
**MAYOR OF
LONDON'S
EDUCATION
PROGRAMME**

DELIVERY PLAN

FEBRUARY 2013

The Mayor's education programme

Last October, the Mayor's Education Inquiry Panel published its Final Report and the Mayor welcomed the ambition and challenges to continue the rising achievement of London schools.

The report emphasised the need for London to 'go for gold' – moving from achievement to excellence in London's schooling across the following three themes:

- 1. Promoting excellent teaching in all London schools.**
- 2. A good school place for every London child.**
- 3. Preparing young Londoners for life and work in a global city.**

The Final Report and Mayor's Response were published last autumn and received positive feedback from schools, the wider education sector and other stakeholders.

Implementing the Inquiry recommendations

This Education Programme Delivery Plan sets out details of the Mayor's commitment to taking forward the Inquiry Panel's 12 recommendations and outlines areas of early action taken by the Greater London Authority (GLA).

The Mayor is committed to playing a role across London in co-operation with schools, the boroughs and other partners, to support schools to innovate and strive for excellence. As a first priority, he is establishing the London Schools Excellence Fund – alongside a London Schools Gold Club scheme. Together these will respond to the clear message from London headteachers that they share a desire to know what works for schools and are willing to help deliver school improvement to others¹.

The Panel also identified the free schools programme as key to stimulating innovative thinking in education, addressing the school places shortage and giving London families a greater choice of high-quality schools. The Mayor has already set up a new unit to scope out the expansion of Free Schools in the capital.

Achievement and challenges of London schools²

London schools already perform better than the national average: 75% are judged by Ofsted to be good or outstanding, compared with 69% of schools in England. 62% of their students achieve 5

¹ This refers to the Education Inquiry's survey of 530 primary and secondary headteachers by the GLA and DfE in 2012. <http://www.london.gov.uk/strategy-policy/mayors-education-inquiry>

² Data is from the Education Inquiry Final Report unless otherwise cited. <http://www.london.gov.uk/strategy-policy/mayors-education-inquiry>

GCSEs A* - C including English and mathematics. This is three percentage points ahead of the national average³.

School leavers will struggle to enter the job market, or further and higher education, without good grades in English and maths. Yet some 28,000 children left London secondary schools without five good GCSEs including English and maths. 24% of primary school children in London do not achieve the expected level in reading, writing and maths.

London schools do perform well for poorer pupils compared to the rest of England. The GCSE attainment gap between pupils eligible for free school meals (FSM) and pupils who are not on FSM is much narrower in London (18 percentage points) than across England (26 percentage points)⁴.

In fact, the 18 English local authorities are in London which have the smallest gap between the percentage of pupils entitled to FSM and the percentage of other pupils gaining 5+ A*-C GCSE grades including English and maths⁵.

Yet, more needs to be done to raise attainment amongst poorer students. Just under half (49%) of disadvantaged GCSE pupils in London achieved five grades A*-C including English and maths, compared with 66% of those not on FSM⁶. Children in care, at the end of key stage 4, are approximately four times less likely to achieve these grades as their peers.⁷

As well as continuing to drive improvement and "narrow the gap", we also need to be more ambitious for those who are in the middle and at the top. That means encouraging them to study for qualifications in challenging academic subjects, including foreign languages and STEM (separate sciences, technology, engineering and maths), as well as ensuring that they apply for the best universities and apprenticeships.

Mayor's 2020 vision for education

A strong education system is vital for delivering jobs and growth in London, which is the main priority of the Mayor's second term. This means recognising the importance of providing a good school place for every child, as well as providing them with a rich and challenging academic grounding so that all young people have the skills, knowledge and creativity to succeed in life.

The ambition is to make London state schools amongst the best in the world and ensure that young Londoners can compete successfully for jobs and university places against the talent our city attracts from around the globe.

³ National figure of 59 per cent of pupils achieving the 5+ A*-C with English and mathematics benchmark compared with 62.3 per cent of pupils in London. DfE SFR 04 2013.

⁴ DfE SFR 04 2013.

⁵ <http://www.education.gov.uk/researchandstatistics/datasets/a00219200/gcse-and-equivalent-attainment>

⁶ This data is for London maintained mainstream schools.

⁷ <http://www.education.gov.uk/rsgateway/DB/SFR/s001111/index.shtml>

The Mayor sees a relentless drive to ensure better opportunities and standards in education as central to his broader 2020 vision for the capital.

A key factor in this is London becoming a world leader in education, embracing cutting edge ideas and best practice. Specifically, by 2020, we will aim to improve literacy and numeracy amongst children leaving primary school and drive up standards in maths, sciences and languages in London's secondary schools.

The GLA wants to maximise the total offer of support to London schools and will aim to complement existing regional improvement work and 'on the ground' initiatives run by local authorities, academy chains and federations.

1. Promoting excellent teaching in all London schools

The Mayor's activities in this first delivery phase build on the Panel's priorities for action, namely:

- **Closing the attainment gap:** Some London schools are doing markedly better than others for some groups of children, and their practice needs to be shared more proactively.
- **Improving literacy and numeracy:** We must aim for all children in the capital to leave primary school meeting the expected national standard in literacy and numeracy.
- **Teaching core subjects and greater subject expertise:** School improvement programmes in London have tended to focus on school management and leadership, and so more could be done on supporting classroom teachers in specialist subject areas.

The key mechanisms for the GLA to deliver these aims 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.
- **The London Schools Gold Club** as an annual scheme to identify schools that are 'bucking the trend' by achieving success, particularly for their most disadvantaged pupils, and share learning in workshops and seminars. It will be aligned with the Excellence Fund.
- **The London Curriculum** for secondary schoolchildren, drawing on the considerable assets of the city itself to inspire every secondary school to strengthen its curriculum.

The GLA has been developing these initiatives in dialogue with the main school improvement networks in London, boroughs, teaching schools, academy chains, specialist subject programmes, cultural and arts sector organisations and teaching unions and associations.

London Schools Excellence Fund

Over £24 million will be invested by the London Schools Excellence Fund (the Fund) to drive progress towards a world class education for every child. Over three years it will support evidence based activity led by state schools in partnership with each other and/or partners, such as universities, independent schools, businesses and charities.

The Department for Education has agreed to contribute £20 million towards the establishment of this Fund with a further £4.25 million from the GLA.

The Fund will be driven by “the cross-pollination of ideas that comes with collaboration between schools or with partners beyond the school gates”, in the words of the Inquiry Panel Final Report.

The aims of the Fund are to:

- Create long term cultural change and raise expectations in the London school system
- Support school-to-school and peer-led improvement activity to raise achievement at primary and secondary schools, particularly in the priority subjects
- Cultivate teaching excellence through investment in teaching and teachers to enhance teaching of subject
- Refocus attention on knowledge-led teaching and curriculum through the creation of new resources and support for teachers.

The Fund has four priority subject strands to:

- Increase English and literacy levels in primary and secondary schools
- Increase mathematics and numeracy levels in primary schools
- Improve results and numbers of pupils taking GCSE and A level sciences and maths
- Improve results and numbers of pupils taking GCSE and A level ancient and modern languages.

The Fund will initiate two pilot projects in March 2013:

Knowledge-led curriculum pilot

The first phase of the Fund will begin this financial year with the GLA commissioning a small number of specific projects. In conjunction with the London Curriculum strand (see below), we want to establish a knowledge-led curriculum pilot. This will develop and test a model of knowledge-led subject teaching, underpinned by a structured programme of training, curriculum support and resource development.

Pilot programmes of residential study for teachers

A second project is to run pilot residential study opportunities for teachers. The focus for primary school and secondary school teachers will be to consolidate and deepen their subject knowledge in English and maths. The programmes will continue to provide support for teachers once back in the classroom.

Open bidding rounds

The main distribution of the Fund will be through open bidding rounds. The GLA will publish the London Schools Excellence Fund Prospectus in March 2013. Several advertised rounds will take place during 2013 so that the majority of the activity can be underway later in the year. We anticipate that proposals will be made by a lead school on behalf of a group of schools, or other provider on behalf of a group of schools. We will encourage schools that are already achieving levels of excellence to apply to the Fund to share their expertise with a wide range of schools.

Governance

The London Schools Excellence Fund will be overseen by an expert advisory group. They will advise the GLA on the detailed design of the fund, specific focus within the themes and advise on grant recommendations

Evaluation and sharing learning

In addition to contributing to raising standards in London, a longer term benefit of the Fund will be to improve the evidence base and support the sharing of knowledge of "what works" in improving teaching effectiveness.

An evaluation framework will be integrated into the delivery of the Fund from the outset, including a clear methodology to share learning and help implement changes in practice. Specific programme evaluations and a final impact evaluation will also be commissioned, which will inform the eventual strategic assessment of the whole programme.

London Schools Gold Club

The Gold Club will be an annual scheme to identify those exceptional schools in London that are succeeding with their pupils – including the most disadvantaged – in different contexts.

Eligible schools will be those that overcome factors of poverty and disadvantage to raise aspiration and achievement. They will demonstrate that even schools with a high proportion of children on Free School Meals or with low prior attainment can aspire to, and attain, excellence in London.

Schools would opt to be part of the Gold Club scheme and agree to support school-to-school improvement. In the first pilot year, Gold Club schools will be drawn from London primary and secondary schools, including maintained schools, academies and independent schools.

It is planned to finalise and launch the scheme by summer 2013.

School-to-school support

The approach will build on good collaboration in existing clusters of schools or subject networks and “knowledge in the system”, as identified in the Inquiry Final Report. The GLA is aligning the scheme's delivery with effective approaches of, and expert guidance from, the London Leadership Strategy, headteachers involved in the National College for School Leadership and other key networks.

Scheme operation

Eligible Gold Club schools will receive recognition from the Mayor and their peers, and be expected to share their practice with other London schools which could become eligible for Gold Club in future years. This school improvement support will take place through workshops, sector-wide seminars and an annual conference, with the peer-to-peer support focused on those with potential to improve.

The Gold Club scheme will be aligned with the London Schools Excellence Fund, to encourage these schools to make partnership bids to the Fund to work collaboratively and share their good practice to raise attainment.

Gold Club criteria

Specific criteria are still being developed and tested with the latest Key Stage 2 and Key Stage 4 schools data. Core principles will be:

- Varied criteria for different categories of schools, to ensure that the Gold Club is not dominated solely by schools with more privileged intakes.
- Geographical spread is not part of the criteria as Gold Club aims to identify the best schools in London, not the best schools in each borough.
- Selection criteria in the first pilot year have been developed for mainstream schools only; in subsequent years categories such as special schools and pupil referral units could be included.
- Schools with “requiring improvement” (formerly “satisfactory”) Ofsted ratings and schools making lower than adequate progress would not be eligible to be Gold Club members.
- At secondary level, we will factor in rates of achievement of the pupils’ average scores across a suite of 8 qualifications, as well as non-inclusion of schools over-reliant on “equivalencies” within their KS4 results.

Annual report and annual conference

The GLA will disseminate Gold Club schools' performance and demographic data, alongside other indicators, in an annual report to be first published ahead of an annual conference. This will allow schools in similar contexts to identify those Gold Club schools which may be able to support their own improvement.

The first annual conference is planned for autumn 2013. It will incorporate inspiring speakers from high-performing jurisdictions from across the world, as well as from Gold Club schools. This would

bring different approaches to the attention of London schools, ensure they are at the forefront of ideas and enable them to share excellent practice and challenge them to think, create and innovate.

London Curriculum

The London Curriculum aims to strengthen subject teaching and bring learning to life by drawing on London's extraordinary heritage, people and places. It will showcase the use of London's assets to best educational effect within a rigorous and structured educational framework.

Concept and aims

By putting the city at the heart of the curriculum, the London Curriculum aims to improve London pupils':

- **subject knowledge** – helping London's teachers bring their subjects' core concepts, facts and theories to life by making illustrative and inspiring connections to the city around them.
- **city knowledge** – helping London students to become experts in the places, people and continuum of events that shape their city.
- **connect and contribute** – helping students to connect with London and other Londoners, to make more of the opportunities and help shape their city for the better.

Design and products

The London Curriculum will complement the National Curriculum and provide a rich programme of resources, events and partnerships for London teachers to draw on. In its first phase, the GLA will work with partners to build a portfolio of London-focused, knowledge-led learning resources for culture and the humanities (English literature, art and design, music, geography and history). These will be developed for the 2013/14 academic year.

This first year will be developmental, allowing the GLA to collate resources in other subjects, test the approach and find practical ways to help schools in London connect with the city around them. We shall also scope the establishment of a London Mayor's Award to provide meaningful celebration and recognition of young people's achievements and commitment to learning.

Full roll out of the London Curriculum will take place from September 2014.

2. A good school place for every London child

We are giving a high priority to addressing the growing crisis in school places and the negative consequences this will have for families across the city. London desperately needs more good quality provision.

The Mayor wants to encourage a new generation of free schools in the capital, to help address the shortage of school places and give parents more choice by:

- Securing resources for the **New Schools for London** unit to support the expansion of Free Schools in the capital.
- Developing - for the first time - a **detailed, pan-London picture of the places shortage** to help facilitate basic need planning.
- **Mapping school performance data** to identify where new provision could help drive up standards.

More information on the GLA's role in supporting free schools and addressing the places shortage will be made available in due course.

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

Changing national policy context

The Government is introducing major change to the 11-19 curriculum, on top of the streamlining of the vocational programmes at Key Stage 4. Alongside this, schools have taken on the duty to provide careers guidance to their students in the context of the raising of the participation age⁸. The pathways open to young people at the end of Key Stage 4 are broad - from further study at sixth form or college, to university or apprenticeships. Whatever route they take, the subject choices young people make at school will have a major impact on their future success.

Careers education in schools and improving links with business

The Inquiry Panel recommended that we explore how the Mayor can play a key role in brokering links between employers and education, and share information about the labour market with education providers. It also recommended that the Mayor and the GLA explore what more can be done to help equip young Londoners with the education and skills to succeed in the world of work.

In response, we have held discussions with London Councils' Young People Education & Skills (YPES) Board and the London Enterprise Panel (LEP) to identify what, if any, further value could be brought to support improved careers education in London schools. We have also started talks with schools, providers and employers, and have identified areas of best practice that have the potential to be developed and made available to other London schools.

We will continue these discussions, whilst keeping an eye on this rapidly changing landscape to determine the need for a regional approach. Schools are now commissioning their own careers support and there is a growing market of providers to meet their needs. Some schools are already doing this well, but for others it will mean developing new programmes.

There are also emerging examples of good partnerships and research, for instance, the Google/Raspberry Pi programme to support computer science in schools, or the careers education project being developed by the London Legacy Development Corporation in schools in the Growth

⁸ This requires young people to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

(former Olympic) Boroughs. Any regional offer should add value to the good work that is already taking place, as schools will determine whether they opt in.

Access to high quality work experience and apprenticeships

The government has also launched the consultation on the Traineeship Scheme, which it plans to introduce in September 2013. High quality work experience and access to apprenticeships is likely to be part of this offer. We will monitor the development of this programme alongside continuing discussions with key strategic partners, with a view to more detailed discussions in autumn 2013.

Improving access to information about London's Labour Market (LMI)

The information and support provided to students must be underpinned by up to date and relevant labour market information, provided in ways that are accessible to careers advisors, teachers and their students. There are positive developments in this area, such as the Department for Business, Information and Skills (BIS) 'LMI for All' initiative. The aim is to bring together data systems into an easy to access data source. We will explore whether there is scope to build on this work, so that London schools and students can access the right information they need.

Fairer access to leading, research-intensive universities

The GLA has also begun discussions with some Russell Group universities to establish whether there is more that can be done at a regional level to increase take-up of widening participation programmes. We will also explore whether partnership activity between schools and universities can be extended to increase the number of students successfully gaining a place at research-intensive universities.

The interest has been positive, so will we be bringing together Russell Group and 1994 Group universities, schools and voluntary sector organisations for a round table discussion in May 2013. The aim is improve take-up across all London schools, but particularly amongst those from more disadvantaged backgrounds such as children in care or without the networks to access these opportunities.

Next steps and stakeholder engagement

The Annex provides a summary of objectives, activities, timelines, budgets and outcomes for each area in the Delivery Plan.

We set out below some of the major milestones in 2013:

- **March 2013: launch prospectus of London Schools Excellence Fund**
 - **May 2013: produce first pan-London school rolls projection**
 - **Summer 2013: launch the London Schools Gold Club**
 - **Autumn 2013: announce the London Schools Excellence Fund Round 1 projects**
 - **Autumn 2013: deliver phase one of London Curriculum in schools**
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- **Autumn 2013: first annual report and annual conference.**

Central to the GLA's collaborative approach is working with London schools, central Government, boroughs, businesses and cultural, sport and voluntary sector stakeholders. This is outlined in the Annex where we have already started this dialogue or have engagement plans to shape our implementation.

Keeping in contact

You can follow progress of the Mayor's education programme, including how to respond to opportunities to apply to the Fund and become involved in other areas, at:

<http://www.london.gov.uk/strategy-policy/mayors-education-inquiry>

If you do not already receive the Mayor's quarterly e-bulletin, which will keep you updated on education and related children and young people's areas, you can subscribe to:

capitalchild@london.gov.uk

You can contact the GLA education programme delivery team at:

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