



Celebrating Partnerships

Annual report of cross-sector
partnership work between independent
and state schools

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Editors

Ian Mason and Georgina Belcher

Celebrating Partnerships is published annually by the Independent Schools Council (ISC).

The ISC brings together seven associations and four affiliate associations to represent over 1,300 independent schools. These schools are amongst the best in the world and educate more than half-a-million children. Around half of UK independent schools are ISC schools and these educate around 80% of all independent school children. This booklet is intended to showcase a snapshot of ISC schools' partnership work. There are many schools across the country collaborating in beneficial partnership work – to see more examples visit: www.schoolstogether.org.

Independent schools save the taxpayer £3.5 billion a year from students not being in state education and contribute £13.7 billion to the economy.

Partnerships – how far they have come in 2018

Partnerships involve independent and state schools working together to provide education and development opportunities to all pupils and staff involved. They take many different forms – from sharing subject expertise and supporting pupils with university applications, to sharing facilities and widening access to music, sport and drama. These partnerships have blossomed in the past year, growing in number and quality. Most independent schools are very small but the majority are making a big effort with partnership activity.

From the point of view of schools, there have been significant developments over the last 12 months. Community outreach used to be managed by an enthusiastic teacher in his or her spare time but today more and more schools are appointing full-time outreach staff with a budget at their disposal. In the past, partnerships could be seen as rather patronising whereas there is now an emphasis on their reciprocal nature – all involved benefit. Uninformed claims that partnerships were motivated by threats to schools' charitable status have been replaced by an understanding that the main motivation is one of school ethos – a belief that, in a local area, all schools should be working together in the interests of every young person. Where once there was little thought given to evaluating the impact of partnership projects, now impact evaluation is becoming an important consideration. And, we are seeing a change in the scale of partnerships. Past projects were mainly one school working with another school but today there tend to be groups of schools working together – some based on location and some as part of multi-academy trusts (MATs).

Over the past year, we have seen the Department for Education (DfE) System Partnerships Unit (SPU) help to identify areas of good practice and pair up schools interested in embarking upon mutually beneficial

partnership projects. The DfE is also supporting schemes which secure places for looked-after children at schools with a proven track record of producing good academic and behavioural outcomes.

The Independent Schools Council (ISC) has been involved in, and responsible for, a number of notable developments over the last 12 months. We negotiated and signed a Joint Understanding with the DfE in which we agreed to work together to strengthen partnership working – the ISC encouraging partnerships and the DfE providing help through the SPU. The ISC continues to promote partnerships and offer guidance on effective practice and impact evaluation through various channels. Thanks to our annual Census, we are developing a better understanding of the scale and reach of partnership work and we champion projects at conferences and events. We have continued to improve a website called Schools Together – www.schoolstogether.org – which showcases some of the many partnership projects, and we work with the Schools Together Group to support new initiatives.

Most independent schools are involved in partnerships. For small schools, these important projects are likely to be more modest in scale and responding to local need, while larger schools often have a range of projects which reach a greater number of pupils. This booklet showcases some of the many effective partnership initiatives already underway.



Barnaby Lenon, ISC chairman



Partnerships and the Department for Education

During my time as Minister, I have had the privilege of visiting exceptional and inspirational partnerships. These partnerships help to bring about better educational outcomes for local pupils, whatever their background and whatever school they go to.

My aim is to bring schools together. I want to see a more joined-up, collaborative education system. A system that recognises that all schools have things to contribute. In that spirit, we should use partnerships positively, to erase division lines between sectors as far as possible.

The best partnerships I have visited don't see independent, faith or state schools. ***They just see schools.*** Well-resourced schools lend a hand to those who have less. In due course, they themselves become strong enough to help others. Together, they offer a wider distribution of opportunities to children.

My aspiration – and I need the help of schools to achieve this – is to create a new wave of partnerships that are sustainable, impactful, and mutually beneficial for all schools involved. I want us to build on the work done so far, learn from what has worked well, and raise the ambition for what can be achieved.

I want to stress that this work is not about forcing anyone to adopt a course of action that goes against their ethos. I recognise that what works well in one school may not work for another. For partnerships to succeed, they must be suited to the local context – doing what is best for local schools and addressing the specific needs of their communities.

For schools already involved in partnerships, I want to thank them for their hard work. But I also want to urge schools to think about the impact their work is having and how we could go further. Evaluating partnerships is essential, as is challenging and refocusing interventions to ensure that precious resources are diverted towards activities with the highest impact possible.

I am keen to hear about ideas that work so that we can generate case studies and let others know of success stories.

If a school has never worked in partnership before, I urge its staff to consider creating links with their state school colleagues. My officials will be happy to support and put schools in touch with appropriate teams both within and external to the Department. They can be contacted at **system.partnerships@education.gov.uk**.

As we read through this publication, we should reflect on how far we have come in bringing partnerships to life. My thanks go out to all schools for their efforts so far, and for the energy and enthusiasm they have brought to bear.



Lord Theodore Agnew
Parliamentary Under Secretary
of State for the School System



Schools Together

The Schools Together Group

This group was launched in April 2016 for school staff involved in running partnership projects. It brings together staff in state and independent schools – both primary and secondary – to share ideas, develop effective practice and discuss themes of interest such as measuring outcomes and funding models.

“Heading into its third year, the Schools Together Group has a new structure to mirror its priorities, with four committees (research and policy; publications and membership; events; and website). Membership of the Schools Together Group has expanded to include more state school and academy leaders. This reflects its cross-sector nature, where membership is open to all those working in school-to-school partnerships. The group will continue to host three events each year, as well as providing consultation to the ISC, DfE, government initiatives and the SPU – currently, this is focused on impact, memoranda of understanding and initiatives for looked-after children.”

Sarah Butterworth, 2018-19 chair of the Schools Together Group
and community partnerships director at **Highgate School**

Region-wide partnerships, MATs and school groups

Independent schools are part of our diverse national education system. In many parts of the UK, independent and state schools are working together in groups to use their collective influence to deliver real change in their communities. Some independent schools sponsor free schools or academies, some are part of MATs and some belong to school groups. Combining the resources and expertise from several schools enables meaningful educational opportunities to be offered to greater numbers of children and young people.

Bolton School is part of **Bolton Learning Partnership**, which consists of 25 schools working together, alongside Bolton Council, to support school improvement. In 2017-18, the group worked collaboratively across 13 schools, providing 66 days of school-to-school support as well as establishing a pilot peer review programme for its members. Through the partnership, 19,000 children have benefitted from better opportunities, new experiences and improved standards.

The Harpur Trust runs four independent schools, sponsors the **HEART Academies Trust** and supports local state schools through its programme of grant making, university bursaries, school uniform grants, and by accepting invitations to sit on school governing bodies and trusts. The four independent schools involved are **Bedford Girls' School, Bedford Modern School, Bedford School and Pilgrims Pre-Preparatory School** which collectively educate 3,600 pupils. Bedford School and **Mark Rutherford School** have worked together to

create a mobile planetarium which is available free of charge to all schools in the borough.

The Schools of King Edward VI in Birmingham is a charity involved in education at nine schools across the city, including two independent schools – **King Edward's** and **King Edward VI High School for Girls**. The charity's schools represent Birmingham's multi-cultural and diverse population and its aim is to ensure all children have access, whatever their backgrounds.

United Learning is a group of 64 academies, grammar schools and independent schools. The group educates over 40,000 children; its schools have won over 11 national awards and, as part of its Innovation for Improvement Scheme, £400,000 has been invested in educational innovation which will support teachers to try new ideas that could improve outcomes for students.

There are over 30,000 pupils being educated at schools within **The Woodard Corporation**, and more than 2,500 staff employed. Schools and academies within the group are able to share best practice, receive teacher training and benefit from shared resources and expertise.

Bishop's Stortford College in Hertfordshire is a founding member of the **Bishop's Stortford Educational Trust**, which includes all but one of the town's secondary state and independent schools – with support from all local primary schools. The Trust is bidding to sponsor two new state primary schools and a state secondary school in the area to enhance education provision across the

community. The Trust also runs school-centred initial teacher training for graduates and career changers joining the teaching profession. Most importantly, Trust members see the initiative as one of a group of equal partners, working together for the mutual benefit of all staff and pupils.

The **York Independent State School Partnership**, an equal partnership of nine state and three independent schools, has been hailed nationally as an example of best practice in school partnership work. It was initiated in 2006 with the aim of sharing activities across all of the city's schools and has since provided over 7,500 opportunities for young people. Those involved contribute in different ways, bringing the best of both sectors to bear on every school. For example, the independent schools have provided Latin GCSE to students from state schools where it is not on the curriculum and, in 2016, a GCSE astronomy course was launched through the partnership for those passionate about the subject.



We will be sharing our model with other schools in other towns across the country as an example of good practice in state/independent cooperation. //

Jeremy Gladwin, headmaster of Bishop's Stortford College, speaking about the Bishop's Stortford Educational Trust at a meeting with the Secretary of State for Education, Rt Hon Damian Hinds MP



If someone were to ask what it is that makes York's independent and state school partnership work special I would say it is that we think differently. We are not blind to our differences but commit to work together despite our differences. //

Brian Crosby, chief executive of the **Hope Learning Trust** (a multi-academy trust) and a former state school headteacher



Free schools and sponsorship

ISC schools work hard to build upon existing partnership activity with state schools. This includes working with academies and free schools. Partnerships respond to local need and utilise the expertise available in individual schools. Only independent schools with the capacity and capability can take on partnerships of this scale.

In September 2017, the first cohort of A-level students started at **London Academy of Excellence (LAE) Tottenham**. Based on the success of **LAE Stratford**, the free school is supported by a number of independent schools, both financially and through teaching and learning initiatives. **Highgate School** in London is the lead sponsor but support is also shared with eight other schools including **Chigwell School** in Essex, **Haberdashers' Aske's Boys' School** in Hertfordshire, **Alleyn's School**, **Harrow School**, **John Lyon School**, **North London Collegiate School**, **St Dunstan's College** and **Mill Hill School** in London. The school prioritises students from five local 11-16 schools – at which more than half of pupils are eligible for free school meals. Sixty per cent of LAE Tottenham's first cohort of students come from the most disadvantaged postcodes in the country.

“Our independent school partnerships provide the resource, support and expertise to give local young people outstanding educational opportunities of a type which simply would not exist for them otherwise. I've no doubt that the educational outcomes of our first cohort and those in future will provide evidence of the life-changing impact that these partnerships can have.”

Jan Balon, headteacher of LAE Tottenham

Eton College in Windsor is the sole education sponsor of **Holyport College**, a non-selective, co-educational state boarding school. The pupils come from a wide range of backgrounds and specific provision is made for looked-after children, children on the edge of care and those from armed forces' families. Eton's role as sponsor is continually developing but has included curriculum and pastoral support, sharing facilities, mentoring and combined professional development sessions.

“Our partnership with Holyport is mutual and reciprocal: both schools gain in different ways from a relationship which grows ever closer.”

Tom Arbuthnott, director of outreach and partnership at Eton College and former chair of the Schools Together Group

Governance

There are more than 550 ISC schools whose staff serve as governors at state schools. School governors make strategic, financial and policy-based decisions which can have a lasting impact on the lives of pupils. Through governance partnerships, staff from both sectors are able to share best practice at leadership level to positively influence many thousands of children across the country.

Jesse Elzinga is headmaster of **Reading Blue Coat School** and former director of studies at **Harrow School**. At Harrow, he was a founding governor of **William Perkin Church of England High School** and, in his current post, is vice-chair of governors at **Sonning Church of England Primary School**. He said:

“As a governor, I have a platform through which I can help to improve opportunities and outcomes for a range of pupils. Working as a governor helps to raise awareness of local issues and pressures, it provides an opportunity to work with the local council, and it involves engagement with the wider community. Being a governor has helped form relationships between schools, paving the way for important new partnership projects.”

567

schools have members of staff serving as governors at state schools

Radley College became an educational partner of **Desborough Academy** in Maidenhead – in 2012. A relationship was established between Radley governors and the principal of Desborough and this underlies the success of the partnership as one of mutual trust. Partnership work includes sharing classes, training for school staff and heads of department, careers advice for students, and seconding teachers. In 2017,

Desborough’s exam results at KS4 and KS5 were the best in a decade and enrolment has grown hugely, from 597 in 2015 to 940 in 2018-19. The transition of Desborough from a stand-alone academy in May 2018 is a reflection not only of the strength of senior leadership and teachers at Desborough, but the ongoing support of Radley College.

Harris Westminster Sixth Form opened in 2014 to provide an education for bright teenagers, particularly those from deprived backgrounds. The sixth form is a collaboration between the **Harris Federation** and **Westminster School** and benefits from shared governance. There is much cross-collaboration between the two: pupils from Harris study certain A-level subjects at Westminster, in combined sets, and teachers from Westminster School routinely teach at Harris. A number of Harris Westminster’s governors are appointed through Westminster School.

Transforming the lives of disadvantaged children

Alongside extensive partnership work, many independent boarding schools are helping change the lives of disadvantaged and looked-after children for the better.

The Royal National Children's SpringBoard Foundation (Royal SpringBoard), the result of a merger between the Royal National Children's Foundation (RNCF) and the SpringBoard Bursary Foundation, provides life-transforming bursaries to vulnerable and disadvantaged children from across the UK.

“Royal SpringBoard now has just shy of 500 children on fully-funded bursaries placed in over 100 state and independent boarding schools. Our ambition over the next five years is to double this number. The previous year has been one dominated by managing the integration of the two merged charities, a process which is now complete. It is now possible for a child to be referred to us through a community group and by a parent, school or carer. We have been delighted with the success of the pupils. Our SpringBoard independent impact assessment research has continued to report extremely positive outcomes, academically, personally and socially. It is always invidious to select a few case studies but the SpringBoard student who gained a first class degree in medicine and the care leaver who has embarked on a PGCE course are heart-warming, but by no means unique, examples of the success of our programme. The future is exciting, particularly in relation to the work we do with looked-after children and vulnerable children on the edge of care.”

Ian Davenport, chief executive of Royal SpringBoard

Boarding School Partnerships was launched in 2017, with the objective of helping local authorities access transformational boarding school places for vulnerable young people in and on the edge of their care. The initiative is a DfE-funded collaboration with the Welsh Government, boarding schools, charities and local authorities. Half of local authorities in England and Wales have already used its website:

www.boardingschoolpartnerships.org.uk

Earlier this year, it published research into the outcomes of 52 vulnerable young people funded in boarding schools over the past 10 years by Norfolk County Council. The research, validated by the UCL Institute of Education,

revealed the positive impact boarding placements can have for the right young person, in the right school, at the right time.

Boarding School Partnerships also launched a “Partnership Bursaries” scheme under which more than 60 boarding schools are now committed to offering 40% long-term bursaries for local authority placements.

“We are determined to do even more in our second year. We want to help many more local authorities get to know about this initiative, matching them with suitably located boarding schools in order to help even more disadvantaged children.”

Colin Morrison, chair of Boarding School Partnerships



*"After a childhood full of family problems, moving around and bad school attendance, the RNCf helped me see life in a whole different way by finding me a place at **Roedean School** in Sussex as a weekly boarder, helping me to gain control of myself and my future choices. I would wish nothing more than for other children, who are in difficult situations like I was in, to also be lucky enough to benefit from this life-changing help."*

A teenager from a disadvantaged background reflecting on the help she received to get a boarding school place.



1,137 SCH

The majority of ISC schools form partnerships with state schools to provide learning opportunities for all involved; 86% of schools are involved in such partnerships. Partnership activity takes a variety of forms, ¹⁰ from academy sponsorship to seconding teaching staff to serving as governors at state schools. ISC schools view partnerships as having wide-ranging benefits for pupils and teachers from both sectors.



SPORT 1,020

- 892** Play sporting fixtures with or against state schools
- 606** Host joint sporting events
- 368** Invite pupils to attend coaching sessions
- 304** Share swimming pool
- 339** Share sports fields
- 216** Share astroturf
- 210** Share sports centre
- 196** Share other sports facilities (e.g. tennis courts)
- 88** Second coaching staff

ACADEMIC 904



179 Help schools to prepare A-level students for entry to higher education

Second teaching staff **156**

226 Share classrooms

Invite pupils to attend lessons, workshops or other educational events **75**

678 Share knowledge skills and experience

Work together to improve the quality of teaching and learning for pupils **39**



TOOLS IN PARTNERSHIP WITH STATE SCHOOLS



Visit www.isc.co.uk for more details

MUSIC **624**

318 Host joint musical events

Invite pupils to attend music lessons or performances **450**

54 Second teaching staff

DRAMA
605



478 Invite pupils to attend drama classes or performances

242 Share concert hall/theatre

150 Host joint drama events

79 Share dance studio

20 Second teaching staff

11

Partner with state schools for Combined Cadet Force **72**

Academy partnership (sponsorship or federation) **102**

Partner for various art projects such as hosting exhibitions, running art classes (e.g. life drawing and pottery) **194**

Have members of staff serving as governors at state schools **567**

OTHER
939

269 Partner for other extra-curricular activities (e.g. chess clubs, socials and school trips)

257 Second pupils to schools (e.g. reading with younger pupils)

250 Partner with schools to host exams (e.g. music and drama exams)

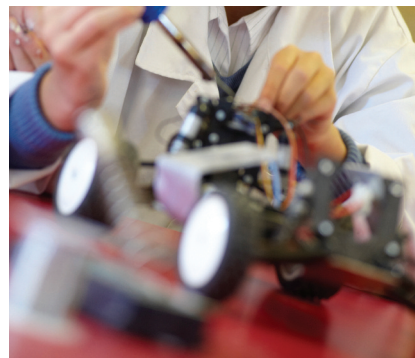
236 Partner for debating and public speaking clubs/events

4

00

“ Our academy community was delighted that their hard work and commitment was recognised by the [Ofsted] inspectors, who judged our academy to be outstanding in every area. The partnership with Alleyn’s this term certainly contributed to this fantastic outcome. ”

Jo Conduit, principal of **Harris Primary Academy East Dulwich**, commenting on her school’s partnership with **Alleyn’s School** which she links to their positive inspection result



Subject support and academic partnerships

Independent schools support the UK’s economic growth by promoting subjects that are strategically important for the nation’s skills base, such as science, technology, engineering and mathematics (STEM). ISC schools are fortunate to have more subject specialist teachers, especially in physics and maths. Through subject support partnerships, more pupils are given opportunities to study topics they may not have been offered otherwise.

St Mary’s School Cambridge works with a network of local secondary schools, including **St Bede’s Interchurch School, North Cambridge Academy, Parkside Federation** and **Trumpington Community College**, in a series of mutually beneficial projects. These include running an academic enrichment and university progression programme for girls from local state schools on free school meals. The school has also been running STEM enrichment days for over a decade to encourage and raise the aspirations of young women wanting to learn more about university options and careers in STEM.

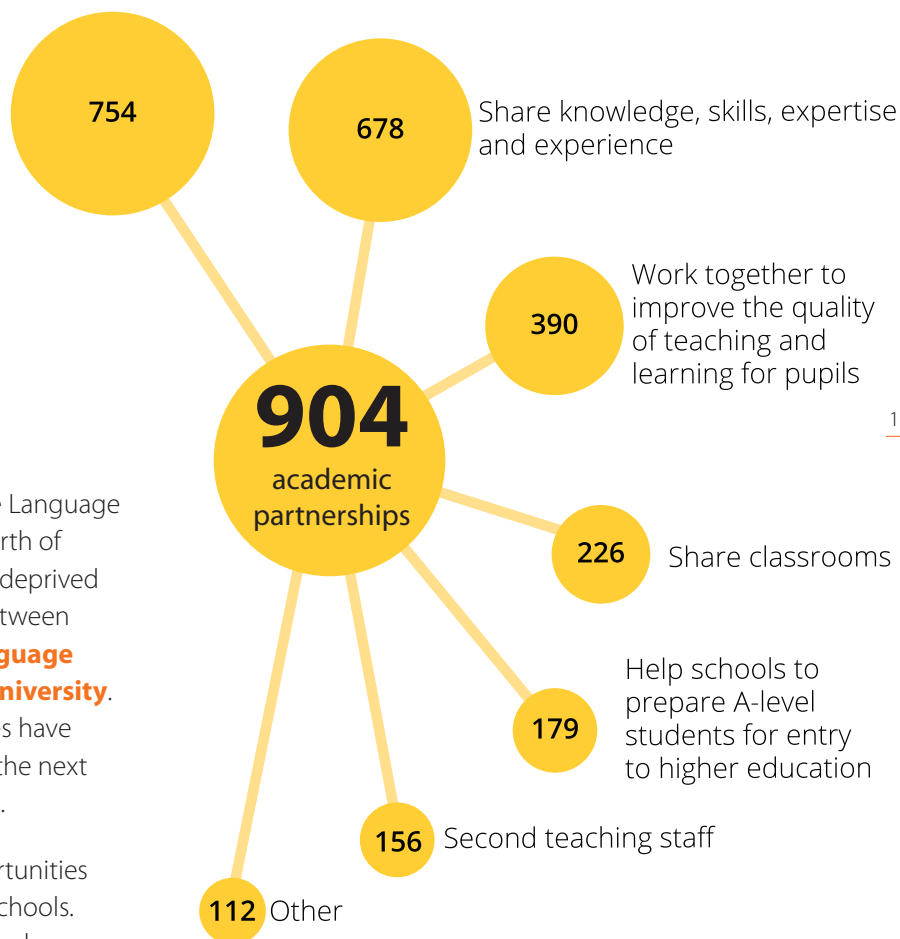
Over recent years, the take-up in modern foreign languages has declined, although entries in the independent sector tend to be higher than in the state sector. In a bid to expand the teaching and learning of

Invite pupils to attend lessons, workshops or other educational events



Mandarin Chinese, the Manchester Swire Chinese Language Centre was launched last year for pupils in the north of England – particularly those in some of the most deprived parts of the region. The centre is a partnership between **The Manchester Grammar School, Swire Language Foundation**, and **Manchester Metropolitan University**. Since participating in the project, three academies have introduced Mandarin into their curriculum. Over the next five years the aim is to recruit a further 10 schools.

In Swindon, Year 7 and 8 pupils are gaining opportunities to study topics not commonly available in state schools. A partnership between **Marlborough College** and **Swindon Academy** enables 100 young people to visit the College on a weekly basis throughout the year to undertake a Latin and classical civilisation programme.



Supporting those in need

From volunteering in local charity shops to fundraising for educational projects in deprived communities overseas, independent schools are keen to give something back. Taking part in charitable initiatives helps students understand the value of community spirit and the importance of helping those less fortunate. Almost every ISC school has fundraised for charities over the last year, raising an estimated £16m for good causes.

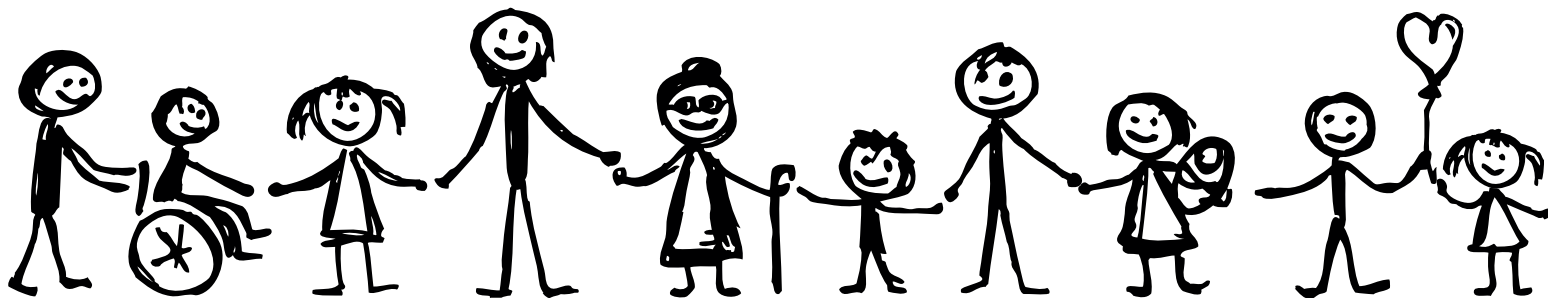
Every Monday during term time, pupils at **Harrow School** in London support their local community by volunteering at sheltered accommodation and day centres for older residents. Students also visit housebound residents to help with domestic chores, shopping and other jobs. In Liverpool, sixth formers at **Merchant Taylors' Boys' School** spend their Wednesday afternoons as volunteer workers in the area's charity shops. Pupils at **King's High School Warwick** work with a charity called Kissing it Better, which supports patients and their carers within hospitals and care homes. Girls make weekly visits to these settings to read, sing, play music and socialise with patients and residents.

It is not just communities across the UK that are the focus of schools' charitable work. **Dean Close School** in Cheltenham has partnered with **Nyakatukura Memorial Secondary School** in Uganda since 2005. Dean Close pupils plan fundraising events, the proceeds of which help fund the education of children, many of whom are orphans, in the Ibanda District. The school also arranges staff and student visits biennially, bringing with them

educational equipment such as text books, sports gear, musical instruments and computers. This partnership has had a marked impact on the whole of Ibanda town.

Caterham School in Surrey is aiming to expand its partnership and support of schools and charities overseas. The school community already raises funds for – and arranges trips to support – Lerang'wa Primary School in Tanzania, Kumbaradi School in India, Casa Xalteva in Granada, and has become involved with an educational project in Romania, which educates the Roma.

Cheltenham College, which spent more than £83,000 on its partnership projects across 2017-18, provides sporting opportunities to young Afghan asylum seekers through the Refugee Cricket Project. This initiative – a charitable offshoot of the Refugee Council – sees youngsters take part in weekly training sessions before going on a week-long tour to Gloucestershire. During the tour, they stay in one of Cheltenham's boarding houses and benefit from free kit, equipment, facilities and transport. College pupils support the project by taking the lead in arranging fixtures.



Pupils helping pupils

An important aspect of school partnerships is engagement and collaboration between pupils. Through many different schemes, particularly peer mentoring and team-based initiatives, pupils from all sectors learn new skills, develop talent, form friendships and become more confident.

Oldham Hulme Grammar School in Manchester has worked with staff and students at **Skipton Girls' High School** to set up a peer mentoring scheme, through which young people can talk about difficult issues such as healthy body image and self-esteem. The partnership takes place in the Oldham opportunity area, which is one of 12 areas selected by the DfE as part of a bid to improve social mobility. The collaboration has not only benefitted students, it has also helped teachers and staff to gain a better understanding of their pupils' concerns. As part of the initiative, students from Oldham Hulme have launched a phone app called 'tootoot', which lets young people send messages anonymously to trained mentors about any issues they have. Student mentors can then message back advice and guidance under the supervision of staff.

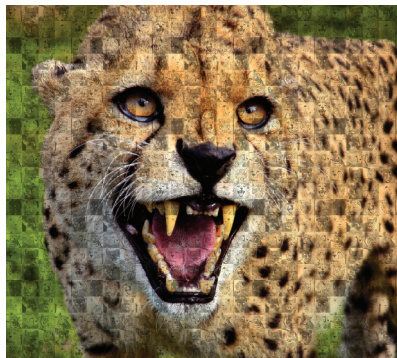
In Leicestershire, **Dixie Grammar School** pupils are trained to act as readers at local state school, **Maplewell Hall School**. These students read aloud question papers to pupils whose specific needs require this support.

Students at Dixie Grammar learn a range of new skills through the partnership, which also helps Maplewell to expand its GCSE curriculum and examination entries.

Every Friday, a group of sixth form mathematicians from **King's College School, Wimbledon** travel to **Ricards Lodge High School** to assist Year 11 and Year 10 girls in their preparation for GCSE maths, both foundation and higher tier. Maths lessons are also given to Year 7 pupils. King's sixth formers also teach a science course for gifted and talented Year 8 pupils from Ricards Lodge, using the labs at King's. Pupils from both schools take part in an annual theatre production involving children from seven local schools. The partnerships help build strong relationships between all those taking part, while also improving educational experiences.

New friendships are blossoming in Derby, where primary school pupils from **Old Vicarage School** and **Walter Evans Church of England Aided Primary School** have formed the Darley Abbey Choir – a combined schools singing and signing (British Sign Language) choir. Participants are planning a charity recording, possible choir tour and some further public performances, having recently performed in front of a crowd of more than 30,000 people in the city.

There are over **600** drama partnerships taking place between state and independent schools



Widening participation in the arts

Creative subjects are becoming increasingly vulnerable, especially in the state sector, with the number of pupils taking some arts subjects at GCSE suffering a decline over the last five years. Independent schools across the UK are working with state school colleagues to widen access to the arts so that more pupils can continue to benefit.

The Grammar School at Leeds delivers after-school drama workshops with Harrogate Theatre in a number of state primary schools, enabling nine and 10-year-olds to write their own scripts, manage a production and, ultimately, stage a performance at the theatre itself. Inspired by the success of the project, the school has extended its partnership with Harrogate Theatre to provide greater opportunities to looked-after children.

The Royal Grammar School (RGS) Guildford decided to help tackle a fall in the number of pupils learning string instruments by establishing a partnership project to encourage more young people to learn the violin and cello. Over the past 10 years the school's String Scheme has grown and, currently, engages 180 Year 4 children per week across three state schools. As the scheme matures further, it is expected to support 270 children each week. The RGS String Scheme was significantly enhanced through partnerships with the Investec International Music Festival, the Community Foundation for Surrey and the Southern Pro Musica Orchestra.

“At a time when funding of the arts is being reduced, it has never been more important to enable young people to witness first-hand the wonders of the theatre and also experience the thrill of appearing on stage. It's been wonderful to see the transformation in the children. They may start the programme barely able to speak out loud but by the end are able to recite a paragraph of prose in a real theatre in front of an audience.”

Sue Woodroffe, principal of the Grammar School at Leeds

Celebrating sport

More than 1,000 ISC schools are involved in sporting partnerships, all of which create opportunities for children and young people to get active, unlock talent and meet new people.

In Devon, **Mount Kelly** has partnered with **Tavistock College** to open up sporting opportunities to the entire community. The Mount Kelly Swimming Centre gives local groups access to an eight-lane, 50m Olympic-size swimming pool, and its swimming club now has more than 2,250 members. The partnership has also seen Mount Kelly invest £100,000 in extensive athletics facilities at Tavistock College, which are used by both schools and by the local community. The schools are shortly to sign a memorandum of understanding, which will commit them to closer cooperation in teaching and learning, extra-curricular programmes and staff development.

Young disabled athletes who are part of **The Football Association (FA) Disability Talent Hub** have been able to train throughout the season at **Hampton School** in London. In addition to sharing many of its sporting facilities with other schools and groups, Hampton has made its all-weather sports pitch and sports hall available at weekends as a training base for young footballers on the FA programme who are visually impaired, deaf or have cerebral palsy.



Norwich School runs a sports outreach programme that enables its specialist teachers to work closely with local primary schools. This project has already reached hundreds of pupils at several of the area's schools. As part of the programme, Norwich School hosts a series of events to which teams from across the county attend, such as netball, rugby and hockey tournaments. In addition, the school launched the Young Norfolk Sports Academy in 2014 which provides expert support and education for the county's most promising athletes aged 15-18. The programme started with 15 pupils and now includes 32 from state and independent schools across Norfolk.

“We have been made to feel so welcome and having the backing of the school has made a significant difference to what we are able to offer the players within the FA programme. It is unquestionably the best venue in the country being used within the talent programme. I hope that going forwards we can continue to further this partnership, which is supporting some of the best disability footballers in the region.”

Jon Whittingham, lead officer at The FA Disability Talent Hub

Higher education



In a drive to improve social mobility across the country, independent schools are offering higher education support to state school pupils, so that more students with a desire to continue learning are equipped with the knowledge and skills needed to secure a place at their preferred university.

Sevenoaks School, Tonbridge School and **Benenden School** participate in the **Kent Academies Network** University Access Programme which started in 2013. It aims to raise academic and career aspiration among young people at six Kent academies, particularly those with no family background of university education. The scheme, funded by **The Sutton Trust**, the **Garfield Weston Foundation**, **Accelerate** and **Access Foundation** and now the **Sevenoaks School Foundation**, offers a week-long residential course during the Easter and summer holidays. Teachers help pupils strengthen their knowledge of core subjects, explore new subjects, develop their abilities to debate, research and think critically and make applications to university.

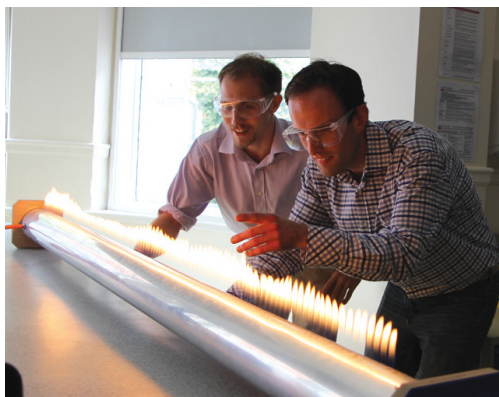
IntoUniversity began in 2002 as a homework club in North Kensington. There are now 27 learning centres

across the country, with ambitious plans to expand the provision further. The programme provides children and young people from disadvantaged backgrounds with the help that many children receive as a matter of course.

The North Islington Centre is sponsored in part by **Westminster School, Eton College, St Paul's Girls' School** and **City of London School for Boys**.

Newcastle High School for Girls GDST offers university application and Oxbridge preparation support to pupils at **Whitburn Church of England Academy** in Sunderland. This year, for the first time in its history, a student at the academy successfully secured a place at the University of Cambridge.

St Mary's Calne in Wiltshire offers a university outreach programme to local state school pupils, so all pupils are given the same opportunities with regard to Oxbridge, medicine and veterinary university applications. There are seven local schools involved in the programme every year and this number continues to rise.



“It is essential that we encourage more science and maths graduates into teacher training so that future generations will be inspired to enter the technology sector.”

Caroline Jordan, headmistress of Headington School and vice-chair of ISC

Teacher training

ISC schools are contributing to teacher training by working alongside state schools to share skills and experience. The independent sector has been working to develop national schemes including school-centred initial teacher training (SCITT). The shortage of modern languages, maths and physics teachers in England means that the introduction of SCITT initiatives are more important than ever in supporting the training of good teachers.

With the aim of addressing key teaching skills shortages, state and independent schools have come together to run the **National Mathematics and Physics SCITT**. The lead school, **Wycombe High School**, works at the heart of the SCITT in partnership with **Headington School** in Oxford, which hosts the SCITT's central physics hub. Trainees benefit from the school's subject expertise and use the

school's classrooms and laboratories, accommodation and catering facilities. There are currently 16 independent and state schools ready to host trainee maths and physics teachers as part of the SCITT. Other independent schools involved include **Bolton School** (both girls' and boys' divisions) and **Dulwich College**.

In September 2017, **Silverdale School** in Sheffield, **Sheffield Hallam University**, **Dulwich College**, alongside the **Southwark Schools Learning Partnership**, and **Bolton School** (both girls' and boys' divisions) set up a **National Modern Foreign Language SCITT** to help tackle the national shortage of language teachers. The SCITT has increased to almost 40 trainees this year and has hubs in Bolton, Sheffield and London.

“Our SCITT trainees have access to the best schools in England. The programme uniquely focuses on specialist maths and physics content unlike other training routes. Crucially, the training is led by the very best teachers in the state and independent sectors who work collaboratively to deliver gold standard training.”

Sharon Cromie, headteacher of Wycombe High School

Independent schools and their value to the UK economy

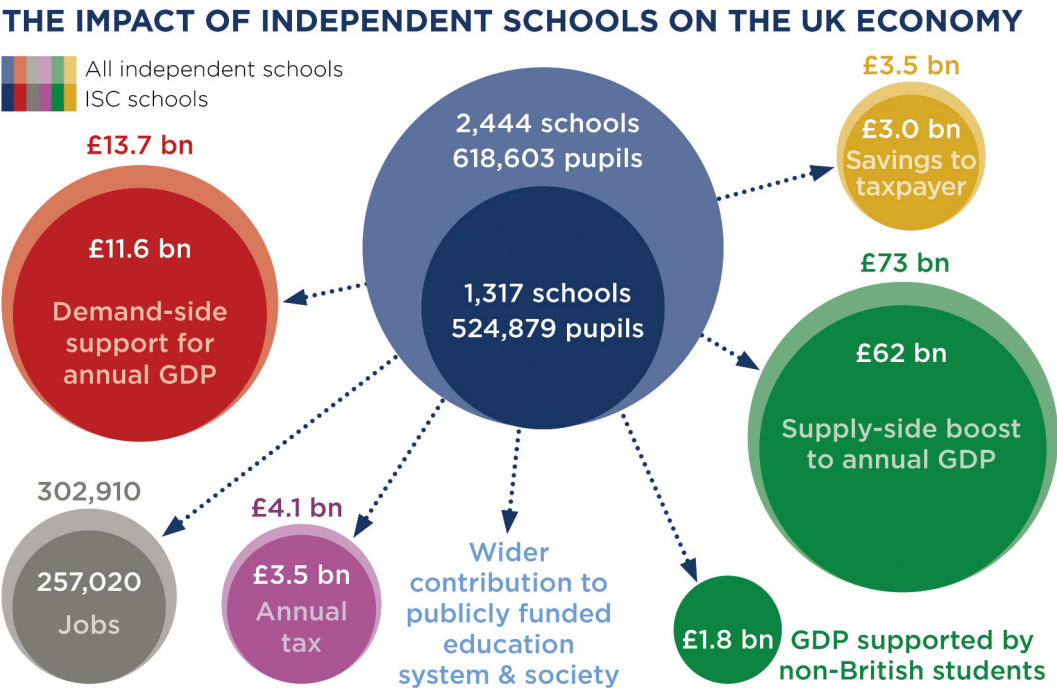
ISC schools **save the taxpayer £3 billion every year** by providing places for pupils who could otherwise be expected to take up a place in the state-funded sector. This is enough to build 20,000 affordable homes. The savings for all UK independent schools is even higher, at **£3.5 billion**.

While it is widely understood that independent schools provide a high quality, well-rounded education, it is important to also acknowledge the significant contribution they make to the UK economy.

In a report entitled '*The Impact of Independent Schools on the UK Economy*', a team of analysts at Oxford Economics established that, in 2017 alone, the contribution of all independent schools to UK GDP totalled **£13.7 billion**. **This supported 303,000 jobs and generated £4.12 billion in tax revenues.**

ISC schools supported 257,000 jobs, which is similar to the total number of jobs across Liverpool. The total tax impact of ISC schools would have been sufficient to fund the annual employment of 108,000 nurses on average full-time pay. The report also shows that for every four jobs in our schools, a further three are supported elsewhere in the UK; the provision of a first class education by UK-based schools to international pupils can make a significant contribution to the UK's 'soft power' in the international relations field; and ISC schools promote a bias towards science, maths and other subjects demanded by employers.

The research was commissioned by the ISC, and is supported by RSAcademics. The full report is available to read in full at www.isc.co.uk/research.



An independent school education for families from all walks of life

Schools provide fee assistance to enable families from all backgrounds to access an independent education. The total value of means-tested bursaries and scholarships provided by schools has **increased by nearly £140m since 2011 and in 2017-18 stood at £400m.**

Of the Year 7 pupils starting at **Christ's Hospital School** in West Sussex this year, over 85% are on a means-tested bursary and more than 20% of these pupils are receiving a fully paid place. At **James Allen's Girls' School** in London, 20% of Year 7 pupils are on bursaries – equivalent to a full class. Over 80% of all their fees will be covered by the bursaries and many families will pay nothing at all.

Five per cent of students at **Westminster School** are on full bursaries. Westminster has launched a campaign to go needs-blind and will be directing income from schools that will be set up overseas to fund bursaries for disadvantaged students in the UK – an approach shared by other independent schools. Another example is **Wellington College** in Berkshire which has launched an ambitious campaign to extend bursaries to 50% of students.

ISC schools do everything they can to offer help with fees. Independent schools across London have united to raise awareness about bursaries, creating the website www.feeassistancelondonschools.org.uk. David Goodhew, chair of the London Fee Assistance Consortium and head of **Latymer Upper School** – where one in eight pupils receives a means-tested bursary and 7% of pupils are on free places – said: *"The perception that independent schools are inaccessible to anyone who isn't posh or wealthy can, unfortunately, prevent families from applying. Encouraging a wider and more diverse pool of applicants will help young people and improve social mobility."*

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*My mum often tells me that the day I got accepted into **Reed's School** in Surrey was the day she won the lottery. And while for years I thought she was referring to money, I have realised as I have gotten older, that she was in fact referring to fortune. And this certainly resonates with the ethos at Reed's, and the words of its founder 'a good education is a fortune a child can never spend' //*

Alesya C, a former bursary pupil who experienced poverty and family dysfunction before boarding at Reed's and going on to get a first class honours degree from the University of Exeter

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I have always been really happy here and I have never worried at all about fitting in. Pupils come from all different types of families and I feel that I am accepted for who I am. Having a bursary has definitely made a difference to me and my prospects. //

A bursary pupil at **Chigwell School** in Essex who is now studying at a Russell Group university



Constituent Associations

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

Affiliate Associations

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

Independent Schools Council
First Floor, 27 Queen Anne's Gate, London SW1H 9BU
020 7766 7070

www.isc.co.uk



Schools Together

www.schoolstogether.org

Celebrating and encouraging partnership projects

Schools have been engaged in partnerships for many years. The main motivation is a desire to collaborate with other schools in the local community for mutual benefit. The Schools Together website demonstrates the excellent work that is already going on and helps and inspires more schools to get involved.

Schools can register to add partnerships: www.schoolstogether.org/register
Contact: team@schoolstogether.org