

**YOUNG PARTICIPATION IN HIGHER EDUCATION:
A SOCIOCULTURAL STUDY OF EDUCATIONAL ENGAGEMENT
IN BRISTOL SOUTH PARLIAMENTARY CONSTITUENCY**

Full Report

Lynn Raphael Reed,
Chris Croudace, Neil Harrison, Arthur Baxter and Kathryn Last

A HEFCE-funded research project

Acknowledgements

Children's illustration throughout this report arose from an *Aimhigher* project involving Hareclive Primary School in Bristol South and the University of the West of England in July 2006. Permissions were given to use their drawings. Our particular thanks to the following:

Jade Delaney – Front cover and Chapter 8
Ashley Smith – Chapter 1
Chloe Hicks – Chapter 2
Ryan Davis – Chapter 3
Shannon White – Chapter 4
Carrington Walker – Chapter 5
Alex Scott – Chapter 7

We are grateful to all members of the Project Advisory Group (Appendix B) who willingly gave their time and expertise in support of the study.

Particular thanks are due to the following individuals who facilitated access to key data:
Graham Knight at Bristol Children and Young People's Statistics Unit;
Howard Wilson at Connexions West of England;
Joy Huntington and Judy Stradling at City of Bristol College.

We are also grateful to:
Angela Shaw who supported us in undertaking a number of field interviews;
Sarah Howls at HEFCE for her patience as we completed the study;
Dawn Primarolo MP for dedicated interest and concern about her constituency;
James Wetz for sharing with us the outcomes from his own study;
Members of the research teams working on parallel projects in Nottingham North, Sheffield Brightside and Birmingham Hodge Hill for sharing with us their emerging findings.

Most of all however, we are indebted to all the young people, parents/carers and educational professionals living and working in Bristol South, for sharing with us their experiences and their understanding of the issues under investigation. Without their support this study would not have been possible. We hope that they recognise their voices, and their lives, in this account.

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The research was made possible by a grant from the Higher Education Funding Council for England. However, the views expressed in this report are those of the authors and do not represent those of the Higher Education Funding Council for England or the University of the West of England, Bristol.

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Executive Summary

Introduction

- This is a study of *why* so few young people in Bristol South¹ go into ‘higher education’ when they are 18 or 19 years old. By higher education we mean university level courses or qualifications.
- In some parts of the City of Bristol, 8 out of 10 young people go into higher education; in Bristol South only 1 out of 10 young people does.
- Socio-demographic and educational statistics were analysed. Interviews were conducted with approximately 100 young people who live in Bristol South, and 50 adults who live or work there including teachers, parents and carers. Survey data from all young people in years 8 and 9 in Bristol South schools in 2003, matched to later outcomes, were also considered.

The Main Findings

- The constituency can be divided into three zones on the basis of socio-demographic data, and the secondary schools into two broad groups (*Group A* and *Group B*) based on their intake and outcomes². Where young people live, and where they go to school, impact on their experiences and educational outcomes.
- Employment in the area has been traditionally low-skilled but plentiful, with some recent fragility in the youth labour market. Skilled labour has generally been concentrated in small businesses in the construction trades, where family connections are often more important than qualifications in securing work and work-based training tends to be informal.
- Approximately 25% of the secondary aged population in Bristol are educated outside local authority secondary schools, either in the independent sector or in schools outside the city; the figure for Bristol South appears similar.
- Bristol South secondary schools have relatively high numbers of young people with special educational needs and with low levels of achievement on entry.
- Between year 8 and year 9, many young people’s enjoyment of school declines and they disengage from education. This is associated with lack of ownership and *agency* in the learning process, and ‘falling away’ of parental support, as much as with their level of attainment. Decline in enjoyment is especially pronounced in *Group A* schools.

¹ The area of ‘Bristol South’ is a parliamentary constituency. It covers the wards of Bedminster, Southville, Windmill Hill, part of Knowle, Hengrove, Filwood, Bishopworth, Hartcliffe, Whitchurch Park.

² *Group A* schools comprise Hengrove Community Arts College, Hartcliffe Engineering Community College, and Withywood Community School. *Group B* schools comprise Ashton Park School, Bedminster Down School and St Bernadette Catholic Secondary School, although Bedminster Down shares a number of characteristics with schools in *Group A*.

- By the age of 14, many young people in Bristol South schools have decided that they do not want to stay in education beyond the age of 16 or go on to higher education. This is especially pronounced in *Group A* schools
- By the age of 16, approximately 7 out of 10 young people in Bristol South schools have not achieved the qualifications needed to go to university in two to three years time; the underachievement of girls is a particular issue.
- More young people drop out of education aged 16 than elsewhere in the city, to go into work-based training or employment. In 2005, only 62% stayed in full-time education at age 16, compared with 70% across the city as whole and 77% nationally.
- The majority of young people who stay in education at age 16 go into college-based provision, with City of Bristol College as the main provider and almost half enrolled initially at level 2.
- There has been an absence of high quality work-based training in the city.
- Of those who do successfully apply to higher education from the constituency, a slightly higher percentage than the national average are mature learners.
- The explanations of the current situation given by young people, parents/carers and educational professionals are different in a number of important respects.

From the **young people**, many told us:

- They worry about moving away from the area, or from friends and family.
- Going into work, or starting a family, are readily understood, attractive and achievable options for many aged 16 and above.
- Jobs are available without getting any more qualifications.
- They don't enjoy school and feel disempowered by the experience.
- They would like more control over their learning; more creative learning opportunities; more appreciation for what they do outside school; and more respect from teachers.
- Working hard often does not lead to reward; it sometimes results in being 'outcast' by peers.
- The educational choices open to them at age 16 or 18 are not clearly enough understood, or where these choices might take them.
- Sometimes the courses they want to do are too far away, and travel is too hard.
- They sometimes feel unsafe mixing with people from other areas in Bristol South, and people from outside the area tend to think they are 'stupid' if they come from the constituency.
- When they move between institutions they feel unsure about how to access help, or unconfident about how to work as more independent learners.
- There are not many people around them who have gone to university; where they know someone who has gone into higher education, this encourages them to see it as a possibility.

- They worry about debt.

From the **parents and carers**, many told us:

- Parents/carers have often had a negative experience of education themselves.
- They often lack confidence or skills to help their children with their learning.
- It can be hard to make sense of all the written information that comes to them.
- Teachers sometimes communicate low expectations of them and their children and they sometimes feel disempowered in their contact with schools.
- Post-16 and higher education need to be more visible in the local area.
- Most parents/carers don't have any experience of higher education; it helps to be given support in gaining greater understanding.
- They are worried about the costs of their children going to higher education.
- Support for young people at transition needs to be improved.
- 'Happiness' can be achieved without having to go to college or university.

From the **educational professionals**, many told us:

- In general, young people and their families appear not to value education; professionals often interpret this as passivity or complacency.
- High levels of special educational needs, and/or difficulties with basic skills, mean working in Bristol South schools is very demanding; stretching young people at the highest end of the attainment scale can sometimes be especially difficult.
- Challenging behaviours by young people mean teachers often 'over-control' the classroom, or prioritise high trust caring relationships.
- As a consequence of this dynamic, young people often do not develop as independent learners.
- The curriculum is not relevant to many young people and intended reform of the 14-19 curriculum is anticipated to bring benefits.
- Greater personalisation is needed of the learning experience.
- Increasing access to timely Information, Advice and Guidance for all young people would be beneficial.
- *Aimhigher* interventions have been helpful, but have limited reach.
- Higher level employment and work-based learning opportunities in the local area would be helpful.
- Different sorts of higher education e.g. Foundation Degrees, or higher education in further education colleges, and vocational routes into higher education, need to be more widely understood, visible and accessible.

In conclusion

- Wider economic and social regeneration and development of the local area will change the context within which young people make decisions about their learning pathways.
- Aligning the interests and resources of schools, the local authority, further education, higher education, business – and young people, their families and the wider community, has the potential to improve educational outcomes and

progression. This is exemplified through a diversity of new interventions being planned in the constituency, including two 11-19 Academies, one all-age Campus, and the South Bristol Skills Academy.

- Approaches which increase the *confidence* and *engagement* of young people and their families with learning are a priority.
- These approaches need to be based on *respecting* young people and their families; acknowledging the importance of their *social relations* to their sense of well-being; making the learning experience more *relevant*; and building their sense of *ownership* and *agency* as lifelong learners.

Recommendations

1. Promote a sociocultural understanding of the dynamic development of learning cultures, identities and trajectories in Bristol South.
2. Develop a set of *respectful and relational practices* for enhancing the educational engagement of young people and their families.
3. Challenge deficit beliefs and encourage dialogue with young people, their families and communities about the means by which educational engagement may be improved.
4. Build ‘agency’ in the learning process as a priority for all learners - including at points of transition, at critical periods where disengagement occurs and in relation to ‘information, advice and guidance’.
5. Explore new ways of engaging with parents and carers, and of enabling them to engage with their children’s learning.
6. Recognise the powerful emotional, social and relational dimensions to experience that impact on the learning identities of young people in Bristol South, and adapt learning environments - including those in FE and HE - in response.
7. Acknowledge the significance of all forms of capital (economic, cultural and social) to the lives and learning pathways of young people in Bristol South – and promote financial support for learning, links to wider employment opportunities, access to new technologies, expanded pathways to qualification and enhanced social networks.
8. Raise awareness of re-conceptualised and diversified forms of higher education, including higher education in further education colleges, work-based learning and Foundation Degrees, and mature entry.
9. Utilise the evaluative framework (Table 6.6 main report) devised out of this research to develop effective *programmatic, systemic* and *agentic* interventions³.
10. Improve data to facilitate analysis of progression routes and educational outcomes for individual young people aged 16-24 in the constituency.

³ *Programmatic interventions* focus on specific tools or programmes to encourage engagement, participation and progression (e.g. ABLAZE, ASDAN, *Aimhigher*, Gifted and Talented activities); *systemic interventions* focus on change at the level of whole organisations and their practices, but in particular aligning new forms of partnership in support of engagement, participation and progression (e.g. Academies and Trusts); *agentic interventions* value community funds of knowledge and current forms of social capital in building individual and collective ‘agency’ through social action and educational change (e.g. KWMC and Success@ EiC Action Zone).

Further research

As a consequence of this study, we advise that **further research** be undertaken on the following:

1. The relationship between gender identities, cultures and educational outcomes, especially in relation to the underachievement of girls.
2. Parental perspectives on educational engagement, for themselves and for their children – and the development of innovative strategies to support their engagement.
3. An ethnographic account of the interactive contexts that sustain or transform learning identities and trajectories for young people in Bristol South.
4. The impact of new *systemic* interventions on engagement and progression, their relationship to each other, and their relationship to *programmatic* and *agentic* interventions.
5. A longitudinal study of a cohort of young people from Bristol South, from primary school into early adulthood.
6. A comparative study of issues of educational engagement in other white working class areas of Bristol, or elsewhere.

In addition to this Executive Summary the following material is available:

- Research Summary (40 pages)
- Full Report (338 pages plus Appendices)
- A short film from Knowle West Media Centre

Please contact Kathryn.Last@uwe.ac.uk for further information.

For correspondence about the content of this research, please contact:

Lynn Raphael Reed,
Head of Secondary Education and Lifelong Learning,
Faculty of Education,
University of the West of England,
Frenchay Campus,
Coldharbour Lane,
Bristol BS16 1QY.

Tel: +44 (0)117 328 4208

Lynn.RaphaelReed@uwe.ac.uk

Chapter 1
Introduction



1. Introduction

Higher education is associated with a range of long-term advantages for individuals and society with current policy aiming to broaden participation to all those who have the potential to benefit, regardless of background. However, entrenched inequalities in access to higher education persist. In particular, participation rates are associated with where people live and acquiring a better understanding of the context-specific processes that lead to these associations is essential if we are to achieve the goal of widening participation.

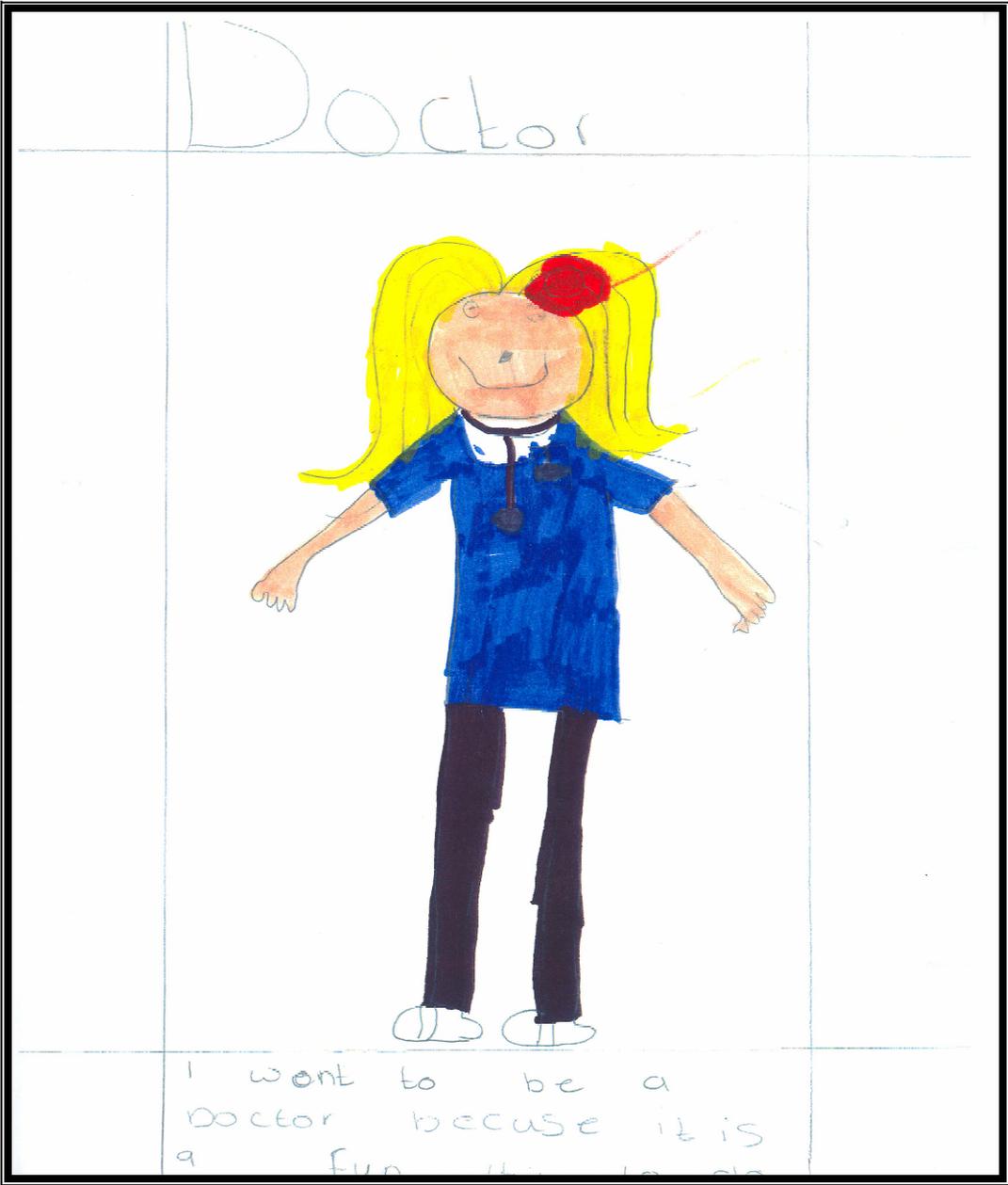
The aim of this research project has been to establish in-depth and situated insights into the particular reasons for the low rates of participation of young people in higher education in Bristol South parliamentary constituency, in response to the Higher Education Funding Council for England (HEFCE) report *Young participation in higher education* (HEFCE, 2005a). Whilst we know a reasonable amount about generic reasons for low participation in higher education at a national level, this study attempts to identify and examine the impact of particular local characteristics. It is matched by parallel studies of Nottingham North, Sheffield Brightside and Birmingham Hodge Hill.

Objectives agreed in a common research framework (HEFCE, 2005b) included to:

- establish what is already known through a review of existing local literature;
- build on existing knowledge to determine attitudes, perceptions and experiences of young people that are not participating in education;
- establish the availability and the appropriateness of the post-16 educational offer;
- determine the nature of the information, advice and guidance that young people receive with regard to progression to post-16 provision and subsequently higher education;
- identify examples of good practice in reaching out and engaging young people in post-16 and higher education provision.

It is hoped that outcomes from the research will inform the development of interventions that may improve the current situation.

Chapter 2
Background to the Study



2. Background to the study

Following the Dearing Review *Higher Education in the Learning Society* (NCIHE, 1997), the White Paper *The future of higher education* (DfES, 2003a) set out a policy framework for higher education with key priorities. These included expansion of provision with the aim that 50% of those aged 18-30 participate by 2010 coupled with improvements in fair access such that ‘the opportunities that higher education brings are available to all those who have the potential to benefit from them, regardless of their background’. Universities are seen as a ‘force for opportunity and social justice’ (DfES, 2003a, p67).

The current rate of participation of 18-30 year olds is around 42% and has remained relatively stable over recent years (DfES, 2006a). A large body of research however confirms enduring under-representation of certain groups and persistent polarisation of participation by socio-economic status (Gorard et al, 2006). Recent evidence indicates increasing stratification of the higher education market by institution and subject studied. Applicants from the highest socio-economic groups have increased their share of successful applications to the more selective universities and to certain courses e.g. Medicine and Dentistry (UUK/SCOP, 2005). Around half of the population in England belong to the lower socio-economic groups (Census 2001) yet they represent only 28% of young full time entrants to first degree courses (HEFCE, 2006a). Young people from professional backgrounds are over five times as likely to enter higher education than those from unskilled backgrounds (DfES, 2003a). In addition, younger students are more likely to be from high socio-economic groups and older students are more likely to be from low ones (UUK/SCOP, 2005).

In January 2005 HEFCE published *Young participation in higher education* (HEFCE, 2005a) that set out in detail patterns of young participation in higher education over the period 1994-2000 together with measures of the experiences of young people before, during and after their time in higher education. The study arose in recognition of the need for better measures of participation, sufficiently accurate to monitor inequalities in participation over short periods of time.

The focus on young participants (18 and 19 year olds) rather than mature entrants reflects a number of factors: firstly, the greater reliability of defining the cohort and calculating their rate of participation; secondly, the dominance and therefore significance of the young participant population in higher education; thirdly, the distinctive characteristics of this population e.g. in relation to their entry qualifications or non-completion rates (HEFCE, 2005a, Annex D).

Geographical analysis based on participation rates at ward level provides more robust and analytically useful measures of participation than have previously been available. The report identifies that ‘there are broad and deep divisions in the chances of going to HE according to where you live’ (p10) and that ‘many cities and towns are educationally divided, containing both neighbourhoods where almost no one goes to university and neighbourhoods where two out of three or more will enter HE’ (p11). Bristol is presented in the report as a case study city that illustrates such a division but in addition to exemplify the characteristic that high and low participation neighbourhoods may coexist ‘cheek by jowl’.

Whilst the report confirms what might be expected e.g. that people living in areas of low young participation in higher education are also disadvantaged on many other social, economic and educational measures, it also acknowledges that further research is needed to elicit ‘a fuller explanation and interpretation of the processes leading to these patterns of participation’ (Forward: Sir Howard Newby) ⁴.

In order to investigate these processes further, local studies were commissioned in October 2005 of four parliamentary constituencies with some of the lowest young higher education participation rates in the country: Bristol South, Nottingham North, Sheffield Brightside and Birmingham Hodge Hill.

⁴ One aspect to consider further relates to gender processes. The *Young participation in higher education* report highlights that whilst the overall young participation rate had remained relatively steady over the period, there has been increasing inequality of the sexes with young women in England 18% more likely to enter higher education than young men and that ‘this inequality is more marked for young men living in the most disadvantaged areas, and is further compounded by the fact that young men are less likely than young women to successfully complete their higher education course and gain a qualification’ (p10). The significance of gender in Bristol South will be examined later in this study.

National Participation of Local Areas (POLAR) data on young participation by parliamentary constituency associated with the report⁵ records their ranking out of 529 constituencies in England as follows:

Table 2.1: POLAR data on Young Participation in Higher Education by Parliamentary Constituency

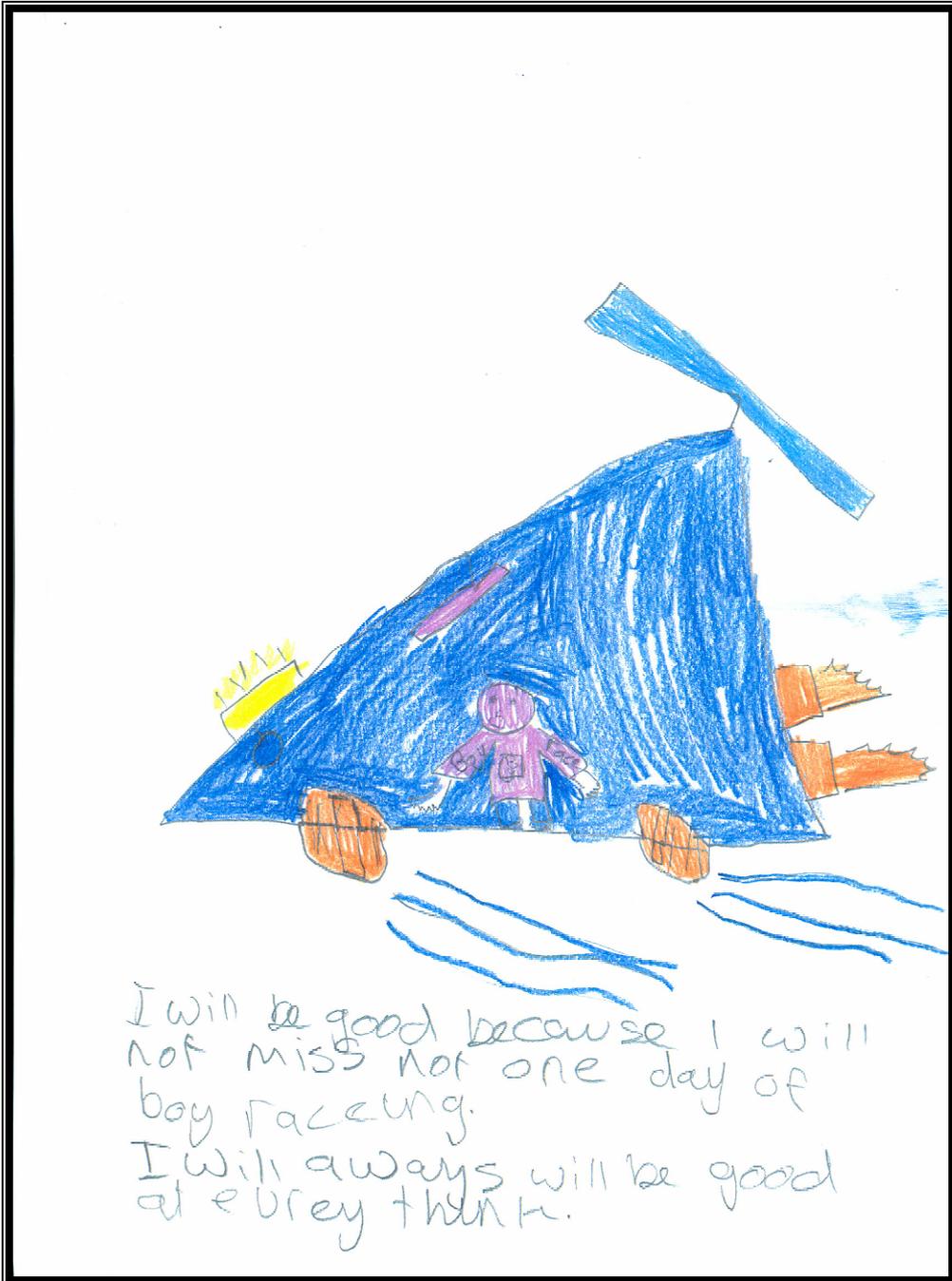
Parliamentary Constituency	Mean YPR	Rank L→H
Nottingham North	8%	1
Sheffield Brightside	8%	1
Bristol South	10%	2
Leeds Central	10%	2
Kingston Upon Hull East	11%	3
Dagenham	12%	4
Salford	12%	4
Tyne Bridge	12%	4
Kingston Upon Hull North	13%	5
Birmingham Erdington	13%	5
Birmingham Hodge Hill	13%	5
Kingston Upon Hull West & Hessle	13%	5
Thurrock	13%	5
Kensington and Chelsea	79%	529

<http://www.hefce.ac.uk/widen/polar/nat/data/parlcon>

It is important to note at the outset that young participation rate here refers to those entering higher education rather than the concept of ‘*effective* participation rate’ i.e. participation in higher education that leads to a qualification. Issues related to ‘drop-out’ of working class students and how that is understood (Quinn et al, 2005) are outside the scope of this research.

⁵ The young participation rate refers to the proportion of young people in an area who go on to enter higher education aged 18 or 19. To increase the reliability of the participation rates, especially for small areas, the participation rates used in POLAR are formed by using three consecutive cohorts, referred to by the year in which they would have been 18 years of age (1997, 1998, 1999).

Chapter 3
Methodology



3. Methodology

Methodologically this study of Bristol South triangulates evidence from a variety of sources. Initially, a thorough review of pertinent local literature identified some key permeating themes. The literature review was then complemented by five strands of enquiry:

- a) socio-demographic and educational statistical profiling of the constituency, identifying key variables at ward level as well as by educational institution, with Bristol wide and national comparators;
- b) examination of an attitudinal and experiential dataset based on ‘You and Your Future’ questionnaires in 2003 to all young people in years 8 and 9 in schools within the constituency, matched to outcomes at KS3 and in GCSE, and compared with schools serving similar communities in north Bristol;
- c) semi-structured interviews with relevant people, including: senior staff and teachers in local schools and post-16 settings; young people from Aimhigher cohorts in years 9, 11, 12, 13 including some being educated in out-of-school settings; young people not in employment, education or training (NEET); higher education students from the area and higher education students working as tutors and mentors in local schools; parents/carers; youth and community workers; Aimhigher co-ordinators; Connexions personal advisers; ASDAN staff⁶; local authority personnel; school governors; Learning and Skills Council and Regional Development Agency representatives; local business representatives; local politicians; higher education personnel including staff responsible for widening participation activity and teacher education⁷.
- d) production of a short film by an independent and well-regarded community organisation - Knowle West Media Centre – recording insights and capturing the ‘voice’ of local people;

⁶ ASDAN (originally an acronym for the Awards Scheme Development and Accreditation Network) is a registered charity developed to provide accreditation for a wide range of activities and achievements undertaken by young people (Chapter 7).

⁷ We have interviewed approximately 87 young people (under 21) and 150 people in total.

- e) case studies of two contrasting schools in the constituency to explore in more depth the situated and sociocultural processes that impact on young people's learning trajectories and identities.

Fieldwork has been guided by an explicit ethical protocol (Appendix A). Throughout we have sought specific evidence that goes beyond existing levels of generality to achieve the more in-depth and situated insights that are required. At the same time, we have been concerned to protect individuals and organisations from harm – especially in a context where the ‘naming and shaming’ of individual institutions is already perceived by some as counter-productive. Where information is already in the public domain, we have identified sources and cases. Elsewhere, we have ensured anonymity or obscured the identification of cases under discussion.

Inevitably as a relatively small-scale project certain conclusions need to be considered provisional in light of partial evidence. Researching ‘absent voices’ and those who tend to disengage from education is notoriously difficult (Davies and Lloyd-Smith, 1998). We have had to limit productive lines of enquiry that would bear further investigation and these are highlighted in the final section of the report. However, the main themes emerging appear to have a high degree of validity – tested out through rigorous triangulation of data and verified through two consultative events and our local project advisory group (Appendix B). In addition, the themes resonate with findings from previous studies of the local area identified as part of our review of existing local literature.

What remains to be done, and is beyond the scope of this study, is to establish the full relationship between area factors such as the deprivation index, school effects and the pattern of young participation, and to undertake detailed statistical modelling using multivariate analysis that would allow us to examine these factors across areas. Nor can we identify areas that may be doing better or worse than expected in terms of young participation in higher education given their relative profiles using such an analysis, or fully argue such a case in relation to Bristol South in comparison to other areas. However, some aspects of multilayered univariate and comparative analysis have been conducted in relation to the ‘You and Your Future’ survey.

In addition, we are conscious of the fact that apart from the re-analysis of the ‘You and Your Future’ survey, multiple data sources drawn upon in this study do not represent a longitudinal picture of the same cohort over a period of time. Census data from 2001 forms a substantial source of evidence in relation to the local context; educational data is drawn predominantly from 2003-2005. Neither are aligned with the POLAR data that triggered the research. A systematic longitudinal study of young people in Bristol South parliamentary constituency would be extremely valuable but has been beyond the scope of this research.

A further methodological challenge has been associated with changes to ward boundaries over time and in particular between 1991 and 2001 with ward boundary changes in 1998. These changes have altered the profile of some parts of the constituency and mean that in some cases the data at ward level taken from different years may not be comparing ‘like with like’. Wherever possible data is based on the 1991 ward boundaries. We have tried to indicate where ward boundaries have changed and this has affected the data (Appendix C).

Notwithstanding these difficulties, we have attempted to provide a rich and complex picture of the processes involved. Low participation of young people in higher education in Bristol South reflects levels of aspiration, participation and achievement throughout the years of compulsory and post-compulsory education and training. As such, it is the tip of a much more significant ‘iceberg’. Our arena for exploration therefore has been both deeper and wider than a narrow focus on young people’s choices at 18 or 19 years of age.

We have enquired into the reasons for this systemic failure to engage many young people at all stages of education in the constituency and sought to understand better how educational outcomes reflect the dynamic interplay of cultural, social and economic factors across space and time. We have also interrogated a number of current and proposed local strategies aimed at enhancing educational engagement, including but not limited to strategies to encourage progression to higher education, to evaluate the extent to which they address the issues that underpin current patterns of participation.

Studies on widening participation frequently use the metaphor of ‘barriers’ to participation, citing ‘situational’, ‘institutional’ and ‘dispositional’ dimensions that need to be removed or alleviated for participation to occur (Gorard et al, 2006). Whilst the concept of barriers is a useful one - in particular because it locates the social factors that limit participation beyond the individual - in our view it provides rather limited purchase on the sociocultural dimensions to understanding behaviours and outcomes. Rather, we need to understand better from within any specific setting:

- a) the *historical/material context* for contemporary cultural practices;
- b) the *cultural resources* that people are drawing upon in constructing their learning identities and trajectories;
- c) the *interactive* processes by which learning identities and trajectories are sustained or transformed over time;
- d) the *dominant discourses* that shape perceptions of the issues and guide actions in response.

In relation to the last of these, it is important to recognise the multiple ways in which working class young people, families and communities are regularly positioned in policy texts, professional dialogue and popular culture as ‘feckless’, ‘lacking moral responsibility’, carrying some ‘deficit’ (Gewirtz, 2001; Gillies, 2005) or as a ‘spoilt identity’ i.e. an identity defined in terms of lack of certain qualities or of failure (Reay and Ball, 1997). In one conversation between two teachers in Bristol South, for example, the local community was referred to thus:

Teacher A: *It’s a forgotten community – an excuse community*
Teacher B: *Yes...a Vicky Pollard⁸ community.*

Or a rhetorical question heard in a school staffroom:

Teacher C: *Well what can you expect? They come from a limited gene pool on this estate.*

⁸ ‘Vicky Pollard’ is a character in the television comedy series *Little Britain*; a caricature of a white working class Bristol girl with endless excuses for her behaviour and her failure at school.

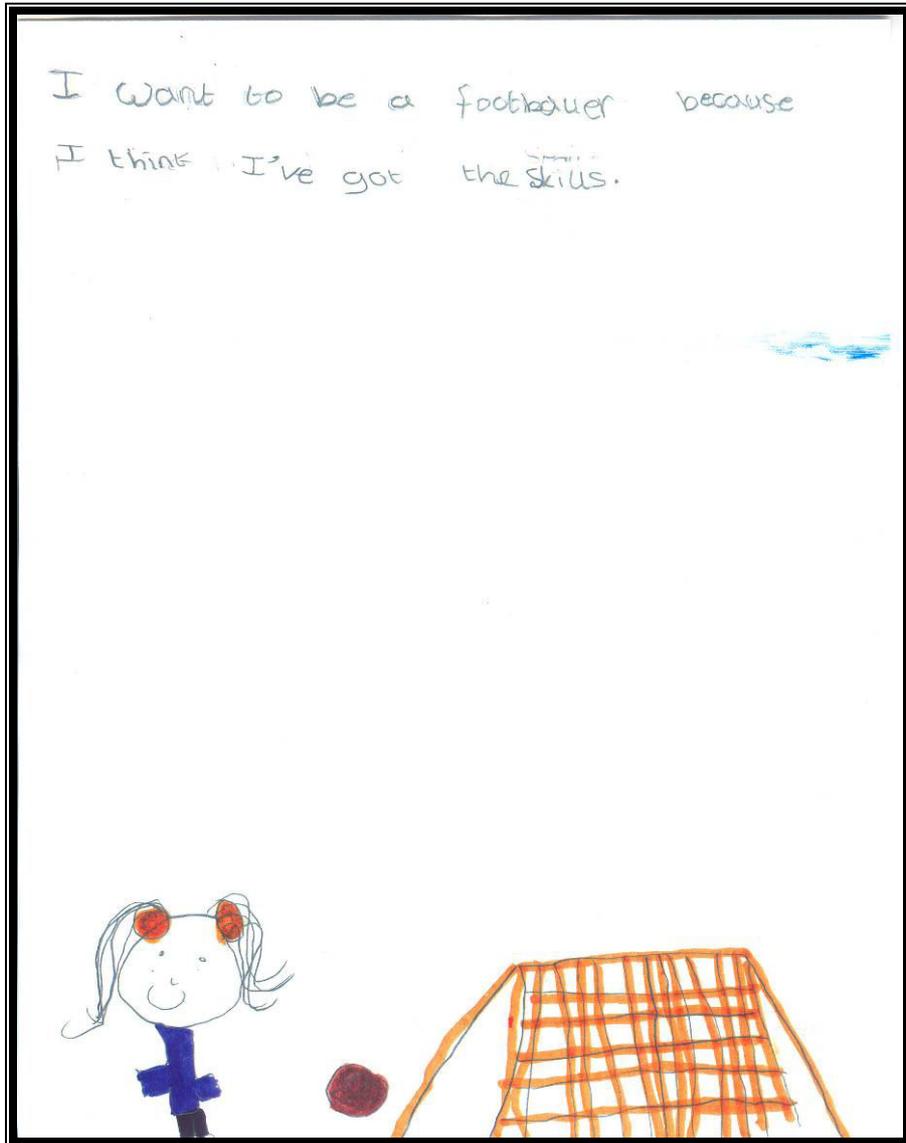
Such discourses shape what we perceive, how we interpret what we see, and how we respond (Raphael Reed, 1999); they are constituted in relation to experience, but are profoundly constitutive of that experience. Reframing the narrative of working class engagement with education is – we would suggest – an essential part of transforming the current situation (Quinn et al, 2005).

In conclusion this study proposes that we urgently need to develop not just new educational structures or opportunities but also a *set of respectful and relational practices* for enhancing the educational engagement of young people in Bristol South based on an understanding that the development of ‘mind, culture and society’ are intimately intertwined; a set of practices that manifest active, interactive and meaningful educational experiences fit for changing contexts (del Rio and Alvarez, 2002) and that build upon family and community ‘funds of knowledge’ (Moll et al, 1992).

Education from such a ‘Cultural Historical Activity Theory’ perspective is about:

the development of understanding and the formation of minds and identities: minds that are robust enough and smart enough to engage with the uncertain demands of the future, whatever they may be, and identities that are attuned to the changing communities of which they are members, and able and willing to participate effectively and responsibly in their activities and thus to contribute to, and benefit from, their transformation. (Wells and Claxton, 2002, p2)

Chapter 4
The Local Context

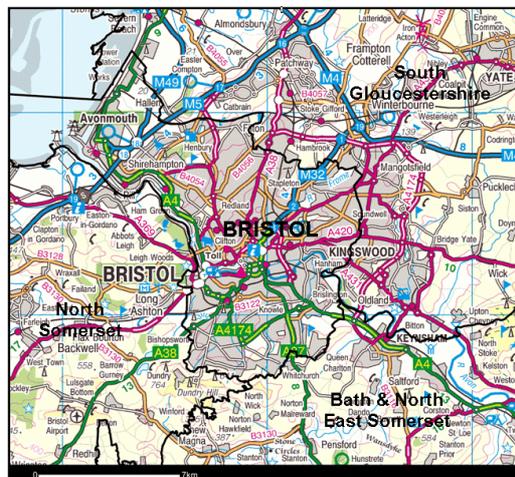


4. The Local Context

4.1 The City of Bristol

Bristol is the largest city in the South West region and the eight largest in the country. In 2003, Bristol's Gross Value Added (GVA) per head was £22,900, fifth highest in England. The English and South West equivalents were £16,500 and £15,000 respectively. In recent years Bristol's GVA per Head has risen faster than that of the region or England as a whole (GOSW, 2006). Bristol is highly competitive when compared to other UK Core Cities and comparative cities in the European Union (Office of the Deputy Prime Minister, 2004). In the last decade the Bristol city-region has witnessed a real urban renaissance, especially in the northern fringe, harbourside and city centre, and currently major reconstruction of the main shopping area in the heart of the city is underway.

Map 4.1 The Location of Bristol



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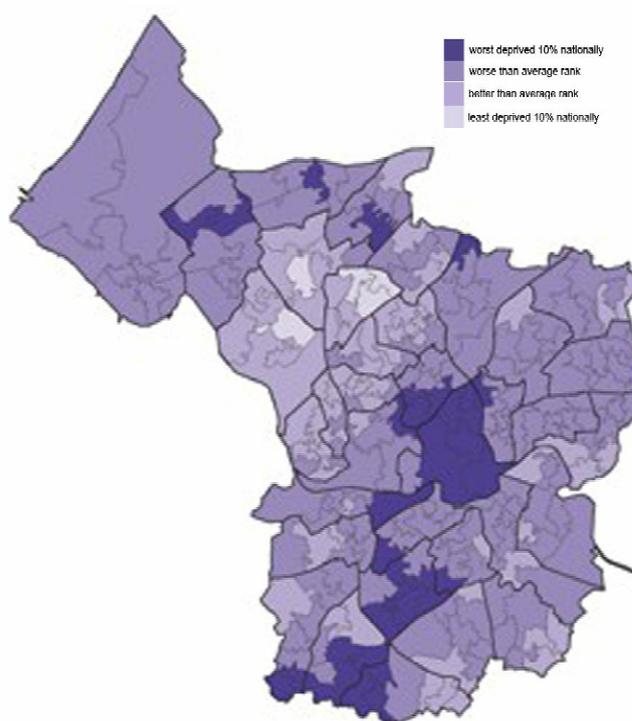
Source: <http://www.gosw.gov.uk/gosw/OurRegion/geographicareas/bristol/>

Key business sectors in the sub-region include banking, financial services and insurance; aerospace and defence; printing and packaging; electronics and electrical engineering; and creative industries. A number of hi-tech businesses have invested in the region in recent years, including Orange, Hewlett Packard and Toshiba. Bristol has a growing international reputation for aspects of its media industries, in particular for wildlife film-making and animation. Environmental technologies and services are

being developed and other expanding sectors include retail, construction, tourism and the social economy (Bristol City Council, 2006a). The city has two universities: the University of Bristol (one of the Russell Group of universities) and the University of the West of England, Bristol (a post-1992 university).

However, although the City of Bristol is a relatively wealthy city, that wealth is unevenly distributed and the city is characterised by extremes of affluence and deprivation (Map 4.2). Two of the wards in Bristol, Lawrence Hill and Filwood (a Bristol South ward), are in the bottom 1% of the most deprived wards in the country. Bristol has 252 Super Output Areas (areas of several thousand population showing greater detail than wards) and 41 of Bristol's Super Output Areas (16%) are in the worst 10% nationally (Bristol City Council, 2005).

Map 4.2 Multiple Deprivation in Bristol⁹ (2004)

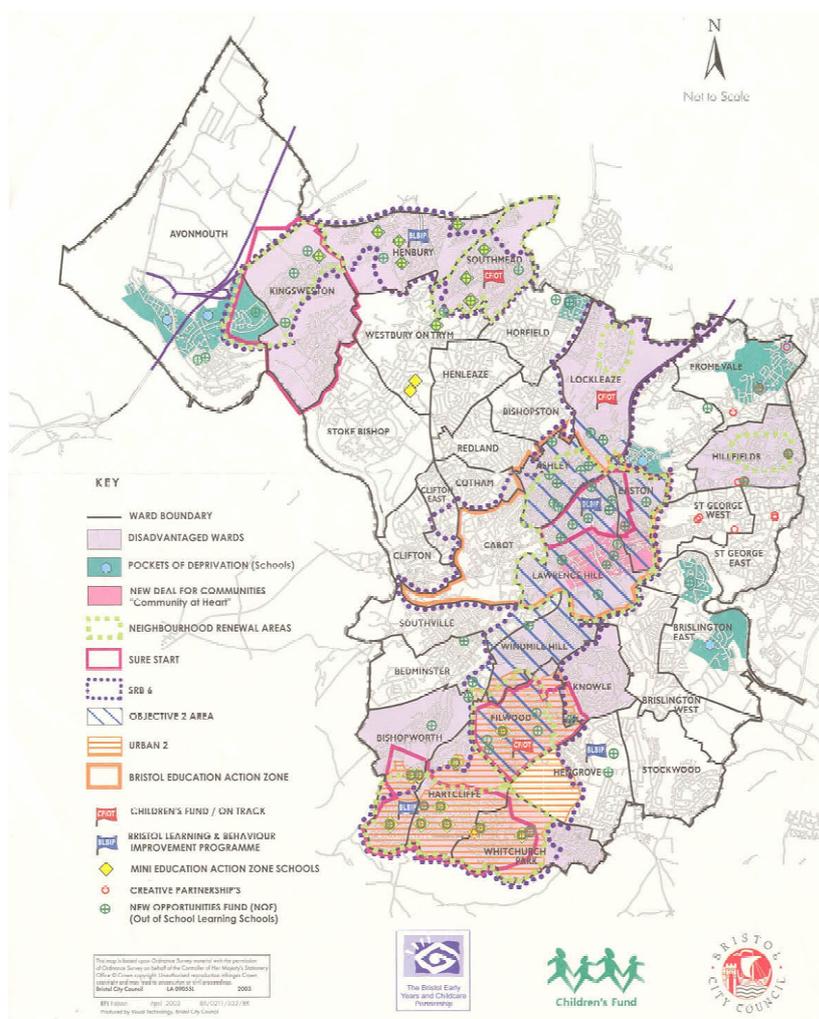


Source: ONS, Super Output Area Boundaries Copyright 2004
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⁹ The Index of Multiple Deprivation (2004) is based on assessment on deprivation under seven domains: income; employment; health and disability; education, skills and training; housing; barriers to housing and services; crime.

As a consequence Bristol is one of 88 local authorities eligible for Neighbourhood Renewal funding to tackle the renewal of the most disadvantaged communities and has 10 neighbourhoods that are seen as priority for neighbourhood renewal and regeneration funding (The Bristol Partnership, 2004). All of Bristol's Neighbourhood Renewal areas include wards within the top 20% most deprived wards in England. Two of these Neighbourhood Renewal areas are in Bristol South (Knowle West and Hartcliffe & Withywood). Mapping the range of regeneration initiatives across the city in the recent period highlights the concentration of deprivation in particular areas, and reveals the diversity and complexity of schemes devised to address associated needs (Map 4.3).

Map 4.3: Recent Regeneration Initiatives in Bristol: Children and Young People



Source: Bristol City Council (2003)

More recently the Regeneration Delivery Group of the Bristol Partnership (the Local Strategic Partnership for Bristol) in the Neighbourhood Renewal Strategy for 2006-2008 has identified three priority regeneration areas in the city for strategic resource allocation based on evidence from Super Output Area data and indices of multiple deprivation. These priority areas are:

- Northern Arc (Southmead, Kingsweston, Lockleaze);
- East Central (Ashley, Easton and Lawrence Hill);
- South Bristol (Bishopworth, Filwood, Hartcliffe and Whitchurch Park).

There has been a degree of recognition in the city that previous regeneration interventions in the city have been funding driven and piecemeal and that whilst outcomes of specific initiatives have been positive, interventions have been spread thinly and not fully aligned with emerging possibilities (Bristol City Council: 2006a). Indeed some analyses of the recent political history of the administration of Bristol claim a legacy of complacency combined with political in-fighting and a failure of the business community to engage collaboratively with civic purpose, have hampered the city's ability to adequately address emerging social and economic challenges. Many suggest that there has been a significant pattern of previous regeneration failure (Bassett, 1996; Malpass, 1994; Stewart, 1996).

A longer term and more co-ordinated vision characterises recent planning. Of special significance for Bristol South is the *South Bristol C21 Regeneration Programme* - an integrated approach to development of land use, housing, employment, education and training, shopping, community and cultural facilities, and improved transport links (Bristol City Council, 2006b). At a regional level, the *Vision for the West of England 2026* expresses similar strategic commitment to co-ordinated development of the region and confidence in 'closing the gap between disadvantaged and other communities' including particular reference to the development of South Bristol (The West of England Partnership, 2005).

A number of landmark projects that aim to transform the landscape of South Bristol are underway - some of which have been a long time in the making (Lambert et al, 1998). These include:

- final approval for the £20 million redevelopment of the rundown Symes Avenue area in Hartcliffe providing 350 new jobs in a new supermarket (opening 2007) and other retail units together with a library, community advice centre, crèche, meeting and function rooms to hire and space to train local people in office and IT skills;
- the Healthplex redevelopment of Hengrove Park – the largest regeneration site in Bristol – to include a new South Bristol Community Hospital (opening 2008), swimming pool and sports centre, 690 new homes, office and light industrial space, public park and nature reserve;
- conversion by 2007 of the old headquarters of the former Imperial Tobacco factory into commercial space and 358 flats through the Lake Shore scheme.

Together with the planned expansion of Bristol International Airport to the south of the city (with an increase in employment opportunities in FTEs from 2,300 currently to 3,800 in 2015 and 5,700 in 2030) these redevelopment and regeneration initiatives create a new sense of optimism and energy around future improvements in the local economy in South Bristol. The context for educational aspiration and achievement may well be about to change – the significance of which we will return to later in this report.

4.2 Recent Social and Economic History: a Tale of Two Cities?

A brief social and economic history reveals how Bristol has become such a polarised city and forms a starting point for understanding the particular characteristics of the Bristol South constituency. Whilst other areas of the city also experience significant levels of deprivation south Bristol has developed in such a way that there are more extensive areas of deprivation with fewer accessible educational, training and employment opportunities, less social mix, and greater isolation from the rest of the city. These factors make south Bristol distinctive in scale rather than kind when compared to certain other parts of the city.

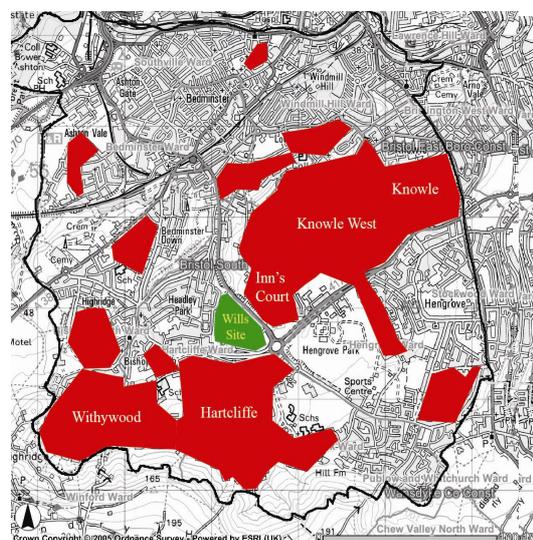
The decline of city centre heavy industries (docks, factories and coalmines) in the early 20th century (originally located around the River Avon that bisects the city into north and south) was matched by the establishment of new industries on the northern

fringes of the city. The first, and possibly most totemic of these, was the Bristol Aerospace Company which opened in Filton in 1910. Engineering works associated with the automobile and aircraft industries began to congregate along a wide arc around the northern and eastern outskirts of the city. These new major employers differed from the older industry in Bristol in demanding skilled labour. The area is now known for its hi-tech and financial services operations, with many major graduate employers (e.g. Hewlett Packard, Rolls Royce, AXA).

The skilled labour demand in the north of the city in turn sparked a demand for training. The major sites of the two main further education colleges are located in the northern part of the city with Bristol Polytechnic, later the University of the West of England, on the northern fringe. The economic dominance of north Bristol was further assured by the provision of major transport routes (M4 and M5 motorways and Parkway Station with a high speed rail link to London).

At the same time as the locus of mass employment was shifting northwards, a significant proportion of the working class population from the city centre was moved southwards into new council estates. Estates were established in Knowle and Knowle West (a series of Housing Acts in 1919, 1923, 1924 and 1930 transforming the area) and later in the 1950s and 1960s in Hartcliffe and Withywood - areas that had previously been farmland, where there were few employment opportunities and a degree of dislocation from the rest of the city (Map 4.4).

Map 4.4: Council Housing Estates in Bristol South



Source: adapted and simplified from Malpass and Walmsley (2005)

The major employer in the Bristol South parliamentary constituency for most of the 20th Century was Wills (later Imperial) Tobacco. Their operation had originally been based at a number of sites in Bedminster, close to the river, and the company employed an estimated 30,000 people at its peak. As with other manufacturing concerns in the city, the workforce began to dwindle and the manufacturing and administration base was moved to a new factory and office complex situated mid-way between Hartcliffe and Knowle West in 1974 (Map 4.4). 12,000 people were employed in south Bristol in 1971, falling to 4,000 in 1988 and slightly less at the time of the site's closure in 1990 (Bristol City Council, 1989). The Hartcliffe and Withywood Community Partnership (HWCP) estimate that a further 20,000 jobs were lost in related industries as a result (HWCP, 2006).

The decline in manufacturing in Bristol South is far from unique, with the same pattern being repeated across the city over the last twenty-five years (Table 4.1). The proportion of the working population employed in manufacturing in Bristol dropped from 29% in 1981 to just 12% in 2001.

Table 4.1: Employment by sector of working population 1981-2001

<u>Employment by sector of working population (16 to 74)</u>	All Bristol			Bristol South¹⁰		
	1981	1991	2001	1981	1991	2001
Manufacturing, mining & energy	29%	17%	12%	31%	20%	13%
Construction	6%	7%	6%	8%	10%	9%
Retail, wholesale & catering	20%	20%	21%	23%	23%	23%
Transport	9%	7%	8%	10%	9%	9%
Other services	35%	45%	53%	26%	37%	46%

Source : 1981, 1991 and 2001 Census

This was met by a rise in the service industry, which now accounts for over half of the city's employment, and nearly half of Bristol South employment. The largest service employers are drawn from the public sector, including the council, the two

¹⁰ It is important to note that the boundaries of the Bristol South constituency have changed during this period (Appendix C).

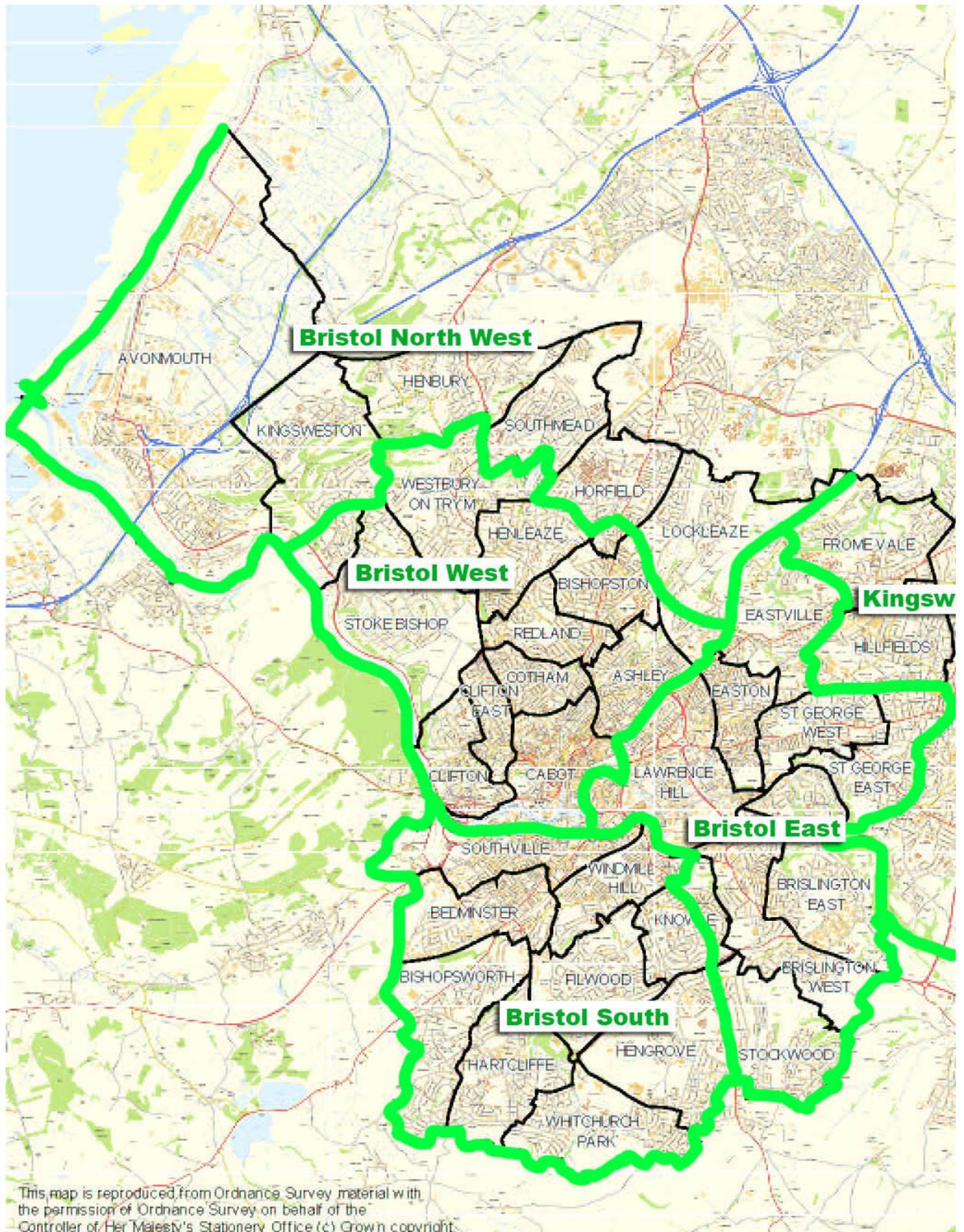
universities and various hospitals. All of these are primarily based in the centre or north of the city and the growth of this sector has driven much of the population influx into the northern third of Bristol South. The financial sector in the city has also grown rapidly in recent years, primarily in the centre and Redcliffe, with a number of call centres offering semi-skilled non-manual employment.

The story of Bristol's economy is thus one of deep division. Bristol South's population was growing exponentially, largely at the council's behest, at just the point when its traditional industrial base was declining. Employment in the area was traditionally low skilled but plentiful, breeding a multi-generational disjuncture between education, training and employment. Even the skilled labour has been generally concentrated in small businesses in the construction trades, where family connections are often more important than qualifications in securing work and work-based training tends to be informal.

The educational deficit within the area was heightened by the early concentration of further and technical education in the north of the city, where it grew up in close proximity to the burgeoning engineering and hi-tech industries. The supremacy of the northern industrial base was secured in the 1960s by the decline in demand for tobacco products and the building of effective transport links. The latter factor must be one explanation for the lack of private investment in south Bristol. The area remains associated with poor transport links with no motorway connection, little suburban rail and a long-delayed ring road project. High travel costs and long journey times have long acted as a barrier to workforce migration, especially to the northern part of the city (Bristol City Council, 1985).

Bristol's shift from manufacturing to the service sector over the last twenty-five years has heightened the south's difficulties further. Little has been based within the constituency and the local population's dissonance with education has made competing for jobs harder still, where qualifications are vital for securing well-paid service sector employment. With an increasing concentration of graduate level jobs in the occupational structure of the West of England (LSC, 2006) addressing qualification and skill levels remains a key priority.

Map 4.5: Map of Bristol showing ward and constituency boundaries



Source: Adapted from Ordnance Survey (2006)

4.3 Bristol South Parliamentary Constituency

Bristol South is one of four parliamentary constituencies in the city. The other constituencies are: Bristol East; Bristol North West and Bristol West. In addition, two wards of Kingswood parliamentary constituency are within the city boundary. Bristol South comprises nine council wards: *Bedminster, Bishopsworth, Filwood, Hartcliffe, Hengrove, Knowle¹¹, Southville, Whitchurch Park and Windmill Hill* (Map 4.5).

Having presented a contextual picture of Bristol overall that draws a broad distinction between the northern and southern parts of the city, it is important to look in more depth at the socio-economic profile of Bristol South itself. In particular it is worth noting against a range of indicators drawn from the 2001 Census (Appendix D), from indices of multiple deprivation and more specifically in relation to educational deprivation how the constituency compares to the rest of Bristol and the rest of England/Wales.

Census data (Table 4.3) shows Bristol South has a smaller population of 16-24 year olds than Bristol as a whole (10.9% compared with 14.5%) though it has a higher percentage of under sixteens (21.2% compared with 19.2%) and the population is less ethnically diverse (4.2% from Black and ethnic minority groups compared with 8.2%). A higher percentage of the population in Bristol South report a limiting long-term illness (19.8% compared with 17.8%) and this rises to 23.1% of the population in Filwood, with 65.8% of the constituency reported general good health compared with an average of 68.8% across the city.

Of the population of 16-74 year olds in the constituency 40.4% are from socio-economic groups (NS-SEC) 4-7 compared with 32% for Bristol as whole¹². At the point of the last census, the unemployment rate amongst the economically active was

¹¹ A small section of public sector housing in the east of Knowle ward is currently placed within Bristol East parliamentary constituency, although it is planned that this will be moved into Bristol South. This area comprises around one quarter of Knowle ward.

¹² Information on socio-economic classification is taken from the National Statistics Socio-Economic Classification (NS-SEC). The classifications used are: (1) higher managerial and professional occupations; (2) lower managerial and professional occupations; (3) Intermediate occupations; (4) small employers and own account workers; (5) lower supervisory and technical occupations; (6) semi-routine occupations; (7) routine occupations.

similar to the wider city – though as will be noted, it has had spikes of higher unemployment since then. Bristol South has proportions of the population aged 16-74 who are economically *inactive* comparable to the rest of the city (33.2% compared with 33%) though with higher proportions in this category looking after family/home (21.2% compared with 17.7%) or permanently sick/disabled (18.9% compared with 15%). This profile is especially pronounced in Filwood ward.

More people have no qualifications compared with Bristol as whole (36.6% compared with 26.1%) and fewer people have degree level qualifications or equivalent (14.1% compared with 24.5%).

Bristol South has a higher proportion of households in rented homes than the Bristol average (21.8% compared with 17%) and a higher proportion of lone parent households with dependent children (8.5% compared with 7.4% for Bristol as whole). Data reported in the Bristol City Council *Catching in the Rye* report (2005a) indicates that six out of nine wards in Bristol South have above ward average number of ‘children looked after’, five wards above ward average number of children referred to social services and three wards have particularly high rates of children on the child protection register.

Looking at data from the Index of Multiple Deprivation (Table 4.4) Bristol South wards are amongst the most deprived in the city (five of the bottom eight wards are in Bristol South) – but not exclusively so. It is also worth noting that Bristol South wards score extremely poorly on the education, skills and training deprivation domain score¹³ (with four of the most education deprived wards in the South West in Bristol South) but less starkly on the employment and income deprivation domain scores.

In addition, using identifications based on the Opinion Research Business (ORB) surveys in 1996 and 1997 for the Basic Skills Agency (BSA), Bristol South parliamentary constituency is shown to have serious challenges in relation to basic skill levels amongst its adult population. Six wards in the constituency have poor

¹³ The education, skills and training domain deprivation domain includes indicators related to outcomes for children and young people in the area and level of skills and qualifications among the working age population.

literacy and/or numeracy figures greater than the Bristol average with Filwood, Bishopsworth, Hartcliffe, Knowle and Whitchurch Park showing more than 30% of the adult population with low levels of basic skills (Table 4.2).

Table 4.2: Education domain score and population with poor Adult Basic Skills

Rank South West Region	Ward Name	Education Domain Score	Rank of Education Domain England	BSA % with poor literacy	BSA % with poor numeracy
1	Filwood	2.81	7	36.3	42.3
2	Bishopsworth	2.19	51	28.0	31.7
3	Hartcliffe	2.17	56	28.3	31.2
4	Knowle	2.04	83	33.7	38.6
10	Windmill Hill	1.67	234	23.7	25.2
15	Whitchurch Park	1.49	378	31.9	34.8
21	Bedminster	1.32	582	25.2	27.5
58	Southville	1.02	1086	21.7	21.9
100	Hengrove	0.82	1519	22.6	22.7
	Bristol City of			24.6	26.0
	South West Region			23.8	22.9
	England			24.0	24.0

Source: South West Learning and Skills Intelligence Module (2005)

The significance of these figures becomes apparent when we look in more detail at the capacity of adults in parts of the constituency to support their children with their learning (Chapter 6). It also establishes an agenda for adult learning opportunities linked to community regeneration (Chapter 7). Census data from 2001 identifies that 36.5% of the population aged 16-74 in the constituency have no qualifications, 18.3% are qualified to level 1, 18.2% to level 2, 6.4% to level 3, and just 14.2 % to level 4/5 (6.4% unknown).

Table 4.3: Comparative Census Data for Bristol South (2001)

Indicator	Data for constituency	How does the constituency compare?
COMMUNITY MIX		
Ethnic Mix	4.2% from Black and Minority ethnic backgrounds	Bristol average 8.2% England/Wales average 9.1%
HEALTH		
Limiting long-term illness	19.8% of population reported illness	Bristol average 17.8% England/Wales average 18.2%
General health good	65.8% reported good general health	Bristol average 68.8% England/Wales average 68.6%
ECONOMIC ACTIVITY (of economically active 16-74 year olds)		
In employment	91.7%	Bristol average 89.8% England/Wales average 91.0%
Unemployed	4.9%	Bristol average 4.6% England/Wales average 5.0%
Full-time student	3.4%	Bristol average 5.7% England/Wales average 3.9%
ECONOMIC INACTIVITY (of economically inactive 16-74 year olds)		
Economically inactive	33.2%	Bristol average 33% England/Wales average 33.5%
Looking after home/family	21.2%	Bristol average 17.7% England/Wales average 19.5%
Permanently sick/disabled	18.9%	Bristol average 15% England/Wales average 16.5%
QUALIFICATIONS (people aged 16-74)		
No qualifications	36.6%	Bristol average 26.1% England/Wales average 29.1%
With at least a degree or equivalent	14.1%	Bristol average 24.5% England/Wales average 19.8%
NATIONAL STATISTICS SOCIO-ECONOMIC CLASSIFICATION (people aged 16-74)		
from social classes 4-7	40.4%	Bristol average 32.0% England/Wales average 35.0%
TENURE (all households)		
Owner occupied	63.4%	Bristol average 63.0% England/Wales average 68.9%
Rented from Council (Local Authority)	21.8%	Bristol average 17.0% England/Wales average 13.2%
HOUSEHOLDS WITH DEPENDENT CHILDREN		
Households with dependent children	29.5%	Bristol average 26.8% England/Wales average 29.5%
Lone parent households with dependent children	8.5%	Bristol average 7.4% England/Wales average 6.5%

Source: 2001 Census

Table 4.4: Bristol Wards UK-ranked by Indices of Multiple Deprivation (2000)¹⁴

Multiple Deprivation	Rank	Education	Rank	Employment	Rank	Income	Rank
Lawrence Hill	133	Filwood	7	Lawrence Hill	143	Lawrence Hill	108
Filwood	221	Bishopsworth	51	Ashley	550	Filwood	258
Southmead	628	Hartcliffe	56	Filwood	673	Southmead	548
Knowle	733	Knowle	83	Kingsweston	1191	Ashley	620
Ashley	756	Southmead	101	Whitchurch Park	1226	Lockleaze	720
Whitchurch Park	921	Windmill Hill	234	Southmead	1558	Kingsweston	865
Bishopsworth	935	Easton	361	Knowle	1584	Knowle	1006
Hartcliffe	1036	Whitchurch Park	378	Hartcliffe	1705	Easton	1007
Easton	1043	Hillfields	382	Easton	1708	Whitchurch Park	1059
Lockleaze	1095	Lawrence Hill	439	Windmill Hill	1856	Bishopsworth	1328
Kingsweston	1207	St. George West	508	Bishopsworth	1917	Henbury	1369
Windmill Hill	1278	Bedminster	582	Lockleaze	1929	Hartcliffe	1808
Henbury	1423	Lockleaze	647	Henbury	2022	Windmill Hill	1809
Hillfields	1596	Henbury	656	St. George West	2581	Hillfields	1935
St. George West	1783	Avonmouth	746	Cabot	2582	St. George West	2030
Avonmouth	1955	Eastville	798	Avonmouth	2718	Avonmouth	2199
Eastville	1998	St. George East	846	Southville	2724	Eastville	2215
Southville	2496	Southville	1086	Eastville	2788	Frome Vale	2415
Horfield	2504	Horfield	1211	Hillfields	2857	Horfield	2530
Frome Vale	2765	Ashley	1469	Frome Vale	2874	Brislington East	2567
Bedminster	2951	Hengrove	1519	Horfield	3012	Southville	2654
Brislington East	3040	Brislington East	1777	Bedminster	3481	St. George East	3375
St. George East	3168	Brislington West	1815	Brislington East	3731	Bedminster	3532
Stockwood	3713	Frome Vale	2503	Stockwood	3821	Stockwood	3594
Hengrove	3911	Kingsweston	2552	St. George East	4414	Cabot	4002
Cabot	3970	Stockwood	2691	Hengrove	4782	Hengrove	4085
Brislington West	4485	Stoke Bishop	3210	Clifton	4887	Brislington West	4287
Stoke Bishop	5819	Cabot	6736	Brislington West	5138	Stoke Bishop	5640
Bishopston	6897	Bishopston	6775	Stoke Bishop	5164	Westbury-on-T	5721
Clifton	7172	Westbury-on-T	7394	Redland	5171	Bishopston	5797
Cotham	7295	Clifton	7775	Bishopston	5375	Clifton	6435
Westbury-on-T	7363	Cotham	8112	Cotham	5721	Cotham	6776
Redland	7367	Redland	8200	Westbury-on-T	6006	Redland	7055
Henleaze	8065	Henleaze	8250	Henleaze	6240	Henleaze	7286

Source: ODPM Indices of Multiple Deprivation (2000)

¹⁴ This data is based on pre-1998 electoral ward boundaries. The profile of Knowle in particular has changed significantly between this data and the 2001 Census (Appendix C).

In terms of labour market opportunities in Bristol South, especially for young people, the initial job opportunities at age 16 to 19 for young people in the constituency are in line with their peers elsewhere in the city (Appendix E). 62% of those entering the workforce at age 16-19 are employed in NS-SEC 4-7 occupations with a further 11% never having worked. Jobs are concentrated in retail and wholesale, which accounts for around one third of the market. Within this overall similarity with the rest of the city Bristol South does have a distinct pattern of employment for this age group with construction and manufacturing (especially for young men) and financial intermediation including call centres (especially for young women) being relatively more important than the city as a whole.

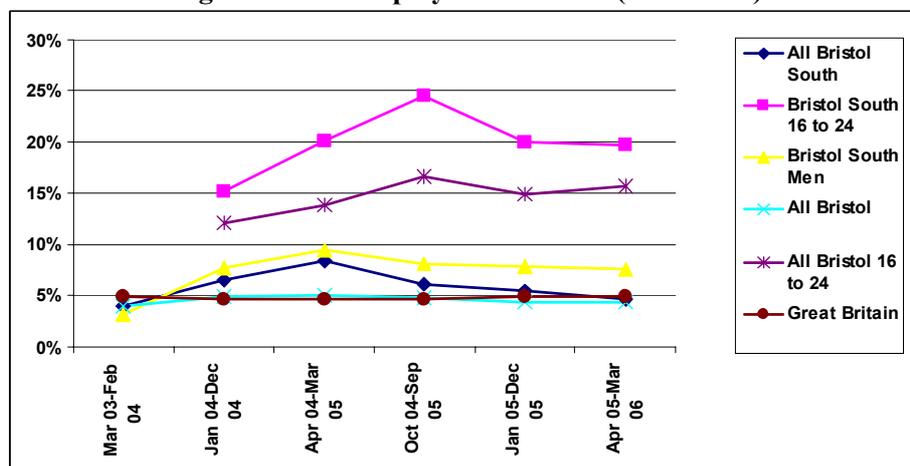
However, this equity declines as the young people age. While there is a shift to higher status occupations in Bristol South, this is more marked elsewhere in the city, to the point that 33% of 20 to 24 year olds in the city as a whole are in professional or managerial occupations, compared with 24% in Bristol South. There are a number of possible explanations for this pattern of declining relative labour market status in the constituency:

1. better qualified young people who leave education at 19 enter immediately into higher status work in comparison to those leaving school earlier;
2. an influx of graduate and other young professionals into the other parts of Bristol from elsewhere, attracted by the job opportunities and potentially as a by-product of the two universities;
3. an 'outflux' of better qualified or employable young people from Bristol South, either to other parts of the city or outside the city altogether;
4. work opportunities available in Bristol South do not offer good progression, such that young people are unable to achieve as rapid socio-economic advancement.

Without a focused longitudinal study, it is impossible to disentangle these different effects in relation to Bristol South and it is likely that they all have a part to play in explaining why young people in the area have a very different labour market experience by their mid-twenties. Furthermore, Fenton and Dermot (2006) found that the youth labour market in working class areas of the city was marked by instability, low pay and frequent job changes, which would also act to suppress career progression and social mobility.

One particular component of this may be the heavy reliance on the construction and manufacturing industries for young men in Bristol South. 32% of 16 to 19 year olds are employed in these industries, which are notorious ‘bellwethers’ for the economic health of an area, reliant as they are on wealth, investment and business confidence. It is probable that a pattern of fragility in the youth labour market in the constituency, and particularly amongst men, is closely related to the current and historic importance of these sectors to Bristol South. Such an unpredictable or volatile labour market may well send confusing messages to young people – especially about the importance or otherwise of qualifications to their employment prospects.

Figure 4.1: Unemployment Trends (2003-2006)



Source : Annual Population Survey (NB : data by age not available for March 2003 to February 2004)

4.4 Ward Level Differentials in Bristol South

Having drawn a broad profile of Bristol South compared with the rest of the city, it is equally important to acknowledge that Bristol South parliamentary constituency is not homogenous, and differentials at ward level are significant. In particular, census data (Appendix D) and indices of multiple deprivation show significant contrasts between different parts of constituency. In a number of ways there is not one single ‘community’ but multiple ‘communities’ operating within the constituency boundary, reflecting their recent social and economic histories (Aughton, 2000; Dresser and Ollerenshaw, 1996; Everleigh, 2003).

Using data from the 2001 Census, it is possible to present a working segmentation for the constituency into three zones with similar socio-economic profiles:

- a) Northern zone: *Bedminster, Southville and Windmill Hill*¹⁵. Nearly all private sector housing, with traditionally affluent working class populations being recently supplemented by public sector professionals, with low unemployment and relatively high levels of qualification.
- b) Eastern zone: *Knowle and Hengrove*. Mainly private housing including substantial 'Right to Buy', with mixed employment patterns and qualification levels, low unemployment and low benefit dependency although there are some significant differences between the two wards.
- c) Southern zone: *Filwood, Bishopsworth, Hartcliffe and Whitchurch Park*¹⁶. Mainly council built housing estates, much still under council control, with low skill and manual employment, poor qualification levels, above average unemployment and high benefit dependency.

4.4.1 The Northern Zone: Bedminster, Southville and Windmill Hill

Bedminster had a long history as a quiet rural village before being propelled upwards by the industrial revolution. The first phase was stimulated by the exploitation of the Ashton Vale coalfields from the 1830s, creating a crowded urban working class community, with associated 'cottage' industries. A second phase came when major industrial powers moved into the area from the 1850s onwards, culminating in the late 1880s with the arrival of Wills tobacco and Robinsons printers providing employment for many local residents, increasingly including unmarried women.

The lure of work opportunities provided the impetus for a population explosion in Bedminster, growing from 19,000 in 1851 to 70,000 by 1901. This was serviced by a private housing boom running through to the 1910s and expanding Bedminster into the areas now known as Southville and Windmill Hill. Houses were generally low-cost lines of terracing with small or no gardens, built by private developers and inhabited by the working population associated with mining, factory work and the dockyards. Bedminster underwent limited slum clearance activity in the 1930s and

¹⁵ Windmill Hill is anomalous in some respects as it has pockets of high deprivation within the ward, as well as a more ethnically diverse population than the rest of the constituency.

¹⁶ Whitchurch Park is anomalous in some respects as it has a degree of polarisation between the east of the ward with greater affluence and the western part of the ward associated with high deprivation.

1950s, focused around the previous industrial areas. Relatively small pockets of council housing were built in the area in the interwar years (Bantock, 2004).

The area remained one of stable working class ‘respectability’ and prosperity even after the decline and final disappearance of heavy industry from the area. The terraced housing, whilst small, remained popular and Bedminster in particular developed a strong community cohesion and identity that lasted through to recent times. Sufficiently close to the city centre, the area has consistently been seen as a pool of semi-skilled and unskilled labour for the wider city since the tobacco industry left the immediate vicinity in 1974 (Bristol City Council, 1989). A number of retail and light industrial developments characterise the area.

In the last twenty years, the area has attracted a growing population of public sector and ‘young’ professionals attracted by low house prices and easy access to the city centre. This ‘gentrification’ by teachers, social workers, nurses and lecturers continues apace, supplemented by students from both the city’s universities. The community is now heavily socially-mixed, often within individual roads, though the area remains predominantly white by ethnicity.

The three northern wards fall in the middle of the Bristol rankings across the range of measures of deprivation. Benefit dependency and unemployment are lower than Bristol South as a whole and broadly in line with the city-wide figures. Employment patterns are markedly different from the southern wards, with over twice the proportion of higher managerial and professional workers and far fewer people in routine unskilled work. Public administration, education and health and social work are important sources of employment. Qualification levels are significantly higher and in line with city-wide averages. Well over 50% of residents are qualified to at least level 2 and around a quarter have degree level qualifications or equivalent.

4.4.2 The Eastern Zone: Knowle and Hengrove

The development of the Knowle area began with the 1919 Housing Act, under the ‘Homes for Heroes’ scheme promoted by Lloyd George. It began with the eastern portion of the area immediately to the west of the Wells Road (A37) providing large

houses in broad avenues with spacious gardens. The first of these received tenants in 1920. The primary purpose of this phase of housing, which lasted through into the late 1920s, was to reduce population densities in the existing working class areas of Bristol.

Whilst the homes themselves were of a high standard, there was little attempt to provide further infrastructure lacking shops, public houses and other facilities, though Merrywood School had been built in 1919. The council housing of this period (1920 to 1925) was a considerable improvement on the private sector rented housing of the time (e.g. such as in nearby Windmill Hill). However, due to the high building costs of the immediate post-war period, the rents were similarly high. The first immigrants into Knowle (and adjacent parts of Bedminster) were therefore from the skilled and artisan working classes who could afford the payments.

In the early 1980s, Knowle was renowned for deprivation in line with neighbouring Filwood. However, since the 1980s the housing stock in Knowle has proved very popular under 'Right to Buy' with relatively little now remaining in council ownership. Knowle has also undergone a partial process of gentrification similar to Bedminster, Southville and Windmill Hill, particularly associated with the proximity to the city centre and the A37 arterial route.

A series of interwar and postwar private housing developments in-filled to the south of the Knowle council estates, attracting mainly middle class owner-occupiers to the areas of Hengrove and Whitchurch. Hengrove School was added in 1955. Hengrove is a long-standing area of working and lower middle class affluence. It ranks as the lowest ward within Bristol South in terms of deprivation and amongst the ten most comfortable in the city.

Employment profiles for the eastern wards fit between the northern and southern clusters and unemployment and benefit dependency are well below Bristol averages. Knowle's employment profile is closer to the northern zone wards (more public and service sector employment) while Hengrove echoes the southern cluster (more construction, wholesale and retail). Whilst the area has a number of light industrial and commercial centres, it has never had a strong local employment base. Many

residents have traditionally looked towards the city centre, Bedminster or Brislington to the east for their employment, as well as at the Wills site in Hartcliffe. There are also relatively high rates of self-employment, especially in the building and related trades.

37% of residents in Knowle are educated just to level 2 and fewer than 20% hold degree level qualifications or equivalent compared to 44% and fewer than 10% in Hengrove. Once again, these figures place the eastern wards in an intermediate position within Bristol South.

4.4.3 The Southern Zone: Filwood, Bishopsworth, Hartcliffe & Whitchurch Park

Filwood ward includes Knowle West and Inns Court estates. A further phase of council housing development was stimulated by the 1924 Housing Act, spreading the original Knowle estate further to the south and west. These houses tended to be smaller and have lower rents, but it was those built under the 1930 Housing Act in what is now known as Knowle West which saw a radical departure. Firstly, they were built to lower standards than previous developments in the area, with appreciably lower rents. Secondly, their residents were drawn from enforced slum clearance schemes in Bedminster, St Philips, St Judes, the Dings and the Temple areas of the city, where housing standards had remained deplorable since the Victorian period, with overcrowding and poor sanitation. The tenants were predominantly drawn from the unskilled working classes or the long-term unemployed who had not been able to afford the rents of the previous council housing developments. Development continued through until 1939, with Inns Court estate to the south west of Knowle of the 1970s finally completing the council housing stock in the area. The lower quality housing in Knowle West has proved less appealing to the 'Right to Buy' market and 41% remains in local authority ownership.

Filwood ward (which covers the Knowle West and Inns Court estates) remains the second most deprived in the southwest of England with 24% of the population dependent on benefits. This includes a particularly high number claiming incapacity benefit (14%).

The area was strongly affected by the closure of the Wills factory and unemployment has remained high ever since, with 7.5% being recorded in 2001. Only 4% of people are employed in higher professional or managerial occupations, whilst 28% are in routine work (compared with Bristol South averages of 8% and 16% and city wide averages of 15% and 12% respectively). Employment is predominantly in wholesale and retail, manufacturing, construction and transport.

Over 50% of the population in Filwood ward have no qualifications, with 33% qualified only to level 2 and just 6% holding a degree level qualifications (compared with 14% in Bristol South and 25% across Bristol as a whole).

Bishopsworth had a long history as a prosperous rural village community which remained largely in place until the early 1950s. The first stage of development in the area was private and focused on 'modern' family homes on the Headley Park estate (1934 to 1938) attracting a small middle class population from Somerset and the city centre to the northern edge of the village.

The southern fringe of the city was then chosen to be the centre of Bristol City Council's last major phase of house building, with the 1948 compulsory purchase of the farmland which would subsequently become the Hartcliffe, Withywood and Highridge estates. The programme was conceived partly to re-house families made homeless during the war, partly to relieve general overcrowding and partly to complete the slum clearance programmes begun fifteen years early, this time focused around Redcliffe and Barton Hill.

The estates were conceived in the modernist tradition as model 'neighbourhood units' with relatively high-quality and spacious housing in a range of configurations (houses alongside low-rise and high-rise flats), good local amenities and indigenous industry and commerce. Perhaps most importantly, they were intended to house a strong social mix. This idealist vision, as with many experiments in council housing from this period (Hanley, 2007), was never realised.

The first homes in the Hartcliffe estate, encompassing the western part of Whitchurch Park ward, were occupied in 1951 with building continuing until 1958 when it moved

first to Highridge and then on to Withywood, with a total of 10,000 dwellings being completed over three decades. Three schools were built in quick succession; Hartcliffe (1952), Bedminster Down (1955) and Withywood (1959) (Bantock, 1996).

There were considerable problems with the estates from the outset. They were very isolated from the remainder of the city, with insufficient transport links, especially to other areas of working class employment. There were no large scale local employers until Wills tobacco production moved from Bedminster to Hartcliffe in 1974, initially providing employment for around 5,000 local workers. Amenities did not materialise, with the area seeing little private sector investment. The high-rise flats proved unpopular with tenants, and while many residents took advantage of the 'Right to Buy' this was focused mainly on the houses (Lambert et al, 1998). These difficulties were later exacerbated by informal housing policies of moving a high proportion of vulnerable young people and lone parents into the estates (Malpass, 1994).

By the early 1980s, the Wills operation was already scaling down and few other employment opportunities had materialised in the Hartcliffe and Withywood area (Bristol City Council, 1983). When the Wills factory finally closed in 1990, 3,500 jobs were lost with many more affected across southern Bristol in associated industries. Unemployment in the area had risen at that point to 12%, with a high incidence of benefit dependency, especially amongst young people (Bristol City Council, 1991). The population of the area had declined by 8% between 1981 and 1991 (Lambert et al, 1998).

It was at this time that two unsuccessful bids (1991 and 1992) were submitted to the *City Challenge* initiative. This initiative was designed to provide a focus for multi-agency renewal in the UK's most deprived urban areas and was worth £37.5 million over five years. Despite being part of a small group of cities invited to bid there was a failure to forge effective partnerships particularly in relation to the vacant Wills site which was seen by the initiative's assessors to be the key to regeneration (Malpass, 1994). Hartcliffe saw rioting soon after the second *City Challenge* rejection, causing long-term physical and social damage to the Symes Avenue commercial area.

The period since 1992 has been one of upturn and limited renewal for the Hartcliffe and Withywood area, with successful bids for a number of regional, central government and European funding streams. The *Estate Action* scheme funded improvements to the housing stock, providing employment through an active policy of using local labour (Lambert et al, 1998). Parts of the Wills site have come back into use for light industry and a high-status private housing development is now planned there. The area was awarded £12 million in 1999 under the Single Regeneration Budget (SRB), funding a range of employment and education initiatives, environmental improvements and community cohesion projects (HWCP, 2006). Unemployment in the area was around 6% in 2001, compared to a city-wide average of 5%. Employment is predominantly in wholesale and retail, manufacturing and construction.

Like Filwood, the other wards in the southern zone have significant numbers of people with no qualifications at all, relatively few people (6 to 7%) qualified to degree level and around 38% qualified only to level 2. Filwood, Bishopworth and Hartcliffe are ranked as the three most educationally deprived wards in Bristol, with Whitchurch Park ranked eight.

However, in terms of income, these wards are doing slightly better than a number of comparable wards elsewhere in Bristol. Hartcliffe, for example, is ranked as twelfth most deprived in terms of income (out of 34). A picture thus begins to emerge of communities where education and qualification may be viewed as somewhat disconnected from future work possibilities. Notwithstanding the fragility in the local labour market discussed earlier, the lived experience for many families is that making a living is possible without prior qualification.

4.5 Family and Community Cultures, Values and Attitudes

Despite a profile of relatively high levels of social deprivation, particularly in some wards in the constituency, this is not clearly associated with resident dissatisfaction. Indeed strong community bonds and stable extended family networks appear to frequently generate positive attitudes to living and working in the area.

In one survey conducted by a social action organisation *Involving Residents in Solutions (IRIS)* drawing on interviews with 158 residents in Knowle West and focus groups discussion with 77 others, people felt very positive about living there. Respondents valued strong family and friendship bonds and appreciated increasing facilities and support from a range of services (IRIS, 2004) with some concerns about aspects of crime, drug use, safety and anti-social behaviour. Overall, residents expressed fairly high degrees of satisfaction with local schools, with some concerns around bullying and poor behaviour. These generally positive findings about parental attitudes to school are backed by outcomes from a parental survey undertaken by the local secondary school (Centre for Successful Schools, 2004) despite the fact OfSTED soon after identified the school as ‘failing’.

In another study undertaken to establish a baseline for Hartcliffe and Withywood Community Partnership (established under SRB5 in 1999) face-to-face interviews were conducted with a representative sample of 515 local residents combined with confidential self-completion questionnaires returned by 94 people. Only 9% of people held a negative view of the local area – with 51% describing it as ‘a nice place to live’ citing positive aspects as ‘community spirit’, ‘family living nearby’, ‘easy access to open space and countryside’, and being a ‘quiet area’. Concerns related specifically to crime, drug use, poor shopping facilities and lack of leisure activities. 80% of those surveyed identified themselves as unlikely to move out of the area and of those who had children in local schools, 70% said that the standard of education in those schools was excellent or good (RBA Research, 2000).

A further study examined patterns of social support for families with young children in a ‘high risk’ neighbourhood¹⁷ on a South Bristol estate, conducting extensive interviewing with a sample of 62 mothers (Gill et al, 2000). This report found that whilst for the majority of the families in the study there were strong three-generational patterns of support based on proximity and frequent contact, for a minority of families (who defined themselves as having family difficulties and

¹⁷ The classification of ‘high risk’ neighbourhood was based on high indices of social deprivation and a disproportionate amount of childcare referrals. The neighbourhood also had a high number of lone parents and an unbalanced age structure.

needing more support) they felt disconnected from wider community and family networks. This included families who had moved frequently and been recently rehoused in the area.

Whilst the last of these studies reminds us to avoid over-simplification in representations of local communities, and to recognise that even within particular estates the community is heterogeneous, they all point to the strength of family and community bonds in shaping local cultures and attitudes. This is reinforced in an evaluation of Sure Start in Hartcliffe, Highridge and Withywood, where a successful programme of early years' and family support was built upon a strong community infrastructure and deep-rooted tradition of community activism, especially amongst women (Boushel, 2004).

Such studies resonate with findings from a number of city communities in deprived areas across the country. Robson et al (2000) in *The State of English Cities*, note:

Even in the most deprived communities, there are considerable social strengths on which policy could build. Social surveys consistently show that high proportions of residents in deprived areas speak warmly of the 'quality' of the people in their neighbourhoods and argue that the problems of crime, dereliction and social disruption are caused by a small minority of residents. This suggests that almost all deprived communities still retain elements of their traditionally strong community structures. Much of this is maintained by women, and particularly middle-aged and elderly women. (p25)

Their conclusion, which is one we might consider in relation to policies for educational change in the area, is that we need to build upon these community strengths and 'put local communities at the heart of decision-making about neighbourhood management and change' (p25). There are also some specific pointers to the role of women in this process.

On the other hand whilst one might see such stable community cultures as a positive feature, there is also some evidence that such cultures may be associated with a degree of reluctance to engage in certain forms of social action. For example, in the school-based parental survey referred to earlier (Centre for Successful Schools, 2004) most parents were not particularly interested in becoming more involved with the school. In the Hartcliffe and Withywood SRB5 Baseline Survey (RBA Research,

2000) residents expressed a willingness to become more involved in 'low effort' community activities e.g. Neighbourhood Watch meetings but were not interested in more extended involvement citing lack of interest, lack of time and a belief that it would not make a difference.

The latter point may well reflect a degree of community cynicism in light of local government failure to deliver on key regeneration plans in the area over an extended period of time (Stewart, 1996). These attitudes may equally reflect the difficulties families regularly experience at engaging with organisations or institutional processes that appear middle-class in their values or judgemental in their style (Plumb, 2000). However, there may also be some association with levels of satisfaction with the 'status quo'.

Such community attitudes to 'satisfaction' versus views of 'change' and one's potential role in that change appear matched to some extent by young people's views. Bristol City Council in their *Catching in the Rye* report (2005a) present outcomes from the 'Young Person's Quality of Life Survey' conducted in Bristol secondary schools between 2002-2005 with analysis of findings by ward. Approximately 5000 young people aged 11-18 have responded over that time.

Asked about degree of satisfaction with their local schools, children living in Whitchurch Park and Hartcliffe were more satisfied than the ward average across the city with Windmill Hill and Southville not far behind. Other indicators e.g. degree of satisfaction with cultural, recreational and leisure facilities show an even more pronounced pattern with young people in seven of the constituency wards indicating relatively high levels of contentment. At the same time when surveyed on attitudes to aspects of active citizenship, young people in some parts of the constituency (particularly in the southern zone) expressed greater reluctance to see themselves as agents of change – at least through formal channels.

Bristol City Council, in its bid for Local Economic Growth Initiative funding (Bristol City Council, 2006a) claims an absence of a 'can-do' enterprising culture in the constituency – with few local enterprises or successful business start-ups, low rates of self-employment or interest in self-employment. In a study of barriers to employment

and enterprise in Neighbourhood Renewal Areas in Bristol (Herbert and Dando, 2006) those from South Bristol (202 respondents) were more likely than respondents from the Northern Arc or East Central areas to say that self-employment seemed to ‘involve too much work and effort’ (22% as against 10% and 9%) and that it is ‘too risky’ (15% against 7% and 5%). Of those who are currently economically inactive only 35% in South Bristol indicated they would like to work (compared with 50% in the other two areas). This is in part explained by higher levels of those on incapacity benefit or being at home with children but not entirely so. Other explanations highlight the culture created by previous intergenerational experience of ‘employment for life’ in the tobacco industry building dependency on a local ‘benevolent employer’ (SHM, 2004a).

The picture emerging here is one which suggests that local community cultures may be operating to retain a degree of stasis in individual lives in relation to social, economic or educational change. Attitudes reported above also reflect some sense of ‘absence of *agency*’ i.e. unwillingness to take risks or to seek empowerment and control over aspects of one’s life, at least in the ways that are assumed by policy makers to underpin social improvement.

One must of course be cautious in drawing such a conclusion – since the indicators being used are profoundly class-based. Like the concepts of ‘aspiration’ and ‘deferred gratification’ (Lucey and Reay, 2002) the concept of ‘enterprise’ is modelled on middle-class preconceptions of success. ‘Risk’, ‘power’ and ‘agency’ may be sought and attained in variety of ways e.g. through ‘offending behaviours’ (and high levels of youth offending in Neighbourhood Renewal Areas indicate this is a option a number of young people choose). Equally a sense of ‘satisfaction with the status quo’ and contentment with one’s place in the world is something missing for children in many aspirant and high-achieving middle class families (Lucey and Reay, 2002). However, notwithstanding this note of caution, such a perspective on community cultures resonates with other evidence on young people’s orientations to learning (Chapter 6).

Such attitudes coalesce with strongly ‘tribal’ attitudes to identity and place; some parts of the constituency appear predominantly inward-looking and self-sufficient

with a strong sense of literal and symbolic boundaries between self and others. Concepts of space and distance are mediated by this.

St *I don't want to move.
Yeah but that is just coz you don't want to leave your mates.
Na, I like living here – I likes my mates and I like the shops...*

In So for those of you who would like to leave the area do you have any idea where you'd like to go?

St *Yeah, Headley Park.
You muppet!
That's just round the corner, that's not moving out of the area¹⁸.*

(Interview with Year 11 students in southern zone school)

Views of place are sometimes characterised by anxiety about mixing with people outside the community with a strong sense of territory regulated by force.

St *Yeah, well I wouldn't go down Hartcliffe, not on my own anyway.
Sometimes I go visit my cousin but if I do I say I go to Hartcliffe or something because if you say you're from Ashton they're like 'He's an Ashtoner, beat him up'.*

(Interview with Year 9 students in northern zone school)

St *You're not welcome if you goes somewhere else.
Too right.
Knowle like calls Whitchurch stuck up and Whitchurch calls Hartcliffe scabby.
Yeah, Hartcliffe and Knowle are where all the chavs live...
You always get Whitchurch against Stockwood, but it's more like schools against each other.*

In Is that more like at sports?

St *It used to be....
Now it is just fights.*

(Interview with Year 11 students in southern zone school)

¹⁸ Transcribing focus group discussions especially with young people is notoriously difficult as there is a tendency for more than one person to be talking at once. The convention we have used here is to begin a new line to indicate a change of voice, and to use [...] to indicate that the reported speech is an extract from a longer utterance. 'St' indicated student voice; 'In' indicates interviewer voice. Whilst there is some risk that this de-personalises the student voice, it is also a more accurate representation of the data. It also acknowledges the fact that in group interviews a collective rather than an individual set of dynamics and discourses emerge. Where reported interviews have been one-to-one or in very small groups we have provided pseudonyms.

Lack of awareness of the geography of the city and its wider resources is also sometimes an issue.

Lucy *It's a really enclosed area. Young people I work with, they might go as far as Bedminster but no further. They think of that as 'town'. I remember doing a girls' group with some girls from south Bristol and north Bristol – where the point was to get them to mix – and there was a conversation when one girl said to another girl 'I'm going to town on Saturday' and the other girl said 'Is your town the same as my town?'*

(Interview with Connexions Personal Adviser working in Bristol South)

In the southern part of the constituency in particular, this tendency is reinforced by limited transport links with other parts of the city or the cost of travel.

In Do you ever go into town?

St *I goes in after school. It's only 20 minutes on the bus.
Yeah but I don't like paying the bus fare...
...It goes up all the time.
I don't like paying the bus fare.
...I's been going in since I were 13 or 14.
I would if I had a car...but I gotta wait till I'm 17.*

(Interview with Year 11 students in southern zone school)

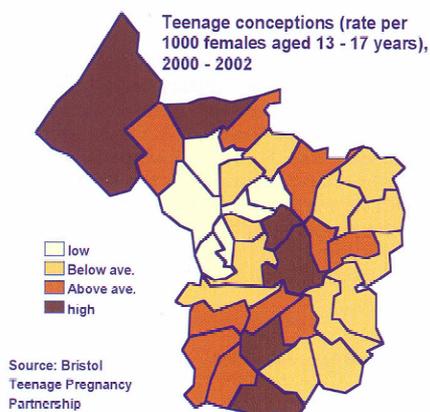
There are also for some families well-rooted traditions of supporting self-sufficiency by looking outwards as part of a semi-rural economy rather than inwards to the rest of the city reflected for example in reference to the keeping of animals, growing vegetables and hunting with dogs (Knowle West Media Centre *Show Reel Vol 11*). The enduring impression is one where many people in the constituency live intensely 'localised lives' (Connolly and Healy, 2004; Reay and Lucey, 2000).

A further significant dimension is characterised by 'traditional' gender discourses and cultures. In interviewing young people many boys we spoke to saw themselves following in their fathers' footsteps quite literally – often going to work alongside them as employees in manual trades or joining the family business. For many girls a life trajectory of early motherhood, unpaid domestic work and later low skilled employment once their children have grown up reflects their family narrative. Teenage conceptions, the first step of that journey, are generally higher than average across parts of the constituency and in some wards significantly so (Map 4.6). Across

the city 20% of teenage mothers have a second baby before they reach the age of eighteen (OfSTED, 2006a). When girls we interviewed articulated a vision of future

Map 4.6

Teenage pregnancy



employment it frequently involved ‘working with children’, ‘working with animals’ or ‘working in health and beauty’. In addition, the number of young people with unpaid caring responsibilities is above ward average in six of the nine wards in the constituency and we know that this is more likely to be undertaken by girls than boys (Bristol City Council, 2005a). Support for young carers across the authority is ‘inadequate’ (OfSTED, 2006a).

It is notable that the educational performance of girls in the area in general does not reflect the ‘gender gap’ in favour of girls noted as a national trend (Chapter 5). Given the significance of gender to the changing face of young participation in higher education, where generally young women are more likely to enter higher education than young men and especially in the most disadvantaged areas (HEFCE, 2005/03) this local characteristic may be important and would bear further investigation.

In our interviews family and peer expectations tended to reflect the dominant life stories of those in their local communities. Where transition to employment and to family life has high value, progression to further and higher education or extended qualification has less appeal. More immediate benefits, including early earning potential, have greater attraction than investing in deferred gratification, even where this is based on a degree of fantasy or misinformation.

Phil What would you say if I said I’d give you a small amount of money to train now but in two years time you’d be earning really good dosh, like £600 a week but your mates are like working now and earning a couple of hundred pounds a week?

Sean *I’d say sod off. Anyway, I can get a job now with my uncle – he’s working on the stadium down in London and bringing home £800 a week.*

Steven *But money's not the only thing. I want to do scaffolding. If someone offered me a job now doing scaffolding at £25 an hour or work at Macdonalds for £45 an hour, no £35 an hour, I'd still do scaffolding.*

(Discussion between year 11 young people educated out of school and their key worker)

Finally, notwithstanding the generally positive attitudes to living in the area, there is recognition that others from outside the constituency generally view it, and particularly parts of it, in a negative light and that this may lead to lowered expectations and stereotyping of people who come from the area (IRIS, 2004; Gulati et al, 2002).

Maggie *There's the message when you're going round places, you know. I was taking my son round to look at post-16, eighteen months ago and we were standing at one post-16 centre and the people in the front were asked 'What school are you from?' and I think they said they're from X School or somewhere like that and 'That's fantastic, really like to see you here, you won't have any trouble with your grades, you'll get in.' My son comes up. 'What school are you from?' 'I'm from Hartcliffe.' 'Well you do realise you need two Bs for you to get in here.' And straight away - that he wouldn't have the brains to do it - and he said to me that 'There was no way that even if they offered me a place and they were the only place to offer me a place, would I come here.' He just felt so degraded because of the way they were speaking to him.*

(Interview with parent/carer)

There is also some evidence that levels of stated satisfaction decline once individuals become aware of the conditions pertaining in other parts of the city e.g. in relation to educational standards.

Kay *And I started to realise, and I hadn't realised until that point, that... well I didn't realise until a teacher told me bluntly, that education in South Bristol, it just performed much less better than it did in the rest of the city and I was completely unaware of that. And to me, as a parent, my concerns were - yes are my children achieving - that was important to me, but they had to be happy and their social context and being in a local school and all those things are really important to me and have remained so. But it was one teacher who ... said 'Do you know (your son's) going to find it a bit different when he goes to secondary school, because he's going to be more or less in the middle of the class really, rather than top of the class.' And I couldn't understand why because I just didn't understand the differences. And he said about results in South Bristol etc ... and I just found that quite shocking because I hadn't known and it's*

interesting, I listen to parents in this area and head teachers from this area are very good at saying this, particularly primary heads – ‘When we talk to parents, they say they’re very, very happy with the education the children are receiving.’ And I said ‘that’s because they don’t know any different.’ And I know that because that’s happened to me.

(Interview with parent/carer)

4.6 Conclusions on the Local Context

We have spent some time researching and representing the complexities of the local context of Bristol South, since that context has such profound impact on the life chances and life choices of the young people we seek to better understand. We have noted how Bristol itself is a city of extremes, with areas of affluence contrasted with areas of profound material deprivation. Bristol South as a geographical area has been constructed over time - as a consequence of a number of policies and trends in employment, education, housing, and transport.

Whilst the constituency itself is not homogenous, and we note important variations at ward level, overall we have demonstrated how the economic, social and cultural infrastructures in the area inter-relate with each other to configure relatively restricted ‘horizons for action’ (Hodkinson et al, 1996) for many young people living there. This is important in making sense of why so few young people in the constituency participate in higher education. By ‘horizons for action’ we mean:

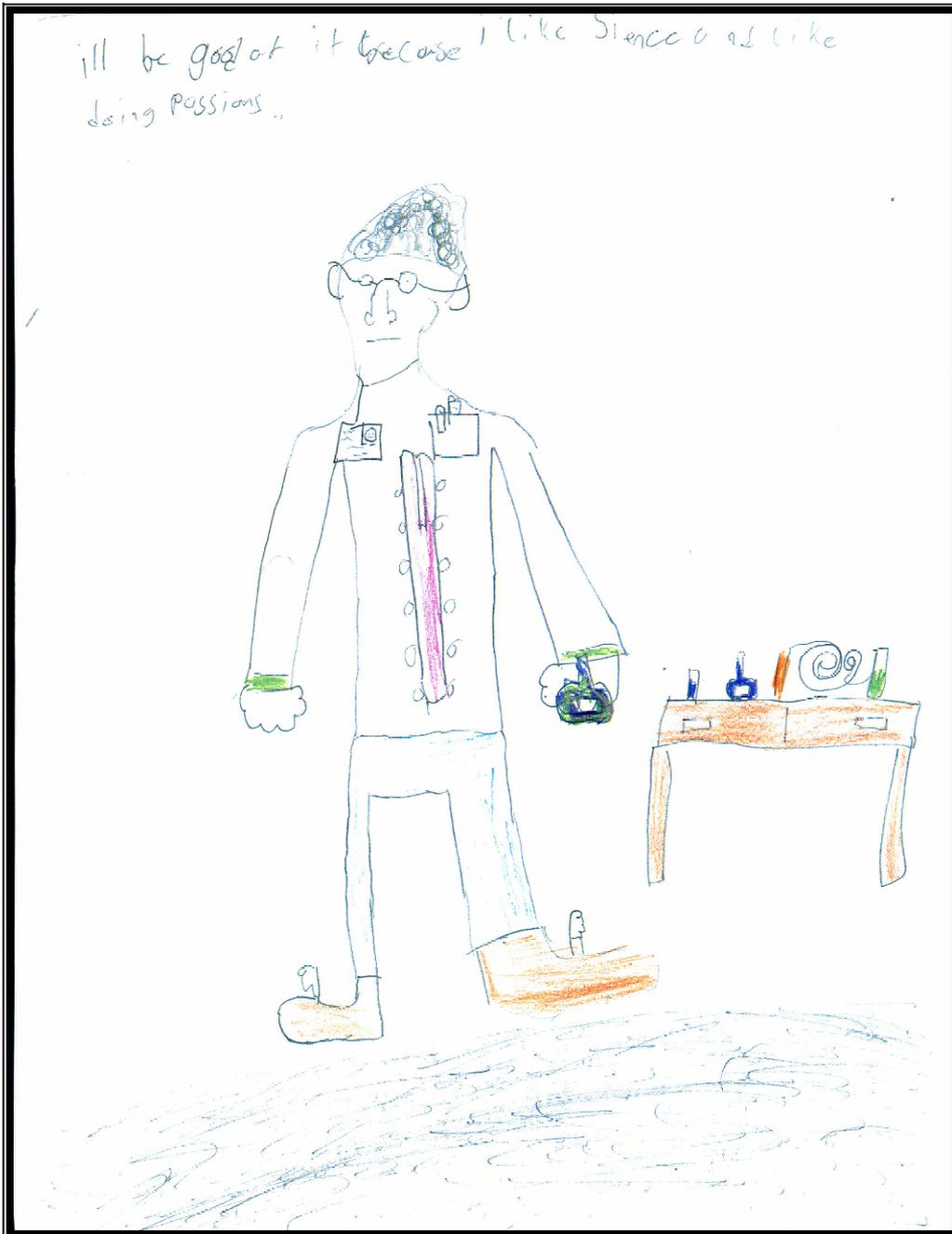
... the arena within which actions can be taken and decisions made. *Habitus*¹⁹ and the opportunity structures of the labour market both influence horizons for action and are inter-related, for perceptions of what might be available and appropriate affect decisions, and opportunities are simultaneously subjective and objective. (Hodkinson and Sparkes, 1997, 34)

With relatively low unemployment for parts of the recent period (albeit with much employment in low-skill jobs and a degree of fragility in the local labour market) and with pathways into adulthood that do not depend on educational success e.g. employment in small businesses alongside family and friends, or early motherhood,

¹⁹ *Habitus* is ‘that system of dispositions which acts as a mediation between structures and practice’ (Bourdieu, 1977, p487) i.e. *habitus* refers to the interplay between people’s values, beliefs, attitudes and behaviours and the social, economic and cultural context within which they live.

the motivation to aspire to higher level qualifications is not always obvious. Indeed, with stated high levels of satisfaction with how things are, reinforced by strong social bonds and ‘networks of intimacy’ (Fuller et al, 2006) within well-bounded geographic areas – there is a powerful force field maintaining the status quo.

Chapter 5
The Educational Landscape in Bristol South



5. The Educational Landscape in Bristol South

5.1 Local Government and Education in Bristol

Recognising the impact of local governance on the education service in Bristol together with understanding the local context (Chapter 4) are both essential to understanding educational achievement, aspiration and progression for young people in Bristol South and the associated issue of participation in higher education.

Public education in Bristol has been subject in recent history to different forms of local governance. Bristol is unusual in having been a city with county status since medieval times and it was named a county borough in 1889 when the term was first introduced. However, on 1 April 1974 it became a local government district of the short-lived county of Avon. On 1 April 1996 it once again regained its independence and county status, when the county of Avon was abolished and Bristol became a Unitary Authority. Initially a Labour led authority, since 2003 no single political party has had an overall majority on the council. Following a period when various political parties shared control, the Liberal Democrats currently lead the council as a minority administration.

In 1902 Bristol City Council became responsible for public education in the city. The Education Act in 1944 required the council to assess its requirements for education and plan accordingly. Rising birth rate, movement of populations to the new housing estates, loss of buildings during the war and the raising of the school leaving age to fifteen in 1947 made the building of new schools a priority. Between 1945 and 1951 fourteen new schools were built and by 1973 sixty-eight primary schools and twenty-three secondary schools had been built since 1946 (Everleigh, 2003).

One key feature of the Bristol City Council post-war plan was its decision to provide four types of secondary school: grammar, technical, secondary modern and bilateral (secondary-modern and grammar streams on one site). Bristol was one of only a few local authorities to adopt this approach. Ten bilateral schools were established between 1954 and 1963 to serve the post-war peripheral housing estates. Five of these

schools were in Bristol South. Whilst some have claimed the Bristol bilateral schools were an early form of comprehensive schooling, life histories of those who attended these schools reveal how a form of educational apartheid operated (Brine, 2006a: 2006b). Movement between streams was virtually unheard of. Instead children learned through a complex set of social signifiers and educational practices how to *know their place* in relation to each other in terms of gender and social class. Rather than extending educational opportunities, the bilateral schools in Bristol consolidated fixed, reified and socially constructed concepts of innate ability with stratified access to leaving qualifications and enduring impact on future life choices and pathways. Many of those educated in the ‘modern’ streams of Bristol South bilateral schools have not moved out of the area; family histories have been shaped by these local policies and practices with family members still attending the same school sites²⁰.

In terms of contemporary educational provision in Bristol, there are currently 160 local authority maintained schools including sixteen secondary schools. Many of these secondary schools remain located in the post-war housing estates on the outskirts of the city; six of them are in Bristol South. Education in Bristol has long been affected by the polarisation of the city into areas of affluence and deprivation. At present the city has eleven independent schools serving the secondary age range; many of these schools are of ancient foundation and have a long history. Approximately 25% of the population of secondary age young people living in Bristol are educated outside the local authority maintained schools in either the independent sector or in schools outside the city. The proportion of children with statements of special educational need in the city maintained schools is well above the national average (OfSTED, 2006a).

One consequence of this contextual situation has been that the local authority maintained secondary schools in Bristol face particular challenges in supporting young people to achieve. For a number of years, Bristol has performed very poorly against national standards and whilst there has been some improvement, the rate of improvement in most measures has been less than the national trend (Table 5.1 and Figure 5.1)

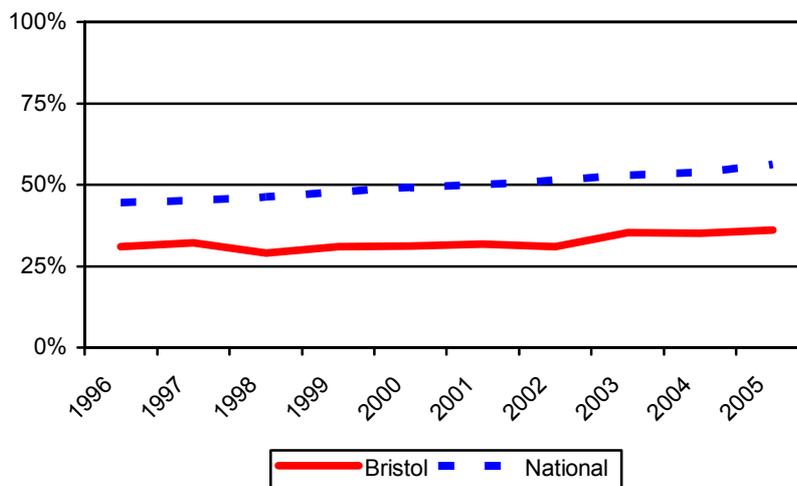
²⁰ All five community comprehensives in Bristol South (Section 5.2) were originally bilateral schools.

Table 5.1: Bristol Local Authority Attainment Compared with England (2003-2005)

	2003	2004	2005	Difference
Key Stage 2: % achieving L4 and above in English				
Bristol LA	67	69	70	+3
England	75	78	79	+4
Key Stage 2: % achieving L4 and above in Maths				
Bristol LA	65	66	67	+2
England	73	74	75	+2
Key Stage 2: % achieving L4 and above in Science				
Bristol LA	81	80	80	-1
England	87	86	86	-1
Key Stage 3: % achieving L5 and above in English				
Bristol LA	53	55	61	+8
England	69	71	74	+5
Key Stage 3: % achieving L5 and above in Maths				
Bristol LA	56	60	58	+2
England	71	73	74	+3
Key Stage 3: % achieving L5 and above in Science				
Bristol LA	52	50	53	+1
England	68	66	70	+2
Key Stage 4: % 15 year olds achieving 5+ A*-C in GCSE or equivalent				
Bristol LA	35	35	36.5	+1.5
England	53	54	57	+4
Key Stage 5: GCE/VCE average UCAS point score per candidate				
Bristol LA	222	230	243	+21
England	259	269	278	+19

Source: DfES Performance Tables (2003-2005)

Figure 5.1: Bristol Local Authority and England Trends in Achievement of 5+A*-C in GCSE or equivalent (1996-2005).



Source: Bristol Campus 14-19 Overview (2006)

Education league tables have consistently placed Bristol as one of the poorest performing authorities. In 2004 Bristol was ranked 5th from bottom; in 2005 it was ranked bottom out of all Local Education Authorities (LEAs) in England for GCSE performance (Table 5.2). On value added measures in 2005, Bristol was third from the bottom.

Table 5.2: LEAs by % of students achieving 5 A*-C in GCSE or equivalent (2005)

Rank	LEA	%
1	Isles of Scilly	82.5
England	Average²¹	57
147	Nottingham	41.5
148	Blackpool	41
149	Bristol	36.5

Source: DfES Performance Tables (2005)

In recognition of the persistently poor standards in many Bristol schools, the political and professional leadership of the city's education service has come under intense scrutiny within an increasing culture of accountability.

Bristol LEA was first inspected by the Office for Standards in Education (OfSTED) in 1999 when the council was found to be 'not successfully exercising its functions for raising standards in schools' (OfSTED, 1999). It was inspected again in 2001 and at that time the inspectors found 'some momentum had been generated and the majority of the LEA's functions were carried out satisfactorily; nevertheless, significant weaknesses remained in a number of important areas, and the council's capacity to sustain improvement was in doubt' (OfSTED, 2001).

As a consequence of the 2001 inspection, the Bristol Education Partnership Board was set up, chaired by Professor Geoff Whitty (Director of the London Institute of Education), as a joint venture between the council and central government, with a remit to offer strategic advice to the LEA. Richard Riddell, the local education

²¹Local education authority averages do not include independent schools; the national averages do.

authority's first Chief Education Office/Director of Education, resigned in early 2002. An interim Director, Simon Jenkin, was appointed in early 2002 with John Gaskin appointed in September 2002 as the substantive new Director of Education and Lifelong Learning. The same year also saw a change in the leadership of the council that according to OfSTED (2003a) brought about significant improvements in elected members' relationship with schools.

The Audit Commission's Comprehensive Performance Assessment for education, in 2002, gave the education service at this point just one star for performance because strategic management, and the low performance of schools, formed part of the assessment (OfSTED, 2002). The Comprehensive Performance Assessment for 2003 gave the city a slightly improved, though still low, two star rating (OfSTED, 2003b).

By the OFSTED inspection of 2003 positive change in the leadership of the education service in Bristol was noted. OfSTED found 'much has happened to improve matters over the past two years. Priorities are clear, and there is now no doubt that Bristol is 'a city where learning comes first''. The new Director's leadership was said to be 'impressive and resolute in his determination to improve education in Bristol, and has been crucial in securing the confidence of all those involved in education'. That report signalled that 'improvement has accelerated in recent months, and aspiration, cautious optimism, and a growing sense of collective responsibility for improvement are displacing despondency in schools' (OfSTED, 2003a).

However, the report also noted that though head teachers had regained a degree of confidence in the leadership of elected members, following local elections in May 2003 'a change in the political balance of the council has left them anxious about the future'. This was compounded when John Gaskin unexpectedly resigned and the city faced a fourth change of lead officer in three years. Heather Tomlinson was appointed as the new Director of Education and Lifelong Learning in September 2004.

The Bristol Education Partnership Board ended in 2003. The City Council established an Education and Lifelong Learning Scrutiny Commission in 2003 and in response to the Every Child Matters agenda this became a Children's Services Scrutiny Commission in 2005. In April 2006 Bristol City Council's education and children's

social services departments merged to form a new department - Children and Young People's Services - and Heather Tomlinson was appointed as Director of Children's Services to lead on integrated services for children and young people.

The most recent Joint Area Review of children's services in Bristol confirms the enduring nature of the issues facing Bristol education:

Most outcomes for children and young people are adequate, but the levels at which young people achieve in Bristol schools are inadequate...too many have limited aspirations...Attendance rates at school and the educational standards achieved by many children and young people...are too low. Poor educational standards up to the age of 16 impede the preparation of young people for working life, so that the proportion achieving adequate skill levels by the age of 19, although improving, is below national figures. As a consequence, although most young people find employment in and around Bristol quite easily, many find themselves in low level jobs with little prospect of advancement or progression. (OfSTED, 2006a, p4-5)

The review concluded that although 'green shoots' of some well-rooted improvement strategies for children's services were apparent, 'the current capacity for the city council to improve outcomes for children and young people on its own were inadequate'. In particular it notes that 'The council's track record over many years in improving outcomes in education is poor and deep-rooted problems must be overcome if there is to be sustained improvement'. The education service was graded 1 (inadequate). It was also acknowledged that 'The weight being placed on the shoulders of the director of children's services...to raise standards in schools, while moving forward the integration agenda, is considerable'.

5.2 Educational Providers in Bristol South

Bristol South parliamentary constituency has: three 'Sure Start' children's centres; one specialist nursery for children with severe, profound and multiple learning difficulties; four infant, four junior and twenty-four primary schools; two special schools; and one pupil referral unit.

There are currently six local authority maintained secondary schools within the constituency:

- *Ashton Park School* (11-18 mixed community comprehensive; sports specialist status);
- *Bedminster Down School* (11-16 mixed community comprehensive; technology specialist status);
- *Hartcliffe Engineering Community College* (11-16 mixed community comprehensive; engineering specialist status);
- *Hengrove Community Arts College* (11-18 mixed community comprehensive; arts specialist status);
- *St Bernadette Catholic Secondary School* (11-16 mixed voluntary aided comprehensive; maths and computing specialist status);
- *Withywood Community School* (11-18 mixed community comprehensive; no specialist status).

A further secondary school - *Merrywood School* - serving the heart of the constituency in Filwood ward was closed in 2000. The school (created from the amalgamation of a girls' and boys' school in 1995) failed an OfSTED inspection in 1997 and was deemed by 1999 not to have made satisfactory progress. The attainments as measured through national testing put the school in the bottom 5% of schools with a similar level of social and economic disadvantage. In addition the school roll had fallen consistently since the amalgamation with only 326 on roll by September 1999 and with sufficient surplus places in neighbouring schools to accommodate these pupils (Bristol City Council, 1999).

Between 2001 and 2006 the south of the constituency had a small Education Action Zone (EAZ) as part of the city's *Excellence in Cities* arrangements. This EAZ, called *Success @ EiC Action Zone* served nine primary schools, one special school and one secondary school (Withywood Community School) (Williamson et al, 2006).

Between 2001/2 and 2003/4 post-16 provision in Bristol was re-organised under the remit of the *Bristol Campus*²² through five area partnerships located across the city plus a catholic collegiate network, with schools grouped together to help broaden choice and improve post-16 participation. The area partnerships of greatest relevance

²² The Bristol Campus was developed in response to issues raised by the Bristol 16-19 Area-wide Inspection by OfSTED and the Adult Learning Inspectorate (OfSTED, 2002). There was general recognition at that point that there needed to be urgent and effective action to address levels of participation and achievement for learners aged 14-19 across the city. Key partners in the Campus are schools, colleges, work-based learning providers, the Local Authority, the Learning and Skills Council West of England, Connexions West of England, governors of schools and colleges, employers and Higher Education.

to young people in Bristol South are: the South West Area Partnership; South Central Area Partnership; and South East Area Partnership.

Ashton Park School, Bedminster Down School, Hartcliffe Engineering Community College and Withywood Community School are clustered under the South West Area Partnership. Of these, Ashton Park is the site for the main school based post-16 provision (*South West Bristol Post-16 Centre*) with Hartcliffe and Withywood hosting very limited post-16 provision. Hengrove Community Arts College is linked with Brislington Enterprise College and St Brendan' Sixth Form College (both outside the constituency but within south Bristol) as part the South-East Area Partnership. Hengrove Community Arts College has a small post-16 centre on site. The South Central Area partnership originally comprised St Mary Redcliffe and Temple School with a dedicated post-16 centre (*Redcliffe Sixth Form Centre*) and City of Bristol College (Bristol Campus, 2006). These arrangements have changed over the course of the last two years for a variety of reasons including growth in numbers at the Redcliffe Sixth Form Centre, the need for post-16 groupings to be better able to serve the planned 14-19 curriculum changes and the establishment of the newly formed *South Bristol 14-19 Partnership*, bringing together all major South Bristol educational providers.

City of Bristol College of Further Education, that has Beacon College status, operates through a number of centres across the city. Its main AS/A2 level provision is based in the centre of the city and its second major site hosts a centre of vocational excellence at Ashley Down in the north of the city as do its other centres at Soundwell and Parkway. All three of these centres offer higher education level courses. In addition Lawrence Weston provides a range of provision including specialist programmes for learners with learning difficulties and disabilities. Within the constituency the college has one centre based in Bedminster with a curriculum offer of entry level, level 1, level 2 and some level 3 courses in IT, hair and beauty, health and social care, food and hospitality, horticulture, administration, light vehicle maintenance and a BTEC introductory diploma in construction. A second centre operates in Hartcliffe offering entry level, level 1 and 2 courses in plastering, IT, teaching assistants, small business development, community volunteering, first step learning, programmes for NEET (Not in Education or Employment) groups under

Education Unlimited plus basic skills programmes. The College also offers courses in hair and beauty, dance and media at The Park Centre (a Local Opportunity Centre based in Knowle West) and other community venues e.g. The Gatehouse Centre (run by Hartcliffe and Withywood Ventures linked to Hartcliffe and Withywood Community Partnership). The other major further education college serving the city, *Filton College of Further Education*, is located on the northern fringe of the city although it does provide a very small number of level 2 and level 3 equine-related courses through Horseworld in Whitchurch.

Both further education colleges also offer some programmes to 14-16 year olds in response to increased flexibility in the Key Stage 4 curriculum and in an attempt to improve motivation amongst learners who are disengaged in school (Attwood, Croll and Hamilton, 2003, 2004.) 223 students from Bristol South secondary schools attended the FE colleges as part of their Key Stage 4 programme and 120 went to City of Bristol College on a full time Early College Placement programme in 2005/06. The Park provided 14-16 placements for 56 young people from Bristol South secondary schools in 2005/06 (Bristol Campus, 2006).

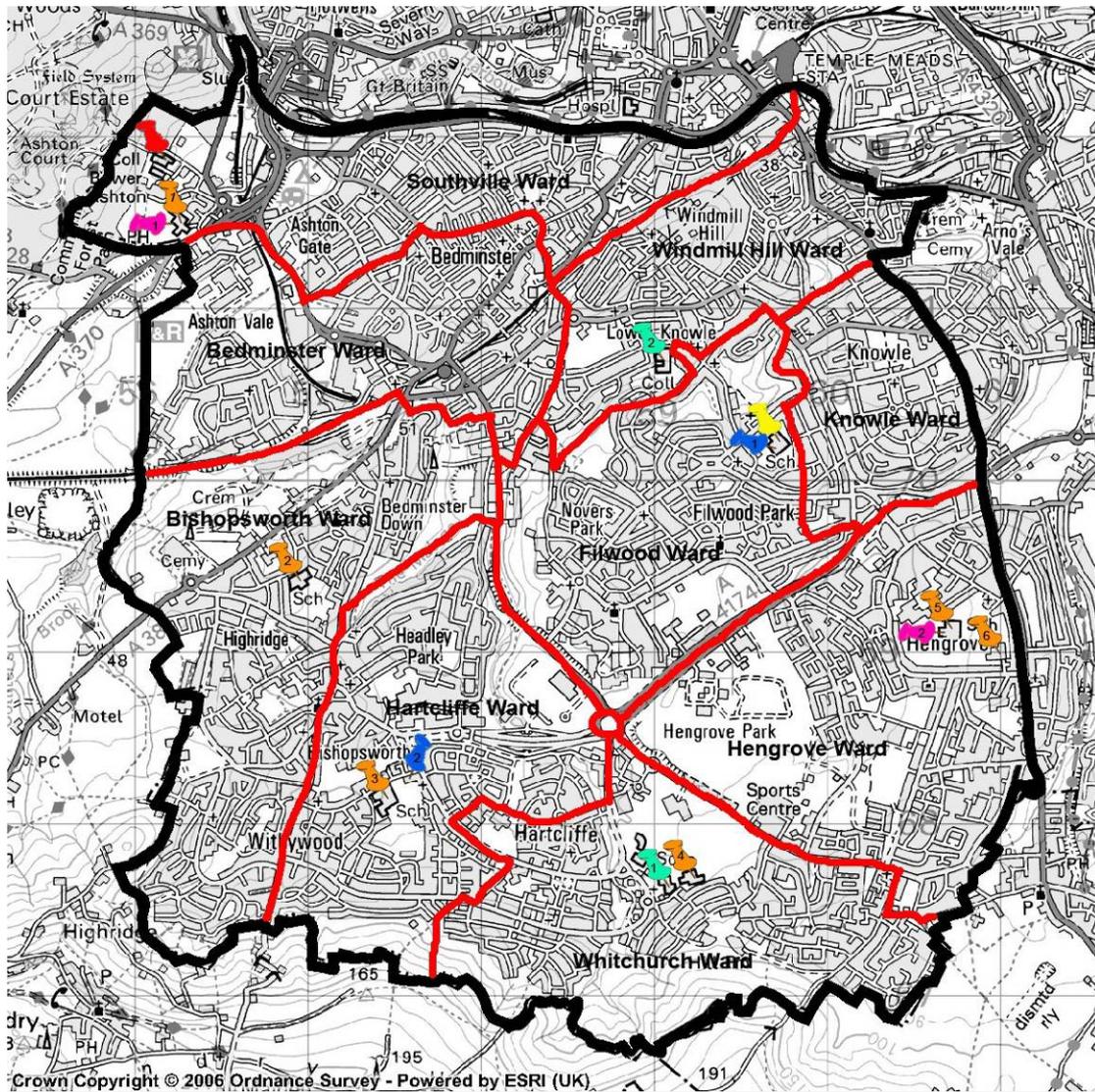
All educational providers serving Bristol South use the programmes and qualifications offered by ASDAN, a curriculum development organisation and internationally recognised awarding body, which grew out of research work at the University of the West of England in the 1980s (White, 1997). These programmes and qualifications blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other personal and social skills, with an emphasis on negotiation, co-operation and rewarding achievement. ASDAN approaches are recognised as a successful way of maintaining the engagement and certificating the success of young people who might otherwise disengage from learning (Chapter 7).

There are also a small number of work-based training providers located in the constituency offering Entry to Employment programmes and apprenticeships. Finally, the Faculty of Art, Media and Design of the University of the West of England is located close to Ashton Park School in the very north of the constituency.

The range of post-16 learning opportunities most easily accessible to young people in Bristol South is listed in Appendix F, and the distribution and accessibility of relevant provision are indicated in Maps 5.1 and 5.2. The current range of educational provision in Bristol South, especially post-16, indicates somewhat limited access to choice in the immediate vicinity. The poorest ward in the constituency does not have a secondary school within the immediate community. Young people from the south of the constituency at sixteen have to travel northwards to continue their education if they have aspirations beyond the limited provision at Hartcliffe and Withywood.

The picture of provision in the constituency however is far from fixed. The local authority, building on the Bristol Campus re-organisation, has a new 14-19 strategy with reconfigured forms of regional partnership and collaboration aiming to extend flexibility and choice at key transition points and to provide a range of initiatives to ensure young people excluded or at risk of exclusion remain engaged in learning. It is also laying the ground for the effective implementation of 14-19 reform (Bristol City Council, 2005b). At the same time there are emergent plans for new forms of secondary school organisation in the constituency, with two schools earmarked for 11-19 Academy status (Hengrove Community Arts College and Withywood Community School) and one (Hartcliffe Engineering Community College) planning to become part of a federation of schools as an all-through 3-19 Campus, recently awarded Trust School Pathfinder status (DfES, 2006b). City of Bristol College plans to build a new flagship Skills Academy right in the heart of the constituency serving 14-19 and adult learners. Given these initiatives there is a recognised need to prioritise co-ordinated planning through the South Bristol 14-19 Partnership to ensure that the 14-19 offer in the constituency is viable and appropriate. We return to these plans in evaluating proposed interventions (Chapter 7).

Map 5.1: Educational Providers in Bristol South (2006)



KEY TO MAP

Local Authority Maintained Secondary Schools

-  Ashton Park School
-  Bedminster Down School
-  Withywood Community School
-  Hartcliffe Engineering Community College
-  Hengrove Community Arts College
-  St. Bernadette Catholic Secondary School

Closed LA Maintained Secondary School

-  Merrywood School

Community Education Centres

-  The Park Centre
-  The Gatehouse Centre

College Based Post-16 Centres

-  City of Bristol College – Hartcliffe site
-  City of Bristol College – Bedminster site

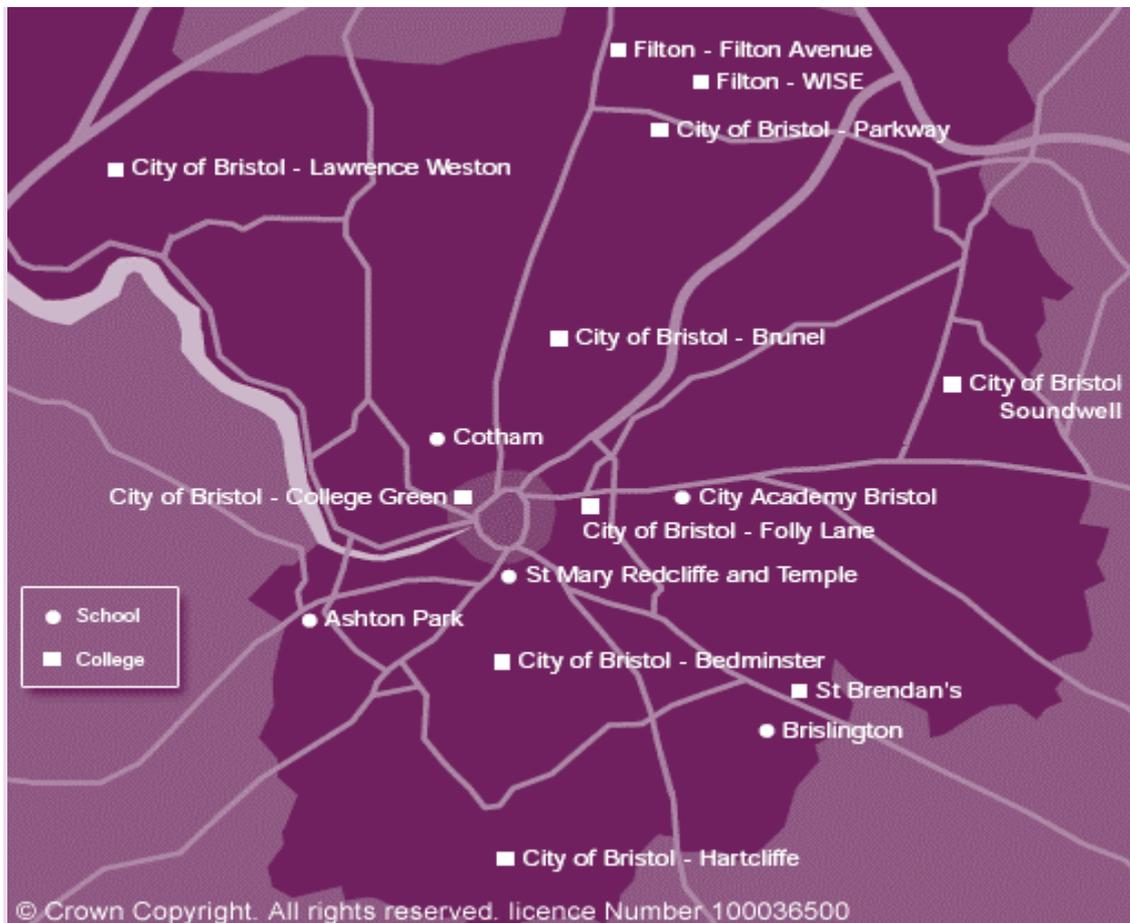
School Based Post-16 Centres

-  SW Bristol Post-16 Centre
-  Hengrove Post-16 Centre

University Campus

-  Faculty of Art Media and Design, UWE (Bristol)

Map 5.2: Post-16 School and College Enrolment Centres: Bristol Campus (2006)



Source: http://www.bristolcampus.co.uk/05_schools.htm

5.3 Quality and Standards in Compulsory Education in Bristol South

In understanding the processes that have led to a low rate of young participation in higher education in Bristol South, it is essential to look at the patterns of educational achievement in the constituency over time and place. One obvious determinant of progression to higher education for young people is prior success and qualification to an appropriate level. The standards achieved by young people at previous educational key stages are therefore critical (Appendix G)²³.

5.3.1 Key Stage 2 Achievement

Key Stage 2 is the phase of education that applies to young people aged 7-11 and National Curriculum outcomes are assessed by a combination of externally set Standard Assessment Tests (SATs) and teacher assessments in English, maths and science. The expected level of attainment for most children at the end of Key Stage 2 is level 4 or above. Bristol local authority targets agreed with the Department for Education and Skills (DfES) were that by 2005 in Bristol schools at the end of Key Stage 2:

- 82% of children would achieve level 4 or above in English;
- 80% of children would achieve level 4 or above in maths;
- 85% of children would achieve level 4 or above in science.

In fact in 2005 Bristol overall was significantly below these standards with young people from Bristol South seriously adrift in both English and maths. Whilst the trends in performance from 2003-2005 in the constituency show some improvement in English (4.2 percentage points) and maths (2.2 percentage points), performance in science has declined (2.2 percentage points). Bristol South is consistently one of the poorest performing constituencies in the city at Key Stage 2 (Tables 5.3 to 5.5).

²³ It is worth noting that throughout this study there has been a certain degree of instability in the performance data supplied by the local authority, and some anomalies in the data provided by the DfES compared with the local authority's own statistics. Where possible, we have used DfES Performance Tables to confirm figures. This may in part reflect the different points at which data has been reported, and the different databases that have underpinned the statistics.

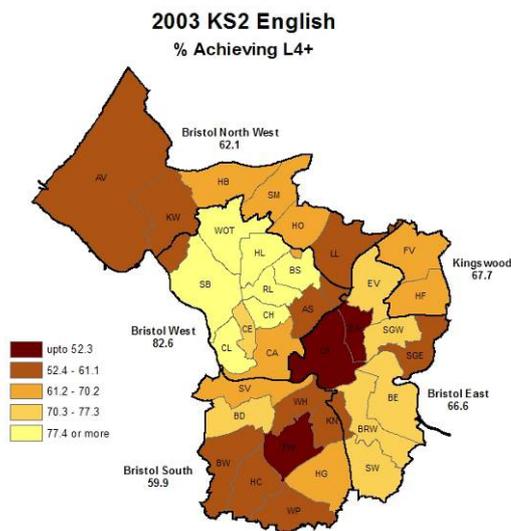
Table 5.3: Key Stage 2 Achievement in English: % achieving Level 4 and above

	2003	2004	2005	2005 rank	03-05 change
Bristol North West	62.1	66.6	64.6	3	+ 2.5
Bristol West	82.6	83.5	85.0	1	+ 2.4
Bristol East	66.6	69.7	69.5	2	+ 2.9
Kingswood (2 wards)	67.7	71.9	62.7	5	- 5.0
Bristol South	59.9	61.3	64.1	4	+ 4.2
Bristol Local Authority	66.7	69.0	70.0		+3.3
England	75.0	78.0	79.0		+ 4.0
Bristol Floor Target			82.0		

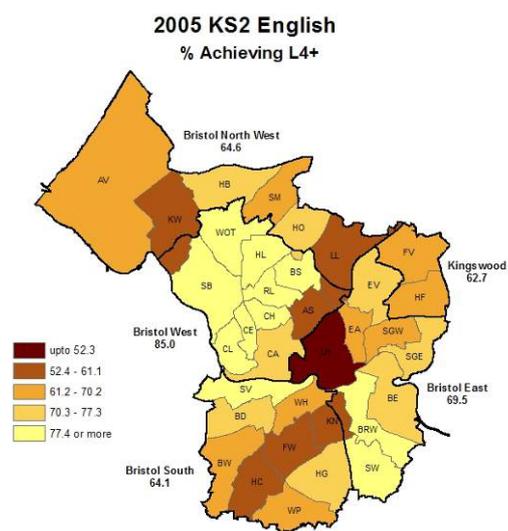
Source: Bristol Children and Young People’s Statistics Unit (2006)

There are variables in achievement levels between wards with a degree of correlation between levels of attainment and other indices of deprivation (Maps 5.3. and 5.4).

Map 5.3:



Map 5.4



Source: Bristol Children and Young People’s Statistics Unit (2006)

In English at Key Stage 2 in 2005, the gender gap in Bristol South was 14.8 percentage points in favour of girls, compared with 11 percentage points for Bristol as a whole and 10 percentage points across England. The gap in Filwood was noticeably greater than this with 71.7% of girls attaining level 4 but only 38.1% of boys and with a similar pattern evident over the last three years (Appendix G).

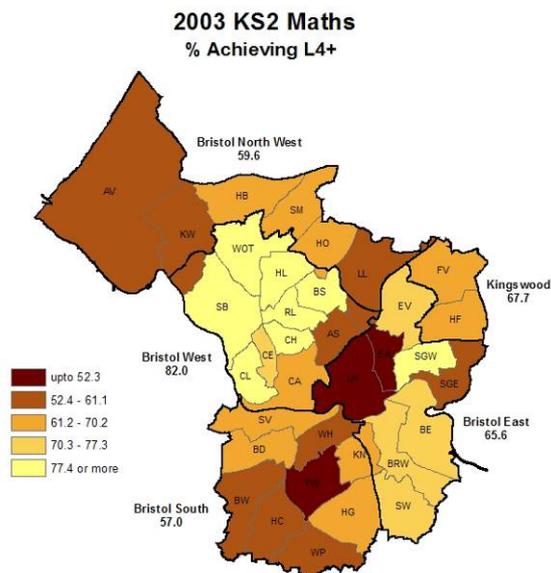
Table 5.4: Key Stage 2 Achievement in Maths: % achieving Level 4 and above

	2003	2004	2005	2005 rank	03-05 change
Bristol North West	59.6	63.9	64.8	3	+ 5.2
Bristol West	82.0	82.1	81.4	1	- 0.6
Bristol East	65.6	64.1	65.2	2	- 0.4
Kingswood (2 wards)	67.7	65.4	60.0	4	- 7.7
Bristol South	57.0	59.2	59.2	5	+ 2.2
Bristol Local Authority	64.9	66.0	67.0		+ 2.1
England	73.0	74.0	75.0		+ 2.0
Bristol Floor Target			80.0		

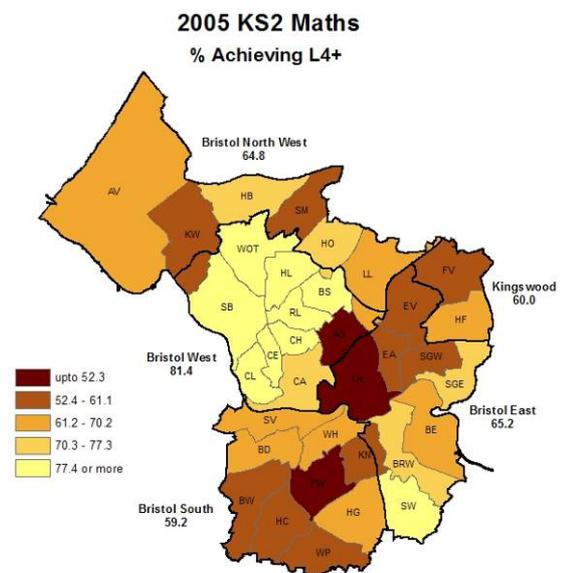
Source: Bristol Children and Young People's Statistics Unit (2006)

Again there are variables in achievement levels between wards (Maps 5.5 and 5.6).

Map 5.5:



Map 5.6:



Source: Bristol Children and Young People's Statistics Unit (2006)

The gender gap in attainment in maths at Key Stage 2 in 2005 in Bristol South was 1.4 percentage points in favour of boys, compared with 2 percentage points in favour of girls for Bristol as a whole and 1 percentage point in favour of boys in England. In some wards e.g. Southville ward, the gap was as much as 17.9% in favour of boys although this pattern is not evident for the ward over time (Appendix G).

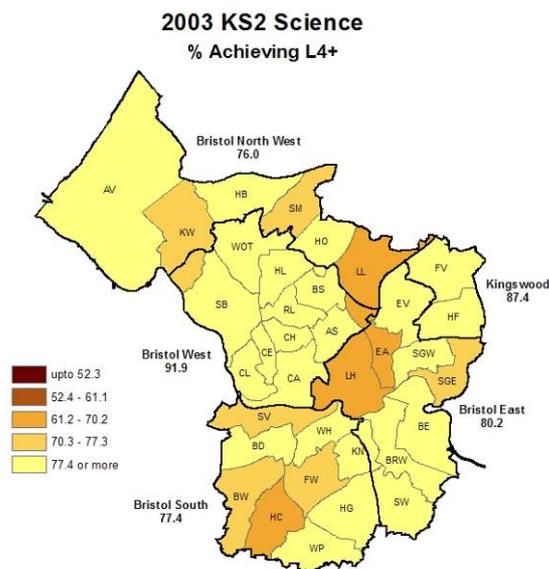
Table 5.5: Key Stage 2 Achievement in Science: % achieving Level 4 and above

	2003	2004	2005	2005 rank	03-05 change
Bristol North West	76.0	77.6	76.2	3	+ 0.2
Bristol West	91.9	88.9	87.3	1	- 4.6
Bristol East	80.2	79.1	78.7	2	- 1.5
Kingswood (2 wards)	87.4	79.4	73.3	5	- 14.1
Bristol South	77.4	76.3	75.2	4	- 2.2
Bristol Local Authority	81.0	80.0	80.0		- 1.0
England	87.0	86.0	86.0		-1.0
Bristol Floor Target			85.0		

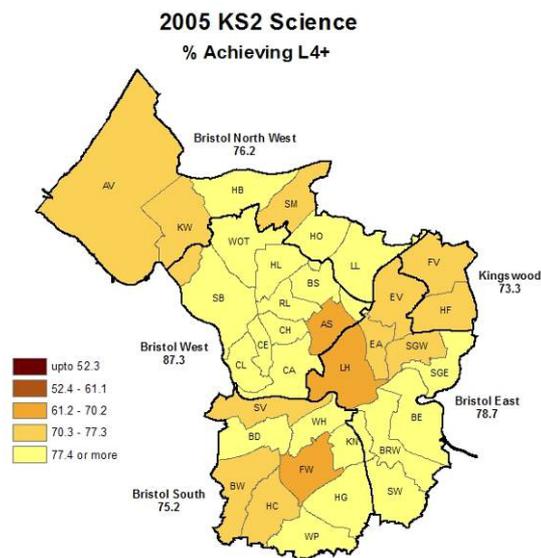
Source: Bristol Children and Young People's Statistics Unit (2006)

Again there are wards level variations in attainment in science (Maps 5.7 and 5.8).

Map 5.7:



Map 5.8:

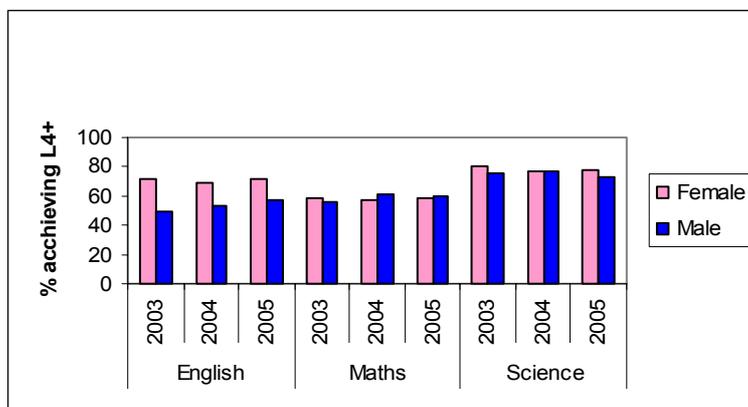


Source: Bristol Children and Young People's Statistics Unit (2006)

In terms of the gender gap in attainment in science at Key Stage 2 in 2005 the gap in Bristol South was 4.9 percentage points in favour of girls, compared with 2 percentage points for Bristol as a whole and 1 percentage point across England. The gender gap was widest in Filwood at 13.7 percentage points in favour of girls (Appendix G).

Over the last few years the small gender gap in maths and science in the constituency has remained relatively stable though the more significant gender gap in English has been closing slightly, as it has across the authority and nationally (Figure 5.2).

Figure 5.2: Gender performance at Key Stage 2 in Bristol South (2003-2005)



Source: Bristol Children and Young People's Statistics Unit (2006)

5.3.2 Key Stage 3 Achievement

Key Stage 3 is the phase of education that applies to young people aged 11-14 and National Curriculum outcomes are assessed by a combination of externally set Standard Assessment Tests (SATs) in the core subjects of English, maths and science, together with teacher assessments in the core and foundation subjects. The expected level of attainment for most children at the end of Key Stage 3 is level 5 or above. Bristol local authority targets agreed with the DfES were that by 2005 in Bristol schools at the end of Key Stage 3:

- 66% of students would achieve level 5 or above in English and science
- 68% of students would achieve level 5 or above in maths;

In fact in 2005 Bristol was significantly below these standards with students from Bristol South seriously adrift in all core subjects. As with Key Stage 2 the trends in performance at Key Stage 3 from 2003-2005 in the constituency show some improvement in English (3.7 percentage points) and maths (2.6 percentage points) but performance in science has declined (0.4 percentage points). Bristol South is consistently one of the poorest performing constituencies in the city at Key Stage 3 (Tables 5.6 to 5.8).

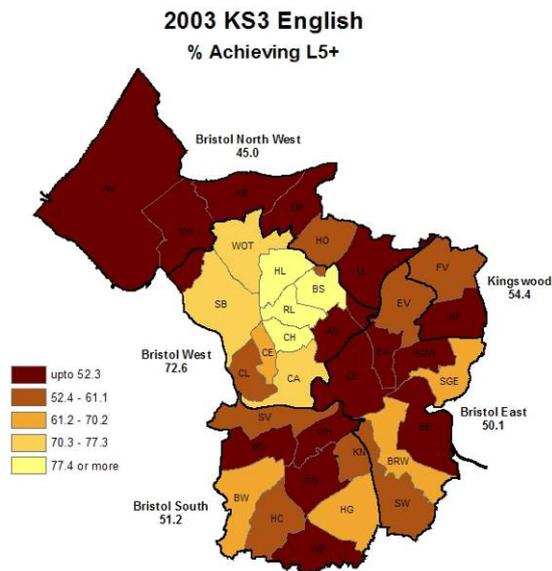
Table 5.6: Key Stage 3 Achievement in English: % achieving Level 5 and above

	2003	2004	2005	2005 rank	03-05 change
Bristol North West	45.0	47.3	53.0	5	+ 8.0
Bristol West	72.6	76.7	83.8	1	+ 11.2
Bristol East	50.1	51.5	60.3	3	+ 10.2
Kingswood (2 wards)	54.4	54.3	65.0	2	+ 10.6
Bristol South	51.2	51.4	54.9	4	+ 3.7
Bristol Local Authority	53.0	55.0	61.0		+ 8.0
England	69.0	71.0	74.0		+ 5.0
Bristol Floor Target			66.0		

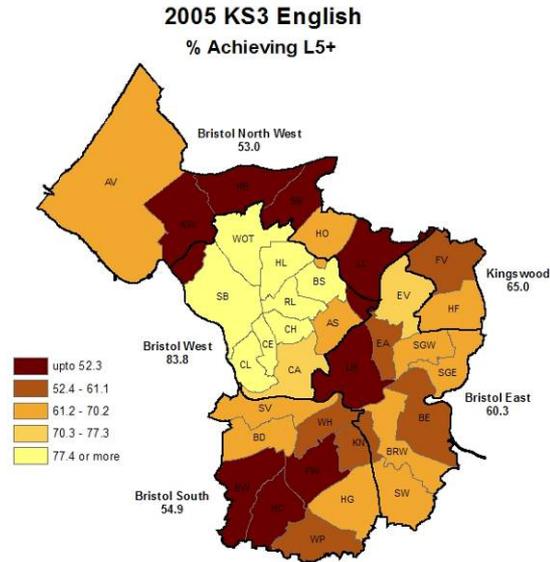
Source: Bristol Children and Young People's Statistics Unit (2006)

There are variables in achievement levels between wards with a degree of correlation between levels of attainment and other indices of deprivation (Maps 5.8 and 5.9).

Map 5.8:



Map 5.9



Source: Bristol Children and Young People's Statistics Unit (2006)

In English at Key Stage 3 in 2005 the gender gap in Bristol South was 13.4 percentage points in favour of girls, compared with 14 percentage points for Bristol and 13 percentage points across England. Four wards had more than 20 points in favour of girls in 2005, and one had a small gap of 1.7 percentage points in favour of boys. However, these ward patterns are not consistent over time (Appendix G).

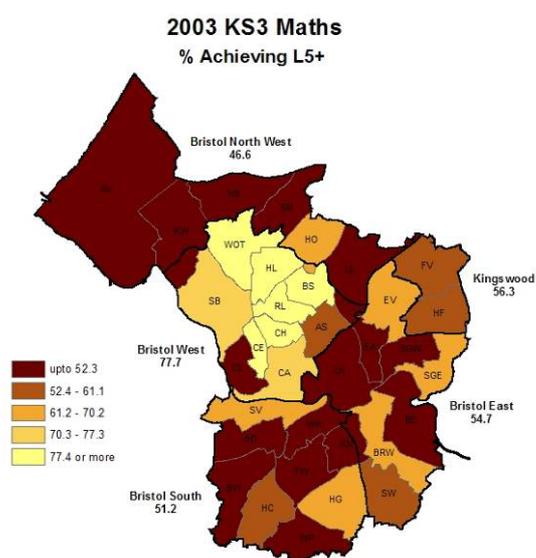
Table 5.7: Key Stage 3 Achievement in Maths: % achieving Level 5 and above

	2003	2004	2005	2005 rank	03-05 change
Bristol North West	46.6	53.1	53.4	5	+ 6.8
Bristol West	77.7	79.0	80.6	1	+ 2.9
Bristol East	54.7	53.9	54.0	3	- 0.7
Kingswood (2 wards)	56.3	55.4	57.4	2	+ 1.1
Bristol South	51.2	58.1	53.8	4	+ 2.6
Bristol Local Authority	56.0	60.0	58.0		+ 2.0
England	71.0	73.0	74.0		+ 3.0
Bristol Floor Target			68.0		

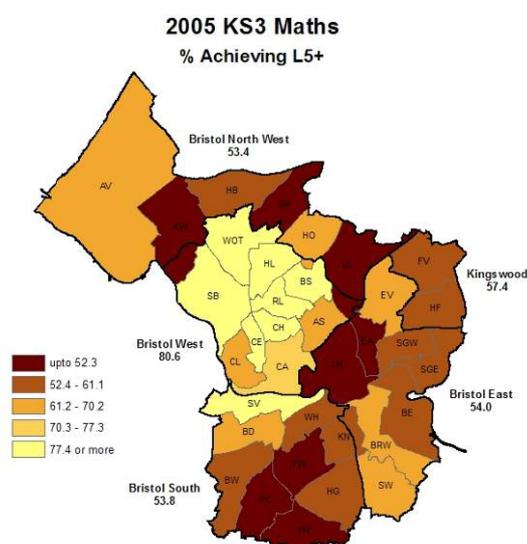
Source: Bristol Children and Young People's Statistics Unit (2006)

Again there are variables in achievement levels between wards (Maps 5.11 and 5.12).

Map 5.11:



Map 5.12:



Source: Bristol Children and Young People's Statistics Unit (2006)

The gender gap in attainment in maths at Key Stage 3 in 2005 in Bristol South was 1.9 percentage points in favour of boys, compared with 3 percentage points in favour of boys for Bristol as a whole and 1 percentage point in favour of girls in England. The gap however was widest in Whitchurch Park at 12.7 percentage points in favour of girls with this gender reversal in the ward consistent over time (Appendix G).

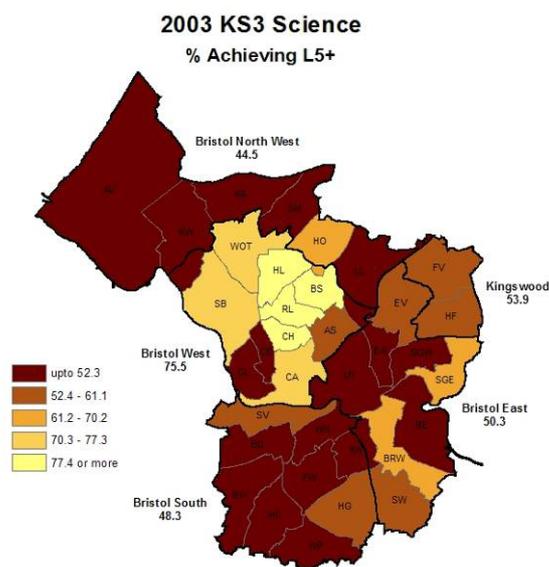
Table 5.8: Key Stage 3 Achievement in Science: % achieving Level 5 and above

	2003	2004	2005	2005 rank	03-05 change
Bristol North West	44.5	45.8	48.8	3	+ 4.3
Bristol West	75.5	73.1	78.5	1	+ 3.0
Bristol East	50.3	42.9	46.9	5	- 3.4
Kingswood (2 wards)	53.9	46.5	55.3	2	+ 1.4
Bristol South	48.3	45.5	47.9	4	- 0.4
Bristol Local Authority	52.0	50.0	53.0		+ 1.0
England	68.0	66.0	70.0		+ 2.0
Bristol Floor Target			66.0		

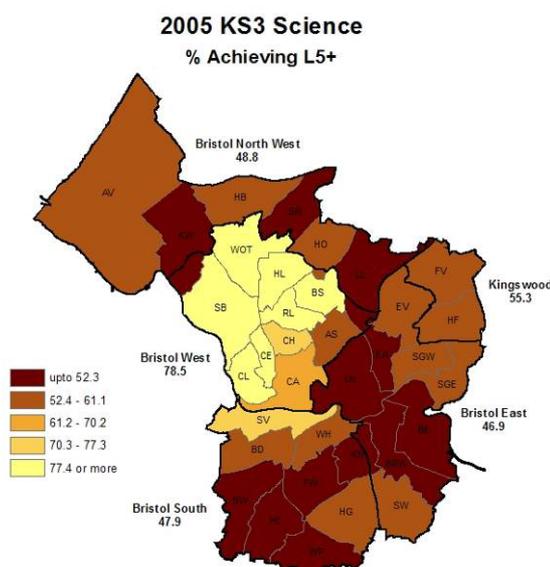
Source: Bristol Children and Young People's Statistics Unit (2006)

Again there are wards level variations in attainment in science (Maps 5.13 and 5.14).

Map 5.13:



Map 5.14:



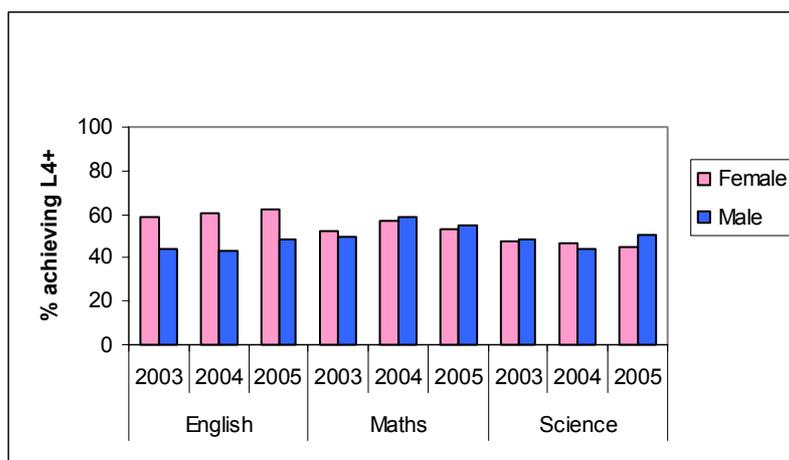
Source: Bristol Children and Young People's Statistics Unit (2006)

In terms of the gender gap in attainment in science at Key Stage 3 in 2005 the gap in Bristol South was 5.1 percentage points in favour of boys, compared with 1 percentage point in favour of boys for Bristol as a whole and 1 percentage point in favour of girls across England. Three wards saw girls outperforming boys in 2005,

with Knowle having the widest gender gap at 15.2 percentage points in favour of girls. However these ward patterns are not consistent over time (Appendix G).

Over the last few years there is no clear evidence of a trend in the patterns of gender performance by subject at Key Stage 3 in the constituency although locally and nationally there has been a slight closing of the wide gender gap in English and maintenance of a fairly small gender gap in maths and science (Figure 5.3).

Figure 5.3: Gender performance at Key Stage 3 in Bristol South (2003-2005)



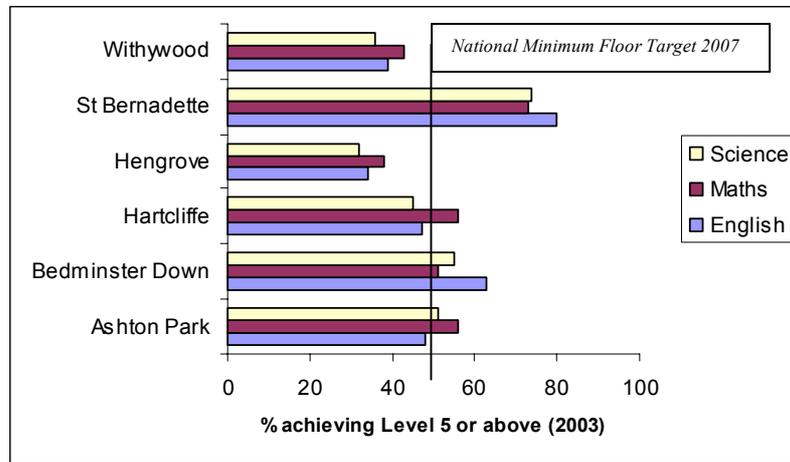
Source: Bristol Children and Young People's Statistics Unit (2006)

If one analyses the patterns of performance at school level at Key Stage 3 one can see a distinction between schools predominantly serving the wards in the northern zone of the constituency (Ashton Park School and Bedminster Down School) together with the only church school (St Bernadette Catholic Secondary School) and schools predominantly serving wards in the eastern and southern zones of the constituency (Hengrove Community Arts College, Hartcliffe Engineering Community College and Withywood Community School).

National floor targets for Key Stage 3 by 2007 aim for 85% of Key Stage 3 students across England as a whole to be achieving Level 5 or above in English, maths and ICT with 80% achieving level 5 or above in science (PSA 7 - first element). Of more significance to Bristol South, these national targets also propose that *all* schools should have at least 50% of their students achieving Level 5 or above in English, maths and science by 2007 (PSA 7 - second element). In 2003 only two Bristol South

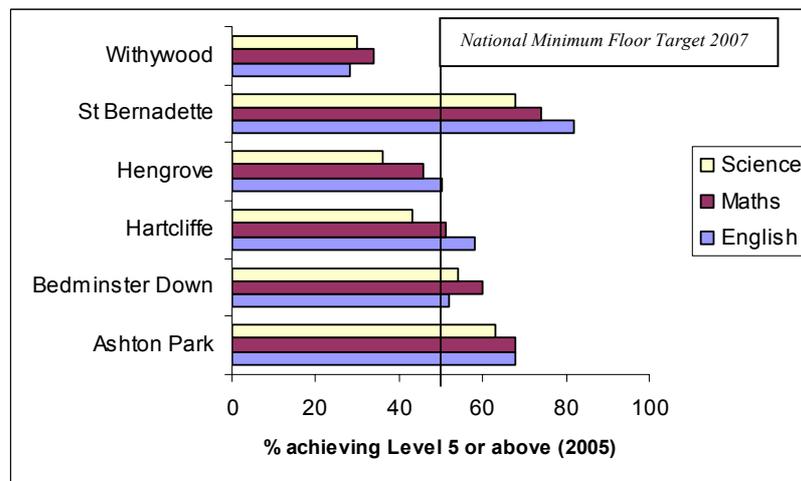
schools achieved this benchmark; by 2005 this had risen to three (Figure 5.4 and Figure 5.5).

Figure 5.4: School performance at Key Stage 3 in Bristol South (2003)



Source: Bristol Children and Young People's Statistics Unit (2006)

Figure 5.5: School performance at Key Stage 3 in Bristol South (2005)

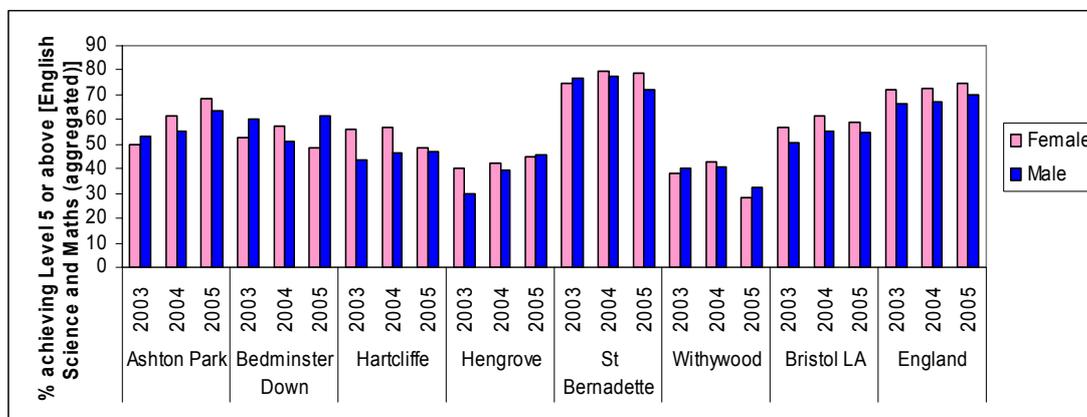


Source: Bristol Children and Young People's Statistics Unit (2006)

Looking at gender performance at school level at Key Stage 3 we can begin to note that particular gender trajectories in attainment appear to be emerging associated with individual schools (Figure 5.6). Across Bristol as a whole, and on the national scene, if one aggregates attainment across English, maths and science at Key Stage 3 then girls have outperformed boys consistently between 2003 and 2005. In Bristol South schools however, four of the six schools have had at least one year when boys out-

performed girls – and for two schools (Bedminster Down School and Withywood Community School) this has happened in two of those three years.

Figure 5.6: School performance by gender at Key Stage 3 in Bristol South (2003-2005)



Source: Bristol Children and Young People’s Statistics Unit (2006)

5.3.3 Key Stage 4 Achievement

Key Stage 4 is the phase of education that applies to young people aged 14-16. National Curriculum outcomes are assessed through externally validated qualifications, most commonly General Certificate in Secondary Education (GCSE) but also by equivalent qualifications e.g. General National Vocational Qualification (GNVQ) and other vocational qualifications. Bristol local authority’s target agreed with the DfES were that by 2005 in Bristol schools at the end of Key Stage 4:

- 42% of students would achieve 5+ A*-C grades in GCSE or equivalent.

In fact in 2005 Bristol was significantly below this target with students from Bristol South seriously adrift. As with Key Stage 2 and Key Stage 3 the trends in performance at Key Stage 4 from 2003-2005 in the constituency show a small improvement with an increase of 2 percentage points in young people achieving these results. However Bristol South is consistently one of the poorest performing constituencies in the city at Key Stage 4 (Table 5.9).

Table 5.9: Key Stage 4 Achievement: % 15 year olds achieving 5+ A*-C grades in GCSE or equivalent

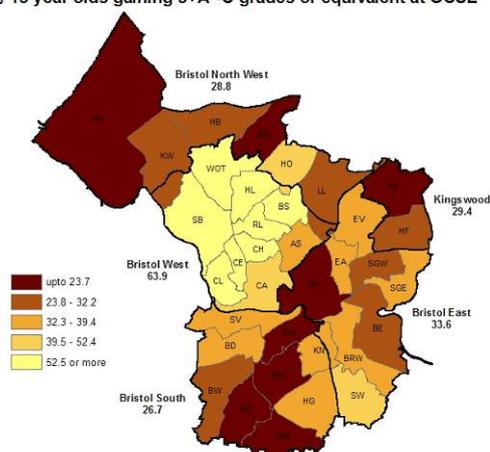
	2003	2004	2005	2005 rank	03-05 change
Bristol North West	28.8	26.5	25.6	5	- 3.2
Bristol West	63.9	61.3	64.4	1	+ 0.5
Bristol East	33.6	32.6	37.5	2	+ 3.9
Kingswood (2 wards)	29.4	30.4	33.5	3	+ 4.1
Bristol South	26.7	28.1	28.7	4	+ 2.0
Bristol Local Authority	35.3	35.1	36.5		+ 1.2
England	53.0	54.0	57.0		+ 4.0
Bristol Floor Target			42.0		

Source: Bristol Children and Young People's Statistics Unit (2006)

Again there are variables in achievement levels between wards with a degree of correlation between levels of attainment and other indices of deprivation. Within Bristol as a whole the range was from 14.8% of young people domiciled in Filwood ward (Bristol South) to 96.7% of young people domiciled in Henleaze ward (Bristol West) achieving 5+A*-C in GCSEs or equivalent. Within Bristol South the range was from 14.8% in Filwood ward to 41.3% in Southville ward - the only Bristol South ward to reach or exceed the local floor target for 2005 (Maps 5.15 and 5.16).

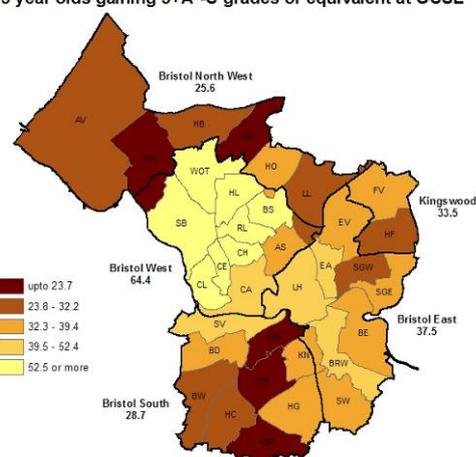
Map 5.15:

2003 KS4
% 15 year olds gaining 5+A*-C grades or equivalent at GCSE



Map 5.16:

2005 KS4
% 15 year olds gaining 5+A*-C grades or equivalent at GCSE



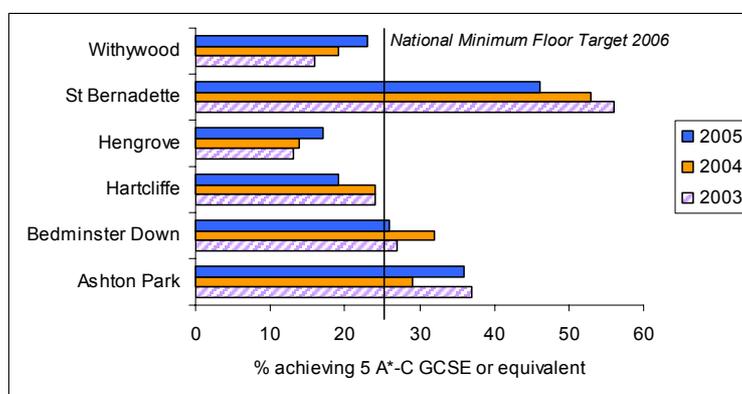
Source: Bristol Children and Young People's Statistics Unit (2006)

The gender gap at Key Stage 4 in Bristol South in 2005 was 4.7 percentage points in favour of girls, compared with 8.7 percentage points for Bristol as a whole and 10 percentage points across England. This gap has closed slightly between 2003-2005 at ward, city and national levels. Four wards in 2005 had boys outperforming girls (Bedminster, Filwood, Hartcliffe and Southville) but this ward pattern is not consistent over time.

If one analyses the patterns of performance at school level at Key Stage 4 then again, as at Key Stage 3, one can see there is a distinction between schools predominantly serving the wards in the northern zone of the constituency (Ashton Park School and Bedminster Down School) together with the only church school (St Bernadette Catholic Secondary School) and schools predominantly serving wards in the eastern and southern zones of the constituency (Hengrove Community Arts College, Hartcliffe Engineering Community College and Withywood Community School).

National floor targets for Key Stage 4 by 2008 aim for 60% of young people to achieve 5+A*-C GCSEs or equivalent by the time they are sixteen (PSA 10 - first element). Of more significance to Bristol South, these national targets also propose that *all* schools should have at least 20% of their students achieving 5+A*-C GCSEs or equivalent by 2004, rising to 25% by 2006 and 30% by 2008 (PSA 10 - second element). In 2004 two Bristol South schools were below this target; by 2005 three schools were below the 25% required for the following year (Figure 5.7).

Figure 5.7: School performance at Key Stage 4 in Bristol South (2003-2005)

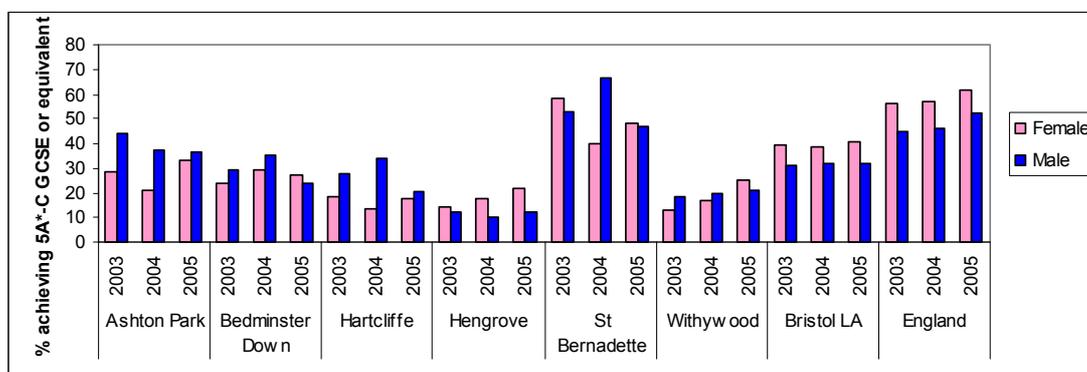


Source: Bristol Children and Young People's Statistics Unit (2006)

Looking at gender performance at school level at Key Stage 4 we see that the gender trajectories in attainment emerging as a feature of certain schools at Key Stage 3 (Figure 5.6) appear to have become consolidated and extended at Key Stage 4 (Figure 5.8). Across Bristol as a whole, and on the national scene, girls have outperformed boys consistently between 2003 and 2005. In Bristol South schools however, five of the six schools have had at least one year when boys out-performed girls, two have had this pattern for two of those years (Bedminster Down School and Withywood Community School) – and for two schools (Ashton Park School and Hartcliffe Engineering Community College) this has happened in all three years.

In light of the way in girls’ achievement on a national scale has levered up performance at school and local authority level and in recognition that young women in England are 18% more likely to enter higher education than men especially in disadvantaged areas (HEFCE, 2005/03) such a suggestive pattern in Bristol South schools would bear further investigation. In particular it would be valuable to explore the inter-relationship between levels of achievement, gender identities, home and community cultures and school practices associated with these outcomes.

Figure 5.8: School performance by gender at Key Stage 4 in Bristol South (2003-2005)



Source: Bristol Children and Young People’s Statistics Unit (2006)

5.3.4 Quality of Education

Whilst such statistics on achievement in tests and examinations are important, they only tell part of the story. Further information about the nature of the schools in Bristol South may be gleaned by profiling against a wider range of statistics than those used so far (Table 5.10). Four of the six schools have a higher percentage of

young people identified as having special educational needs than the average in England; two of these have a higher percentage than the Bristol average (Hartcliffe Engineering Community College and Withywood Community School). All of the secondary schools with the exception of the one voluntary aided church school performed below the Bristol average and significantly below the national average in young people attaining 5+A*-C grades in GCSE or equivalent. However, if one includes attainment in Maths and English, the profile of achievement becomes even more depressed. In four out of the six schools fewer than 20% of the cohort achieved five good GCSE grades including these core subjects (Bedminster Down School, Hartcliffe Engineering Community College, Hengrove Community Arts College and Withywood Community School). All of the secondary schools with the exception of the one voluntary aided church school performed below the national average of young people attaining at least one GCSE or equivalent i.e. more of the cohort were leaving with no qualification at all; for three schools this was below the Bristol average (Hartcliffe Engineering Community College, Hengrove Community Arts College and Withywood Community School). The same three schools had a poorer attendance rate and higher percentage of unauthorised absences than the Bristol average, itself higher than the national figure and a cause for concern (OfSTED, 2006a).

Profiling the schools in Bristol South as part of an agreed 'Intervention Model' for Aimhigher activities in the Aimhigher West Partnership (done by looking at GCSE/GNVQ data, % of students from low participation neighbourhoods, % of students with special educational needs, % of students on free-school meals, % from minority ethnic groups and progression to HE) places four of the six schools in band A and the remaining two in band B (the highest two bands of four in terms of priority for interventions) (Appendix H). Such profiling confirms the very high levels of educational need in the secondary schools in the constituency and provides a measure of the degree of challenge in terms of raising achievement. However, a further figure of critical importance relates to the value added measures of performance in the schools. This begins to tease out aspects of effectiveness beyond measures of standards. Value added scores for 2005 remain at the simple level of providing a score

Table 5.10: Wider Profile of Bristol South Secondary Schools (2004-2005)

	Ashton Park School	Bedminster Down School	Hartcliffe Engineering Community College	Hengrove Community Arts College	St Bernadette Catholic Secondary School	Withywood Community School	Bristol Local Authority Average	England Average
Cohort Information Y11								
No of students Yr 11	194	192	152	177	151	172	3280	-
No of students with Statement of SEN	8	3	6	7	7	11	161	-
% of students with Statement of SEN	4.1	1.6	3.9	4.0	4.6	6.4	4.9	3.8
No of students with SEN without Statement	29	31	51	10	9	29	531	-
% of students with SEN without Statement	14.9	16.1	33.6	5.6	6.0	16.9	16.2	12.2
Results at KS4								
% achieving 5+A*-C or equivalent (L2)	36.0	26.0	19.0	17.0	46.0	23.0	36.5	57.0
% achieving 5+A*-C including Maths and English	30.0	19.0	16.0	10.0	37.0	12.0	27.9	45.0
% achieving 5+A*-G or equivalent (L1)	88.0	82.0	81.0	68.0	89.0	59.0	81.7	90.2
% achieving 1+A*-G or equivalent	96.0	94.0	91.0	86.0	95.0	87.0	92.6	97.4
Av point score per student	299.6	257.5	237.4	193.3	321.2	192.6	278.7	355.2
Value Added								
Key Stage 2 to Key Stage 4	979.0	952.2	940.2	919.9	967.3	925.6	961.0	-
Key Stage 3 to Key Stage 4	991.0	968.5	968.2	959.3	981.6	949.5	981.3	-
Attendance (whole school)								
% ½ days authorised abs.	7.6	8.6	8.5	11.4	7.6	10.2	8.1	6.7
% ½ days unauthorised abs.	1.1	2.0	7.3	6.2	0.2	3.5	2.4	1.3
% attendance	91.3	89.4	84.2	82.4	92.2	86.3	89.4	92.0
Exclusions (whole school)								
Fixed period (number of instances)	68	232	1126	374	66	395	4331 28.6%	9.94%
Permanent (number of students)	0	3	0	3	1	2	35 0.23%	0.24%

Source: DfES Performance Tables (2005) and Bristol Children and Young People's Statistics Unit (2006)

for each student that reflects the degree of progress young people have made between key stages²⁴.

Using the published value added measures for 2005 all secondary schools in Bristol South except one (Ashton Park School) were seen to be under performing in terms of value added from Key Stage 2 to 4, and two schools (Hengrove Community Arts College and Withywood Community School) were in the bottom 5% of schools nationally. Only two schools (Ashton Park School and St Bernadette Catholic Secondary School) were performing above the local authority average.

However, a number of other factors outside a school's control, such as gender, mobility and levels of deprivation, also impact on student results, even after allowing for prior attainment. A more complex Contextual Value Added (CVA) methodology reported from 2006 combines this measure with an adjustment that takes account of the school level prior attainment and a range of student characteristics including gender, special educational needs, ethnicity, eligibility for free school meals, English as an additional language, mobility, age, period in care, and the IDACI (Income Deprivation Affecting Children Index) which is a measure of deprivation based on student postcode. On contextual value added measures for 2006, five out of the six schools were below the benchmark of 1000, with two significantly so.

This approach is heavily influenced by the Fischer Family Trust (FFT) contextual measures of potential achievement that have been used by local authorities and schools since 2000 to provide more robust and meaningful data to schools in self-evaluating their performance and setting targets for improvement. Such information on a school-by-school basis is not in the public domain. However, an analysis of

²⁴ Value added (VA) measures were introduced into the secondary Achievement and Attainment Tables in 2002, to give a better and fairer measure of school effectiveness than raw results alone. VA allows meaningful comparisons to be made between schools with different intakes, by taking into account prior attainment, the biggest single predictor of student results. This is done by comparing their achievements with the median (middle) of other students nationally who had the same or similar prior attainment. Students' individual scores in any school are averaged to give a score for the school as a whole, shown as a number based around 1000. As a guide in evaluating Key Stage 2 to 4 value added, for schools with 200 students or more taking exams a difference of up to 14.4 should not be regarded as significant; for schools with 100 -199 students that figure is 20.4. In 2005 those on scores of 1057.9 and above are in the top 5% of schools nationally; those on scores of 937.3 and below are in the bottom 5%.

Fischer Family Trust data for Bristol South secondary schools for 2005 confirms a degree of underachievement in all Bristol South schools. The average FFT B²⁵ estimated percentage of young people achieving 5+A*-C at GCSE or equivalent for schools across the constituency in 2005 was 36.8%; the actual average achievement was 27.8%. All schools in the constituency underperformed against their FFT B estimates. The underachievement of girls was also confirmed against FFT B figures. The range of underperformance at school level against this contextual measure spanned from 2 percentage points to 16 percentage points. However it should be noted that for at least two of the schools serving areas of highest deprivation in the constituency, their performance against this measure was significantly better than apparent by looking just at raw scores or simple measures of value added.

The final evidence of quality of provision in Bristol South secondary schools relates to inspection reports published by OfSTED.

Recent OfSTED Inspections of Bristol South Secondary Schools

Ashton Park School

Most recent inspection October 2006
Previous inspection March 2003

Bedminster Down School

Most recent inspection September 2006
Previous inspection March 2001

Hartcliffe Engineering Community College

Most recent inspection January 2003
Previous inspection April 1997

Hengrove Community Arts College

Most recent inspection March 2006
Previous inspection November 2003

St Bernadette Catholic Secondary School

Most recent inspection November 2004
Previous inspection December 2008

Withywood Community School

Most recent inspection February 2005
Previous inspection January 1999

Ashton Park School was last inspected by OfSTED in 2006 (OfSTED, 2006b) when it achieved: Grade 3²⁶ in overall effectiveness of the school; Grade 3 in achievement

²⁵ FFT B data refers to what might be expected if students make the same progress as that made by 'similar students' last year. Here 'similar students' are defined as those of the same gender, with similar prior attainment scores and in 'similar schools'. 'Similar schools' are defined using free school meals entitlement, average prior attainment and distribution of prior attainment, and a geo-demographic ranking using student postcode. FFT D estimates would be the outcome expected if the cohort performance were in the top quartile of similar schools.

²⁶ OfSTED grading for inspections under Section 5 of the Education Act (2005) are Grade 1 (Outstanding); Grade 2 (Good); Grade 3 (Satisfactory); Grade 4 (Inadequate). Inspections prior to 2005 were conducted under section 10 of the Schools Inspection Act (1996). For the inspection report for Hartcliffe Engineering Community College (January 2003) a reporting template was in use that did not utilise a quantitative scale to report judgements. OfSTED grading for inspections by the end of 2003 under section 10 of the Schools Inspection Act (1996) are: Grade 1 (Excellent); Grade 2 (Very Good);

and standards; Grade 2 in personal development and well-being; Grade 2/3 in the quality of provision; Grade 2 in leadership and management. The inspection report concluded that '(t)his is a satisfactory, improving school with several good and some outstanding features'. However it also noted that the school 'faces many challenges, not least students' low attainment on entry, attitudes to learning of many and the limited value that many of them place on education'. In particular, whilst teaching seen was generally good, 'many students' learning is only satisfactory as they do not take a sufficiently active part in lessons or work independently enough, both in class and when completing the work they are set to do at home'. Parents were 'overwhelmingly complimentary about the school'.

Bedminster Down School was last inspected by OfSTED in 2006 (OfSTED, 2006c) when it achieved: Grade 3 in overall effectiveness of the school; Grade 3 in achievement and standards (with one grade 4 for pupil standards); Grade 3 in personal development and well-being; Grade 3 in the quality of provision; Grade 2 in leadership and management. The inspection report noted 'good leadership' and that '(t)his is an improving school that judges its overall effectiveness to be satisfactory, and inspectors agree'. However, it also recognized that the school 'faces many challenges, not least students' attitudes to learning and the low value that many of them place on education' and that for many students they 'lack confidence in exercising responsibility and taking initiative'. In addition an absence of higher levels in KS3 SATs and in GCSE grades is 'due partly to the lack of challenge for the brightest students'. In recent years, the school has been designated as facing challenging circumstances, which reflects the social and educational deprivation within its catchment area. Students' attainment on entry to the school is generally below average, though gradually improving.

Hartcliffe Engineering Community College was last inspected by OfSTED in 2003 (OfSTED, 2003c). The inspection report concluded that the under 'clear educational leadership' the school was 'providing an acceptable education where the teachers

Grade 3 (Good); Grade 4 (Satisfactory); Grade 5 (Unsatisfactory); Grade 6 (Poor); Grade 7 (Very Poor).

work very hard to enable students to achieve, offering much good and very good teaching'. Quality of teaching overall was deemed to be 'good'. It was noted that there were 'very good links with the community in supporting students' learning and in developing vocational and career opportunities'. However, it was also recognized that 'standards are adversely affected by poor levels of attendance and the unsatisfactory attitudes of some students that lead to unacceptable behaviour'. Such students were deemed to 'show a steely resistance to learning'. Nevertheless, 'no effort is spared to help students to develop commitment and dedication to their work' and resistant students are 'persistently supported and helped to acquire some measure of discipline and order in their lives'. Again, as with other schools in the constituency, it was identified that 'the development of students' independent learning skills and their ability to take responsibility for their own learning is not well established' and 'students are passive rather than active learners'. The attention and energy teachers direct towards negotiating classroom behaviour mean that 'teachers efforts are not always directed precisely enough towards challenging the weaknesses in students' learning'. Finally, it is interesting to note some disjuncture between the parental assessment of the school (based on a sample of 12% of parents) and the inspectors' judgment. Parents who responded were happy with the progress their children made but had criticisms of the school's communication and work with parents to support learning; inspectors judged that progress of children was of concern but communication was good and work with parents to support learning was satisfactory although 'more needs to be done'. It was noted that students were not 'adequately prepared to live in a multi-cultural society'.

Hengrove Community Arts College was inspected in November 2003 and at that point was judged to be 'failing to give its students an acceptable standard of education' and it was placed under special measures (OfSTED, 2003d). Despite some areas of good practice, and recognition that the leadership of the head teacher was beginning to produce improvements, overall levels of achievement were poor and 'low levels of literacy and numeracy, poor learning habits and anti-social attitudes of many students mean that teachers have to work very hard to achieve gains in learning'. In addition '(d)ifficulties in recruiting teachers and high staff turnover seriously hamper efforts to improve'. The building of positive 'trust-based' relationships with young people, many of whom 'find forming positive relationships difficult' was seen to improve

learning. The quality of teaching however was overall deemed poor. The parental survey revealed most parents who responded felt the school expected their child to work hard. However, inspectors concluded there was poor communication with parents and lack of parental support for the school in trying to improve poor attendance and punctuality, or in completing homework.

By the following full inspection in March 2006 (OfSTED, 2006d) Hengrove was considered an improving school providing a satisfactory standard of education and no longer requiring special measures. Using grades associated with section 5 of the Education Act (2005) it achieved: Grade 3 in overall effectiveness of the school; Grade 3 in achievement and standards (with one grade 4 for pupil standards); Grade 3 in personal development and well-being; Grade 3 in the quality of provision; Grade 3 in leadership and management. Leadership and management were deemed effective with good monitoring and self-evaluation. The quality of teaching was satisfactory overall, with around half of it good. The school's partnership work was viewed as a strength and the overall climate within the school improved such that '(p)upils feel safe and believe that their views matter' and 'attitudes and behaviour are at least satisfactory and often good'. Attendance had improved although still well below the national figure. Standards showed pockets of improvement. However, the report still noted 'the legacy of underachievement remains significant' and '(w)hilst the pupils do as they are asked, they rarely work without close direction; they need to develop more responsibility for their own learning...Pupils rarely show much enthusiasm for their learning or seek to ask questions that show they are really thinking for themselves about their work'. The vast majority of parents who responded to the Ofsted questionnaire were supportive of the school. A few concerns were raised by parents about behaviour, pupils' progress, pupils' enjoyment, and the parents' voice not being heard - all of which the inspectors judged the school to be managing satisfactorily.

St Bernadette Catholic Secondary School was last inspected in 2004 (OfSTED, 2004) when it achieved: Grade 4 (Satisfactory) in overall effectiveness of the school; Grade 4 in overall standards; Grade 3 (Good) in pupil's attitudes, values and other personal qualities; Grade 4 in the quality of education; Grade 4 in leadership and management. The inspection report noted 'a very hard-working and committed staff, and a good friendly atmosphere' with effective senior leadership and sound teaching. However, it

also noted that ‘significant numbers of pupils, though well behaved, find it hard to settle to hard work, and this is preventing their progress from being better’. Some teaching failed to engage learners effectively and whilst ‘pupils show independent learning skills’ where teaching is very good, ‘these skills are not usually in evidence’. The attainment of pupils entering the school varies from average to below average. It was also noted that the curriculum offered ‘little flexible provision for those for whom GCSE exams are less suitable’. Parents in general had very positive views of the school.

Withywood Community School was last inspected in 2005 (OfSTED, 2005) when it achieved: Grade 5 (Unsatisfactory) in overall effectiveness of the school; Grade 5 in overall standards; Grade 5 in pupil’s attitudes, values and other personal qualities (with Grade 6 (Poor) in attendance); Grade 4 (Satisfactory) in the quality of education; Grade 4 in leadership and management. The inspection report judged that the school ‘provides an acceptable quality of education, which offers good care and guidance to its students, many of whom come from severely disadvantaged backgrounds’. The quality of teaching was satisfactory overall with very good or excellent teaching in a quarter of lessons seen. However, the school was deemed to have ‘serious weaknesses’ with very low levels of attainment of students by the end of Key Stage 4, poor attendance, unsatisfactory attitudes towards school of a significant minority of students, and weaknesses in the curriculum at Key Stage 3. In general students showed ‘limited capacity to study independently’ and ‘not enough is done to encourage students to take more responsibility for their learning’. It noted that ‘(o)ne of the many challenges facing the school is the low participation in, and value placed on, education by families in the area’. Many parents ‘play little part in the school and in supporting their children’s education at home’ though parents who were surveyed expressed generally positive views about the school and quality of teaching. The school was seen to have very effective links with the wider community, and through the Success @ Excellence in Cities small EAZ to have good links with local primary schools though standards of students at entry to the school were very low. A period of instability in senior leadership had had detrimental effects though this had been recently resolved. Cultural development was seen as a weakness and in particular preparation for living in a multi-cultural society.

It is interesting to note that of all the recent inspection reports on the six secondary schools in the constituency references to provision for gifted and talented students or links with higher education were extremely sketchy or non-existent.

One other aspect to note relates to poor quality accommodation noted for Hartcliffe Engineering Community College, Hengrove Community Arts College and Withywood Community School. In Bedminster Down School, where new accommodation has recently been provided through the 'Building Schools for the Future' programme, students 'appreciate the good opportunities for learning provided by the resources in the new school building, which they treat with great care'²⁷.

5.3.5 Patterns of Secondary School Enrolment

Finally, analysing the pattern of student enrolments in the constituency through Pupil Level Annual School Census (PLASC) data, allows us to evaluate the extent to which young people domiciled in Bristol South are enrolled in schools located within the constituency, and the extent to which the schools located in the constituency are enrolling students from outside the constituency (Appendix I).

In January 2006 there were a total of 5698 young people (all year groups) from wards in Bristol South enrolled at the sixteen maintained secondary schools in Bristol. Of these, 4734 (83.1%) attended the six maintained secondary schools in the constituency. The distribution between schools was: Ashton Park School (21.8%); Bedminster Down School (20.1%); Hartcliffe Engineering Community College (18.1%); Hengrove Community Arts College (14.3%); St Bernadette Catholic Secondary School (10.2%); Withywood Community School (15.5%). The vast majority of the remaining Bristol South enrolments attended Brislington Enterprise College (9.2%) - an 11-18 secondary school in south Bristol - and St Mary Redcliffe and Temple School (5.8%) - an 11-18 Church of England school in the city centre.

²⁷ It is worth noting that Bristol Local Authority has an ambitious £263 million secondary school rebuilding programme using a combination of the council's own capital resources and central government Private Finance Initiative (PFI) and Building Schools for the Future (BSF) credits. New school buildings for five schools in the city have opened in 2005-2006 and work is underway at three more. The Hartcliffe Education Campus has new buildings planned under this scheme.

What these figures do not tell us is how many young people domiciled in Bristol South choose to go out of the local authority for their secondary education, or to attend independent schools. Data in the second annual report from the Bristol Campus (2006b) indicates 1032 Bristol young people in 2005 attending schools in Bath & North East Somerset and North Somerset that are relatively accessible to parts of Bristol South. This might lead us to conjecture that up to 15% of young people in Bristol South may be emigrating to neighbouring authorities for their education. The figure may be much higher if we included those going to independent schools (the figure for the whole authority for those lost from maintained schools is 25%). We might also assume that a relatively high percentage of these young people come from families who value education and are concerned about the standard of education in Bristol South schools; young people who are thereby likely to achieve well in school.

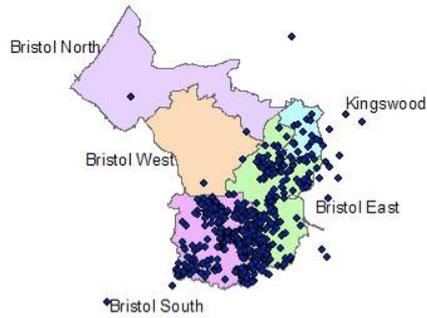
In looking at the direction of movement of young people from outside the constituency into the Bristol South secondary schools, we can see that with the exception of the voluntary aided church school, the secondary schools take a very high percentage of their intake from within the constituency. In January 2006 there were a total of 5231 young people (all wards and all year groups) enrolled at the six maintained secondary schools. Of these 4734 (90.5%) were domiciled in the constituency. St Bernadette Catholic Secondary School recruits from the widest catchment area across the city and beyond, with only 62.3% of its enrolment from Bristol South. Ashton Park School (close to the boundary with Bristol West), Hengrove Community Arts College (close to the boundary with Bristol East) and Bedminster Down School have a slightly lower percentage of their enrolments from the constituency than the other two schools (at 90.9%, 93.3% and 96.7% respectively). Withywood Community School (98.5%) and Hartcliffe Engineering Community College (98.8%) recruit almost entirely from the constituency.

Mapping this also begins to highlight the extent to which the intake to each school is drawn from an immediate and bounded community, or is more disparate (Maps 5.17 to 5.22). This has relevance when considering the impact of local and community cultures and expectations. Overall we can see a tendency for schools with higher levels of attainment (St Bernadette Catholic Secondary School, Ashton Park School and Bedminster Down School) to draw from a wider and more diverse catchment area

Distribution of Enrolments by Ward of Domicile to Local Authority Maintained Secondary Schools in Bristol South (PLASC 2006)

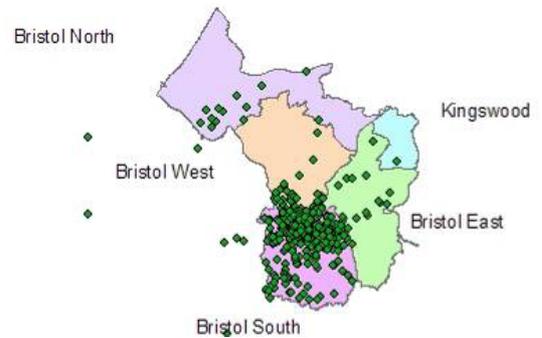
Map 5.17: St Bernadette

St Bernadette Catholic Secondary School Jan 2006 Pupils



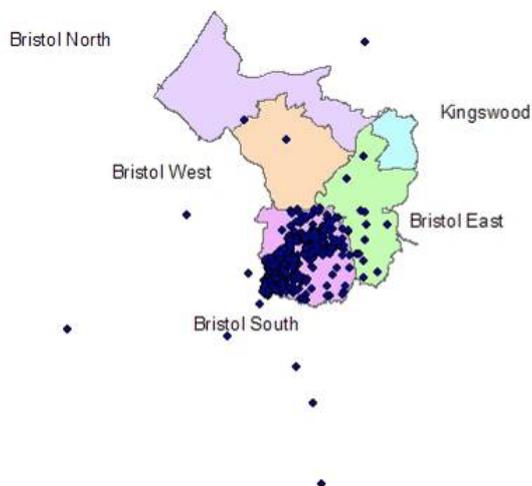
Map 5.18: Ashton Park

Ashton Park Secondary School Jan 2006 Pupils



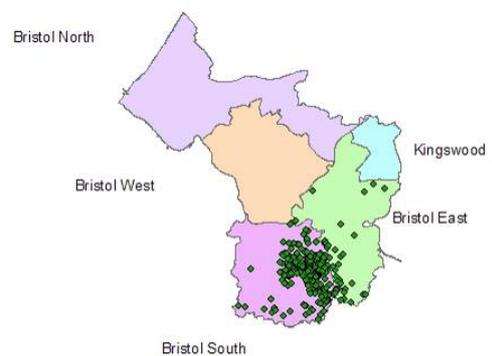
Map 5.19: Bedminster Down

Bedminster Secondary School Jan 2006 Pupils



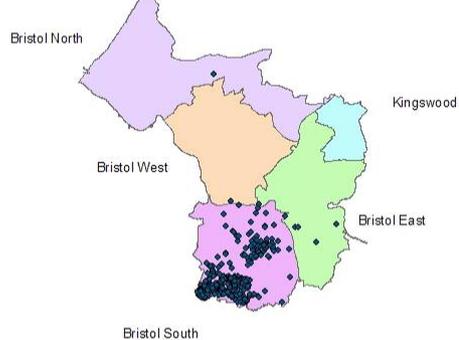
Map 5.20: Hengrove

Hengrove Secondary School Jan 2006 Pupils



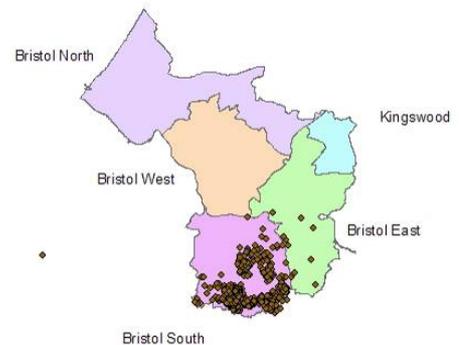
Map 5.21: Withywood

Withywood Secondary School Jan 2006 Pupils



Map 5.22: Hartcliffe

Hartcliffe Engineering College Jan 2006 Pupils



Source: Bristol Children and Young People's Statistics Unit (2006)

compared with schools that achieve less well and serve more bounded and impoverished local communities (Hengrove Community Arts College, Hartcliffe Engineering Community College and Withywood Community School).

5.3.6 The Year 11 Accelerating Progress Programme 2005-2006

In light of the poor performance of many secondary schools in Bristol and increasing pressures being brought to bear on the local authority to improve educational outcomes in the city, a strategic decision was taken in 2005 to concentrate maximum resources in 2005-2006 on the year 11 cohort in the city maintained secondary schools where performance was below expectations. Ten secondary schools were selected to be part of this 'Accelerating Progress Programme' (APP); four of these were in Bristol South (Bedminster Down School, Hartcliffe Engineering Community College, Hengrove Community Arts College and Withywood Community School). The target was that 47% of year 11 students in Bristol should attain 5+A*-C or equivalent in GCSE by summer 2006 - equivalent to the FFT D band estimate for the city. The FFT B estimate for the city for 2006 was 42% of young people attaining 5+A*-C.

Additional funding and support were sought from Bristol City Council, the DfES, the National College for School Leadership (NCSL) and the National Strategy Teams. Such funding was intended to enhance capacity at local authority level to address the issues. A raft of interventions were applied from January 2006. These included:

- School Improvement Officers (SIOs) from the local authority working closely with the senior leadership team in schools and in particular on the use of performance data and target setting with key students;
- NCSL support through London Challenge consultant head teachers working with targeted school leaders to build leadership capacity;
- Advisers, Consultants and Advanced Skills Teachers (ASTs) from the local authority focusing attention at classroom level and in particular working intensively with students at the GCSE grade C/D borderline;
- Pupil Champions, contracted in from Tribal Consultancy, working intensively with underachieving year 11 students in English, maths and science in five

schools, including three in Bristol South (Bedminster Down School, Hartcliffe Engineering Community College and Withywood Community School;

- extension of vocational courses as well as alternative curriculum and qualifications being used with target cohorts e.g ASDAN Certificate of Personal Effectiveness (COPE); alternative ICT qualifications like the Diploma in Digital Applications (DIDA); on-line Adult Literacy and Numeracy (ALAN) qualification equivalent to one GCSE grade B;
- enhanced opportunities for study support through coursework catch-up and improvement sessions, twilight and Easter revision programmes;
- students at risk of exclusion and with very low attendance records being taken off roll and being supported by new alternative provision run by Connexions called 'Choices'.

Provisional data suggests performance across the city rose to 43.5% of young people achieving 5+A*-C in GCSE or equivalent in 2006 (Table 5.11). This is an improvement of 7% points compared with 2005; a rate of improvement above Bristol's previous best and above the national rate thus closing the gap between standards in Bristol and the national average. In 2006 Bristol was ranked 148th out of 149 local authorities. For those schools involved in the Accelerating Progress Programme their rate of improvement was faster than for schools not involved. Seven of the ten APP schools met or exceeded in 2006 the national floor target of 30% achieving 5+A*-C in GCSEs or equivalent by 2008; five of the ten met or exceeded their FFT B estimates; three of the ten met or exceeded their FFT D estimates. Unanticipated benefits include improved performance of Key Stage 3 pupils in some key curriculum areas and improved attendance (Davies, Last and Smart, 2006).

All of the secondary schools in Bristol South in 2006 performed above the 2008 national floor target of 30% achieving 5+A*-C in GCSEs or equivalent by 2008. For the four schools involved in the Accelerating Progress Programme the improvement since 2005 was significant. Three of these schools had additional Pupil Champion support; one of them (Hengrove Community Arts College) had ongoing enhanced support as a consequence of being subject to OfSTED 'special measures' until early 2006.

Against their FFT B targets four of the six secondary schools in the constituency met or exceeded their FFT B estimates; two met or exceeded their FFT D estimates – a

significant improvement on 2005. This means that two out of the six secondary schools are still underachieving in relation to this measure; one school from the northern zone of the constituency and one from the southern zone.

Table 5.11: Percentage of students achieving 5A*-C in GCSE or equivalent (2004-2006)

School	2004	2005	2006	Difference 04 to 06	APP
Ashton Park	29	36	38	+9	-
Bedminster Down	32	26	37	+5	Yes
Brislington Enterprise	36	29	43	+7	Yes
City Academy	33	52	50	+17	-
Cotham	72	70	74	+2	-
Fairfield High	43	43	54	+11	-
Hartcliffe Engineering	24	19	36	+12	Yes
Henbury	20	20	31	+11	Yes
Hengrove	14	17	36	+22	Yes
Monks Park	38	31	35	-3	Yes
Portway	26	21	27	+1	Yes
Speedwell	23	25	22	-1	Yes
St Bedes	57	70	73	+16	-
St Bernadette	54	46	61	+7	-
St Mary Redcliffe	77	77	85	+8	-
Whitefield Fishponds	31	31	28	-3	Yes
Withywood	19	23	37	+18	Yes
Bristol LA	35	36.5	43.5	+8.5	-
England	54	54	59	+5	-

Source: Bristol Children and Young People's Statistics Unit (2006) rounded figures (2006 provisional)

What the emerging evidence in relation to the strategies deployed in 2006 begins to suggest is that a significant degree of school improvement is possible in these schools. However, the sustainability of such forms of 'educational triage' over time remains to be proven, as do the implications of deploying such high levels of a limited resource on year 11 (and specifically the C/D borderline students) for other areas of the curriculum and other students (Gillborn and Youdell, 2000). One interesting feature to notice for example is that there was an increase in fixed-term and permanent exclusions, especially at Key Stage 3 across the city in 2005-2006 (Bristol City Council, 2006c).

Lack of confidence and competence in literacy and numeracy also remain significant issues to be tackled and are particularly pronounced in the schools serving the eastern

and southern zones of the constituency. If the key outcome of young people in year 11 achieving 5+A*-C in GCSE includes English and maths, the city wide average in 2006 reduces to around 30%. In only two schools in the constituency (Ashton Park School and St Bernadette Catholic Secondary School) did more than 30% of young people achieve this outcome. In Bedminster Down School 24% achieved this outcome, in Withywood Community School the figure was 17% and in Hartcliffe Engineering Community College and Hengrove Community Arts College only 11% achieved grade C in English and maths GCSE. Five out of the six schools achieved below their FFT B estimate for performance including English and maths. In the authority as a whole performance at Key Stage 3 in English in 2006 also declined. The enduring nature of the educational challenges facing these Bristol South schools may take more than current strategies alone will achieve.

5.4 Post-16 Progression and Attainment in Bristol South

Having considered the context of quality and standards in compulsory education in Bristol South, it is now necessary to consider progression and attainment of young people post-16 in the constituency.

5.4.1 Developments in 14-19 Education and Training Across the City

The Bristol 16-19 area-wide inspection undertaken in 2002 by OfSTED and the Adult Learning Inspectorate (OfSTED, 2002) confirmed that there needed to be urgent and effective action to address levels of participation and achievement for learners aged 14-19 across the city. Issues of concern at that point included a proliferation of level 3 provision in small sixth forms, some extremely poor quality buildings and facilities, low levels of aspiration and attainment in many communities and poor understanding of progression routes amongst many 14-16 year olds especially to work-based learning.

Subsequent re-organisation of provision through the Bristol Campus has led to some improvements and the recent Joint Area Review of services to children and young people judged that:

Compared to similar cities, a high and increasing proportion of young people aged 16-19 engages in education, employment and training. Success and retention rates in local colleges have improved steadily over the past four years and are generally above the national benchmark. Participation in work-based learning is increasing as is progression to higher education, although patterns vary across the city. (OfSTED, 2006a, p15)

The FE colleges, both meeting the needs of a diverse range of young people at all levels, have increasingly strong reputations. City of Bristol College has Learning and Skills Beacon Status and three Centres of Vocational Excellence, and Filton College has two Centres of Vocational Excellence. At the same time the review noted that the quality of provision and inter-institutional collaboration across the city still remained too variable as did employer engagement and access to work-based learning, and that a significant group of young people still have ‘low expectations of education and training and the proportion of 19 year olds achieving (level 2) qualifications ... is below average’. Overall achievement in school sixth forms ‘is also below similar authorities’.

A new 14-19 Learning Strategy for the city for 2005-2008 (Bristol City Council, 2005b) has been devised to respond to the 14-19 Education and Skills White Paper (DfES, 2005a). It highlights the need for further collaboration to diversify the curriculum offer at 14-19. This includes: more vocational courses and preparing for the introduction of specialised diplomas; work-based learning (including apprenticeships); and the use of alternative accreditation frameworks, in order to engage still more young people in education or work-based learning at sixteen and to improve attainment rates at sixteen and beyond. The strategy also recognises that many young people who go out of the authority pre-16 return to Bristol for post-16 education and training. However, the strategy notes that the proportion of young people leaving school at sixteen and entering employment without training (often low-skilled and temporary work) is too high.

5.4.2 Destination of Year 11 Leavers from Maintained Schools in Bristol South

Given the evidence of the cultural value assigned to employment versus education in Bristol South, and the relatively low levels of attainment of many young people, it is

not surprising from recent evidence to find that a lower percentage of year 11 school leavers in the constituency stay in full time education than they do on average across the city as a whole. Out of 1050 young people in total in Bristol South in 2005, 62% stayed on in full-time education compared with 70% across the city and 77% in the country as a whole. This is especially pronounced for young men (only 54% of young men staying in full-time education compared with 70% of young women)²⁸.

Young men are concomitantly more likely to be in work-based training or employment than young women (14% and 19.5% respectively for young men compared with 9% and 10% for young women) with proportions of young people overall in Bristol South more likely to be in these categories than for young people in Bristol as a whole (11% and 15% for Bristol South respectively compared with 7% and 10% for Bristol as a whole). NEET percentages show only a marginal gender difference and slightly higher % than for Bristol as a whole (Table 5.12).

Table 5.12 Destination of Year 11 Leavers from Maintained Schools in Bristol South²⁹ as a percentage (2005)

Bristol South	Full-time Education	Work-based Training³⁰	Employment³¹	NEET	Other
Male	54	14	19.5	9	4
Female	70	9	10	7	4
All	62	11	15	8	4
Bristol LA					
Male	65	9.5	12.5	8	5.5
Female	76	5	7.5	6	5
All	70	7	10	7	5

Source: Connexions West of England Year 11 Activity Survey (2005) rounded figures

Compared with the other parliamentary constituencies, Bristol South has a stronger profile of young people going into work-based training and employment at sixteen than any other part of the city (Table 5.13).

²⁸ Given the feature of girls underachievement at Key Stage 4 one implication of this may be that a higher percentage of relatively more able or successful boys may be choosing to leave school at sixteen for employment. More investigation would be needed to test this out.

²⁹ Figures based on parliamentary constituency of school rather than leavers' constituency of residence.

³⁰ Includes apprenticeships, entry to employment programmes and other training provider programmes e.g. NVQs with work placements.

³¹ Includes employment with training and without training.

Table 5.13: Destination of Year 11 Leavers from Maintained Schools in Bristol by Parliamentary Constituency as a percentage (2005)

Parliamentary Constituency	Full-time Education	Work-based Training	Employment	NEET	Other
Bristol East	78	6	6	4	5
Bristol NW	70	6	10	8	6
Bristol South	62	11	15	8	4
Bristol West	86	3	2	4	5
Kingswood	60	7	12	11	10
Bristol LA	70	7	10	7	5

Source: Connexions West of England Year 11 Activity Survey (2005) rounded figures

Of the 62% of young people in Bristol South who stay in full-time education at sixteen 46% progress to college (FE or sixth form college) and 16% progressed to a school based post-16 centre with no clear gender pattern across the constituency about which destination is chosen.

Analysing the data on a school by school basis once can see a pattern of progression that corresponds to the pattern of differential achievement between schools. Young people in schools recruiting from predominantly the eastern and southern zones of the constituency (Hartcliffe Engineering Community College, Hengrove Community Arts College and Withywood Community School – referred to subsequently in this report as *Group A* schools) are less likely to stay in full-time education and more likely to go into employment or to be NEET than young people in schools recruiting from the northern zone of the constituency (Ashton Park School, Bedminster Down School and St Bernadette Catholic Secondary School – referred to subsequently in this report as *Group B* schools) (Table 5.14).

The range between individual schools across the constituency on each of these was from 7% to 19% entering employment and from 4% to 14% as NEET. Correspondingly, the range at individual school level of those staying in full-time education spanned from 55% to 73%³²

³² Given the sensitivity of this data and that it is not reported in the public domain in a comparative way at school level we have presented it in a way that does not allow individual school identification.

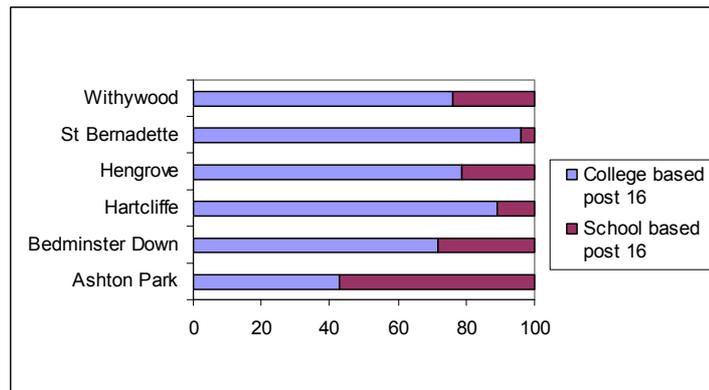
Table 5.14: Destination of Year 11 Leavers by Group A and Group B Maintained Schools in Bristol South as a percentage (2005)

	Full-time Education	Work-based Training	Employment	NEET	Other
Group A	57	8	18	11	6
Group B	67	15	12	5	2
Bristol South	62	11	15	8	4
Bristol LA	70	7	10	7	5

Source: Connexions West of England Year 11 Activity Survey (2005) rounded figures

Finally, there are differences at school level in terms of whether young people who are staying in full-time education go on to an FE or college for their post-16 provision or stay with a school-based post-16 provider. Not surprisingly, this is heavily influenced by whether the post-16 provision is on the same site as their prior 11-16 experience (Figure 5.9). There is no indication of gender preferences in choices.

Figure 5.9: Proportions of Year 11 Leavers from Bristol South Secondary Schools Staying in Full-time Education in College-based Post-16 Compared with School-based Post-16 (2005)



Source: Connexions West of England Year 11 Activity Survey (2005) rounded figures

Specific destinations for year 11 leavers who stayed on in full-time education at sixteen in 2005 (Table 5.15) show that for the five local authority community schools, City of Bristol College is the most popular destination of choice for those going to a college setting (45% of all young people in Bristol South who stay in full-time education at sixteen) with St Brendan’s Sixth Form College being the preferred option for young people from St Bernadette Catholic Secondary School (64% of their young people who stay in full-time education at sixteen) and the second main choice for students from Hengrove Community Arts College (26% of their young people who stay in full-time education at sixteen).

For those choosing to progress to a school-based sixth form, the South West Bristol Post-16 Centre based at Ashton Park is the main destination of choice (14% of all young people in Bristol South who stay in full-time education at sixteen) but this is very unevenly distributed with 54% of young people staying in full-time education from Ashton Park School progressing but only about 3% of young people staying in full-time education from the other local authority community schools. At Hengrove Community Arts College, students who want to stay on in a school-based post-16 centre are more likely to progress to collaborative provision on the Brislington Enterprise College site to the east of the constituency (13% of their young people who stay in full-time education at sixteen) and Bedminster Down School has a strong link with the Redcliffe Sixth Form Centre based at St Mary Redcliffe and Temple School (21% of their young people who stay in full-time education at sixteen).

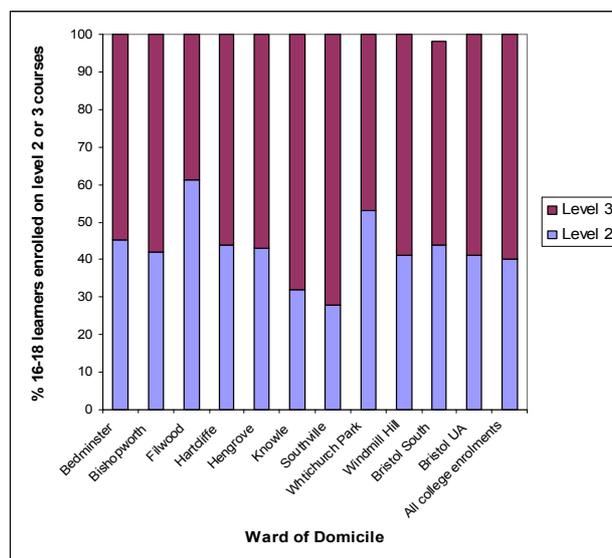
Table 5.15: Proportions of Year 11 Leavers Who Stay in Full-time Education by Specific Destination (2005): figures for each school are % out of 100% staying in FT education

TOTAL 100%	COLLEGE Post-16				SCHOOL BASED Post-16					
	City of Bristol College of FE	Filton College of FE	St Brendan's 6 th Form College	Other Colleges	SW Bristol Post -16 Centre	Brislington Enterprise College	City Academy	North Bristol Post-16 Centre	Redcliffe 6 th Form Centre	Other Schools
Ashton Park	32	5	4	2	54	/	1	/	/	2
Bedminster Down	53	11	4	3	4	/	/	1	21	3
Hartcliffe	66	5	14	4	3	/	/	1	/	7
Hengrove	47	/	26	6	3	13	1	/	/	4
St Bernadette	25	2	64	5	/	/	1	/	2	1
Withywood	55	7	13	1	3	/	/	/	5	16
Bristol South	45	5	20	4	14	2	0.5	0.5	5	6
Bristol LA	40	15	13	3	4	3	5	6	8	3

Source: Connexions West of England Year 11 Activity Survey (2005) rounded figures

Looking at enrolments of learners from Bristol South at City of Bristol College in the years 2003/04 to 2005/06 we can see the relative proportions enrolled on level 2 and level 3 programmes, full-time and part-time and by age (Appendix J). In 2005/06 approximately 44% of Bristol South learners aged 16-18 in the college were enrolled at level 2 and 56% at level 3. This compares with 41% at level 2 for all Bristol enrolments and 40% for the college as whole, and with 59% at level 3 of all Bristol enrolments and 60% for the college as a whole. This slightly higher percentage of enrolments at level 2 is more pronounced at ward level, with 61% of college enrolments from Filwood ward at level 2 but only 28% of college enrolments from Southville ward (Figure 5.10).

Figure 5.10: Percentage of Enrolments of 16-18 year olds by ward on Level 2 and Level 3 Courses (full-time and part-time) at City of Bristol College (2004/05)



Source: City of Bristol College LIS (Funding Year 10) (2006)

5.4.3 Key Stage 5 Achievement³³

Targets agreed by the Bristol Campus with the DfES (Bristol Campus, 2006b) are that by 2008 in Bristol by the age of 19:

- 67% of young people should have a level 2 qualification
- 43% of young people should have a level 3 qualification

³³ Key Stage 5 is sometimes used as the term to identify the phase of education that applies to young people aged 16-19.

Currently 64% of young people in Bristol are qualified to level 2 by the age of 19 compared with a national figure of 70%³⁴. This includes young people who were not educated in Bristol pre-16 but who returned to the authority for their post-16 experience. Nonetheless, we can note that a significant proportion of Bristol young people are gaining level 2 qualification between the ages of 16 and 19 rather than at the end of Key Stage 4. Currently 40% of young people in Bristol are qualified to level 3 by the age of 19, compared with a national figure of 46% (Bristol Campus, 2006b).

The UCAS average point score (APS) for candidates in the main post-16 institutions serving young people from Bristol South over the last few years reveal a generally improving trend, and at a faster rate than the national picture (Table 5.16)³⁵. However, with the exception of the Redcliffe Sixth Form Centre and City of Bristol College, achievement levels are below the comparable national figures.

Table 5.16: GCE/VCE Results as Average Point Score per Candidate (2003-2005)

	2003	2004	2005	Difference
SW Bristol Post-16 Centre	202.5	208.4	226.1	+23.6
Brislington Enterprise College	116.4	146.2	162.6	+46.2
City of Bristol College	183.9	186.2	217.2	+33.3
Hengrove³⁶	111.3	118.2	N/A	-
St Brendan's 6th Form College	263.4	257.0	258.7	-4.7
Redcliffe Sixth Form Centre	247.3	288.3	295.4	+48.1
Bristol LA	222.1	229.5	234.6	+12.5
LSC (West of England)	N/A	247.8	253.6	-
England³⁷	258.9	269.2	273.7	+14.8
England Comp Schools	N/A	257.5	262.1	-
England 6th Form Colleges	N/A	280.7	286.6	-
England FE Colleges	N/A	186.7	199.5	-

Source: Bristol Campus (2006b)

³⁴ Note that the methodologies for calculating this figure vary and it is accepted that 'there is no wholly accurate, or agreed, method of calculating the proportion of 19 year olds who have a level 2 qualification' (p65). 64% is the official figure used in the 2006 Joint Area Review.

³⁵ Note however reported attainments here only include GCE/VCE. Increasingly the UCAS Tariff includes a wider range of qualifications including e.g. BTEC Nationals (added 2005), ASDAN Certificate of Personal Effectiveness (COPE) and the Advanced Extension Awards (added in 2006) (www.ucas.com).

³⁶ Hengrove Community Arts College did not make independent entries in 2005.

³⁷ The England figures include colleges and all schools including independent schools.

Further work needs to be done to disaggregate within these institutions the specific outcomes of young people from Bristol South and to evaluate the type of programmes that appear to yielding for them the most learning gains in terms of qualification outcomes and APS. However, it is worth noting the particularly low average point scores for candidates in school-based provision at Brislington Enterprise College (2003-2005) and Hengrove Community Arts College (2003-2004) as these institutions have students enrolled almost entirely from south Bristol. Average point scores for the other providers represent a more heterogenous mix in terms of student intake from across the city and beyond. The one school-based post-16 provider located in the constituency (South West Bristol Post-16 Centre at Ashton Park) has average point scores per candidate (226.1 APS) significantly below the other school-based post-16 provider (Redcliffe Sixth Form Centre at St Mary Redcliffe and Temple School) that is located in the centre of the city (295.4 APS).

City of Bristol College has been able to supply achievement rates by all course enrolments for students aged 16-18 from Bristol South postcodes for 2005-2006. These show that Bristol South young people in the college have a success rate slightly below the average for the college as whole. The average ward level pass rate in the constituency across level 1-3 courses was 69%, compared with 80% in the college as whole. However, this gives us no measure of the distance travelled in terms of prior attainment.

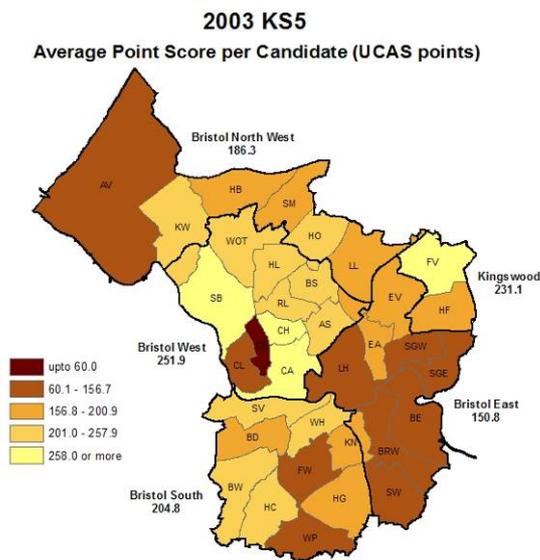
Value added measures of performance of these post-16 institutions are more difficult to gauge as there is no one agreed national framework for reporting such outcomes. On the basis of figures provided to the Bristol Campus by the Advanced Level Information System (ALIS) at Durham University, it appears that the South West Bristol Post-16 has performed below average expectations over 2003-2005 (Bristol Campus, 2006b).

Finally, APS data at ward level provided by the local authority for young people enrolled in school-based post-16 provision (Appendix G) allows us a partial view of the distribution of attainment across the city (Maps 5.23 and 5.24). Two points should be noted here: first of all the overall improvement of levels of attainment between

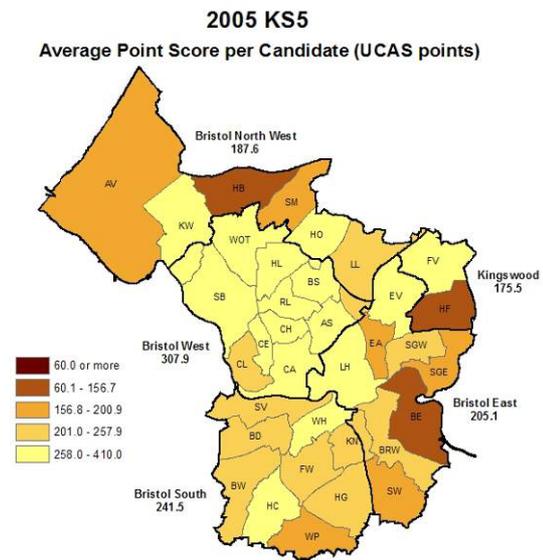
2003 and 2005; and secondly, only partial association of outcomes with levels of deprivation. For example, Hartcliffe and Lawrence Hill wards, both located in Neighbourhood Renewal Areas, appear to have high average point scores.

What must be remembered in interpreting these statistics is that they reflect outcomes for a subset of young people who choose to progress to school-based post-16 provision, rather than college based provision. In some wards this will reflect the outcomes for very small numbers of young people. We know for example in Hartcliffe and Withywood schools (see Figure 5.8) that this represents only a minority of the young people who stay on in full-time education at sixteen. Such individuals may well be the more motivated and autonomous learners - certainly we have some evidence from our interviews that young people require a particular kind of resilience to relocate onto another school site to join peers who already feel at home there. The figures also represent the outcomes for young people who left the Bristol maintained schools for their pre-16 education, but returned for post-16 provision, reinforcing the evidence that Bristol South is losing some of its most high achieving students from its secondary schools.

Map5.23:



Map 5.24:



Source: Bristol Children and Young People's Statistics Unit (2006)

In terms of gender performance, the same statistics need to read with caution. Again, with very small numbers involved in some wards, the differences in APS per

candidate between years and between genders may represent the difference performance profiles of very few individuals eg the very large difference in Filwood ward or Windmill Hill between the APS for young men in 2004 and 2005 (Table 5.17).

Nonetheless, it is worth noting that whilst across the constituency as whole the APS per candidate in school-based post-16 provision shows a consistent gender gap in favour of girls, the same is not true at all ward levels. Six of the nine wards have at least one year with male APS per candidate above female; Hartcliffe and Whitchurch Park have two years when this is the case and Hengrove has all three. Again, there is some indication that specific gender cultures and identities may be coming into play in parts of the constituency that may depress the educational outcomes for young women at certain times.

Table 5.17: Average Point Score per Candidate in School-based Post-16 Provision by Gender by Ward in Bristol South (2003-2005)

Ward of domicile	2003		2004		2005		Difference	
	F	M	F	M	F	M	F	M
Bedminster	248.8	140.9	197.9	112.3	263.3	135.0	14.6	-5.9
Bishopworth	185.0	290.0	273.3	175.0	225.0	206.7	40.0	-83.0
Filwood	235.0	70.0	171.1	87.5	260.0	230	25.0	160
Hartcliffe	213.3	253.3	120.0	200.0	320.0	250.0	106.7	-3.3
Hengrove	147.1	230.0	82.0	133.3	190.0	240.0	42.9	10.0
Knowle	191.3	165.0	180.0	168.6	234.0	224.3	42.8	59.3
Southville	298.8	205.7	224.0	234.3	276.3	174.0	-22.5	-31.7
Whitchurch Park	130.0	145.0	183.0	172.0	187.5	200.0	57.5	55.0
Windmill Hill	292.5	175.0	224.0	98.3	283.3	322.5	-9.2	147.4
Bristol South	231.7	174.8	187.1	151.9	251.7	221.8	20	47
Bristol LA	236.1	205.1	236.4	220.8	253.7	229.1	17.6	24.0
England	269.4	246.9	278.6	258.5	286.3	267.9	16.9	21.0

Source: Bristol Children and Young People's Statistics Unit (2006)

Further work needs to be done to track the progression routes for young people leaving education in Bristol at 17, 18 or 19. Data kept by Connexions from year 12 and year 13 leavers' surveys is only partial and is not easy to analyse by postcode.

Further education colleges are no longer required to provide the LSC with annual reports on the destinations of their learners in face of the incompleteness and unreliability of the data. City of Bristol College is currently working with the London Institute of Education to try to address this difficulty. One feature that has emerged throughout our research is the value that might accrue if all post-16 learners were identified by a Unique Student Number (as they are pre-16) to facilitate analysis of progression routes and educational outcomes.

5.5 Young Participation in Higher Education in Bristol South

In order to investigate the current trends of young participation in higher education in the constituency we have drawn upon a sub-regional report on progression to higher education in Bristol commissioned from the University of the West of England by the West of England Learning and Skills Council (Anderson and Croudace, 2005). This sub-regional report uses datasets prepared by UCAS to an agreed specification³⁸. It allows us to look at ward level at young people and adults accepted to higher education programmes through UCAS between 2001 and 2004, matched to populations identified in the 2001 Census. The figures here relate to numbers of young people accepting a place in higher education rather than those who actually enrol. POLAR data by contrast is drawn from Higher Education Statistics Agency (HESA) data on young people who enrol and who have not dropped out before 1st December. UCAS figures are therefore slightly inflated in relation to POLAR ones.

5.5.1 Applicants Accepted to Higher Education from Bristol South

Between 2001 and 2004, Bristol South saw a rise of 17.8% in the number of applicants accepted to higher education programmes aged 19 and under (Table 5.18). This compares with an increase of 7.5% for Bristol UA and 2.9% for England as a whole over the same period. However, we must remember that this reflects a very small change in actual numbers of young people - only 29 additional applicants. Given that the population of 15-19 year olds rose by 6% in Bristol between 1997 and 2005 (Annual Population Survey, 2006) this may be in part a consequence of growth in cohort size. Of the 192 applicants accepted to higher education programmes from wards in the Bristol South parliamentary constituency in 2004, the highest proportion was from Windmill Hill (16.7% of accepted applicants) and the lowest from Hartcliffe (4.7% of accepted applicants), reflecting the zoning of the constituency identified previously in this report.

³⁸ UCAS processes all applications to full-time and sandwich degrees, Diploma of Higher Education (DipHE), Higher National Diploma (HND) and some Higher National Certificate (HNC) programmes at UK universities (excluding the Open University), most colleges of higher education, some further education colleges with higher education provision and, from 1997 entry, most colleges of art and design. UCAS does not process applications to part-time or postgraduate degrees. UCAS counts applicants in the year in which they apply, irrespective of the year in which they intend to start their course. Age is calculated as an applicant's age at 30 September of year of entry.

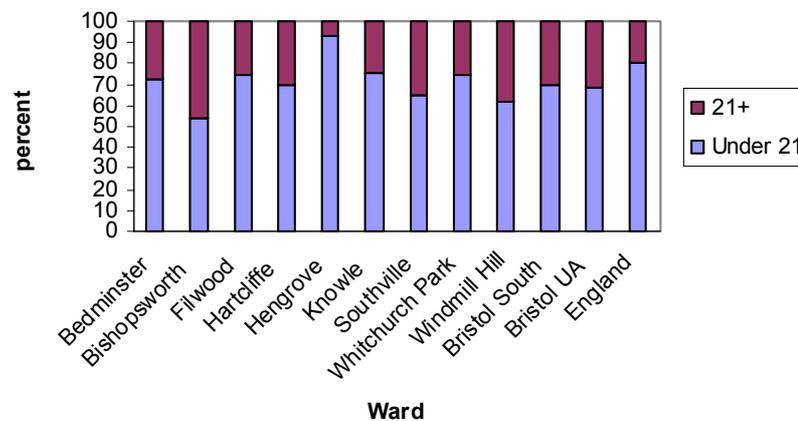
Table 5.18 Accepted applicants up to and including age 19 by ward (2001-2004 entry)

Ward	2001		2002		2003		2004		+/-
	No	%	No	%	No	%	No	%	
Bedminster	15	9.2	22	12.1	17	9.0	27	14.1	80.0
Bishopsworth	22	13.5	19	10.4	20	10.6	15	7.8	-31.8
Filwood	4	2.4	7	3.8	6	3.2	10	5.2	150.0
Hartcliffe	8	4.9	6	3.2	12	6.4	9	4.7	12.5
Hengrove	26	15.9	23	12.6	23	12.2	24	12.5	-7.7
Knowle	26	15.9	34	18.7	31	16.5	30	15.6	15.4
Southville	17	10.4	24	13.2	26	13.8	27	14.1	58.8
Whitchurch Pk	17	10.4	21	11.5	25	13.3	18	9.4	5.9
Windmill Hill	28	17.2	26	14.3	28	14.9	32	16.7	14.3
Bristol South	163	100.0	182	100.0	188	100.0	192	100.0	17.8
Bristol UA	1015	-	1074	-	1061	-	1091	-	7.5
England	195784	-	198262	-	199281	-	201550	-	2.9

Source: UCAS

Analysing the breakdown of accepted applicants by specified ward and age for 2001 to 2004 entry, the data indicates that around 70% of applicants from Bristol South are accepted to higher education by the time they are aged 21. This is comparable with the rest of Bristol Local Authority but contrasts with the England average of 80%, highlighting a relatively higher rate of mature entry (Figure 5.11). The figures do not suggest that applicants in Bristol South are any more likely than young people in Bristol as whole or across England to be aged 19-20 at point of accepted application rather than 17-18. Ward level distributions, reflecting small actual numbers, fluctuate over the time series (Appendix K).

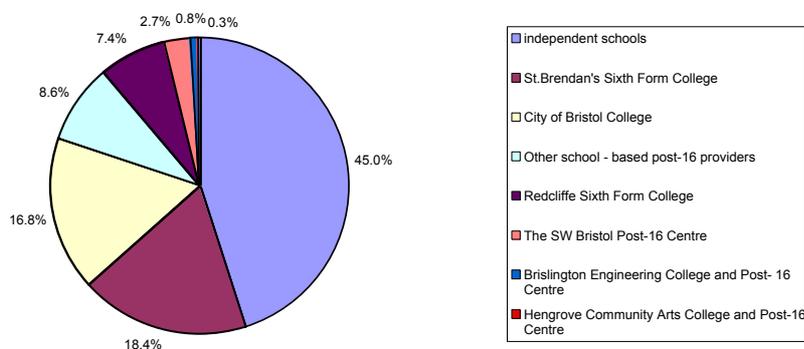
Figure 5.11: Percentage of accepted applicants by age and ward (2001-2004 entry)



Source: UCAS

Data on the numbers and proportions of applicants up to and including age 19 accepted to higher education programmes by educational establishment in Bristol Local Authority between 2001 and 2004 show that the numbers have fluctuated considerably over this period (Appendix K). Of the 1247 applicants aged 19 and under accepted to higher education programmes from schools and colleges in Bristol in 2004, the distribution between the main providers serving Bristol South young people was as follows: 18.4% were from St Brendan’s Sixth Form College (229 applicants); 16.8% were from City of Bristol College (209 applicants); 7.4% were from Redcliffe Sixth Form Centre (92 applicants); 2.7% were from the SW Bristol Post-16 Centre (34 applicants); 0.8% were from Brislington Engineering College and Post-16 Centre (10 applicants) and 0.3% were from Hengrove Community Arts College and Post-16 Centre (4 applicants). 8.6% (108 applicants) were from other school-based post-16 providers and 45% were from the independent schools in the city (561 applicants) (Figure 5.12).

Figure 5.12 Proportions of applicants up to and including age 19 accepted to higher education programmes by educational establishment in Bristol Local Authority (2004)



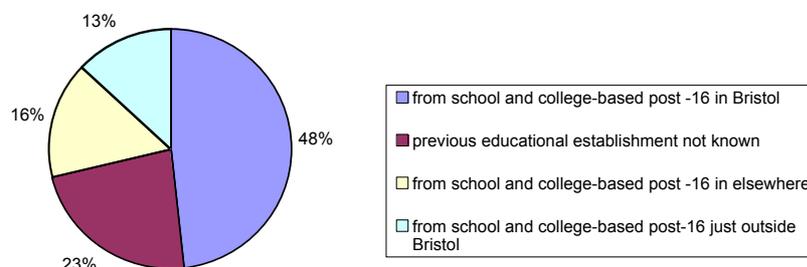
Source: UCAS

Of these accepted applicants by educational establishment, the age profile varied significantly with applicants from school-based post-16 provision and St Brendan’s Sixth Form College almost entirely under 21 years of age whilst 39% of accepted applicants from City of Bristol College were mature students aged 21 and over (Appendix K).

When we attempted to identify Bristol South students in the two local universities that we might approach to interview, it was not an entirely easy exercise to identify those with a ‘home postcode’ in Bristol South who were also educated in the constituency.

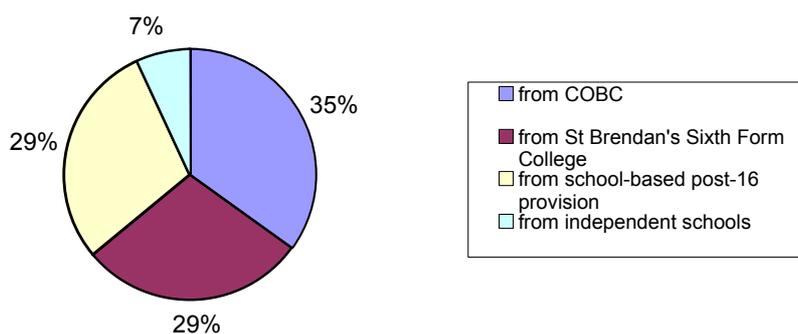
At the University of the West of England (UWE Bristol) in January 2006 there were 474 full-time undergraduate students (all ages) with a Bristol South 'home postcode'. Of these, 228 had a Bristol school or college listed as previous educational establishment; 60 were educated at schools or colleges from just outside Bristol; 77 were educated outside the area entirely (possibly because of either having moved into the area recently or been educated away from home at boarding schools) and 109 were listed as 'not known'³⁹ (Figure 5.13).

Figure 5.13: Previous educational establishment of UWE full-time undergraduate students with Bristol South home postcode (January 2006)



Source: UWE Bristol

Figure 5.14 Previous educational establishment of UWE full-time undergraduate students with Bristol South home postcode who were educated in Bristol (January 2006)



Source: UWE Bristol

³⁹ Those from destination unknown were nearly exclusively mature students.

Of the 228 known to be educated in Bristol: 80 came to UWE from City of Bristol College; 67 came from St Brendan’s Sixth Form College; 66 came from school-based post-16 provision; 15 came from independent schools (Figure 5.14).

In total 16% of UWE full-time undergraduate students with a Bristol South home postcode were educated in schools or colleges just outside the city or in independent schools. This corresponds with the indicative figure of young people being lost to the maintained secondary schools in the constituency noted in section 5.4.5.

5.5.2 Young Participation Rate by Ward in Bristol South

Based on the count of persons in the 2001 Census aged 17 as at 29 April 2001 matched with figures from UCAS on accepted applicants by age to full-time undergraduate higher education in the UK between 2001-2003, the young participation rate (YPR) for the constituency can be derived. The young participation rate for the cohort aged 17 in 2001 may be represented:

$$\text{YPR (2001)} = \frac{A + B + C}{D}$$

A = Count of accepted applicants aged 17 and under in 2001

B = Count of accepted applicants aged 18 in 2002

C = Count of accepted applicants aged 19 in 2003

D = Count of young people aged 17 in 2001.

The YPR (2001) for Bristol South was 15.91%. This compares with the Bristol YPR (2001) of 26.13% whilst for England as a whole it was 32.84%. This data, when compared with the data on the POLAR website, suggests an increase in the YPR for the constituency of 5% (Table 5.19) since comparable cohorts from 1996-1999⁴⁰.

Table 5.19: YPR for Bristol South (1996-2001 cohorts age 17)

1996	1997	1998	1999	2001
10%	11%	10%	10%	16%

Source: POLAR and UCAS

This increase appears encouraging, although one must exercise caution. As noted previously, the 2001 data used here includes all accepted applicants to higher

⁴⁰ POLAR data is reported by the year in which the cohorts are 18 years of age (1997-2000) but for comparison here we are identifying them by the year in which they would have been 17 years of age.

education, whilst the earlier POLAR figures represent those who actually enrol and stay the course until December of their first year. HEFCE (2005/03) suggests an average of 2% of the cohort leaving early, though more recent data from the Centre for Student Affairs at UWE Bristol suggests that figure locally might be closer to 5%. Taken together, these dimensions would alone go some way to explaining the difference in the YPR figure from these two sources. In addition, POLAR data does not include the small number of young people who enter higher education aged 17. A further disparity should be noted in the data sources used to identify a reliable population base in order to calculate YPR. The 2001 YPR is based on a population drawn from 2001 Census data; the POLAR YPR is based on a population drawn from the 1991 Census combined with child benefit data from the Inland Revenue.

Table 5.20: YPR of accepted applicants age 17 in 2001 by ward of domicile in Bristol South

	Population Age 17 (2001)	Accepted Applicants aged 17 and under	Accepted Applicants aged 18 in 2002	Accepted Applicants aged 19 in 2003	Accepted Applicants aged 17/18/19	YPR 2001 (%)
Bedminster	103	-	14	3	17	16.50
Bishopsworth	141	-	12	5	17	12.06
Filwood	137	-	5	2	7	5.11
Hartcliffe	114	-	4	3	7	6.14
Hengrove	132	-	19	6	25	18.94
Knowle	140	-	21	10	31	22.14
Southville	67	-	9	5	14	20.89
Whitchurch Park	153	-	17	14	31	20.26
Windmill Hill	113	-	14	12	26	23.01
Bristol South	1100	-	115	60	175	15.91
Bristol LA	4072	4	684	376	1064	26.13
England	601821	1053	135449	61147	197649	32.84

Source: Bristol City Council's Strategic and City-wide Policy Team and UCAS

To the extent that there has been some real improvement in the YPR, one possible explanation relates to the changing ward boundaries together with increasing gentrification of parts of the constituency especially in the northern zone (Appendix C). It is less likely to reflect the impact of specific widening participation initiatives e.g. Excellence Challenge, which only began in 2001. Of relevance to our study, when one looks at the young participation rate by ward of domicile, it varies sharply in Bristol South from YPR (2001) of 23.01% in Windmill Hill to YPR (2001) of only

6.14% in Hartcliffe and 5.11% in Filwood (Table 5.20). Whilst population size at ward level is quite small - and hence percentage changes in the YPR over time may be misleading - the populations in Bristol South wards for the year in question are fairly comparable. The YPR distribution reflects the social economic and educational segmentation of the constituency identified elsewhere in this report. Twenty-two out of the thirty-five wards in Bristol have participation rates below the Bristol average of 26.13%. All of Bristol South wards are below the Bristol average YPR but not exclusively so – indicating a degree of similarity of outcomes if not influencing factors with other parts of the city (Table 5.21).

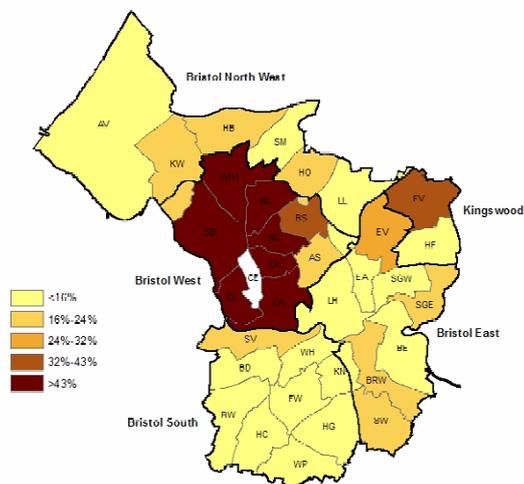
Table 5.21: Ranked YPR (2001) by Ward of Domicile in Bristol

Ward	YPR (2001)
Filwood	5.11
Hartcliffe	6.14
Southmead	8.94
St George East	11.32
Avonmouth	11.81
Bishopsworth	12.06
Lockleaze	13.37
Stockwood	16.20
Bedminster	16.50
Hillfields	16.79
Southville	17.39
Henbury	18.02
Kingsweston	18.31
Brislington East	18.55
Hengrove	18.94
Easton	19.49
Lawrence Hill	19.59
Whitchurch Park	20.26
St George West	20.89
Knowle	22.14
Windmill Hill	23.01
Horfield	23.93
BRISTOL	26.13
Clifton	27.74
Eastville	29.31
Brislington West	30.51
Frome Vale	35.71
Bishopston	40.57
Ashley	42.31
Westbury on Trym	46.32
Redland	56.25
Cabot	57.14
Henleaze	61.22
Cotham	73.77
Clifton East	83.78
Stoke Bishop	86.90

Source: Bristol City Council and UCAS

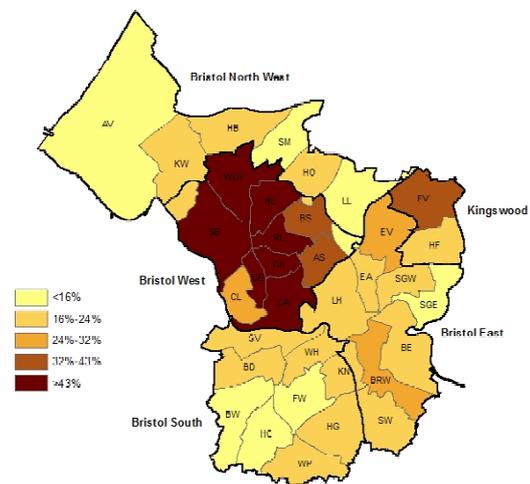
The polarisation across the city as a whole is represented by the significant contrast between the YPR found in more or less affluent parts of the city e.g. the YPR (2001) in Stoke Bishop reaches 86.90%. In mapping this over time we again appear to see some trends of improvement when comparing YPR at ward level drawn from UCAS data for the 2001 cohort set against POLAR data (Appendix K). However, as noted previously, the data represents different operational definitions of young participation that will tend to over-emphasise the scale of improvement (Map 5.25 and 5.26).

Map 5.25:
Mean YPR for enrolled participants aged 17 in 1996-1998 by ward of domicile⁴¹



Source: HEFCE (POLAR) and Bristol City Council

Map 5.26:
YPR for accepted applicants aged 17 in 2001 by ward of domicile



Source: UCAS (YPR) and Bristol City Council

Finally, it is worth noting how much the relative distinctions in the young participation rate in higher education between parliamentary constituencies is an artefact of the construction and reconstruction of political and administrative boundaries. Proposed changes to parliamentary constituencies (White, 2006) would mean that the rate for two of the four Bristol constituencies is likely to improve whilst Bristol South would remain the same. The gap between Bristol South and the rest of the city would thereby appear more severe (Table 5.22).

⁴¹ Note that Clifton East did not exist as a ward at the time of this data, and the ward boundaries for the map reflect later changes.

Table 5.22 Estimated changes to the YPR by parliamentary constituency as a consequence of boundary changes

	Old Boundaries: POLAR data	Proposed New Boundaries: estimate from POLAR and UCAS data
Bristol East	16%	19%
Bristol North West	17%	30%
Bristol South	10%	10%
Bristol West	53%	42%

5.6 Conclusions on the Educational Landscape in Bristol South

What this detailed evidence overall begins to demonstrate is how a series of educational, political, economic, social and cultural factors coalesce over time and space to produce extremely low levels of young participation in higher education for the majority of young people in Bristol South parliamentary constituency. The evidence also supports the argument that the type of neighbourhood where students live strongly affects their educational performance in school (Webber and Butler, 2005). In terms of outcomes one can broadly band the schools: on the one hand those drawing numbers of young people from the northern zone and the least deprived wards (referred to in this report as *Group B* schools) and on the other hand those serving the eastern and southern zones including the most deprived wards (referred to in this report as *Group A* schools).

The over-riding feature in terms of progression to higher education is that by sixteen the majority of young people have not yet achieved the necessary qualification levels to progress to higher education in two or three years time (only 28.7% in 2005). In addition, more young people drop out of education at sixteen than elsewhere in the city to go into work-based training or employment. This is especially pronounced amongst young men and amongst learners in *Group A* schools. Overall, only 62% of young people in Bristol South stay in full-time education at sixteen.

This critical outcome at sixteen has a long genesis. Low levels of attainment during the years of primary education mean that many young people enter secondary

education in the constituency ill equipped to either cope or succeed. Poor skills in literacy and numeracy together with high levels of emotional need and challenging behaviour in some schools (especially in wards with the highest levels of multiple deprivation) combine to create an environment within which it is extremely challenging to establish and sustain a learning culture. This appears compounded throughout the constituency, even where behaviour is not overtly challenging, by the low value that some young people and their families place on education and educational success. Partnership working with parents in support of learning is frequently also a challenge with some evidence of a disjuncture in communication between schools and parents. Many families themselves have adult basic skills needs that undermine their ability and confidence to provide educational support to their children.

In some educational settings a gender culture is also apparent where girls rather than boys are more at risk of underachieving. This is not ranked entirely by indices of deprivation and indicates a more complex interplay between levels of achievement, gender identities, home and community cultures and school practices. Given the contribution of girls' performance to the overall improvement in performance in many schools and local authorities, and their increasing representation in higher education, this feature is likely to be significant and would bear further investigation.

Throughout schools in the constituency there is a recognised characteristic that young people tend to be disengaged in their approach to learning and teachers find it extremely difficult to inculcate resilient and resourceful learning dispositions (Claxton, 2002) or to create the conditions where young people take responsibility for their learning or exercise independent learning strategies. In some cases this is characterised as students being 'passive'. Where learning succeeds it is frequently associated with building high trust relationships, especially in the *Group A* schools serving the wards with the highest levels of deprivation. This mirrors aspects noted in Section 4.5 on family and community cultures, values and attitudes, where an absence of an individual 'can-do' attitude and sense of agency combine with high levels of satisfaction drawn from social relationships and networks (SHM, 2004b).

In some settings teachers spend much time managing challenging behaviour, with the resultant tendency to over-emphasise teacher control in counteraction to young people's disruptive or resistant actions, rather than focussing on developing independent learning. Here it is not so much that young people are passive; rather, they are actively exerting a form of agency that appears oppositional to the values and intentions of the school and the teacher.

Whilst standards are low, the quality of education in all schools in the constituency, including the quality of teaching, is currently deemed by OfSTED to be satisfactory overall with some areas of strength together with targets for action. Whilst one of the *Group A* schools has recently been in special measures as a result of failing an OfSTED inspection and one has had identified 'serious weaknesses', they are all currently identified as being on an improving trajectory.

The same is not entirely clear for the local authority where there are still concerns about the capacity of the city council to deliver on its own the necessary improvement for children and young people's services including education. Lack of confidence in the local authority and local schools by a number of more aspirant families in Bristol South might be inferred by the number of young people being educated at secondary level outside the city's maintained schools. The downward dynamic for those schools that lose such potential students is evident.

The majority of the young people who stay on in education at sixteen in the constituency progress to college rather than school-based post-16 provision, with City of Bristol College being the main provider. Almost half of those are enrolled initially at level 2. At nineteen the numbers of students who have attained level 2 qualification in the city is below average (64%). Although City of Bristol College has a higher level of success, level 3 APS outcomes in most post-16 providers (especially school-based) are below comparative national or regional figures. The trajectory established for young people in Bristol South by the age of sixteen is only partially redressed by their later educational experience. In some wards there still appear to be gender issues impacting on the attainment of some young women. A further notable feature of the city is the relative lack of high quality work-based learning opportunities and variable employer engagement. This is especially significant in Bristol South with its lack of

skilled industry/services. Alternative routes into advanced education and training are limited.

At the point of progression to higher education at 17, 18 or 19, it is therefore not surprising to find that Bristol South retains the lowest level of young participation in the city, notwithstanding that the YPR for the constituency as a whole may recently have shown some slight improvement. As with other dimensions of experience, the segmentation of the constituency into zones is evident with some wards achieving almost a quarter of young people going into higher education and others achieving a YPR of just over 5%. Of those who do apply successfully to higher education, a slightly higher percentage are mature learners than the national average - reflecting the more extended pathway to level 3 attainment for some, or the tendency to return to study after early parenthood or experience of work.

Those students at the University of the West of England from a Bristol South home postcode, where information was available, were most likely to have been educated in a Bristol FE or Sixth Form college. This reflects the greater importance of these organisations as post-16 destination of choice for young people in the constituency. However, a significant number of UWE students with Bristol South home postcodes also appear to have been educated outside the constituency (at least 16%) - either in schools or colleges just outside Bristol or in Bristol independent schools. This reflects once again the phenomenon of polarisation in the city, with more aspirant and/or affluent families evacuating the constituency and/or the city to enhance their educational success.

Chapter 6

Learning Cultures, Identities and Trajectories



6. Learning Cultures, Identities and Trajectories

Throughout this research we have sought to build up an understanding of how intersecting political, economic, social and cultural factors over time and space, begin to shape the learning identities and trajectories of young people in the constituency. This is the heart of our study. We return here to the necessity of a sociocultural account; one that can capture sufficiently the interplay of external structures and internal agency; where ‘cultures’, ‘identities’ and ‘trajectories’ are not fixed *a priori* features but fluid and recursive elements in a dynamic and interactive field of action.

In order to explore these issues we have considered a variety of evidence. Firstly, we have revisited the data from an attitudinal and experiential survey; secondly, we have undertaken a range of interviews across the area; and thirdly, we have investigated issues specifically related to the provision of information, advice and guidance.

6.1 Insights from the ‘You and Your Future’ Survey⁴²

Re-analysis of the rich dataset provided by the ‘You and Your Future’ questionnaires to years 8 and 9 in 2003, correlated with subsequent KS3 results and GCSE attainment for these age cohorts, begins to tease out the interplay of a variety of factors within and outside of schools in the creation of learning identities and trajectories. We have compared attitudes, experiences and outcomes across years 8 and 9 in nearly all⁴³ Bristol South schools against two comparator schools in north Bristol that *prima facie* serve similar white working class communities, but have even lower levels of attainment than many of the Bristol South schools⁴⁴.

The survey data confirms our previous analysis that schools in the constituency can be roughly clustered into two broad groups: *Group A* - Hartcliffe Engineering

⁴² The initial questionnaire (Appendix M) was created for Bristol Excellence in Cities team by Lynn Raphael Reed with original analysis through Chris Croudace. Subsequent re-analysis with triangulation against later performance was conducted by Neil Harrison. The questionnaire was completed by all young people in years 8 and 9 in Bristol Local Authority maintained schools in 2003.

⁴³ Data for Withywood school was not available, but it might reasonably be assumed from background factors to have belonged to *Group A*.

⁴⁴ In fact on a number of dimensions Bristol South schools overall outperformed the comparator schools in north Bristol e.g. positive enjoyment of school, diligence with homework, not being picked on by teachers, being able to judge what they are good at.

Community College, Hengrove Community Arts College and Withywood Community School and *Group B* - Ashton Park School, Bedminster Down School and St Bernadette Catholic Secondary School, although Bedminster Down showed some characteristics of the former group (Appendix N). *Group A* at the time of the survey was characterised by fewer two-parent families, fewer parents with higher education experience, poorer academic results, fewer books and computers in the home, less access to quiet space to study and lower parental engagement with the school.

6.1.1 Parental Support

There were strongly significant relationships between *all* the variables representing the family and household background of the young people and *all* those representing their parents' attitudes and levels of engagement in the educative process. Positive parental attitudes, attendance at parents' evenings and help with homework were associated with two-parent families, parents who had been university educated, houses with books and computers and houses with quiet study spaces. There was relatively little difference in attendance at parents' evening or parental help with homework between the schools, although pupils at Hartcliffe Engineering Community College did report markedly lower parental support than those in the other schools.

However, within all the schools, there tended to be a decline in parental support for the two activities between Year 8 and Year 9. This pattern was most pronounced in the *Group A* and northern comparator schools. For example, attendance at Hartcliffe Engineering Community College parents' evenings declined from 86% in Year 8 to 76% in Year 9, while help with homework at Hengrove Community Arts College fell from 90% to 80% between these years. This general pattern of a shift in experience between Years 8 and 9 will be returned to again below.

6.1.2 Educational Outcomes

The overall educational outcomes of the Bristol South schools are described and discussed in detail elsewhere in this report. The particular insight which the 'You and Your Futures' dataset provides is tracked attainment by a cohort of individuals about which some demographic details are known. Two data points were available: (a)

Average Point Score (APS) at Key Stage 3, and (b) GCSE results by grade at Key Stage 4.

Two thresholds were identified as having a particular meaning in terms of future progression to higher education. The first, which has some national currency, is the achievement of five or more A*-C grades at GCSE. This is seen as a gateway to Level 3 study and a traditional prerequisite for progression to higher education. The second was a KS3 APS of 35. Of students who later achieved five or more GCSEs at A* to C grades, 88% had a KS3 APS of this figure or above. It is therefore used in this analysis as a proxy for early potential to progress to Level 3 and thence higher education. More students in *Group B* schools achieved these thresholds compared with those in *Group A* across both indicators; the northern comparator schools were most similar to *Group A*, or had even poorer outcomes.

In addition, *Group A* schools (54%) were significantly less successful than *Group B* (74%) and the northern comparator schools (66%) at converting an KS3 APS of 35 or more into five A*-C passes at GCSE. They also ‘brought on’ fewer students with a KS3 APS of less than 34 to GCSE success.

In general, positive outcomes at both KS3 and KS4 were positively associated with *all* the variables representing both the young person’s family and household background and the parental attitudes and engagement. It is difficult to disentangle cause from effect in this instance and there was almost certainly a positive feedback loop in operation: young people who were supported by their parents (and have a strong and stable learning environment in their home) were more likely to perform well at school, in turn raising their parents’ expectations and support further. Indeed, such a virtuous circle frequently leads to the identification of such students as ‘more able’ in school, with associated higher expectations developing them further.

6.1.3 School Experiences and ‘Ability’

Whilst there were difference between the experiences of school between the *Group A* schools, *Group B* schools and northern comparator schools, the main determinant of

the school experience was the ‘ability level’ of the young person⁴⁵. ‘Lower ability’ students across all schools were more likely to report being bored and poorly behaved, finding schoolwork difficult, being bullied and being less diligent about doing their homework. As ‘less able’ students were concentrated in the *Group A* schools, these behaviours and experiences were predominant there.

‘More able’ students in the *Group A* schools were significantly more likely to report boredom than their equivalent peers in *Group B* schools. They also reported enjoying school less and having a lower opinion of the school. These findings would suggest that the environment of the *Group A* schools was less supportive, engaging and challenging for ‘more able’ students than the *Group B* schools, linking to the falling away of results between KS3 and GCSE described above.

Gender was a strong component in experience of school. Female students of all abilities were more diligent with homework, while the ‘more able’ girls reported being better behaved and had a stronger understanding of how to improve their performance than male pupils of the same ‘ability level’. This finding does not easily triangulate with evidence elsewhere in this report about the underachievement of girls, but again identifies the importance of undertaking further investigation into the gender dimensions of learning in the constituency.

Enjoyment of school life and the propensity to have a positive attitude to the specific school were much higher in both the Bristol South school groups compared with the northern comparators. Northern students also reported being less diligent about doing homework, were more likely to feel picked on by teachers and felt less well-equipped to judge what they were good at than those in *Group A* or *Group B* schools.

⁴⁵ We are using the term ‘ability level’ of the young person with caution and in recognition that ability is significantly a social construct reified as a natural phenomenon (Gould, 1996). The concept of ability, and the application of fixed labels such as ‘less able’ or ‘more able’ is especially problematic in schools such as those in this study where a confluence of factors means that many young people develop a learning identity over time that presents as ‘low ability’ and that reinforces a self-fulfilling low attaining learning trajectory. Nonetheless, given its currency in schools and given the reality that by the time young people are in years 8 and 9 their capacity to accelerate and to succeed in education is deeply entrenched and internalised (e.g by levels of literacy and numeracy, or by learning behaviours) we have used the terms whist signalling their problematic nature. In listening to student voices (section 6.3) we can also see how ‘able students’ at eleven can become ‘school failures’ by sixteen.

6.1.4 Enjoyment of School

One of the statements with which the respondents were asked to agree or disagree in the survey was simply ‘Most of the time I enjoy school’. Upon analysis, it was found that agreement with this statement was strongly associated with a particular complex of background and experiential, attitudinal and ‘ability’ variables.

As might be expected, ‘more able’ students in general were significantly more likely to report enjoying school. However, across the academic ‘ability’ range, enjoyment of school was associated with positive parental attitudes to education, parents who help with homework and attend parents’ evenings and the possession of quiet study space. It was not related to family composition or parental education levels. Similarly, enjoying school was strongly associated with a student knowing what they were good at doing, knowing how to improve their performance and diligence in completing homework. Perhaps surprisingly, it appeared not to be related to bullying. Enjoyment declined between Years 8 and 9 across all schools and ‘ability levels’, which is likely to be linked in part to the decline in parental support described above.

Reporting enjoying the school experience therefore appears to act as a broad proxy for the young person for two semi-distinct components of their circumstances which are partially independent of their perceived ‘ability’; (a) their acknowledgement of parental support for their education, and (b) their own sense of their active agency as learners who have an awareness of their own ‘learning power’ - knowing what they are good at and how to improve. It was clear that these two components were themselves interlinked. Conversely, not enjoying school suggests an environment where the young person feels unsupported and is unaware of their learning needs or strategies for improvement, even among the ‘higher ability’ students. Enjoyment in this regard is really about their engagement with the educational process.

6.1.5 Attitudes to Higher Education

In some ways the most surprising aspect of the survey were the attitudes of the young people towards higher education, although it is debatable as to what level of reliable knowledge they actually had. Higher education in general was viewed positively by

respondents and agreement with the negative reasons for not attending (e.g. cost, fear of snobbery, level of work) was low, even amongst the least engaged students.

As might be imagined, positive attitudes towards higher education were strongly related to academic ‘ability’ but school enjoyment was also very important, acting as a proxy for parental support and learner agency as discussed above. Attitudes were gendered, with female students generally having more positive attitudes; male students were more particularly attracted by the social component of university life, provided they currently enjoyed school. Having HE-educated parents also increased interest, alongside increased feelings of parental support for extended education.

Interest in, and demand for, higher education was generally lower in *Group A* schools, even once student ‘ability’ and other factors had been controlled for. Students in the northern comparator schools had broadly similar profiles of attitudes and aspirations towards higher education to those in the *Group B* schools.

Students appeared to construct their own internalised concept of aspiration to higher education along multiple axes; their own ‘ability level’, their own level of engagement with school and real and perceived parental support. Perceptions of a prevailing school and/or community culture was also important, such that an appreciable proportion of ‘more able’ pupils did agree with the statement ‘University is not for people like me’ but an active desire to conform to peer norms only affected a tiny number of respondents.

Of the students who went on to attain 5 or more GCSE passes at grades A* to C, 57% stated in the survey that they would like to go on to university; this compares closely to 61% of those with a KS3 APS of 35 or more. This has to be seen as a positive aspiration level in Years 8 and 9 in the context of the eventual low progression rate for Bristol South.

6.1.6 ‘Able’ Students Deciding Against Higher Education

Overall this study identifies the significance of a group of what we might call ‘missing students’ or ‘critical cases’ in the schools in question; i.e. those students who

appear to have the 'ability' or profile at KS3 to attend university, but who have decided that it is not for them around five years before the decision needs to be made. This group comprises around 40% of the cohort of 'more able' students.

These students are significantly more likely to be studying in *Group A* schools, though not exclusively so, and to be consolidating such learning identities and educational trajectories in year 9 as opposed to year 8. They are no more likely to be male than female and are not defined by the composition of their family.

This group of students are more likely to find school boring, to define themselves as poorly behaved and to not have faith that their school is a good one. They are as diligent with homework and as confident about their abilities as other 'able' students, though less confident about how to improve their school performance. Though their KS3 APS is slightly below other 'able' students it is still above the 35 point threshold; however, they are significantly less likely to progress to getting five A*-C passes at GCSE.

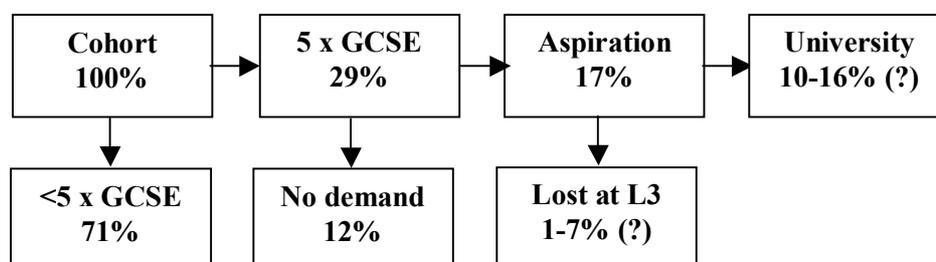
Parental support for their education is lower than for others and the material resources of their home do not support studying - lacking computers, books and quiet space. Their parents do not impress the importance of education and do not encourage them to stay on any longer than they have to. They are therefore sceptical about the value of qualifications and are also much more likely to be unsure about future plans than other students with a similar academic profile.

Their lack of interest is intertwined with a general sense that they don't belong in a university, that they wouldn't enjoy it and that their family are not promoting it to them. They are also worried about how hard the work would be. They are half as likely to have visited a university as other 'able' students and only 9% of them have university educated parents/carers, less than half as many as young people who are positive about university.

6.1.7 Conclusions on the ‘You and Your Future’ Survey

Of the students represented in the ‘You and Your Future’ survey, 29% went on to achieve the key threshold of 5 or more GCSE passes at grades A* to C at age 16. Around three in five of these had aspirations at the age of 14 to go on to university. In other words, 17% of the total cohort had the attainment *and* aspiration for higher education by the end of their compulsory education. Without longitudinal tracking of these precise cohorts, who would be 18 in 2007 or 2008, we cannot be certain of eventual outcomes. However, POLAR data, reinforced by later YPR data, suggests that that between 10%-16% of young people in Bristol South go on to higher education. Were these cohorts to perform similarly, this reinforces the key point that level of attainment at 16 combined with levels of aspiration evident at 14 are key determinants of later participation rates, with a degree of further wastage at some point between age 16 and 18. As discussed above, a further 12% has the attainment, but not the aspiration⁴⁶. 71% of these young people were unlikely to demand university entrance at the age of 18 based on their GCSE performance.

Figure 6.1 Attainment, Aspiration and Learning Trajectories



Three particular findings from the survey help to illuminate the way in which learning identities are constructed during this stage of a young person’s educational career in Bristol South:

⁴⁶ Clearly this is a permeable distinction in reality; some pupils who stated that they didn’t want to go to university in Year 9 may change their mind in due course. Research by Golden et al (2006) suggests this is the case. However, other research suggests that learner identities and attitudes to the future evident at the start of secondary education are a good predictor of future trajectories (Attwood and Croll, 1996)

1. That there is a marked falling away of parental support for education between Years 8 and 9, demonstrated, for example, in help with homework. It might be hypothesised that this is the age at which many of the students' own parents became disengaged from school; it may even be the point in some cases at which parents become unable to assist with homework due to their own educational confidence and level of basic skills. This is also a period when students' enjoyment of school declines significantly, impacting on both their future aspirations and attainment. This trend is significantly stronger in *Group A* schools, even when other factors are controlled for.
2. Professing enjoyment of school in Years 8 and 9 has a strong relationship with a wide range of factors relating to students' background, experiences and aspirations. It appears to represent a learning identity underpinned by parental support for education alongside an engaged, active and reflective approach to their own learning needs and development. Young people who enjoy and feel engaged with school at this point are significantly more likely to want to remain in education beyond sixteen, to have visited a university⁴⁷ and to have a positive disposition to higher education.
3. Schools in Bristol South are not significantly different from similar schools in other white working class areas of the city. Indeed, levels of enjoyment of school are generally higher, triangulating with the data from the Council's quality of life surveys. Attainment levels are generally also higher than for the northern comparator schools used in the analysis. However, longer-term aspiration for education beyond age 16 is significantly lower in Bristol South. The distinctive impact of the wider cultural context in Bristol South may be relevant here.

⁴⁷ The original survey did not gather detailed evidence of involvement in a wider range of *Aimhigher* activities. However, other studies suggest that participation in *Aimhigher* in Year 9 is associated with improvements in performance in Key Stage tests (Morris et al, 2005).

6.2 Perspectives from Young People in Bristol South

Further to the triangulated data drawn from the ‘You and Your Future’ survey, we gathered evidence through interviewing a range of young people⁴⁸ from the constituency in focus groups using a semi-structured interview schedule (Appendix O). Those interviewed included:

- young people identified as part of the *Aimhigher* cohort in year 9 (KS3) and year 11 (KS4) in one *Group A* school (23) and one *Group B* school (21);
- young people experiencing positive engagement in learning activities through Knowle West Media Centre (4);
- young people being educated out of school through the Connexions *Choices* programme (6);
- young people identified as part of the *Aimhigher* cohort in years 12 and 13 in one school-based post-16 provider (4) and one college-based post-16 provider (22);
- young people educated in local authority maintained secondary schools in Bristol South who subsequently progressed to higher education (7)

In addition, we had access to detailed narrative inquiry interviews with four young people who left Bristol South schools with no qualifications at 16 despite achieving level 4 the end of KS2, and who thereby might have been expected to achieve 5 A*-C at GCSE or equivalent. These interviews were conducted as part of another project on raising attainment and improving engagement of young people in Bristol’s secondary schools (Wetz, 2006). We also were able to draw upon relevant interview data with 4 gifted and talented students from Bristol South from a Masters dissertation (Bones, 2003) and interviews with 3 Access students who went to school in Bristol South from a recent doctoral thesis (Waller, 2006). In total therefore 87 Bristol South young people were interviewed directly as part of the current project and in total interviews with 98 young people from Bristol South were drawn upon.

It is worth noting that although we requested selection of students from the *Aimhigher* cohort i.e. students with potential to progress to higher education who would be first generation in their families to go there, one or two of the participants in the *Group B*

⁴⁸ By ‘young people’ we mean under 21 years of age.

school made reference to a parent being university educated. In addition, the students from the *Group A* school turned out to be identified as ‘gifted and talented’ as well as *Aimhigher*. This highlights a number of things: (a) the pragmatic difficulty that schools and colleges have in selecting and ensuring attendance of the right students for such research interviews; (b) the potential misidentification within these settings of students for specific initiatives, either as a result of an inclusive philosophy that ‘everybody who wants to should be included’ or as a result of students with a more middle-class background being over-selected as ‘having ability’; and (c) the overlapping nature of many initiatives to raise achievement in secondary schools and the intense focus on small groups of students deemed to have ‘potential to achieve’ within schools currently failing to achieve performance thresholds (the ‘educational triage’ effect referred to earlier).

It is also of interest that when we attempted to set up interviews with a group of year 12 and 13 students in a Sixth Form College serving the constituency, only one student attended and that student was atypical having moved into the area as a refugee only very recently. In response, staff from the college reported that selected students (and Bristol South students are a minority in the college) were students that tended not to show up at tutorial time and therefore did not receive the information.

The over-riding message of this research is that it is during the years of compulsory secondary education that learning identities and trajectories are consolidated and therefore learning cultures in secondary schools require the greatest transformation for significant change in educational outcomes to occur. Throughout the interviews with young people in year 9 and year 11 a number of key dimensions to their educational experiences and their perspectives on those experiences became evident. Out of this a number of significant themes emerged. These were reinforced through later interviews with young people from Bristol South in post-16 and higher education.

Table 6.1: Key Dimensions and Significant Themes in Interviews with Young People

Key Dimensions	Significant Themes
Quality of teaching and learning Curriculum Literacy issues Relationships with teachers and other adults Student behaviour and peer cultures Future aspirations including attitudes to higher education	Trust and attachment Choice and agency Violence and regulation Effort and risk Shame and regret Resilience and resistance

6.2.1 Voices of Students in Key Stage 3 and Key Stage 4

As with other parts of this research whilst there was a commonality of both dimensions of experience and themes between young people attending a *Group A* school and those attending a *Group B* school, there were also some clear and significant qualitative differences.

a) Quality of teaching and learning

Students in the *Group A* school were highly critical of the quality of teaching and shared a perception that that the school priorities were insufficiently focused on this.

St *Yeah...the Head worries too much about what we look like...
 ...The school and the uniform.
 But not about the state of the teaching.
 We have too many supply teachers, in maths.
 Yeah and in science...they just make you work from worksheets.
 Yeah and you don't really learn that much.
 ...yeah, we don't come here to look good...We come here to learn.
 All the good teachers leave...they get fed up.
 We haven't had any science teachers for a year cause they all got
 fed up and left.*

(Interview with *Aimhigher* students in *Group A* school)

By contrast students in the *Group B* school were more positive about the quality of teaching and whilst they acknowledged that there were some staff absences, overall they reflected a more secure and expansive view of the role of school in enhancing

their learning. They also articulated more explicitly the significance of their out-of-school learning.

St *There are some really good teachers.
Though Mr X has been off along time ill and Mr Y has had a
breakdown.
The best teachers are the ones who can control us, or at least
control idiots like...*

*We've had lots of trips. Sports matches, and a ski-ing trip. And a
French and German trip.
We played a match in Reading at one point and we have got a
netball tour in November.*

*You learn from everything. From school, from what you see, what
you do, you learn from everything everyday.
School is where you learn the things you need to know.
... figures and facts.
Outside is where you learn about morals and people and stuff.
Yeah, you learn about life outside of school.
You can learn some of that stuff inside school as well.*

(Interview with *Aimhigher* students in *Group B* school)

However, young people in this school also acknowledged that frequently they felt insufficient control and choice over their own learning. Reflecting on the value of an ASDAN activity, run in collaboration with PGCE students at UWE, they noted differences with their normal classroom experience.

St *[This kind of experience] makes you feel more responsible like, you
can choose what you want to do and you feel like...if it's wrong
you've got other people there to just say 'Oh are you sure about
that?' And that makes you have a think. But in school they're like
'do this, do that...'
...yeah in lessons teachers chose what you are going to do...
...but with this they said 'what do you want to do?'
It was better.*

(Interview with *Aimhigher* students in *Group B* school)

In Wetz's study of failure of less resilient 'able' children to thrive in Bristol schools, young peoples' narratives frequently referred to the issue of lack of control and ownership over their learning (Wetz, 2006). For some of those educated in Bristol South, this had contributed to a real breakdown in their engagement with school. For others this reflected a feeling that the degree of responsibility there were carrying in

their complex lives outside school was not recognised and did not line up with the degree of ownership and respect they were offered inside school.

Kirsten *I had a problem with authority. They'd try and say 'I'm the adult and you're the child' and they'd say 'Shut up, you will do this, and don't talk!' The teachers would swear and bully and shout in your face. I couldn't take this and at the end of year 8 I sort of stopped going. I know I was only about 12 years old but I was independent. I thought, I know what I am doing. That's just how I am. It's because my mum had a drugs problem and so ever since I was young I've had to deal with things on my own, so that made me independent. I just got on with things.*

(Wetz, 2006, Supplementary Paper to Report)

The connection between this and a growing sense of boredom around year 8 is also apparent, resonating with the evidence from the 'You and You Future' survey. Some young people then sought alternative experiences that felt more rewarding. In the absence of formal alternative provision e.g. an early college placement, other 'resourceful' strategies were deployed.

Harry *I was in the top sets right through although...half way through year nine I started to bunk off school...When we bunked off we would go down to the local college and basically you were allowed in if you didn't have your uniform on and because we looked a bit older they let us in and we'd be just sitting at the computers playing games all day – particularly if it was cold and raining. We did this, a group of us, more or less every day in year 11, if it was cold. If the weather was fine we'd go into the countryside and go hiking, swim in Chew Lake and, being kids, messing about basically. We'd go to the local co-op and get disposable barbecues...*

(Wetz, 2006, Supplementary Paper to Report)

This young man, recognised as having the academic 'ability' to do well in school, is potentially a student who should have been progressing to further and higher education. He eloquently describes his sense of loss and regret at where this 'learning trajectory' has taken him, re-iterating a yearning for empowerment in his life – sought for but not fulfilled through his experience of education so far.

Harry *Soon as I left school I started to regret things. I wanted to go back to school and redo my last few years. I absolutely hate to think about how I messed those last few years up – how I messed up*

considering I was at school for thirteen years. Thirteen years is a long time and two years out of thirteen is no time whatsoever.

I hate the jobs I do now. They're all sort of minimum wage and you've got to work so hard to climb up the ladder from the bottom when I could have gone in half way up to the top already. I might have done a management course or something. It seems too late now. I've got a lot of commitments now and if I went to college I don't think I could financially afford it.

...For myself I have always wanted not to be a stat. I didn't just want to be another number in the government's eyes. I wanted to be my own person but to me all I am is another cog in the machine. I always wanted not to be a cog in the machine. I wanted to be the driver if you know what I mean.

(Wetz, 2006, Supplementary Paper to Report)

Regret combined with a sense of shame in a number of these young people's narratives.

Kirsten *...I'm sad about all this now...*
Harry *...It's so hard to try to get this across to people...*
Jackie *...I don't tell anybody about it because I am more ashamed than anything...*

(Wetz, 2006, Supplementary Paper to Report)

b) Curriculum

There was a strong feeling from students in the *Group A* school that the curriculum on offer did not allow their preferred choices, and in particular that the specialist school focus was restrictive.

St *The school should give you more options to choose from. They should do business studies. You have to do X because it is an X school, but that's not what interests us. ... Yeah , I'd like to do media studies... But we don't get enough choices here...some things we can't go on and do later because we never had the options earlier on. Some of my choices I can't do because there were not enough people, like dance, so I had to do something else.*

In What would make school better?

St girls *I'd like to do psychology but it is not an option.*

St boys *Make the school a sports college...
... 'cos then you could become a professional sporter [sic].
They should let us do more PE instead of French - that is more
what we want.*

(Interview with *Aimhigher* students in *Group A* school)

In the *Group B* school the students were less critical of the formal curriculum, talking about being able to follow pathways that seemed to meet their needs. However, they were astutely critical of aspects of the 'hidden curriculum' e.g. around uniform or control of space and movement around the school.

St *They got us to design the new uniform but no-one really did
anything so they chose the best one of the four they got – so they
can say we chose it!
...But they did it wrong 'cos they chose bits from each design I
think and put them together. I think it's going to be frumpy.
And teachers waste so much time giving us notes for not wearing
our ties it's ridiculous.
That's not as stupid as having to have a note to go to the toilet –
that is really stupid...
The toilets are kept locked during classes so you have to ask your
teacher if you can go and they give you a note to take to your head
of year and they give you a key to unlock the toilet and then you go
back to your head of year to give them back the key before going
back to your class.*

(Interview with *Aimhigher* students in *Group B* school)

c) Literacy issues

Permeating the discussions, but especially with students failing to thrive in school, were references to the significance of literacy and the impact of this on their educational experience. The following extract is a poignant representation of how literacy difficulties impact on student identity and the risk involved in trying to address those difficulties without sympathetic support. It also illustrates the need to defend a sense of self-worth in the face of negative consequences and critical judgements by others i.e. to 'save face' and avoid shame.

Brian *There were some teachers in school I liked. They made you feel
special. They took time out to chat with you.*

Phil So what did other teachers do to make you dislike them?

Brian *I dunno. They made me stand up and read in front of the class. And I can't read. After a while I just stopped going. I just kept getting into trouble...It's not like that at home. I behave at home...In school they like...they do things even though they knows you can't do it. At home my mum won't say 'Get up in the front room and read to your family'...Mum just says to behave and that, and in school they try to tell you what to do. But anyway, It don't bother me much. I don't really need to read.*

Phil So what do you want to do when you leave school?

Brian *Go in the army.*

Phil Right. So how are you going to fill in the form to join?

Brian *I've done it, I had help.*

Phil OK so you join the army. You get to do a job and you have responsibilities and you need to read the paperwork. What are you going to do then?

Brian *Yeah but I can read now. My girlfriend helped me to read. She's been the best person supporting me.*

Phil That's good. So did you do it to impress her?

Sean *No, he just got a big slap on Valentine's Day when he got her a Christmas card! [laughter]*

Steven *Anyway, I don't reckon you need to get as much out of school if you want to go into something like construction. If you want to be a doctor or something then yeah, you need your education, but you don't need much to be a brickie.*

Phil So what happened when you went to college to take a test to get on a full time construction course?

Steven *Didn't get in.*

Phil Why didn't you get in?

Steven *Couldn't tell you.*

Phil You didn't get in 'cos you failed the written test didn't you? You failed the literacy and numeracy test.

Steven *They had one to ten little questions and I had to write why I wanted to be on this course, so they must have thought I didn't want to be on the course from what I wrote. Anyway, that's going to college.*

I'm talking about going straight into work.

Phil But what happened when you went to Carillon for a job? You failed their written application test on literacy and numeracy.

Steven *Yeah, but that was just that I ran out of time.*

(Discussion between year 11 young people educated out of school and their key worker)

Whilst it may be tempting to categorise these young men as 'low ability', or not having the potential to progress to higher education and therefore outside the direct remit of this research, much of our evidence suggests that these experiences are endemic to significant parts of Bristol South. Unless one believes the 'limited gene pool' philosophy reported earlier, then it is precisely these young people that need our greatest attention and support for educational transformation to become a reality.

Talking to a group of *Aimhigher* girls in the *Group A* school, and looking through a university prospectus together, they commented

St *It looks really boring.*
In Would that put you off?
St *There is a lot of writing.*

Interview with *Aimhigher* students in *Group A* school)

d) Relationships with teachers and other adults

The quality of relationships with teachers was a significant factor in how young people felt about themselves and their learning. They were acutely aware of when they felt disrespected or treated as an 'object' rather than a 'subject' of schooling. This perception was particularly pronounced for students in the *Group A* school and was reinforced by observations of interactions during the interviews.

St *I hate this school. I can't wait to leave this school...
It has got worse and worse over the years. Behaviour is really bad
and they treat you badly.
Yeah, that has got worse as well*

[A teacher comes in and shouts at students for not being in their lesson, calling them 'lazy and ill-mannered good-for-nothings!']

This is what the school is like...they say we behave badly and don't show no respect but it works both ways.

*They keep taking us out of lessons because they are trying to do special things to get our grades up, but then they realise it is not working so they put us back in again, but we have missed parts of the work so don't know what to do and the teacher gets annoyed with us because they are being mucked about as well.
It is not our fault. We just do as we are told but we don't get no choice!*

(Interview with *Aimhigher* students in *Group A* school)

With young people we spoke to in the *Group B* school, relationships with staff were spoken off in more positive terms and strategies for promoting performance were seen as more authentic because they were consistently evident.

St *The best teachers are the ones you can relate to.
What's great about this school is that you get to meet new people...
...it is one big family.
Yeah, a lot of people are bonded.
The school is really supportive.
X is great – she knows everything. She tells you your options.
Yeah she really pushes you on...She's always there for you.*

(Interview with *Aimhigher* students in *Group B* school)

The young people in Wetz's study frequently spoke with nostalgia of their relationships with teachers in primary school - a time when the teacher knew them and cared about them – in contrast to their secondary school experience.

Kirsten *...our class was really close and we were really close to our teacher. This really helped and made me want to work for her even more...She treated us like adults even though we were kids...I didn't think 'I want to learn and be educated', It's just that I liked it there and...I wanted to do it for Mrs Ford as well. But all the pupils did, everybody did too. They made you think it was good to learn, and in secondary school they made you feel like it's bad to learn.*

(Wetz, 2006, Supplementary Paper to Report)

Not just the quality of relationships with staff, but also the security and reliability of their presence was noted - re-iterating the concern expressed in both schools, but particularly in the *Group A* school, about staff absence. For young people for whom issues of attachment and emotional and behavioural support are critical, this issue was significant. The identification of a 'learning mentor' or a relationship with a higher

education student through *Aimhigher* tutoring or mentoring was in some cases helpful but only if their presence was sustained over time.

Devlin *I was helped by a student who used to come and help me. Her name was Sarah and she used to come on certain days and help me with certain things but she wasn't there for that long because she got moved to somewhere else.*

I did have a learning mentor. His name was Peter and he'd say that if I wanted to go to him then all I had to do was walk out of the class and go to him. He came for home visits and helped you with things at home - things that happened at school and what happened at home. He also used to sit with me in class sometimes when I couldn't handle the work and he'd help me understand the work. But he was off for quite a while with ill health and he had to stay off so I didn't have anyone after that. I was struggling when he wasn't there...when he had gone for a few months...I had his fight with a teacher and was put out of school for good.

(Wetz, 2006, Supplementary Paper to Report)

For some of the vulnerable young people in Wetz's study such fragmented relationships within school resonated with painful losses of significant relationships with others in their lives.

Harry *My dad died when I was 15, but I had never really known him. When my mum and dad got divorced I was only three months old and then I didn't meet my dad again all through primary and secondary school until I was aged 13. My older sister had gone to the doctors and she rang me immediately and said, 'I've met our dad at the GP's surgery, come and meet him' and I was like 'OK' and put the phone down and carried on just watching the TV. So I watched, the programme not sort of sinking in, and then I hobbled (I had a broken ankle at the time from falling out of a tree) and went off to the doctors and met him.*

It was strange because he was like my dad but he wasn't sort of thing and then we saw him every weekend, and then it faded out and I hadn't seen him since. Then I found out that he had died. He had blocked arteries to the heart from prolonged use of cocaine and smoking weed. But I don't think that it affected me. It made me not care about anything, and I think that was the point where I just gave up caring. And I gave up really worrying about teachers bothering me and stuff. I don't think my school ever knew about my dad.

(Wetz, 2006, Supplementary Paper to Report)

e) Student behaviour and peer cultures

Students in the *Group A* school identified the significance of ‘poor’ student behaviour in school although they also theorised this behaviour as a consequence of reinforcement through social interactions between adults and young people, with lack of positive reinforcement for ‘good’ behaviour.

St *Behaviour is not that good.
That’s a bit of an under exaggeration
Ok, behaviour is awful. But what do you expect. They treat us like
animals and stupid so we behave like animals and stupid.
Kids come to the school good but then they see all the bad
behaviour and copy it...
Their parents don’t care ‘cos they came here and were bad too.
Kids who are naughty – they get rewards and treats and things like
that if they are good – they go out of their way to bribe them.
Those that are good all the time don’t get anything.*

(Interview with *Aimhigher* students in *Group A* school)

However, the distribution of reward for effort was equally not perceived to be fair by some of the self-identified ‘naughty’ students.

Brian *If you was a naughty kid the teacher said to you ‘If you want and
you behave for four weeks like, you might have the odd ups and
downs, but if you behave for four weeks you get to go and build a
go-cart and go on them’. But if you go for four weeks and they
turned round and said ‘No, the place is took’ what would you be
like? I’d be gob-smacked. That’s what happened to me, and that’s
what I mean. What’s the point in being good if you don’t get
nothing back for it? They just give stuff to the proper lairy, little
mouthy, proper little gits.*

(Discussion between year 11 young people educated out of school and their key worker)

At the same time, self-regulation of behaviour for students identified as ‘gifted and talented’ was evident in their accounts as they honed a set of social skills for survival amongst their peers.

James *I don't think it's the being good at something makes you teased.*

In What is it then?

James *I don't know – it's your attitude. Because X, he's good at Maths and things, but I don't think it's the cleverness that causes teasing. I think it is his attitude towards it. People don't like it.*

In How is his attitude different to yours? Do you keep a low profile?

James *Yes, I do...it makes it easier for myself because if I tried to answer all the questions and be the best that would make people think I am a 'know-it-all'.*

(Bones, 2002, interview with 'gifted and talented' student in Bristol South school)

Students involved with Knowle West Media Centre referred to the need to '*be a strong individual to push through [peer pressure]*' in order to be successful and to have a resilient identity that could withstand negative expectations of both parents and peers.

St *Parents and friends say 'No, you can't do that' and constantly push you down with low expectations.*

They say things like 'The harder things take more effort and you won't be able to achieve it. You should take the easier route'

(Interviews with a year 9 and year 11 student at KWMC)

During the course of the interviews in the *Group A* school, there was also evidence of the regulatory power of gendered behaviours within the school. Throughout the interview with year 9 girls there were constant interruptions by a group of boys.

St *I don't like school. I hate school.*

In Why do you hate school?

St *I don't like the teachers. They don't care.
You get picked on by other pupils.
Sometimes if you are different, if you like different things to them, you do get picked on.
Yeah, for working hard and that.
[Boys burst in and shout at one of the girls. Girls clam up].*

In So you are saying, you don't really enjoy your classes?

St *No, not really*

You get lots of disruptions in class. People don't work in class.

In So even though you are in the top set for some things you still get people playing up?

St *Yeah, some people are really disruptive*
[knock at the door and the door opens]
[shouts] *...some people can be really annoying!!*
It's not just the classes they disrupt!
[more knocking and boys pulling faces at the door and shouting]

(Interview with *Aimhigher* students in *Group A* school)

When the same female interviewer tried to elicit the views of year 9 boys in the *Group A* school about going into higher education, again a gender discourse was drawn upon by the boys to position her as a sexual object and to reframe the question.

In What would make you think of going to university?

St *I would if you were teaching me!*

In What if I wasn't and it was an old bloke?

St *Are the chicks hot?*

In Do you mean the students?

St *Yeah, I guess.*

In The female students are mostly hot chicks! [boys all laugh]

St *Then yeah, I might go to uni then...for the chicks*

In What about to get qualifications? [laughter again]

St *Can you get qualifications in THAT?!*

(Interview with *Aimhigher* students in *Group A* school)

By contrast, discourses of social class and hierarchies in cultural style, as much as gender, were drawn upon by students in the *Group B* school to differentiate the behaviours of different groups of young people. Whilst overall they expressed fairly positive views about the school, they located problems with particular youth cultures within the school.

In So overall school is a pretty positive experience?

St *Yes, apart from all the chavs.*

Chavs ruin my life.

I hate to say it but I agree with her. They ruin this school.

In What is a chav?

St *They are people who can't accept people for being different.*

They are looking for conflict all the time...

...they gang up together in groups.

*Like him – he’s a chav.
I’m not a chav. Anyone who is not a goth to you is a chav so I’m not listening!
It’s about how they dress, not just the way they act.
The tarts are the chavs.*

In I’ve heard people talking about ‘jitters’. What’s the difference between a ‘chav’ and a ‘jitter’?

St *A chav wears Burberry and smokes weed and stuff.
And jitters like...I can’t really explain jitter...
Jitters just wear dark clothes and skateboard and...
...long hair and jeans.
Listen to Nirvana and all that.*

St *Then there’s ‘emos’ as well....down in E block.
Emos I hate the most because they’re jitter wannabes.
Emos are like people who have their own style and listen to their own music.*

In What’s emo then? Is that short for ‘emotional’?

St *Basically it’s retarded
No, emotional wreck.
J she left because she was an emo...
She got a lot of stick...she was ...terrorised.
...There’s so many chavs in this school and because chavs are supposed to be the hardest or whatever, that’s why all the jitters [and emos] get terrorised.
I think chavs just want to be hard but I don’t think they are hard at all. They’re just mouthy.*

(Interview with *Aimhigher* students in *Group B* school)

Cultural identities and associated behaviours within school also intersect with ‘tribal’ grouping outside school through which young people ‘police’ particular territories.

St *In our area there’s like big gangs, like BS3. In Hartcliffe it’s BS13.
You got to be respected to go in them...
Yeah, you got to do stuff.
It’s like the Mafia.
You got to smoke and all that to be in it.
Yeah, drink, smoke drugs, act hard...
...you got to wear the same clothes.
BS3 is everywhere. Walk into the boys toilets BS3 BS3.
Yeah, in every cubicle in the boys’ toilets you got BS3 BS3.*

Is it all boys?

Yeah.

And is it mainly chavs in BS3?

It's not mainly chavs but chavs are in BS3.

Well, they're not chavs, they're like...it's weird...

They're not really chavs. They wear designer clothes and stuff...like nice clothes.

And there's always fights. On a Friday night, they like go into town, and then it all kicks off...

They arrange a fight with BS13...they say, 'come down here and we'll fight'.

(Interview with *Aimhigher* students in *Group B* school)

The experience of violence both within school and out on the streets permeates these young people's accounts of their lives. For those young people who were failing to thrive in school, violence has a particular importance in their narratives.

Paul *Yeah, I was around X School and this car pulled up and a couple of kids that didn't like me got out and hit me round the head with a baseball bat and then started beating me up on the floor with cricket bats, and then a week later....they came at me with a meat cleaver...I didn't know who they were, they just hit me and I ran and ran and I was just thinking I didn't know where I was and I just ran that was all. They gives me a couple of uppercuts. It was the hardest punches I ever had...*

(Discussion between year 11 young people educated out of school and their key worker)

Jackie *...sometimes I didn't go to school because I was just too scared. And it was even your friends who turned on you...they just became horrible... Perhaps they thought it would be fun to pick on people. There were some people in the group who were stronger than others and they'd be more popular. They'd be called 'harder'. I wasn't popular...I just tagged along with the hard people to try and get myself friends. And it was girls and not boys. The girls would go around beating up other girls...The teachers would say ' Oh if you're getting picked on come and tell us and we'll sort it out' but they didn't, they don't...Sometimes [the teachers] were so distressed by the kids that they got upset and cried. I think that a lot of teachers were scared and when I saw some of the women teachers crying I thought they should not be teachers.*

(Wetz, 2006, Supplementary Paper to Report)

Finally, young people identified the negative affects on them of adult lack of trust in them as teenagers and the assumption that they would be troublesome.

St *...teenagers these days...they don't really get praised for anything, they just get told off but they never get shown that they are doing the right stuff...
I walk into a shop and they got cameras and it's always straight on to my hands to see if I'm nicking stuff and all I'm doing is buying something...
Yeah, if I walk into a shop with a hoodie on...not on my head or nothing...the security guard he'll stand at the end of my aisle just because I'm a teenager.*

(Interview with *Aimhigher* students in *Group B* school)

f) Future aspirations including attitudes to higher education

All but one going of the young people from the *Aimhigher* cohort interviewed in the *Group A* school planned to stay in full-time education at sixteen, going into college based rather than school-based provision. One was hoping to do an advanced modern apprenticeship with Rolls Royce, allowing him to work and earn money but also to get higher-level qualifications. He saw this as '*the best of both worlds*' despite the fact that his father left school with no qualifications, worked his way up as a builder and now owns his own company but wants his son to stay in full-time education in order to get a degree and '*to do better than him*'. This student was a rare example of someone who knew that there were alternative work-based routes to higher-level qualifications. For the most part in our interviews these options were not referred to or known about.

In the *Group A* school young people saw further education as linked to improved employment prospects, but they also articulated alternative visions. For girls, this appeared rooted in a realistic appraisal of other possible choices, including motherhood and benefit dependency – if not for themselves, then for their peers.

St *I can't see leaving school just with GCSEs and getting a good job.
...It's alright for people who are not in the top sets. They're not so clever so it's OK for them to work in Macdonald's.
Not everyone in the top sets goes to college.
That's because they don't think they can.
...or 'cos they don't want to better themselves.
I do want it – I've always wanted it – I know I can do more. I'm going to do A levels.
I'd like to do something with beauty or hairdressing. I do it on my*

*dollies or my sisters.
 Well what about Katy? She says that she's not going to college and she's not going to work...
 ...so what's she going to do then?
 She will probably sponge...
 Yeah, she'll be happy just sponging....and having a baby.
 She'll probably get a flat and free driving lessons and money to buy a car way before we do.
 Yeah, but she'll be stuck with a baby.
 I'll have children. I'll be settled down by the time I am 21 – I don't want to be an old mum.*

(Interview with *Aimhigher* students in *Group A* school)

For the boys a recurrent theme was the possibility of being a professional sportsman, although in some cases this appeared more of a fantasy than reality.

St *...I have lot of choices when I leave school...*
 In What do you mean by that?
 St *I could be a professional cricketer, a professional golfer or a professional snooker player. I don't know yet what I am going to do. You need to practice the one you are going to be – and I don't like practice.*

(Interview with *Aimhigher* students in *Group A* school)

Where they knew somebody who had been to university this informed their sense of higher education as a possibility. A recurrent theme however was their anxiety about having to leave their local community.

St If you could be anything in the world, what would you want to be?
 A statistician
 In Statistician? Seriously?
 St *Yes*
 In That's brilliant. So, you're really good at Maths?
 St *Yeah she is. She's really good at everything.*
 In So what does a statistician do?
 St *I know they do maths stuff. I really like maths and I don't want to be a chemist.*
 In You said before that you wanted to stay in Knowle in the future. Do you think you could be a statistician and stay in Knowle?
 St *No*
 In I guess you could go to university...or get a job like in a bank or as an accountant, but still live in Knowle. Or you could leave Knowle.
 St *No!*
 In Why don't you want to leave Knowle?
 St *All my friends are there.*
 In Don't you think you'll be able to make new ones?

St *No*
In *Why not?*
St *They'll be different from me.*
If you go away to university you leave all your friends...and your family...and then you have to make all new friends and then you have to leave them when you come back home again – it's too much hassle.

(Interview with *Aimhigher* students in *Group A* school)

Experience of visiting various universities, whilst positive for some, did not necessarily overcome this ambivalence.

St *I really liked Oxford. It was nice.*
I didn't. It was really quiet.

(Interview with *Aimhigher* students in *Group A* school)

By contrast, the young people we spoke to in the *Group B* school were better informed with a more secure and realistic sense of different options open to them.

St *I don't think many people our age have got a plan. They don't know what they want to do.*
Yeah but I know I want to be an engineer so I have chosen graphics, DT and art.
I want to be a lawyer so I going to do business studies and history.
There was a book we got given in school that made it clear if you wanted to certain things then what subjects you had to choose now, but I don't know what I want to do so I just chose the subjects I like. I'll plan a job when the time comes.

In *What about you?*

St *I don't know if I am going to go to university 'cos I've got other options. Like I've got my football and rugby and sport, and on the other hand I have got my drama and I've got my band as well.*
Lucky you! [sarcastically]

(Interview with *Aimhigher* students in *Group B* school)

One year 11 student had very clear and ambitious plans about what he wanted to do.

In *Do you know what you want to do?*

St *Yeah, I want to be a doctor. I want to study medicine and I want to go to Imperial College. In the sixth form I am going to study maths, economics, biology and chemistry and one other subject maybe.*

(Interview with *Aimhigher* students in *Group B* school)

As with students from the *Group A* school, several of them had already visited a number of universities. Just prior to the interview some had been to UWE as part of an ASDAN/*Aimhigher* linked activity. In discussing the impact of this visit, it was interesting to note their capacity to evaluate their own potential and collectively to explore and ameliorate anxieties and risks associated with aspiring to this goal.

St *I looked at the work, like the art work on the walls, and I thought it was real pictures – they're amazing!
Everybody looks really polite and when you walk past some of the rooms and stuff...its high tech...
...and massive.
There's no chewing gum stuck under the desks or nothing.
No, It's all perfectly tidy and...
Not like our school...
They're adults though, it's different isn't it?
People in our school could be like that but we just chose not to be.*

In Do you imagine yourself going to university?

St *Yeah...
That would be good.
Yeah, I would want to go there but I would have to like...
Work hard
Yeah, because seeing the standard there...seems like you have to have quite good grades and that.
My brother got in so I think I can because I don't think he's like that smart.
...I know it sounds funny but it was a bit intimidating looking at the work. It was nice to go there but it seems like you're going to have to constantly keep up like and work hard.
Yeah but they might be, the people that we seen their work, they might be the best students there and not everybody will be able to do what they have done.
...With everything they've got there, they're going to bring your full potential out.*

(Interview with *Aimhigher* students in *Group B* school)

A further interesting contrast with the young people in the *Group A* school, was that *Group B* students were much more prepared to move away from home and their local community and saw this as part of the experience of higher education.

In So would you want to stay in Bristol or stay at home to go to university?

St *No way!
The whole point of going to university is to move on a stage.
Staying at home would be like staying at school.
You're not properly independent.
You're relying on your family still.*

(Interview with *Aimhigher* students in *Group B* school)

One thing in common between young people in both schools were concerns about the costs of going into higher education, notwithstanding their awareness of the potential financial benefits or schemes in place that might aide them.

St *I don't really want to go away because it costs too much money.
I don't want to get into debt.
Money is a factor but that won't stop me going, because there are things in place that help with that side of things.
At the end of it you should end up getting a better job.
Yeah but you might not and then you just have lot of debt.*

(Interview with *Aimhigher* students in *Group A* school)

St *I'd like to go but I think it might be bit expensive.
I might work first.
That's it, isn't it...it should be a choice but it shouldn't put you into so much debt.
You don't have to pay it back until you have got a good job but it is still debt, and there are still living costs. My mum's friend was telling me about the rent and everything*

(Interview with *Aimhigher* students in *Group B* school)

6.2.2 Voices of Students in Post-16 Education

Students in the *school-based post-16 provision* felt that the centre was a supportive and friendly environment. However, it wasn't always the case that students had known clearly what to choose to study post-16 or where it would lead.

In How did you decide to come here to study?

St *I didn't know what I wanted to do and I didn't want to get a job so they told me I could come back and do a BTEC.
I just chose the subjects I liked, I didn't really think about it.
I just came here to build my confidence and they have been really good to me.*

(Interview with *Aimhigher* students in school-based post-16 provision)

For some, it was a clear step on the pathway to higher education, but for others it was more provisional. Concerns about the costs of higher education again emerged.

In Does anybody else know what they want to do after sixth form?

St *Well, I work as a care assistant now and I want to carry on with this kind of thing. I might go to university and do psychology. I've already got a GNVQ level 2 in Health and Social Care... I'm thinking about university but the travelling puts me off... I like Bristol and if I didn't live here Bristol Uni would be my first choice but I want to go somewhere different otherwise I wouldn't have the university experience. The big thing about going to university though is the costs. Yeah, that's made me think about it more and I am more likely to stay in Bristol because I can't afford accommodation elsewhere.*

(Interview with *Aimhigher* students in school-based post-16 provision)

A secondary feature that emerged was the degree of challenge that some of the students were experiencing as a consequence of different approaches to teaching and learning in post-16 and being pushed beyond their comfort zone.

St *I find the teaching styles here quite difficult. But [it] has to be a bit challenging. Teachers need to put you under a bit of stress...to push you beyond what you are used to ...*

(Interview with *Aimhigher* students in school-based post-16 provision)

For students interviewed in the *college-based post-16 provision* it was equally the case that many of them had chosen to go there without a clear sense of purpose or direction.

In What brought you here?

St *I don't know (giggles) I couldn't get a job during the holidays. All my friends were coming – but in the end they left anyway. Everyone I knew was staying on at school, and I wanted to get away from them. I thought about going to X but I couldn't even fill in the form and I thought, 'if it's that difficult filling in the form.... ...it was kind of by accident really, because I was going to do rugby but I missed the try out so I couldn't do it for a year, and then I had a place here, so I thought I might as well....*

(Interview with *Aimhigher* students in college-based post-16 provision)

Clarity and firmness of planning for the future did not correlate strongly with whether students thought they would go to university. Some saw this as a clear pathway; others had alternatives in mind e.g. undertaking an Advanced Modern Apprenticeship or going into employment. Others, especially if not driven by clear subject or vocational choice, were less certain.

The majority of the students interviewed who were taking 'A' level planned to go to university. Those on more vocational routes and following other level 3 qualification routes e.g. BTECs, articulated more varied possible futures – although notably for some there seemed to be a lack of knowledge about various types of higher education that might be possible or alternative options. The students generally claimed that university, and mainly UWE, was the only post-19 option that had been presented to them. None of the students we spoke to knew that it was possible to take higher education courses in the college. Most misunderstood what Foundation Degrees were and none seemed to know about National Vocational Qualifications.

Only about 7 of the 22 students interviewed expressed firm plans to go to university although none of them at this point had clear career plans. These students almost all had parents who strongly encouraged them to aspire to higher education even though they themselves had not been there. Most of them had friends or other relatives e.g. cousins, who were already in higher education and who were establishing a new set of expectations as well as demystifying the experience.

- St *Both my cousins are at Uni, but my parents didn't go. So now, it's like the cousins are there so I've got to go! [laughs].*
- In So, there's a bit of competition?
- St *Well no, not really, because of all my life everyone in the family's been saying to me 'You've got to go to university! You won't get a good job if you don't'.*
- In So your parents encourage you, even though they didn't go themselves?
- St *Yes, they always have.*
I've got tons of friends at Uni now [others all nod]
- In So they tell you what it is like?
- St *Yeah, some say it's easier than A levels.*

(Interview with *Aimhigher* students in college-based post-16 provision)

For those not planning to go on to higher education, many did not know anyone who had gone to university and they expressed a range of ambivalent feelings about the idea. In particular, they expressed anxieties about the impact on their family relationships, and about their own capacities to sustain a further period as ‘student’, especially if they had spent more than two years in further education. This in part reflected expectations about the type of pedagogy they might encounter.

St *...I might miss my mum.
I did think about it...it's a long time...by the time you finish you're dying [laughs].
Some people change their mind - then you've wasted your time.
I'll be about 21 when I leave [FE]. I don't know if I want to spend any more time studying.
It's too much work, innit?
You don't get as much help at university do you – you just sit at the back and listen. I can't take it if someone is chatting.*

(Interview with *Aimhigher* students in college-based post-16 provision)

It also in some cases reflected the alternative attraction of earning a wage as opposed to accumulating debt – and the view that higher education itself did not necessarily guarantee a better job.

St *...being an electrician is a good job – you can earn a good living.
Plus you get your weekends off!
I do want to go to university, but it's the cost...
I'm beginning to panic about being in debt.
But what do you get out of going to university that you don't get at college? At college you can get a good qualification and get a really good job. If you go to university you might get a better qualification, but just get a good job.*

(Interview with *Aimhigher* students in college-based post-16 provision)

None of the students seemed to be aware that they could go into university as mature student, and had formed the view that it was ‘now or never’.

St *The impression I get from my tutors is that you've got to do it now, or you'll just end up in a dead end job.
...How would you go about going to university later in life?*

(Interview with *Aimhigher* students in college-based post-16 provision)

For some, they expressed acute awareness of the contingent nature of any decisions about the future and the essentially unpredictable nature of life.

St *...but you can't really plan anything. It might just happen – you might be having a little quickie, it might not be anyone you really know, and then you've got a child [laughs].*

(Interview with *Aimhigher* students in college-based post-16 provision)

6.2.3 Voices of Students in Higher Education

A further set of important insights were provided by talking with Bristol South students currently studying at UWE Bristol. Their experiences resonate with the voices of young people in Bristol South schools. Of the seven students interviewed: three had been educated in a *Group A* school followed by post-16 in college-based provision; four had been educated in a *Group B* school followed by post-16 in college-based provision for two of them, and post-16 in school-based provision for the other two. Of those educated post-16 in college-based provision, three went to an FE college and two went to a 6th form college. Five of the students had at least one parent or sibling with a higher education qualification (Table 6.2).

Table 6.2: Profile of Interviewed HE Students from Bristol South

Student	11-16 Education	Post-16 Education	Prior HE
Annie	<i>Group A</i>	FE college	Mother
Kitty	<i>Group A</i>	FE college	Sister
Brendan	<i>Group B</i>	6 th form college	Mother
Fred	<i>Group B</i>	FE college	None
Ben	<i>Group B</i>	School-based post-16	Father
Alison	<i>Group A</i>	6 th form college	None
Rosa	<i>Group B</i>	School-based post-16	Mother

a) Quality of their secondary school experience

The majority of students, who had been in top sets in school, expressed critical views of their experience of secondary education. This was especially a feature of students who attended *Group A* schools, though not exclusively so.

Annie *I think it was a lot like Bristol zoo on the whole. It had children hanging out the windows, locking the teachers in the cupboard all lesson. Nobody would listen. Nobody was interested in school at all. You had about five students probably remotely interested.*

- Kitty *I was never pushed academically.*
- Alison *I didn't like school at all... kids screaming about the place...people vandalising stuff. It was never really a nice environment for me.*
- Ben *I was in the English group year 10 and 11 that was the worst one in the whole school. But I wasn't one of the bad ones. They drove the teacher insane. We never had her for most of it, she was out... We just had supply most of the time and temporary teachers put in.*

(Interviews with HE students)

For some, there was recognition of their own part in this and a sense of regret and shame that they hadn't been able to resist the lure of misbehaving or not been able to seek help when they found things difficult.

- Brendan *I was in the middle sets and found it difficult. I was easily sucked in, easily led as well. I would quite happily be naughty as well, so trying to learn - I was in classes with kids who didn't want to learn - so trying to learn when they didn't want to ...*

With French I was just a little shit really, because I really struggled with French and I got angry inside. That used to come out in me being naughty 'cos I couldn't do the work. I used to say 'I can't be bothered with this' like Jack-the-Lad, but now I am thinking 'what a little shit you were'.

(Interview with HE student)

b) Relationships with teachers and other adults

Many of the students spoke about the significance of teacher expectations and described how a fixed 'learning identity' was ascribed to them by KS4 based on their prior performance.

- Annie *Some teachers were very like nice but other teachers were 'You'll end up like the rest. You'll have a baby by the time you leave school' kind of attitude.*
- Brendan *I was in...middle sets so not with people who [teachers] thought would go on to HE. They tried to get me to do sport and leisure GNVQ rather than A level. They didn't try to push me to get my grades up, they were quite happy to see me get the four Cs. ... I never heard about university at school. No one even spoke about it*
- Fred *I had always wanted to be an architect but in years 7 and 8 I was*

in the special needs department and in year 9 I guess they still thought I wasn't going to get any GCSEs never mind go to university. So on this professional week they have, they send you out to careers and stuff and I said I wanted to be an architect and their response was they sent me on a tour of a factory that made machines that made boxes and that was their inspiration for me.

(Interviews with HE students)

Views of teachers and their expectations in post-16 were generally more positive.

- Fred *The teachers were fantastic at 6th form, very encouraging and I really enjoyed my time there...*
- Rosa *I liked the teacher and had a good relationship with them so I thought it's just a natural thing to carry on.*

(Interviews with HE students)

At the same time, a number of these students drew inspiration from other significant adults, especially their mothers, who had succeeded 'against the odds'.

- Annie *[My mum] had her first baby at 15, left X school, had the same teachers as me and had a baby then. He died a cot death so she immediately wanted to have my sister. And then that relationship fell apart with her dad, then she met my sister's dad married him had my sister, that fell apart and she met my dad so it just basically a very typical x parent...she was well into drugs and things when she was younger she was a bit of a speed freak and liked cocaine and stuff, and once she looked back on it and thought well that was all fake, false, and being a teenage mum wasn't great, it was lonely, it was boring, I was skint, and I think she put that in my head and then I watched my sisters do the same thing as her. They are both of them teenage parents, one of them is a heroin addict, the other one is actually very happy in her situation 'cos she's not very bright actually and she's sort of along with all of her friends. We are all very different, all grew up the same way but so different.*

But [my mum] she got out by doing a degree. I think a lot of my inspiration came from her 'cos she always said if you don't like it is fine, just do those few years and if you don't want to use your degree its fine but at least you've got it.

(Interview with HE student)

c) Peer cultures, bullying and 'outcasting'

Three of the students told powerful stories of being bullied by peers in school. For two young women in *Group A* schools, they associated this with attempts by other

students in the school to regulate their behaviour in line with peer norms and to undermine their desire to work and succeed educationally.

Alison *Oh it was mental bullying. Not calling names. What they used to do which was really horrible they used to dig into my bag take my stuff out and start chucking it about and they used to shout in my 'earole. This was girls...All sorts of abuse, oh I'm glad I'm not there anymore. They used to pull my hair band out as I was walking downstairs. And some people they used to chuck food at me and bottles of water...We were kind of the outsiders, people who liked different things than the rest of the crowd so yes that's what always seemed to happen...*

Annie *If you are different in X, if you want more than their idea of smoking on the corner and drinking cider at night, then you are out in the out group...It's the mental stuff that's really horrible. You are always being secluded, always 'outcasted' from everybody else.*

(Interviews with HE students)

For Annie, this transferred into further education and continues even today.

Annie *When I got into college I bumped into a few of them who were doing like hairdressing and things, and they would still make comments even then, so they didn't grow out of it. Even now actually I work in the off licence in X and people come in and say 'Oh my god you go to uni, that's sad that is' and they are my age mind and they make comments like that to me. Yes and they all have children or work at Bailey's Caravans. If they are the boys, that seems to be the thing to do; the girls all work in the local shops.*

(Interview with HE student)

For one student with Attention Deficit Hyperactivity Disorder (ADHD) the bullying appeared related to his appearance.

In What sort of bullying did you experience?

Ben *Name calling really and just because I always looked very scruffy...I didn't look very nice.*

(Interview with HE student)

d) Resilient learning identities

Given the prior experiences spoken about here, it is not surprising to find that many of these students have developed resilient learning identities, and that such identities have propelled them towards higher education against the tide of alternative expectations and pressures to conform.

Annie *If anybody told me I can't, I just have to prove them wrong. To be honest I was constantly being told... 'You'll never really make it' all the time and that made me want to do it so much more. Bullying helped me a lot; being bullied and outcasted just reminded me how much I didn't want to be like them. It made me think 'Sod you!' And it made me think I want to get as far away from you as I possibly can, so I did.*

Brendan *I wanted to show them that I could actually do it and that I didn't have to do the GNVQ I could actually do A level, 'f*** you' sort of thing – so look where I am now. Ha ha!*

Fred *Part of the reason I got here was that I was kind of angry a lot at people for not giving me support...When I started college I was still trying to prove that I was going to make it.*

(Interviews with HE students)

For some, there was evidence that their learning identity remain quite fragile. For one student, a period of ill-health really knocked her confidence in staying in education.

Kitty *My second year at college I developed an illness...it really affected me ...I lost a lot of confidence in my work...I was [still] struggling at the beginning of this year.*

(Interview with HE student)

For others, particularly amongst the young men, there was some sense of surprise that they were actually successful – and they tended to ascribe this to 'luck' rather than 'effort'.

Brendan *Well I feel I've been quite lucky really 'cos I am quite lazy student. I leave my work until the day before its due in and for revision I'll do a days worth of revision for each exam but I've been so lucky with passing exams. I don't know why I pass them it just happens.*

Ben *...my god how have I got this far?*

(Interviews with HE students)

e) Future aspirations including attitudes to higher education

For some of the students their aspiration to go into higher education had been there for a long time.

Annie *Since a little girl really, always wanted to go.*
Kitty *'cos I have always had this idea of being a teacher, so it was something that I was discussing when I was at school.*

(Interviews with HE students)

For others, even at the point of going into post-16, they were not clear about where they were going or where this might lead. For some, staying in education at 16 was tied up with other interests e.g. playing sport or an opportunity to improve their confidence or standards. It tended to be the young men who expressed this more uncertain sense of a learning trajectory.

In *At that point did you know you would go to university?*
Ben *No I never thought I would go to university. I didn't even think I would be able to sit an A level. Going to college helped me to improve...*
Fred *I kind of went to college to kill time 'cos I didn't know what I wanted to do.*
Brendan *Yes I went to college to play rugby. Basically, they had the best rugby team apart from Colston Collegiate in Bristol, probably in the South West as well. So I went there just to get rugby experience really. At 16 I didn't feel I was ready for work as such.*

(Interviews with HE students)

Many students had experience of *Aimhigher* initiatives such as mentoring, summer school, visits to university and contact with student ambassadors. Others had been on masterclasses or benefited from a compact scheme. Some had experience of related initiatives e.g. Alison had attended an IBM day which was trying to encourage more girls to raise their aspirations and seek a career in business. Their experience of these initiatives were generally positive – *'It was probably that week at summer school that did really make me think I can go to university'* - although some were conscious of social class differences and noted their feeling of being like a 'fish out of water'.

Annie *I went alone to the summer school. Nobody came with me. I knew nobody and when I came into it there was all these children that were kind of born onto that kind of life and I was completely again on my own, and I was like 'oh, I don't like this!'*

(Interview with HE student)

Students commented that they felt that schools tended to focus on the next step i.e. post-16 choices, rather than looking ahead to higher education.

Kitty *It wasn't ever a big issue at school. Yes, 'go to college' you know but never really 'you can go to university if you do this and this'. It was never a big issue. College 'yes' and education 'yes' but not university.*

(Interview with HE student)

All thought that more information should be provided earlier on in school and that this should include more information about the educational requirements of various careers.

Finally, most of them made reference to the financial costs of going on to higher education with almost all of them only considering local universities because '*There was no way I could afford to move*'. Only one made reference to her choice being based on the university as the right place to do the course she wanted. One student thought on visiting the university that there was a tendency to over-emphasise the financial aspects and not to provide sufficient information about the quality and suitability of the courses.

f) Current experiences of higher education

An astute awareness of differences in social class and privilege between themselves and many other students in higher education permeates their accounts, as does a feeling of resentment about how they are 'judged' or labelled because of their Bristol South origins.

Annie *I don't think I like a lot of the students and their way of life...They've got very different ideas and values and stuff to me, and they do look down on my area which really bugs me and lots of people make lots of comments about South Bristol and the area*

and it really pisses me off. They don't know anything about it they've never been there. And I cannot stand it and I feel they look down on people all the time...

Brendan *They moan about people from Bristol and take the mickey out of people from Bristol.*

Fred *...the thing that annoys me most, its...like two kids will walk by and [the students] say 'Look at those chavs' and I'm thinking 'They're just kind of walking down the road... they are not going to go to university because they've not had the same opportunity as you'. I get a bit bitter about that 'cos the people just don't understand kind of what you've had to go through to get here.... And even if you get in you're still disadvantaged in a way you still don't have the same skills as a lot of people who have been to better schools and that.*

(Interviews with HE students)

At the same time, there was an ongoing sense of dislocation from previous friends and peers, and a sense of being suspended between two worlds.

Brendan *Yes they think I'm kind of like either a snob or brainy they can't see me as being me now I've gone on...you grow apart from your friends. Now my mate is a Bristol city fan and he wants to go out and be a hooligan and have fights and I'm like, 'I want to stay home and watch TV on a Friday night instead of going out and having a fight' and I'm thinking 'Christ what are you like? We used to be best of friends' and I'm thinking 'Was I ever...a plonker like that...?'*

You've got your university friends, and some of them are a bit posher than me. Obviously I come from Bristol and a working class area...but they come from London and their parents are professionals and they live in the city and that, and you've got my mates whose parents are both on the dole and I'm in between that, so I'm not with them and I'm not with them.

(Interview with HE student)

They predict having to mediate these tensions for the rest of their lives, especially if they stay in their local area.

Brendan *I'm thinking of going into the police force as well and all my friends obviously they're all like criminals...they're all like petty thieves. They say 'You're going to be a pig are you?' so that's why I've been thinking of moving to Gwent or somewhere. I don't want to be bringing my mates in all the time.*

Fred *My friends from Bristol who haven't gone to university. One of them I see on the bus and he tells me how he is moving on and he might be earning seven thousand pounds a year soon and it's kind of hard to talk to him as well. It's like you don't want to go on about the fact that you are at university and you might be earning a lot more one day.*

(Interviews with HE students)

For some, these tensions mean a continuing question about whether higher education is right for them. For all it provides one further *lamination* of their identities (Holland and Leander, 2004)⁴⁹

⁴⁹ Lamination of identity here refers to the 'hybrid social/psychological entities created by positionings' (Holland and Leander, 2006, p131)

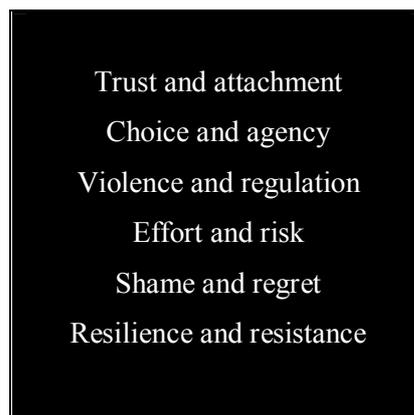
6.2.4 Discussion of Significant Themes in Perspectives from Young People

The synergy of themes emerging across the groups of young people that we interviewed, correlated with the findings of the ‘You and Your Future’ survey, suggests they have a high degree of validity. These themes also triangulate with evidence from a variety of previous local studies (Appendix P).

By listening closely to young people’s voices we can begin to understand more fully *from within the cultural milieu* the relational and interactive issues that impact on the formation of their learner identities and learning trajectories. This then provides a well-grounded basis for judging the soundness of explanations provided by educational professionals and other adults (Chapter 6 Section 4) and for evaluating existing and proposed interventions (Chapter 7).

As ever, there is a danger that the research process and mode of reporting oversimplifies these young people’s lives (Ball et al, 2000). However, we hope that by providing such detailed evidence of the stories they have shared with us, we have allowed the rich complexity of their various lives to shine through.

Table 6.3: Significant Themes in Perspectives from Young People



Trust and attachment
Choice and agency
Violence and regulation
Effort and risk
Shame and regret
Resilience and resistance

a) Trust and attachment

For effective learning to happen, people need to feel a sense of emotional trust and security; learning is both a *social* and an *affective* experience. For many young people in Bristol South, their cultural identity privileges the importance of social bonds and

networks; attachment to family and friends is at the heart of their sense of 'well being'. Learning experiences perceived to threaten such attachments, including potential progression to higher education, cause anxiety and invoke defence mechanisms.

Some young people in the constituency, in particular amongst 'disaffected' young people who fail to thrive in school, demonstrate attachment anxieties arising from the quality of relationships with significant others since childhood (Wetz, 2006). Aspects of poverty, drug use and family breakdown are implicated in these young people's narratives. Such issues of 'affection' impact on their learner identities and their resilience to cope with their schooling experience, especially in secondary school.

Where school cultures communicate a lack of trust in young people and in their parents this further undermines young people's capacity to form an attachment to the learning experience (Gulati et al, 2002; The Grubb Institute, 2002). By contrast, learning environments that establish high levels of affective rapport and that model mutual respect in social interactions provide a more successful context for learning (OfSTED 2006d; Plumb, 2000). Teachers who have a capacity themselves to engage with the psychosocial aspects of learning, and who develop 'high trust' relationships, are recognisably more effective in supporting young people to succeed (Raphael Reed, 2002).

b) Choice and agency

Engagement in learning depends upon a degree of 'self-authoring' i.e. that you can bring yourself into relationship with the learning experience and articulate a degree of control over that experience. Educational engagement thus demands attention to aspects of personalisation and ownership in learning. Young people we spoke to insist that they want to have a higher degree of choice and control over their own learning than schools in Bristol South are currently providing. This revolves around aspects of the 'formal', 'informal' and 'hidden' curriculum as well as approaches to teaching, learning and assessment. It applies both to students identified as 'able' and those who appear 'disaffected' (Whitehead et al, 2002; Young People's Forum, 2004).

‘Successful’ self-authoring in secondary school in turn depends upon the ability to manipulate a variety of *mediational* tools for learning – and in particular the tools of literacy. Alternative means of self-authoring, especially where confidence with schooled literacy is low, include a range of other cultural and symbolic practices e.g. joking, ‘bunking’, bullying, fighting, f***ing: less productive perhaps in terms of building educational and cultural capital, but more constructive in terms of sustaining social and personal capital. Young people, especially those who are finding school ‘boring’, seek out these alternative means of exerting their agency. This dynamic undoubtedly precipitates a vicious cycle; as young people become increasingly disengaged from school, their behaviour becomes harder to contain and teachers tend to increase levels of adult control to counteract this effect. One corollary is that young people fail to internalise and consolidate the *learning dispositions* that are essential for autonomous and self-directed formal learning in further and higher education.

This also suggests an alternative way of understanding the choices that some young people make or pathways that they follow. The move towards early employment or teenage parenthood exemplifies more than simply an instrumental ‘means to an end’. These actions afford a sense of choice, control and agency, as well as potentially addressing issues of attachment identified earlier. By contrast, where young people remain in full-time education, it frequently masks an absence of purpose or direction.

It may also be relevant to note that virtually none of the 98 young people we spoke to articulate a desire for more vocational, practical or skills-based learning in the narrow sense of those terms. Rather, they are asking for more creative, kinaesthetic and expansive learning opportunities; in the arts, dance, drama, media studies, sports studies, psychology and business education. They also make frequent reference to the significance of their ‘out-of-school’ learning – whether through sport and leisure activities, or through family responsibilities and community actions.

Previous studies, evaluating the impact of innovative curricular, pedagogic and assessment practices in the constituency, reinforce the argument that what is needed are approaches that value learning as *participation* rather than *acquisition* (James and Hamilton, 2004; James and Simmons, 2005) and strategies that promote *creativity* as well as *critical skills* (Pardoe D, 2005; Raphael Reed and Fitzgerald, 2005). There is

also an implication that formal education in the constituency needs to give greater recognition to the importance of *informal learning* experiences and draw more effectively on *community funds of knowledge* (Riddell, 2006).

c) Violence and regulation

Experiences of violence permeate the lives of many of the young people that we interviewed. This is reported either as a feature of their direct experience - as part of their friendship group, family history or local community - or as a motif in stories told about dominant peer cultures and their influence.

At the same time, there are powerful accounts of the experience of violence in school – both emotional and physical violence – used to regulate their behaviours and to police their identities. Such forms of violence operate within peer groups through bullying and ‘outcasting’, frequently interwoven with gender and social class dynamics. In particular, these behaviours are used to undermine ‘academic effort’ and aspiration, to normalise attempts to be ‘different’ and to exert a form of ‘collective agency’ in pursuit of socially valorised goals (Bandura, 2000).

Equally significant are references to ‘violent’ behaviours between teachers and young people. These include references to teachers ‘swearing’, ‘shouting’, ‘bullying’ and ‘crying’ and references to young people ‘locking teachers in cupboards’, ‘pushing them’ and ‘driving them insane’. Some of the young people that were interviewed have particular emotional and behavioural difficulties and so the narratives here must be read in that context i.e. they may experience such teacher behaviours more frequently as a reaction to the challenges they present. Indeed young people tend to interpret such adult behaviours as an indicator of teacher stress brought about by the challenging behaviour of students. The emotional costs for teachers working in urban schools serving areas of social deprivation are recognisably high (Riddell, 2003).

However, the view is also expressed from students in the *Group A* school that some teachers are becoming increasingly pressurised, disrespectful and intolerant of young people as a consequence of intensive *performativity* measures being applied. This chimes with other studies that record an increase in symbolic violence and ‘poisonous

pedagogies' where authoritarian versions of 'zero tolerance' of failure prevail (Raphael Reed, 1998). For many students, the climate of violence is one more factor that feeds their disengagement from school.

d) Effort and risk

A recurrent theme amongst a number of young people is that investment of effort does not necessarily bring reward; indeed their experience suggests that bad behaviour gets rewarded rather than consistency and application. This perspective interconnects with a tendency to eschew deferred gratification *either* because a lucky break is predicted to bring more immediate reward than personal effort *or* because personal effort is too risky given previous experience of recurrent failure.

Such mindsets, identified in a previous study of young people in Bristol (SHM, 2004a), imply the need for different types of strategies. In the first case, young people exhibiting what SHM call a 'realism-deficiency' require strategies to 'change the narrative' by reframing the consequences of effort and luck i.e. changing their attitude to the benefits of education, or the dangers of disengagement from education. In the second case, young people exhibiting a 'permission-deficiency' require strategies for 'applying the narrative of success to their own lives' by building self confidence and a sense of self-worth i.e. changing their attitude to themselves. Avoiding the risk of effort by disruptive behaviour or undermining those who attempt to apply themselves may thus in part be understood as a form of self-defence (SHM, 2004c).

Such attitudes to effort and risk may also be an expression of the wider cultural milieu in Bristol South with similarities to certain other white working class communities. SHM (2004b) in their comparative study of a group of young people in Bristol South compared with a group of young people in Birmingham found that the Bristol young people attached a lower value to school than the Birmingham young people. The Bristol participants saw their world as 'highly structured: they only had to find their place in it, and achieving beyond the minimum requirement for that place is of no benefit to them'. Their world-view was characterised by 'unchangingness and complacency'. Birmingham young people saw their world as 'fluid and uncertain, with educational achievement an important tool for making the most of opportunities

and threats throughout life’. Their world-view was characterised by ‘change and agency’.

Causes of these differences in the SHM research were seen to relate to culturally specific factors – some of which we have also found in our research, as discussed earlier. Young people in Bristol South live predominantly in a monocultural, parochial setting – with strong geographical boundaries around ‘tribal’ cultures, a history of paternalistic labour relations and quite high levels of satisfaction with social networks and opportunities, even on low incomes. Family networks provide acceptable models and contacts for future lifestyles and entry-level employment and many young people are not aspirational to ‘do better’ than this. Activities that motivate them to engage are predicated on ‘pleasure’ and positive social interactions with the teacher or peers. Raising achievement initiatives do not connect easily with their existing world-views.

Birmingham young people in the SHM study by contrast live in multicultural communities where families have experienced migration and multiple change and they perceive the world as containing barriers to be overcome by hard work and effort. They are also less satisfied with the status quo, and have aspirations to find a life that is different and distinct from their parents. This more performance-orientated model recognises an important role for teachers and schools and raising achievement initiatives easily connect with their existing world-views.

In contradiction to the SHM study however, we also have evidence of young people in Bristol South yearning for change and self-advancement, but feeling the weight on their shoulders of a normalising culture sustained, in part, by the dynamic between teachers and students. We also recognise that almost all young people we spoke to – engaged or disengaged from education – identify or exhibit a desire to exert more choice and agency over their lives. The characterisation of these young people as ‘passive’ or ‘complacent’ is - in our view - a misrepresentation. We need to understand the relationship between attitudes to ‘effort’ and ‘risk’ in a more nuanced way.

What we do see in the evidence here, are a set of contradictions and tensions in the formation of complex and changing learning identities, embedded in particular cultural contexts. For example, Bristol South young people who have progressed to higher education graphically illustrate aspects of ‘risk’, including risks to identity, associated with moving between worlds.

The ‘benefits’ of higher education come with some costs - material, social and psychic - and the effort of ‘identity work’ for these working class students in maintaining a degree of self-worth and a positive learning trajectory whilst in higher education appears significant. As with previous studies there is some evidence that this is more problematic for young men than for young women (Archer et al, 2003) and that this is the case during their post-16 experience as well as during their time in higher education.

e) Shame and regret

An interesting theme that emerges in a number of accounts clusters around feelings of shame. Shame is a social emotion i.e. it exists with reference to how we anticipate others may see us and reject us - but it is experienced as internalised disappointment with self i.e. it exists with reference to how we judge our own shortcomings, feelings of failure or inadequacy (Lynd, 1999). Feelings of shame thereby signal issues of self-esteem but also a ‘threat to the social bond’ (Scheff, 2000). Shaming and avoidance of shame operate to maintain both individual identities and social relationships. Indeed, in areas of multiple deprivation,

...adolescents are highly sensitive to being ‘dissed’. That is, dis-respected. In places where resources are scarce and approval from the outside world is lacking, social honour is fragile; it needs to be asserted every day. (Sennett, 2003, p 34)

In the interviews with young people in Bristol South we see evidence that the ‘social bond’ at risk and social relationships to be maintained are not singular but plural in the context of schooling. Some young people attempt to ‘maintain face’ within their peer groups by countering efforts to shame them e.g. Brian and Steven, in response to Phil and Sean around their reading difficulties. Others adopt a ‘Jack-the-Lad’ persona to avoid the shame of finding learning hard and needing to seek support. However, it

is also clear that the ongoing and *regular* experience of schooling – with the constant risk of failure and of being judged by some teachers as ‘lazy’ or worthless – has the potential to induce humiliation and shame. Where education should be about personal growth and the expansion of possibilities, it is too frequently experienced as a ‘shameful’ experience, confirming young people’s inadequacies and undermining their self-respect (Sennett and Cobb, 1993). The Bristol South young people in higher education further exemplify the class-based dimensions of ‘shame’ in educational contexts - with on-going feelings of personal inadequacy and concerns about possible rejection either from new-found social networks or from original peer friendships.

Parallel to representations of shame we found poignant expressions of regret. This is especially significant since it signals the sense of dissatisfaction with previous articulations of self through ‘disaffected’ and disengaged actions and behaviours - and disillusionment with the consequences of these actions and behaviours in terms of current and future life chances. Regret here tells us that young people frequently wish that things might have been different. Far from a culture of ‘unchanging-ness and complacency’ (SHM, 2004b) we see evidence of young people seeking *restorative justice* - to be able to make amends for their previous actions, but also to have their own self-respect restored to them (Braithwaite, 1989). The multiple ‘hurts’ endured by many participants, both adult and child, in the drama of school failure call out to be healed. In light of this, authentic acknowledgement of what has gone wrong, genuine second chances and respectful opportunities for re-engagement in education are absolutely vital.

f) Resilience and resistance

Resilience refers to the capacity of individuals to successfully develop and increase competence in the face of adverse circumstances. Previous studies of resilience and learning highlight the fact that some people survive difficult life experiences and variety of risk factors, including the effects of socio-economic adversity, to succeed educationally (Schoon, 2006). A number of young people in our study, especially amongst those who progressed into further and higher education exhibit resilient learner identities. The development of such identities in part appears to be based on family support, or somebody significant believing in them (e.g. a teacher, mentor or

partner) or an experience that made them feel good about themselves e.g. working with Knowle West Media Centre, or achieving sporting success. In consolidating resilience, young people also speak of the constructive power of their anger i.e. their refusal to internalise the negative expectations and labels ascribed to them by others, and their determination to prove others wrong. In this, there is evidence of the importance of resistance as well as resilience.

Finally, we return to the quality of the learning experiences these young people have encountered in school. The dynamic of over-dependency on teacher control, and the concomitant lack of student ownership and autonomy in the learning process, undermines the capacity of students to develop their resilience as learners. Resilience here refers to student capacity to tolerating confusion and frustration, and to stick at something even when it is difficult - one of the core dispositions (or 4 'R's) evident in classrooms dedicated to building learning power, along with resourcefulness, reflectivity and reciprocity (Claxton, 2002). Evidence from this study confirms the importance of disentangling the behavioral dynamic and renewing a focus on student agency in the learning process. Where young people have been enabled to develop by KS3 the learning dispositions, or 4 'R's of 'learning power', our analysis of the 'You and Your Future' Survey demonstrates that this correlates with their later achievement and propensity to aspire to higher education.

6.3 Perspectives from Adults Working and/or Living in Bristol South

As well as listening carefully to the views of young people on the processes that affect their engagement or disengagement from education and lifelong learning, we also explored the perspectives and understandings of relevant adults working and/or living in the constituency. In total we interviewed sixty-three people. This included a range of educational professionals: senior staff and teachers in local schools and post-16 settings⁵⁰; youth and community workers; *Aimhigher* co-ordinators; Connexions personal advisers; ASDAN staff; local authority personnel including school advisers; school governors; higher education personnel including staff responsible for widening participation activity and teacher education.

Some of these professionals were also parents/carers of young people educated in Bristol South, some worked in the role of promoting home/school liaison and in addition we conducted a small parental survey. The parental perspective was also elicited from a relevant MA dissertation (Plumb, 2000). Finally we interviewed three groups of higher education students working as *Aimhigher* tutors and mentors in local schools. This final set of interviews provided observational commentary from an independent if rather inexperienced perspective on interactions between professionals, parents/carers and students in the schools.

In speaking to a range of adults working and/or living in Bristol South we asked them two key questions: ‘How do you understand the issues that have led to the relatively low rate of young participation in higher education in Bristol South?’ and ‘What do you think could improve the current situation?’ Their responses thereby offer two

⁵⁰ It is worth acknowledging that our school based interviews were predominantly, though not exclusively, from students and professionals based in one *Group A* school and one *Group B* school. Whilst there are similarities that allow us legitimately to classify the schools into these two broad groupings, it is important to recognise that individual schools also differ in terms of their school ethos, school improvement strategies and to some extent the related attitudes and experiences of staff, students and parents/carers. Whilst we have generalised to maintain anonymity, it is important to avoid over-generalisation in terms of interpretation or conclusions about individual schools in Bristol South. We hope that we have provided sufficiently rich data for staff in all schools to be able to evaluate the extent to which the data evidences issues of relevance to their own specific setting. In order to avoid the identification of participants and their views we have not differentiated head teachers from other teachers. Equally, with local authority personnel we have not differentiated advisers from other representatives. Pseudonyms have been used throughout.

distinct sets of insights; firstly, insights into the *discourses* that shape both professional and parental ways of making sense of the issues and secondly, insights into *strategies* that either sustain the status quo or have the potential to make a difference based on their professional or parental experience.

Analysing the accounts of professionals, we found a high degree of overlap with key dimensions and themes from the interviews with young people together with some important differences. All professionals offered highly sophisticated accounts of the complex inter-play between ‘with-in’ school or college factors and ‘with-out’ school or college factors, with recognition of the resilience of the cultural dynamic involved.

Jean *There is a very strong cultural dynamic going on in some of these settings which makes it very hard for even dedicated teachers who believe that they can and should make a difference to sustain that...There’s a very strong dynamic going on that’s holding things in quite a stuck position...It will be very interesting to see how much...new initiatives do make a difference.*

(Interview with local authority representative)

At the same time there was a notable tendency for professionals most closely associated with *Group A* schools to initially locate the ‘problem’ of low aspiration and attainment ‘out there’ with family and community cultures, rather than initially within education. In addition, there was evidence that some professional interpretations of young people – their behaviours, attitudes and intentions – were shaped strongly by the dominant and sometimes deficit discourses around working class cultures. The more nuanced and often painful experiences and insights articulated by young people were not always easily recognisable in the representations of professionals. This raises some issues about the importance of listening to and respecting student voice, that we return to at the end of this chapter.

In then triangulating the professional perspective with the parental perspective, we were able to examine aspects of synergy or dissonance in their accounts. This provides some purchase on the thorny but significant issue of how best to engage parents/carers in the educational process including progression to higher education, and in understanding more fully the degree of dislocation that exists between home and school in the constituency.

Table 6.4: Key Dimensions in Professional and Parental Interviews

Key Dimensions in Professional Interviews	Key Dimensions in Parental Interviews
Family and community cultures	Family and community cultures
Student behaviour and peer cultures	Parental confidence
Centrality of positive relationships	Centrality of positive relationships
Quality of teaching and learning	Teacher expectations
Curriculum and literacy issues	Curriculum and work-related learning
Further and higher education	Further and higher education
Changing the profile	Long-term investment

6.3.1 Voices of Educational Professionals Working in Bristol South

a) Family and community cultures

Professionals who have worked in Bristol South for many years endorsed the view that the values, expectations and opportunities associated with family and community cultures exert a powerful affect on young people's attitudes to learning. They frequently illustrated this with vivid case studies of young people with the potential to progress to higher education but who desired something different for their future, and were supported in this by their parents.

Tom *There was a young lady who was in my tutor group in year 9. She was university material - a 5 GCSEs, stroll through the A levels, get a 2.1 kid - and she said 'I want to do childcare and hairdressing'...So as her tutor I said 'You can do better than that Jane'. She says 'Yes but that's what I want to do'. Okay, so I talk to her mum about it...her mum was a governor. 'Jane doesn't want to take these subjects, she doesn't want to go down the academic pathway'. She said 'Well that's fine with me, because that's what she wants' which I respect, but I then got the Deputy Head to have a word with mum to see if we could do a bit of arm twisting, but no, the girl wasn't going to budge. Classic example of a child who could have gone all the way in education but she saw her happiness lie elsewhere.*

(Interview with teacher formerly in Group A school, currently in Group B school)

The certainty and security in these attitudes caused some ambivalence in teacher responses. On the one hand there was a degree of respect for the strong social bonds that underpinned such intended futures.

Richard *There are very few families that don't want the best for their kids, and I firmly believe that but what do we mean by the best, that is the issue? Now is the best that you will live close to your family, you will be well supported by your family, you will be cared for by your family, that the quality of your life will determined in that environment? Who am I to say not?*

(Interview with teacher in *Group A* school)

On the other hand, there was a countervailing perspective that 'raised aspirations' with ambitions to look further and wider than the immediate community were unquestionably desirable and their absence reflected an impoverished world-view.

Vaughan *The biggest problem facing South Bristol...is the lack of aspiration, the lack of understanding of what opportunities are available for students, if they really push themselves to aspire to things outside of their communities in terms of their educational experience and their future job and employment opportunities. It's their acceptance that mediocrity...the continuation of what they've got...is acceptable and they don't want to actually achieve more than where they are at the moment.*

(Interview with teacher in *Group B* school)

From either standpoint professionals recognised the central significance of material conditions including perceived opportunities for employment to the maintenance of such attitudes.

Tom *South Bristol is a place where there isn't massive unemployment [and] they are complacent for this reason. They don't see a huge benefit in study for the sake of study or certainly not study beyond compulsory 11-16 or even 11-18 schooling. Because they perceive that they'll follow their father and the evidence is in front of them. The evidence is all around them. If that's what they see as they grow up, you could tell them about studying further, aiming higher every single day, but that would simply be somebody telling them, whereas the lived experience is different.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

In addition a culture orientated around paid work is seen to inform expectations.

Vaughan *Most of my students work at weekends...they work after school, to get money, because they like that amount of money to keep them socially active. So they're quite happy to be workers...*

(Interview with teacher in *Group B* school)

Clare *I often get a phone call which is a parent asking 'What can my son or daughter do that will bring in the most money?' not 'What is my son or daughter good at and what should they do to achieve their potential?'*

(Interview with teacher in *Group A* school)

Professionals also saw the dominant gender culture as problematic, especially for girls. In some cases this was represented as low expectations and low self-esteem.

Vaughan *Girls' self esteem is so low that they're always looking to boys for approval, they don't want to embarrass themselves in the class - this is gross generalisation because there are some very confident girls out there - but they're looking for this approval of boys and they're quite happy to under-perform in learning as long as they've got their make up on...They're not worried about [working] as long as they're able to go through the usual way of bringing up children, having a family and being with a man. We really feel that the girls have no idea of what they could achieve.*

(Interview with teacher in *Group B* school)

In other accounts, there was the contradictory recognition of female empowerment within local culture and acknowledgement that early motherhood does not necessarily indicate a trajectory without future employment or seeking of other opportunities.

Ruth *The vast majority of our parents live within a few hundred yards of where their parents lived. It's an extraordinarily strong maternal society and nanny rules the roost - Nan rather than mum or dad. You don't mess with Nan round here! The mums leave school at a very early age, they get married at a very early age, they have their babies at a very early age, and by the time those mums are...early 30s to mid 30s, their own mothers are looking after their teenage children whilst they're going to work...or whatever.*

(Interview with teacher in *Group A* school)

Overall, a degree of anxiety about local family and community cultures was apparent in a number of the interviews - especially in relation to some of the *Group A* schools. In part this mirrored perceptions of some of the young people that the home or community environment, as much as the school environment, could be *unsafe*. Some

professionals expressed a sense of feeling threatened by incipient violence within community cultures and of needing to adopt a defensive posture.

Richard *White working class communities are highly intimidatory communities. You have to be able to both take it and give it...We quite physically lock out the street behaviour and therefore our expectations around learning and uniform we've cranked up... [Some people have asked] why the school is not more involved in the community? Because actually the community will destroy this place...*

(Interview with teacher in *Group A* school)

In this particular school, a degree of dislocation from the community finds expression in symbolic and literal forms that communicate strong messages to 'outsiders'.

Jenny *You do feel it's a school under siege. I mean I have been there when the school doors were locked and the Head had to come and unlock the door...Changing reception would be one of the first things I'd do because you read the text of the school from that area, as a parent, as a visitor...It isn't an environment that's celebrating learning, it is an environment [that] suggests there's danger, that people are in fear of assault or verbal abuse and where somehow you are 'not supposed to be there'.*

(Interview with teacher educator and school governor visiting *Group A* school)

Developing a language to understand, respect and build dialogue with parents/carers and finding the means to build connections between school, home and the wider community were recognised by many as being of critical importance.

Clare *We have to bridge the gap with parents, not set up a situation where it is 'us and them'. We need more dialogue and more understanding.*

(Interview with teacher *Group A* school)

Vicky *Many parents of course have bad personal experiences of school and wouldn't come into school. They see school as a place where they will be criticised or found wanting.*

(Interview with teacher educator and former teacher in *Group A* school)

John *For parents, engagement has to be respectful and fun – not based on a deficit model.*

(Interview with local authority representative)

This last point highlights an issue of central importance that will have growing significance as schools engage increasingly with outside partners from very different backgrounds in the project of school improvement. Our interview data evidences that whilst external partners bring new resources and new ways of looking at things, there are some potential tensions and certainly some issues to be addressed in how such external partners understand the communities they are there to serve.

Beth *I imagine the community is, you know, depressed, inward looking, suspicious...and the only way forward is for them to start opening up more...*

(Interview with HE representative in partnership with *Group A* school)

David *I think that Y organisation may well think that the Army Cadet Force they want to introduce is going to improve things on its own, that you won't need much more, you don't need to be too deliberately psychological about what it is that you are trying to achieve. I think they'll find differently.*

(Interview with teacher in *Group A* school)

Vaughan *A gentleman from X company, who is one of our [partners]...said to me 'I drove round your catchment area the other day, just to get a feeling of what the school is like' because his children go to Bristol Grammar, he was independently educated, and he really didn't have a clue what we are facing. And he said 'I came to the bridge at Ashton Vale and drove under it and it was almost like a force field. I felt there was a barrier for people to get out of that community – that was the symbolic barrier that they were all contained within and they didn't want to leave.'*

(Interview with teacher in *Group B* school)

b) Student behaviours and peer cultures

As with the young people interviewed, educational professionals saw student behaviours and peer cultures exerting considerable influence on educational processes and outcomes. Teachers, especially in *Group A* schools, spoke of the disjuncture between what school and young people identified as acceptable behaviour. In some accounts there was recognition of the class-based nature of some of those differences.

Tom *Kids at X school in particular had what the adults in the institution perceived as a problem with boundaries. Children didn't seem to know where acceptable behaviour started and unacceptable behaviour took over. But again, that's an adult and probably a middle class educated adult's perception. I watched the children... on their way to school and that is their natural method of interaction...Physical contact, low level play fighting...name calling, teasing was actually normal. Whereas teachers would like an environment where it's calm.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

In part this was interpreted as arising from community norms – and in part from the specific emotional pressures that particular young people were dealing with.

Tom *Kids who come from home backgrounds which are emotionally charged, high levels of expressed emotion...if that's your background and you've grown up with that and you've spent a lot of time with that you actually won't be in your comfort zone until that is happening around you...My experience would say that some kids who are really emotionally disturbed are not happy unless the chaos that's raging in their head is somehow kind of mirrored by chaos outside.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

For some teachers, they identified a particular challenge related to dominant girls.

David *The girls are far, far more difficult to deal with and are at least as likely to be the most difficult and troublesome pupils in the whole of the school. They are far more frequently involved with bullying...far more frequently involved in walking out of classrooms and abuse of staff...They're not the slightest bit afraid of talking up for themselves, particularly when they feel they are in the right and there is a wrong to put right...There is no lack of confidence when they confront their teachers and they'll tell their teachers in no uncertain Anglo Saxon terms where to go.*

(Interview with teacher in *Group A* school)

Such gender-based challenges to adult authority cause a degree of confusion in professional responses. Sometimes such behaviour was spoken about as an expression of 'inappropriate self-confidence', sometimes as an expression of 'low self-esteem' and sometimes as an indicator of 'emotional disturbance'. It was seldom interpreted as a real indicator that young women felt disempowered and angry about their experience of schooling including their lack of choice and ownership over the

learning process, or lack of respect from teachers – explanations that a number of young people articulated.

What was frequently spoken about, and especially in relation to *Group A* schools, was the power of the social group or ‘gang’ dynamics in the classroom.

Tom *Kids perceive themselves...as in a social group. A gang if you like. Not a gang in the sort of pejorative sense, but...you’ve got to make them want to be in your gang rather than somebody else’s gang in the classroom and the only way to do that is to offer something more engaging where there is a payback from the learning activity so that they’re not going to be involved in whatever is going on beneath the surface in their gang.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

Such group dynamics, referenced by young people who felt bullied in school, are seen here to be highly regulative not just of student behaviour but also of teacher behaviour. Teachers in both *Group A* and *Group B* schools recognised the implications for students who were excluded from, or not powerful within, the dominant groups.

This was seen as especially significant for students who wanted to apply themselves and succeed educationally. Notwithstanding the opportunities provided under the gifted and talented programme for higher attaining students, the pressures on such students were thought to be considerable. Stratification between students in terms of social class and/or income, in settings where middle class pupils or particularly impoverished students were in a minority, was also identified as an issue.

Tom *Unless the ‘keeners’ are also good at sport or they are charismatic or they have a wide circle of friends...I noticed between years 7 and 11 them becoming quieter and quieter...The challenge for schools then is to somehow cater for them, not just in the kind of anti-bullying type way but also in providing a place for them to go.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

Molly *[The] nurture group that I have in year 7 for French... they don't feel like they are bullied but more that they don't really fit in. They are made to feel bad for being keen but they want to be keen... [They] are the sort of middle class pupils you would expect to live in Clifton.*

(Interview with teacher in *Group B* school)

Tom *In this school there are some tensions between the different sub-groups - the 'Chavs' and the 'Jitters' - but in that school there were what you would call the 'Chav' kids and then there were the kids who I would just call 'poor and unfortunate'. They had a hard time too. And you know how the uniform said that? Because they were kids who couldn't take a non-uniform top off because they didn't have anything on underneath or they did have a uniform top on underneath but it was filthy because it hadn't been in the wash for the last 7 or 8 days.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

Such a social dynamic, class-based or otherwise, is seen to set a context within which the formation of positive relationships and sometimes *counter-relationships* between teachers and students is imperative for successful learning to take place.

c) Centrality of positive relationships

Our study provides evidence of the multiple ways in which the dominant family, community and learning cultures in Bristol South are both powerfully social and relational. Teachers identified by students and by their peers as being especially effective privilege the importance of building high trust relationships. These were understood to be important in four distinct ways.

Firstly, in addressing issues of trust and attachment for those vulnerable young people who had stressful and difficult relationships within their families.

Clare *You've got to value them...some of them don't get too much love, care, attention or support at home for whatever reason...so when they come here they have to find people that are supportive of them, and they respond very well if you put it in. They are amazing.*

(Interview with teacher in *Group A* school)

Secondly, in modelling high expectations and believing in their ability to succeed even when they are receiving negative messages from other sources about their potential.

Graham *That core fundamental relationship. I've seen it happen when you've got young people who are not performing, not doing well in school, when you go in with the attitude of 'I don't care about your history, I'm going to treat this as a fresh start. I'm going to believe in you'. And you see young people who haven't heard this in many years begin to blossom. It's not impossible. It's not rocket science...but it makes such a difference.*

(Interview with Connexions personal adviser)

Clare *Sometime they believe if they come from this area they can't be any good. They say 'Must I put BS13 down on my application form, Madam?' 'Absolutely' I say. 'I drive 28 miles a day to come in here to teach you and I wouldn't do that if I didn't believe in you. You must believe in yourself!'*

(Interview with teacher in Group A school)

Thirdly, in extending their horizons and mentoring them towards alternative futures.

Vaughan *The idea is that X company will have an ongoing relationship with the school and they are building relationships between some of their senior staff and some of our girls, taking them up to their offices, showing them what other possibilities there are.*

(Interview with teacher in Group B school)

And fourthly, in providing a counter-relationship to the dominant peer relationships that shape classroom cultures.

Tom *Before you could teach the children at X school you had to have a relationship with them...where you would be in their gang. When I started there the Head of Faculty turned round and said 'The kids here are tribal and they'll spend the first year telling you how much they hate you and how much they liked their last teacher much better than you and then they'll do exactly the same to the person who is sat in your seat next year' and it was true. But it takes an inordinate amount of time to form those relationships. One year minimum, probably 2-3 years...But then it'd be on a basis of the relationship that they'd be working, in that they're working for 'Sir' or 'Miss', they're not working for the intrinsic value of their educational experience.*

(Interview with teacher formerly in Group A school, currently in Group B school)

However, a complex and contradictory dynamic comes into play here in which establishing caring relationships may form a pre-requisite to engaging young people in learning, but the establishment of such relationships is sometimes dependent upon not confronting behaviours that are inimical to formal educational achievement. To some extent such teacher-student relations were thought to sustain a lack of student autonomy in their learning. This recognisably brings its own difficulties.

Looking more closely at the fundamental relational interactions between teachers and learners in the learning process, and identifying the most effective forms of interaction, was identified as having central importance.

Tom *The real differences will be made in the face-to-face-interactions. You know the eyeball-to-eyeball stuff that children and adults who are helping them with their learning engage in.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

In this, effective teachers identified the importance of setting standards and having high expectations, alongside building mutual respect and rapport. The significance of not 'shaming' the young people in this is seen as critical.

Clare *It comes down to mutual respect...you've got to set your expectations and don't drop them...you must set your standards...but you've got to find something positive in these children. What you've got to realise is that they may come in with a lot of baggage and you've got to look past that baggage and get them to actually respond. You have got to dig deep, but really it's just about treating them like human beings. Have a set of standards, keep to them, don't back down unless there is a real reason to and you've spoken to that young person, and don't show them up. Don't show them up ever.*

(Interview with teacher in *Group A* school)

d) Quality of teaching and learning

Like many young people, a number of educational professionals working outside the secondary schools perceived an over-emphasis on behavioural and presentational issues rather than focus on the quality of teaching and learning. This was especially a concern amongst professionals working with young people at risk of school failure.

Phil *School seems to have its priorities wrong...and it doesn't connect with the young people...Like they were told they had to wear shoes and then it was like 'We'll start sending them home if they start coming in wearing trainers'. Well, it's like a game to young people. 'Let's go to school with a pair of trainers on 'cos we are going to be sent home' and it becomes a very quick downward spiral. [Once] they've missed a few days, they're behind with their work, they come in and don't understand ... and so that means they can't engage so they start to truant...*

(Interview with key worker for year 11 students being educated out of school)

Graham *At the moment there is too much emphasis on 'You shouldn't be wearing your coat in the lesson' but who cares? Why does this matter? If we could change the interactions from 'Take your coat off' to Hello Jo... I heard you did well in English this week – well done'.*

(Interview with Connexions personal adviser)

Richard *... the danger is that you see the behaviour first and you don't see anything else. 'Until we sort out the behaviour we won't be able to teach'. Actually it's the other way round. If you taught well ...*

(Interview with teacher in Group A school)

Without a skilled emphasis on teaching for learning fit for these contexts, professionals identified a downward spiral that further impacts on behaviour. At the same time there was acknowledgement that the range of academic and learning needs in many classes makes the challenge of effective teaching for learning considerable - especially in relation to differentiation and providing sufficient stretch for higher attaining students.

Shelley *You've got mixed ability groups...with children who have got a reading age of 6 and children who have come in with good level 5 in the same group...In terms of what you're teaching and what you're offering those children lesson-wise, it's very difficult in terms of planning and getting that right, which then impacts on the behaviour. So if you've also then got weaker teachers, you just get into this negative cycle...*

(Interview with local authority representative)

Such accounts resonate strongly with the stories from young people, including those who are higher attaining or aspire to succeed educationally, of what it is like to be educated in such a classroom environment. Once poor behaviour is entrenched in the

classroom, there was recognition that this created a climate of low expectations from teachers and/or low morale even when teachers went in with the best of intentions.

Shelley *[Some] people are incredible complacent about what they expect from them and it's shocking what you see sometimes going on, and you think 'no, no, no, no, there's no account there of what they know already, they did that in Year 5 – why are we doing that again without checking out where they're at and taking them further?*

(Interview with local authority representative)

Tom *...and the thing which, if I have to honest and say the thing which finally got to me...is the 'groundhog day' effect. Every day you go in, having planned things and prepared things and it's going to be great, and a lot of it is, but every day you know you're faced with the same dreary low expectations, low level off task behaviour and occasional down right cranky stuff that happens.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

Where school improvement has happened, especially in relation to the quality of teaching and learning in the classroom, this is closely associated with well-planned and well-differentiated lessons (OfSTED, 2006d). Professionals we spoke to recognised that a lack of differentiation in some classrooms, feeds an experience of school failure and the self-fulfilling prophecy that students are 'low ability' or stupid.

Martin *In most schools the style of teaching is too rigid - it's too formulaic. If that's the way you learn, by having most things presented to you by being written down on a whiteboard and asking you a couple of questions...then you progress. If that's not how you learn, that's not the way you progress, then your whole experience of learning is tainted by that...[If] that's what you think the whole of education is like...then it's a case of 'I can't be bothered to learn anything at all'. And then starts the cycle of 'Well then, I'm stupid and most people from Knowle West are stupid because we haven't got any exams'*

(Interview with detached youth worker working with *Group A* schools)

In terms of student orientations to learning, professionals frequently characterised young people in Bristol South as lacking motivation to achieve. Rather than interpreting this through the lens of *risk* to identity or concerns related to *trust and attachment* (as we saw evidence of in the young people's narratives) or reading it as a

corollary of teachers attention to building *dependent* relationships in the classroom, there was a strong tendency to draw upon discourses of *passivity* and *complacency*.

David *Independence...is one of the major nuts that we've got to crack for raising standards here...they are very, very passive learners and clearly when they go on to the level 3 course, you know...it's almost impossible to succeed and be passive at level 3.*

(Interview with teacher in *Group A* school)

Ann *I don't think pupils feel threatened by anything and are quite comfortable and in a way that's a good and a bad thing. You know there are always ways to be adaptable but perhaps it is too cosy...*

(Interview with teacher in *Group B* school)

At times this was complemented by a characterisation of students as lacking in resilience - the ability to stick at a task - or the ability to exercise willpower in pursuit of longer-term goals. The desire for immediate satisfaction is seen as a key motivating principle in young people's lives rather than the principle of deferred gratification.

Ruth *You're trying to get across...all the time about deferred gratification, about exercising one's will power...but it's a low, long, long hard slog to get them outside of the notion of instantaneous gratification.*

(Interview with teacher in *Group A* school)

Vaughan *They're terrible learners (again I'm generalising) but they go into the classroom to be entertained and expect you to do the entertaining and get bored when they have to do the tasks...I don't think they have the energy...the commitment to actually drive through any realistic attainment that they could get. I think it's because they are spoon-fed at home with 'Don't worry about that, as long as you're happy', that sort of approach. All the parents really want is to replicate where they are now.*

(Interview with teacher in *Group B* school)

Whilst some professionals related these features solely back to the influence of family and community cultures, others recognised the cultural dynamic at play within the school and classroom itself. For organisations under pressure, within a regime of high stakes assessment, some identified the tendency for coping strategies to develop that may sustain student dependency in learning.

Vaughan *I think we molly-coddle them you see. And I think we're forced to*

do that because of the pressures around just getting exam results. We're constantly judged. Bristol's bottom of the academic league table; it's not bottom of the caring table. And therefore...if they don't have the skills to learn, you drum it into them, so you do it for them.

(Interview with teacher in *Group B* school)

Beyond the metaphor of spoon-feeding, one teacher gave an insightful account of how the dynamic develops into a form of collusion between teachers and young people where challenge and risk are avoided.

Tom *School is a comfortable experience [for the kids] and what happens subconsciously is that a hidden curriculum emerges from the teachers in which to constantly engage and stimulate challenge ...actually takes the children or a percentage...out of their comfort zone, therefore they engage in further off task lower level disruptive behaviour. So the teaching tends to become the lowest common denominator teaching where you engage, entertain and provide a succession of short fairly low challenge, fairly safe unambiguous tasks...because otherwise you know you wouldn't be able to last the year.*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

The negative consequence for young people when they transfer into more autonomous and demanding learning environments post-16 or into higher education is then apparent.

Noel *Young people who come here from Bristol South schools often benefit from a new start but they also sometimes fail to thrive. They find the size of the organisation threatening and they find it difficult to operate as independent and autonomous learners. I wonder if the focus in some of those schools is not too much on care and not enough on personal challenge? It's also the case that our current target setting culture creates pressures on teachers to get the kids through the exams by whatever means necessary...I'm worried that in fact their learning skills are not properly embedded or internalised...*

(Interview with teacher in post-16 centre)

As one teacher noted, aspects of current school culture in parts of Bristol South are complicit, if not consciously so, in sustaining 'a lack of self belief, a lack of risk taking, a lack of courage'.

Finally, there was a strong recognition of the importance of developing resourceful and resilient teachers who were able to respond to the challenges of working in these environments and in establishing professional learning communities committed to lifelong learning.

Richard *We want the organisation to be a learning organisation. Part of our vision is that we are a centre of excellence in 'teaching for learning' and to do that you have to have reflective practitioners. We are committed to initial teacher training as much as continuing professional development...To be honest if you can be a good teacher here you can be a good teacher anywhere and that is quite a strong selling point.*

(Interview with teacher in *Group A* school)

Jenny *Nothing changes unless there is good support for teachers in their own professional development.*

(Interview with teacher educator and school governor in *Group A* school)

In part this was also about acknowledging the best practice that already exists inside the schools and colleges. From our evidence, there was undoubtedly a sense of passion and commitment from many of the staff we spoke to – and an urgent need to counteract the ‘commonsense’ view that ‘low standards’ necessarily reflects ‘poor teaching’.

Beth *The view of the outsider is that if you have a school that is 'failing' all the teachers are hopeless. Well...that's not the case so [we need to] foreground and highlight the sort of work that has been done and the energy and excellence of those teachers...*

(Interview with HE representative in partnership with *Group A* school)

This is especially important given the consequences of poor teacher morale and/or burnout leading to high staff turnover in some of the schools.

Richard *We did have 40% staff turnover last September, which we are still feeling the repercussions from...it puts holes in what we are trying to do...it makes everything so much harder.*

(Interview with teacher in *Group A* school)

e) Curriculum and literacy issues

The professionals identified curriculum irrelevance as a fundamental problem that contributed significantly to student disengagement from learning in Bristol South. Indeed, discussion of curriculum issues dominated their responses in interview.

The content base and the content model of the national curriculum were seen as particularly problematic.

Tom *I've always been dubious about some of the tripe we teach kids. I've taught hours and hours of this tripe. Do you really need to know about what a nasty Queen Elizabeth did, do they really need know?*

(Interview with teacher formerly in *Group A* school, currently in *Group B* school)

Examples were given of a number of emergent criteria against which to identify and provide a curricular experience that will prove more engaging.

Richard *In the classroom is there is a certain 'steely resistance to learning' because the curriculum's not that relevant. We now factor our course choice through, basically four criteria: Is it relevant? Is it practical? Can we overcome the barriers to literacy? Is it personalised? 'Relevant' is interesting, [not just] directly relevant to jobs, no, but in terms of exploring inner feelings and a sense of worth and a sense of self, and a sense of the world you live in ...*

(Interview with teacher in *Group A* school)

In fact, in talking with educational professionals working in the area about priorities in curriculum reform, there were a number of different perspectives articulated – and these perspectives were not always compatible with each other.

Vocational Curriculum

Many identified the importance of further vocationalising the curriculum in order to provide more relevant work-related and practical learning. One school identified perceived benefits currently of more vocational choice at Key Stage 4 with an increasing recognition that such programmes could appeal at all levels of attainment.

Jacky *2 years ago we did just GCSEs. Last year we introduced a range of BTEC courses which are modular, no exam at the end, much more unit based, and practical so the less able students go on that but it worked pretty well really...This year we're opening it up to pretty well half the school...and as we go on we're going to offer higher levels of those including level 3 in the 6th form. So we're offering them a progression route and a much broader selection of topics.*

(Interview with teacher in Group B school)

OfSTED report a positive impact on student engagement with learning through vocational courses in the majority of schools in the constituency where ‘*many significantly disaffected students who can see no point in school recover their interest when they join more vocationally biased courses*’ (OfSTED, 2003c). The introduction of specialised diplomas in 2008 was seen by some as a particularly welcome development with the potential to address disengagement of young people in the constituency.

Richard *We'll see the specialised diploma routes come through and... yeah I genuinely believe that is as radical as GCSEs. Only 50% of our youngsters do a traditional GCSE diet at Key Stage 4. We're actually disenfranchising 50% of our youngsters...they switch off, they drop out...that's not effective.*

(Interview with teacher in Group A school)

For some this was clearly related to the priority of enabling young people in Bristol South to ‘achieve economic wellbeing’.

Maeve *Employment is quite key...we have talked to the airport and the port authority and new hospital - they are key employers coming into the area and if we don't do something now you will have the booming economy in South Bristol and it will draw its workforce from other parts of Bristol and the situation of residents in South Bristol, and of young people, will not be improved.*

(Interview with FE college representative)

Few professionals we spoke to initiated discussion of the potential for 14-19 reform to increase stratification and polarisation by social class and gender. Some professional however did express concern about the capacity for Bristol South to provide access to a full range of vocational pathways without undermining the options available for young people who wanted to follow a more traditional academic curriculum diet.

Vaughan *The more vocational provision you put on...the more students that choose them, the less students choose the academic route and therefore...the likelihood of being able to offer the full range of academic courses is reduced...Academic students may lose out.*

(Interview with teacher in *Group A* school)

When asked, some rightly identified the importance of how this was presented in schools and of having high status vocational progression routes through from 14-19 into higher education.

Maeve *It is crucial how schools take this up and present it to young people and to parents. It should be here are the options for all of this cohort, whatever your level of ability, and you need to choose what is right for you personally and where you want to go. Provided there are routes through to HE through specialised diplomas then they shouldn't lead to stratification...*

(Interview with FE college representative)

Others articulated a powerful vision of how to utilise vocational and work-related learning to engage with and extend young people's learning identities and trajectories.

Clare *Specialised diplomas will help - they will let us accredit what these young people want to be doing. They want to be working - that's the point. At the moment for example, work experience in the school is a real motivator. And it isn't just about getting them to do dead end jobs.*

With the expansion of the airport, they need our young people. So what we did was arranged an evening whereby we had speakers from loads of different areas of the airport, in the media centre, and we bussed our parents and their sons and daughters up there to listen to the opportunities. That was year 9. We had people talking about the career they went through, from the caterers to the fire fighters, from human resources to the baggage handlers. It was brilliant! As a result of that one young girl who originally wanted to do hairdressing she wants to go and work in travel and tourism at BIA and we are going to arrange work experience for her.

(Interview with teacher in *Group A* school)

Such approaches included some specific awareness about the needs to promote equal opportunities and gender aware strategies.

Clare *We've got the WISE events going on at the moment (Women into Science and Engineering) and we ...are trying to challenge sexist ideas about work experience – you know, if you want to be a motor mechanic and are female – fantastic! If you want to go into health care and you're a man – brilliant!*

(Interview with teacher in *Group A* school)

In discussion of 14-19 reform there was fairly uncritical acceptance of the move towards teaching and assessing functional skills in literacy and numeracy. The Edexcel Adult Literacy and Numeracy on-line test used as part of the Accelerating Progress intervention with Year 11 in 2005-2006 was seen by many professionals as a success – in part because higher pass rates raised student self-esteem as learners, and in part because it embedded these skills in real world learning scenarios.

Shelley *Children say things like 'I never could do division, I won't be able to do this one because it's a divide isn't it?' But it's a real life context and in context they realise they know what they've got to do...There's this real lack of confidence in certain skills...but loads of them were going away saying 'I can do that now'.*

(Interview with local authority representative)

Only one post-16 provider who thought that such an approach might mean young people fail to internalise the learning of these skills and that this would make progression to successful study at level 3 more difficult expressed limited caution.

There was also identification of the need for a more flexible curriculum for 14-16 year olds, especially those at risk of disengaging, where having time out of school on an early college placement or a work-related learning programme is a key part of the Key Stage 4 engagement programme in the city.

Personalised Curriculum

Personalisation of the curriculum and of the student learning experience was regularly referred to as critical in engaging young people more effectively. Some recognised the need for a curriculum more centrally constructed around personal development, earlier attention to 'making the right choice' and the use of individual learning plans.

Bryony *It goes beyond the use of a specific tool...this personal development strand has to be central to everything, with self-assessment approaches such as 'Plan-it' and the ADSAN Certificate of Personal Effectiveness at the core and almost building things on top of that...It's quite a different way of looking at the curriculum where people normally think it is subject orientated and then in go all the 'added bits' at the end, where there is not really space for them.*

(Interview with local authority representative)

For others, personalisation was seen as providing more choice and ownership over the learning process. One example given was from Art in a *Group A* school.

Jenny *There are young people at work at work stations all the way round, everybody working, people chatting but everybody working, the teacher sort of circulating round and everybody working on their own thing and they all know what they were doing...There's something here that helps them, the young people, to make a connection with themselves...to bring themselves into the learning space. That kind of thing is important...to build ownership.*

(Interview with teacher educator and school governor)

In some interviews more effective use of individual student data in target setting and monitoring the progress of individual students was seen as a priority, especially in schools or departments with the lowest levels of attainment. In one school a tool for identifying, monitoring and intervening in individual young people's attitudes and orientations to learning is being trialled.

Vaughan *We've just been doing some work [using] PASS – the Pupil Attainment and Self School Rating Scale. The children...answer a questionnaire and...they come out having been categorised into a percentile for each of the following headings - 'feeling about the school', 'perceived learning capability', 'self regard', 'preparedness for learning', 'attitudes to teachers', 'general work ethic', 'learner confidence', 'attitudes to attendance' and 'response to the curriculum'. And what you then finish up with is a graph of every child's potential against all of those in a percentile range and therefore you can pick out the very low ones in all those areas. So, for example, if a child has a poor attitude to attendance and a low self regard, you're immediately looking for a future truant...and what we're going to do is use that data to identify groups the Heads of Year are going to be working on.*

(Interview with teacher in *Group B* school)

Whilst such approaches might run the risk of objectifying young people and opening them up to increased surveillance, they were couched as being in the student interest. At the same time what was recognised, at least in some settings, is that more needs to be done to listen to the student perspective on what may improve their learning.

Richard *In terms of personalising the learning experience for our youngsters, we have done a great deal [but] one of the things we've not been good at, though we're getting better at it, is listening to the student voice.*

(Interview with teacher in *Group A* school)

Competencies Curriculum

One priority identified across all of the schools where we interviewed was to develop learning competencies, skills and dispositions in young people through a more process-led curriculum especially at Key Stage 3. This was seen as critical in light of the lack of 'learning power' evidenced by many students in the schools.

Vaughan *We're starting to do the Opening Minds project in Year 7... it will be much more experiential learning...focussing on skills rather than content....Our aim is to try and get them to be more independent learners, because that's a huge weakness.*

(Interview with teacher in *Group B* school)

A number of different programmes and approaches are being drawn upon including:

RSA Opening Minds Project <http://www.rsa.org.uk/newcurriculum/>

Cabot Competency Curriculum <http://www.cabotcompetence.co.uk/>

Building Learning Power <http://www.buildinglearningpower.co.uk/>

Effective Lifelong Learning Inventory <http://www.ellionline.co.uk/>

Critical Skills Programme <http://www.criticalskills.co.uk/>

In talking about these approaches, there was not always clarity from professionals about how they differed or why an organisation was thinking about developing one model rather than another. In some cases the rationale was based on building upon what feeder primary schools were already doing.

Richard *We're going to do Critical Skills next year. That's partly because a number of our partner primaries do it and right and proper that we should build on that, though actually I quite like Building Learning Power myself ...*

(Interview with teacher in *Group A* school)

In one school that is moving towards Academy status, the introduction of an Army Cadet Force, leadership courses and personal challenge were seen as a vehicle for developing independence, responsibility and self-reliance - what one teacher in a *Group A* school called: *'the boot camp approach to building character and building strength and will power'*.

Citizenship Curriculum

Whilst the majority of educational professionals we spoke with saw the development of a vocational and work-related learning curriculum as being essential to improving the engagement of young people in Bristol South, there were voices that questioned the potential narrowness of this orientation. Some argued for the greater importance of engaging young people in their local communities as active citizens.

Vicky *They need citizenship in action, having their own student bodies, the student council that is listened to and where they feel enabled to say difficult, uncomfortable things - and that they take the responsibility for being on that. It's also important that they do some work towards charities. It's actually not just 'Isn't charity a good thing?' but 'Which charities in our area do you care about?' It's often to do with tiny babies or...somebody's brother or sister will have an illness and so it's personal, they care about it. Or where they do go into old peoples' homes and they talk oral history, they talk to elderly people, and do community service...not this narrowing down, reductive approach that is just about paid work.*

(Interview with teacher educator and former teacher in *Group A* school)

Clare *We have also been developing peer mentoring which is excellent e.g. we have had year 10 young people working with young people with disabilities in X School and this has been brilliant. It has built their self-respect, their confidence, their communication skills, their sense of their own strengths and weaknesses, and also their feeling of being connected to other people and making a difference to other people's lives.*

(Interview with teacher in *Group A* school)

There also was a strong case made for acknowledging more fully the range of family and community responsibilities or activities they were already involved in.

Clare *Sometimes we can't get over the quality of their ASDAN Certificate of Personal Effectiveness Files...until you actually look at their statements we don't realise what these young people can do and how much they take responsibility for in their lives outside school.*

(Interview with teacher in Group A school)

This latter point in relation to ASDAN accreditation highlighted an issue raised by a number of professionals in the constituency: the value they attached to alternative means of accrediting learning as *participation* for young people and not just learning as *acquisition* (James and Simmons, 2005) but also the need for this to be given greater standing within the mainstream curriculum and qualification processes of schools.

Bev *ASDAN is a great way of recognising the process of learning and not just the product. At the moment it is the less academic pathway in the school that gets to do ASDAN...but I think it is of value for all young people to develop these skills and to have credit for them...These are essential for 21st century learning....But we need time on the timetable for this kind of activity – it is hard to find the time amongst all the other things we have to do.*

(Interview with teacher in Group B school)

Creative Curriculum

It is of interest that in the interviews with young people they were not asking specifically for more vocational or work-related curriculum. Whilst we have noted already that they expressed dissatisfaction with the current curriculum diet, their desire was frequently for more creative, expressive and kinaesthetic learning opportunities e.g. the arts, drama, media studies, sports studies. The importance of these aspects of the curriculum was mentioned by relatively few of the educational professionals that we spoke with. One however (who had been part of an evaluation of the work of Creative Partnerships in schools in the area) articulated a clear sense of its significance, including the link between creativity, the arts and emotional well-being.

Vicky *You see inspirational, creative, dedicated teachers in certain areas - even where there isn't a whole school or ethos around creativity. I found those primary schools working with Creative Partnerships in the same area really life affirming - where the*

children's art and poetry and sculpture were around the place.

You need to take them down to the Arnolfini and the Watershed and let them have a look. You need to take them to galleries and if they say 'Oh no not for me' that's fine; you've opened the door, they've had a look. You need to take them to the theatre. It's doing all of that to say 'What do you think?' not 'This is good' or 'This is what nice people do' but 'Come and have a look; let's go places'...opening hearts as well as opening minds.

If they're doing skills please let it not just be training them to do jobs, because it's all the emotional literacy work as well that needs doing, Yes we need functional numeracy and literacy, but they also need the creative and the other.

(Interview with teacher educator and former teacher in *Group A* school)

Extended Curriculum

Given the permeating theme in young peoples' narratives that higher attaining and well-motivated students frequently feel marginalised, 'outcasted' or bullied in school, it is pertinent to note perspectives on providing sufficient stretch in the curriculum for such students in school. At the heart of the strategy across the authority has been to embed extension and enrichment activity within the mainstream curriculum.

Shelley *We put one third of the gifted and talented money into enrichment but we always insisted that you couldn't have funding for enrichment that didn't fit with something that was going on in the curriculum. So it had to be something that would have a direct impact, potentially, on those kids ability to do Level 7 work, or to get an A* or what have you.*

But two thirds of the money went into curriculum development really, so working with teachers, planning, resources and so on...to focus on raising the level of challenge...and the output of that were various schemes of work with all this additional challenge stuff written in.

(Interview with local authority representative)

In more recent developments at least some schools have been deploying resources to provide more setting to give additional support to the highest attaining students. Whilst this might lead to raised levels of attainment at the upper end of the achievement spectrum, it is not at all clear from the evidence that this has positive influence the engagement of the majority of young people in the constituency.

Shelley *In the next round of funding one school decided what it would do is it would use gifted and talented funding to put on additional small top sets for the most 'able' kids. So for Year 11, they had an extra group in maths and the gifted and talented funding paid for the staffing of an additional group in Year 11, which meant that you could have the twelve most 'able' children working with a fully qualified maths teacher for all their maths lessons, for example. And the results, at least for those identified children, noticeably improved.*

(Interview with local authority representative)

Literacy Curriculum

Despite the obvious significance of literacy difficulties in explaining young people's disengagement from learning, there were surprisingly few references to literacy in the professional responses in interview. One youth worker described his own experience of schooling when he had a specific difficulty with reading, and in doing so invoked a picture that resonated with the accounts we heard from young people themselves.

Phil *I understand what it's like...I only recently found out I was dyslexic...in school I was put in embarrassing situations like 'Read a book'. How can I read a book? I can't bloody read! It's like trying to make me look like a numb-nuts in the class. To get my pride back, it's like 'Let's give the teacher shit'. I've lost my cred...I need to get my street cred back, so it's like 'Let's do something to the teacher!'*

(Interview with youth worker in project for young people educated out of school)

Another acknowledged the significance of family literacy cultures to young peoples' approaches to literacy and learning.

Ted *In my kids school the expectation is that kids bring home books to read and parents are expected to sit down and read with them. Now if parents can't read, if parents aren't doing that, then there is a knock on effect. It's like the children who are not seeing you reading or doing anything like that...and you're their role model - they look up to you - if you're not doing it, then what's the point?*

(Interview with Connexions personal adviser)

Some saw the solution to be an intensive focus on one-to-one or small group literacy support rather than investment in high cost change.

Andy *Let all that money that's now being spent on bricks and glass and beautiful this and that, go to having small classes with teachers who are dedicated and really trained to deal with situations. You can't really achieve things like improve literacy unless you've got one-to-one or one to three or four - not one to thirty.*

(Interview with teacher retired from *Group B* school)

Where a discussion was initiated about a specific school strategy to address literacy issues, it was not entirely clear the basis upon which the decision to structure the curriculum around phonics had been taken.

Ruth *What we're actually planning for September is that the curriculum is going to be phonics based with 60% of the year working on literacy and numeracy every morning and integrated with the 'learning to learn' approach. Well literacy plus either numeracy or Spanish...Then the aim for us...is that from January the other faculties will come on board, not just for the 'learning to learn' agenda but also for reinforcement of the phonics we have used in the programme. Once we've got the phonics being taught and reinforced in science and in maths and so on and the same for the 'learning to learn' so we can roll it out that way, gradually across the next twelve months, to the entire school.*

(Interview with teacher in *Group A* school).

f) Further and higher education

Post-16 and Further Education

Professionals working in 11-16 settings raised a number of issues arising from their limited age phase that they felt were problematic for young people's learning pathways, especially in *Group A* schools. These included: concern that their students did not see examples close to hand of peers to had progressed with their education post-16; a tendency for staff in these schools to focus on their own phase and not to 'talk up' progression to post-16 and/or higher education; anxieties that young people then expressed at having to 'move away' from the secondary school and/or to travel outside the area to continue with their studies. Such anxiety, as discussed earlier, was heightened by the loss of pastoral relationship with teachers in the school, and difficulty in making the transition to a more autonomous and independent learning culture.

Vicky *They need post-16 experiences however small in their own community where they can see young people ahead of them - young people they know and admire - going on and succeeding as older learners.*

(Interview with teacher educator and former teacher in *Group A* school)

Richard *One of the issues I've always said with 11-16 schools is we've had no vested interest in post-16...we're judged so heavily by what happens 11-16, and that's hard enough....*

Clare *We don't do enough in our careers sessions about different types of degrees and opportunities in higher education apart from looking at prospectuses because to be honest a lot of our young people have enough to cope with thinking about going on post-16. That's where our attention has to go.*

Ruth *I have also spoken to young people who have gone on to the post-16 centre who dropped out and even though some of our brightest students in the last few years who were definite university material, dropped out and the only reason they had been able to give us is that they just really couldn't stand it. They didn't like it - they didn't like the approach to teaching. I think we've got such a high level of pastoral care here they just couldn't cope with the much more flexible arrangements that the FE college have or even the post-16 school...and the fact that they have to travel, even if it's just 3 miles down the road to a post-16 centre, again is off-putting to a lot of them.*

David *When this was a proper full-fledged 11-18 school...the frequency with which kids went to higher education from this school...was far, far greater than since we have put in post-16 provision and different types of college. Far, far fewer people in this area access it.*

(Interviews with teachers in *Group A* schools)

By contrast, those working in post-16 settings serving the constituency stressed the importance of young people being able to leave behind the school environment in order to make a 'fresh start'. In part this was seen as separate post-16 settings providing a more motivating ethos away from the culture of school and especially the *Group A* schools. In part it was articulated as dedicated post-16 settings offering new progression routes to give a 'second chance' to young people who have not yet achieved success at level 2 by the end of Key Stage 4. Such a second chance may involve immediate progression to a vocational level 3 programme or a further year to

achieve success at level 2 before progressing onto level 3 and beyond. On either route, young people in Bristol South are seen to need access to *small and incremental steps* to ‘pull them through’.

Maeve *There’s a considerable amount of students coming from them to us who are on level 3 programmes but without the 5 GCSEs but with potential and achieving quite well when they come to us, mainly on vocational programmes...A lot have been turned off, or not turned on, by their experience of school...This is what we need...something to pull people through in small and incremental steps.*

(Interview with FE college representative)

Julia *I think that the expectations of students [from Group A] school that come here are probably lower. We’ve had students, and these are my favourite students...that come into the sixth form, maybe with pretty poor GCSEs that will do a level 2 course and then maybe struggle in their initial learning...for whatever reason, and then you slowly see their minds blossoming and they start to understand about things like, you know, taking a fact and not just knowing it but finding out why it is, you know, using books, exploring other avenues, learning to use language...and you see these students at the end of their first year...get a really good result and the change in them, the confidence! ‘I actually can learn, I actually can!’ And it’s lovely then to see the students that have come in and done a level 2 course and then go on to a level 3 course and get it and then go to university. That’s got to be the best feeling!*

(Interview with learning support co-ordinator in post-16 centre)

Professionals working in post-16 settings explicitly voiced a philosophy of ‘lifelong learning’ and that it is ‘never too late’ to engage or to find the right pathway for you.

Peter *I think one of the things, one of the biggest things in education, is that it’s never too late...There are lots of second chances, lots of false starts and you can start again if you like. I think that’s the future...and increasingly that’s the attitude of young people themselves to their learning.*

(Interview with teacher in post-16 centre)

Higher Education

In relation to activities that facilitate progression to higher education, and in particular relationships with universities that appear to influence outcomes for students in Bristol South, professionals identified the value of extended forms of partnership.

This included universities providing:

- ❖ *Aimhigher* visits to higher education;
- ❖ *Aimhigher* mentors and tutors working alongside young people;
- ❖ gifted and talented activities, curriculum enrichment and masterclasses;
- ❖ projects and activities that lead to ASDAN accreditation;
- ❖ curriculum development support for teachers;
- ❖ partnerships in initial teacher training and the Student Associates Scheme;
- ❖ continuing professional development courses and accreditation;
- ❖ support for teacher and schools/colleges in action research and evaluation;
- ❖ progression routes including vocational and foundation degrees;
- ❖ recognition of Advanced Modern Apprenticeships as a route into HE;
- ❖ compact arrangements or heading higher ‘passports’;
- ❖ wider university resources and expertise in support of local schools.

It was also identified that universities would have an important role to play in providing stretch and challenge experience post-16 e.g. bringing level 4 learning into post-16 settings, or working on the development of extended projects at level 3 as part of 14-19 reform. It is worth noting that none of the people we spoke to in schools or school-based post-16 provision mentioned the growing option of following higher education in colleges of further education. It appears that this is a development about which there needs to be greater promotion and information in the constituency.

Drawing on their current experience, professionals gave examples of effective partnership activity and out of these examples certain principles appeared to emerge. These included staff working together in a sustained way over time so as to build up a relationship of trust between the university and the school, and activities being developed that not only brought the young people into contact with the university, but where the outcomes immediately fed back into and improved their current learning. One striking feature of interventions thought to be effective, was when resources and people were well-matched to meet specific needs – either at a curriculum level, or in matching individuals in a tutoring or mentoring relationship.

Shelley *The UWE science days for instance - that was a very clearly commissioned thing when the science consultant went off to talk to a group of science teachers. 'What is it that you're not delivering at Key Stage 4 that is stopping those kids getting As and A*s?' And they said 'We haven't got the facilities to do the DNA-type stuff.' And that's how came about...The art workshops that we developed with Bower Ashton have been fantastic...it's all about giving them new skills and so on, but also walking out with pieces that go into their GCSE art portfolio...I think UWE have really responded in terms of really focussing it on what will have an impact. We did an MFL thing last year with UWE which didn't work. It wasn't challenging enough, it didn't come together properly, so the MFL consultant, and I went through the evaluations, talked about that and then we said 'What is it we do want?' So we went back and said 'We don't want that but we do want this' and so they've developed a brilliant thing that has really hit the Year 11 programme - two MFL revision days in November and April.*

(Interview with local authority representative)

Julia *We have...designated post-16 mentors and tutors who are young undergraduates that come in that just work with particular individuals or maybe in a pair just to support them. You know, providing moral support, talking about university, application processes, personal statements, why they're important...and just to have somebody that's been there and done it. Then we get specialist subject tutors in and they may go in and work in the classroom or teachers will refer specific students to them for support if they've been having particular difficulties over a concept or if they are generally underachieving in that subject. It's a great resource, and I can just ring up UWE and ask for a tutor in a particular area if we have the need.*

(Interview with learning support co-ordinator in post-16 centre)

Equally, they gave examples of when these principles had not been observed and where as a consequence the experiences had been less effective.

A recurrent theme was the importance of students and their families having the knowledge to make an informed decision i.e. knowing what is available in relation to higher education and then being enabled to make that choice one way or the other.

Julia *We have young people that come into us in year 12 who are absolutely dead set against university for all sorts of reasons and we always say 'We understand what you're saying and possibly how you're feeling but...to make an informed choice you need to know what it's all about, so please, you know, there's no cost implication, please attend the things we put on and then make a decision' ...and I feel really strongly about that, you know...if they make an informed decision and say 'No', that's fine.*

(Interview with learning support co-ordinator in post-16 centre)

This interview with a lead learning supporter in one post-16 centre serving Bristol South, with a dedicated role to support young people through transition beyond post-16, identified a number of important elements in effectively promoting progression to higher education. This included broadening young people's concept of what university is about.

Julia *They think to go to university you absolutely have to have top grades but I explain to them...universities are looking for students that can manage their time, their social life, you know, maybe a little part time job, maybe putting something back into society for example by doing some mentoring work in schools, looking at achievement outside their A levels and so sort of challenging the idea that it's just about being very, very, very brainy. You obviously have to be able to come to university and study, there is a basic requirement of academic ability, but it's a range, like all things. And once they begin to appreciate that then they start to open their minds...*

(Interview with learning support co-ordinator in post-16 centre)

She also recognised that there could be anxieties about how going to university might affect their relationships, or their sense of themselves. Drawing on examples of similar activities run in the local university, she now runs workshops on the relational and identity aspects of transition to higher education.

Julia *Well one of the things that I introduced to them recently...is transition from sixth form to undergraduates and we talk about the change in role. So if they are the first person in their family to go to university is that going to change the way their family think about them? Are they going to become somebody very special or different? Are they going to change? How's their role going to change in their family and their extended family and what about their friends?*

(Interview with learning support co-ordinator in post-16 centre)

Finally, she highlighted a dimension that many people spoke about i.e. the need to consider the parental perspective and to engage with parents as partners in exploring

the possibility of progression to higher education. This includes the importance of recognising parents' own anxieties about the implications of such a decision, including financial concerns. And their need for greater exposure to, and experience of, what going to university might be like for their son or daughter as well as what it might mean for them as a whole family.

Julia *I've spoken to parents on parents' evening and they've said 'Well we're really pleased that this opportunity is there but what about the money?' You know, they don't get into debt. If you can't pay for it you don't have it. This idea of borrowing money to have an education is something a lot of parents are not comfortable with.*

We have an Aimhigher parents evening in year 12 all about going to university and we...introduce parents to a whole new world of stuff they haven't come across before and find a bit bewildering...and we talk about finance and a whole lot of other things then. But we also have a sort of open door policy that any parent who has concerns or misconceptions or just wants to know, they just 'phone in and we'll respond to them immediately...I've had parents come in and gone through the UCAS website with them. Other parents have just come in to have a chat off the record. So, you know, parents are very welcome and we try to make sure at every turn that they know that. For young people where nobody before them has been to university, this is a decision that means a lot to the whole family. The whole family needs support.

(Interview with learning support co-ordinator in post-16 centre)

On other occasions, professionals expressed a strong view that this relationship between higher education, young people and their families, and encouragement to consider higher education as one possible future, should begin much earlier in a child's career. Several examples were given of very positive, creative and enjoyable events involving primary-aged children, their parents/carers and their teachers in partnership with the university e.g. the event that led to the production of the illustrations used in this report.

One teacher expressed the view that young people needed more positive role models from their own communities, who had gone on and succeeded in higher education, in order to inspire them to do the same.

Vaughan *We've just written a letter...for all the students who used to go to our 6th form...basically just saying 'You've now gone to university, you've now got a degree - can you send us a photograph of yourselves so we can put it on the wall so that people will see ex-pupils with their photographs up.' Because they're living in those communities where those people came from. And that's the sort of thing we need to do as well, just to say 'Look these people did it, they made it, why can't you?'*

(Interview with teacher in *Group B* school)

Others recognised that role models per se were not enough. One over-riding factor, that resonates with findings elsewhere in this study, is the importance of positive and respectful relationships between young people and those working with them from further and higher education as the key criterion for whether something works or not.

Lily *My view is that it's more than a simple thing of role models. I think it goes back to relationships...I don't think people are motivated by an image of something. Indeed seeing someone who has 'done well' or hearing them say 'Just do as I have done' can even be a turn off. People are motivated when the image connects with them and that happens through relationship...So there's something here about building more powerful relationships between people in universities and young people in schools that helps them in the 'processes of becoming'.*

(Interview with HE representative in partnership with *Group A* school)

And beyond this, professionals spoke of experiences that made the physical setting or territory of higher education feel familiar to young people - recognisably part of their own world and a place where they could feel a sense of 'belonging'. Given the significance of 'safe territory' and community geography in these young people's lives, such an observation is important.

Mel *Being at UWE for the ASDAN activity was better than the usual Aimhigher visit - you know, to listen to student ambassadors about being a student - because then you feel like a visitor. But this time they seemed like they were the students who just happened to be studying this day at UWE rather than at school - like they belonged there. UWE became 'their place'. This is very powerful.*

(Interview with teacher in *Group B* school)

g) Changing the profile

Finally, a dimension mentioned by a number of professionals related to the loss of a significant proportion of pupils from Bristol South secondary school into the independent sector or into schools outside Bristol local authority area. Such movement was seen to increase the pressures in local schools where the resultant student intake has a disproportionately high level of social and educational needs. The perceived ‘loss of confidence’ in local schools by more educationally aspirant families was identified as a key priority to address, especially by the *Group A* schools.

David *The school has seen to be or is perceived to be and has been for some years, a ‘failure’ and Bristol media have, if you like, hyped that failure to a large extent over the past several years. So we have to turn to a corner in terms of winning back the confidence of the local community.*

(Interview with teacher in Group A school)

As part of trying to create a new school identity, and gain a more ‘balanced’ intake in terms of attainment and attitude to schooling, one school that is moving to Academy status plans to go further and to draw from outside its immediate community. Its aspiration is to become a successful school that attracts higher achieving and more aspirant families towards it.

Mia *[The Academy] will of course look for recruitment beyond the community and they will probably start that as early as possible into the post-sixteen area as well as into the year starts. They’re still negotiating an admissions policy with the DFES...they were hoping to have a band type of admissions policy...They clearly hope to recruit, because of their connections, from a wider area....to create a true comprehensive.*

(Interview with teacher in Group A school)

Whilst this would undoubtedly lead to improved outcomes, others recognised that such a trajectory of success could undermine a commitment to inclusion, displace some of the more ‘problematic’ students and mean that a school following this strategy might no longer serve its whole community.

Richard *We went to a school on the Wirral that in many ways is like us but is seen to be successful...It's south of Birkenhead, we're south of the city; it's on the edge of the Wirral, we're on the edge of Dundry; they've got tower blocks like we've got.*

[But] it's a different world. You know, they're fantastic...In their OfSTED report there are no issues. But when you start trying to unpick it a) it's been a 16 year journey and b) the 'scallies' (as they say) don't go there any more. So actually it isn't the same as us. It's massively oversubscribed and it isn't serving its whole community; it's serving the aspiring elements of its community and it's pulling in from everywhere else. Part of what we're saying to our governors is, 'You have to make a decision. Is...your vision for the whole of this community or is it for some of them?'

(Interview with teacher in Group A school)

6.3.2 Voices of Parents/Carers Living in Bristol South

To explore parental perspectives the original plan had been to establish parental focus groups. Creating such groups proved extremely challenging. One educational establishment sent out letters to fifty Bristol South parents inviting them to a discussion with no positive response. The team did however manage to interview Bristol South parents who were also educational professionals. This included a number of local women who worked for the Families and Schools Together (FAST) team and who thereby had a well-informed perspective on the attitudes of other parents, who are not professionals, with whom they work. The parental perspective was also elicited from a relevant MA dissertation looking at the challenges of establishing home-school dialogues in a Bristol South school (Plumb, 2000).

Finally, the team managed to gather the views of a small number of parents through a questionnaire administered by school staff at a year 9 parent's evening. A single-sided questionnaire with thirty questions was produced and sent to a *Group A* school. Both staff from the school and volunteers kindly offered to help the parents to complete it. Without consultation with the research team the questionnaire was amended to fifteen questions by staff in the school on the basis that *'there were too many questions for the parents to cope with'*. Eighteen completed questionnaires were returned and analysed .

The Parental Survey

From the received replies 61% of respondents had lived in Bristol South for more than 20 years and 82% of those that responded felt that their child would stay in the area when they were older. 89% of those parents that returned the questionnaire had grown up and been schooled in Bristol South and 42% had been to the same school as their child. 68% said that their schooling had been a positive experience, and 75% said that they thought their child's experience of school had been positive.

77% had helped their child make educational choices and were happy with the information they had received, though there was no clear correlation between those who said they had received information and those who had helped their child. It is not possible to say what exactly they meant by 'help'. Answers included:

I encourage them to be happy in their choices and if not think about other options open to them.

We have discussed options frequently and she knows that I will support her in whatever she chooses to do.

Of the 18 respondents 66% said they would like their child to stay in education post-16 and a few gave reasons why:

Too brainy to give up.

Because knowledge is there for the taking you need to make the most of it.

To give her a better chance in life.

Because they should take advantage of different opportunities in education to they have different options of employment in their futures.

When asked what they thought was a positive learning experience for their child, 33% chose not to answer this question and 33% chose a non-school related learning experience of which 33% (11% overall) talked about travelling as a positive learning experience. The remainder of this 33% cited sports activities. This correlates with the attitudes of some of the students from the same school - that to be a professional sportsperson is considered something that is possible and positive to aspire to.

I have many choices open to me. I could be a professional snooker player, or a professional footballer or a professional golfer (from young person's interview).

I want to be a professional footballer. I've been to Bristol Rovers and I have to go to Filton College if I want to play for them (from young person's interview).

My son wants to be a professional cricketer but was told he couldn't go to Gloucestershire Cricket Club for work experience. We try to raise our children's aspirations and encourage them to aim high and then restrict their choices!

50% of parents responded that they had thought about their child going to university. The main benefit was that their child would get a better job.

To do well, have a better future and well-paid job.

To gain qualifications for a good career.

A few parents recognised other reasons for going on to higher education:

She expressed an interest – I think she should go for it. Give her more chances in life.

Good life experience.

In answer to the question as to why they would not want their child to go onto higher education only a few parents responded. Finance was not mentioned but the reasons given were:

It seems above their means – i.e. not having high enough grades to qualify for placement.

I think two years extra college will be enough.

In looking ahead to what they would like their son or daughter to be doing in 10-12 years time, 33% said they *just wanted their child to be happy.*

The parental questionnaire data is of course extremely limited, partly because of the small sample size but more significantly because it only captures the views of parents that came to a parents evening initially and then were prepared to fill out the questionnaire. However, it is interesting to triangulate findings with views gained through interviews.

Parental Interviews

The parental interviews provided a fascinating insight into the perspectives of parents from the area who by virtue of their wider roles and experiences had gained critical purchase on the issues involved. Seven parents/carers were interviewed in total, five female and two male.

All had been brought up and educated in Bristol South. Six had children currently at school or in post-16 education in the constituency; two had children who had gone on to higher education and two had children who had gone into employment. One had been university educated. Three worked for the local Families and Schools Together (FAST) team – funded through neighbourhood renewal money but managed through the local Excellence in Cities action zone; one worked as a community development officer for Hartcliffe and Withywood Community Partnership (HWCP) – a community-led regeneration partnership; two worked for Knowle West Media Centre (KWMC); one worked as a youth and community worker; one was also a school governor.

Further interview data with parents was drawn from an MA dissertation entitled ‘*Only Connect – Problems and Potential in Parental Partnerships*’ (Plumb, 2000). This study looked at a small number of case studies where issues of power and conflict were evident in home-school relations in one *Group A* school. In particular it explored parental perspectives on the difficulties they experienced in their interactions and communications with the school.

Within the parental interviews there was some degree of overlap with key dimensions from the interviews with educational professionals but there were also some important differences. Though they frequently focused on similar aspects of experience - their standpoint and perceptions about those experiences were often, not surprisingly, quite distinct. In particular, we noted less emphasis on the deficit discourses that tended to position working class families and communities in a particular way in the professional accounts.

a) Family and community cultures

Parents recognised that going to higher education was not considered ‘normal’ within local communities, especially those served by *Group A* schools, and therefore many families had no expectations that this would be what happened and had no experience to draw upon in making sense of the possibilities.

Helen *Higher education is just not the done thing in this area. There’s no experience of it so families don’t know what to expect.*

(Interview with parent from the FAST team)

Bob *That isn’t what happens in Knowle West. That isn’t what’s done. It’s not what my friends have done, so why should I expect my kids to do it?*

(Interview with parent from KWMC)

For families in low-income communities, the perception that higher education was expensive and would mean families incurring considerable debt was seen as a significant obstacle. Entering the labour market and bringing a wage into the family were seen as preferable and more responsible choices.

Tracey *You hear all this scare mongering on the telly about how much it’s going to cost and kids are going to come out with thousands and thousands of pounds worth of debt. People from low earning communities don’t want to be saddled with that debt at an early age. Their main priority is to get out and get a job and contribute to the family income.*

(Interview with parent from the FAST team)

A local community worker and parent however also stressed the logic of remaining on benefits in an area of low waged work.

Jake *If you look at the jobs that re being advertised...we are talking about the minimum wage...and in all fairness if you look at single parents and all that on the estate...it’s not worth going to work because the minute you go to work you’ve lost.*

(Interview with parent from local youth project)

Alternative futures in this context that seem to make sense, validated by the experiences of peers, include early motherhood and welfare dependency, followed for some by later return to the labour market or to education.

Helen *[My daughter] she's 21 and 90% of her year group have now got kids of their own...She's one of the minority that has got a career and not even thought about having kids. One of her friends I think has got four and she's only 21 and you're thinking 'Oh my God'. I think it's that acceptance that it's OK ... For a lot of our girls it's the easy way out. They get pregnant so they get a council flat; they get supported...For some it's downhill from there but some have made a real success of it and gone on to do things later in life. They see their kids achieving and want to go back and do the same themselves.*

(Interview with parent from the FAST team)

One parent, who had gone back herself to education as a mature access student and then went on to university, spoke of the weight of other expectations and how they had shaped her life.

Suzie *I didn't really take school seriously. I think that was the way I treated it. I truanted a lot just because it would rather be out of there than in there. It felt like you had two ways out of there really. One was into Wills, which is where most people went, and the other was into an office job, and if you went into an office job then you were doing all right. And that was as far as you went.*

Nobody mentioned university to me – that just wasn't in my field of view. I think that if they got you through to the end of it without getting pregnant, that was seen as good enough really...It was easy to disconnect...I went to work as a receptionist.

(Interview with parent from HWCP)

For this parent, negative assumptions about Hartcliffe and its residents create ongoing anxiety, despite her professional success. This is only partially mediated by the sense of respect afforded by local residents to her as a community worker who lives locally and who understands the needs of the area from 'within'.

Suzie *I suppose the fear of looking stupid has been really big for me because there are a lot of assumptions made when you say you grew up in Hartcliffe...that you must be stupid...I have to reconstruct myself a little bit every time I go into a meeting with people from other parts of the city. [And] if you go for a job elsewhere you are kind of not credible...you get put into the same kind of category as people who won't move out of the area.*

On the other hand lots of residents think that if you work here then you should live here because that is really the only way to understand...I think one of the best t-shirts I ever saw was one that

said 'I don't have an exit strategy. I live here'.

(Interview with parent from HWCP)

One parent revealed a significant degree of class-based ambivalence in attempting to 'rewrite the script' of expectations for his own children.

Bob *I think I might have been detrimental to my kids by not expecting it...Socially it has to be acceptable [to go to higher education]. It has to be socially acceptable to break out of the box of Knowle West or South Bristol and become part of the wider community...It has to be that you are better than just doing what your dad did...Not that that's a bad thing because the country needs its workers...it needs its electricians.*

(Interview with parent from KWMC)

This parent's comment highlights the understandable difficulty of adopting a standpoint which implies that what he has done as an adult is 'not good enough' – and that he might not be a positive role model to his children.

b) Parental confidence

Rather than positioning parents as indifferent or complacent, those we spoke to argued that lack of parental confidence in how to support their children, or in how to engage effectively with education were more inhibiting factors and needed to be addressed in their own right.

Helen *I think parents want what's best for their children, but they just don't know how to support them to get what's best.*

(Interview with parent from the FAST team)

Paula *Parents often have had bad experiences themselves of secondary school – and we need to find ways of overcoming that...Some of them can't go and read with their children...or they feel they can't help out in school because their skills are not up to it. But we tell them you don't have to read in a class to help round here in school – to change a notice board, to help a teacher or just to help out at a function or something.*

(Interview with parent from the FAST team)

Tracey *Plus filling out forms for parents to access grants and bursaries is really hard. Lots of our parents can't even read. I mean I've worked in a school all my life but I had to have someone check the forms I filled in when my daughter went to university.*

(Interview with parent from the FAST team)

On the other hand, where parents do have knowledge and experience, this provides the confidence to give their children encouragement to follow in their footsteps. This is not so much about complacency as familiarity with the status quo.

Paula *In the end it is just let's encourage them to become a hairdresser or go into the family business because at the end of the day they're confident with telling their kids that.*

(Interview with parent from the FAST team)

c) Centrality of positive relationships

Like other professionals and young people themselves, the parents identified the importance of positive and respectful relationships for educational engagement.

Helen *You have to have a passion for our kinds of children...The children form a special kind of bond with them. Once you've got their respect then the teacher can do anything with them but if they can't get the respect from the children they might as well not work in this area... you have to be a special kind of teacher and it is great tribute to many of our teachers that they stay here.*

(Interview with parent from the FAST team)

This extends to similar respectful relationships between home and school, where improving communication between teachers and parents was seen to be a priority. This concurs with Plumb's study of home-school relations in a *Group A* school in which she concludes that:

Forming personal one-to-one relationships is the answer to moving forward from a conflict situation. When time and attention are given to reflective listening and genuine sharing of ideas then this allows for mutual respect to develop...respect for staff could not be taken for granted but must be earned. (Plumb, 2000, p 59)

Examples of effective communications were given by parents in our study.

Paula *Phoning parents to let them know what support is needed for revision and which extra sessions are being provided is a good thing to do. To send a note home they would not have taken notice of, but they really appreciate a phone call home...It's good to be personal.*

(Interview with parent from the FAST team)

At the same time members of the FAST team recognised that in some settings, trust and respect between home and school had broken down or were missing.

Paula *There's this culture now when the parents don't support the school. Some parents are working against the school and it's an 'Us and Them' type culture - and it must be very demoralising for the teachers. But parents need to feel there is a way of communicating with the school and that they will be heard without having to shout and throw abuse.*

(Interview with parent from the FAST team)

d) Teacher expectations

Whilst parents we spoke to cited a number of excellent teachers, they also complained that there were still too many who held deficit views of the young people, their families and communities – and who consequently communicated low expectations.

Helen *There are still some staff in our schools that have themselves got low expectations of the kids in this area and believe that as long as they just make it to the end of Year 11 it doesn't matter if they've been successful because they live in an area like this. So there's work to be done with staff as well.*

(Interview with parent from the FAST team)

Suzie *There is a feeling that they are all brilliant teachers but look at the material they are working with...and that comes across really, really strongly...The kids and the community are seen as the problem...But this almost feels like an argument that the working classes can't be educated - they generate too many problems.*

(Interview with parent from HWCP)

In Plumb's study, the parents felt quickly labelled by the school as being a 'bad parent' whenever there were any difficulties between their child and teachers.

Mrs G *When your children are in trouble in school I just think it is assumed that the parents must be a bad lot 'cos the kids are.*

(Interview with parent in Plumb, 2000, p 42)

Another re-lived her own negative experiences of school and the way in which it made her feel about herself, in contrast to a later and more affirming experience as a mature student in higher education.

Suzie *When I went back into education [as a mature student] it fed me in away that I didn't feel at school. Every time I did well I felt better and that just kept on happening, and that for me that was what kept me there. In school I don't remember the feeling of doing well and feeling good.*

(Interview with parent from HWCP)

On the other hand, one parent spoke eloquently of her daughter doing a performing arts degree because

Paula *...someone believed in her in school and pointed out to her the possibilities.*

(Interview with parent from the FAST team)

e) Curriculum and work-related learning

Some parents reflected the same view as young people that we spoke to, that the curriculum on offer in school was not flexible enough and did not facilitate sufficient choice for young people. For Helen's son, this meant he switched off from formal learning.

Helen *There are things that my son just didn't want to do...There wasn't enough flexibility for what he wanted. He didn't find what he was looking for in school.*

(Interview with parent from the FAST team)

Whilst the dominant view of professionals is that further vocationalising the curriculum will improve engagement, some parents – especially those associated with *Group A* schools – expressed concern about the singularity of this approach with the potential creation of a vocational 'ghetto' in schools in the south of the city. Parents

we spoke to in general were highly critical of the reduction in post-16 provision in the *Group A* schools.

Suzie *I think the loss of 6th forms from local schools was a mistake and the narrowing of the curriculum on offer to basic skills and narrow vocational qualifications really worries me. If you want to do an 'A' level at college you have to go into the centre – that is outrageous. Why should our kids have to do this? There should be post-16 academic options in Hartcliffe and Withywood.*

(Interview with parent from HWCP)

Even current plans to create new sixth forms in the three *Group A* schools (as two become Academies and one becomes a Trust Campus) appear to them to be too narrowly focussing on vocational routes.

Helen *My only concern is...three establishments are now looking at having 220 place post-16 centres...[and] all are thinking of offering the same type of courses, which is the construction courses, the childcare, the hairdressing and again, not the...academic courses...We've got kids that want to be a lawyer and kids that want to be a teacher...so that obviously needs to be an option...It all seems to be vocational, vocational, vocational.*

(Interview with parent from the FAST team)

Others recognised the value of work-related learning, but felt that there needed to be a more expansive approach to what is possible, encouraging work-related ambition and progression.

Tracey *Most kids have a very narrow view of what they can do re work and future possibilities. There needs to be more creative stretching of their imagination from primary school upwards and showing them what is possible even in the local area.*

(Interview with parent from the FAST team)

Paula *Like, if you want to be a nurse to show you all the different aspects of nursing but...you could also be a health visitor, you could be a midwife... and how you can work your way up. Or like if you want to be an electrician – this could be going on tour with a pop group doing their lighting, not just rewiring houses. Or doing hairdressing...could lead to owning your own business in health and beauty...pointing out how much further you can go...not just a boring placement in a shop.*

(Interview with parent from the FAST team)

Whilst these parents made no explicit connection between enhanced perspectives on work-related learning and higher education, another – who had herself experienced higher education – was clear that a more visible higher education presence within Bristol South was needed.

Suzie *I would love to see an higher education campus in Bristol South, attached to the 6th forms so that it seems natural to go on...It seems part of the everyday culture, with people they recognise. Universities need to be part of the everyday life of schools.*

(Interview with parent from HWCP)

f) Further and higher education

A critical issue that was highlighted by a number of parents and that resonated with the views of young people and educational professionals, concerned the difficulties and risks associated with transition – either into post-16 education or into higher education. In particular they raised issues about the lack of ‘closeness’ in the relationships (either emotional or geographical) or the difficulty their child had in surviving in a more autonomous and demanding environment. Two parents told powerful stories of how their own children had faltered on transfer to an FE college.

Helen *My second son dropped out of an IT course at college and is now shelf stacking at TESCOs. At the end of the year he just felt the course wasn't the one for him, but there was nobody at the college then that said 'OK let's look at what you can do.' They just let him go...I think if they'd have had a 6th form at school...I think he would have felt a lot more secure, he would have known the people, he would have known that if there was a problem, there was somebody he could go to, which he didn't feel so comfortable with at college. And it was local. Even though it was no problem getting into town...I think had there been local 6th form provision then he would have known the boundaries. If he was struggling, we could have gone and got support. If he wasn't doing enough work or whatever, they'd have been able to tell him because they would have known him for the last 5 or 6 years.*

(Interview with parent from the FAST team)

Suzie *My son went to the school-based 6th form centre attached to the place where he had been to school. He would not have stayed on if it had meant going to college because that would have been too much of a jump for him. My daughter though was much more confident, or so it seemed, and more academic and she really wanted to leave school and go to college. But she hated it. She came home from her first English literature class saying ‘They all know what they were doing. I didn’t know what I was doing. They were really debating...they are really posh...It’s obvious they’ve done all that loads of times and I’ve never done it’.*

So she decided to drop out – but it wasn’t clear to her who she could go to for advice and support that would know her. ‘I don’t know who they are. You have to make an appointment and there is not just someone there for you’. She decided to return to the school-based post-16 centre, but it really put her off her stride. And I was shocked because when I rang up to let them know she would not be returning they just said ‘Fine, thanks, bye’...and six weeks later there was a postcard from them asking why she had not been attending classes...I just found that really shocking – that absolute lack of care. It was like she was really invisible to them.

(Interview with parent from HWCP)

On the basis of her family’s experience Suzie has concluded that support for transition has to be a top priority.

Suzie *There needs to be more support over transitions – more hand-holding. Many Bristol South kids are not confident in their education, or when they have to move off familiar territory, and will not progress or succeed if they are not supported.*

(Interview with parent from HWCP)

For Helen, whose daughter succeeded in ‘A’ levels and could have chosen to go into higher education at 18, issues of finance and travel were seen at that point as barriers to progression. Instead her daughter chose to go and work in a Magistrates Court whilst reviewing her options, and finding the right way to pursue a chosen career.

Helen *[My daughter] was a self-starter. She loved the independence of learning; she would just sit in her room and just get on with it...She could have progressed to university and chose not to...She wasn’t quite sure what route she wanted to take. She either wanted to study law or she wanted to be a primary teacher; she wasn’t quite sure...But the biggest fear for her was the debt; the fact that...we couldn’t support her through it. She stayed looking at local universities. We looked at UWE, she looked at Bath Spa for the teaching one. She was quite committed, but again it was travel. She*

hadn't passed her driving test at that time...Trying to get to UWE or Bath Spa from South Bristol – it's a horrendous journey. And she knew she couldn't afford to move out and set up on her own so she'd have to commute from home. So I think there were just too many reasons not to.

(Interview with parent from the FAST team)

In Suzie's family her son went to university, but without great certainty about his decision. Even in his second year he was weighing up whether to stay the course or not. In many respects his decision was still provisional – a view that chimed with evidence from our interviews with young people.

Suzie *My son went because he was not sure what he wanted to do...Then he had a wobble and switched courses after the first year to do a more vocational degree. This seems better but he is still not settled. He wants to be earning and to be more independent. Most of his friends have not gone to university. He does have friends at uni but his social life is really still with his old friends...He is torn.*

(Interview with parent from HWCP)

Finally, Helen expressed some views from a parental perspective, and in her role as a part of the FAST team, about *Aimhigher* and related interventions. Whilst the use of student tutors and mentors as role models was generally welcomed, it was thought to be important that these should be students who came from the area who had chosen to go on to higher education i.e. someone that others in the area could relate to.

Helen *[We need] more university students to come in, you know, who are role models from this area who can say 'I came to this school and I've done this and I've done that and look at me now'...because if there's nobody in your family that's had that experience, you need somebody you can relate to. So you don't want somebody that's been to a posh school...It's about local role models. This has a greater chance of making them feel that it is possible.*

(Interview with parent from the FAST team)

She also argued that involving parents as well as children from the primary phase in activities that brought them into contact with higher education in an enjoyable way was a good thing – not just in order to support their children, but also to encourage parents to consider higher education for themselves.

Helen *We do a great Aimhigher event taking pupils from Years 4, 5 and 6 from the primary schools to university and we've tried to get some of the parents linking into that...and the parents thought it was fantastic...and we also took the parents to the graduation ceremony for their kids. We actually got a mature student to speak to the parents and you could just see the parents thinking 'Actually I could do that'. So it just opens up a whole new area for them as well, and a new angle on things.*

(Interview with parent from the FAST team)

Based on her experiences of trying to encourage parents to see higher education as a possible pathway, she concluded with a strongly felt message about entitlement to accessing lifelong learning.

Helen *It is just getting those messages across – that further education and higher education are available to all really. It's not just the elite. If you don't access it at 18 or 21 or whatever, then you can go back to it in later life.*

(Interview with parent from the FAST team)

h) Long-term investment

The remaining dimension that emerged in a number of parental interviews was a concern about the short-term nature of funding for initiatives that were intended to make a difference in the constituency. This reflects their understanding of the deep-seated nature of some of the issues that projects are meant to address. For example, the Family and Schools Together team were faced with having to find other positions as their funding disappeared with the end of *Excellence in Cities*.

Tracey *It takes a while to develop relationships and develop trust and now just when we have got that trust we are leaving because the funding is ending. We need to have projects funded for 10 years to see the real impact of the work we're doing.*

(Interview with parent from the FAST team)

In general there was a rather cynical view expressed by a number of people that regeneration income tended to support an infrastructure of 'regeneration professionals' but didn't always reach the people on the ground that were making a real and sustained difference over time.

Jake *I think they need to stop all these little projects that run for one or two years...or that bring in outsiders who want to build their empires...Instead they should put money into services that are well-established on the estates and that are producing good work.*

(Interview with parent from local youth project)

Across a range of professional and parental interviews, there was some ambivalence about the development of the Extended Schools initiative in the constituency, and its potential to make a difference to educational engagement. One parent questioned whether this would divert schools from their core business and produce further initiative overload. Another parent and a number of other professionals argued that whilst the concept of the full-service extended school was admirable, they doubted that schools would be adequately funded to fulfil this brief. Such views however did not arise from parents or professionals associated with the one full-service extended school already operating in the area (Hengrove Community Arts College).

6.3.3 Voices of *Aimhigher* Tutors and Mentors Working in Bristol South

Further perspectives on the issues of educational engagement and expectations were elicited from higher education students working in Bristol South schools as *Aimhigher* tutors and mentors. Ten university students were interviewed in three focus groups. Six worked in support of young people in the classroom as student tutors; four worked on a more one-to-one basis with individual young people as mentors. Across the ten, they had experience of four Bristol South schools – two *Group A* schools and two *Group B* schools.

Overall their perception of the attitude of young people to education confirms what young people and educational professionals told us. In particular, there was a notable difference in the experience of those working in *Group A* schools and those working in *Group B* schools. In *Group A* schools they observed a minority of young people in key stages 3 and 4 trying to apply themselves and with plans to progress, but a more significant majority for whom schooled learning appeared to be irrelevant and who had negative attitudes to being in school.

Cath *I don't think I've met any kids there that want to be in school. Mainly they are noisy and rowdy and destructive, and that's why they don't want to be there. You do get the quiet ones but even the quiet ones don't want to be there either.*

(Interview with *Aimhigher* tutor in *Group A* school)

One expression of this disaffection was regular truanting by young people who absented themselves from lessons or experiences they did not like.

Heather *It's very rare to see the same kids. We've been there like six weeks and there's still new ones coming in and I'll say 'Are you new?' and they'll say 'No, I just don't come in one Wednesdays. I don't like Wednesdays'.*

(Interview with *Aimhigher* tutor in *Group A* school)

Tutors and mentors in *Group A* schools felt that young people had very limited and restricted ideas about what they wanted to do in the future. They interpreted this as lack of ambition fuelled by limited knowledge and experience, an absence of encouragement by adults (parents and teachers), and a set of expectations that they would do *what people in that area have always done*. In considering the possibilities of higher education with these young people, they then noticed issues of confidence.

Lola *Last year I had three hair and beauty girls and this year I have got one girl who does dance and drama outside of school and she is really into it, so I've tried to show her about drama degrees, but her mum seems to be pushing her towards a health and social care route thinking it's more practical...It's a bit of a tug of war with mum. The girl is quite stressed and very low in confidence.*

(Interview with *Aimhigher* mentor in *Group A* school)

This last comment illustrates some of the dilemmas in working in this way that others also recognised.

Rose *I worry I'm going against what is done at home.*

(Interview with *Aimhigher* mentor in *Group A* school)

In terms of their perceptions of the schools, it was notable that tutors and mentors who had been working in the schools for more than a year had developed a more nuanced and positive interpretation of the school environment.

Lola *The teachers are all really good, and there is a strong mentoring department. They have Aimhigher and Gifted and Talented and another project called CORE – so they are doing the best they can by catching different students in different schemes, and that's really positive. X school has a really bad reputation and I don't know why...I think it's quite an ordered school, not as chaotic as made out...The staff are so motivated and committed...It's very strict with a lot of shouting going on but not anything abnormal.*

(Interview with *Aimhigher* mentor in *Group A* school)

Those who were more new to the role appeared more 'shell-shocked' by the experience.

Cath *They are just so hard to control. It will take about 15 minutes every lesson to just get them to settle down. Coats off, aprons on...and that's just like the first 15 minutes and then you've got all the interruptions throughout, especially in food. They'll throw food around when you are blatantly watching them. They don't care. Throwing, putting flour in people's bags...*

(Interview with *Aimhigher* tutor in *Group A* school)

However, a key issue that emerged across a number of the interviews, related to evident polarisation between teachers in terms of their attitudes towards and expectations of the young people. This was expressed forcefully in relation to the *Group A* schools. Whilst some teachers were acknowledged to be committed to helping the students achieve, and to model high expectations of them, others had entrenched beliefs that these students were incapable of succeeding.

Vera *I sit in on staff meetings and when they do talk of Aimhigher and things like that, it's a really positive message given out but some of the teachers are just sat there shrugging it off. 'Yes - as if!'*

(Interview with *Aimhigher* tutor in *Group A* school)

Young people frequently shared with these university students their diminished sense of their own abilities as a consequence of the messages they were internalising.

Heather *I've heard from a lot of the kids 'Our teachers say we're rubbish so we can't do it. We've been told we're not going to get the grades. So we can't. So what's the point'. That was the main thing we notice from our first day when we went in, and the first teacher we met stood in front of her class and introduced them while they ere swinging from the lights and stuff, and she was just talking about them really, really badly in front of them where they could hear*

her...and telling us how rubbish they were.

(Interview with *Aimhigher* tutor in *Group A* school)

At the same time these tutors also recognised the downward spiral that developed as a result of this dynamic, leading to increasingly poor behaviour and teacher stress. This resonated with accounts from skilled professionals working in these schools.

Cath *You can see from being there it's a big cycle. The teachers can't control the kids so they give up. They're stressed out, they give up, but the reason they can't control the kids is because the kids are wild.*

(Interview with *Aimhigher* tutor in *Group A* school)

Tutors and mentors recognised the exceptional pressures that such teachers are working under. They referred to the *mountains of paperwork*, constant changing of the *expectations of what they were supposed to be teaching*, demanding *pastoral responsibilities*, large *class sizes* and *covering for absent colleagues* alongside responding to *challenging and difficult behaviours*.

Whilst many of these features were also present in the *Group B* schools, tutors and mentors in general reported more up-beat and engaging experiences. In one of the settings, university students were working in the school-based post-16 centre attached to the school, and met young people with a more receptive attitude to considering higher education.

Simon *Most of them, at least half of the eight, know where they are going. I'm going to be an architect. I'm going to this university, or that university.*

Kim *The Head of Sixth individually knows the kids really well and encourages them to go on...with clear messages that 'You can do it'.*

(Interview with *Aimhigher* tutors in *Group B* school with post-16 centre on site).

In the other *Group B* school it was recognised that conversations about progression to higher education were often displaced by the more immediate issue of progression to further education.

Gordon *Well, you're trying to introduce them to the idea of higher education but they are not even certain about staying on at 16 and going into further education. It's too much for them to take in all at once – too much of a leap. And the teachers and the schools are not judged on how many young people eventually go to higher education. They are judged on their GCSE results so they obviously concentrate on that.*

(Interview with *Aimhigher* tutor in *Group B* school).

Whilst the issue of individual teacher expectations did not emerge in such an explicit way in relation to the *Group B* schools, there were a number of references to polarisation and stratification between groups of young people, classified according to putative 'ability'.

Sally *The kids very early on are separated with those with the potential to go to university and those that don't have the potential based on their Cognitive, Ability Test scores...The high fliers are those that will get 5A*-C in GCSE - about a third of the school. The other two-thirds hear very little about higher education and very quickly lose interest. They don't see school as a means to an end. They see school as the end and they just have to get through it.*

(Interview with *Aimhigher* tutor in *Group B* school).

In both *Group A* and *Group B* schools the tutors and mentors reported that many young people saw university as a completely alien world. However, young people's concept of who might go to universities and what universities were like was also out-of-date and one-dimensional.

Jack *I think a lot of them think that university is just for if you want to be a doctor, teacher, or to go into law – professions like that where you sit and read books and study really hard. They don't realise there are more practical and vocational courses as well that you can do and that you don't have to have A levels to get into university. All these kinds of things they just don't know.*

(Interview with *Aimhigher* mentor in *Group A* school).

They also claimed that the young people and families they came into contact with knew very little about the practicalities of selecting a course, applying and then funding the course. A number of parents expressed anxiety about not being able to afford the costs or support their children – and their understanding of fees, grants and bursaries was very sketchy.

Their interpretations of parental and community attitudes seemed highly conditioned by explanations imbibed from others.

Rose *I think it's all down to the community to be honest. When we had our training we found out about that.*

(Interview with *Aimhigher* mentor in *Group A* school).

In one case an *Aimhigher* tutor experienced the anger and frustration of some parents who felt that the school was not hearing their voices.

Vera *I went to the Aimhigher celebration...and it was a real shock how angry the parents were...They were so concerned...about their kids' futures and they were really angry and in my face...they thought I was a teacher. They said to me that they couldn't communicate with the school to get their voices heard...Women I work with in a call centre who also have kids at that school are really angry as well. They say...they get cut off by reception.*

(Interview with *Aimhigher* tutor in *Group A* school).

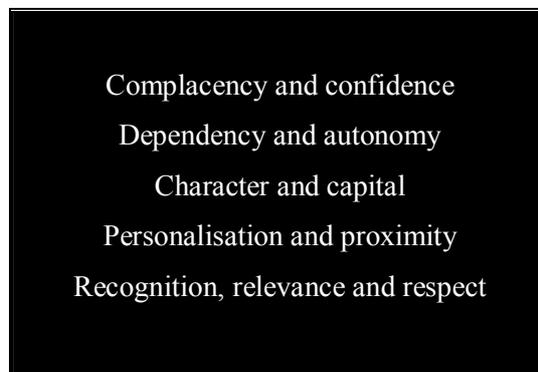
Notwithstanding all of these difficulties and challenges the *Aimhigher* tutors and mentors were overwhelmingly positive from their point of view about the experience of supporting young people. For some it confirmed an intention to become a teacher; for others it provided a sense of fulfilment at 'giving something back' and especially so for those who had come themselves from similar backgrounds. In terms of the impact of their presence on the future choices of the young people they worked with, they were optimistic. They felt that they had raised awareness of the possibilities of further and higher education and that their influence meant that young people at least *know it's an option and it's out there for them now.*

6.3.4 Discussion of Significant Themes in Perspectives from Adults

Unlike the synergy of themes to emerge across the accounts by young people, a more dislocated picture emerges from the perspectives articulated by adults. Dynamic tension is evident between educational professionals and parents/carers with opposing standpoints articulated on certain issues of educational engagement. Whilst common issues are explored, educational professionals and parents/carers represent and interpret those issues in distinctive ways, drawing on different discourses to make sense of their experiences. This in part reflects a similar disjuncture between the

views of educational professionals and young people themselves. The significant themes in these accounts therefore feel both more *fractured* and *fractious*.

Table 6.5: Significant Themes in Perspectives from Adults



Complacency and confidence
Dependency and autonomy
Character and capital
Personalisation and proximity
Recognition, relevance and respect

a) Complacency and confidence

Throughout this study, people living outside Bristol South have characterised the local communities as *complacent* or *comfortable* cultures that are endemically resistant to change. Such a representation elicits ambivalent reactions in educational professionals who work in the area. On the one hand they interpret this through the lens of deficiency and passivity; on the other they articulate a grudging respect for such certainties, whilst at same time acknowledging the limitations and negative aspects of the performativity and achievement culture that they are bound to espouse. Parents/carers by contrast see an absence of parental positive engagement with education as an issue of poor prior experiences and low levels of *confidence* in how to effectively take part. When the rules of the game and the skills to take part appear alien and unattainable then dis-engagement is a rational response. Alternative actions e.g. encouraging early employment rather than educational progression consequently arise out of familiarity and affinity rather than complacency i.e. social actions coalesce around recognisable norms.

b) Dependency and autonomy

A further set of tensions cluster around the themes of *dependency* and *autonomy*. Both young people and adults argue that positive relationships and inter-dependency are a

pre-requisite for effective learning to take place. Indeed the wider learning culture of local communities is represented as powerfully social and relational.

This cultural feature is seen to have both positive and negative dimensions; positive in terms of strong and supportive social bonds, and negative in terms of social dynamics and forceful regulation by peers of those who wish to be different. A further aspect of this phenomenon is the recognition that some young people, from families where family relationships may be stressful and where difficulties in attachment to significant others may impact on their lives, require particular attention to the formation of trusting relationships with adults. For whatever reason, teachers deemed to be effective recognisably recruit young people into learning by prioritising the establishment of high trust relationships.

At the same time, the formation of such learning relationships also tends to reinforce a high level of *dependency* of young people on their teachers. This is amplified by teachers themselves deploying strategies that over-control young people's learning - in part as a response to managing challenging behaviours and in part as a response to high stakes assessment regimes where teachers feel compelled to spoon-feed young people towards coping with the test. Both educational professionals and young people recognise the corollary i.e. that young people exhibit an absence of agency in schooled learning. However, each tends to explain it differently. Educational professionals account for this lack of *autonomy* as a consequence of the wider cultural milieu and return to discourses of complacency and passivity; young people argue that the cultural experience of schooling itself disempowers them. Parents/carers sometimes identify similar disempowerment in their own relationships with the schools.

One further dimension to this tension between dependency and autonomy relates to the class-based valorisation of these terms. The 'ideal learner' in much of educational discourse is constructed around middle class norms where autonomous individual motivation is prized and where dependency on others is considered a sign of vulnerability and weakness. However, within certain working class cultures including those evident in Bristol South, social inter-dependency is prized whereas detached individualism is considered a sign of putative treachery as well as a marker of

potential vulnerability and weakness. In addition, certain career trajectories taken by working class young people are characterised as exemplifying dependency e.g early motherhood connected to welfare dependency. However, other studies have argued that teenage mothers often show great self-reliance and strength, determined to do the best for their children even in difficult circumstances (Cater and Coleman, 2006). Such polarisation in underlying assumptions, in values and in the ways that cultures are represented requires more explicit attention as part of essential learning dialogues between teachers, young people and parents/carers. These conversations could usefully explore the potential to re-frame the concepts in ways that acknowledge, and even celebrate, such differences.

Rather than an equality of understanding, autonomy means accepting in others what one does not understand about them. In doing so, the fact of their autonomy is treated as equal to your own. The grant of autonomy dignifies the weak or the outsider; to make this grant to others in turn strengthens one's own character. (Sennett, 2003, p262)

Indeed the concept of 'character' itself permeates the responses from educational professionals with a tendency to draw unconsciously on deficit discourses around the influences of working class culture in the formation of character.

c) Character and capital

As with the concept of the 'ideal learner', the concept of character is profoundly class-based and affected by conditions of inequality. Sennett argues in *Respect: The Formation of Character in an Age of Inequality* that one may develop 'character' in three ways that garner respect in society: firstly, through striving for self-development; secondly, through achieving self-sufficiency; and thirdly by giving something back to the community (Sennett, 2003, p63). However, as Sennett also points out, 'inequality plays a particular and decisive role in shaping these three character types' (p64). The existence of self-developing and more highly realised individuals justifies the withholding of resources from those who are not developing as successfully. The presence of self-sufficient and autonomous individuals may be used to critique those with dependency needs. Most challengingly, Sennett argues that 'the compassion which lies behind the desire to give back' can be distorted by

conditions of inequality such that compassion is transformed into ‘pity for the weak, pity which the receiver experiences as contempt’ (p64).

Each of these dimensions we would argue are present in the educational exchanges and relationships evidenced through our research. The *Aimhigher* programme itself, like programmes for ‘gifted and talented’ students in school, directs resources towards those self-developers deemed to have ‘ability’ and thereby potentially further marginalises those anticipated to fail. The expectation of autonomy and self-sufficiency in the idealised learner - especially in further and higher education - destabilises the student who thrives in an inter-dependent and highly relational learning culture. Finally, the emphasis of educational professionals on care quite easily slides into ‘compassion which wounds’ - with low expectations of teachers meaning to be kind, entrenched within collusive dynamics in the classroom and in relationships with parents/carers.

The implications of such an analysis are that strategies are needed within the constituency that a) reach out and demonstrate belief in all young people and their families even those who present as low achieving and disengaged, b) pay greater attention to the acquisition of autonomous learning skills *whilst also* changing the learning environment (including in further and higher education) in order to respect the inter-dependent and relational styles of learning of those who come from such cultural backgrounds and c) confront an ethic of care which slides into low expectations.

However, within the perspectives articulated by educational professionals there is little attempt to problematise such aspects of the formation of character. Indeed, the clearest references to character in educational professionals’ accounts propose that young people and their families have ‘spoiled identities’ (Reay and Ball, 1997) and that they lack ‘backbone’ and resolve. In light of these prevailing attitudes it will be interesting to see if strategies imported from a very different cultural milieu, such as the introduction of an Army Cadet Force in order to ‘strengthen character’, have impact in this cultural setting.

A connected theme emerges in relation to *forms of capital* (Bourdieu, 1986) and their impact on learner identities and trajectories. Parents/carers clearly articulate real concerns from their perspective about the economic costs of going into higher education and thereby indicate the impact economic capital has on educational decisions. Beyond this, educational professionals and parents/carers both recognise the significance of cultural capital to educational success - embodied as individual dispositions of character, objectified as cultural goods such as books and computers, and institutionalised as academic qualifications. Our interview data evidences the powerful ways in which *misrecognition* presents unequal access to cultural capital as something natural when it is in fact a social construction underpinned by differential access to economic capital. It is however mainly parents/carers who have developed a degree of criticality as a result of their political engagement with the system e.g. working as community activists, who are most clearly able to identify this and to challenge related assumptions e.g. about 'ability'.

Finally, there is an important discussion to be had about aspects of *social capital* within the constituency and the relationship of this to group processes and educational outcomes (Coleman, 1988; Putnam, 2000). Riddell (2005) specifically identifies the importance of certain forms of social capital in accessing higher education and questions the implications of this for working class students, including those in Bristol. Some argue there is an absence of social capital bonds and networks in Bristol South that might facilitate educational progression. Professionals frequently comment that highly educated individuals tend to move out of the area, especially in the south of the constituency, and their expertise and connections to facilitate the progression of others are lost as a local resource. Part of the rationale for trying to change the profile of the schools through re-branding and attracting students from more aspirant families, or through new forms of partnership with high status external partners, is that benefit may be derived for young people and their families from more empowered and authoritative social networks in and around the schools.

However, as Gewirtz and others remind us in their analysis of the operation of Education Action Zones in England (Gewirtz et al, 2005) there are different forms of social capital that are class related. The 'dense, tight-knit, homogenous social networks of family and friends' (p668) such as are evident in Bristol South provide

good examples of ‘bonding social capital’ prevalent in working class communities. Forms of ‘bridging social capital’ (horizontal social networks that give access to valuable resources and information outside one’s immediate network of friends and relations) and ‘linking social capital’ (vertical connections that provide links upwards to powerful people, institutions and agencies) appear less well established within communities in the constituency. Given the central importance of both of these forms of social capital in gaining access to economic and cultural capital - and being able to command associated resources and exert enhanced degrees of control and choice - such absence is significant. The paradox, evident in our study of Bristol South, is that the ‘networks of intimacy’ associated with bonding networks may themselves predispose individuals to eschew experiences that might build other forms of social capital and precipitate change (Fuller et al, 2006). Furthermore, our evidence provides examples where the forms of social capital dominant in local settings in the constituency have certain negative consequences including exclusion of outsiders and internal over-regulation of group behaviours (Portes, 1998).

One question then to be asked of current and proposed strategies aimed at enhancing educational engagement, including strategies specifically designed to encourage progression to higher education, is whether they support the development of bridging and linking forms of social capital within these communities *whilst at the same time* respecting and building upon the best aspects of existing social bonds. This requires us to:

pay closer attention to the real, as opposed to imagined, local sociocultural environments within which policies are implemented and to the voices, choices, values and experiences of the people they are designed to help. (Gerwartz et al, 2005, p670)

d) Personalisation and proximity

Personalisation references the extent to which public services, including education, put the needs of participants at the heart of provision and enable them to have a voice in the design and improvement of the organisations that serve them (DfES, 2004a). Key components deemed essential to make personalised learning reality are: assessment for learning; effective teaching and learning strategies; curriculum entitlement and choice; creative school organisation; strong links with external

partners including parents/carers. Personalisation does not mean individualised learning outside of a social context. Rather it means '*shaping teaching around the way different youngsters learn; it means taking care to nurture the unique talents of every pupil*' (Miliband, 2004). Innovative examples of personalised approaches in education include: harnessing new technologies to revolutionise place, pace and networks for learning⁵¹; exploring more flexible uses of time for accessing learning opportunities and framing the learning experience; placing students at the heart of the learning process and prioritising their empowerment through the co-construction and co-design of the learning experience; redesign of 'learning spaces' to reflect the more dynamic, fluid and interactive styles of formal and informal learning for the 21st century (The Innovation Unit, 2006).

The theme of personalisation is touched upon in a number of ways across the interviews with educational professionals and parents/carers. This resonates with the theme in young people's interviews related to 'choice and agency'. A number of educational professionals articulate a view that personalisation is at the heart of future school improvement and plans for school change in the constituency. However, both parents/carers and young people argue in reality they experience a singular lack of trust in them as key partners and minimal negotiation in the co-creation of learning opportunities. Such a perception requires urgent attention.

The pedagogic implication of personalisation is that learning must be well connected with the real interests of young people, well matched to their learning needs and constructive of their development. This denotes the importance of *proximal development* and in particular the establishment of interactive, social and collaborative learning experiences that challenge young people and support them in taking the 'next step' in their development (Vygotsky, 1978). Such processes of personal change necessitate engaging dialogues between participants: teachers and learners; teachers as learners; learners as teachers. They also denote the centrality of enabling young people to appropriate and internalise mediational tools of learning,

⁵¹ It may be of relevance that in all of our interviews nobody mentioned the significance of access to, and creative deployment of, new technologies for learning. This may have been an unintentional by-product of our lines of enquiry, as we did not ask explicitly about such technologies. However, it would be worth exploring further whether such an absence is indicative of a real issue to be addressed.

including multiple forms of literacy. Indeed, they demand dialogic approaches to learning that acknowledge all ‘communicative actions’ – whether disruptive or compliant - that young people manifest in the learning environment. Particularly in terms of literacy development, such a dialogic approach goes well beyond a narrow and reductive focus on functional skills or dependency on phonics as a panacea. Rather it demands sustained attention to meaning and motivation invested in the processes of literacy and especially writing since ‘it is learning through writing that invests the wider dialogue of literacy with meaning and purpose’ (Reed, 2004). In particular, there is a need to explore the *dramaturgical* aspects of writing – the bringing together of writing and identity in specific social and cultural contexts.

Of course, establishing dialogic contexts for learning in ways that can support proximal development is extremely difficult where power and resistance circulate so counter-productively within the teacher-learner dynamic. We heard little reference by teachers to engaging in dialogue with young people about their learning or paying attention to the social practices that inhibit their success. Indeed, quite the opposite. We heard of over-attention in teacher-learner exchanges to presentational issues e.g. non-compliance in the wearing of uniform, or behavioural issues divorced from their relevance to learning, or collusion in sustaining a low risk and low challenge environment. Of course this isn’t to say that such learning dialogues do not take place. In an earlier study in the constituency an Advanced Skills Teacher, based in a primary school in the Success @ Excellence in Cities action zone, described graphically what such a dialogic approach to learning looks like.

Yeah, we do lots of talking. We started by doing a lot of ‘check-ins’ at the beginning of the year. We don’t do as many now, but any issues that come up, we are quite open and we’ll talk about them. They’re used to working with a learning partner a lot, or in groups, and I just even think that working with a learning partner on their work has made them more confident about themselves so then they feel more confident and happy to talk about things as they arise. I always, always, if something comes up, I always, always, always let it happen and we talk about it.

But I think another thing is that I always relate my experience...I really believe in making myself real to them...I just feel that if I have a relationship with them where, OK, yeah, they know I’m their teacher but they also know that real things happened to me and I’ve experienced things and know how it feels, and that’s important. That things can affect the way you feel on a particular day, and how you are learning in class...(T)here is a good element

of trust and they know that if they mess around I'll just say, "Sit down" and no-one will get cross and we'll have this conversation, "I don't want to get cross but that's not working, is it? Any ideas about how we could do it better?"

(Teacher in *Group A* primary school, quoted in Raphael Reed and Fitzgerald, 2005, p14)

A greater understanding of how to establish and sustain such a consultative context for learning in these classrooms is urgently needed (Arnot et al, 2003). In environments such as manifest in Bristol South schools, the understanding of 'personalisation' must move beyond the somewhat sanitised versions encapsulated in official documents.

Finally, educational professionals and parents/carers frequently refer to both the significance of *emotional proximity* and *geographical proximity* in supporting the transition of young people from one phase of learning to another. Given the central importance of high trust relationships to young people's engagement in learning, and given the cultural bias towards inscribing emotions onto familiar and trusted spaces, greater attention to all forms of proximity in more supported transitions is an important priority. This means looking more closely at the relationships that can support transitions, and the physical location of opportunities to progress. It also highlights the importance of ensuring appropriate pathways for progressions, where incremental small steps can eventually take young people from where they are today, into higher education in the future.

e) Recognition, relevance and respect

The final theme that emerges through our interviews with adults in the constituency revolves around the nexus of *recognition*, *relevance* and *respect*.

Lack of respect, though less aggressive than an outright insult, can take an equally wounding form. No insult is offered another person, but neither is recognition extended; he or she is not *seen* – as a full human being whose presence matters. (Sennett, 2003, p3)

In talking to both educational professionals working in the area and parents/carers each in their way sometimes articulate a sense that they feel 'invisible' and that the conditions of their lives - their presence and actions in the world - go unrecognised or

are ascribed little value. A number of teachers, for example, talk of feeling bullied, intimidated or disempowered by the actions of young people in the classroom or by young people's families. Their feelings are intensified by a sense that the education 'system' as a whole through standardised curricular, assessment and inspection frameworks fails to recognise the challenges of their working lives. But equally, parents/carers express a view that their humanity and integrity goes unrecognised; that they are judged as inadequate rather than valued for who they are. Such lack of recognition is reflected too in many of the interviews with young people.

Paradoxically, erosion of respect through lack of recognition may be endemic in any kind of *Aimhigher* programme itself. For example, visiting Cabrini Green (Chicago's notorious housing project where he grew up as a child in 1940s) Sennett observes the hostile reaction of some young people to 'positive role models' returning to the estate in order to exhort them to aim high and make something of their lives.

The notion of transforming oneself supposes the power to leave behind the life one has known – which means leaving behind the people one has known. A 'promising' individual...could thus undermine the self-respect of those he had left behind. 'If I could do it, why can't you?' (Sennett, 2003, p35)

Such contradictions and tensions emerge, for example, in Bob's interview in our study where he realises that in espousing a philosophy that children from his area should want to do better than their parents, he is saying that his own life, or the lives of his friends and family, have not been 'good enough'.

In partial response to the issue of recognition, a focus on *relevance* in the educational offer is frequently articulated. Both educational professionals and parents/carers claim the curriculum on offer in many of the schools, and the local pathways for progression are not well matched to the needs and interests of young people in the area. In other words, young people do not feel *recognised by* and do not *recognise themselves within* the putative identities expressed through the educational experiences that surround them. This perspective is confirmed by our interviews with young people themselves.

However, an important disjuncture emerges in propositions about the best remedy for this situation. Educational professionals almost exclusively argue that the curriculum

needs to be more focused around vocational, practical and work-based learning, tied in to 14-19 reforms, new employment opportunities in the local area and vocational pathways into higher education. Parents/carers appear more ambivalent about this, sometimes arguing that an over-emphasis on such a vision represents a restrictive and stereotypical view of young people in the constituency and their future lives rather than widening their horizons. This resonates to some extent with the views expressed by young people who are asking both for more creative, expansive and playful learning opportunities, and for greater recognition of their informal and community related learning outside school. Although the current situation (where many young people in the constituency are opting out of education at sixteen to pursue employment or parenting and where professionals note young people becoming more engaged through work-based or vocational curricula) is suggestive that such a set of strategies will make the difference, our research suggests that these alone may not be a sufficient panacea to address the issues of educational engagement, including progression to higher education.

In light of the substantial policy decisions being taken to recast provision in the constituency around vocational and work-based learning, such perspectives from those that the policies are meant to be serving need further exploration through consultation and through negotiation.

Treating people with respect cannot occur simply by commanding it should happen. Mutual recognition has to be negotiated. (Sennett, 2003, p260)

6.4 Issues Related to Information, Advice and Guidance

One of the specific objectives identified in the original research framework was to ‘determine the nature of the information, advice and guidance that young people receive with regard to progression to post-16 provision and subsequently higher education’. Official assessments of careers focussed information, advice and guidance (IAG) in the six secondary schools and main post-16 provider serving the constituency rate the quality of provision as satisfactory or better.

Ashton Park School (OfSTED, 2006b)	<i>Advice on careers and courses is thorough and enables students to make informed choices for the future.</i>
Bedminster Down School (OfSTED, 2006c)	<i>They receive sound guidance on course options and careers.</i>
Hartcliffe Engineering Community College (OfSTED, 2003c)	<i>The careers guidance students receive throughout their time in school is very good and prepares them well for both options in year 10 and post-16 choices.</i>
Hengrove Community Arts College (OfSTED, 2006d)	<i>Satisfactory guidance is given at all important stages and pupils have access to wide ranging careers advice.</i>
St Bernadette Catholic Secondary School (OfSTED, 2004)	<i>Careers education and guidance are good.</i>
Withywood Community School (OfSTED, 2005)	<i>Suitable preparation for making decisions about study options in years 10 and 11 and what to do at the end of compulsory education enables students to make informed choices.</i>
City of Bristol College (OfSTED, 2006e)	<i>Advice, guidance and support for learners are good. On the main sites learners get comprehensive guidance...[and] have easy access to good careers advice.</i>

These evaluations are compatible with the assessment of the quality of IAG across the local authority as a whole. The most recent Joint Area Review (OfSTED, 2006a) concluded that ‘schools provide effective guidance for young people on later education and life’ (p23) and that ‘young people make good use of information, advice and guidance services to help them make informed choices’ (p25). The quality of the local Connexions partnership is also rated highly, with OfSTED concluding that Connexions West of England is ‘a good partnership which provides an extensive service to many young people’ (OfSTED, 2003e).

Understanding some of the changing contextual features around the provision of IAG for young people is important in evaluating views of its adequacy in supporting transition to further and higher education. The Connexions Service was established as

part of the Connexions strategy in 2001 with the aim of supporting young people to make informed choices and achieve successful transition to adult life. It brought together services offered by the former careers service and a wide range of other services to provide integrated and holistic information, advice and guidance for young people aged 13-19. A particular focus for the Connexions Service has been on supporting those young people at greatest risk of social exclusion. Priority targets have been to reduce the proportion of 16-18 year olds who are not in education, employment or training (NEET) and to work intensively with those with multiple difficulties and at risk of school failure including non-attenders and young people with learning difficulties and disabilities. The Connexions Service operates through partnership working in local areas and a network of Personal Advisers (PAs).

Evaluations of the Connexions Service indicate areas of success in working with young people at risk but also enduring tensions over inter-professional working practices, inadequate levels of funding and the balance between Connexions as a targeted or universal service for all young people (Hoggarth and Smith, 2004). With many PAs attached to individual schools and colleges, and with reduction in access to other forms of independent careers advice, a concern has emerged about the extent to which the majority of young people are receiving impartial IAG to support their choices for post-16 and beyond (Watts, 2001). Furthermore the Connexions strategy focuses attention heavily on case management of young people as individuals rather than working with social groups or with wider organisational contexts for learning. Giving the significance of social capital in general, and in particular the influence of social networks and bonds for young people in Bristol South, such an individualised emphasis is problematic (Jeffs and Smith, 2001).

Of course radical re-organisation in the delivery of IAG is in store with the publication of *Youth Matters* and *Youth Matters: Next Steps* (DfES, 2006c). Plans are unfolding for a new set of quality standards for IAG with clear entitlements for all young people and their families. Funding and responsibility for IAG will be devolved to local authorities working through children's trusts, schools and colleges. The Connexions brand will be retained with new collaborative agreements between local Connexions partnerships and children's trusts.

An easy access ICT service for those young people seeking IAG independently will be developed. Changes to delivery of IAG through schools and colleges will form a key element of successful delivery of 14-19 curriculum and qualification reform (DfES, 2005). Professionals within schools and colleges will increasingly need to advise all young people about a greater diversity of curriculum pathways and qualification choices, and support them in becoming more confident in self-evaluation and action planning. From 2007, statistics on progression post-16 will form part of the published profiles on schools.

Changes are already underway in Bristol that reflect the new policy context. The local authority proposes that the Connexions service for the city continues to be provided by Connexions West of England and that its status be changed to a local authority controlled company from September 2007 with a majority vote held by Bristol and the other three local authorities (B&NES, North Somerset and South Gloucestershire) that were previously served by the local Connexions partnership. As a result of a review of IAG across the city in 2002 and as part of the city's current 14-19 strategy, a city-wide web-based guidance and support system - *Plan-it* – has been established, as well as an on-line *Futures4Me* prospectus for all 14-19 courses. Together with Connexions the local authority is piloting a new IAG framework for years 7-9 and an increasing number of schools are using individual learning plans.

As with other elements of this study significant changes are thus already underway that will impact on the provision of IAG to young people in the constituency. Nonetheless a number of issues emerged in our interviews with educational professionals (including Connexions personnel), parents/carers and young people about the information, advice and guidance that young people and their families have been receiving with regard to progression to post-16 provision and subsequently higher education. Their views may inform intended future developments.

6.4.1 Issues about IAG identified by educational professionals and parents/carers

There is widespread recognition amongst educational professionals that the policy of targeting IAG through Connexions on individual young people in priority categories has meant a refocusing of advice on level 2 rather than level 3 provision, with many

young people guided into employment and/or training at 16 rather than staying on in post-16 education. The net result for Bristol South, with relatively high numbers of young people in the priority categories, is that much of the Connexions resource has been absorbed by work with young people who have little prospect of progressing to higher education. Whilst some additional resources have been available for work with gifted and talented young people, these students are generally those who would be progressing to higher education with or without intervention. An ‘information, advice and guidance gap’ is therefore perceived to have opened up for the middle band of young people who have some prospect of achieving 5 A*-C at GCSE and thus of higher education entry if motivated and guided.

Vaughan *Well, Connexions focus so much on...the children who are significantly underachieving, or who've being kicked out of the house, or they're special needs children, that their focus on Mr Average, is actually very, very minimal. They hardly speak to them, unless they drop in and ask for support. And therefore, they're spending an inordinate amount of time on the very socially disadvantaged people, which I understand...but actually the bigger picture has never been tackled because of the crisis situation.*

(Interview with teacher in Group B school)

Mark *I don't talk to anything like as many able student as I would like because we have to target so a lot of the time I can't any more talk to the able students about career aspirations and so on. I have to trust that through their teachers and the information that we point them in the direction of, or them asking for an appointment with us, that would be enough and it isn't enough. So probably a key group that you're interested in, the Aimhigher kids and those directed to HE, I would say a lot of us don't get anything like the opportunity to give them advice and guidance...certainly not as much as we would have done a few years ago.*

(Group interview with Connexions Personal Advisers working in Bristol South)

In this context schools recognise the value of having other adults who can provide IAG to such students as part of their mentoring role. Many said that the presence of higher education students as tutors and mentors raised awareness of the possibilities and benefits of higher education, as well as encouraging young people to access it – though sustained relationships over time rather than sporadic or one-off connections were seen as having greater potential impact. Links with business mentors were equally seen as having the potential to be a useful resource in terms of IAG for young

people. However, there were also some references to concern about schools' capacities to cope with the increasing volume of people coming into the school from a number of sources all aiming to provide 'additional support'. In addition, there was a note of caution expressed about the extent to which external partners as mentors were prepared and informed for an IAG role.

Where careers advice and guidance, including choices for further study, are covered through careers education or PSHE in school there is a concern that many young people find it difficult to transfer that experience into their own individual career planning.

Joan *I think there's a big gap for individual young people between what they do in lessons - which is sort of theoretical and anyway it's only careers or PSHE, so many of them don't really take it seriously - and...making a link between that and what they're going to do and what's right for them. I don't know how easy they find it to make that link.*

(Group interview with Connexions Personal Advisers working in Bristol South)

Whilst Connexions PAs see a role for themselves in helping to develop the careers curriculum in schools and colleges, they recognise that resources make this difficult.

Jo *Careers education programme...could probably could do with a closer look in terms of bringing more up to date...We haven't got the resources to do that and often I don't think the school has got time to do that with other things they have to do. Keeping up to date in general is a real issue⁵².*

(Group interview with Connexions Personal Advisers working in Bristol South)

In fact far from being involved in the wider life of the schools, in some of the Bristol South schools Connexions PAs have felt significantly marginalised - not knowing 'who is who' or how best to get their voices heard.

Mark *It's just so hard to pin down staff to get any communication going and things, but I just feel that I'm not in the loop on what's happening internally in the school and...I don't think anyone's got any real interest...in whether Connexions survives or not.*

⁵² The issue of currency also came up in relation to knowledge of the local labour market. Some PAs used to build links with local employers but felt that there wasn't time for this any more. Indeed some PAs said they actually feel poorly informed about local employment opportunities.

Vivien *There is so much change going on in the school. They've just changed the total senior management system, so I don't even know actually who now is in charge of careers. I don't know who's in charge of me. I don't know anything. It makes it very hard to do the job.*

(Group interview with Connexions Personal Advisers working in Bristol South)

This resonates with their current feelings of uncertainty about the future of the service and a degree of cynicism about the ongoing experience of what they called 'living in the swamp'.

In terms of specific IAG about progression into further education and higher education, a number of issues were identified. Staff in some of the 11-16 schools acknowledged that the priority is often the immediate next step i.e. what young people are going to do at 16 rather looking ahead to higher education and beyond. Staff in college based post-16 provision expressed concern about the need to maintain a fully impartial degree of IAG for young people choosing post-16 routes, with some belief that individual careers staff in institutions with post-16 provision tend to privilege guidance that encourages the young person to stay on there rather than move elsewhere, despite what may be best for the individual. Staff working in one local university with a remit to work with local schools on IAG towards higher education, reported that:

In some of the Bristol South schools too many staff (including those at a senior level) only pay lip service to advocacy of higher education with the young people they work with. They have low expectations of their potential to progress and in many cases have outdated perspectives and information about HE possibilities, including access to financial support (written communication).

Indeed concerns about the costs of going to university were cited by Connexions PAs as growing in prevalence amongst young people and families, and equally, that the provision of Educational Maintenance Allowances were having a positive effect in encouraging young people to stay on post-16. One Connexions PA working in a local sixth form college reported spending more time with young people exploring the financial implications of progression to higher education, including 'budget planning and things like that'. She also referred to an increasing interest in Foundation Degrees 'partly because they are shorter but also because young people are more questioning

of whether their degree will prepare them for work'. However, she was the only person we spoke to who mentioned development of such routes in HE.

One Connexions PA identified a need for greater IAG aimed at adults in their early twenties or older that encouraged them to consider higher education. Given the life trajectory of many young people in the constituency who leave school at 16 to go into employment or early parenting, such a 'second chance' approach could be beneficial.

Pip *These young people when they are in their early 20s, for many of them, that's a wake up call. Perhaps they've had a child and they think 'Actually now I really want to provide for this child' or they just got a little bit older. And it's quite a few of the kids that don't engage very well in school because they were a particular kind of learner - they just couldn't sit down in a classroom at that stage in their life because they were too full of energy and so on. And I'm not sure at all that enough is being done to pick them up when they're in their early 20s, which would be a really good time; they might then go on to university. But I don't see that the structure's there.*

(Group interview with Connexions Personal Advisers working in Bristol South)

Finally, a number of educational professionals and parents/carers raised concerns about the volume of information coming at young people and their families, and whether they were able to mediate or understand it all sufficiently well - especially in light of literacy issues and lack of confidence within families in understanding the education system.

Fran *I do worry about the number of choices post-16 that young people have and whether that information is clearly communicated to them in a digestible format...For example, how many of them really know that if you don't succeed in getting the 5 A*-C at GCSEs there are lots of other options for you rather than just repeating GCSEs...I think that's one thing we have not been so good at - showing what progression routes there are.*

(Interview with FE college representative)

Sanjeev *There is too much information coming at young people - both electronic and print-based - and for many of them in Bristol South this is hard to mediate. Many kids will not have the back up of their families to help them. Just who will give them help in making sense of all this?*

(Group interview with Connexions Personal Advisers working in Bristol South)

Helen *A lot of the information that goes home to parents is usually quite thick booklets and if you've got a parent with literacy problems, and we've got a lot in this area, that's a real problem...So it's about trying to find other ways of getting that information out to families so again, they can support their kids...Parents are frightened to read big heavy reams of documents [and] the qualifications have changed so much from when our parents were at school.*

(Interview with parent from the FAST team)

6.4.2 Issues about IAG identified by young people

Young people in the college of further education reported variable quality of experience in terms of advice from a Connexions PA in school about progressing into post-16 education. They saw this as depending on the personality of the personal adviser as much as anything, with some reporting a positive relationship where the PA had spent time with them getting to know them and helping them to think through their options and others saying their Connexions PA had only taken a cursory interest and spent little time talking to them. This may also, of course, have reflected the fact that some young people might have been in a priority category in terms of targeted attention by the Connexions Service, and others not. Students who had been at a school with its own sixth form claimed that they had been given no options other than staying on at that school.

Young people in the college of further education also in general felt less clear about the possibility of accessing Connexions support in the college although all felt it would be valuable. Indeed, their lack of clarity about how to access IAG was striking and seemed highly dependent on having a subject tutor that took an interest in them and encouraged them. Where this face-to-face relationship didn't exist there was a lack of confidence about how to seek out appropriate support.

In And what about college? How much advice have you had from here about what you might do next?

St *There's a place you can go to get leaflets and stuff.
And I think there is someone here from Connexions but I've never seen her...I don't know how you would find someone to talk to.
My tutor's really good...I can talk to her.
My tutor is too busy. There are too many people in the class.
At school you got taken out of class for 10 minutes but at college*

*you've got to work it out for yourself.
The college don't give you much support.
They need to spend more time talking to each of us.*

(Interview with *Aimhigher* students in FE college)

Support in exploring progression to higher education was again very variable amongst the groups we spoke with - as was their confidence in using ICT to research their options. Where post-19 options had been presented to them, they claimed these were almost exclusively about going to university with a bias towards UWE Bristol. Where they had made a visit to an open day at UWE this had allowed them to pick up specific information about courses at that university but they were unclear about options for pursuing higher education in their own college and most knew nothing about Foundation Degrees, Advanced Modern Apprenticeships or NVQs. Their decisions to enter further education or their plans to progress to higher education were frequently not associated with clear career planning. Their most influential sources of IAG appear to be from family and friends. Where they were considering progression to higher education this was frequently associated with knowing somebody personally who had already made that choice (Section 6.3.2)

In relation to young people in schools and their experience of IAG, many we spoke to had very unclear understanding of the options available to them at various points or felt that what they really wanted to do was not available to them. This resonates in part with a view expressed by staff that young people, even with well-structured careers lessons, often fail to transfer that learning into personal skills and motivation to investigate their own opportunities or interpret these opportunities in terms of their own lives. Where young people were motivated to seek out IAG support, they sometimes felt thwarted in not being able to make contact easily with a Connexions Personal Adviser.

Stuart *I really want to do medicine. I've been trying for ages to get to see the Connexions lady. She just doesn't book me in...so I've had to find out about this by myself. No-one in my family could help because they didn't know anything about it.*

(Interview with *Aimhigher* student in Group B school)

It may be that this is an example of where an *Aimhigher* student, engaged with their education and motivated to progress into higher education but needing additional

support, finds it difficult to access appropriate IAG because they are not seen as a priority under current policies.

6.5 Conclusions on Learning Cultures, Identities and Trajectories

The rich qualitative data presented here, triangulated with the ‘You and Your Future’ survey analysis, allow us to understand with greater confidence the complex sociocultural processes within the constituency by which young people’s learning identities and trajectories are created and consolidated over time.

In conclusion, we seek to answer two key questions.

1. What are the cultural, interactive and relational processes that operate to create, sustain or disrupt educational engagement and disengagement for young people in the constituency?
2. In understanding these processes better, what are the implications for actions?

The survey analysis suggests that young people’s experiences during Key Stage 3 are critical and that by the time they reach 14 years of age their learning identities and trajectories have already been powerfully formed. In particular, young people’s enjoyment of school across all ‘ability’ levels declines significantly between years 8 and 9 and especially in *Group A* schools. Whilst ‘more able’ students are significantly more likely to enjoy school than ‘less able’ students, in *Group A* schools they are more likely than equivalent students in *Group B* schools to be bored, enjoy school less and have a lower opinion of the school. However, enjoyment of school is itself a proxy for two semi-distinct components of young people’s experiences which are partially independent of their perceived ‘ability’: the extent of parental support for their education (which also falls away between years 8 and 9 especially in *Group A* schools) and the extent to which young people feel a sense of *agency* as learners - knowing what they are good at and knowing how to improve.

Enjoyment is therefore really about educational engagement and the home and school contexts and relationships that facilitate such engagement. Young people who enjoy and feel engaged with school by the end of Key Stage 3 are significantly more likely

to want to remain in education beyond sixteen and to have a positive disposition to higher education.

Our interview data then helps us to gain greater insights into the core processes of educational engagement and disengagement that happen to various degrees with young people in all schools. These processes are influenced by school/college, family and community contexts with some differentiation apparent between *Group A* or *Group B* schools. Figure 6.2 and Figure 6.3 summarise the dynamic nature of these processes, evidenced and discussed in more detail during the course of this chapter.

Figure 6.2 foregrounds that whilst conditions located outside the direct influence of schools impact on young people's orientations to education, a powerful interactive and relational dynamic operates within schools that sustains the cycle of disengagement. All participants - young people, parents/carers and educational professionals are part of this dynamic. At the heart of the vortex of educational disengagement and underachievement, though by no means the simple or singular 'cause' of the dynamic, are deficit beliefs held by some educational professionals about young people, their families and communities. These beliefs are often unconscious and implicit, and are reinforced by the ongoing experiences of working in these schools. However, even without such underlying ontological assumptions, the dynamic of disengagement can mean professionals adopting practices that reinforce negative outcomes. Most surprisingly, we found evidence that even professionals who attempt to 'care for' the young people, and who genuinely believe that they have students' best interests at heart, may find their interventions reinforce long term failure.

Evidence from our study demonstrates how disengaged learning identities, or a particular 'habitus', are consolidated for many young people by their experience of schooling, where experiences of violence, humiliation and shame reinforce a sense of worthlessness, and where disengagement and/or disaffection represents in part a strategy for the protection of self-worth. Intersecting with their experiences within family and community contexts we begin to see how relatively restricted 'horizons for action' are shaped and reinforced over time. Whilst individual young people are able to resist the inscription of such learning identities and to 'escape' foreshadowed

learning trajectories, this has only been possible for the determined few and does not provide a model of engagement that can reach out and empower the majority.

Figure 6.3, by contrast, attempts to capture the generative possibilities of disrupting the cycle of disengagement and disaffection during the years of secondary schooling. We acknowledge that this cannot be achieved without the development of counter-influencing factors - some of which extend beyond the remit or resources of individual schools. At the heart of this new dynamic reside positive beliefs by educational professionals about young people, their families and communities based on *respect*. Such respect finds expression through mutuality, dialogue, recognition and a commitment to empowerment. Rather than suggesting an idealised nirvana where all challenges and tensions in recruiting young people into learning miraculously melt away - this representation tries to articulate the interactive and relational practices that have the potential to work with and transform the experience of schooling *in the direction of* school improvement.

In particular, the approaches suggested here have been identified by young people, parents/carers and educational professionals as having the potential to enhance young people's enjoyment of school, empower them with a greater sense of *agency* in their own learning and build parental confidence to provide their children with ongoing support and encouragement. All three of these conditions are strongly associated with young people developing a learning identity where they want to stay in education at sixteen and have positive attitudes to higher education. They are also closely associated with young people achieving success at level 2 by the age of sixteen and thereby being set on a trajectory that facilitates their progression into higher education.

Figure 6.2 The Dynamics of Educational Disengagement in Bristol South Secondary Schools: *Feeding the Cycle*

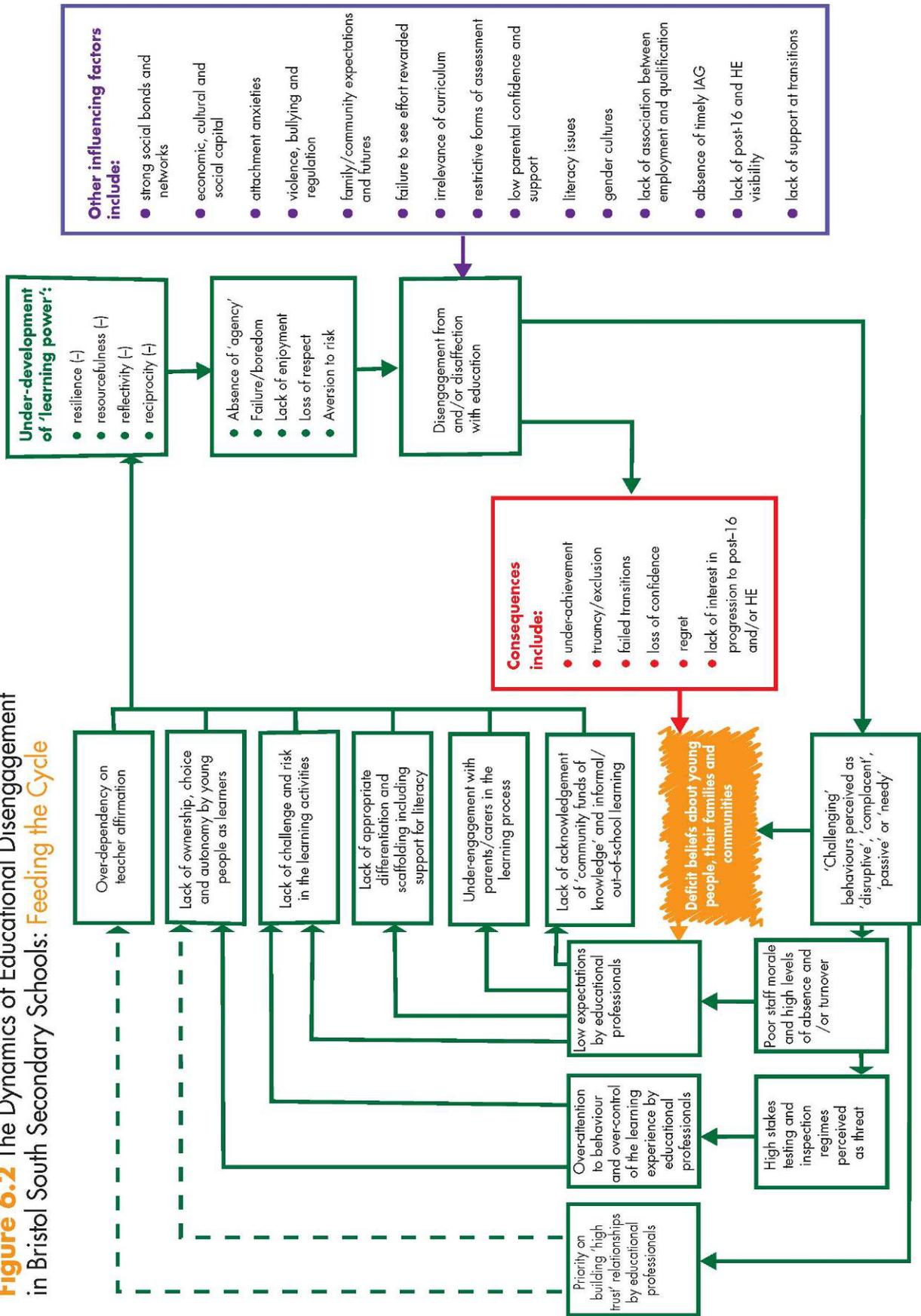
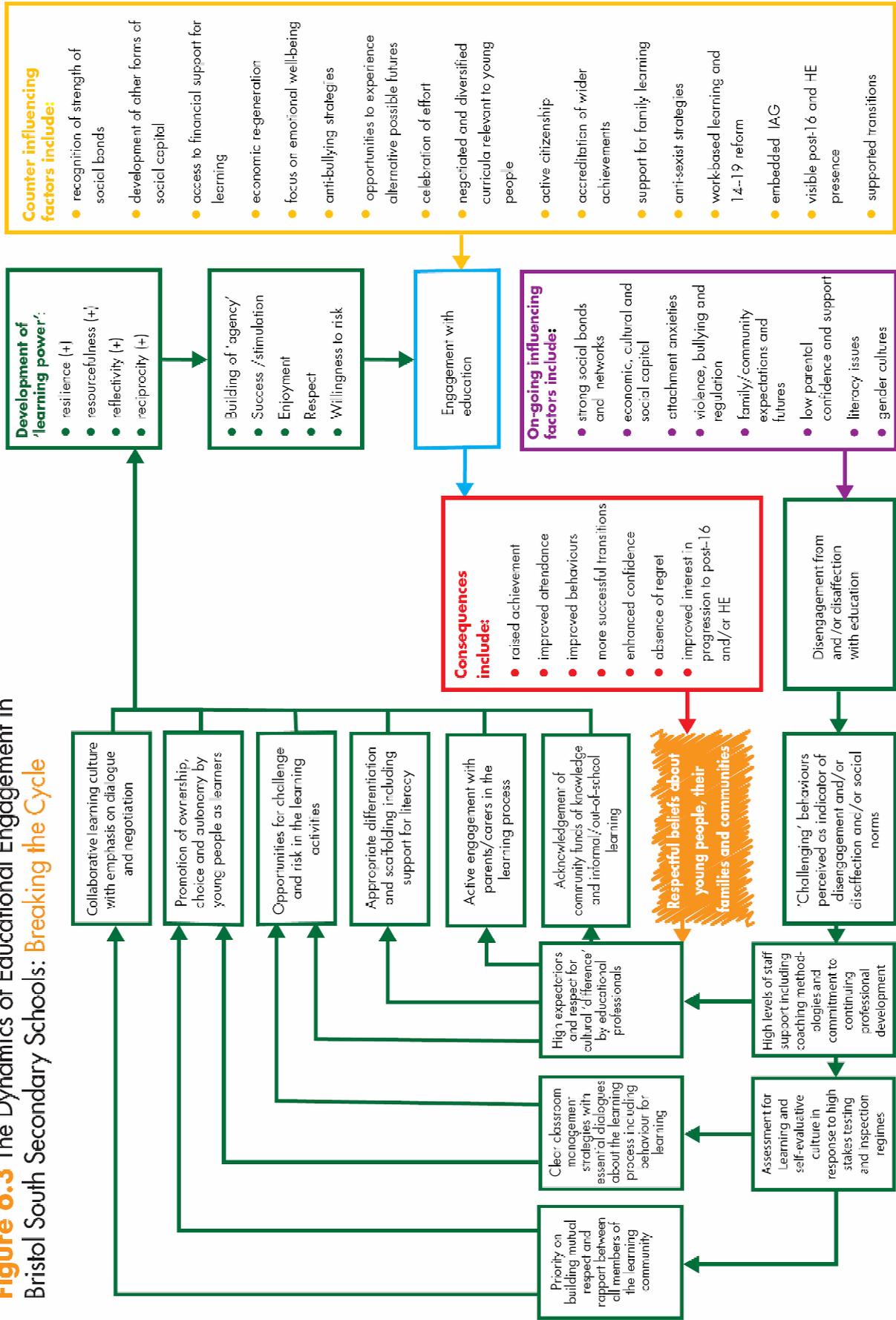


Figure 6.3 The Dynamics of Educational Engagement in Bristol South Secondary Schools: *Breaking the Cycle*



Such strategies to enhance enjoyable engagement are seen in partial form in some parts of the constituency and in some aspects of practice within all schools. For example, a number of these approaches – especially those that a) prioritise respectful dialogue with young people and their families over the experience of schooling and b) focus on the quality of student learning – characterise recent improvements at Hengrove Community Arts College and have had significant impact as the school has made its way out of ‘special measures’ (OfSTED, 2006d). There are a number of committed teachers and school leaders across the constituency working extremely hard to sustain such orientations to learning.

We do not mean to suggest that a simple model of school improvement, reduced to a single flow diagram, will easily transform educational outcomes for all young people in the constituency. Indeed, the inter-relationship of sociocultural factors operating between school, home and the wider community makes the transformation of learning cultures and identities extremely difficult to attain. As part of this we recognise the urgent need for more context specific approaches to school improvement in disadvantaged contexts similar to Bristol South (Lupton, 2004). This in turn requires greater understanding from an ethnographic standpoint of the cultural meanings and dynamics operating in such settings (Evans, 2006). Whilst some studies have been done that address the connections between classroom interaction and identity formation (Stables, 2003) and others have looked at the impact of a variety of contextual factors and resources on students’ classroom identities (Pollard and Filer, 1996, 1999, 2005), there are few studies of the interactive contexts that sustain or transform the learning identities and trajectories for young people within classrooms such as those in the Bristol South schools. Though we feel that this study goes somewhat towards addressing these issues, there is more research work to be done that might inform and support the development of practice.

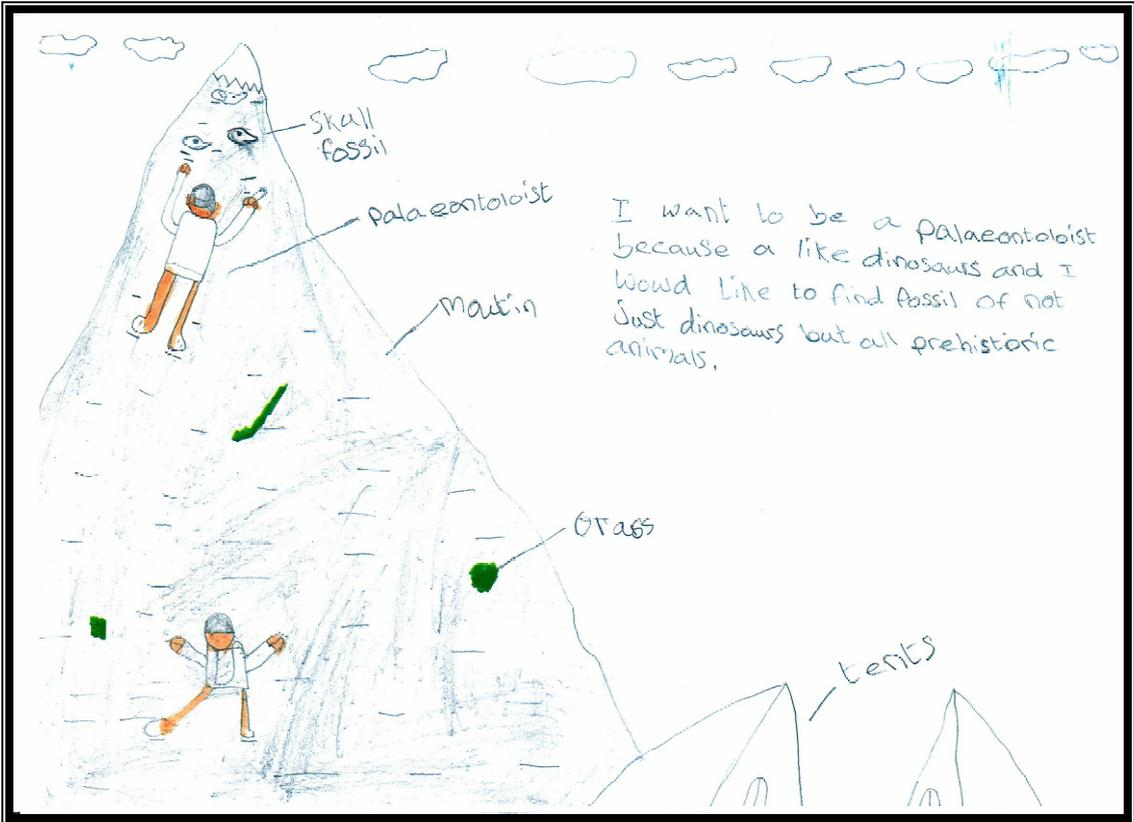
Finally, the analysis undertaken here of the formation of learning cultures, identities and trajectories based on context specific evidence, begins to help us identify a set of well-founded criteria for evaluating the potential of existing and planned interventions to improve educational *engagement* and in particular to increase young participation in higher education in Bristol South (Table 6.6).

Table 6.6: Criteria for Evaluating the Potential of Existing and Planned Interventions to Increase Educational Engagement including Young Participation in Higher Education in Bristol South

Successful interventions will:

1. recognise that one size will not fit all as there are different needs and motivations within different parts of the constituency, between different groups of young people and at different stages of their lives;
2. communicate high expectations and belief in young people's capacity to achieve in every aspect of their educational experience, and challenge preconceptions based on restrictive gender and class stereotypes;
3. promote as a priority the creation of dialogic contexts for learning and listen to, engage with and learn from the voice of young people and their families and communities, modelling respect and empowerment;
4. reach out to parents/carers of young people, aiding them to raise their own educational expectations, confidence and skills, and engage them proactively as partners in their children's education;
5. build on community funds of knowledge, recognise the significance of informal and out-of-school learning, and develop a culture of active citizenship through education;
6. develop positive and stable relationships as the basis for effective learning including attention to emotional literacy, and aspects of attachment and affect;
7. develop a sense of enjoyment, 'agency' and active ownership in the learning process including through negotiated and personalised elements of the curriculum, use of new technologies as a tool for learning, and interactive pedagogies;
8. develop 'assessment for learning' so that young people know how to improve, and use assessment practices that reward participation and key skills development as much as acquisition of subject knowledge;
9. develop learning dispositions and strategies to build 'learning power' and enhance young people's capacity to face learning challenges and risks;
10. support literacy and numeracy development for young people and adults, engaging them through social and personal identity projects not just technical and functional skills development;
11. enhance the development of decision-making skills and enable access to high quality and well-informed IAG available in various ways and at various times to best fit a variety of needs;
12. target interventions at critical points where disengagement occurs e.g. between years 8 and 9, and enhance social, emotional and study skills support for young people at key points of transition;
13. recognise the significance of social bonds and networks, acknowledge the importance of relational rather than individual learning to young people and adapt the learning opportunities in FE and HE in recognition;
14. increase opportunities for choice in educational pathways, including creative and kinaesthetic opportunities, high quality academic and vocational programmes and multiple points for re-entry to learning;
15. connect vocational and work-based learning to aspirational futures, including new employment possibilities and vocational programmes in higher education, Foundation Degrees, and HE in FE;
16. locate a wider choice of academic and vocational learning opportunities at every level within the constituency, housed in quality buildings;
17. provide a range of opportunities to experience positive learning situations outside the locality, raising awareness of alternative possibilities;
18. promote positive role models, including from within the community, who build sustaining relationships and enhance linking and bridging forms of social capital;
19. align educational, community and business interests in extended forms of partnership in support of educational improvement, including a visible presence for FE and HE in the constituency;
20. ensure clear access to all forms of financial support for learning;
21. provide professional development support for staff in schools and colleges that builds their capacity as reflective and extended practitioners to meet the challenges.

Chapter 7
Evaluating Interventions



7. Evaluating Interventions

In investigating ‘examples of good practice in reaching out and engaging young people’ (HEFCE, 2005) it is hard to disentangle verifiable evidence of good practice from rhetorical claims and aspirational future plans. Indeed, a feature of educational interventions in Bristol South, as in other areas with entrenched underachievement, is a tendency to seek out new ‘solutions’ without fully evaluating the strengths and weaknesses of existing strategies or the evidence base for the benefits of proposed changes. However, based on the evidence in this study we have suggested a set of criteria for *evaluating the potential* of existing and planned interventions to increase educational engagement including young participation in higher education in Bristol South (Table 6.6).

This evaluative framework foregrounds two key issues: firstly, the importance of developing *systemic interventions* that address the dynamics of educational engagement and disengagement at each and every level; and secondly the significance of establishing *respectful and relational practices* that have the potential to transform learning cultures and to enhance emergent learning identities and trajectories. This then establishes an enlarged agenda for the role of higher education in support of such change.

As a consequence we focus in this final chapter on ten interventions operating within the constituency that illustrate *inter alia* specific contributions from the higher education sector to improving the engagement of young people in learning and in particular encouraging their participation in higher education.

In each instance, we address three questions.

1. What is the intervention and what specific contribution does higher education make to it?
2. How does the intervention line up against the suggested evaluative criteria?
3. What evidence is there, if any, of positive impact of the intervention in engaging young people in learning across the constituency and in particular encouraging their progression to higher education?

7.1 Consideration of Ten Key Interventions Operating in Bristol South

7.1.1 ABLAZE

ABLAZE (A Business and Learning Action Zone for Education) is a recently formed Bristol based charity whose vision is ‘to bring together the enthusiasm and commitment of diverse stakeholders in education and business to improve attainment, achievement and attendance in Bristol Schools’ (<http://www.ablazebristol.net/>). It began life as a business support group for the central Bristol Education Action Zone, including the new City Academy Bristol, but is now working in a more extensive and high profile way across the whole city including Bristol South.

ABLAZE co-ordinates and encourages sustained partnership working between schools and local businesses on negotiated educational and work-related learning projects. Examples of recent projects include science projects involving Rolls Royce and Airbus UK (Airbus Innovations Challenge); maths and personal finance as a creative activity involving Clerical Medical/HBOS-FS; improving attendance and attitude involving GE Commercial Finance (Imagination@Play). ABLAZE also co-ordinates business volunteers who work with young people in schools as ‘reading buddies’, ‘number buddies’ and ‘business mentors’ and it provides additional support to young people around work experience and at the point of transition between primary and secondary school through the National Pyramid Trust. In addition it builds long-term strategic partnerships between school leaders and business partners, offers training in improvement planning based on Six Sigma methodology and provides governors for schools.

One of the targets for ABLAZE is to raise young people’s aspirations and widen their horizons in terms of future education, qualifications and employment. It also aims to ‘give young people a ‘voice’ in their own education’. ABLAZE promotes a model of school improvement where ‘a relationship of mutual understanding’ between partners is established over time, with the relationship structured ‘around the priority needs of the school’. Representatives from higher education in the city are part of the ABLAZE network and provide volunteers for some of the projects.

Against the suggested evaluative framework (Table 6.6) ABLAZE is a good example of an intervention that ‘promotes positive role models...who build sustaining relationships and enhance linking and bridging forms of social capital’ (Criterion (C) 18) and that ‘aligns educational...and business interests in extended forms of partnership in support of educational improvement’(C19). Specific projects underway in Bristol South schools e.g. those that are pairing business mentors with underachieving girls, aim to ‘communicate high expectations and belief in young people’s capacity to achieve...and challenge preconceptions based on restrictive gender and class stereotypes’ (C2). Other projects explicitly recognise the importance of emotional support especially at the point of transition (C12). Overall ABLAZE is about providing targeted support in school e.g. for literacy and numeracy development (C10) including the use of digital technologies to enable learning (C8), giving young people a sense of greater enjoyment, choice and ownership in the learning process (C7), developing problem-solving skills (C9) and providing experiences that take them beyond the immediate locality and widen their horizons (C17). Some activity is focused on professional development of staff, especially school leaders (C21). Permeating their strategy is a commitment to listening to the voice of young people and professionals in schools, and dialogue to best match needs (C3). Less evident is acknowledgement of the role of parents/carers in the educational process (C4), the importance of valuing community funds of knowledge (C5) or the significance of wider social and community cultures.

As a relatively new initiative, at least in the context of Bristol South schools, we found little independent evidence of sustained impact on young people over time. Indeed, the wider literature on mentoring, for example, acknowledges the tendency of mentoring projects to claim benefits but the difficulties of assessing long-term effects (Hall, 2003). The Head of one *Group A* and one *Group B* school both spoke very positively about the links being formed through ABLAZE and in particular the benefit of having expertise from outside the education sector being brought to bear on some of challenges associated with raising achievement and school improvement.

The OfSTED report for one *Group A* school cited the use of business mentors as one explanation of recent improvements in the attainment of girls.

Beneficial initiatives to develop pupils' self-confidence and skills have been implemented, for example, the underachievement of girls is being addressed by making links with female mentors in business, to extend students' horizons. (OfSTED, 2006c).

None of the young people we spoke to in school or college referenced their experience of this initiative – but as a relatively small scale charity the ‘reach’ of ABLAZE will inevitably be somewhat limited. Its purpose is much wider than specifically encouraging progression to higher education, although it aims to create the conditions, through both systemic and individual actions, within which such a choice may be seen as possible or desirable. One higher education student referred to a ‘business link’ day focussed on raising the aspirations of girls as having been influential on her decision to consider university.

7.1.2 ASDAN

ASDAN (originally an acronym for Awards Scheme Development and Accreditation Network) is an internationally recognised registered charity that grew out of research work at the University of the West of England in the 1980s. Its mission is ‘to promote the personal and social development of learners through the achievement of ASDAN awards, so as to enhance their self-esteem, their aspirations and their contribution to the community’ (<http://www.asdan.org.uk/>). ASDAN programmes and qualifications have a number of common features including an emphasis on negotiated curricula, student ownership of the learning process, development of wider key skills and recognition of young people achievements at home, in the community and at work as well as from their learning in school or college. ASDAN is recognised as an example of successful teacher-led curriculum development and assessment and a model of good practice in engaging young people and in accrediting their wider activities and achievements (White, 1997; DfES, 2004b; DfES, 2005). The QCA are currently exploring the contribution of the COPE qualification as a multidisciplinary model for the extended project at level 3 and as an opportunity for personal challenge.

ASDAN’s Certificate of Personal Effectiveness (COPE) at levels 1, 2 and 3 is the ‘qualifications wrapper’ for ASDAN’s Bronze, Silver, Gold and Universities Awards FE Awards and Short Course Awards. The DfES has included the COPE qualification

in the Schools and Colleges Attainment and Performance League Tables. COPE level 1 is equivalent to a Grade 'E/F' GCSE (25 points), COPE level 2 is equivalent to a Grade 'B' GCSE (46 points), and COPE level 3 is equivalent to AS level (70 points in the UCAS Tariff). ASDAN is referred to in the UCAS Guidance to Applicants for the completion of the personal statement in relation to key skills, and over 140 higher education institutions recognise the value of the ASDAN Universities Award as an indicator of a wide range of personal and social skills, 'including *stickability*, the capacity to organise ones' own learning programme, and teamwork skills'. In addition ASDAN offers Wider Key Skills qualifications assessed by portfolio, again with recognised equivalence by QCA and also now included in the Schools and Colleges Attainment and Performance League Tables.

All schools in Bristol South are registered ASDAN providers. The orientation in the past in schools has been towards using ASDAN awards to motivate low achievers although the wider appeal and enhanced status of the COPE qualification is changing this. St. Brendan's Sixth Form College, for example, is planning to run COPE level 3 alongside their academic studies to allow the young people to develop their key skills and enable students to gain valuable extra UCAS points. Bristol Local Authority plans to disseminate best practice in the use of ASDAN awards as a part of its new 14-19 strategy (Bristol City Council, 2006c) having promoted its value as part of the Accelerating Progress Programme in 2005-2006.

Against the evaluative framework (Table 6.6) ASDAN fulfils a wealth of criteria specifically in relation to the curricula, pedagogic and assessment aspects of engagement (C1, C2, C3, C6, C7, C8, C9, C10, C11, C14) and in relation to teacher professional development (C21). It has a less obvious connection to working with parents/carers (C4) although it provides encouragement and support for the development of active citizenship (e.g. through its Certificate in Community Volunteering) (C5).

In terms of evaluating the impact of ASDAN activity in the constituency, the independent study undertaken by James and Simmons (2005) provides a useful set of insights. Based on research in three secondary schools, one youth club and an Entry to Employment training provider in Bristol South this study entailed interviewing a key

member of staff in each setting and in total fifteen KS4 young people – all learners with school histories that were deemed ‘problematic’ in some way and some of whom had been excluded from mainstream school. The study aimed to explore the nature and consequences of engagement with ASDAN activity, materials and processes for this selection of learners, and to develop a cultural understanding of engagement with learning.

Young people overall reported a number of positive features to their experience, including good student-teacher relationships in smaller groups; pleasure in the production of portfolios utilising a range of formats for presentation; relevance of the topics and tasks; appreciation of the collaborative and team-based nature of learning; value in producing practical outcomes rather than being driven by formal assessments and a feeling of being appreciated for ‘distance travelled’ rather than being tested against fixed criteria.

Staff involved noted that the confidence of these young people was raised; that it built student inter-personal skills, mutual dependency and support; that the ASDAN framework offered clear guidance but also flexibility – with affinity to professionals’ own values. The approach allowed them to put the needs of the learner first. It also facilitated engagement with a work-related curriculum and learning outside school. Accreditation of a variety of activity was seen as important.

James and Simmons note that the ASDAN activity provides a useful illustration of ‘personalised learning’, highlighting the importance of *situated* learning and the development of *communities of practice* (Lave and Wenger: 1991) as well as the significance of valuing learning as *participation* rather than just *acquisition* (Sfard: 1998). For young people at risk of marginalisation in the mainstream, such an approach to curriculum and pedagogy is seen to provide an important antidote to their usual experience of education.

Highlighting the clarity with which these young people were able to articulate their thoughts about their future, the research argues that the ASDAN programme and related experiences had helped to widen young people’s *horizons for action* and that this is a more useful concept than conceiving future choice as being a rational process

of matching fixed characteristics with an extant list of possible choices. As such, the ASDAN experience was developing young people's sense of 'the possible' and developing new concepts of self; it supported a *process of becoming*.

In our own study we interviewed young people who had been part of an *Aimhigher* activity that was leading to ASDAN accreditation. They particularly valued the opportunities for more active engagement in the learning process and the additional benefits that would accrue through their associated ASDAN 'credits' (Section 6.3.1). Situating this learning experience within a university provided an additional positive message about the kind of enjoyable learning experience they may have in higher education.

These positive evaluations from the constituency reflect the national *Aimhigher* evaluation of the contribution that ASDAN can make to raising attainment, developing more autonomous and independent learners, and increasing the potential for progression to higher education (Hodgson et al, 2006). ASDAN is currently working on the development of generic *Aimhigher* modules for accreditation.

7.1.3 Aimhigher

Aimhigher is a national programme funded by the Higher Education Funding Council for England and by the Department for Education and Skills, with the support of the Department of Health (<http://www.aimhigher.ac.uk>). It was established in 2004 building on previous initiatives, notably Excellence Challenge (2001) and Partnerships for Progression (2002), and aims to widen participation in higher education by raising the awareness, aspirations and attainment of young people from under-represented groups. The principal target of *Aimhigher* activity nationally has been on young people in the 14-19 age range with an increasing emphasis on vocational pathways. However, the most recent review of widening participation activity in higher education institutions notes 'considerable activity in all key stages, with a growth in activity particularly at Key Stage 2' and a growing focus on mature learners (HEFCE, 2006b, p18).

Aimhigher operates through regional and area partnerships that ‘build cross-sector relationships which break down the barriers which institutions and systems can unwittingly create for learners’ (HEFCE, 2007). *Aimhigher* is therefore the overarching mechanism by which a variety of partners including schools, colleges, higher education institutions (HEIs), local authorities, Connexions, Learning and Skills Councils (LSCs), trade unions, employers, training providers and community representatives collaborate in the mission to widen participation in higher education. Increasingly, *Aimhigher* partnerships are aligning well with local 14-19 partnerships and Lifelong Learning Networks (LLNs) to develop progression pathways in vocational areas and to increase synergy with the work of the Sector Skills Councils (SSCs) and Regional Development Agencies (RDAs). Approximately 44% of the *Aimhigher* budget is passed to local authorities for schools but higher education institutions report that *Aimhigher* activity is heavily subsidised by the widening participation allocation of resources to directly to them by HEFCE, with *Aimhigher* activity forming one part of broader widening participation strategies in higher education (HEFCE, 2006b). The *Aimhigher* initiative is currently resourced until 2008 with a recent reduction in funding of £19 million; the allocation to Bristol schools has also been reduced which has caused some concern across the Authority.

Bristol South benefits from *Aimhigher* resources and activities associated with the *Aimhigher* West Area Partnership, a sub-regional network within *Aimhigher* South West. All secondary schools in Bristol South, and the main post-16 providers, have a dedicated *Aimhigher* Co-ordinator. *Aimhigher* activities accessed by the secondary schools in the constituency include *Aimhigher* visits to HEIs, subject enrichment activities, mentoring, tutoring, roadshows, parents evenings and summer schools (Table 7.1). Some activities apparently not accessed by specific schools e.g. parents/carers evenings or *Aimhigher* mentoring, though similar activities may have been accessed through alternative widening participation initiatives.

Every young person interviewed who had been part of the *Aimhigher* Cohort in their school had been offered the opportunity to visit local universities on an *Aimhigher* activity.

Table 7.1
***Aimhigher* Activities in Bristol**
South Secondary Schools 2004-2006

	Ashton Park School	Bedminster Down School	Hartcliffe engineering Community College	Hengrove Community Arts College	St Bernadette Catholic Secondary School	Withywood Community School
Aimhigher visit to HEI	√	√	√	√	▨	▨
Subject enrichment activities	▨	√	√	√	√	√
Mentoring	√	▨	√	▨	▨	▨
Tutoring	√	√	√	√		√
Roadshows.	√	√	▨	√	√	√
Parents/carers information evening	▨	√	▨	▨	▨	▨
Summer school	▨	√	▨	√	√	√

Source: Bristol Local Authority Adviser for *Aimhigher*

In addition to HEFCE funded *Aimhigher* tutoring, the University of Bristol and UWE Bristol were invited by the Training and Development Agency for Schools to run the ‘Student Associates Scheme: Aimhigher’ national pilot programme that operated in 2003-2006. In order to avoid confusion with other existing schemes, this was branded by the two universities as ‘High Skies Tutoring’ and was notable for a particular emphasis on placing first generation undergraduates in ten local secondary schools that have low attainment levels and low rates of progression into higher education. Here, over two phases of placement in the year, undergraduates supported the classroom activity of secondary priority subject areas and undertook a special project focused on widening participation. Three of the ten schools were in Bristol South (2 *Group A* schools and 1 *Group B* school).

Of the 171 tutors and mentors placed in Bristol local authority secondary schools during 2005-2006 under High Skies Tutoring and *Aimhigher* Tutoring and Mentoring schemes, 59 (34.5%) were located in Bristol South schools. The figures for 2004-2005 were very similar.

Table 7.2: Tutors and Mentors in Bristol South Schools 2005-2006

School	High Skies Tutoring		Aimhigher Tutoring		Aimhigher Mentoring		Total
	UWE	UoB	UWE	UoB	UWE	UoB	
Ashton Park School	/	/	6	4	1	1	12
Bedminster Down School	3	6	3	2	/	/	14
Hartcliffe Engineering Community College	4	5	1	6	2	/	18
Hengrove Community Arts College	/	/	1	3	2	2	8
Withywood Community School	1	3	1	2	/	/	7
Totals	8	14	12	17	5	3	59

Source: UWE Bristol Outreach Centre

In relation to summer schools, in 2005 out of 13 students from Bristol local authority who attended a summer school, 8 were from Bristol South (61.5%). In 2006 there was a significant increase in applications for summer schools in the region, as a consequence of better promotion of the activity and because funding was diverted from specialist summer schools to the generic *Aimhigher* summer school. Out of 102 applications from students in Bristol schools, 22 (21.5%) were from Bristol South; 10 (34.5%) of the 29 places allocated to Bristol went to Bristol South students.

Table 7.3: Summer School Allocations Bristol South 2005 and 2006

	2005	2006
Bedminster Down School	3	7
St Bernadette Catholic Secondary School	1	1
Hengrove Community Arts College	0	2
Withywood Community School	4	0

Source: Bristol Local Authority Adviser for *Aimhigher*

The City of Bristol College also engage with a wide variety of *Aimhigher* activities including: *Aimhigher* visits to universities; roadshows; parent/carer information and engagement events; subject enrichment events; revision conferences; summer schools; mentoring including the Brightside e-mentoring project.

Aimhigher initiatives are not just focused on raising aspirations and achievement in secondary schools and colleges. As with other widening participation activity across

the country, there has been an increasing focus locally on engaging with primary aged children and their parents/carers – in an attempt to raise awareness, aspiration and confidence in relationship to higher education from an earlier age. Two very successful examples of this are given below.

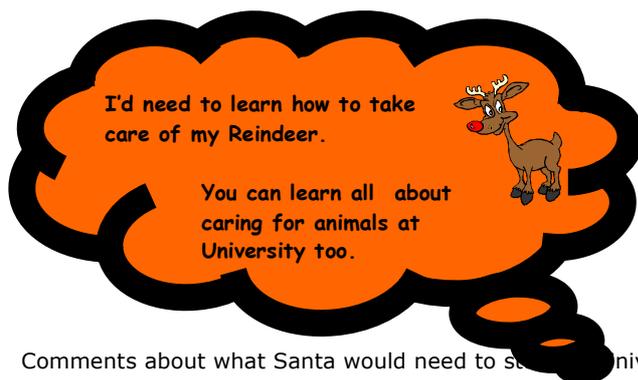
Example 1

Outreach Centre Display Project

The Outreach Centre at UWE Bristol ran a pilot initiative in primary schools in July 2006, based on a similar scheme run by Nottingham Trent University, where children created a poster display to raise awareness of and aspirations towards higher education. These posters were then entered into a competition and members of a number of faculties and services in the university judged them and presented awards for the most effective posters. Two of the three schools in the pilot were from Bristol South. Illustrations from this activity have been used throughout this report.

Poster themes included:

1. **My Dream Job** Draw a picture of dream job with three reasons why would be good at the job.
2. **What Would Santa do at Uni?** Draw thought bubbles that show what Santa might need to know that he could learn at university.
3. **Learning Journey** Draw a labelled map of your own learning journey from primary school to when you are an old lady or man.
4. **Role Models/Case Studies** Imagine you are famous in the future. Draw a picture of yourself and write a brief description of what you are famous for. Write down three pieces of advice for a year 6 pupil who is interested in doing what you do when they grow up



Comments about what Santa would need to study at university included:

'He would need to study forensic science because he would need to learn how to hide his footprints'; 'He would learn about Geography so he could find his way around the world and deliver all the presents'; 'He would need to know about mechanics so he could make his sleigh fly'

Such activities funded by *Aimhigher* are just part of a growing number of collaborative and highly stimulating activities between the local universities, other

partners and Bristol South schools where the main focus is around issues of identity, aspiration and empowerment.

Example 2

UWE helps Bristol Schoolchildren put their wishes 'online'

News item: November 2006 (extract)

The University of the West of England (UWE) has been working with schools in South Bristol, to help young people translates their 'wishes' into online form, as part of the Watershed's highly successful annual online advent calendar, called 'Electric December'. Electric December, now in its eighth year is run by the Watershed with support from C4 and the Guardian newspaper and receives tens of thousands of hits every day. This year, the 2006 calendar days have been produced through collaborations between different organisations, schools and community groups.

Shawn Sobers of the Bristol School of Art, Media and Design (BSAMD) at UWE has developed and co-ordinated UWE's contribution this year working with children from Ashton Gate Primary and Ashton Park Secondary Schools. The project, entitled 'Wishing Worlds', was to create an interactive gallery of work by the children on the theme of 'wishing'.

Shawn says, "The work was inspired by two main questions: 'If you were in charge of the world for a day, what would you do?' and 'If you could make any dream come true, what would it be?' The children translated their ideas into animations and short video clips which have been embedded into two surreal magical landscapes. The children narrate the clips in a way which melts the heart and makes you feel good. Just like a good wish should!"

The facilitator was local artist and video maker Amy Feneck, who worked directly with the children in the schools. The project also aimed to train teachers in the schools in digital photography, audio recording and basic animation. It is hoped this will be part of an ongoing relationship between BSAMD and schools in the Ashton/Bedminster area.

This project was funded by UWE, with additional support from Creative Partnerships, Ashton Gate Primary School, and Ashton Park Secondary School. Other contributors to the project include Aardman Animations and a wide range of the regions leading media producers in partnerships with young people and community groups.

Source: UWE Bristol

Against the evaluative criteria (Table 6.6) *Aimhigher* communicates belief in young people's capacities and challenges limiting expectations (C2) and provides alternative

and wider role models and awareness of opportunities (C17, C18). Increasingly the focus of activity is on curricula and pedagogic aspects of engagement (C7, C9) and on reframing a sense of identity through dialogue and positive relationships (C3, C6, C10). *Aimhigher* provides opportunities for IAG, especially in relation to higher education course information, awareness of vocational learning pathways and financial advice (C11, C15, C20) and offers a variety of activities in response to diversity of needs (C1). Increasingly, the focus of *Aimhigher* activity recognises the need to engage parents/carers and develop their awareness and confidence in relation to higher education choice (C4). Some activity supports teacher professional development (C21). There is less evidence that *Aimhigher* provides support for young people at key points of transition (C12) or that it acknowledges community funds of knowledge or encourages and supports the development of active citizenship (C5), though this may well form the focus of specific projects.

Evaluations of *Aimhigher* regionally and nationally tend to focus on attitudinal and aspirational change immediately after the experience of a particular event or intervention. There is more limited evidence, though the evidence base is increasing, of the impact on attainment (Morris et al, 2004). Establishing firm connections, let alone causal relationships, between widening participation activities and the ways in which learners subsequently develop and the choices they make is notoriously difficult (HEFCE, 2006b). This is especially challenging in light of the fact that young people in target cohorts are subject to multiple initiatives and interventions aiming to change their educational careers.

National evaluations of *Aimhigher* have generally indicated very high levels of ‘user satisfaction’ with the following *Aimhigher* activities: summer schools; campus visits; mentoring; subject related taster events, and IAG - especially when these activities form part of an on-going and coherent package of support. One-off activities, such as roadshows, and to some extent masterclasses (see Intervention 4) are considered less effective (*Aimhigher*, 2006). However, some studies also highlight issues that were raised through interviews with educational professionals in our local study e.g. the feeling that ‘there appears to be limited attentions paid to a systematic sequencing of activities for young people’ and ‘bringing the positive experiences back into the classroom to discuss and reinforce them...is far from universal’ (Ekos Consulting,

2006, p iv). We also noted that there was a limited focus on higher education possibilities through FE colleges or work-based learning.

Evaluation of *Aimhigher* South West evidences positive impact in the region whilst also identifying an agenda for action (Hatt and Furness, 2006). The evidence base for this regional evaluation drew on secondary data sources such as UCAS applications and GCSE results; qualitative and quantitative indicators collected from participants; and a longitudinal tracking study of 587 young people in the region. Between 2000 and 2005 the social class gap in applicants to UCAS in the south-west region closed as the number of applicants from upper social groups fell by 5% and the number of applicants from other social groups rose by 25%. *Aimhigher* activities were demonstrated to have an immediate and sustained impact on young people's awareness and plans for educational progression post-16 and into higher education. The study also showed that parental experience of higher education was more significant than social class, especially with respect to progression to level 3 and the type of qualification studied. Those from under-represented groups in the region were more likely than their peers to study vocational qualifications at level 3; tended to adopt an instrumental attitude to higher education; and wanted information about vocational progression routes into higher education and about the relevance of higher education to careers. This has implications for future collaboration between Lifelong Learning Networks and higher education providers in the region to ensure vocational pathways are available and clearly understood. The study however, was based on evidence from the entire south-west region and therefore covered a significant diversity of settings and not just Bristol South.

Evaluation of the impact of *Aimhigher* in the constituency has been partial, often embedded in the wider evaluation of the *Aimhigher* West Area Partnership (<http://www.aimhigherwest.org.uk>) and like national and regional studies, has been stronger in gathering information about attitudes and aspirations than it has about attainment. For example, evaluation of the impact of mentoring on young people in the *Aimhigher* West Area Partnership in 2005-2006 noted that only 3% of mentees who responded said they would not like to have a mentor again (Pither, 2006). Using pre-mentoring and post-mentoring questionnaires, the evaluation argues that working with a mentor noticeably improves young people's knowledge about higher education

and overall levels of confidence about their ability to apply and their expectation of enjoying the experience if successful in that application.

Whilst the survey did not identify young people specifically from Bristol South, one feature of interest is that prior to the experience of mentoring the most significant reason given by young people for why they might not go to university was concern about being able to manage their money but after the intervention this anxiety had significantly reduced from 33% to 11%. On the other hand worries about not wanting to leave friends and family rose from 20% to 22%, concerns about living away from home rose from 8% to 9% and anxieties about coping with the workload rose from 10% to 16%. Whilst these differences are quite small, they may indicate the tendency noted elsewhere in this report for young people to have negative reactions when social bonds appear under threat – and working with a mentor who is different from them and their friendship groups may in some senses make this more apparent.

The most beneficial aspects of working with a mentor were cited as getting help with homework/coursework (35%), having someone to talk to (32%) and getting advice about careers and courses (29%). Young people and school staff in our interviews also stressed that the best mentoring relationships were when the mentor developed a positive and trustworthy relationship with the young person over an extended period of time. Aspects highlighted in this evaluation for further attention include ensuring mentors are sufficiently well informed about the fast changing area of student finance. One might also assume that as course profiles change and new vocational routes open up into higher education there will be an equivalent issue to address in order to ensure mentors are aware of these opportunities. Finally, it is important to note that only 18% of mentees returned both pre-mentoring and post-mentoring questionnaires (107 out of 654); this raises issues about the validity of the data.

Evaluation of High Skies Tutoring for 2005-2006 based on questionnaires to student tutors and school staff (but not young people themselves) indicated high levels of satisfaction, reflecting evaluations for the preceding year (Hendrick, 2006). Overall student tutors reported feeling well-prepared for the experience and well-supported on placement – although in the three Bristol South schools, students in the one of the *Group A* schools felt less well supported than in the *Group B* school. This concurs

with our interviews with *Aimhigher* tutors and mentors and may well reflect the greater degree of challenge in the *Group A* setting and the greater pressures on teachers.

In the feedback from staff in the Bristol South schools there was again overall satisfaction (100% of staff felt having High Skies Tutors helped the school's improvement agenda) but again some differentiation was evident between *Group A* and *Group B* schools. 100% of staff surveyed in the *Group B* school felt that the High Skies Tutor had 'raised pupils' self-esteem, motivation, confidence and application' and 'helped enhance the attainment and aspirations of pupils', but in one of the *Group A* schools only about 75% of staff surveyed felt the same was true (in the other *Group A* school only 1 member of staff returned a survey). Similar patterns were evident in the previous year's evaluation.

This may reflect a number of things. Potentially the undergraduates placed in the *Group A* school were 'weaker' than those in the *Group B* school. Equally, it could again reflect the higher level of challenge in engaging young people in learning in that setting. It also correlates with a lower level of satisfaction from the High Skies Tutors themselves with the support they received from staff on placement. This data is suggestive that the impact of *Aimhigher* in some of the *Group A* schools is less positive than in the *Group B* schools. Certainly, the young people we spoke to from the *Aimhigher* cohort in one *Group A* school were more ambivalent about their contacts with universities or the possibility of progressing into higher education.

Evidence about the impact of *Aimhigher* activities on attainment in the constituency is much less secure, reflecting the absence of such data across the authority as a whole. The Bristol *Aimhigher* Annual Report for 2005 notes that 'the evidence base needs strengthening and making more secure'. Some achievement gains were recognised by the Success @ EiC Action Zone that claimed a 200% improvement in Key Stage 2 SAT results amongst a level 5 group who took part in range of activities including one that involved series of activities with a local university culminating in a university 'graduation ceremony' for the children attended by their parents/carers (Williamson et al, 2006). However, given the multitude of interventions impacting on children in the schools in the constituency, it hard to claim causation.

7.1.4 Gifted And Talented Activities

Bristol local authority joined Phase 2 of Excellence in Cities in September 2000 - one strand of which has been to provide extended opportunities for gifted and talented pupils within the curriculum and through extension activities beyond schools. A gifted and talented cohort of 10% of each year group in Key Stages 3 and 4 have been identified in each school with at least two-thirds identified as gifted (i.e. able academically) and the remainder identified as talented. In addition, under the Aimhigher: Excellence Challenge policy a gifted and talented cohort were identified and funded in post-16 education. The target groups for gifted and talented provision in the city are thereby not entirely coterminous with the widening participation cohorts, but there is a considerable degree of overlap – especially in the Bristol South schools.

Every school and post-16 provider in Bristol has an identified Gifted and Talented Co-ordinator. A full enrichment and extension programme has been developed in the city and it is not the intention or the purpose of this study to evaluate that provision. However, it is worth noting the extent to which the local universities have been working with schools across the city, including in Bristol South, to provide such opportunities e.g. providing masterclasses.

There are a considerable number of activities provided for gifted and talented young people that draw upon the resources of the higher education sector. However, not all of them are targeted at young people from under-represented groups or schools in disadvantaged circumstances. Two examples of gifted and talented activities which are, and that practitioners and young people rate very highly, are the UWE based art workshops and science days (Section 6.4.1).

Example 1

GIFTED AND TALENTED ART WORKSHOPS

Throughout March and April over the last few years the Bristol School of Art, Media and Design has been pleased to host a series of two day workshops for Gifted and Talented Youth in the Bristol area. So far 108, Year 10 students and teachers from 16 schools have taken part in the project. This includes a number of Bristol South secondary schools including: Ashton Park School, Bedminster Down School, Hartcliffe Engineering Community College, Hengrove Community Arts College and St Bernadette Catholic Secondary School.

The students are given access to a range of materials, studio space and the expertise of practicing artists, to improve the quality of their GCSE Art portfolios. The students work in small groups developing their drawing skills by using specialist paper and materials. Each student progresses their drawing through four workshops, based on a themed artist. On the second day they print their own work onto T-shirts, enamel and extend their understanding of drawing.

For many of the students it is their first visit to a university. They see it as a positive and enjoyable experience. Evaluations show that 88% agree the workshops will help them to develop their art skills; 81% agree the programme will help with their school work; and 89% say they now would like to go to university. The teachers from the participating school are equally as enthusiastic: *'fantastic opportunity for students, most want to go and do Art at university after discussion'*; *'on average - I think it will raise GCSE by at least one grade'*; and *'fantastic, very inspirational for both staff and students'*.

The students are able to soak up the unique atmosphere of Bristol School of Art, Media and Design. They talk to current students about their work including fashion and textiles, animation and fine art. They are also shown the School's extensive library and studio facilities.

Example 2

ENCOURAGING TEENAGE SCIENCE TALENT IN BRISTOL

Running since 2002, the UWE science day allows around 100 year 10 pupils from 12 schools in Bristol to visit the Faculty of Applied Sciences at the University of the West of England in order to take part in a hands-on science day to encourage them to make the most of their abilities in science. A number of Bristol South schools have taken part since its beginnings including: Bedminster Down School, Hartcliffe Engineering Community College, Hengrove Community Arts College, St. Bernadette Catholic Secondary School.

The aim of the day is to offer those who are academically gifted and talented in Bristol Schools the chance to experience some of the more specialised and stimulating aspects of studying science. The pupils use some of UWE's most advanced equipment housed in state-of-the-art laboratories including Molecular Biology, Forensic Science and Microbiology. The programme is closely negotiated between school teachers, Gifted and Talented Co-ordinators and university staff to ensure that it contributes directly to their achievement at GCSE.

Liz Banister, an area Coordinator for Gifted and Talented activities in Bristol says,

We aim to show children that science is an exciting and rewarding subject to study. The topics covered during the day enhance and extend their understanding of the topic 'Inheritance and Selection' which they will be studying later in their GCSE science course. Attending this day helps the students not only achieve their potential grade but we also motivates some of them to want to take their science studies beyond GCSE. The teachers attending also benefit and can use the knowledge gained to inform their own teaching.

Dr Vyv Salisbury, Senior Lecturer in Microbiology at UWE says,

Visitors to the microbiology labs look at bacteria which glow in the dark and see how the genes for bioluminescence can be added to disease-causing bacteria so that the effects of antibiotics on the glowing bacteria can be instantly observed. They also scrape bacteria from their teeth and look at them under the microscope. The work with bioluminescent bacteria helps to demonstrate how genetically modified bacteria can be used in biomedical research and antibiotic testing.

90% of young people on evaluation say that they would recommend the visit to a friend, that it had changed their view of science and of universities and 100% of teachers say they had benefited from the experience too.

Source: UWE Bristol

Increasingly we found evidence of 'smart' activities being offered that align a set of interests and outcomes in order to improve effectiveness, maximize benefits and ensure cost-effectiveness. For example, the event referred to earlier in this report (Section 6.3.1) where year 9 students in three distinct groups (*Aimhigher*, gifted and

talented, and 'invisible' students) were matched with Secondary PGCE trainees to undertake a project that led to ASDAN accreditation.

Against the evaluative framework (Table 6.6) gifted and talented activities fulfil a number of criteria associated with curricula, pedagogic and assessment aspects of engagement (C7, C8, C9). They raise expectations and challenge stereotypes (C2) although one might also argue that by identifying only some young people as 'gifted and talented' it potentially reinforces self-limiting beliefs in other young people. Some activities involve parents/carers (C4) as well as providing teacher professional development (C21). Gifted and talented activities have less explicit connection to issues of attachment and affect (C6) or dimensions of active citizenship and building on community funds of knowledge (C5).

There is an interesting case to be made that gifted and talented activities, by drawing young people together in events outside their immediate social groupings (C17) builds new forms of social capital (C18). The Success @ EiC Action Zone, for example, saw evidence of young people becoming more confident at moving away from their immediate territory and mixing with other people after being involved in gifted and talented activities (Williamson et al, 2006). Finally, there will be an increasing need to align such activities to emerging agendas around high quality vocational learning opportunities and pathways. University staff will need to be fully appraised of these developments as national evaluations of e.g. masterclasses note that where higher education staff deploy out-dated and traditional concepts of curriculum and pedagogy, then this undermines the effectiveness of the intervention (*Aimhigher*, 2006).

In terms of specific evaluations of the effectiveness of gifted and talented interventions with young people in the constituency only one of the recent inspection reports on the secondary schools made any specific reference to provision for gifted and talented students. The report on Witherwood Community School stated '*close links to local colleges and universities give students a good insight into further education and often broaden their horizons*' (OfSTED, 2005). Tracking data provided by the local authority on the attainment of gifted and talented cohorts over time shows a marked contrast between levels of attainment of gifted and talented pupils in *Group A* schools as opposed to *Group B* schools. Between 2001 and 2005 the percentage of

students in the gifted and talented cohort in *Group A* schools who attained A*-B grades in GCSE or equivalent was in the 20-50% range (i.e. only up to half the students in this group got these results); in *Group B* schools it was in the 60-85% range (i.e. more than half the students in the group got these results) (Bristol Local Authority: internal annual monitoring documents). Withywood Community School is interesting in being the only school in *Group A* whose results for the gifted and talented cohort improved year on year from 20 to 50 % attaining A*-B at GCSE or equivalent despite the attainment levels in the school as a whole being very low.

During the same period Withywood's self-evaluation against best practice indicators for gifted and talented provision suggests that it has steadily engaged more with initiatives e.g. nominating students for the National Academy for Gifted and Talented Youth and in pro-actively taking up gifted and talented intervention funds provided by the local authority. The local authority representative with responsibility for gifted and talented provision endorsed this positive self-evaluation, and noted that the activity in the school over a period of time was '*extremely well managed*'. In part she puts their success down to the deployment of a range of specific strategies including more targeted attention to the needs of the gifted and talented within the wider school.

In maths the gifted and talented funding paid for the staffing of an additional group in Year 11, which meant that you could have the 12 most able children working with a fully qualified maths teacher for all their maths lessons...In English, what they had was a rolling programme where that teacher took out children who were under-performing on particular areas and worked with them for two weeks or a month and then they'd take a different group. So a lot of the more able kids got more focussed work. Whereas in science, the gifted and talented additional teacher worked in the classroom...but noticeably with those six kids who were more able, rather than with the weaker ones. And then just before the module tests, they took those six kids, say, from that group and the six kids from that group and did some intensive revision of the higher level bits for them and the modular tests results went up.

However, she also notes how dependent such a school is on the determination of an identified co-ordinator and if that person leaves then things can '*slip away a little bit*'. We also note elsewhere in this report (Section 6.4.1) that whilst these strategies appear to raise the attainment of the identified few, educational engagement by the wider school population may be unaffected.

7.1.5 Knowle West Media Centre

Knowle West Media Centre (KWMC) is an independent organization and charity established in June 2002, having grown from many creative projects over a period of eight years (<http://www.kwmc.co.uk>). It is funded through SRB6, Objective 2 and Neighbourhood Renewal funding. although other organizations have supported specific projects e.g. Creative Partnerships Bristol, The Children's Fund, South West Screen, Arts Council South West, Urban 2, Quartet, First Light and the Film Council. At present housed in old buildings in Knowle West, the Centre is currently fundraising to create a high quality purpose-built and sustainable media centre at the heart of the community.

The Centre works with a wide range of local people using video, photography, and multimedia, exploring the many different ways media can be used to benefit the community. Their website lists their values as including:

- commitment to the cultural, social and economic regeneration of Knowle West;
- a foundation in the grassroots of the Knowle West communities;
- a commitment to collaboration and partnerships with a variety of government and voluntary organizations, educational institutions, and the network of media organizations in Bristol and the South West;
- a proactive approach to inclusion and access;
- a commitment to providing opportunities which enable local people, individually or in groups, to explore their own identities and both find and express them in a unique voice;
- a commitment to learning as a guiding principle in all our activity, whether in the development of skills which might increase a young person's chances of employment or their entry into the creative industries, or informally through including a wide range of people in the work and activities of the Centre.

Working in partnership with organizations, artists, businesses and groups across the city KWMC develops concepts and projects for people to express their ideas, learn new skills, bring about change, explore issues and work collaboratively. It also provides a focus for engaging and re-engaging community members including young

people in lifelong learning. A number of projects are undertaken with schools in the constituency e.g. ‘Knowle West Eye’ - a photography and digital media project working in local primary schools to enhance learning skills, raise self-esteem and expand learning experiences. Other projects work to engage young people through informal learning to raise aspirations e.g. ‘HWCP Role Models’ – where a group of young girls worked over a weekend with two film makers, devising and planning a film about role models, young people and education. Research and further planning took place over two months and the film was shot over a three-day period in and around Hartcliffe and Withywood.

Some projects have a focus on community action e.g. KWMC has recently worked with the ‘Connecting Bristol’ group to enable debate and suggestions around the kind of activities that would benefit the area if Bristol were to win the Government’s Digital Cities competition, and to use this to inform future planning and delivery. The emphasis has been on working together to come up with innovative and creative solutions to needs identified within the community.

A strong feature of all KWMC projects is the commitment to enabling young people to feel a sense of ownership and *agency* in the learning process, to ‘explore their own identities’ and ‘express them in a unique voice’. Equally, the projects communicate respect for the real conditions of people’s lives and encourage self-authorship in the representation of those lives through collaborative projects e.g. ‘The Knowle West Trilogy’ – three award-winning short films created by an artist-filmmaker Joe Magee working with young people in Knowle West and the detached youth work team. This final example exemplifies another feature of the work of the centre – a commitment to high production values. The film *Gearhead*, presenting a day in the life of a young heroin addict, won the Film Council First Light Best Film Award in 2004. Recognition for the quality of such creative products again communicates respect and value to the young people concerned.

As well as offering work experience for young people in school and volunteer activities KWMC offers traineeships of up to two years that are designed to take into account the particular interests of the young person, whilst giving an all round experience of working with video, photography, design and multimedia in a

community setting. One of the aims of this programme is to aid the trainee to progress on to higher education:

I think one of the important roles we have in relation to HE is to support young people into moving into higher education. An example of this is our current trainee. Six years ago she became involved in 'Mouth of the South' - a newsletter for and by young people. With that group she visited the Evening Post and other publishers, and participated in an exchange trip to Portugal. She now has a place at Cardiff University to do Journalism in September 2007, and says that she would never have thought this possible if she hadn't been involved with KWMC. Her placement here prior to going to university is aimed at giving her a bit more support and the confidence to really get the most from HE.

(Communication: KWMC Director)

KWMC has strong links with the local universities. The current Chair of their management committee and one of their trustees is a senior lecturer at the University of the West of England, and they have been awarded a 3-year joint research studentship funded through the Arts and Humanities Research Council. The postgraduate student is exploring the ways in which young people will use new media in the future.

They have also recently worked with the University of Bristol on a short film - *a Digital Portrait of Bristol University* – showing the university through the eyes of young people from Bristol South. One of the aims of this work was to explore what young people felt about university, how much knowledge they had of it and what might encourage them and other young people in the community to consider it as a potential resource for them. In addition, as part of our research, the Centre was asked to produce a DVD recording local voices on the reasons for low young participation in higher education in Bristol South. We have drawn on the perspectives articulated in that resource throughout this study.

Against the evaluative framework (Table 6.6) KWMC is a rather unique example of a community-based initiative that promotes dialogic engagement with young people, their families and communities, modelling respect and empowerment (C3) and challenging limiting stereotypes (C2). They also acknowledge and build upon community funds of knowledge, recognise the significance of informal and out-of-school learning and develop a culture of active citizenship (C5). Projects support adult

and young people's skills development alongside wider identity projects (C4, C10), promote a sense of ownership and *agency* in the learning process (C7) and build learning dispositions associated with 'learning power' (C9). In particular KWMC illustrates an approach that recognises and respects the strength of social bonds (C13) and whilst linking to opportunities outside the community (C17) and gaining high status recognition for activities through linking and bridging to regional and national networks (C18) - does not denigrate the existing cultural context. They also increasingly see a role for working alongside teachers and schools to enhance teacher professional development (C21), and provide an opportunity to connect vocational pathways and work-based learning to educational progression and higher education (C15). Finally, in the quality of relationships evident in the Centre and through the media products that arise from projects, there is strong evidence of attention to issues of attachment and affect in learning (C6).

We are unaware of any independent evaluative evidence of the impact of the work of KWMC on learning identities or trajectories for young people in the constituency although the in-depth qualitative representations in many of their media projects, including our own DVD, suggests the experience of working with the centre is a very positive one. Based on such 'embedded' evidence we would argue that KWMC may well be a potent example of how to strengthen the association between social capital and lifelong learning in the constituency – where existing social networks are drawn upon to help 'create and exchange skills, knowledge and attitudes that in turn allow [participants] to tap into other benefits' (Field, 2005) – and where social capital is further enhanced through civic engagement (Putnam, 2000). This is in marked contrast to other initiatives (including aspects of *Aimhigher*) that to some extent are predicated on 'escaping' the community and which may as a consequence a) be rejected and b) run the risk of fragmenting rather than reinforcing social cohesion. We recommend that further research should be done into this hypothesis (Chapter 8).

7.1.6 'Success @' Excellence in Cities Action Zone

'Success @' was a small Education Action Zone established in the southern part of Bristol South in 2001 as part of the Excellence in Cities initiative. It operated until

Summer 2006, when many of its functions were taken over by the local Extended School Partnership (ESP). ‘Success @’ covered an area with high levels of multiple deprivation and included one children’s centre and ten schools (one infant school, one junior school, six primary schools, one secondary school and one special school). At inception, achievement levels in the majority of schools in the zone were depressed, particularly in reading and writing, and there were concerns related to attendance. At the same time OfSTED reports for almost all zone schools indicated clear and effective leadership, good quality teaching, positive relationships and pupil progress. Whilst behaviour in the schools was seen as generally acceptable, and frequently commented upon favourably by visitors, there were high levels of special educational needs, particularly related to emotional and behavioural difficulty (Raphael Reed and Fitzgerald, 2005). These schools mirror other schools in challenging circumstances - including many across the constituency – with committed staff and clear leadership struggling to achieve the outcomes most commonly assumed to be benchmarks of success.

The overarching purpose of the action zone was to increase successful engagement with learning and it worked towards this goal through a variety of strategies and partnerships. Some of these, e.g. their gifted and talented network and *Aimhigher* activities, drew explicitly upon partnerships with higher education and included the goal of raising awareness of and aspiration towards higher education as part of their aims. Others, e.g. promotion of the Critical Skills Programme and Successful Learner Model, were about enhancing young people’s capacities to operate as effective learners in the 21st century. Some, e.g. the Families and Schools Together (FAST) team and primary-secondary transition projects, prioritised improving the home-school relationship in support of learning. In its closing stages the team created an engaging set of ‘Learning Stories’ based on qualitative and quantitative evidence to exemplify what had been achieved over the five years (Williamson et al, 2006). These stories include reflections under three broad headings: *action taken to raise achievement and improve learning*; *breaking down barriers to learning*; and *supporting learning through networking*.

Two specific aspects are worth reviewing here in the context of improving young participation in higher education. Firstly, schools in the constituency need to learn

from the work of ‘Success @’ in relation to the Critical Skills Programme, given the central importance of improving young people’s sense of ownership and agency in the learning process. Secondly, a consideration of the work of the FAST team is essential given the significance of enabling parental support for young people’s education. Both of these dimensions are identified in our study as having critical importance to the engagement of young people and in the development of a learning identity where they want to stay in education at sixteen and have a positive pre-disposition towards higher education.

The Critical Skills Programme

Early on the life of the zone a decision was made to invest intensively in training teachers and school leaders in the methodology of the Critical Skills Programme. This programme originated in the USA but was subsequently adapted and developed in the UK – building on a range of current perspectives on effective learning and teaching (<http://www.criticalskills.co.uk>). The programme aims to engage learners through a problem solving and collaborative approach, working in a strong and safe learning community. Skills and dispositions for effective lifelong learning are developed as much as subject knowledge and understanding.

Against the evaluative framework (Table 6.6) the Critical Skills Programme exemplifies an approach that prioritises dialogue (C3), establishes safe environments for learning (C6), builds enjoyment, *agency* and ownership into the learning process (C7) and develops dispositions and skills for independent and social learning (C9). It also plays close attention to aspects of assessment for learning as well as a reward for participation (C8). By situating ‘learning challenges’ in real world contexts, the programme connects with community funds of knowledge (C5), and explores aspects of risk-taking and decision-making in the learning journey (C11). A strong feature of the programme is a high level of staff development through practical and experiential ‘training institutes’ that include school leaders, teachers, learning supporters and school governors (C21). It also utilises creative, kinaesthetic and expressive orientation to learning (C14), acknowledged through close association with the work of Creative Partnerships in the constituency (C14).

Independent evaluation of the programme in the zone undertaken by the University of the West of England (Raphael Reed and Fitzgerald, 2005) found that where a whole school had engaged in training this allowed a ‘community of practice’ to develop which was beneficial. Teachers also appreciated creative and playful aspects of the training, and on-going support from Critical Skills coaches. Both staff and young people demonstrated that using a Critical Skills approach in the classroom improved their engagement with learning. A greater sense of enjoyment, *agency* and ownership in the learning process led to increased ‘on task’ behaviours, improved attendance and reduced disruption by young people, and better communication and collaboration in the classroom. There was also evidence that young people were more willing to take risks and face learning challenges. This was achieved not just by practising skills but by demonstrating values in action, and making learning ‘real’. Developing trusting and dialogic relationships between all participants and attending to the emotional climate of the classroom appeared equally important. These findings resonate with a much larger evaluation of the Critical Skills Programme undertaken in Jersey – where over 200 teachers have been trained (Wragg et al, 2004).

Less apparent in the Bristol evaluation were sustained improvements in performance against standardised tests – in part because the considerable focus of the programme on collaborative learning does not easily transfer into success in individualised tests. The evaluation also noted that whilst the culture of Critical Skills had taken hold within the primary sector in the zone, and especially in some schools, there was greater circumspection about such an approach in the local secondary schools. Young people on transfer often found the resultant loss of independence in their learning, and reduction in their sense of ownership of the learning process, both demoralising and frustrating. On occasion, their still fragile self-esteem would be quickly eroded.

The evaluation also noted the tendency for schools to move through a cycle of adhering very closely to the specific ‘tools’ of the Critical Skills Programme in the early stages, but with increasing confidence, adapting the strategies to fit their own circumstances and re-integrating them into a broader model of ‘successful learning’ (Pardoe, 2005).

Implications for future developments in the constituency are that such learning

programmes need to be: a) well-resourced especially in terms of ongoing staff development and support; b) committed to by the whole organisation; c) sustained over time; and d) made coherent across transition between phases. Such programmes also need to give attention to aspects of individualised and internalised learning alongside social and collaborative learning.

The Families and Schools Together (FAST) Team

The FAST team was established in recognition of the vital importance of engaging effectively with parents in the educational process and enabling them to be supportive of their children’s learning. A team comprising three workers, a part-time administrator and a small number of volunteers was established with funding from the Neighbourhood Renewal Programme. Parents/carers were consulted with through questionnaire and ‘word of mouth’ to find out what they felt their needs were and the team then met with Heads from the local schools to write individual school action plans. A wide range of strategies and activities were introduced covering the *Every Child Matters* five outcomes (Williamson et al, 2006).

ECM Outcome	Examples of activities with parents/carers
Stay safe	<ul style="list-style-type: none"> - playground painting - kerb craft - talks by community beat officers - drop-in sessions
Be healthy	<ul style="list-style-type: none"> - healthy eating sessions and cookery clubs - sessions on mental health and well-being - Sex and relationships policy development - complimentary therapy sessions
Enjoy and achieve	<ul style="list-style-type: none"> - reading together and running book loan schemes - making big books and story sacks - numeracy and maths games workshops - celebration event for parents/carers
Make a positive contribution	<ul style="list-style-type: none"> - supporting parents to take a role in school - developing parents as school governors - developing the Parent’s Forum - communicating with parents/carers
Achieve economic wellbeing	<ul style="list-style-type: none"> - developing new skills through fun workshops - supporting young people’s savings club - providing accredited learning and training - support in job seeking

Against the evaluative framework (Table 6.6) the FAST team activity promotes school-family dialogue (C3) and reaches out to parents/carers in a respectful way to aid them in developing their own confidence and skills (C4) including support for family literacy and numeracy development (C10). It also allows schools to gain greater insight into community funds of knowledge (C5) and develop positive relationships with attention to issues of attachment and affect in learning (C6). Finally, the FAST initiative is one example of greater partnership between schools and the communities that they serve (C19) and acknowledgment that social bonds and networks, including family networks, have a high level of significance to young people's learning identities (C13). Whilst the focus of the FAST team has not been specifically on connections with higher education, they have been involved in the development of *Aimhigher* type activities in the community and in supporting and encouraging parents/carers to take part.

Project evaluation indicates that the FAST team are held in high esteem by the parents and staff, and are seen as approachable and supportive (Williamson et al, 2006). A pre-requisite for success is that people have been appointed who come from and can gain the trust of the local community. Feedback from parents/carers on their contact with the FAST team activities included: '*[It]...made me feel like me again*'; '*Made me realise my potential*'; '*Motivated me to take part in school life*'; '*Gave me new skills and friends*'. The FAST team recognise that whilst there is greater consistency across the action zone area in how schools engage with parents/carers, there is still much work to be done. They argue that in future school plans must be constructed through active and respectful consultation and negotiation with parents/carers, and the activities provided must be positive, fun and relevant to parents/carers' self-identified needs and not communicate deficit beliefs by professionals.

Finally, although the work of the FAST team is to be subsumed under the ESP developments, the team acknowledge the importance of sustained and secure funding because '*It takes a while to develop relationships and trust and now just when we have got that trust we are leaving*'. It is also important that the wealth of experience, insight and expertise gained through the five years of operation of the zone is fully disseminated and best practice drawn upon in any new developments.

The next four interventions are ‘plans in progress’ that reflect current policy agendas (DfES, 2004c; 2005b). They also represent the most recent responses to the ongoing debate about how to achieve any sustained impact on persistently low levels of educational engagement and attainment across the city. As interventions yet to fully materialise, we cannot at this stage assess their impact in practice. However, we can usefully subject them to analysis against the evaluative framework derived from our research (Table 6.6) in order to predict their potential success in improving educational engagement and increasing young participation in higher education. This also allows us to highlight aspects that may benefit from further attention.

7.1.7 Hartcliffe Education Campus

Proposals to develop the *Hartcliffe Education Campus*⁵³ as an all-through educational facility on the site of Hartcliffe Engineering Community College and Teyfant Community School (primary) date back to 1996. Since then there have been a number of difficulties in turning the vision into a reality – but the plans have been given recent re-invigoration through designation by the DfES as a Trust School Pathfinder⁵⁴ (DfES, 2006b). Current partners in this initiative are: Teyfant Community School; Hartcliffe Engineering Community College, New Fosseyway Special School; City of Bristol College; University of the West of England and Bristol City Council. It is anticipated that the Campus will house facilities for children and young people aged 3-19, including students from New Fosseyway special school, a pupil referral unit for young people with emotional and behavioural difficulties, and a vocational centre linked to City of Bristol College.

Governors at Teyfant Community School and Hartcliffe Engineering Community College have agreed to consult on moving to hard federation of their governing bodies to create a single governing body in preparation for the new campus with New

⁵³ The name for the Campus is under discussion and will change from this working title.

⁵⁴ A Trust school will be a foundation school supported by a charitable foundation or Trust, which will appoint governors to the school's governing body. They will be funded in exactly the same way as other local authority maintained schools. A Trust school will employ its own staff, and manage its own land and assets. Trust schools will also be able to set their own admission arrangements. As in other schools, these arrangements must be in line with the School Admissions Code (DfES, 2006b).

Fosseway Special School possibly joining at a later stage. Consultation on federation between governing bodies will be concluded by May 2007 and that once governance is decided then issues of leadership and management for the new campus can be considered. Parallel to proposed changes in governance, a new building is being constructed for the campus using private finance through the Building Schools for the Future initiative. This has caused some complexities over issues of contract and ownership of the buildings, in light of the possibility of Trust status – but these are being resolved. It is anticipated that an Executive Principal for the new campus will be appointed during 2008 and the campus buildings will be open by early 2009. Trust arrangements, if approved, may be in place by the end of 2007.

The formal **vision statement for the Hartcliffe Education Campus** is still under discussion but *in general terms* current partners agree that the Campus aims to:

Trust in Learning. Trust in Success.

- create an emotionally intelligent, respectful, healthy, safe and inclusive all-through learning community;
- draw on best practice locally, nationally and internationally to develop skills and dispositions for lifelong learning in the 21st century;
- personalise the learning experience, including the use of new technologies as a tool for learning;
- provide a variety of learning pathways and opportunities – vocational and academic – in order to enable everyone to reach their full potential and to achieve economic wellbeing;
- build capacity for leadership, creativity and innovation;
- enable participants to engage as active citizens in the life of the Campus and in the transformation of the local community and beyond;
- improve educational engagement, raise achievement and widen the horizons of children, young people and their families.

The co-location of primary, secondary and post-16 facilities will allow new forms of school organisation, leadership and management to develop – with a particular emphasis on continuity, progression and supported transition between different phases. The participation of a special school and the presence of a pupil referral unit will facilitate the development of best practice in inclusion and a high level of

professional skill in meeting a diversity of individual needs. The involvement of City of Bristol College will enhance diversification of curriculum pathways and enable personalisation and engagement for young people aged 14-19 as well as facilitating adult and community learning. Development of vocational programmes and opportunities will in part reflect the skills sectors that are expanding in the local area and link to local employers and employment opportunities. The University of the West of England will provide a visible presence for higher education in the constituency as well as access to high quality initial training and continuing professional development opportunities for all staff; widening participation and *Aimhigher* activities; research and evaluation expertise; clear progression pathways into higher education including through partnership with City of Bristol College.

Overall, the project is an attempt to align multiple partnerships in support of school improvement, community regeneration and the transformation of learning cultures, identities and trajectories within the constituency. The additional benefit of seeking Trust status will be that it formalises a commitment by the relevant partners to supporting the realisation of these goals. It is felt that the Campus vision provides a 'unique selling point' in the context of two new Academies opening in the area (see Interventions 8 and 9 below). Proposals also have potential to fall into the category of *Next Practice* innovation (<http://www.innovation-unit.co.uk>).

Against the evaluative framework (Table 6.6) the Hartcliffe Education Campus, (including Federation and Trust proposals) has the potential to fulfil a number of the key criteria for educational engagement including progression to higher education in a more holistic way than many of the interventions considered so far. In particular, it recognises the importance of respectful and relational practices to creating an inclusive and emotionally supportive learning environment (C6). It commits to developing personalised learning experiences (including the use of new technologies as a tool for learning) and pays attention to issues of ownership, *agency* and 'learning power' (C7, C8, C9). It offers an enhanced context within which to engage parents/carers in the learning process (C4, C10) and provides new forms of partnership to ease transitions and to broaden access to a wide range of learning pathways and opportunities up to and including higher education (C11, C14, C15, C16, C17). The central involvement of a further education college and university

will ensure that progression is given high priority. Educational engagement is also seen as connected to other forms of social and economic transformation. By aligning educational, community and business interests through committed relationships over time, it offers the opportunity to build new forms of social capital (C19, C18) and to enrich the processes of IAG (C11). Clear access to all forms of financial support for learning will no doubt be available (C20). The Campus also articulates a vision for the development of active citizenship (C5) and the professional development of all staff as lifelong learners (C21).

Aspects that the Campus may wish to consider further, or make more explicit, include the need to challenge deficit models of the local community and restrictive gender and class stereotypes (C2) and to establish respectful and authentic dialogue with parents/carers and young people as essential and equal partners in the change process (C3). As part of this, greater consideration of the association between community funds of knowledge, informal learning and educational engagement may be beneficial (C5). This should include paying positive attention to current forms of social capital in the area, and drawing upon associated strong social bonds and networks in the learning process, as for example KWMC effectively do. It will also be important to ensure that models of educational experience are not reduced to a narrow skills-based agenda alone – but that they equally provide enjoyable, creative, kinaesthetic and expansive learning opportunities (C14). The specialist status of the new Campus, for example, may benefit from some re-consideration – since evidence in our study suggests that young people are not necessarily positive about the focus on engineering (notwithstanding that this is a sector with recognised priority in the region).

7.1.8 Merchants' Academy Withywood

Withywood Community School is to be replaced with a new build Academy called the *Merchants' Academy Withywood* opening in September 2008. Sponsored by the Society of the Merchant Venturers and co-sponsored by the University of Bristol, the Academy will be part of the government's academies programme and will be run as

an independent trust⁵⁵. The Society of Merchant Venturers is a charitable organisation based in Bristol for more than 450 years and with a link to independent education in the city since 1550. They also have powerful connections with local employers and are able to command investment from a number of sources. The Academy will be a comprehensive 11-19 school with specialism in Enterprise and Skills.



The mission of the new Academy is to provide the young people of Witherwood with ‘truly outstanding educational opportunities that will have a transforming effect on the area’. Its underpinning values will include teamwork, perseverance, aspiration and respect.

Plans are being developed to:

- recognise the needs of every student and promote a strong sense of belonging;
 - engage with and listen to the voice of students, parents and carers;
 - focus on high quality teaching and personalised learning with the use of state-of-the-art ICT;
 - provide out-of-school learning activities including a youth club and an integrated Army Cadet Force;
 - provide a stimulating and enquiring learning community for all staff, students, parents and carers.
- provide an integrated year 7 curriculum and develop best practice in primary-secondary transition;
 - provide academic rigour with a vocational emphasis;
 - make use of the International Baccalaureate at 16-19 in preference to A levels;
 - ensure high quality IAG and good links with businesses, employers, universities and other establishments.

<http://www.bris.ac.uk/news/2006/5223.html>

⁵⁵ Academies are publicly funded independent schools. Their independent status allows them considerable freedom in their curriculum, staffing and governance arrangements. Academies therefore work in different ways to traditional local authority schools, and they are resourced on a different and more generous basis than proposed Trust schools (<http://www.standards.dfes.gov.uk/academies>).

In terms of the evaluative framework (Table 6.6) the Merchants' Academy Witherwood, like the proposed Hartcliffe Education Campus, appears to fulfil a number of the key criteria for improving educational engagement including progression to higher education. As an intervention it recognises the central importance of positive relationships and aspects of attachment and affect (C6), prioritises dialogic engagement with young people and their families (C3) and aims to support young people at critical points of transition (C12). Innovative approaches to encouraging ownership and *agency* in the learning process are proposed, modelled on the recognition of core dispositions that build 'learning power' (C7, C9). Intentions to focus on literacy across the curriculum indicate an awareness of the key challenge related to literacy development (C10). The emergent plans evidence a strong awareness of the importance of high quality IAG. Diversified curricula, and assessment practices, that link with a variety of vocational and academic pathways are signalled (C8, C11, C14, C15, C16, C17). The central involvement of the University of Bristol will ensure visibility for higher education. Education is also recognised as linked to wider employment and economic possibilities. New forms of partnership, across business, community and educational interests, aim to build sustaining relationships and new forms of social capital (C18, C19). This will undoubtedly include clear access to all forms of financial support for learning (C20).

Aspects that the Merchants' Academy Witherwood may wish to consider further, or make more explicit, include to the need to challenge deficit models of the local community and restrictive gender and class stereotypes (C2). The proposal to establish an Army Cadet Force, for example, suggests a certain class-based and gender-specific orientation to inculcating 'respect'. Whilst this may produce gains e.g. in terms of externally reinforced discipline, it may do so at the cost of young people internalising self-control or questioning gender-oppressive practices. We would recommend that such issues are carefully monitored and evaluated. Whilst listening to the voice of parents and carers and providing out-of-school learning activities are both recognised as important, it is not yet clear that this signals really valuing local cultures and community funds of knowledge (C5). Again we suggest paying greater positive attention to current forms of social capital in the area, and drawing upon existing social bonds and networks in the learning process (C13). Without close association with an FE college, and given the traditional bias of the Merchants' Academy and the

University of Bristol, the Academy will need to ensure that diversified concepts of higher education, including vocational options and Foundation Degrees, are given equal status (C15). Finally, the need to engage with parents will necessitate provision of respectful opportunities for them to develop their own educational confidence and skills base (C4, C10).

7.1.9 Oasis Academy Bristol

The third major educational innovation in the constituency is the planned replacement of Hengrove Community Arts College with the *Oasis Academy Bristol*, due to open in 2008 with transfer to new buildings in September 2009⁵⁶. The Oasis Academy Bristol will be a comprehensive 11-19 school with specialism in Performing and Visual Arts. Drawing on Hengrove Community Arts College experience as a full-service Extended School, the new Academy will be a community hub sharing a range of facilities with the local community. The main sponsor of the Academy is the Oasis Trust, a Christian charitable foundation and member of the Evangelical Alliance, which delivers educational, healthcare and housing projects throughout the world. As part of the Oasis vision to transform individuals and communities, Oasis Community Learning was created as the umbrella governing body for all Oasis academies. Oasis is sponsoring the development of a number of academies - the first of which is due to open in Enfield in September 2007 with transfer to new buildings in September 2008.



<http://www.oasistrust.org>

The Oasis Academy Bristol's ethos will be rooted in '*Christian-based core values, which include valuing each individual, working actively against discrimination and social exclusion and respecting the beliefs and practices of other faiths*'. It will provide '*a welcoming environment for all students regardless of religious beliefs and will serve the whole community*' (Bristol City Council, 2005c).

⁵⁶ In July 2006 the DfES approached Bristol City Council and Oasis with a proposal to extend the Academy to become an all-through 3-19 school, integrating New Oak primary school as part of the new Academy complex – despite the fact that New Oak was already a recently amalgamated and newly refurbished school. The Director of Children and Young People's Services has recommended to Cabinet that the proposal be rejected as it was opposed by the majority of those consulted (February 2007).

The Mission of Oasis Academy Bristol

Oasis Trust will aim for the Academy to provide a rich and balanced educational environment nurturing the whole student – academically, vocationally, socially, morally, spiritually, emotionally and environmentally.

The goal is to raise aspirations, unlock students' potential and work towards achieving excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Trust believes that this can be achieved through high-quality facilities, outstanding leadership, high-calibre teaching, a positive, affirming environment and a partnership between pupils, parents and the Academy. Parents/carers will be positively engaged in supporting each child.

The Oasis Academy Bristol will promote a balanced, healthy lifestyle, demonstrated through policies regarding school meals, involvement in sporting activities and ecological building design.

Oasis Trust believes that it has a duty to respect the environment through a commitment to sustainability and bio-diversity. Resources entrusted to the Oasis Academy will be used with integrity and responsibility.

The curriculum will serve students whether they want a vocational, professional or academic career. Each student's education will be a careful individualised balance between vocational training and academic learning.

Teaching plans will include continued monitoring and analysis of the educational need of each student which will, in turn, lead to raised aspirations and increased achievement.

State-of-the-art computing facilities will improve teaching in the classroom and support independent learning by students in the Academy study areas. Students will be able to access learning materials and send homework electronically from home. The most up-to-date facilities will be available to support all areas of the curriculum especially in the Academy's specialism. Studios for TV and radio, dance and drama will be set around a fully functioning theatre. The Academy will be well resourced to support all areas of the visual arts from still to moving image, traditional fine art, sculpture and computer-based graphics. Gallery and display areas will be given prominent place within the buildings.

RE will be taught in line with the local agreed syllabus.

The Academy will work as part of the South East Area Partnership for post-16 and will provide a range of academic and vocational courses in fully equipped specialist facilities.

The Academy will ensure that the learning of the most able is suitably extended and the learning of those who may have special educational needs is met. The Academy will be fully inclusive.

School rules will reflect an emphasis on the development of responsibility and self-discipline with low tolerance of anti-social behaviour, unauthorised absence and lack of respect for others.

The Academy will aim to be a hub for the whole community building upon links formed by Hengrove Community Arts College. The aim will be for local people to have access to family activities; adult learning activities; a learning resource centre; a gymnasium; sports facilities; and out-of-hours youth facilities.

The Academy will forge links with other local schools, local businesses and organisations to enhance students' 'education for life'.

Source: Bristol City Council (2005c)

Against the evaluative framework (Table 6.6) the mission of the Oasis Academy Bristol appears to meet a number of key criteria for improving engagement including progression to higher education. It recognises the importance of building positive relationships and the significance of emotional literacy, attachment and affect to effective learning (C6). It signals the necessity to build a sense of *agency* and ‘learning power’, to personalise the learning experience, and to utilise new technologies effectively (C7, C9). Close monitoring and evaluation of student progress and formative feedback to young people are recognised as tools for raising attainment (C8). It acknowledges the value of providing choice in vocational as well as academic pathways in learning, including opportunities for creative, kinaesthetic and expressive learning (C14). The importance of engaging parents/carers in supporting their children’s learning is identified (C4) and references to ecological awareness and sustainability signal some aspects of developing an active citizenship agenda (C5). There is recognition of the importance of links to businesses and other organisations though perspectives on how to activate sustaining relationships with others to widen horizons, support school improvement and enhance forms of social capital, are less apparent (C17, C18, C19). Without a university or business partner visibly involved in the sponsorship plans this is understandable, though it is worth noting that the governing body will include representatives nominated by the sponsor for their specialist skills and abilities⁵⁷. Overall, the vision aims to communicate high expectations and belief in young people’s capacity to succeed (C2).

Aspects that the Oasis Academy Bristol may wish to consider further, or make more explicit, include the need to challenge deficit models of the local community and restrictive gender and class stereotypes (C2). Whilst articulating an intention to promote high expectations, there is some implication that the local community lack self-discipline and a ‘can-do’ attitude. Evidence discussed elsewhere in this study suggests that this is a) a misrepresentation of the causes of disengagement and b) an over-generalisation that communicates underlying deficit beliefs. Again, whilst engaging with parents and carers and providing out-of-school learning activities are recognised as important, it is not yet clear that this signals really valuing local cultures

⁵⁷ The existing school, Hengrove Community Arts College, has a representative of the University of the West of England on its governing body and has a very close partnership with the university for high quality teacher training.

and community funds of knowledge (C5). The use of the term ‘respect’ as part of a zero tolerance approach to young people’s behaviours, may not communicate sufficiently clearly the importance of the institution itself communicating respect for young people, their families and communities (C3). As with other interventions, we suggest paying greater positive attention to current forms of social capital in the area, and drawing upon existing social bonds and networks in the learning process (C13). Learning from the valuable work done already by Hengrove Community Arts College in its development as a full-service Extended School, and in its dialogic engagements with young people, parents/carers and the local community, will be important. Finally, the Oasis Academy Bristol may need to give greater attention to the opportunities for progression into diverse forms of further and higher education - and the links between these possible pathways and a wide variety of employment possibilities (C15, C17).

7.1.10 South Bristol Skills Academy

The final major intervention that will impact on engagement including progression to higher education for young people in the constituency is the proposed South Bristol Skills Academy⁵⁸ to be established by City of Bristol College. This initiative takes place within the context of a National Skills Strategy (DfES, 2003b, 2005a, 2005c), reform of the FE sector allowing it to become ‘a key driver of economic growth and competitiveness and an engine of social justice and equality of opportunity’ (DfES, 2006d, p13), and the Leitch Review of Skills (HM Treasury, 2006).

The Leitch Review calls for a radical reconfiguration of the education and training system around economic demand, with employers through Sector Skills Councils (SSCs) given real power to determine priorities. Unless such radical transformation towards a demand-led system takes place, Leitch argues the UK will increasingly lag behind its global competitors and suffer the consequences in terms of economic stability and prosperity. Sectors of the population with low skill levels increasingly run the risk of being cut off from labour market opportunities resulting in further

⁵⁸ This is a working title for the centre and it is liable to change.

social exclusion. The significance of this for Bristol South, in light of current low levels of attainment in education and skills, is particularly worrying.

In order to achieve global competitiveness as a part of the knowledge economy, Leitch recommends challenging targets so that the UK might become a world leader in skills by 2020:

- 95% of working age adults to achieve functional literacy and numeracy;
- more than 90% of workforce adults to be qualified to at least level 2;
- the balance of intermediate skills to shift from level 2 to level 3;
- Sector Skills Councils to set ambitious target to double apprenticeships;
- more than 40% of the adult population to be qualified to level 4 and above.

It is recognised that achieving such outcomes will necessitate a cultural shift, where adults expect to be learning at all levels and all ages throughout their working lives i.e. learning cannot just be seen as something that young people do before they enter the workforce. Indeed more than 70% of the workforce for 2020 is already in the workforce today. Increased opportunities to enhance skills in the workplace will need to operate at all levels – from basic skills to complex leadership, management or technical skills. It is important to note that Leitch shifts the target from ensuring 50% of 18-13 year olds have some higher education by 2010, towards 40% of the adult population of working age being qualified to level 4 by 2020.

Greater support will need to be provided for those whose level of skills need strengthening in order to move successfully into work and employers will be strongly encouraged to subscribe to a ‘Basic Skills Pledge’ to ensure their employees are trained to level 2. Proposals are under discussion for education or workplace training to be compulsory up to the age of 18, following the introduction of specialised diplomas and an expanded apprenticeship route⁵⁹.

In the future it is recommended that SSCs, together with employers, would be responsible for rationalisation and approval of all vocational qualifications from level 1 to level 5 and vocational skills funding would by 2010 be routed through *Train to*

⁵⁹ The 14-19 Implementation Plan aims to transform participation so that 90% of 17 year olds are participating in education or work-based learning by 2015.

*Gain and Learner Accounts*⁶⁰. There would be an increased emphasis on *Sector Skills Agreements* between employers and training providers and a new *Commission for Employment and Skills* would draw together the collective views of employers and SSCs. Universities increasingly will need to engage with employers in the provision of higher level training through vocational degrees and other accredited programmes. The government has welcomed the recommendations in the Leitch Review and its response will be published by summer 2007.

Achieving the Leitch vision will necessitate a change in people's perception of the value of skills to them and their families. This in part depends on the visibility of opportunities within the local economy – especially in areas such as Bristol South, where attitudes are powerfully rooted in, and attached to, the local social, cultural and economic environment. Hence the significance of local regeneration initiatives discussed earlier (Chapter 4). However, it also relates closely to the accessibility of high quality vocational education and training opportunities for both young people and adults within the constituency, well matched to local skills demand, and advocated through effective information, advice and guidance⁶¹.

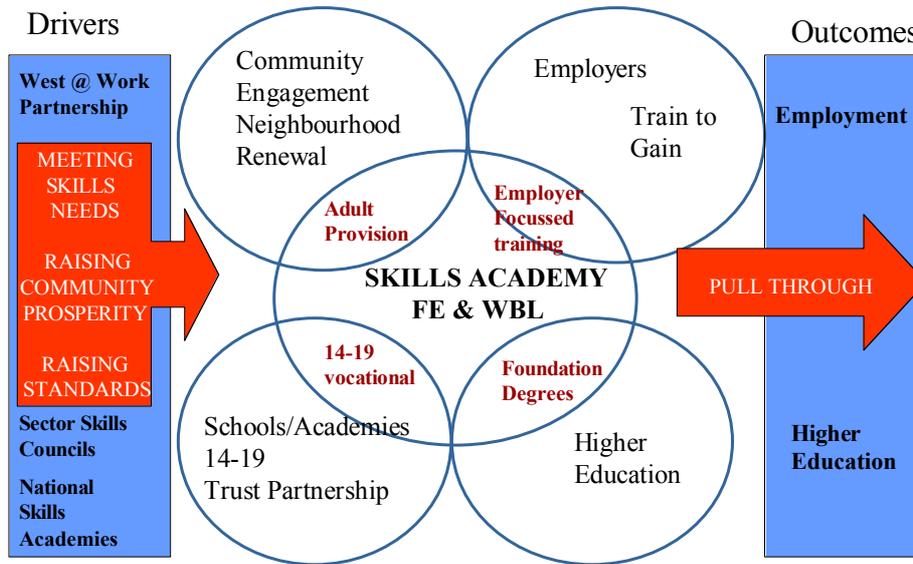
Such a context establishes the rationale for City of Bristol College's plans to build a new flagship Sills Academy in the heart of the constituency at Hengrove Park, as a

partnership with schools, academies, colleges, higher education, and employers, supported by the local authority, Learning and Skills Council (LSC), Regional Development Agency (RDA) and Jobcentre Plus to drive forward a co-ordinated partnership to raise achievement in schools, improve vocational training and reduce worklessness. The driving force of the partnership is to use the 'pull through' of enhanced employment opportunities to raise expectations (City of Bristol College, 2006a).

⁶⁰ *Train to Gain* is a service from the LSC that helps businesses get the training they need for their staff through providing impartial advice, matching training needs with training providers, free training and wage compensation. HEFCE has engaged with this development by establishing Higher Level *Train to Gain* pathfinders in three regions – recruiting sector-specific HE brokers to assess employer needs and identify relevant HE provision. *Learner Accounts* aim to give learners greater choice and control over their learning. Trials to test the accounts will begin in September 2007. and up to 4,000 accounts will be available to help learners over 19 gain full Level 3 qualifications.

⁶¹ Survey evidence noted in LSC (2006) suggest only a minority of individuals in the region without level 2 literacy or numeracy qualifications believes that acquiring such qualifications would result in an increase in their employability, standard of living or income; and that of that minority, only a minority have done anything about acquiring such qualifications.

Figure 7.1: South Bristol Skills Academy



Source: City of Bristol College (2006b)

Vocational and work-based learning will be matched to regional and local priority areas for skills development and employment opportunities, including: engineering; health and social care; construction; retail; leisure and tourism; and the public sector (LSC, 2006). New specialised diplomas (14-19), occupational qualifications (levels 1-3) and apprenticeships will be aligned with these sectors.

Table 7.1: Key Sectors and Associated Learning Opportunities

Key Sector	Specialised Diplomas and Occupational Qualifications (levels 1-3)	Apprenticeships
Construction	Construction	Construction Trades
Health and Social Care	Health and Social Care	Care
Leisure and Tourism	Travel and Tourism Leisure and Sport Hair and Beauty Hospitality	Hair and Beauty Catering
Engineering	Engineering (Motor Vehicle)	Motor Vehicle Engineering (AD)
Public Sector	Public Services ICT	IT
Retail	Retail	
Foundation	Foundation Tier	

Source: City of Bristol College (2006b)

It is anticipated that Foundation Degrees in Early Childhood Studies, Health and Social Care, Health Professionals and Nursing (Year 0), Motor Vehicle Management and Public and Community Services will be available through the Skills Academy – with other associated Foundation Degree pathways available through other sites of the college. Partnerships with local universities e.g. with the University of the West of England through the UWE Federation, will facilitate progression to level 6 qualifications and beyond. The expansion of high quality higher education opportunities in further education colleges is, of course, part of a much wider policy agenda (DfES, 2006d; HEFCE, 2006c).

Against the evaluative criteria (Table 6.6), the South Bristol Skills Academy explicitly prioritises the development of high quality vocational programmes and multiple points for re-entry to learning (C14), and it connects vocational and work-based learning to aspirational futures, including new employment possibilities and vocational programmes in higher education (C15). By locating a new flagship building in the heart of the constituency, and offering programmes from entry level to level 5 on the National Qualification Framework, it addresses some issues of proximity and visibility – especially in relation to higher levels qualifications (C16) and the visible presence of FE and HE in the area (C19). The concept of ‘pull through’ implies attention to issues of transition, and the provision of small steps on a more extended learning and qualifications pathway (C12). By including opportunities for adults to address their learning needs, including ‘skills for life’ development, there are possibilities for improving parental confidence to support their own children’s learning (C4, C10). Integration of planning with key employers and agencies such as the LSC, SSCs and RSD, as well as with local regeneration groups means that educational, business and some forms of community interests are being powerfully aligned in an extended form of partnership to improve engagement (C19). IAG will be available at each and every stage (C11). Providing a Foundation Degree in Public and Community Services signals attention to aspects of community engagement and active citizenship (C5).

Given the excellent quality ratings and awards achieved by City of Bristol College (http://www.cityofbristol.ac.uk/about_us/index.html) one might assume that the planned South Bristol Skills Academy will have considerable success at improving

the educational engagement of young people in the constituency, and enabling them to progress to higher level qualifications. Certainly, it will make it possible for young people and their families to engage with high quality and high level vocational learning, linked with employment, without having to leave the constituency or their own communities. Given the significance of place and of paid employment in the lives of many of the young people that we spoke to, this will be significant.

Aspects that the South Bristol Skills Academy may wish to consider further, or make more explicit, include the need to ensure that restrictive gender and class stereotypes are not reproduced (C2), that provision arises out of negotiation and respect for community priorities as much as employer agendas (C3), and that programmes build upon and recognise the significance of community funds of knowledge, informal learning and existing forms of social capital (C5).

We also heard stories in our research from young people and their families in Bristol South about how they felt the existing college context did not always make them feel visible or supported – especially at points of transition or when progress was difficult – and that it was not always possible for them to establish the high trust relationships they required in order to feel safe. Whilst this was from relatively few people, and other evidence suggests the college is extremely effective at engaging a diversity of learners, it signals an agenda around ensuring attention to the emotional and affective aspects of learning; supportive and stable relationships (C6); and the social and relational dimensions of learning (C13).

Although the Skills Academy will be located in Bristol South, our interviews with young people also remind us that even within the constituency, moving between territories often does not feel safe. This highlights the importance of working to create the sense of an inclusive learning community in the college, and providing support over transition and induction. At the same time it will also be important to provide a range of opportunities to experience positive learning situations outside the locality, raising awareness of alternative possibilities (C17), and to promote positive role models, including from within the community, who build sustaining relationships and enhance linking and bridging forms of social capital (C18).

7.2 Other Relevant Initiatives

7.2.1 Western Vocational Lifelong Learning Network

HEFCE recognise that a priority for widening participation is to improve the rate of progression of learners through vocational and work-based learning pathways into higher education. Currently, only 50% of young people with vocational qualifications at level 3 (BTEC Diplomas and Certificates, AVCEs, NVQs and professional qualifications) progress to higher education compared with a figure of about 90% for those with traditional academic 'A' levels (HEFCE, 2006b).

One strategy to encourage this has been the establishment of Lifelong Learning Networks and the Western Vocational Lifelong Learning Network (WVLLN) has been funded from January 2006 to December 2008. WVLLN includes the University of Bath (lead), University of Bristol, University of the West of England, Bath Spa University, University of Gloucestershire, Open University South West, the Royal Agricultural College and a network of local further education colleges. The key strategic focus for WVLLN will be upon:

- **Progression** – agreeing and extending progression mechanisms across the network, notably progression accords and pathways, and publishing them in an interactive database that relates learners' experiences, qualifications and aspirations to opportunities.
- **Provision** – developing new curriculum ownership arrangement centred on subject strands in order to respond to training needs, ensure geographical coverage, and fill skills and progression gaps.
- **Support** – commissioning an enabling curriculum that facilitates the progression opportunities that will be made available to vocational learners, including the sharing and extension of innovative teaching and learning practice. The objective is also to provide practical support for learners. This may include bridging and transition programmes, on-line guidance, and referral to face-to-face support.

The network will find out which vocational courses are lacking in the region and will help to set them up in partner universities and local colleges. Additional Student Numbers dedicated to the network to support courses have been agreed and the

particular focus for the WVLLN is on targeting work-based learners. The development of Foundation Degrees, which have the potential to attract some students who might not otherwise enter higher education (QAA, 2005), is one obvious part of such a strategy but other means of supporting and accrediting work-based learning will be significant too. The network will also have key role to play in ensuring higher education institutions are making appropriate changes to the HE curriculum and qualifications to reflect associated changes in the 14-19 phase of education, especially the development of specialised diplomas.

In relation to young people, educational professionals and parents/carers in Bristol South we would note how much work there is to be done on informing them of these new developments and opportunities. Virtually none of the people we spoke to were aware of the current existence of Foundation Degrees or that it was possible to follow a higher education programme in a further education college, or linked to work-based learning e.g. Advanced Apprenticeships.

There will also be a need to ensure that university staff and *Aimhigher* tutors and mentors are fully aware of the changing nature of higher education opportunities. Those who have experienced higher education tend to assume that their experience is typical and to use that experience in representing higher education to others. Changing young people's concept of what higher education means, and what it might be like, is an important part of changing their interest in accessing it.

7.2.2 Enhancing the Student Experience of Higher Education

The significance of the student experience of higher education once they enrol at a higher education institution, is of increasing importance particularly with the arrival of student 'top-up' fees. The National Student Survey results, about to be syndicated to the UCAS website – are set to become important indicators for potential students, their parents/carers and universities alike.

For young people in Bristol South, we noted how those that had gone on to higher education or who were considering it, were powerfully influenced by their knowledge of somebody who had gone there already, and their own account of that experience.

However, we also noted that some of the students who had progressed to higher education had found that transition challenging, especially if they were not feeling resilient, and that on arrival they continually felt a degree of pressure associated with class differences from their peers, and the feeling of being judged negatively because they came from Bristol South.

This highlights the particular agenda of ensuring a positive experience for all students, taking account of student diversity. Whilst not directly the focus of this research, we suggest that given the feedback loop from current students which influences young people in the constituency about whether they want to consider higher education, it is a relevant dimension to consider. Ensuring the quality of student experience for diverse students in part also relates to the retention agenda, although non-completion is not simply aligned with widening participation – but is associated with weaker qualification levels on entry, and the impact of term-time working.

In terms of which students are likely to complete, the key message for WP is that social class is *not* a major factor in determining the likelihood of a learner completing an HE course. Instead research indicates that the main correlation would be with level of entry qualifications...However, a higher proportion of students from lower socio-economic backgrounds have lower entry qualifications. In addition...[there is] clear evidence of an independent and negative association between achievement and term-time working (which students from lower socio-economic backgrounds are more likely to engage in). (HEFCE, 2006b, p64).

Quinn et al (2005) also remind us that working class ‘drop-out’ from university may not necessarily indicate ‘failure’. Indeed, the decision to leave university early in their study was ‘often a rational decision and not a disastrous event’ and was frequently part of a plan to return at some later time at a more appropriate stage of life and based on more informed choice about what to study.

However, there are changes that need to be explored to make the experience of higher education more positive for working class students. Gorard et al (2006) in their recent review of barriers to widening participation, suggest there is little evidence that teaching or assessment practices are being adapted for diverse learners though there is a tendency for non-traditional students to be perceived from a deficit perspective. The review also claims that whilst some HEIs separate students from ‘non-traditional’

backgrounds to provide generic skills instruction, there is no evidence that this is the most appropriate thing to do. Hockings and Bowl (TLRP 2006-2008) are exploring ways to enhance the learning and teaching environment to improve the academic engagement and participation of a diverse range of students, particularly in relation to class and academic background. Crozier and Reay (TLRP 2006-2008) are equally looking at working class students' experiences of higher education including their retention and progression, and the inter-relationship of these experiences with their learner and cultural identities.

Quinn et al (2005) suggest the value in a range of pedagogic strategies including greater use of group work and peer supported learning, and Thomas et al (2002) stress the need to develop more integrated and holistic approaches to student support. Given the centrality of social relationships and relational learning in the lives of young people we spoke to in Bristol South, and given the importance of friendship bonds to surviving university (Stuart, 2007), paying attention to the social dynamics of learning is an important aspect to be further explored.

The design of a *Graduate Development Programme* currently underway at the University of the West of England is one example of a possible response. This emerging programme includes improved initial induction through a Welcome Weekend and the development of a supported group learning process for all undergraduates, where they will meet together in small groups on a regular basis with a member of staff to guide them. It is intended that the group will become a 'learning community' that helps students to establish an early sense of belonging to the university. Its focus will be progressive and targeted according to stage, with an early emphasis on learning skills and the transition to HE, developing into a peer-assisted learning experience with the focus on employability from Year 2. The programme will offer guidance with Personal Development Planning.

Given the wider findings in this research we would emphasise a number of features that are likely to be important here. Staff and students will need to be challenged to question any deficit beliefs they may hold about young people from working class backgrounds, and be alert to some of the class-based polarisations and tensions such as those already experienced by students from Bristol South. Developing engagement

through relational learning requires a skilled orientation to pedagogy. Figure 6.3 provides a representation of this in the secondary school, but we will need to know more about what this looks like in the HE sector especially through small group learning.

7.3 Conclusions on Evaluating Interventions

The research objective to ‘identify examples of good practice in reaching out and engaging young people in post-16 and higher education in the constituency’ has necessitated a consideration of significant strategies and interventions to raise attainment and enhance engagement throughout young people’s education, but in particular during the 11-19 phase. We make no apologies for this interpretation of the research brief. The deep and entrenched disengagement from education of young people in Bristol South calls for new ways of understanding the issues, which only such a holistic evaluation can provide.

Based on the sociocultural evidence throughout this study, we have proposed a set of criteria for evaluating the potential of existing and planned interventions to increased educational engagement and in particular young participation in higher education in the constituency (Table 6.6). We have then utilised this evaluative framework to consider ten key interventions, including: five interventions currently operating in the constituency; one which operated intensively between 2001-2006 and from which lessons might be learned; and four which are currently in development and which will have significant impact on the educational experience of young people and their families. Finally, we have acknowledged two other relevant initiatives, which operate beyond the parameters of the parliamentary constituency but which are also relevant to the research objective.

There are undoubtedly a number of other relevant initiatives operating within Bristol South that aim to enhance educational engagement and progression. Our study is by no means definitive. However, the ten interventions selected appeared to us to be the most significant ones when considering potential for enhancing progression into higher education.

In conclusion, we would argue that the evaluative framework we have developed provides a valuable and illuminating tool for testing out the concept of ‘good practice’. Drawing upon other evaluative evidence has complemented the use of the framework, although such evidence is rather limited particularly in relation to ABLAZE, but also *Aimhigher* and *Gifted and Talented* activities in the constituency. Where such evaluation exists, it often fails to look at impact over time, appears to be based on questionable quantitative analysis, does not disaggregate the impact on learners in Bristol South, or is not independent. The value of our proposed evaluative framework is that it allows us to consider *in advance* the likely success of planned interventions, and to highlight aspects in current or planned interventions that may benefit from greater consideration or more explicit attention in order to maximise success.

From our analysis of the ten interventions it is possible to identify a certain clustering of attributes. The first four interventions (ABLAZE, ASDAN, *Aimhigher*, Gifted and Talented Activities) are what one might call *programmatic interventions* i.e. ones that focus on specific tools or programmes to encourage engagement, participation and progression. Each has something important to offer, but they necessarily are rather limited in their reach.

The final four planned interventions (Hartcliffe Education Campus, Merchants’ Academy, Oasis Academy, South Bristol Skills Academy) are what one might call *systemic interventions* i.e. ones that focus on systemic change at the level of whole organisations and their practices, subsuming programmatic approaches as useful tools en route, but in particular aligning new forms of extended partnership across school, college, university, local authority, business and the community in support of engagement, participation and progression. These have the potential to have far greater impact but they are as yet untested – at least in the context of Bristol South. Our analysis of each, by use of the evaluative framework, suggests their likely success, as well as indicating areas that may benefit from further attention. Indeed, the constituency currently may be characterised as an experimental test-bed for almost all new major systemic interventions for improving engagement. Whatever happens, we

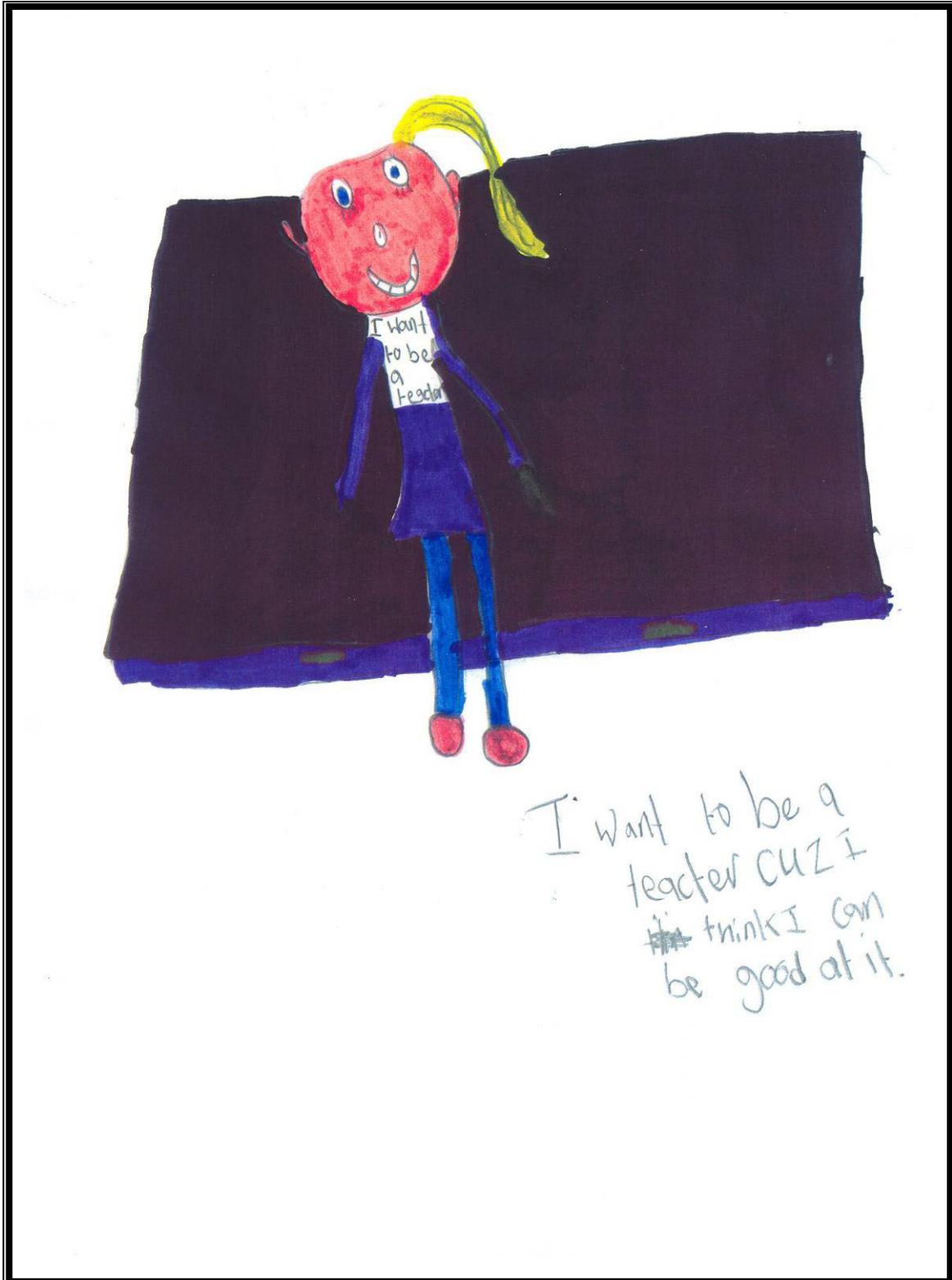
would strongly recommend an ongoing programme of research to evaluate these new developments.

An alternative way to cluster these interventions would be around the extent to which they arise from and evidence respect for communities – valuing existing community funds of knowledge and current forms of social capital – as a starting point for building individual ‘agency’ through social action and educational change. Knowle West Media Centre and the Success@ EiC Action Zone, in particular through the work of the Family and Schools Together (FAST) team but also through the orientation of the Critical Skills Programme, are good examples of this - as to some extent is the work of ASDAN. These we might refer to as *agentic interventions*. None of them have attracted the resources associated with the new systemic engagement activities, they have had limited reach and they have not had progression to higher education as their key purpose – but evidence from our research suggests they may offer some important insights into the context-for-action that might empower people within the constituency to engage in the kind of ‘identity projects’ associated with a capacity for lifelong learning (Biesta and Tedder, 2006).

Finally, it is worth acknowledging that the policy landscape impacting on educational engagement in Bristol South continues to change, and even since the inception of this research, the context has shifted considerably. In particular, the Leitch Review of Skills (H M Treasury, 2006) means that widening participation in the future will be more closely associated with the provision of vocational and work-based higher education targeted through the skills and employment agenda. It also shifts the focus significantly from young participation in higher education, towards higher education for the adult working population. This will be highly relevant in areas such as Bristol South where one might assume the continuation of more extended timescales for gaining level 2 and level 3 qualifications in the first instance, and a tendency to choose employment or early parenthood as an initial pathway into adulthood.

Chapter 8

Conclusions and Recommendations



8. Conclusions and Recommendations

The aim of this research project has been to establish in-depth and situated insights into the particular processes that underpin the low rates of participation of young people in higher education in Bristol South parliamentary constituency.

By adopting a sociocultural approach we have provided a rich and complex picture of the processes involved. Educational outcomes in the constituency reflect the dynamic interplay of cultural, social and economic factors across space and time. These interactive processes are implicated in the formation of learning cultures, identities and trajectories in the constituency. A detailed body of evidence has allowed the development of a well-grounded evaluative framework. This framework is offered as a formative tool that might aid in the development of current and planned interventions aimed at enhancing educational engagement, including those designed to encourage progression to higher education. In particular, we argue for the establishment of *respectful* and *relational practices* as the basis for improving educational engagement.

In conclusion, the research presents a case for higher education institutions to embed their support for widening participation and school improvement directly within the educational provision for Bristol South and to promote situated forms of action, based on a sound understanding of the local area. This, amongst other things, speaks of a different relationship and new forms of partnership between schools, the local authority, further education, higher education, business - and young people, their families and the wider community.

Going forward, the priority...for institutions...is to move progressively beyond isolated widening participation interventions to a planned programme, integrated with the activities of the wider learning community of schools and colleges. (HEFCE, 2006b, p4)

We hope that this study goes some way towards providing the in-depth understanding that will be necessary to facilitate such a process of change.

8.1 Recommendations

11. Promote a sociocultural understanding of the dynamic development of learning cultures, identities and trajectories in Bristol South.
12. Develop a set of *respectful and relational practices* for enhancing the educational engagement of young people and their families.
13. Challenge deficit beliefs and encourage dialogue with young people, their families and communities about the means by which educational engagement may be improved.
14. Build ‘agency’ in the learning process as a priority for all learners - including at points of transition, at critical periods where disengagement occurs and in relation to ‘information, advice and guidance’.
15. Explore new ways of engaging with parents and carers, and of enabling them to engage with their children’s learning.
16. Recognise the powerful emotional, social and relational dimensions to experience that impact on the learning identities of young people in Bristol South, and adapt learning environments - including those in FE and HE - in response.
17. Acknowledge the significance of all forms of capital (economic, cultural and social) to the lives and learning pathways of young people in Bristol South – and promote financial support for learning, links to wider employment opportunities, access to new technologies, expanded pathways to qualification and enhanced social networks.
18. Raise awareness of re-conceptualised and diversified forms of higher education, including higher education in further education colleges, work-based learning and Foundation Degrees, and mature entry.
19. Utilise the evaluative framework (Table 6.6) devised out of this research to develop effective *programmatic, systemic* and *agentic* interventions⁶².
20. Improve data to facilitate analysis of progression routes and educational outcomes for individual young people aged 16-24 in the constituency.

⁶² *Programmatic interventions* focus on specific tools or programmes to encourage engagement, participation and progression; *systemic interventions* focus on change at the level of whole organisations and their practices, but in particular aligning new forms of partnership in support of engagement, participation and progression; *agentic interventions* value community funds of knowledge and current forms of social capital in building individual and collective ‘agency’ through social action and educational change.

8.2 Further Research

As a consequence of this study, we recommend further research be undertaken in the constituency on the following research agendas.

7. The relationship between gender identities, cultures and educational outcomes, especially in relation to the underachievement of girls.
8. Parental perspectives on educational engagement, for themselves and for their children – and the development of innovative strategies to support their engagement.
9. An ethnographic account of the interactive contexts that sustain or transform learning identities and trajectories for young people in Bristol South.
10. The impact of new *systemic* interventions on engagement and progression, their relationship to each other, and their relationship to *programmatic* and *agentive* interventions.
11. A longitudinal study of a cohort of young people from Bristol South, from primary school into early adulthood.
12. A comparative study of issues of educational engagement in other white working class areas of Bristol, or elsewhere.

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Appendices

Appendix A

Ethical Protocol

Ethical Protocol

The research is guided by an explicit code of ethics, informed by the British Educational Research Association ethical guidelines (www.bera.ac.uk). This includes a commitment to ensure:

- openness and honesty about the purpose of the study;
- informed consent of adults and young people asked to be involved in the study;
- the right to withdraw;
- data to be held securely and confidentially under the requirements of the Data Protection Act;
- visual images only to be taken and used with permission;
- debriefing for participants on the outcomes of the research;
- unless waived in writing by participants, anonymity in reporting of the research;
- protection of participants from physical, social, educational or psychological harm.

In addition, the research team intend to work within the ethic of participatory democracy and respect. This means striving to ensure all participants, and especially the young people themselves, are treated as subjects and not objects in the research process, and are enabled to develop a sense of ownership, agency and voice over the course of the study. In particular, the research team reject deficit models of the young people, their families and communities.

Appendix B

Project Advisory Group

Project Advisory Group

An Advisory Group was formed out of the Consultative Forum meeting to assist in guiding the work of the project team. It met on three occasions (February, April and June). The terms of reference for the group were to:

1. advise on the research design and research questions;
2. aid in identifying appropriate sources and resources for the research;
3. support the implementation of the research;
4. provide a context for resolving any difficulties that may emerge;
5. test out emerging findings from the research.

Members of the Advisory Group

Name	Establishment	Role
Lynn Raphael Reed	UWE Bristol	Head of School/Project Director
Kate Last	UWE Bristol	Research Associate
Sarah Williams	Bristol Local Authority	14-19 Adviser
Mike Farmer	<i>Aimhigher</i> West Partnership	Chair
Andrew Cox	ASDAN	Assistant Regional Manager
Joy Huntington	City of Bristol College	14-19 Schools Partnership Manager
Howard Wilson	Connexions	Team Leader South West
Lucy Collins	University of Bristol	Head of Widening Participation
Stella Man	IRIS	Director
Chris Croudace	UWE Bristol	Director of Outreach Centre
Cllr Jos Clark	Bristol City Council	Executive Member for Children's Services
Jane Amel	Hartcliffe Engineering Community College	Assistant Principal 14-19 Transition and <i>Aimhigher</i> Co-ordinator
June Searle/ Carolyn Jenkins	Success @ EIC Action Zone	FAST team Chair of Parent Governors
Sam Thomson/ Sandra Manson	Knowle West Media Centre	Chair Archimedia Youth Media Worker

Appendix C

Ward Boundary Changes

Ward boundary changes

This report draws heavily from a range of statistics and indices to describe the Bristol South area in detail. A number of these are presented at a ward level and with a historical component. However, there were wide-ranging changes to the ward boundaries across Bristol in 1998. These had the effect of altering the demographic composition of all nine wards within Bristol South to some degree, and radically in some cases. There is therefore significant caution required when comparing ward-based statistics from before and after 1998 as the geographical areas described may be quite different. For example, HEFCE's POLAR data is generally presented in relation to the pre-1998 boundaries, but more recent UCAS data on admissions provided in this report uses the post-1998 boundaries.

Drawing on the 2004 data on multiple deprivation at the Super Output Area level, it is possible to come to some understanding of the impact of the 1998 boundary changes on the ward demographics. The most significant changes were:

- Knowle. Only roughly half of the Knowle ward was to be found in both the pre-1998 and post-1998 incarnations. The ward moved eastwards, losing some of the most deprived areas in the city to Filwood and gaining some relatively affluent private housing from Brislington West (in Bristol East). This has had the effect of radically reducing the deprivation described by the label of 'Knowle ward', especially in terms of education and skills.
- Windmill Hill. The 1998 boundary changes reduced the area described by Windmill Hill ward by around a quarter, where the population had expanded rapidly. A significant area of high deprivation was moved into Southville ward, along with smaller pockets into Filwood and Bedminster wards. The post-1998 Windmill Hill ward is therefore significantly less deprived than under the previous definition.
- Whitchurch Park. Whilst the geographical areas moving between wards were quite small for Whitchurch Park, those gained and lost were so contrasting that a noticeable shift in demographics has occurred. A small area of affluent private housing, amongst the least deprived in the whole city, was gained from Hengrove ward. Meanwhile, a similar sized area of council housing with very poor educational outcomes was lost to Hartcliffe ward. The net effect was a reduction in deprivation.
- Southville. Gaining a significant area of high deprivation from Windmill Hill and losing a small pocket of relative affluence to Bedminster ward, the post-1998 Southville ward covers a generally more deprived area than previously. However, as discussed elsewhere, this area has undergone a period of rapid gentrification in recent years, ameliorating the effects of the boundary changes.

Demographic changes in the other five wards were relatively minor as the areas gained or lost in the boundary shifts were either geographically small or broadly in keeping with the character of rest of the ward (e.g. the areas moving from Knowle ward into Filwood ward).

Bristol South parliamentary constituency

In this report, it is generally assumed for simplicity that the Bristol South parliamentary constituency corresponds exactly with its nine component wards. However, as a result of the ward boundaries changes in 1998, around a third of Knowle ward (c. 1,500 houses) currently lies outside Bristol South in the Bristol East constituency. It is proposed that this anomaly will be rectified by the constituency boundary changes currently being laid before Parliament. In the context of the this report, where ward statistics are aggregated or averaged, the results may conflict slightly with the Bristol South figures as whole.

Data availability and definitional changes

Further to the ward-level demographic changes described above, it should be noted that there are a number of other pitfalls to be avoided when analysing local area data.

Firstly, some data sources are only available as snapshots and the data collection and presentation methodologies may alter between exercises. For example, there is no easy means of comparing the 2000 Indices of Multiple Deprivation (presented at ward level) with those from 2004 (presented at Super Output Area level). It is therefore difficult to draw clear conclusions about direction or speed of travel in terms of changes in, for example, educational deprivation.

Secondly, a number of key statistical definitions have changed in the period described in this report. For example, the national definitions of social class and industries of employment were revised for the 2001 Census, making directly comparison with earlier censuses problematic. Often there are conventional mappings (e.g. that social classes ABC1 are broadly comparable to SEGs (1-3), but these may hide important distinctions.

Thirdly, that the various sources used in this project often provided different definitions for seemingly identical statistics. For example, the unemployment rate for a particular area can variously be expressed as either (a) a proportion of the 16 to 74 age group, or (b) a proportion of the working age group (i.e. 16 to 59 for women and 16 to 64 for men). The statistics provided can differ significantly and it has proved important to ensure that similar measures are being used when collating data across multiple sources.

Appendix D

2001 Selected Census Data

2001 Census Data (1998 Ward Boundaries)

2001 Census Data (1998 Ward Boundaries)

Table D1

	Managers and senior officers	Professional occupations	Associate professional and technical occupations	Administrative and secretarial occupations	Skilled trades occupations	Personal services occupations	Sales and customer service occupations	Process, plant and machine operatives	Elementary occupations
Bedminster	11.3	7.5	13.5	16.6	13.4	5.7	9.9	8.7	13.5
Bishopsworth	9.7	4.5	9.0	17.2	14.7	6.0	10.2	11.2	16.6
Filwood	7.2	3.2	7.0	11.4	14.7	7.6	10.3	13.5	25.2
Hartcliffe	8.7	3.9	7.8	15.1	16.9	7.2	9.4	12.3	18.7
Hengrove	11.2	4.5	10.2	18.3	15.6	7.1	10.4	9.9	12.9
Knowle	12.2	10.3	13.7	14.3	13.2	6.3	9.2	7.4	13.3
Southville	14.0	16.0	18.2	14.1	9.4	4.7	8.0	5.2	10.5
Whitchurch Park	9.6	4.4	9.1	15.5	14.9	6.9	10.7	11.2	17.6
Windmill Hill	12.3	14.6	17.1	14.9	9.2	5.9	7.9	7.3	10.9
All Bristol South	10.8	8.0	12.0	15.4	13.4	6.4	9.5	9.5	15.1
All Bristol	12.7	14.0	14.6	14.3	9.9	6.2	8.9	7.2	12.4

Source: Census 2001

Table D2

	Manufacturing	Construction	W'sale and retail	Catering	Transport	Finance	Real estate	Public admin	Education	Health and social	Other
Bedminster	12.2	8.3	17.7	5.0	9.0	7.5	13.8	4.5	6.2	9.2	6.6
Bishopsworth	12.3	11.0	19.8	4.5	9.1	7.5	11.4	3.5	5.2	8.1	7.5
Filwood	13.1	10.5	21.2	4.9	10.0	4.3	12.3	2.8	4.6	9.5	6.9
Hartcliffe	12.9	11.8	20.8	4.3	9.5	6.1	11.6	3.5	4.6	9.0	5.8
Hengrove	13.8	10.2	21.3	3.1	9.0	8.7	10.7	4.0	4.7	9.1	5.4
Knowle	11.0	9.6	17.4	3.6	7.6	7.1	13.5	4.7	8.0	11.1	6.5
Southville	9.6	5.6	13.9	4.9	7.3	6.5	18.1	5.1	10.8	10.3	8.1
Whitchurch Park	12.9	10.6	22.2	3.6	8.8	7.4	11.4	3.7	5.2	8.5	5.6
Windmill Hill	9.0	5.2	13.8	4.8	8.4	8.0	17.1	4.6	9.4	11.5	8.1
All Bristol South	11.8	9.1	18.5	4.3	8.7	7.1	13.4	4.1	6.6	9.6	6.7
All Bristol	10.8	6.3	16.2	4.6	7.7	6.7	15.8	4.8	8.6	11.8	6.7

Source: 2001 Census

Table D3

	Large employers and higher managerial occupations	Higher professional occupations	Lower managerial and professional occupations	Intermediate occupations	Small employers and own account workers	Lower supervisory and technical occupations	Semi-routine occupations	Routine occupations
Bedminster	2.9	4.9	24.5	16.0	8.2	11.8	18.2	13.5
Bishopsworth	2.1	3.3	18.0	15.9	8.8	12.8	21.6	17.5
Filwood	1.4	2.1	13.2	11.0	6.9	12.4	25.1	27.9
Hartcliffe	1.7	2.7	15.8	14.4	8.1	13.1	23.2	21.0
Hengrove	2.5	3.4	20.5	18.1	8.5	12.9	20.2	13.9
Knowle	3.1	6.1	25.2	14.9	8.5	11.0	17.3	13.9
Southville	4.0	9.6	32.0	14.2	8.7	7.6	14.4	9.6
Whitchurch Park	2.2	3.0	17.9	15.3	8.1	12.0	22.8	18.6
Windmill Hill	3.7	9.0	28.8	15.4	7.7	9.1	15.2	11.1
All Bristol South	2.7	5.0	22.1	15.1	8.2	11.4	19.6	16.0
All Bristol	4.0	9.7	26.4	14.2	7.7	9.2	16.4	12.4

Source: 2001 Census

Table D4

	None	Level 1	Level 2	Level 3	Level 4/5	Unknown	Jobseekers Allowance	Incapacity Benefit	Income Support (lone parent)	All benefit dependants
Bedminster	32.4	18.6	19.2	7.1	16.8	5.9	1.4	5.6	1.4	8.5
Bishopsworth	40.8	20.1	19.5	5.4	6.8	7.4	1.7	8.0	3.2	12.8
Filwood	51.1	18.7	14.1	3.7	6.0	6.3	3.1	13.7	7.0	23.8
Hartcliffe	44.6	19.9	18.1	4.5	5.5	7.5	2.3	9.8	4.3	16.3
Hengrove	34.1	21.9	22.2	5.9	7.9	7.9	0.9	6.3	1.8	9.1
Knowle	24.5	12.5	15.5	9.8	33.0	4.6	1.6	7.2	2.1	10.8
Southville	42.0	19.8	18.6	5.4	7.2	7.1	2.3	8.5	1.4	12.2
Whitchurch Park	23.4	14.7	18.4	9.3	29.8	4.4	2.1	9.4	4.4	15.9
Windmill Hill	32.4	18.6	19.2	7.1	16.8	5.9	2.6	8.4	2.2	13.2
All Bristol South	36.5	18.3	18.2	6.4	14.2	6.4	2.0	8.5	3.1	13.6
All Bristol	26.1	14.8	17.5	11.9	24.5	5.2	2.0	7.3	2.4	11.7

Source: 2001 Census and DWP Website (2006 Benefit Claimants)

Table D5

	Owned outright	Owned with mortgage or loan	Shared ownership	Rented from Council	Rented from social landlord	Rented from private landlord	Other
Bedminster	32.0	42.0	0.6	11.3	1.7	8.9	3.5
Bishopsworth	29.8	34.3	0.6	25.3	3.5	3.0	3.5
Filwood	16.1	29.4	0.4	41.4	3.2	2.9	6.5
Hartcliffe	27.3	32.4	0.4	28.9	5.1	2.1	3.9
Hengrove	30.0	46.9	0.4	12.9	3.3	4.0	2.5
Knowle	29.9	44.6	0.5	13.3	3.1	5.8	2.8
Southville	23.7	33.5	0.7	15.6	7.0	15.4	4.0
Whitchurch Park	23.9	33.1	0.6	32.7	3.3	2.5	3.9
Windmill Hill	21.1	39.3	2.5	11.8	7.2	14.7	3.4
All Bristol South	26.0	37.3	0.8	21.2	4.2	6.8	3.8
All Bristol	25.9	36.5	0.6	17.0	4.1	12.1	3.8

Source: 2001 Census

Appendix E

Youth Labour Market

Table E1: NS-SEC for 16-19 and 20-14 and All

Table E2: Labour market classification for 16-19 and 20-14 and All

Table E3: Labour market by industry for 16-19 by gender

Table E4: Labour market by industry for 16-19 and 20-29 and All

Table E1: Socio-economic classification (NS-SEC), excluding those not able to be classified

	16 to 19 year olds		20 to 24 year olds		All people	
	Bristol South	All Bristol	Bristol South	All Bristol	Bristol South	All Bristol
1. Higher managerial and professional	2%	2%	5%	10%	7%	13%
2. Lower managerial and professional	8%	9%	19%	23%	21%	25%
3. Intermediate occupations	16%	17%	21%	21%	14%	14%
4. Small employers and own account workers	1%	1%	3%	2%	8%	7%
5. Lower supervisory and technical occupations	11%	10%	10%	9%	11%	9%
6. Semi-routine occupations	28%	30%	21%	18%	19%	16%
7. Routine occupations	22%	21%	15%	12%	16%	12%
Never worked and long-term unemployed	11%	11%	7%	5%	5%	4%
All people	100%	100%	100%	100%	100%	100%

Source : 2001 Census

Table E2: Labour market by standard occupational classification

	16 to 19 year olds		20 to 29 year olds		All people	
	Bristol South	All Bristol	Bristol South	All Bristol	Bristol South	All Bristol
1. Managers & Senior Officials	2%	3%	10%	11%	11%	13%
2. Professional Occupations	1%	1%	9%	15%	8%	14%
3. Associate Professional & Technical Occupations	5%	5%	16%	18%	12%	15%
4. Administrative & Secretarial Occupations	14%	12%	19%	16%	15%	14%
5. Skilled Trades Occupations	16%	11%	12%	8%	14%	10%
6. Personal Service Occupations	6%	7%	6%	6%	6%	6%
7. Sales & Customer Service Occupations	28%	33%	10%	11%	10%	9%
8. Process; Plant & Machine Operatives	5%	4%	6%	4%	10%	7%
9. Elementary Occupations	23%	25%	11%	10%	15%	12%
All people	100%	100%	100%	100%	100%	100%

Source : 2001 Census

Table E3: Labour market by industry for 16 to 19 year olds, ranked by overall importance in Bristol South

	Bristol South			All Bristol		
	M	F	All	M	F	All
Wholesale & retail trade; repairs	32%	38%	35%	38%	41%	39%
Construction	20%	1%	10%	13%	1%	7%
Hotels & restaurants	8%	12%	10%	12%	15%	14%
Real estate; renting & business activities	8%	10%	9%	7%	9%	8%
Financial Intermediation	5%	13%	9%	5%	9%	7%
Manufacturing	12%	5%	8%	9%	4%	6%
Other	4%	7%	5%	5%	7%	6%
Transport storage & communications	6%	4%	5%	6%	4%	5%
Health & social work	1%	7%	4%	1%	7%	4%
Public administration & defence; social security	1%	2%	1%	1%	1%	1%
Education	2%	1%	1%	1%	2%	2%
Mining & quarrying; electricity; gas & water	1%	0%	0%	1%	0%	0%
Agriculture; hunting & forestry; fishing	0%	0%	0%	0%	0%	0%
All people	100%	100%	100%	100%	100%	100%

Source : 2001 Census

Table E4: Labour market by industry, ranked by overall importance for 16 to 19 year olds in Bristol South

	16 to 19 year olds		20 to 29 year olds		All people	
	Bristol South	All Bristol	Bristol South	All Bristol	Bristol South	All Bristol
Wholesale & retail trade; repairs	35%	39%	18%	16%	19%	16%
Construction	10%	7%	8%	5%	9%	6%
Hotels & restaurants	10%	14%	5%	6%	4%	5%
Real estate; renting & business activities	9%	8%	16%	20%	13%	16%
Financial Intermediation	9%	7%	12%	11%	7%	7%
Manufacturing	8%	6%	10%	9%	12%	11%
Other	5%	6%	6%	6%	5%	6%
Transport storage & communications	5%	5%	8%	8%	9%	8%
Health & social work	4%	4%	7%	9%	9%	12%
Public admin & defence; social security	1%	1%	4%	4%	4%	5%
Education	1%	2%	5%	6%	6%	9%
Mining & quarrying; electric; gas & water	0%	0%	1%	0%	1%	1%
Agriculture; hunting & forestry; fishing	0%	0%	0%	0%	1%	0%
All people	100%	100%	100%	100%	100%	100%

Source : 2001 Census

Appendix F

Geographically Accessible Post-16 Courses

Table F1: Work Based Learning Opportunities

Table F2: Education Based Learning Opportunities

Table F3: GCE/VCE 'A' Level Learning Opportunities

Table F1: Work Based Learning Opportunities

	S & B Training Limited	Insurance Training Consortium Ltd	Harccliffe & Withywood Ventures Ltd	Filton College	City of Bristol College
A = Apprenticeship (L2) B = Advanced Apprenticeship (L3) C = Course may be offered					
Business Administration		AB	A		AB
Call Handling		AB			
Customer Service		AB	A		AB
Information Technology: Using					AB
Insurance		AB			
Team Leading	A				
Carpentry & Joinery					AB
Painting & Decorating					
Plumbing					A
Food Preparation & Cooking					AB
Body & Paint	AB				B
Fork Lift Truck Maintenance					B
Heavy Vehicle	AB				B
Light Vehicle	AB				B
Motorcycle					B
Parts Distribution	AB				A
Retail & Distribution					AB
Retail operations			A		
Achieving Excellence in Sports Performance				B	

Source: Connexions West of England

Table F2: Education Based Learning Opportunities

	City of Bristol College	South Central	South East	South West	St Brendan's
Symbols in brackets = course is taught with another school/college					
GCSEs					
Applied Business			•		
English	•	•	•	•	•
English Literature	•				
Geography	•				
Human Physiology & Health					•
Law	•				
Mathematics	•	•	•	•	•
Maths: Fastrack					•
Media studies	•		•		
Psychology	•				
Sociology	•				
GNVQs					
Health & Social Care Intermediate			•		
ICT Intermediate			•		
Leisure & Tourism Intermediate			•		
Science Intermediate			•		
Vocationally Related Qualifications					
Amenity Horticulture (NVQ 1&2)				•	
Asdan: Towards Independence				•	
Beauty Therapy L2			•		
Business (OCR L1 & 2)			•		
Childcare & Education (CACHE) Foundation				•	
Construction (BTEC Introductory award)			•		
Engineering (BTEC 1st)				•	
Food Preparation & Cooking L2			•		
Hairdressing (BTEC Introduction)				•	
Hairdressing (BTEC 1st)				•	
Health Studies (National Award)				•	
Health & Social Care (BTEC 1st)				•	
Holistic Therapies L2			•		
ICT (BTEC 1st)				•	
ICT Technicians L2			•		
Language for business L1 & 2			•		
Manufacturing (NVQ 1&2)				•	
Music Practice (BTEC 1st/Award/Diploma)			•		
Performing Arts (Dance)(BTEC 1st/Award/Diploma)			•		
Public Services (BTEC 1st)				•	
Retail (BTEC 1st)				•	
Retail (OCR L2)			•		
Sport (BTEC 1st)				•	
Sport: Development & Fitness (BTEC NAT CERT)				•	
Travel & Tourism (BTEC 1st)				•	
Travel & Tourism (BTEC Nat Cert)				•	

Source: Connexions West of England

Table F3: GCE/VCE ‘A’ Level Learning Opportunities

Bristol Learning Opportunities					
Symbols in brackets = course is taught with another school/college A =AS and A2 B =AS only C =A2 only	City of Bristol College	South Central	South East	South West	St Brendan's
	Accounting	A			
Applied Business			A		
Applied ICT					A
Art			A		
Art (Ceramic/Craft Options)		A			
Art & Design	A		A	A	A
Art History					A
Biology	A	A		A	A
Business Studies	A	A	A	A	A
Chemistry	A	A		A	A
Classical Civilisation	A	A			A
Communication Studies					A
Computing	A	(A)			A
Critical Thinking	B	B	A	B	B
Dance					A
Design & Technology	A		A	A	
D&T Graphics & Prod Design		A		A	
D&T: Food		A			
D&T: Resistant					A
D&T: Textiles		A			
Drama				A	A
Drama & Theatre Studies		A			A
Economics	A	A			A
English Language	A	A	A		A
English Literature	A	A	A	A	A
English Language & Lit	A	A	A		A
Environmental Science	A				A
Fashion					A
Film Studies	A	A			A
French	A	A		A	A
Further Maths	A	A			A
General Studies				B	
Geography	A	A	A	A	A
Geology		A			
German	A	A		A	A
Government & Politics	A	A			A
Graphic Design					A
Health & Social Care		A	A		
History	A	A	A	A	A
History of Art	A				
ICT	A		A	A	A
Italian					A
Law	A	A		A	A
Leisure Studies		A			
Mathematics	A	A	A	A	A
Media Studies	A	A	A	A	A
Music		A		A	A
Music Technology				A	A
Philosophy	A	A		A	A
Photography	A	A			A
Physics	A	A		A	A
Psychology	A	A		A	A

Religious Education	A				A
Religious Studies		A			
Science 4 Public Understanding	B				
Sociology	A	A	A	A	A
Spanish	A				A
Sport & Physical Education	A				
Sports Studies		A		A	A
Textiles		A			A
Theatre Studies	A	A			A
Travel & Tourism		A	A	A	A

Source: Connexions West of England

Appendix G

Attainment Key Stages 2-5

Table G1: % achieving Level 4 and above in English 2003 to 2005 (Bristol Wards)

Table G2: % achieving Level 4 and above in Maths 2003 to 2005 (Bristol Wards)

Table G3: % achieving Level 4 and above in Science 2003 to 2005 (Bristol Wards)

Table G4: % achieving Level 5 and above in English 2003 to 2005 (Bristol Wards)

Table G5: % achieving Level 5 and above in Maths 2003 to 2005 (Bristol Wards)

Table G6: % achieving Level 5 and above in Science 2003 to 2005 (Bristol Wards)

Table G7: % achieving Level 5 and above in English 2003 to 2005 (Bristol LA School)

Table G8: % achieving Level 5 and above in Maths 2003 to 2005 (Bristol LA School)

Table G9: % achieving Level 5 and above in Science 2003 to 2005 (Bristol LA School)

Table G10 % 15 year olds gaining 5+A*-C grades or equivalent at GCSE, 2003 to 2005 (Bristol Wards)

Table G11: % 15 year olds gaining 5+A*-C grades or equivalent at GCSE, 2003 to 2005 (Bristol LA School)

Table G12: GCE/VCE Results 2003-5 Average Point Score per candidate (UCAS points) - Bristol Wards

Table G13: GCE/VCE Results 2003-5 Average Point Score per candidate (UCAS points) - Bristol LA School

Table G1: % achieving Level 4 and above in English 2003 to 2005 (Bristol Wards)

Keystage 2 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	66.6	72.0	61.5	69.7	75.2	64.5	69.5	75.4	63.4	2.9	3.4	2.0
Brislington East	77.3	82.8	71.9	73.4	75.9	71.6	76.9	80.0	73.8	-0.4	-2.8	2.0
Brislington West	75.7	79.1	73.5	71.2	77.4	65.7	84.0	93.6	75.5	8.3	14.5	1.9
Easton	52.3	53.0	51.6	68.5	76.9	59.2	64.3	71.0	57.7	12.0	18.0	6.2
Eastville	77.3	85.5	70.3	74.5	76.9	72.4	70.3	73.3	67.6	-7.0	-12.1	-2.7
Lawrence Hill	49.7	53.4	46.1	51.9	51.8	51.9	49.0	55.6	41.4	-0.7	2.1	-4.6
St George East	59.6	69.4	52.3	80.0	89.8	68.3	73.9	82.2	66.0	14.3	12.8	13.6
St George West	73.6	81.0	65.4	66.1	78.0	56.5	64.3	72.1	55.6	-9.3	-8.9	-9.8
Stockwood	71.6	78.7	63.6	80.6	87.1	74.2	80.0	86.3	73.1	8.4	7.6	9.5
Bristol North West	62.1	68.8	55.4	66.6	73.3	60.2	64.6	71.6	58.7	2.6	2.7	3.3
Avonmouth	59.8	64.6	54.7	68.8	76.3	61.3	65.2	70.4	60.7	5.4	5.8	6.0
Henbury	64.3	70.2	58.2	72.6	76.7	68.4	72.1	80.4	65.2	7.8	10.2	7.0
Horfield	68.2	75.5	62.3	78.6	93.2	67.8	75.8	83.0	68.2	7.6	7.5	5.9
Kingsweston	57.0	61.8	52.1	62.6	68.6	55.1	58.7	67.6	50.7	1.7	5.8	-1.4
Lockleaze	60.6	71.8	51.7	60.1	63.6	56.8	59.9	64.2	56.0	-0.8	-7.7	4.3
Southmead	65.1	72.5	56.0	62.2	71.0	55.8	61.8	69.0	56.6	-3.3	-3.5	0.6
Bristol South	59.9	70.9	49.4	61.3	68.8	53.9	64.1	71.6	56.8	4.2	0.8	7.4
Bedminster	74.1	76.3	71.7	66.7	76.5	51.2	74.4	80.4	68.9	0.3	4.1	-2.8
Bishopsworth	56.3	74.0	39.5	57.3	63.1	53.3	66.0	72.7	56.9	9.7	-1.3	17.4
Filwood	48.5	64.2	34.6	47.8	58.7	36.4	53.2	71.7	38.1	4.7	7.5	3.5
Hartcliffe	56.3	66.3	46.4	51.3	56.3	46.2	55.5	56.4	54.5	-0.8	-9.9	8.1
Hengrove	69.6	81.0	57.9	67.8	80.3	57.8	73.4	80.6	66.1	3.8	-0.4	8.2
Knowle	61.1	66.7	54.8	73.8	76.1	71.2	59.7	69.7	48.3	-1.4	3.0	-6.6
Southville	67.0	77.5	58.8	74.4	80.4	67.5	77.5	77.6	77.5	10.5	0.1	18.7
Whitchurch Park	60.9	72.5	51.2	61.4	61.0	61.6	65.6	66.2	65.1	4.6	-6.3	13.9
Windmill Hill	57.9	67.2	49.2	67.5	79.4	53.7	64.5	75.9	55.2	6.6	8.7	6.0
Bristol West	82.6	87.5	77.5	83.5	87.8	79.2	85.0	88.8	81.1	2.4	1.3	3.7
Ashley	59.7	61.3	58.3	65.4	74.7	51.0	56.3	64.7	47.8	-3.4	3.4	-10.6
Bishopston	86.2	94.1	76.7	91.6	91.8	91.3	91.3	98.0	83.3	5.1	3.9	6.6
Cabot	70.2	87.0	54.2	66.7	60.0	72.2	76.2	83.3	66.7	6.0	-3.6	12.5
Clifton	89.7	93.8	84.6	83.3	81.8	84.6	88.0	85.7	90.9	-1.7	-8.0	6.3
Clifton East	73.3	100.0	55.6	85.7	83.3	87.5	87.0	100.0	66.7	13.6	0.0	11.1
Cotham	92.1	93.1	91.2	92.3	100.0	85.7	91.8	93.1	90.6	-0.3	0.0	-0.6
Henleaze	87.6	89.6	85.7	89.9	92.5	87.8	93.5	93.2	93.8	5.8	3.6	8.0
Redland	92.8	91.5	94.4	90.5	95.7	86.2	96.8	100.0	93.8	4.0	8.5	-0.7
Stoke Bishop	92.7	100.0	87.0	86.5	100.0	76.2	93.6	94.7	92.9	0.9	-5.3	5.9
Westbury-on-Trym	92.4	96.2	87.2	88.9	97.4	78.8	94.4	95.2	93.6	2.0	-1.0	6.4
Kingswood	67.7	75.0	61.8	71.9	79.3	65.0	62.7	67.0	59.0	-5.0	-8.0	-2.8
Frome Vale	66.7	69.0	65.1	70.5	78.9	62.5	63.3	64.4	62.2	-3.3	-4.5	-2.9
Hillfields	68.3	78.0	59.7	72.7	79.5	66.2	62.2	69.0	57.1	-6.0	-9.0	-2.6
Bristol LA	66.7	74	59	69	75	63	70	71	60	3.3	-3.0	1.0
England	75	81	70	78	83	72	79	84	74	4.0	3.0	4.0

Table G2: % achieving Level 4 and above in Maths 2003 to 2005 (Bristol Wards)

Keystage 2 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	65.6	64.8	66.3	64.1	64.2	64.0	65.2	63.5	66.9	-0.4	-1.3	0.6
Brislington East	74.2	70.3	78.1	75.0	74.1	75.7	68.5	69.2	67.7	-5.8	-1.1	-10.4
Brislington West	74.8	69.8	77.9	66.7	64.5	68.6	76.2	75.0	77.4	1.5	5.2	-0.6
Easton	49.2	48.5	50.0	51.7	56.4	46.5	60.7	55.1	66.2	11.5	6.6	16.2
Eastville	72.3	70.9	73.4	56.4	59.6	53.4	60.9	51.7	69.1	-11.3	-19.2	-4.3
Lawrence Hill	45.0	38.4	51.3	52.2	44.7	60.5	46.4	45.7	47.1	1.4	7.3	-4.2
St George East	58.8	61.2	56.9	74.4	79.6	68.3	77.2	73.3	80.9	18.4	12.1	23.9
St George West	78.2	84.5	71.2	66.1	64.0	67.7	58.3	60.7	55.6	-19.9	-23.8	-15.6
Stockwood	77.3	80.0	74.2	78.2	83.9	72.6	80.7	84.9	76.1	3.4	4.9	1.9
Bristol North West	59.6	60.7	58.5	63.9	62.3	65.3	64.8	65.5	64.1	5.2	4.8	5.6
Avonmouth	56.2	58.6	53.7	70.6	63.8	77.5	69.0	69.0	69.0	12.8	10.4	15.4
Henbury	62.5	63.2	61.8	69.2	63.3	75.4	74.6	73.2	75.8	12.1	10.1	13.9
Horfield	67.3	65.3	68.9	71.8	77.3	67.8	72.5	76.6	68.2	5.3	11.3	-0.7
Kingsweston	56.4	56.6	56.2	66.5	66.3	66.7	55.9	51.5	60.0	-0.4	-5.1	3.8
Lockleaze	57.5	60.6	55.1	50.6	45.5	55.6	62.0	62.7	61.3	4.5	2.1	6.3
Southmead	61.4	62.6	60.0	58.1	64.5	53.5	59.4	64.8	55.6	-2.0	2.2	-4.4
Bristol South	57.0	58.5	55.6	59.2	57.6	60.8	59.2	58.5	59.9	2.2	0.1	4.3
Bedminster	67.9	61.0	75.5	59.5	63.2	53.5	61.5	60.7	62.3	-6.3	-0.3	-13.2
Bishopsworth	57.0	63.6	50.6	53.5	50.8	55.4	60.1	64.8	53.8	3.2	1.1	3.2
Filwood	45.0	50.5	40.2	50.0	50.0	50.0	50.2	52.2	48.7	5.2	1.6	8.5
Hartcliffe	53.0	54.2	51.8	50.8	46.9	54.8	54.2	53.8	54.5	1.2	-0.4	2.8
Hengrove	62.9	60.3	65.5	67.8	65.2	69.9	66.1	66.1	66.1	3.2	5.8	0.6
Knowle	62.6	60.9	64.5	68.3	67.2	69.5	58.9	57.6	60.3	-3.7	-3.3	-4.2
Southville	61.5	62.5	60.8	68.6	60.9	77.5	65.2	57.1	75.0	3.6	-5.4	14.2
Whitchurch Park	59.9	61.4	58.5	63.6	55.9	69.9	60.9	53.8	66.3	1.1	-7.6	7.7
Windmill Hill	53.7	56.9	50.8	61.5	66.7	55.6	64.5	63.0	65.7	10.7	6.1	14.9
Bristol West	82.0	80.7	83.3	82.1	82.2	82.1	81.4	80.8	82.0	-0.6	0.1	-1.3
Ashley	60.4	51.6	68.1	60.0	62.0	56.9	51.9	55.9	47.8	-8.6	4.3	-20.3
Bishopston	87.2	88.2	86.0	86.3	79.6	93.5	85.9	90.0	81.0	-1.4	1.8	-5.1
Cabot	66.0	73.9	58.3	78.8	86.7	72.2	76.2	70.8	83.3	10.2	-3.1	25.0
Clifton	89.7	93.8	84.6	83.3	90.9	76.9	80.0	78.6	81.8	-9.7	-15.2	-2.8
Clifton East	73.3	83.3	66.7	85.7	83.3	87.5	78.3	78.6	77.8	4.9	-4.8	11.1
Cotham	88.9	82.8	94.1	89.7	94.4	85.7	90.2	86.2	93.8	1.3	3.4	-0.4
Henleaze	90.7	89.6	91.8	86.5	90.0	83.7	90.2	88.6	91.7	-0.5	-0.9	-0.2
Redland	89.2	85.1	94.4	91.4	93.6	89.7	95.7	93.3	97.9	6.5	8.2	3.5
Stoke Bishop	90.2	88.9	91.3	86.5	87.5	85.7	89.4	89.5	89.3	-0.9	0.6	-2.0
Westbury-on-Trym	91.3	90.6	92.3	91.7	92.3	90.9	91.0	88.1	93.6	-0.3	-2.5	1.3
Kingswood	67.7	67.0	68.2	65.4	64.0	66.7	60.0	59.2	60.7	-7.7	-7.8	-7.5
Frome Vale	68.1	55.2	76.7	60.3	60.5	60.0	57.8	53.3	62.2	-10.3	-1.8	-14.5
Hillfields	67.5	72.9	62.7	68.0	65.8	70.1	61.5	63.8	59.7	-6.0	-9.1	-2.9
Bristol LA	64.9	65	64	66	65	67	67	71	69	2.1	6.0	5.0
England	73	72	73	74	74	74	75	75	76	2.0	3.0	3.0

Table G3: % achieving Level 4 and above in Science 2003 to 2005 (Bristol Wards)

Keystage 2 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	80.2	79.1	81.3	79.1	79.1	79.2	78.7	79.4	78.0	-1.5	0.4	-3.3
Brislington East	89.1	87.5	90.6	84.4	83.3	85.1	80.8	78.5	83.1	-8.3	-9.0	-7.5
Brislington West	91.0	86.0	94.1	87.1	80.6	92.9	88.0	89.4	86.8	-3.0	3.3	-7.3
Easton	62.3	62.1	62.5	73.8	79.5	67.6	74.3	73.9	74.6	12.0	11.8	12.1
Eastville	84.9	87.3	82.8	79.1	78.8	79.3	77.3	75.0	79.4	-7.5	-12.3	-3.4
Lawrence Hill	67.8	60.3	75.0	61.1	61.2	61.0	62.3	60.5	64.3	-5.5	0.2	-10.7
St George East	75.4	77.6	73.8	86.7	83.7	90.2	87.0	88.9	85.1	11.5	11.3	11.3
St George West	90.9	94.8	86.5	79.5	80.0	79.0	76.5	83.6	68.5	-14.4	-11.2	-18.0
Stockwood	85.1	84.0	86.4	89.5	93.5	85.5	90.0	94.5	85.1	4.9	10.5	-1.3
Bristol North West	76.0	75.6	76.3	77.6	77.8	77.5	76.2	78.2	74.5	0.2	2.6	-1.8
Avonmouth	77.8	78.8	76.8	83.8	82.5	85.0	74.2	76.1	72.6	-3.6	-2.7	-4.2
Henbury	83.9	86.0	81.8	82.9	78.3	87.7	82.8	85.7	80.3	-1.1	-0.3	-1.5
Horfield	80.7	79.2	82.0	86.4	90.9	83.1	84.6	85.1	84.1	3.9	5.9	2.1
Kingsweston	77.2	73.7	80.8	78.7	80.2	76.8	70.6	69.1	72.0	-6.6	-4.6	-8.8
Lockleaze	69.4	67.6	70.8	69.6	67.5	71.6	78.2	79.1	77.3	8.8	11.5	6.5
Southmead	70.5	71.4	69.3	68.2	71.0	66.3	71.8	77.5	67.7	1.3	6.0	-1.7
Bristol South	77.4	80.1	74.9	76.3	76.0	76.6	75.2	77.7	72.8	-2.2	-2.4	-2.1
Bedminster	88.4	84.7	92.5	84.7	88.2	79.1	80.3	76.8	83.6	-8.1	-8.0	-8.8
Bishopsworth	76.6	83.1	70.4	72.0	69.2	73.9	77.0	80.7	71.9	0.4	-2.4	1.5
Filwood	70.8	76.8	65.4	66.1	75.0	56.8	64.2	71.7	58.0	-6.6	-5.1	-7.4
Hartcliffe	68.5	69.9	67.1	67.7	64.6	71.0	70.8	70.5	71.1	2.3	0.6	4.0
Hengrove	82.6	84.2	81.0	79.2	75.8	81.9	80.6	83.9	77.4	-2.0	-0.3	-3.6
Knowle	80.2	84.1	75.8	83.3	80.6	86.4	82.3	86.4	77.6	2.1	2.3	1.8
Southville	73.6	75.0	72.5	87.2	84.8	90.0	71.9	69.4	75.0	-1.7	-5.6	2.5
Whitchurch Park	82.9	84.3	81.7	77.3	69.5	83.6	77.5	80.0	75.6	-5.4	-4.3	-6.1
Windmill Hill	80.2	81.0	79.4	83.8	84.1	83.3	79.3	81.5	77.6	-0.8	0.4	-1.8
Bristol West	91.9	92.9	90.9	88.9	89.1	88.7	87.3	88.0	86.6	-4.6	-4.9	-4.4
Ashley	77.6	75.8	79.2	69.2	70.9	66.7	62.5	66.7	58.2	-15.1	-9.1	-21.0
Bishopston	94.7	96.1	93.0	94.7	91.8	97.8	92.4	96.0	88.1	-2.3	-0.1	-4.9
Cabot	83.0	91.3	75.0	81.8	93.3	72.2	81.4	84.0	77.8	-1.6	-7.3	2.8
Clifton	93.1	93.8	92.3	91.7	90.9	92.3	88.0	85.7	90.9	-5.1	-8.0	-1.4
Clifton East	100.0	100.0	100.0	92.9	100.0	87.5	82.6	85.7	77.8	-17.4	-14.3	-22.2
Cotham	98.4	96.6	100.0	97.4	100.0	95.2	93.4	89.7	96.9	-5.0	-6.9	-3.1
Henleaze	96.9	97.9	95.9	94.4	97.5	91.8	95.7	95.5	95.8	-1.3	-2.5	-0.1
Redland	97.6	100.0	94.4	96.2	93.6	98.3	97.8	100.0	95.8	0.3	0.0	1.4
Stoke Bishop	97.6	94.4	100.0	91.9	93.8	90.5	95.7	89.5	100.0	-1.8	-5.0	0.0
Westbury-on-Trym	95.7	96.2	94.9	94.4	97.4	90.9	95.5	95.2	95.7	-0.1	-1.0	0.9
Kingswood	87.4	85.2	89.1	79.4	82.0	76.9	73.3	70.9	75.4	-14.0	-14.4	-13.7
Frome Vale	90.3	82.8	95.3	75.6	76.3	75.0	73.3	68.9	77.8	-16.9	-13.9	-17.6
Hillfields	85.7	86.4	85.1	81.3	84.9	77.9	73.3	72.4	74.0	-12.4	-14.0	-11.0
Bristol LA	81	81	80	80	80	80	80	76	74	-1.0	-5.0	-6.0
England	87	87	86	86	86	86	86	87	86	-1.0	0.0	0.0

Table G4: % achieving Level 5 and above in English 2003 to 2005 (Bristol Wards)

Keystage 3 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	50.1	60.8	40.3	51.5	58.2	45.0	60.3	69.9	52.3	10.2	9.2	12.0
Brislington East	47.2	60.0	33.3	50.0	58.8	43.5	58.2	64.4	52.8	11.0	4.4	19.5
Brislington West	62.8	70.0	56.5	54.5	56.5	52.4	65.1	70.0	61.0	2.3	0.0	4.5
Easton	45.1	64.6	28.6	54.6	62.7	44.2	56.7	71.0	44.4	11.6	6.4	15.9
Eastville	56.8	67.4	48.1	57.8	68.3	47.6	70.9	81.0	61.4	14.1	13.5	13.3
Lawrence Hill	35.8	39.7	30.9	34.4	41.2	26.7	45.8	50.7	41.3	10.1	11.0	10.4
St George East	63.8	79.1	45.9	58.8	73.1	50.0	64.4	89.3	48.9	0.6	10.2	2.9
St George West	43.5	48.7	39.6	48.6	49.1	48.1	67.5	74.4	61.0	24.0	25.6	21.4
Stockwood	57.5	70.4	50.0	63.6	75.8	54.5	67.6	83.3	59.1	10.1	13.0	9.1
Bristol North West	45.0	51.9	38.5	47.3	52.8	41.8	53.0	62.7	44.0	8.0	10.8	5.5
Avonmouth	50.7	58.3	40.9	42.1	50.7	33.3	63.6	78.4	53.8	12.9	20.1	12.9
Henbury	41.9	38.7	44.2	53.6	56.0	50.0	49.5	51.9	46.3	7.6	13.1	2.2
Horfield	58.3	61.9	54.8	72.6	84.2	64.9	61.5	74.4	51.9	3.2	12.5	-2.8
Kingsweston	43.7	48.6	38.9	46.3	48.5	43.6	51.3	61.6	42.0	7.6	13.1	3.1
Lockleaze	37.2	50.0	26.9	48.4	57.7	41.4	50.7	64.2	38.4	13.5	14.2	11.5
Southmead	40.8	48.5	34.2	30.0	35.7	23.3	44.0	53.3	32.2	3.2	4.8	-2.0
Bristol South	51.2	58.9	44.3	51.4	60.7	42.7	54.9	62.0	48.6	3.8	3.1	4.4
Bedminster	49.5	51.0	48.2	55.3	65.3	46.3	62.8	64.7	61.4	13.3	13.7	13.2
Bishopsworth	66.0	66.7	65.3	49.4	62.2	39.1	48.0	47.1	48.8	-17.9	-19.6	-16.5
Filwood	34.7	41.1	28.4	38.1	51.3	26.1	42.1	49.0	35.8	7.4	7.9	7.4
Hartcliffe	52.9	57.7	49.5	45.2	48.8	41.9	50.0	52.9	47.4	-2.9	-4.9	-2.1
Hengrove	64.9	72.1	56.6	61.3	73.8	50.0	67.5	72.9	62.5	2.6	0.8	5.9
Knowle	58.4	76.8	39.7	61.1	66.7	54.9	59.2	72.3	45.0	0.8	-4.5	5.3
Southville	53.7	62.5	45.7	63.3	80.0	45.8	69.7	81.3	58.8	16.0	18.8	13.1
Whitchurch Park	40.9	51.9	32.9	54.1	64.7	43.1	54.9	68.2	43.6	13.9	16.3	10.7
Windmill Hill	44.8	55.3	36.7	50.0	47.6	52.3	60.0	72.7	47.8	15.2	17.5	11.1
Bristol West	72.6	74.2	71.2	76.7	79.3	74.5	83.8	86.0	81.8	11.2	11.7	10.6
Ashley	46.3	48.1	45.1	55.2	54.3	55.9	68.0	80.3	56.3	21.7	32.3	11.2
Bishopston	81.7	83.3	80.0	88.2	91.4	85.4	85.3	81.6	88.7	3.6	-1.7	8.7
Cabot	73.9	66.7	78.6	75.0	76.9	73.3	71.9	73.7	69.2	-2.0	7.0	-9.3
Clifton	58.3	60.0	57.1	85.7	75.0	100.0	84.6	88.9	75.0	26.3	28.9	17.9
Clifton East	70.0	50.0	83.3	77.8	100.0	66.7	94.1	83.3	100.0	24.1	33.3	16.7
Cotham	89.2	88.9	89.5	84.6	81.0	88.9	93.8	93.3	94.1	4.6	4.4	4.6
Henleaze	96.9	100.0	94.4	80.6	84.2	76.5	93.2	90.0	95.8	-3.7	-10.0	1.4
Redland	91.7	97.1	86.8	88.1	92.0	85.3	95.5	96.6	94.6	3.8	-0.5	7.8
Stoke Bishop	73.3	60.0	100.0	83.3	66.7	88.9	86.7	100.0	81.8	13.3	40.0	-18.2
Westbury-on-Trym	75.0	78.6	72.2	81.8	94.7	64.3	95.2	95.7	94.7	20.2	17.1	22.5
Kingswood	54.4	59.8	48.5	54.3	69.0	41.4	65.0	84.9	49.5	10.6	25.1	1.1
Frome Vale	60.6	64.9	55.9	45.5	62.5	29.4	61.0	79.4	46.5	0.5	14.5	-9.4
Hillfields	51.1	57.1	44.6	59.2	72.7	47.7	67.5	88.5	51.5	16.4	31.3	6.9
Bristol LA	53	61	46	55	64	49	61	68	54	8.0	7.0	8.0
England	69	76	62	71	78	64	74	80	67	5.0	4.0	5.0

Table G5: % achieving Level 5 and above in Maths 2003 to 2005 (Bristol Wards)

Keystage 3 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	54.7	58.2	51.6	53.9	52.4	55.3	54.0	51.4	56.2	-0.7	-6.8	4.6
Brislington East	49.1	52.7	45.1	61.3	70.6	54.3	52.5	42.2	61.1	3.5	-10.5	16.0
Brislington West	65.1	65.0	65.2	67.0	63.0	71.4	67.9	58.0	76.3	2.8	-7.0	11.1
Easton	50.7	60.0	42.9	50.8	45.6	57.7	50.0	50.7	49.4	-0.7	-9.3	6.5
Eastville	63.2	67.4	59.6	55.4	58.5	52.4	62.8	64.3	61.4	-0.4	-3.2	1.7
Lawrence Hill	42.3	41.2	43.6	32.3	35.3	28.8	38.2	33.3	42.7	-4.1	-7.8	-1.0
St George East	68.8	74.4	62.2	63.8	61.5	65.1	53.4	64.3	46.7	-15.3	-10.1	-15.5
St George West	51.1	53.8	49.1	50.5	43.4	57.7	55.6	53.8	57.1	4.5	0.0	8.1
Stockwood	57.5	63.0	54.3	65.4	67.6	63.6	64.2	66.7	62.8	6.6	3.7	8.4
Bristol North West	46.6	49.0	44.2	53.1	55.8	50.3	53.4	55.9	51.1	6.8	6.9	6.8
Avonmouth	52.3	59.0	43.9	50.4	56.7	43.9	62.7	62.7	62.7	10.3	3.7	18.7
Henbury	48.6	48.4	48.8	62.4	62.7	61.8	54.3	59.3	47.5	5.6	10.9	-1.3
Horfield	65.5	64.3	66.7	72.6	76.3	70.2	62.0	69.2	56.6	-3.5	4.9	-10.1
Kingsweston	39.3	40.0	38.6	48.8	50.0	47.3	47.4	45.8	48.8	8.1	5.8	10.2
Lockleaze	39.7	40.7	38.8	50.0	48.1	51.4	49.3	55.2	43.8	9.6	14.5	5.0
Southmead	41.3	43.3	39.5	42.3	50.0	33.3	49.3	52.0	45.8	8.0	8.7	6.3
Bristol South	51.2	52.6	49.9	58.1	57.1	59.0	53.8	52.8	54.7	2.6	0.2	4.7
Bedminster	49.5	41.2	57.1	62.1	57.1	66.7	62.8	60.8	64.3	13.3	19.6	7.1
Bishopsworth	52.1	44.9	58.7	61.4	62.2	60.9	54.5	51.4	57.1	2.5	6.5	-1.5
Filwood	38.9	38.9	38.9	44.6	42.5	46.6	42.1	39.0	45.0	3.2	0.1	6.0
Hartcliffe	52.4	54.9	50.5	56.5	57.3	55.8	48.6	45.1	51.9	-3.7	-9.9	1.4
Hengrove	63.2	68.9	56.6	60.9	60.0	61.6	58.5	54.2	62.5	-4.6	-14.6	5.9
Knowle	51.8	60.9	42.6	63.6	61.4	66.0	55.6	56.3	55.0	3.8	-4.6	12.4
Southville	67.2	62.5	71.4	75.5	80.0	70.8	78.8	78.1	79.4	11.6	15.6	8.0
Whitchurch Park	52.0	59.3	46.6	56.1	57.4	54.7	50.7	57.6	44.9	-1.3	-1.7	-1.7
Windmill Hill	46.0	52.6	40.8	57.5	51.2	63.6	53.3	56.8	50.0	7.4	4.2	9.2
Bristol West	77.7	75.8	79.3	79.0	79.8	78.2	80.6	78.2	82.7	2.9	2.4	3.4
Ashley	58.1	48.1	65.3	58.1	52.2	62.7	65.6	63.9	67.2	7.5	15.9	1.9
Bishopston	83.3	86.7	80.0	89.5	88.6	90.2	79.4	69.4	88.7	-3.9	-17.3	8.7
Cabot	73.9	66.7	78.6	82.1	92.3	73.3	75.8	78.9	71.4	1.8	12.3	-7.1
Clifton	50.0	60.0	42.9	71.4	75.0	66.7	69.2	88.9	25.0	19.2	28.9	-17.9
Clifton East	80.0	50.0	100.0	77.8	100.0	66.7	88.2	66.7	100.0	8.2	16.7	0.0
Cotham	97.3	100.0	94.7	84.6	81.0	88.9	83.9	78.6	88.2	-13.4	-21.4	-6.5
Henleaze	100.0	100.0	100.0	86.1	94.7	76.5	93.2	90.0	95.8	-6.8	-10.0	-4.2
Redland	93.1	94.1	92.1	89.8	88.0	91.2	95.5	93.1	97.3	2.4	-1.0	5.2
Stoke Bishop	73.3	60.0	100.0	91.7	66.7	100.0	86.7	100.0	81.8	13.3	40.0	-18.2
Westbury-on-Trym	78.1	85.7	72.2	81.8	94.7	64.3	90.7	100.0	80.0	12.6	14.3	7.8
Kingswood	56.3	56.1	56.6	55.4	60.2	51.0	57.4	57.0	57.7	1.0	0.9	1.1
Frome Vale	59.2	59.5	58.8	46.2	53.1	39.4	58.4	55.9	60.5	-0.7	-3.6	1.6
Hillfields	54.8	54.3	55.4	60.3	64.3	56.9	56.7	57.7	55.9	1.9	3.4	0.5
Bristol LA	56	57	54	60	62	59	58	56	59	2.0	-1.0	5.0
England	71	72	70	73	74	72	74	74	73	3.0	2.0	3.0

Table G6: % achieving Level 5 and above in Science 2003 to 2005 (Bristol Wards)

Keystage 3 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	50.3	53.0	47.7	42.9	42.4	43.4	46.9	46.6	47.2	-3.3	-6.5	-0.5
Brislington East	44.3	45.5	43.1	50.0	47.1	52.2	47.5	40.0	53.7	3.1	-5.5	10.6
Brislington West	62.8	55.0	69.6	51.7	50.0	53.7	48.6	42.0	54.2	-14.2	-13.0	-15.3
Easton	50.0	64.6	37.7	36.7	38.2	34.6	41.3	46.4	37.0	-8.7	-18.2	-0.6
Eastville	55.8	60.5	51.9	49.4	53.7	45.2	60.5	64.3	56.8	4.7	3.8	4.9
Lawrence Hill	35.2	38.8	30.9	25.0	25.0	25.0	27.1	21.7	32.0	-8.2	-17.1	1.1
St George East	61.3	62.8	59.5	55.1	53.8	55.8	56.2	67.9	48.9	-5.1	5.1	-10.6
St George West	47.8	46.2	49.1	40.0	35.8	44.2	55.6	59.0	52.4	7.7	12.8	3.3
Stockwood	53.4	55.6	52.2	51.3	58.8	45.5	60.6	65.2	58.1	7.2	9.7	6.0
Bristol North West	44.5	45.4	43.7	45.8	48.7	43.0	48.8	52.9	44.9	4.2	7.5	1.2
Avonmouth	46.0	50.0	40.9	41.4	49.3	33.3	53.5	56.9	51.3	7.5	6.9	10.4
Henbury	47.3	45.2	48.8	42.9	42.0	44.1	55.3	55.6	55.0	8.0	10.4	6.2
Horfield	63.1	71.4	54.8	67.4	73.7	63.2	57.1	66.7	50.0	-6.0	-4.8	-4.8
Kingsweston	43.7	37.1	50.0	47.1	43.9	50.9	43.5	45.2	42.0	-0.2	8.1	-8.0
Lockleaze	35.5	35.2	35.8	45.9	51.9	41.4	43.6	50.7	37.0	8.0	15.6	1.2
Southmead	39.2	40.3	38.2	35.4	41.4	28.3	45.5	50.7	39.0	6.4	10.4	0.8
Bristol South	48.3	47.8	48.8	45.5	47.0	44.1	47.9	45.2	50.3	-0.4	-2.6	1.6
Bedminster	52.3	49.0	55.4	47.6	46.9	48.1	59.5	56.9	61.4	7.2	7.8	6.1
Bishopsworth	51.4	43.5	58.7	47.9	49.3	46.7	48.4	41.4	54.1	-3.0	-2.0	-4.5
Filwood	35.3	37.9	32.6	31.7	35.4	28.4	32.2	24.8	39.1	-3.0	-13.1	6.5
Hartcliffe	50.6	42.3	56.6	41.6	40.0	43.0	40.8	35.7	45.5	-9.8	-6.5	-11.1
Hengrove	58.8	60.7	56.6	51.4	58.5	45.2	58.5	50.8	65.6	-0.2	-9.8	9.0
Knowle	49.6	58.0	41.2	53.7	54.4	52.9	49.6	56.9	41.7	0.0	-1.0	0.5
Southville	59.7	56.3	62.9	67.3	68.0	66.7	71.2	65.6	76.5	11.5	9.4	13.6
Whitchurch Park	40.2	40.7	39.7	43.5	49.3	37.5	42.4	47.0	38.5	2.2	6.2	-1.3
Windmill Hill	49.4	52.6	46.9	43.7	34.9	52.3	54.4	56.8	52.2	5.0	4.2	5.2
Bristol West	75.5	72.6	78.0	73.1	70.9	75.0	78.5	75.7	81.0	2.9	3.1	3.1
Ashley	54.8	46.2	61.1	49.1	38.3	57.6	59.7	59.0	60.3	4.8	12.9	-0.8
Bishopston	83.3	83.3	83.3	85.5	82.9	87.8	83.3	73.5	92.5	0.0	-9.9	9.1
Cabot	73.9	55.6	85.7	67.9	69.2	66.7	65.6	68.4	61.5	-8.3	12.9	-24.2
Clifton	50.0	60.0	42.9	85.7	75.0	100.0	84.6	88.9	75.0	34.6	28.9	32.1
Clifton East	50.0	25.0	66.7	77.8	100.0	66.7	82.4	50.0	100.0	32.4	25.0	33.3
Cotham	97.3	100.0	94.7	84.6	76.2	94.4	71.9	60.0	82.4	-25.4	-40.0	-12.4
Henleaze	96.9	100.0	94.4	83.3	89.5	76.5	88.6	90.0	87.5	-8.2	-10.0	-6.9
Redland	93.1	94.1	92.1	83.1	84.0	82.4	98.5	100.0	97.3	5.4	5.9	5.2
Stoke Bishop	73.3	60.0	100.0	91.7	66.7	100.0	86.7	100.0	81.8	13.3	40.0	-18.2
Westbury-on-Trym	75.0	71.4	77.8	72.7	84.2	57.1	88.4	95.7	80.0	13.4	24.2	2.2
Kingswood	53.9	52.3	55.6	46.5	53.4	40.4	55.3	55.8	55.0	1.4	3.5	-0.6
Frome Vale	54.9	54.1	55.9	39.4	50.0	29.4	55.8	55.9	55.8	0.9	1.8	-0.1
Hillfields	53.3	51.4	55.4	50.4	55.4	46.2	55.0	55.8	54.4	1.7	4.3	-1.0
Bristol LA	52	53	52	50	59	58	53	52	53	1.0	-1.0	1.0
England	68	69	68	66	67	65	70	70	69	2.0	1.0	1.0

Table G7: % achieving Level 5 and above in English 2003 to 2005 (Bristol LA School)

Keystage 3 attainment

(Bristol LA School)	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	50.1	60.8	40.3	51.5	58.2	45.0	60.3	69.9	52.3	10.2	9.2	12.0
Brislington Ent Col	50.0	63.2	40.1	50.0	58.8	42.5	56.0	70.6	42.3	6.0	7.5	2.2
City Academy	27.9	37.5	18.7	42.0	49.0	33.8	55.0	61.0	50.5	27.1	23.5	31.8
St Mary Redcliffe & Temple CE VA Sec	82.0	89.3	73.6	88.0	93.4	83.8	95.0	94.6	89.3	13.0	5.3	15.7
Whitefield Fishponds Comm	57.0	67.0	49.1	51.0	62.9	38.0	59.0	73.6	46.0	2.0	6.6	-3.1
Bristol North West	45.0	51.9	38.5	47.3	52.8	41.8	53.0	62.7	44.0	8.0	10.8	5.5
Henbury Sec	43.0	43.4	42.9	43.0	41.8	42.9	45.0	47.4	42.0	2.0	4.0	-0.8
Kingsweston Spec	4.0		7.1	0.0			3.0	25.0		-1.0	N/A	N/A
Lockleaze Sec	35.0	39.3	29.6	43.4	47.8	40.0				N/A	N/A	N/A
Monks Park Sec	50.0	61.2	39.1	52.0	58.8	45.8	44.0	48.6	38.8	-6.0	-12.6	-0.3
Portway Comm	47.0	54.9	39.0	43.0	47.9	37.2	57.0	69.2	45.0	10.0	14.4	5.9
St Bede's RC VA Sec	86.0	83.7	89.2	80.0	87.4	69.7	91.0	92.8	90.1	5.0	9.1	0.9
St Thomas More Sec	51.0	58.6	43.1	66.0	80.0	54.8	73.8	81.1	66.0	22.8	22.5	22.9
Bristol South	51.2	58.9	44.3	51.4	60.7	42.7	54.9	62.0	48.6	3.7	3.1	4.4
Ashton Park Sec	48.0	52.1	43.6	58.0	66.7	49.0	68.0	73.6	64.5	20.0	21.4	21.0
Bedminster Down Sec	63.0	63.2	63.3	49.0	56.9	40.8	52.0	52.2	51.6	-11.0	-11.0	-11.6
Hartcliffe Eng Col	47.0	59.2	36.6	59.0	66.7	50.6	58.0	62.4	52.8	11.0	3.2	16.2
Hengrove Comm Arts Col & Post 16	34.0	43.2	24.4	41.0	54.0	27.7	50.0	58.3	41.8	16.0	15.1	17.3
St Bernadette RC VA Sec	80.0	81.7	78.5	83.0	85.9	81.0	82.0	90.0	76.9	2.0	8.3	-1.6
Withywood Comm	39.0	43.8	35.6	38.0	45.1	29.5	28.0	30.6	24.6	-11.0	-13.3	-11.0
Bristol West	72.6	74.2	71.2	76.7	79.3	74.5	83.8	86.0	81.8	11.2	11.7	10.6
Cotham	81.0	86.1	79.5	81.0	83.1	78.6	85.0	86.6	84.3	4.0	0.5	4.8
Fairfield High	47.0	52.2	43.3	71.0	72.3	70.2	73.0	89.2	56.7	26.0	37.1	13.4
Kingswood	54.4	59.8	48.5	54.3	69.0	41.4	65.0	84.9	49.5	10.6	25.1	1.1
Speedwell Sec	53.0	60.9	45.0	48.0	54.2	42.1	52.0	66.3	40.7	-1.0	5.5	-4.4
Bristol LA	53	61	46	55	64	49	61	68	54	8.0	7.0	8.0
England	69	76	62	71	78	64	74	80	67	5.0	4.0	5.0

Table G8: % achieving Level 5 and above in Maths 2003 to 2005 (Bristol LA School)

Keystage 3 attainment

(Bristol LA School)	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	54.7	58.2	51.6	53.9	52.4	55.3	54.0	51.4	56.2	-0.7	-6.8	4.6
Brislington Ent Col	48.0	50.4	48.7	60.0	62.8	60.0	55.0	54.0	56.2	7.0	3.6	7.5
City Academy	38.0	36.4	39.6	41.0	37.8	45.0	43.0	33.3	50.5	5.0	-3.0	10.9
St Mary Redcliffe & Temple CE VA Sec	85.0	84.8	84.9	88.0	88.9	87.2	89.0	88.6	88.7	4.0	3.7	3.8
Whitefield Fishponds Comm	61.0	64.9	57.4	52.0	54.4	49.5	57.0	60.4	55.0	-4.0	-4.5	-2.4
Bristol North West	46.6	49.0	44.2	53.1	55.8	50.3	53.4	55.9	51.1	6.8	6.9	6.8
Elmfield Spec	0.0			0.0			17.0		33.3	N/A	N/A	N/A
Henbury Sec	50.0	48.6	51.3	60.0	58.2	61.4	53.0	55.1	52.2	3.0	6.5	0.9
Kingsweston Spec	4.0		7.1	0.0			0.0			-4.0	0.0	-7.1
Lockleaze Sec	38.0	32.1	44.4	52.8	52.2	53.3				N/A	N/A	N/A
Monks Park Sec	49.0	52.9	46.0	48.0	52.5	43.4	47.0	42.9	50.0	-2.0	-10.1	4.0
Portway Comm	47.0	50.5	43.6	49.0	52.1	46.2	52.0	46.7	57.1	5.0	-3.8	13.5
St Bede's RC VA Sec	80.0	82.6	77.0	84.0	85.1	83.1	84.0	83.1	85.2	4.0	0.5	8.2
St Thomas More Sec	65.0	67.2	62.7	65.0	72.3	59.0	59.2	54.7	64.0	-5.8	-12.5	1.3
Bristol South	51.2	52.6	49.9	58.1	57.1	59.0	53.8	52.8	54.7	2.6	0.2	4.7
Ashton Park Sec	56.0	48.9	62.4	66.0	64.2	68.4	68.0	70.1	65.5	12.0	21.2	3.1
Bedminster Down Sec	51.0	47.9	54.6	64.0	64.7	63.3	60.0	51.1	67.4	9.0	3.2	12.8
Hartcliffe Eng Col	56.0	62.0	50.0	58.0	58.8	56.0	51.0	46.5	51.9	-5.0	-15.5	1.9
Hengrove Comm Arts Col & Post 16	38.0	42.0	34.4	47.0	40.2	54.3	46.0	44.1	51.9	8.0	2.1	17.5
St Bernadette RC VA Sec	73.0	73.2	73.4	80.0	81.7	78.5	74.0	75.0	73.6	1.0	1.8	0.2
Withywood Comm	43.0	42.5	42.6	49.0	46.2	51.1	34.0	27.8	40.0	-9.0	-14.7	-2.6
Bristol West	77.7	75.8	79.3	79.0	79.8	78.2	80.6	78.2	82.7	2.9	2.4	3.4
Bristol Gateway	13.0		13.3	0.0			14.0		14.3	1.0	N/A	1.0
Cotham	85.0	83.8	85.3	83.0	83.1	82.5	87.0	83.5	91.1	2.0	-0.2	5.7
Fairfield High	63.0	60.9	65.0	75.0	68.8	78.9	70.0	73.8	65.7	7.0	13.0	0.7
Kingswood	56.3	56.1	56.6	55.4	60.2	51.0	57.4	57.0	57.7	1.0	0.9	1.1
Speedwell Sec	53.0	56.5	48.6	52.0	43.5	60.2	44.0	43.9	44.9	-9.0	-12.6	-3.7
Bristol LA	56	57	54	60	62	59	58	56	59	2.0	-1.0	5.0
England	71	72	70	73	74	72	74	74	73	3.0	2.0	3.0

Table G9: % achieving Level 5 and above in Science 2003 to 2005 (Bristol LA School)

Keystage 3 attainment

(Bristol LA School)	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	50.3	53.0	47.7	42.9	42.4	43.4	46.9	46.6	47.2	-3.3	-6.5	-0.5
Brislington Ent Col	45.0	45.9	46.7	44.0	45.2	42.1	44.0	42.5	43.8	-1.0	-3.3	-2.9
City Academy	38.8	40.2	37.4	32.0	30.6	33.8	32.0	26.8	36.4	-6.8	-13.4	-1.0
St Mary Redcliffe & Temple CE VA Sec	87.0	86.6	88.4	86.0	84.6	85.5	90.0	87.6	88.2	3.0	1.0	-0.2
Whitefield Fishponds Comm	57.0	62.8	52.8	42.0	47.3	36.3	55.0	57.1	54.0	-2.0	-5.6	1.2
Bristol North West	44.5	45.4	43.7	45.8	48.7	43.0	48.8	52.9	44.9	4.2	7.5	1.2
Elmfield Spec	0.0			0.0			17.0		33.3	N/A	N/A	N/A
Henbury Sec	45.0	42.1	48.1	42.0	38.9	45.7	53.0	52.6	53.6	8.0	10.5	5.6
Kingsweston Spec	4.0		7.1	6.0		7.7	0.0			-4.0	0.0	-7.1
Lockleaze Sec	31.0	25.0	37.0	49.1	56.5	43.3				N/A	N/A	N/A
Monks Park Sec	49.0	51.8	47.1	45.0	50.0	41.0	42.0	40.0	44.9	-7.0	-11.8	-2.2
Portway Comm	45.0	46.0	43.8	44.0	45.8	42.3	47.0	48.4	44.0	2.0	2.3	0.2
St Bede's RC VA Sec	76.0	76.1	75.7	82.0	83.9	79.7	80.0	80.7	79.0	4.0	4.6	3.3
St Thomas More Sec	64.0	67.2	60.8	52.0	48.9	53.2	56.3	56.6	56.0	-7.7	-10.6	-4.8
Bristol South	48.3	47.8	48.8	45.5	47.0	44.1	47.9	45.2	50.3	-0.4	-2.6	1.6
Ashton Park Sec	51.0	47.9	53.5	51.0	53.7	49.0	63.0	62.1	64.5	12.0	14.2	11.1
Bedminster Down Sec	55.0	46.3	63.3	49.0	50.0	48.5	54.0	41.5	65.6	-1.0	-4.8	2.3
Hartcliffe Eng Col	45.0	46.5	43.9	39.0	45.6	32.5	43.0	37.6	45.4	-2.0	-8.8	1.5
Hengrove Comm Arts Col & Post 16	32.0	35.2	30.0	35.0	33.3	36.6	36.0	32.0	43.0	4.0	-3.2	13.0
St Bernadette RC VA Sec	74.0	69.0	78.5	73.0	71.8	73.4	68.0	71.7	65.9	-6.0	2.7	-12.5
Withywood Comm	36.0	27.4	42.6	40.0	37.2	41.6	30.0	26.4	32.9	-6.0	-1.0	-9.7
Bristol West	75.5	72.6	78.0	73.1	70.9	75.0	78.5	75.7	81.0	2.9	3.1	3.1
Bristol Gateway	7.0		6.7	0.0			0.0			N/A	N/A	N/A
Cotham	83.0	84.8	82.2	76.0	74.2	77.8	80.0	72.0	85.3	-3.0	-12.9	3.1
Fairfield High	54.0	52.2	55.0	69.0	60.4	75.4	64.0	70.8	58.5	10.0	18.6	3.5
Kingswood	53.9	52.3	55.6	46.5	53.4	40.4	55.3	55.8	55.0	1.4	3.5	-0.6
Speedwell Sec	46.0	46.1	45.0	39.0	36.1	41.1	42.0	43.9	40.7	-4.0	-2.2	-4.4
Bristol LA	52	53	52	50	59	58	53	52	53	1.0	-1.0	1.0
England	68	69	68	66	67	65	70	70	69	2.0	1.0	1.0

Table G10: % 15 year olds gaining 5+A*-C grades or equivalent at GCSE, 2003 to 2005 (Bristol Wards)

Keystage 4 attainment

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	33.6	37.7	29.5	32.6	34.6	30.9	37.5	44.9	31.0	3.9	7.2	1.5
Brislington East	30.7	34.5	26.8	33.3	34.6	32.3	34.4	42.0	26.1	3.7	7.5	-0.7
Brislington West	36.7	32.7	41.9	37.5	42.9	33.8	44.2	48.7	40.4	7.5	16.0	-1.4
Easton	36.2	40.8	32.8	37.1	30.8	40.9	41.3	52.6	31.3	5.1	11.8	-1.6
Eastville	37.6	45.5	29.3	44.9	50.0	40.0	36.5	46.2	29.6	-1.1	0.7	0.4
Lawrence Hill	16.8	18.5	15.4	22.2	26.3	19.2	39.5	43.3	35.6	22.7	24.8	20.2
St George East	37.3	50.0	25.7	20.3	19.4	21.4	38.6	44.7	31.7	1.3	-5.3	6.0
St George West	30.2	34.7	24.3	26.5	22.0	31.0	30.8	34.2	28.3	0.5	-0.5	4.0
Stockwood	42.7	48.8	37.0	40.7	43.8	36.8	32.5	45.2	25.0	-10.2	-3.7	-12.0
Bristol North West	28.8	35.0	22.9	26.5	31.2	22.4	25.6	31.2	20.2	-3.1	-3.7	-2.7
Avonmouth	23.4	31.5	14.7	23.3	31.4	16.3	30.2	41.0	16.7	6.8	9.5	2.0
Henbury	29.2	31.4	27.4	23.8	27.3	21.3	25.7	25.8	25.6	-3.5	-5.6	-1.8
Horfield	45.5	55.3	35.9	44.4	55.8	35.7	35.1	40.0	29.7	-10.4	-15.3	-6.2
Kingsweston	27.6	32.3	23.0	30.3	33.3	26.9	17.5	20.7	14.7	-10.2	-11.6	-8.2
Lockleaze	32.2	36.4	27.8	25.5	29.7	21.7	27.1	30.4	24.2	-5.1	-6.0	-3.6
Southmead	18.3	25.0	12.9	14.2	15.2	13.2	21.3	25.8	16.9	3.0	0.8	4.1
Bristol South	26.7	30.5	22.8	28.1	33.2	23.3	28.7	31.1	26.4	2.0	0.6	3.6
Bedminster	36.9	50.0	18.6	32.6	44.7	20.0	38.8	34.6	43.1	1.9	-15.4	24.5
Bishopsworth	27.3	31.6	24.0	31.9	36.7	27.4	28.8	32.8	25.0	1.5	1.3	1.0
Filwood	9.8	12.2	7.1	12.2	16.8	7.5	14.8	14.0	15.7	5.1	1.8	8.6
Hartcliffe	22.2	26.6	17.4	23.8	29.2	20.0	30.4	29.7	30.9	8.1	3.1	13.4
Hengrove	33.8	32.8	34.8	38.0	37.9	38.0	38.6	45.9	31.0	4.8	13.1	-3.8
Knowle	38.2	39.1	37.5	31.8	32.2	31.5	36.8	42.9	30.6	-1.4	3.8	-6.9
Southville	38.8	54.5	25.9	38.3	50.0	26.7	41.3	39.4	43.3	2.5	-15.2	17.4
Whitchurch Park	23.7	26.4	20.7	24.4	32.9	15.2	17.5	19.2	16.2	-6.2	-7.2	-4.6
Windmill Hill	22.2	24.6	20.0	31.3	35.7	27.1	22.5	34.3	13.3	0.3	9.7	-6.7
Bristol West	63.9	65.2	62.4	61.3	66.7	57.0	64.4	67.8	61.6	0.5	2.6	-0.8
Ashley	39.4	38.7	40.3	38.6	38.5	38.8	35.0	36.2	34.3	-4.4	-2.5	-6.0
Bishopston	68.3	69.0	67.7	57.1	68.1	47.1	75.0	76.7	73.3	6.7	7.7	5.6
Cabot	52.4	60.0	45.5	54.2	66.7	46.7	42.3	40.0	43.8	-10.1	-20.0	-1.7
Clifton	85.7	100.0	75.0	50.0	25.0	75.0	58.3	60.0	57.1	-27.4	-40.0	-17.9
Clifton East	100.0	100.0	100.0	66.7	50.0	75.0	63.6	66.7	62.5	-36.4	-33.3	-37.5
Cotham	72.2	81.8	57.1	42.3	47.7	38.3	85.3	93.8	77.8	13.1	11.9	20.6
Henleaze	82.1	85.0	78.9	80.0	69.6	88.9	96.7	93.3	100.0	14.6	8.3	21.1
Redland	84.5	85.3	83.8	81.5	92.3	71.4	87.1	94.3	80.0	2.6	9.0	-3.8
Stoke Bishop	76.2	75.0	77.8	56.3	75.0	37.5	68.7	54.5	100.0	-7.4	-20.5	22.2
Westbury-on-Trym	77.4	77.8	76.9	80.0	77.8	82.4	67.7	63.6	70.0	-9.7	-14.1	-6.9
Kingswood	29.4	28.3	31.3	30.4	30.1	30.8	33.5	37.7	29.0	4.0	9.5	-2.3
Frome Vale	23.5	21.4	26.1	32.8	25.9	38.7	37.8	47.5	26.5	14.3	26.1	0.4
Hillfields	32.1	31.0	34.1	29.2	31.8	25.5	31.1	31.8	30.3	-1.1	0.8	-3.8
Bristol LA	35.3	39.3	31.2	35.1	38.6	31.9	36.5	40.6	31.9	1.2	1.3	0.7
England	53	56	45	54	57	46	57	62	52	4.0	6.0	7.0

Table G11: % 15 year olds gaining 5+A*-C grades or equivalent at GCSE, 2003 to 2005 (Bristol LA School)

Keystage 4 attainment

(Bristol LA School)	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	33.6	37.7	29.5	32.6	34.6	30.9	37.5	44.9	31.0	3.9	7.2	1.5
Brislington Ent Col	31.0	25.0	37.3	36.0	36.2	35.0	29.0	33.6	26.5	-2.0	8.6	-10.8
City Academy	27.4	28.1	26.7	33.0	35.4	29.3	54.0	53.0	49.4	26.6	24.9	22.7
St Mary Redcliffe & Temple CE VA Sec	76.0	72.8	79.4	77.0	72.7	79.8	77.0	83.2	69.3	1.0	10.4	-10.1
Whitefield Fishponds Comm	31.0	21.1	38.8	31.0	28.4	33.3	31.0	42.4	22.1	0.0	21.3	-16.7
Bristol North West	28.8	35.0	22.9	26.5	31.2	22.4	25.6	31.2	20.2	-3.1	-3.7	-2.7
Elmfield Spec	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0
Henbury Sec	29.0	26.5	32.5	20.0	20.0	19.1	20.0	21.4	19.7	-9.0	-5.1	-12.7
Kingsweston Spec	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.0	7.7	4.0	0.0	7.7
Lockleaze Sec	27.0	30.4	23.6	16.5	14.0	20.0				N/A	N/A	N/A
Monks Park Sec	42.0	32.5	48.9	38.0	36.7	38.0	31.0	34.9	28.4	-11.0	2.3	-20.4
Portway Comm	21.0	16.7	26.0	26.0	19.2	34.0	21.0	32.0	10.3	0.0	15.4	-15.7
St Bede's RC VA Sec	64.0	63.2	63.2	57.0	49.4	64.6	70.0	72.7	64.0	6.0	9.5	0.8
St Thomas More Sec	27.0	24.5	29.4	41.0	41.8	38.3	37.0	42.6	32.1	10.0	18.1	2.7
Woodstock Spec										N/A	N/A	N/A
Bristol South	26.7	30.5	22.8	28.1	33.2	23.3	28.7	31.1	26.4	2.0	0.6	3.6
Ashton Park Sec	37.0	28.4	44.1	29.0	20.8	37.5	36.0	33.0	36.3	-1.0	4.6	-7.8
Bedminster Down Sec	27.0	24.0	29.3	32.0	29.2	35.5	26.0	26.8	23.5	-1.0	2.8	-5.9
Florence Brown Spec	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hartcliffe Eng Col	24.0	18.4	27.8	24.0	13.6	34.1	19.0	17.3	20.5	-5.0	-1.1	-7.3
Hengrove Comm Arts Col & Post 16	13.0	13.9	12.5	14.0	17.8	10.3	17.0	21.6	12.0	4.0	7.7	-0.5
New Fosseway Spec	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
St Bernadette RC VA Sec	56.0	58.0	52.9	53.0	40.0	66.7	46.0	47.9	46.8	-10.0	-10.1	-6.1
Withywood Comm	16.0	13.1	18.6	19.0	16.7	19.4	23.0	25.0	21.0	7.0	11.9	2.4
Bristol West	63.9	65.2	62.4	61.3	66.7	57.0	64.4	67.8	61.6	0.5	2.6	-0.8
Bristol Gateway				0.0	0.0					N/A	N/A	N/A
Cotham	77.0	66.7	85.3	72.0	68.9	73.3	70.0	74.1	66.4	-7.0	7.4	-18.9
Fairfield High	55.0	56.3	52.4	43.0	40.7	46.7	43.0	52.5	36.1	-12.0	-3.8	-16.3
Kingswood	29.4	28.3	31.3	30.4	30.1	30.8	33.5	37.7	29.0	4.0	9.5	-2.3
Briarwood Spec	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speedwell Sec	30.9	26.1	35.3	23.0	18.2	26.4	25.0	28.6	20.5	-5.9	2.5	-14.8
Bristol LA	35.3	39.3	31.2	35.1	38.6	31.9	36.5	40.6	32.2	1.2	1.3	1.0
England	53	56	45	54	57	46	57	62	52	4.0	6.0	7.0

Table G12: GCE/VCE Results 2003-5 Average point Score per candidate (UCAS points) - Bristol Wards

Bristol Wards	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	150.8	186.9	115.6	141.4	140.0	142.8	205.1	219.6	187.0	54.3	32.7	71.4
Brislington East	115.7	182.0	78.9	114.3	86.7	135.0	156.7	153.3	158.3	41.0	-28.7	79.4
Brislington West	123.8	128.0	121.3	162.2	220.0	116.0	231.4	176.0	370.0	107.6	48.0	248.8
Easton	195.0	228.3	145.0	80.0	95.6	52.0	175.0	270.0	80.0	-20.0	41.7	-65.0
Eastville	200.9	212.9	180.0	240.0	100.0	310.0	266.7	255.0	290.0	65.8	42.1	110.0
Lawrence Hill	135.7	185.0	116.0	154.0	150.0	156.7	360.0	370.0	350.0	224.3	185.0	234.0
St George East	150.0	290.0	10.0	136.0	110.0	153.3	177.1	204.0	110.0	27.1	-86.0	100.0
St George West	139.1	158.0	123.3	128.5	110.0	140.0	231.3	265.0	197.5	92.2	107.0	74.2
Stockwood	156.7	170.0	130.0	228.8	218.3	260.0	178.0	216.7	120.0	21.3	46.7	-10.0
Bristol North West	186.3	207.9	167.0	179.5	185.5	172.8	187.6	130.0	375.0	1.4	-77.9	208.0
Avonmouth	105.8	62.5	127.5	315.0		315.0	190.0	40.0	340.0	84.2	-22.5	212.5
Henbury	193.6	236.7	116.0	140.8	145.6	126.7	131.1	78.3		-62.5	-158.3	N/A
Horfield	222.0	230.0	218.6	212.5	216.7	210.0	410.0	390.0	430.0	188.0	160.0	211.4
Kingsweston	251.3	275.0	180.0	250.0	160.0	430.0	267.5	260.0	290.0	16.3	-15.0	110.0
Lockleaze	172.5	70.0	206.7	184.3	192.0	165.0	230.0	245.0	222.5	57.5	175.0	15.8
Southmead	200.0	200.0	200.0	126.7	470.0	58.0	185.0	270.0	100.0	-15.0	70.0	-100.0
Bristol South	204.8	231.7	174.8	170.2	187.1	151.9	241.5	251.7	221.8	36.6	20.0	47.0
Bedminster	186.3	248.8	140.9	156.7	197.9	112.3	245.0	263.3	135.0	58.7	14.6	-5.9
Bishopsworth	220.0	185.0	290.0	234.0	273.3	175.0	220.0	225.0	206.7	0.0	40.0	-83.3
Filwood	152.5	235.0	70.0	145.4	171.1	87.5	248.0	260.0	230.0	95.5	25.0	160.0
Hartcliffe	233.3	213.3	253.3	165.7	120.0	200.0	310.0	320.0	250.0	76.7	106.7	-3.3
Hengrove	165.6	147.1	230.0	101.3	82.0	133.3	204.3	190.0	240.0	38.7	42.9	10.0
Knowle	182.5	191.3	165.0	173.6	180.0	168.6	228.3	234.0	224.3	45.8	42.8	59.3
Southville	255.3	298.8	205.7	230.0	224.0	234.3	236.9	276.3	174.0	-18.4	-22.5	-31.7
Whitchurch Park	140.0	130.0	145.0	176.3	183.3	172.0	191.7	187.5	200.0	51.7	57.5	55.0
Windmill Hill	227.2	292.5	175.0	176.9	224.0	98.3	305.7	283.3	322.5	78.5	-9.2	147.5
Bristol West	251.9	270.2	233.4	288.5	289.7	287.2	307.9	326.0	280.4	56.0	55.8	47.1
Ashley	252.4	262.0	244.4	267.6	245.3	315.0	323.6	305.6	370.0	71.2	43.6	125.6
Bishopston	257.5	251.8	262.3	265.7	205.0	290.0	271.1	283.0	256.3	13.6	31.2	-6.1
Cabot	305.5	288.3	326.0	248.0	261.3	195.0	324.3	440.0	237.5	18.8	151.7	-88.5
Clifton	140.0	140.0	140.0	246.7	275.7	206.0	240.0	315.0	90.0	100.0	175.0	-50.0
Clifton East	60.0		60.0	286.7	286.7		273.3		273.3	213.3	N/A	213.3
Cotham	276.9	276.7	277.1	276.7	307.5	215.0	328.3	343.3	253.3	51.4	66.7	-23.8
Henleaze	243.3	304.0	167.5	310.0	335.8	284.2	335.2	345.5	324.0	91.9	41.5	156.5
Redland	257.9	272.0	241.5	319.5	331.7	313.6	299.0	318.2	272.0	41.1	46.2	30.5
Stoke Bishop	268.0	290.0	180.0	330.0	380.0	308.6	325.5	320.0	332.0	57.5	30.0	152.0
Westbury-on-Trym	234.7	277.1	205.0	280.0	285.8	273.0	305.0	361.3	230.0	70.3	84.1	25.0
Kingswood	231.1	275.0	196.0	162.2	167.5	158.0	175.5	196.3	120.0	-55.7	-78.8	-76.0
Frome Vale	297.5	343.3	160.0				340.0	340.0		42.5	-3.3	N/A
Hillfields	178.0	70.0	205.0	162.2	167.5	158.0	138.9	148.3	120.0	-39.1	78.3	-85.0
Bristol LA	222.1	236.0620155	205.094697	229.5	236.4	220.8	242.9	253.7	229.1	20.8	17.6	24.0
England	258.8574874	269.380461	246.8933236	269.2	278.6	258.5	277.8	286.3	267.9	18.9	16.9	21.0

Table G13: GCE/VCE Results 2003-5 Average point Score per candidate (UCAS points) - Bristol LA School

Bristol LA School	2003			2004			2005			Difference 2003-5		
	All	F	M	All	F	M	All	F	M	All	F	M
Bristol East	150.8	186.9	115.6	141.4	140.0	142.8	205.1	219.6	187.0	54.3	32.7	71.4
Brislington	116.4	137.7	74.8	146.2	185.6	71.5	162.6	181.3	143.3	46.2	43.6	68.6
City Academy	158.2	160.0	156.0	97.3	104.4	36.4	132.7	151.3	128.6	-25.5	-8.8	-27.4
St Mary Redcliffe	247.3	262.8	237.0	288.3	261.2	291.8	295.4	308.7	290.7	48.1	46.0	53.7
Bristol North West	186.3	207.9	167.0	179.5	185.5	172.8	187.6	130.0	375.0	1.4	-77.9	208.0
Henbury	154.4	176.3	146.4	113.1	107.8	95.0	107.5	136.7	80.0	-46.9	-39.6	-66.4
Portway	102.2	13.3	132.9				100.0	100.0		-2.2	86.7	N/A
Bristol South	204.8	231.7	174.8	170.2	187.1	151.9	241.5	251.7	221.8	36.6	20.0	47.0
Ashton Park Sec	202.5	273.8	165.0	208.4	188.0	161.4	226.1	237.3	179.0	23.6	-36.5	14.0
Hengrove	111.3	168.9	70.0	120.5	128.3	107.1				N/A	N/A	N/A
Bristol West	251.9	270.2	233.4	288.5	289.7	287.2	307.9	326.0	280.4	56.0	55.8	47.1
Cotham	258.4	263.5	219.7	276.8	281.6	259.3	289.9	309.6	270.4	31.5	46.1	50.7
Kingswood	231.1	275.0	196.0	162.2	167.5	158.0	175.5	196.3	120.0	-55.7	-78.8	-76.0
Speedwell	107.5	108.6	77.0	159.4	95.7	128.5	136.2	171.1	114.0	28.7	62.5	37.0
Bristol LA	222	236	205	230	236	221	243	254	229	20.8	17.6	24.0
England	259	269	247	269	279	259	278	286	268	18.9	16.9	21.0

Source: Bristol Children and Young People's Statistics Unit

Appendix H

Aimhigher Intervention Model (IM)

Table H1: 11-16/11-18 schools and their IM banding for *Aimhigher* Interventions 2005/06

Table H2: 16-18 providers and their banding for *Aimhigher* Interventions 2005/2006

Table H1: 11-16/11-18 schools and their IM banding for *Aimhigher* Interventions 2005/06

Background Information	Student enrolments 2003/04		Level 2 achievement 2004			IM weightings and bands							
	LEA	16 - 19 provision	Total students on roll	LPN in Years 7-11 as % 7-11 school total	Number of students aged 15 at start of school year	% obtaining equivalent of Level 2 (5 or more grades A-C)	Average total points score per 15 year old	Level 2 score [x3 weight]	LPN score [x1 weight]	Sum of weighted scores	(Band for <i>Aimhigher</i> Interventions 2003/04)	Band for <i>Aimhigher</i> Interventions 2004/05	Band for <i>Aimhigher</i> Interventions 2005/06
School Name													
14	BR	✓	1194	23.47	192	29	290	6	3	9	(A)	(B)	B
Ashton Park School													
15	BR	✓	984	42.48	213	32	254	6	5	11	(A)	(A)	A
Bedminster Down School													
16	BR	✓	1489	36.46	317	36	280	6	5	11	(B)	(A)	A
Brislington School & 6th Form Centre													
17	BR	✓	1086	21.31	171	33	261	6	3	9	(A)	(A)	B
City Academy													
18	BR	✓	1257	2.54	192	72	363	3	0	3	(D)	(D)	D
Cotham School (A)													
19	BR	✓	577	6.65	99	43	322	6	0	6	(A)	(D)	C
Fairfield High School													
20	BR	✓	850	66.87	161	24	231	9	5	14	(A)	(A)	A
Hartcliffe Secondary School													
21	BR	✓	913	62.80	186	20	209	9	5	14	(A)	(A)	A
Henbury School													
22	BR	✓	950	59.90	215	14	208	9	5	14	(A)	(A)	A
Hengrove School													
23	BR	□	159	70.64	-	-	-	-	5	-	(A)	(A)	A
Lockleaze School													
24	BR	□	970	50.56	171	38	262	6	5	11	(A)	(A)	A
Monks Park School													
25	BR	✓	994	63.25	204	26	213	6	5	11	(A)	(A)	A
Portway Community School													
26	BR	✓	1165	33.49	194	23	240	9	4	13	(A)	(B)	A
Speedwell Technology College													
27	BR	✓	845	27.88	166	57	347	3	4	7	(C)	(B)	B
St Bede's RC School													
28	BR	✓	744	30.79	142	54	325	3	4	7	(B)	(B)	B
St Bernadette Catholic Secondary School													
29	BR	✓	1285	10.99	196	77	419	0	1	1	(D)	(D)	D
St Mary Redcliffe & Temple School													
30	BR	✓	541	19.47	113	41	269	6	3	9	(B)	(B)	B
St Thomas More Catholic Secondary School													
31	BR	□	932	20.54	168	31	245	6	3	9	(A)	(B)	B
Whitefield Fishponds Community School													
32	BR	□	833	92.96	183	19	176	9	5	14	(A)	(A)	A
Withywood Community School													

Table H2: 16-18 providers and their banding for *Aimhigher* Interventions 2005/2006

Background information	GCE/VCE results						IM weightings & bands							
	Intervention Model Number	DFES Institution Number	LEA/LSC (BR/BRNES/NS/SG = Wof LSC)	Number of Students aged 16-18	% from LPNs schools (Year 12-13)	% from Deprived Areas (colleges)	Numbers of students entered for GCE/VCE	Average points score per student	Average points score per examination entry	LPN/deprived area value x 1	GCE/VCE value x 3	Sum of weighted scores	Band for <i>Aimhigher</i> interventions 2004/05	Band for <i>Aimhigher</i> interventions 2005/06
Ashton Park School	14	4030	BR	222	20.47		56	208.4	68.4	3	6	9	C	B
Brislington Enterprise College	16	4032	BR	116	34.17		21	146.2	55.8	4	9	13	A	A
The City Academy	17	4104	BR	183	17.6		22	97.3	42.4	3	9	12		A
City of Bristol College	144		BR	5026		Ave	327	186.2	72.2	4	6	10	A	A
Cotham School	18	4100	BR	309	3.96		148	276.8	85.2	0	3	3	C	D
Henbury School	21	4031	BR	56	61.4		13	113.1	45.2	5	9	14	A	A
Hengrove Community Arts College	22	4028	BR	38	38.46		21	118.6	44.9	5	9	14	A	A
Monks Park School	24	4036	BR	2			-	-	-				A	A
Speedwell TC	26	4046	BR	111	34.78		17	159.4	55.9	4	9	13	A	A
St Brendans SF College	145	6905	BR	994		Ave	402	257.0	76.9	4	6	10	A	A
St Mary Redcliffe & Temple	29	4603	BR	288	6.78		124	288.3	82.4	0	3	3	C	D

Appendix I

Enrolments To Bristol Secondary Maintained Schools PLASC 2006

Table I1: All Year Groups

Table I2: Years 7-11

Table I3: Years 12 and above

Table 11: All Year Groups

January Pupil Census - 19th January 2006

Name	Bristol East	Bristol East	Bristol West	Easton	Eastville	Lawrence Hill	St George East	St George West	Stockwood	Bristol North West	Avonmouth	Henbury	Horfield	Kingsweston	Lockleaze	Southmead	Bristol South	Bedminster	Bishopsworth	Filwood	Hartcliffe	Hengrove	Knowle	Southville	Whitchurch Park	Windmill Hill
Portway	3	0	1	0	0	2	0	0	0	717	391	9	1	304	1	11	6	2	0	0	0	1	0	1	1	
Hengrove	44	2	4	0	0	2	1	2	33	0	0	0	0	0	0	0	679	0	4	259	2	211	161	1	21	
Ashton Park	24	4	3	1	1	13	1	1	0	12	7	1	1	3	0	0	1034	444	29	38	24	8	27	282	7	
Henbury	5	0	0	0	2	3	0	0	0	779	51	318	14	109	9	278	3	0	0	0	1	1	0	0	1	
Brislington	754	298	275	3	0	16	3	2	157	6	1	0	1	2	0	2	525	3	9	179	10	64	180	1	11	
Monks Park	13	2	0	3	5	3	0	0	0	806	4	19	254	7	283	239	5	0	0	2	1	0	1	0	0	
Bedminster	13	2	4	0	1	3	0	0	3	1	0	0	0	1	0	0	945	50	422	116	215	10	22	10	16	
Withywood	6	1	4	0	0	1	0	0	0	1	0	1	0	0	0	0	734	6	174	86	344	2	13	6	95	
HECC	8	1	3	0	0	1	0	0	3	0	0	0	0	0	0	0	859	0	14	132	121	123	18	1	447	
Whitefield	378	0	6	102	192	57	5	15	1	30	0	0	3	0	26	1	12	0	0	1	1	1	0	9	0	
Speedwell	667	6	4	73	49	98	191	245	1	9	0	0	1	1	6	1	1	0	0	0	1	0	0	0	0	
Cotham	42	2	3	15	7	15	0	0	0	88	6	14	32	10	19	7	24	1	2	1	1	1	2	6	2	
Fairfield	262	3	2	65	84	92	6	10	0	208	1	3	32	4	156	12	13	0	0	4	0	0	1	0	1	
St.Bede's	17	0	0	1	6	8	1	0	1	367	97	33	59	86	21	71	2	1	0	0	0	0	0	0	1	
St Mary R and T	265	48	48	22	27	35	30	21	34	167	7	22	54	39	26	19	330	42	41	21	29	17	68	42	12	
St Bernadette	250	18	47	19	15	6	20	23	102	2	1	0	0	0	1	0	483	21	21	68	28	173	78	19	43	
City Academy	994	23	12	368	51	360	52	125	3	29	3	1	3	0	15	7	43	2	6	7	1	6	4	2	3	
All Secondaries	3745	410	416	672	440	715	310	444	338	3222	569	421	455	566	563	648	5698	572	722	914	779	618	575	380	661	
																										477

January Pupil Census - 19th January 2006

All year Groups	Name	Bristol West	Ashley	Bishopston	Cabot	Clifton	Clifton East	Cotham	Henleaze	Redland	Stoke Bishop	Westbury-on-Trym	Kingswood	Frome Vale	Hillfields	Outside Bristol Wards	Bristol Wards	All
	Portway	7	0	0	0	0	0	0	0	1	2	4	0	0	0	4	733	737
	Hengrove	1	0	0	1	0	0	0	0	0	0	0	0	0	0	4	724	728
	Ashton Park	50	0	0	26	21	2	0	0	1	0	0	2	0	2	16	1122	1138
	Henbury	40	2	3	0	1	0	0	4	0	3	27	2	2	0	9	829	838
	Brislington	11	6	0	4	0	0	0	0	0	1	0	3	1	2	14	1299	1313
	Monks Park	115	13	52	1	1	1	1	22	7	0	17	4	1	3	27	943	970
	Bedminster	4	0	0	2	1	0	0	1	0	0	0	0	0	0	13	963	976
	Withywood	1	0	0	1	0	0	0	0	0	0	0	0	0	0	3	742	745
	HECC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	867	869
	Whitefield	46	39	2	1	0	0	1	0	1	0	2	357	206	151	16	823	839
	Speedwell	17	8	4	1	0	2	0	1	0	0	1	294	21	273	23	988	1011
	Cotham	1096	164	104	98	30	52	221	73	320	22	12	10	5	5	24	1260	1284
	Fairfield	431	306	100	3	0	1	1	4	14	0	2	54	15	39	24	968	992
	St.Bede's	182	7	58	4	1	4	3	26	34	14	31	3	3	0	320	571	891
	St Mary R and T	442	35	93	15	15	7	7	112	40	37	81	53	29	24	187	1257	1444
	St Bernadette	2	1	0	0	1	0	0	0	0	0	0	23	7	16	15	760	775
	City Academy	54	41	0	5	0	2	0	0	0	3	3	73	9	64	28	1193	1221
	All Secondaries	2499	622	416	162	71	71	234	243	418	82	180	878	299	579	729	16042	16771

Source: Bristol Children and Young People's Statistics Unit

Table 12: Years 7-11

January Pupil Census - 19th January 2006

Name	Bristol East	Bristol East East	Bristol East West	Easton	Eastville	Lawrence Hill	St George East	St George West	Stockwood	Bristol North West	Avonmouth	Henbury	Horfield	Kingsweston	Lockleaze	Southmead	Bristol South	Bedminster	Bishopsworth	Filwood	Hartcliffe	Hengrove	Knowle	Southville	Whitechurch Park	Windmill Hill	
Portway	3		1			2				717	391	9	1	304	1	11	6	2				1		1	1	1	
Hengrove	44	2	4			2	1	2	33	0							679		4	259	2	211	161	1	21	20	
Ashton Park	21	3	3	1	1	11	1	1		4	1	1	1	1			893	385	22	31	17	6	20	249	1	162	
Henbury	5				2	3				779	51	318	14	109	9	278	3					1	1			1	
Brislington	714	283	265	2		16	2	2	144	6	1		1	2	2	2	484	3	9	163	10	59	167		10	63	
Monks Park	13	2		3	5	3				806	4	19	254	7	283	239	5			2	1		1			1	
Bedminster	13	2	4		1	3			3	1				1			945	50	422	116	215	10	22	10	16	84	
Withywood	6	1	4			1				1		1					734	6	174	86	344	2	13	6	95	8	
HECC	8	1	3			1			3	0							859		14	132	121	123	18	1	447	3	
Whitefield	378		6	102	192	57	5	15	1	30			3		26	1	12				1	1		9			
Speedwell	667	6	4	73	49	98	191	245	1	9			1	1	6	1	1				1						
Cotham	35	2	3	11	5	14				53	1	13	21	3	11	4	14	1	1	1			2	3		6	
Fairfield	262	3	2	65	84	92	6	10		208	1	3	32	4	156	12	13				4		1		1	7	
St.Bede's	17			1	6	8	1		1	367	97	33	59	86	21	71	2									1	
St Mary R and T	195	35	31	15	18	28	25	17	26	125	6	20	43	26	13	17	234	31	19	15	13	9	54	33	12	48	
St Bernadette	250	18	47	19	15	6	20	23	102	2	1				1		483	21	21	68	28	173	78	19	43	32	
City Academy	809	16	11	323	38	305	30	85	1	16			2		9	5	27	2	5	3		4	1		1	11	
All Secondaries	3440	374	388	615	416	650	282	400	315	3124	554	417	432	544	536	641	5394	502	691	881	754	600	538	332	650	446	

January Pupil Census - 19th January 2006

Name	Bristol West	Ashley	Bishopston	Cabot	Clifton	Clifton East	Cotham	Henleaze	Redland	Stoke Bishop	Westbury-on-Trym	Kingswood	Frome Vale	Hillfields	Outside Bristol Wards	Bristol Wards	All
Portway	7								1	2	4	0			4	733	737
Hengrove	1			1								0			4	724	728
Ashton Park	48			26	19	2			1			2		2	11	968	979
Henbury	40	2	3		1			4		3	27	2	2		9	829	838
Brislington	10	6	4									3	1	2	14	1217	1231
Monks Park	115	13	52	1	1	1	1	22	7		17	4	1	3	27	943	970
Bedminster	4			2	1			1				0			13	963	976
Withywood	1			1								0			3	742	745
HECC	0											0			2	867	869
Whitefield	46	39	2	1			1		1		2	357	206	151	16	823	839
Speedwell	17	8	4	1		2		1			1	294	21	273	23	988	1011
Cotham	789	107	66	81	18	42	176	46	234	12	7	8	5	3	11	899	910
Fairfield	431	306	100	3		1	1	4	14		2	54	15	39	24	968	992
St.Bede's	182	7	58	4	1	4	3	26	34	14	31	3	3		320	571	891
St Mary R and T	309	22	70	10	9	6	5	77	26	26	58	38	21	17	140	901	1041
St Bernadette	2	1			1							23	7	16	15	760	775
City Academy	40	32		4		1				3		41	8	33	5	933	938
All Secondaries	2042	543	355	139	51	59	187	181	318	60	149	829	290	539	641	14829	15470

Source: Bristol Children and Young People's Statistics Unit

Table 13: Years 12 and above

January Pupil Census - 19th January 2006

Name	Bristol East	Bristol East East	Lawrence Hill	Eastville	Easton	Bristol West	Westbury-on-Trym	Kingswood	Frome Vale	Hillfields	Outside Bristol Wards	Bristol Wards	All				
Ashton Park	3	1	2			8	0	6									
Brislington	40	15	1		1	13											
Cotham	7		1	2	4	35	5	1	11	7	8	3	10				
St Mary R and T	70	13	7	9	7	42	1	2	11	13	13	2	96				
City Academy	185	7	55	13	45	13	3	1	1	1	6	2	16				
All Secondaries	305	36	65	24	57	28	28	44	23	98	15	4	23	22	27	7	304
Years 12 and above																	
Name	Bristol West	Ashley	Bishopston	Cabot	Clifton East	Cotham	Henleaze	Redland	Stoke Bishop	Westbury-on-Trym	Kingswood	Frome Vale	Hillfields	Outside Bristol Wards	Bristol Wards	All	
Ashton Park	2										0				5	154	159
Brislington	1								1		0					82	82
Cotham	307	57	38	17	12	10	45	27	86	10	5	2	2	13	361	374	
St Mary R and T	133	13	23	5	6	1	2	35	14	11	23	15	8	7	47	356	403
City Academy	14	9		1						3	32	1	31	23	260	283	
All Secondaries	457	79	61	23	20	12	47	62	100	22	31	49	9	88	1213	1301	

Data Source: Bristol Children and Young People's Statistics Unit

Appendix J

**City of Bristol College
Full and Part Time Enrolment Numbers
2003/04 to 2005/06**

2005/06 Learner Numbers - Funded

Ward of Domicile	Level 2				Level 3			
	16-18 Full-time	16-18 Part-time	19+ Full-time	19+ Part-time	16-18 Full-time	16-18 Part-time	19+ Full-time	19+ Part-time
Bedminster	23	6	6	127	31	5	9	87
Bishopsworth	43	7	6	82	64	6	7	55
Filwood	39	5	8	89	25	3	6	61
Hartcliffe	44	5	9	99	56	6	11	58
Hengrove	30	6	4	101	45	3	2	72
Knowle	15	6	6	122	38	7	4	76
Southville	10	4	12	138	29	7	25	96
Whitchurch Park	46	8	12	101	45	2	4	53
Windmill Hill	23	10	10	176	42	6	18	111
Bristol South Parliamentary Constituency								
	266	55	72	992	364	42	84	638
Bristol Unitary Authority								
	794	196	288	4,001	1,224	184	385	2,650
All college enrolments								
	1,237	376	404	8,968	1,956	485	598	6,307

Source: LIS (Funding year 12) City of Bristol College

Learner numbers indicates that the learner has been counted only once.

Full time and Part time are based on the mode of attendance flag allocated by the LIS.

Level is calculated by using the highest level of all the learning aims that the learner is studying.

Numbers based on those learners who generate LSC funding.

Wards calculated using the latest profiler postcodes by ward file in ProAchieve.

2004/05 Learner Numbers - Funded

Ward of Domicile	Level 2				Level 3			
	16-18 Full-time	16-18 Part-time	19+ Full-time	19+ Part-time	16-18 Full-time	16-18 Part-time	19+ Full-time	19+ Part-time
Bedminster	23	13	4	155	27	5	7	89
Bishopsworth	39	15	6	122	61	9	10	55
Filwood	44	10	15	132	39	9	8	45
Hartcliffe	42	16	4	133	54	6	9	64
Hengrove	22	5	2	108	45	6	7	63
Knowle	18	4	3	144	40	5	9	72
Southville	15	6	9	159	23	3	15	87
Whitchurch Park	47	13	11	158	40	4	4	57
Windmill Hill	24	11	14	196	35	4	14	112
Bristol South Parliamentary Constituency	270	90	65	1,256	350	51	79	615
Bristol Unitary Authority	811	244	290	5,427	1,223	194	352	2,560
All college enrolments	1,214	446	379	10,952	1,946	442	551	4,890

Source: LIS (Funding year 11) City of Bristol College

Learner numbers indicates that the learner has been counted only once.

Full time and Part time are based on the mode of attendance flag allocated by the LIS.

Level is calculated by using the highest level of all the learning aims that the learner is studying.

Numbers based on those learners who generate LSC funding.

Wards calculated using the latest profiler postcodes by ward file in ProAchieve.

2003/04 Learner Numbers - Funded

Ward of Domicile	Level 2				Level 3			
	16-18 Full-time	16-18 Part-time	19+ Full-time	19+ Part-time	16-18 Full-time	16-18 Part-time	19+ Full-time	19+ Part-time
Bedminster	26	7	8	117	30	7	19	70
Bishopsworth	32	7	3	69	62	7	5	71
Filwood	30	4	8	69	35	2	6	69
Hartcliffe	42	4	2	68	56	13	9	59
Hengrove	29	4	5	62	34	7	7	65
Knowle	21	6	2	90	28	9	5	78
Southville	9	4	8	120	23	5	17	106
Whitchurch Park	33	8	3	83	45	2	5	63
Windmill Hill	29	4	5	179	36	11	20	118
Bristol South Parliamentary Constituency	251	48	43	820	338	57	90	665
Bristol Unitary Authority	691	184	217	3,468	1,232	198	376	2,737
All college enrolments	1,073	357	433	7,495	1,923	471	572	5,844

Source: LIS (Funding year 10) City of Bristol College

Learner numbers indicates that the learner has been counted only once.

Full time and Part time are based on the mode of attendance flag allocated by the LIS.

Level is calculated by using the highest level of all the learning aims that the learner is studying.

Numbers based on those learners who generate LSC funding.

Wards calculated using the latest profiler postcodes by ward file in ProAchieve.

Appendix K

Accepted Applicants to Higher Education by Specified Ward and Age (2001)

Table K1: Accepted applicants by specified ward and age 2001 entry

Table K2: Accepted applicants by specified ward and age 2002 entry

Table K3: Accepted applicants by specified ward and age 2003 entry

Table K4: Accepted applicants by specified ward and age 2004 entry

Table K5: UK domiciled accepted applicants up to and including age 19 specified schools/colleges 2001-04

Table K6: UK domiciled accepted applicants at specified schools/colleges by age, 2001

Table K7: UK domiciled accepted applicants at specified schools/colleges by age, 2002

Table K8: UK domiciled accepted applicants at specified schools/colleges by age, 2003

Table K9: UK domiciled accepted applicants at specified schools/colleges by age, 2004

Table K1: Accepted applicants by specified ward and age 2001 entry

Ward of domicile	18 and under		19		20		21-25		26-30		Over 30		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Bedminster	9	27.3	6	18.2	4	12.1	8	24.2	4	12.1	2	6.1	33	100.0
Bishopsworth	18	52.9	4	11.8	5	14.7	6	17.6	0	0.0	1	2.9	34	100.0
Filwood	2	40.0	2	40.0	0	0.0	1	20.0	0	0.0	0	0.0	5	100.0
Hartcliffe	4	30.8	4	30.8	2	15.4	1	7.7	0	0.0	2	15.4	13	100.0
Hengrove	13	35.1	13	35.1	6	16.2	5	13.5	0	0.0	0	0.0	37	100.0
Knowle	15	34.9	11	25.6	2	4.6	9	20.9	3	7.0	3	7.0	43	100.0
Southville	13	23.6	4	7.3	3	5.4	17	30.9	11	20.0	7	12.7	55	100.0
Whitchurch Park	13	56.5	4	17.4	1	4.3	2	8.7	1	4.3	2	8.7	23	100.0
Windmill Hill	18	28.1	10	15.6	10	15.6	10	15.6	9	14.1	7	10.9	64	100.0
Bristol South	105	34.2	58	18.9	33	10.7	59	19.2	28	9.1	24	7.8	307	100.0
Bristol Unitary Authority	631	36.1	384	22.0	178	10.2	264	15.1	126	7.2	163	9.3	1746	100.0
England	132981	49.1	62803	23.2	21567	8.0	28330	10.5	9103	3.4	15915	5.9	270699	100.0

<u>Under 21</u>		<u>21+</u>
Bristol South	63.84%	36.16%
Bristol UA	68.33%	31.67%
England	80.29%	19.71%

Source: UCAS

Table K2: Accepted applicants by specified ward and age 2002 entry

Ward of domicile	18 and under		19		20		21-25		26-30		Over 30		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Bedminster	15	42.8	7	20.0	2	5.7	8	22.9	1	2.9	2	5.7	35	100.0
Bishopsworth	12	46.1	7	26.9	3	11.5	1	3.9	0	0.0	3	11.5	26	100.0
Filwood	5	62.5	2	25.0	1	12.5	0	0.0	0	0.0	0	0.0	8	100.0
Hartcliffe	4	28.5	2	14.3	1	7.1	7	50.0	0	0.0	0	0.0	14	100.0
Hengrove	19	52.8	4	11.1	5	13.9	5	13.9	0	0.0	3	8.3	36	100.0
Knowle	22	44.9	12	24.5	5	10.2	7	14.3	0	0.0	3	6.1	49	100.0
Southville	11	21.1	13	25.0	1	1.9	11	21.1	6	11.5	10	19.2	52	100.0
Whitchurch Park	17	60.7	4	14.3	2	7.1	4	14.3	0	0.0	1	3.6	28	100.0
Windmill Hill	14	29.8	12	25.5	4	8.5	8	17.0	5	10.6	4	8.5	47	100.0
Bristol South	119	40.3	63	21.3	24	8.1	51	17.3	12	4.1	26	8.8	295	100.0
Bristol Unitary Authority	702	39.4	372	20.9	141	7.9	297	16.7	109	6.1	160	9.0	1781	100.0
England	136499	49.5	61763	22.4	21355	7.7	30406	11.0	9250	3.4	16310	5.9	275583	100.0

Under 21

Bristol South 69.83%
 Bristol UA 68.22%
 England 79.69%

21+

30.17%
 31.78%
 20.31%

Source: UCAS

Table K3: Accepted applicants by specified ward and age 2003 entry

Ward of domicile	18 and under		19		20		21-25		26-30		Over 30		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Bedminster	14	43.8	3	9.4	5	15.6	6	18.7	1	3.1	3	9.4	32	100.0
Bishopsworth	15	53.6	5	17.9	3	10.7	3	10.7	1	3.6	1	3.6	28	100.0
Filwood	4	30.8	2	15.4	1	7.7	2	15.4	2	15.4	2	15.4	13	100.0
Hartcliffe	9	56.2	3	18.7	1	6.2	1	6.2	0	0.0	2	12.5	16	100.0
Hengrove	17	54.8	6	19.3	1	3.2	5	16.1	2	6.4	0	0.0	31	100.0
Knowle	21	44.9	10	21.3	8	17.0	4	8.5	1	2.1	3	6.4	47	100.0
Southville	17	30.9	9	16.4	6	10.9	10	18.2	4	7.3	9	16.4	55	100.0
Whitchurch Park	11	36.7	14	46.7	2	6.7	0	0.0	1	3.3	2	6.7	30	100.0
Windmill Hill	16	26.7	12	20.0	4	6.7	11	18.3	4	6.7	13	21.7	60	100.0
Bristol South	124	39.7	64	20.5	31	9.9	42	13.5	16	5.1	35	11.2	312	100.0
Bristol Unitary Authority	685	38.6	376	21.2	173	9.7	274	15.4	126	7.1	140	7.9	1774	100.0
England	138134	49.9	61147	22.1	21246	7.7	30375	11.0	9341	3.4	16687	6.0	276930	100.0

Under 21

Bristol South 70.20%
 Bristol UA 69.56%
 England 79.63%

21+

29.80%
 30.44%
 20.37%

Source: UCAS

Table K4: Accepted applicants by specified ward and age 2004 entry

Ward of domicile	18 and under 19		19		20		21-25		26-30		Over 30		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Bedminster	18	45.0	9	22.5	2	5.0	6	15.0	1	2.5	4	10.0	40	100.0
Bishopsworth	11	39.3	4	14.3	0	0.0	6	21.4	1	3.6	6	21.4	28	100.0
Filwood	7	43.7	3	18.7	2	12.5	2	12.5	1	6.3	1	6.3	16	100.0
Hartcliffe	6	46.1	3	23.1	0	0.0	2	15.4	0	0.0	2	15.4	13	100.0
Hengrove	17	60.7	7	25.0	2	7.1	0	0.0	0	0.0	2	7.1	28	100.0
Knowle	21	42.9	9	18.4	7	14.3	6	12.3	3	6.1	3	6.1	49	100.0
Southville	17	30.4	10	17.9	9	16.1	10	17.9	6	10.7	4	7.1	56	100.0
Whitchurch Park	11	45.8	7	29.2	0	0.0	5	20.8	1	4.2	0	0.0	24	100.0
Windmill Hill	12	18.2	20	30.3	9	13.6	10	15.1	8	12.1	7	10.6	66	100.0
Bristol South	120	37.5	72	22.5	31	9.7	47	14.7	21	6.6	29	9.1	320	100.0
Bristol Unitary Authority	681	37.6	410	22.5	165	9.0	276	15.1	124	6.8	167	9.2	1823	100.0
England	137867	49.7	63683	23.0	20807	7.5	29543	10.7	9091	3.3	16088	5.8	277079	100.0

21+

Under 21

Bristol South 69.7%
 Bristol UA 69.1%
 England 80.2%

30.3%
 31.1%

19.8%

Source: UCAS

Table K5: UK domiciled accepted applicants up to and including age 19 at specified schools/colleges 2001-04

Unit_auth	School_Name	2001		2002		2003		2004		% change 2001-2004
		No	%	No	%	No	%	No	%	
Bristol	Ashton Park School	11	1.1	16	1.4	34	2.7	34	2.7	209.1%
	Badminton School	26	2.5	30	2.6	27	2.2	27	2.2	3.8%
	Brislington School & 6TH Form Centre	11	1.1	23	2.0	10	0.8	10	0.8	-9.1%
	Bristol Cathedral School	38	3.6	27	2.4	44	3.5	44	3.5	15.8%
	Bristol Grammar School	140	13.4	120	10.5	140	11.2	140	11.2	0.0%
	City of Bristol College	131	12.5	145	12.7	209	16.8	209	16.8	59.5%
	Clifton College	93	8.9	90	7.9	75	6.0	75	6.0	-19.3%
	Clifton High School	27	2.6	32	2.8	36	2.9	36	2.9	33.3%
	Colston's Collegiate School	43	4.1	48	4.2	51	4.1	51	4.1	18.6%
	Colston's Girls' School	36	3.4	39	3.4	32	2.6	32	2.6	-11.1%
	Cotham School (A)	67	6.4	87	7.6	90	7.2	90	7.2	34.3%
	English Language Centre	0	0.0	0	0.0	0	0.0	0	0.0	0.0%
	Henbury School	10	0.9	13	1.1	6	0.5	6	0.5	-40.0%
	Hengrove School	1	0.1	3	0.3	4	0.3	4	0.3	300.0%
	Portway Community School	4	0.4	3	0.3	0	0.0	0	0.0	-100.0%
	Queen Elizabeth's Hospital School	63	6.0	59	5.2	64	5.1	64	5.1	1.6%
	Redland High School	40	3.8	40	3.5	61	4.9	61	4.9	52.5%
	Speedwell Technology College	10	0.9	9	0.8	8	0.6	8	0.6	-20.0%
	St Brendan's 6th Form College	189	18.1	214	18.8	229	18.4	229	18.4	21.2%
	St George Community College	2	0.2	10	0.9	4	0.3	4	0.3	100.0%
	St Mary Redcliffe & Temple School	67	6.4	80	7.0	92	7.4	92	7.4	37.3%
	The Red Maids School	37	3.5	52	4.6	31	2.5	31	2.5	-16.2%
Bristol Total		1046	100.0	1140	100.0	1247	100.0	1247	100.0	19.2%

Source :UCAS

Table K6: UK domiciled accepted applicants at specified schools/colleges by age, 2001

Unit_auth	School Name	2001										2001 Total
		17 and under	18	19	20	21-25	26-30	over 30				
Bristol	Ashton Park School	0	11	0	0	1	0	0	12			
	Badminton School	0	15	11	2	0	0	0	28			
	Brislington School & 6TH Form Centre	0	10	1	0	0	0	0	11			
	Bristol Cathedral School	0	31	7	0	0	0	0	38			
	Bristol Grammar School	5	100	35	7	4	0	0	151			
	City of Bristol College	0	64	67	31	77	42	75	356			
	Clifton College	1	63	29	5	0	0	0	98			
	Clifton High School	0	19	8	0	0	0	0	27			
	Colston's Collegiate School	1	35	7	1	1	0	0	45			
	Colston's Girls' School	0	31	5	1	0	0	0	37			
	Cotham School (A)	0	49	18	4	0	1	0	72			
	English Language Centre	0	0	0	0	0	0	0	0			
	Henbury School	0	8	2	3	0	0	0	13			
	Hengrove School	0	1	0	0	0	0	0	1			
	Portway Community School	0	3	1	1	0	0	0	5			
	Queen Elizabeth's Hospital School	2	48	13	1	1	0	0	65			
	Redland High School	0	37	3	0	0	0	0	40			
	Speedwell Technology College	0	10	0	0	0	0	0	10			
	St Brendan's 6th Form College	1	125	63	16	4	1	0	210			
	St George Community College	0	1	1	0	0	0	0	2			
	St Mary Redcliffe & Temple School	0	52	15	1	2	0	0	70			
	The Red Maids School	1	30	6	0	0	0	0	37			
Bristol Total		11	743	292	73	90	44	75	1328			

Source: UCAS

Table K7: UK domiciled accepted applicants at specified schools/colleges by age, 2002

Unit_auth	School_Name	2002										Total 2002
		17 and under	18	19	20	21-25	26-30	over 30				
Bristol	Ashton Park School	0	13	3	1	0	0	0	17			
	Badminton School	0	17	13	0	0	0	0	30			
	Brislington School & 6TH Form Centre	0	21	2	1	0	0	0	24			
	Bristol Cathedral School	0	17	10	2	0	0	0	29			
	Bristol Grammar School	5	89	26	6	2	0	0	128			
	City of Bristol College	3	90	52	41	99	35	66	386			
	Clifton College	2	63	25	4	0	0	0	94			
	Clifton High School	1	22	9	1	0	0	0	33			
	Colston's Collegiate School	1	35	12	0	1	0	0	49			
	Colston's Girls' School	3	29	7	0	0	0	1	40			
	Cotham School (A)	0	60	27	5	0	0	0	92			
	English Language Centre	0	0	0	0	1	0	0	1			
	Henbury School	0	8	5	0	0	0	0	13			
	Hengrove School	0	3	0	0	0	0	0	3			
	Portway Community School	0	3	0	1	0	0	0	4			
	Queen Elizabeth's Hospital School	1	43	15	0	0	0	0	59			
	Redland High School	0	35	5	1	0	0	0	41			
	Speedwell Technology College	0	7	2	0	0	0	0	9			
	St Brendan's 6th Form College	3	136	75	22	4	0	2	242			
	St George Community College	0	9	1	0	0	0	0	10			
	St Mary Redcliffe & Temple School	0	64	16	1	0	0	0	81			
	The Red Maids School	1	43	8	0	0	0	0	52			
Bristol Total		20	807	313	86	107	35	69	1437			

Source: UCAS

Table K8: UK domiciled accepted applicants at specified schools/colleges by age, 2003

Unit auth	School Name	2003										Total 2003
		17 and under	18	19	20	21-25	26-30	over 30				
Bristol	Ashton Park School	0	17	6	2	0	0	0	25			
	Badminton School	0	24	10	1	0	0	0	35			
	Brislington School & 6TH Form Centre	0	11	3	1	0	0	0	15			
	Bristol Cathedral School	2	34	16	4	2	0	0	58			
	Bristol Grammar School	2	106	28	4	1	0	0	141			
	City of Bristol College	0	136	84	41	99	38	63	461			
	Clifton College	0	47	28	2	0	0	0	77			
	Clifton High School	0	20	12	1	0	0	0	33			
	Colston's Collegiate School	0	36	14	1	0	0	0	51			
	Colston's Girls' School	1	27	6	2	0	0	0	36			
	Cotham School (A)	0	49	29	8	1	0	0	87			
	English Language Centre	0	0	0	0	0	0	0	0			
	Henbury School	0	8	2	0	0	0	0	10			
	Hengrove School	0	4	2	0	0	0	0	6			
	Portway Community School	0	1	0	0	0	0	0	1			
	Queen Elizabeth's Hospital School	0	43	7	2	1	0	0	53			
	Redland High School	1	39	15	0	0	0	0	55			
	Speedwell Technology College	0	1	0	0	0	0	0	1			
	St Brendan's 6th Form College	0	130	55	10	0	0	0	195			
	St George Community College	0	9	4	4	0	0	0	17			
	St Mary Redcliffe & Temple School	0	67	14	4	1	0	0	86			
	The Red Maids School	3	36	8	1	0	0	0	48			
Bristol Total		9	845	343	88	105	38	63	1491			

Source: UCAS

Table K9: UK domiciled accepted applicants at specified schools/colleges by age, 2004

Unit_auth	School_Name	2004										Total 2004
		17 and under	18	19	20	21-25	26-30	over 30				
Bristol	Ashton Park School	0	23	11	1	1	0	0	36			
	Badminton School	0	15	12	3	0	0	0	30			
	Brislington School & 6TH Form Centre	0	9	1	0	0	0	0	10			
	Bristol Cathedral School	1	34	9	3	1	0	0	48			
	Bristol Grammar School	0	109	31	5	2	0	0	147			
	City of Bristol College	1	110	98	61	82	33	60	445			
	Clifton College	0	57	18	4	1	0	0	80			
	Clifton High School	0	26	10	3	0	0	0	39			
	Colston's Collegiate School	1	42	8	4	0	0	0	55			
	Colston's Girls' School	1	24	7	2	0	0	0	34			
	Cotham School (A)	0	61	29	3	1	0	1	95			
	English Language Centre	0	0	0	1	0	0	0	1			
	Henbury School	0	3	3	0	0	0	0	6			
	Hengrove School	0	4	0	0	1	0	0	5			
	Portway Community School	0	0	0	0	0	0	0	0			
	Queen Elizabeth's Hospital School	1	45	18	0	1	0	0	65			
	Redland High School	5	51	5	1	0	0	0	62			
	Speedwell Technology College	0	4	4	0	0	0	0	8			
	St Brendan's 6th Form College	0	156	73	7	2	0	0	238			
	St George Community College	0	4	0	0	1	0	0	5			
	St Mary Redcliffe & Temple School	0	62	30	3	0	0	0	95			
	The Red Maids School	0	22	9	1	0	0	0	32			
Bristol Total		10	861	376	102	93	33	61	1536			

Source: UCAS

Appendix L

Young Participation Rate by Ward of Domicile in Bristol

Young Participation Rate by Ward of Domicile in Bristol

Ward	POLAR (1997-99)	YPR (2001)
Filwood	<16%	<16%
Hartcliffe	<16%	<16%
Southmead	<16%	<16%
St George East	16-24%	<16%
Avonmouth	<16%	<16%
Bishopsworth	<16%	<16%
Lockleaze	<16%	<16%
Stockwood	16-24%	16-24%
Bedminster	<16%	16-24%
Hillfields	<16%	16-24%
Southville	16-24%	16-24%
Henbury	16-24%	16-24%
Kingsweston	16-24%	16-24%
Brislington East	<16%	16-24%
Hengrove	<16%	16-24%
Easton	<16%	16-24%
Lawrence Hill	<16%	16-24%
Whitchurch Park	<16%	16-24%
St George West	<16%	16-24%
Knowle	<16%	16-24%
Windmill Hill	<16%	16-24%
Horfield	16-24%	16-24%
Clifton	>43%	24-32%
Eastville	24-32%	24-32%
Brislington West	16-24%	24-32%
Frome Vale	32-43%	32-43%
Bishopston	32-43%	32-43%
Ashley	16-24%	32-43%
Westbury on Trym	>43%	>43%
Redland	>43%	>43%
Cabot	>43%	>43%
Henleaze	>43%	>43%
Cotham	>43%	>43%
Clifton East	N/A	>43%
Stoke Bishop	>43%	>43%

Source: HEFCE (POLAR) and Bristol City Council and UCAS (YPR)

Appendix M

'You and Your Future' Questionnaire

Excellence Challenge

Y ou and your Future

Year 8 and Year 9 Pupil Survey

We would be grateful if you would complete this questionnaire. There are no right or wrong answers. Please just ✓ the box which is closest to what you think. When you have finished this, please return the questionnaire to your teacher.

Thank you for your help.

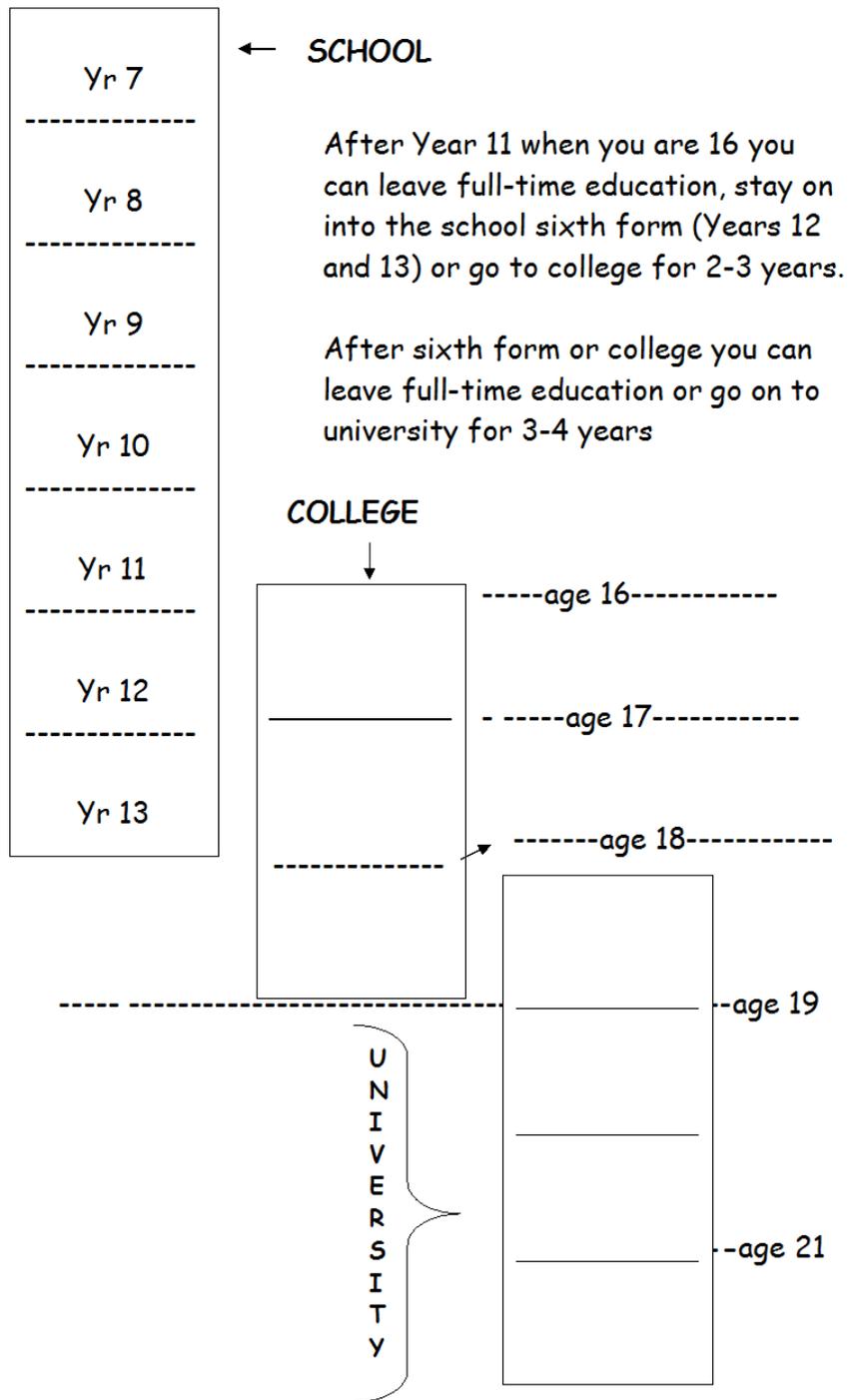
PLEASE FILL IN YOUR...

Name _____

School _____

Form _____

Form Tutor's Name _____



Section 1: Learning at Home and School

1. Tick any of the following statements that you think are true for you about school

- Most of the time I enjoy school 1
School is boring 2
I am well-behaved in school 3
I am bullied or badly treated by other students 4
Usually I do my homework on time 5
Teachers pick on me 6
I think this is a good school 7

2. Tick any of the following statements that you think are true for you about learning

- I know what I am good at and what I am not good at 1
I find my school work difficult 2
I know how to improve my own performance 3

3. Tick any of the following statements that you think are true for you about your home/family

- My parents/carers think school is important 1
Someone at home helps me if I get stuck with homework 2
Nobody at home talks to me about school 3
There is somewhere quiet at home to study 4
Somebody from home usually comes to parents' evening 5
I never think about school when I am at home 6
I am able to use a computer at home 7
I sometimes use a computer at home to do my school work 8
I have lessons outside school (eg Koranic study at Mosque, additional home tuition, music/drama/dance lessons, sports classes, Saturday school, etc) ... 9

Section 2: Work, Study and the Future

1. Tick any of the following statements that you think are true for you

- My parent(s)/carer(s) want me to stay in education as long as possible 1
- I can't wait to leave school and get a job 2
- Getting qualifications is important in getting a good job 3
- I'd like to go to sixth form/college when I am 16 4
- I'd really like to go to University after sixth form/college 5
- Going to University will cost too much 6
- My friends will think I am a snob if I go to University 7
- University is not for people like me 8
- My family want me to go to University 9
- I'd enjoy the social life at University 10
- The work at University would be too hard for me 11

2. Have you ever visited a University?

Yes 1 No 2

3. Have any of the following people ever spoken to you about what life might be like at University? (please ✓ any that are true for you)

- Family 1
- Friends 2
- Subject teachers 3
- Other teachers 4
- Learning Mentor 5
- University students 6
- University staff 7
- Other people 8
- No-one 9

4. When do you think you might leave full-time education? (please ✓ one box only)

- At the end of year 11 (when I am 16) 1
At age 17 after one year in college or sixth form 2
At age 18 after two years in college or sixth form 3
In my early twenties after going to University 4
Not sure yet 5

5. After finishing school at the end of year 11 - when you are 16 - what do you expect to do? (please ✓ one box only)

- Go into a school sixth form 1
Go to college 2
Go on a training scheme 3
Get a job 4
Stay at home and care for a family 5
Do nothing 6
Not sure yet 7

6. If you went to University where would you want to live and study? (please ✓ one box only)

- Live at home and study locally 1
Live away from home and study locally 2
Live away from home and study away from home 3
Not sure yet 4

Section 3: Background

1. Are you male or female?
(please ✓)

Male

Female

2. Who do you live with at present?
(please ✓ any that are true for you)

Mother 1

Father 2

Carer/guardian 3

Step-parent 4

Grandparent 5

Adult brother/sister 6

Other adults e.g. auntie/uncle 7

Other children under 16 (1-3 in number) 8

Other children under 16 (4 or over 4 in number) 9

3. Roughly how many books are there in your home where you live at the moment? Do not count newspapers, magazines or your school books.
(please ✓ one box only)

None (0 books) 1

Very few (1-10 books) 2

Enough to fill one shelf (11-50 books) 3

Enough to fill one bookcase (51-100 books) 4

Enough to fill two bookcases (101-200 books) 5

Enough to fill three or more bookcases
(more than 200 books) 6

4. How often do you speak English at home?
(please ✓ one box only)

Never 1

Sometimes 2

Always 3

Almost always 4

5. Have any of the following been to University?
(please ✓ any that are true for you)

Mother 1

Father 2

Carer/guardian 3

Step-parent 4

Grandparent 5

Adult brother/sister 6

Other adults e.g. auntie/uncle 7

Don't know 8

6. How many hours a day on average do you spend looking after members of your family, childcare or doing domestic chores?
(please ✓ one box only)

None (0 hours) 1

Up to 1 hour 2

2-3 hours 3

4 hours or more 4

7. Do you have a special educational need and/or disability? Yes No

1 2

If you have a special educational need and/or disability do you feel this will make it hard:

a) for you to stay on in education at 16? Yes No Don't know

b) to go to University?

1 2 3

Appendix N

'You and Your Future' Survey Data

'You and Your Future' Survey Data

Schools 1 and 2 are *Group A* schools

Schools 4 to 6 are *Group B* schools

Schools 7 and 8 are northern comparator schools

Table N1

Years 8 and 9	Living with both parents	In single parent family	Not living with either parent	Both parents went to HE	Either / both parents went to HE	%homes with >100 books
School 1	64%	23%	11%	4%	8%	20%
School 2	66%	27%	7%	4%	11%	20%
School 4	68%	26%	5%	9%	18%	32%
School 5	71%	25%	3%	5%	17%	23%
School 6	75%	19%	6%	7%	20%	35%
School 7	58%	26%	15%	6%	17%	26%
School 8	64%	30%	6%	8%	17%	29%

Table N2

Year 9 only	Mean KS3 APS	%KS3 APS >= 35	Mean GCSE points/entry	Mean GCSE A* to C passes	%5 GCSE passes A* to C	%KS3 APS >=35 getting 5 GCSE at A* to C
School 1	30.8	36%	26.7	2.0	18%	51%
School 2	28.8	25%	26.9	1.9	16%	57%
School 4	31.9	40%	32.6	3.5	36%	75%
School 5	31.4	35%	31.0	3.0	28%	68%
School 6	34.5	59%	35.7	4.5	47%	77%
School 7	30.1	28%	30.5	2.9	24%	64%
School 8	29.6	22%	24.4	1.8	20%	70%

Table N3

Years 8 and 9	Have quiet space at home	Attendance at parents evening	Have computer at home	Gets help with homework	Parents think school important	Parents want long education
School 1	62%	80%	69%	69%	89%	66%
School 2	65%	81%	70%	84%	94%	65%
School 4	77%	83%	81%	88%	96%	79%
School 5	69%	83%	71%	85%	93%	70%
School 6	77%	86%	85%	86%	98%	80%
School 7	77%	79%	69%	87%	94%	73%
School 8	51%	71%	65%	75%	92%	70%

NB – School 1, School 8 and to lesser extent School 2 have strong differences between Years 8 and 9 within the same school, with attendance at parents evening, help with homework and parents’ desire for long education dropping rapidly.

Table N4

Years 8 and 9	Enjoys school	well-behaved	Does h’work on time	Finds work difficult	Thinks school is good	Thinks quals are import.	Feels bullied
School 1	56%	58%	70%	20%	65%	83%	11%
School 2	72%	62%	76%	25%	60%	90%	13%
School 4	67%	73%	83%	16%	79%	93%	6%
School 5	72%	51%	78%	17%	59%	85%	8%
School 6	73%	63%	83%	19%	74%	91%	5%
School 7	63%	64%	76%	20%	53%	85%	12%
School 8	54%	52%	62%	21%	46%	77%	8%

Table N5

Years 8 and 9	Wants to leave asap and get job	Wants to leave ed at 16	Wants to go to college at 16	Wants to stay on to 17 / 18 only	Wants to get on training	Unsure of plans at 16
School 1	61%	25%	59%	32%	13%	14%
School 2	58%	20%	72%	29%	10%	13%
School 4	50%	11%	78%	29%	7%	16%
School 5	53%	16%	67%	26%	7%	16%
School 6	38%	10%	77%	24%	5%	22%
School 7	58%	19%	70%	28%	6%	23%
School 8	53%	18%	56%	20%	8%	19%

Table N6

Years 8 and 9	Staff have raised HE	Family have raised HE	Have visited uni	HE would be too hard	HE would cost too much	HE not for people like them	Family want them to go to HE	Wd like to go to HE
School 1	38%	45%	15%	19%	22%	21%	40%	34%
School 2	43%	44%	6%	25%	29%	22%	39%	41%
School 4	30%	50%	16%	17%	12%	15%	57%	55%
School 5	27%	54%	13%	21%	19%	14%	45%	46%
School 6	15%	58%	16%	16%	17%	9%	56%	55%
School 7	30%	53%	9%	20%	26%	20%	47%	47%
School 8	19%	50%	13%	16%	18%	14%	39%	43%

Appendix O

Interview Schedule for Young People in Schools and College

FOCUS GROUP of YOUNG PEOPLE in SCHOOL/COLLEGE

Resources

Map showing Bristol South

Poster of choices/options

Connexions booklets

UWE prospectus x 8 (to leave with them)

CoB College HE Prospectus x 8 (to leave with them)

Tape machine microphone and tape x 2

INDICATIVE TOPICS and QUESTIONS

1. Introduction

- Introduce self.
- Explain briefly the background to the research ie relatively low levels of YP going to HE at either college or university in BS. The primary purpose is to understand why this is – and find out more about the factors that influence the choices YP make in BS about their participation in education and alternative choices they may be making.
- Clarify purpose of the focus group and how much time they have to talk. Stress want everyone to have a chance to have their say.
- Reassure about confidentiality/anonymity. Ask about tape recording (anyone not happy can leave at this point). Invite them for duration of interview to wear name badge. Make sure draw everybody in.

2. Living in the Local Area

You have all been invited to take part because you live in the area called ‘Bristol South’. (SHOW THEM THE MAP and BOUNDARY) and we would like to find out from you what it is like living in this part of Bristol.

- a. Which part of Bristol South do you live in?
- b. Have you always lived in this area? Do you have other members of your family living nearby? Do you know if your family has lived in the area for a long time?
- c. What is it like living in your area? Are there any things you really like or dislike about living here/ a couple of good or bad things about the area? (PROMPTS: friends, neighbours, family, schools, housing, environment, leisure/social life, transport, jobs and money, drugs/crime).
- d. Is there anything you think would make it a better place to live? (PROMPTS: better facilities, for YP, more open space, more jobs).

- e. What do you think other people/friends who live outside the area think of it? (PROMPTS: reputation positive and negative; media portrayal).
- f. Do you think you'll stay in the area? If so, why? If not, why not? (PROMPTS: link back to what already said).
- g. Is there anything else you would like to say about living in the local area?

3. Learning Experiences

We are interested in finding out more about your learning experiences – events, people, situations that help you to learn new things. Basically, everybody is having learning experiences all the time – some happen *inside* school/college (formal education), but others happen *outside* school/college eg from life in general, from work, from experiences with friends or family, from activities with different groups or organisations. (GIVE AN EXAMPLE FROM YOUR OWN LIFE).

Some of these learning experiences can be positive, and make you feel good about yourself (GIVE AN EXAMPLE) and some of them can be negative and might make you feel bad about yourself (GIVE AN EXAMPLE)

- a. Can you give me examples of learning experiences that have been important to you - from inside school/college or outside school/college – especially where the experience has been positive and/or you feel you have been successful in some way? (PROMPTS: particular teachers/course/subjects; projects, clubs, societies; leisure/sporting/music activities; family events or responsibilities; friends and peer group activity).
- b. Can you give examples of learning experiences you have had that have been more negative and where you have been left feeling unsuccessful or bad about yourself? (PROMPTS: as above).

Questions for all but for college students get them to identify at this point which secondary schools they went to.

- c. How do you feel overall about your experiences of school? Have you had mainly positive or negative learning experiences at school? Are there other good and/or bad things you would want to say about being at school?
(PROMPTS: friendships; ethos of respect, discipline/bullying attitudes of teachers, learning/teaching styles, content of lessons, choice of subjects, types of assessment, involving parents/carers, support for SENs, accessibility/transport).
- d. Are there particular things you think should change about school to make it a better experience?

For post 16 students

- e. How do you feel overall about your experiences of post-16 school/college? Have you had mainly positive or negative learning experiences post-16? Are there other good and/or bad things you would want to say about post-16? For those who left school and came to college why did you choose to come to do this?
- f. Are there particular things you would like to change at college to make it a better experience?
- g. Do you think that going to school at gaining qualification at 16 is important? If so, why? If not, why not? Do you think that staying on at college and getting qualifications after 16 is important? If so, why? If not, why not?
- h. Is there anything else you would like to say about your learning experiences and/or your experiences of school/college?

4. Choices and Transitions

We are interested in finding out how you make choices/decisions in your lives – and who influences those choices/decisions – particularly about your education.

Show them the poster with the kind of options/choices they may have faced.

- a. Do you recognise the kinds of options/choices shown here? Are there any that you do not recognise or understand?
- b. What choices have you already made or plan to make for the future? (PROMPT: subjects, courses, levels, place of study, work, other)
- c. In terms of understanding what these different options/choices mean, where have you got your information or advice from to help you make a decision about what might be right for you? (PROMPT: teachers at school/college; careers staff; Connexions PA; careers/options leaflets and booklets; online information; online tool like Plan-It; talking to friends, siblings, parents/carers, other adults eg HE students; open days/visits?)
- d. Which of the various sources of information or advice have been most useful/least useful to you? Why? (PROMPT: show them examples of careers/Connexions literature – have they seen it and what do they think?)
- e. In making a decision about what to do next, do you think about the long term ie where you want to be in 10 or 20 years time – or do you just think about the next step? Do you give much thought to it at all? If not, why do you think that is?

- f. Do you feel that you have ‘real choices’ to make? Do your options seem wide or narrow? Have you experienced having your decisions about what you’d like to do be blocked eg by not getting the necessary qualifications, or not getting a job? If so, how have you handled this – what or who has helped in deciding what to do then?
- g. Are there ways to improve the information, advice and guidance given to young people to help in making decisions?

5. Possible Futures

- a. Do you have an idea of where you’d like to be and what you’d like to be doing in 10 or 20 years time? Does this fit with where you actually think you will be and what you will be doing then? If there is a gap between the two, can you explain? (PROMPT: opportunities, qualifications, responsibilities, influences).
- b. Do you know anybody who has the kind of future you would like? (PROMPT: personally, in the community, through the media.)
- c. How do you think they got to be where they are today? How would you get where you want to be? Do education and qualifications have any part to play?

For school students 14-16

- d. Would you consider/have you considered staying on post 16 as part of your future? Do you see yourself going on to a college or university in the future to study higher level qualifications?
- e. Do you know/have you ever met anyone who has been at university or college? (PROMPT: siblings, parents/carers, family, friends, mentors, teachers).
- f. What do you think it would be like to be a student at college/university? Where do these ideas come from? (PROMPT: first thoughts/words/images – positive and negative – influence of media, family, friends).
- g. Have you ever visited a college/university? If so, where? What did you do there? What was your impression?
- h. If you are thinking **YES**, you might go to college/university, why/where did this idea come from? Do you know which one you would like to go to and what you would like to study? (PROMPT: encouragement, contacts, jobs prospects).
- i. If you are thinking **NO**, you wouldn’t like to go to college/university why not? (PROMPT: don’t enjoy study, want to earn, debt, accessibility and transport, not for someone like me, waste of time).

For school/college students post-16

- j. Would you consider/have you considered staying on post 18/19 as part of your future? Do you see yourself going on to a college of FE or university in the future to study higher level qualifications? Did you know that you could study some HE level qualifications in a college of FE and not just in a university?
- k. Do you know/have you ever met anyone who had been at university or college doing a higher level qualification? (PROMPT: siblings, parents/carers, family, friends, mentors, teachers).
- l. What do you think it would be like to be an HE level student at a college of FE/university? Where do these ideas come from? (PROMPT: first thoughts/words/images – positive and negative – influence of media, family, friends).
- m. Have you ever visited a college of FE/university? If so, where? What did you do there? What was your impression?
- n. If you are thinking **YES**, you might go to college of FE/university to do an HE level qualification, why/where did this idea come from? Do you know which one you would like to go to and what you would like to study? (PROMPT: encouragement, contacts, jobs prospects).
- o. If you are thinking **NO**, you wouldn't like to go to college of FE/university to do an HE level qualification, why not? (PROMPT: don't enjoy study, want to earn, debt, accessibility and transport, not for someone like me, waste of time).

For all students

- p. Show them a UWE prospectus and CoB HE prospectus. Have you seen prospectuses like this before? Leaf through it. What do you think? Anything that interests or surprises you? Are documents like this off-putting or encouraging for people thinking about going to college/university?
- q. Why do you think so few young people in Bristol South are going into HE at college/university? Does this matter? If it does, what do you think could be done to improve the situation?

6. Final Thoughts

- a. Are there any questions you think we should have asked that we haven't?
- b. Is there anything else you would like to say or like to ask?

THANK YOU ALL FOR YOUR TIME and HELP WITH THE PROJECT

Appendix P

Annotated Bibliography of Local Literature

Young Participation in Higher Education in Bristol South
A HEFCE Funded Research Project

ANNOTATED BIBLIOGRAPHY of LOCAL LITERATURE

This annotated bibliography concentrates on literature related to the specific Local Authority area and in particular the Bristol South constituency. As such, we are inevitably dealing with predominantly ‘grey literature’, with the challenge to identify and access appropriate sources. Where documents have been produced for internal consumption by particular bodies, we have anonymised the organisation. Where possible, we have indicated the scale of the evidence base for claims and identified the methodology of enquiry, to assure some degree of validity.

Lynn Raphael Reed and Kathryn Last
January 2006

Boushel M (2004) *Three Years of Sure Start Hartcliffe, Highridge and Withywood in Bristol Barnados*

Sure Start is a national government initiative set up in 1999 and aimed at 0-4s and their families. It was the result a cross-departmental review to bring together research on improving the life chances of children in disadvantaged areas. The plan was to fund 250 (since increased to 450) programmes. Sure Start Hartcliffe, Highridge and Withywood (HHWSS) was one of 60 ‘trailblazer’ programmes, successful in its bid because of a strong community infrastructure and a strong tradition of community activism eg women involved in Fulford Family Centre as users and volunteers.

Sure Start programmes are monitored under 4 objectives by the National Sure Start Unit:

- Improving Social and Emotional Development
- Improving Health
- Improving Learning
- Strengthening Communities

The purpose of this review was to bring together the key evaluation material generated by the HHWSS programme over the previous three years to allow the partner agencies to take stock. It gives a main over view of the strengths and weaknesses to inform future strategic development. It also reflects an action research approach to improving community action.

The report concludes that the early years’ centres are inclusive and popular with a wide range of parents and the quality of early learning has received national acclaim. The number of children registered at and borrowing from the local libraries has increased. Family Learning courses are more popular since the start of the programme. Children that need additional support are being reached by the inclusion nursery service.

The report concludes that the programme has successfully modelled an alternative way of delivering services through the actions of local communities – but that the challenge now is to secure effective partnerships with statutory provision (local schools, the PCT and social services). This is essential in the move towards Children’s Centres.

Brine J (2006a) 'The everyday classificatory practices of selective schooling: a 50 year retrospective' in *International Studies in Sociology of Education* Vol 16, No 1, 37-55.

Brine J (2006b) 'Tales of the 50-Somethings: selective schooling, gender and social class' in *Gender and Education* Vol 18, No 4, 431-446.

Both of these papers made an important contribution to understanding the impact of the selective bilateral schools established in Bristol between 1954 and 1963 – claimed inaccurately by some to be an early version of comprehensive schooling. Of the 10 bilateral schools serving post-war peripheral housing estates, 5 were in Bristol South. They formed part of a complex hierarchy of schools, with private and grammar schools at the top, next three single sex technical schools, then 10 bilateral schools and finally the secondary-modern schools at the bottom. Bilateral schools contained both secondary-modern and grammar streams, which although they coexisted in one school were very much kept separate. Moving between the streams was virtually unheard of.

Through a number of life-histories of adults who attended bilateral schools in Bristol she explores the impact of practices through which white working-class children experienced specific gendered-classed relations and the formation of related identities. Such experiences consolidated the *habitus* of children from the point of primary schooling for selection through to the point of exit with stratified access to leaving qualifications. Fixed, reified and socially constructed concepts of innate ability, distributed by class, ethnicity and gender, underpinned the classification of learning and learners. The paper also explores discourses of selectivity, choice, meritocracy, diversity and specialisation – resonant with contemporary debates around schooling.

The respondents' narratives explore the impact of these experiences on their sense of self – and on their future life choices and pathways. Brine concludes that 'For the majority of working class children selective schooling was debilitating and damaging and in its pernicious effects, despite rhetoric of choice, operated against the interests of the majority of children from the working classes'.

Many of those educated in the modern streams of Bristol South bilateral schools have not moved out of the area and therefore had family histories shaped by these policies and practices. Their families are still going to the same school sites.

Centre for Successful Schools (2004) *A Bristol South Secondary School: Parents Survey Analysis* Keele University (internal school document).

Reported that most parents are extremely supportive of the school and express a high degree of satisfaction overall with what the school is doing. They appreciate being given opportunities to hear about their child's progress and being treated as partners. However, most parents are not particularly interested in becoming more actively involved in the school. The areas where they expressed most concern related to discipline, policy on school dress, general behaviour of young people (YP) and bullying. They also expressed reservations about the curriculum, particularly subject choice, class size, and homework.

City of Bristol Young People's Forum (2004) *Report of Findings from the 'Hear by Right, Your Say' Conference* Bristol: BCC.

Summary outcome of the process and outcomes of a student led consultative conference for 300 young people from across the city. Workshops included discussion of community issues; BME issues; bullying and homophobia; school attendance; sexual health; YP centre and YP parliament.

Key findings, from across the city, under the Education heading included that 1/5th of YP said they did not like school, with stress being cited as a major problem, including stress from being bullied, exams, peer pressure, relationship with teachers, amount of homework and coursework and cost of education to family. Head of the list of suggestions for making an improvement was smaller class sizes. Other strategies suggested included more breaks in the day, more 'practical courses', clearer anti-bullying policies, rewarding young people's attendance and greater attention to financial pressures on families. Schools need to provide a more differentiated and interactive approach to teaching and learning and take student concerns with stress more seriously. When asked about changes that might encourage more young people to stay on in education, financial support, less pressure to get A levels, free travel on public transport and more career development support were prioritised, followed by more opportunities to visit schools and colleges and greater ease of transport to educational sites.

Environmental Quality Unit for the Children and Young People's Trust Partnership (2005) *Catching in the Rye 2005* Bristol: BCC.

This document is based on the five outcomes for ECM (Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing). It includes a range of statistical outcome indicators. Outcomes are analysed spatially, statistically and demographically to help interpret patterns, symptoms, and causes of quality of life issues and to identify any mismatch of needs and services between wards. National and sub-regional comparisons are made where possible. Views of young people are drawn from annual Young Person's Quality of Life Surveys and feedback from the 'Hear By Right: Your Say' conference.

Of relevance to the project are the confirmed high rates of social deprivation indices in Bristol South, and in particular in some wards including those which are part of Neighbourhood Renewal Areas, with inter-generational effects of deprivation e.g. maternal stress and depression in pregnancy affecting behavioural development of child. Young people, across the city, indicate a range of concerns including concerns about crime, drugs, safety – with education not top of their agenda. Unauthorised absence from school across the city is again high – indicating disengagement with the schooling process for too many young people. It is important to note some gender differences in response to Quality of Life surveys – with only 36.4% saying they positively like school (with 39.4% saying it is 'OK'). Girls identify that less bullying, having an understanding adult to talk to, and better quality of buildings would most improve their experience, whilst boys prioritise less homework and more sport.

In terms of satisfaction with local area – aside from Bedminster, there are relatively high levels of satisfaction with the nature of cultural, recreational and leisure activities – and to a lesser extent with the amount of activities on offer. In terms of desire of young people to be more involved in participatory local democracy and decision-making, Filwood, Windmill Hill, Knowle, Hengrove and Whitchurch Park all scored very low. At the same time, incidence of young offending and drug use are high in some of these wards. Wards in the south of the constituency have high levels of young people leaving school at 16 for employment and training and low levels of young people with NVQ level 2 or equivalent at 19.

Young Person's Quality of Life surveys have been conducted annually across the city's schools since 2002 including data from all Bristol South secondary schools (except Witherwood Community School).

Gill O, Tanner C and Bland L (2000) *Family Support: Strengths and pressures in a high risk neighbourhood Ilford: Barnardo's.*

The study examines the patterns of social support for families with young children. It focuses on a 'high risk' neighbourhood on a South Bristol Estate so classed because of high indices of social deprivation and a disproportionate amount of childcare referrals. It also has a high number of lone parents and an unbalanced age structure.

The report is based on extensive interviewing of a sample of 62 mothers. It shows that that patterns of family and kin support have changed since the 1970's to cope with the changing face of society and community. For the majority of the families in the study there are strong three-generational patterns of support based on proximity and frequent contact. For a minority of parents in the study, who define themselves as having family difficulties and needing more support, they feel disconnected from family or community (rather than isolated which was the term the health professional used). The report concludes that those families that need the most support are those that move frequently; the area is a place where families and people coming out of temporary accommodation are re-housed.

The report concludes that in developing any services or initiatives that are 'community-based', it is important to understand such specific aspects of community organisation and cultures.

Gulati A, Green M, Kimberlee R and King A (2002) *'A Last Resort': A Profile of Truancy and Learning among Young People in Knowle West In Perspective.*

The research was commissioned by the Knowle West Development Trust on behalf of a range of agencies (both statutory and non-statutory, including schools) working together to tackle truancy in the area. It used a range of quantitative and qualitative methods to establish the interplay of systemic factors and to elicit as central the perspectives of YP themselves.

Key findings include:

- vocational curriculum provision is patchy despite recognising its importance as part of a range of possibilities for engaging YP;
- non-attendance in KW is having a significant effect in depressing the overall Authority statistics;
- girls in the secondary school show greater degree of non-attendance than boys;
- ambivalence by many towards their schooling experience, not just the seriously disaffected, confirms the findings of the Grubb Institute (2001);
- non-attendance is a 'rational' response to a lack of ownership and choice in learning;
- opting out does not mean they do not see the value of education; just that they did not value the quality of their actual experience;
- many YP feel un-listened to and their needs go unmet;
- 'opting out' gives a temporary sense of 'choice' – but is usually adopted as an act of resignation which is often accompanied by feelings of loss and a sense of regret;
- most commented on the boredom of truancy;
- caring responsibilities, especially for girls, and casual employment, use a lot of energy and can be seen as more rewarding;
- poor relationships at school (with teachers or peers) may interact with difficulties out of school and in the family;

- relationships are seen as key - to both pushing YP to disengage, or pulling them to participate;
- friendship networks are vital to feeling 'safe';
- primary schools on the whole were seen to provide a more supportive environment with emotional warmth;
- behaviour management systems in schools are seen as inconsistent and inappropriate to need;
- being a 'Wester' carried with it a negative reputation to those from outside the community, including teachers;
- YP in the focus groups were indifferent to the closure of Merrywood. Primary aged pupils, who had never been in the school, welcomed the conversion of the site into the Park community provision;
- By 16 most had very limited ambitions and a sense of fatalism about their futures;
- School staff and systems are under tremendous pressure – and sometimes do not have the capacity to take on and respond to the range of emotional issues and needs or to co-ordinate effectively with outside agencies;
- Competition between schools hinders collaborative and supportive approaches to tackling issues.

In terms of recommendations the enquiry proposes that better data is needed to identify and monitor attendance and attainment effectively; early interventions are needed to avoid disengagement, with additional attention to all key transitions; positive role models and enabling relationships are crucial; the curriculum needs to be more relevant and learning made fun – with additional learning time made available through out of hours learning (eg Schools Plus); a focus on developing effective partnerships needs to be pursued.

Involving Residents in Solutions (2005) *Involving Neighbourhoods, Schools and Parents in Researching Education (INSPIRE)* Unpublished research proposal.

IRIS resident-led surveys indicate that reasons for disengagement of young people in areas with high deprivation are context specific and solutions need to be tailored to local culture and community. Neighbourhoods that appear similar on indices of social deprivation, have distinct and contrasting interplay of a variety of factors e.g. in inner city Bristol the population tends to be mobile and people move out when they can afford to, to be replaced by other low income families, whereas in outer city Bristol estates (Knowle West) generations of families are settled there with no intention of moving. Motivations and solutions in relation to their problems are different to the inner city (see ERIK report, IRIS, 2004). Parents had concerns about the achievement of their young people in education, employment and training, but lacked experience of educational achievement. YP showed 'few aspirations, knowledge and confidence in stepping out of the community into the world of work'.

INSPIRE aims to empower local parents firstly to research the issues from within – and then to design and implement locally relevant, simple and easy to deliver pilot solutions followed by evaluation of their impact.

Involving Residents in Solutions (2004) *Engaging Residents in Knowle West (E.R.I.K): 'We wouldn't live anywhere else: Linking people and their communities with decision makers'* Bristol: IRIS

The information IRIS gained by talking to residents is designed to support the residents, organisations and government to recognise the strength in the community and to develop resident led solutions. The ethos being that to improve a community you need to understand how a community lives and works.

Evidence was gathered through interviews with 158 residents and focus groups with another 77.

The main findings were that people felt very positive about living in this area – citing strong family and friendship bonds and appreciation for the increasing support from services and other facilities. This leads to a very stable community. At the same time there was an awareness of ‘others’ poor perception of the area.

Issues of concern related to crime, drugs, safety and antisocial behaviour. In addition, the area has a poor transport infrastructure linking it to the heart of the city and therefore was not easily connected to the world of work and the area is not attractive for business to locate.

Old ties to manufacturing where qualifications and further education were not a requirement mean educational aspirations and levels of qualification are low. At the same time, there is a concern for the future of YP and Residents feel that education is the key to change. There should be more investment of time as well as money to raise young people’s self esteem as well as achievement, with community activities that could help young people help themselves.

The West of England 2026 Vision for the Future documents talk about plans to expand Bristol South and for the people of Knowle West to benefit, they feel they need to feel included and engaged with this. There is a strong sense that future improvements can be achieved.

In relation to schooling, the vast majority of both primary and secondary school children attend schools within Bristol South and for the most part parents are seemingly happy with what they receive. Critical comments were around a lack of discipline in schools and ‘bad’ teaching, leading to poor attainment and disillusionment with education, which in turn was linked (by the residents) to truancy and antisocial behaviour. There were also comments around bullying of those pupils who had joined the schools due to the closure of Merrywood School (in 2001) and who in turn had feelings of not belonging and of being treated differently.

Proposed solutions to educational challenges from residents include:

- helping more YP from a young age to help themselves;
- more information for girls to avoid teenage pregnancy;
- more involvement of 8-16 year olds in youth clubs;
- help YP progress from school to college or jobs;
- re-open the local school;
- provide relevant courses for 14-16 year olds (eg car mechanics for joy riders)
- bring out and celebrate talent;
- invest time and money in school;
- support parents without labelling them;
- help parents to develop greater confidence to support their children’s education.

James D and Hamilton J (2004) *Final Report of Independent Evaluation of ASDAN/LSC Development Project: Increasing the Participation and Attainment levels of 14-19 year olds in the West of England.*

This report evaluates a project where the overall aim was ‘to make a significant contribution to the LSC strategic objective of enabling 85% of young people in the region to attain level 2 qualification by the age of 19’. It was funded by the LSC and managed by ASDAN.

The evaluation concludes that the project had met its key objectives:

- to run staff training programmes for all schools, colleges and off site provision and training providers in the West of England region;
- to have helped staff implement and deliver appropriate programmes in the respective establishments;
- to help staff make the appropriate links between these programmes and the relevant level 1 and 2 qualifications;
- to enable staff to manage the to manage the assessment requirements associated with these qualifications;
- to enable the target groups of young people to achieve level 2 qualification
- To evaluate the impact on staying on rates and achievement levels.

The data has been made anonymous so it is impossible to tell whether any of the providers evaluated are in Bristol South. The project was overall successful in achieving its objectives and raising attainment levels. There were other significant outcomes for the young people such as raised levels of confidence, marked improvement in social skills and *'other positive spin offs in study and in life'*.

The ASDAN materials were seen to be pivotal to the success of the project, but there was evidence that cultural factors such as professional values, continuity of staffing and positive institutional support were crucial to success.

James D and Simmons J (2005) *Bristol Campus Activity through ASDAN: Report on an independent, small-scale study Bristol: UWE.*

Based on 5 case study sites in Bristol South (three secondary schools, one youth club and on E2E training provider) this study entailed interviewing a key member of staff in each setting and in total 15 KS4 young people – all learners with school histories that were deemed 'problematic' in some way and some of whom had been excluded from mainstream school. The study aimed to explore the nature and consequences of engagement with ASDAN activity, materials and processes for this selection of learners, and to develop a cultural understanding of engagement with learning.

Young people overall reported a number of positive features to their experience, including: good student-teacher relationships in smaller groups; pleasure in the production of portfolios utilising a range of formats for presentation; relevance of the topics and tasks; appreciation of the collaborative and team-based nature of learning; value in producing practical outcomes rather than being driven by formal assessments and a feeling of being appreciated for 'distance travelled' rather than being tested against fixed criteria.

Staff involved noted that: the confidence of these YP was raised; that it helps to build the students inter-personal skills, mutual dependency and support; that the ASDAN framework provided a helpful framework with flexibility – with affinity to their professional values. The approach allowed them to put the needs of the learner first. It also facilitated engagement with a work-related curriculum and learning outside school. Accreditation of a variety of activity was seen as important.

The paper notes that the ASDAN activity provides a useful illustration of 'personalised learning'. It highlights the importance of *situated* learning and the development of *communities of practice* (Lave and Wenger: 1991) as well as the significance of valuing learning as *participation* rather than just *acquisition* (Sfard: 1998). For YP at risk of marginalisation in the mainstream, such an approach to curriculum and pedagogy provided an important antidote.

Highlighting the clarity with which these YP were able to articulate their thoughts about their future, the research argues that this programme and related experiences had helped to widen their *horizons for action* (Hodkinson et al: 1996) and that this is a more useful concept than conceiving future choice as being a rational process of matching fixed characteristics with an extant list of possible choices. As such the ASDAN experience was developing their sense of ‘the possible’ and developing new concepts of self. It supported a process of becoming.

- Hodkinson P, Sparkes A C and Hodkinson H (1996) *Triumphs and Tears: Young People, Markets and the Transition from School to Work* London: David Fulton.
- Lave J and Wenger E (1991) *Situated Learning: legitimate peripheral participation* Cambridge: Cambridge University Press.
- Sfard A (1998) ‘On two metaphors of learning and the dangers of choosing just one’ in *Educational Researcher* 27, 2, pp4-13.

Raphael Reed L and Fitzgerald B (2005) *Evaluation of the Critical Skills Programme in the Success@ Excellence in Cities Action Zone with a Focus on Creativity in Learning* Bristol: UWE and Creative Partnerships.

Through two situated case studies, in two primary schools in the Success@ EIC Action Zone in Bristol South, this evaluation demonstrated the powerful effects of the Critical Skills Programme on teacher and learner identities. Documentary evidence, observations and interviews with a range of participants (children, teachers, heads, LSAs, artists-in-school, CSP coaches, EiC Action Zone staff) were drawn upon. In particular the report provides evidence of the development of creativity and problem solving capacities - enabling teachers and learners to establish a greater sense of ownership and agency in the learning process.

This does not happen just by practising skills, but by demonstrating values in action, and making learning ‘real’. Developing trusting and dialogic relationships between all participants, and attending to the emotional climate of the classroom appeared equally important. High quality and sustained professional development and support were seen as essential, as was a culture that allows ‘playfulness’ and risk in learning.

There were concerns raised about the lack of continuity on transfer from KS2 to KS3, when children appeared to have their expectations of a high degree of ownership in the learning process dashed, and where sometimes still fragile self-esteem would be quickly eroded.

RBA Research (2000) *Hartcliffe and Withywood SRB5 Baseline Survey* Bristol: HWCP and Bristol City Council.

In July 1999 the South West RDA awarded £12.15m from the 5th round of the Single Regeneration Budget (SRB5) towards a £32 million pound scheme to help regenerate the area. This led to the establishment of a joint Hartcliffe and Withywood Community Partnership, funded until March 2006. RBA were commissioned to conduct a baseline resident’s survey, to establish a benchmark against which progress could be measured. The survey gathered evidence through in-home face-to-face interviews with a representative sample of 515 local residents, combined with a confidential self-completion questionnaire returned by 94 people.

Amongst a range of indices indicating high levels of social deprivation, 31% said they had a long-standing illness, disability or infirmity and a third said they accomplished less than they would like as a result of emotional problems. 7% had never worked and this rose to 12% (one in eight) of those under 30. Over half said they had experienced barriers to getting a job or the right kind of job. Age and poor health are seen as the main barriers, especially amongst older

residents, but lack of access to affordable childcare and lack of qualifications/experience are also mentioned. Poor ratings of the local transport and high levels of anxiety related to fear of crime, may also act as barriers to mobility. 37% said they found it difficult or very difficult (16%) to live on their household income.

Despite these challenges, only 9% held a negative view of the local area – with 51% describing it as ‘a nice place to live’ and 40% saying it was ‘nothing special but OK’. Positive aspects of the area included: community spirit, family living nearby, easy access to open spaces/countryside and being quiet/peaceful. The main negative aspects included: crime, drugs, poor shopping facilities and lack of leisure facilities. However, over half of those with children, especially in Hartcliffe North, though it was a bad area in which to raise children.

Specifically in relation to ‘Education and Learning’, amongst those with school aged children 87% said their children went to local schools and seven in ten of those (70%) said the standard of education in those local schools was excellent or good. 45% said they had at least one qualification (academic or vocational) but only 15% had the equivalent of GCSE A*-C and only 3% at A level or above. The rates were higher in those under 30. In relation to attitudes to ‘lifelong learning’ 17% said they were certain or likely to undertake some learning or training over the next two years. The main reasons for not considering this were ‘I don’t need to as I am not looking for a job’ or ‘I am too old’. Other reasons given were health-related, lack of childcare or because they would find it boring. Very few said it was due to the local offering being inadequate. The report concludes in this area, ‘it is not the local offering that is discouraging residents from taking part in learning or training. Rather, it is usually something about individuals’ own circumstances that makes them feel that training is not necessary or not possible ... Increasing willingness to learn will therefore depend – at least initially – on persuading people of the personal benefits’.

Rather than prioritising education and training, respondents identified three main activities as priorities: tackling crime, provision for young people and tackling drugs. Employment opportunities and sports facilities were next on the list. Whilst the survey showed that willingness to get involved in community activity is there – it related mainly to ‘low effort’ activities e.g. attending Neighbourhood Watch meetings. Reasons for not wanting to get more involved tended to relate to lack of time, lack of interest, and a belief that it would not make much difference.

Whilst 22% said they were likely or certain to move in the near future with only a few of these planning to stay in the area. Approximately 80% therefore identified themselves as long-term residents.

Riddell R (2005) *The Development of Social Capital in Relation to Schooling for Working Class Students* British Academy Research Project (ongoing).

Building on, and extending, the argument in Riddell R (2003) *Schools for Our Cities* (Stoke on Trent: Trentham Books), that specific forms of curriculum and pedagogy are needed in ‘bottom-strata’ urban schools, this new project explores the premise that access to specific forms of ‘social capital’ amongst young people and families of different social classes is a key determinant of social mobility and academic/occupational success. Through this study, the aim is to identify the mechanisms by which middle class young people manifest and realise social capital through the processes of application and progression to HE – and to explore the potential for developing viable alternative but effective strategies for working class young people to deploy forms of social capital in accessing HE eg through the formation of friendships and social networks across social classes through G&T provision; through the development of more consistent and incremental Aimhigher programmes that build the capacities of young people in a sustained way over time; through mentoring and work experience programmes. In part this study is about testing out whether social capital is ‘a

sufficiently robust or useful concept for describing the resources which could be developed for working class students'. Part of the data is drawn from schools and HEIs in Bristol.

Riddell R (2006) 'Urban Learning and the Need for Varied Urban Curricula and Pedagogies' in Pink W and Noblit G (eds) *International Handbook of Urban Education US: Springer.*

This chapter argues that specific approaches to curricula and pedagogies are needed in urban classrooms – ones that connect with predominant modes of learning and funds of knowledge from local communities – and that recognise and respond to the socio-cultural, interactive and iterative construction of learner identities and careers. Learning disadvantage is reproduced where there is a failure to recognise the connection between inner and outer resources for learning; learning strategies and stances; opportunities to learn in a social context and formal/informal learning outcomes (Pollard A with Filer A: 1997: *The Social World of Children's Learning* London: Cassell). Pedagogies need to be framed by commitments to 'building learning power' (Claxton G (2002) *Building Learning Power: helping young people become better learners* Bristol: TLO).

In order to be able to respond effectively to these challenges, education systems need to be able to innovate in terms of content and processes – and reconstruct the instrumental and expressive aspects of school – in partnership with local communities, parents, young people, and other agencies. Teachers need to operate as principled and reflective practitioners, within professional learning communities and collaborative networks.

Current education policy drivers create some tensions and contradictions eg the need to empower teachers as creative and empowered professionals vs the tendency to over-regulate and scrutinise their practices in urban schools; such schools responding to short term targets but losing the capacity to respond to long term needs; increasing competition and autonomy/individualism of schools vs increasing need to collaborate as part of integrated service provision through ECM and Extended Schools or 14-19 delivery.

SHM (2004) *Motivated to Learn: an approach to understanding young people's attitudes to learning* The Learning and Skills Council: Powerpoint Slides.

This study, conducted by a market research company for the local LSC, explores the relationship between YP as potential 'consumers' and the 'product' of education – which many are refusing to buy into. Raises the important point, that young people in low participation areas are choosing not to participate – the 'product' of learning is not attractive to them. Rather than focus on segmentations based on demographics, need to focus on segmentation by mindset – to understand attitudes and motivations in order to change them.

Based on street interviews with YP in Bristol, the study arrives at a matrix framed by the intersection of two axes: the degree to which YP think about the future and believe they have some role in changing it; the degree to which YP believe education can be linked to future outcomes ie degree to which school blocks the future vs the degree to which school builds the future.

Segmentation by mindset provides 4 categories:

- A. YP with **realism deficiency** (ie success depends on luck – school not a help)
- B. YP who show **realism and permission present** (ie success depends on hard work and they can achieve if try)
- C. YP with **luck deficiency** (ie success depends on luck but doesn't happen to them)
- D. YP with **permission deficiency** (ie success depends on hard work but they cannot achieve)

Many YP are in segments ACD and the traditional paradigm no longer works: old narratives of educational effort and success are increasingly not believable. This research proposes that focussing effort on YP in segments A and D would be most productive in terms of changing outcomes (C already catered for and B already succeeding).

Most of the YP they spoke to in Bristol fell into segment A – the realism deficient.

The Realism-Deficient

In teasing out the features of this mindset, they identified:

Qualifications don't get you jobs:

- little evidence to these YP that doing well at school secures a good job;
- apprenticeship and training routes not clearly relevant or available;
- parental experience of 'benevolent employers' and 'job for life' means they are not attune to the need for education to connect with flexible skilled work for 21st century – and they are not able to reassure and reinforce this message with their children;
- new jobs in technology and financial service sectors may be there but are seen to go to outsiders.

Hard work not as good as luck

- media reinforces importance of 'good fortune' eg Lottery, reality game shows;
- strong entrepreneurial youth culture with role models who have made it outside formal routes eg Roni Size, Tricky.

Interventions with this group, designed by YP in the permission-present group (B) through participatory workshops, focused on '**changing the narrative**' through high quality images, concepts and communication tools. 4 specific strategies were proposed:

1. de-modelling (tell me why what I hear or think is wrong)
2. role-modelling (show me people who have succeeded through learning)
3. me-modelling (let me see myself in that world)
4. dole-modelling (scare me into paying attention to this).

YP need to know not just why learning is good for them, but also why not learning is bad for them. The language and images used need to match their language and experiences – and practical and achievable objectives have more impact than grand statements of benefits. They claim some evidence of enduring impact on YP who attended such participatory workshops.

The Permission-Deficient

This mindset means YP thinking they are not capable of progress. The challenge is to find ways of '**applying the narrative of success to their own lives**', overcoming the stasis inherent in their lack of self-belief and their passivity in relation to taking action to make a difference. What needs to change is their attitude to themselves not their attitude to education.

The required strategies are distinct from those that might work with the realism- deficient group. SHM propose a paradox in relation to who might effectively intervene in changing this mindset – as such YP interpret support through their mindset of lack of self-worth eg 'If anyone helps me, that proves I am a person who cannot help themselves'; 'no-one who

understands me can be worth listening to'; 'anyone who takes an interest in me has reasons not to tell me the truth about myself'. Suggested resolutions include ensuring participatory problem solving, and drawing in mentors and others who are worldly and successful, maybe professionals from outside education, who are seen as credible.

They claim from their work to have shown that 'The narrative link between education and success has been broken down and needs to be re-established.'

SHM (2004) *Reaching Young People Who Lack Belief in their Own Future* The Learning and Skills Council: Powerpoint Slides.

Having designed strategies with the permission-present group, they trialled them in workshops with 14-16 and 16-18 permission-deficient YP and a 16-18 permission-present group. Interventions need to break down the sustaining bond between inter-related factors i.e. 'subjective doubt', 'dependence' and 'fear of failure' that sustain stasis, and replace them with 'an objective sense of self', 'fending for self' and 'permission to fail' - to support progression.

Information about progression and appeals to self motivation, only work if a sense of progression is already in place; they cannot create such a sense. Permission-deficient YP tend to focus only on the here and now activities without purpose, and avoid situations which cause stress and change.

They concluded that interventions based on personal contact with people are most likely to achieve significant change with this group. They responded best to stories that linked individual success to relationship with other, and settings where they could meet people 'like them'. Self-defensive strategies are evident e.g. ridiculing anyone who shows enthusiasm. Safety was a key consideration.

Given the paradoxes identified, the conclusion of this work is that a way forward is to draw on interventions from 'credible outsiders' who are not biased or partial and can help YP see themselves in a different light using a) participatory workshops with a sense of real purpose, an acceptable motivation and effective consultation and b) interviews that position the YP as 'expert', respects their autonomy, set challenges and focus on strengths in choosing next steps.

SHM (200?) *Bristol-Birmingham Schools Comparison Research* The Learning and Skills Council: Powerpoint Slides.

This research comparing attitudes of YP in Bristol and Birmingham found that the Bristol pupils attached a lower value to school than the Birmingham pupils, and that this derives from contrasting world views. Such attitudes are seen as contributory to low levels of attainment.

Bristol data was drawn from three Bristol South secondary schools (Bedminster Down, Ashton Park, St Bernadette's) via participatory research groups with YP in year 10, and 6 confidential interviews with pupils, teachers and parents. This was complemented by interviews with other expert informants and reviewing OfSTED and other reports.

The Bristol participants adopted a passive position, seeing their world as 'highly structured: they only had to find their place in it, and achieving beyond the minimum requirement for that place is of no benefit to them'. Their world view was characterised by 'unchangingness and complacency'. Birmingham YP saw their world as 'fluid and uncertain, with educational achievement an important tool for making the most of opportunities and threats throughout life'. Their world view was characterised by 'change and agency'.

Causes of these differences were seen to relate to culturally specific factors. Bristol YP lived in a monocultural, parochial setting – with strong geographical boundaries around ‘tribal’ cultures, a history of paternalistic labour relations and quite high levels of satisfaction with social networks and opportunities, even on low incomes. Family networks provide acceptable models and contacts for future lifestyles and entry level employment. Teachers and schools were to be tolerated at best and YP were not aspirational to do better than the minimum. Activities that motivated them to engage were predicated on ‘pleasure’ and positive social interactions with the teacher or peers. Peer and family cultures often reinforced negative or disengaged attitudes to school. Raising achievement initiatives do not connect with their existing world views.

Birmingham YP by contrast lived in multicultural communities where families had experienced migration and multiple change, and they perceived the world as containing barriers to be overcome by hard work and effort. They also were less satisfied with the status quo, and had aspirations to find a life that was different and distinct from their parents. Their more performance-orientated model recognised an important role for teachers and schools in helping in their advancement. Raising achievement initiatives easily connect with their existing world views.

They found no evidence that students and parents were affected by their perception of the quality of their secondary schools. They did however find that Bristol YP and parents had some inaccurate understandings of how qualifications and opportunities connect. School responses can exacerbate high levels of passivity e.g. spoon feeding pupils to try to improve results or developing a culture of collusion with passivity and low expectations.

In conclusion the study points out that strategies that work in an achievement orientated cultural setting do not easily transfer. Participatory initiatives that engage young people and their families/communities in finding solutions, and that challenge passivity, are required. These need to be provided by people from the community who are ‘authentic’ (ie can ‘walk the talk’) and in ways that connect to people’s actual experiences. They also note that there may be some unintended consequences of destabilising the existing situation.

The Grubb Institute (2001) *Pupil Retention in a Bristol South School* London: The Grubb Institute (internal school document).

This study explores students’ reasons for non-attendance (daily or on a lesson by lesson basis) at one of the Bristol South schools and on the basis of this makes recommendations for future actions. Individual interviews were held with 37 students from across years 7-10, whose attendance fell within the 70-85% range. In addition, they conducted a student satisfaction survey from a sample of 128 students across years 7-10, followed by group discussions. Overall 157 students took part in the study and 18 staff were also interviewed. Observations of registration periods, tutor periods and assemblies were complemented by observations of staff and students arriving at and leaving the school.

Evidence revealed a picture of ambivalent feelings from students about their school experience. A mainly positive view of the standards of teaching and their learning was counterbalanced by greater uncertainty about how well the school supports students if they experienced difficulties in the classroom. 19% of the students were becoming increasingly disaffected and despondent.

Stress experienced at school was cited by YP as a factor impacting on their ability to engage in schooling. Students absented themselves from lessons where there were difficulties with the subject, but also in relationships with peers or the teacher. The report concludes that ‘corridor students are a symptom of unresolved issues around learning and relationships in the classroom’. It suggests the best response is not to increase sanctions, but to treat this as a ‘cry

for help' and provide additional and appropriate support to both students and staff. There was also a need to develop a greater sense of the school community and to aid students in developing learner identities with a sense of belonging to a 'learning community'.

Whitehead J, Planel C, Gulati A and Green M (2002) '*Seeds of Great Change*': An Evaluation of the Knowle West Schools Plus Project Bristol: UWE.

This study reports an evaluation of the impact of a small scale project based in Filwood and Knowle intended to improve schools and community links in order to reduce failure at school by developing the role of schools in neighbourhood renewal. It was one of six national pilot projects funded by the DfES and could be seen as a precursor to the development of Extended Schools. Priorities in this project included extending the school day with additional activities, locating a range of services within schools and encouraging schools to become centres of community learning. Teacher and parent co-ordinators were employed and a community consultant alongside a former deputy headteacher as project leader. One secondary and five primary schools collaborated. Impact measures included: impact on infrastructural links; impact on financial resources; impact on stakeholders including young people.

Key findings from this evaluation of relevance to our project include the importance of a strong ethos of partnership that already existed between schools and with community groups – enhanced by strong and committed leadership of the project. There was a commitment to capacity building within the local community by involvement and support of parental co-ordinators. All recognised that extending greater involvement to a wider parental group remained a challenge. The project went some way to facilitate interagency working – and helped to avoid some duplication of effort, although the sudden arrival of the project felt somewhat as it had been parachuted in by some existing community groups. More needs to be done on ensuring different partners interfacing with education know what is on offer and what each organisation does. The project was also hamstrung by short-term funding. Business sector support would have been welcomed but was not achieved.

Impact on students included the value of peer mentoring to ease transition from primary to secondary school with some evidence of increased motivation. Aspects of 'ownership' of the initiative that were more problematic related to the extent to which teacher co-ordinators felt ownership – and paradoxically the young people themselves who reported that they had had little influence on the activities on offer.

Wetz J (2006 *Holding Children in Mind Over Time (Bristol Education Initiative)* Bristol: Business West.

BEI is a research and design project developing models of provision aimed at reducing the number of students leaving Bristol secondary schools each year at 16 with no formal qualifications. This cohort feeds the high number of YP in Bristol (25%) who leave mainstream schooling at 16 to be unemployed and not involved in any further education or training (NEET).

The project initially identified the cohort of YP who left Bristol secondary schools at the end of Year 11 in 2004 with no qualifications (296 students or 9% of the year group), and within this, the 116 students (38%) who had achieved level 4 or above at KS2 in at least one of English, maths and science and might have been expected to achieve a good range of GCSE results. Boys and students who were eligible for FSM predominated. From this sub-cohort a representative sample of 5 students were selected and interviewed using an in-depth narrative enquiry method. 4 of the 5 students were from secondary schools in Bristol South.

Emerging themes from the narrated experiences of these YP, still to be confirmed in the final report, include reference to:

- a sense of isolation at home and school;
- discontinuous experiences, with multiple changes in family and school settings;
- loss of potentially significant others eg absent fathers;
- lack of consistent and reliable support in school settings;
- contrast of feelings about primary and secondary school experience.

The working premise of the project, illustrated by the accounts of the YP, and reinforced by looking at exemplars of alternative practice in other settings (UK, Boston USA and Denmark), is that students who disengage with education in Bristol, and are disaffected, are manifesting ‘attachment’ anxieties related to the quality of relationships and experiences from early childhood. Such issues of ‘affection’ impact on their learner identities and their resilience to cope with their secondary schooling experience. The current design of our schools and schooling (including the size of school, curriculum, assessment and teacher-pupil relationships) limits capacity to meet the depth of emotional and social needs of these students. This has implications for the way we organise our schools and develop teachers as professionals.