

Objectives	Activities, milestones and timeline	Stakeholders to engage	Outcomes
Promoting excellent teaching in all London schools			
<p>Run a third year of the London Schools Gold Club, ensuring continued high membership of eligible schools and a well-received programme of school-to-school support that shares member schools' exceptional practice across other London schools aspiring to the Gold Club.</p>	<p><i>Activity:</i> Eligible Gold Club schools join scheme to receive recognition from the Mayor and their peers, and share their practice with other schools in London. This school improvement support will take place through seminars, conference days, school development visits, filmed presentations and accounts of practice.</p> <p><i>Milestone:</i> Seek a high joining rate of eligible Gold Club schools of 80% of primary and secondary schools building on rates of 70-80% across years 1 and 2, and the same for the new strand for AP/PRU sector. About 100 schools will be supported in the school improvement programme to improve their practice in year 3 (in addition to schools already involved through years 1 and 2).</p> <p><i>Timeline:</i> Announce and publish the list of year 3 Gold Club schools by the end of June 2015. Commence the year 3 school improvement programme by October 2015.</p>	<p>Schools National College London Leadership Strategy Networks, e.g. Challenge Partners Ofsted Teaching unions / associations</p>	<p>Raised aspirations and increased attainment in schools across London: Gold Club sets a standard that is refreshed year on year, to ensure we celebrate the very best practice in the city.</p> <p>Demonstrable added value of the shared best practice of Gold Club member schools with other schools through the evaluation of the programme.</p>
<p>Develop the third London Education Annual Report, building on the online data made available in the second report and linking to the EEF's Families of Schools data.</p>	<p><i>Activity:</i> GLA will build on positive feedback to the first and second annual reports by continuing to provide city level data and identify variation within the city. The report will take account of changes in performance measures at Key Stage 4 and include case studies from Gold Club, LSEF and London Curriculum schools.</p> <p><i>Milestone:</i> Supply London-level intelligence and</p>	<p>GLA Intelligence Unit Department for Education London Councils Schools Education Endowment Foundation (EEF)</p>	<p>Annual reports will supply intelligence at the London level. Supported by Gold Club data and the London Schools Atlas, this will enable interested stakeholders to understand and compare performance across a range of variables. It will also act as a mechanism for sharing good practice through case studies.</p>

	<p>supporting case studies to demonstrate London's education performance and highlight best practice.</p> <p><i>Timeline:</i> Produce by the 2015 Mayor's Education Conference.</p>		<p>The annual report will set out the areas of success and areas for improvement acting as the evidence base for future policy direction.</p>
<p>Deliver the third, Mayor's Education Conference to highlight best practice in London and internationally, in order to share learning, facilitate debate and raise aspirations among London schools and colleges.</p>	<p><i>Activity:</i> Bring successful approaches from London schools and high-performing jurisdictions from across the world to the attention of London schools. Innovative practices, systems and structures will be presented and debated to challenge London's school leaders to think, create and innovate.</p> <p><i>Milestone:</i> Secure high quality international, UK and London speakers and a wide representation of schools at all attainment levels to participate in the conference by end of summer 2015.</p> <p><i>Timeline:</i> Hold the Mayor's international education conference on 27 November 2015.</p>	<p>Schools National College London and national education institutes and foundations International educationalists</p>	<p>Expansion of networks and strengthening of a vision for London school improvement.</p> <p>GLA will seek feedback from participating heads and teachers, to identify tangible learning to be brought back to, and used in, schools.</p> <p>Opportunities for up to 400 delegates to participate.</p>
<p>To deliver the programme of funded projects and support, evaluation and knowledge mobilisation through the London Schools Excellence Fund (LSEF) for the benefit of London Schools.</p>	<p><i>Activity:</i> Manage all the successful projects to ensure they deliver their target outputs and outcomes. Capture the lessons learned from funded projects and embed best practice in a wider dissemination programme. Develop a prospectus and commission the LSEF legacy programme to support the sustainability and embed the good practice and resources from the 2013-15 LSEF programme.</p> <p><i>Milestones:</i> Final self-evaluation reports by the funded projects and overall programme meta-evaluation.</p> <p><i>Timeline:</i> Projects to complete delivery by September 2015 and submit final self-evaluation reports.</p>	<p>Department for Education Schools School improvement providers Subject specialist organisations/networks Academy chains Local Authorities Ofsted Evaluation experts Higher Education Institutions Business sponsors</p>	<p>Support for teachers' professional development to generate improvement in subject knowledge and teaching confidence in London schools.</p> <p>Improvement in pupil progress and attainment.</p> <p>Wider sharing of best practice.</p>

	<p>Develop and publish prospectus for LSEF legacy programme in April 2015 and commission LSEF legacy programme activity from summer 2015.</p> <p>Final programme evaluation produced in December 2015.</p>		
<p>Support and share best practice in Pupil Referral Units (PRUs) and Alternative Provisions (APs) through facilitating a London AP/PRU Network. This network will highlight and explore effective practice in providing quality teaching and learning across London-based APs/PRUs</p>	<p><i>Activity:</i> Annual AP/PRU London Network event, at which teachers and senior leaders will gather to highlight innovation and effective practice in APs/PRUs. Provide half termly e-bulletin updates to catalyse exploring innovation across a priority theme in APs/PRUs.</p> <p><i>Milestone:</i> Launch London Schools Gold Club AP/PRU strand in April 2015.</p> <p><i>Timeline:</i> Annual network event held in the autumn term in 2015/16. Half-termly e-bulletins and ongoing monitoring of twitter discussions until Summer 2016.</p>	<p>London AP Teaching schools (The Bridge Academy and Rush Hall Group) AP/PRU teachers and senior leaders MOPAC Project Oracle Centre for Youth Impact Early Intervention Foundation London Councils</p>	<p>Improved outcomes for pupils in APs/PRUs.</p> <p>Improved teaching and leadership practice in APs/PRUs.</p> <p>Improved knowledge dissemination amongst AP/PRU based professionals involved in the network.</p> <p>Engagement of APs/PRUs with the seminars of the London Schools' Gold Club and the London Curriculum.</p>
<p>Launch the science subject areas of the London Curriculum and scope the expansion of the programme to primary schools.</p>	<p><i>Activity:</i> Launch the London Curriculum science subjects to support delivery of the national Key Stage 3 curriculum in London. To support this with rich resources and partnerships that enthuse students, teachers and their communities. Engage stakeholders on the development of the London Curriculum for primary key stage 2.</p> <p><i>Milestones:</i> Celebration event July 2015. Primary phase scoped and consulted on at Mayor's Education Conference in November 2015. Sign-up by half of London secondary schools by March 2016.</p> <p><i>Timeline:</i> Science materials launched July 2015. Primary phase launched following securing of</p>	<p>Schools Subject experts Cultural institutions, e.g. museums, galleries, science institutions etc. reflecting all subject areas.</p>	<p>Enhance subject knowledge in teaching profession – helping London's teachers bring their subjects to life by making illustrative and inspiring connections to the city around them.</p> <p>City knowledge – helping London students to become experts in the places, people and continuum of events that shape their city.</p> <p>Connection and contribution – helping students to connect with London and other Londoners, to make more of opportunities and to help shape their city for the better.</p>

	funding in early 2016.		
To oversee and support the delivery of the LSEF Children in Care project (London Fostering Achievement) to provide specialist training and strategies to foster carers, designated teachers and other professionals to support the educational attainment of children in care and care leavers.	<p><i>Activity:</i> Oversee the London Fostering Achievement project and ensure delivery of target outputs and outcomes, and disseminate good practice to the children in care sector.</p> <p><i>Milestone:</i> Evaluation of programme submitted to the GLA and findings disseminated to the sector.</p> <p><i>Timeline:</i> Evaluation produced by November 2015.</p>	Local Authorities Foster Carers Teachers Children in Care Schools Social workers	<p>Improve outcomes, including educational attainment, of children in care and care leavers.</p> <p>Improve relationships and effective working between foster carers and schools.</p>
Preparing young Londoners for life and work in a global city			
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.	<p><i>Activity:</i> Develop and launch the London Ambitions website to help schools and colleges access the careers education and work experience opportunities offered by London's businesses.</p> <p>Deliver the 2015 Inspiresme Week programme.</p> <p><i>Milestone:</i> London Ambitions website launch. 100 young people take part in Inspiresme Week October 2015.</p> <p><i>Timeline:</i> London Ambitions website commissioned spring 2015 and launched in autumn term 2015.</p>	London Ambitions Task and Finish Group, London Enterprise Panel (LEP) Young People's Skills and Employment Board (YPES) London Councils Skills Funding Agency European Social Fund (ESF)	<p>Better links between the education and business sectors across the capital.</p> <p>Increased supply and take up of careers education, work experience and apprenticeship opportunities for young Londoners.</p> <p>Increased take up of apprenticeship opportunities by young people aged 16-18.</p>
Generate improvement in the quality of London schools' careers guidance by supporting schools to meet their careers duty.	<i>Activity:</i> Lead the development of the new ESF Careers Clusters programme that will establish up to 12 geographic or sectoral clusters of schools and FE colleges to improve the labour market relevance of Education. Clusters will support school and college leaders to design a high quality careers guidance offer; pilot sustained	Schools FE and HE institutions (including Russell and 1994 Groups), Wide range of providers including charities, social enterprise and private sector providers London employers	<p>Reduced student drop-out rates at sixth form and further and higher education levels.</p> <p>Reduced number of young people leaving school or college and not in education, employment or training</p>

	<p>employer and HE activities; deliver careers and employer CPD, and match pupils with work placements and internships.</p> <p><i>Milestone:</i> Finalise Skills Funding Agency/ESF commissioning documentation. Support SFA market warming events to ensure London's schools, colleges, employers, business support organisations and careers education providers are aware of the ESF 2014-20 commissioning process and the careers clusters programme.</p> <p><i>Timeline:</i> LEP endorsement of ESF 2014-2020 programme by spring 2015 Market warming events in summer term 2015. Commission Careers Clusters in autumn term 2015. Careers Cluster network established by spring 2016.</p>	<p>YPES/LEP Skills Funding Agency</p>	<p>(NEET) at 18 years.</p> <p>Increase in numbers of school leavers who feel well informed to make careers, education and training decisions.</p> <p>Increase in employers' confidence in young people's employability skills.</p>
<p>Improve links between schools in disadvantaged areas and research intensive universities, by supporting universities to widen participation and schools to ensure subject choices made by young people at GCSE and A Level are better informed.</p>	<p><i>Activity:</i> Build links between universities and schools as core elements of the funded programmes of careers clusters and teacher subject knowledge programmes as part of the LSEF sustainability activity. Develop or improve relationships and formal links between London Ambitions, careers activity and teachers' CPD and subject knowledge including through hubs.</p> <p><i>Milestone:</i> Identify additional external funding/resources to support activity.</p> <p><i>Timeline:</i> Scoping and development spring 2015</p>	<p>Schools Research intensive universities Office for Fair Access Third sector LEP</p>	<p>Effectively targeted widening participation programmes to London students provided by research intensive universities.</p> <p>Increased numbers of disadvantaged young Londoners applying to and gaining places at research intensive universities.</p>
<p>Provide a high quality careers education and guidance offer to students attending the four London Academies Enterprise Trust academies to</p>	<p><i>Activity:</i> Share early findings and lessons learned from the Championing Careers Guidance in Schools report. Complete full impact evaluation and disseminate findings.</p>	<p>LAET CFE Research</p>	<p>Established models of best practice that improve destination outcomes, which can be shared more widely with London schools and policy makers.</p>

<p>support progression into further and higher education and employment.</p>	<p><i>Milestone:</i> LAET academies put in place sustainability plans by summer 2015 for the following academic year. 800 young people in these academies progress into further education, employment and training.</p> <p><i>Timeline:</i> Full impact evaluation findings shared by March 2016.</p>		<p>The evaluation report which capture details of the models and the impact of activity across the academies.</p>
<p>A good school place for every London child</p>			
<p>Continue to conduct analysis of school performance across London and in 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.</p>	<p><i>Activity:</i> Work with the Institute of Education to provide London level comparators based on PISA (Programme for International Student Assessment) data matched with the National Pupil Database. This will allow us accurately to benchmark London's education performance at city level against areas with high performance in international tests, such as Shanghai and Singapore.</p> <p><i>Milestone:</i> Commission PISA comparators for London, working through DfE, in spring 2015.</p> <p><i>Timeline:</i> Publish a full report in spring 2016.</p>	<p>DfE OECD Researchers</p>	<p>The analysis will provide a better understanding of London's education performance in international comparison. This enables London's schools and colleges to aspire to further improvement in our global competitiveness.</p>
<p>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 and other education provision.</p>	<p><i>Activity:</i> Identify relevant datasets for inclusion as additional thematic layers within the London Schools Atlas, including sixth forms', FE and HE data.</p> <p><i>Milestone:</i> Successful update of the Atlas by GLA Intelligence Unit with 2015 School Census and other data, such as Gold Club schools. Inclusion of additional thematic layers for A Level performance across schools.</p> <p><i>Timeline:</i> School Census Update by December</p>	<p>Department for Education London Local Authorities London Councils</p>	<p>The London Schools Atlas will provide improved transparency regarding the school place planning landscape, moving towards a shared understanding of the challenges faced on both supply and demand sides.</p>

	2015.		
Establish a pan-London scheme for the production of schools rolls projections on behalf of the GLA and London Boroughs.	<p><i>Activity:</i> Intelligence Unit to progress strategic projections of future demand which could be used as the basis for a pan-London strategic pupil needs assessment.</p> <p><i>Milestone:</i> To incorporate updated demographic data from the 2011 Census, consistent with the London Plan. Following consultation with London Councils to publish these in the Schools Atlas/London Data Store.</p> <p><i>Timeline:</i> To complete by summer/early autumn 2015.</p>	London Local Authorities London Councils DfE	The provision of a more complete picture of the need for new schools places in London and support joint advocacy to central government on the resource implications for London.
Develop early education and childcare options which are of high quality, are sustainable and can better be accessed by London parents.	<p><i>Activity:</i> Continue to support the national government initiative to encourage more schools to provide 8.00am-6.00pm childcare. Develop pilot activity to improve the quality and effective combinations of early years education and childcare.</p> <p>Explore further business input, for example, business development support for on-site childcare facilities, and recognition programme for businesses that are operating 'family friendly' practices.</p> <p><i>Milestone:</i> Develop early years pilot requirements summer 2015 and models for business engagement autumn 2015.</p> <p><i>Timeline:</i> Scope funding sources summer 2015. Establish delivery in 2016.</p>	DfE London Councils Local Authorities Schools Family and Childcare Trust PACEY London Early Years Network Association of London Directors of Children's Services (ALDCS) Early Intervention Foundation (EIF) EEF Health Partners	<p>To improve early years education and childcare quality and sustainability of funding.</p> <p>Supported organisations working on early years and childcare to deliver better outcomes for London 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'.</p>
Fostering engagement and building resilience among London's young people			
Monitor delivery of the Mayor's Leadership Clubs to	<i>Activity:</i> To run a range of in-school leadership programmes for over 1500 pupils to encourage	The four funded projects Schools	Improved educational attainment and behaviour of pupils participating in the

<p>ensure the four funded projects meet their target outputs and outcomes to improve educational attainment of participating pupils.</p>	<p>better attainment and behaviour among participating pupils.</p> <p><i>Milestone:</i> Support providers to address programme sustainability beyond September 2015.</p> <p><i>Timeline:</i> Year 3 programmes to run to September 2014 – July 2015. Evaluation of the programme is due by May 2015.</p>	<p>External evaluator Potential funders</p>	<p>programmes.</p> <p>The evaluation report will provide an overview of successful practice, in the context of each of the leadership clubs delivering distinct and non-comparable programmes.</p>
<p>Disseminate learning from the Mayor's Mentoring Programme and commission phase 3 of the programme</p>	<p><i>Activity:</i> Scoping activity for a phase 3 of the programme.</p> <p><i>Milestone:</i> Evaluation report published in July 2015. Announcement of phase 3 programme in autumn 2015.</p> <p><i>Timeline:</i> Spring 2015 scoping activity for phase 3 programme. New programme in delivery by January 2016.</p>	<p>10 Local Delivery Partners Managing Agent Evaluators London mentoring projects Youth providers</p>	<p>To support young people to remain in education, improve relationships with schools and parents and build their aspiration for the future.</p> <p>The evaluation report will establish effective models for delivery of mentoring and set out the impact on mentors and mentees.</p>
<p>Support young people to become economically active, civically engaged, healthy and responsible citizens through continued delivery of the GLA youth engagement programme.</p> <p>Youth led activity to establish and develop new links with community partners and services to encourage positive outcomes for young people.</p>	<p><i>Activity:</i> Youth engagement projects designed and delivered by the Peer Outreach Team.</p> <p><i>Milestone:</i> Delivery of Young Londoner Participation Network meetings; managing the Lynk Up Crew of young Londoners aged 7-15; delivering projects over the year addressing young people's concerns around safety, health, culture, careers, and support to vulnerable groups.</p> <p><i>Timeline:</i> London Health Commission and Public Health England Project on access to health services (first phase) June 2015. Redbridge PRU mentoring programme completes in July 2015. Royal London Society for the Blind disability project and event October 2015.</p>	<p>Young people Schools Businesses Community Groups Local Authorities GLA group (functional bodies) Young Londoner Participation Network members.</p>	<p>Policy and programme activity in the GLA and other agencies is better aligned with the concerns and perspectives of children and young people in London.</p> <p>Peer Outreach Team members develop personal skills and move into education or employment.</p>

	Peer evaluating the GLA's Leadership Clubs programme completes March 2016.		
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.	<p><i>Activity:</i> Final year of delivery of ESF match funded targeted projects to provide bespoke support for young people with learning difficulties and disabilities, 14 –16 year olds who have been excluded from school or are at risk of exclusion from school, and young Londoners aged between 14 and 17 who have either been remanded or sentenced to custody.</p> <p>GLA to lead development of the ESF 2014-2020 targeted NEET programme.</p> <p><i>Milestone:</i> Current programme evaluation published in final quarter of 2015-16. Finalise Skills Funding Agency/ESF commissioning documentation. Undertake market warming events to ensure providers are aware of the ESF 2014-20 commissioning process. LEP endorsement of ESF 2014-2020 programme. SFA launch commissioning (PQQ and ITT).</p> <p><i>Timeline:</i> Current projects are due to close by December 2015. New delivery to commence by December 2015.</p>	<p>Delivery Partners</p> <p>European Social Fund (ESF)</p> <p>YPES</p> <p>LEP</p> <p>London ESF Co-financers (SFA, London Councils, NOMS, DWP, GLA)</p>	<p>Reduced numbers of high-risk young people not in education employment or training.</p> <p>The outcomes will be captured through the evaluation and performance monitoring data from the funded programmes.</p>
Youth Innovation Fund to support young people aged 16 to 24 into sustained education and employment.	<p><i>Activity:</i> Develop the proposed ESF match funded Youth Innovation Fund to stimulate new entrants into the ESF delivery partner market and maximise GLA's coordination and influencing role. The Fund aims to pilot employer-led delivery models, target Looked After Children (and former LAC) for support into education or work, and a project to support Key Stage 5 student dropout rates.</p>	<p>Delivery Partners</p> <p>FE Colleges</p> <p>Local Authorities</p> <p>YPES</p> <p>LEP</p> <p>London ESF Co-financers (SFA, London Councils, NOMS, DWP, GLA).</p>	<p>Reduced numbers of London young people not in education, employment or training.</p>

	<p><i>Milestone:</i> Include in GLA's application to become an ESF Provider. Conduct further consultation and market warming. Commence grant application round.</p> <p><i>Timeline:</i> ESF Provider application completed by June 2015. Obtain internal approvals and further consultation by September 2015. Fund application launch by December 2015.</p>		
Investigate the feasibility of a Social Impact Bond (SIB) to support adolescents on the edge of care.	<p><i>Activity:</i> Continue to investigate the potential for a pan-London Edge of Care Social Impact Bond to reduce the number of adolescents entering care.</p> <p><i>Milestone:</i> Submit funding application to the Commissioning Better Social Outcome Fund for SIB Development. If application successful, procure and carry out technical support with the participating boroughs to develop a well-planned, high quality full SIB application to The Big Lottery.</p> <p><i>Timeline:</i> Development of the funding application by June 2015. Procure and carry out technical support from July 2015 – March 2016.</p>	Local Authorities The Big Lottery	<p>Reducing numbers of adolescents entering care.</p> <p>Improved understanding of Social Impact Bonds and alternative financing models.</p>
Cross-cutting programme activity			
Provide a knowledge hub for research, evidence and best practice in education to share and disseminate with London schools and education and youth professionals.	<p><i>Activity:</i> Continued delivery of Project Oracle, evidence hub and repository of knowledge to understand and share "what works" in youth and education programmes in London. A knowledge mobilisation strand of the LSEF to share learning and schools can use of research and evidence to improve their practice. Build our understanding of what works jointly and expand our reach and impact jointly with</p>	Co-funders: Economic and Social Research Council (ESRC) and Mayor's Office for Policing and Crime (MOPAC) EIF EEF Project Oracle School Improvement Networks	<p>Improved education and youth practice across schools in London.</p> <p>Improved quality and efficiency of interventions to improve outcomes for children and young people programmes in the capital.</p>

	<p>organisations such as the Early Intervention Foundation and the Education Endowment Foundation.</p> <p><i>Milestone:</i> Research Use in Schools joint DfE/GLA/EEF project reports in summer 2015.</p> <p><i>Timeline:</i> Project Oracle and London Leadership Strategy support LSEF projects to completion of final evaluation reports in September 2015.</p>		