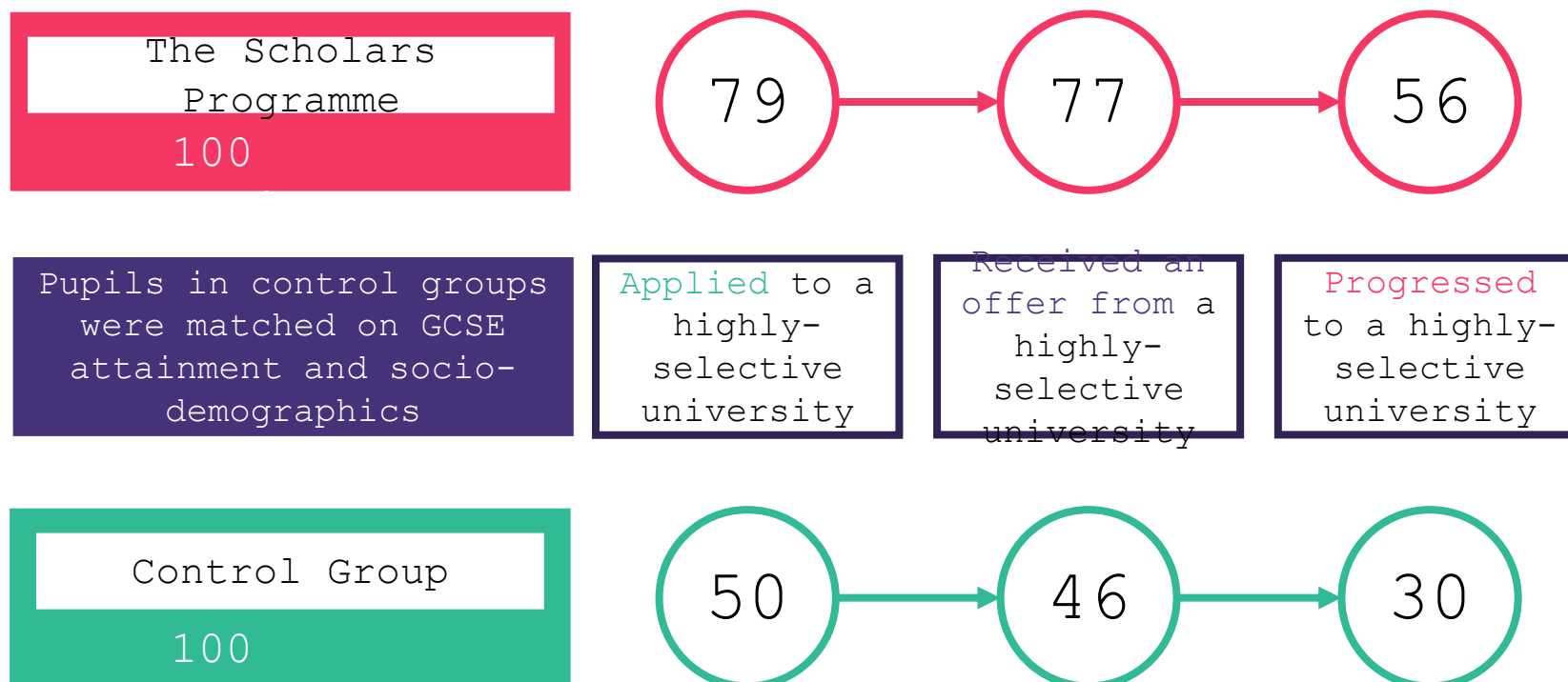
2019-20 targets

- Over 800 schools
- Over 15,000 pupils

For the third year running, UCAS tells us programme works (at KS5)



Compared to 500 matched control groups in the UCAS database, pupils who had completed The Scholars Programme were significantly more likely to **apply**, **receive an offer from** and **progress** to a highly-selective university.





Challenges to effective partnerships



**What do you think
are the biggest
challenges to
school – external
partnerships?**

Pick top 2

Challenges to effective partnership between schools and External providers



**Awareness,
time and
logistics**

**Cost and
travel**

**Lack of
shared
language
and priorities**

**Reliance on
enthusiastic
individuals**

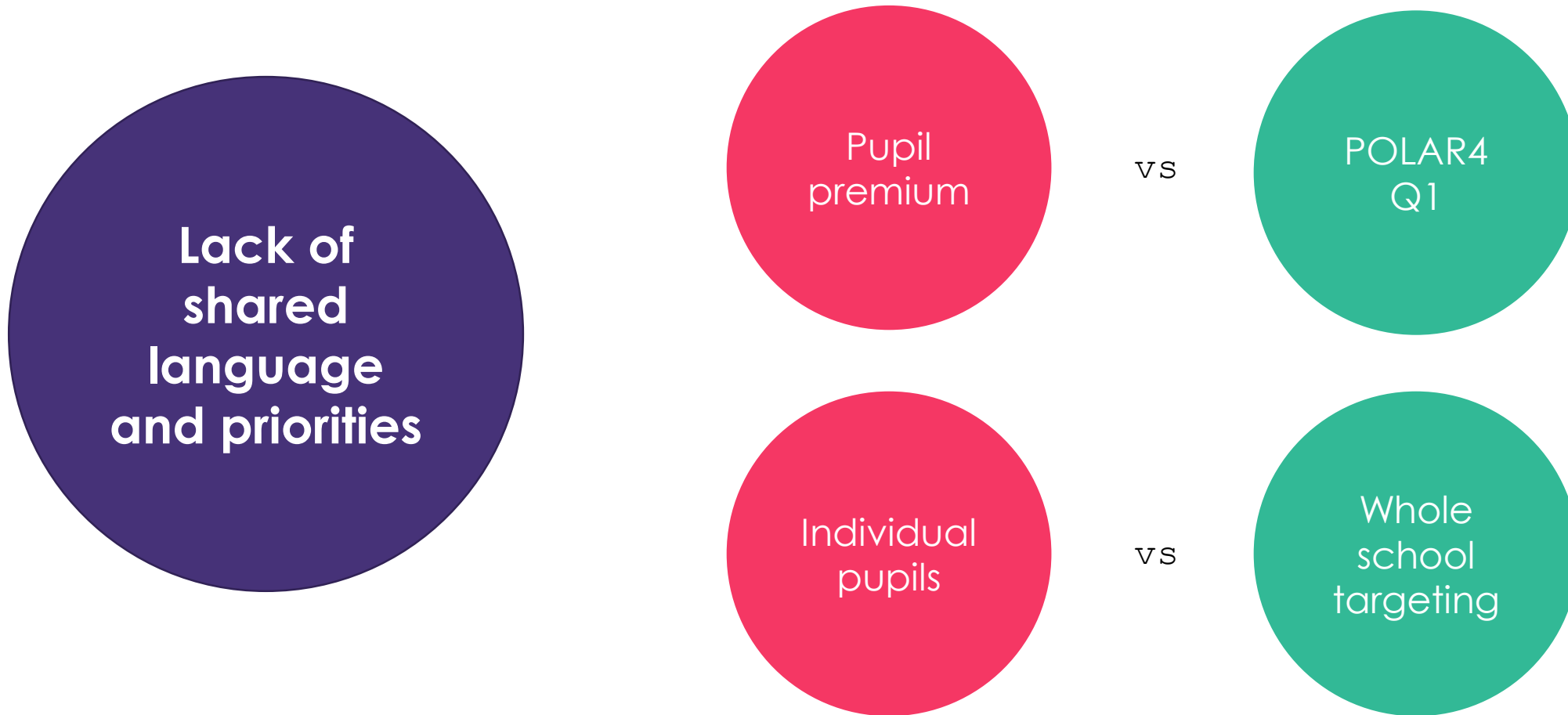
TSP: Challenges to effective partnership between schools and External providers



**Awareness,
time and
logistics**

- What is out there?
- Is it available here?
- What is worth the time?
- Is it easy to run?
- What has the greatest impact?
- Will it be high quality?

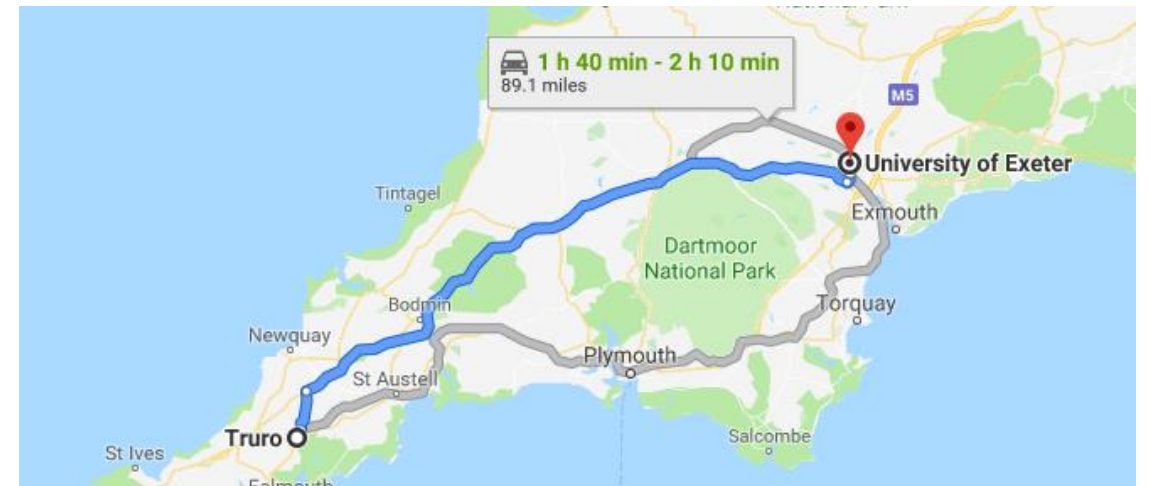
TSP: Challenges to effective partnership between schools and External providers



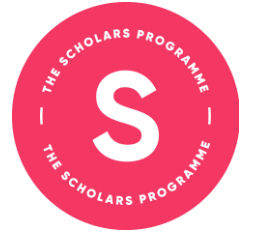
TSP: Challenges to effective partnership between schools and External providers



Cost and
travel



TSP: Challenges to effective partnership between schools and External providers



**Reliance on
enthusiastic
individuals**

- Collaboration can stop if key people move on
- Effective communication can be challenging



The Brilliant Club Scholars Programme – what works?

- Collaboration
- Logistics
- Simple, flexible model
- Academic focus
- Impact and evidence
- Outcomes focus

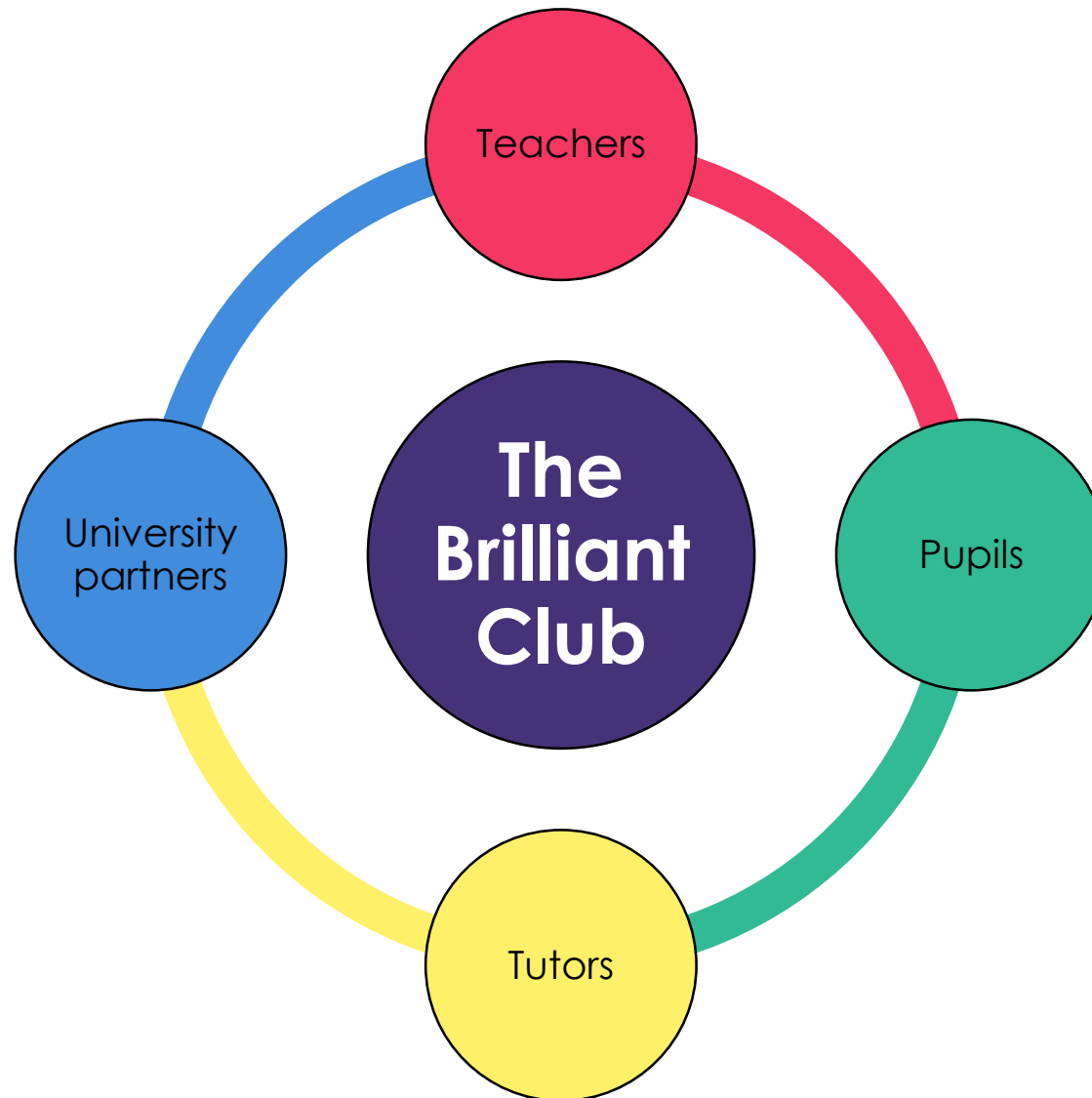
Collaboration



Strong
Partnerships

- Belongs to everyone
- Relationships and feedback
- Impact reporting

The Brilliant Club as “logistic sponge”

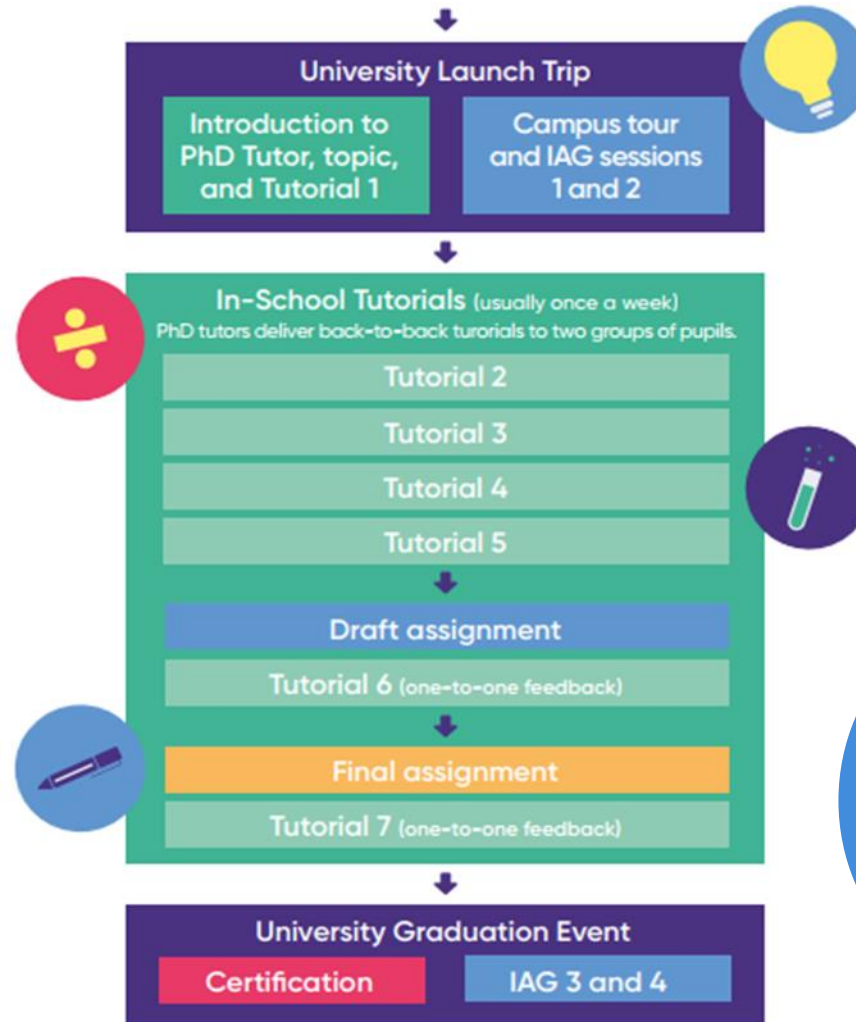


Simple, flexible model



Run 3
times a
year

4 key
stages



55%
minimum
pupil
targetin
g

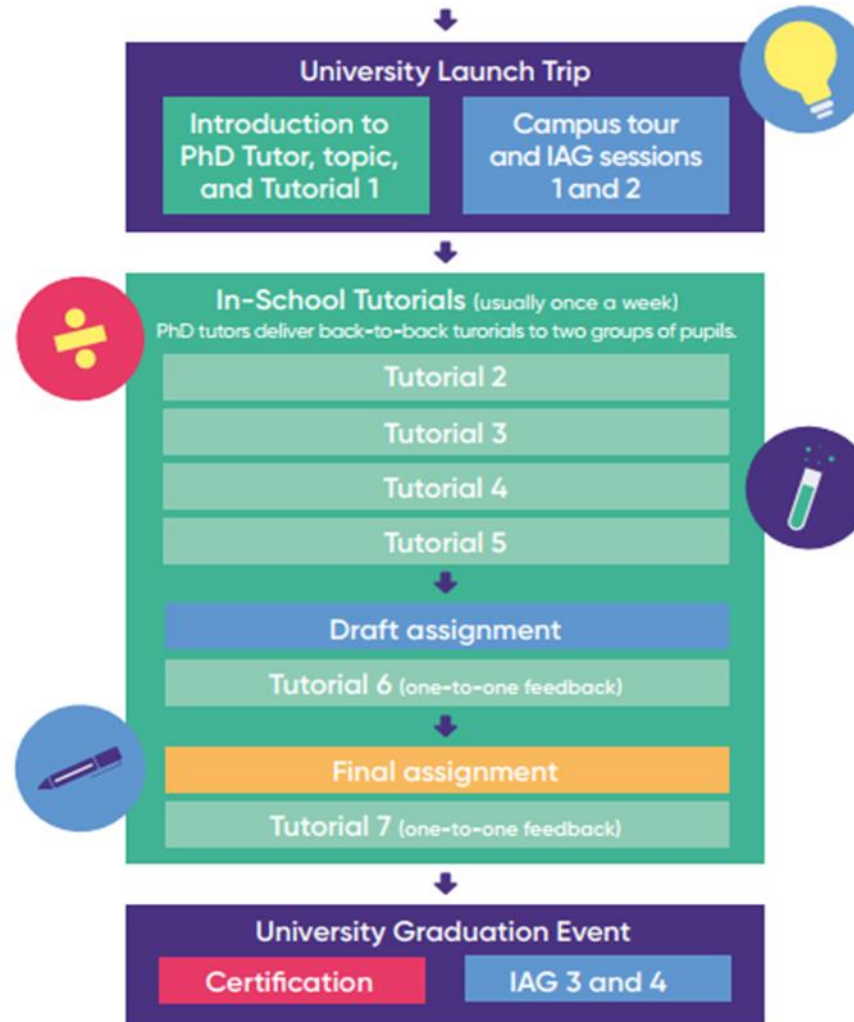
School
buy in

Availabl
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national
ly

Simple, flexible model



Run 3
times a
year

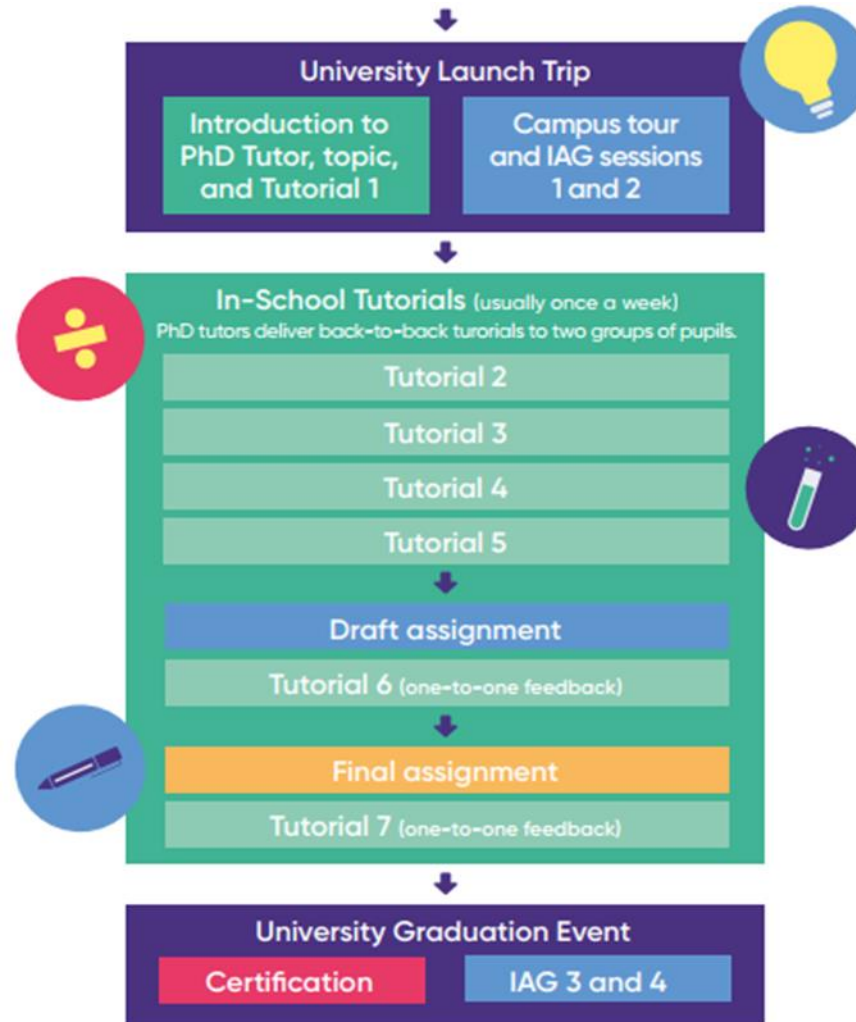


Autumn (Oct – Feb)

Spring (Jan – May)

Summer (March – July)

Simple, flexible model



KS2: Year 5/6

KS3: Year 7/8

KS4: Year 9/10

KS5: Year 12

4 key
stages

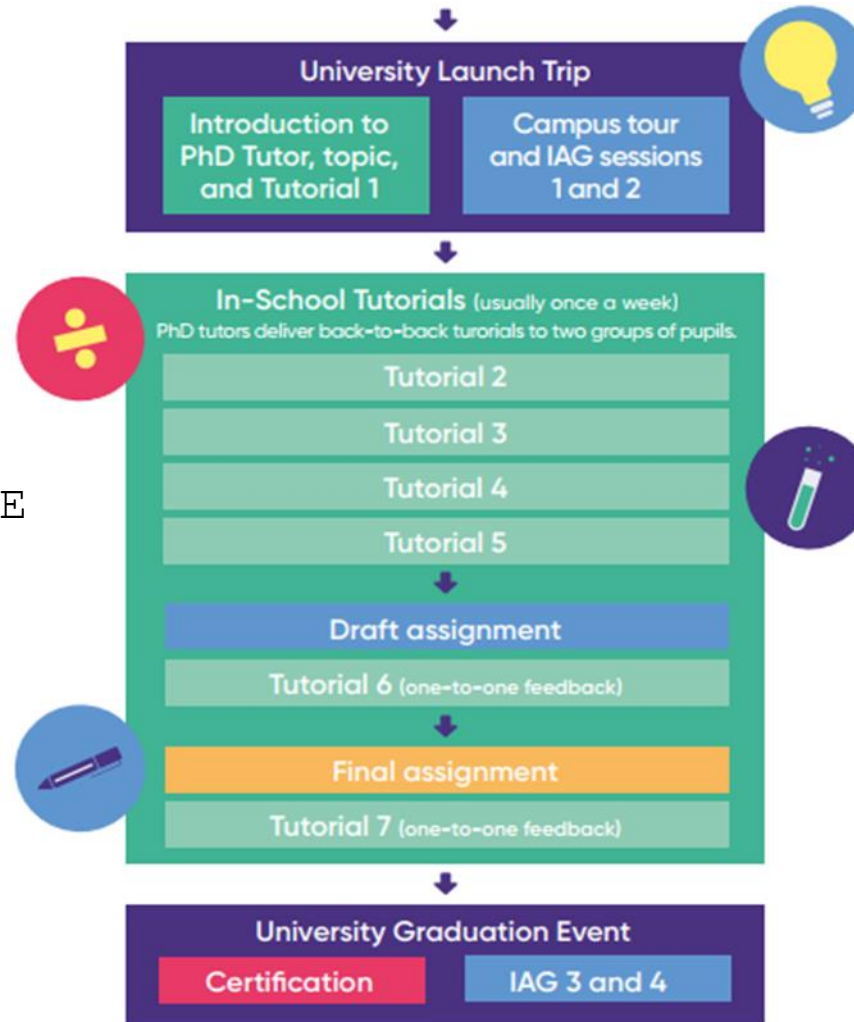
Simple, flexible model



Pupil Premium

Parental history of HE

IDACI



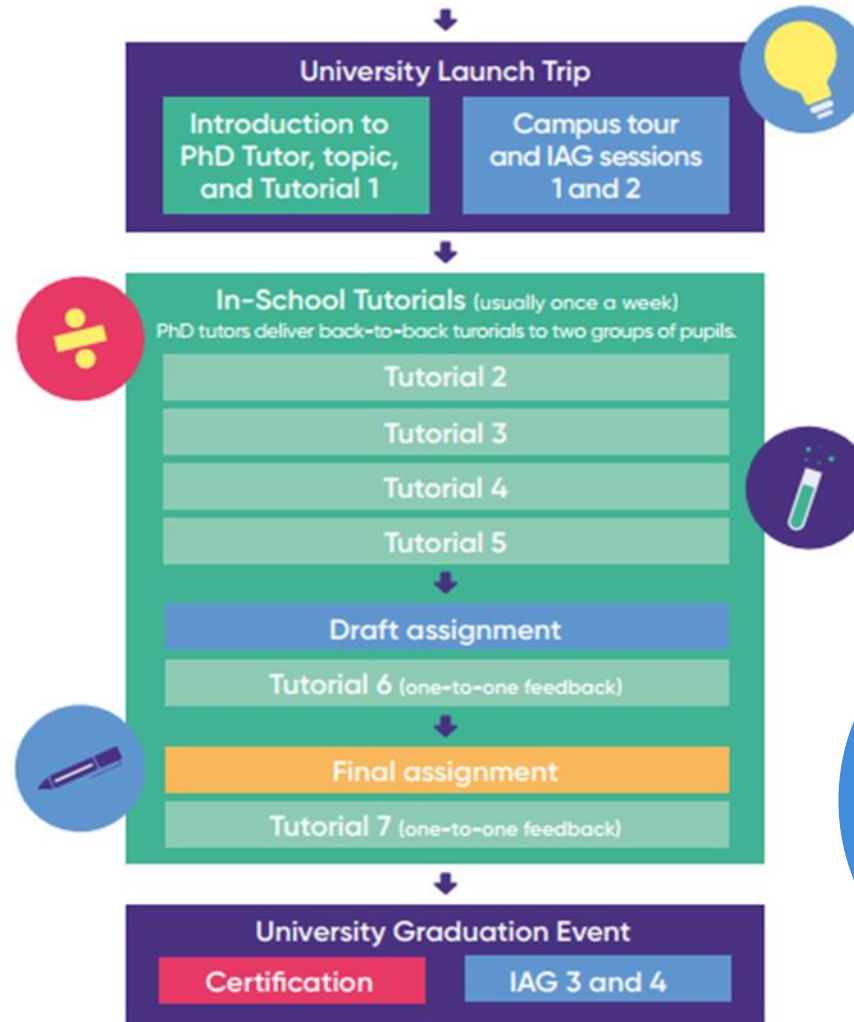
55%
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pupil
targetin
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Simple, flexible model



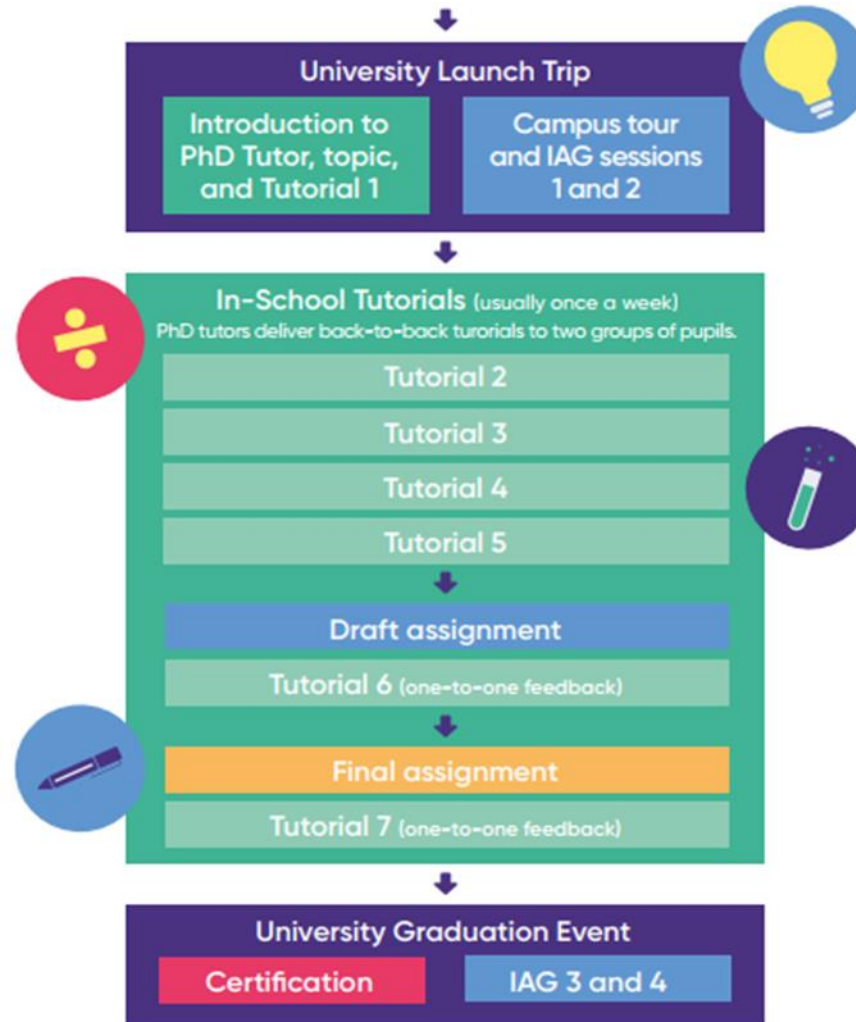
£160 per pupil

Universities and
fundraisers also
contribute



School
buy in

Simple, flexible model



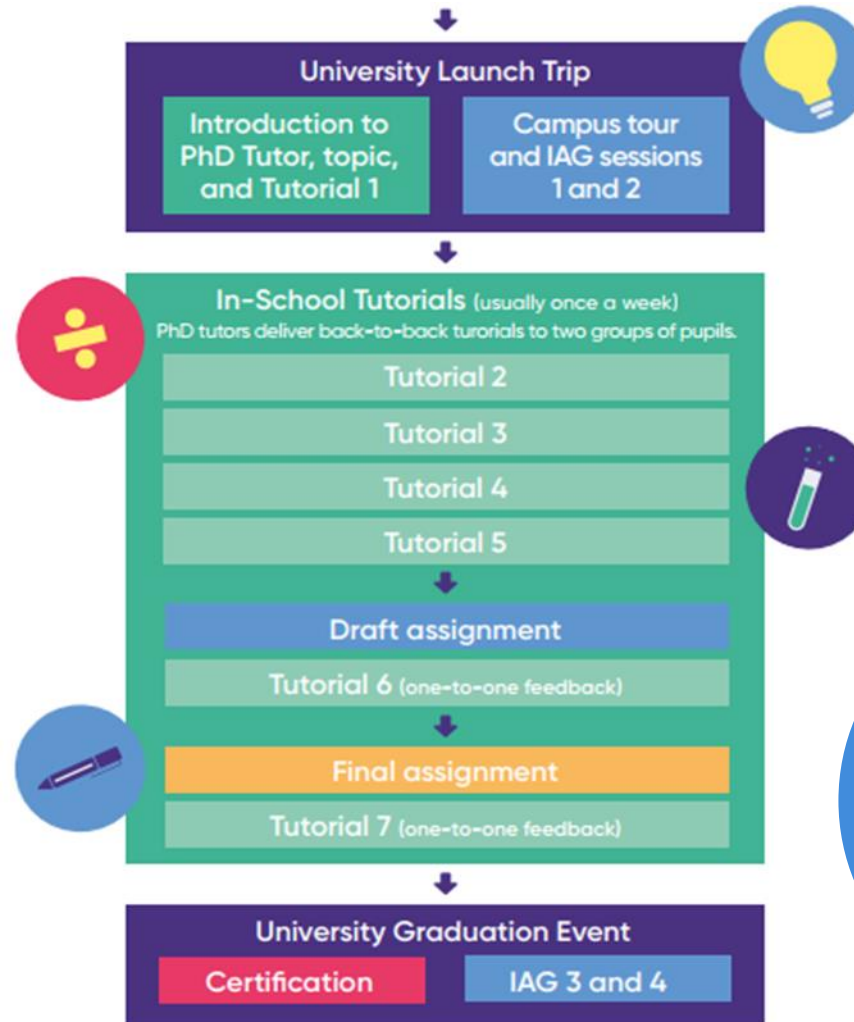
Available
nationally

Simple, flexible model



Run 3
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4 key
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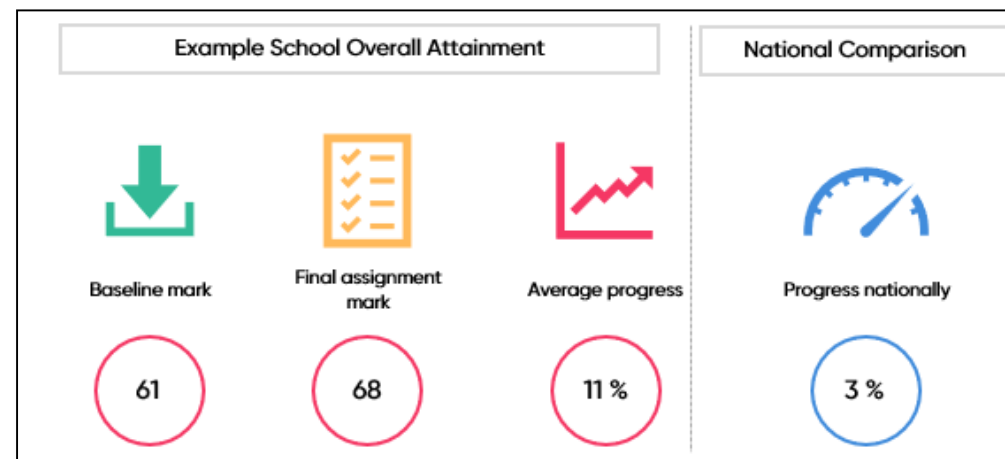
School
buy in

Availabl
e
national
ly

Academic focus



Impact and evidence



Written Communication, Subject Knowledge and Critical Thinking

The Scholars Programme aims to improve pupil's written communication, subject knowledge and critical thinking. The competencies listed in the table below are assessed using a baseline assignment at the beginning and a final assignment at the end of the programme.

	Example School			National comparison
	Average baseline assignment mark	Average final assignment mark	Average progress %	Average progress nationally %
Written Communication				
Structure and Presentation	64	66	3 %	4 %
Language and Style	64	69	7 %	3 %
Subject Knowledge				
	64	73	13 %	4 %
Critical Thinking				
Research and Evidence	62	71	14 %	8 %
Developing an Argument	62	68	10 %	6 %
Critical Evaluation	63	69	10 %	6 %

Path to outcomes



6500



Long-Term Outcome



Intermediate Outcome



Long-Term Outcome

Pupils taking up a place at a highly-selective university



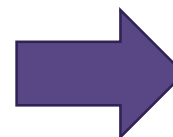
Intermediate Outcome

Impact on skills which have a positive effect on university access, academic attainment and life outcomes



Long-Term Outcome

Pupils taking up a place at a highly-selective university



Intermediate Outcome

Impact on skills which have a positive effect on university access, academic attainment and life outcomes

- 1 Written & Verbal Communication
- 2 Subject Knowledge
- 3 University Knowledge
- 4 Motivation and Self-Efficacy
- 5 Meta-Cognition
- 6 Critical Thinking



Why these?

- Improving meta-cognition is linked to seven months additional progress (EEF, 2018).
- Higher levels of critical thinking skills correlate with higher attainment (Williams et al. 2004).
- University students from wealthier families display a greater disposition towards critical thinking than students from poorer families (Cheung et al., 2001; Hong Kong).

The Competencies Framework



1	Written and Verbal Communication
2	Subject Knowledge
3	University Knowledge
4	Motivation and Self-Efficacy
5	Meta-Cognition
6	Critical Thinking



Assessments I

Written
Communication



Subject
Knowledge



Critical Thinking

COGNITIVE

Thinking, Collaborating, Questioning

- Is there a strong argument?
- Have you made clear points backed up with evidence?
- Have you presented complex arguments clearly?
- Do you have a clear beginning, middle, and end?



UNIVERSITY OF
CAMBRIDGE



Assessments II



Motivation and
Self-Efficacy

Meta-Cognition



Reliability: Obtaining the same outcomes. (E.g. Cronbach's $\alpha = 0.7$ for the MSLQ).

Ecological Validity: Measures the intended outcomes. (E.g. The MSLQ correlates with test performance in school).

Verbal communication



Verbal Communication

School 21

ORACY FRAMEWORK for Student Presentations

PHYSICAL

Projection, Gesture

- How are you using your face?
- How are you using your voice?
- How are you using movement and gesture?
- Is pitch, tone, and rhythm of voice varied?
- Do gestures and body language support what is being said?
- Are you in control of your voice and movement?

COGNITIVE

Thinking, Collaborating, Questioning

- Is there a strong argument?
- Have you made clear points backed up with evidence?
- Have you presented complex arguments clearly?
- Do you have a clear beginning, middle, and end?

LINGUISTIC

Vocabulary Acquisition, Lexical Choice

- Does the speech have precise language?
- Do you use formal or informal language?
- Is there a range of appropriate vocabulary?

EMOTIONAL

Audience, Engagement, Pathos

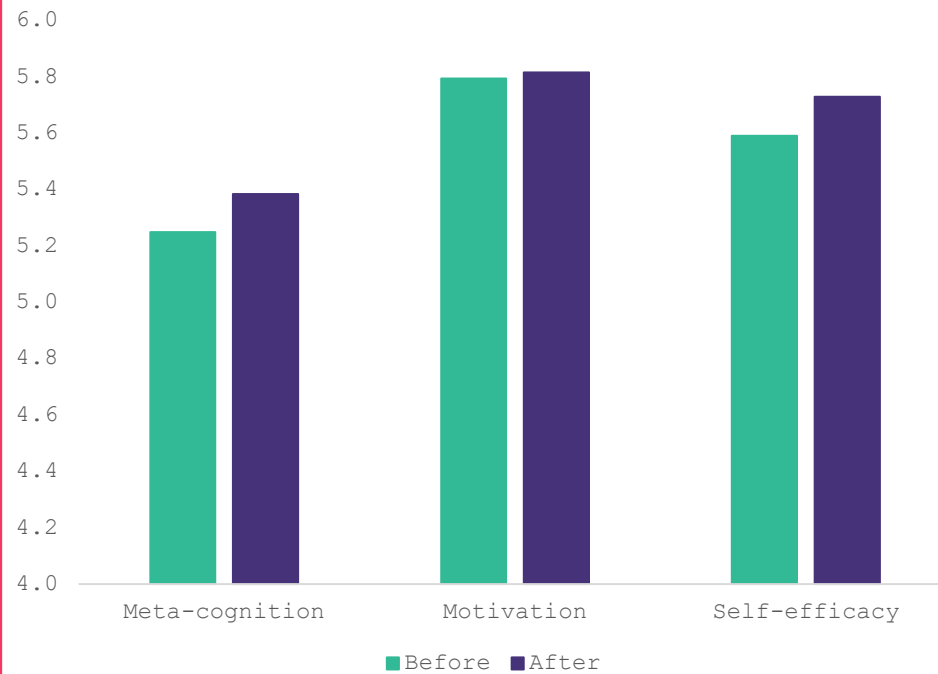
- Are you making an impact on the audience?
- Is the speech given with energy and 100% commitment?
- Are you connecting with the audience?
- How have you taken risks (i.e. using humor, surprise) in your speech?

Competencies Data 2017/18



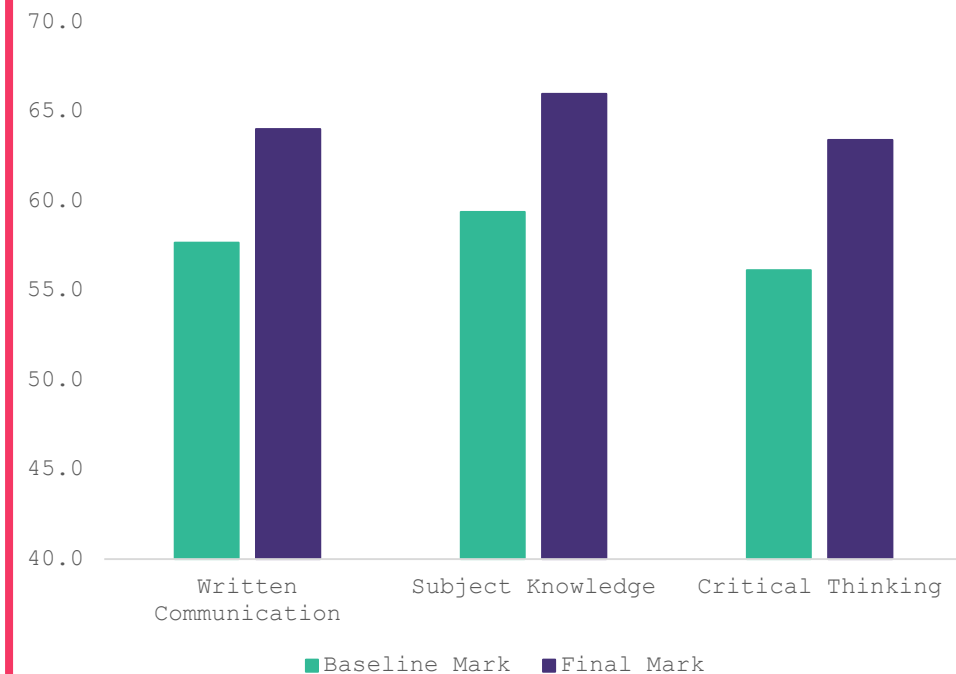
Before and after means of assessment
competencies in 2017/18

n=4065



Baseline and Final Assignment Mark
Competencies 2017/18

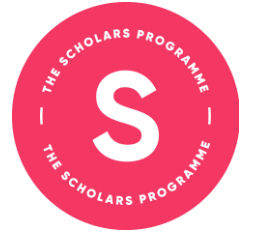
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What does this look like for your
contexts and programmes?

How can we make school partnerships run more effectively?: ideas from the room



Short term actions?

Long term actions?

Further reading and information



The Brilliant Club [Annual Impact report 2017-18](#)

Our most recent [UCAS evaluation](#)

Our pupil journal: [The Scholar](#)



Impact case study series



To read them all [click here](#)

Impact Case Study 1: 'Does This Really Work?' Tracking the Impact of In-School Interventions with the Impact Toolkit

Impact Case Study 2: Starting Young: Improving University Access Through Early In-School Interventions


Impact Case Study 3: Going the Distance: Improving University Access in Rural and Coastal Areas

Impact Case Study 4: Family Matters: Engaging Parents in University Access

Impact Case Study 5: Raising the Bar: Driving Attainment to Increase University Access

Impact Case Study 6: Access Through National Collaboration: Mobilising the PhD community to support university readiness with schools in Wales (English Version)

Impact Case Study 6: Access Through National Collaboration: Mobilising the PhD community to support university readiness with schools in Wales (Welsh Version/Cymraeg)



Brand new
Case study
out tomorrow



Further information

- Schools – want to work with us next year?

[Click here for further information](#)

Email me: steph.Hamilton@thebrilliantclub.org

Or

Click here to complete [the enquiry form online](#)



Further information

- Researchers – want to become a tutor with us?

[Click here for further information](#)

Email me: apply@thebrilliantclub.org



Further information

- Universities, NCOPs, third sector – let's collaborate!

Email me: steph.Hamilton@thebrilliantclub.org



Summary

- By 2021, The Brilliant Club want to show that we have supported 6,500 pupils from under-represented backgrounds to secure a place at a highly-selective university
- We exist to address a specific problem, and we have a specific way of addressing it, through programmes which are:
 - Collaborative
 - Evidence-based
 - Logistically strong
 - Simple and sustainable in their model
 - Academic in focus
- As well as our long-term outcomes, we track intermediate outcomes to demonstrate more immediate impact, especially for younger pupils



Questions?