



independent  
schools  
council

# Celebrating Partnerships

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



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Editors - Georgina Belcher and Emily Roberts

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

The Independent Schools Council 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.

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.



## Introduction

**Across the UK, independent and state schools are combining their expertise to provide meaningful opportunities for increasing numbers of young people.**

Schools of all kinds are demonstrating that in partnership they can achieve more, bringing educational experiences to a greater number of children through the kinds of collaborative projects showcased on [schoolstogether.org](http://schoolstogether.org). The Schools Together website shows more than 4,500 cross-sector partnership projects that are taking place in schools across the UK.

Educational partnerships between independent and state schools are an important aspect of school life and such collaborations mutually benefit whole school communities.

Independent schools offer GCSE and A-level revision classes; subject support in maths, science and modern foreign languages; teacher training; careers and higher education advice – including interview technique and application support – as well as masterclasses in subjects like Latin and classics, which are not often available outside the independent sector. Larger independent schools have forged partnerships through the sponsorship and co-sponsorship of schools as part of the Government's academies and free schools programme.

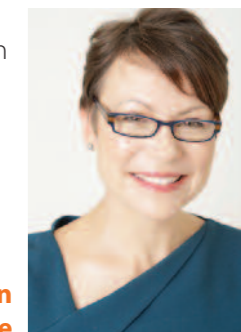
There has been much progress with school partnerships over recent years. We continue to encourage the development of impact evaluation, which helps to drive more effective partnership work and hence better use of schools' valuable – but limited – resources. Some schools are appointing full-time outreach staff to manage and coordinate community work. This all builds upon the Joint Understanding between the Independent Schools Council

(ISC) and the Department for Education (DfE), to grow state-independent school partnerships to "support the raising of educational standards". Independent schools are committed to developing this work, for the benefit of many more children in the future.

The DfE has a team developing work between independent and state schools: the **System Partnerships Unit**. The ISC supports a working group of partnerships professionals, the Schools Together Group, which runs conferences and provides resources to encourage developing cross-sector partnership work.

It is important to note that successful partnerships are always a two-way street. Children in all participating schools benefit from mixing with others beyond their usual school communities. The economies of scale and potential for teachers' professional development make partnership working a powerful mechanism for educational excellence.

Working together, schools across the country can harness the talents and enthusiasm of great teachers in the state and independent sectors; promote good governance and facilitate understanding between different types of schools; create wide-ranging learning opportunities across a range of specialisms; open more doors to inspiring connections and continue to improve education so that every child leaves school with a love of learning. We owe it to our children to work together, making the most of our combined capacity and specialisms for as many young people as possible.



**Julie Robinson**  
ISC, chief executive





Department  
for Education

## Partnerships and the Department for Education

**Our education system is equipping young people with the skills and knowledge they need to succeed in life. That power is even greater when institutions work together to make sure all children have access to the opportunities that exist across the different sectors of our system.**

When I first began talking to schools and stakeholders about partnerships, I most often heard references to sharing playing fields and classrooms. Today, we talk about partnerships with depth of purpose; partnerships that deliver a lasting impact on the lives of pupils across our schools. We are seeing more and more partnerships that break down barriers between independent, state, faith, selective and all other types of schools. The Joint Understanding with the Independent Schools Council sets the bar high for what we can achieve together. I want us to keep working to raise it even higher.

I know that many ISC schools are involved in meaningful partnerships. Some support staff through teacher training schemes and CPD programmes. In other cases, teacher secondments in shortage subjects help partner schools to deliver essential parts of the curriculum, such as modern languages, music and arts. Partnerships can support the growth of these subjects and allow more pupils – including those in some of our most disadvantaged communities – to access a rich and varied curriculum.

I am pleased to have announced grant funding of £220,000 to directly support cross-sector partnerships. This funding can be the catalyst for higher impact partnerships that increase opportunities for young people and support schools and teachers in making sure all pupils receive the best possible education.

The grant is open to all schools (both independent and state-funded) and will create opportunities to design tailor-made partnership programmes around the needs of students and teachers. In particular, I want to see partnerships that are sustainable, deliver high impact, are mutually beneficial, and that target support for children from disadvantaged backgrounds.

I thank all schools for the work they are doing. My objective for partnerships is to bring schools and other institutions together, to create a more joined-up, collaborative education system. This should be a system that recognises that all schools have something to contribute. Let's continue to build on this.



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

## The Schools Together Group

**“Harnessing the power of partnerships for the benefit of children”**

The Schools Together Group brings together teachers and professionals from state and independent schools who are interested in or responsible for partnerships with other schools. The group is dedicated to developing models for high-quality partnership working. Termly events are organised on different themes of interest, including measuring outcomes, sustaining partnerships and discussing cross-phase collaboration.

In 2018, the Schools Together Group produced its first publication in an ongoing series ‘**Partnerships in Practice**’, which focused on music partnerships. The second publication in the series, edited by Tom Arbutnott and Anushka Chakravarty, will focus on the different ways in which high-performing schools are working with other local schools to support disadvantaged students in accessing top universities.

The group works closely with the ISC, Department for Education and System Partnerships Unit, providing expertise and helping to shape meaningful collaborative initiatives.



The **Schools Together** website details thousands of cross-sector partnership activities taking place across the country. Schools are encouraged to add their projects to the website to demonstrate the good work that is going on in schools of all kinds, supporting each other in mutually beneficial ways.

**schoolstogether.org**



## Partnerships and the All-Party Parliamentary Group on Independent Education

An All-Party Parliamentary Group (APPG) on Independent Education was established in 2019 with the support of 15 cross-party parliamentarians. The group, whose central focus is to discuss issues facing the sector and explore the wider contribution of independent schools, met in parliament in June to discuss the positive impact of cross-sector partnerships. The session brought together heads, MPs, peers, and a student from **London Academy of Excellence (LAE) Tottenham** – whose primary sponsor is **Highgate School**, winner of the 2019 Independent School of the Year for Contribution to Social Mobility.

Andre Ediagbonya-Davies, a Year 13 pupil at **LAE Tottenham**, attended the session to speak about his experience and involvement with independent and state school partnerships.

*If I could summarise my experience with the partner schools into one word, the word would be opportunity. I have enjoyed the opportunity to meet students from different walks of life whom I otherwise would not have met and the chance to discuss and debate ideas with them in subjects about which I am passionate. My school has benefitted hugely from the inspiring staff seconded from **Highgate** and other partner schools. I have particularly found my school's relationship with **Harrow**'s history department beneficial as this has helped me to gain a greater grasp of why the past needs to be studied and interpreted. Yet, the relationship between my school and the partner schools is not only academic as there has been a large push behind networking, as well as a range of extracurricular activities. Highlights have included attending 'Oliver!' at RADA with my Highgate peers, to performing with the LAE Tottenham vocal collective at the Highgate House Singing Competition at Alexandra Palace. These interactions have led to a mutually beneficial experience for students at LAE Tottenham and the partner schools as it removes us from our social comfort zones and connects two potentially disconnected spheres.*

Tim Dalton, director of **Shaftesbury Enterprise**, which encompasses **Harrow School**'s outreach and partnerships, highlighted its work during the APPG meeting. More than **250** Harrow pupils regularly take part in philanthropic activities, giving **8,000** hours last year to such initiatives. Over **100** members of staff are involved, giving **5,000** hours in co-ordinating, coaching, mentoring and other contributions during the same period. The school also has **17** members of staff serving as governors at state schools.

*"I have visited a number of schools and seen the great benefit of independent-state school partnerships. Be it sharing facilities, expertise, or in-class support this is often an invaluable contribution to schools educating the most disadvantaged children."*

**Lord Knight of Weymouth**

*"With over **11,000** partnerships between independent and state schools, a whole range of projects are undertaken that are as diverse as the schools themselves are. Partnerships need to be sustainable and mutually beneficial, so that all schools involved can meaningfully contribute. It is clear there are schools across the country that are doing extremely valuable work with their partners in the state sector. I'd encourage all my colleagues to visit their local schools, see their partnerships and ask what more can be done to encourage this trend. I am sure partnerships will go from strength to strength and continue to benefit everybody involved."*

**Andrew Lewer, chairman of the APPG on Independent Education and MP for Northampton South**

## Supporting language learning

According to a *Language Trends Survey* by the British Council, over the past five years there has been a 19% reduction in entries for GCSE languages, with French and German each seeing declines of 30% over this period. Independent schools are able to offer a wide range of languages and many are opening their classes to enable a greater number of pupils to study a language they might not have access to otherwise. Partnerships between independent and state schools are not only vital in keeping languages alive, but also in helping pupils to become globally conscious young people.

**Loughborough Grammar School** has been running a masterclass programme for 10 years – children from 20 local primary schools attend three Saturday morning sessions during the year. Taster classes in six different languages are offered – French, German, Spanish, Italian, Greek and Urdu. Teaching staff from across the Loughborough Schools Foundation deliver the lessons and hope to inspire young children to learn new languages and develop an interest in this part of the curriculum.

**University College School Hampstead (UCS)** makes use of available class time when pupils go on study leave by inviting groups of local primary school pupils to experience modern language lessons. Sessions over the past year saw primary pupils enjoy learning a modern language that was new to them in either Italian, German, Spanish or Mandarin. A teacher from UCS also offers weekly Latin classes to pupils at **Westminster Academy**. These classes started in 2015 with the aim of teaching pupils the Latin GCSE course. The classes currently contain 13 pupils and **every student who has taken the GCSE so far has been awarded an A\***.



Acknowledging the need for more support with modern foreign languages, **Croydon High School GDST** founded an initiative to encourage local primary school children to learn about the languages and cultures of other countries. Each year, heads of department in French, Spanish and German devise themed activities for children to participate in, where they can learn more about the national holidays and traditions of their respective countries. Sixth form students assist in hosting the events, which are attended by between 50 and 100 pupils from Years 3, 4 and 5 each year.







## Academic partnerships

Amid growing concern that certain subjects are being squeezed out of the state school curriculum, schools are coming together to expand educational opportunities for young people.

More than 60 schools are participating in an innovative partnership led by the **Girls' Schools Association (GSA)** and the multi-national engineering company **Siemens**. The **SeeWomen** project, which includes GSA schools and state schools, aims to inspire more girls to consider working in science, technology, engineering and maths (STEM). SeeWomen revolves around a curriculum-linked stage show, featuring a mixture of live experiments and careers information. Prior to the live stage show, 47% of girls said they were unsure what career they wanted to pursue. After attending the show, 69% said they could imagine themselves in a STEM career, 78% felt inspired to find out more about STEM careers, and 74% said they now know more about the range of STEM careers available.

**SeeWomen has reached more than 3,300 girls at over 60 schools and delivered training to 90 teachers and STEM ambassadors**

**The project, which has taken place in 10 UK regions, was a finalist in the UK Social Mobility Awards "Innovation Award" category**

The cross-sector partnerships enabled by the project often continue long after the initial SeeWomen event, enriching the educational and aspirational experiences of pupils involved. SeeWomen also includes periodic training and resource sharing for teachers and Siemens STEM ambassadors. The project has been so successful that it is now being extended to all young people from communities that are under-represented in STEM careers, and is being renamed **SeeMe**.

**Francis Holland School, Sloane Square**, works with Year 6 pupils at **St Barnabas' Church of England Primary School** to help prepare them for

their English SATs. Each week, a group of students work with a creative writing specialist teacher to extend the scope and precision of their writing. The group aims to improve pupils' attainment in English while also acting as CPD for St Barnabas' staff.

**Sibford School** in Oxfordshire welcomes pupils from many different schools to hear talks from children's authors about the art of reading and writing. The events, which take place at various times throughout the year, involve up to **17** local primary schools and **11** secondary schools.

At **Prior Park College**, a Catholic independent school in Bath, there was demand from students for classes in A-level politics and sociology. Meanwhile, local state school, **St Gregory's Catholic College**, had students seeking economics and classical civilisation A-level classes – subjects the school did not have the capacity to teach. In response, the two schools collaborate to provide students with the opportunity to study subjects they would not otherwise have access to.

The drive to promote STEM subjects has been supported by **Blackheath High School GDST**. Since 2011, the school has provided funding for 30 Year 10 students from south east London to study astronomy as a GCSE. Through utilising the expertise and facilities offered by the Royal Observatory in Greenwich, **25** pupils from local state schools and five Blackheath High School students are able to gain a qualification in a subject that is not widely featured on school curriculums.

**Platform** is an academic programme created and delivered by **Westminster School** and **Westminster Under School**, which aims to inspire Year 5 pupils who show exceptional academic potential and energy for learning. The scheme works with over **30** London primary schools to identify those pupils from disadvantaged backgrounds, for whom the programme will have the most meaningful impact. Pupils participate in a one-year programme of Saturday morning sessions and a summer school course, to fuel their ambition and nurture their academic potential. Up to **40** pupils take part in the Platform programme each year. An equivalent programme, **Platform+** is offered for Year 10 students in STEM and liberal arts subjects.

**“The arrangement, which capitalises on our existing supportive relationship within the Clifton diocese, demonstrates how successful school partnerships can be when both schools are able to contribute and benefit equally.”**

**Ben Horan, head at Prior Park College**



## Teacher training

A number of schools have gone into partnership to develop school-centred initial teacher training (SCITT) initiatives. These programmes are the result of pioneering partnerships between state and independent schools to reverse the trend of declining applications for teachers in shortage subject areas.

In 2017, several independent schools started working with the **National Modern Languages SCITT** – set up by **Silverdale School** in Sheffield and **Sheffield Hallam University**. To tackle the shortage of modern foreign language teachers, new graduates and career changers complete placements at independent and state schools, where they receive feedback and mentoring. Participating schools are guided by three national hubs, which help facilitate interviews, manage quality control and oversee professional development.

A similar SCITT, run by **Wycombe High School** in conjunction with **Headington School** and the **University of Buckingham**, focuses on the training of physics and maths teachers.

**The National Maths and Physics SCITT** offers opportunities for trainee teachers across the country to gain subject specific training from highly skilled practitioners. At the first training session this year, 40 trainees attended – more than three times the number the previous year.



The SCITTs are located at various geographical hubs, which centre around a cluster of state and independent schools.



“The partnership between state and independent schools gives trainees complementary experiences; there are so many things that can be learnt from both sectors of the education system. The scheme, a genuine partnership of equals, is producing excellent teachers.”  
**Damian King, deputy master academic at Dulwich College**

The **Wellington College Teaching School Partnership** (WCTSP) aims to provide a leading role in the training and development of teachers, support staff and headteachers, as well as play a key coordination role in raising attainment of pupils. The WCTSP has established a growing community across schools, enabling staff in the independent and state sectors to collaborate. The partnership focuses on three areas, initial teacher training, continuing professional and leadership development, and school to school support. Across 2018, more than **700** participants took part.

“Recruiting STEM teachers is always a challenge, which is why our schools are so committed to working together on the SCITT programme. As the physics lead in the Chiltern Hub, **Headington School** trains the next generation of maths and physics teachers. Throughout the year, trainees will benefit from outstanding in-school tuition and classroom practice in a variety of schools, with training and support from dedicated subject specialists. Following its first year, we were proud to see our cohort of trainees start their careers in state and independent schools across the country. We look forward to continuing our support as the programme grows.”  
**Simon Hawkes**  
deputy head at **Headington School** in Oxford





**929** schools in **academic** partnerships  
Sharing lessons, preparing pupils for higher education,  
combining knowledge, skills and expertise



**626** schools in **music** partnerships  
Providing lessons, hosting joint musical events,  
sharing teaching staff



**1,031** schools in **sport** partnerships  
Offering coaching sessions, sharing sports facilities  
and seconding coaching staff



**618** schools in **drama** partnerships  
Staging joint drama events, sharing theatres  
or dance studios



**945** schools in **other** partnerships  
Partnerships take a variety of forms – including  
sponsoring academies, serving as governors at  
state schools and projects that develop soft skills



## Careers advice and higher education support

Through talks, conferences and regular sessions, young people are inspired about different career choices and given the tools to prepare for their next steps beyond school life.



The **Prince Bishops Teaching School Alliance** consists of eight strategic partners that collaborate with over 500 schools across the north east of England. The alliance focuses on school improvement, including a strong emphasis on raising achievement for all pupils. Two schools within the alliance, **Whitburn Church of England Academy** and **Newcastle High School for Girls GDST (NHSG)**, partner through initial teacher training. NHSG supports sixth formers at the academy with university

applications, including Oxbridge preparation and interview technique. With the aim of empowering girls to achieve their potential in their chosen career, NHSG has a careers programme that has links with local businesses, alumnae and other members of the community to provide opportunities for girls. These include careers talks and assemblies, work experience days and a biannual NHSG CareerConnect Fair.

More than **60** headteachers affiliated with the **Headmasters' and Headmistresses' Conference** and **Headmistresses' Conference** have pledged to join the **Education and Employers'** campaign **#InspiringTheFuture**. They are encouraging alumni, parents, staff and contacts to give careers advice to pupils in tens of thousands of state primary and secondary schools.

**Magdalen College School (MCS)** and **Oxford Brookes University** have teamed up to provide pupils interested in biosciences with valuable laboratory experience. The course, which was established to make it easier for pupils to gain experience in the biosciences industry, is keen to encourage more young people to study the subject at university. Through funding arranged by MCS to support the project, over **40** pupils from eight schools were given the opportunity to work on sophisticated molecular biology techniques in a laboratory.

**Truro High School for Girls** has opened its **Aspiring Medics** programme to local state school pupils at **Pool Academy** and **Truro School**. The course, aimed at those interested in pursuing medical or veterinary science professions, enables students to engage in weekly lectures, workshops and mentoring in preparation for university applications. The scheme is run and managed by Truro High School, with external speakers working alongside teaching staff in the school's laboratories to help broaden students' knowledge of various aspects of the medical field.

“Our pupils gained a huge amount from working with other talented young people from across the region, and MCS staff gained a valuable insight to current approaches to life science teaching in higher education. A true partnership.”

**Scott Crawford, deputy head (education development) at Magdalen College School**



## School partnership groups

Some schools work collaboratively to share expertise and maximise pupils' learning opportunities. Multi-school partnerships provide cross-sector governance, subject-support for pupils and professional development for teachers.

The **West Kent Independent State School Partnership** is a group of eight secondary schools established by **Kent College Pembury**, which aims to expand pupils' opportunities and extend teachers' professional development, free from curriculum constraints. Among many other activities, the West Kent ISSP recently hosted a day of masterclasses at one of its academy partners, **Mascalls Academy**. The event saw **90** students participating in classes ranging from anatomy and art, to beginners' Italian and were led by **10** teachers from participating schools.

**East Kent Schools Together** is a multi-school partnership, of three independent schools, four state schools and a university - Canterbury Christ Church. The group aims to enrich teachers' professional development by hosting specialist speakers and clusters to share resources and exchange ideas. For students, the events are designed to enrich beyond the curriculum, focusing largely on wellbeing rather than academic attainment, in order to develop confidence and self-reliance. Many schools combine their resources to extend educational opportunities for their pupils.

**Woodhouse Grove School** in West Yorkshire and **One In A Million Free School** formed a collaboration to share best practice, resources and facilities in teaching and learning. The free school was set up by Bradford-based charity **One In A Million**, with the aim of working with children and young people in areas of deprivation within the city. In an expression of commitment to increasing



social mobility, Woodhouse Grove School is widening educational opportunities by awarding two full sixth form bursary places to Year 11 leavers from the free school.

The **Bishop's Stortford Educational Trust (BSET)** is an educational organisation designed to support provision from early years to post-16 and beyond for those in Bishop's Stortford and its surrounding villages. The trust is a partnership between independent and state schools in the town. Headteachers of the schools involved work together on areas including UCAS applications, school-centred initial teacher training, pastoral issues and financial efficiency.

Livery companies, which tend to date back thousands of years and were once responsible for the regulation of their trades, also support education. Today the companies offer a diverse range of support to the various schools founded, governed and sponsored by the Livery. The Leathersellers' Company plays a significant role in the governance of schools within the **Leathersellers' Federation of Schools**, including **Colfe's School** in south London.



“We have developed professional and productive relationships across a diversity of independent and state schools. We recognise that collaboration between the sectors is of great value – learning from our diversity makes each of us better at what we do.”  
**Andrew Celano, headteacher at St. Mary's Catholic School**

“The close working relationship we are developing is a win-win for all involved.”  
**Philip Grant, principal of One In A Million Free School**

The company provides annual grant funding and awards for students, including 100% means-tested scholarships into Colfe's sixth form. Former Leathersellers' Scholars are now studying at some of the country's leading universities,

including Oxford and Cambridge. To qualify for a Leathersellers' Scholarship at Colfe's, applicants must have achieved at least five grade 8s at GCSE and be eligible for the Government's pupil premium.

**West Kent ISSP schools:** Beechwood Sacred Heart School, The Judd School, Kent College Pembury, The Malling School, Mascalls Academy, Oakley School, The Skinners' School and Skinners' Kent Academy.

**East Kent Schools Together:** Canterbury Christ Church University, St Edmund's School, The King's School, St Lawrence College, Spire Academy, St Anselm's Catholic School, Dover ChristChurch Academy and Herne Bay High.



## An opportunity to change lives

### Royal National Children's SpringBoard Foundation

("Royal SpringBoard") is the UK's largest boarding school bursary charity – providing hundreds of children with life transforming opportunities. Royal SpringBoard has provided more than **700** children with bursary placements in more than **90** schools. Those identified for boarding placements are from low socio-economic backgrounds and many are currently, or have been, looked after in the care system, are on the 'edge of care' due to difficult family lives, or from areas of the UK with entrenched deprivations and poor educational opportunities. Royal SpringBoard works with local authorities, state schools and charities/community

organisations to find, and support, pupils throughout their time at boarding school. Through significant growth plans, the charity aims to transform over **2,000** lives by 2024 through fully-funded bursaries.

The Government is developing placements for looked-after children, including in independent day schools. The scheme aims to provide stability for children in care and is instrumental in transforming the lives of those from disadvantaged or vulnerable backgrounds.

*"Bursary placements can play a significant role in advancing social mobility. With the opportunity of a boarding school education, young people facing disadvantage and vulnerability can develop into confident, independent and resourceful young people with the grades and aspirations needed to thrive at university, in apprenticeships and in the workplace beyond."*

*"Our work also shows that bursaries can have a profound impact on the wider communities where pupils come from. Our bursary pupils act as mentors – helping to inspire the aspirations of many others, and we estimate that so far more than **4,000** children have been indirectly affected to work hard, achieve good academic results and broaden their horizons."*

*"None of us can, on our own, eradicate educational inequality and improve social mobility in this country, but we do know that a bursary opportunity can make a real difference."*

**Ian Davenport, chief executive of Royal National Children's SpringBoard Foundation**

Ryan Bromilow attended **Glenalmond College** in Perthshire, with the help of Royal SpringBoard. Brought up on a council estate in Liverpool, Ryan, now 20-years-old, received a bursary from the school. He said: *"It has transformed my life, and my family's lives... It's not about seeing how the other half live, it's about learning how to harness your own drive and passion so that you can join the other half in building a career and lifestyle of your own choice."*

Against a national picture in which the majority of disadvantaged pupils (84%) do not achieve two A-levels, **97%** of Royal SpringBoard bursary pupils have gone on to achieve two A-levels. **55%** have achieved three A-levels graded A\*-C, and **9.4%** have achieved the Government's higher benchmark of AAB or higher.

**71%** of Royal SpringBoard pupils achieved at least five good GCSEs (graded 9-5/A\*-C), compared to just 37% of all disadvantaged pupils nationally.

## Boarding school partnerships

### The Norfolk Boarding School Partnerships

scheme helps to prevent children and young people from going into or staying in care. Over the last decade, the scheme has assisted **52** vulnerable children by placing them in **11** state and independent boarding schools. The Department for Education is showcasing Norfolk's work, so that many more disadvantaged young people have the chance to benefit from a stable and supportive boarding school environment.

*"The Leys School is among others in the Cambridgeshire area enabling some of the most disadvantaged children to attend the school. Such placements can be a catalyst for change, transforming the lives of many young children."*

**Martin Priestley, head at The Leys School**

**Eastside Young Leaders Academy (EYLA)** aims to provide children of predominantly black, Asian and ethnic minority backgrounds with educational assistance, motivation and encouragement to become the next generation of successful leaders. EYLA's 'scholars programme' was established in 2006 through a partnership with **Rugby School's Arnold Foundation**. Since 2007, it has placed more than **180** students in boarding schools and, since 2013, its collaboration with the **Royal National Children's SpringBoard Foundation** has enabled the scheme to increase its numbers and open access to more schools. The goal of the programme is to identify academically able boys and girls and give them the

Research into the impact of the Norfolk Boarding School Partnerships programme found over **70%** of boarders showed a reduced level of risk and more than **60%** moved off the risk register completely.

EYLA currently works with almost **40** different state and independent boarding schools, helping to place around **30** students a year into schools across the country.

A higher proportion of children on the boarding school placements achieved an A\*-C or Grade 4+ in maths and English, compared with children in care nationally.

preparation and support to succeed at entrance exams, interviews and, subsequently, through their time as a boarder.

The scheme counts **Christ's Hospital School, Eton College, Rugby School, Sherborne Girls, Wellington College and Wyomndham College** among its partners.

*"EYLA came to my school to run leadership classes when I was in Year 8. At the time I wasn't doing very well. They saw my potential and helped me to see that I was capable of so much more. I joined the programme and managed to get a bursary place in the sixth form at a boarding school. EYLA continued to support me throughout and I have now graduated from university, gained a masters and I'm working in the City. I am now in a position to give back by mentoring other young leaders."*

**David Ejim-McCubbin**  
EYLA alumni who attended Rugby School





## Supporting music and the arts

State schools in England have seen a 21% decrease in music provision over the last five years, according to research by the British Phonographic Industry earlier this year. At the same time, the figures suggest access to music in independent schools has risen by 7%. Music partnerships between state and independent schools are therefore a lifeline to many pupils, enabling more young people to get involved in orchestras, choirs and performances.

**The King's School, Canterbury**, is striving to close the gap in music provision between independent and state school pupils. As of September, a new initiative known as **Sounding Out** is providing children from state primary schools in Canterbury with fully funded instrumental tuition at The King's School every Saturday morning. In this pilot year, 16 Year 5 pupils are attending each week to learn the trumpet or violin, as well as an hour's class in rhythm and improvisation called "Saturday Jam". The plan is to expand the provision each year with the aim eventually of being able to integrate children into ensembles at King's and other local groups. A parent from the scheme commented:

*“I thank the programme for giving my child this opportunity. He is very motivated and has been constantly practising at home on his trumpet. He now wants to become a famous trumpet player.”*

Primary school pupils across Oxford take part in a series of 'Philomusica workshops', run collaboratively by staff at **Dragon School** and professional musicians from the Oxford Philomusica Orchestra. The workshops aim to provide young musicians with the opportunity to play an instrument and develop core skills. The most recent project saw 84 pupils from six local primary schools participating.

**St Margaret's School** is a small school of 160 pupils. Following discussions between St Margaret's and its similarly sized neighbouring state school, **St Luke's Church of England**, it was decided the two would come together to expand pupils' music opportunities. The partnership began with a St Luke's pupil attending St Margaret's orchestra, and thereby doubling the cello section.

Several years on, the schools have established a joint choir which meets every week. The choristers have performed together at venues and events ranging from school concerts and local community centres, to singing at Wembley Arena.

*“For a compact little school like **St Margaret's** in Hampstead, the result of forming a musical partnership with nearby **St Luke's Church of England School** has been the embodiment of Aristotle's notion of the whole being greater than the sum of its parts. Whilst it is a case of literally making music together, the partnership has also created friendships, camaraderie, and an authentic appreciation that the two schools are the better for working together.”*

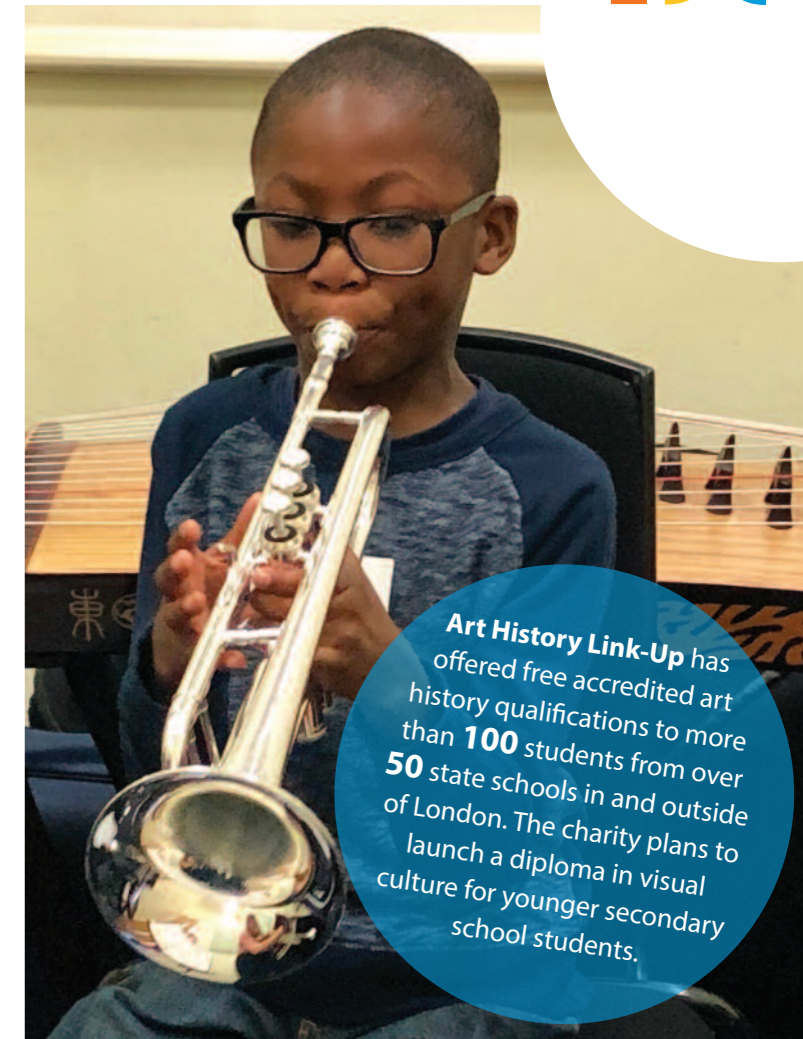
**Mark Webster, head at St Margaret's School in London**

Fewer than eight state schools in the country offer A-level history of art. Yet, 40 students from over 20 state schools registered on **Art History Link-Up's** A-level and Extended Project Qualification (EPQ) courses last September. The charity's mission is to provide an opportunity for students from diverse backgrounds to have direct access to visual culture and to expand career choices through the gaining of accredited qualifications. Among its partners and supporters are **James Allen's Girls' School** in London, with volunteer EPQ mentors from over 30 independent schools across the country.

**St Helen and St Katharine** works alongside **The Iffley Academy**, a community special school in Oxford, on several artistic projects. As part of the Artsmark initiative –

*“Many of the benefits of this partnership with **St Helen and St Katharine** are about expanding the circle of trusted adults and introducing children with special educational needs and disabilities to wider social scenarios. This further develops expressive and receptive language, confidence and a sense of self.”*

**Tom Procter-Legg, head of Iffley Academy**



**Art History Link-Up** has offered free accredited art history qualifications to more than 100 students from over 50 state schools in and outside of London. The charity plans to launch a diploma in visual culture for younger secondary school students.







**657** pupils were involved in **Hampton School's** sporting events last year, giving local pupils the opportunity to share facilities and participate in a wide range of activities.

## Sport partnerships

Several years ago, the Government published its sports strategy, which highlighted swimming as an important life skill and emphasised the need for more primary aged children to be safe in water.

Recognising a mutual desire to provide more children with swimming opportunities, **Abingdon School** and **Fitzharrys School** devised an initiative to help widen access to the sport. Each year throughout the summer term, pupils aged between 12 and 14 take part in tiered ability swimming lessons, using Abingdon School's swimming pool. Senior pupils from both schools teach the lessons, under the guidance of swimming coaches from Abingdon Vale Swimming Club. This gives more experienced swimmers the opportunity to take on leadership roles, enhancing their communication, group

management and coaching skills. Since its inception, the lessons have expanded to four schools and pupil numbers have increased by almost **50%**.

The Government's sports strategy also found not all pupils with special educational needs and disabilities have access to swimming and water safety lessons in school. To address this issue, sixth form girls at **Wycombe Abbey** commit for a year to partnering and helping a child with disabilities to become confident and at-ease in the water. Students meet once a week and, through a local sports club, **Horizons**, two coaches are provided to lead and oversee the learning. The partnership also gives parents an opportunity to meet other parents who have children with similar disabilities.



**Hunter Hall School** in Cumbria hosts cross country events for Key Stage 1 and 2 schools across the Eden Valley. Over **20** state schools are involved in the event, involving up to **400** children.

To help a local state school enhance their sports provision, **Thorpe Hall School** in Essex organises trampolining lessons for local primary school children. Julie Jones, headteacher of **Barons Court Primary School and Nursery** comments:

*“We've worked in close partnership with **Thorpe Hall** for the past three years. This partnership has enabled us to build relationships between our schools to share valuable resources, knowledge and expertise. The children have particularly enjoyed their trampolining and maths workshops as these have enabled children from both schools to learn from one another collaboratively. As a school we look forward to our continued partnership work, to embed strong experiences for our pupils and staff enabling everyone in each community to learn from one another.”*



*“We are a small prep school in a rural, sparsely populated area. If it was not for our links with local schools and the community, we would be very isolated. Together we are enabling more pupils to reap the benefits of sports activities. As with many sports, working as a team means we are far more successful in achieving our goals and supporting our pupils.”*

**Donna Vinsome, headteacher at Hunter Hall School**



## Sharing resources

**Ipswich School** shares its minibuses with the local community, including local charity IMPACT, which use the buses to take disadvantaged young people from Ipswich to the coast. The school has also made its minibuses and drivers available to help four local primary schools with transport to activities, including sport, music and maths challenges.

Staff at **Scarborough College** are involved in an outreach programme to support primary schools with certain areas of the curriculum. One teacher visits local schools to offer support with science and experiments. Meanwhile, another teacher delivers hockey and sports coaching to local primary schools that do not have access to such experienced coaches. The College's work over 2018 has involved more than **300** pupils and at least **30** hours of staff time.

**Foremarke Hall** in Derby opens its facilities for **Etwall Cricket Club's** junior teams, to enable the under-11 and under-13 pupils to improve their cricketing skills. Through sharing its facilities, the local club saves over **£700** in costs it would otherwise have to spend hiring pitches.



## Forming friendships through partnerships

The Combined Cadet Force (CCF) has been a driving force behind many successful school partnerships. One of the longest standing CCF partnerships in the country is between **The Grammar School at Leeds (GSAL)** and **Bishop Young Academy**. Students are able to access the varied training offered by the Army and Royal Air Force sections of Leeds CCF. Pupils have the opportunity to participate in adventurous training, compete in orienteering competitions and participate in section level and platoon level manoeuvres. These activities build pupils' resilience and character in addition to developing their skills in leadership and self-reliance.

**Bedales School** in Hampshire is the site of regular visits from groups of students at the Key Education Centre, an inner-city pupil referral unit. Bedales' outdoor team works with a group of particularly at-risk young people to provide them with different educational experiences. In return, Bedales staff have access to trauma-aware practice and behaviour management techniques from staff at the Key. Through the partnership a relationship is fostered between the two schools, from which students can learn about their counterparts' differing contexts and perspectives.

In a bid to encourage more young people into engineering, a futuristic car has been created by pupils at **Ardingly College** and **Ifield Community College** in Sussex, to race across Australia on solar power alone. The solar car is the result of over two years' collaboration between the schools. Since its inception, over **300** children have been involved. Students from both schools have now taken the car to Australia for the Bridgestone World Solar Challenge, the most elite solar challenge in the world, involving hundreds of participants, years of preparation and a route of over 3,000km.

Callum Porter, a pupil from Ifield Community College, went on to acquire an apprenticeship with Thales, which was obtained by working weekends with Ardingly Solar. He commented:

*"Who would have thought I would now be in Darwin, about to drive down the Stuart Highway to Adelaide, in a car I helped to build?"*



## Governance

School governors provide strategic leadership by determining the overall direction and development of a school. When staff from independent schools and state schools serve together on the same governing body, best practice can be shared for the benefit of all children and young people. Schools governors help shape the lives of young people from an educational stand-point.

One in 10 staff at **Bolton School** act as governors at state schools

By having a diverse range of voices on governing boards, schools can better reflect the communities they serve.

School groups, including **The Woodard Corporation**, the **Girls' Day School Trust**, **The Harpur Trust** and **United Learning** have joint governance, sharing expertise across their member schools. These groups are made up of independent and state schools that combine their expertise and resources to support school improvement and form decision making.

“I am a governor at two schools (**London Academy of Excellence** in Stratford, and **Mayville Primary School** in Leyton). I always return from both schools stimulated and refreshed. It galvanises my thinking and in return I hope I can bring my experience of running a very different school to play when I visit, and help them look at their practices and provision with a constructively critical eye. As at Forest, the best support for a school comes from governors having licence (and responsibility) to ask challenging questions.”

Marcus Cliff Hodges, warden at Forest School

“We've recently appointed a deputy head from **Eltham College**, who brings a different perspective and hence there's mutual exchange of knowledge and support. Governance is a very rewarding volunteer role. Staff from independent schools volunteering as governors in state schools can help build links between the two schools and the local community. The Board benefits from educational expertise from a different perspective as well as learning different ways of engaging with parents and pupils and of solving common problems like funding issues. It also leads to the sharing of best practice between the two sectors.”

Naureen Khalid, governor of Crofton Infants and Junior Schools

## Improving outcomes through transformational bursaries

**Latymer Upper School** in Hammersmith has worked hard to advance social mobility through the **Inspiring Minds bursary campaign**, as well as its work in partnership with local schools. The Inspiring Minds campaign aims to fund a bursary for one in four pupils by the school's 400th anniversary in 2024. In the current academic year, Latymer has awarded means-tested bursaries to just under **200** students at a cost of **£3.5 million**.

“I'm convinced that a school in which children study alongside classmates from diverse backgrounds, who have different perspectives on life, offers the most enriched intellectual environment in which to learn. As is often the case with social mobility, there is also a ripple effect. The first person in a family to benefit, is unlikely to become the last. The impact is felt by the next generation with the children and grandchildren of many of the Latymerians who were first in their families to become professionals, also attending higher education.”

David Goodhew, head of Latymer Upper School

Olenka Bordakova came to Britain from Ukraine in 2012. She grew up near the site of the Chernobyl nuclear disaster. Despite speaking only a few words of English when she arrived in the UK, Olenka will start at Durham University this year, studying international relations. Helped by the **Chernobyl Children's Lifeline**, a charity set up to support children affected by the aftermath of the disaster, Olenka studied GCSEs at a school for international students, and later received a full bursary in the form of a Beale Award to study A-levels at **Cheltenham Ladies' College**.

“Being a Beale Award holder at **Cheltenham Ladies' College** has truly changed my life. The opportunities that the bursary opened to me were immense: starting from getting free uniform from the uniform shop and finishing with learning to play the piano every week. The award allowed me to have the experiences I never thought I'd have in my life. This does not only involve the chance to receive the best possible education, but also a chance to thrive amongst and alongside my peers. **Cheltenham Ladies' College** believed in my goals. They have given me the best platform for turning my dreams into reality.”



In the last 21 years, **one in six** boys in the senior school of **Manchester Grammar School (MGS)** has benefited from a means-tested bursary place funded by charitable giving from alumni and other supporters. The average bursary awarded at MGS is **93%** of the school fee. **312** bursary recipients have completed their time at the school, **296** of these went on to university, **243** took up places at Russell Group universities including **51** studying medicine.

Additional thanks to Felsted School, Queen's College London, Millfield School, Emanuel School, York House School and Canford School for supplying this booklet with photos showcasing just some of their many cross-sector partnership initiatives.





### **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

### **Affiliated 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](http://www.isc.co.uk)



# **Schools Together**

[www.schoolstogether.org](http://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.

[team@schoolstogether.org](mailto:team@schoolstogether.org)