



Kent Education Network Survey of Head Teachers in Grammar School Areas November 2016

The Kent Education Network surveyed head teachers in the fully selective counties of Kent, Buckinghamshire and Lincolnshire. The survey was created with the assistance of researchers at LKMco, the education and youth 'think and action tank.' The survey sought head teachers' views on the accuracy and fairness of the 11 plus, and on the impact of grammar schools on local non-selective schools. Almost 100 head teachers responded (~10% response rate) with most responses (78) being from primary school heads and least responses (4) from grammar school heads.

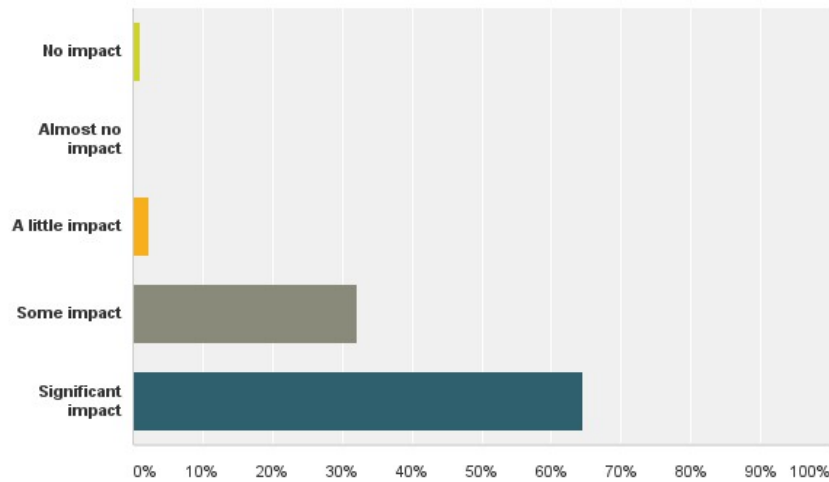
Key findings:

- 78% of selective area head teachers think 10 or 11 is the wrong age to judge children's ability
- 96% of respondents think test tutoring has an impact on pass rates, with 64% stating coaching has a 'significant impact' on test results
- 86% of heads say a child with additional test help outside school would be more likely to pass the test than a child without any help
- 92% of selective area heads think failing the 11 plus could negatively impact children's self-esteem
- The groups of pupils that selective area heads feel are most disadvantaged by the 11 plus are children from low income families, children with dyslexia, and children with Special Educational Needs
- 83% of heads think non-selective schools in grammar school areas face additional pressures due to higher proportions of Special Educational Needs pupils and children who do not speak English as a first language
- 51% of heads believe a grammar school system has a negative influence on social mobility
- 69% of heads do not believe the government should expand the grammar school system

Views on the accuracy of the 11 plus test and the impact of test tutoring

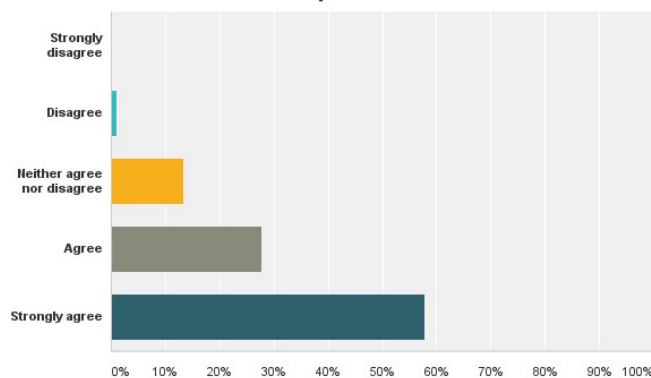
It is clear that head teachers in selective areas think test coaching distorts the results of the 11 plus. 96% of respondents state that test tutoring has an impact on pass rates, with 64% stating that tutoring has a 'significant impact.'

Q5 How much impact do you feel additional preparation through tutoring or coaching has on test pass rates?



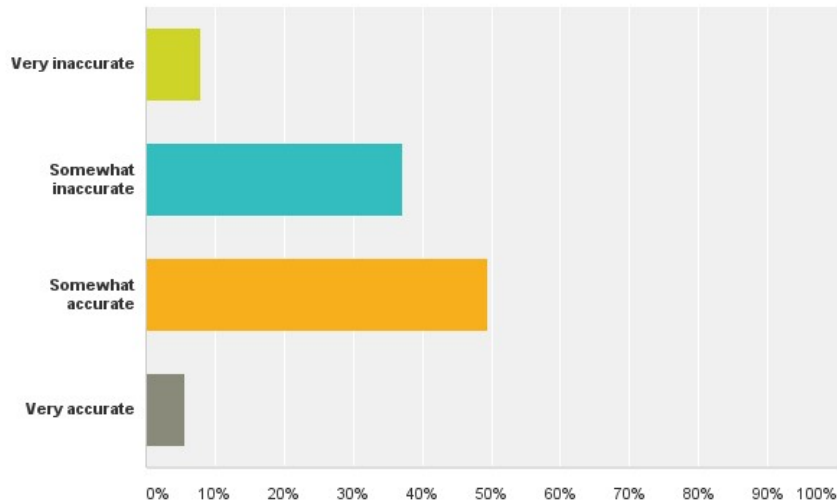
If parents cannot afford paid tuition many practise for the test with their children at home, yet some children will have neither paid tuition nor parents who will help them practise. We asked head teachers whether a child without any preparation outside school was as likely to pass the 11 plus as a child who had practice. 86% of heads think a child would be *less likely* to pass in these circumstances.

Q6 To what extent do you agree or disagree with this statement, "A child whose parents organise additional test preparation outside school is more like to pass the 11 plus than a child whose parents do not organise help."



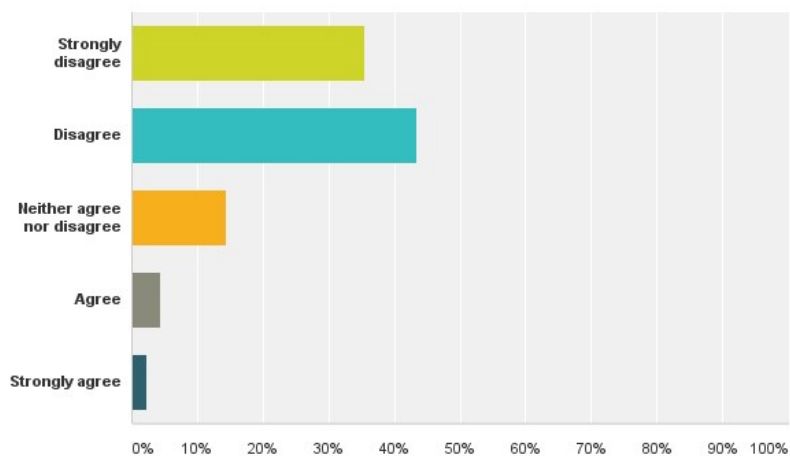
We asked how accurate the 11 plus test was at judging children's aptitude. Teachers are divided here, with a small minority (55%) believing the test to be accurate, 49% stating that it is 'somewhat accurate', and 45% expressing negative views about its accuracy.

Q3 How accurate is the 11 plus test at judging children's aptitude?



The 11 plus test takes place in September of year 6 so the majority of children are 10 years old on the test day. We asked heads if this is a suitable age to assess children and 78% think it is poor timing for a judgement of children's ability.

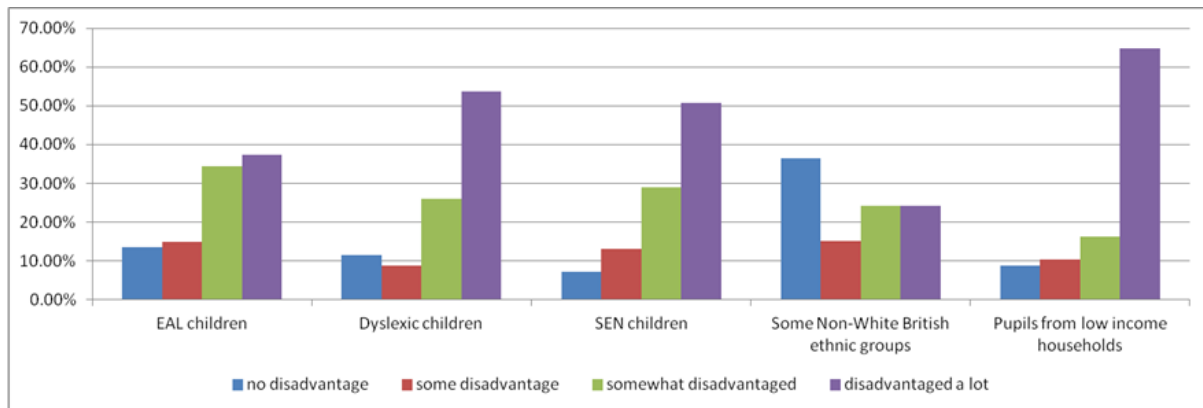
Q4 To what extent do you agree or disagree with this statement, "The first term of year six, when pupils are 10 or 11 years old is a suitable time to judge their ability."



Children disadvantaged by the 11 plus

We asked about the specific groups of children who might be disadvantaged by the 11 plus test. Heads think these four groups potentially face problems:

- Children from low income families. 80% of heads feel this group is disadvantaged by the 11 plus test
- Dyslexic children. 79% of heads feel this group is disadvantaged
- Special Educational Needs (SEN) pupils. 79% of heads feel these pupils face some disadvantages
- Pupils who speak English as an additional language (EAL). 71% of heads believe these pupils might have some problems with the test



Children with SEN and children from low income families are under-represented in grammar schools, with just 2.3% students in grammar schools eligible for free meals compared with 13% at other schools in selective areas. Just 4.7% of pupils in Kent grammar schools have Special Educational Needs compared to an average of 13.7% in Kent non-selective schools. We have found no research on how many dyslexic or EAL children attend grammar schools, but the 11 plus tests do have English and verbal reasoning papers, which may cause problems for these pupils. Indeed 11 plus exam board GL Assessment states on its website in an article about testing, 'Children with poor reading skills, whether because of dyslexia or because they are not native speakers of English... would be expected to get low scores in the Verbal Reasoning tests.'

In general head teachers do not feel that ethnic groups are disadvantaged by the 11 plus, but seven heads mention Gypsy/Roma pupils in the comments. It is clear this group of children is less likely to attend grammar school; just 1% of Kent children from this ethnic group attend grammar schools.

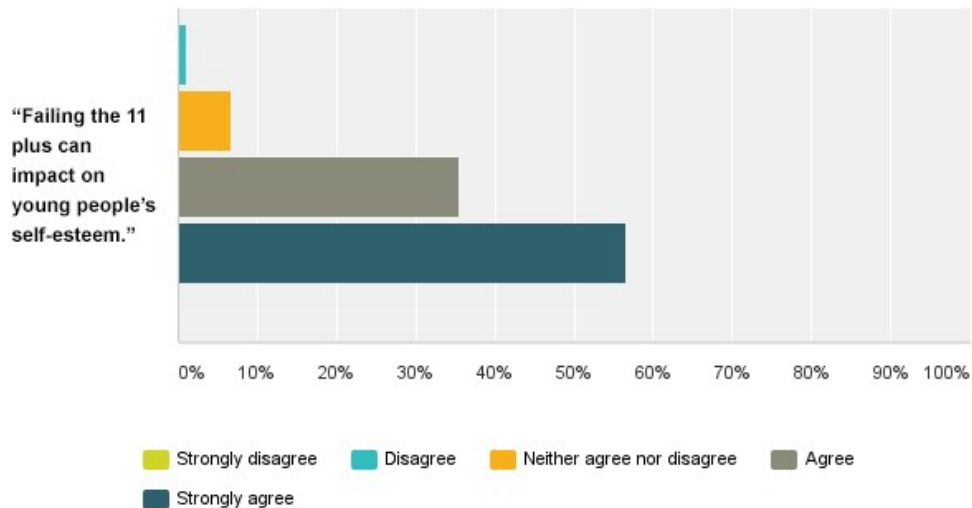
The other categories of pupils heads mentioned in their comments as being disadvantaged by the test process are:

- Children who pass but who might not be suited to a strictly academic grammar school curriculum
- Pupils with emotional anxieties but who mature later in the year
- Young boys (summer born)
- Children on the ASD Spectrum
- Children in care
- White working class children from families with low academic expectations
- Children who mature late

One head wrote, "*Students do not make progress in a straight line - I have students who have left year 11 with GCSEs at A and B grade who arrived with only NC level 3. Maybe they might have achieved A*s if it had not taken three years to rebuild their confidence following not being 'selected'.*"

Potential problems for pupils who do not pass the 11 plus

The key problem highlighted by head teachers is the impact of failing the test on pupils' confidence. 93% of heads agree that, 'Failing the 11 plus can impact on young peoples' self-esteem', with 57% strongly agreeing.



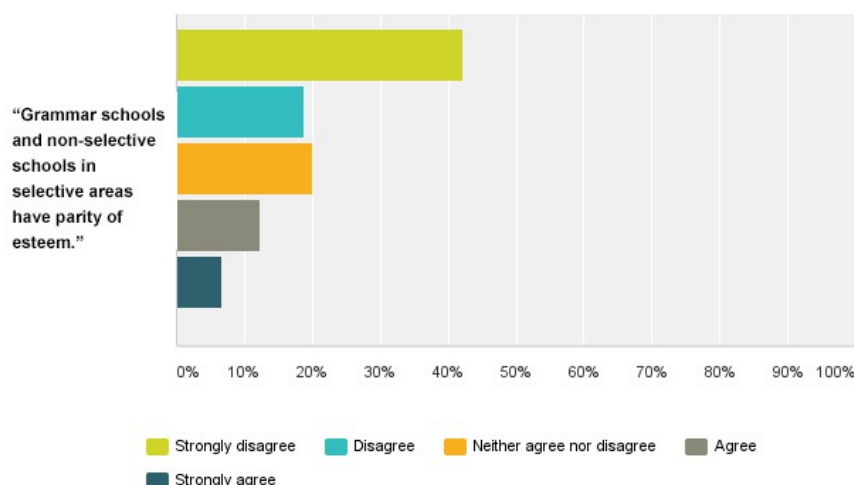
Related to this point is the potential for failing the test to dent confidence in future academic success. 59% of heads think failing the 11 plus could have an impact on a pupil's ambition or aspiration.

We asked heads if they thought a child in a non-selective school was as likely to go to university as a child of the same ability taught in a comprehensive area. 47% of heads think a child is less likely to reach higher education from a grammar school area non-selective. Many non-selective schools do offer academic choices at A level, but some are focussed on vocational options post 16 and pupils may have to move to grammar school sixth forms if they aspire to university.

We asked about opportunities in the local job market and whether attending a non-selective school might be perceived less favourably by employers, but there is no consensus on this point. 54% of heads believe that if two pupils have the same qualifications, a pupil with 'grammar school' on their CV would be preferred.

Differences between non-selective schools and comprehensive schools

Most heads agree that grammar schools and non-selective schools in their areas are not perceived as being of equal status. 79% of heads state that divided education means parents hold grammar schools in higher regard than other local schools.



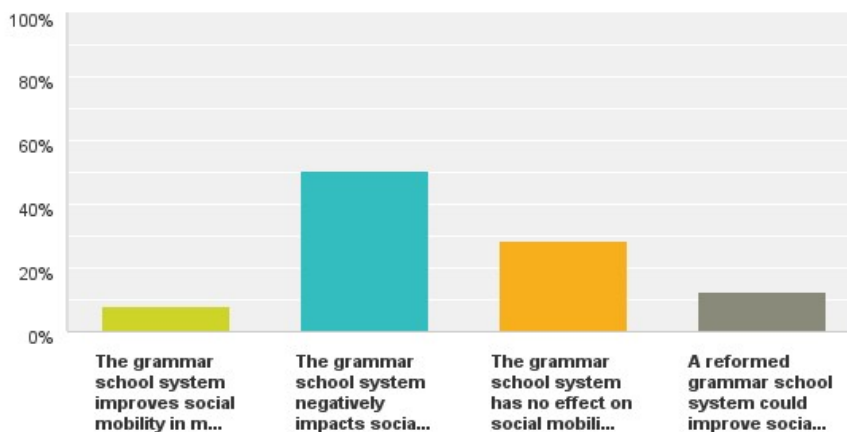
We asked about problems faced by non-selective schools in grammar school areas and 83% of heads agree that non-selective schools in grammar areas manage higher proportions of Special Educational Needs pupils, and children who do not speak English as a first language. 88% of heads feel that schools face additional pressures when they manage higher proportions of such pupils.

Another issue highlighted is teacher recruitment, with 57% of heads stating that staff recruitment is a problem in non-selective schools in grammar areas.

Social mobility and preference for school system

Just over half the head teachers (51%) feel that an 11 plus system in their area has a negative effect on social mobility, 8% believe grammar school systems have a positive influence, and 13% think a reformed grammar school system could improve social mobility in their area.

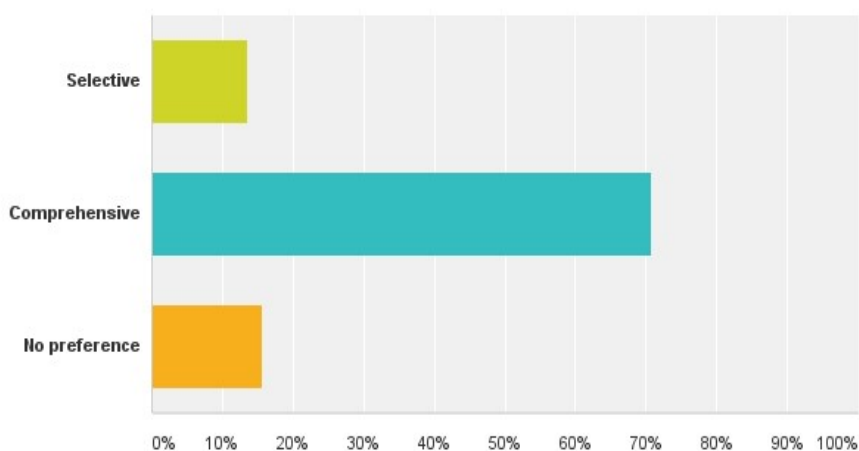
Q10 Which of these statements about social mobility best fits your view?



A recent survey by the Fair Education Alliance and the TES found teachers were overwhelmingly against the expansion of grammar schools, with 82% of respondents opposing the creation of new grammar schools. Our survey of heads found less opposition to the government's plans in grammar school areas; 69% of heads say they do not think new grammars should be allowed, with 20% in favour of grammar school expansion.

Most selective area heads say they prefer comprehensive education, with 71% preferring mixed ability education, 13% preferring selective education and 16% stating no preference.

Q11 On balance, do you prefer a selective education system or a comprehensive education system?



Reactions to the government's green paper proposals

We also asked some questions related to the government's proposed changes to grammar schools as described in the 'Schools That Work for Everyone' green paper. We found no overall consensus on whether it would work for a Multi Academy Trust to use one school as a centre for high achievers, and no clear view on whether grammar schools are proven to deliver good results and can benefit other children. However 42% of heads disagree with the statement, "Grammar schools can successfully create high quality school places by establishing new non-selective schools or through partnering with existing non-selective schools." A few comments clarify the reasons; one head says, "*It is a myth that grammar schools are best placed to support non-selective schools to improve as the challenges are completely different.*"

There is support for fairer access to grammar schools with 45% of heads agreeing with the statement, "Grammar schools can benefit pupils from all backgrounds if they adopt fair access strategies such as prioritising, or setting aside places, for pupils of lower household income." The government has stated that it wishes to increase the number of children from low income families attending grammar schools, and it is clear that many heads agree this is the right move.

Conclusions

Considering the government is planning to change the law and allow new grammar schools we feel the views of head teachers with experience of grammar school systems should be heard. Our survey shows widespread dissatisfaction with selective education from respondents. Primary school heads are particularly keen to mention problems with the 11 plus, with many writing additional comments about the way the 11 plus impacts their pupils (see Appendix 1 for comments). Non-selective school heads, perhaps unsurprisingly, are most in favour of a comprehensive education system, with all the heads that responded preferring comprehensive education and stating they do not support new grammar schools.

Just four grammar school heads responded to the survey, but surprisingly these heads expressed reservations with the test process. They were as likely as other heads to express

concerns about self-esteem issues for children failing the test, and the age of the test being unsuitable.

There are few regional variations to note, but 10% of Kent teachers state that the 11 plus test is 'very inaccurate' with heads in other areas unwilling to express such strong feelings. Heads in Buckinghamshire are more likely to believe tutoring is a problem, with 75% of Buckinghamshire heads stating test tutoring has, 'significant impact.' Heads in Buckinghamshire are also more likely to say the school system causes problems with social mobility. Lincolnshire heads are more supportive of new grammars being built with 33% supporting the expansion of academic selection.

Although the sample size for this survey was small we hope that it has added some useful information to the current grammar school debate. We would like to thank all the head teachers who took the time to respond to this survey.

Appendix 1 - Additional comments

We asked three questions with open responses.

- 1. What are the main ways (if any) in which grammar schools impact on their local non-selective schools?**
- 2. In your opinion, what are the main BENEFITS (if any) of a grammar school system compared to a comprehensive system?**
- 3. In your opinion, what are the main DISADVANTAGES (if any) of a grammar school system compared to a comprehensive system?**

A summary of the responses is below.

- 1. What are the main ways (if any) in which grammar schools impact on their local non-selective schools?**

Comments on this question were mostly negative, and fell into the following categories:

- a) The 'creaming' effect, meaning non-selective schools educate less able pupils**
- b) Problems with perception and regard for non-selective schools among pupils, parents and teaching staff**
- c) The different balance of pupils**
- d) Problems with results and comparison with other schools**
- e) The advantages of schools which cater for different needs working together**

- a) The 'creaming' effect, meaning non-selective schools educate less able pupils**

"The more able pupils are not challenged in a non-selective school in the same way as they do not have the highest achieving pupils to measure against."

"There can be a lack of drive and ambition in non-selective schools."

"The local non-selective schools tend to end up with a very small proportion of the really bright children. These children could be an example in non-selective schools but they are not because they are not there."

"It removes breadth of ability across all schools, it lowers aspirations of non-selective pupils."

"High ability children are 'creamed off' to go to grammar schools. Other high ability children get places in other schools who have entrance tests. This leaves children of middle and lower ability left to go to the local school. Despite its best efforts the school does not have a chance to raise its profile with the community due to depressed exam results. The children do not have the role models of brighter children and therefore little aspiration."

"It leads to a poverty of aspiration among children, parents and teachers for those who have not passed the 11+."

"They only have a negative impact by taking away the top 25%. I am in a federation with a grammar school and it is the non-selective school that has made the grammar school 'up its game!'"

b) Problems with perception and regard for non-selective schools among pupils, parents and teaching staff

"Children don't value their non-selective school as they are only there as they failed rather than by choice."

"It creates the impression that non-selective schools are not as good as grammars which breeds a more negative image of the non-selective schools."

"Children in non-selective schools can feel second best. The existence of selection creates a social divide between communities. In a time of teacher shortages grammar schools may be more attractive to teachers. Grammar schools expand and offer places to those who did not pass the 11+ therefore leading to falling roles in other schools. They can erode or prevent the notion of community school for local communities."

"The grammar system is seriously impeding recruitment for non-selective schools. There is a social 'stigma' locally about children not going to the grammar schools. This puts huge pressure on children."

"The secondary modern to which we feed is on the border with two other non-selective authorities and is close to an outstanding Academy. It has created a clear hierarchy for parents in their choices irrelevant of the quality of teaching in each school. The impact on recruitment in our town is significant compared to the town in which the Grammar school is. Both us as a Primary and the secondary cannot always appoint and are spending significant amounts of money with agencies."

c) The different balance of pupils

"Huge numbers of SEN and children with challenging behaviour attend the non-selective schools and this has an impact on all children within their schools."

"It gives non-selective schools more attendance, behaviour and SEN issues."

"It impacts the majority of children's self esteem in a very bad way when they fail the 11+. This is reflected in poorer behaviour and lack of ambition."

"Some groups of pupils cannot compete for a grammar school place and always end up as a group in a non-selective school."

d) Problems with results and comparison with other schools

"Non-selectives can't compete. It means inequality with Ofsted, performance tables etc."

"The existence of grammar schools hugely restrict the ability of a non selective to be rated good or outstanding. This has a significant impact on teacher recruitment to non-selective schools and to job security and job satisfaction for senior staff, especially head teachers."

"It changes the curriculum approach as non-selectives admit fewer academic pupils and create very different school cultures. It disadvantages non-selective schools when it comes to National Test Performance tables and creates an unfair comparison with areas that do not select."

"Comprehensive schools, by definition, should be able to take children from each of the ability groups in roughly equal measure. Grammar schools distort this by "creaming off" the more able leaving non selective schools with more pupils from the middle and lower ability groups. Measuring outcomes from the two types of school in the same way is therefore inaccurate and misleading. Parents however are given this distorted impression of the relative merit of the two types of school which bears very little relation to the quality of teaching, behaviour or leadership and management. Grammar schools clearly take fewer children from vulnerable and disadvantaged groups. They encourage tutoring to "pass" a selection test which more wealthy parents can afford. They therefore discriminate against lower income families regardless of ability. Children at 11 are branded "failures" by the test which has a detrimental effect on their self esteem and confidence. Grammar schools teach a minority of the school population and have a negative effect on the majority of pupils in the areas in which they are situated."

e) The advantages of schools which cater for different needs working together

"There can be school support, joint training and development, managed moves both ways. They can provide a better range of post 16 studies if they work together."

2) In your opinion, what are the main BENEFITS (if any) of a grammar school system compared to a comprehensive system?

Just under half the teachers who wrote in this section stated that there were *no benefits*, but other points were made around these areas.

- a) Grammar schools offer focussed academic education for those who need it**
- b) There are advantages for disadvantaged children attending grammar schools**
- c) Recruitment advantages for grammar schools**
- d) Grammar schools do well but the most able pupils can do just as well in comprehensive schools**

a) Grammar schools offer focussed academic education for those who need it

"Children are more focussed on education; the parents hold a greater value to education."

"They enable academically high attaining pupils to follow a pure academic route and enable the non-selective schools to offer vocational courses etc. In a comprehensive school, they are often spread too thinly trying to provide both."

"Grammar schools educate children who are expected to achieve highly and who are routinely supported at home in their learning which impacts positively on their achievements."

"For the few children who flourish in an academic setting, the grammar school system provides a good foundation for later academic study."

"Grammar schools are good for more able pupils, they have similar pupils to work with & are able to channel their abilities better."

"The most able children are able to proceed at a pace that would not be appropriate for the majority of learners."

"Higher standards and expectations. Children who are more committed to learning are together, producing a better working/learning atmosphere. Less poor behaviour."

b) There are advantages for disadvantaged children attending grammar schools

"Grammar schools develop academic capital to invest for all by fast tracking the most able. They create life changing opportunities/aspirations for those from disadvantaged backgrounds that have exceptional academic ability. They allow academic pupils, who can be socially inept, to show their abilities without fear - it's cool to be clever. In an ideal world we would develop the comprehensive system to be fit for purpose and offer alternative ways to success for gifted and talented pupils who are not in the very narrow academic field."

"Genuinely can raise aspirations and options for working class children from homes in impoverished areas, where the quality of comprehensives is the last resort. Of course, improving the quality of the comps is also vitally important for all the children, but in a Grammar, working class children are pulled into a rising cycle of aspiration, which would not be available in their own back yard."

c) Recruitment advantages for grammar schools

"They have the most specialised teachers because recruitment is easier for them."

"Working with children of similar ability may result in less differentiation and fewer resources needed."

d) Grammar schools do well but the most able pupils can do just as well in comprehensive schools

"Perhaps there is a benefit for a very small percentage of children however I believe that children that are able will do well in a well run comprehensive school. Children who are near the bottom of the top 20% then start to feel as though they are struggling when clearly they are still very bright. Many children that are tutored for the 11+ struggle then!"

"There is a high level of expectation. However this could be accomplished in any high school with a 'grammar type' stream."

"IF you have true selection on merit, and IF you can remove the impact of coaching and class privilege (both of which are impossible), I can see an argument in favour of having all more able pupils in a school together. However, I take a utilitarian view on this matter and a narrow focus on the most academically able 20% ignores the potentially negative impact of selection on the other 80%."

3. In your opinion, what are the main DISADVANTAGES (if any) of a grammar school system compared to a comprehensive system?

The comments to this question followed these main themes:

- a) Children's self-esteem when failing the 11 plus test**
- b) Disadvantages of a school divide and two types of school**
- c) The problems of test tutoring and pressure on children**
- d) The balance of pupils**
- e) Lack of choice and poor school options for those who fail the test**
- f) A divisive system**
- g) The flaws of the 11 plus test**
- h) Elitism and poor social mobility**
- i) Problems for non-selective schools and their pupils**
- j) Comprehensive education works better or grammar schools do not provide better results**
- k) The popularity of grammar schools**

a) Children's self-esteem when failing the 11 plus test

"It impacts negatively on pupils if they fail to pass the test. Children can feel a failure if they don't go to grammar school and some feel they have let their parents down. It produces an unnecessary 2 tier system that is largely out of date in our current society."

"Lack of self-esteem is the biggest problem it causes."

"The selection process can be soul-destroying for the children."

"Children branded as "failure" at 11. Yr6 SATs - lack of motivation as selection test seen as priority. Lack of equality of opportunity."

"Children failing at 11!!"

"Children feel a failure if they don't pass and consider they don't have a successful future ahead of them, this is influenced by parents' feelings and behaviours. Far too many children are pressurised to pass the test and are 'tutored to death' to desperately try to enable them to pass. What is this telling our young children?"

"I am annoyed that you have not asked about the impact on the emotional side of a Y6 child - or anything about impact on Primary education - all about secondary. Just like the Government - secondary is more important - right!!!! NOT. Primaries are managing a lot of mental health issues with stressed children and parents due to the Kent Test."

b) Disadvantages of a school divide and two types of school

"Social cohesion, narrow curriculum. Parental perception of what constitutes a good education. Unfair competition between the systems academically, leading to meaningless comparative data. Comprehensive can't mean comprehensive if it is deprived of one group, so what does it mean for those pupils and their parents? One chance testing can lead to pupils being missed for selection. Preparation for tests favour the better off parents."

"A false environment - in the 'real' world there are a mixture of people, male and female, who are able/less able, social/antisocial etc. who are not there through a test and who

are successful (by whatever measure you chose) through life skills and opportunities taken."

"A significantly negative impact. The most able students are creamed off and immediately gives an 'us and them' culture. The arrogance of those attending a grammar school as opposed to a non-selective school is staggering - students and teachers. It is much harder to recruit staff in a non-selective schools as teachers want to work in what they consider to be an easier environment. This creates under performance in grammar schools - certainly non-selective schools can teach grammar school staff a thing or two about pushing students to achieve the best grades they can possibly get. I despair at the segregation caused by the whole system in Kent and the culture of some being better than others at the age of 11 is horrific. It damages the students and we spend the first 3 years building back up their self esteem. It damages communities with 'us and them' and it damages the profession - teachers want to work with all abilities - or at least great teachers do."

c) The problems of test tutoring and pressure on children

"Gaps in attainment (PP and FSM) are wider in selective areas. The stress put on children by parents and 11+ tutors is damaging their mental health."

"The pressure facing 10 and 11 year olds three days after the start of an academic year is horrendous, especially from pushy parents. They often suffer a tremendous amount of stress whilst awaiting the results and end up looking at far too many secondary schools and Grammar schools as they do not know what the result is in time to make an informed decision before applying so have to visit both options which then impacts on their time in school."

"Pupils from disadvantaged families cannot afford to tutor their children in order to pass the selective tests. Primary Schools are not able to support or coach any child in test preparation. Pupils from affluent families who have high aspirations for their children are able to fund home tutoring."

"As a Primary school, we have many families who believe that our only purpose is to get their children through the 11+. This means that Year 5 is seen as the most significant year for them and Year 6 after September is a valedictory period. Families report that failing the 11+ has social implications particularly in middle class and aspirational families. Some children are tutored for two years before their 11+ and placed under enormous pressure by their friends and family."

"Come to Bucks and see the effects. Parents talk all through Primary school about the 11+. The pressure on children is immense and seeing the tears/ stress of these children shows how bad the system is. This system only benefits the few and the majority fail. Middle class parents coach their children from Year 3 onwards. Most children at our local grammar come from outside of the area so it is not even catering for local children. It is a morally wrong system that turns the majority of children into second class citizens at 11. There is no social equality in Bucks!"

"The pressure to pass the 11+ from parents when pupils are in year 4 and 5 is causing a huge amount of anxiety in young pupils. Some children who could do very well at a grammar school ability wise don't get the opportunity due to the stress and pressure of completing the test. Many pupils mature and grow in year 6 after this test."

"I feel strongly that it is not the best thing for all of our children. It is completely against the growth mindset that we try to establish in primary that anyone can achieve

anything. Children do reach academic maturity at different times and the comprehensive system allows for those developments without children feeling as though they have missed out if they don't pass their 11+."

d) The balance of pupils

"Grammar schools are difficult for SEND pupils to access."

"Grammar schools do not have a representative cohort of students."

e) Lack of choice and poor school options for those who fail the test

"In my local area the local comprehensive is a 'sink' school where staff and parents have little or no aspiration for the children who have 'failed' the 11+. This can impact negatively on the rest of their lives based on a test at 11. Also if an area has only 1 alternative school which is inadequate parental choice is limited and only those who can afford to pay for additional transport get access to a school where they can achieve their potential."

"It means a lack of choice for non-selective parents on where they can send their children."

f) A divisive system

"Creates the impression that non-selective schools are not as good as grammar schools which breeds a more negative image of the non-selective schools. This makes the job of non-selective schools much harder, while creaming off more academically able and often more supportive families. Children learn best from working with a wide range of abilities."

"Divisive. Class bias in selection. Does not provide social mobility. Ignores the potential impact on those not selected. Wrong age (11) to select."

"Divisive and elitist."

"It is a divisive system which creates inequality. It does not improve social mobility. It works against the interests of the majority of the school population and in particular disadvantages those from lower incomes, vulnerable groups including EAL and pupil premium."

"Divisive and suggests that only 25% of the country should have an academic education and go to university."

"Socially divisive; all schools should have grammar streams."

"It is divisive and outdated. The status is almost always related to parental expectations and aspirations."

"Poor social mobility. Unfair opportunity. Hierarchical education system. Non selective have poorer results, and more chance of being below floor with all the stigma that brings."

"Not equality for all. League tables can never measure like for like - truly not fair to any school (unless you have the Cream!) Creates a two tier system throughout life."

"This is not simply about attainment. There is enough research evidence to show that children from more affluent families (who have been tutored to pass the 11+ test) are better fed, better rested and better prepared for school, so they will also be better placed to make good progress. Grammar schools attract high quality staff (which teacher would not rather work with able and amenable students?) leaving non-selective schools with a poorer quality of candidate for teaching posts. Ofsted also fails to recognise how much harder it is for non-selective schools in a selective area to make the necessary progress and attainment with the remaining 80% of students who did not pass the test."

g) The flaws of the 11 plus test

"Children are heavily tutored to pass the test, rather than it being based on raw intelligence. Many children flourish after the age of 11 and have missed the opportunity to sit the test. Also, the importance of year 6 SAT tests is lessened for children (and parents) who have passed the 11+. They do not really care about SAT tests and secondary readiness once a place at a grammar school has been secured. My local grammar school is a 13+ school. 90% of children who attend come from the private sector who are free to tutor children non-stop if they wish. In the state sector, tutoring is strictly forbidden so private school pupils have a huge advantage. Social mobility does not exist in this set up."

"Pupils who are just below the pass rate miss out, but would really benefit."

"The way the testing is carried out. Impacts on the primary timetable - should be carried out on a Saturday."

"Too early for pupils to take test, those that do not pass can be deemed as failures."

"Judges all pupils at one point in their education, not all children learn at the same rate."

"Children who demonstrate good academic ability later than age 11 may be disadvantaged."

"Not every child who goes has the right learning attitude. Primary schools (who know the children well) have no input into the selection process apart from Head teachers' appeals."

h) Elitism and poor social mobility

"It penalises children from disadvantaged families who can't afford tutors or who pass but then can't afford the travel to school. Non-selective schools are seen as second class."

"All schools should give its pupils equal opportunities regardless."

"Parents who push their children into a grammar place through extensive tutoring, therefore the correct pupils are not always at the grammar school. It makes it elitist."

"Elitism, lack of pastoral support, low self-esteem, unrealistic educational demands, lack of broad and balanced curriculum."

"Arrogance of both staff and pupils. The idea that grammar schools are better therefore the children will achieve more - they should they are the more able. Inequality in provision - some grammar schools have very large areas so top 1 % some have small areas so top 20% how is that fair?"

"The grammar school system breeds elitism and divisiveness."

"There are no advantages to grammar schools - they are a privilege for the privileged."

i) Problems for non-selective schools and their pupils

"The grammar schools recruit outstanding teachers, and the other schools struggle with this."

"Skewing the intakes of the non-selective schools is a problem."

"Too many disadvantages to list. Non-selectives are proportionately more expensive than comprehensives because low attaining students tend to need more interventions, including smaller classes. It is virtually impossible for non-selectives to obtain an outstanding Ofsted grade - limiting their ability to be teaching schools, sponsor schools, support schools etc."

"Poorer prospects for those in non-selective schools."

"It puts a huge strain on the non-selective schools."

"Non-selective schools concentrate the most vulnerable in one place. young people feel they have failed education at the age of 11 there is a massive impact on self esteem and aspiration the current performance measures mean non selective schools are always seen as inferior and are unable to compete with the grammar schools it's educational apartheid."

"Non-selective schools have most of the disadvantaged groups. Teachers become less skilled in classroom management strategies. Many children and parents consider themselves to be failures at 11."

j) Comprehensive education works better, or grammar schools do not provide better results

"I believe that comprehensive schools with a grammar stream offer the best of both worlds. There does not need to be a cut off point at any age - children can move in or out of a grammar stream as appropriate. This would give a parity to all schools in terms of comparative data and recruitment of staff."

"The two-tiered system confuses excellent teaching and education with high attainment/ outcomes. Grammar schools select the easiest type of children to teach; this has no relation as to whether they provide high-quality teaching and education."

"It would be a tragedy for education to extend selection, which has been the blight of state education in Kent."

k) Popularity of grammar schools

"Grammar schools are very popular with parents in Kent; indeed many families move into Kent in order to access its fine grammar schools."