

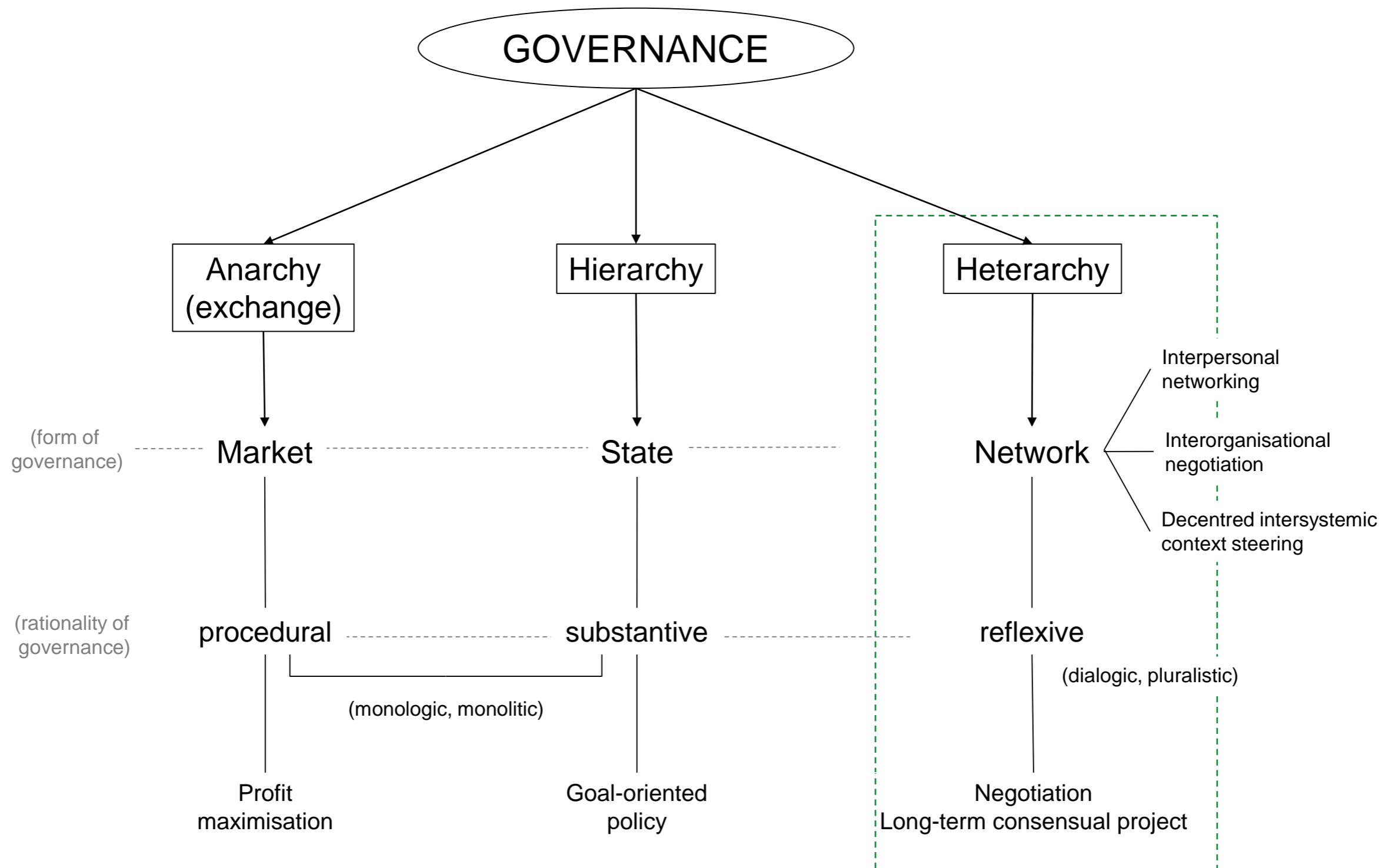


New landscapes and logics of competition in education

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A new policy landscape...



A new policy landscape...

So, responsibility is the absolute key. If you ask yourself the question, 'Can I take more responsibility, can I do more?', very often, the answer is no. How easy is it, if you are not satisfied with education, to club together and start up a new school? It's incredibly difficult. How easy is it to try and take over the closing down pub in your village to keep it running? It's incredibly difficult.(...) So, what this is all about is giving people more power and control to improve their lives and their communities. That, in a nutshell, is what it is all about.



(...) we have got to open up public services, make them less monolithic, say to people: if you want to start up new schools, you can; if you want to set up a co-op or a mutual within the health service, if you're part of the health service, you can (...)

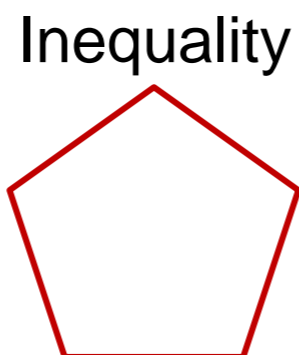
A new policy landscape...

'N'eoliberalism

*theory of political
economic practices*

- Private property rights
- Individual liberties
- Unencumbered market
- Free trade

Insecurity



Inequality

Depolitisation

Individualisation

Financialisation

'n'eoliberalism

*technology of governing
'free subjects'*

Academies and Free Schools (England)

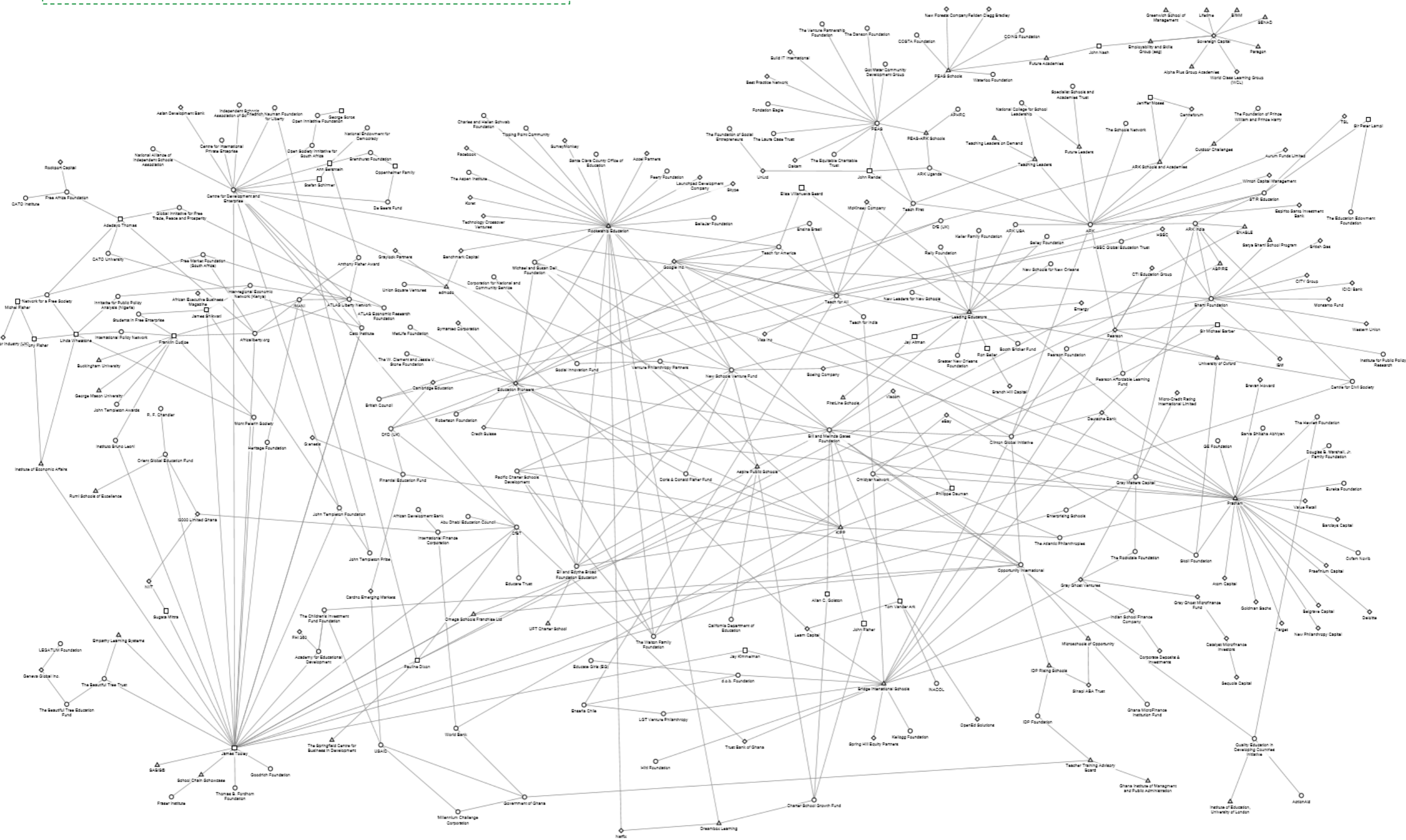
- Free from local authority control (manage budget and curriculum)
- Do not adhere to union agreements
- Changes in the teaching force: unqualified teachers
- Creation of big chains of Academies/free schools
- OFSTED inspects schools but not the practices of the chains at higher levels
- Nicky Morgan: “speed up the process”



The problem of accountability...

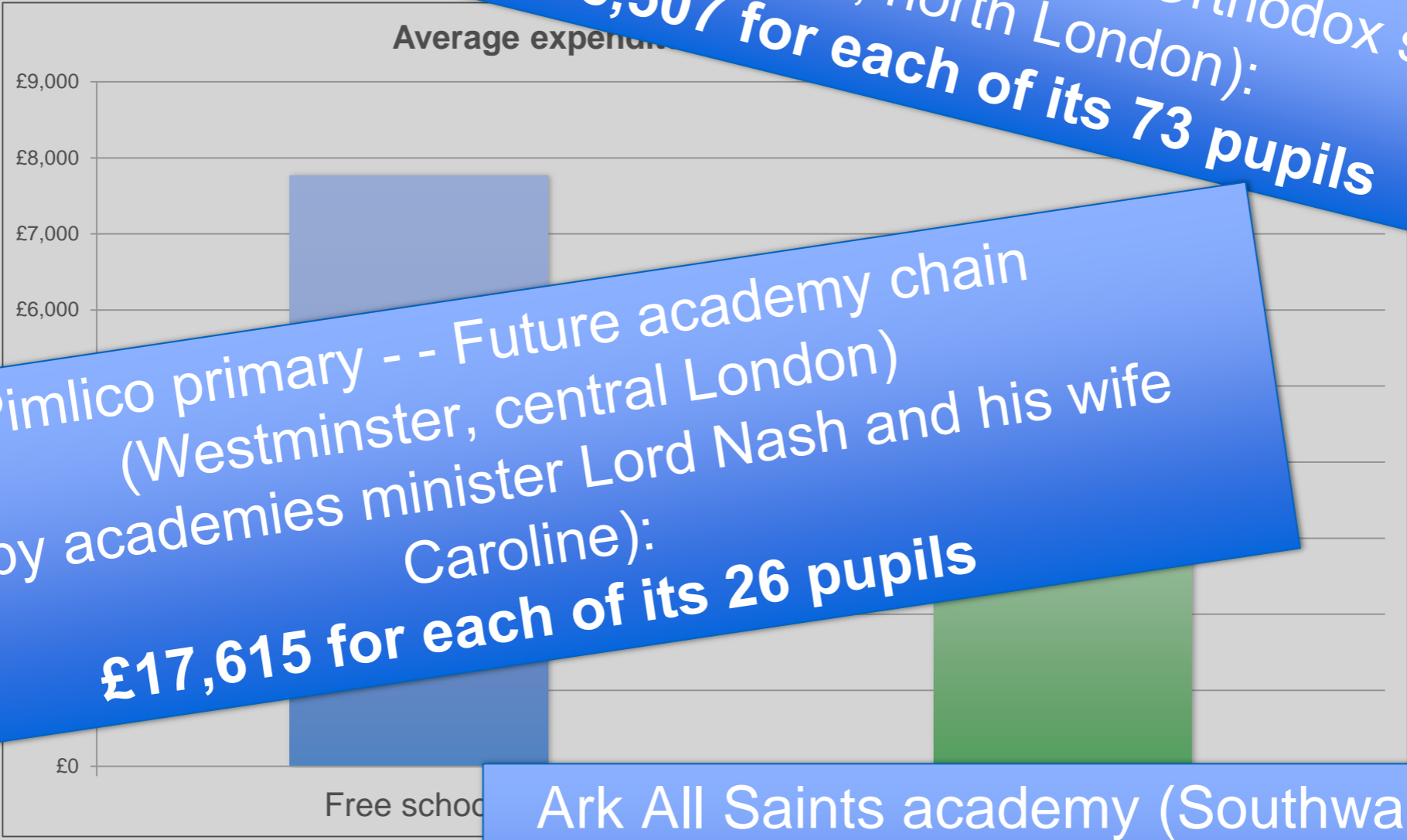
Academies Enterprise Trust (AET)	67
School Partnership Trust Academies (SPTA)	43
Oasis Community Learning	42
Kemnal Academy Trust, The (TKAT)	41
REAch2	40
United Learning	40
Plymouth CAST	35
ARK Schools	34
David Ross Education Trust (DRET)	33
Ormiston Academies Trust	29
Harris Federation	28
Archdiocese of Birmingham	25
Greenwood Dale Foundation Trust	25
E-ACT	23
Askel Veur - Diocese of Truro	22

“Policentric state” (Jessop, 2002)



The problem of equity...

St Andrew the Apostle Greek Orthodox school
(Barnet, north London):
£18,507 for each of its 73 pupils



Pimlico primary - - Future academy chain
(Westminster, central London)
(run by academies minister Lord Nash and his wife
Caroline):
£17,615 for each of its 26 pupils

Ark All Saints academy (Southwark, south
London):
£19,420 per pupil

The problem of
motivation/responsibility...

2013

Profit-Making Free Schools

Unlocking the Potential of England's Proprietary Schools Sector

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2 July 2013 Last updated at 17:47



Profit-making academies ruled out by government

By Hannah Richardson
BBC News education reporter

The Department for Education has strenuously denied it has plans to allow academies and free schools to make a profit.

A document seen by the BBC suggests its most senior civil servant has proposed reclassifying academies as private firms, which some say could potentially allow them to make a profit.

Currently the state-funded, privately run schools cannot pocket any surplus.

The DfE says it is not planning to change that.



Primary schools are also being encouraged to convert to academy status

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LIVE Ukraine truce comes to a violent end

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British Gas reports dip in profits

Features



Movie's killers

The mass murder documentary that could win an Oscar



Sign language

Getting a better deal for India's deaf workers

2011???

<https://www.youtube.com/watch?v=9sEZaytb3kU>

2012???



Jan 2014... Academies not-for-profit???



Breaking news

All the latest education news for teachers and school leaders, brought to you by the TES editorial team





England's biggest academy chain to bring in private sector to run schools

Started by: RVaughan1 31-1-2014 • 16:50





The country's largest academy chain, Academies Enterprise Trust (AET), is considering outsourcing most non-teaching roles to private companies in a deal worth up to £400 million.

The 10 year contract would include school business managers, librarians and IT staff as well as a range of back office positions such as HR, finance, and secretaries.

Headteachers, teachers and teaching assistants would be the only roles not affected by the move.

Lack of transparency and alleged fraud

The Academies Enterprise Trust runs 80 schools and has been barred from taking on more because of concerns about over-expansion. It paid nearly £500,000 into the private business interests of its trustees and executives over three years for services ranging from project management to HR consultancy, although a spokesman at the time said it had followed all the correct procedures.

One witness interviewed by the academics described an academy headteacher who had spent £50,000 on a one-day training course run by a friend. Another cited the chairman of a multi-academy trust who used his company to provide all legal services for the trust.

The founder of one of the country's first free schools, Kings Science Academy in Bradford, and two of its senior members of staff are set to go on trial next year.

The three, all of whom have pleaded not guilty, are alleged to have made a series of unauthorised and unlawful payments into the personal bank accounts of the former principal, Sajid Raza, and of Shabana Hussain, a former head of department, out of a grant provided to the school by the DfE.

The problem of market-failure...

Swedish free school operator to close, leaving hundreds of pupils stranded

JB Education schools are to be sold or closed after private equity group owner pulls plug, raising fears over UK policy



📷 Education secretary Michael Gove is open to the idea profit-making companies to run free schools, which is expected to be included in the Tories' 2015 election manifesto Photograph: Joe Giddens/PA

Britain's adoption of Sweden's "free school" model has been called into question after one of Sweden's largest private sector school operators announced it would shut down, leaving hundreds of students stranded.

JB Education, whose schools educate around 10,000 Swedish pupils, said on Thursday that it would sell 19 of its high schools and close down the remaining four.

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League Tables School Report

25 February 2014 Last updated at 18:24

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E-Act chain loses control of 10 academy schools



Nick Hindmarsh, head of Dartmouth Academy: "The timing's shocking for us"

One of the biggest chains of academies in England is to lose control of 10 of its schools.

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DfE seeks new sponsors for several E-Act academy schools

Shakeup appears to have been triggered by some of the schools receiving damning reports following Ofsted inspection

Richard Adams, education editor

Follow @RichardA

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The Guardian, Tuesday 25 February 2014 18.23 GMT



Michael Gove, the education secretary. Photograph: Facundo Arrizabalaga/EPA

The Department for Education is searching for sponsors to take over a string of struggling schools being relinquished by the E-Act academy chain, in the largest forced reorganisation of school management since the end of the grammar school era.

The problem of the teaching subject

Inspection pressure 'drives teachers to suicide'

By Graeme Paton, Education Correspondent

12:01AM BST 10 Apr 2007

Teachers are being driven to suicide because of pressure from school inspectors, it was claimed yesterday.

Others are becoming hooked on drink and drugs or developing eating disorders after being swamped by work, according to the National Union of Teachers.

At the union's annual conference in Harrogate, teachers told how they had been reduced to tears in the classroom and warned that colleagues had taken their lives after working up to 90 hours a week.

One head teacher committed suicide just two months after quitting because of a critical inspection by Ofsted, the education watchdog.

Another teacher disappeared on the morning she was due to face Government inspectors and was found dead more than 10 months later in parkland.

Related Articles

- Stressed teachers 'considering suicide' 05 Apr 2010
- 300,000 teachers off sick last year 26 May 2010

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1 May 2013 Last updated at 15:56

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Helen Mann inquest: Head teacher suicide verdict

A head teacher found hanged at her school in Worcestershire killed herself, a coroner has ruled.

The body of Helen Mann, 43, was discovered in a stairwell at Sytchampton First School near Stourport-on-Severn on 5 November.

She had been head at the school for less than six months.

The inquest in Stourport heard Mrs Mann took an overdose following a fitness to work interview days before her death. A verdict of suicide was recorded.

'Felt under pressure'

The inquest heard that the married mother of two had been concerned the school would lose its outstanding Ofsted rating after taking over and was later off for four weeks with work-related stress.



Helen Mann was off work for four weeks with stress, the inquest heard

Related Stories

Schools

David Cameron: I want every school to become an academy

In comments to mark Tory government's first 100 days, PM will set out academy policy as a priority but say schools will not be forced to convert

Rowena Mason Political correspondent

Saturday 15 August 2015 00.01 BST



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3,010

Comments

1,076



Save for later



David Cameron talks with pupils during a general election campaign visit to the King's Leadership Academy in Warrington in Cheshire, north-west England. Photograph: Leon Neal/AFP/Getty Images

A word about methodology...

Dimension of sociospatial relations	Principle of sociospatial structuration	Associated patterning of sociospatial relations
Territory	Bordering, bounding, parcelization, enclosure	Construction of inside/outside divides; constitutive role of the 'outside'
Place	Proximity, spatial embedding, areal differentiation	Construction of spatial divisions of labor; differentiation of social relations horizontally among 'core' versus 'peripheral' places
Scale	Hierarchization, vertical differentiation	Construction of scalar divisions of labor; differentiation of social relations vertically among 'dominant', 'nodal', and 'marginal' scales
Networks/ reticulation	Interconnectivity, interdependence, transversal or 'rhizomatic' differentiation	Building networks of nodal connectivity; differentiation of social relations among nodal points within topological networks

(Jessop et al., 2008)

Network-centrism!

Only one more dimension of sociospatial relation

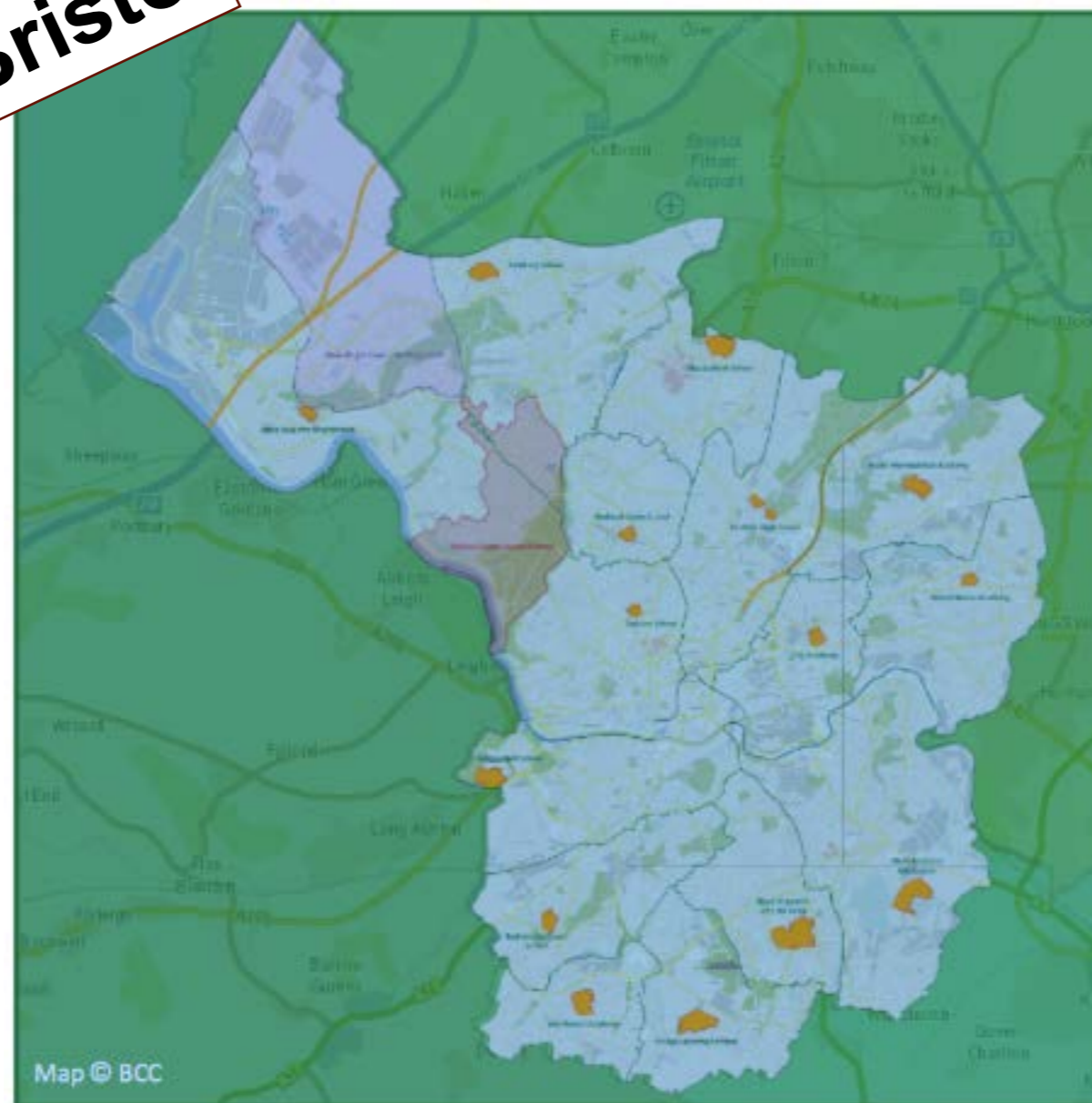
Local, local, local!

The geography which matters is the local, not the national or regional, and the scale of analysis should be commensurate with the local markets within which schools (and parents faced with placement decisions) actually operate.

(Gibson and Asthana, 2000a, p. 304).

A local education market

Bristol





Perception of change within the local education market

How school providers as policy actors perceive, interpret and mediate current education policy relating to social composition, choice and competition?

Understand the market from the view of school providers, reflecting the government's policy on 'liberalising the supply side of school quasi-markets' (Allen and Higham, 2018, p.193).



Key themes

- North/South Divide
- The Bulge
- Admission Policies
- Collaboration and Partnership

North / South divide

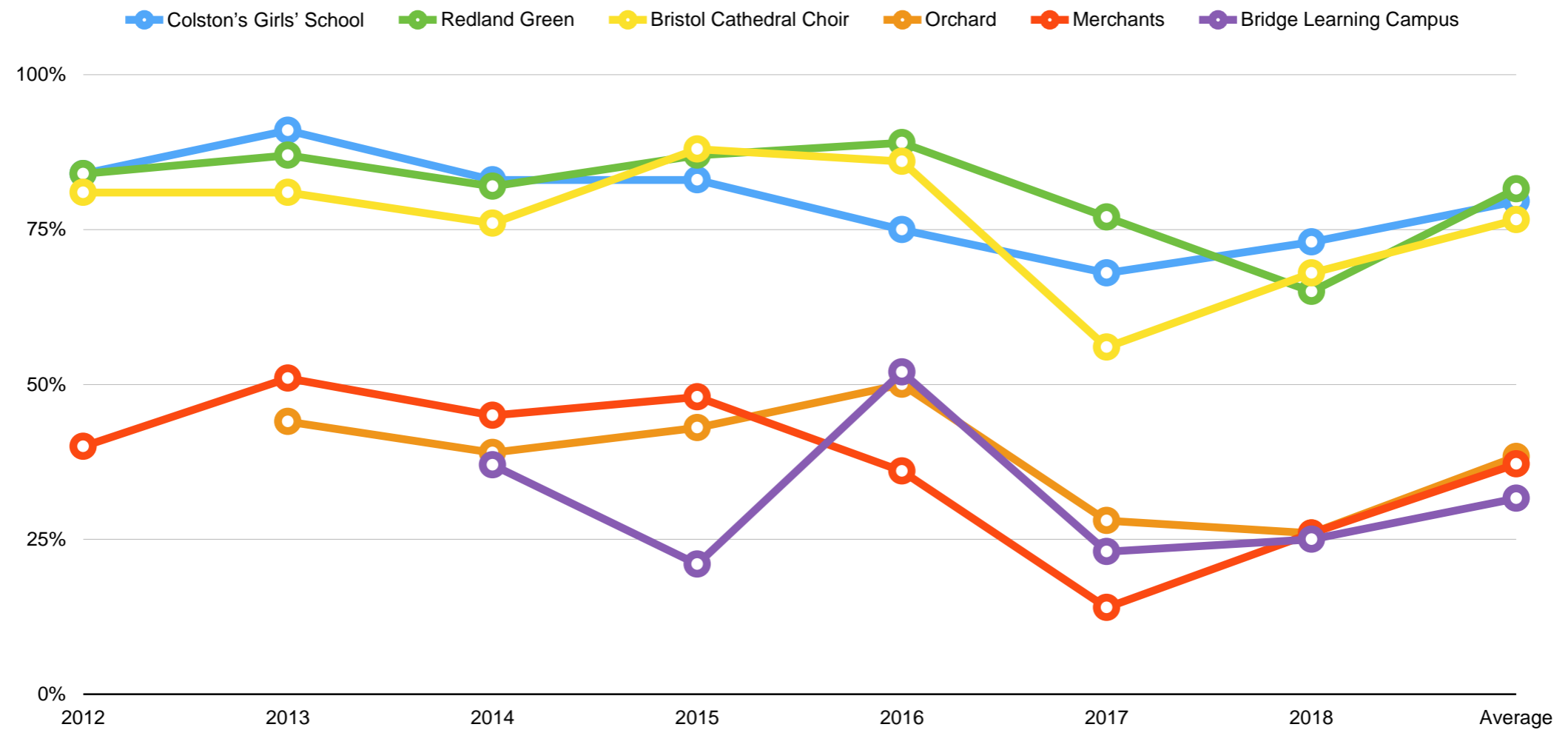
“There is quite a lot of social inequality in terms of South Bristol being an area of high deprivation... there's quite a number of inadequate schools there.”

(CEO Academy Trust)

"There is a bit of a divide in Bristol between North and South Bristol, to be honest with you. In North Bristol the numbers on role are very buoyant, they tend to be schools that take a large number of middle-class families, fewer pupil premium. And the South Bristol schools tend to be the opposite end of the spectrum where we've got really high percentages of pupil premium and our roles aren't quite as buoyant.”

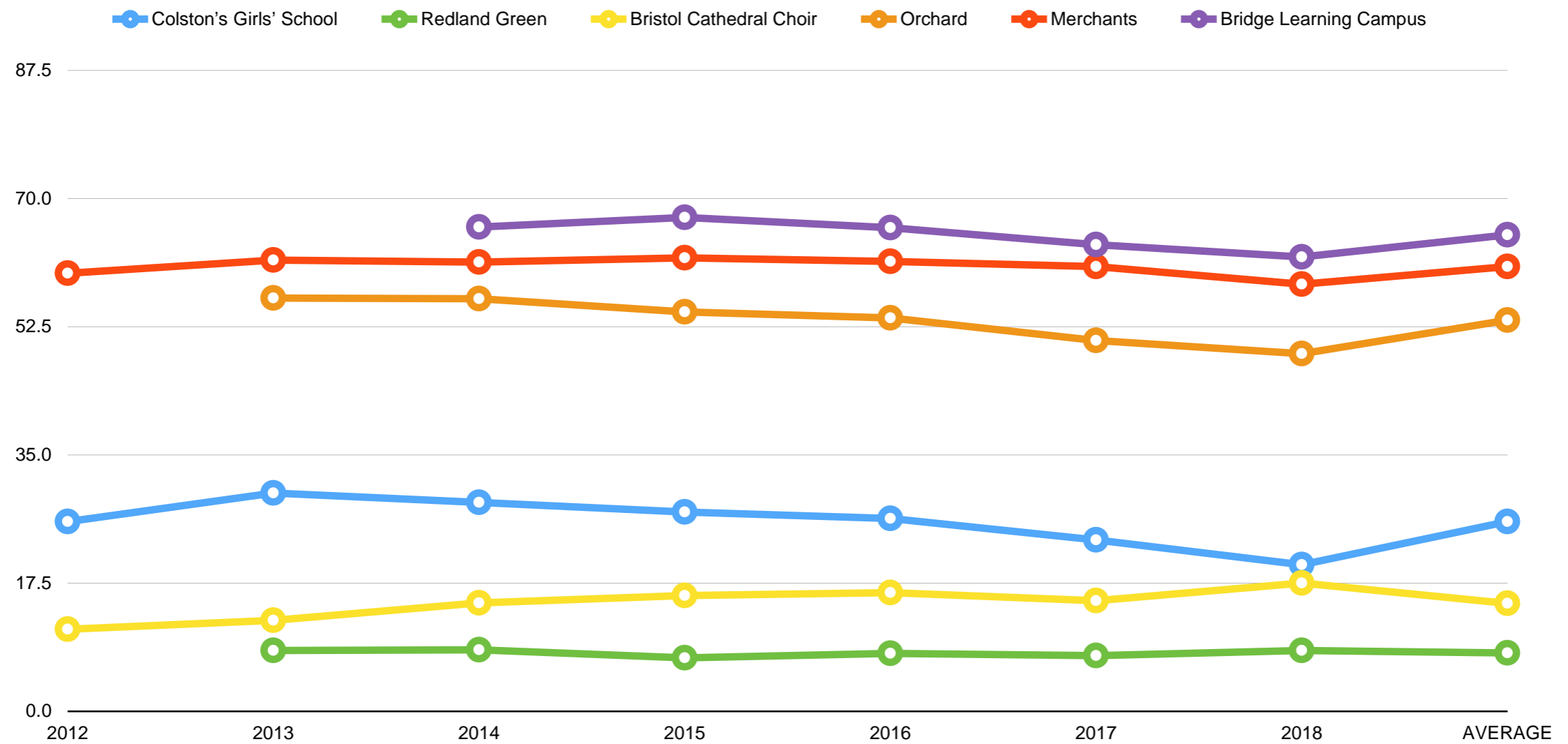
(LA official)

Changes in school performance






Changes in school composition (% pupil premium)





The bulge

- Open new schools or increase Pupil Admission Numbers (PAN)?
- Different ways education policy is being enacted across the city.
- What effect will:
 - a. decline in pupil numbers
 - b. changes in the economyhave on the local education market?



“Yes it does and my brief I was told when I was applying for this job. My job was to ensure that erm... children in Bristol stayed in Bristol to be educated and didn't go privately, stayed in the state system. And that has happened. So I know that from *Wren Park* it used to be 75% went private. I think its now 25% or less 20% something like that. Erm... so I think there has been a transformation in the Bristol schools and I think it is partly due to academisation. But I also... I don't think it's the structure of academisation necessarily that has been the only driver for change. It's... its kind of.. academies on their own don't work. I don't think. They work because it was a system that did free up heads to some extent in some places.”

(Academy Head Teacher)

School admissions

- Wide variety of school allocation procedures.
- Development of an education marketplace that 'intended to provide parents with choice, but also sought to expose schools to competitive pressures'.
(Gibson and Asthana, 2000, p.303)
- Reinforcement of a school hierarchy
(Hamnett and Butler, 2011, p.481)
- High demand for places in some schools, but that benefits some areas of the city more than others

A guide for **parents and carers** on applying for a **secondary school** place for the school year **2019–2020**

If your child was born between **1 September 2007 and 31 August 2008**
you will need to apply for a school place by 31 October 2018.

Admission and Appeals Information

Admission Number 216 11–16 number on roll (January 2018) 1033

This school has adopted the method of allocating places stated on pages 9 and 10

On-time applications 2018 (1st, 2nd and 3rd prefs)	864	Applications received late 2018	26		
No. of places offered for Sept 2018 under each criterion (on-time applications)	6 EHCP, 95 in area siblings, 131 in area - farthest distance 1.203 km.				
No. of places offered for Sept 2017 under each criterion (on-time applications)	6 EHCP, 3 children in care, 84 siblings in area of first priority, 123 in area of first priority - farthest distance 1.168 km.				
Appeals lodged for Sept 2018 admission	16	Appeals heard for Sept 2018 admission	15	Appeals upheld for Sept 2018 admission	3

TRADING
WITH
SCHOOLS

www.bristol.gov.uk/schooladmissions

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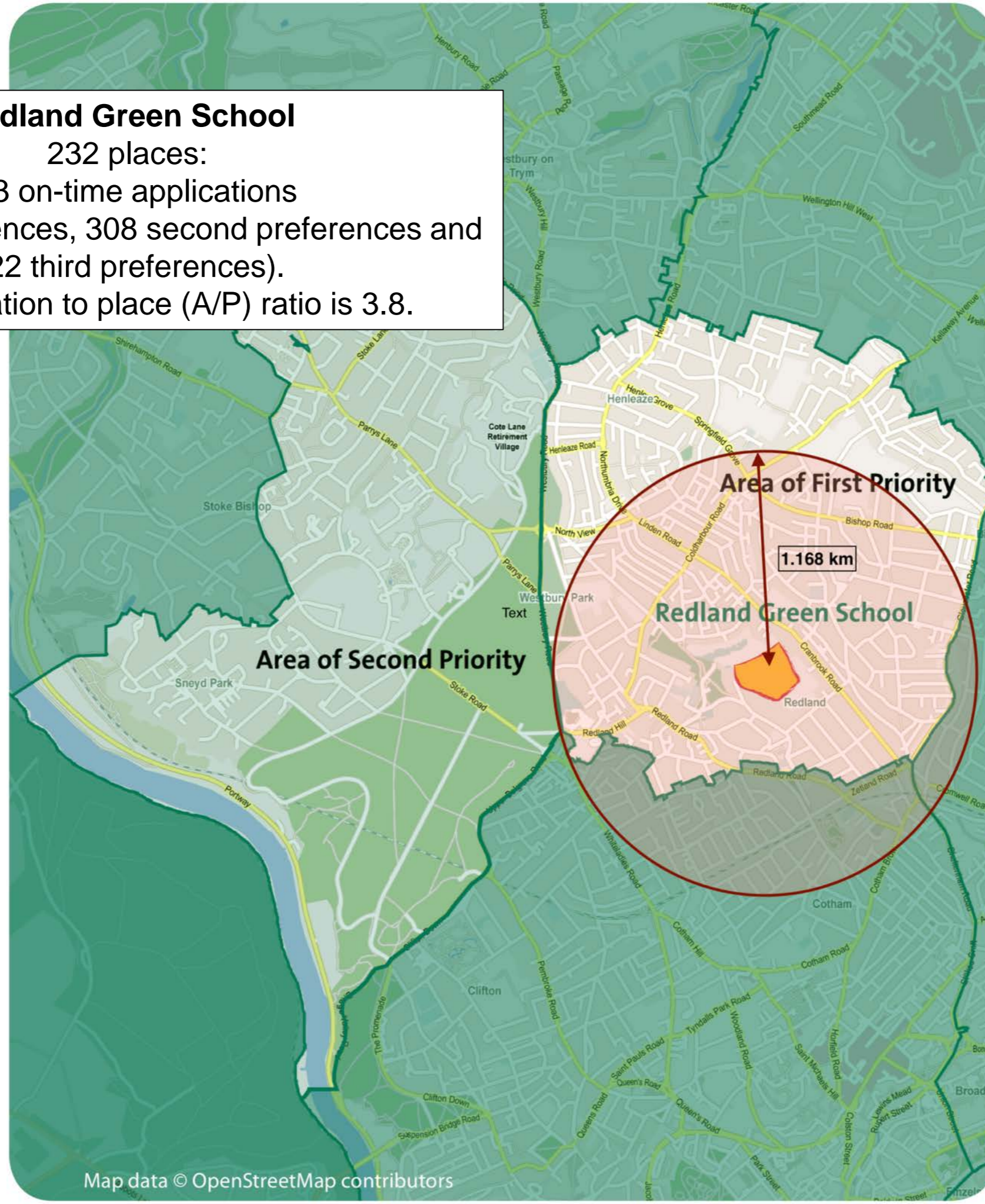
Redland Green School

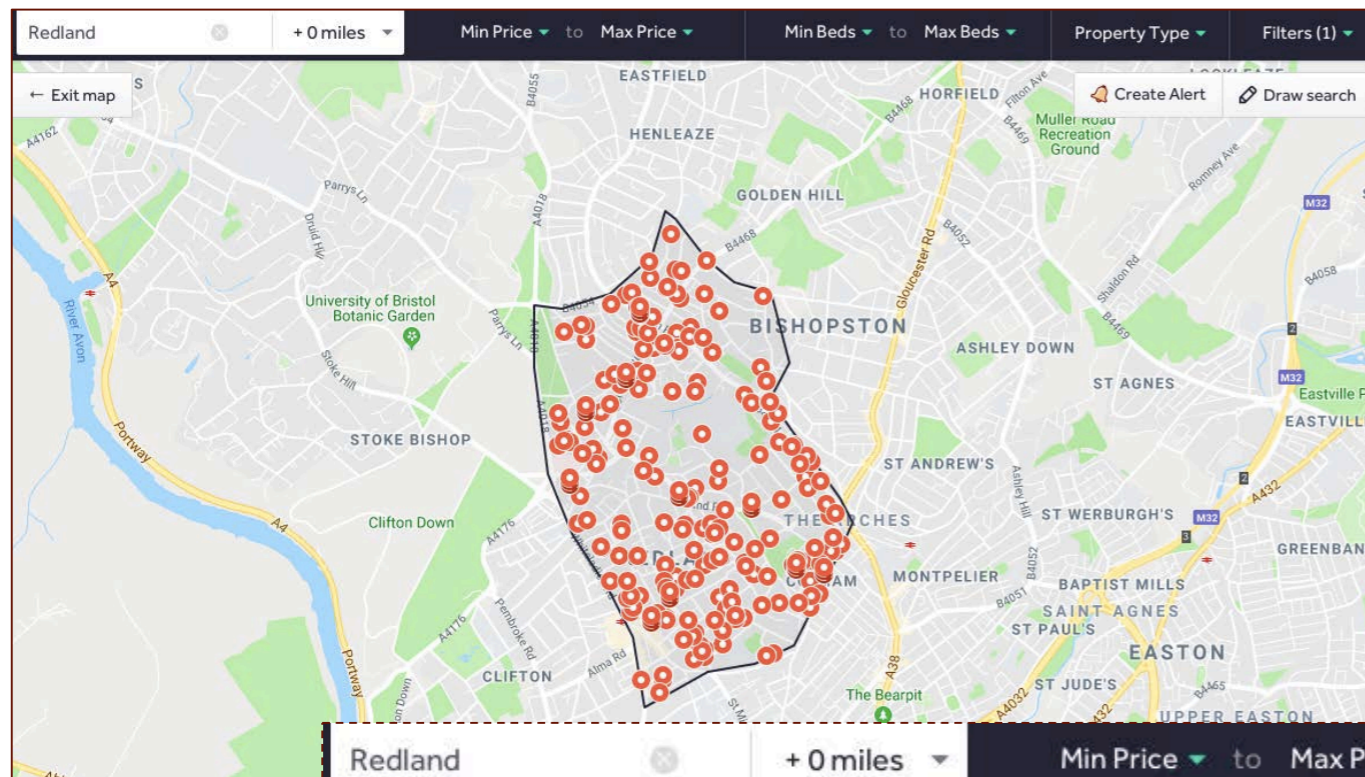
232 places:

883 on-time applications

(353 first preferences, 308 second preferences and
222 third preferences).

The application to place (A/P) ratio is 3.8.





Redland

+ 0 miles

Min Price to Max Price

Min Beds to Max Beds

Property Type

Filters (1)

13

£1,150,000

Guide Price

Savills

0117 407 2183

Local call rate

Richard Harding

0117 407 0123

Local call rate

21

£1,100,000

Guide Price

Knight Frank

0117 407 2207

Local call rate

View our security centre to find out more >

Sold House Prices

View house prices in Redland

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Property for sale in Redland

Houses for sale in Redland

2 bedroom houses for sale in Redland

3 bedroom houses for sale in Redland

4 bedroom houses for sale in Redland

5+ bedroom houses for sale in Redland

Nearby Redland

Bristol

Clifton

Bishopston

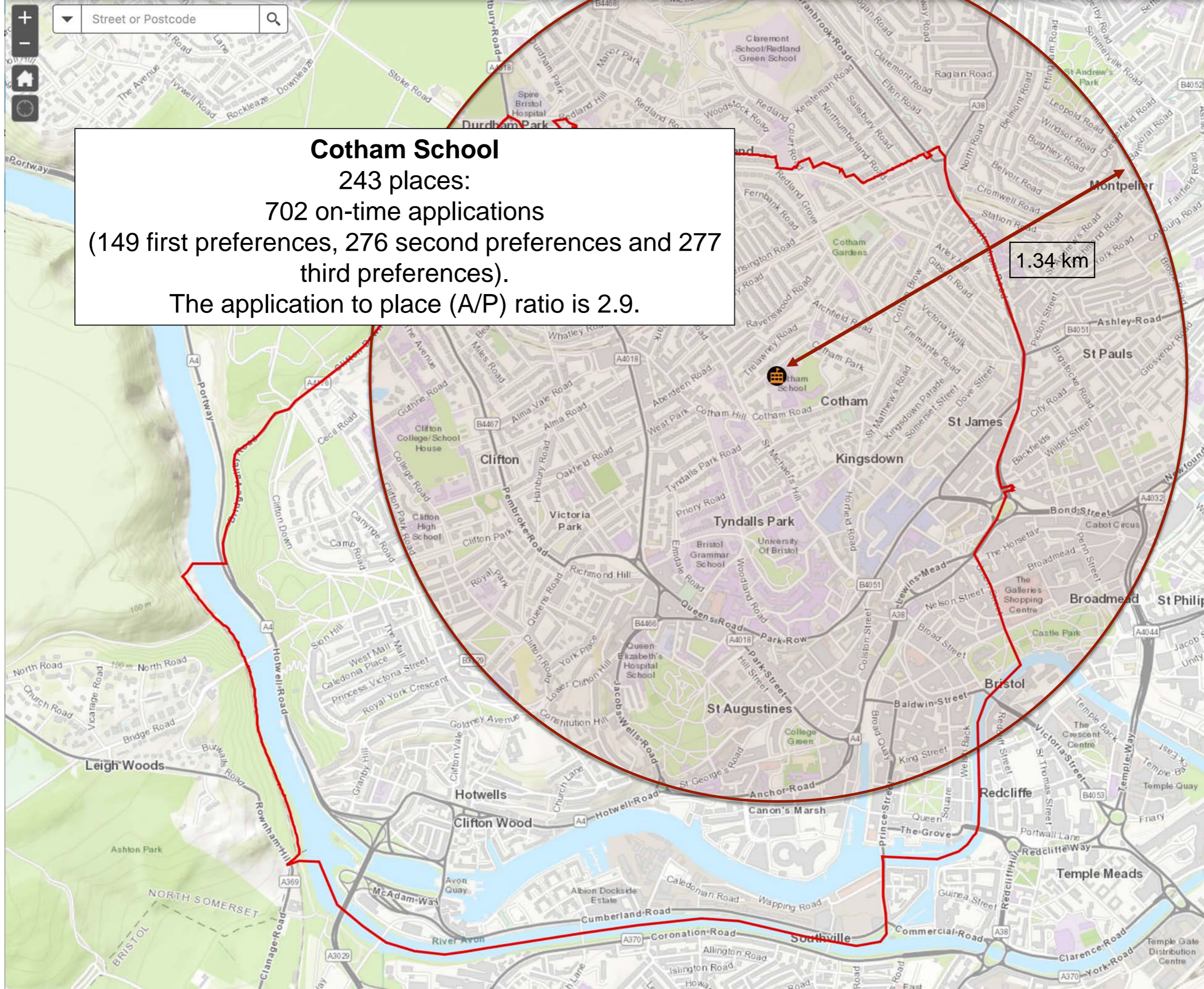
Westbury-On-Trym

Horfield

Henleaze

Cotham

Locations within Bristol (County) on a map



Cotham School

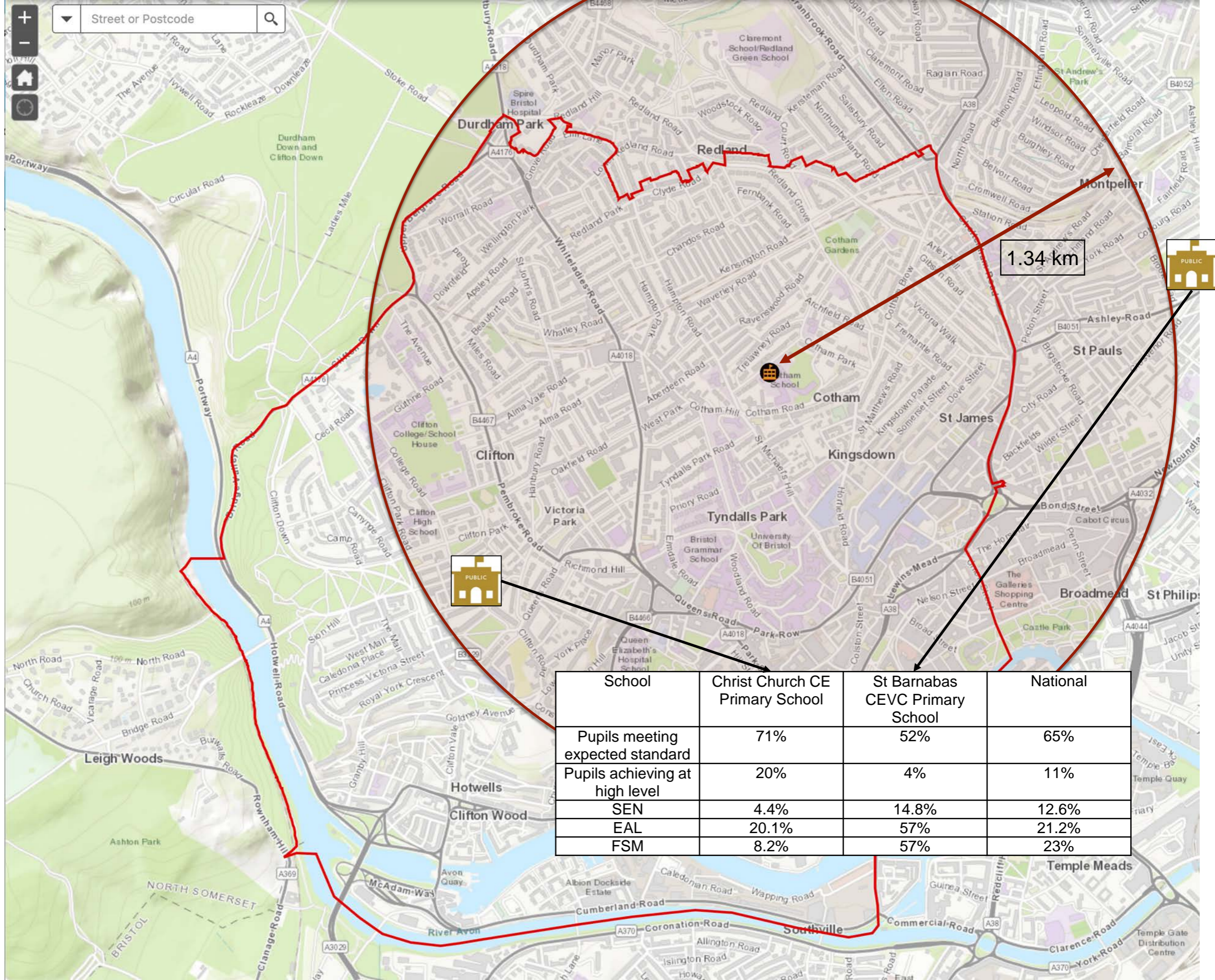
243 places:

702 on-time applications

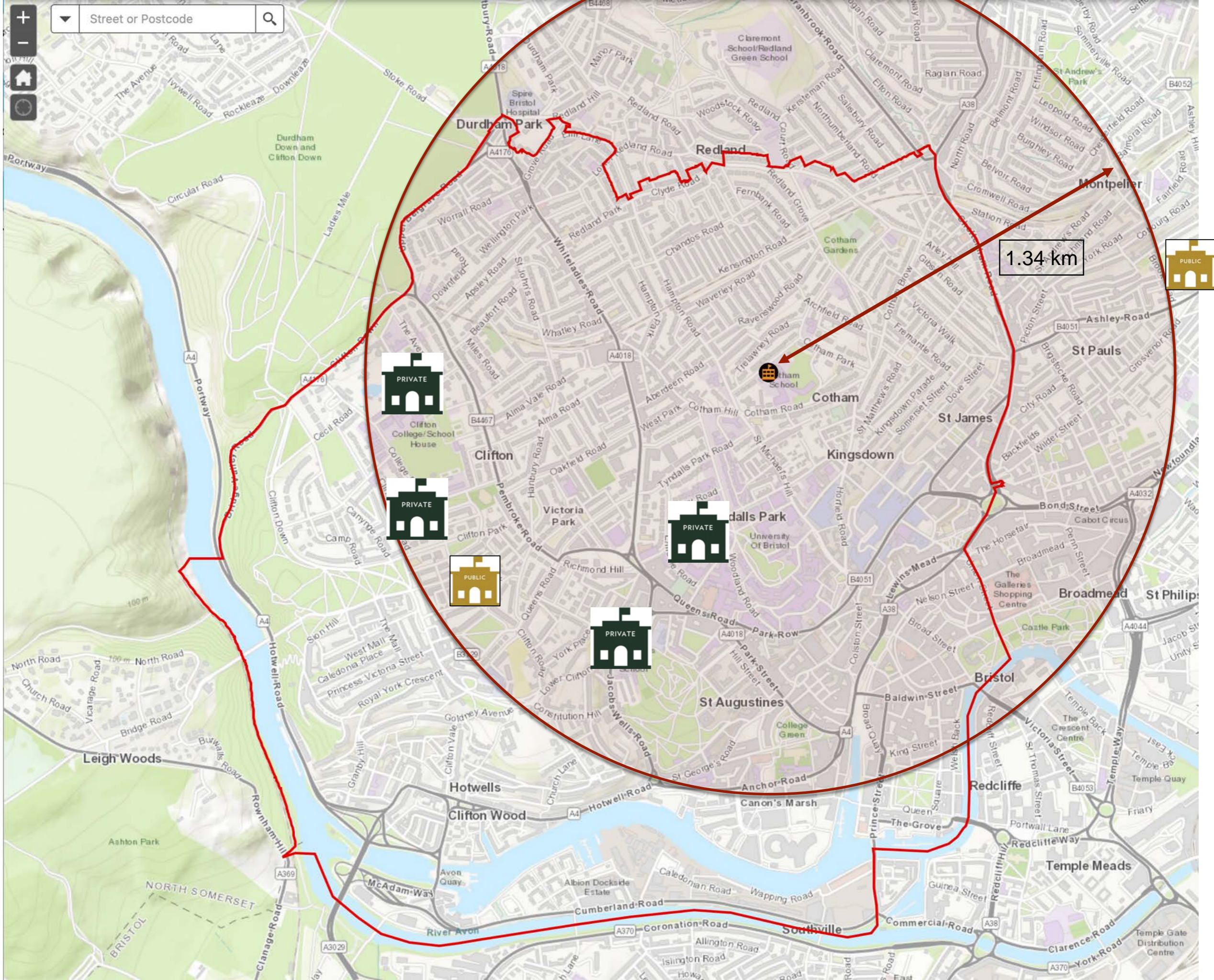
(149 first preferences, 276 second preferences and 277 third preferences).

The application to place (A/P) ratio is 2.9.

1.34 km

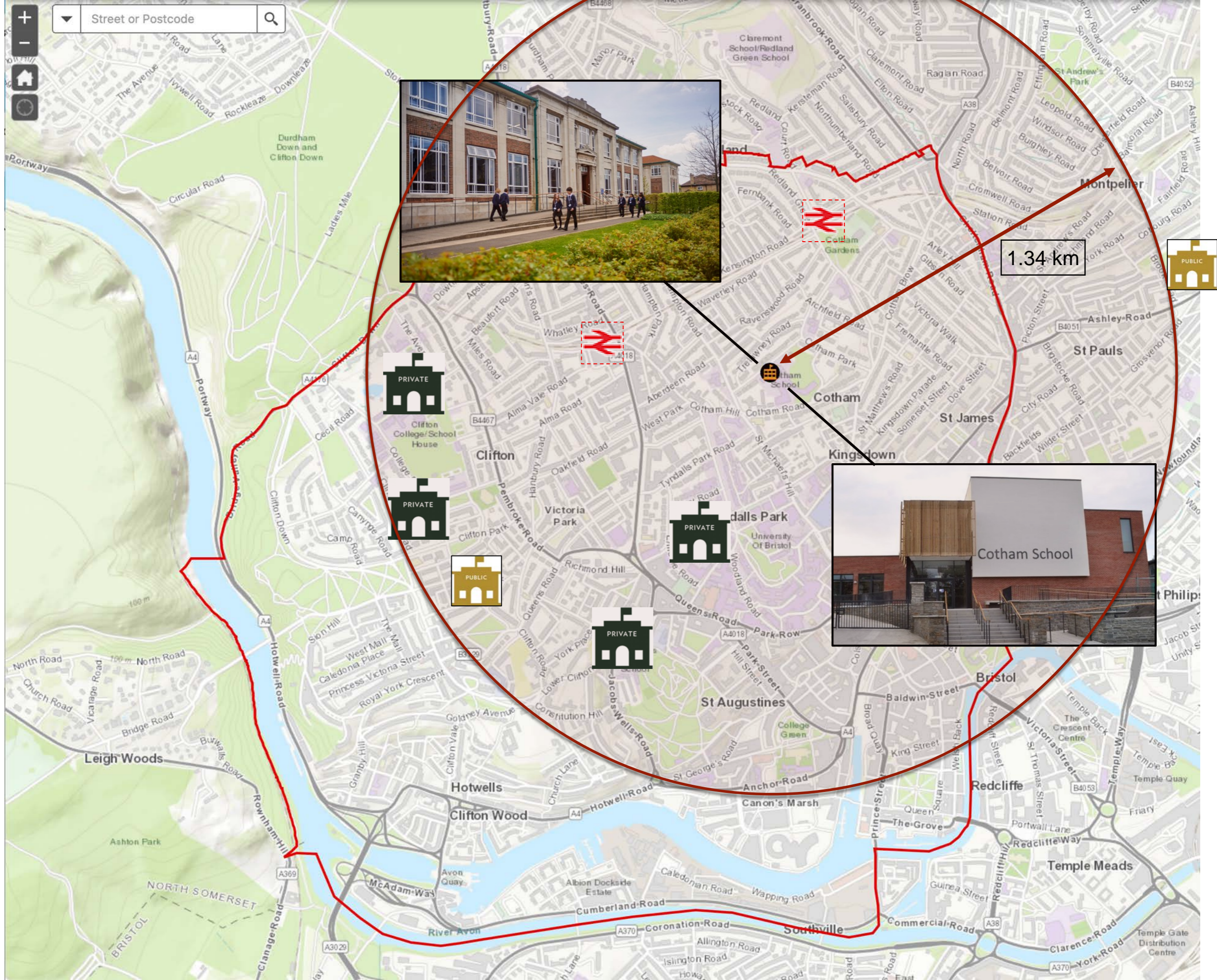


School	Christ Church CE Primary School	St Barnabas CEVC Primary School	National
Pupils meeting expected standard	71%	52%	65%
Pupils achieving at high level	20%	4%	11%
SEN	4.4%	14.8%	12.6%
EAL	20.1%	57%	21.2%
FSM	8.2%	57%	23%



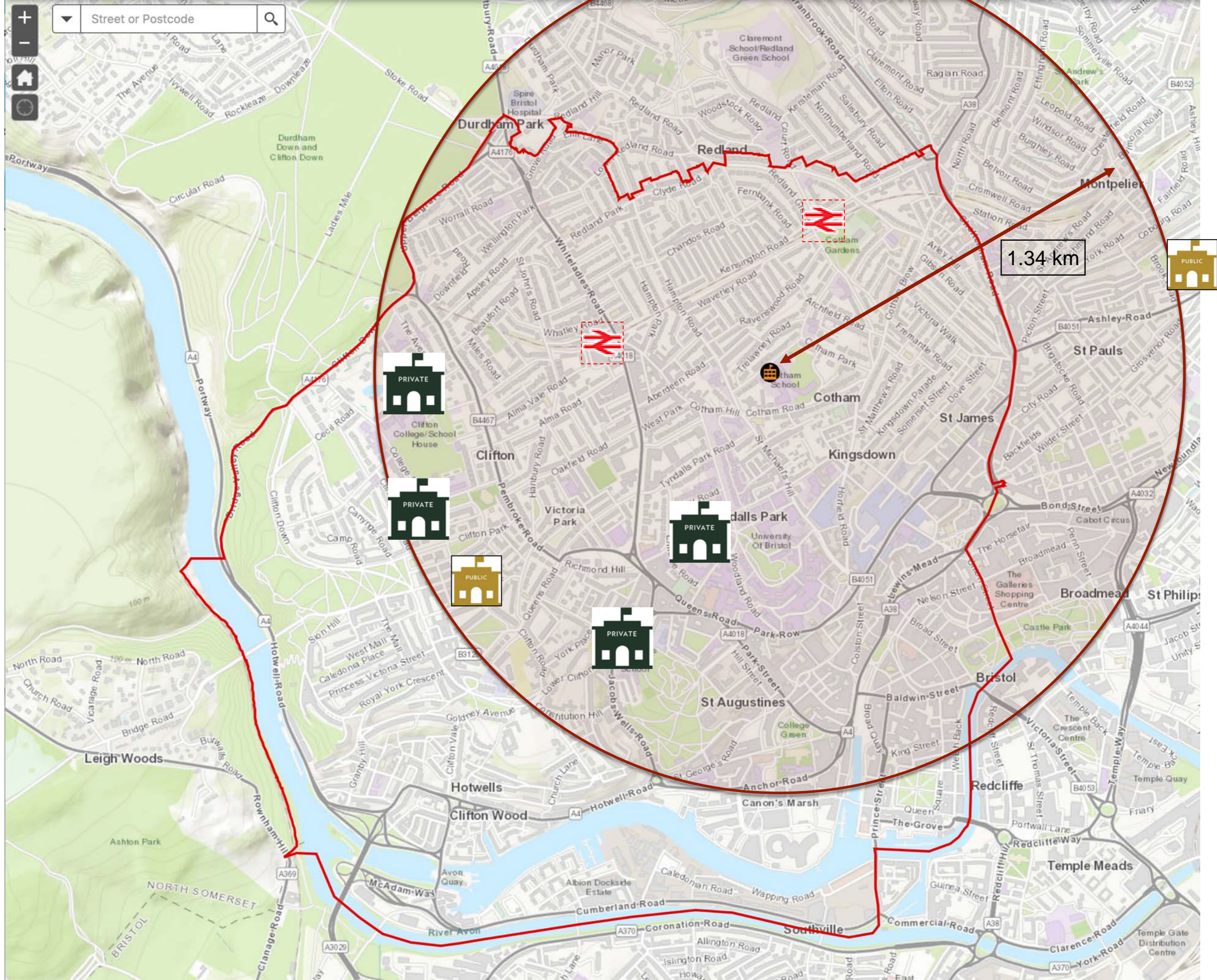
1.34 km





1.34 km





▼ Street or Postcode 🔍



1.34 km



School admissions

“And yeah obviously *Cuckoo Girls* [all girls academy] sucks in all the girls (laughs) so schools around about they end up with a higher proportion of boys. That’s not to say anything negative about boys but we all know what the performance of schools is like where there are more boys to girls. It skews the performance outcomes doesn’t it.”

(LA official)



Collaboration and partnership

- The onus has been placed on systems at a local level to collaborate (Greany, 2015)
- Role of LA changed to policy facilitators
- Schools handpick with whom they network, strengthening their influence on the market place.
- ‘Isolated schools’ - those who find it harder to collaborate with others.

Collaboration and partnership

“What we’ve tried to do with the Excellence in School group is bring everyone around the table and trying to get collective responsibility for pupil outcomes.”

(LA official)

We also do quite a lot of work with another trust in terms of building capacity within our own trust... So, a bit of MAT to MAT support going on there.

(Academy Head Teacher)



Collaboration and partnership

“I am increasingly concerned about isolated schools... schools that are not part of any of the networks”

(CEO Academy Trust)

“A school that is part of a London based MAT is notably more isolated”

(LA official)

“There is no collaboration at all”

(Headteacher of school in *Special Measures*)



Ongoing threads...

- Policy of academisation had not changed the local education market.
- No improvement in terms of either equality or social mobility, especially in the south of the city.
- Current education policy continues to exacerbate differences and inequalities.



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