

St John's inspire programme

St John's College launches the next phase of the *Inspire* programme

I am delighted that the College is now able to extend its outreach programmes to Year 9 students through this exciting new initiative. St John's wishes to do all it can to widen access to higher education and to encourage all students to aim high and to believe in their potential to achieve.

Professor
Maggie Snowling

President, St John's College



St John's announces the creation of a new in-depth programme aimed at highly-able, pre-GCSE, state school students in one of the College's link regions: Ealing and Harrow. It will launch in September 2019 for 29 teachers and 400 students at the start of Year 9 (13-year-olds) and will run until the end of July 2022 when those students will have completed their GCSE year (Year 11).

Inspire will look at the needs of the highly-able student in the round to:

- Support students with inspiring digital curriculum content and resources for in-depth study;
- Provide stimulating extra-curricular activities, such as debating, to develop broader non-academic skills;
- Raise students' aspirations and self-belief about their potential to achieve through ongoing *Inspire* workshops locally;
- Inspire further the most able students through attendance at a five-day St John's Oxford Summer School;
- Develop teacher understanding of how best to support highly-able students;
- Disseminate best practice across schools to support a wider range of able students;
- Support parents and carers with information about the benefits of higher education – and Oxford in particular – and raise their awareness of student needs and potential.

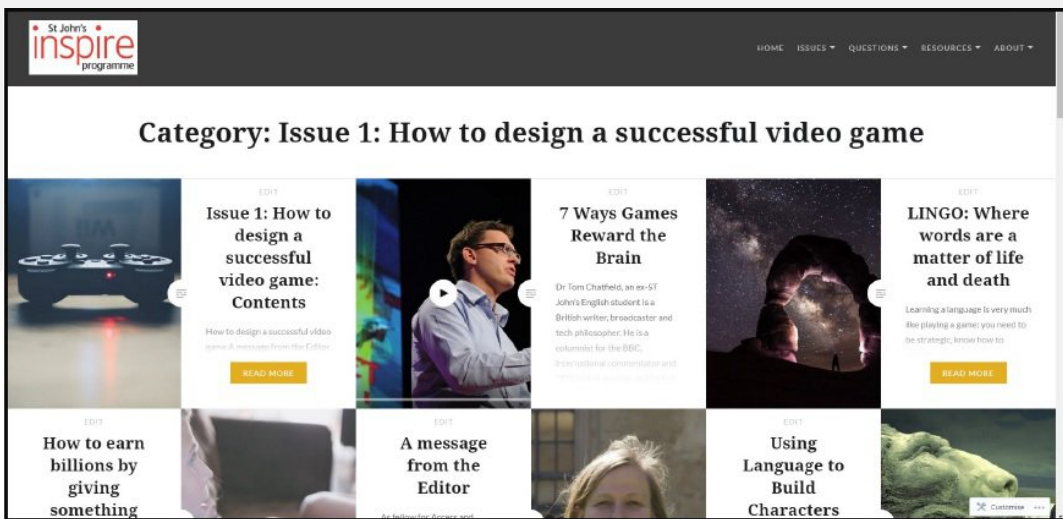
What will we offer?

Inspire Club

This fortnightly after-school club will offer a range of activities, aimed at building students' confidence. Some sessions, like maths or physics masterclasses, will be run with Oxford academics. Activities will include:

- Practice your debating skills against your peers on thought-provoking issues beyond the standard curriculum
- Design a new building or city using architects' software
- Develop a new product as a group in a Young Enterprise-style activity
- Collaborative problem-solving games, including coding and programming





Inspire Digital

Inspire Digital is an online resource packed with inspiring content, written by experts, providing structured digital mini-courses across the three years of the programme and covering a range of subject areas.

Students will have access to modules on a termly basis – and the content will relate to the content of the workshops (see below). Students will also have access to reference content online to support their learning.

What will we offer?

Inspire Workshops

Twice-termly Saturday workshops will build on content in the digital hub with a challenging and inspiring day focused on learning broader non-academic skills:

- Learn to play the guitar in a day – and then perform in a concert for your parents
- Write a play in a day
- A hands-on workshop on taste and smell – and create your own experiments
- Make a film – and then hold a film show



The teacher co-ordinator of each group will be able to choose activities from an extensive list, including hands-on science experiments, a visit to the Houses of Parliament, a behind-the-scenes look at a museum...



Inspire Event Day

In Year 10, all 400 students will have the opportunity to visit Oxford for a day to explore the city and University.

What will we offer?

Inspire Oxford Summer School

Five days (three days in Year 11) of stimulating, challenging and stretching activities in Oxford to inspire two selected students from each school to raise their aspirations and to introduce them to a new world of experiences – and to their own potential.



Our plans include workshops at Oxford's museums and libraries, getting to grips with handling and investigating objects, learning bookbinding, teambuilding outdoor activities, a mystery to solve... And more!

[Click here for a sample Summer School timetable extract.](#)

How can I be involved?

FOR STUDENTS

Ten highly-able students will be selected from each of the 40 state secondary schools involved in the programme at the start of Year 9 to take part. These ten students will be able to access all elements of the programme and at least two workshops per term. Two students from each school considered to have exceptional promise will be selected to attend the St John's Oxford Summer School at the end of each year of the programme: a one-week summer school in July 2020 and July 2021 and a shorter summer school in July 2022.

Students will initially be selected for the *Inspire* programme using a number of measures including:

- Strong academic performance in end of Year 8 examinations (A/A* equivalent);
- An individual application, including a personal statement.

Preference will be given to students in receipt of free school meals, and ACORN (an area with a flagged postcode) and POLAR (an area with a low progression rate to University) data will also be reviewed. In addition, adjustments will be made for students in care or disabled students to enable them to access the programme fully.

We will measure students' overall progress at the end of each year. Assessments will be carefully chosen to be free of bias (avoiding, for example, tests heavily focused on previous knowledge or cultural references) and to ensure a variety of modes of assessment. We will also monitor students' attendance, engagement with *Inspire* Digital and their motivation to continue on the programme. These assessments and measures will help determine which two of the ten students on each year's programme will attend the St John's Summer School. Student and teacher feedback will also be sought through qualitative questionnaires and focus groups.

Additionally, parents and carers of students on the programme will be supported to broaden their understanding of the needs of highly-able children and the opportunities offered by further study at elite universities.

Mentors drawn from amongst St John's own undergraduates and graduates will provide students with support and encouragement throughout the three years through organised events and workshops.



How can I be involved?

FOR TEACHERS AND SCHOOLS

With a total investment of £825,000 to deliver *Inspire* pre-GCSE, St John's will recruit and fund 29 teachers in 29 state secondary schools. A highly-motivated Teacher Co-ordinator will be appointed in each school to improve support, to embed best practice and to broaden understanding of the needs of highly-able disadvantaged students. Each Co-ordinator will support 14 students on the programme one-to-one, run workshops and set up a club in their school. These Co-ordinators will be part of a network and will be supported by specialist advisors throughout the three years of the programme to ensure maximum impact.

We will pay the Teacher Co-ordinators and fund all events. A Project Lead will co-ordinate across all participating schools and a Project Support Officer will support the organisation of all events and clubs. See below for further details of these positions. We are also looking for two lead schools in Harrow and Ealing to host the programme's workshops.

Teacher Co-ordinators We are looking to appoint 29 teachers in 29 secondary state schools to deliver the programme in their school, with support from the Project Lead and Project Support Officer.

St John's will host an annual *Inspire* Teacher Summit – a weekend conference for all teachers involved in St John's outreach programmes to share best practice, to celebrate success, to gain a better understanding of the collegiate University (for example, by using its libraries and museums) and to network with each other.

[Click here for details of the Teachers' Residential Week.](#)

[Contact Ed Penn \(Project Lead\) for further details.](#)

edward.penn@sjc.ox.ac.uk



Our Aims

St John's recognises the need to act, not only for the wider good, but also to ensure that the College continues to attract applications from students with outstanding potential, regardless of background, and to help them realise that potential through academic excellence and the promotion of diversity: the two are inextricably linked.

We aim to encourage all students with exceptional promise to aim high, to stretch themselves academically and to be confident in making well-founded applications to top universities like Oxford. We also though recognise that disadvantage sets in early and is hard to overcome. The typical comprehensive secondary school has just eleven high-attaining students per year, with 43% of schools having ten or fewer, and only one such student from a disadvantaged background. In addition, highly-able students from BAME (Black, Asian and minority ethnicities) backgrounds are more likely to come from lower rather than higher socioeconomic groups. Disadvantaged students face significant obstacles and are not always able to fulfil their early promise. Barriers to success include lack of teacher awareness of how to support and stretch able students in mainstream settings (or lack of time), socioeconomic factors, parental lack of experience with higher education and lack of access to wider knowledge and experiences beyond the curriculum as well as general skills training.

The UK is experiencing an extended crisis in social mobility [with those] from privileged backgrounds... over-represented in the top professions and most prestigious universities... Many of these disparities, which have lifelong consequences, emerge in school.

Sir Peter Lampl

Founder, The Sutton Trust

St John's will put in place robust evaluation, both quantitative and qualitative, to select and track student progress and teacher and parent attitudes. Over time, this St John's investment could be applied to other colleges within the University of Oxford, and, based on well-evidenced success, a scalable model could be created to use in other regions.

Be Inspired!

[Click here for more information and to be part of this unique opportunity.](#)

Steering Committee: St John's College



Professor Maggie Snowling, CBE FBA, President,
Professor of Psychology

Dr Sandra Campbell, Tutor for Access and
Admissions, Supernumerary Fellow in
Physiology

Denise Cripps, Head of Communications,
Executive Officer to the President

Ed Penn, Inspire Project Lead

Professor Mathew Nicholls, Senior Tutor

Professor Mark Cannon, former Tutor for
Access and Admissions, Tutorial Fellow in
Engineering

Dr Kate Doornik, former Academic Dean
and Equality Fellow, Supernumerary
Fellow in Economics

Professor Kate Nation, former Tutor for
Access and Admissions, Tutorial Fellow
in Psychology



Dr Sandra Campbell,
Tutor for Access and
Admissions,
Supernumerary Fellow
in Physiology

Sandra is the Fellow for Access and Admissions for St John's, directing an extensive range of outreach projects including the pre- and post-GCSE Inspire Programme. She leads our team of 5 access and admissions staff, all of whom are passionate about making a difference for disadvantaged pupils. She is also involved in other aspects of College life, including teaching, welfare, discipline, presidential collections, various committees and alumni interactions.

Sandra has worked in higher education for the last 25 years. She has been a tutor in Physiology at Oxford for the past 13 years, teaching within the Medicine, Biomedical Sciences and Experimental Psychology courses for both the College and the University.

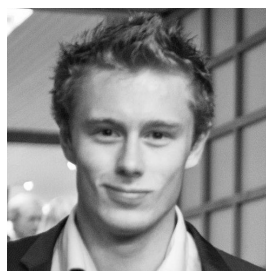
Outside her teaching interests, she manages a team facilitating the development of laboratory imaging biomarkers for tumour detection and monitoring for use in patients.



Denise Cripps,
Head of
Communications,
Executive Officer
to the President

Denise is Head of Communications for St John's and Executive Officer to the President, working on a wide range of projects including strategy, speech-writing and governance. She is also a member of Professor Maggie Snowling and Professor Charles Hulme's research team working on interventions looking at children's language and learning difficulties and how best to ameliorate them. The team recently published the *Nuffield Early Language Intervention* (OUP, 2018) and are now working on an effectiveness trial of the programme in 200 schools.

Before joining St John's, Denise worked in educational publishing for 25 years, after two years teaching English in state high schools in Japan. She was a Board Member of the Educational Publishers Council and Governor and Chair of Governors at Combe Church of England Primary School in Oxfordshire.



Ed Penn, Inspire Project Lead

Educated at comprehensive schools and eligible for free school meals, Ed studied Politics and International Relations at the University of Cambridge. He has previously worked as the Schools Liaison Officer for Jesus College, Cambridge, where he worked with schools in Ealing, and as a Programme Manager with Causeway Education, a widening participation charity, where he led on Oxbridge partnerships and programmes. Ed is currently completing a part-time MA in the Sociology of Education at UCL's Institute of Education.

Steering Committee: External Advisors

Tim Polglase, School Governor for Fulham and Tower Hamlets Academies

Katherine Ryan, MBE, Head, Matthew Arnold School, Oxford

Matthew Garraghan, Outreach Coordinator, Undergraduate Admissions & Outreach, University of Oxford

Dr James Bedford, Director of Lumina, Harrow School

Rachel Kruger, Head, The Ellen Wilkinson School for Girls, Ealing

Susan Hammond, Head Teacher, Whitmore High School, Harrow



Tim Polglase, School Governor for Fulham and Tower Hamlets Academies

Tim attended non-selective state schools in Cornwall before studying law as an undergraduate at St John's in the early 1980s. He subsequently qualified as a solicitor and was a partner in two major City of London law firms for 24 years, including holding various leadership roles there. He is currently a governor of two non-selective academies in Fulham, having previously served as a governor of another non-selective academy in Tower Hamlets.

Katherine Ryan, Head, Matthew Arnold School, Oxford



Katherine brings a lifelong commitment to improving education and a particular interest in success and progression for learners of all ages and backgrounds.

I have been a Headteacher of Matthew Arnold School since 2006 and have focused on ensuring that all learners are able to succeed and to progress to positive destinations when they leave school. As Chair of OCL (Oxford City Learning) from 2009–2017, a network of secondary education providers across the City, I worked with colleague Heads and Principals to improve achievement and raise aspiration for all learners. In 2015 I led the development of a multi-academy Trust, the

Acer Trust, which consists of primary and secondary schools across Oxfordshire, with a core aim of 'Achieving Excellence for All'.

Prior to taking up the headship of Matthew Arnold School, I was the Principal Advisor for Secondary School Improvement at Birmingham City Council. My career includes advisory work in science education and education leadership in three Local Authorities, as well as teaching in a range of comprehensive schools across Oxfordshire and the West Midlands. I have also worked in Higher Education as Science Education Research Fellow at the University of Birmingham.

Originally from the North East of England, Matt studied History at University College, Oxford, and has a number of years' experience in widening access and participation. He currently works on the development and implementation of the University of Oxford's regional outreach strategy. Prior to this, he has worked as a schools-based coordinator in London, and subsequently on the operation and expansion of the OxNet initiative, which operates outreach hubs in the North West and North East of England, and in parts of London.



Matthew Garraghan, Outreach Coordinator, Undergraduate Admissions & Outreach, University of Oxford

Steering Committee, External Advisors



Dr James Bedford,
*Director of Lumina,
Harrow School*

Before joining the teaching staff of Harrow School in 2010, I pursued research in Theoretical High Energy Physics with stints at Cambridge University, Queen Mary University of London, CERN and Imperial College London. My varied portfolio at Harrow includes working as the Director of Lumina, a free summer school for Year 12 pupils from maintained schools who are considering Oxbridge and top Russell Group universities. Lumina is a joint enterprise between Harrow School and Twyford CofE Academies Trust in Ealing, supported by John Lyon's Charity and the Harrow Development Trust. Since its inception in 2014 it has grown from supporting 50 pupils from 13 different schools to 200 pupils from 40 schools. Lumina is accessible to pupils from nine different London Boroughs, including Harrow and

Ealing, and also provides support to teachers at participating schools. I am passionate about helping pupils from all backgrounds to put themselves on the appropriate trajectory at school that will enable them to move on to the higher education courses that best suit them individually. Another aspect of my work in this respect involves coordinating the support that Harrow provides to pupils and teachers in local partner state schools with their applications to Oxford and Cambridge in the Autumn term of Year 13. I am excited to have the opportunity to support St John's Inspire Programme in encouraging all pupils with exceptional promise to aim high and develop the necessary skills, expertise and confidence to ultimately make well-founded applications to top universities.

I have taught in comprehensive schools both in the UK and in South Africa, twice in girls' only schools, and I am currently the head of The Ellen Wilkinson School for Girls in Ealing. I am passionate about girls' only education. As a third generation university qualified female in my family, I work very hard to inspire girls to go to university and specifically into STEM careers. Our school has been part of the Inspire program for some time. At EWS, 99% of our Year 13 pupils go on to University, 25% to Russell

Group universities and 40% to follow STEM related courses. A significant number of our pupils are the first in their families to go to University. I am on the board of the Ealing Learning Partnership and chair of their Pathways and Progression Committee, where we consider the future opportunities available to pupils from Ealing. I am a life-long learner with a very broad field of interests – I have degrees in Music and Maths and an MBA, and I'm currently studying towards a Law degree.



Rachel Kruger, Head,
*The Ellen Wilkinson
School for Girls, Ealing*

After studying Natural Sciences and Chemical Engineering at Emmanuel College, Cambridge, Sue joined BP and worked in various engineering and commercial roles in the UK and USA. Sue then moved into teaching and is currently headteacher of Whitmore High School in Harrow, an inclusive community school with 1700 pupils. Sue is Chair of Harrow's High School Headteachers Group and Schools' Forum and committed to ensuring all young people have fair and equal access to a high quality education.



Susan Hammond,
*Head Teacher,
Whitmore High
School, Harrow*



Help us fill these seats with bright young students – get in touch now!

● St John's ● inspire programme

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For more information, and to
find out how you can
participate:

[St John's Inspire Programme](#)

[Inspire Digital](#)