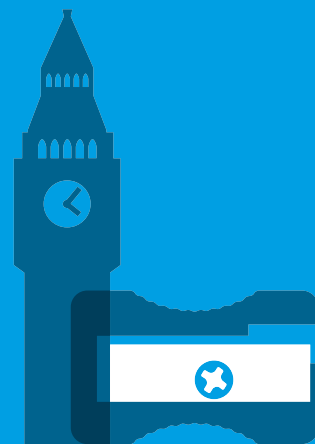


MAYOR OF LONDON

EDUCATION AND YOUTH

OUR LEARNING LANDSCAPE



“The pupils of today are the Londoners of tomorrow and we must enable them to make their mark and their contribution to their city and beyond.”

Munira Mirza,
Deputy Mayor for Education and Culture

“The Mayor’s Education and Youth Programme is helping the professionals raise the standards of teaching in the capital”

Munira Mirza
Deputy Mayor for Education and Culture

FOREWORD

BY MUNIRA MIRZA

Deputy Mayor for Education and Culture



London is the powerhouse of the British economy and its greatest asset is the wealth of local talent.

Today’s young Londoners are the city’s future professionals, public servants, creatives, entrepreneurs and commercial and financial service workers. We need London’s school, college and university leavers to be smart, knowledgeable, innovative and determined. They are heirs to one of the most exciting and diverse cities in the world.

Through no fault of their own, young people don’t all have the same opportunities in life. London needs to make sure we can give extra help when it’s needed. The Mayor’s Education and Youth Programme is helping the professionals raise the standards of teaching in the capital, helping educators and youth workers equip children with the education, confidence and skills they need to make the most of the opportunities on their doorstep. We have been grateful to the Department for Education for their financial support for a number of our programmes, especially the London Schools Excellence Fund.

The importance of education cannot be overstated. London schools continue to perform well compared to the rest of the country. But we are not complacent. Looking to the future London faces enormous challenges. The most recent data demonstrates how the massive recent growth in London’s primary population will feed through into the secondary phase at the very time that national deficit-reduction will place funding pressures on the sector. We have been working with the Intelligence Team and London boroughs to develop a stronger understanding of this issue. Through our New Schools Unit we have been identifying new sites for schools.

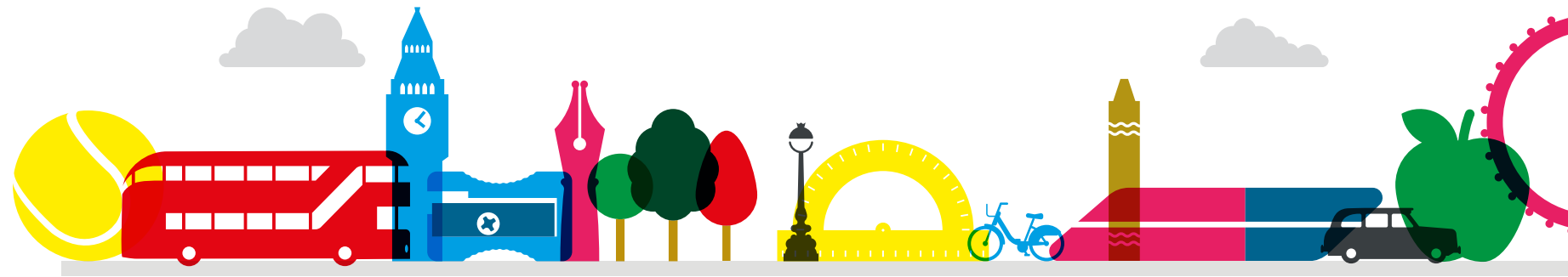
In terms of school improvement, we will continue to identify and publicise good practice and innovations devised by teachers themselves. And at the strategic level we will facilitate collaborative working between education providers when that is the right thing to do. The pupils of today are the Londoners of tomorrow and we must enable them to make their mark and their contribution to their city and beyond.

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INTRODUCTION



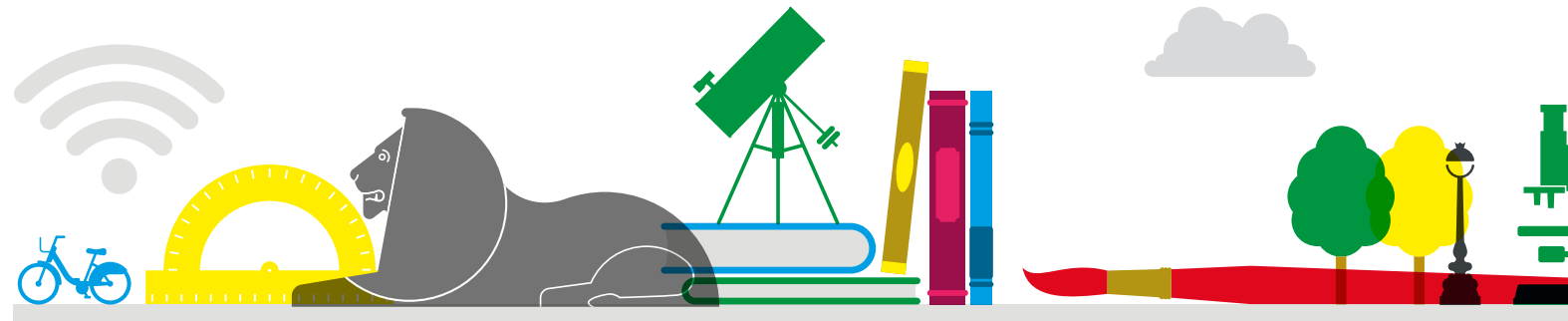
London is a young city. The capital has a higher proportion of children under the age of five than any other region in England. We want every child in London to have the best possible chances – for happiness and for success.

Through the Mayor's Education and Youth Programme we lead and support innovation in the city. This is both in schools and other settings for children and young people. We're:

- ◆ backing teachers in their professional development – we understand that their drive and expertise is critical to young people's success
- ◆ helping to grow a school system and leadership that is curious, striving to improve and keen to share learning
- ◆ harnessing the cultural and scientific assets of London – to enrich education and create opportunities for all young Londoners
- ◆ nurturing the ambition and resilience of young people themselves – in preparation for life in one of the world's most exciting and complex cities.

We want to understand how our programmes help children and young people in London. However, across education and youth provision our collective understanding of the effectiveness of programmes is patchy. That's why we helped set up and support Project Oracle. This approach helps establish and improve knowledge of the impact of education and youth programmes and methods to improve outcomes for young people in London. It also provides a central resource for funders, councils and the public to show who is working with young people across London and the difference they're making. Find out more at: **project-oracle.com**

BACKING LONDON TEACHERS: LONDON SCHOOLS EXCELLENCE FUND



The achievements of young Londoners depend on the expertise and commitment of London's teachers. In recognition of this, we've invested £24 million through the London Schools Excellence Fund (LSEF) to help teachers improve their subject knowledge and teaching skills. These excellent teachers will in turn help their students' progress in school and achieve better exam results.

We've funded over 100 projects, almost half of them led by schools. The projects took place across London through school-to-school partnerships and networks that reached every London borough.

A range of projects are raising achievement in priority subjects through self-sustaining school-to-school and teacher activities. Others are scaling up existing successful programmes. These projects have already benefited more than 17,000 teachers in over 1,600 schools. In so doing, they've reached about 680,000 students.

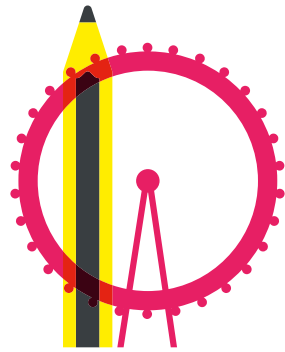
Teachers tell us that working together on LSEF projects is helping to improve their subject knowledge and practice. Learning from subject leaders, sharing ideas and testing them in the classroom with teachers from other schools is bringing new approaches to their teaching. They also value the chance to learn from subject experts from industry and higher education.

In many projects, teachers have been involved across both secondary and primary phases to mutual benefit. We're also getting positive reports on projects which take a lesson study or student observation approach.

We'll continue to work with all projects to share the lessons learnt. We believe the depth and breadth of experience will leave a lasting legacy. This is a great basis for stronger future school-to-school learning and joint working.

The impact of the LSEF funding is being felt across the UK. For example, the Royal Society of Chemistry is applying learnings from their project in London to their national programme. Likewise, Primary Advantage is being commissioned to take their programme to groups of schools outside London.

For all LSEF projects a rigorous evaluation structure was put in place to understand which methods produce real results.



We will be posting projects' evaluation reports on london.gov.uk, as well as two in-depth meta-evaluation reports carried out by independent evaluators. One report will give an overview of all 100 project self-evaluations. The other thematic report will draw out our learning from a range of projects. It will explore approaches to running projects at different key stages; ways in which links have been made with higher education and subject associations; and collaborative working between schools in achieving success. We will publish and disseminate the findings at a conference in February 2016.

We're keen that the learning from the LSEF programme is shared across London schools over the long term. To ensure this happens, we've launched the London Schools Excellence Legacy Fund. This fund will support the continued coordination of the subject-specific hubs and networks that are central to the success of many LSEF projects. These hubs focus on improving teachers' subject knowledge and will support teachers from a range of schools to work together with businesses and education leaders to sustain excellent teaching and learning across London.

Additionally, we'll launch the London Teacher Innovation Fund. This fund will support teachers to test new ideas in their field, offering small grants to teachers to plan, run and assess their approaches.

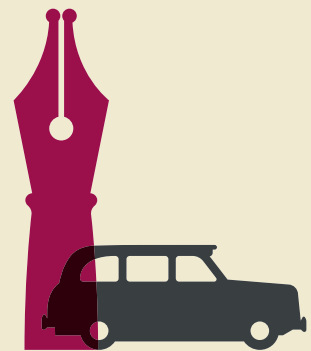


© Ben Broomfield

CASE STUDY: LONDON SCHOOLS EXCELLENCE FUND

FROM TRANSITION TO TRANSFORMATION

Eight primary schools and three secondary schools in Barnet took part in this professional development project. The aim was to improve the literacy skills of students in year 6 (level 5–6) and year 7 (3–4).



“The children have embraced my new teaching approach and have thrived... My children now love to read and understand a variety of texts”

Year 6 Teacher



© Kois Miah

Schools were organised by area into three clusters. Each had one secondary and two to three primary schools. The project supported curriculum continuity and consistency of teaching strategies and assessment in the transition from primary to secondary. Secondary specialists worked with primary colleagues. They helped to plan, model and review practices in English/literacy. This helped build subject expertise.

Primary teachers valued the advice and training from specialist classroom practitioners who were able to draw upon current, effective classroom practice. Participating teachers in both primary and secondary schools welcomed the structured opportunity to collaborate, share effective approaches and the new classroom resources that were developed.

Data suggests that the project has boosted Year 6 target pupils who have made outstanding progress in level 5–6 writing. Year 7 pupils have also made outstanding progress in level 3–4 reading and good progress in level 3–4 writing.

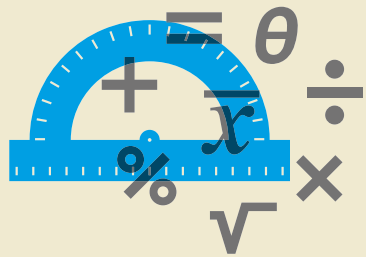
For a copy of the Literacy Transition Handbook or to find out more about the project email:

mick.oleary@thecompton.org.uk

CASE STUDY: LONDON SCHOOLS EXCELLENCE FUND

ENHANCING MATHEMATICAL LEARNING THROUGH TALK

This project helped key stage 1 teachers improve their mathematical subject knowledge and pedagogical expertise. Research evidence shows that in order to provide children with robust learning frameworks and conceptual understanding, a teacher needs to enhance their own practical knowledge in maths as well as pedagogical skills in the teaching of maths.



© London Academies
Enterprise Trust



© University of
Westminster

Brunel University worked with all 33 primary schools in Wandsworth and Merton. Teachers were encouraged to think about mathematical ideas in depth with a focus on facts, skills and conceptual understanding. Sessions also focused on developing pedagogical expertise through the use of language and talk-in-interaction about mathematical concepts.

The project helped teachers become more confident in explaining and teaching mathematical ideas. Pupils had more opportunities to talk about their ideas in the classroom, so practising the use of mathematical vocabulary. There was a significant change in the quality of talk in the interactions between teacher and pupils.

One of the reasons the project worked was the balanced nature of the project team. University academics, with extensive research experience and knowledge, subject experts and classroom practitioners came together to effectively deliver the project.

Students were more enthusiastic about learning maths. Teachers said that there were noticeable changes in children's attitudes and willingness to be engaged in maths activities.

"I was talking to my job share partner last week and she said that the turn around in maths has been powerful. I think it's the overall effect the project has had, doing all these activities and having an open mind has changed not only the way we plan, deliver and teach maths but the way the children respond!"

Key stage 1 Teacher

To find out more, contact:
valsa.koshy@brunel.ac.uk

CASE STUDY: LONDON SCHOOLS EXCELLENCE FUND

PHYSICS AND CHEMISTRY FOUNDATIONS

This project developed the subject knowledge and pedagogic skills of a group of key stage 3 physics and chemistry teachers by designing research-informed schemes of work. It was led by three university based teacher-educators from Canterbury Christ Church University. Forty teachers from 11 schools took part, reading and interpreting research evidence on pupil learning in these subjects.



© University of Westminster



© The Design and Technology Association

To start with, teachers took part in reading groups to consider evidence on specific areas of chemistry and physics. Following this design phase, teachers applied this learning to develop new schemes of work. The schemes were then trialled in a further ten schools.

Teacher-researcher collaborations were found to be a great way to improve teachers' knowledge and skills. They were also excellent for developing research-informed resources. Working with researchers allowed teachers to access and interpret research evidence. They could then embed this within their own understanding and practice.

“I found the opportunity to read and discuss educational literature with researchers and other teachers a very valuable approach to CPD. It greatly enhanced my pedagogical understanding of chemistry teaching and increased my depth of knowledge of misconceptions in chemistry. Since completing the project, our Science Department have been working hard to increase the emphasis on teaching the ‘language of chemistry’ and to integrate a variety of strategies to promote active learning in our schemes of work for the new programme of study.”

Key stage 3 Teacher

To find out more and for links to the schemes of work and teacher notes, email: mark.hardman@canterbury.ac.uk

CASE STUDY: LONDON SCHOOLS EXCELLENCE FUND

ENHANCING THE TEACHING OF STEM THROUGH DESIGN AND TECHNOLOGY

This project aimed to develop the STEM aspects of D&T teaching and learning in key stage 3 through newly designed resources and innovative equipment.



© The Design and
Technology Association

“I enjoyed seeing and hearing about how other teachers have used the resources and developed them for their own departments.”

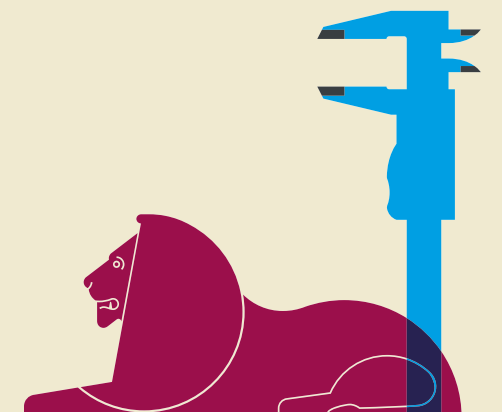
Key stage 3 Teacher

The programme was delivered in two phases. In the first phase, four exemplar schools, working with 20 other schools, helped shape the programme and develop the resources. In the second phase, the programme was rolled out to 80 schools. Schools were supported by on-line learning, face to face training and a dedicated website.

The programme helped teachers include aspects of the new key stage 3 National Curriculum D&T programmes of study. Teachers valued the CPD sessions which gave them new skills, ideas, practical curriculum activities and chances to meet other teachers. This helped boost their subject knowledge and confidence.

Through design and technology activity the project provided opportunities for students to explore and make use of learning in maths, science, computing and engineering. Drawing these together contextualised their learning and helped them understand design and technology in the real world.

To find out more, visit:
stemintoactionwithdandt.org.uk



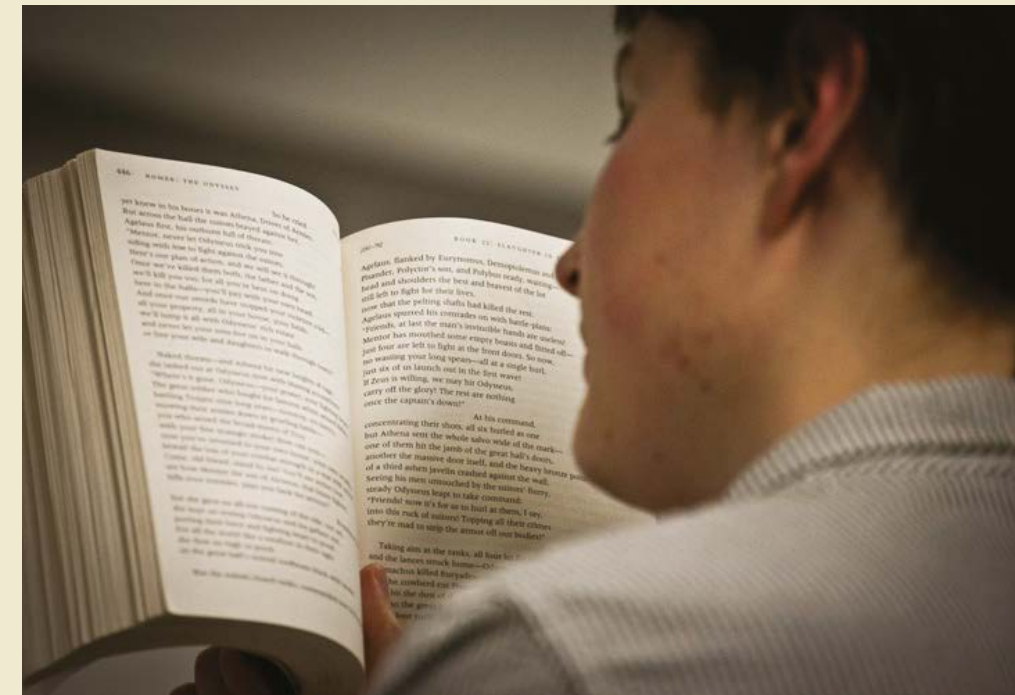
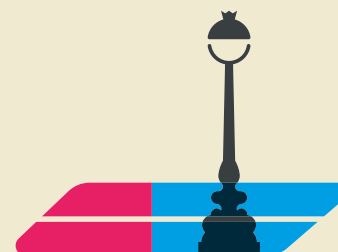
CASE STUDY: LONDON SCHOOLS EXCELLENCE FUND

RAISING PARTICIPATION RATES AND PERFORMANCE IN MODERN FOREIGN LANGUAGES (MFL) AT KEY STAGES 2, 3, 4 & 5

The project focused on improving the subject knowledge, confidence and teaching skills of key stage 2, 3, 4 and 5 language teachers. It was based on the rationale that this would increase uptake of MFL by pupils at key stage 4 and key stage 5.

“This project has provided a firm foundation for future professional development. Importantly it has developed a sustainable model of collaborative professional development.”

Key stage 3 Teacher



© James Hooker

This was done by a programme of CPD sessions in Greenwich and Lewisham secondary schools where teachers explored research into second language acquisition and discussed how they could put this into practice. Lesson observations helped teachers see how these strategies motivated and enhanced learning.

With languages becoming compulsory at key stage 2, the project was extended to primary schools. Twelve ‘champions’ received a four day training course, with secondary colleagues, and then cascaded their learning to 23 more schools. Strong collaborative working was a key factor in the project’s success.

Teachers wanted this new professional network to continue and created an ‘online space’ to upload planning and resource materials. Primary and secondary planning groups helped build collegiality. It gave participants time to create classroom materials and share ideas. Teachers had time to focus on creating materials collaboratively.

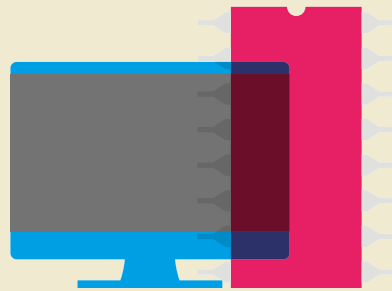
The cross phase visits were useful in raising teacher’s awareness of the other phases. Pupil attainment was raised at key stage 2, 3, 4 and 5. Participation levels continue to rise and feedback indicates they will increase further.

To find out more, see:
rgtsa.co.uk

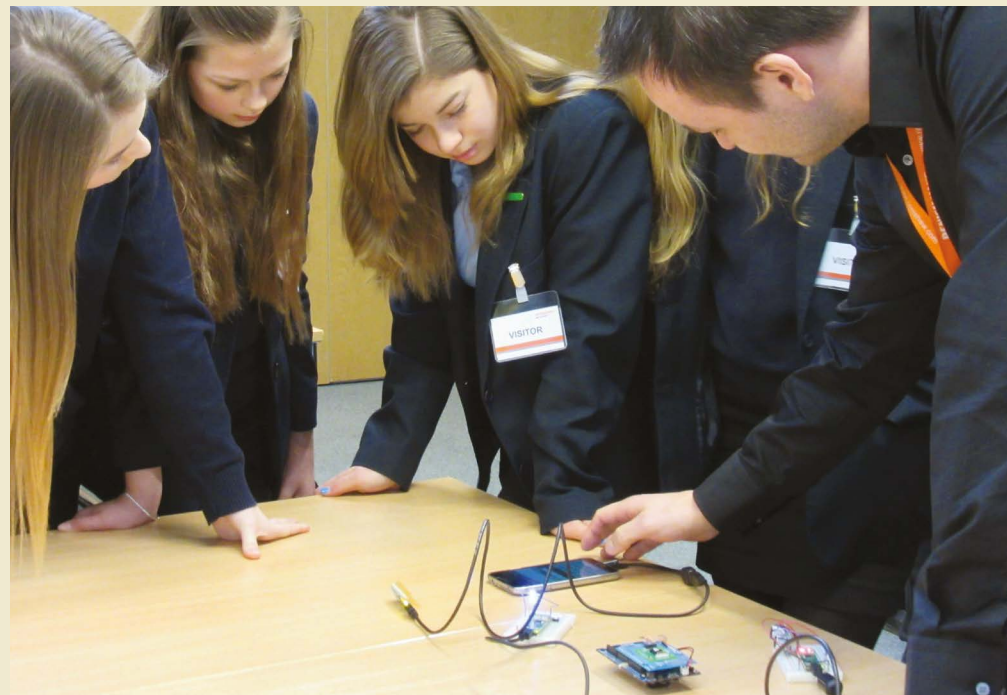
and to arrange a school visit email:
maggie.croxford@royalgreenwich.gov.uk

CASE STUDY: LONDON SCHOOLS EXCELLENCE FUND

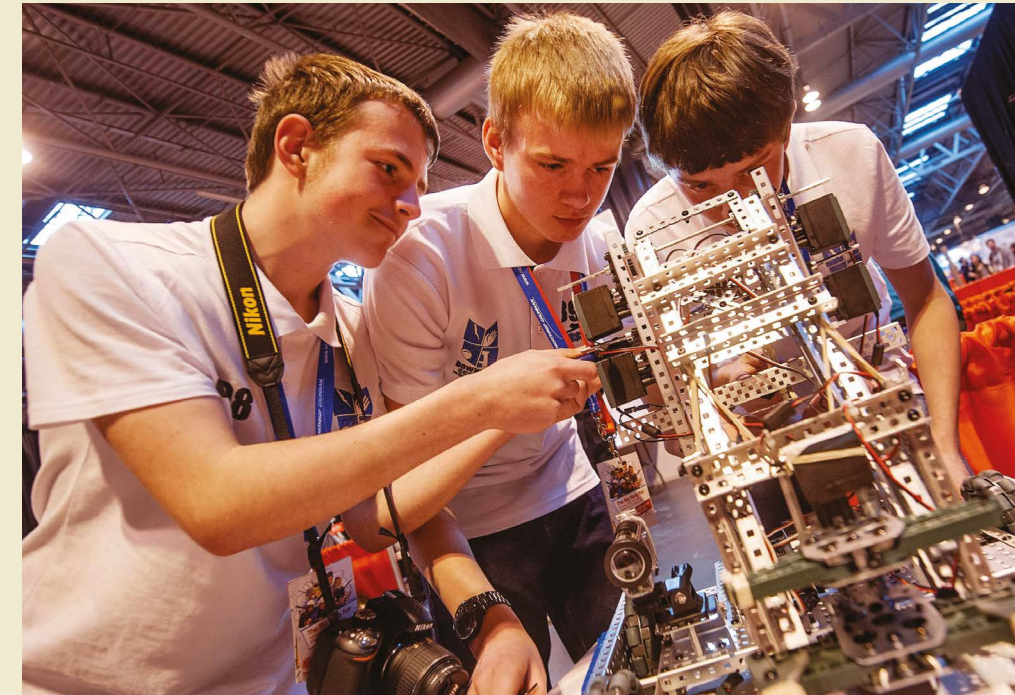
TEACHING LONDON COMPUTING



Queen Mary University of London and Kings College London supported over four hundred ICT and computing teachers to teach the new computing curricula at GCSE and A level.



© The Design and Technology Association



© The Design and Technology Association

The project ran a range of CPD courses at each level and also individual sessions on controlled assessment, and those demonstrating unplugged computing teaching techniques that focus on core concepts of the computing syllabus.

Impact evidence has demonstrated that the approach of using unplugged activities embedded in contextually rich stories is an effective way to introduce computational thinking to teachers. Despite the project being aimed at KS3+, primary school teachers particularly benefited as demonstrations provided simple and accessible activities that young children could enjoy and understand back in the classroom.

Qualitative evidence shows the courses and resources developed are being used to increase interest and enthusiasm in schools, DfE data is now showing that more pupils are choosing computing as a study option.

QMUL and KCL are the new London regional centre for the Computing at School (CAS) organisation, working with schools and teachers across London to aid delivery of the computing curriculum. The partnership developed with LSEF funding has enabled Teaching London Computing to take on this new role to expand their reach.

I am also passing it along to other teachers, I do weekly sessions with the ones below me to share what Sophie has taught me. I have done two sessions and they said "oh my god, I get it now!" And it has helped with our GCSE delivery, as I have looked at that and changed the way we teach programming in GCSE'.

Key stage 3 Teacher

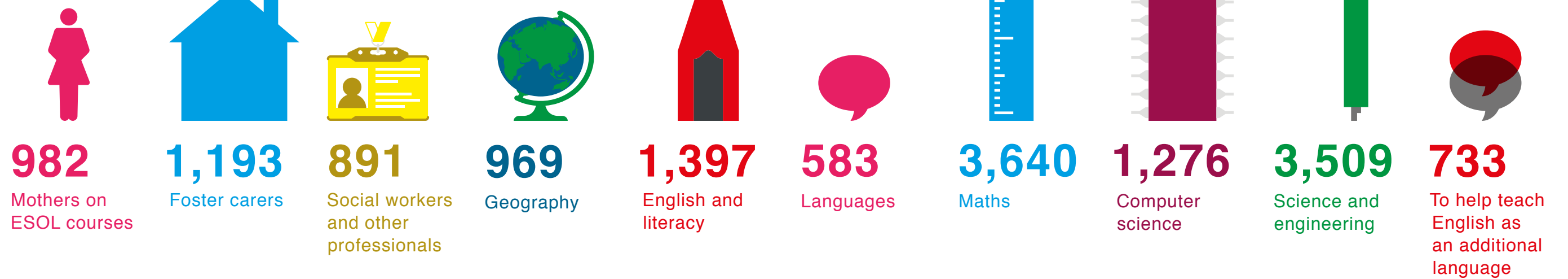
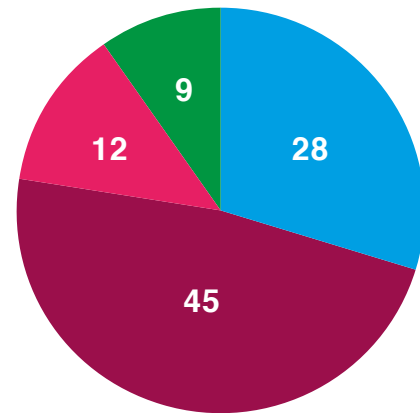
To find out more visit:
teachinglondoncomputing.org

LONDON SCHOOLS EXCELLENCE FUND

680,282
PUPILS SUPPORTED

WHO'S LEADING THE PROJECTS?

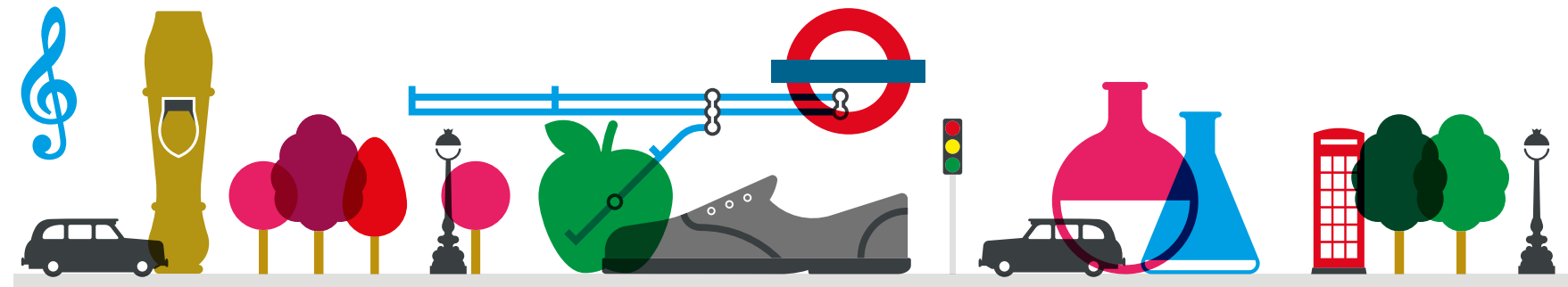
- School
- Other
- Local Authority
- Higher Education Institution



OVER 3,000 PARENTS, GUARDIANS
AND OTHER PROFESSIONALS

OVER 15,500 TEACHERS
FROM ALL SUBJECTS
INCLUDING THE ABOVE

SHARING LEARNING



Gathering evidence on what works and sharing learning is at the heart of our approach.

LONDON SCHOOLS GOLD CLUB

The Mayor's London Schools Gold Club is an annual scheme that celebrates and shares exceptional practice in London's primary and secondary schools. Gold Club members are schools that have succeeded against the odds in improving the aspirations and achievements of their students, including the most disadvantaged. It offers these first class schools a platform to become new education leaders and inspire improvements elsewhere.

The scheme champions these London schools with a Mayoral Award. It also works with them to identify what made the difference for their school. Gold Club schools are then equipped to share this learning with other London schools through a stimulating programme of events and online case studies.

Other London schools benefit from the peer-led part of the sessions. This is an important aspect of the Gold Club. We ask schools to share their experiences and develop additional school-to-school support. This can be a follow up to their visit or participation in a good practice sharing session. The independent evaluation also highlighted the importance teachers place on being able to share insights with their peers. The response of teachers to sessions has been overwhelmingly positive. Schools have commented that they leave sessions with ideas and the motivation to use them in their classes.

“I enjoyed going into the classrooms and seeing first-hand the engagement and creativity. I can take some great ideas away with me... the best activities were based around an individual school's response to a challenge or issue.”

Primary Teacher

CASE STUDY: GOLD CLUB

WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

The school has seen a dramatic increase in the percentage of students achieving 5+ A*-C GCSEs. These achievements are down to Woolwich's 'no excuses' culture. A central part of this is the Raising Attainment Plan (RAP) meetings.

Student performance improved by up to 20 per cent over three years.

Data: Woolwich Polytechnic 5+ A*-C GCSEs including English and Maths



High profile meetings take place from 8:30 to 9am every morning. Each meeting focuses on specific children at risk of underachieving. Representatives from all key subject areas attend alongside the Senior Leadership Team (SLT) and Raising Standards Leader (RSL). The school's data manager updates the meetings with progress data. Subject representatives provide comments on individual students in advance of the meetings.

An essential feature of the meetings is that they're solutions focused. There is a strong emphasis on identifying strategies that work in engaging individual students. This knowledge can then be shared across subject areas and pastoral staff. Once strategies are agreed, they're rolled-out immediately and rigorously monitored.

Key outcomes:

- ◆ Student performance improved by up to 20 per cent over three years.
- ◆ A culture that successfully fuses a high level of collegiality with rigorous accountability.
- ◆ Much improved professional dialogue between staff about the needs of individual students.
- ◆ Powerful professional development for staff.

The full case study and a selection from other Gold Club schools can be found at: [Londonschoolsgoldclub.org.uk](https://londonschoolsgoldclub.org.uk)



“...excellent conference. It went really well with lots of stimulation and with a real sense of commitment to working together to take education in London even further.”

Kieran Osborne, Principal of Hayes School

MAYOR'S EDUCATION CONFERENCE

Every year, City Hall shares success stories at the Mayor's Education Conference. This is an opportunity to highlight global best practice. Since 2013, head teachers have heard inspiring speeches on education from around the world, as well as their own city

The conference is an opportunity for London's school leaders to meet high-level, international leaders in education, alongside learning about innovative practice in London schools. We also share examples of the impact of the Mayor's education programmes. In 2015 we will launch four reports at the conference – the Annual London Education Report, the findings of a survey of 250 London school leaders on school improvement priorities, new research on 'Building the Leadership Pool in London Schools' and the 'Projected demand for school places' report.



CAPITALISING ON LONDON'S ASSETS



London has an extraordinary wealth of cultural, heritage and scientific venues. It is a hotbed of invention, inspiration and creativity. As such, there is no better classroom than London.

THE LONDON CURRICULUM

The London Curriculum brings the new national curriculum to life for students and teachers. It uses London to inspire learning, both inside and outside the classroom. Schools that sign up get free teaching resources. These support the majority of key stage 3 subjects. There are ideas for activities with students across the city. Teachers are supported too, with a programme of free evening events.

We've worked with lots of different subject and teaching experts to make sure that the London Curriculum supports education of the highest standard. Our partners include the Museum of London, UCL Institute of Education, Royal Geographical Society, National Portrait Gallery, National Theatre and British Library.

In the first year, 40 per cent of London's secondary schools registered for the programme. As word of mouth recommendations spread, new schools are joining every week. Early signs are that the programme is boosting teachers' knowledge – both of their subject and of London. Above all, it's helping to engage students in learning.

CASE STUDY: THE LONDON CURRICULUM

HERON HALL ACADEMY ENJOYS THE LITERATURE OF THE RIVER THAMES

Annabella Zanetti, an English teacher at Heron Hall Academy, shares her experience of using the London Curriculum unit Tales of the River.

“The London Curriculum opened up my students’ world and allowed them to be more critical. It gave them a sense of wonder in their own environment.

Annabella Zanetti, English Teacher, Heron Hall Academy



© Kois Miah

“The London Curriculum was introduced to me by the head of department. When I first looked at Tales of the River, I was instantly taken by how well-structured and easy to access it was. It’s a wonderfully comprehensive resource. It also can be easily differentiated to cater for students with varying academic abilities. This is essential for me as many of my students come from disadvantaged backgrounds.

The guidelines on how to use and run the activities were clear and concise. That meant they were easy to use in class. As a teacher, I work in a time-pressured environment, so it’s great to find engaging ready-made resources!

It surprised me in unexpected ways how my class engaged with the programme, allowing me to get to know my students more, and see a side of them I wouldn’t usually get to see.

The learning resources introduced poetry to my students, and brought the opportunity of a trip into our classroom. Our trail of London encouraged my students to engage with, and be challenged by a variety of texts they

wouldn’t normally be exposed to. The biggest highlight of the trip was when they tried truffles at Borough Market – they really enjoyed it!

The London Curriculum opened up my students’ world and allowed them to be more critical. It gave them a sense of wonder in their own environment.

After our London Curriculum trip, my students produced some wonderful poetry in response, and we put together a display of all their creative work. The trip helped to bring alive the Tales of the River teaching resource, making the teaching in class relevant and tangible.

The resources are very engaging. I really like the idea of the trip; it’s a powerful incentive. My overall experience of using the London Curriculum is really positive. My own professional development grew, and my students really enjoyed it.

I’ll definitely be using the London Curriculum resources in my teaching next year. I’d recommend them to anyone thinking of teaching them.”

LONDON AMBITIONS

Both businesses and schools want to build strong relationships and opportunities to help young Londoners. The Mayor, together with the London Enterprise Panel and London Councils, has developed the London Ambitions Careers Offer Framework. This aims to help schools and colleges provide a high quality careers education programme for their students. It recommends that all primary and secondary schools and colleges ensure their young people have completed at least 100 hours' work experience by the time they turn 16.

Businesses, schools, colleges and careers organisations are helping to shape the London Ambitions Portal. This website will give schools and colleges the chance to connect with businesses in London. Launching in early 2016, it will be open to all London schools.

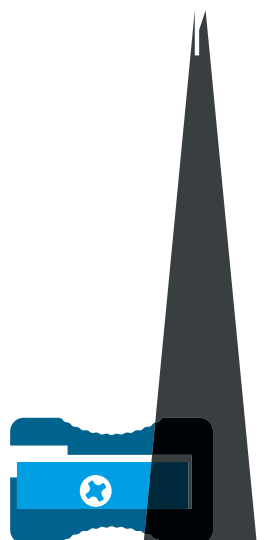
As well as helping schools, it is vital that more young people are able to experience working life in a relevant and useful way. We know that employers struggle to engage with individual schools. Careers Clusters are a new way for schools and colleges to work with business.

Around 100 London secondary schools and colleges will have the opportunity to be part of 12 geographic or sector-led Careers Clusters. These schools and colleges will lead the way to design an excellent careers guidance offer, trial employer activities for students, offer careers CPD, and help students into work placements and internships. The Enterprise Adviser programme works with teachers to develop and run a whole school careers education plan by matching them with volunteers from the world of work. In London, it is managed by Team London, the Mayor of London's volunteering programme. It will work with 75 schools across London over the next year.

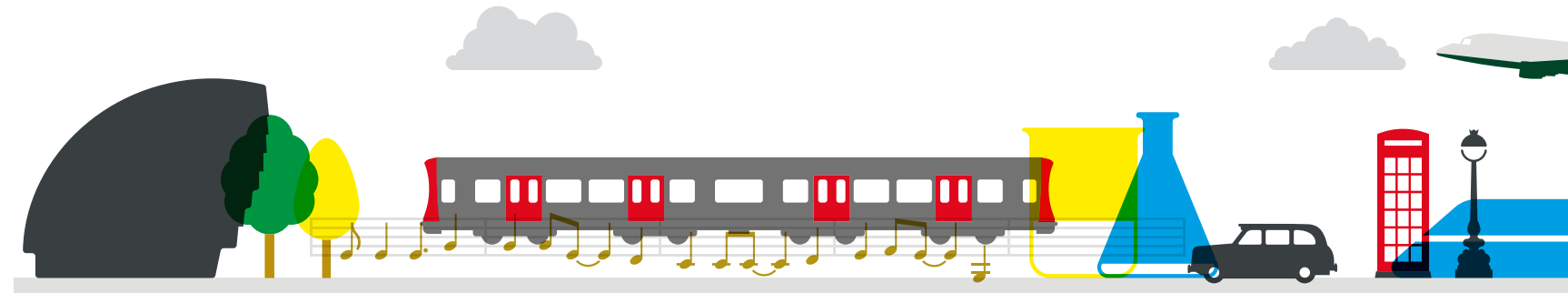
We'll also be launching the Youth Innovation Fund in spring 2016. The aim is to support young people aged 16 to 24 back into education or employment. There will be three pilot schemes: one to help care leavers into work, one supporting young people who've dropped out of school or college at key stage 5, and one pilot led and run by a London business.



© Sky Academy Careers Lab



FOSTERING YOUTH AMBITION AND RESILIENCE



Our ambitious education agenda is complemented by work to support young people in non-formal settings and to help them develop their personal and social experiences. This work focuses especially on children and young people from disadvantaged backgrounds. We want to help these young people stay motivated and develop resilience. That way they can make the most of opportunities in school and in their futures.

To date we've supported 6,000 young people through a range of programmes working with voluntary and funded youth providers.

The Mayor funded four organisations to run **Leadership Clubs**. These school-based projects help students aged 11 to 14 who are at risk of disengaging from school. The Leadership Clubs aim to improve the behaviour, self-discipline and educational achievement of students. Over the past three years, the clubs have worked successfully with almost 2,000 students from 48 schools across London.

The **Mayor's Mentoring Programme** took place in eight London boroughs. It provided a mentor for 12 months to girls and boys aged 10-16 who were at risk of exclusion and low school achievement. Most 13-14 year olds taking part reported higher school attendance, fewer exclusions, better grades and more engagement with education.

Lessons from the leadership and mentoring schemes are helping shape a new programme for young people considered at risk during the transition from primary to secondary school. **Stepping Stones** starts in April 2016. It will help around 200 students for four terms from their Year 6 summer term, in two or three secondary schools and their feeder primary schools. We will publish a practical tool kit for all London schools in summer 2017. This will detail how best to help the most vulnerable students move from primary to secondary school.

SHINE LEADERSHIP CLUB CASE STUDY: ONE CHILD'S STORY

Lucy attends the Leadership Club run by the SHINE trust. Students attend regular teaching sessions on Saturday mornings. These combine a creative curriculum with interactive sessions to improve their learning, speaking and social skills. The project also offers a week long summer school for pupils and peer mentors



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Lucy comes from a very chaotic home. Her family has a long history of involvement with social services. At the end of primary school, Lucy was showing poor attendance and punctuality rates. Her homework was very rarely completed. As such, her prospects for a successful transition to secondary school looked uncertain.

SHINE gave Lucy the chance to make a fresh start. She was able to gain acceptance from the other pupils through a nurturing, supportive environment. She began to understand positive behaviour, and receive rewards and recognition for the first time. Most importantly, she built a support network on which she could rely when things got tough during the normal school week.

By the end of the year, Lucy's behaviour and attendance at school were much improved. She'd also made excellent progress in English and maths. According to her teacher:

“Lucy literally ran into school every Saturday morning with a big smile on her face. And this enthusiasm found its way into my classroom on Monday morning. The first conversation of the week with lots of pupils was how. SHINE went on Saturday. This stands in stark contrast to what the conversation would otherwise be about – for example why her uniform looked scruffy or why her homework diary had not been signed.”

For students like Lucy, the leap from primary to secondary school can be a tough experience. SHINE in secondaries is helping to bridge this gap and stop students like Lucy from spiralling downwards at this critical point in their lives.



YOUNG PEOPLE MAKING A DIFFERENCE

Giving young people the chance to contribute can help build their confidence. It can also help them become stronger and more open to learning. The Mayor supported a programme to help more than 18,000 young people join uniformed groups like the Sea Cadets and St John Ambulance. Young people welcomed the chance to excel in a non-academic environment. Evaluation showed that this particularly benefited young people from poorer backgrounds. They made the biggest improvements in their social skills and interactions.

The Mayor runs a programme to understand young people's views about living and growing up in London. The Peer Outreach Team represent young Londoners aged 15 to 24. They gather young Londoners' opinions. This information is then used to help shape policies, strategies and services.

The team work on around 10-15 projects each year, engaging some 3,000 young people. Through this process the team members gain valuable skills themselves. The team of 30 includes vulnerable young people with learning difficulties, young people who've been in care and those at high risk of being NEET (not in education, employment or training).

“I appreciate that we are involved in so many different events and projects, working with a variety of people. I feel I have gained a broad range of skills in my role as a Peer Outreach Worker (POW), such as project management and networking. One of my favourite things is learning about the amazing opportunities available for young people in London.”

Benita Dafe, Peer Outreach Worker



CASE STUDY:

ENGAGING FOSTER CARERS IN EDUCATION

Children in care are twice as likely to be out of education, employment and training. Only six per cent of them go on to university, compared to 38 per cent of all young people.



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This LSEF project was set up to improve the long term prospects of looked after children. London Fostering Achievement brings together foster carers, teachers, young people and wider professionals. The aim is to raise the hopes and outcomes of children living with foster families.

With the support of nine virtual school heads, the programme has:

- ◆ trained over 1,700 professionals on practical ways to support the learning of young people in their care
- ◆ worked with over 170 children in 26 schools in nine boroughs to increase foster carer engagement and whole school understanding
- ◆ recruited ten 'education champions' in five London boroughs to offer peer support to foster carers
- ◆ ensure young people who've been in care have a voice in our approach. Ten young ambassadors aged 18–25 are taking part in the programme.

“Every aspect of the course was useful, the group discussions, the case studies and the presentation. It was all brilliant and provided useful information to enable me and to help improve my foster child’s education.”

Foster Carer

“Overall, LFA has motivated all of us to reflect on our standing as foster carers, and rather than just accepting the status quo we have actively approached our fostering services to collaboratively better organise ourselves.”

Education Champion

To find out more about London Fostering Achievement, visit:
londonfosteringachievement.org.uk



RE-ENGAGING YOUNG PEOPLE

The Mayor's European Social Fund (ESF) Youth programme started in late 2012. It was set up to help young people who are not in education, employment or training (NEET) (or at risk of dropping out of education) progress into either work or college/school. The programme helped three distinct groups of young people:

- ◆ Those who'd been temporarily excluded from school
- ◆ Those with learning difficulties and/or disabilities
- ◆ Young offenders

The programme ended in September 2015. The lessons learned will feed into the Mayor's future ESF projects. They'll also be shared with other organisations in London.

In three years, the programme helped more than 3,100 young people. Over half had been temporarily excluded from school, 850 had a learning difficulty and/or disability, and 680 were young offenders.

The programme helped 1,931 young people (62 per cent) to re-engage or enter education or employment. At the time the projects finished, 1,436 of the young people (74 per cent) had stayed in education or employment for 26 weeks.

“[My] behaviour has changed because I've been working hard, it's helpful and [delivery partner] has helped me a lot. I'm looking forward, I'm looking better now for the future.”

Young Person - ESF project



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KEEP IN TOUCH AND FIND OUT MORE

There are many ways schools can participate in and benefit from our work. The Greater London Authority also runs numerous other programmes that support schools in a range of areas including volunteering, food, health, culture, policing and safety.

Find out more at:

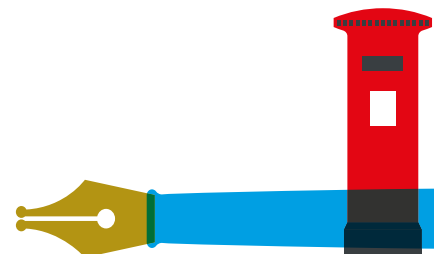
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