



On the scrap heap?

What are children's perceptions of attending a non-selective school in an area where grammar schools select students by ability?

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- £50 million fund to expand the number of places at existing good or outstanding selective schools



“give parents greater choice and give more children, from all backgrounds, access to a good school place.”

163 Grammar Schools

4.7% of schools in
England (DfE, 2017)

72% of all schools in
England are affected by
presence of a selective
school (Coe et al, 2008)



The gaps – to gain insights into the perceptions of students who attend a non-selective school in a 'selective area'.

- How are these students affected by the eleven-plus test?
- How did it affect their social groupings?
- How did it affect their academic attitudes and self-esteem?
- How did their parents influence their attitudes towards the eleven-plus
- How does it feel to attend a school that you know is less desirable?

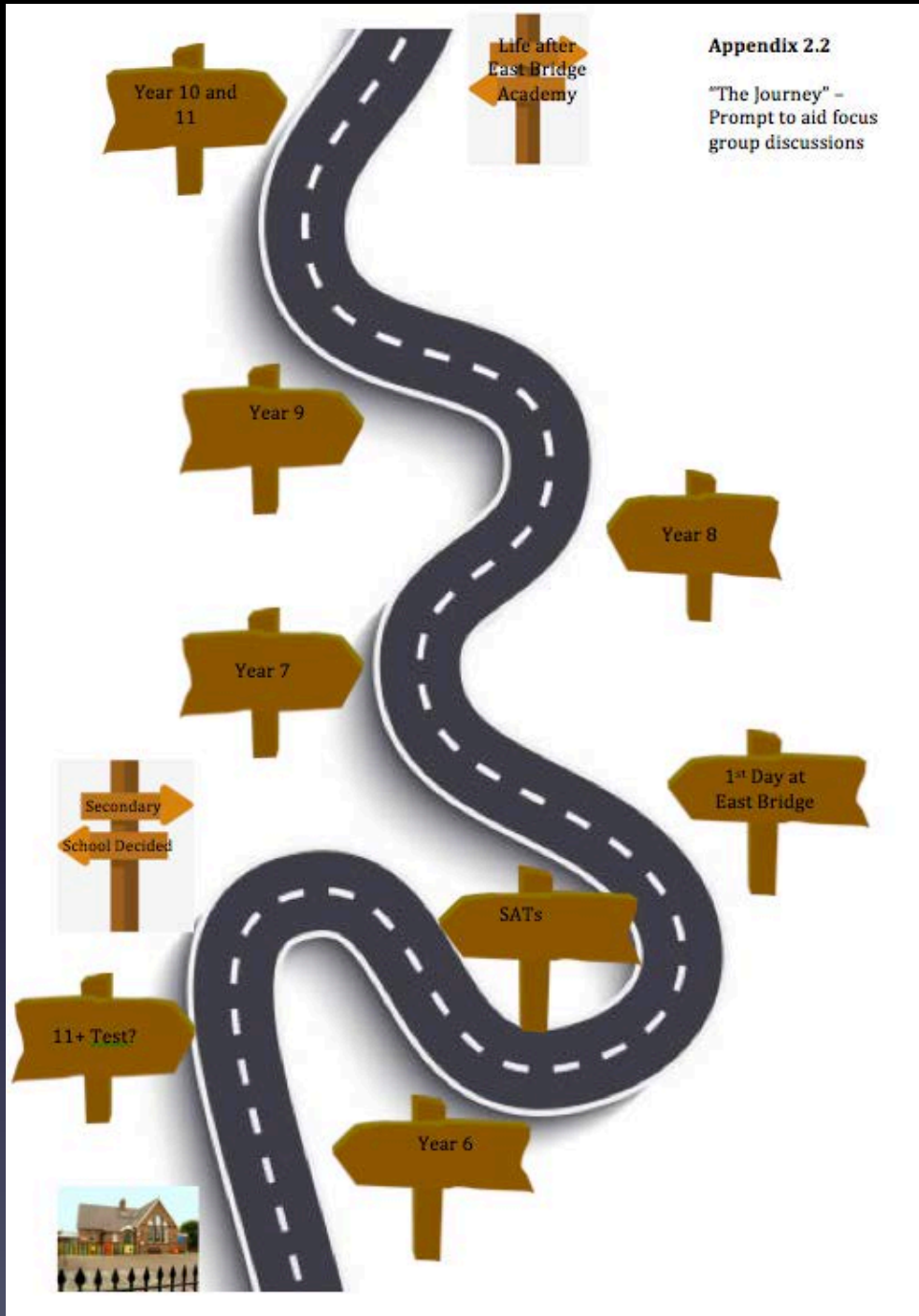
Secondary school "choice" in Midtowne

Secondary League Table position according to schoolguide.co.uk	School	Gender	Intake	Status	Age Range	Number on Roll	Ofsted Rating	% FSM	% EAL	Progress 8 2017	Attainment 8 2017	% 9-4 (A*-C) 2017
1	<u>Midtowne Grammar</u>	Boys	Selective	Academy	11-18	1119	Outstanding	2.6	5	0.41	66.3	100
2	The Queen Anne School	Girls	Selective	Academy	11-18	1199	Outstanding	2.6	3	0.65	68.1	98
3	Ridge End Academy	Girls (mixed 6th)	Comprehensive	Academy	11-18	733	Good	9.6	7	0.37	48.6	74
4	Trinity Meadows Academy	Mixed	Comprehensive	Academy	11-18	1238	Outstanding	9.9	11	0.52	44.9	56
Not rated	The Horizon School	Mixed	Comprehensive	Academy	11-16	215	Good	25.6	3	0.09	42.3	52
Not rated	East Bridge Academy	Mixed	Comprehensive/ Church of England	Academy	11-16	407	Inadequate	22.4	12	-0.91	29.6	28

Methods and Methodology

- 2 focus groups
- 5 boys, 5 girls
- Year 9 students

- Qualitative data
- Interpretivist perspective



Appendix 2.2

“The Journey” –
Prompt to aid focus
group discussions

‘The Journey’

17 Questions...

- What was it like on the day/s of taking the 11+ for you and your friends?
- A little later in the year some of you and your friends will have had their 11+ results. How was it at that time? Can you remember how you felt?
- How did you feel when you found out you had been offered a place at East Bridge Academy?
- Were any of your friends offered different schools from you? How did that make you feel?
- Now you are in Year 9, when you look back at Year 6, how do you feel about the 11+?

Analysis

- Transcripts
- Coding

C1	Regret at not doing 11+
C2	Regret at not working hard enough to pass
C3	Self- Affirming Strategies to cope with disappointment
C4	Coping Strategies
C5	Damaged Relationships
C6	Fresh Start
C7	Lack of academic worth
C8	Building new academic capital
C9	Background leading to low aspirations
C10	Emotional effect of 11+
C11	Reputation of school affected by 11+
C12	Lack of academic aspiration - link to background?
C13	Thoughts on taking the 11+ test
C14	Parental Perspective affect on student perspective

Sample of matrix used to analyse codes for themes

Name	C1	C2	C3	C4	C5	C6	C7	C8	
	Regret at not doing 11+	Regret at not working hard enough to pass	Self-Affirming Strategies to cope with disappointment	Coping Strategies	Damaged Relationships	Fresh Start	Lack of academic worth	Building new academic capital	Back leading aspirations
Phoebe	I don't wish I took it				no; Yeah Cerys went to Ridge End, but I wasn't that bothered because she lives about 2 doors away from me; I wasn't bothered 'cos I was making new friends anyway.	I wasn't bothered 'cos I was making new friends anyway.	I didn't think I was clever enough; I got told this was a bad school because Ceys said that to me that one was 99% to pass their GCSEs and we were only 27% to pass but I didn't believe her; I think, not in a bad way, but I think East Bridge can sometime be a bit leeway with us and I'm not saying that to like get the school to be ore strict but it's just sometimes it doesn't push us enough, it doesn't push you to your full capabilities, some times students get a bit of leeway with what they do	I think, not in a bad way, but I think East Bridge can sometime be a bit leeway with us and I'm not saying that to like get the school to be ore strict but it's just sometimes it doesn't push us enough, it doesn't push you to your full capabilities, some times students get a bit of leeway with what they do, its got be more of a you have got to do this, it's more of a push.	I didn't think I was clever enough
Alysia	I feel like I do wish I took it, I feel like I just wouldn't get on at Queen Anne; I'm glad I did the choices that I did and didn't do it.		I wasn't really bothered 'cos I knew I didn't want to go there so I didn't feel bad; I'm glad I did the choices that I did and didn't do it.		no; I was bothered because 3 of my closest mates did go to Ridge End but then I soon moved there then moved back then they came to here as well so		Because my brother came here he didn't really want me to come because of all the people in his year and how they treated people but I suppose the reputation was alright but it wasn't the best. They just said that this school is probably one of the least educated or just a bad school.		not really school or in but not them did

Results

- Overarching Theme
- “Resilience”
- 5 supplementary themes

“So we kind of huddled together”

“One mark off”

“Garbage School”

“Right School For me”

“That’s every child’s fear,
disappointing their parents”

Conclusions and Summary

- Positive
- Resilient
- Strengthening process
- Energy expended into positive working
- Social regrouping
- Pressure but supported by parents



Areas for Development

- Cost of energy?
- Low self-esteem?
- Positive message of students
- Challenge to government's claim that there is little or no harmful consequence for students attending non-selective schools in selective areas



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