
MAYOR OF LONDON'S EDUCATION PROGRAMME

LONDON SCHOOLS EXCELLENCE FUND

March 2013

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Department
for Education

MAYOR OF LONDON

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MAYOR OF LONDON

CONTENTS

Foreword by Boris Johnson, Mayor of London	2
Foreword by Munira Mirza, Deputy Mayor	3
1. Introduction and context	5
2. The London Schools Excellence Fund	8
3. Fund details	10
4. Evaluation ambition	13
5. Who can apply	14
6. How to apply	15
7. Keeping in touch	18
Appendices	19
1. Examples of desired outcomes	
2. Financial information required from applicants	

How to use this prospectus

This prospectus sets out details of the London Schools Excellence Fund objectives and the application process. It should be read in conjunction with the following documents which are available on the GLA website: www.london.gov.uk/LondonSchoolsExcellenceFund

- Application form for the Fund
 - Frequently asked questions
 - Standard grant funding agreement
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MAYOR'S FOREWORD

London state schools have made great strides in the last decade; from being amongst the lowest performing in the country, to becoming the very best. Many of our teachers are doing tremendous work and have high expectations of their students. They are determined to teach 'crunchy subjects' like maths, languages and the sciences and they know how to inspire a love of their subject. As a result, their students will grow up with the confidence and intellectual muscle to compete with talent from around the world for top jobs and university places.

However, as Mayor, I believe we must be even more ambitious and spread this good practice across all state schools in the capital. If London is to succeed as a global centre of business, science and culture, we need a highly educated and qualified workforce that can get the jobs our economy will create in the future. Sadly, too many young people are missing out because their education has not prepared them well enough.

That is why I set up an independent Education Inquiry in 2011 and am now taking forward all the recommendations in a major new Education Programme for London.

Central to our programme is a commitment to raising standards in core academic subjects through improving teachers' professional development. If we want all children to read and write properly and to get top grades, we absolutely need to support classroom teachers in their subject specialisms.

The London Schools Excellence Fund is a new and important initiative that will strengthen teacher training, tackle areas of underachievement and join together schools, universities, businesses and charities to learn from each other.

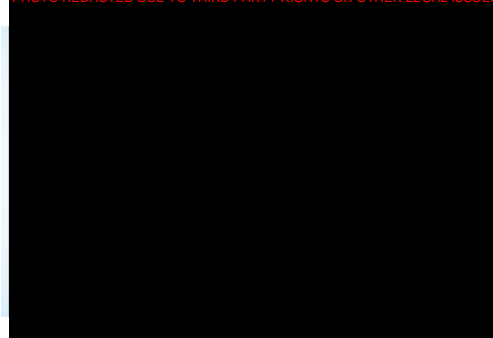
I would like to thank Michael Gove, the Secretary of State for Education, for contributing £20 million to this Fund and also the members of the expert advisory group for their time and commitment.

I encourage all schools to learn more about the Fund and see how they can seize this opportunity. It has the potential to make a lasting difference to the lives of many young Londoners.



Boris Johnson
Mayor of London

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DEPUTY MAYOR'S FOREWORD

One of the key findings of our Education Inquiry last year was that subject knowledge is at the heart of good teaching and that there is a real need to give classroom teachers in London more opportunities to strengthen their chosen specialism. Although our state schools have seen vastly improved leadership in recent years, there is still much to be done to stretch the ability of those students in the middle and the top, as well as raise standards for pupils struggling even to read and write.

With the new changes to the national curriculum and a greater ambition from Ofsted and others to raise achievement in core academic subjects, this £24m Fund is extremely timely.

Our aim is to give teachers the professional support they need to strengthen their subject pedagogy and connect with other specialists across the city. We know from speaking to teachers that many can feel isolated even within their schools, and are often required to teach outside their specialist subject. They would value a chance to build up their knowledge, keep in touch with the latest developments in their field and access good quality curriculum materials.

Importantly, we hope the Fund will encourage learning between schools in the state and independent sectors but also plough the immense reservoir of intellectual capital in our universities, colleges, businesses and the charitable sector. It builds on the valuable 'self-learning' model that London Challenge pioneered, whilst going further by targeting classroom teachers.

There has never been a Fund quite like this and I urge teachers and schools to see how they can use it to their benefit.



Munira Mirza
Deputy Mayor, Education and Culture

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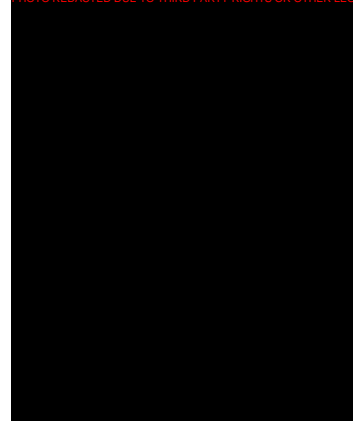


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1. Introduction and context

1.1 The Mayor's Education Programme

The London Schools Excellence Fund is part of the Mayor's Education Programme which follows on from the Mayor's Education Inquiry held between 2011-2012. The Fund is a key mechanism to deliver excellent teaching in all London schools and will work alongside other initiatives including the London Schools Gold Club scheme and the London Curriculum. The Department for Education is contributing £20 million under the Department's education standards programme, with a further £4.25 million from the GLA.

1.2 Context

"A rising tide lifts all boats" ... Tony Sewell, Chair of the Mayor's Education Inquiry Panel

Our schools are already performing well compared to other regions in England but if London is to maintain its status as a global city, they also need to match the success of schools in other international cities. Research from Britain and abroad shows that the quality of teaching is the number one factor to improve children's attainment at school and can narrow the gap in educational outcomes. The Mayor's Education Inquiry Panel identified the teaching of subject knowledge in core academic disciplines as a particular area of improvement for London schools, which is why we have made this the specific focus of the Fund.

The Fund will encourage schools to support teachers in their individual subject specialisms across primary and secondary levels. With this approach the Fund follows the new National Curriculum in prioritising subject knowledge and academic disciplines in education. It is also an opportunity to encourage schools to learn from each other and forge new partnerships.

Our aim is for the Fund to achieve significant and noticeable improvement for children and young people's educational attainment in London.

We have identified specific ways in which this can be achieved, reflecting the findings of the Mayor's Education Inquiry: "Excellent teaching stretches all children: the brightest, those who struggle most, and those 'treading water' in the middle." By raising standards for the middle and top of the academic spectrum, we believe we will raise them at the lower level too.

Many London schools have already demonstrated significant improvements for children from disadvantaged backgrounds through a culture of high aspiration and ambition for every child. They have a strong focus on leadership, collaborative working and a forensic use of data to maintain pupil progress. However, some London schools are doing markedly better than others for different groups of children and their practice could be shared more widely.

Our aim is for all children in the capital to leave primary school meeting the expected national standard in literacy and numeracy. London schools must also increase the numbers achieving

Level 5 or 6 at primary school and ensure that more students translate their success at Key Stage 2 (with Level 4 and above) to achieve good GCSEs at secondary school.

The Fund's focus on academic and subject specialism is a real opportunity to invigorate teaching quality and encourage classroom teachers to refresh and deepen their expertise in subject knowledge at both primary and secondary level.

The Fund will also help teachers, heads of departments or subject leaders to develop mechanisms to support professional networks. Alongside the Fund, the GLA will work in partnership with school improvement networks to capture and share the evaluation and learning.

Case Study - Improving mathematics teaching

A secondary school identified that about 30% of new pupils coming to the school in Year 7 had not reached Level 4 at Key Stage 2. In order to tackle this problem the school worked with feeder primary schools to strengthen mathematics teaching.

Maths teachers from the secondary school initially worked with one local primary to develop and support maths teaching. This proved successful by raising attainment at Key Stage 2. Following this the secondary school expanded the programme and recruited two extra maths teachers to work with eight local primary schools.

The programme has been running for two years and the proportion of children arriving at secondary below Level 4 has reduced to 20%. Following the successful trial the secondary school has agreed to continue funding the additional maths teachers and the partnership work with local primary schools.

1.3 Impact

The Fund is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods/pedagogy, will lead to improved teaching overall, which should in turn improve outcomes for pupils in terms of attainment and aspiration.

All projects should be able to articulate and demonstrate how they will measure the causal connection between improved teaching and pupil attainment in relation to their activity. The table illustrates our thinking on the desired outcomes and impact - this is not an exhaustive list. See also examples in Appendix 1.

Examples of desired outcomes	
Outcomes	Longer Term Outcomes
<p>Teachers</p> <ul style="list-style-type: none"> Teachers support has increased subject-specific knowledge and greater awareness of subject-specific teaching methods. <p>Pupils</p> <ul style="list-style-type: none"> More pupils of all backgrounds and abilities receiving high quality subject-focused teaching as a result of funding. <p>School/wider school system</p> <ul style="list-style-type: none"> More schools engaged in subject learning/knowledge-focused networks with other schools, especially in the primary sector 	<ul style="list-style-type: none"> Teachers sustaining and building upon their improved capabilities and confidence. Increased Level 5 and 6 attainment at Key Stage 2 Improved GCSE and A-Level attainment for pupils and conversion rates from Key Stage 2 Better understanding of the critical features of successful subject knowledge-focused networks Greater understanding of the scalability of this activity across schools and between primary/secondary levels

2. The London Schools Excellence Fund

2.1 The aims of the Fund are to:

- I. Cultivate teaching excellence through investment in teaching and teachers so that attention is re-focused on knowledge-led teaching and curriculum.
- II. Support self-sustaining school-to-school and peer-led activity, plus the creation of new resources and support for teachers, to raise achievement in priority subjects in primary and secondary schools (English, mathematics, biology, chemistry, computer science, physics, history, geography, languages).
- III. Support the development of activity which has already been tested and has some evaluation (either internal or external), where further support is needed to develop the activity, take it to scale and undertake additional evaluation.
- IV. In the longer term, create cultural change and raise expectations in the London school system, so that London is acknowledged as a centre of teaching excellence and its state schools are among the best in the world.

2.2 The priorities of the Fund are:

- **English and literacy:** To increase attainment at Key Stage 1, 2 and 3 in primary and secondary schools.
- **Mathematics and numeracy:** To increase attainment at Key Stage 1, 2 and 3 in primary and secondary schools.
- **Science, Technology, Engineering and Maths:** To improve results and numbers of pupils taking separate GCSE and A-Level sciences; biology, chemistry, physics plus other STEM subjects including computer science.
- **Modern foreign and ancient languages:** To improve results and numbers of pupils taking GCSE and A-Level modern foreign and ancient languages.

In addition the Fund will:

- Consider proposals which include the other EBacc subjects, history and geography.
- Support subject specific knowledge-led teaching in the EBacc subjects at primary school.

Finally, the Fund may also make a small number of grants in other subject areas where the intention is to scale up activity to have sub-regional or pan-London impact.

Applications for funding do not have to cover all of the aims and priorities set out in this prospectus. A successful application may reflect different combinations of the above as well as working across primary and secondary sectors. The objective is to test and evaluate activity that works.

The aim is to have a balanced portfolio of grants across the Fund, with the main focus on the four priority subject areas within and across primary and secondary schools. We anticipate funding a range of projects and interventions of varying size and scale.

2.3 Core requirements for applications to the Fund

Applicants will need to set out clearly in the application form the aims and objectives of their project and explain how the activity will raise attainment. Applications will need to explain how their project supports the wider school or departmental plans for teacher professional development, numbers of teachers engaged/numbers of pupils benefiting and year or cohort groups, the wider impact you expect the project to have and a strategy for longer term sustainability after this funding finishes. See Appendix 1 for a table which sets out examples of desired outcomes in more detail.

Proposals need to demonstrate good value for money; this does not mean necessarily the cheapest approach. For example, longer-term support for embedding teacher subject knowledge and peer to peer learning in a school could have a better impact than a teacher attending a lower cost one-day course.

The activity must take place in at least two schools. The total number of schools will depend on the size and scale of your project and the grant size. Other partners can help deliver your project. For more details see page 16: "Who can apply".

Your application must show how your project will be sustained or continued, remembering that the purpose of the Fund is to embed cultural change, raise pupil attainment and to place subject knowledge at the heart of professional teacher development.

All applicants will need to show how they already have a commitment to sharing good practice and demonstrate a willingness to contribute to the development of a self-sustaining learning community of schools.

Applicants will need to explain how current or previous evaluation activity evidences and substantiates the proposal, as well as plans for future evaluation if funding is successful. The activity and approach that you propose in your application will need to be evidence-based.

Fund Details

3.1 Size of the Fund

The Fund hopes to invest over £24 million to support evidence-based activity led by schools in partnership with other schools and key partners (additional details in Section 4).

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.

We wish to begin funding the majority of activity during 2013. To achieve this we encourage all applicants to consider putting forward their application in the summer term of 2013.

2.2 Funding Rounds

Round 1 – Grants from £75,000 to £500,000 per year

This level of funding is intended to scale up existing activities with a proven track record or evidence base. We anticipate the size and scale of applications to vary considerably. Projects could include, for example, the adaptation of, or scaling-up of existing effective programmes, or delivery in a different way, across different cohorts or networks, or a programme that has been trialed in other parts of the world. The bigger and more ambitious the activity, the greater the requirement for data rich evidence and the expectation the activity will work across a wide network of schools – for example across more than one borough or across primary and secondary. Large projects should operate at sub-regional or pan-London level.

Round 1 is a two-stage application process, with a stage 1 application form that will include all the basic information about the proposal (more details of what information is required and the assessment criteria are set out on page 18). Applications for Round 1 will open in March 2013. Applications may be for funding for up to two academic years from September 2013 to July 2015.

Case Study - Languages Support Programme

A Teaching School championed the DfE funded Languages Support Programme, engaging in careful evaluation of a languages audit and leading group discussions with colleagues which resulted in identifying their three priority areas for development: subject knowledge, pedagogy and curriculum.

A training programme has been compiled to assist teachers in developing their professional practice in languages.

Round 2 - Grants from £30,000 to £75,000

This is a smaller level of grant funding which will have a one-stage application process. The Fund aims, priorities and core requirements remain the same. Activity can run over one or more school terms and one or more academic years up to July 2015.

Applications will need to cover at least two schools and carry out further evaluation, building on existing evidence. This is an opportunity for something which has been working well in one school to be tested more widely with partner schools, or to apply an approach which has worked successfully elsewhere.

There is a rolling programme and applications will be assessed within 10 weeks of receipt.

Applications for Round 2 will open in June 2013.

Round 3 – Details will be confirmed in autumn 2013

The focus for Round 3 will be announced in autumn 2013. This will enable the Fund to prioritise and, if necessary, to maintain a balanced portfolio across the Fund.

For all funding rounds we may want to check some information with you following your application and may also invite you to attend an interview.

Case Study - State and independent schools in partnership

An academy chain reviewed their pupils' achievement in science and maths A level results and identified that fewer A* grades were being achieved than predicted. The review identified that the departmental teaching lacked deep subject knowledge in maths and chemistry, which could enable the teachers to go beyond the syllabus and help students achieve the top grades.

To overcome this problem the academy identified a partner school in the independent sector which offered excellent graduate teachers to help run "content-driven master classes" for the teachers from the academy chain.

The two schools agreed a partnership approach to share their expertise: in return, the academy chain is helping the independent school with the use of data and tracking of performance management.

3.3 Length of programme

The Fund opens for Round 1 applications in March 2013. We wish to begin funding the majority of activity during 2013, with some projects commencing in September/October 2013 and, where possible, running across two academic years to July 2015. To achieve this we encourage all applicants to consider putting forward their proposal in the summer term of 2013. As this is a time-limited programme, early applications are strongly encouraged to ensure that initiatives can be delivered over two school years where appropriate. During 2013 there will be a number of funding rounds. See section 3.2 above.

3.4 Additional funding

If you are able to bring additional funding to the project; from your own resources, in-kind, or from another funder please show this in the application. There is no minimum requirement.

3.5 What will the Fund pay for?

Payments will be quarterly in arrears with evidence of achieving project milestones required in the quarterly monitoring reports. The Fund can be used for new or expanded activity; it will not duplicate or replace existing funding. The activity must take place within London. The funding is for revenue expenditure only.

The Fund will **NOT** cover:

- General leadership support and training for head teachers and senior management teams
- Support for generic teaching methods and practices, i.e. not subject specific
- Support for non-academic teaching activity, such as pastoral care training, support for vocational training, employability skills, careers advice and work experience.

Case Study - Residential study for teachers

A programme of residential study for teachers to consolidate and deepen subject knowledge will be piloted through the London Schools Excellence Fund, starting in 2013.

The pilot will see a number of residential study programmes combined with continued support in English and Maths back in the classroom (aimed at both primary and secondary school teachers). Up to 100 teachers from London schools will be able access these residential study programmes.

4. Evaluation ambition

4.1 Evaluation priorities

The ambition is that by investing in teachers the Fund supports the implementation of a number of projects that will improve teaching outcomes and directly impact on pupil aspiration, participation and attainment. We need to evaluate the impact of all projects and will use a number of different methods.

4.2 Evaluation

The Fund will pay for the costs of monitoring and evaluation which you will need to estimate as part of your project proposal. Proposals will need to explain their requirements for on-going evaluation as part of the initial cost of the project in a manner proportionate to the size and scale of the application.

You will also need to complete a self-evaluation toolkit, provided by the GLA, to provide key data, process and evaluation reports. This will bring together all the monitoring information and evaluation for your project.

The Fund will also commission a mix of external evaluations (shorter and longer term) to capture and distil learning in order to contribute to the wider debate and knowledge on improving children and young people's educational achievement. This will inform the Fund's priorities later in the programme and will be used for wider dissemination of research and evaluation to schools and teachers.

Individual projects will be subject to external evaluation according to the nature, timing, cost, and scale of the intervention being proposed. These three strands of evaluation will be undertaken by the Fund:

- Existing or evidence-based projects,
- New or untested projects,
- Evaluation of the overall effectiveness of the process.

4.3 Project Oracle

The GLA is the main partner in Project Oracle, a children and young people's evidence hub that aims to understand and share what works in improving outcomes for children and young people in London. The Project Oracle provides a framework sets out standards or levels of evaluation. GLA encourages all GLA funding recipients and partner organisations to register with Project Oracle. The intention is for the wider education programme evaluation to contribute to the body of evidence collected by Project Oracle.

5. Who can apply

5.1 Schools

Schools are encouraged to bid for funds in collaboration with each other (including maintained schools, academies, free schools, independent schools, PRUs and alternative providers, special schools and 'virtual schools' for children in care). The GLA encourages bids from schools that are already achieving levels of excellence to work and share their expertise with a wide range of other schools.

5.2 Other Organisations

Registered charities, not-for-profit organisations, local authorities, federations of schools, clusters of schools, teacher groups, further education colleges, universities, academies and academy chains, mutuals, co-operatives, or any combination of these can apply for funding provided that they are working in partnership with schools.

5.3 Working with schools

When applying for funding applicants are not required to have signed up all the schools they wish to work with. However, it is expected that a minimum of two schools will have been engaged with and have a clear commitment from the Senior Leadership Team. Applicants will need to clearly identify the types of schools the application covers and demonstrate a suitable approach to successfully bring schools together. They can work with schools ranging from "outstanding" to "schools required to improve". The GLA will wish to agree on the final list of schools with you.

6. How to apply

6.1 Round 1 - Application process

There is a two-stage application process, outlined below:

Stage 1 – Initial Application

All applications begin by submitting an initial application form which is available from the GLA website along with frequently asked questions. The application form is short and focuses on the bidding organisation, evidence base and project details. Recommendations will then be made to the Fund's Expert Advisory Group as to which applications will be invited to submit a Stage 2 application.

Stage 2 – Full Application

Applicants invited to Stage 2 of the application process will be provided with feedback from the Expert Advisory Group and then submit a more fully developed proposal along with a delivery or work plan; a detailed budget; evaluation plan and financial information concerning the applicant organisation (further details in Appendix 2). As part of the Stage 2 application process the GLA team will review the application and take additional advice from experts. Applicants may be asked to attend an interview. The GLA may also suggest potential linkages to other Fund applications, projects and/or external advice.

Recommendations will then be submitted to the Expert Advisory Group who will decide whether or not to recommend the application to the Mayor for funding.

6.2 Assessment Criteria

Applications at Stage 1 will be assessed by the GLA on how well they meet the following criteria. Proposals must meet all of the criteria set out in the table below.

Assessment criteria	Information needed in your application
Your project	<p>Demonstrate how it meets specific Fund aims and priorities</p> <p>Explain rationale of how the activity will raise attainment for pupils</p> <p>Outputs – teacher/pupil numbers, year group/cohorts</p>
Subject knowledge area/s	<p>Priority subject, EBacc subjects, other subjects (see Section 2)</p> <p>Approach to developing teacher subject knowledge and subject specific teaching methods/pedagogy and method of support for subject knowledge</p> <p>Method of embedding within and sharing across schools</p>
Outcomes	<p>Teachers – e.g. measure of teacher quality/confidence before or after</p> <p>Pupils – e.g. pupil attainment data, participation data</p> <p>School and wider school system</p> <p>Roll-out, scalability and sustainability e.g. the identification of the underpinning principles for transferability</p>
Evidence	<p>Previous evaluation of work completed and/or evidence from elsewhere which supports the rationale of your project</p> <p>Outline how you wish to evaluate your project</p>
Experience and ability to deliver the proposal	<p>Your experience in delivering subject knowledge teacher professional development, school to school activity, or your previous experience of similar activity</p> <p>Support for the project by at least two schools</p>
Budget and value for money	Your outline budget

	Your match funding and/or funding in-kind
Your organisation	<p>Details of your organisation and assessment of financial capacity to deliver the size and scale of project you propose.</p> <p>At Stage 1 organisations will be requested to confirm that they can provide details e.g. accounts and insurance (full list in the application form), further information will be collected with the Stage 2 application. Financial checks will only be carried out on organisations progressing to Stage 2.</p> <p>The one-stage application (Round 2) will incorporate financial information. Further details are set out in Appendix 1.</p>

6.3 Timescales

The first round (Round 1 March 2013) invites applications to the Fund in relation to the aims, objectives and priorities as set out in the prospectus (see Section 2). The timetable and dates for receipt of applications are set out in the table below. Once the Stage 1 application is received, it will be assessed and reviewed at the next meeting of the Expert Advisory Group. Any applications received after the closing date will automatically go forward to the next round.

Stage 1 applications will be assessed within 8 weeks of the deadline date and successful organisations will be invited to submit full applications by the Stage 2 deadline as outlined in the table below.

Launch 27 March Call for Round 1 Applications	Stage 1	Stage 2	Delivery to commence from
	Application deadline dates	Full Application Deadline	
Bidding windows	29 April 2013	28 June 2013	September 2013
	17 June 2013	30 August 2013	October 2013
Round 2	June 2013 – details published		
Round 3	Autumn 2013 – details published		

7. Keeping in contact

Further details about Round 2 funding will be available in June 2013 and Round 3 in autumn 2013. You can register your interest in advance; email the GLA education programme delivery team for any other queries at: educationprogramme@london.gov.uk

Details on the progress of the Fund and other activity taking place within the Mayor's Education Programme will be updated online.

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 issues, you can subscribe to: capitalchild@london.gov.uk

Appendix 1 Examples of desired outcomes

Teachers and teaching	
Outcomes	Longer Term Outcomes
<ul style="list-style-type: none"> Teachers in LSEF schools have increased subject-specific knowledge and greater awareness of subject-specific teaching methods. Teachers in LSEF schools delivering higher quality, subject-focussed teaching. Teachers in London using better subject-specific resources in their teaching. Teachers in London making greater use of networks with other schools and colleagues to improve their subject knowledge and teaching. 	<ul style="list-style-type: none"> Teachers in LSEF schools sustaining and building upon their improved capabilities and confidence. Teachers in non-LSEF schools learning through the dissemination of LSEF evaluation results and encouraging their own schools to offer them more continual professional development. More robust evidence base for, and understanding of, those subject-led professional development outputs/work streams/interventions that have the most impact on teaching quality. Better understanding of the critical features of successful subject-focused networks and how to scale up activity across schools and between primary and secondary levels
Pupils	
Medium Term Outcomes	Longer Term Outcomes
<ul style="list-style-type: none"> More pupils of all backgrounds and abilities receiving high quality subject-focussed teaching as a result of LSEF projects. Increased educational attainment for pupils receiving teaching in LSEF schools. Improved transitions between the primary and secondary phases of education for pupils in LSEF schools. Increased take-up of STEM subjects and/or languages at GCSE and A-Level in LSEF schools. Heightened long-term ambitions for pupils in LSEF schools. 	<ul style="list-style-type: none"> Increased Level 5 and 6 attainment at Key Stage 2 Improved GCSE and A -Level attainment for pupils in LSEF schools. Improved employment and further education outcomes for pupils from LSEF schools. More robust evidence base for, and understanding of, those subject led professional development outputs/work streams/interventions that have the most impact on pupil attainment and participation in the priority subjects. Pupils in non-LSEF schools receiving improved subject focused teaching as a result of school-to-school learning and dissemination of evaluation results.
Schools and the wider school system	
Medium Term Outcomes	Longer Term Outcomes
<ul style="list-style-type: none"> More schools engaged in subject learning/knowledge focused networks with other schools, especially in the primary sector A number of London teaching schools taking the lead on subject knowledge, acting as knowledge hubs, and working with a wide range of schools and London universities 	<ul style="list-style-type: none"> Better understanding of the critical features of successful subject knowledge focused networks Greater understanding of the scalability of this activity across schools and between primary/secondary System wide learning supporting the change of focus to subject led, knowledge based approach System-wide learning leads to a change of focus towards a subject led/knowledge based approach to teacher development - valued by schools and prioritised in budgets.

Appendix 2: Financial Due Diligence of Applicant Organisations

(i) LIST OF DOCUMENTS TO BE PROVIDED BY APPLICANTS

Applicants will be required to provide the following mandatory documentation with their Stage 2 application and will be asked for confirmation that they have this at Stage 1. Where a single assessment process is used (ie, Round 2 Small Grants) this information will be required at that stage.

- Registered company/charity name;
- Registered address;
- Name and contact details of bankers;
- VAT registration number; and
- Details of previous GLA contracts/grants and values over the last 12 months.
- Where applicable, details of your organisation and / or any of your directors / partners / proprietors' bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors, or subject to relevant proceedings;
- Where applicable, details of any pending or actual investigation by a consultative committee of accounting bodies in relation to accountancy standards or professional conduct for which your organisation and / or any of its director(s) / partners/proprietor(s) is/has been subject to, including actions taken to put things right;
- A copy of the most recent audited accounts **or** copy of the most recent accounts signed by an independent and qualified accountant. The accounts must include a full set of notes to the accounts, Directors report, balance sheet, statement of the organisation's turnover, profit & loss/income & expenditure (not abbreviated) and cash flow position for the most recent full year of trading/operations, where this information is not available in audited form (this is also a mandatory item for Parent Companies and for all partners applying as a Consortium);
- A statement of the organisation's cash flow forecast for the current year;
- The organisation's budget for the current year;
- Budgeted allocation of funding within the project or a budget detailing which activities within the recipient's organisation will be funded. The budget should contain line details of proposed expenditure e.g. staffing costs, stationery and publicity;
- Evidence of Public and Employer's Liability Insurance;
- Where appropriate, a written Parent Company Guarantee (to be submitted by Parent Companies only);
- Consolidated Financial Accounts for the consortium (to be submitted by the Lead Partner from Consortiums only).

(ii) ASSESSMENT OF APPLICANTS - Scoring of Financial Risk Assessment

Exemption:

Local Authorities, local authority controlled schools and Government funded Higher Education Institutes and Further Education Institutes are exempt from Financial Risk Assessments and therefore their status must be clearly highlighted in the application.

For all other organisations due diligence checks will comprise of tests against the following areas: the value of funding requested as a percentage of turnover, liquidity, profitability, the return on capital employed, gearing, the debtors and creditors cycle, Dunn & Bradshaw reports check, Charity Commission check, insurance documents (including parent guarantee/performance bond checks where appropriate).

Dunn & Bradstreet Credit Rating System

The financial accounts will be analysed by an external credit rating company Dunn & Bradstreet. A Dunn & Bradstreet Credit Report will be produced for each organisation. This will give a rating of the financial strength of the 'Applicant' as well as their credit risk status using a financial tool with financial criteria relevant to the Standard Industrial Classification the organisation is coded against. Details of any possible Director Disqualifications, County Court Judgements and mortgages on properties owned, are also provided as part of this report. Please note any scores which fall below the threshold of 50 out of 100 marks, will result in a failed application. This applies to both the 'Applicant organisation' and its 'Parent Company'. Although the analysis provided by Dunn & Bradstreet will form part of the assessment, GLA staff will perform other financial assessments as set out below and will highlight any areas of concern from the analysis and recommend appropriate risk mitigation strategies ensuring that any financial risk to either the success of the programme and project objectives, or to the funding itself, has been considered prior to the award of the grant funding.

Assessment of Turnover

To minimise risk to both the GLA and the 'Applicant' under this opportunity the GLA will not provide funding to any one single organisation in any one financial year of more than 50% of the turnover stated in the 'Applicant's' latest finalised and signed off set of financial statements. If funding is being sought over several years then the turnover figure in the latest finalised and signed off set of financial statements, will be used as the base figure.

Maximum threshold

The maximum amount that the GLA can award to any one Applicant is noted and cross referenced to any existing funding that may be in place. This allows the GLA to gauge its level of exposure in relation to any one Applicant. If an Applicant is already under contract with the Agency and the value applied for takes them over the 50% threshold, then the application for funding will not be approved.

Multiple Applications

Where Applicants have been shortlisted for multiple applications (i.e. concurrent applications for two or more contracts), the assessment will determine the number and value of contract than can be awarded, particularly where funding of projects would take the Applicant over the permitted grant to turnover threshold.

Assessment of Financial Statements

GLA staff will review the submitted Financial Statements and notes to the accounts of each 'Applicant' organisation. This is to ensure no issues are raised and also where applicable, no qualifications have been raised by the external Auditors or the external accountants responsible for the signing of the financial statements.

Checks on Charities

For 'Applicants' with a charitable status, the Applicant's details will be checked against those held at on the Charity Commission's website. Checks are undertaken to ensure that the 'Applicant' does holds charity status, that all documents requested by the Charity's Commission have been submitted on time and that the Charity Status has not raised any concerns about their status.

Parent Companies

In addition to the financial standing of the 'Applicant' organisation, the GLA will also take into consideration the financial standing of the 'Applicant' organisation's Parent Company and the links and dependencies between the 'Applicant' and its Parent Company in order to assess the overall risk exposure for the GLA. 'Applicants' who intend to rely on their Parent Company to establish financial standing must provide written confirmation from the Parent Company, that they will provide a parent guarantee for the Applicant as attached to this opportunity 'Parent Company Guarantee'. In addition, the Parent Company must submit exactly the same financial information as the Applicant and this information will be assessed in the same manner as the Applicant's therefore allowing the GLA to ensure the strength of the Parent Company and the guarantee it is binding itself to.

The Parent Company will be financially assessed in exactly the same way as the lead Applicant as described above.

Government Support

If an Applicant is being subsisted or funded by central government then all details of this must also be submitted with the application.

Additional information for consortia bids

Nomination of Lead Partner

For projects applying for funding in a consortia, all members of the consortium will sign the contract and will each be jointly and severally liable under the contract. One member of the consortium will need to be appointed as Lead Partner for management and correspondence purposes. The GLA will perform an evaluation of the financial standing of all the members of the consortium. All members of the consortium must therefore submit the documents listed in section 2 (List of documents to be provided by Applicants).

The lead partner for the consortium who will be the nominated partner for management and correspondence purposes, must also submit a consolidated financial summary of the consortium's financial details. Individual consortium member's financial details to will be required to reconcile this.

Assessment of Turnover

The GLA will initially review the consolidated financial summary to ensure that the value applied for is not more than 50% of the consolidated turnover figure. **If it is above 50% the application will be rejected.**

Risk Assessments

Following the Assessment of Turnover successfully passed, then, all members of the consortium will be subject to exactly the same financial risk assessments undertaken in Option 1 which is set out above.

Other formats and languages

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Chinese

如果需要您母語版本的此文件，
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Hindi

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

Vietnamese

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

Bengali

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

Greek

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

Urdu

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

Turkish

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

Arabic

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

Punjabi

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

Gujarati

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

