



Persistent deprivation and internal constraints: Analysis and policy interventions-

Professor Chris Chapman

Senior Academic Advisor to Scottish Government
Attainment Challenge

chris.chapman@glasgow.ac.uk



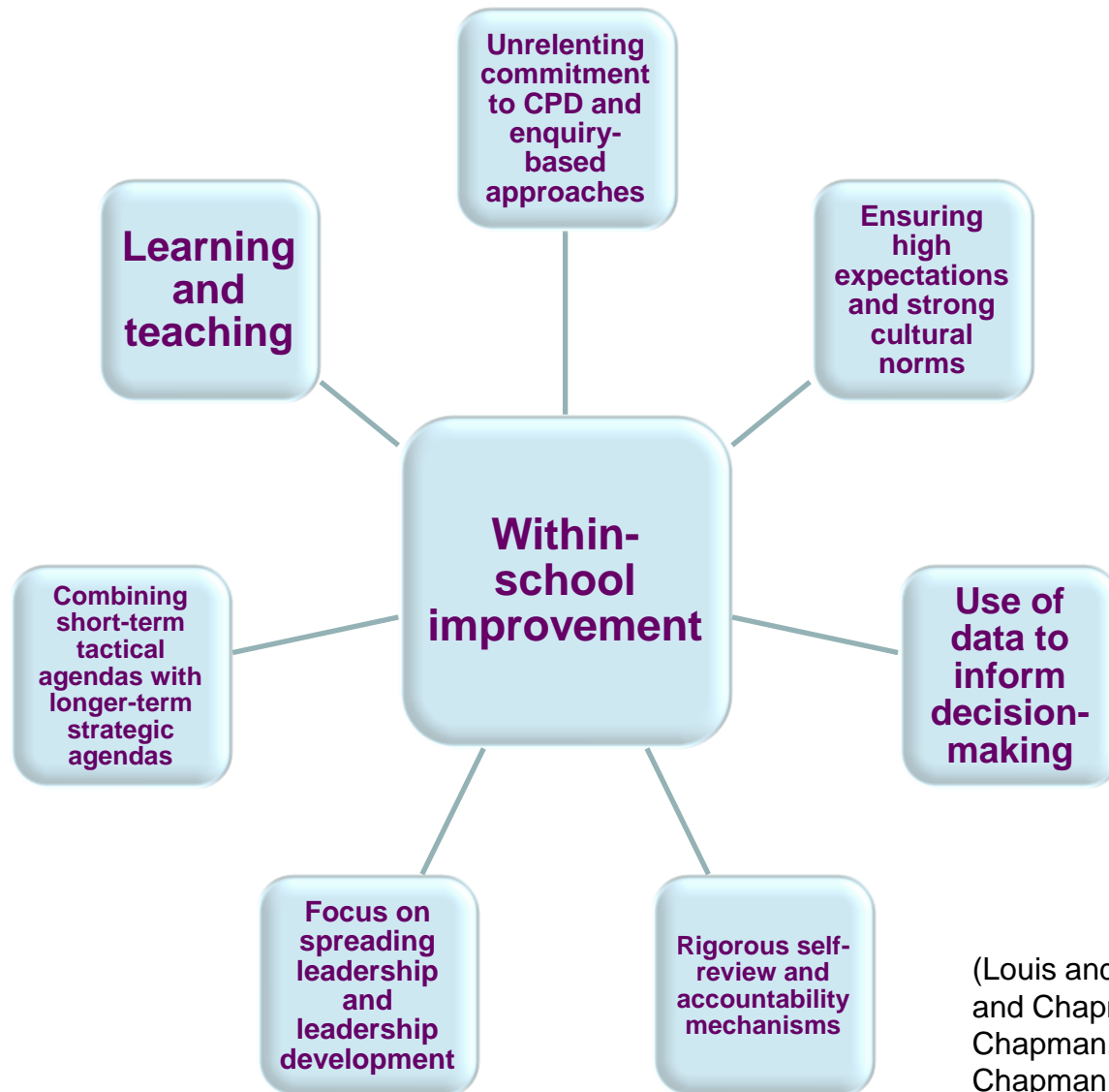


Why educational equity?

- 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



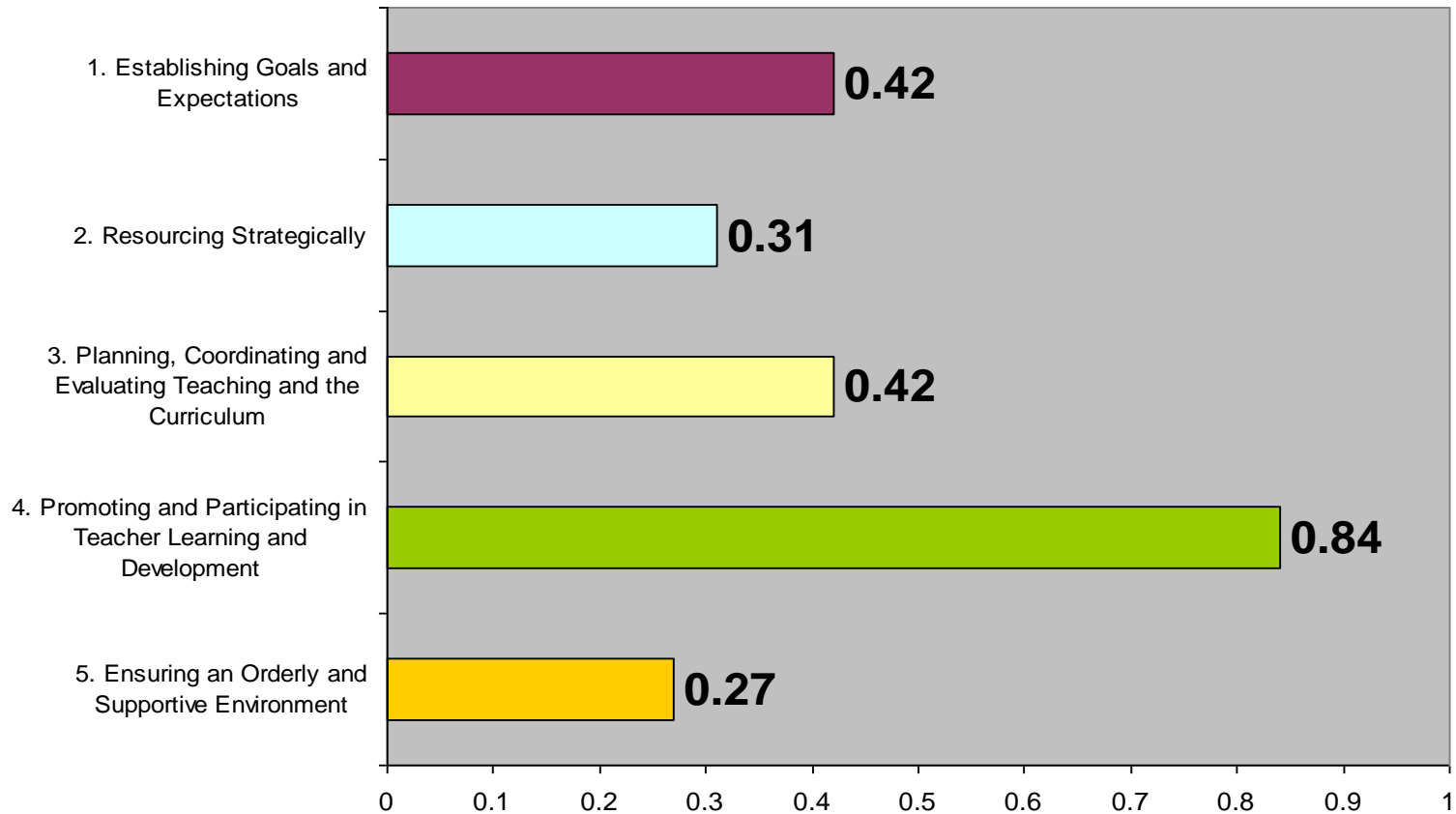
- Systems have untapped capacity to improve themselves
- There is a need to further strengthen leadership and collaboration *within*, *between* and *beyond* schools
- Detailed analysis of context and collaborative enquiry can be used to bring a critical edge to new practice and arrangements
- Improvement 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**



(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

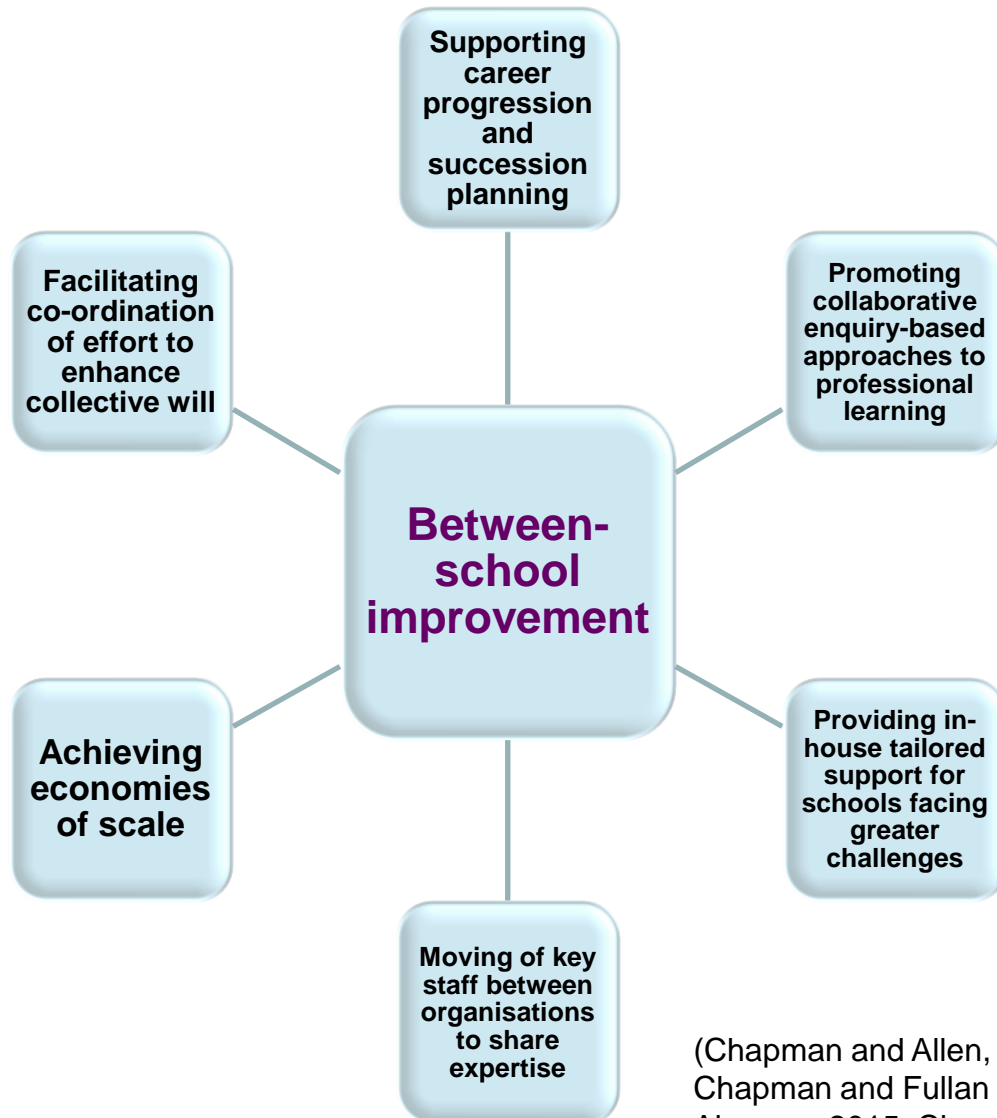


Robinson, V., Hohepa, M. and Lloyd, C. (2009), School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration, Wellington: New Zealand Ministry of Education.

Effect Size



Research: Principles of between- school improvement

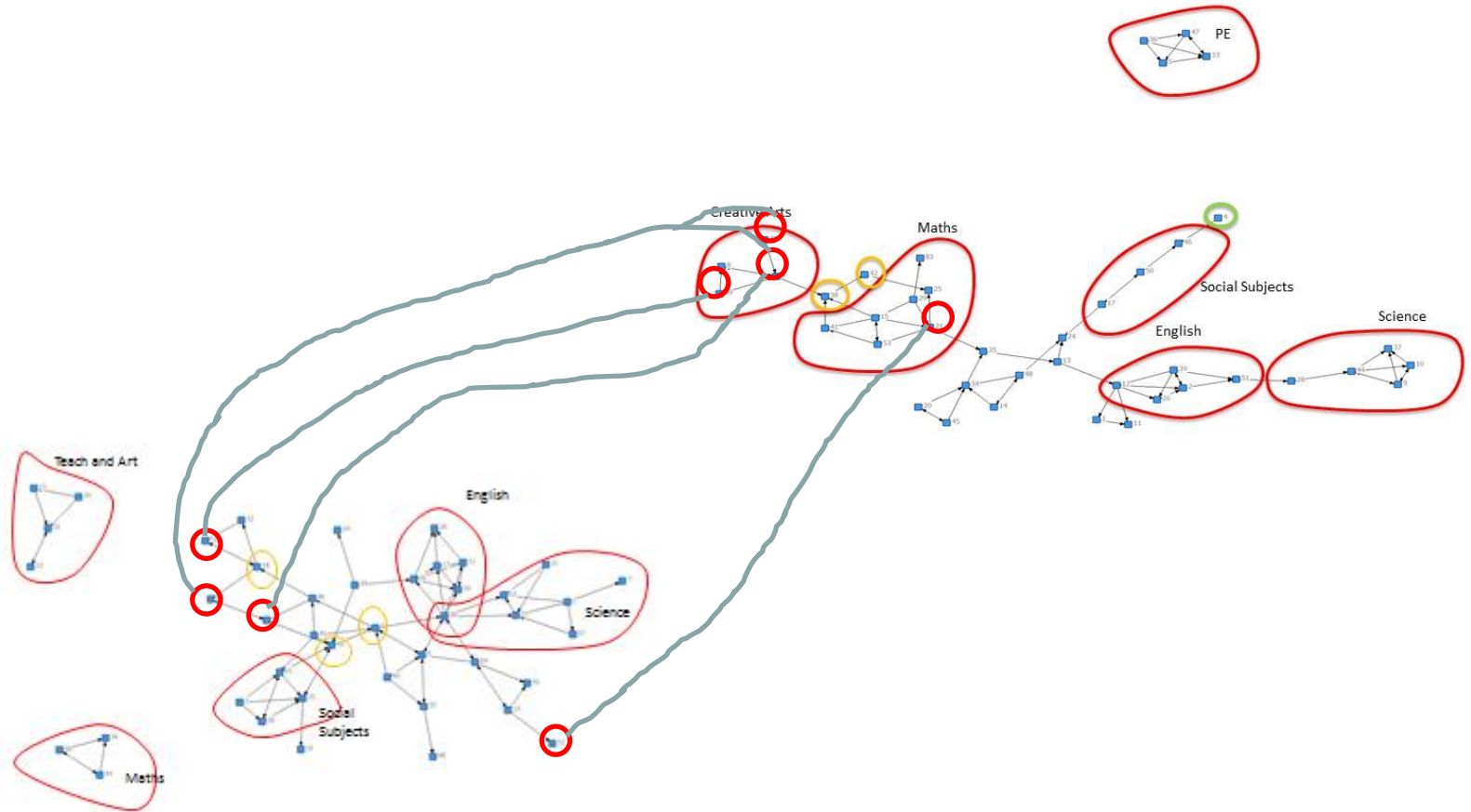


(Chapman and Allen, 2006; Ainscow and West, 2006; Chapman and Fullan 2007; Chapman and Muijs, 2014; Ainscow, 2015; Chapman 2015)



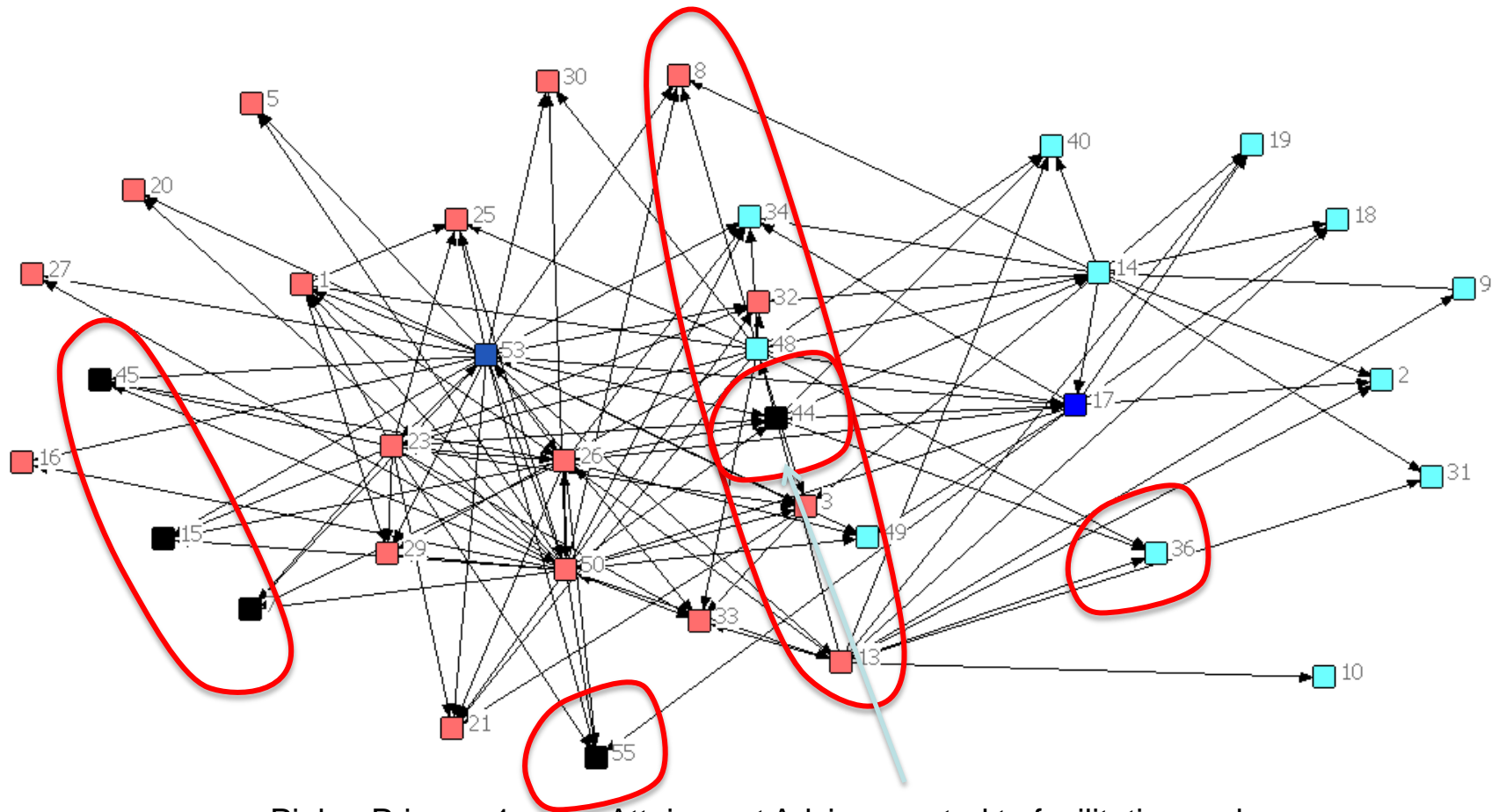
Improving student outcomes in federations

- 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



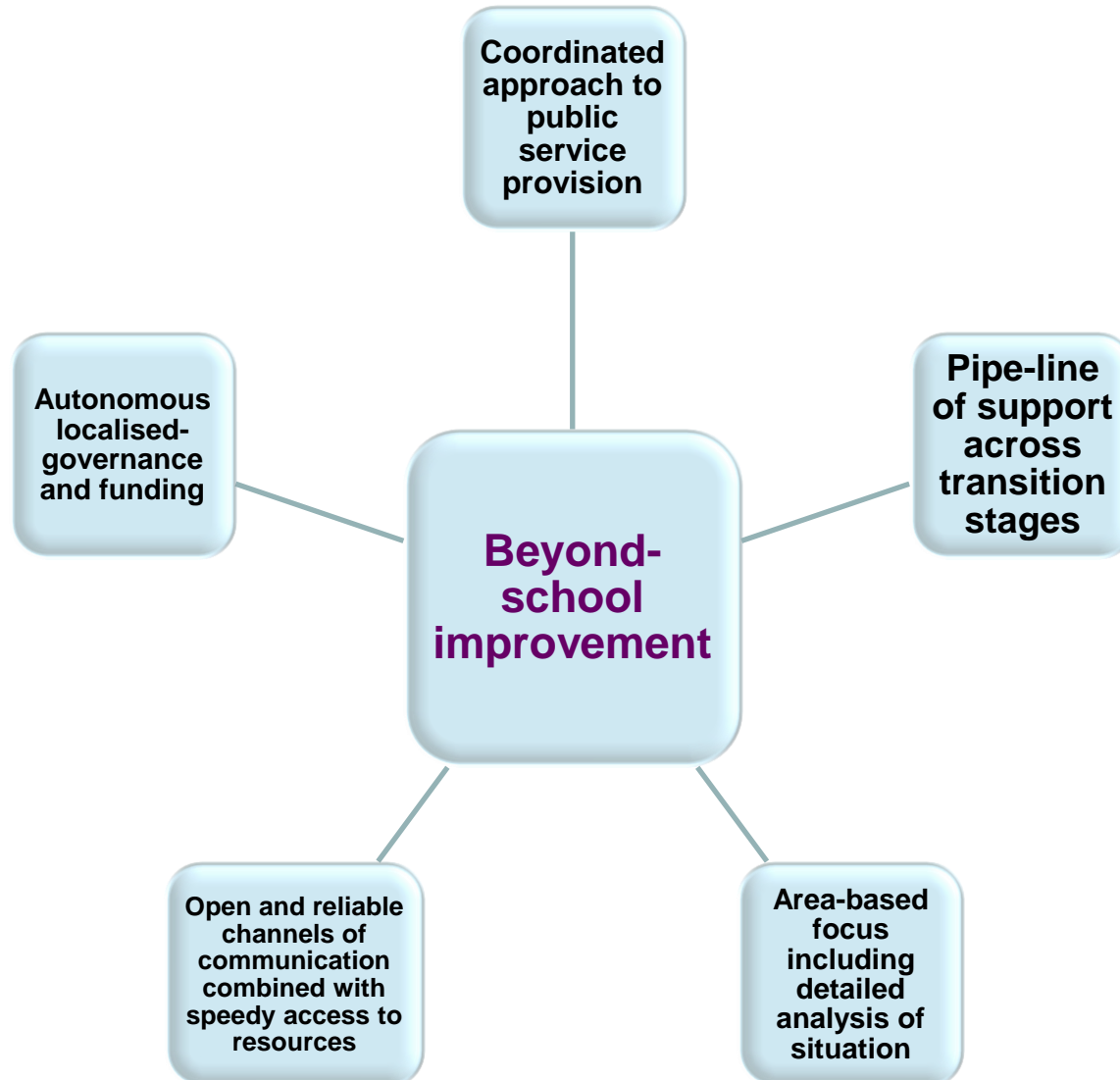
Pink = Primary 1
Green = Primary 2
Black = LA
Blue = HT

Attainment Advisor central to facilitating and brokering the collaboration

(Chapman et al., 2015)



Improving outcomes beyond school improvement



(HCZ, 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



Scottish schools will get the London look

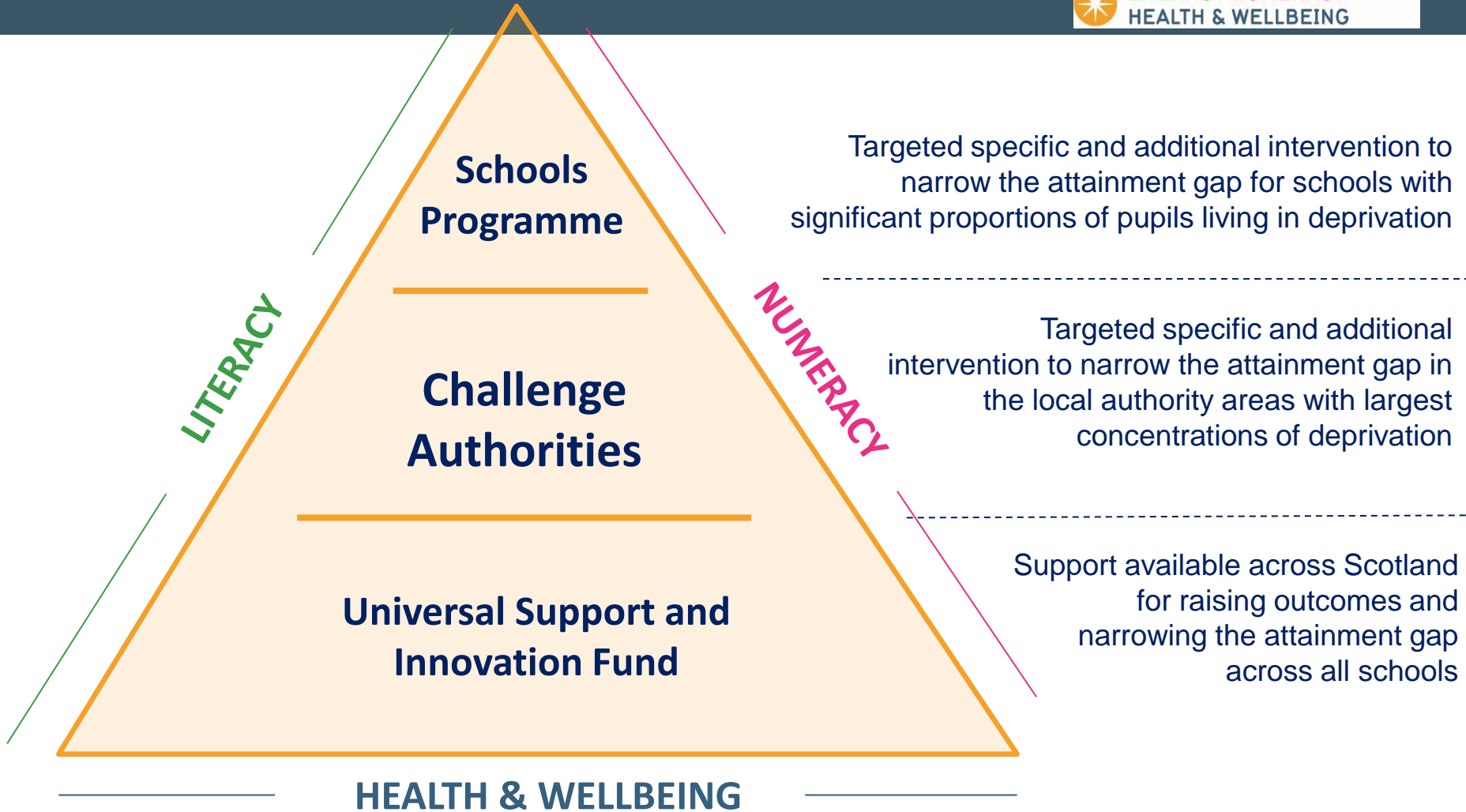
But critics fear cutbacks may hamstring £100m attainment drive

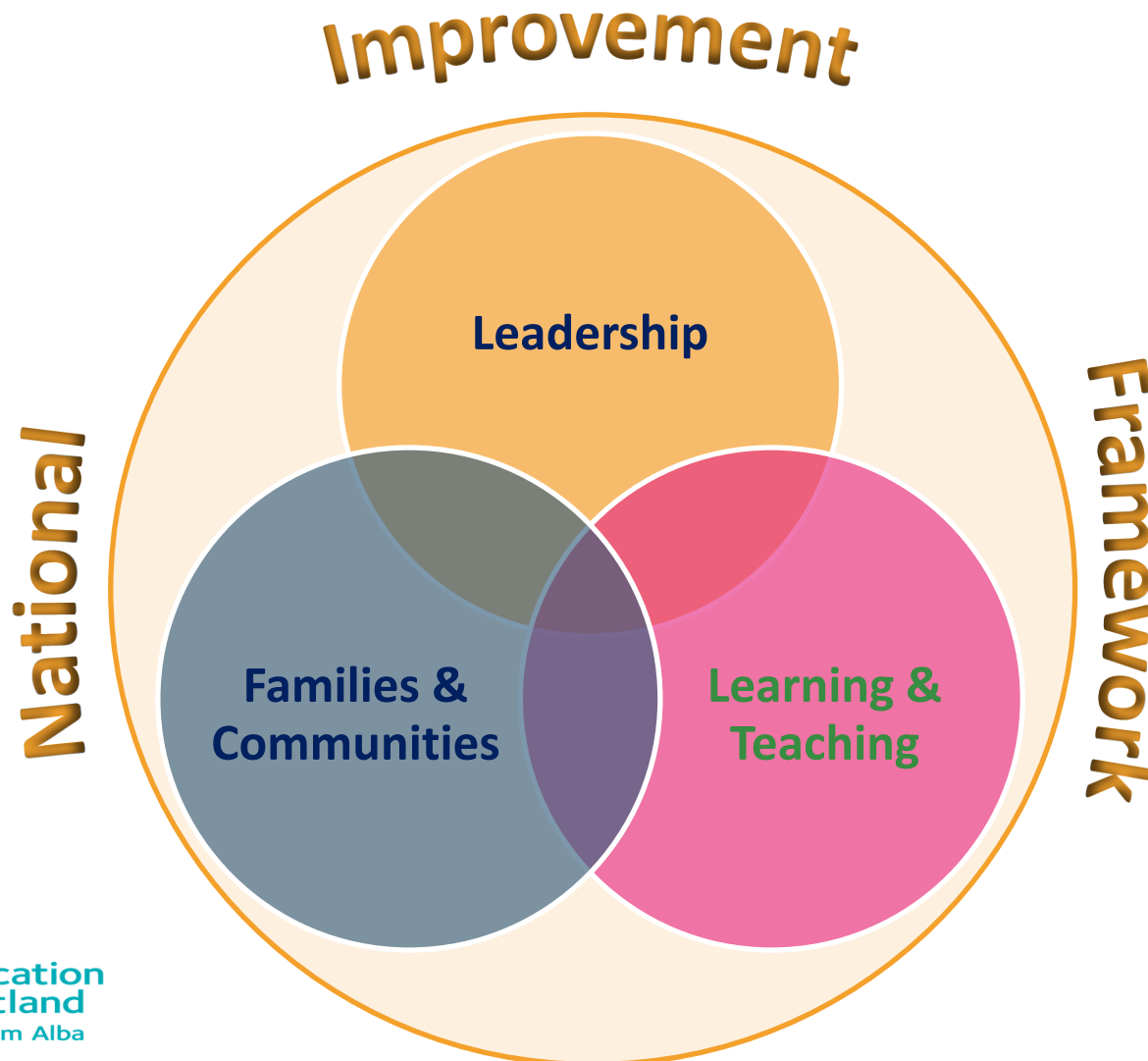
“It is important we learn not just from good practice here in Scotland but also from elsewhere in the UK and overseas, to find ways of working that have the greatest impact,” Ms Sturgeon said. “I have been particularly impressed with the results of the London Challenge in transforming school performance 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.”



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







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.***



Contact:

chris.chapman@glasgow.ac.uk