



...
The **Brilliant** Club

Annual Report

2014/15



Welcome

Dear Colleagues,

Welcome to The Brilliant Club Annual Impact Report for 2014/15.

I first got involved in university access when I was working as a teacher in a challenging school in Tower Hamlets. Working on the school's gifted and talented programme, it was my absolute privilege to stretch and challenge our most-able pupils in a school where over 50% of the children were eligible for free school meals. My approach focused around a tangible outcome, to support my pupils in such a way that they secured a place at a highly-selective university. In doing so, I was exposed to a fundamental inequality that I wanted to challenge: only 2% of pupils eligible for Free School Meals in the past six years secure a place at a highly-selective university, compared to 50% of their wealthier peers.

So six years ago, my colleague Simon Coyle, who worked as a teacher and sixth-form tutor in Enfield, and I left the classroom to begin working on a small after school project we called The Brilliant Club. The project sought to identify and utilise the expertise and passion of the 100,000 PhD students in this country, and point them in the direction of curious and hard-working pupils from low-income communities. Winding the clock forward, we are still working towards that end, and this report will show how in 2014/15 the charity worked with nearly 7,000 pupils in over 300 schools. The numbers are set to be even higher in 2015/16.

Above all, 2014/15 has been a year of partnership and collaboration. With the support of partners in all sectors we have expanded our Scholars Programme provision across England. In the North West, a coalition of universities including the University of Manchester, Manchester Metropolitan University, Lancaster University and the University of Salford have supported the establishment of our fastest growing region. In the East of England, our partnerships with the University of Cambridge and the University of East Anglia have enabled the programme to grow in rural and coastal areas such as the North Norfolk coast and I am delighted to report that we have been laying the foundations to take our programmes to Wales and Scotland for the first time next year. The Researchers in Schools programme has grown from working in ten schools within one SCITT in London to ten SCITT hubs, from Manchester to Devon, including over 50 schools.

Our partners have not only supported us, but have constantly challenged us to think bigger and reflect on our work and over the last 12 months we have worked hard to develop a detailed theory of change. We also established a new partnership with BCS Consulting who have supported the re-design of our IT systems and helped us refine elements of our wider strategy. Given this, I wanted to highlight that this report is an open invitation to collaborate and innovate. Over the last six years we have learned that effective partnerships are crucial to addressing the access gap. If you would like to find out more, or would like to tell us where we are going wrong, please do get in touch.

Above all, however, it is the pupils that we work with who inspire us to improve and innovate. The feedback that they share with us not only allows us to report on our impact, but is the bedrock for developing both of our programmes. For us, considering the growth in our younger pupils' academic confidence or their ability to communicate effectively within a group is the way in which we will continue to work towards our mission of ensuring fair access to highly-selective universities. To that end, I am delighted to report that 43% of our sixth-form pupils from last year are now studying at a highly-selective university.

Sadly, 2016 marks my last year at The Brilliant Club, as I stand down from the charity at the end of this term and pass over my responsibilities to Dr Chris Wilson, who will join Simon as Co-CEO of the charity. However, after a short break I am excited to be returning to university access as, following the success of a pilot of The Brilliant Club in the USA, we begin work on supporting local practitioners to expand our programmes to new settings around the globe. I hope our paths cross again very soon! With very best wishes,

Jonathan Sobczyk
CEO and Co-Founder, The Brilliant Club



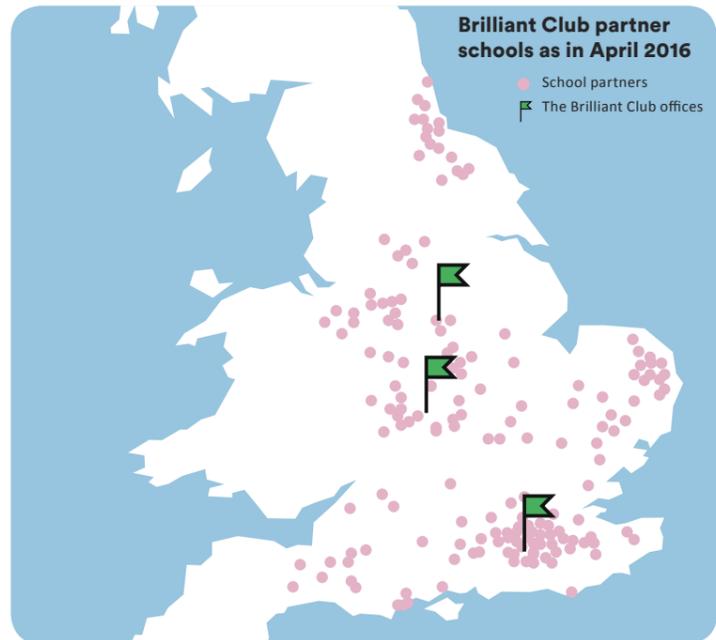
Jonathan Sobczyk,
Co-Founder and
Outgoing Co-CEO



Simon Coyle,
Co-Founder and Co-CEO



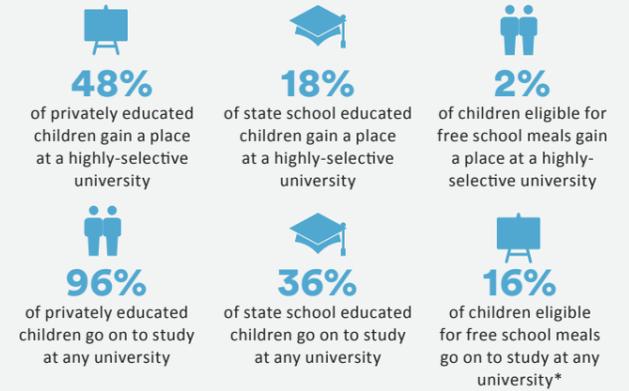
Dr Chris Wilson,
Co-CEO



Overview 2014/15

The Brilliant Club exists to widen access to highly-selective universities for under-represented groups by mobilising researchers to share their academic expertise with state schools

The Context: Widening Participation in the UK



Department for Education School Leaver Destinations

The gap between the percentage of students eligible for free school meals going to a top third higher education institution compared to all other students from state funded schools and colleges, has widened from 7 to 9 percentage points between 2010/11 and 2013/14.

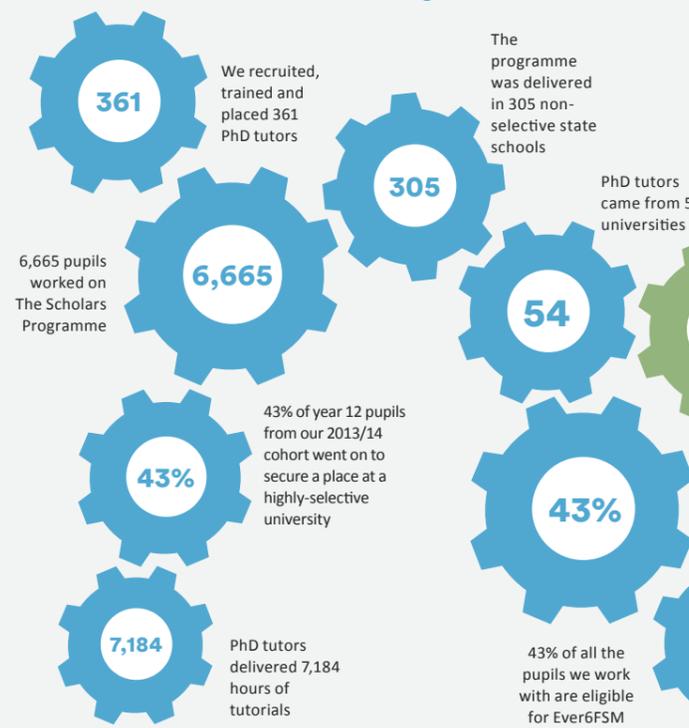
UCAS End of Cycle Report 2015

Entry in 2015 to all Higher Education Institutions was 18.5% for people from the lowest participating quintile of POLAR3 (the classification system for university participation rates by local areas), whereas it was 44.9% for those from the highest quintile.

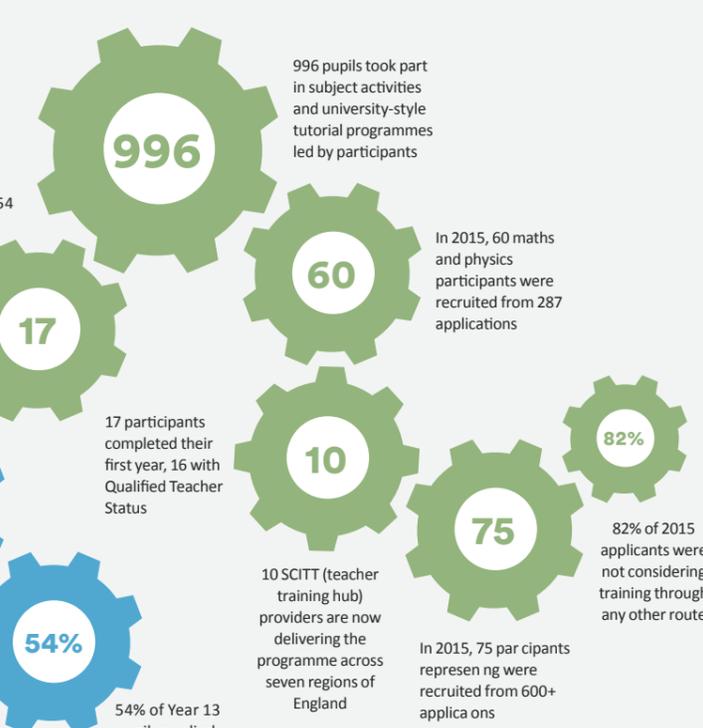


2014/15

The Scholars Programme



Researchers in Schools



*Numbers on this page taken from:
Sutton Trust, 'Responding to the new landscape in university access' (December, 2010)
Sutton Trust, 'Degrees of Success: University Chances by Individual School' (July, 2011)

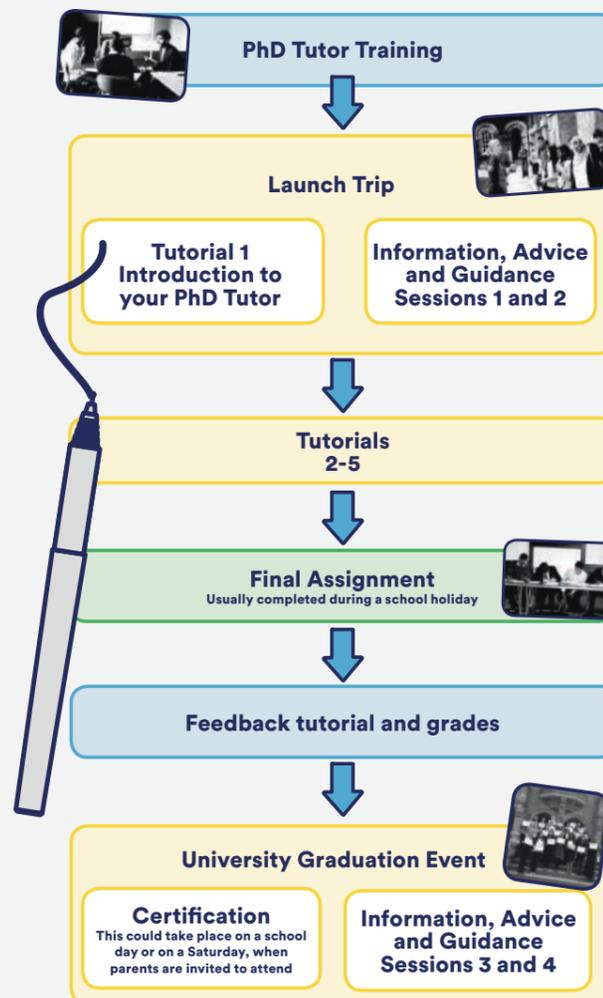


The Scholars Programme 2014/15

The Scholars Programme is made up of a series of academic tutorials and trips, designed to challenge pupils and increase their knowledge, skills and ambition to attend a highly-selective university. A set of six academic tutorials form a course which is designed and delivered by a PhD or post-doctoral researcher, working with our core team of qualified teachers, and which is typically based on the researcher's own academic work. Our researchers are often amongst the world experts in their field, and Scholars Programme pupils will be completing assignments based on research which few other pupils have the opportunity to study.

Pupils begin the programme with a trip to a highly-selective university, where they explore the campus, hear from university outreach teams and current undergraduates, and experience their first tutorial in an academic setting. At the end of the following series of tutorials in-school, pupils complete a challenging final assignment, for which they are given a university-style grade, and attend a Graduation Event and certification ceremony also hosted at a highly-selective university. At the end of each course, schools receive a tailored impact report sharing the individual pupils' results, attendance and self-evaluation data. These reports also indicate whether each pupil is eligible for Ever6FSM. The Scholars Programme currently works with pupils from age 10 to age 18, and last year 54% of our Year 13 scholars went on to make an application to a Sutton Trust 30 university.

Lauren Robinson "This year, at The University of Nottingham, Widening Participation Department, University of Nottingham we have held six Brilliant Club launch trips and two graduation events, each one has been a pleasure to support. The opportunity for students to undertake a research project and to see university life first hand is invaluable preparation for accessing higher education. It is so enjoyable to see the enthusiasm and pride of the students, and their families, when they realise their achievements. Feedback from our Student Ambassadors is always positive, some are Brilliant Club graduates themselves!"



Meet our Alumni



Louis Slater
School: *Haberdashers' Aske's Hatcham College, London.* Currently studying Computer Science with Natural Sciences at the University of Cambridge

"The programme definitely gave me ambition to go to university. The trips were the first time I went to a university, and I really thought, 'Wow, this is what I want my life to be like in a few years'. Your ambition grows too because you grow the skills and knowledge over the course of the programme, and you learn how to learn. The first trip was to Keble College at the University of Oxford, and another to the University of Sussex. Both were amazing because you saw different sides of different universities, and that was so valuable because it made you think about what life would be like there. One of my tutorials was about academic referencing, which I use all the time when we do lab reports for Physics. I wrote about my experience on the programme on my personal statement."



Hannah King
School: *Quarrydale Academy, Nottinghamshire* Currently studying for a Master of Nutrition and Dietetics at the University of Nottingham

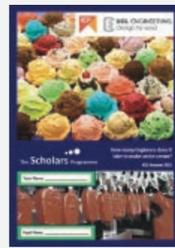
"I really enjoyed taking part in The Brilliant Club programme at the end of Year 12. I found learning about Epigenetics very interesting and despite having not heard of it before taking part in The Brilliant Club, I could still relate it to what I had learnt so far in my A-Level Biology at the time. When I took part, it really was a crucial time in terms of seriously considering applying to university. At the time, I was really unsure if university was the right choice for me, if I would be capable of coping with the level of difficulty of a degree. I was really pleased with how I did as I achieved a 2:1 for my piece. That achievement really solidified my confidence to apply to university."



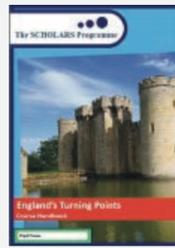
Amelia Wilkinson
School: *Lordswood Girls' School Sixth Form Centre, Birmingham.* Currently studying Education and Modern Languages at the University of Cambridge

"Prior to completing The Scholars Programme in 2014, the consensus amongst my peers and I was that the prospect of applying to university was daunting and rather intimidating. Yet after following a six week programme of tutorials with a PhD Tutor and two fantastic visits to the University of Warwick and Keble College, University of Oxford, the application process and the university experience were de-mystified. I owe much of my decision to apply to Cambridge to the encouragement I received from my PhD Tutor, and to the exciting taste the course gave me of the academic rigour and intellectual stimulation that attending a top university could provide. Whilst it was daunting to make an Oxbridge application as the only student who was applying at my school, the support and advice I received from my PhD Tutor was invaluable, and achieving a starred-first in my dissertation piece instilled the confidence I needed to apply."

Scholars Programme Courses and New Initiatives



How Many Engineers Does It Take To Make Ice Cream?
Key Stage 2 Programme



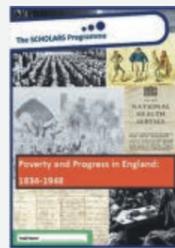
England's Turning Points
Key Stage 3 Programme



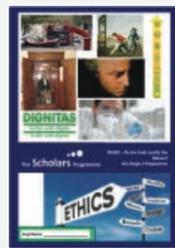
Can We Freeze A Human?
Key Stage 4 Programme



Machine Learning And Big Data: How Smart Are Computers?
Key Stage 5 Programme



Poverty and Progress in England: 1834-1948
Key Stage 2 programme



Do the Ends Justify the Means?
Key Stage 3 programme



Feasting and Funerals: Life in a Medieval Guild
Key Stage 4 programme



Nineteenth Century Music Hall: voice of the people, or cultural control?
Key Stage 5 programme

PhD tutors and Researcher Development

PhD tutors who deliver The Scholars Programme are automatically enrolled on our Researcher Development Programme, which consists of training and experience over the course of their in-school placement and beyond.

The programme's framework is designed to map onto the UK Professional Standards Framework and the Vitae Researcher Development Framework. We aim to equip PhD tutors to be able to support their institutions' aims in public engagement and widening participation, and our partnerships with over 20 universities across the UK are designed in a bespoke manner to support their researcher development targets.

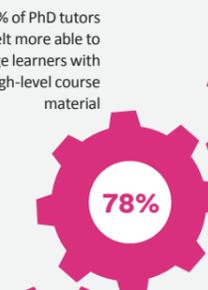
Our training is delivered over three weekends each year, and in 2014/15 expanded for the first time to venues beyond London due to increased numbers of PhD tutors in the Midlands region.

The Brilliant Club hosted training weekends simultaneously at the University of Warwick and at Hammersmith Academy in London.



After the training weekend

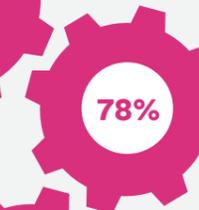
78% of PhD tutors felt more able to engage learners with high-level course material



86% of new PhD tutors felt more able to use appropriate learning techniques in different classroom situations



78% felt more able to accurately assess pupil learning and provide constructive feedback



Of all tutors attending, 94% rated the training weekend as excellent or good



81% of returning PhD tutors felt more motivated to look into further widening access activities



Dee-Ann Johnson
Graduate and Researcher Development Department
University of Manchester



"The energy over the training weekend was amazing. The training complements our own researcher development programmes here at the University of Manchester, enabling our researchers to fully engage with the school students they work with as part of their Scholars Programme placement."

Programme Partners

We are constantly exploring new and different methods for delivering The Scholars Programme, which often leads to the piloting of new aspects of the programme and to the development of entirely new projects, all with the aim of improving the outcomes and impact for the pupils with whom we work. We work with several partners to trial both new parts of the programme and completely new initiatives. This year our partners included:



Oasis Academy South Bank
Oasis Academy South Bank is where The Scholars Programme London office is based. The school is one of a few very special partner schools for us, where we work with around 80% of the pupils on a weekly basis. Being on-site, we have the opportunity to trial new ideas and this year worked with our scholars on building cultural capital, by examining topics such as the origin of language and the history of university.



Unitracks with the University of Warwick
In partnership with the University of Warwick we trialled our first ever distance learning project, Unitracks, with schools in Cumbria and Barking.



Achievement For All
The University Learning in Schools (ULIS) programme with Achievement for All paired teachers with PhD researchers to develop academic units of work for KS3 students, bringing together exceptional subject knowledge with pedagogical experience. The scheme this year paired 10 researchers with 10 teachers to cover a broad range of subjects, including English, Biology, IT, Physics and Geography.



The Harris Federation
In July 2015, The Brilliant Club and The Harris Federation ran a summer school for Year 10 pupils taking part in The Harris Experience. Over two days, 30 pupils from across The Harris Federation took part in academic tutorials at Kenwood House led by experienced PhD tutors. The tutors were trained by The Brilliant Club to adapt their courses into four intensive tutorials about hyperbolic geometry, contemporary British literature and biomimicry.



Headstart
This year we worked with The Engineering Development Trust's Headstart summer school programme to encourage applications from pupils on The Scholars Programme and in Researchers in Schools classes. The summer school is designed to allow pupils interested in STEM to 'try before they apply' and get hands on experience at a university before completing their UCAS applications.



Brightside
We are working with the charity Brightside, which runs online mentoring platforms, to improve the Virtual Learning Environment through which Scholars Programme pupils interact with their PhD tutors and submit their homework and their final assignment. We are looking forward to unveiling the new system in the coming year.

PhD Tutor experiences



Emily Williams,
Birkbeck College,
University of London

In Spring 2014 I designed and delivered a programme to Year 9 and 10 pupils at Eastbury Comprehensive School in Barking. The course I designed was entitled 'Propaganda Posters in Mao's China'. It was interdisciplinary in nature, combining ideas about 'propaganda' with the historical context of Mao's China, and the technique of visual analysis, through which pupils approached the posters. We covered some basic history and art history of the Mao Zedong era (1949-1976), before moving on to techniques of visual analysis. Their final assignment asked the pupils: 'With reference to your understanding of propaganda, analyse and evaluate two or more related posters from Mao's China in terms of the design and the meaning conveyed'. I was very impressed with the pupils' ability to deal with such a complex subject matter.



Davide Castiglione,
University of Nottingham

I was impressed and pleased with the tangible improvements my pupils made. Their final assignments clearly demonstrated their confidence in analysing and appreciating exceedingly difficult poems, which certainly are not part of their curriculum and which often trouble even acclaimed academics. Here is a practical way to defeat the taken-for-granted assumption that contemporary poetry is hard to appreciate because it is difficult. Thanks to the scheme, for the first time I could fully explore the pedagogical potential of my research project, which I had only vaguely envisaged before. In designing the course handbook, for instance, I re-mapped the main aspects of my PhD research onto transferable skills (analytic and descriptive, critical and comparative, interpretive and expressive) that the pupils were to acquire during the tutorials.



Alexander Green,
University College London

As a result, I composed a course entitled 'An Introduction to Moral Philosophy'. My aim was to get the students thinking about difficult moral issues, both in theory and in practice, and to teach them the critical and analytical techniques that moral philosophers bring to such issues. After the graduation of my Key Stage 4 groups from Harris Boys' Academy in East Dulwich I was placed at Harris Academy Chafford Hundred to teach a version of the course to Key Stage 5 students (16-18 year olds). These tutorials were more similar to my undergraduate teaching and gave me the opportunity to further improve my skills in that area. I intend to work with The Brilliant Club for the duration of my degree and am currently teaching a prewritten Philosophy course to Key Stage 2 students (ages 8-11) at two schools. I would unreservedly recommend the work to anyone contemplating a career in higher education and to those who feel, as I do, that universities have an obligation to promote truly equal access to the benefits that they can provide.

Impact: The Scholars Programme

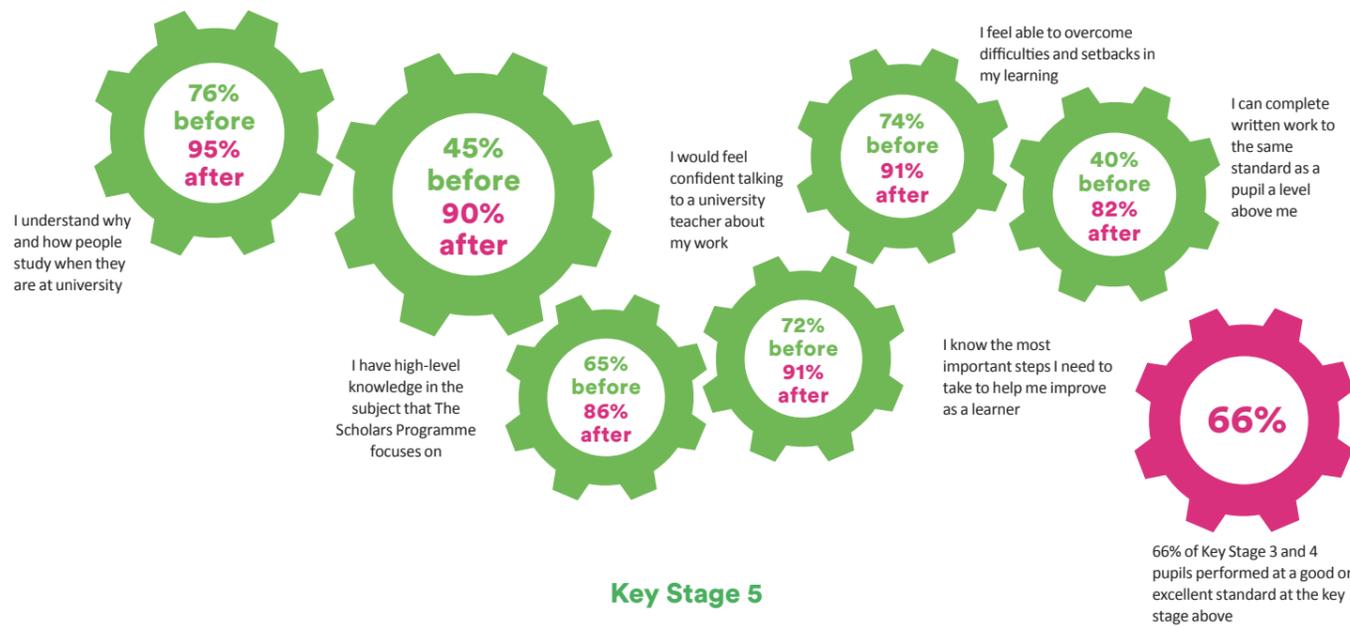
This year we have worked with more pupils than ever and the impact reporting presented in this report is taken from a comprehensive analysis of our provision, including internal programme tracking data, self-evaluation reports from pupils, and demographic and progression data provided by schools. At the end of each term, schools and universities receive a tailored impact report detailing the pupils' marks and progress, and splitting out information by FSM eligibility and background. We would like to extend our gratitude to our pupils and their parents, teachers, data managers and other school staff for supporting us to collect this data.

We ask pupils to fill out self-evaluation forms at the beginning and end of their time on The Scholars Programme. The results below show the percentage of pupils who 'agreed' or 'strongly agreed' with the statements shown both before and after their programmes. The statistics are based on the pupils for which we have complete data for each variable. Data was collected on 6,665 pupils in total.

In particular, over the past year we have aimed to expand our work and increase our impact in rural and coastal areas, including the East of England. Currently, where children are brought up and where they go to school affect their life chances, and in geographic 'cold spots' children have reduced chances of attending any university, let alone a highly-selective university. We are pleased to hear positive feedback from our schools in the East of England about their experiences on the programme, and see the assignments, quotes and photos of the pupils that took part in The Scholars Programme there.

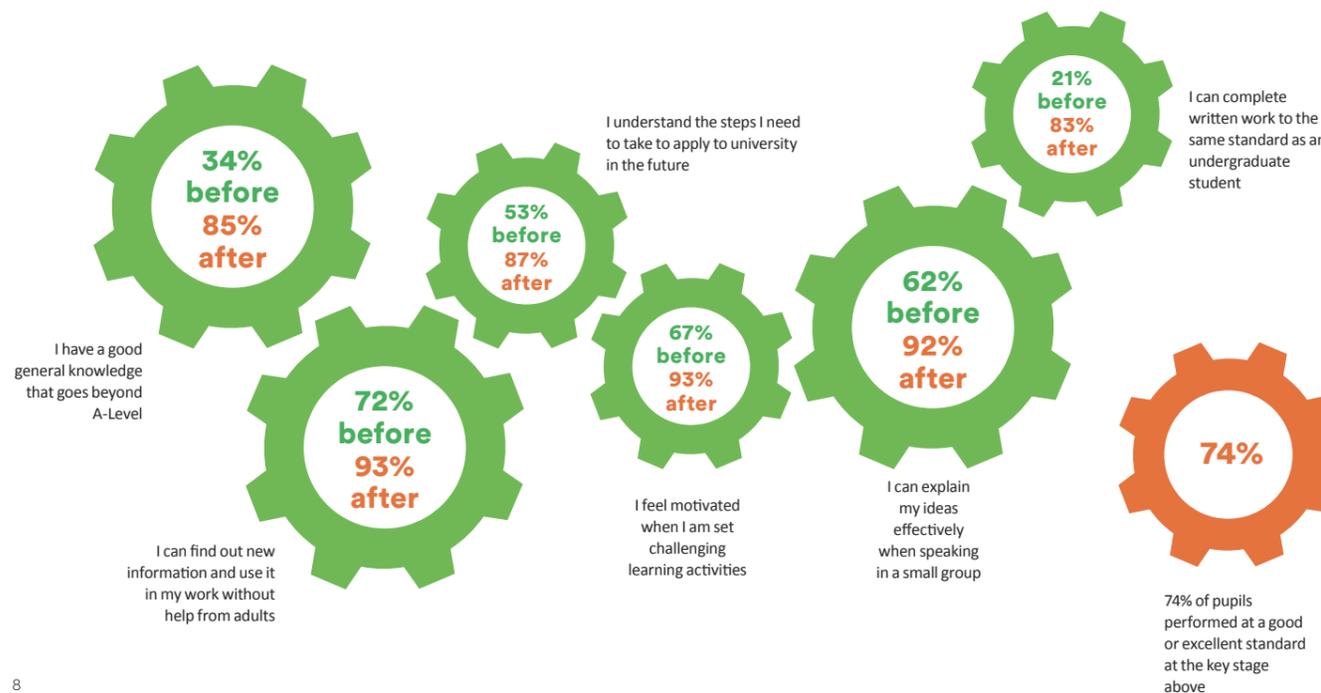
Key Stages 2-4

This data shows the percentages of pupils stating that they either 'agree' or 'strongly agree' with each statement, both before and after their programme.



Key Stage 5

This data shows the percentages of pupils stating that they either 'agree' or 'strongly agree' with each statement, both before and after their programme.



Stories From Our Schools



Pupils from Hornsey School for Girls in North London receive their certificates at Newnham College, University of Cambridge



Year 5 and 6 pupils from South Wootton Junior School enjoy their graduation event at the University of East Anglia. Credit: Archant/Ian Burt



The Somerset Challenge

The Somerset Challenge is a school-led collaborative partnership, with the goal of significantly raising standards of achievement for young people in Somerset. The county currently sees a lower proportion of students achieving 5 or more GCSE A*-C grades than nationally or regionally and large gaps in attainment for pupils eligible for Free School Meals.

In 2014/15, The Brilliant Club partnered with The Somerset Challenge to deliver The Scholars Programme to several schools in the region, including Crispin School and Whitstone School. The support from Somerset Challenge has led to The Brilliant Club working with 10 schools across Somerset since Spring 2015, with over 200 pupils completing the programme. Launch events were held at the University of Southampton and Royal Holloway, University of London, whilst graduation events took place at the University of Oxford and the University of Southampton.



Tom Levinson
Head of Widening Participation, University of Cambridge



"The Brilliant Club's model is both innovative and impactful and closely articulates with the widening participation objectives of the University of Cambridge. Best of all, they 'get' the WP context and particular challenges of highly selective universities, which is vital to effective partnership".

The Scholars Programme features in Ofsted reports

We were proud to have been featured in several of our school partners' Ofsted reports this year, of which you can see a sample below.

Extract from 2015 Ofsted report for The Cornelius Vermuyden School, Canvey Island

The 'Brilliant Club' and 'Express pathway' as well as effective teaching are helping the most able students to make good progress in many subjects and are raising their aspirations. Evidence of this accelerated progress seen in students' work and lessons as well as in academy data. There has been a marked increase in the numbers achieving A* and A grades in assessments already completed. These students speak with pride about the level of challenge that teachers provide for them in most lessons.

Extract from 2015 Ofsted report for Oasis Academy South Bank, London

Students are offered very good opportunities to immerse themselves in academic, creative and environmental activities. For example, students can be involved in...taking part in The Brilliant Club which includes completing challenging pre-university dissertations of 1,500 words on, for example, the Holocaust.

Extract from 2015 Ofsted report for George Spencer Academy and Technology College, Nottingham

Younger students who had taken part in the 'Brilliant Club' had enjoyed the challenge of working with doctoral students at Warwick University, telling inspectors, 'This was the best thing that ever happened to me.'



Parkside Academy
An Outstanding School

Parkside Academy, County Durham

Pupils at Parkside Academy in Willington, County Durham, took part in The Scholars Programme at the end of 2015. Supervised by PhD Tutor Lauren Working, from Durham University, a challenging final assignment saw them answer the question of 'What does it mean to read a story?' in 1,500 words. Lucy Gaskill, a year 7 pupil who took part, said, 'This has made me more of a deep thinker and I see writing in a whole new way. I would say that I now have more confidence in expressing my own opinion.' Miss Michelle Clark, English teacher at Parkside Academy said, 'The work the pupils have completed in The Brilliant Club has had a significant impact on their attitude and standard of work in English lessons. Pupils have been challenging themselves more by attempting to include literary theory in their writing and are becoming more critical, thoughtful writers. It has been an invaluable experience for the pupils and I can foresee it having endless benefits for their work in English.'



Pupils from Parkside Academy with PhD Tutor Lauren Working



North West Case Study And Our Annual Conference

In 2014/15 we began to develop our work in the North West of England, through both The Scholars Programme and Researchers in Schools. On The Scholars Programme we are now working with the universities of Manchester, Liverpool, Salford, Manchester Metropolitan and Lancaster to recruit their PhD and post-doctoral students as tutors, and to bring pupils to the highly-selective universities in the region to enable them to learn more about applying to and studying at a higher-tariff institution. We are proud that, with the development of partnerships with these institutions, we are now able to work across the region from Cumbria to the bottom of Cheshire. Through Researchers in Schools, we are now working with three School Centered Initial Teacher Training Hubs (SCITTs) and their placement schools across the North West, and placed five teachers into schools in the region in the 2015 cohort.



The Scholars Programme in the North West has worked with:

568 Pupils

40 Placements

26 Schools

Stephanie Lee

Head of Widening Participation and Outreach, University of Manchester.
 "We have found working with The Brilliant Club has added value to our outreach work. As a university we are highly committed to widening participation, and by partnering with The Brilliant Club we have been able to increase our reach as we are working with schools across the whole of the North West region. We have seen first-hand the benefits the students can access through working with researchers from our own institution and other HEIs, as well as the development benefits to the researchers themselves. We greatly support the further collaboration with this valuable initiative."

David Mowat

MP, Warrington South.
 "The Brilliant Club runs two inspiring programmes – Researchers in Schools and The Scholars Programme – which give students the opportunity to learn from expert researchers who inspire and challenge them, and to engage with cutting-edge science. I am delighted the programme is growing in the North West and in Warrington and I hope local schools will make the most of this unique opportunity."



Pupil from Ladybridge High School in Bolton learns more about life at the University of Manchester.



Manchester Creative and Media Academy have three Researchers in Schools participants. They often share tweets about the programme:

@MCMAcademy: We have 5 Researchers in Schools working at MCMA. They share our vision of excellence & change lives each day!

@MCMAcademy: We are really proud of Dr Vaisey who is writing materials for @BrilliantClub. Yet another benefit of having @RISchools here at MCMA.

Lancaster University	University of Liverpool	University of Manchester
1 Launch Trip	1 Launch Trip	5 Launch Trips,
1 Graduation Event	1 Graduation Event	5 Graduation Trips
(in Summer 2016)	(in Summer 2016)	

Annual Conference

One of the high points of the year was our 2015 conference, held in July in conjunction with King's College London, which this year took for its theme the question of: "Where can we find solutions to break the link between household income and admission to the UK's highly selective universities?"

We welcomed Professor Les Ebdon from the Office For Fair Access as our keynote speaker, and were joined by university representatives, classroom teachers, pupils, writers and delegates from industries outside of education to share experiences and best practice.

@russellhobby: Enjoyable debate at Brilliant Club conference on value of FSM as indicator of disadvantage

@rachael_c_edu: Schools should nurture pupils with passion says Rosie, former pupil now @UniversityLeeds

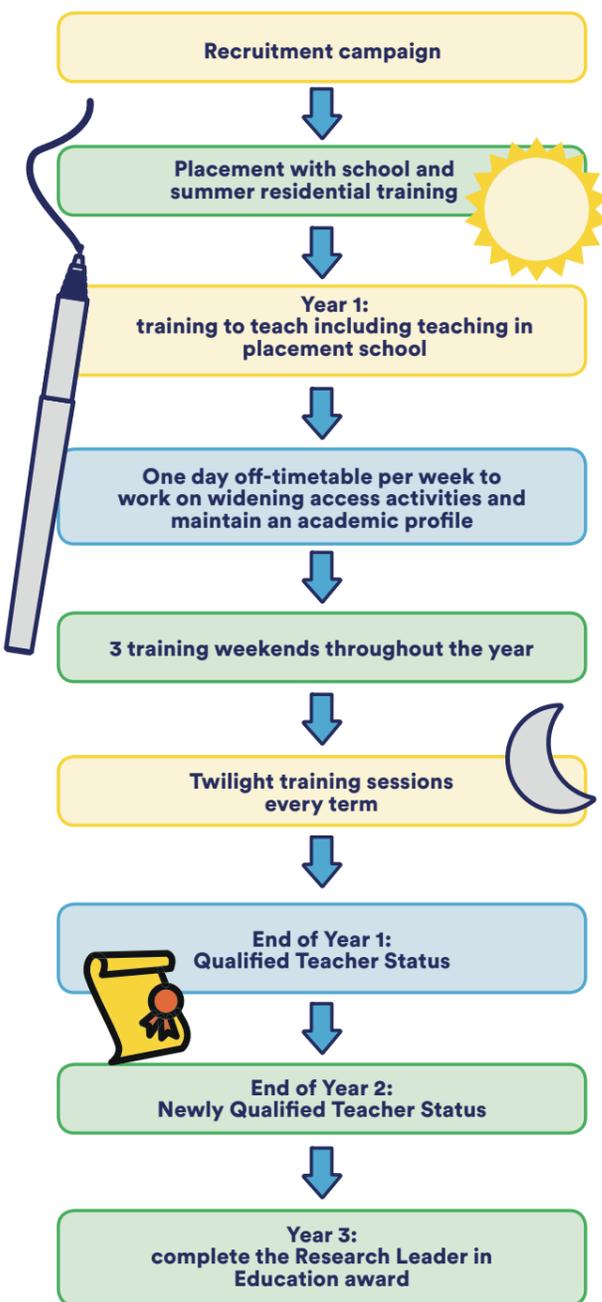
@DiscoverDowning: Excited to learn lots at the @BrilliantClub and @KCLWP Annual Conference today with @CorpusSLO and @ClareSchools



Researchers in Schools Programme

Researchers in Schools (RIS) is a teacher training and professional development programme exclusive to researchers who have completed a doctorate. It exists to attract talented subject specialists into the teaching profession. By training researchers to become highly-effective classroom teachers and future subject leaders in the education sector, The Brilliant Club aims to increase and disseminate subject expertise, promote research and champion university access within schools. At the same time, the RIS programme enables trainees to maintain an academic profile by providing time and financial support for research projects, writing, publication and attendance at conferences.

The RIS programme was created as a result of demand from postgraduate students and researchers who The Brilliant Club has worked with, for a route into teaching that utilises the skills of researchers – and from headteachers, who were keen to attract more subject specialists into their classrooms. Following the success of this initial cohort, who not only qualified as teachers but also delivered a range of academic enhancement activities and undertook research, The Brilliant Club, with support from the Department for Education, was able to grow the programme.



Programme Aims

1. To increase and disseminate subject expertise
2. To promote evidence-based practice and research
3. To champion university access

Dr Clara Sousa-Silva

Physics teacher at Highams Park School, London
 "As a researcher I always found outreach really fulfilling but I wanted to have a more active role in education, particularly trying to get girls into science. Through Researchers in Schools I was given the opportunity to work with hundreds of students. Working with them every week, I feel like I'm having a real impact on their education, while being able to continue my astrophysics research. I could then bring this research into the classroom, making students not just observers but participants in modern science."



Year 13 Pupil

"I haven't had a chance to come by and say thank you for all your help. I have been meaning to for a while, but this afternoon I got an email saying that I have been accepted into the LSE programme! I am so excited and wanted to say a huge thank you as I know that I couldn't not have done it without your endless support and help. Thank you for all your time and kindness."



Researchers in Schools 2014 and 2015 cohorts

Researchers in Schools 2014 and 2015 cohorts

The RIS Programme piloted in 2014 with a cohort of 21 PhD graduates beginning their teacher training in the London West Alliance. A second cohort of 80 participants began teaching in September 2015, selected from over 600 applications. RIS has now placed over 100 new PhD teachers in more than 50 schools across England, who will deliver structured support to nearly 1,000 target pupils over the course of this academic year.

The inaugural cohort of Researchers in Schools participants have completed their first year in the classroom and, having undertaken a programme of training, observations and classroom teaching over the course of the last year, returned in September as newly qualified teachers. 82% qualified with either an 'Outstanding' or 'Good' rating. This past September also saw our second cohort begin their training in schools across the country, with Researchers in Schools expanding to place teachers in classrooms in the North West, Midlands, South West and the South East. The 2015 cohort is made up of 80 trainee teachers, recruited from over 600 applications, of which 57 are on the Department for Education's Maths and Physics Chairs Programme. This is an initiative to encourage specialist Maths and Physics teachers into the profession, and supports these participants with a salary uplift and links to world-leading science and technology businesses.

Dame Sue John

Chair of Trustees, The Brilliant Club
 "The success of this cohort is credit to the high quality training they have received from a collection of RIS partners, along with the hard work and dedication of the participants themselves. We are very much looking forward to meeting the next cohort of participants this September!"



Dr Riccardo Porcari

Science teacher at Challney School for Boys, Luton
 "I love being a teacher because it allows me to inspire young adults and pass on my passion for science to them. As a researcher in school I am able to keep my own research ongoing, keeping myself updated and nurturing my own passion for the subject. The widening participation focus of the programme allows me to bring new courses to the students and to the school, which is very beneficial for both."



Kal Hodgson

SCITT Director at Greater Manchester Bright Futures and Vice-Principal of the Altrincham Grammar School for Girls
 "We joined the Researchers in Schools Programme because we saw it as an excellent way of developing high quality teachers, in shortage subjects for those schools that are coping with the most challenging circumstances. Not only do the RIS trainees bring a wealth of current in depth subject knowledge to our pupils, but colleagues too are able to benefit from their recent, cutting edge expertise and their high level research skills. They are always passionate and enthusiastic about their subject and therefore provide a great source of inspiration for the next generation."



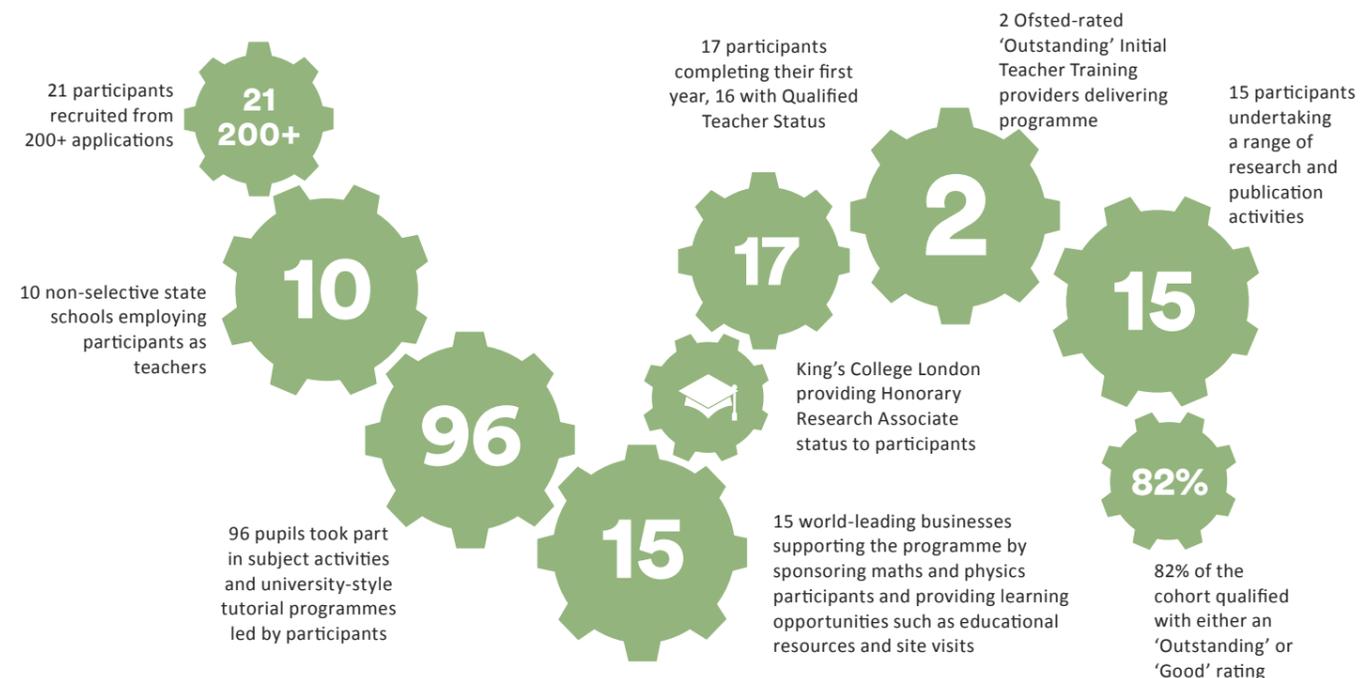


Impact: Researchers in Schools

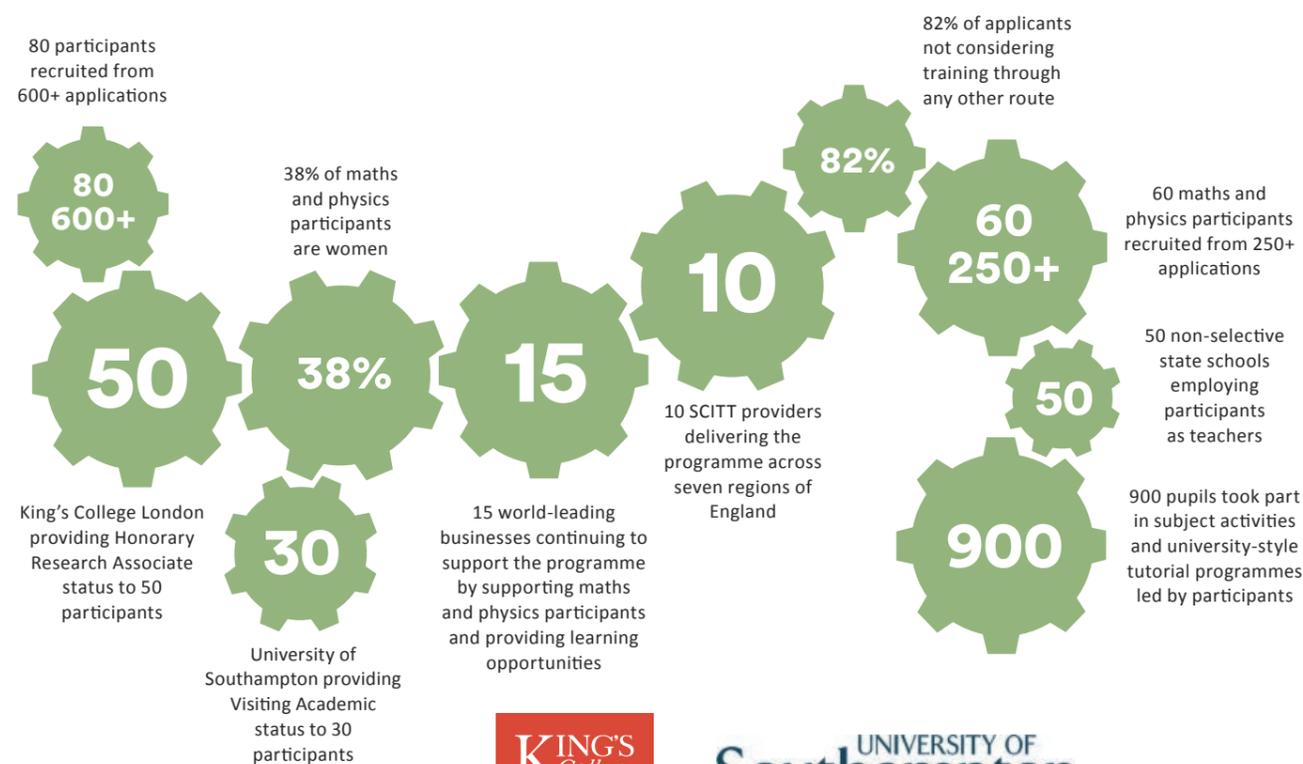
Researchers in Schools aims to bring more talented subject specialists into the teaching profession. We hope that they will inspire pupils, help them to excel and support them to successfully apply for and attend highly-selective universities. There is a pool of passionate researchers who see the route as a fantastic way to begin teaching in secondary schools, whilst having the opportunity to continue to engage with research: over 80% of those applying for the programme were not considering entering teaching through another route.

As the programme grows, RIS teachers are working with more pupils across the country, developing as excellent new classroom teachers, and delivering activities that promote university access and research in their schools.

2014 Cohort



2015 Cohort



RIS Pilot Partners

The Brilliant Club delivers the Researchers in Schools programme in partnership with other education charities, schools and universities, with significant support from leading businesses. The training route is unique in the breadth of opportunities it offers participants, and we believe that this provides an excellent platform for them to have an impact in their school and beyond.

To deliver the Researchers in Schools programme we receive funding from the Department for Education and some of the country's leading businesses who recognise the value that teachers with a PhD in their subjects can bring to the education system.

Role of Partners

Challenge Partners is a group of autonomous schools and academies, based on the principles of the London Challenge and Teaching School Alliances, who work together to lead school improvement both locally and nationally. Many of the SCITTs and placement schools in the RIS partnership are also part of the Challenge Partners group, and the organisation supports the RIS Team in the development and delivery of its bespoke Continuing Professional Development training.



King's College London (KCL) is one of the world's leading universities, providing world-class teaching to more than 26,000 students and cutting-edge research across a number of disciplines. In the first year of the RIS Programme, KCL granted all participants Honorary Research Associate status at the university, giving access to libraries, research facilities and a wider academic network. In addition, KCL delivered 'Teacher Advocate' training to support participants to champion university access, including through its flagship K+ Programme.



In the first year of the RIS programme, QTS training was designed and delivered by Lampton School and George Abbot SCITT, both of which are OFSTED-rated 'Outstanding' teaching schools. These two schools – which are the centre of the RIS London Hub – have worked closely alongside 10 placement schools employing participants as teachers.

These placement schools are:

Barnhill Community School
Brentford School for Girls
Brentside High School
The Bridge Academy
Chiswick Community School

Feltham Community College
George Abbot School
Isleworth and Syon School for Boys
King's College London Maths School
Lampton School

Secondments

Researchers in Schools is piloting secondments for RIS participants in organisations aligned with the wider aims of the programme. The secondments are an opportunity for RIS participants to employ their research skills to further the work of these host organisations. Dr Daniel Jackson and Dr Richard Branch have been working with Education Datalab to identify meaningful trends in the national pupil database.



Dr Bryn James is working with King's College London Widening Participation Team and the Behavioural Insights Team at the Cabinet Office on a project to identify the role of 'nudge' approaches in optimising the student experience for undergraduates from access backgrounds at King's College London. The team will be sharing the outcomes of their research at The Brilliant Club Annual Conference on 19th July 2016, which has the theme of Geography and access to higher education.



Department
for Education



Nick Gibb
 Minister of State for Schools
 "Of all the initiatives currently being undertaken by the government, this is one about which I am most excited. Researchers in Schools is uniquely placed to address some of the most pressing issues in British schools. Widening university access, valuing the importance of subject knowledge, and research-based teaching are three core priorities for this government. They are also three areas where teachers with PhDs can have an enormous impact."

Maths and Physics Chairs Programme

Programme Overview

The Government has a key interest in building the pipeline of pupils studying Science, Technology, Engineering and Maths (STEM) subjects at school and university who will go on to pursue STEM focused careers. It has been estimated that between 2012 and 2020, the UK economy will require 830,000 new professional scientists, engineers and technologists (Perkins Review, 2012). The Maths and Physics Chairs Programme is supported by the Department for Education and supports 60 Researchers in Schools participants ('Chairs' in maths and physics).

Currently only 1 in 4 physics teachers have studied the subject beyond A-Level themselves and 1 in 5 state schools have no pupils progressing to further maths or physics at A-Level. The Maths and Physics Chairs Programme recruits PhD graduates to train as maths and physics teachers, bringing the passion and commitment they have for their subject into schools. The Chairs bring their own research and their experience of the wider scientific world into the classroom, inspiring pupils throughout their school to consider the opportunities STEM careers can offer.

Participants have access to a salary uplift during their first three years. Maths and Physics Chairs can also access the full range of opportunities Researchers in Schools provides, including one day per week 'off timetable', bespoke CPD training and Honorary Research Associate status at a leading university.

Maths and Physics Chairs can be paired with a corporate partner who will provide them with a range of additional support to deliver inspiring content in the classroom. Industry Partners have supported Chairs with educational resources, pupil focused education events and unique access to their businesses.

Industry Partners

BAE Systems	Northern Gas Networks
Barclays	Prudential
Goldman Sachs	RBS
GSK	Samsung
Imagination	Shell
Lloyds Banking Group	Tata
Nationwide	UBS

Programme Aims

- To widen the uptake of maths and physics at GCSE and A-Level
- To raise attainment in maths and physics at GCSE and A-Level
- To increase the number of pupils progressing to STEM degrees and careers
- To promote female achievement in maths and physics
- To foster partnerships between industry and education that help to inspire pupils about STEM



Mauro Mantega
 Imagination Technologies Chair (Feltham Community College)
 "In February 2015 and March 2016, I took 40 pupils to visit Imagination Technologies, many of whom are studying Computer Science for their A-Levels. They learnt all about the company and the roles available for young people in STEM industries – from product design to engineering and beyond. They also had the chance to visit the demo room and get their hands on some of Imagination's latest products. The high definition gaming displays were a big hit! Pupils also visited the lab and were able to see the testing and repair of microprocessors and speak to technicians about the problems that they encounter, and how they work to solve them."



Anna Haslam
 Head of Social Investment, Shell UK
 "Shell has been inspiring young people about science and engineering for over 50 years. The five teachers we sponsor have thrown themselves into the opportunities we have provided; from visiting our Upstream operations in Scotland to learn about engineering in action, through to running careers workshops and hands-on activities in the classroom. Ensuring students are taught by inspiring subject-experts, and have access to exciting opportunities like these, will help them fulfil their potential."



Dr Mari Chikvaidze
 Lloyds Banking Group Chair in Maths (Lampton School)
 "My experience with the Maths and Physics Chairs Programme is very positive. My industry partner, Lloyds Banking Group, are as passionate about helping young people from disadvantaged backgrounds as I am. There will be a range of opportunities for my pupils, including future visits to the bank, as well as professional development opportunities for me. In particular, I am going to attend Money for Life training in order to learn how to deliver Money Management sessions to my pupils. I am also hoping to invite some of the Lloyds Scholars to attend a workshop at Lampton School, I think it is going to be a very inspirational opportunity for my pupils to hear from Lloyds Scholars and to get guidance from them."

Charity Partnerships and Development

Corporate Partners

We were delighted to launch a partnership with **BCS Consulting** in spring 2015. Over the five year partnership, BCS will support the charity on strategic projects which use BCS's core expertise, as well as making a generous donation to the charity each year. The partnership has started successfully with BCS writing the tender for our new IT system and supporting us on a project to streamline processes within The Scholars Programme. The new IT system, linking our online learning platform and our pupil and PhD tutor database, is a critical development for The Brilliant Club, and is central to our drive to develop performance management tools and processes to ensure pupil outcomes.



Paul Brock
CEO, BCS Consulting



"We are delighted to partner with The Brilliant Club and to have the chance to support them in their endeavours to improve fair access to some of the UK's most selective universities. Many of our consultants attended these institutions and know, first-hand, how valuable that experience can be. For us, this is a great opportunity to give something back whilst helping to improve the educational prospects of students from non-selective state schools."

We received a **Santander/UnLtd SEDA Award** towards the development of our CRM system which allowed us to take an important first step in building our programme management system. In 2015, we were excited to launch a new partnership with **Boult Wade Tennant**, patent attorneys, and look forward to the development of this relationship. We are lucky enough to be supported by a range of businesses and individuals who give their pro bono expertise to The Brilliant Club on a range of initiatives. For example, **Mayer Brown**, **Herbert Smith Freehills** and **Clifford Chance** have all lent their legal expertise to us to strengthen the charity's operations, and **Deloitte** has been a longstanding partner of The Brilliant Club.

Awards and Non-Corporate Partners

In December 2015 we were delighted to be awarded a **Guardian Charity Award**, which are designed specifically to showcase the work of small and medium sized charities. The award attracted over 1,300 entries and we were one of only five winners. We were invited with the other winners to an awards ceremony at The Guardian's head offices in London. Prizes included workshops with Zurich and Media Trust as well as trustee training and a variety of charity development sessions.



Our work with **Impetus-PEF** has been transformational for the charity, supporting us to carry out a structured 'theory of change' process to review our basic strategy; redefining the beneficiaries we serve, how we serve them and how we will ensure the best outcomes for them.



Caoimhe McDermott
Mentor through
Deloitte Social Innovation
Pioneers Programme

"Deloitte Social Innovation Pioneers is a business to business support programme aiming to drive forward the growth ambitions of some of the UK's best social enterprises. Deloitte selected The Brilliant Club to join its Social Innovation Pioneers programme in 2014, with Deloitte's people using their core skills and expertise to support The Brilliant Club through their business challenges.

With marketing and communications being a key area of focus, Deloitte were able to arrange for me to act as a mentor for The Brilliant Club's Communications and Marketing Director to discuss the business priorities and challenges identified, and how to approach these. This included organising a series of working sessions to work through the brand and communications priorities in the short and medium term, and mapping out the actions needed to drive impact."



We continue to be supported by **Teach First** as one of their Innovation Partners – organisations making a significant contribution to reducing educational deprivation in the UK. After a competitive selection process, Teach First selected The Brilliant Club as a three-year Innovation Partner. This year, we joined the **Fair Education Alliance**: a coalition of organisations from across business, education and charities working to tackle educational inequality. Fellow members include Barnardo's, Teach First, Business in the Community, the RSA, Save the Children and the National Association of Head Teachers.

THE DULVERTON TRUST



We were delighted to be selected as one of the **Epic Foundation's** portfolio of 'high-impact' organisations from a longlist of 1,400 organisations working globally to support children and young people. The Foundation uses due diligence and expert networks to identify organisations then asks them to apply to join their portfolio. It has created an innovative tracking app to allow philanthropists to monitor the impact of their donations. We continue to receive funding from **The Dulverton Trust**, for which we are very grateful.



We were selected by the **Nuffield Foundation** to run their Research Placements in Greater London and the South East. The placements provide over 1,000 students each year with the opportunity to work alongside professional scientists, technologists, engineers and mathematicians. This is an outstanding opportunity for the pupils with whom we work. Lastly, **Esmée Fairbairn Foundation** continues to support our work in the Midlands region and in creating an initiative for parental engagement, ThinkUni, across The Scholars Programme.



Photo credit: Victoria Metaxas

We are very grateful to the following people for their invaluable work to create this report:
Andy Welland, Esemena Ivbijaro, Lauren Bellaera, Martha McPherson, Max Schrijnen



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