



THE MAYOR'S EDUCATION INQUIRY

FINAL REPORT: FINDINGS AND RECOMMENDATIONS
OCTOBER 2012

MAYOR OF LONDON

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Cover image West London Free School pupils.

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West London Free School pupils. © Eleanor Bentall

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GOING FOR GOLD – TURNING ACHIEVEMENT INTO EXCELLENCE
IN LONDON'S SCHOOLS

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CHAIR'S FOREWORD

As we draw our London Education Inquiry to a close, the city is still basking in the afterglow of our Olympic and Paralympic summer. We are naturally proud of the achievements of our nation's athletes on the international stage and the panache with which our capital has put on the show. It feels right to be setting out our ambitions for the future of London's schools in the most confident terms.

Our report is being published at a time of considerable policy change. We have sought to set out and address some key challenges. How can we nurture talent fit for one of the world's greatest cities? What can we do to help London build on its position as national leader in education to become a global leader?

Yet consider how far our civic mood has shifted in the course of a year! Let's not forget that when we launched the inquiry the London riots were still fresh in our thoughts. In their wake, some very different questions were being posed. Londoners were searching for ways to turn around whatever was going so badly wrong in the capital; and asking how to rebuild a positive connection between disengaged young Londoners and their city.

In our minds, both starting points bring us to some common and fundamental principles in this the final report of our inquiry. We want to:

- support a culture of the highest expectations for all children in London, shared by parents and schools, and irrespective of race, class or wealth

- extend a sense of opportunity to every young Londoner, inspired by a fresh look at the city around them
- do everything we can to spread excellent teaching that challenges, stretches and drives attainment for all our children and young people, and particularly for those who come from the most disadvantaged backgrounds.

Whatever the overall policy direction at a national level, and the changing role of local government, we are ready to work in partnership to champion improvements for all London's children and young people.

We place great importance on the quality of teaching in our schools, because we know from research that it is the number one factor in improving educational attainment for all children. We unashamedly want a return to 'real' subjects and an education system in which what children know is valued above how they know. In our view the teacher is indeed the fountain of knowledge. Research shows, too, that outstanding leadership fosters outstanding teaching, and it is therefore right that we should expect more from our school leaders.

This does not devalue the 'questioning' child. In fact, it is the basis for training the imagination, so our children and young people can be self-confident and innovative. Creativity is linked to strong knowledge of a subject area. We cannot expect our children to go off and play complex riffs on a saxophone unless they have mastered the basic chords.

We seriously question the value of an education system in which too many of our primary school children do not reach the expected levels of literacy and numeracy by the time they leave. I believe the essential aim of all education should be the inculcating of a life-time habit, through introducing the basic core knowledge needed to shape children's imagination, and preparing them for what comes next. This means all children leaving primary school should be fluent readers and be able to use and manipulate numbers with confidence and speed. Our watchword in this report is 'preparation'.

Detractors may point to an apparent tension in our report between what the Americans have called the philosophy of 'No child left behind' and a challenging, competitive ethos. In other words, in this striving for academic excellence, wouldn't African Caribbean boys or students with special needs or other disabilities be left in the starting blocks?

The strength of this report is that it recognises that a rising tide lifts all boats. The raising of standards does mean vulnerable groups achieve more too. We know this because in London we have many examples of schools which secure high achievement for traditionally under-achieving groups. If they can do it, so can other schools. It is time for high aspiration to be reality rather than just rhetoric.

For us, the focus must be on the expectations of teachers and the whole school ethos. UK and international research shows that the quality of teachers is the number one factor influencing attainment outcomes and narrowing the gap in educational outcomes. For example, one year with a very effective maths teacher can mean pupils gain 40 per cent more in their learning than they would with a merely 'satisfactory' one.

Yet, too often there has been a culture of excuses wrapped around students who have the potential for academic excellence and yet have been allowed to buy into the discourse of victimhood. This report does acknowledge the realities of economic and ethnic disadvantage – but finds no evidence that these hold back students who are driven by high expectations and who work hard. We have seen that there are many state schools in London that instil in students a sense of high ambition and a willingness to overcome the disadvantages they face.

Of course it is not only aspirational schools that make a difference – we know families who actively support their children's education can help them overcome the challenges of poverty and other hardships. Schools have much to gain from engaging with parents effectively, equipping them to support their children's learning and working with them towards shared ambitions.

We have also been unashamedly London-centric in this report. We have looked at the context in which our schools exist and it is one of wealth and creativity. We, as educators, must provide a bridge for our schools and their pupils to connect with wider London. We acknowledge that the Mayor's office has a unique role in facilitating this link, and we recommend more and better ways of doing this in the report.

The creation of a London Curriculum aimed at lower-secondary school is a great innovation in this report. The analogy with the London taxi driver 'learning the knowledge' is a powerful one, for, unlike the sat-nav, the London cabbie helps illuminate the city and can populate the journey with stories and myths. We not only want London students to have a good grasp of their local history, geography, science and

culture – but to test their knowledge against their peers, and so become experts about their own city.

Ultimately, London students need to leave each stage of our schooling process with what I call ‘a well-stocked mind’. In these mental cellars there should be the knowledge of great vintages such as the works of Homer and Dickens. A knowledge of history that places people and events in a continuum is important. Our children need to experience the systematic development of subjects, understanding how some are underpinned by classical and biblical myths, and how they actually help to sharpen and shape the imagination.

The new London is in need of young people who can ‘think outside the box’, and especially be part of our growing creative and scientific industries. This does not happen when the curriculum ignores central tenets, like systematic grammar for English. We have called this report ‘Going for gold’ because just as the winning athlete has to spend time in the gym preparing those basic muscles before he or she can enter the race, children and young people need to be intellectually prepared to succeed in life. The new London economy is desperately awaiting young Londoners with trained imaginations.

We hope that our findings and proposals provoke interest, debate and action. We are all passionate London educationalists and we don’t want to preach from the sidelines. Yes, we offer challenges, but we also want to roll up our sleeves and play our part in the future of education in the capital. We recognise, too, the powerful impact that positive, parental engagement with their child’s school and learning can make.

We are grateful to our many partners who have lent their experience and wisdom to help shape our plans so far, including the 500 Headteachers and school leaders who took part in our survey.

We will continue to depend on developing effective partnerships – between schools and businesses, boroughs, parents, galleries, science centres and communities – to bring our ideas and recommendations off the page and into life.



A handwritten signature in black ink that reads "C. A. Sewell". The signature is written in a cursive style and is positioned to the right of the portrait photo.

Dr Tony Sewell
Chair

DEPUTY MAYOR'S FOREWORD

This report comes at a time of seismic change in the education landscape. The Government is leading a major reform of the national school system, Ofsted is setting challenging new goals for headteachers, and the economic climate means there is tighter pressure on budgets than ever before.

The capital is experiencing a considerable surge in population, which means there is a need to find 90,000 more school places by 2016. In a crowded city with high property prices, the challenge to find sites for new free schools or expanding existing schools cannot be underestimated.

Meanwhile, the serious problem of youth unemployment reminds us how crucial a good education is for the best start in life, especially in a global city that attracts talent from around the world.

This report, initiated by the Mayor, brings together views and ideas from across London, and represents a real attempt to steer a course through these challenging times.

The panel has celebrated success and progress in London schools, yet has also sought to highlight areas in need of improvement. Rather than being pessimistic about ongoing problems, the report recommends practical ways to address them. Importantly, the Inquiry has made use of the enormous wisdom and innovation of London's school leaders.

This report is absolutely about being more ambitious for London's young people, rather than accepting the status quo or defending vested interests.

On behalf of the Greater London Authority, I would like to express my thanks to all those involved in the Inquiry. We have learned a great deal from the experience and look forward to continuing to improve the education for all young people in the capital.



A handwritten signature in black ink, appearing to read 'M. Mirza'.

Munira Mirza
Deputy Mayor,
Education and
Culture

LIST OF RECOMMENDATIONS

We have organised our 12 recommendations into three key themes that reflect our key concerns and aspirations.

Theme 1 – Promoting excellent teaching in all London schools (see pages 17-42)

Recommendation 1:

In order to encourage all London schools to aspire to excellence and seek out best practice, the Mayor should establish a ‘Gold Club’ of schools that are ‘bucking the trend’ of low aspiration and under-achievement. These would be selected and announced on an annual basis, with a report featuring the background data for Gold Club schools. The publication should coincide with a major ‘London as a Leading Global City’ conference where schools can celebrate their achievements and share their approaches.

Recommendation 2:

The Mayor should establish a ‘London Schools Excellence Fund’. This major fund would work alongside the Gold Club to help schools make substantial progress on the most pressing education priorities in the capital, namely literacy, numeracy and raising standards in science, technology, engineering and maths. The fund would also stimulate new partnerships and innovation.

Recommendation 3:

The Mayor should facilitate summer schools for primary school teachers across London to consolidate and deepen their subject

knowledge in English and maths. There should also be specialist networks and events that bring together secondary school teachers from across schools and boroughs to share good practice and develop effective collaborative links.

Recommendation 4:

The Mayor should help improve outcomes for some of London’s most troubled young people by working with local authorities and Pupil Referral Unit (PRU) Headteachers to deliver a leadership programme that focuses on improving student achievement and helps them succeed in education, employment or training.

Recommendation 5:

The Mayor should launch a ‘London Curriculum’, using the city itself to inspire every secondary school to strengthen its curriculum. This would be supported by a rich programme of events, interactive resources and partnerships that enthuse students, teachers and their communities.

Theme 2 – Preparing young Londoners for life and work in a global city (see pages 43-62)

Recommendation 6:

The Mayor should bring together schools, further education (FE) and higher education (HE) institutions and employers to develop better links between the education and

business sectors, ensuring that training given to young people helps meet London's current and future skills needs. This should include developing new ways to increase the supply of high-quality work placements and improve access into apprenticeships.

Recommendation 7:

The Mayor's office should play a practical role in helping schools improve links with business and HE, improving the information available on post-16 career pathways in all London schools to ensure school leavers are better informed, and promoting a more aspirational culture.

Recommendation 8:

The Mayor should ensure priority is given to children in care and care leavers in all London apprenticeship, mentoring, work experience and job opportunities, through the London Schools Excellence Fund and work with FE colleges, universities, business and other employers.

Recommendation 9:

The Mayor should champion greater collaboration between schools and leading, research-intensive universities like the Russell Group and 1994 Group, so more young people from disadvantaged backgrounds both aspire to study at the best universities and succeed in their applications.

Theme 3 – A good school place for every London child (see pages 63-74)

Recommendation 10:

The Mayor and GLA should work with boroughs and the Department for Education (DfE) to develop pan-London collection and analysis of data necessary for planning the provision of school places.

Recommendation 11:

The Mayor's office should work with boroughs, London Councils and the DfE to play a more strategic role in supporting free school developments in London, by identifying sites and targeting areas of local need.

Recommendation 12:

The Mayor and London Councils should disseminate the best ideas for innovative solutions to address current primary – and future secondary – school place shortages in London.

CHAPTER ONE

VISION AND MAIN THEMES

Vision

At the end of our nine-month whirlwind tour, we feel enormously proud of our London schools. Not so many years ago, London's secondary state sector in particular had a reputation as a no-go area. Many of the families who could do so opted for private education, or moved out of the capital altogether, after primary school.

London schools have not only turned their reputation around; they have become the nation's best. GCSE results are better in London than in any other UK region. Children from poor backgrounds do better in London than in any other part of the country – and there are more outstanding state schools in London than any other part of the UK.

Let's celebrate these achievements at the end of a summer of celebrations in the capital; but beware complacency. London is a restless, changing, complex city and this is reflected in its continued educational challenges. The number of children in London is increasing rapidly, and many more of them are growing up in poverty than in other parts of the country. We do not underestimate the challenges for teachers and school leaders in delivering improvements in a highly urban environment, with often high need for specialist support.

The well-documented diversity of London's schoolchildren is not a problem in itself. Indeed, immigration has brought many families to London who carry with them a strong ambition and high regard for learning. But for a number of reasons, pockets of London experience such a high turnover of families that classrooms and teaching can become unsettled and disrupted.

The need for continued improvement is not just a response to handwringing about specific challenges facing schools in London.

It is also driven by ambition, world-class ambition. London is one of the greatest cities in the world. Yes, it is good that a London education is the best in the country, but we quite rightly expect London schools to be world leaders. We believe that London schools as a whole – of all types and sectors – can further raise the attainment and expectations of our young people.

One of the key reasons why the Mayor is becoming more involved in London's education is because of the social and economic consequences of schooling, including early years provision, and further and higher education, on London's future economic prosperity. When London children grow up, they will be competing with young people educated all over the world for jobs here in their own city. That is true from the cafes and service industries to the banks and high-tech businesses.

London children must be prepared for life in a global city, and we are not there yet. In 2012, an estimated 15,000 children left London primary schools still struggling with English, maths or both. That means they lacked the skills they need to do well or excel in secondary schools.

At secondary level, less than half (46 per cent) of GCSE students took a language GCSE in 2011. In the same year, 64 per cent attempted two science GCSEs and just one fifth of students took triple science GCSEs.

Overall, 28,000 children left London secondary schools without five good GCSEs including English and maths. When we know that by 2020 half of all jobs in London will require degree-level qualifications, what, honestly, can we say these young people are prepared for?

Our aim is simple: to help transform the life chances of children in London by continuing to improve their education. We want our young people to be better placed to get the jobs that London creates, and to be equipped to lead the city in the future.

To realise this ambition, we believe the Mayor and GLA can and should play more of a role. The context for education is changing across the whole of the UK as a result of Government reforms. It is clear that local authorities will continue to play a key role, but they will increasingly act as commissioners and provide brokerage, rather than directly managing schools. As schools move to academy status, they will be able to exercise new freedoms and be innovative, but they will also need to think strategically about what support they need, and make connections beyond their borough boundaries. This is where a pan-London approach can be helpful.

The GLA, as the strategic authority for London, can facilitate connections, share information, raise new funds and make a practical difference. This is not about recreating ILEA (the Inner London Education Authority) or trying to develop a bureaucratic ‘middle tier’, for which there seems to be little appetite. Rather, it is about developing a shared vision for education in a global city, setting an even higher level of ambition for London schools than those elsewhere, and giving schools more opportunities to learn from each other and drive real improvements.

Main themes

We are very positive about the London school system’s strengths, the clear direction of improvement and great commitment shown in the most challenging contexts. Yet, there are still many children who are not part of this improving picture.

As Headteachers, directors of children’s services and charity leaders in London, we are passionate about securing ever-improved outcomes for all London’s children and young people. We acknowledge and support the central role schools themselves increasingly play in driving improvement. Evidence given to us clearly showed how an effective ‘whole school’ approach on issues like special educational needs (SEN) improves attainment across the school, as well as reducing the incidence of inappropriate labelling.

We also recognise the valuable role of school-to-school collaboration and local school improvement networks, supported by the boroughs, in ensuring fair access for some of London’s most vulnerable children and young people. In many areas, sustaining and improving on current positive trends requires long-term systemic change, not least because of the major schools places planning and funding challenges we face in the coming years.

Our consultation raised many different issues in London education, right through from early years to further and higher education, from citizenship to school food standards. In developing our recommendations, we have not sought to address all aspects of children’s education. We have focused on those we believe can have the greatest effect on young people’s lives, where we believe regional action could provide clear added value and in areas which the Mayor can have a direct influence. The goal is to enable London to ‘go for gold’ – moving from achievement to excellence, across London’s schooling by:

- promoting excellent teaching in all London schools
- preparing young Londoners for life and work in a global city
- a good school place for every London child.

Promoting excellent teaching in all London Schools

All our aspirations for London's children begin with excellent teaching and an intellectually enriching education. We want to help London teachers to drive up literacy and maths skills and boost young people's knowledge and qualifications, supported by strong school leadership and a curriculum that allows teachers to be flexible and inspiring in their approach.

Despite the improvements we have seen in London's performance at the lower end – with the crucial role played by London Challenge¹ – the stretch element is still missing. Excellent teaching stretches all children: the brightest, those who struggle most, and those 'treading water' in the middle.

This is particularly vital for 'pushing' students in the middle tier to go beyond C grades, by giving them access to a broad and rich curriculum. We have sought to build on London Challenge's work and drive a new phase of excellence, recognising that this cannot simply be dictated from the centre or achieved by setting targets.

There is undoubted excellence in London's leading schools, and we have set out an agenda to propagate their success and to stimulate and share new ideas and expertise across London schools through a Gold Club of schools and a related new London Schools Excellence Fund, which is about promoting teaching excellence by learning what works and disseminating the best practice.

We also believe there is a unique educational asset open to all schools – London itself. Our proposals for a London Curriculum aim to encourage greater knowledge and understanding of school subjects through the city's extraordinary heritage, people and places, and also to help bring education to life. We hope

the London Curriculum will also give children a sense of connection and identity as they learn more about London's past, present and future.

Preparing young Londoners for life and work in a global city

For many young Londoners, there is an automatic link between achievement at school and successful careers. Their parents are successful and ambitious for their children; both family and school have the right connections. Other children in London are not getting the help they need to get the grades they need or even to translate good grades into a place at a top university or a high-quality Apprenticeship. For others, generation after generation of worklessness eats away at aspirations.

This theme sets out our plans to ensure school is a springboard to a fulfilling future for a greater proportion of young Londoners. These young people need schools that are ambitious for them; they need real-life exposure to the opportunities that come with achievement in science subjects or languages; they need practical information and advice about their next steps, and they need inspirational mentors and role models.

A growing number of employers recognise that they can do more to help 'grow' a skilled, ambitious and creative workforce in London, and our proposals capitalise on this willingness.

A good school place for every London child

Finally, we want to make sure every child in London has access to an excellent education that goes beyond just meeting their needs. This means ensuring that funding for London school places is sufficiently responsive to significant demographic changes, and more parents feel confidence in their allocated school place. There is an acute shortage of school places in London

1 This Government-funded scheme ran from 2003-2010, and its success led to its expansion as City Challenge into two other English regions.

– currently 90,000, mostly in primary but also in secondary schools. There will be much greater pressure on secondaries in four years.

At the same time, we need to increase diversity and new thinking in the system, and the report proposes ways to seize on the Government's reforms and encourage the growth of new Free Schools in London, which can give families greater choice and quality of provision as well as playing their part in addressing the place shortages.

It is also vital that we ensure children are not missing out on their education because schools are unable to cope with their behaviour or disability, because their attendance is poor, or because they move frequently and are not recognised as any one borough's responsibility. We also recognise that a place in a mainstream school will not meet the needs of every child, and propose ways to support alternative provision as needed.

The consultation process

- A symposium event with 80 stakeholders, who offered excellent ideas and ongoing support, was held at the launch of the first report in February.
- Fifty responses were received from the call for evidence by the April deadline, which provided insightful analysis, strong recommendations and valuable case studies.
- A workshop was held in May on improving take up of science, technology, engineering and maths (STEM) and modern foreign language subjects.
- A seminar was held in June by A New Direction, with cultural and scientific organisations, on how to develop better partnerships with schools and the idea of a London Curriculum.

- Young people focus groups were held on aspects of careers and the London Curriculum.
- In early July, evidence hearings were held with educational experts and stakeholders on teaching and learning and regional support for school improvement, and with business leaders on access to jobs for young Londoners and how they can be better prepared for work.

Further information

- Full webcasts of the evidence hearings are published on the Education Inquiry website at: <http://www.london.gov.uk/priorities/young-people/education-training/mayors-education-inquiry>
- We are simultaneously publishing on the website a summary of the call for evidence responses and the results of the survey of Headteachers conducted by independent research agency BMG Research for the GLA, and supported by the DfE.
- The data used in this report are available to download at the London Datastore: <http://data.london.gov.uk/mayor-education-inquiry>



West London Free School pupils. © Eleanor Bentall

CHAPTER TWO

PROMOTING EXCELLENT TEACHING IN ALL LONDON SCHOOLS

Key issues

In order for London to be a world-leading city, our children need to be offered world-leading education by the capital's schools.

London schools already perform very well against the national average – an effect referred to in our first report as the 'London Advantage'. At Key Stage 2 (ages seven to 11), 81 per cent of London pupils in maintained schools achieved the expected level 4 in both English and maths in 2012 (28 per cent at level 5). This compares with 79 per cent of pupils in England as a whole (27 per cent at level 5).

Since 2004, London schools have outperformed the national average for achievement of 5 good GCSEs (including English and Maths) at Key Stage 4 (ages 14 to 16), with latest (2011) data showing that 62 per cent of students in the capital achieve 5 GCSEs A*-C including English and maths compared to the national average of 58 per cent².

Schools in London have also received correspondingly higher inspection grades from Ofsted; 75 per cent are judged to be good or outstanding, compared with 69 per cent of schools in England. Focusing on the highest grade of outstanding, 27 per cent of London schools meet this standard compared with 20 per cent of schools nationally³.

London schools also perform particularly well for poorer pupils, with the GCSE attainment gap between pupils eligible for free school meals (FSM) and pupils who are not being much narrower in London (19 percentage points) than across England (27 percentage points).

London Challenge, the school improvement programme in place between 2003 and 2010, which focused on improving outcomes in the lowest performing schools in London, contributed to these improvements.

Teach First, established ten years ago with the aim of improving the quality of new teachers in London, has also increased the recruitment of high calibre teachers to the capital's schools (see chapter 3 for its successes with science, technology, engineering and maths (STEM) teacher recruitment).

London has also seen significant improvements to increase attendance, reduce exclusions and ensure systematic arrangements are in place to improve behaviour for all pupils. However, there are substantial differences between schools and across boroughs, and between pupils with different characteristics.

For example, white pupils (British, Irish and Gypsy/Roma Traveller), pupils eligible for FSM and pupils with Special Educational Needs (SEN) were each more likely than the London average to be persistently absent from school. In 2010/11, African Caribbean pupils were almost three times as likely to receive one or more permanent exclusions compared with all London pupils; Gypsy/Roma Traveller pupils had even higher rates of exclusion, but accounted for only a small number of the total permanent exclusions in London due to the small size of the group. Pupils who were eligible for FSM were almost twice as likely to be permanently excluded, and pupils with SEN were up to five times as likely as all London pupils⁴.

2 2012 GCSE data were published by DfE on 18 October 2012, after this report went to print. Updated London results will be published on the London Datastore shortly after publication of this report.

3 DfE analysis of Ofsted inspection data for primary, secondary and special schools in England: latest inspection grades at 30 June 2012.

4 Unpublished DfE analysis of the National Pupil Database, 2010/11 absence and exclusions data.

While the improvements in London schools' performance are cause for celebration, the panel believes we must have even higher expectations for all our children and young people.

Comparison of London's performance to that of other high performing jurisdictions suggests improvement is possible.

Outer London schools perform better than inner London schools,⁵ yet still nine other high-performing jurisdictions had significantly higher attainment than outer London in reading, maths and science (Shanghai in China, Korea, Finland, Hong Kong, Singapore, Canada, New Zealand, Japan and Australia). Shanghai's average reading attainment was the equivalent of a full GCSE grade higher than outer London's. For maths, Shanghai's average was two grades higher⁶.

We have evidence of schools which 'buck the trend' – that is, for example, schools with high levels of pupils eligible for FSM that perform significantly better than schools with lower levels of such children, and where those pupils themselves achieve higher than the national and London averages for all pupils.

There are primary schools that concentrate on helping disadvantaged pupils achieve Level 5 (above expected standards) in both English and maths so they are on track for As and A*s at GCSE and A levels and for the best universities.

Likewise, there are secondary schools in London whose cohorts come in at Year 7 with high levels of need and low scores in Key Stage 2 tests, yet then go on significantly to outperform schools whose Year 7 cohorts have had a better head start with higher Key Stage 2 results.

The panel is clear that we should expect all schools to secure high achievement from their most disadvantaged pupils, and that we should expect those schools that already do so to share their practice and data and support other schools. Primary and secondary schools that truly 'buck the trend' focus on reducing the need for exclusion; their aim is not to exclude pupils and nor do they use SEN or poor prior attainment as an excuse for low achievement. Through outstanding teaching and leadership, these schools secure the life chances that all London's children and young people deserve.

In the future, expectations will rise further. Both the Key Stage 2 curriculum and Key Stage 4 (GCSE) qualifications are set to become more demanding, especially with the National Curriculum reforms. The Gold Club will recognise this by undertaking an annual review of criteria.

Reforms to the Key Stage 4 qualification framework due to take effect in 2014 will reduce the contribution of GCSE-equivalent qualifications to the headline achievement measures. Many of these 'equivalents' were criticised in the recent Wolf Report, for not being of sufficient educational value (see chapter 3). Within London the extent to which these reforms will affect attainment levels varies markedly. In Harrow, just one in ten maintained mainstream schools would see a difference of five or more percentage points⁷ compared to eight in ten in Barking and Dagenham. Recent announcements have signalled the Government's intention to bring about further reforms from 2017, aimed at establishing world-class qualifications and expectations.

We must build on London's strong foundation to ensure our educational standards rival the

5 English attainment in Inner London was between that of England as a whole (ranked 25th) and Hungary (26th), while outer London placed between Norway (12th) and Estonia (13th). Maths attainment in inner London was between that of Poland (25th) and Sweden (26th). Outer London placed between Iceland (18th) and Denmark (19th).

6 Unpublished DfE analysis of the PISA 2009 Database and the National Pupil Database, 2010/11.

7 Effect on the reported percentage of pupils achieving 5 grades A*-C including English and maths..

standards of the highest-performing jurisdictions across the world. That means having a curriculum that is engaging and stretches all pupils, and it means having an excellent teacher in every classroom, equipped with knowledge about what works best in raising attainment for all pupils.

We need particularly to focus on improving literacy and numeracy in all primary schools, and drive improvements for disadvantaged groups. We want to dramatically increase the number of pupils in London who achieve the English Baccalaureate, as a means of increasing their chances of progressing to further and higher education or good apprenticeships and employment.

There is also more good that schools can do to enrich their pupils' education and broaden their skills and interests. This means going beyond securing qualifications, and instilling a love of the arts and music, or helping students engage more actively with their local community. Crucially, competitive sports can teach valuable lessons about sportsmanship, listening and team work, as well as improving physical and mental health.

The national Government has set a challenge for all schools and local authorities in the country, but we think we should be even more ambitious for London and expect more from our schools, considering the talented teaching pool we have and the range of assets and partners on our doorstep.

The responses to our call for evidence and wider consultation with stakeholders indicate that there are many who share this belief and wish to work towards this goal.

London is a city of culture and creativity, science, sport and stories, with a multitude

of museums, galleries, libraries and heritage sites. This is a rich context for learning. London teachers who connect the classroom and city can instill real enthusiasm in students.

Yet, throughout the course of the inquiry we have also heard a common lament that many children barely leave their estate or know their city, and that there are too many generic lessons that could be taking place anywhere. GLA surveys show a large proportion of young Londoners are missing out on the wealth of opportunity around them – for example 46 per cent of young Londoners say they rarely or never go to cultural events, concerts, plays, musicals or art galleries⁸.

Some respondents also suggested there is a need to increase the range and depth of subject knowledge in lessons. Pimlico Academy in Westminster, for example, has created an entirely new, 'knowledge-rich' curriculum which puts subjects at the heart of teaching and sets out more clearly what teachers can do in classrooms throughout the year. This structured approach is designed to set some clear expectations about the 'valuable knowledge' all students should have, but it also is intended to help free up teacher time to think more creatively about how to teach lessons.

What more can we do – teachers, scientists, artists, employers, parents and others – to create an education for London's children enriched by our city's extraordinary people and places? How can students build their subject knowledge through the rich teaching resources all around them? How can we open up London's opportunities and experiences to more young people, to support their development in the widest sense? And what will inspire the children who have had few positive experiences of London, the young people whose lives are currently constrained by postcode?

We want to help expand young Londoners' knowledge and experiences of London by putting the city at the heart of their school curriculum. We believe children in the city can gain a sense of connection and identity by learning more about London's past, present and future. All young Londoners need a chance to branch out beyond the places and people they know. Experiencing London's assets as a routine part of their school lives can help young people to feel safe and entitled to take advantage of what their city has to offer.

We want them to be inspired by other Londoners, whether household names or local heroes, who have made a real contribution to their city. They might include historical figures, social reformers, artists, inventors and even London's Olympic and Paralympic champions and medallists.

We want, too, a debate, a dynamic relationship between school children and their city. We need to engage with young people about their own experiences of the capital and help them to think about what London could – or should – be.

Key findings

Findings of the London School Improvement Survey

It is schools themselves that rightly have responsibility for their own improvement and therefore the panel's approach has been to consider what matters most to schools and to develop ideas and recommendations to support them in meeting the challenges they face.

To this end, a London School Improvement Survey was commissioned by the GLA and supported by the DfE, and conducted by the

independent agency BMG Research⁹. Senior leaders in all London schools were invited to give their views on aspects of school improvement, highlight unmet needs and discuss their preferences for future provision.

The survey findings make it clear that London's leaders in education share a desire to know what works for other schools. Many continue to look to local authorities for support, but alternative sources of support for school improvement seem to be emerging in the new context. The key findings are summarised below and the full results of the survey are published alongside this report.

Since the publication of our first report, the Children's Commissioner for England has made significant recommendations on how to address fairness and equality issues on school exclusions. In addition, the Government's Behaviour Advisor, Charlie Taylor, has completed a review of alternative provision, attendance and the behaviour checklists¹⁰.

Improving behaviour and attendance overlaps substantially with the other inquiry priorities of school improvement, attainment and achievement; 40 per cent per cent of London schools said pupil behaviour was an important priority.

The panel also recognises the importance of Ofsted and its new regional role, which is intended to raise standards in London. The changing leadership at Ofsted, which seeks to be less prescriptive about teaching methods and more demanding about achieving educational outcomes, provides a new opportunity to improve teaching quality and also share good practice.

9 A total of 530 schools took part in the survey between May and June 2012, and this sample included schools from all boroughs, and was representative of London's school performance and pupil intake distributions.

10 Charlie Taylor, *Getting the simple things right: Charlie Taylor's behaviour checklists*, DfE, 2011 <http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>

Key Findings from London School Improvement Survey:

- Schools find resourcing school improvement and evaluating value for money the most challenging aspects of the school improvement process.
- They value information on what has worked for other schools over advice on evaluating value for money.
- The local authority is currently the most important provider of school improvement services (86 per cent), followed by commercial services (72 per cent) and other schools (70 per cent).
- The school improvement 'market' as a whole looks set to expand. Only 2 per cent of schools do not use an external body to help set priorities, and a higher number of schools expect to use their school improvement providers more in the future rather than less.
- Schools seeking support from other schools tend not to want to focus on higher Ofsted grading, but rather on specific areas of expertise and experience.
- The top three school improvement priorities at the moment are: raising standards and participation in core subjects raising teaching performance dealing with the underperformance of specific pupil groups or underperformance generally.
- 47 per cent of schools consider they have unmet needs in at least one of their school improvement priority areas: most commonly, curriculum design and pupil development.
- In curriculum design, developing a creative curriculum with cross-curricular links is key.
- Where school Key Stage 2 performance is lower in a subject, the focus of improvement in participation and

attainment reflects this; but overall, more schools focus on literacy than numeracy.

- On average, governors are rated 7/10 in terms of setting challenges and providing the expertise to support school improvement. This increases to 8/10 among academies.
- In general, pan-London support was welcomed, such as help in finding effective sources of school improvement, a shared London vision and the provision of London-focused teaching.

Our priorities for action

As a result of the survey, consideration of the evidence and our engagement with stakeholders, the critical areas where the panel believes further progress is needed within London towards the aim of every child receiving a world-class education are:

- **Closing the attainment gap:** Some London schools are doing markedly better than others for some groups of children, and their practice needs to be shared more proactively. We need to have genuinely high expectations for our most disadvantaged children and young people and London's traditionally under-achieving groups. Their progress needs to be accelerated significantly above so-called 'expected progress rates' so they can achieve highly. Setting high standards for attendance and behaviour is a prerequisite of meeting this goal

We know this is possible because some schools in London are making it happen. Achieving 'expected' rates of progress for these pupils simply won't do if we are to close the gaps and ensure these young people have the opportunities to get results that allow them access to the best universities and employment opportunities.

Evidence shows that high expectations will improve outcomes for those performing at the lower end of the scale as well as those at the top. Further, targeted work built on a firm evidence base on what works best for which age group may still be required to help the most disadvantaged.

Of the 17,000 disadvantaged GCSE pupils in London, 47 per cent achieved five grades A*-C including English and maths – the average for all pupils attending maintained mainstream schools in London was 63 per cent. Pupils with attainment below the expected level at Key Stage 2 – and therefore requiring greater-than-expected progress to achieve well at GCSE – have only a slight chance of catching up to achieve five grades A*-C including English and maths. In fact, just 9,000 such pupils in 2011 caught up.

Targeted approaches to SEN must be integral to closing attainment gaps, using pupil data to understand where pupils are not performing well and need additional support. Evidence from high-achieving countries shows targeted additional support is effective, but intervention has to take place at every stage of education, from pre-school onwards. London has already made huge strides to improve low attainment, and we need to learn from best practice elsewhere to drive this forward. Finland has successfully narrowed the gap between high and low achievers through systematic tracking and supplementary teaching, with up to one third of pupils getting additional support at any one time as part of normal school activity¹¹. In this country, the Government has proposed significant changes to provide a better deal

for children and young people with SEN and their families¹².

- **Improving literacy and numeracy:** Literacy and numeracy form the foundation of success in education and in later life, but approximately 20 per cent of children in London leave primary school without meeting the expected level in reading and writing. The recent campaign by the Evening Standard newspaper has helped to highlight this problem and galvanise public interest. Meanwhile, 24 per cent do not achieve the expected level in reading, writing and maths¹³. A higher proportion of children in London than nationally do not have English as their first language (which is discussed further in chapter 3).

This contributes to the challenge facing our primary schools in improving children's literacy and in turn their numeracy. We must however aim for all children in the capital to leave primary school meeting the expected national standard in literacy and numeracy.

- **Teaching core subjects and greater subject expertise:** There is a growing market for school improvement programmes in London, with some networks and initiatives emerging from the previous London Challenge scheme. These have tended to focus on school management and leadership, however, and more could be done on supporting classroom teachers in specialist subject areas. With the advent of the new English Baccalaureate (EBacc) and the emphasis on core subjects and subject specialism, there is a real opportunity to invigorate teaching quality, and encourage

11 Clifton J and Cook W, A long division: Closing the Attainment Gap in England's Secondary Schools, IPPR, September 2012.

12 The Government has undertaken consultation on Special Educational Needs and is developing a new approach to improve services. It proposes to bring forward legislation in 2013.

13 Figures not published, calculated by DfE analysts.

teachers continually to refresh and deepen their expertise in subject knowledge.

We have developed two main proposals to support schools in tackling these key challenges and to push them beyond 'good' to 'excellent':

- **A Gold Club of schools bucking the trend:** an annual scheme to identify schools in London that are succeeding with all pupils, including the most disadvantaged in different contexts. Gold Club schools will receive recognition from the Mayor and their peers, and be expected to share their practice with other schools, including through a high-profile, prestigious annual conference.

Their performance and demographic data will be shared across all London schools in an annual report to allow those in similar contexts to identify those Gold Club schools which may be able to support their own improvement. Gold Club schools will set a benchmark to which all schools can aspire.

- **A London Schools Excellence Fund:** to support projects led by London schools tackling the key priorities they face and working creatively to improve outcomes for children and young people.

Inspiring and catalysing school improvement across London

It is the panel's view that in order to accelerate London's progress to offering a world-class education for every child, we need our schools to buy into a shared vision and set of expectations. This should not be about introducing yet another tier in the education system, but rather encouraging schools to benchmark against the performance of schools

in similar circumstances, setting an ambitious but realistic definition of excellence.

We want all schools to aspire to be the best, and our proposals aim to challenge schools to do just that.

In the capital's schools, we have a wealth of expertise and people willing to share their practice. Many schools are already committed to working with other schools – our survey shows that 76 per cent of primary schools and 72 per cent of secondary schools work with other schools in setting their school improvement priorities.

Collaboration between schools was encouraged under the London Challenge programme and the resulting successful collaboration across London schools was judged by Ofsted to be a key driver for the improvements seen between 2003 and 2010. For some, this collaboration between schools and across boroughs has continued to go from strength to strength – for example, Challenge Partners now has over 200 schools involved across the city. We have been struck by the commitment of those involved to the partnership approach.

Nonetheless, we have heard from many schools as part of this inquiry, and we know that schools, regardless of their circumstances, do not always know where to look for the best practice within the capital.

Our survey of schools tells us that while a large proportion currently collaborate with other schools, many wish to make more of this source of support on school improvement, and to draw on the contribution of London's 30 Teaching Schools and the knowledge of the many National and Local Leaders of Education. In addition, there are still some schools in London

who do not collaborate with other schools but would like to.

Collaboration between schools must be driven by the intelligent use of data. While absolute attainment rates are the ultimate indicator of success, schools have different starting points and specialities. We must empower schools to understand where they can find those schools that operate in similar circumstances to themselves but manage to achieve better results for their whole pupil population, including their most disadvantaged pupils.

We must proactively celebrate these schools and the contribution they make to raising attainment across the city and support them to disseminate their good practice. The GLA has an important role to play in the development of more transparent data on educational outcomes, and supporting information sharing on performance across the school system in London.

Recommendation 1:

In order to encourage all London schools to aspire to excellence and seek out best practice, the Mayor should establish a Gold Club of schools that are ‘bucking the trend’ of low aspiration and under-achievement. These would be selected and announced on an annual basis, with a report featuring the background data for Gold Club schools. The publication should coincide with a major ‘London as a Leading Global City’ conference where schools can celebrate their achievements and share their approaches.

The Gold Club of London Schools

The Gold Club would identify and celebrate London schools which are ‘bucking the trend’ in their own context – by which we mean the performance of Gold Club schools stands out from the performance of other London schools operating in a similar context.

These schools always do well for their most disadvantaged pupils and strive to get all groups – under-attainers, those with SEN, those entitled to FSM – to attain at least the national average at both Key Stage 2 and Key Stage 4.

Of course, this means being proactive in identifying pupils who need extra help to achieve their potential, putting in place the right pastoral support and meeting their needs, including through excellent teaching throughout the whole school.

The standards set for the Gold Club would take into account the different contexts in which schools in London operate, so that every school can aspire to being part of the Gold Club, regardless of its starting point. The criteria could include numbers of students achieving expected standards in literacy and numeracy,

levels achieving 5 A*-C GCSEs and EBacc. It could also include numbers of children eligible for FSM achieving at higher levels.

Only the best schools in any circumstances will meet the mark. It will be a voluntary scheme where schools will opt to be part of the Gold Club. If our recommendation is accepted, there will be further consultation on the criteria to be used to establish entry into the Gold Club.

What will Gold Club Schools do?

Schools that reach the high standard of the Gold Club could expect to be celebrated across the city by the Mayor, and championed as examples of best practice. They may be asked to act as 'pathfinders', leading innovation and good practice on particular challenges for the city's schools.

They would have the opportunity to work together with other Gold Club schools to focus in on what they do that sets them apart from other schools and to develop their own expertise through regular networking opportunities held at City Hall.

The Gold Club schools will also be expected to share their practice through the provision of two seminars over the year, which would be advertised to other schools and would take place at the school. These seminars will form a programme of school improvement support within the capital, unique in its nature and led by schools themselves.

The Gold Club will set a standard that is refreshed year on year, with a moving bar to ensure we continuously celebrate only the very best practice in the city. Data on the performance of London schools must be available to support the Gold Club and, more widely, the sharing of good practice.

There will be a need for well-presented data drawn from that published by the DfE, Ofsted (RAISEonline) and the GLA, with clear and informed analysis. There is potential for the GLA online Datastore¹⁴ to provide a London digital platform giving schools, boroughs, parents and researchers better access to educational data. This could be especially valuable for parents when making decisions about schools in their area, and also for Free School groups looking for areas with high demand for new places.

Further stakeholder consultation will be needed with Headteachers and others to establish what more data is needed, and what is the right level of data (pupil, school, local authority or London-wide) to drive the performance of London schools. An annual report would not only identify the Gold Club schools, but also provide an analysis of the performance of schools across the capital.

'London as a leading global city' annual conferences

Information about performance has the power to be game changing, but is only as effective as the way it is used. Therefore, there must be opportunity for debate about the key themes arising from this annual report, as well as the chance to be inspired by excellent practice from Gold Club schools or new ideas.

A range of external partners from cultural and sporting institutions, HE, business, supplementary schools, the voluntary sector and elsewhere have told this inquiry they would like to support continued improvement in London schools. As such, there must also be opportunities for the different sectors to come together to forge partnerships and share ideas.

It is proposed that an annual 'London as a leading global city' conference would offer this opportunity and would bring schools and wider

14 <http://data.london.gov.uk/>

partners together to engage in debate and share good practice.

The Mayor is uniquely placed to bring together schools and others with an interest in education to learn from and share local and international good practice across the city. As the survey of London Headteachers showed, more than nine in ten London schools would value opportunities to gain information and inspiration from school improvement approaches that have proved successful, whether written case studies (which can be drawn from Gold Club schools) or conferences.

An annual conference at City Hall would be a challenging event with inspiring speakers from high-performing jurisdictions from across the world, as well as from Gold Club schools. This would bring different approaches to the attention of London schools and challenge them to think, create and innovate.

The Gold Club of London Schools – design principles:

It is proposed that the Gold Club will include both primary and secondary schools that are bucking negative trends judged against other like schools, and overcoming disadvantages. In this way, the sample of London's schools identified as the Gold Club will be representative of London schools as a whole. This could mean taking a segmented approach, identifying the schools bucking the trend in categories such as:

- non-selective schools with a high proportion of pupils from disadvantaged backgrounds or with a high intake of underachieving pupils
- other non-selective schools
- selective schools.

Teaching schools could meet the criteria for the Gold Club like any other school. The Gold Club would include maintained schools, academies, Free Schools or University Technical Colleges and independent schools. The criteria for schools to meet to become Gold Club members would need to be developed further and consulted upon widely to ensure transparency. The criteria will underline the importance this panel attaches to ensuring all young people have good literacy and numeracy skills, that the outcomes of students from disadvantaged backgrounds or of those who have underachieved previously are very important. Schools would opt into the scheme.

If the recommendation is accepted, further analysis, consultation and development would take place over Autumn 2012 with the aim of beginning the Gold Club programme following publication of the 2011-2012 performance tables in January 2013.

Moving ahead on Priorities for London Schools – A London Schools Excellence Fund

We have seen through this inquiry that the pursuit of innovation and excellence in the education system can often be driven by the cross-pollination of ideas that comes with collaboration between schools, or with partners beyond the school gates.

In a time of austerity, additional funding often helps schools to prioritise development of ideas and projects. The Education Endowment Fund, an independent charity established by the Government in 2010, has led to some very interesting projects nationally, often led by schools working in partnership with others who are focused on

closing the gap for disadvantaged pupils. The results of these projects will begin to come to fruition from 2013.

At a local level, we have seen how some London boroughs (for example, Camden) have invested seed funding to establish a bottom-up, schools-led approach to tackling improvement priorities, recognising that those with the capacity to effect change should have the lead in determining how best to go about making a difference. There are also good examples of state and independent sector school collaboration.

There are some pressing priorities for London that are key to its future as a place to work, live and invest, such as the need to improve literacy and numeracy for a minority, and increasing take up of STEM subjects and languages (see chapter 3).

Case studies of state and independent schools in partnership

- Eton College is the hub of a partnership now in its fifth year with six comprehensive state schools from Windsor, Slough and Heston. The core aims of the partnership are to raise the aspirations and achievement levels of the schools' pupils and to share ideas about best practice amongst the staff groups. The projects include a Saturday morning programme to introduce Year 10 pupils across the partnership to methods of developing creative thinking; a mentoring project to improve pupils' performance in maths at GCSE and A level; keynote seminars to develop leadership teams; and meetings to introduce students to professional figures who will help to raise aspirations.

- Since 2009, an innovative partnership was brokered by the borough of Lewisham between Catford High School (now Conisborough College), an 11-16 comprehensive state school in the London Borough of Lewisham, and Colfe's, a mixed 3-18 independent school. In becoming a Colfe's "associate school", Conisborough College has strengthened its governing body with Colfe's nominees (including Colfe's Headteacher). This has helped to share good practice at senior and middle-management level, with joint inset days. Teach First recruits from Conisborough have spent time in Colfe's and Graduate Teacher Programme (GTP) students from Colfe's at Conisborough. Colfe's offered scholarships for three Conisborough scholars to join its sixth form, and in the future the Leathersellers' Company (supporting Colfe's) aims to increase numbers through sponsorship. Evidence of early success is that one recent scholar achieved 4 As at AS level and is preparing to make an application to Cambridge.
- The Harris Federation entered into partnership with Westminster School, where the latter's excellent graduate teachers help run "content-driven master classes" for Harris teachers. The background was that they found in their academies that when looking at exam paper questions in sciences and maths – where fewer A*s were being achieved – there was a lack of deep knowledge being developed in maths and chemistry, which could enable the teachers to go beyond the syllabus and help students achieve the top grades. In return, the Harris group is helping Westminster School with the use of data and tracking for performance management.

The Gold Club is about helping schools to improve themselves, at the same time as setting an aspirational goal of what excellence looks like in this city. We want to free schools up to innovate and strive for excellence. The panel believes a carefully-designed fund to support London schools with specific projects will help achieve this aim. This fund would be available to all schools to bid for. We need to move ahead and make real progress on the priorities for London schools that are currently holding schools and their pupils back.

Recommendation 2:

The Mayor should establish a 'London Schools Excellence Fund'. This major fund would work alongside the Gold Club to help schools make substantial progress on the most pressing education priorities in the capital, namely literacy, numeracy and raising standards in science, technology, engineering and maths. The fund would also stimulate new partnerships and innovation.

The design of the London Schools Excellence Fund would draw on existing, successful models that give schools the responsibility to improve themselves, while incentivising them to work collaboratively and think strategically. It will incentivise a focus on the biggest priorities for London schools, potentially benefiting schools across the country, and also give scope for experimentation and innovation.

The design would draw on learning from the Mayor's Fund for Young Musicians and Mayor's Outer London Fund, and ensure alignment with the Education Endowment Fund¹⁵ as well as local initiatives such as the Camden Improvement Partnership¹⁶. Only the best bids would be backed and projects would be required to show clear evidence of success, and a strong rationale.

The London Schools Excellence Fund would aim to raise expectations in the school system and help bring about the cultural change needed in London to move beyond 'good' against the national average, to 'excellent' and leverage improvement where progress has stalled. An outline structure for the fund is set out below.

15 It intends to award £200 million nationally over 15 years. <http://educationendowmentfoundation.org.uk/>

16 Camden's Improvement Partnership has a current year £2 million fund.

A London Schools Excellence Fund – outline structure:

Aim

A fund that would drive progress towards a world class education for every child in London by supporting projects led by schools in partnership with other schools or wider partners.

Proposed Structure

- A Priorities Programme – focusing on the most pressing priorities for London, including improving literacy and numeracy and increasing take up of core subjects, through evidence-based projects.
- An Innovation Programme – supporting a wider range of priorities, such as school sports, governance, transition between primary and secondary schools, along with more experimental approaches. These will draw on evidence about what works from other high-performing jurisdictions, though these may not yet be evaluated or backed by evidence.

Critical features

- Successful bids would be from schools in partnership with other schools or wider partners (including HE, business, third sector or cultural partners).
- Projects should be committed to evaluation and sharing their learning.
- Projects will have an element of continuous professional development for teachers.
- Successful bids may be paired with a mentor from a pan-London organisation.
- Success Criteria
- Evidence from the projects funded will support schools in London and more widely to accelerate performance in priority areas and ultimately improve pupil outcomes.
- Schools will form successful partnerships with a wide range of partners as a result of

working on projects supported through the fund.

- A culture of exploration, innovation and sharing of practice will be fostered across the capital's schools and beyond.

Ensuring a clearer focus on literacy and numeracy

Poor literacy and numeracy skills can restrict opportunities throughout an individual's life. These skills are essential for every child, because they are vital for understanding the rest of the curriculum, which brings knowledge and widens horizons. These 'building blocks' are vital to developing pupils' understanding of subjects, as well as later specialisms and critical thinking.

Schools themselves told us that raising teaching performance is a high priority for them, and the same survey has told us that improving English and maths are afforded the highest priority in primary schools.

The panel has considered how best to improve literacy and numeracy in primary schools, taking into account the wide range of responses in the call for evidence on which approaches are most effective in improving literacy.

60 per cent of London pupils met the required standard of phonics decoding compared with 58 per cent nationally, so this follows the general pattern of a small London advantage. For FSM pupils, this was 50 per cent in London compared with 44 per cent nationally, again following the established pattern of smaller gaps in London¹⁷.

To an extent there is a consensus as to what works most effectively in improving literacy. Academic evidence from across the world demonstrates that the systematic teaching of synthetic phonics is the best way to teach early literacy to 5-7 year olds, and this is now backed by the DfE and expected

17 DfE data, 2012. <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00213773/phonics-screening-ks1-england-2012>

of schools. At the same time, we recognise that there is more to getting children to read well than just teaching phonics. Also important is an understanding the meaning of words, building vocabulary and learning to enjoy and appreciate reading for pleasure.

Improving numeracy, or proficiency with numbers, is equally complex, and requires children to be able to apply their numeracy skills, usually learned in maths lessons, in subjects other than maths and in real-life contexts. This requires careful curriculum planning at school level. Teachers must also be able to identify those pupils who are falling behind, and support them with effective intervention programmes.

It is clear to the panel that schools must take the lead in improving literacy and numeracy. The panel welcomes the Government's new catch-up premium which will help schools to support Year 7 pupils who have not achieved at least Level 4 in reading or maths to get additional help. Nevertheless, the panel wishes to ensure a relentless focus from a strategic pan-London level through to the school-level. That is why improving literacy and numeracy is at the heart of the Gold Club and the London Curriculum (see below). The London Schools Excellence Fund, and its prioritisation of literacy and numeracy, is designed to further strengthen schools' focus on improving these important skills.

All primary school teachers are teachers of English and maths, regardless of their particular training or expertise. To make a real difference to levels of literacy and numeracy in London, we need every primary school teacher to be an inspirational teacher of English and maths. This means ensuring all teachers have confidence in what they are teaching and a sound grounding in English and maths themselves. It means enthusing teachers so that in turn they can inspire their pupils.

Recommendation 3:

The Mayor should facilitate summer schools for primary school teachers across London to consolidate and deepen their subject knowledge in English and maths. There should also be specialist networks and events that bring together secondary school teachers from across schools and boroughs to share good practice and develop effective collaborative links.

Summer schools, taught by the best teachers from across London, could greatly improve teachers' confidence and ability, and thus support the step change needed to ensure every child is fluent and confident both in English and basic maths by the time they enter secondary school.

Bringing about improvements at the primary school stage would obviate the need for costly reading recovery programmes. It would also prevent pupils not lucky enough to attend a school that offers a reading recovery programme, or not successful in catching up, from 'switching off' when they cannot cope with the secondary curriculum.

A clear outcome of the inquiry's STEM and modern foreign languages (MFL) workshop was the need for some sort of forum providing support for secondary and primary science teaching and also one for languages. The forums could seek improved take-up of languages across the whole of the curriculum, such as in STEM teaching. There is already a great deal of science 'Content and Language Integrated Learning' material, and there is greater scope to combine the highly-visual and intriguing elements of science, engineering and design technology with language teaching.

Such forums, supported by the Mayor, could widen horizons and opportunities to promote these subjects within the London global city context, helping to build strong links with London's business and commerce sectors as per the main focus of chapter 3.

Addressing poor behaviour and exclusions

Schools have an important role to play in helping children to develop as rounded young people with the skills and abilities needed to be successful in life; this is not separate to academic achievement, but an integral part of it¹⁸. If children are better behaved, they are more able to learn in class. If they are enjoying their learning and developing confidence, they are more likely to behave.

We aim to reduce exclusions through a combination of improving attainment and engagement, through the Gold Club, London Schools Excellence Fund and the London Curriculum. We will also encourage local protocols to reduce the use of exclusion except as a measure of last resort.

While there is no evidence of worse behaviour or higher exclusion rates in London overall than in the rest of the UK, there is considerable variation between schools and boroughs. London needs to continue the progress already made in improving behaviour and reduce the number of exclusions¹⁹, in part by building an effective evidence base across the city.

London teachers have expertise in overcoming key factors associated with poor behaviour, including poor language and social skills and pupils joining during the school year. This concentration of expertise in London should be valued and spread further. Unfortunately there is not yet clear, agreed evidence on the best models or approaches to improve pupil behaviour, nor even a single definition of poor behaviour²⁰.

A characteristic feature of schools in need of improvement is inconsistency of teaching quality²¹. The panel believes improving the quality of teaching quality is the best way to improve pupils' behaviour. This should be supported by schools having effective use of data and approaches which are long term and systematic and that focus on the individual in the whole school context.

A developing evidence base on school improvement indicates the benefits of both whole school and targeted activity, school to school support and programmes like Achievement for All, which has successfully increased attainment for SEN children.

Case Study – Achievement for All school improvement programme

Achievement for All 3As is a national charity that helps schools improve the aspirations, access and achievement of learners and young people. The programme targets specific pupils with special educational needs and disabilities (SEND), tracking their

18 Y Roberts, Grit, The skills for success and how they are grown, The Young Foundation, 2009.

19 The trends are similar to the national trends, with reductions in permanent exclusions in London; inner London remains above the national average rate, but outer London is improving faster and now matches the national average rate. Permanent and Fixed Period Exclusions from Schools in England 2010/11 <http://www.education.gov.uk/rsgateway/DB/SFR/s001080/index.shtml>

20 DfE, *Pupil Behaviour in Schools in England*, Education Standards Analysis and Research Division Research Report DFE-RR218, June 2012.

21 Francis B, *(Un)Satisfactory? Enhancing life chances by improving "satisfactory" schools*, RSA, 2011

progress and outcomes. The Achievement for All framework improves pupils' progress, parental engagement, pupil attendance and behaviour, peer relationships, participation in extra-curricular activities and access to future opportunities for pupils. A two-year pilot has demonstrated unprecedented progress for pupils with SEND, who progressed faster on average than all pupils nationally in English (37 per cent) and maths (42 per cent)²². The Achievement for All framework takes a holistic view in order to support wider school outcomes including teaching and learning, leadership and staff development and effective parental engagement, based on an evidence-based, proven and trusted approach to addressing under-achievement.

Many of the respondents to the call for evidence argued for the importance of strong pastoral care for all students to address any behavioural issues – many of London's most outstanding schools provide this as an integral part of their work. More specifically, there is also a need for appropriate mental health services for those with particularly challenging needs, who may be at risk of exclusion.

The panel is aware of the valuable work undertaken by a range of agencies, such as Place2Be and Kids Company, working in schools to address mental health issues. This is an area which may lend itself to more pan-London work involving London NHS and other agencies and

supported by the Mayor. The aim would be fully to understand the incidence of poor mental health among London's children, the extent to which it affects students' achievement and how this can be best addressed.

Most exclusions are for persistent poor behaviour²³ and while the numbers of exclusions have reduced substantially, there is still more to do to prevent exclusions from happening. Schools have responsibility to deal with behaviour problems fairly and in a transparent way – and there should be no informal exclusions²⁴. This will be an expectation of schools in the Gold Club. Where exclusion does occur, the panel is adamant that all schools must participate in their local fair access protocols to ensure any unplaced pupils are offered a place at a suitable school as quickly as possible.

Yet exclusion alone does not explain the numbers of young people who are educated outside of mainstream schools. A far larger number of children and young people – who are not excluded – are being educated in Pupil Referral Units (PRUs) and other alternative provision.

Currently exclusion processes are not adequately transparent, nor is data available on managed moves and other arrangements. Parents continue to raise concerns about the apparent fairness of processes that place them in a weak and adversarial relationship with the school. Mediation is not widely used by schools to

22 <http://www.education.gov.uk/inthenews/inthenews/a00200226/sen-children-make-big-step-forward-in-english-and-maths-according-to-new-report>

23 DfE data provides details of reasons for exclusions <http://www.education.gov.uk/rsgateway/DB/SFR/s001080/sfr17-2012nt.xls#Table11!A1>

24 The Children's Commissioner report, *They Never Give Up on You*, conducted further new research to examine the detail of the processes in place for excluding children from state-funded schools, and the factors which influence schools' decisions to exclude a child. The report highlights the inequality of exclusions for specific groups of pupils and made recommendations to improve transparency, rights of the child and access to information. The Government has responded to the Children's Commissioner's report <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a00209586/childrens-commissioner-report>

resolve disputes over exclusions, but has the potential to be used much more widely²⁵.

It is clear that, having been excluded from school, some of London's most vulnerable young people are not being educated as well as they should be, limiting not just their attainment but also essential life skills of self-confidence, motivation and resilience. Schools will soon have full responsibility for providing educational provision for pupils, even when that education is provided away from the school.

Protocols to ensure pupil and parent satisfaction and outcomes need to be incorporated into current approaches. For example, in Lewisham and Merton there are borough-wide protocols to help provide fair access and alternative places when children move between schools, using consensus to make the process less adversarial.

The panel also welcomes the GLA's various interventions to address behaviour and safety in London schools. For example, the Safer Learners Partnership is a pan-London initiative to bring together schools, colleges, boroughs, local police and emergency services to share intelligence and understanding of the issues facing children in their area (most notably, gang membership) and how to work more effectively together to address them. Project Oracle is a programme that shares good evidence about projects that aim to reduce youth violence and link academic research with community practice.

The new landscape for alternative provision

The new arrangements for schools-led commissioning of alternative provision²⁶ will lead to significant changes, especially for Pupil Referral Units (PRUs)²⁷ over the next few years. The inquiry has heard from the Harris Academy chain that they intend to develop their own internal exclusion unit, and other academies are similarly working with external providers to widen their alternative provision.

There is some excellent provision already in place in London with almost four fifths of London PRUs rated by Ofsted as 'good' or 'outstanding', leaving a further fifth where improvement is needed. All of London's PRUs must be of the highest quality given they support and educate some of our most troubled young people. Leadership is essential to bringing all PRUs up to the standard of the best.

We must support those who are doing most to improve outcomes for young people who are excluded or returning from custodial sentences.

25 Mediation is widely used in SEN cases and the government's recent response to its Green Paper on SEN and disability argues for greater use of mediation.

26 Taylor C, *Improving Alternative Provision*, DfE, 2012.
<http://media.education.gov.uk/assets/files/pdf/8/improving%20alternative%20provision.pdf>

27 Taylor C, *Improving Alternative Provision*, DfE, 2012.
<http://media.education.gov.uk/assets/files/pdf/8/improving%20alternative%20provision.pdf>

Recommendation 4:

The Mayor should help improve outcomes for some of London's most troubled young people by working with local authorities and Pupil Referral Unit (PRU) Headteachers to deliver a leadership programme that focuses on improving student achievement and helps them succeed in education, employment or training.

Developing a common language and understanding across professional disciplines, and building partnerships between and across sectors, will be essential, in particular between PRUs and other alternative providers. The London PRU Network already provides a support forum for PRUs and is well placed to support sharing of good practice to raise standards across London. Any proposals developed would need to complement and enhance existing activity. Local authorities will continue to have an essential role to play bringing together a wide range of (health, police, social care) services to provide leadership in this area and deliver on local priorities.

Fair access to education

There are still too many children and young people who are not in school and, therefore, are not benefiting from the improvements taking place across London's schools.

Children and young people who are not being educated quickly become at risk of failing academically and socially²⁸, and this is a safeguarding issue. Procedures in this area are to be updated by the London Safeguarding Children Board by end of 2012²⁹.

During the course of the inquiry, concerns have been expressed about children and young people who are being lost in the 'gap' between school and home education. Particular concerns were raised about children in certain communities including Gypsy, Traveller and Romany children, Jewish Orthodox boys and refugees. Call for evidence responses indicated that the large number of local authorities in London does not help in communication and tracking individual pupils as they move through the various phases of education. Yet, there is no reliable data on the number of children educated at home or on the number of children who are missing from education.

The need for a clear distinction between children being educated at home and those missing from education should not deter local authorities and schools from rigorously tracking children through the 'school to school' system and in particular the 'lost pupil' database. This is essential in London, which has high levels of pupil movement between schools and high levels of mobility between boroughs and in and out of London. Children who are missing from education will also not make a successful transition to FE/HE or apprenticeships.

Academies and Free Schools will have an increasing role to play delivering fair access³⁰ within their local communities. We would encourage monitoring arrangements involving local Headteachers' forums to enable peer review across the new more autonomous school system.

28 Ofsted, Children missing from education: The actions taken to prevent children from missing education or becoming "lost to the system", August 2010.

29 http://www.londonscb.gov.uk/procedures/supplementary_procedures.html

30 Every local authority is required by the Admissions Code to have a Fair Access protocol setting out how schools will work together to ensure fair access for all pupils – and this provides the mechanism for the most vulnerable children. The protocol should form an over-arching umbrella and be complemented by individual school admission policies.

Inspired by London – the London Curriculum

We believe there is exciting potential to take London itself as the inspiration to enrich the curriculum – to support schools to develop and deliver a 'London Curriculum'. The London Curriculum programme should help schools enrich and 'Londonise' the National Curriculum, not duplicate it. This would not be parochial; indeed the opposite. London has always been a gateway to the wider world.

The idea, proposed in our first report, has met a positive response throughout the inquiry. At a consultation event held by A New Direction, representatives from the arts, sports and sciences welcomed the idea of better engaging young people with their city and making better use of the city's assets for educational purposes. Our survey of London schools highlighted curriculum design, including teaching materials and learning beyond the classroom, as the most commonly cited area in which schools would like more support.

A recent survey of London schools conducted for A New Direction³¹, found that while schools were well aware of the benefits of engaging with local cultural partners, whether or not they did so in practice was heavily influenced by how well activities were communicated, planned in advance and related to the curriculum.

We call on the Mayor to help establish a major new resource for London schools, which draws in a variety of partners, produces learning materials and guidance online and in print, to enhance and enrich subject learning in all London schools. This valuable resource could have at its heart some 'core knowledge' about London, and it could offer support to London teachers such as suggestions for lesson plans,

links to online learning resources, visits and activities across London, involving speakers and experts willing to engage with schools. It could help teachers navigate the opportunities and plan engagements in advance, with a calendar of key events and activities.

There is an array of existing material, archives and activities to draw on, including resources and archives of the Museum of London, the Science Museum, the BBC, *Time Out* or the BFI's footage and films. We want to showcase examples of the most engaging, challenging opportunities, and help teachers to embed them into an integrated programme of content-rich learning.

We believe the London Curriculum has the potential to support the transition from primary to secondary school, one of the panel's concerns given the dip in student engagement at Key Stage 3 (ages 11–14). While the London Curriculum will focus primarily on Key Stage 3, we suggest 'taster' activities begin at Key Stage 2, to help create a bridge between primary and secondary schooling.

As well as working in the classroom, the London Curriculum can really take advantage of opportunities in the city for outdoor trips and free or discounted school visits offered by many organisations. Throughout the inquiry we heard a lot about the barriers, real and perceived, to taking children and young people out of the classroom or working in partnership with others. Practical issues such as cost, transport, timetabling, health and safety concerns or requirements were often cited. Many schools have found creative solutions, and showcasing their approaches may help inform and inspire other schools.

31 Lord, P., Dawson, A., Featherstone, G. and Sharp, C., forthcoming 2012, London Schools Research: Cultural Engagement, NFEFR.

The Mayor should use his power to marshal practical help where appropriate, for example volunteer support through the Team London programme and through schemes such as the existing free School Party Travel Scheme run by Transport for London³².

Case Study: Lambeth City Learning Centre

Lambeth CLC is a team aligned to the local authority, which brokers partnership relationships with schools in the borough. Lambeth CLC collaborated with the BFI and the Southbank Centre to offer Lambeth schools an unforgettable experience: a residency on the South Bank, with its unique site and buildings. The Cultural Campus residencies were ‘an overwhelmingly positive experience’ for pilot schools. For children there was the excitement of being in a stimulating environment and being among the general public and in the ‘real world’. They greatly enjoyed having the ‘freedom of the South Bank’, getting to know the site and the buildings and basing their learning on the rich resources available.

For teachers, one of the major benefits was the level of engagement of the children throughout these learning experiences:

“I was surprised by how engaged some of the children were who I really struggle to engage.”

And children with special needs were among those who seemed to have benefited particularly from the experience:

“They were focused, confident, completely different. The visual focus was very helpful to them.”

“I am at home and I can’t wait for tomorrow to see what’s in store for us. I am also very excited and also feeling like I can’t wait because it is like the trip has been our new school for the week and I enjoyed the experience!”

Year 5 pupil, from a diary of the residency.

We are particularly motivated to ensure the London Curriculum is a transformative opportunity for the children and young people currently least able or likely to access London’s opportunities, including our children in care. Options to target particular schools and resource their engagement – including through the Pupil Premium or the proposed London Schools Excellence Fund – will need to be an integral part of the London Curriculum’s planning and development.

Recommendation 5:

The Mayor should launch a 'London Curriculum', using the city itself to inspire every secondary school to strengthen its curriculum. This would be supported by a rich programme of events, interactive resources and partnerships that enthuse students, teachers and their communities.

Proposed themes for a London Curriculum

We recommend that the London Curriculum looks at London through the widest lens. The world-famous landmarks and institutions, though important, should not be the only focus. The city's hundreds of languages, its global heritage and the stories of its suburbs and communities can all bring new depth and breadth to what schools' curriculum has to offer.

We propose a small number of broad themes, which would link clearly across individual subjects within the National Curriculum.

What could the London Curriculum cover?

The Cultural City

- Great literature, films, performance art, visual art, fashion and design and music by Londoners, about or produced in London, capturing the diversity of its people and perspectives. From Charles Dickens to Zadie Smith, there is a wealth of great works to choose from.
- London's influence on artists and authors, and the way their work reflects or challenges the circumstances in the city of their time.
- The chance to take forward a creative project with support from a professional

arts company, creative adult or cultural organisation and present the end work to others, in exhibition or performance. (Curriculum links: English, music and art and design.)

The Inventive City

- The legacy of London scientists, mathematicians, engineers and their current contributions to the challenges of today.
- The practical application of new discoveries and innovative thinking, for example through study of examples of London design or engineering (the Emirates Cable Car, Crossrail), or in the capital's health services, finance sector or high-tech industries.
- The opportunity to engage directly in scientific or mathematical inquiry, innovation or entrepreneurship, outside the classroom in connection with experts, active in their field.

(Curriculum links: science, mathematics, ICT and design and technology.)

The Global City

- The influence on London, and its culture, attitudes and identity, of its global connections, past and present. Londoners' cosmopolitan heritage, the hidden as well as the established history.
- A chance to learn one or more of the many languages spoken by other Londoners.
- The opportunity to get to know and engage with people from different backgrounds.
- Learning about the political system.
- Opportunities to engage in debate about London's present and future and bring about positive change in the city.

(Curriculum links: history, modern foreign languages and citizenship.)

The Physical City

- The built environment, from the world-famous landmarks to the stories of the suburbs. London's natural resources and green spaces.
- The opportunities opened by free transport for young people, and how to stay safe while making the most of London's built and natural environment.
- London's sporting life, including its unique connection to the Olympic and Paralympic Games. The opportunity to compete at a sports venue beyond the school and take part in activities at its iconic international sporting sites such as the new Olympic Park.

(Curriculum links: geography and PE.)

The London Curriculum could help to keep young people's options genuinely open and enable those who are less advantaged to have access to a shared set of opportunities and experiences. Across each of the themes young people should have the chance to:

- learn about their subjects through the city and discover more about London and the opportunities it offers
- appreciate the contribution and achievements of other Londoners
- cultivate their powers of inquiry, creativity, and leadership
- learn new skills that help them to better navigate and engage with their city
- have their achievement celebrated.

Over the coming months, the GLA would be well placed to develop the themes and content of a London Curriculum in dialogue with London stakeholders and reflecting the revised National Curriculum to be taught in maintained schools from 2014.

Stretch and celebration – The London Mayor's Award

One of our aims in developing the concept of the London Curriculum was to find an engaging way to add stretch and motivation. We heard from young people about the importance of meaningful accreditation and celebration, and how this builds commitment to learning. They told us that celebrating young people's progress and effort, whatever their starting point, should be at the heart of the London Curriculum.

We recommend that the GLA develops and launches a new, high-profile 'Mayor of London's Award' to celebrate young people's work. The award might set a range of challenges or accredit achievement across the curriculum, recognise outstanding progress or achievement in a particular aspect of the London Curriculum, or 'Londonise' existing accreditation, for example a London Arts Award or CREST Award.

We would also recommend exploration of a 'passport' scheme, in which children's engagement in cultural, sporting and other enrichment activities is recorded and carried with them in the transition from primary school to secondary school.

More generally the Mayor has great scope to showcase children and young people's work, inspired by the city around them, whether in City Hall, on London buses and tubes, in Trafalgar Square or in partnership with London's public galleries and museums. The Olympics has generated a strong spirit of joy in the achievement of others. Projects such as *Stories of the World: London*, or the Tate Movie Project, *Itch of the Golden Nit*, have brought children's research, insight and creativity to the heart of the cultural

Olympiad. A public commitment to celebrate the talents of the host city's children could form a valuable part of the Olympic legacy.

Productive partnerships

The London Curriculum and the Mayor's Award will need to be built on effective partnerships between classroom teachers, experts active in their field or communities, such as supplementary schools, and specialist teachers such as tutors from higher education.

We heard from all sides about some of the challenges – they include ensuring that external activities make a sustained contribution to learning outcomes, and building relationships so that learning is reinforced inside and outside the classroom.

The GLA has already played an active role in facilitating partnerships through its existing funds, such as the Mayor's Sports Legacy Fund³³ and the Mayor's Fund for Young Musicians³⁴. These programmes have targeted priorities in London and work collaboratively with a range of partners to achieve concrete goals, such as improving facilities and coaching, and access to scholarships or equipment.

We are particularly keen to see more, sustained relationships between specialist institutions or individuals and schools which drive up the expertise and support networks of mainstream teachers, and suggest the London Schools Excellence Fund is used to stimulate such arrangements.

A New Direction has recently been established as lead 'bridge' organisation to connect children, young people and schools with the arts and culture in London (part of a national network

of bridge organisations funded by Arts Council England) and has great potential to support the London Curriculum in this field. By working closely with A New Direction in developing the London Curriculum, the GLA could both promote their role, and facilitate the sharing of effective ways to work in partnership with schools and the cultural sector and other sectors such as science and technology.

There is great potential for supplementary schools to add value and reach in the delivery of the London Curriculum, helping support the learning of languages in schools and enabling young people to engage with different aspects of London's diverse culture and heritage.

Case study: Shpresa Programme

Shpresa, which means 'hope' in Albanian, run after-school clubs, weekend and holiday programmes, offering language classes and a range of dance, drama, sporting and cultural activities for children and young people aged 5 to 14. They also provide opportunities for young people to perform in public at cultural events to a range of audiences. They carry out these activities in close partnership with nine maintained schools. All schools currently in the partnership offer the use of their premises and facilities free, in return for which their students benefit from Shpresa's rich range of programmes. Shpresa will also work with parents to enable them to support their children more effectively and to get more closely involved with the life of the school. A recent evaluation found that 'Shpresa has created a supportive framework in which young people can achieve academic success and become confident and proud of their identity'³⁵.

33 <http://www.london.gov.uk/priorities/london-2012/mayors-sport-legacy-projects>

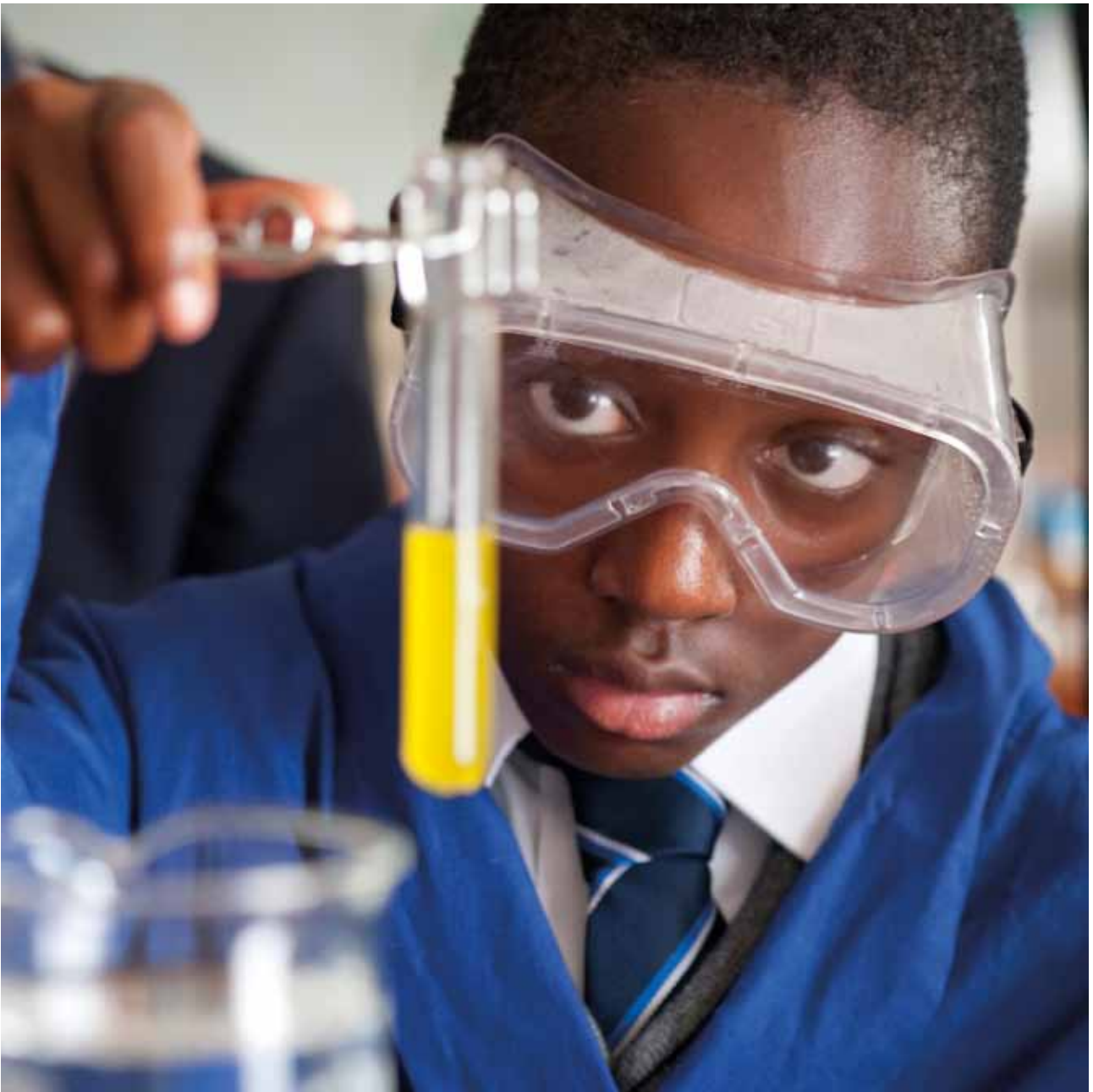
34 <http://mfym.org.uk/>

35 Sneddon, Shpresa Programme, An evaluation of the Paul Hamlyn Funded Project, 2012.

We are also keen to help deliver the sporting legacy of the 2012 Games, which promised to “Inspire a New Generation” into sport, both disabled and able-bodied. We want to work with the sports bodies and organisations such as the Youth Sport Trust and London Youth Games to explore how this can be delivered through the London Curriculum.

Young people called for partnerships between schools, for example, joint activities, lessons and shared facilities between state and private schools, bringing young people from a wide range of different backgrounds together. “Stop the ‘us and them’ mentality forming in the first place”, said one young person. They felt that collaborative as well as competitive engagement between schools was necessary to help young people become more accepting of one another.

We propose that the GLA responds to this and, where feasible, helps more activities to flourish that bring schools together in a collaborative way as part of the London Curriculum and Mayor of London’s Award.



West London Free School pupil. © Eleanor Bentall

CHAPTER THREE

PREPARING YOUNG LONDONERS FOR LIFE AND WORK IN A GLOBAL CITY

This theme should be considered along with the proposals to develop a London Curriculum, set out in chapter 2, as together they form the Mayor's direct contribution to connecting young Londoners to a global society.

Key issues

In order for London to maintain its status as a world-leading city and for all London's young people to benefit from the city's economic opportunities, we all have a part to play in improving the destinies of London's children and young people. When young people come through the London education system, there could be a clearer link between their learning and the world of work – inspiring and equipping them with the skills and knowledge they need so that they do not miss out on vital opportunities for their future or end up not in education, employment or training (NEET).

This means ensuring schools, colleges, universities, the business sector and others collectively feel they have a stake in the destinies of young people (including those who are under-achieving or vulnerable) from school right through to the labour market. Joining up efforts this way will help build a stronger 'destinations culture'.

London is one of the most vibrant cities in the world, attracting commerce, talent and ideas from across the globe. Growing up in this city should offer a massive advantage to young people, with unrivalled access to careers in competitive international industries, such as finance, advertising, law, accounting, education and the creative sectors.

The demand for graduates in the UK's labour market continued to be strong, even during the global recession. The OECD found between

2008 and 2010 that the average employment rate of tertiary-educated individuals in the UK has not gone down (but up by 0.1 percentage points); in comparison, for those with lower levels of education, this decreased by 3.3 percentage points³⁶.

Despite the recession, the capital generates many high-earning jobs and an irrepressible spirit of entrepreneurship. Government-led programmes like Tech City in east London, and the presence of major research facilities for life sciences, reflect the fact that London is at the forefront of new science and technology sectors that have the potential to create more jobs in the future.

London offers excellent post-16 education and training routes, with more of the world's top universities than any other major city, a range of further education colleges and sixth forms. Living in London gives young people a chance to experience a cosmopolitan mix of communities, languages, food and art – over 300 languages are spoken in the capital every day and we are the most visited city in the world.

The capital has more museums and galleries than any other city, a mix of theatres, music venues and cinemas. All of these things can widen young people's horizons, give them the confidence to try new things and connect with an international population.

At the same time, London is a city of contrasts, and areas of great wealth sit alongside areas of persistent high deprivation. 280,000 children live in workless households in London, which is 17 per cent of all children³⁷, and some families have experienced generations of unemployment. Even in households in which the parents are employed, young people may not know people who have attended further education or university, and

36 http://www.oecd.org/edu/EAG2012_per_cent20-per_cent20Country_per_cent20note_per_cent20-per_cent20United_per_cent20Kingdom.pdf

37 LFS data. This breaks down as 22 per cent of children in inner London living in workless households compared to 14 per cent in outer London.

may lack the inspiration, advice and support they need to make genuine choices about their education and future.

Growing up in a global city does not necessarily mean a young person is always prepared to seize its opportunities. If their schools fail to ensure they understand the value of certain subjects like science or languages, they may opt out altogether and be at a disadvantage.

The number of children leaving education NEET in the capital remains stubbornly high, though London continues a medium-term trend of outperforming the rest of the country in reducing its rates of young people NEET. The latest rate is 4.6 per cent for 16–18 year olds in London (below the national average of 6.3 per cent)³⁸, rising to 13.9 per cent for the full 16–24 age group (nationally 16 per cent)³⁹. In terms of youth unemployment, the London's rate for 16–24 year olds stands at 10.7 per cent, 1.2 per cent lower than for Great Britain as a whole⁴⁰.

While London agencies have been more successful in encouraging young people to stay on in further education (FE) or take up an Apprenticeship or internship, too many young people are failing to succeed on their chosen course or in making a transition to higher education (HE) or the labour market. This highlights a need for continued intervention in this area.

We need to make the most of London as a global city, using its resources as the capital, and recognising that the job market is increasingly global. The problem of youth unemployment is compounded by wider market dynamics in London, particularly the high levels of competition for jobs created by inward migration from within the UK and abroad.

A report by the Chartered Institute for Personnel and Development (CIPD)⁴¹ identified that demand for workers from overseas had reached record levels because companies feel young people in the UK lack the skills to make them employable, particularly basic skills in literacy, numeracy, customer service and communication⁴². There is greater competition for entry-level jobs, including Saturday jobs, resulting in fewer opportunities for young people to develop many of the practical skills employers look for. In addition, there are employers offering higher-level jobs who struggle to find London applicants with degrees in subject areas like computing science and languages.

Employers – of all types and background – want action to improve the work prospects of UK school leavers. There are a growing number of young Londoners with good qualifications who are becoming disaffected because current educational and careers provision does not meet their needs.

38 The percentage of 16–18 year olds whose participation status is 'not known', is 7.9 per cent, 3.1 per cent lower than the national average. YPES data compiled from National Client Caseload Information System (NCCIS)

39 16–24 Quarterly Brief Summary, August 2012, Quarter 2, combining 16–18 NEET statistics with the Labour Force Survey to create a profile of the NEET 16–24 age group.

40 ONS Claimant Count and GLA estimates of the economically active population (August 2012).

41 *Guardian*, August 23rd 2011. A quarter of the sample of more than 1,000 companies said they planned to hire foreign workers over the coming months. By contrast, hiring intentions for workers born in the UK was down since employers were last asked about their hiring intentions for young people in the spring of 2010. At that time, the proportion planning to hire 16-year-old school leavers stood at 14 per cent, but the CIPD reported it had now fallen to 12 per cent. The number of employers planning to recruit school leavers aged 17–18 fell to a quarter (25 per cent) from almost a third (31 per cent) in the same period, with the outlook for graduates also poor. The number of employers planning to take on higher education leavers under the age of 24 is 38 per cent, compared to 47 per cent the previous year.

42 When asked, respondents identified literacy (53 per cent per cent) and numeracy (42 per cent per cent), as well as good customer service skills (40 per cent) and good communication skills (40 per cent) as the skills most required. Op. cit.

The Government has recently reformed the way careers advice, information and guidance (CEIAG) is offered, devolving the responsibility down to schools. Specifically, schools have a duty to put in place impartial and independent careers guidance for students in Years 9-11. There is also an obligation on schools to track the destination of their students.

These shifts create an opportunity for schools to think more carefully about how they support their children beyond exam results, and take some responsibility for their destination into further training, HE and jobs. It frees schools to commission careers services that meet their students' individual needs, and creates a welcome opportunity to strengthen the quality and range of experiences young people might have as part of their wider education.

Too often, the advice young people get at school is not only of poor quality, it is partial – favouring continuing at the student's current school. Moreover, subject teachers do not play as important a role as they should in giving guidance.

Just as in our best independent schools, subject teachers in all schools should be expected to know about the best universities for their subject and related subjects, the employment records of those universities, and also about Apprenticeship routes. They should know which GCSE and A level subjects are required for the best universities in their subject areas and they should be expected to provide sound advice that puts the interests of their students first.

The previous Connexions system had strengths but was also far from perfect in terms of giving an adequate level and quality of support to all young people. The new changes provide opportunities to re-think the support our young people need to make sound decisions, and it is

also important to support schools as they take on this new responsibility and are required to provide adequate independent, impartial and, for some groups, high-quality face-to-face support.

While the whole area of careers education, information, advice and guidance was not within the initial scope of the inquiry, through our consultations it became clear that is an area to be tackled. It is important that the Mayor champions and advocates for better-informed choices by – and destinations for – young people.

Many of the responses to the panel's consultation highlighted the value of information, advice and guidance (including face-to-face), and work experience in helping young people to understand the world beyond school and what is required to succeed. They also suggested improving employers' partnerships with schools to help increase the quality and relevance of vocational study, and give young people a better idea of what their industries need and offer.

There was also feedback from stakeholders that face-to-face guidance should continue for some young people alongside the introduction of the National Careers Service. Young people will need a good level of understanding and support if they are to navigate their way successfully to FE, HE, vocational routes and ultimately to jobs.

This year, the DfE has published *Education Destination Measures* to inform the public about what choices students make after leaving their schools. Creating a sense of shared accountability is in line with key changes in post-16 education, following the Wolf Report's Review of Vocational Education published in 2011⁴³, which emphasised the importance of schools offering good-quality qualifications to students.

Education Destination Measures

Education Destination Measures were published for the first time by the DfE in July 2012, with two measures broken down below for London and England as a whole. The aim is to allow parents and students to make informed choices about the performance of schools and colleges, while incentivising the latter to prepare their students to take up the education or training which offers them the best opportunity to achieve good long-term prospects.

For the Key Stage 4 destinations measure, 88 per cent of London 16-year-olds were in a sustained education destination the year after completing their GCSEs, the highest four, all with 91 per cent, were outer London boroughs, and the lowest four (at 83 per cent or 84 per cent) were all inner London boroughs. This compares with 85 per cent in England as a whole.

The main education destinations were (England figures in italics): school sixth forms 48 per cent (*36 per cent*), FE colleges 26 per cent (*33 per cent*), sixth form colleges 12 per cent (*12 per cent*) and other FE providers 2 per cent (*2 per cent*); included in these provider categories a total of 2 per cent (*4 per cent*) participated in apprenticeships. The remaining 12 per cent of London 16-year-olds are divided into the 7 per cent who did not progress to sustained education (*9 per cent*), and the 5 per cent not captured in the data (*6 per cent*).

For the Key Stage 5 destinations measure, 71 per cent of London young people who

entered one or more A levels or equivalent qualifications were in a sustained education destination the year after completing A levels. There was minimal inner and outer London difference and this compares with 64 per cent in England.

The main education destination was higher education 61 per cent (*52 per cent*); this included: Oxford or Cambridge 0.8 per cent (*0.7 per cent*), other Russell Group 8 per cent (*8 per cent*) and non Russell Group 52 per cent (*42 per cent*). Further education accounted for 10 per cent (*12 per cent*) which included 1 per cent (*2 per cent*) who participated in apprenticeships⁴⁴.

This first set of experimental statistics does not yet provide a comprehensive picture. Of the remaining 29 per cent of the London post-A level cohort, 7 per cent were in education at one point during the year. The 22 per cent figure includes those young people in employment, on a gap year, those who had left the country or attended a Scottish or Welsh school or college as well as those not in employment, education or training (NEET). Further, borough-level analysis is provided in the YPES paper, Destinations Measures – London Summary⁴⁵.

However, we welcome the key contribution that this destinations measures policy will provide for young Londoners, once this process is evaluated, refined and extended into developing education and employment destinations for both Key Stage 4 and students aged 16–18 (planned for spring 2013).

43 DfE, Review of Vocational Education - The Wolf Report, DFE-00031-2011, March 2011

44 Work based learning, and School/HE combinations are also included in the overall measure but have negligible uptake rounding to 0 per cent.

45 http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/rpgboard/meetings.htm?pk_meeting=932&comid=84

Key findings

The panel held an evidence hearing with London employers to explore their perceived reluctance to employ young Londoners and what role schools play in preparing school leavers with the relevant skills and aptitude to enter the workplace.

The inquiry has heard about a range of opportunities and challenges in preparing young people for life and work in a global city, and how schools might be able to help them. Through the call for evidence and consultation events, we received responses on the careers theme from local authorities, parent networks, colleges, universities, schools, education trusts, youth clubs, careers providers and employer-facing organisations.

Main messages from evidence hearing with business sector:

- Young people are often not prepared for the world of work, which becomes a major barrier to success in getting jobs. It is not enough just to have the qualifications. Today, attitude is equally as important.
- "I was talking about the combination of attitude and work experience and skills and so on, and the fact is that we were able to get people from Eastern Europe to do the jobs that otherwise school leavers would have done but with a lot of those aspects already. They have got experience of some sort. And so it wasn't a fair contest. In the same way now school leavers are not facing a fair contest from people from their own country because of university graduates. The bar has been raised" (*Grant Hearn, CEO, Travelodge*).
- "I would say we have found some people with poor literacy and numeracy skills. No doubt about it. And that's a place we

certainly need your help... Some of these folks struggle with things as simple as showing up for work ready... and how to be presentable. Some are not used to being punctual or planning ahead." (*Kris Engskov, Managing Director, Starbucks Coffee Company UK and Ireland*).

- Strong competition for young Londoners comes both from other British nationals and candidates from abroad.
- Employability is about life skills, and needs to be more significant on the curriculum. Schools need to help prepare young people for job interviews and selection processes.
- Many schools do not make sufficient efforts to establish relations with employers to secure work placements, which is even more important with fewer Saturday jobs available.
- "It is undoubtedly true that our young people face the infinite circle of not being able to get a job due to lack of experience and not being able to get experience because they can't get a job. With this in mind we believe that work placements should become a regular part of vocational subjects" (*Grant Hearn, CEO, Travelodge*).
- Business partnering with schools and partnerships to provide mentoring support are the way forward. Businesses need to be motivated to get involved with schools for more than 'corporate social responsibility' reasons, and schools need to be open to new ideas about how to engage with business. Existing good programmes need to be made adaptable to different circumstances.
- Opportunities for businesses to work alongside schools to develop relevant vocational programmes should be explored.
- Some young people are being driven to pursue degrees when learning a trade may be more beneficial, eg a two-year course in

cooking may be better preparation than a degree for a career in catering.

- City Gateway's NEET young people receive support to overcome barriers that hold them back, alongside a curriculum of one-third vocational training, one-third English and maths and one-third employability skills (job-ready skills, standards, attitudes, social skills, team-working, resolving conflict).

What came through strongly is the need and opportunity for greater collaboration between schools, colleges, universities and employers to identify new solutions to help young people successfully make the transition from education into adulthood in the context of changing educational structures, a period of high youth unemployment and reduced resources.

We want to seize this moment so that we reduce the numbers of young people that end up NEET or under-achieving.

Enhancing information, advice and guidance for our young people

First and foremost, it is obvious that children need a rich and varied educational offer that gives them foundation skills in English and maths, but also access to core subjects. There is much concern that the take up of some subject areas like STEM (Science, Technology, Engineering and Maths) and MFL (Modern Foreign Languages), is lower in state maintained schools than in independent schools. This will affect the ability of many London children to compete for jobs in the future, and could hinder the development of entrepreneurial skills.

We have already outlined in chapter 2 (Gold Club schools and the London Curriculum) how we can start to address this low take-up, but there are also specific ways to encourage more

businesses and universities to address this challenge.

Young people need to make informed choices so they do not end up feeling they have chosen the wrong GCSE, or find out when applying to university that their A level choices will not get them onto a particular course. Those who choose vocational routes such as apprenticeships need to know what is available in order to move on to the next step.

Although the Mayor has championed apprenticeships and many employers have created new opportunities, more needs to be done to raise their profile so young people can consider them as one of their post-16 options.

Everyone recognises that schools cannot do this alone. Other agencies, including employers, universities and FE institutions, also need to share responsibility. It is timely to look at ways to bring together schools, further and higher education institutions and employers to improve knowledge on all pathways for young people reaching 16 years of age and their vocational requirements.

Some schools already do this well and there are models such as University Technical Colleges (UTCs) that demonstrate education and employer partnerships, and offer vocational programmes that could also be adopted by mainstream schools across London.

Case Studies: University Technical Colleges and Studio Schools

- UTCs form an important part of the new schools landscape. These are non-selective 14-19 schools, each of which has one or two technical specialisms. At Key Stage 4, 60 per cent of curriculum time is devoted

to the core curriculum, including English Baccalaureate (EBacc) subjects. The other 40 per cent is devoted to the technical subject of choice. The school week and the school year are both longer than usual, which ensures there is sufficient time for both strands of the curriculum. Post-16, the percentages are reversed.

- Each UTC is supported by a university, a number of local employers ranging from micro-businesses to multinationals, and further education colleges. The curriculum is built around authentic work-related projects, with the full involvement of local partners. The purpose of the projects is to embed important scientific, technical and engineering principles into the curriculum. Each project involves investigating and solving a real-world challenge – typically one that has already been encountered by a local employer. Along the way, students must find information, develop and test ideas, and prepare a full presentation of their preferred solution. In some cases, this can include making a prototype product.
- Studio Schools have a focus on employment skills. There are two approved in London for 2012-13. One will specialise in engineering and construction, and students will learn the National Curriculum principally through enterprise projects.

In London's more challenging and complex labour market, there are many routes to success, and we want all young people to be given the opportunities to develop the skills required. These may be very different from those their parents required at the same age.

Guidance is important to ensure young people have a good understanding of the range of London's employers, training organisations and universities. It is clear that if young people are

going to make the right decisions that equip them to apply for the jobs in London's future economy, they will need a better understanding of what paths to take and what opportunities are out there, even from a young age. There are good examples of primary and secondary schools integrating information, advice and guidance into their curriculum, using activities to broaden young people's knowledge of work and of the importance of different subjects. It is important that all schools take this seriously and ensure their children strive for success at each stage of their school life.

Case Study: Millfields Community School

As part of Maths Week, the school has invited parents and community governors to talk to Year 6 pupils about how they use maths in their jobs. The aim is to help children link what they learn in school with the world of work and build aspirations from an early age.

We know there is emerging good practice taking place within the 'Raising the Participation Age' pilot boroughs⁴⁶. For example, in the borough of Camden businesses are sponsoring students from Year 8 onwards to support their long-term development, and in other parts of London partnerships have been sustained to build capacity in this area.

Schools operate in different circumstances, however, and many will not have access to the networks and information needed to ensure all their students access the opportunities that exist. In the independent school sector, the role of teachers and subject heads is often much greater. While most pupils are expected to go onto higher education, teaching staff are expected to have a good understanding of how to aid their advancement, and they recognise

46 <http://www.education.gov.uk/16to19/participation/rpa/a0075564/raising-the-participation-age-rpa-locally-led-delivery-projectstrials>

that this is a key part of their role. They have access to networks, and the schools have good links with universities in order to facilitate this.

We are mindful of the fact that schools will have many demands placed on them, and the capacity to develop these links may be limited, particularly for schools that are trying to improve in other areas. At the same time, many children in London lack the resources and family guidance to make the best choices, but better collaboration between agencies can help fill these gaps for the most disadvantaged.

Therefore, there is a need to ensure that information, advice and guidance is strong enough to accommodate the needs of London children, including young people with special needs or a disability. There is a real opportunity to broker better links between schools, employers and universities so that young Londoners get access to good quality work experience and a taste of university life.

Work experience and careers education

Young people need exposure to the world of work, and help to build their aspirations and see where their strengths lie. It is no surprise that the evidence submissions have highlighted the benefits of young people experiencing the workplace, the benefits of mentoring and employer talks. The Government's Social Mobility Strategy (2011) identifies access to work experience as a means of helping gifted young people from disadvantaged backgrounds.

High-quality work experience can also stretch young people's understanding of the wider skills and competencies they will need in life. Whether young people choose an academic or vocational route, they will be required to demonstrate a range of skills – strong communication, problem-solving, adaptability, independence and team work, to name a few. These will be

required at different points and to different degrees in their journey through education and entry into the world of work. Professor Wolf's review of vocational education in schools concluded that much of the work-related activity provided did not give young people the opportunity to go into the workplace or engage directly with employers. We want our young people to be able to meet employers to find out what qualities and skills they look for when hiring.

All young Londoners should benefit from well-organised high quality work experience and wider exposure to employers, irrespective of where they live, their family networks or the school they attend. There is not always equality of access to work experience opportunities or apprenticeships, particularly for those young people who do not have knowledgeable parents or older siblings who can guide them. Young people from poorer families are unlikely to have the same access to same networks as their wealthier peers, and will struggle to take unpaid work experience or internship opportunities when they are of working age.

Improving Vocational Pathways – A mismatch of supply and demand

There have been many calls from employers and their representative bodies for action to be taken to improve the employability skills of young people leaving education, and to improve the supply of skilled workers for sectors experiencing skills shortages. At the same time, there is concern that too many young people are being trained for jobs that do not exist – a point that came up in the inquiry's business hearing.

Our consultation with businesses highlighted concerns that many young people's ambitions were unrealistic and that they did not understand the range of opportunities or types of paths they needed to take in order to achieve

their goals. Young people tend to have too narrow a view of employment sectors and little understanding of what jobs are available at a local and national level.

Linked to this is the planning of course provision in FE and HE, which needs to take account of what young people are aspiring to do, as well as what opportunities are available in the labour market, now and in the future. The London Skills & Employment Observatory⁴⁷ produces regular information about the labour market shortages in each industry, and this could be used to inform education providers about the courses they offer, as well as careers advisers more generally.

The Wolf Report indicated that less academically able children were being pushed into poor-quality vocational education during their compulsory school years. Professor Wolf argued that this narrowed their education at too early a stage, and in a way that that did not prepare them well enough for either FE or the world of work. This has been compounded since 2005 when the previous Government allowed these qualifications to count towards GCSE performance for individual schools. While robust vocational qualifications gained after the end of compulsory schooling can have a positive return, vocational qualifications taken too early, including qualifications such as lower level NVQs, have a low or negative return.

Recommendations emerging from the Wolf Report have started to address this issue, in particular removing many inappropriate 'equivalent' qualifications in vocationally-related areas from school performance measures. This is designed to favour those schools which better support progression and have track records of equipping young people for HE and good jobs.

Case Study: Mayoral Academies

- In 2008, the Mayor announced his ambition to establish up to ten academies across London, in response to the concerns expressed by employers that many young people are leaving school without the skills for the world of work. Students at the existing three academies are provided with the skills and knowledge required for a successful transition from secondary school into further and higher education and then employment.
- The academies have worked with a range of businesses including Transport for London (TfL) on the Classroom to Boardroom Challenge, which focuses on the STEM skills required for the transport sector, but also builds other key skills needed by employers. Some of the ideas developed by students have been so strong they are being developed by TfL. The InspiresMe Week Project developed by the GLA in partnership with Workspace Group saw 57 students from across the academies placed with 57 small businesses that utilise Workspace Group premises as part of Global Entrepreneurship Week. The project won a High Impact Award and was so successful that it is being delivered again in 2012. The academies are also working with Cisco on the development of the ICT curriculum and have also been supported by Ernst and Young.
- Students from the academies have progressed into jobs, further and higher education. A key achievement has been the support given to young people identified as at risk of becoming NEET. Through targeted intervention to those in Years 10, 11, and 12, we have been able to reduce the numbers of young people who have left without an option at the start of the September term and maintained support with those who have needed additional help, reducing the risk of them dropping-out.

47 The LSEO is a central source of information, research and data on all skills and employment issues for London. <http://lseo.org.uk/>

Science, Technology, Engineering and Maths (STEM) and Modern Foreign Languages (MFL)

There is a clear role for the Mayor in helping improve the information available to young people, schools, FE and HE institutions on the jobs available in their area and across London, and in identifying the skills required.

This is no more acute than in STEM-related fields, but there is also a need to prepare young people for jobs in new and emerging sectors, encouraging take up of a range of subjects, including MFL.

We need to reclaim the ambition and vision needed for science to thrive in schools. Too many students in state schools are ‘turning off’ science, and more work is needed to ensure students are inspired at school to go down the route of one or more of the STEM subjects.

A rich source of skilled scientists is vital to the future of the British economy. London, and UK, employers are crying out for qualified science, technology and engineering graduates in the capital. For example, 5,000 specialist underground construction workers and 450 tunnelling Apprentices will be needed in London over the next three years⁴⁸. The UK also has a lower proportion of technicians than our European competitors, particularly at the intermediate skills levels⁴⁹.

In relation to the Technology (or ICT) element in STEM, there were just 382 A level computing and computer studies entries across London

out of 98,027 entries in all subjects⁵⁰. Factors reported to the inquiry by Next Gen Skills⁵¹ and others include a poor curriculum, low numbers of schools offering the subject, low numbers of qualified teachers and poorly articulated career horizons.

While there are now a variety of careers and teaching initiatives to address the low take up in the STEM subject areas, these are still lacking for MFL despite similar labour market demand for languages of emerging economies – such as Brazil, Russia, India and China – as well as more commonly offered French, German and Spanish languages.

With an increasing number of companies having international dealings, employees’ language skills can be vital to many employers’ global business success. This means MFL is one of the subject areas whose graduates are least likely to be unemployed, and wage premiums can often be commanded. Indeed, the requirement for language skills for jobs in the armed forces and police forces is under active consideration⁵².

It is clear that if London’s young people are going to take up jobs in growing industries, they will need to be equipped with particular subjects – STEM and MFL – which currently have low uptake. This is not to diminish the importance of other subjects, but to recognise that the relatively low uptake of STEM and MFL in London state schools, compared to independent schools, puts most London children at a disadvantage in life.

48 This demand by 2015-16 is identified by the Government’s Tunnelling and Construction Capability Plan.

49 Jagger N, Sigala M, Sumption F, *SET Based Technicians: Lessons from the UK and European Labour Force Surveys*, Report 475, Institute for Employment Studies, July 2010.

50 LA maintained schools, CTCs and FE sector colleges, 2011 figures, DfE, January 2012. There are more vocational BTEC National in IT courses being taken, 27,417 (Pearson (Edexcel) data, 2011/12 figures).

51 This is a campaign led by games and interactive entertainment trade body Ukie to improve computer programming skills to support the future growth of the UK’s economy.

52 British Academy, Submission to the House of Lords Science and Technology Sub-Committee 1 inquiry into higher education in STEM subjects, December 2011.

Current levels of STEM and MFL interest and study

Even where schools and others succeed in inspiring pupils in STEM subject areas, there is an apparent disconnect in that they do not see a career for themselves as scientists, while girls are still put off computer science and physics.

A 2012 King's College London study also found that despite the majority of children enjoying science at school and viewing scientists positively, fewer than 17 per cent of 10-14 year olds are interested in pursuing a career in science⁵³.

In terms of languages, the number of students doing GCSEs is on a downward trend nationally. London is the English region with the highest uptake, with 46 per cent of its maintained school pupils taking a language at GCSE (2011). The corresponding figure for London independent schools is 81 per cent. Schools with a higher proportion of pupils eligible for free school meals have an even lower uptake⁵⁴.

On average, just 10 per cent of pupils who take a GCSE in a language go on to study languages at A level. Once A levels are considered, while there has been a modest decline in uptake over 2003-2011 (from 8 per cent to 6 per cent), what stands out is the persistence of the gender gap, with girls representing two-thirds of A level languages pupils. We have heard evidence that boys in particular see languages as 'ornamental' and irrelevant to their working life.

The Government has also recognised that schools need to improve how they teach digital literacy, information and communications technology (ICT) and computer science at GCSE level. Since September 2012, schools have been able to disapply the current programme of study for ICT and teach the principles of computer science as they see fit.

Knowledge and understanding of Latin and Greek can help improve literacy and linguistic skills, unlocking English and other MFLs, and this is reflected in both ancient and modern languages forming part of the EBacc. The Mayor is already extending the opportunity to study classics to more maintained school pupils in the capital. His Team London volunteering scheme in 2011, *Love Latin*, placed classics graduates in state schools giving talks on classical themes and providing Latin tuition in primary schools⁵⁵

The panel strongly believes that the right external input will help teachers and schools inspire pupils to study and continue with STEM subjects. Further analysis of the importance of starting STEM and MFL study early, and the roles of schools and teachers, is published on the inquiry's website.

London needs to harness the wealth of opportunities for school pupils that could be provided by the capital's universities, companies and many employees who specialise in STEM and MFL subjects. This should add value to effective national initiatives, such as STEMNET's Ambassador's programme⁵⁶, and include scaling up or better targeting of good local initiatives.

53 The Science Aspirations and Career Choice: Age 10 - 14 project (ASPIRES), King's College London, <http://www.kcl.ac.uk/sspp/departments/education/research/aspires/index.aspx>

54 DfE analysis based on National Pupil Database for maintained schools, for end of Key Stage 4 pupils.

55 The scheme has already reached 2000 pupils after its first year, and aims to work with 200 schools in 2012.

56 This government-backed programme connects young, dynamic and inspiring individuals with young people, to provide an insight into STEM careers and learning.

We believe the Mayor should play a major role in improving partnerships between business, universities and schools for the study of STEM and MFL subjects, and promote effective routes into STEM and MFL related professions. This will be taken forward through Recommendations 6 and 7 (see below).

Ideas raised with the panel on partnerships to support STEM/MFL subjects:

- One proposal is some form of a common training package or manual for employers on how to work with London schools. This would capitalise on many companies' willingness to work in schools, but with a more coordinated approach.
- There is also potential for more STEM mentors to go into schools and provide practical information on the range of jobs that exist in their industries
- There could be some accreditation or record of achievement for companies that offer work experience with some opportunity for MFL students to use their skills.
- The Mayor can help convince young people and parents that studying a language provides a great skill as well as good job opportunities.

Creative and cultural industries

The cultural and creative industries are also some of London's flagship growth industries. It is important to understand the needs of this sector, and there is more that can be done to improve awareness of the opportunities that are available.

The Government wants to create the right environment to start and grow a business, making sure people working in the creative industries have the right managerial and

leadership skills to succeed. We can encourage these skills from primary through to further and higher education and widen access to apprenticeships in this broad and diverse sector.

- Creative industries contributed 2.9 per cent of the UK's Gross Value Added in 2009, an increase from 2.8 per cent in 2008.
- 1.5 million people are employed in the creative industries or in creative roles in other industries, 5.1 per cent of the UK's employment.
- The creative industries are a vital part of London's economy, employing 386,000 and generating a turnover of almost £19 billion a year.

Case Study: London 2012 Cultural Olympiad

- For the Mayor of London's 2012 Outdoor Festival Programmes Showtime and Secrets, six young producers (the Culture Squad) were offered a 12-month paid accredited Apprenticeship to work on the festival, supported by Arts Council England with support from the National Skills Academy, Creative and Cultural and A New Direction. The programme is accredited and the young producers spend one day per week at Lewisham College studying for their (Level 2 Live Event Framework) qualification.
- Each producer is hosted or employed by a major London arts/cultural organisation. These include: the Barbican, the Roundhouse, the Albany, Waterman's, English National Ballet and the GLA Events Team. Each of the young producers have received mentoring, a range of training workshops and sessions, and opportunities to see outdoor shows in London, the UK and Europe and to engage in broader

discussion about outdoor arts strategy, policy and legacy. They have all led or delivered projects as part of their host organisation's programmes as well as through Showtime and Secrets.

Young entrepreneurship

It is important that the Mayor continue to champion opportunities for young Londoners to learn about all post-16 pathways, which should include helping them develop the skills of entrepreneurship, social enterprise and self-employment.

There is a clear labour market rationale in the current economy to help develop the next generation of successful entrepreneurs and social entrepreneurs. The latest national employment figures indicate that growth has come from the greater number of self-employed and entrepreneurial 'starters' in London. This was recognised earlier this year at a high-level multi-agency seminar, 'Youth Transitions to Adulthood in London'⁵⁷.

A national City & Guilds survey found that 49 per cent of young people today are ambitious and entrepreneurial, stating that they would one day like to run their own business. Budding young entrepreneurs in London have said that while start-up funds are important to them, just as crucial is having the "right people around you" and support on identifying how to be resourceful⁵⁸.

Employers also consistently say that when they are recruiting, factors such as passion and attitude are as important to them as qualifications, and that young people's employability can be developed through

entrepreneurial experiences and ventures, such as starting up their own companies or contributing to their local communities through social entrepreneurship.

In order to provide early inspiration, London schools should seize the many opportunities available to offer enterprise and entrepreneurship experiences. They receive directly allocated funds from the Government for brokering connections with local employers. Previously, through direct grants and via Education Business Partnership Organisations, these were specifically earmarked for enterprise and entrepreneurship education.

Opening up opportunities at leading universities

Supporting young people into FE and HE must be an integral part of schooling today.

Yet, while we have seen increases in the numbers of young people who have gained places at leading research-intensive universities – such as the Russell Group and 1994 Group universities – there are still too few young people from disadvantaged areas accessing these institutions compared with those attending independent schools.

The Sutton Trust report, *Degrees of Success*⁵⁹, reviewed the university chances for students attending schools across the UK by individual school. The report says state school pupils in Hammersmith and Fulham are more than ten times more likely to be accepted at a highly selective university than state pupils in Hackney or Tower Hamlets; and state pupils in Hammersmith and Fulham and Sutton are more than fifty times more likely to be accepted at Oxford or Cambridge than pupils in Hackney.

57 The 'Youth Transitions to Adulthood in London' seminar was convened by the GLA, London Councils and Association of London Directors of Children's Service in February 2012

58 May 2012 workshop of young people held by the GLA's Peer Outreach Workers team of young people aged 15-25.

59 <http://www.suttontrust.com/public/documents/sutton-trust-he-destination-report-final.pdf>

Indeed, the Sutton Trust also found that a quarter of pupils in London have a private tutor in the past year to help them with school work, compared nationally with just 13 per cent of pupils⁶⁰.

In London, the independent sector's share of Oxford and Cambridge entrants was over four times the size of its share of GCSE students. It is clear that many students from other backgrounds do not have a clear understanding of what is available, what the best universities are and what they need to do in order to get a place. This applies particularly those in low income groups, but also those without knowledgeable adults to advise them, such as children in care and care leavers.

The factor of subject choice has been cited by Russell Group universities in their response to the Sutton Group report. They consider subject choice to be as important as attainment, and linked to this is access to good quality information, advice and guidance. For instance, we know that nationally FE colleges have a lower proportion of students entering subject areas suitable for Russell Group than maintained schools or sixth form colleges (and grammar schools have a much higher proportion). Many FE students do not have a clear understanding of what is available, which are the best universities and how to access them, and what careers are available.

The role of teachers in helping young people get the grades they need to apply to university is of course a crucial factor. And – as stated earlier in the context of information, advice and guidance – there is a need for a regional response that brings together key stakeholders and helps improve the links between these universities and business and schools, so that students are better

informed when choosing their subjects. Some prominent examples from the STEM area are outlined below.

From our research, it is clear that all the top universities have a number of initiatives under widening participation programmes, which are underpinned by access agreements monitored by the Office for Fair Access. There are schools that still do not access these programmes, however. Initial discussions with some institutions indicate that some schools are better organised than others and respond more quickly to engagement activities. Many would acknowledge that their current outreach activities do not always reach the most disadvantaged groups.

Case studies of university involvement in STEM initiatives in schools:

- Students at St Paul's Way Trust School, in Tower Hamlets, are establishing links with Asian diabetic families in collaboration with local health practitioners and Queen Mary University. They are designing a questionnaire and using a number of sophisticated scientific techniques to reveal patterns of the disease in their family histories. The initiative is intended to increase the numbers choosing to study biology at A level by a significant amount, and increase the numbers who opt for STEM subjects at university
- The Mayor's Award for Science and Maths is part of the borough of Enfield's STEM Fortnight. It runs during national Science Week, to recognise and celebrate enrichment activities throughout the year between secondary schools and academies, FE colleges and an independent school. Schools are asked to submit a team of three

60 The Education Endowment Foundation is testing ways to bring one-to-one and small group tuition to more pupils from non-privileged backgrounds. <http://www.standard.co.uk/news/education/boom-in-private-tuition-as-quarter-of-pupils-get-help-with-school-work-8189435.html>

of their brightest Year 10 students who are identified on their Gifted and Talented Register for science for a robot project run with Middlesex University. It supports other work with Year 9 pupils in partnership with Imperial College.

- The 'Reach Out Lab at Imperial College London aims to inspire children of all ages about science, giving them hands-on experience of science and medicine in action. In a surgery simulation inside an inflatable operating theatre, they don full surgical kit during a master class led by Robert Winston to remove lesions from prosthetic limbs. Since 2010, more than 8,000 students and teachers have benefited from the facility.

Our Priorities for Action

As a result of our school survey, business hearing, consideration of the call for evidence submissions and consultations, the critical areas the panel believe further action is required for London are:

Facilitating greater collaboration across the business and education sectors to address London's current and future skills needs

Strong and consistent views were given to the inquiry in the call for evidence, symposia and workshops of the value and need for Mayoral leadership to improve the joint accountability and quality and range of partnerships between schools, universities and business.

National research shows that businesses overall have strong links with universities but that engagement with schools is less well developed. From London schools' perspective, our survey of Headteachers found 92 per cent would value working with employers and universities

on school improvement, which provides some indication of the scope for improved partnerships.

There is considerable variation in London, with some strong examples set out across this chapter and in chapter 2. We heard from the Learning Trust how such links formed a key component in Hackney's successful school improvement, with every secondary school having a business link and many having several, across arts, sports and business sectors.

The consultation responses and early discussions with employers, local authorities and the education sector have indicated a genuine willingness to create a new approach to delivering information, advice, guidance and activities to address many of the challenges that have been expressed.

The GLA will be developing, from autumn 2012 onwards, a network for young London entrepreneurs, which in turn can inform the development of the Big Lottery Fund's new Talent Match programme⁶¹.

Bring together the business, public and education sectors to build on the recommendations of the Wolf report, exploring what more can be done to ensure the vocational programmes on offer to London's young people by:

- examining London's current and future labour market requirements and how this relates to the provision provided by London's FE and HE sectors
- bringing together schools, colleges and employers to ensure vocational programmes delivered in schools and FE are matched to the needs of employers and young people

61 http://www.biglotteryfund.org.uk/prog_talent_match.htm?regioncode=-uk Talent Match is a programme resourced by the Big Lottery Fund which is made up of £10 million of targeted investment available for London and to be focused on young people aged 18-24 in 11 London boroughs.

- identifying how to increase the supply of work experience, pre-apprenticeship support and internship opportunities for young people in education
- identifying what additional support is needed to increase the number of successful young entrepreneurs.

Recommendation 6:

The Mayor should bring together schools, further education (FE), higher education (HE) institutions and employers to develop better links between the education and business sectors, ensuring that training given to young people helps meet London's current and future skills needs. This should include developing new ways to increase the supply of high-quality work placements and improve access into apprenticeships.

Enhancing Information, Advice and Guidance provided by London schools

There is consensus that a more regional approach to brokering relationships between schools, employers and universities could help achieve greater economies of scale, garner companies of varying sizes and reduce duplication of effort. London has many types of international and national businesses and leading universities, and we want to make the most of them. There are also major capital infrastructure projects like Crossrail, which can offer apprenticeships and internship opportunities.

We recommend the Mayor look at ways to help schools deliver high-quality information, advice and guidance by maximising London's resources. There is no appetite to recreate previous models or to create a centralised top-down system. Rather this would be an optional programme, which schools and colleges could opt into or commission. The Mayor should work with strategic bodies such as the Young People's Education and Skills (YPES) board and the London Enterprise Panel (LEP) to explore practical ways to achieve this.⁶²

Help for London Schools to deliver high-quality information, advice and guidance, by:

- exploring opportunities for brokerage to improve the networks available to schools, thereby, increasing young people's access to employers, further education and training providers
- improving the range and quality of work experience, internship and apprenticeships opportunities accessed by those from disadvantaged backgrounds
- supporting teachers and careers providers in accessing up-to-date labour market information to ensure the offer to young people is relevant, including STEM and MFL subjects
- increasing the number of disadvantaged young people entering research-intensive universities
- sharing best practice on working with business (including entrepreneurship) across London schools.

Recommendation 7:

The Mayor's office should play a practical role in helping schools improve links with business and HE, improving the information available on post-16 career pathways in all London schools to ensure school leavers are better informed, and promoting a more aspirational culture.

Improving attainment and future opportunities of children in care and care leavers

Despite some recent improvements, those in and leaving care have very poor educational outcomes at present. London's children in care are little more than half as likely to achieve expected standards at Key Stage 2 than all London pupils. At Key Stage 4, they have less than a quarter of the chance of achieving five good grades including GCSE English and maths.

Some of the strongest messages to the inquiry panel concerned the need to improve opportunities for this group. Every child in care should be in the 'vulnerable' category, which means they receive face-to-face support, especially given Buttle UK research indicating that London young people in care are six times less likely to attend university than other young Londoners. Further analysis by the Institute for Education describes well the barriers to care leavers entering higher education⁶³.

Research raised in the evidence hearings suggests the role of 'virtual school heads' (who act as a headteacher for all their boroughs' children in care) is very valuable in improving outcomes. They bring a stronger education focus and can track progress when young people change carers and/or schools, and until they leave university.

Previous engagement by the Mayor with senior leaders in the boroughs had highlighted the value of the Mayor's championing role and of specific projects to help them in their statutory responsibilities to support this vulnerable group. Previous GLA work included a Near Peer Mentoring Programme⁶⁴, 'Wise Up'⁶⁵ events and work with the Buttle Trust to improve educational outcomes and access to HE⁶⁶ for London's children in care.

The panel believes there is a continuing need to build on the current and recent programme of GLA work to support boroughs with some of the major challenges that children in care face, especially where pan-London action can enhance local work. The focus should be on raising the attainment and educational achievement of children in care, improving transitions to work and helping the boroughs recruit more foster carers and adoptive parents in London.

A key opportunity that the Mayor can take is to use his access and influence with London business to unlock their capacity to offer some excellent opportunities to care leavers in particular, which could effectively redress the huge disadvantage these young people have had to the start of their lives. This would also fit well with national initiatives, particularly the DfE's funding of Catch 22 on the From Care 2 Work programme, which is focused on creating job opportunities and apprenticeships for care leavers⁶⁷.

Recommendation 8:

The Mayor should ensure priority is given to children in care and care leavers in all London apprenticeship, mentoring, work experience and job opportunities, through the London Schools Excellence Fund and work with FE colleges, universities, business and other employers.

Improving the number of successful applications to research-intensive universities

There are two areas that need to be addressed. Where students do achieve the required grades, we want to ensure they are given the information and support needed so they have the confidence to apply. There will be many young people, such as those who are offenders, who do not apply for a variety of reasons including concerns about financial costs or lack of access to information.

We also need to ensure that students with the right grades who do apply have the information and support required to succeed in the university selection process. This requires greater explanation and clarification for those in state schools who may not have the informal advice and experience of those from more affluent backgrounds.

64 The Near Peer Mentoring Programme is a voluntary scheme to match children in care, mostly aged 11-13, with student mentors, in order to receive personalised support and advice.

65 Three 'Wise Up' events have been held by the GLA for London's children in care over 13, with voluntary sector partners, designed to raise aspiration and promote positive pathways into higher education and employment.

66 The GLA has worked with local authorities, the charity Buttle UK and London higher education institutions to improve collaborative working and direct support to London care leavers.

67 See the National Care Advisory Service (NCAS) website:
http://leavingcare.org/what_we_do/ncas_projects/from_carework_project

Recommendation 9:

The Mayor should champion greater collaboration between schools and leading, research-intensive universities like the Russell Group and 1994 Group, so more young people from disadvantaged backgrounds both aspire to study at the best universities and succeed in their applications.

CHAPTER FOUR

A GOOD SCHOOL PLACE FOR EVERY LONDON CHILD

Key issues

It is clear that London does not have enough good school places for all children, particularly with a growing population. London Councils forecasts a serious shortage of primary and secondary school places in the next four years: 90,000 by 2015/2016⁶⁸, based on available capacity in May 2011.

This is up from the figure of 70,000 predicted last year, and based on a reported extra 6,000 children applying for a reception place in London for September 2012, compared to September last year. (This figure will be reduced where other places have been provided since or are in the pipeline, including Free Schools)

Just as important as the shortage of basic provision in London, which is greater than in the rest of the UK, there is the continuing challenge of ensuring the quality of places available. Even in those areas where there may be a surplus of places, many London parents feel they do not have a genuine choice and are unsatisfied with the schools in their local area.

Funding for all schools in the UK is undergoing reform, and it is important that London continues to get the funding it needs for a growing population and to ensure ongoing improvement. The Pupil Premium will help ensure that London schools can continue to meet the challenges of the capital city, helping those children from the most disadvantaged areas.

Concerns were raised with the panel that lower free school meal uptake rates among some black and minority ethnic groups, as a result of stigma factors, are likely to mean London schools receive significantly less funding than they should⁶⁹.

London's schools will receive nearly £6.5 billion in the Dedicated Schools Grant in 2012-13, with a further £225m of funding being provided via the pupil premium targeted at the 375,000 most deprived pupils in the capital⁷⁰. London boroughs will receive £414m in core capital funding, which was supplemented by an additional £307m for school places announced in April 2012⁷¹.

In 2011, the Mayor and London Councils jointly lobbied the Government to address the serious shortage of places needed in primary schools in the next four years, resulting in an extra £260 million being allocated to the capital – 52 per cent rather than 24 per cent of the overall pot. However, the revision of predictions means that London Councils and the GLA will have to continue to make the case for funding from the Government.

In the most recent DfE funding allocations to London of £307m (out of £600m nationally) for additional capital funding, several London boroughs were unsatisfied with their allocated shares compared with their neighbours whom they saw as facing very similar challenges. This situation arises because of different ways boroughs estimated their funding needs to

68 This is calculated by London Councils as a shortage of 78,923 primary school places and 12,227 secondary school places across London, between 2011/12-2015/16. They estimate total cost of meeting such a shortfall as £2.3bn by 2015.

69 It was also raised that that 'A2 nationals' (from Bulgaria and Romania), who comprise a significant proportion of the capital's pupil population, are restricted in accessing free school meals, even though many experience levels of disadvantage that should make them eligible for the Pupil Premium.

70 The DfE confirmed these figures in June 2012 at <http://www.education.gov.uk/a00200465/schools-funding-settlement-2012-13-including-pupil-premium> (before adjusting for any recoupment for academies opened since 2008-09).

71 In April 2012, London received 51 per cent of the overall pot of the additional £600m allocation of capital funding, a greater proportion than London's 33 per cent share of the £800m core school capital funding pot for 2012/13.

the DfE, while the lack of pan-London place projections contributed too.

London authorities can use the capital funding they receive from the DfE to establish new schools, with a statutory presumption that these should be academies or Free Schools. Free School groups can also access capital funding through the Free School application process run by the DfE. Yet many are struggling to find suitable buildings in their area of choice. Vital opportunities are being missed for a more strategic linkage of Free School demand on the part of parents with areas most in need of more places.

We propose that in a time of restricted public funding, Free School groups could help address the shortage of places if encouraged to set up in areas where there is a real shortage of places, and that a more strategic, proactive approach led by the GLA, DfE and London Councils could make a difference.

Key findings

School places planning

London's primary school place shortages is critical for parents and is concerning for many London schools and most London authorities. This is reflected in the strong desire expressed in the call for evidence by many stakeholders for the Mayor to continue to be active in this area.

GLA demographic projections show the total numbers of primary age children are set to rise 20.7 per cent by 2021. The largest factor is a fertility boom ongoing since 2002 and a reduction in out-migration from London, widely attributed to the economic situation; that is more of the children born in London

have remained in London. There are also some indications that new caps on housing benefit in London are encouraging London families to move from some inner-London councils to boroughs such as Barking and Dagenham⁷².

In addition, the numbers of children seeking secondary school places is expected to rise greatly, with the number of eleven-year-olds up 22.4 per cent by 2021. This means the minimum total demand for places by children resident in London between 2011–2021 will require extra 4,900 primary classes across London and extra 2,800 secondary classes across London⁷³.

We recognise that the Mayor has been working with London Councils on joint lobbying to Government on acute schools places planning issues in the capital. This resulted in agreement on additional resources for London and work towards a fair funding formula for London (see schools funding section below).

We believe further work should focus on:

- continued lobbying of Government for more funding for basic need in London
- an enhanced GLA intelligence role to support better places planning across London in partnership with local authorities
- enabling the creation of more Free Schools to create more good school places in areas of local need.

The GLA and London boroughs should work together more closely to develop a strategic approach to the planning of school places, with two-way sharing of data with the DfE. Better projections of pupil numbers across London must be used to ensure London receives its fair share of resources in line with each borough's population needs. This would involve extending

72 *Children and Young People Now*, 'Families hit by benefit caps could spark 'tidal wave of migration'', 15 – 28 May 2012.

73 This does not take account of some spare capacity within some schools nor take account of London's higher mobility of children across borough boundaries.

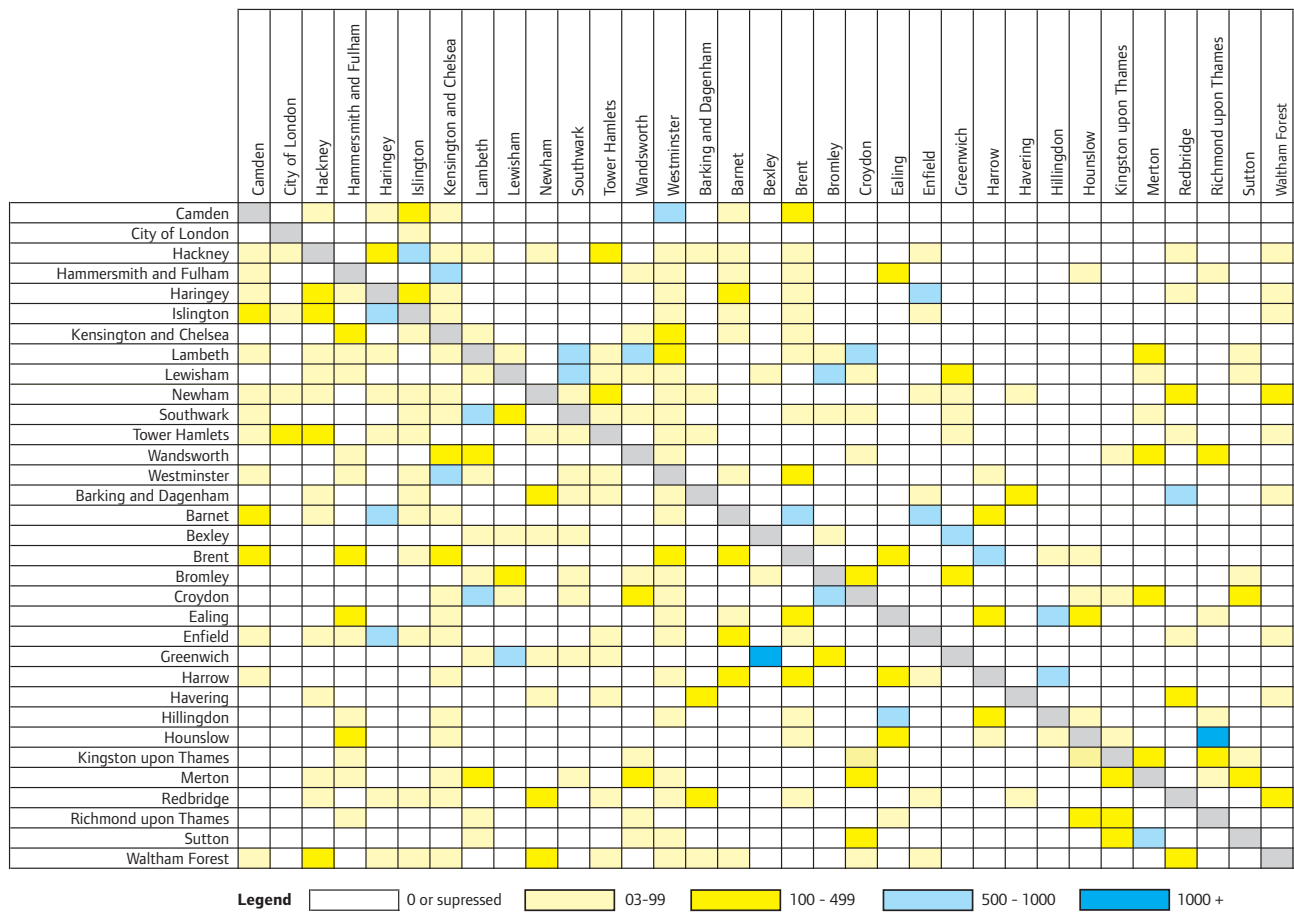
the GLA Intelligence Unit's long-established, subscription-based school rolls projections service for both primary and secondary schools. This information is currently provided to 26 of the 33 London authorities and cannot be circulated to other bodies. The GLA also provides a forum for those authorities that buy into the service to share information.

Analysing London-wide, consistent data on school rolls and capacity would allow for improved modelling by the GLA and the production of pan-London school roll projections. Once the boroughs have made adjustments to these data based on more localised intelligence (such as factoring

in current and planned capacity), a better indication of the capital's, and individual borough's, shortfalls could be produced. In turn, the DfE can then more consistently verify actual needs before making funding allocations.

By playing such role, the GLA could identify local areas with the greatest needs by looking at 'small area' data⁷⁴, take account of the fact that many pupils live and study in different boroughs (see Figure 1 below), also factoring in the areas surrounding London, such as Essex, Hertfordshire and Kent. For example, on average, 47 per cent of London students in years 12 and 13 study in a different borough than their home borough⁷⁵.

Figure 1: Mobility data chart



Source: DfE SFR10-2012: Schools, Pupils and their Characteristics, January 2012

74 This corresponds to planning area data, in line with the GLA's statutory powers around strategic planning.

75 Young People's Education and Skills Board Operational Sub-Group, A London-wide agreement of arrangements for co-operation over tracking and recording of participation, London Councils, June 2012.

In the call for evidence, several boroughs highlighted the need for neighbouring authorities to agree to and participate in a process of coordinating and sharing information on school expansion. This would allow for more joined-up working and information sharing to help match demand for school places with surplus places in neighbouring authorities – and would need to involve academies, Free Schools and boroughs. There would be scope for this to help ensure that all authorities' Fair Access Protocols – setting out how all schools in an area will work together to ensure hard to place children are found a place – are 'fit for purpose' across all maintained schools, academies and Free Schools.

Recommendation 10:

The Mayor and GLA should work with boroughs and the DfE to develop pan-London collection and analysis of data necessary for planning the provision of school places.

A strategic approach to Free Schools planning

We discussed supporting the growth of Free Schools in our first report. Free Schools are an innovation of the Coalition Government, and offer parent and teacher-led groups to propose a new school in an area where there is proven demand. Proposers have to meet certain criteria and undergo an assessment process. After the first approval stage they receive a level of financial support and advice from DfE and the Education Funding Agency to find and develop a site, recruit staff and develop their project.

We believe that new approaches and greater diversity of provision in schools can improve choice and help to drive up quality in education, and that this includes academies and Free Schools developed by groups of parents, teachers, charities, businesses, universities, trusts, religious or voluntary groups⁷⁶.

Free School groups can provide a refreshing challenge to our expectations about what an all-ability comprehensive can look like, and pioneer interesting approaches, or simply claim to offer a higher standard of education than is currently available in an area.

Free Schools in London

Nine Free Schools opened in London in 2011/12, and approximately one third of the 55 new Free Schools opening in September 2012 are in London. For example, West

London Free School, set up by the journalist and campaigner Toby Young, has a strong ethos of high standards and discipline, and a rich and varied educational curriculum, and is now massively oversubscribed. East London Science School, proposed by Dave Perks, a physics teacher and local resident, is to be a non-selective school catering for more than 800 pupils aged 11-18, and will open its doors to 120 Year 7 pupils in September 2013. All pupils will follow an academic curriculum focusing on the sciences and mathematics, and be offered the opportunity to study three separate sciences until the age of 16, regardless of ability.

There is clearly demand for Free Schools, as more and more groups seize the opportunity to create better quality provision in their locality. Nevertheless, the difficult in finding sites and getting planning permissions can put a brake on their development. As most of the groups are voluntary and have limited resources, they need extra help if they are to succeed. At the same time, there is also potential to encourage Free School groups to set up in areas of need, based on a more accurate picture of where shortages are.

We believe the GLA is in a unique position, working in partnership with the boroughs, to support new Free Schools in the capital through its responsibilities as the strategic planning authority and regeneration and housing agency for London. Its responsibilities for the London Plan and considerable leverage with local

authorities and developers can bring much needed support to new Free School groups.

Particularly in London, there are real difficulties in finding sites because of high land and property costs, accentuated by often tightly defined catchment areas. More generally, as the programme is demand-led, it is rarely possible to identify sites in advance with a long lead time.

The Mayor is already committed to auditing the GLA group estate for surplus buildings in order to identify ten buildings in London for purchase by the DfE for free school developments⁷⁷. This is aided by the GLA developing a Single Property Unit for managing the estate of the bodies that fall under the Mayor's remit.

The London Plan, the Mayor's spatial strategy, also has a strong policy on education facilities⁷⁸. Policy 3.18 supports the establishment of new schools and steps to enable local people and communities to do this. It supports development proposals that enhance education and skills provision, and asks local authorities to be positive about proposals for new schools⁷⁹. The Mayor has brought forward an early alteration to the London Plan to encourage Free Schools to be set up across London, and will publish guidance to help local authorities and school promoters resolve key planning issues⁸⁰. This will include the dissemination of pan-London data on demand for school places and case studies⁸¹ of the creative use of buildings for Free Schools or cross-borough working. This work will start in autumn 2012.

77 The GLA is responsible for a property portfolio in excess of 600 hectares inherited from the LDA, LTGDC and HCA (London).

78 The London Plan cannot be site specific and only covers spatial planning issues.

79 <http://www.london.gov.uk/priorities/planning/londonplan>

80 This has been done through the 'Revised Early Minor Alteration (REMA) to the London Plan'. The timeline is for publication of the draft document for public consultation in Spring 2013 and final issuing in spring 2014.

81 For example, provide examples of local authorities that have successfully approved planning applications for Free Schools on green belt land.

In addition to this existing support, there have been indications that a number of London authorities would welcome greater GLA involvement and a pan-London approach to identifying sites for new Free Schools that help with local need for more places.

Clearly, Free Schools are designed to be demand-led and need not be in the areas with the greatest need for school places. There are instances of Free Schools being set up in some areas where there is no shortage of places; one example was reported to the panel of a Free School in an area where there was already a surplus of places in schools graded 'outstanding'. We would advocate a balanced approach, in which Free Schools can help address basic school place shortages, as well as meeting the demand for better quality provision.

There is, therefore, considerable value in the GLA – linking with London authorities and working together with the DfE – encouraging free school developments in areas of London with the greatest local need, and sharing information on approved Free Schools needing sites.

Recommendation 11:

The Mayor's office should work with boroughs, London Councils and Department for Education to play a more strategic role in supporting free schools developments in London, by identifying sites and targeting areas of local need.

A number of responses to the inquiry lent support to the idea of a unit, based at the GLA, dedicated to finding and developing sites for Free School groups and liaising with boroughs. This would provide a level of support and strategic planning beyond that currently provided nationally by the DfE and its related bodies, the Education Funding Agency and the New Schools Network. A fuller outline is contained in the Call for Evidence – Summary of Responses published on the GLA website.

The unit could liaise with potential providers who do not have a particular local affiliation, and point them to the areas in which places are most needed, as well as monitoring the effect of Free Schools on the intakes of other local schools. The unit could also provide support to Free School groups preparing for applications and those who have applications approved but who need extra guidance or advice. It is clear that this extra support could really help a wide range of groups, including those from black and minority ethnic communities and parents' groups in more disadvantaged areas, who may lack London-wide contacts, practical experience, and access to financial resources.

A unit would also help to broker relations and share information between London boroughs, academies and Free School proposers, to aid strategic places planning. At the moment, boroughs do not always know if Free Schools are approved to set up in their borough until late in the process. As a result, a number of London

boroughs are trying to develop a more proactive approach (see case studies below). Together, the GLA and London Councils would be in a position to work with local authorities to build a clear picture of where there are gaps in provision and where there is capacity.

The unit could start to tackle the serious shortage of places by mobilising those areas with the greatest basic need in London, say from among the top 10-15 boroughs, to proactively help communities bring forward applications for Free Schools, and support them in the process.

Case studies on innovative ways to expand schools and free schools, and use the school estate creatively:

- Wandsworth set up an academies and Free Schools commission in autumn 2011 with elected member, school and parent representation. With an independent chair, it takes a strategic view of school provision and encourages academy and Free School sponsors to come forward. This process allows the council to gather intelligence about their performance, track record and approach, and so be confident that they can deliver outstanding schools, while maximising input from the community.
- Durand Academy benefits from a social enterprise scheme at its Stockwell site. As a foundation school previously, and now as one of the first of the 2010 wave of academies, it has a trading company dedicated to managing income generation for the school and in the interests of the community. Profits are directly reinvested back into the school from a café, afterschool and childcare facilities, a private members' health club (with a full-size swimming pool, a floodlit astro turf and a football pitch) and a block of 47 studio and

two bedroom apartments. The pool is used by Durand pupils too and housing is rented at often reasonable rates to Durand newly-qualified teachers.

- One of the first London Free Schools open in a building identified from the local authority's own estate. It opened in a very short period of time: approval was received in late April 2011 and the school opened in September 2011. Sponsor E-ACT and Redbridge Council worked closely together to find a suitable building that could be released from its current usage. The new school's location was targeted as one close to the area of highest demand for primary places.

Innovative solutions to place shortages

A June 2012 seminar on primary school places was convened by the Education Foundation, bringing together borough officers, architects, London Councils members and the GLA. It was part of a Primary Places Innovation project to look at space planning and supporting schools whether they wish only to re-design certain aspects or to re-think whole school practice.

Local authorities have taken the responsibility to address the schools places shortages without having all of the powers needed to do so effectively. Many schools and boroughs have responded to the challenge with creativity and there is much good practice that could be shared more widely.

There was a strong willingness to pursue additional routes to making the financial case to national Government. The need to 'do more with less' was widely recognised, and new ideas were generated to 'think outside the box' in addressing shorter and longer-term challenges (see below).

We welcome the array of ideas for temporary and longer-term creative solutions raised both at the seminar and in the inquiry's call for evidence set out below:

- Encourage a sharing of resources between groups of primary and secondary schools, including 'all through' schools, to maximise the space on secondary sites (especially where there is a lack of space on primary sites) and/or the establishment of federations.
- The London Early Years Foundation (LEYF) is a charitable social enterprise providing community nurseries to up to 2000 children per day across six London boroughs. LEYF is exploring how, by delivering a curriculum aligned with primary school teaching, they can provide high quality education for children up to statutory school age in a nursery setting and so free up school classroom space and resources in areas where there are shortages.
- Cross-borough transport plans are needed to help move pupils around available provision more easily.
- Given the short supply and expense of land availability in much of London, develop agreements on shared usage of facilities with partner organisations (see case studies).
- Across London there are a number of underutilised or disused government properties that, with careful planning, could be opened up to provide space for Free Schools.
- There is also a need to lobby English Heritage to allow the re-development of existing Victorian schools currently not suitable because of their listed status.
- Architects can be asked to creatively refurbish, remodel or rebuild schools, in particularly developing flexible 'studio spaces'. Large spaces like gyms can be reconfigured to serve as classrooms, dining halls and space for sport and cultural activities all in one.
- Where FE college buildings are under-used they could be used to deliver vocational training to Key Stage 4 pupils who currently do all their learning in school. This could increase the capacity of schools as well as diversifying the learning of pupils undertaking vocational qualifications and preparing them for FE or HE.
- Space may be released from sixth forms or colleges to primary and secondary usage as the number of 16-18 year olds in London is expected to decrease by 10,000 (to 234,000) between 2012 and 2018. The majority of former NEET young people who will be staying on at school to 18⁸² are expected to be encouraged into part-time work with training rather than a traditional classroom-based education.

There may be scope, during 2012/13, through work on the Lifetime Neighbourhoods and Neighbourhood Planning Supplementary Planning Guidance (SPG) of the Mayor's London Plan, to disseminate innovative solutions to planners and school promoters.

Recommendation 12:

The Mayor and London Councils should disseminate the best ideas for innovative solutions to address current primary – and future secondary – school place shortages in London.

Case studies on innovative solutions to school place shortages:

- An empty caretaker's house was transformed into additional learning space for Bentworth Primary School in partnership with the Tri-Borough authority (led by Hammersmith & Fulham). In one week, the ground floor was turned into a life-skills learning space, with the first floor turned into a community resource for family advice and evening classes all in a week, and an overgrown area outside the house was also turned into a school allotment.
- In 2005, Pollard Thomas Edwards Architects built a new single storey primary school (St Jude's & St Paul's Church of England Primary School) with affordable flats above. The existing school occupied two cramped sites with inadequate facilities, and the solution solved a whole set of connected educational, housing and regeneration challenges. The junior school site was merged with land belonging to the architects' development company. The new school offers a variety of teaching spaces and a large hall, which can be separated for community use out-of-hours. Enfield's 'Partner School' concept is an innovative initiative to provide quality education in flexible classroom spaces through modular construction, and for this new facility to be part of or linked to an existing (parent)

school. A Partner School is based on a central hub (eg staff and welfare facilities) designed and constructed in such a way that additional classrooms can be added or removed as required.

- At TreeHouse School, a non-maintained special school in Haringey, some older pupils spend time in the community working at local businesses as part of their vocational curriculum. Such vocational opportunities could increase the capacity of schools, allowing them to teach a larger number of pupils as they deliver a proportion of learning off-site, and allowing young people to develop the skills needed to succeed in employment.

Modelling school funding changes and devolution

The call for evidence responses in this area showed a clear desire for more information about the effect of recent and upcoming reforms to school funding. This relates both to revenue and capital funding of London schools, and also relates to the Pupil Premium and high-needs pupils⁸³.

The Government announced in July a number of reforms to the schools funding system in 2013-14, pending a more comprehensive review of schools funding from 2015-16, to deliver on its commitment to deliver a fairer allocation of schools funding⁸⁴. It is not right that areas of the country with surplus places are being allocated basic needs funding when there is such a significant shortfall in London.

It is likely that reducing the existing differentials in funding per pupil across England would mean

83 High-needs pupils are defined by the DfE here as those with special educational needs or needing alternative provision, such as Pupil Referral Units.

84 The 2012 announcements are the "first steps towards the introduction of a national funding formula aimed at ensuring similar pupils, no matter where they go to school in the country, attract similar levels of funding" (DfE).

reducing support for schools in inner London – and some deprived outer London – authorities.

The Mayor and London Councils should undertake research to model the effects of various funding changes on London schools and make recommendations for the funding levels needed. This should dovetail with London Councils undertaking an analysis of the full dataset and methodology used for recent basic needs (including capital) allocations to local authorities, in order to assess whether it has been adjusted sufficiently to target London's needs⁸⁵.

We propose that this analysis of London schools funding is considered as part of the London Finance Commission, whose terms of reference include to “examine the relative scale and distribution of London's public expenditure” and “the potential for greater devolution of both taxation and the control of resources (capital and revenue)”⁸⁶.

Part of the brief of researching the schools funding formula for London's needs should include the Pupil Premium, which will rise from £600 to £900 per pupil next year⁸⁷. Research shows that an additional £400 per student could be expected to raise Key Stage 2 achievement⁸⁸.

Yet, there is wide variation in schools' use of the Pupil Premium⁸⁹. While some schools are highly effective at using this funding to support disadvantaged pupils, the panel heard that other schools are using it to ‘plug’ reduced local authority support. This was confirmed by Ofsted, which found that funds were being used simply to maintain or enhance existing provision, rather than to put in place new initiatives⁹⁰.

School performance tables do now include measures of the attainment and progress of children who receive it to help incentivise schools to use the Pupil Premium effectively. Moreover, Ofsted's chief inspector has made clear to all schools that they should carefully track their Pupil Premium funds to make sure they are properly targeting the money and using it to support poor children⁹¹.

Finally, in light of budget constraints and increasing needs, schools need to consider innovative ways of pooling available funding to maximise their effectiveness. We welcome a new, online fundraising platform being developed by the Schools Funding Network this autumn, to provide schools with the latest fundraising techniques and provide access to many more potential donors⁹². The call for evidence responses cited many examples of

85 At national level, the Local Government Association has been seeking similar data transparency in relation to the Priority Schools Capital Programme.

86 <http://www.london.gov.uk/london-finance-commission>

87 The pupil premium was introduced in April 2011. Schools receive extra cash through the premium for every child registered as eligible for free school meals (FSM) at any point in the past six years and children in care who have been looked after for six months.

88 <http://www.spatialeconomics.ac.uk/textonly/serc/publications/download/sercdp0090.pdf>

89 See Inquiry First Report, pp. 22. Pupil Premium for children care is addressed in chapter 4.

90 From their survey of 262 schools, Ofsted did find that of the 10 per cent of that said the premium was having a “significant” effect, all were in the most deprived areas. Ofsted, *The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils*, September 2012.

91 <http://www.guardian.co.uk/education/2012/sep/20/ofsted-chief-warns-pupil-premium?newsfeed=true>

92 www.schoolsfundingnetwork.co.uk

successful approaches, ranging from schools' collaboration, partnerships with business and joint bids for European funding.

Fuller outlines of what respondents said Pupil Premium should be used for and examples of innovative approaches to funding are in the Call for Evidence – Summary of Responses published on the GLA website.

CHAPTER FIVE

NEXT STEPS

Our main task, as an independent inquiry panel, has been to set out a compelling case to the Mayor and others for action we believe will help drive strategic improvements in London's education system.

We have sought to build on the experience of the London Challenge to drive a new phase of excellence, and 'go for gold'. If any city can deliver this it is London, but the city needs the freedom to lead change for itself. Improvements cannot be dictated from the centre or driven by targets alone.

We have particularly focused on ways in which the Mayor can use his powers and influence in line with London's future needs as a global city. We have sought, too, to recommend actions which are in step with the Government's overarching approach and London boroughs' changing role in education.

Some of our ideas can be put into action today; others require wide-reaching systemic change and a long-term commitment from the Mayor of London and the Greater London Authority in order to champion London's achievements to date and ensure plans for further improvement are put in place.

We urge the Mayor to consider immediate action on some of the key short-term issues during this Mayoral term. At the same time, we recognise that others are for the medium and long-term. We envisage that an ongoing relationship between London – the Mayor and boroughs – and Government is needed to agree where accountability and responsibilities lie and to achieve lasting improvements in these areas.

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Chinese

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Vietnamese

Nếu bạn muốn có văn bản tài liệu này bằng ngôn ngữ của mình, hãy liên hệ theo số điện thoại hoặc địa chỉ dưới đây.

Greek

Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος εγγράφου στη δική σας γλώσσα, παρακαλείστε να επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυδρομικά στην παρακάτω διεύθυνση.

Turkish

Bu belgenin kendi dilinizde hazırlanmış bir nüshasını edinmek için, lütfen aşağıdaki telefon numarasını arayınız veya adrese başvurunuz.

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Hindi

यदि आप इस दस्तावेज़ की प्रति अपनी भाषा में चाहते हैं, तो कृपया निम्नलिखित नंबर पर फोन करें अथवा नीचे दिये गये पते पर संपर्क करें

Bengali

আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি (কপি) চান, তা হলে নীচের ফোন নম্বরে বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Urdu

اگر آپ اس دستاویز کی نقل اپنی زبان میں چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر پر فون کریں یا دیئے گئے پتے پر رابطہ کریں

Arabic

إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى الاتصال برقم الهاتف أو مراسلة العنوان أدناه

Gujarati

જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં જોઈતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાદો.

