Persistent deprivation and internal constraints: Analysis and policy interventions-

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Why educational equity?

• Gap between those from high and low income families starts early and opens up during schooling:
  - Pre-birth
  - By 22 months differences in cognitive skills (Feinstein, 2003)
  - Primary and secondary school
  - Higher education participation and completion

• Moral argument- social justice, social mobility

• Economic argument- poorly educated society cost more
• Systems have untapped capacity to improve themselves

• There is a need to further strengthen leadership and collaboration *within, between* and *beyond* schools

• Detailed analysis of context and collaborative enquiry can be used to bring a critical edge to new practice and arrangements

• Improvement efforts are more likely to be successful if they are locally owned fit the specific context

• Some co-ordination of effort is needed to optimise improvement efforts

• A rethinking of roles and responsibilities is required—This requires leadership at all levels in the system
Within-school improvement

- Unrelenting commitment to CPD and enquiry-based approaches
- Ensuring high expectations and strong cultural norms
- Use of data to inform decision-making
- Rigorous self-review and accountability mechanisms
- Focus on spreading leadership and leadership development
- Combining short-term tactical agendas with longer-term strategic agendas

Research: Principles of within-school improvement

(Louis and Miles, 1985; Potter, Reynolds and Chapman, 2001; Muijs, Harris, Chapman, Stoll and Russ, 2004; Chapman 2006)
The impact of leadership activities on student outcomes

1. Establishing Goals and Expectations
   Effect Size: 0.42

2. Resourcing Strategically
   Effect Size: 0.31

3. Planning, Coordinating and Evaluating Teaching and the Curriculum
   Effect Size: 0.42

4. Promoting and Participating in Teacher Learning and Development
   Effect Size: 0.84

5. Ensuring an Orderly and Supportive Environment
   Effect Size: 0.27

Between-school improvement

Supporting career progression and succession planning

Promoting collaborative enquiry-based approaches to professional learning

Facilitating co-ordination of effort to enhance collective will

Providing in-house tailored support for schools facing greater challenges

Moving of key staff between organisations to share expertise

Achieving economies of scale

Research: Principles of between-school improvement

(Chapman and Allen, 2006; Ainscow and West, 2006; Chapman and Fullan 2007; Chapman and Muijs, 2014; Ainscow, 2015; Chapman 2015)
Improving student outcomes in federations

- GCSE performance in federations is significantly higher than in non-federated counterparts

- Lag-time of two to four years between formation of the federation and when their performance overtakes their non-federated counterparts

- There is a positive impact on student attainment in both the higher and lower attaining schools in the federation

- Secondary school federations outperform collaboratives.

- There is no relationship between federation and Ofsted judgments (grades)

- There is no evidence of differential impact on students from different socio-economic settings, differences in gender or with special educational needs
Collaboration regarding new or innovative approaches

Pink = Primary 1
Green = Primary 2
Black = LA
Blue = HT

Attainment Advisor central to facilitating and brokering the collaboration

(Chapman et al., 2015)
Beyond-school improvement

Coordinated approach to public service provision

Pipe-line of support across transition stages

Area-based focus including detailed analysis of situation

Open and reliable channels of communication combined with speedy access to resources

Autonomous localised governance and funding

Improving outcomes beyond school improvement

(H CZ, 2010; Cummings, Dyson and Todd, 2011; Save the Children 2012)
Beyond schools-
Investing in Children’s zones?

- Children’s zones should be developed in disadvantaged areas
- Children’s zones should plan the doubly holistic, cradle-to-career pipeline of support that every child needs
- The development of children’s zones should be locally driven so that they match local circumstances
- Zones should develop governance and leadership structures that ensure a degree of autonomy to enable them to respond to local circumstances
- Government should facilitate the development of a small number of pilot zones
- Pilot zones should be offered access to technical support, the opportunity to network with each other, and high-quality evaluation
- Pilot zones should be encouraged to develop sustainable resourcing models

(Dyson et al., 2012: 7)
Scottish schools will get the London look

But critics fear cutbacks may hamstring £100m attainment drive

“It is important we learn not just from good practice here in Scotland but also from elsewhere in the UK and overseas, to find ways of working that have the greatest impact,” Ms Sturgeon said. “I have been particularly impressed with the results of the London Challenge in transforming school performance in that city and so, while not all of it will be appropriate to Scottish circumstances, we will draw heavily on it in developing our own Attainment Challenge.”

TESS Friday 13th February 2015
Policy Context

Strong political commitment to closing the “attainment gap”

- **Significant investment of resources** - £100m over 4 years
- **Policy borrowing and adaptation** - Evidence vs charisma
- **Challenge of capacity and capability** - Context of financial austerity
- **OECD Review** - Boldness, Narrative, ‘The middle’. Evidence and data
Targeted specific and additional intervention to narrow the attainment gap in the local authority areas with largest concentrations of deprivation

Targeted specific and additional intervention to narrow the attainment gap for schools with significant proportions of pupils living in deprivation

Support available across Scotland for raising outcomes and narrowing the attainment gap across all schools
System coherence is achieved through three deeply interrelated factors:

- **an uplifting agenda that is based on the moral imperative of raising the bar and closing the gap for all children while focusing in a small number of ambitious goals.**

- **purposeful vertical and lateral interaction that develops capacity, disseminates good ideas, and builds a shared sense of purpose and know how.** System coherence is a shared mindset among the vast majority of members that can only be achieved through continuous interaction, improvement and sharing.

- **different policies and units at the state level must consciously and deliberately serve the same integrated purpose.**

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