
MAYOR OF LONDON'S EDUCATION PROGRAMME

DELIVERY PLAN REFRESH 2014/15

APRIL 2014

MAYOR OF LONDON

Introduction

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

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

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

To achieve this, there are two fundamental requirements. The first requirement is excellent education delivered by knowledgeable and inspiring teachers to support every child in achieving his or her potential. The second essential requirement is children and young people who are motivated and engaged; who are secure and resilient to life's challenges and so are able to participate effectively in the education offered to them. Achieving this sometimes involves delivering support and interventions outside education institutions to help young people overcome issues and risks they face in their homes and wider communities.

This is why we have extended the Education Programme Delivery Plan for 2014/15 to cover some of the valuable work the GLA does with young people in London outside of formal education environments. What started as the Education Programme is now the Education and Youth Programme in recognition of the interdependence between resilient, engaged young people and successful educational outcomes.

In line with the Mayor's 2020 vision, the GLA strives to ensure that all young Londoners are actively participating in education, employment or training. Not only do we aim to ensure that education and training in London provides young people with the knowledge and skills they need to secure jobs, but we also aim to ensure that the same education and training provides businesses and employers in London with the knowledge and skills they need to thrive and grow and to compete in a global market.

The first year of the Education Plan was based on the three themes identified in the Mayor's Education Inquiry Report, "Going for Gold", which emphasised the need for London to move from achievement to excellence by

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

For 2014/15, we are adding:

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

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

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

Progress so far

1 Promoting excellent teaching in all London Schools

When the 2013 Education Delivery Plan was drawn up, initial priority was given to the first theme of "Promoting excellent teaching in all London schools". The first five of the Inquiry Panel's twelve recommendations came under this theme. The GLA's activities in this area in the first delivery phase built on the Panel's priorities for action, namely:

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

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

- The London Schools Excellence Fund - to stimulate new partnerships and help schools make substantial progress to raise standards in literacy, numeracy, STEM and modern and ancient
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foreign languages through improving teacher subject knowledge and supporting teaching excellence.

- The London Schools Gold Club - an annual scheme to identify schools that are 'bucking the trend' by achieving exceptional outcomes compared to other schools with similar cohorts, particularly for their most disadvantaged pupils. Gold Club members participate in a programme of school to school shared learning to enable other schools to learn from their good practice.
- The London Curriculum - a rich programme of resources and activities to help London schools bring the new national curriculum to life, injecting it with the excitement of the capital city. The London Curriculum is positioned at key stage three, to provide a sense of stretch and opportunity in the formative years of secondary school.

Year 1 Objectives:

1.1 Design the eligibility criteria and delivery model for launching the pilot year of the London Schools Gold Club scheme by summer 2013.

With input from expert advisors from across London, eligibility criteria were established to ensure exceptional attainment would be recognised in schools with a range of different cohorts. Pupils arrive at schools with varying degrees of existing attainment. The published Gold Club criteria take account of this and acknowledge exceptional outcomes relative to pupil intake. By early autumn 2013, eligible schools had been invited to join the London Schools Gold Club in recognition of their achievements. The formal awards ceremony was held at the Mayor's inaugural Education Conference in November 2013, where members were presented with their certificates signed by the Mayor. In its first year, the London Schools Gold Club has 114 members. A comprehensive seminar programme has been put together to allow other schools to learn from what Gold Club members are doing to make a difference.

1.2 Produce an annual report on London's schooling, drawing on Gold Clubs' performance data and wider measures as published in the two Education Inquiry reports.

The Mayor's first London Annual Education Report was published in November 2013 and launched at the inaugural Education Conference. Drawing on a range of data, the annual report gives a current picture of London's education system, updating key statistics and highlighting trends in order to inform on-going improvements in outcomes for young people. The report was well received by stakeholders and plans are already underway to make this year's report even better, with more city level data and rich case studies of good practice.

1.3 Deliver an annual, London education conference, led by the Mayor, to highlight the best practice of London schools, involving international speakers.

The Mayor's inaugural Education Conference was held on 22 November 2013. This event brought together over 300 London school leaders with international experts to find out more about giving young Londoners the skills, knowledge and creativity they need for success. There were high profile keynote speeches from Mayor of London, Boris Johnson, Secretary of State for Education, the Rt Hon Michael Gove MP and a host of top international speakers. Feedback

from the day was extremely positive. The event successfully celebrated the best of education in London, within the wider context of rising to the global challenge. Preparations are being made for the second Mayor's Education Conference in November 2014.

1.4 Launch the London Schools Excellence Fund to stimulate new partnerships and help schools to raise standards in literacy, numeracy and separate sciences, technology, engineering and maths (STEM). The subject focus will include, too, modern and ancient foreign languages.

The £24 million Fund (funded by £20m from the Department for Education and £4m from the GLA) was launched in March 2013. The fund's overarching aim is to give teachers the professional support they need to strengthen their subject pedagogy. The prospectus invited applications for funding for projects which cultivate teaching excellence through investment in knowledge-led teaching, support self-sustaining school-to-school and peer-led activity to raise achievement in priority subjects, take tried and tested interventions to scale, or create cultural change and raise expectations in the London school system. Following the launch, the GLA has run three rounds of applications and 104 projects have so far been funded. These projects are now moving into delivery, with over 50% led by schools. Over 820 schools are benefitting from the work of these projects.

1.5 Establish an Expert Advisory Group to steer the London Schools Excellence Fund.

This group was established at the outset to ensure the conceptual and practical development of the fund was properly informed and evidence-based. The Expert Advisory Group has been valuable in shaping the focus and model of funding. The group will continue to support the delivery of the London Schools Excellence Fund for the duration of the programme.

1.6 Develop residential study opportunities for primary and secondary teachers to enhance subject knowledge.

Teacher residential study has been taken forward through the London Schools Excellence Fund first phase initiative. We have three projects, all of which involve a residential element, currently delivering professional development to 100 teachers of maths and English. Further knowledge mobilisation activity funded by the London Schools Excellence Fund, will disseminate the learning from these projects to support the provision of further residential and knowledge-based professional development opportunities for teachers in the future.

1.7 Establish with the London Pupil Referral Unit Network a programme to support PRU leadership development and strengthen subject knowledge in English and maths.

Discussions with key stakeholders and more detailed programme planning led to a decision to incorporate support for schools working with some of London's most vulnerable and troubled young people in wider programme activity. Pupil Referral Units and Special Schools must necessarily measure success in broader ways than mainstream schools, but work is underway to scope two strands of the London Schools Gold Club tailored for Alternative Provision and Special Schools, to support this sector and mainstream schools alike in continuing to improve their practice. Some subject knowledge support has also been provided through the London Schools Excellence Fund and we will continue to raise awareness among Alternative Providers

and Special Schools of the opportunities to improve their practice that are available through the wider Education Programme.

1.8 Develop a London Curriculum programme to strengthen subject teaching and bring learning to life by drawing on London's extraordinary heritage, people and places.

The London Curriculum has been developed in collaboration with subject experts and cultural organisations across London. The GLA owes a big debt of gratitude to the Museum of London in particular for their generous support with developing the first five subject resources. The London Curriculum guide and subject information leaflets for English, History, Music, Art and Design and Geography were shared with an audience of London teachers and school leaders at the Mayors Education Conference in November 2013 to great interest. Several schools took the opportunity to sign up to the London Curriculum pilot which is currently underway to test the lesson plans and teaching resources across these five subject areas to ensure that the final products have been informed and improved by practising teachers. Feedback so far has been very positive and we are working towards a formal public launch date of July 2014, which will make the London Curriculum resources for the first five subject areas available to all schools in London.

The London Curriculum is a knowledge-led curriculum and the current pilot activity also completes the 2013 Education Programme objective to establish a knowledge-led curriculum pilot.

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

This overarching theme of the Mayor's Education Programme is about ensuring the link between education and future employment, training or study. It is about maximising join up between education, business and higher education institutions. It is about supporting every young Londoner to make the transition effectively from school or college into new opportunities.

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

The national backdrop has undergone considerable change in the last few years. A new 11-19 curriculum has been introduced. Vocation qualifications have been reformed following Professor Alison Wolf's Review. The participation age has been raised and schools have taken on the duty to provide careers guidance to their students.

All this change has set the context for the Mayor's programme activity in preparing young Londoners for life and work in a global city, but it has also necessitated a slow and careful approach to designing interventions in order to allow for changes to complete and embed. With this in mind, GLA activity

over the first year of the Education Programme has focused largely on engaging with key stakeholders, scoping ideas and gathering evidence of good practice to ensure that interventions will work and have impact. With the foundations in place, in Year 2, we aim to drive this work forward into delivery.

Year 1 Objectives:

2.1 Assist London schools, colleges, post-16 training providers, employers and universities in the development of 14-19 transitional programmes that are underpinned by the provision of robust labour market data.

The London Councils' Young People Education & Skills (YPES) Board, the London Enterprise Panel (LEP) and the GLA met to explore the core principles of a London offer. The outcomes from this meeting and from broader stakeholder discussions have informed how we will take forward this work and the development of this year's objective. The Mayor's Academies Programme continues to pilot a programme of intervention to support better outcomes for school leavers and effective transition into further education, training or employment. The "three part offer" model focuses on raising skills, providing access to a job or training offer for all young people, and promoting community learning hubs to join up efforts to improve school performance with efforts to improve adult skills. The programme evaluation will be commissioned this year and will feed into the GLA's wider knowledge mobilisation and dissemination to benefit other schools and academies across London.

2.2 Investigate the need for regional support to deliver careers education and work experience in London schools.

These issues have been discussed as part of conversations with London Councils' Young People Education & Skills (YPES) Board and the London Enterprise Panel (LEP) and have informed the shape of the objectives going forward. Careers advice and guidance has been a key aspect of the "three part offer" delivered by the GLA's Academies Programme. The learning gained will also inform this year's work. We are now looking to engage more closely with young people to shape the nature of support required and aim to move swiftly into delivery in the 2014/15 financial year.

2.3 Bring together the education, business sector and local authority partners to take actions which would make a significant improvement in the outcomes for children in care/care leavers.

The GLA has met with Virtual School Heads and Directors of Children's Services from a number of London boroughs to inform this work. This has resulted in a revised specification for this strand of the London Schools Excellence Fund and has informed this year's objective to fund a project through the Excellence Fund to provide specialist training to foster carers, designated teachers and other professionals to support the educational attainment of children in care and care leavers.

The GLA also continues to support children in care and care leavers through its youth engagement work, including through strategic influencing to help partners secure European Social Fund allocations to deliver targeted support for children in care and supporting the annual Christmas day party organised by the Topé Project for children in care from many London boroughs.

2.4 Improve links between schools in disadvantaged areas and Russell/1994 Group universities, to ensure subject choices made by young people at GCSE and A Level are better informed.

The GLA has 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. A roundtable was held in May 2013 attended by several research intensive universities and London schools. It was hosted by Ernst and Young. In November 2013, the Mayor launched the London Schools Atlas, an innovative interactive online map providing a detailed picture of London schools, current patterns of attendance and potential future demand for school places. We are now looking at how the London Schools Atlas can be developed to inform university widening participation programmes and exploring ways to link students and alumni of research intensive universities with school and college pupils in disadvantaged areas.

3. A good school place for every London child

The Mayor recognises the growing crisis in school places in London and the negative consequences this has for families across the city. The GLA is therefore encouraging and supporting new schools in the capital – including a new generation of ‘free schools’ – to help address the shortage of school places, to give parents greater choice and to encourage innovation. Activities to support this objective include:

- Establishing the New Schools for London unit to support the expansion of Free Schools in the capital by providing advice to school groups and identifying 10 sites from within the GLA Group portfolio for new schools.
- Developing 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.

Work in these areas has continued apace and good progress has been made against all the objectives for 2013/14.

Year 1 Objectives:

3.1 Establish a pan-London Scheme for the production of school rolls projections on behalf of the GLA and London Boroughs.

Meet the ever greater need for robust intelligence and evidence in the context of London facing continued challenges in the area of pupil places planning.

The London Schools Atlas was published in November 2013. It is an innovative interactive online map providing a uniquely detailed and comprehensive picture of London schools, current patterns of attendance and potential future demand for school places. Covering primary and secondary provision, including academies and free schools, the Atlas uses data to illustrate current patterns of demand for school places at a pan-London level for the first time, rather than just within individual boroughs. It also gives projected changes in demand from 2012/13 to 2017/18, helping provide an indicative picture of where pressure on places might be in the future. The Atlas is an open and accessible tool for anyone engaged in meeting the challenge of providing good school places for all, including local authorities, free school groups, academy chains, policy makers and commentators.

3.2 Conduct analysis of school performance across London to identify areas that could benefit from high-quality new provision.

The London Annual Education Report collates information about London schools, including, notably, school performance data. The first Annual Report was published in November 2013 and presented performance data analysed across a number of variables to provide a demographic perspective on performance, analysis of performance by subject studied, and a spotlight on the performance of London's most vulnerable young people. Gathering this data at the London level makes it easier to identify and target areas that could benefit from new provision.

The Gold Club portal also publishes school performance data for all schools, alongside that of Gold Club schools, helping to identify where the best practice is and where there is room for improvement.

3.3 Support London free school proposers

In addition to work to identify ten new school sites, the GLA has been working to provide new school groups with help and advice on site and planning issues. We also have a strategic role in encouraging other organisations to establish new schools and encouraging housing developers to incorporate new schools into their developments.

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

The Mayor pledged to identify ten GLA Group sites that can be used by new schools over the course of this Mayoral term. Progress is ahead of target and we expect to deliver on the commitment well before the Mayor's term of office ends.

3.5 Support further shared learning and collaboration that identifies and disseminates creative ways of addressing primary school place shortages in the capital.

The potential for a joint project was scoped over summer/autumn 2013 with London Councils and the Association of London Directors of Children's Services. Discussions have informed plans for 2014 to gather case studies of best practice which are potentially transferable to other schools in London to help make expansion feasible for schools with greater demand than capacity and to encourage innovative ways of solving school place shortages e.g. through reorganisation of the school day.

Moving Forward in 2014/15

With such good progress to date, we are keen to maintain momentum in 2014 and to continue to drive forward the Mayor's Education and Youth Programme to achieve the best possible outcomes for London's schools and young people. The themes of "Promoting excellent teaching in all London Schools" and "A good school place for every London child" are now well into delivery. Work in 2014 will focus on maintaining effective delivery and scaling up our reach in order to start achieving outcomes and ensure real impact for London's young people. Across these strands we will also evaluate our work to ensure it is achieving maximum impact and value for money. Lessons learned will be shared through the GLA's knowledge dissemination activity.

On the theme of "Preparing young Londoners for life and work in a global city", having gathered the evidence and used it to scope and plan activity, we are now moving the programme of work into delivery. We look forward with enthusiasm to new partnerships with businesses and higher education institutions to keep improving the education offer that London provides to its young people and to help them make the right choices for a successful future.

Alongside this, we are continuing to progress and develop the GLA's work to foster engagement and build resilience among London's young people. The Mayor takes a holistic view of education and youth policy, acknowledging how the two must work together to ensure both an effective world-class education system and young people who are motivated and supported to engage in it. Both are essential to achieving the best possible outcomes for all London's young people.

Much of the GLA's youth programme activity is currently aimed at reducing or minimising the number of young people who are not in education, employment or training (NEET). The Mayor has developed a number of targeted interventions to prevent drop out among high risk groups and to support those who have already dropped out to re-engage. To help develop this work further and to ensure that interventions in education and youth support each other effectively, we will be reviewing wider youth activity to identify areas of need where interventions can be effectively targeted and gather evidence of what works.

In our role as a strategic organisation at the pan-London level, we will also continue to support the wider education and youth sectors locally and regionally and to foster links at the national level. We will, for example, work to help lever European funding for organisations with the capacity to deliver

even greater improvements for London's young people. We will help to influence the best way to spend those funds to ensure maximum impact.

We approach 2014/15 with energy and enthusiasm, driven by the knowledge of how much London has already achieved to provide high quality education for its young people and by the aspiration of how much more can be done to keep improving it.

Keeping in contact

You can follow progress of the Mayor's education programme at www.london.gov.uk/education-programme

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 educationprogramme@london.gov.uk
