
**MAYOR OF
LONDON'S
EDUCATION AND
YOUTH
PROGRAMME**

**DELIVERY PLAN
REFRESH 2015/16**

May 2015

Introduction

The GLA published its first Education Programme Delivery Plan in February 2013, following the publication of the Mayor's Education Inquiry Final Report 'Going for Gold' and the Mayor's Response in autumn 2012. The Inquiry examined key challenges for education in London and concluded with 12 recommendations to the Mayor for practical action with key partners including schools, Government, boroughs, business, voluntary and community sector and cultural organisations. The Education Programme Delivery Plan outlined the actions the GLA would take to implement the Inquiry Panel recommendations, plus an annex with detailed objectives, activities and milestones for the year ahead.

In June 2013, the Mayor published his 2020 Vision: The Greatest City on Earth. This set out the Mayor's ambition to make London the best place in the world to work, live, play, study, invest, and do business. It identified the importance of education and skills in realising his aspiration to lengthen London's lead as the financial, commercial, cultural, artistic, media, educational, scientific and innovation capital of the world. Education and skills are essential building blocks for economic prosperity and growth.

The Education and Youth Programme Delivery Plan for 2014/15 was extended to cover some of the valuable work the GLA does with young people in London outside of formal education environments. This recognises the interdependence between resilient, engaged young people and successful educational outcomes. Great progress has been made against many of the actions during the second year of the plan and the GLA's education and youth agenda has continued to develop.

Today's young Londoners are the city's future. They are the future workers, business leaders and entrepreneurs on whose skills and capabilities future economic growth depends. To ensure global competitiveness, we need London's school, college and university leavers to be smart, knowledgeable, innovative and determined.

To achieve this, there are two fundamental requirements. The first requirement is excellent education delivered by knowledgeable and inspiring teachers to support every child in achieving his or her potential. The second essential requirement is children and young people who are motivated and engaged, who are secure and resilient to life's challenges and so are able to participate effectively in the education offered to them. Achieving this sometimes involves delivering support and interventions outside education institutions to help young people overcome issues and risks they face in their homes and wider communities. Higher numbers of young Londoners are actively participating in education, employment or training post 16 years. The GLA along with other partners aim to ensure that education and training in London provides young people with the knowledge and skills they need to secure jobs, and that education and training providers are engaged and responsive to businesses and employer's needs to thrive, grow and to compete in a global market.

The GLA Education and Youth Programme has four overarching objectives for London to move from achievement to excellence by:

- 1. Promoting excellent teaching in all London schools.**
- 2. Preparing young Londoners for life and work in a global city.**
- 3. Helping to ensure a good school place for every London child.**
- 4. Fostering engagement and building resilience among London's young people.**

In addition, there are cross-cutting strands of work which underpin all these areas of activity. The main example is the funding of Project Oracle, a children and youth evidence hub. Project Oracle aims to improve the chances for children and young people in the capital by promoting quality evidence of what works, supporting services to improve the delivery of youth and education programmes and informing the funding process. The GLA works with Project Oracle to help ensure we measure the impact of our work and contribute to the knowledge and evidence base of education and youth policy more widely.

Similarly the GLA works strategically with partners across the London area to share and encourage best practice in education and youth, disseminating knowledge, convening discussion and supporting efficiency and collaboration to ensure that everybody working in education and youth provision in London can learn from each other and achieve the best possible outcomes for London's young people.

Progress (April 2014 – March 2015)

1. Promoting excellent teaching in all London Schools

When the first Education Delivery Plan was drawn up, initial priority was given to the theme of "Promoting excellent teaching in all London schools". The first five of the Inquiry Panel's twelve recommendations are under this theme. The GLA's activities in this area built on the Panel's priorities for action, namely:

- Closing the attainment gap
- Improving literacy and numeracy
- Teaching core subjects and greater subject expertise

The key mechanisms the GLA put in place to deliver these are:

- The London Schools Excellence Fund - to stimulate new partnerships and help schools make substantial progress to raise standards in literacy, numeracy, STEM and modern and ancient foreign languages through improving teacher subject knowledge and supporting teaching excellence.
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- The London Schools Gold Club - an annual scheme to identify schools that are 'bucking the trend' by achieving exceptional outcomes compared to other schools with similar cohorts, particularly for their most disadvantaged pupils. Gold Club members participate in a programme of school-to-school shared learning to enable other schools to learn from their good practice.
- The London Curriculum - a rich programme of resources and activities to help London schools bring the new national curriculum to life, injecting it with the excitement of the capital city. The London Curriculum has been developed for key stage three, to provide a sense of stretch and opportunity in the formative years of secondary school.

1.1 Build on the successful launch of the Gold Club scheme in 2013 and delivery in 2013/14 and 2014/15 by delivering the school-to-school shared learning programme and awarding memberships for Year 3.

In its first year, the London Schools Gold Club had 114 members. A comprehensive seminar programme allowed other schools to learn from what Gold Club members are doing to make a difference. In its second year, during the 2014/15 school year, 95 eligible schools joined the Gold Club and a full programme of events was developed by them to share good practice with other schools through school visits, seminars and conference events. Case studies and filming of presentations has enabled more schools to benefit from the Gold Club learning programme and plans are in place to extend this further in year three.

1.2 Produce the second annual education report on London's schooling, drawing on the Mayor's education programme for case studies.

The second annual education report was published in November 2014. Similarly to the first report it draws on a range of data to give a current picture of London's education system, updating key statistics and highlighting trends in order to inform on-going improvements in outcomes for young people. The second report includes more city level data and rich case studies of good practice. Alongside the annual report relevant data sets were published on the London Datastore and the London Schools Atlas was refreshed to provide additional information on London schools.

1.3 Deliver the second, London education conference, led by the Mayor, to highlight best practice in London and internationally, in order to share learning, facilitate debate and raise aspirations.

The Mayor's second Education Conference was held on 21 November 2014. The event provided an opportunity to benchmark London schools and the region - 86 per cent of London schools are rated good or outstanding - against high achieving education systems around the world.

This event brought together over 350 London school leaders. Keynote speeches included the Mayor of London, Boris Johnson, and a host of top international speakers. The Mayor launched the London Music Pledge at the conference to help increase music education in all London

schools. Feedback from the day was extremely positive. The event successfully celebrated the best of education in London, within the wider context of rising to the global challenge. Reports on the conference sessions can be found at www.london.gov.uk/priorities/schools-and-education/for-teachers/education-conference.

1.4 To deliver the programme of funded projects and support evaluation and knowledge mobilisation through school-to-school activity for the benefit of London schools and develop a mainstreaming plan to support professional development activity post LSEF funding.

The £24 million Fund (funded by £20m from the Department for Education and £4m from the GLA) was launched in March 2013. The fund's overarching aim is to give teachers the professional support they need to strengthen their subject knowledge and pedagogy. The 106 projects, of which just under half are led by schools, are developing excellent teaching through investment in knowledge-led teaching. A wide variety of projects support self-sustaining school-to-school and peer-led activity to raise achievement in priority subjects, while others are taking tried and tested interventions to scale. Across the projects over 13,000 teachers are benefitting from over 1,200 schools and reaching over half a million pupils.

The projects completed their interim self-evaluations in December 2014 and further support and guidance on evaluation is being provided by Project Oracle. In January 2015 the Power of Hubs conference at the GLA brought together teaching schools and projects using a hub model to identify opportunities for sustainability, mainstreaming and system wide support for subject professional development.

1.5 Support and share best practice in pupil referral units (PRUs), alternative provision (AP) and Special Schools

Activity is taking place to support excellent teaching in London schools through the London Schools Gold Club, London Curriculum and the London Schools Excellence Fund and this is equally applicable to the AP/PRU sector and special schools.

In December 2014 we held an event to re-establish the London AP/PRU Network. Following this the GLA has been sending termly newsletters with online networking to bring the sector together.

The AP/PRU sector will be included in the 2015/16 London Gold Club schools programme. Work has been undertaken to refine membership criteria with success being measured in broader terms than that used for mainstream schools, with a focus on pupil destinations. This criteria is being piloted in the 2015/16 school year following publication in April 2015.

Through wide engagement with the special schools sector over the last year we have concluded that there is no single data measure which can be applied across these schools to enable an SEN standard for the London Schools Gold Club. However, we will work with the sector to promote good practice and encourage school-to-school activity in the same manner as for the Gold Club schools.

1.6 Launch the first five subject areas of the London Curriculum to be available for teachers to use from the autumn term 2014. Develop materials for the second phase subject areas.

The first London Curriculum units were launched in July 2014, with all 15 education units across the five humanities subjects: English, music, art, history and geography, published in autumn 2014. Over two hundred London secondary schools have signed up to access the materials.

The Museum of London has been a key partner in developing credibility in the cultural sector and has invested time and resources contributing to the high quality materials produced. Transport for London is also supporting the London Curriculum by allowing schools registered with the London Curriculum to fast track booking for public transport and increasing the number of free school visits per pupil.

New resources for key stage 3 science, maths, computer science and design technology are under development for teaching from September 2015. Due to the high level of interest funding is being explored to extend the London Curriculum into the primary phase, to support Key Stage 2.

1.7 Scope the potential to develop a data typology which specifies groups of schools with similar characteristics with the aim of identifying opportunities for shared learning and transfer of best practice

Further work has been undertaken by the Department of Education and the Education Endowment Foundation to provide comprehensive families of schools data. The GLA has been and will continue to sign-post schools and other educationalists to these resources as appropriate.

1.8 Fund a project through the London Schools Excellence Fund to provide specialist training to foster carers, designated teachers and other professionals to support the educational attainment of children in care and care leavers.

'London Fostering Achievement' commenced delivery in July 2014. The project will develop the confidence and skills of London's foster carers and support them to work with schools and help the children in their care to achieve the very best in their education. It will look to increase attainment, improve attendance and reduce exclusions amongst the children who are involved in the programme. The project will also work with teachers and schools to promote the important role of foster carers as 'first educators' of children in care and encourage everyone to work

together to enable these children to succeed. Over 1200 foster carers and other professionals have been supported through pan London training sessions and 116 schools have benefited from support from the project.

2. Preparing young Londoners for life and work in a global city

The global city overarching theme of the Mayor's Education Programme is to ensure linkage between education and future employment, training or study. This will maximise the join up between education, business and higher education institutions to support every young Londoner to make the transition effectively from school or college into new opportunities.

The aims of programme activity on this theme includes brokering links between employers and education, sharing information about the labour market with education providers, helping to equip young Londoners with the education and skills to succeed in the world of work and supporting the provision of high quality careers guidance to ensure that young people make the right decisions for their future.

2.1 Build links between the education and business sectors by developing better brokerage, raising awareness of the need for, and benefits of high quality work experience and apprenticeships, and encouraging greater collaboration.

The Mayor hosted two events with the 'Business Backs Education' campaign in autumn 2014. One roundtable for schools and business provided an opportunity for engagement between the two sectors to consider current models of working together. This was followed by publication of the framework approach for 'London Ambitions' in October 2014 which sets out five ways that the GLA can support schools and business to work together. The Mayor also hosted the European regional summit for business to encourage all businesses to support educational activity. From this engagement with schools and business it is apparent that more tools are needed to enable the existing offers of support from business to be easily identified by schools.

In spring 2015, the GLA commissioned the London Ambitions website, after initial development work in 2014/15. This will host careers education related content, contact details for the employer/careers lead at London secondary schools and colleges, and work experience and apprenticeship opportunities on behalf of London schools, colleges and businesses.

2.2 Generate improvement in the quality of London Schools' careers guidance by supporting schools to meet the careers duty.

Over the last year a number of reports have set out the fragmented nature of most schools' careers information, advice and guidance and the concerns which employers' groups are voicing about the skills and aptitudes of young people. Schools delivery of careers related activity is patchy and a number of reports have surveyed schools' activity to understand the gaps in provision and the obstacles schools face to ensure a good careers offer is made. To help tackle this problem the Young People's Education & Skills (YPES) Board, the GLA, London Councils

and the London Enterprise Panel (LEP) have worked together to commission an overview of current careers activity and develop a more strategic approach to supporting schools to deliver high quality careers provision. The report on London's careers offer for young Londoners will be published in summer 2015.

At the same time the GLA is working with London Councils, London Voluntary Service Council and the Opt-In organisations (DWP, Skills Funding Agency and Big Lottery Fund) on priorities for London's European Social Fund (ESF) Youth Employment Initiative (YEI) allocation for 2014 to 2020. Funding has been earmarked to establish Careers Clusters which are networks of secondary schools and FE colleges who will work together in geographic or sectorial clusters to improve career guidance, links with employers and Higher Education Institutes and support work placements. Further details of the careers clusters programme will be published in summer 2015.

2.3 Provide a high quality careers education and guidance offer to students attending the four London Academies Enterprise Trust schools.

The GLA is continuing to grant fund a high quality careers education and guidance offer to students attending the four London Academies Enterprise Trust schools to support progression into further and higher education and employment.

The Championing Careers Guidance Academies Programme is delivering programmes of intervention to support better outcomes for school leavers and effective transition into further education, training or employment. The "three part offer" model focuses on raising skills, providing access to a job or training for all young people and promoting community learning hubs. The programme evaluation 'Lessons Learnt' report was published in January 2015 and the full evaluation report will be published in spring 2016.

2.4 Improve links between schools in disadvantaged areas and research intensive universities by supporting universities to widen participation and supporting schools to ensure subject choices made by young people at GCSE and A Level are better informed.

Recent research and sector guidance is encouraging an approach which brings together subject knowledge and research support with higher education alongside an understanding of the business and careers sector. This approach has already been strengthened through a number of the London Schools Excellence Fund projects for example

- Teachers are being linked with universities through networking meetings, speakers at events and continuous professional development sessions; e.g. Pembroke College, Oxford is leading a language project and Canterbury Christ Church University with Imperial College London are together delivering a physics project.
- Subject experts are working with teachers to develop subject knowledge and subject pedagogy and links to industry; e.g. UKIE is leading the Digital Schoolhouse project on

computer science, and the Design and Technology Association is delivering a project on modern materials.

The LEP has identified higher level skills as a central requirement for London's economic growth. Two important aims are to *improve the competitiveness of Londoners by increasing numbers gaining economically valuable higher-level skills* and *Ensure Londoners have the STEM skills firms' need*. This reflects the changing nature of London's economy, with the continuing decline of manufacturing in the capital and the importance of knowledge-based sectors as an important main source of innovation and growth. Ensuring Londoners have the skills to adapt to and benefit from these labour market changes is a key challenge for London's education sector.

3. A good school place for every London child

London desperately needs more school places. Population changes have led to demand outstripping supply. At primary level we will need an extra 2,600 primary classes by 2020 to accommodate an extra 78,000 more London children¹. The New Schools for London Unit has been in place at City Hall since October 2012 and seeks to encourage the creation of new schools in the capital. The unit assists school providers, the Department for Education, boroughs and others in tackling the obstacles to establishing new schools.

3.1 Continue to conduct analysis of school performance across London and international comparison in order to keep building our knowledge and understanding of London's performance and to identify areas that need improvement or could benefit from high-quality new education provision.

During 2014, scoping work was undertaken to identify if and how international data could be used at the city level. Based on discussions with the Department for Education, we will develop a data based approach to establishing a Programme for International Student Assessment (PISA) score for London using the PISA and National Pupil Database (NPD) linked data. An early examination of this data, undertaken with the DfE, indicates that whilst England currently has a PISA ranking of 27 for maths and English, London's results would independently improve our ranking to around 17th. Using the two datasets in this way will be cost effective as it will remove the costs associated with school sampling, school recruitment, test administration and marking. This work will be commissioned in spring 2015.

3.2 Build on the successful launch of the London Schools Atlas. Continue to identify relevant datasets which offer additional layers of understanding and clarity around the challenges faced by those responsible for planning the provision of school places.

¹ GLA 2014 round short-term trend-based projection

The London Schools Atlas was published in November 2013 and further updated and improved in November 2014 to include projected changes in school age population to 2017/18, helping users to get an indicative picture of where pressure on places might be in the future. The Schools Atlas now also features an expert-users version, which is aimed at assisting more technical users based in local authority planning teams. Covering primary and secondary provision, including academies and free schools, the Atlas uses data to illustrate current patterns of demand for school places at a pan-London level. In 2015 the London Schools Atlas will be extended to include information on A-Level performance across schools and A-Level places.

3.3 Identify ten sites for free schools from the GLA property portfolio.

In addition to providing more general assistance with the difficulties in securing land for schools, New Schools for London is responsible for delivering on the Mayor's pledge to identify 10 surplus sites from within the GLA Group estate for free school use. In June 2014 the Mayor announced land for 11 new schools in London; since then two more sites have been confirmed (Bow and Silvertown Fire Stations) and several others are in development.

Whilst the provision of sufficient school places is a statutory duty that lies with Local Authorities, the GLA is keen to assist with this given the particular pressures on school places at present. The GLA will ensure that residual support can be offered to facilitate the establishment of new schools now that the Mayor's target has been met and exceeded.

Establishing a robust mechanism for the number of school places required is important for both the London boroughs, GLA and the Department for Education. To support this we will continue to develop the London Schools Atlas and School Roll Projections Service. We have secured a commitment from London Councils to work with us to produce joint school roll forecasts to the highest statistical standards in future. This data will be used as the basis for pan-London strategic pupil needs assessment.

3.4 Gather and share learning and best practice in addressing primary school place shortages.

In order to increase school places London local authorities and schools are developing innovative solutions and use of existing school capacity and new types of spaces. Initial scoping with London Councils and Association of London Directors of Children's Services (ALDCS) for the development of a "best practice" toolkit indicated that the solutions are highly bespoke, tailored to each location and that there would be no added value to undertaking this particular activity. The GLA will continue to work with London Councils on school places planning and costs to enable the Mayor to make the case effectively for additional resources for London schools.

3.5 Early education and childcare provision in London.

We are working with the Department for Education and London Councils to promote the 8am – 6pm childcare offer with schools and increase this aspect of childcare provision. The GLA hosted a roundtable event in December 2014 for stakeholders to highlight challenges and opportunities to improving the childcare and early years offer in London. Feedback gathered concentrated on: *quality*, including Ofsted ratings, high quality staff and clear information for parents; *access*, including an increased number of early years places, particularly in inner London; and *sustainability*, given London's different funding challenges to the rest of the UK. These issues form the basis of work to identify how the GLA can further support parents, boroughs and early year providers.

In 2015/16 work will continue with the DfE, London Councils and participating schools in London to promote the '8 – 6 offer', share good practice and identify what additional measures would help promote access, quality and sustainability of early years education in London. During summer 2015 further development will take place to seek funding to deliver a pilot early years project to provide flexible and wrap-around support for parents, as well as continuing to work with external organisations to develop greater support to the early years' sector. The GLA will also support improvement in the quality of early years' provision with a focus on child health and school readiness and work with the London Enterprise Panel encourage businesses to develop more family friendly policies.

4. Fostering engagement and building resilience among London's young people

4.1 Monitor delivery of the Mayor's Leadership Clubs to ensure the four funded projects meet their target outputs and outcomes to improve the education and attainment of participating pupils.

Leadership Clubs have taken place in 35 schools and over 1,700 pupils have benefited, already exceeding the programme's lifetime target of 1,500. The clubs will continue to run until September 2015. An interim evaluation report has been submitted by the external evaluator which identifies the following key findings: providers have been largely successful in engaging schools and pupils; feedback from participating schools has been positive; and there has been some evidence of initial impact on pupil progress (specifically in maths). The final evidence report will be published in summer 2015.

4.2 Ensure the Mayor's Mentoring Programme delivers mentoring support to 1,000 black boys aged 10 to 16 in the capital by the end of the programme.

Adult volunteer mentors have supported over 1000 black boys aged ten to 16 in seven boroughs with disproportionate levels of youth violence. The ambition was for targeted, preventative measures, such as mentoring, to provide early intervention to help sustain engagement in education and training and reduce the risks of offending.

The evidence from the interim report published in June 2014 found that the programme is successfully engaging boys who are not doing well at school; 47% of pupils referred have low achievement with scores consistently below the Key Stage average for London, and a smaller number (20%) have had at least one exclusion. Both of these are strong predictors of not doing well at school or being less likely to go into further education, employment or training. Over four fifths (81%) of the mentoring relationships were maintained for six months. At least half of the relationships have been sustained for 12 months; the final figures to the end of April 2015 are being verified and will be published in the evaluation report in summer 2015.

Meanwhile scoping work is currently being undertaken to develop phase 3 of the programme and further details will be published in autumn 2015.

4.3 Support young people to become economically active, civically engaged, healthy and responsible citizens through continued delivery of the youth engagement programme.

The Peer Outreach Team is commissioned by the Mayor and GLA to engage, inspire and gather the opinions of young Londoners to help shape policies, strategies and services. The team's workers act as a voice for their peers representing young Londoners who are 15 – 24 years old.

The Peer Outreach Team helps to shape policies that directly affect young Londoners and in so doing, each young person gains valuable skills such as project management and event training expertise. The team supports young people at high risk of becoming NEET (not in education, employment or training) with targeted interventions for young people with learning difficulties, young people who have been excluded from school and young people who have been remanded or sentenced to custody.

In the last year the Peer Outreach Team has supported a wide range of high profile events for young Londoners such as the Great British Youth Carnival at the Queen Elizabeth Olympic Park in July 2014, where they led the social media strategy and volunteered at the event. It was a great success attracting 60,000 young people, double the number originally forecast. For the second year running the team partnered with the Houses of Parliament to organise *In the House*. Held on 15 November 2015 to mark the start of Parliament Week, Portcullis House opened its doors to 540 young people with the aim to engage them in the political process.

The Peer Outreach Team also helped to improve the GLA Group's provision of services to young Londoners by supporting new service development and quality assurance activity. In the last year young people from the team have contributed to the development of MOPAC's gang strategy and supported the Metropolitan Police Service to devise a London survey on young people's experience of police and crime. As part of 'Leaving Care Week' the team held a conference with Queen Mary University to look at the barriers to moving into Higher Education and the support that is available for looked after children.

The Link Up Crew is a forum of young people aged 7 to 14. They have worked with the National Children's Bureau and London Fire Brigade to test their school fire awareness training to improve the way that they present to children. They have helped to provide children's input into the Mayor's 'Healthy Schools London' programme, and continued to work with MOPAC to develop more effective approaches to young people in schools with respect to preventing gang membership and addressing youth violence.

4.4 Support young people at high risk of becoming NEET (not in education, employment or training) with targeted interventions for young people with learning difficulties, young people who have been excluded from school and young people who have been remanded or sentenced to custody.

Our European Social Fund (ESF) Youth Programme is providing tailored support, including mentoring, for these particularly disadvantaged groups. The projects began in autumn 2012 and in the past year they have worked with an additional 1,440 young people who were NEET or were at risk of becoming NEET. More than 1,800 young people have so far gone onto employment or training or back into education. Our aim to help at least 1,000 vulnerable young people move into sustained education, training or employment has now been exceeded, and the programme will continue to assist these young people until September 2015.

5. Moving Forward in 2015/16

With such good progress to date, we are keen to maintain momentum in 2015/16 and to continue to drive forward the Mayor's Education and Youth Programme to achieve the best possible outcomes for young people through supporting London schools and their collaboration with other business, cultural and third sectors. Work in 2015-16 will extend the reach of the London Curriculum and the Gold Club to more schools and share learning widely with the school system from the London Schools Excellence Fund.

We want every young Londoner to be able to take advantage of the huge opportunities this city has to offer. The Mayor's Mentoring Programme and the Leadership Clubs were established to support young people to fulfil their potential. Both programme evaluations will be received in 2015. We will share the lessons learnt with the youth sector and also use this to help shape the next phase of the mentoring programme.

The global city work strand is now moving steadily into delivery and building momentum as a number of projects are aligning. The London Ambitions platform will bring together the multiplicity of offers available to school from business. At the same time the development of the London careers offer will establish a framework, or menu of options, for schools to plan and deliver activity. The careers clusters will provide resources to test out new and integrated ways of working between sectors and across schools to enable young people to more easily access opportunities and encourage a wider understanding of London's job markets. Two new areas of work are in development to access funding including a social investment bond to reduce the

number of adolescents entering care and a youth innovation fund to encourage employers to play a bigger role in supporting young people's employability.

In our role as a strategic organisation at the pan-London level, we will also continue to support the wider education and youth sectors locally and regionally and to foster links at the national level. We will, for example, work to help lever funding for schools and other organisations with the capacity to deliver even greater improvements for London's young people. We will help to influence the best way to spend those funds to ensure maximum impact.

Further details of work programmes are detailed in the Education and Youth Programme Annexe 2015/16.

Keeping in contact

You can follow progress of the Mayor's education programme at <https://www.london.gov.uk/priorities/schools-and-education>

If you do not already receive the Mayor's termly schools newsletter, which will keep you updated on education and related children and young people's areas, you can subscribe at <https://www.london.gov.uk/priorities/schools-and-education/termly-newsletter-for-schools>
