



**Independent Schools Council  
2016/17 key figures**



## Contents

4	Introduction
5	Economic contribution
6	School type, size, structure
8	Fees
10	Fee assistance, bursaries
12	Partnership, public benefit
14	Exam results, value added
16	University success
18	Overseas students
20	Boarding
21	Career success, sport
22	Teachers, teacher training

The Independent Schools Council brings together seven associations of independent schools, their heads, bursars and governors.

Member associations:

- Association of Governing Bodies of Independent Schools (AGBIS)
- Girls' Schools Association (GSA)
- Headmasters' and Headmistresses' Conference (HMC)
- Independent Association of Prep Schools (IAPS)
- Independent Schools Association (ISA)
- The Independent Schools' Bursars Association (ISBA)
- The Society of Heads

Affiliate associations:

- Boarding Schools' Association (BSA)
- Council of British International Schools (COBIS)
- Scottish Council of Independent Schools (SCIS)
- Welsh Independent Schools Council (WISC)

Through our member associations we represent over 1,200 independent schools in the UK and overseas. These schools are ranked among the best and most famous in the world and educate more than half a million children each year. In the UK, around half of independent schools are ISC schools, and these educate around 80% of all independent school children.

This document uses data from the ISC's annual census, as well as other ISC research projects and external sources. Figures relate only to ISC independent schools unless stated otherwise.

Details of all ISC schools can be found at [www.isc.co.uk](http://www.isc.co.uk).

## Introduction

In September 2016, in her speech on education and social mobility, we were delighted to hear the Prime Minister recognise the knowledge, expertise and resources that independent schools have to offer. We will be encouraged to share these even further.

We now expect independent schools to be scrutinised as closely as they have ever been, with schools' ability to show what they are doing and to prove public benefit both key tasks.

This document is intended to provide key facts and figures in many areas of ISC independent school life.

At present the vast majority of independent schools engage in partnership work with other schools around them and we estimate this involves 10,000 state schools and 160,000 state school pupils.

Partnership work is extremely diverse. Our schools organise sporting projects, host joint events, share playing fields, provide coaching time, put on plays and concerts, arrange exciting academic competitions and give advice to state school students who want to go to university. Those with the resources to do so have helped create new state schools.

Fee assistance continues to increase, with both the amount available and the number of children who benefit rising. Bursaries are worth more than £700m a year and are provided to 41,000 pupils. 5,400 children pay no fees and 42% of bursary pupils only pay half fees. ISC schools do what they can to offer help with fees, so children can come to our schools whatever their background.

This work is not box ticking; it is part of the very essence of what our schools do. Schools partner with local communities and other schools because it is right to and because they want to.

With 25,000 state schools in the UK and just over 1,000 ISC independent schools, there is clearly a limit to the support our sector can provide and it is encouraging to hear the government recognise that partnership work should be proportionate to the size and scale of each school.

ISC and its constituent associations are committed to the position that for productive partnership work, one size does not fit all and independent schools should be allowed to find the best way to work with each other according to local conditions and through established relationships.

The reality of charitable status is complex, but we can prove our schools put into society far more than they take out by saving the tax payer, boosting local economies and supporting choice and innovation. Our schools are grateful for the financial benefits of charitable status, but this is not what motivates them to work hard in their communities. The UK benefits as a result.

The Prime Minister said she was 'unapologetic' in her belief in social mobility. We share the same sentiment. And in the drive towards greater and meaningful social mobility in the UK, we believe independent schools are part of the solution, not the problem.

## Economic contribution

In 2014 leading forecast and analysis firm, Oxford Economics, prepared a report on the impact of independent schools to the British economy. This document remains the most thorough research publication on the topic.

### Headline figures

ISC schools' contribution to UK GDP	£9.5 billion	<i>Greater than both the city of Liverpool and BBC.</i>
Jobs supported by ISC schools in UK	227,200	<i>Every 2.1 pupils at an ISC school support one person in employment.</i>
Tax revenues generated by ISC schools	£3.6 billion	<i>For every £1 contributed a further 98p is generated in the rest of the economy.</i>
Taxpayer saving from 500,000 ISC pupils not being in state education	£3 billion	
Value of charitable status tax relief	£150 million	<i>Just 5% of the taxpayer saving</i>

*These figures cover ISC schools only. Total for all independent schools is higher and is detailed in the full report.*

### Other considerations

- The link between educational performance and economic output results in an annual contribution to GDP of £1 billion.
- ISC schools support strategically important and vulnerable subjects: science, technology, engineering, mathematics, modern foreign languages and quantitative social sciences.
  - These subjects are vital to the UK's competitiveness and its international relations.
- ISC schools also make large contributions and commitments to their local communities.
  - In some areas the school is the major employer.
  - Some schools are the mainstay of their local major arts and music festivals.
  - Some schools' sports centres are their communities' main leisure centres.
  - Some schools have theatres which are the only entertainment hub for their communities.
  - Some schools play a leading role in renewal and regeneration, commissioning building and maintenance projects that help local companies.
  - A number of schools make provision for children with special needs and provide places which local authorities may not be able to fund in full.

## School type, size, structure

### Number of schools

2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
1,280	1,267	1,257	1,223	1,223	1,232	1,260	1,265	1,271	1,276

- In 2016 the number of independent schools in the UK returned to the pre-2008 recession level.
- The 2016 figure also represents the highest total this century.
- Small numbers of schools close and some merge but just as many open up or grow.

### Number of pupils

2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
518,432	517,113	511,928	508,601	508,472	506,500	511,886	514,531	511,667	509,093

- At 518,432, pupil numbers in 2016 are the highest since records began in 1974.

### Regional school and pupil numbers 2016/17

	Lon	SE	SW	WM	EM	EA	North	Sco	Wal
Schools	221	379	140	93	65	159	152	33	20
Pupils	86,252	144,841	49,307	36,596	24,845	62,156	67,117	25,165	7,538

- Regionally, schools have weathered the economic storm well, but as with all business they are subject to local economies as well as national and international ones.
- London and the south east continue to grow at the fastest rate.

### Other 2016/17 figures

Junior schools (all < yr8)	612	48%
Mixed age schools	423	33%
Senior schools (all > yr7)	245	19%

Co-ed schools	994	78%
Girls' schools	174	14%
Boys' schools	112	9%

Day schools	793	62%
Boarding schools	487	38%

Average school pupil number	405
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White British pupils	268,291	70%
Minority ethnic pupils	116,485	30%

- School sizes vary greatly, from <50 to >1,700.

- The average school size has increased 30% in 30 years.
- Roughly 7% of UK children go to independent school at any one time
- The percentage of ethnic minority pupils is slightly above national levels (England)

### **Heads say**

Guy Sanderson, Headmaster of Eltham College, a boys' day school with co-educational 6th form in London: "We saw a record number of applications at all entry points for September 2016 and for the first time ever are considering capping the number of applicants at 11+ in order to cope with demand. Parents increasingly understand the value of independent education to provide not only academic opportunity but also development of character. Independent schools provide more opportunities for developing crucial life skills; the breadth and stretch of the vibrant co-curricular programme on offer, from sport, music, art and drama to volunteering, trips and expeditions, enables students to build confidence and nurtures the development of great personalities. Parents are increasingly looking for a holistic education to develop well-rounded individuals."

Andrew Hampton, Headteacher of Thorpe Hall School, a co-educational day school in Southend, Essex: "The figures relating to the total number of schools and pupils in the independent sector are very encouraging and that has been felt on the ground too. Locally it is clear the storm of the worst recession in living memory has passed us and the climate for parents to invest in high quality education for their children has returned. At Thorpe Hall we have continued to invest in our teachers and facilities by using our reserves, and this strategy has proved successful in continuing to attract families to the school and keep fees competitive. We are poised to grow over the next decade in terms of the quality of our educational offer, and that is very pleasing."

Jenny Dwyer, Headmistress of Sherborne Girls, a day and boarding girls' school in Dorset: "At Sherborne Girls we have a full student roll and our numbers are increasing year on year. Our commitment to full boarding is key to this success. The extended time in the boarding week gives us the opportunity to take a creative and exciting approach to education. In addition to academic studies, girls have the time and opportunity to explore many different areas and develop and enhance passions and skills, whether it is elite swimming in the morning or an evening art workshop. There is also a busy and inspiring programme of activities every weekend. As well as having the time to balance a range of experiences alongside academic studies, full boarding fosters a strong community spirit. Girls feel a sense of belonging and develop lifelong friendships."

Jaideep Barot, Deputy Head (Academic) of Marlborough College, a co-educational day and boarding school in Wiltshire: "We regularly read predictions of doom and gloom for the independent sector - the reality is anything but. At Marlborough College, where we push on with plans for a new boarding house, demand continues to far outstrip supply. The truly holistic education which we provide is hugely prized, both domestically and internationally. The academic is central, of course, and well qualified teachers with deep, specialist subject knowledge add value to our pupils' achievements at all levels. But beyond this, the level of care and individual focus we provide, nurturing talent and interest in all areas, is what really sets our schools apart. This 'whole shebang' is why so many parents choose to forego some of life's luxuries to give their children an independent education. The figures show there is little sign of this letting up - as confirmed by the huge number of prospective pupils and parents attending the college's 2019 entry open event."

## Fees

### Average annual day fees (includes both day schools and boarding schools)

2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
£13,623	£13,194	£12,723	£12,153	£11,709	£11,208	£10,713	£10,323	£9,579	£8,655
+3.3%	+3.7%	+4.7%	+3.8%	+4.5%	+4.6%	+3.8%	+7.8%	+10.7%	

*These numbers are from schools in ISC membership each year and do not represent exactly the same schools, or same number of schools, from year to year.*

### Average annual fees 2016/17

Boarding fee	Day fee (boarding school)	Day fee (day school)	Day fee (boarding + day)
£30,951	£17,481	£12,939	£13,623

- Affordability is a priority issue for schools and they work hard to remain competitive whilst facing pressures on salaries, pensions and maintenance costs.
- Solutions will vary from area to area and each school will do what it thinks is right for current and future pupils, without sacrificing the excellence of which they are all deeply proud.
- Independent schools are very mindful of the struggles hard working families face in paying school fees and last year the fee increase was the lowest it has been in twenty years.

### Regional average annual day fees 2016/17

Lon	SE	SW	WM	EM	EA	North	Sco	Wal
£15,897	£14,853	£13,638	£11,544	£12,201	£13,599	£10,704	£11,259	£11,544

- Regionally there is a £5,193 per year fee difference between highest (London) and lowest (North).

### Heads say

Sarah Welch, Principal of Gosfield School, a co-educational day and boarding school in Essex: "As with many smaller schools, Gosfield recognised during the recession that parents were struggling to pay full fees. We decided to make cuts across the board to ensure that all families benefited. The cuts saw on average a 40% reduction in prep school fees and we subsequently froze 2015-16 fees for Years 3-13. We continue to provide bursary support in addition. Since the initial fee cut overall numbers in the school have risen from 185 to 240. Parents recognise Gosfield as a school that is supportive and understands the financial commitment they are making. Importantly, our educational product has not been affected by the cuts. We have introduced tighter financial controls but have also been able to continue our programme of development."

Rob Jones, Headmaster of Rendcomb College, a co-educational day and boarding school in Cirencester, Gloucestershire: "We recently took the decision to widen access to an independent sixth form education by reducing our day fee by 30%. This decision will increase the affordability of a quality, independent education ahead of university applications for new pupils, but will also reward the loyalty of current parents. Rendcomb College offers more than just A levels; we focus on building essential skills for life such as independence, leadership, problem solving and confidence



through our extensive enrichment programme and outdoor education scheme. We have long been rewarding parent loyalty, particularly as pupils move up from our junior to senior school when often the difference in fees is largest. We are committed to providing a learning environment that offers inclusivity, accessibility and a broad-ranging education for our pupils."

Nick Bevington, Head of Town Close School, a co-educational day preparatory school in Norwich: "I would like to see more recognition of the amazing value for money offered by so many independent schools, which provide children an exceptional education that is well within the reach of many professional people. Fees at my school include meals, curriculum trips, educational materials and an individual iPad for older children. We do not select by ability but were featured in the Times parent power top 100 schools and were top rated in every area in our last inspection. Like so many schools, we award the equivalent of 11 full places in means-tested bursaries, collaborate with local state schools and make our facilities available for community use."

Guy Sanderson, Headmaster of Eltham College, a boys' day school with co-educational sixth form in London: "Press stories that focus solely on images of boarding school pupils in straw boaters or tail coats give many parents a misleading impression of how expensive or rarefied independent schools are. The pressure to keep fee increases as low as possible while widening the access through bursaries to support families who find full fees a struggle is an absolute commitment to maintain the character of many of our schools. At Eltham College we work hard to maintain this fine balance of investing in the facilities and in our excellent staff, all the while to ensure longevity and the best possible education for our students."

## Fee assistance, bursaries

### Total fee assistance

2016	2015	2014	2013	2012	2011	2010
£858m	£836m	£779m	£731m	£707m	£663	£664m
+2.6%	+7.3%	+6.6%	+3.4%	+6.6%	-0.2%	

### Fee assistance 2016/17

Total number of pupils helped	160,216	32%
Number of pupils on 0 fees	5,629	

- Bursaries have continued to increase over many years, with both the amount available and the number of children benefiting rising.
- The last fee increase was 3.5%; last means-tested fee assistance increase was 9%.
- In recent years there has been a shift from scholarships to bursaries and the value of bursaries has increased by more than £80 million since 2011.
- ISC schools offer help with fees so children can come to our schools whatever their background. Of course, this varies depending on the school and its means, but right across the board there is consensus that while the education on offer is 'elite' the schools themselves are not elitist.
- Many ISC schools have launched their own bursary fundraising campaigns, calling on alumni and parents past and present to contribute. Some are aiming to be able to offer more than 25% of places as fully funded bursary places - others are hoping to become 'needs blind', which means that any child who would benefit from going to the school would be able to have a place, irrespective of their family income.
- The effectiveness of bursary help can be seen in movement to higher education. Oxford University states "There are students from relatively wealthy backgrounds at state schools, and students from relatively disadvantaged ones at independent schools. 30% of entrants in receipt of the full Oxford Bursary (students with a household income of £16,000 or less) were educated in the independent sector."

### Heads say

John Franklin, Head Master of Christ's Hospital, a co-educational boarding school in West Sussex: "For over 460 years, Christ's Hospital has been one of the leading charitable boarding schools in this country. By providing bright, but needy children with a first class education and opportunities that they would otherwise be denied, this 'school like no other' is, as it always has been, a highly effective agent for social mobility that turns out young men and women ready to make a positive contribution to society. Irrespective of their background, all pupils are provided with the unique Tudor uniform, full board, all teaching and learning materials and, for those on a 100% bursary, the cost of their transport to and from the school and their pocket money. Of the 880 pupils, 13% receive a full bursary, almost 40% pay less than a tenth of the full fees and three quarters are on some form of means-tested bursary. Charitable support on this scale comes at a cost and last year, Christ's Hospital provided around £16 million in bursaries, but when 98% of our leavers in 2016 secured places at top universities, it does seem like money well spent."

David Goodhew, Head of Latymer Upper School, a co-educational day school in London: "The sector is responding to the challenge of affordability with a significant increase in the level of fee assistance and means-tested bursaries. Contrary to popular mythology, fee increases have been driven mainly by staff costs rather than a 'facilities arms race', but independent schools are using their own funds to widen access and remain open to poor families and those in the 'squeezed middle'. Why do we do this? We believe young people should be able to benefit from the education we offer, whatever their background; we do not wish to become 'exclusive islands of privilege'. At Latymer Upper 115 pupils are supported by bursaries, including 75 free places. Our aim is to double this support by 2024, so we will be able to be 'needs blind' for up to 25% of our pupils."

Kevin Fear, Head of Nottingham High School, a co-educational day school: "Bursaries open up my school to all those in the city who are academically able. Despite popular perception of independent schools as havens of elitism, the parents at my school are much more likely to be taxi drivers than hedge fund managers. We invest in a wide-ranging bursary programme because we believe that a superb education should be open to all irrespective of their ability to pay. In many senses, as a result, we are more diverse than many of the state-maintained schools in leafy suburbs because we draw our students from all areas of the city, including some of the most deprived parts. We believe passionately in our bursary programme and we are delighted that so many families in our city seek such support. Few of them would recognise such provision as 'elitist'; it is just that they value education to give their children the best possible start in life."

## Partnership, public benefit

### Partnership 2016/17

ISC schools in partnership work	1,112	87% - yet only 78% have charitable status
State schools benefiting	10,000	
State school pupils benefitting	160,000	
ISC schools fundraising	99%	Average of £10,000 per school

### Partnership examples

Area	Number	
Academic	848	e.g. Pupils attending lessons; sharing skills and expertise; preparing A level students for HE; sharing classrooms; seconding teachers.
Sport	991	e.g. Host events; coaching; share facilities; seconding staff; fixtures with and against.
Music	616	e.g. Pupils attending lessons; hosting concerts; seconding teaching staff.
Drama	570	e.g. Pupils attending lessons; seconding teachers; hosting joint events; sharing concert halls.
Other	892	e.g. CCF; debating; school trips; governance; exam hosting; seconding pupils to help teach.

### Sponsorship 2016/17

ISC schools in academy partnership (sponsorship or federation)	119
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- Independent schools play an important role in their communities.
- With 25,000 UK state schools there is a limit to the support our sector can provide.
- Most independent schools are charities with a deep-rooted belief that education is an intrinsically charitable endeavour.
- Experience shows the most effective engagement develops between heads or teachers really wanting to work together, from genuine local relationships and enthusiasms.
  - They are voluntary partnerships which arise from existing relationships. Schools know what is likely to work. There is mutual enthusiasm and reciprocity.
  - They have clear and specific aims. For example, to improve English GCSE exam results at the C/D boundary, to increase music performance, to make pupils aware of and understand pupils from different backgrounds, to increase the proportion of pupils going to top universities, etc.
  - They have an efficient and committed teacher in charge - a strong administrative backbone.
- There has long been talk of a 'Cold War' between independent and state schools, which are separated by a 'Berlin Wall'. In reality neither exists.
- Forcing partnerships could result in antagonism between the sectors. It would be patronising for independent schools to 'swoop in' to 'fix' the state sector. Some state schools have no interest or desire in entering into partnerships, something which is regularly overlooked.
- Small prep schools forced into work they cannot afford could close down at a time when there is national shortage of primary school places.
- Narrow 'tick box' partnerships would create a loss of appetite for genuine partnership work.

- ISC and the associations remain fully committed to successful partnership work based on independent and state schools finding the best ways to work with each other, by themselves.

### **Heads say**

Jim Hawkins, Head Master of Harrow School, a full boarding boys' school: "Harrovians engage purposefully and genuinely with our local community through Shaftesbury Enterprise, an initiative that places service at the heart of a Harrow education, founded in the spirit of the 19th-century reformer, philanthropist and Old Harrovian, the 7th Earl of Shaftesbury. Our 150 partnership activities involve over ten local schools and include the teaching of classics, science, Spanish, government and politics, mathematics, music and PE, as well as a homework club, gardening projects, a coaching course, reading support, mentoring, revision classes and a summer school for year 12 state school students who are considering Oxbridge for university. These projects are carefully orchestrated to meet local needs, but also serve an educational purpose: as in every successful partnership, everyone benefits."

John Cloughton, *recently retired* Chief Master of King Edward's School, Birmingham, a boys' day school: "King Edward's School, Birmingham has developed an outreach programme of remarkable scale and range. At the last count, the school works with 192 other schools, the vast majority of which are state junior schools. Activities cover all aspects of the curriculum. We run a Year 4 and 5 maths competition in which over 90 junior schools take part, provide regular training for junior school teachers in numeracy and literacy, and we worked with Ogden Trust to provide a day for junior school science teachers. All this not only raises aspirations in junior schools but makes the idea of coming to King Edward's real. Our outreach fits in with provision of Assisted Places and the great breadth of our admissions; our 11+ candidates come from 300 different junior schools and nearly a third of our entry are now on an assisted place. We have raised £10m for that purpose from our alumni in the last decade so outreach and accessibility are really making a difference in this city."

Paul Smith, Headmaster of Hereford Cathedral School, a co-educational day school: "We hope to enable each individual to find something that they can enjoy, be good at and develop. So a key goal is to provide a broad range of opportunities, but not just for our own pupils. For example, we are fortunate to have two doctorate physics teachers, one of whose expertise and experience we are able to share with primary schools throughout Herefordshire. This came about when our head of physics asked to relinquish his management role so that he could instead spend a day a week visiting primary schools to provide staff training and science discovery lessons, and we readily agreed. Not surprisingly, as a cathedral school, music also plays a significant role in our partnerships. We lead all residential music courses in the county, the music department is open on Saturdays to the public providing music lessons for students aged from 8 to 80, and every year the school organises major outreach concerts involving up to 24 schools from across the county."

## Exam results, value added

### A level 2016

Entries receiving A* or A	48.7%	Double the national average of 25.8%
Students gaining 3 A* grades	6.8%	One in fifteen of all students
Exams graded B or higher	75.2%	Three-quarters compared to a national average of half
Based on grades achieved (DfE tables 2015) 84 of the top 100 schools are ISC independent schools		

### Cumulative A level entry % by grade 2016

	A*	A	B	C	D	E
<b>ISC</b>	17.9%	48.7%	75.2%	89.9%	96.6%	99.1%
<b>National</b>	8.1%	25.8%	52.9%	77.6%	92.2%	98.1%

### Subject specific data, modern foreign languages, 'vulnerable subjects' 2015

Strategically important but vulnerable subjects show disproportionate numbers of independent pupils choosing them.

	Independent schools entries	All national entries	Independent as % of all entries	% A*/A in independent schools	% A*/A in all UK schools
French	2,572	10,328	25%	54%	37%
German	929	4,009	23%	59%	39%
Spanish	2,220	8,694	26%	50%	35%
Maths	16,445	92,711	18%	61%	42%
Physics	6,803	36,287	19%	47%	30%
Chemistry	8,895	52,644	17%	52%	32%
Biology	8,801	63,275	14%	45%	27%
Classics	2,385	6,633	36%	54%	35%
Music	1,341	7,776	17%	39%	19%
Economics	7,368	27,575	27%	46%	31%

### GCSE 2016

Entries receiving A*	34.5%	Five times the national average of 6.5%
Entries receiving A* or A	61.9%	Three times the national average of 20.5%
Candidates achieving 5 or more A*-C grades (including English and maths)	90.8%	

### Cumulative GCSE entry % by grade 2016

	A*	A	B	C
<b>ISC</b>	34.5%	61.9%	83.0%	94.7%
<b>National</b>	6.5%	20.5%	41.9%	66.9%

- Annual exam results remind us that the academic side of school life is a top priority and that the grades achieved help pave a foundation for much that is to come.
- Importantly, grades achieved are impressively high.

- ISC schools focus strongly on 'facilitating' subjects which are much prized by top universities.
- In 2015 our schools had record levels of entry to Russell Group universities.

### **Academic 'value added'**

- Attending an independent school in England is associated with the equivalent of two additional years of schooling by the age of 16. \*
- Independent schooling accounts for 0.64 of a GCSE grade increase in every exam taken. \*
- At GCSE independent schools have higher average scores in all subjects. \*

*\*Figures from February 2016 'A comparison of academic achievement in independent and state schools' report by the Centre for Education and Monitoring at Durham University.*

- DfE performance tables from KS4 to KS5 show that 37% of state schools added 'significant' value, while 94% of ISC schools did. The average value for independent schools was 0.16. The average for state schools was -0.09 (ISC research, 2015).

### **Heads say**

Nigel Lashbrook, Headmaster of Oakham School, a co-educational day and boarding school in Rutland: "Offering a real breadth of subjects ensures students can pursue their talents and interests while at school and later on at university, or in the world of work. I know, from talking with parents, that this breadth of curriculum choice is something they are really looking for, and value, in the independent sector. Firstly, we are able to offer an incredible breadth of choice in some subject areas - languages really stands out - where students can choose from French, German and Spanish to Italian, Latin, Greek and Mandarin. Secondly, families like to have the option to study either the IB or A levels - regardless of which path they eventually choose."

Ceri Jones, Headmaster of Caterham School, a co-educational day and boarding school in Surrey: "Value added scores are parents' secret weapon when assessing the real effectiveness of a school. Pupils of independent schools typically achieve well over half a grade more at GCSE than expected - an indication of the high quality of teaching and learning and also the level of academic ambition and challenge. At Caterham children gain almost three quarters of a grade more than expected at the start of their time with us. Value added helps to distinguish schools which simply cream off the brightest to gain the expected high results from those that nurture and stretch them in the right way - vital for children of every ability. It is a tool that can be incredibly helpful for parents, whether they're choosing state grammar versus independent or across independent schools."

Jenny Dwyer, Headmistress of Sherborne Girls, a day and boarding girls' school in Dorset: "We consistently raise the bar for students by one or two grades over their predicted results and are proud of our academic value added, which from GCSE to A Level puts us in the national top 5%. However a 21st century education is about so much more than just exam results. We place great emphasis on soft skills; the ability to communicate, think, reflect and take risks are just some of the essential skills our girls will need. This approach requires a broad and challenging curriculum that balances academic with sport, arts, adventure and leadership, exchanges, expeditions, community service, and personal development. We aim to send out into the world young women who are adaptable, intellectually enquiring, courageous and compassionate, with the confidence to be effective leaders and the skills and strategies to contribute positively to an ever changing world."

## University success

### University entry 2015/16

Move from school to higher education	92%	
Those going to HE studying in the UK	94%	56% to Russell Group 6% to Oxbridge
Those going to HE studying overseas	4%	50% to USA

### UK university destinations by number

1	Bristol
2	Durham
3	Exeter
4	Nottingham
5	Oxford
6	Edinburgh
7	Leeds
8	UCL
9	Cambridge
10	Manchester

- University entry is a strength of our schools and one of the major draws for UK and overseas parents.
- Our schools educate 7% of the UK's children, but this jumps to 12% in 6th form. It is clear parents know they get something extra in the final years.
- HEFCE 2015 research shows 82% of independent pupils go on to achieve a 1st or 2:1 at university, compared with 73% nationally.

### Heads say

Sue Hincks, Headmistress of Bolton School Girls' Division, a girls' day school, part of Bolton School: "The majority of pupils leaving Bolton School aspire to attend university and we are well equipped to prepare our students. Our students benefit from tailored support thanks to a dedicated careers department and a solid pastoral structure which means those who write the UCAS reference know a pupil's strengths and ambitions well. Key to a successful application is a student's A Level profile. Independent school pupils are more likely to be awarded A\* or A grades and it is clear three As will allow a wider choice of course and institution than three Bs. Independent schools also promote extracurricular and enrichment activities which help in demonstrating interests and aptitudes: often it is these very activities, which in Bolton include a law society, a medics' society and frequent extramural lectures, which help a student know which course is most appropriate."

James Priory, Headmaster of The Portsmouth Grammar School, a co-educational day school: "We have seen a marked increase in demand for places in the 6th form at Portsmouth Grammar School, so much so that we recently opened a new building. There seems to be a growing recognition amongst pupils and parents that these are critical years in which to develop the independent study skills and subject knowledge needed to gain access to the best courses and universities. In my



experience, it is the young people themselves who are the drivers of that decision making. And you can understand why: the average number of university offers received per pupil continues to grow and is well above the national average, even though the universities our pupils are applying to are some of the most competitive. We provide outstanding pastoral care and career guidance, and the benefit of a choice between studying A level and the IB diploma.

Katherine Haynes, Head of The John Lyon School, a boys' day school in Harrow: "With an average 6th form class size of just ten we are able to tailor careers guidance to each pupil. Small class sizes and dedicated higher education teams trained in guidance on personal statements and reference writing ensure we can set high goals, encourage aspiration and manage expectation. We start the focus on life after school early on, with careers evenings and specialist STEM careers events offered to all from Year 9. We have a university fair which sees UK and international institutions offer advice to both our students and also local state schools. Six in every seven applications our students submit results in an offer being made. Competition to get into the best universities is fierce and we not only implicitly understand the application process but also have the time and resources to work with every pupil."

Mark Beard, Head of UCS Hampstead, a boys' day school with coeducational 6th form in London: "97% of our students secure places to university, of which 87% are Russell Group institutions. We have also recently experienced a growth of interest in multi-disciplinary courses both in the UK and increasingly overseas, resulting in a number of scholarships to prestigious institutions like NYU, Stanford, Penn, Boston and Chicago. Closer to home, Bristol, Nottingham, Scottish universities and London colleges continue to attract pupils. We also support applications to drama, art and music colleges, competitive courses such as medicine and law, and aptitude tests and interviews for Oxbridge. In learning about how much our students have gone on to enjoy and succeed in their onward journeys, perhaps the most successful outcome we achieve is in placing each individual on the right course at the right institution for them."

Kathy Crewe-Read, Head of Wolverhampton Grammar School, a co-educational day school: "It's clear that independent schools like Wolverhampton Grammar School must be offering more than just access to a great education when students choose us for 6th form. We have found that our real strength lies in the specialist HE and careers advice that we offer, when applications to universities are at an all-time high, our students really benefit from the one-to-one guidance and support that they receive every step of the way. A good education alone doesn't secure you a place at a good university, an approach to education that teaches a diverse range of disciplines and life skills which equip students to play an active part in society is what makes you stand out from the crowd. From day one, students educated in the independent sector are nurtured in how to develop those skills. An education that transforms lives as well as minds is what schools like Wolverhampton Grammar School are all about."

## Overseas students

### Non-British pupils at ISC schools (whose parents live overseas)

2016	2015	2014	2013	2012	2011	2010	2009	2008
27,633	27,211	24,391	25,912	26,376	24,554	23,307	21,533	20,545
5.3%	5.3%	4.8%	5.1%	5.2%	4.9%	4.6%	4.2%	4.0%

### Country from which most pupils arrive (parents living in that country)

1	China
2	Hong Kong
3	Russia
4	Germany
5	Spain

### ISC schools with campuses overseas

	2016	2015	2014	2013	2012
Campuses	46	44	39	29	20
Pupils	27,619	24,710	22,514	18,784	12,379

- ISC schools have a long and strong history of welcoming international students.
- It is a relationship which is mutually beneficial.
  - From whichever country they arrive, overseas pupils are often very able, well behaved and set a good example to all other pupils within their communities, as well as enriching the UK students' lives with the cultures they bring with them.
- Far from 'propping up' the independent sector figures show little change in 30 years - 4.4% in 1982; 5.3% in 2016.
- Nations like China and India are no strangers to impressive academic attainment but it is the breadth of curriculum in UK independent schools which draws in new parents and this is something we should be proud of.
- British education is a huge export success story, and the independent school model, which has played such a key part in this nation's success, is being increasingly translated to all parts of the world.
- The great British export of private education can also be seen in the number of UK school campuses being set up overseas. This appetite for a British way of learning - as well as a direct line into the schools' ethos and philosophy - shows no sign of diminishing.
- Many of our established independent schools accept international students and set up franchise schools overseas for financial reasons.
  - Income generated through international students, who typically pay 100% of fees, can be used to support bursaries for UK students.

### **Heads say**

Rhiannon Wilkinson, Head of Wycombe Abbey, a day and boarding girls' school in High Wycombe, Buckinghamshire: "There is no doubt in my mind that British education, particularly as it is represented by the independent schools' sector, is enormously attractive to many parents throughout the world. Our emphasis on doing the best for each individual child has great appeal. We work very hard to bring out each pupil's qualities, recognising that every child is going to be different and that every child wherever she or he comes from has much to contribute to a school community. This approach lies at the heart of Wycombe Abbey's educational philosophy, as it does in ISC schools. It explains the continuing strength of independent schools in the UK, and it fuels the desire for British-style education abroad. It is a cliché to say that we live in an inter-connected world, but that world increases the importance of fostering everyone's individual strengths."

Guy Ralphs, Bursar of Malvern College, a co-educational day and boarding school in Worcestershire: "We at Malvern College understand how crucial it is to produce not just accomplished, confident young people but citizens of the world. The British independent school system is globally renowned and we are at the forefront of exporting our unique brand and 'educational DNA' overseas. Malvern College now has campuses in China, at Qingdao and Chengdu, and in Egypt, mainly for the indigenous population and most recently in Hong Kong, largely for the expatriate community. Our headmaster and staff enjoy close links with these schools and monitor the education they deliver. We are hugely proud that so many parents within these communities recognise and value not just Malvern's academic strengths but also our rich, broad-based curriculum, our ethos and our focus on the individual. For us, success is not only about stellar exam results but about bringing out the special qualities and talents of each student."

## Boarding

### Boarding 2016/17

70,637 boarders	14% of all pupils
487 schools have boarders	38% of all schools

- Boarding remains a popular option for parents and pupils.
- Boarding schools are able to offer a much wider range of extra-curricular activities to a high proportion of pupils because they have more time with them.
- The standard of pastoral care is outstanding and boarding provides a safe and consistent environment with a well-structured and healthy social life.
- Boarding schools take pupils from all over the country and all over the world. This is a valuable educational experience in itself.

### Heads say

Keith Budge, Headmaster of Bedales, a co-educational day and boarding schools in Petersfield, Hampshire: "Independent school day pupils spend around 40% more time at school - significantly on extra-curricular activities. These opportunities allow the time and space for them to get to know each other and staff in rather different ways - the conversations you have whilst kneading bread tend to be different from the more directed exchanges of formal lessons. Boarding extends such possibilities further still when older students take on some pastoral responsibilities for younger children. Boarders must learn to take good care of themselves and others, and it is not hard to see why they tend to leave us as confident, well-rounded and empathetic young adults."

Samantha Price, Headmistress of Benenden School, a girls' boarding school in Cranbrook, Kent: "At Benenden we believe in modern boarding, where school is a home from home and in which parents remain involved in their daughters' education. Girls go home, on average, every three weeks and parents are always welcome on site. We believe in offering every girl a complete education - in which she achieves her academic potential but also grows as an individual. We want her to relish all that this 24/7 school life has to offer so that she leaves us as a confident, positive young woman truly prepared for her future."

Jo Heywood, Head of Heathfield School, a boarding and day girls' school in Ascot, Surrey: "We believe the market has entered calmer waters after the last recession. Boarding for girls is a modern 21st century choice for many parents and I think it is increasingly being viewed as one in an era when many parents are both out working long hours and balancing that with their children's needs. Boarding means their child has access on site to the best opportunities in and out of the classroom. Boarding schools like Heathfield are able to nurture the individual academically and pastorally while keeping an overall eye on each child's well-being which, of course, is paramount to their academic success and success in other areas. Sporting and extra-curricular opportunities at boarding schools in the UK are phenomenal as are the chances to develop a child's musical and dramatic talents. Boarding schools also help to develop children's social and communication skills and confidence and invariably they will leave school having made lifelong friends."

## Career success

Independent and state school alumni in various professions 2016*		
	Independent	State
Law (judiciary)	74%	26%
Law (bar)	71%	29%
Military	71%	29%
Medicine	61%	39%
Journalism	51%	49%
Law (solicitor)	51%	49%
Politics (cabinet)	50%	50%
Civil service	48%	52%
Business	34%	66%

\*Figures from Sutton Trust 'Leading People' report

Independent and state school alumni winning career awards (all time)*		
	Independent	State
Film (Oscars)	67%	33%
Nobel prizes	63%	37%

2016 Rio medallists		
	Independent	State
Olympic Games	32%	68%
Paralympic Games	11%	89%

	Independent	State
<b>England rugby union squad</b> (autumn internationals, November 2016)	41%	59%
<b>England cricket Test match squad</b> (vs India, winter 2016)	53%	47%

- Many hours spent learning a broad curriculum and the rich range of artistic, sporting and other cultural experiences on offer in ISC schools, have helped create knowledgeable, skilful and aspirational women and men who are a credit to the UK.
- Seeing predecessors lauded can only help to inspire current pupils.
- Independent schools make great efforts to give breadth to their curriculum.
- Many independent schools have a strong dramatic tradition and make space in their teaching timetable for drama as a distinct lesson. Pupils are expected to perform, to support productions and even to write and direct their own plays, so they develop confidence in public speaking and performance, as well as technical skills.
- Many schools have their own purpose-built theatres, and in many cases provide the artistic hub for a number of schools and even the entire local community.
- Schools such as Sylvia Young and Italia Conti specialise in spotting young talent and preparing girls and boys from all backgrounds for a potential life in the arts.
- Sport is particularly strong in independent schools as shown in the success of many former pupils on the worldwide sporting stage.

### Career earnings

- A 2015 report from the Sutton Trust and upReach charities found that six months after finishing university, independent school graduates in high-status jobs are earning £670 per year more than those from the state sector in the same high-status positions.
- Three years later, this gap has grown such that an independent school graduate is on average earning £2,198 per year more than a comparable state school graduate.

## Teachers, teacher training

### Teacher numbers 2016/17

Full-time teaching staff	56,650	
Men	39%	26% nationally
Teaching assistants	8,144	
Pupil-teacher ratio	8.7 : 1	17.1 : 1 nationally

- As pupil numbers in independent schools have increased, so have teacher numbers.
- The low pupil-teacher ratios reflect the commitment of many schools to teach a wide range of subjects and provide a bespoke education for each cohort, with excellent pastoral support.
- Around 17% of ISC school teachers are Oxbridge graduates - nationally this is c.5%.
- Teachers enjoy teaching at independent schools because of the freedom to develop their own curriculum, there is generally less government interference, pupils are motivated and well-disciplined, parents are supportive and there are excellent resources and facilities.

### Teacher training

- At present there is real concern about teacher recruitment and retention. The teacher workforce moves between the sectors so it is in everyone's interests to support teacher training.
- ISTIP (Independent Schools' Teacher Induction Panel) is the largest provider of teacher induction and was described by the DfE in its annual review 2014: "*You have, over the years, developed the level of service and support to your NQTs and schools that we regard as exemplary practice*".
- Five independent schools are teaching schools but more are in teaching schools alliances. More still would be keen to share teaching expertise, observations, continuing professional development opportunities and good practice.
- ISC is working with DfE to set up a cross-sector SCITT for MFL ITT that could act as a model in the future, leading to similar maths and science schemes.

### Heads say

Rhiannon Wilkinson, Head of Wycombe Abbey, a day and boarding girls' school in High Wycombe, Buckinghamshire: "First and foremost, independent schools recognise the value of their teachers. We have high expectations of them certainly. Parents pay handsomely for their services and it is right that our teachers should work very hard on their pupils' behalf. In return, they are treated as professionals. They are encouraged to spend their time helping and inspiring their classes, not filling in forms or producing unrealistically detailed plans. WB Yeats is often said to have observed that education is about 'the lighting of a fire, not the filling of a pail'. Although the words seem not to be his, the sentiment, wherever it originated, hits the spot. Yes, we want our teachers to gain the best results they can for their pupils, but most of all, we want them to develop a love of learning for its own sake."

Katherine Haynes, Head of The John Lyon School, a boys' day school in Harrow, North West London: "Free of the constraints of the national curriculum, independent schools allow teachers to be the teachers they want to be. We enable a perfect learning environment by offering small class sizes, longer contact time and excellent resources. Teachers enjoy the ethos of independent schools; whereby extra-curricular involvement is valued alongside academic progress. Unfettered by external constraints, ours is an environment where outstanding subject knowledge and enthusiasm is cherished. Our teachers are mentored closely and are given the opportunity to train and to lead and take part in educational research projects. Most departing staff gain promotion when moving on to other schools. All staff are empowered to shape the school, contributing to whole-school planning through their departments. Those wanting to experiment with new teaching practices are given the opportunity to run and take part in educational research projects. This is an environment where innovative thinking is encouraged."

## About this document

**Produced in November 2016**

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Association of Governing Bodies of Independent Schools  
Girls' Schools Association  
Headmasters' and Headmistresses' Conference  
Independent Association of Prep Schools  
Independent Schools Association  
The Independent Schools' Bursars Association  
The Society of Heads

### **Affiliate associations:**

Boarding Schools' Association  
Council of British International Schools  
Scottish Council of Independent Schools  
Welsh Independent Schools Council