

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Diversity and Specialism in London

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Foreword



In the London Challenge strategy we said that we want London to be at the leading edge of the creation of a new specialist system, building the confidence of parents and the achievements of students.

The Department's recent 5 year strategy builds on these aims, setting out how specialist schools will build centres of excellence – with the highest performing schools taking on second specialisms, training school status or leading other schools in partnerships.

In London we are moving towards the creation of this system where every individual school is developing a distinctive offer for parents through specialism, training school, Leading Edge, extended school status or academy status, providing the highest quality of learning for students and opportunities for teachers.

This document shares the achievements so far across London in specialism and the other diversity programmes. It maps the existing and aspiring schools taking part in these programmes.

Over the past year, I have seen a real commitment from London LEAs to help their schools achieve specialist status and build the specialist system, with valuable support from the Specialist School Trust and Youth Sport Trust. I hope that together we can take forward the achievements so far and move towards a better system, greater than the sum of its parts, in each locality.

A handwritten signature in blue ink that reads "Stephen Twigg".

Stephen Twigg
Minister for London Schools

Contents

Foreword	1
Contents	3
How to use this document	5
Where we are now	6
A new specialist system in London	12
Specialist and Diversity Programmes	19
The Specialist Schools Programme	19
Academies	22
The Leading Edge Partnership Programme	24
Training Schools	25
Extended Schools	26
Maps	
Academies in London	28
Full Service Extended Schools	29
London schools participating in the Leading Edge Partnership Programme	30
Training schools in London	31
Designated Specialist Schools in London	32
Specialist School Plans in London	40

How to use this document

This document shows the spread of existing and planned diversity and excellence programmes in London. These include: Specialist Schools; Leading Edge Partnerships; Academies; Training Schools; and Extended Schools. The London Challenge strategy set out clear targets, including one that by 2006 London would have at least 290 specialist schools.

The document has 3 parts – each of which has a practical purpose:

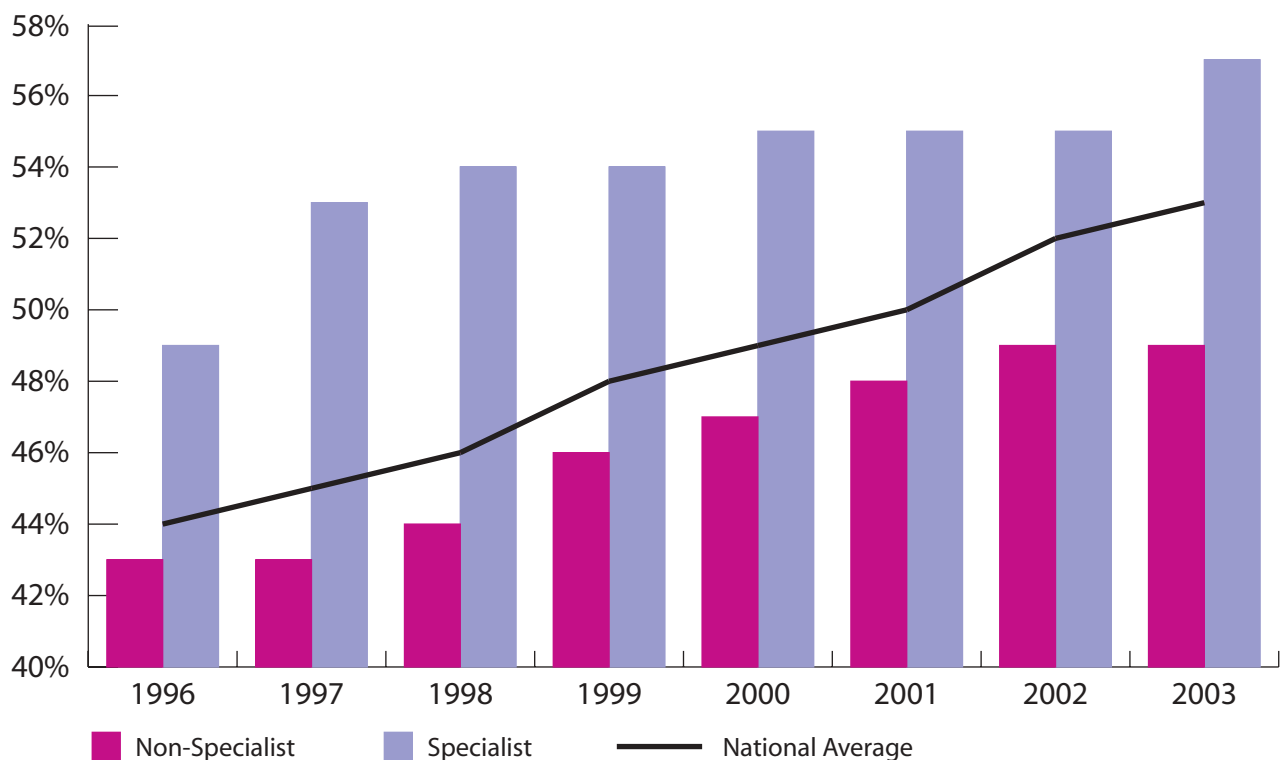
- 1) A summary of progress on the various diversity programmes illustrated with maps and graphs to aid strategic thinking across LEA borders;
- 2) A description of the ways schools and LEAs are creating the system we seek across London using case studies;
- 3) A practical focus on the various diversity programmes for interested schools.

This is essentially a working document designed to be a useful tool for schools and LEAs to build an integrated secondary education system for London. It sets out and celebrates where we have got to, describes the key challenges and gives an in-depth description of how schools and LEAs are using diversity programmes imaginatively.

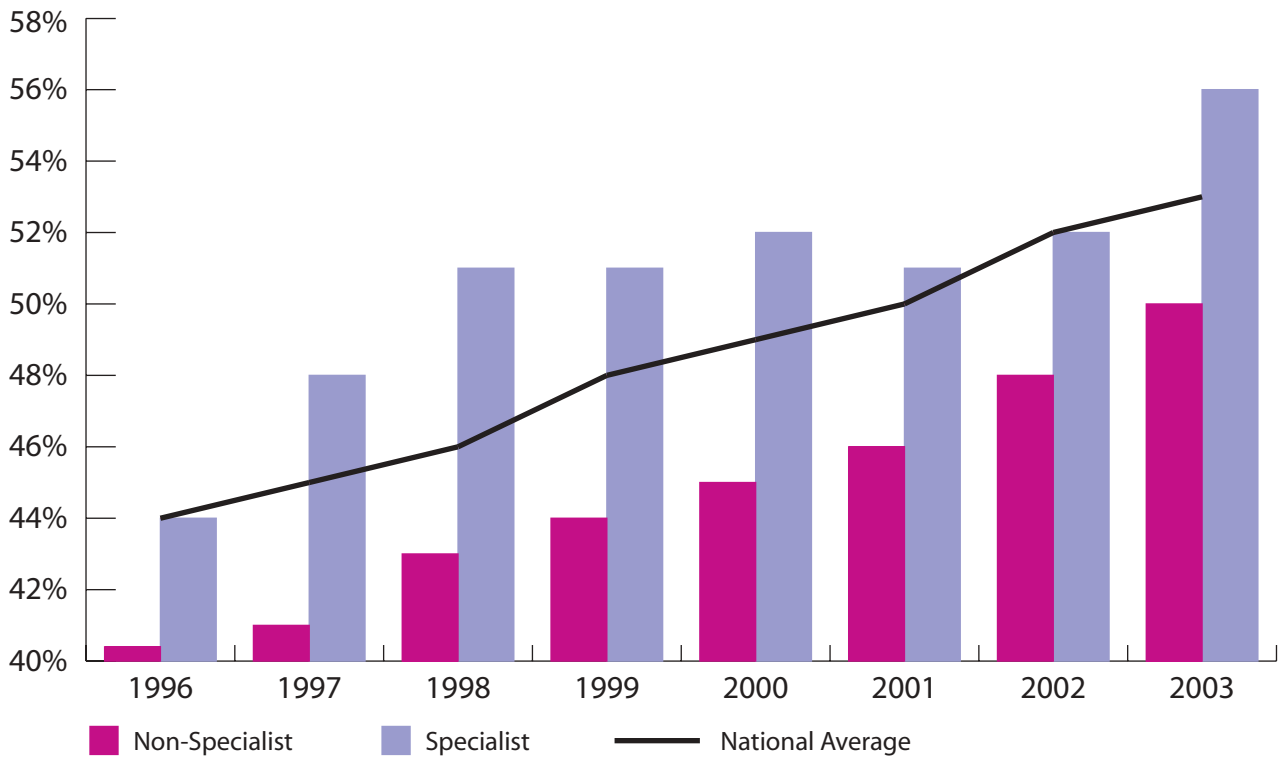
Where we are now

Part of the success of specialist schools in London is the marked acceleration in their performance. The percentage of pupils achieving five or more GCSEs at grade A*-C is significantly higher for specialist schools than non-specialist. In 2003 specialist schools in London achieved 6 percentage points higher at GCSE than their non-specialist counterparts. Encouraging more specialist schools to work together and join up resources can have a significant impact on schools' attainment at KS3 and KS4.

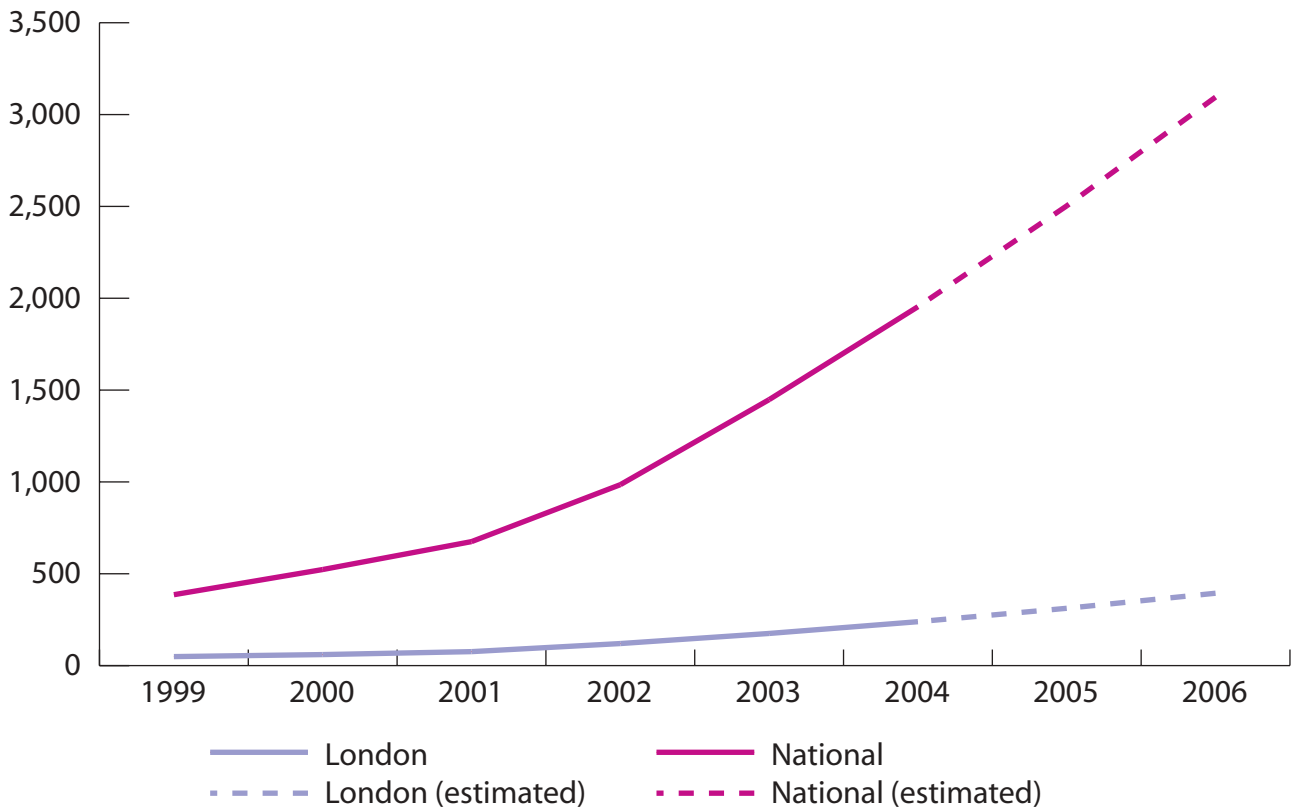
Specialist Schools (National) Rates of attainment % 5+A*-C GCSE



Specialist Schools (London) Rates of attainment % 5+A*-C GCSE



Expected increase in number of specialist schools: London and National

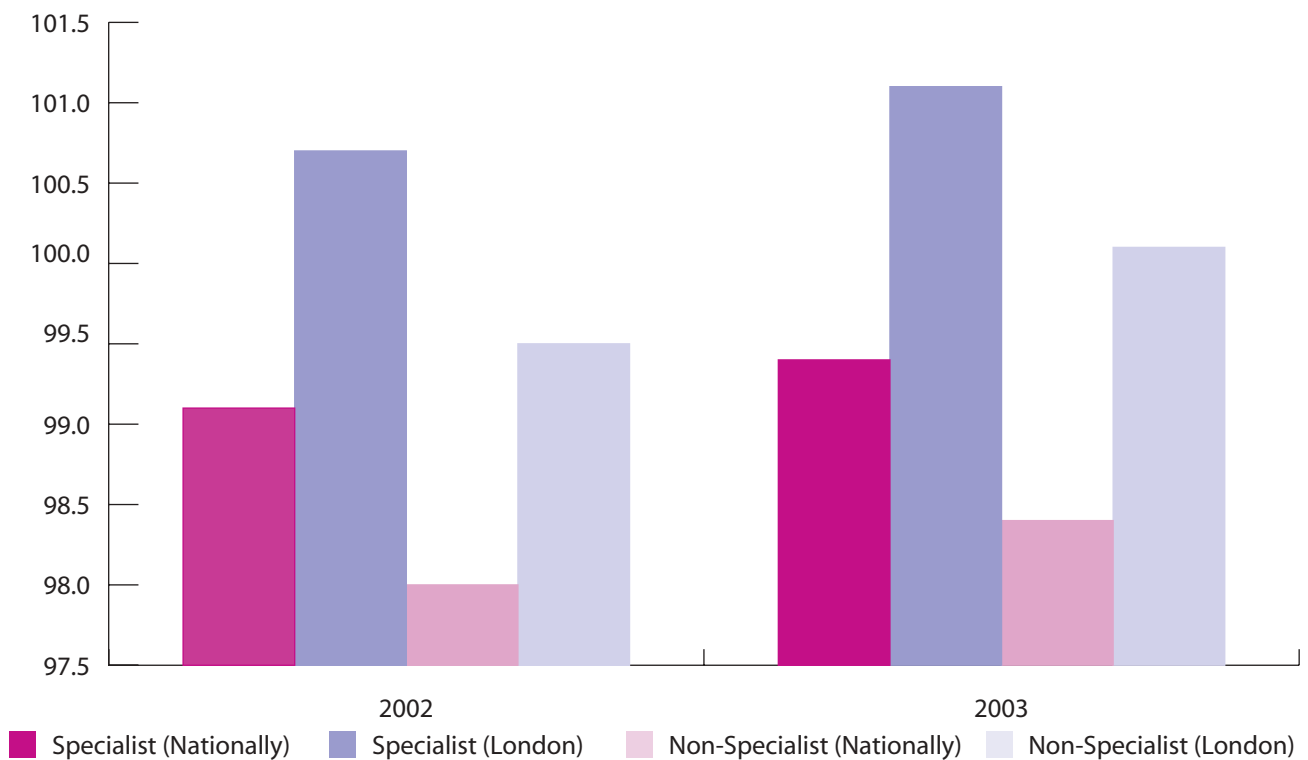


The previous graph shows the proportional increase of specialist schools both in London and the rest of the country over the last 5 years. This is promising for London, where 43 schools have been successful in the latest round of specialist applications, bringing the total number of specialist schools in London to 239, 58% of secondary schools.

Based on the most recent rounds, applications from London schools have an excellent rate of success. If the number of specialist schools continues to grow at a similar rate, then by 2006 virtually all London secondary schools should have achieved specialist status.

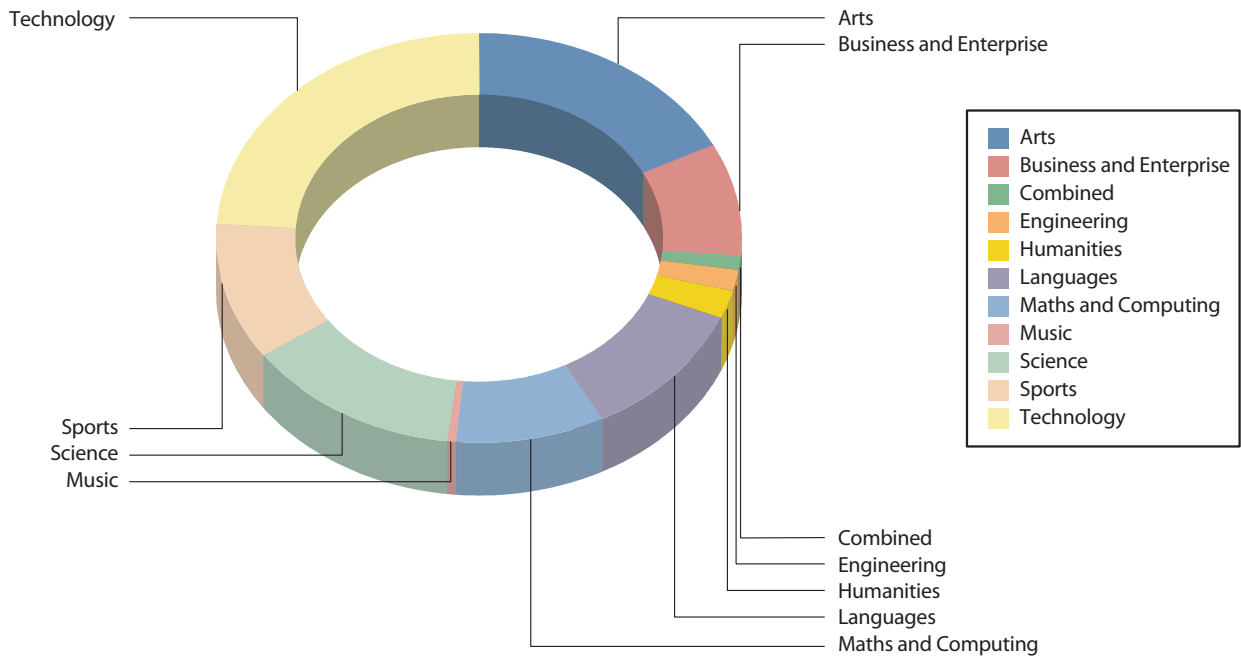
Specialist schools also have higher value added scores. In 2003, as the graph below shows, the average value added score at Key Stage 3 for London specialist schools exceeded not just that of London non-specialist schools but also of specialist schools nationally.

**Key stage 3–4 Value Added Scores of Specialist and Non-Specialist Schools 2002 and 2003
London, and Nationally**

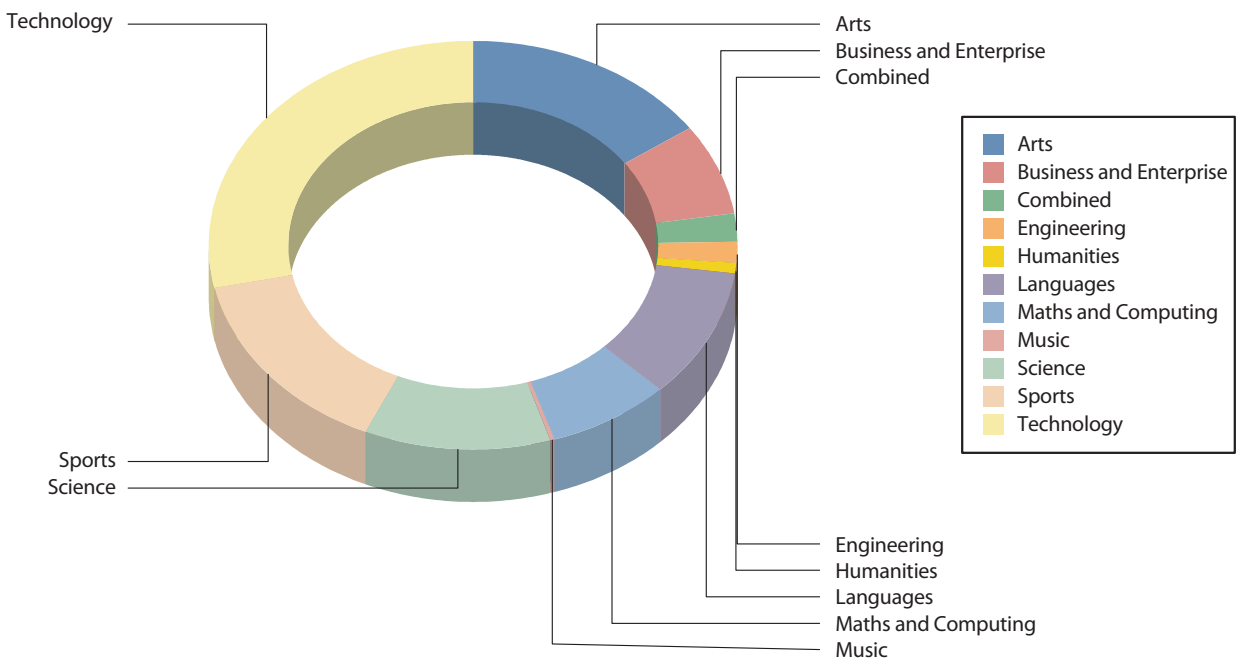


Distribution of specialist schools in London and nationally, by subject

London
Designated as specialist



National (excl London)
Designated as specialist



THE CURRENT BALANCE OF SPECIALISMS

There is substantial variation in the distribution of specialisms in London, as in the rest of the country, partly because some of the ten specialisms were only recently introduced. Naturally, schools seeking specialist status will look for a specialism which develops their own ethos and builds on existing strengths, but will also want to choose a specialism which improves the range of specialisms locally – both within and beyond LEA boundaries. The development of second specialisms will be particularly helpful in enhancing the range of specialisms available in an area.

The maps of designated and planned specialist schools show the current spread of specialism across London and what this will eventually look like if we consider schools currently seeking specialist school status.

CHALLENGES AHEAD

London has established a strong foundation. The challenges ahead of us include:

- Continuing to boost the number of specialist schools in London and to ensure that existing specialists operate collaboratively to have maximum impact on standards across London;
- Ensuring a balanced coverage of specialisms across boroughs and wider areas of London. The map of designated specialist schools shows where there are concentrations of specialisms in one area and where other specialisms are significantly under-represented in London;
- Keeping London ahead in all the other diversity programmes: academies, extended schools, training schools and Leading Edge Partnership Programme Schools (LEPPs);
- Promoting under-represented specialisms. London has proportionally fewer sports and language colleges than the rest of the country and there are fewer schools choosing to bid for these specialisms. This shortfall needs to be addressed in the context of national sport and language strategies.

Specialist Language Colleges play a significant role in ensuring the National Languages Strategy's objectives are met. The strategy sets out to improve the teaching and learning of languages and increase the number of people studying languages – in particular by introducing a (non-statutory) entitlement to language learning for children in Key Stage 2 – and to introduce the Languages Ladder which is a national recognition scheme for language learning. Currently 26 Specialist Language Colleges in the Greater London area support language teaching and learning in their partner primary and secondary schools.

Specialist Sports Colleges have a major role to play in the delivery of the national PE, School Sport and Club Links (PESSCL) strategy, especially in supporting its objective for all young people to spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum. Sports colleges are central to the School Sports Partnerships responsible for delivering this target.

A new specialist system in London

The Government's expansion of the Specialist Schools Programme demonstrates its commitment to supporting secondary schools to develop their own strengths and character, to raise standards of achievement, to widen opportunity and to work collaboratively to meet the needs and talents of individual pupils.

In London we want to move towards a system where:

- Schools and LEAs work together to develop specialism and diversity programmes;
- London LEAs work with their schools to facilitate an effective balance of specialisms in their area, working with other LEAs to ensure coherence across boundaries;
- London makes the most of specialism and other diversity programmes to build a system in which children at all schools have the highest quality education;
- Schools work together to provide an offer to parents and the community;
- Specialism supports teachers' professional development and pupils' learning.

London schools have used the investment and support offered by specialist status as a spur to improve standards and aim for excellence, not just in one subject but across the whole curriculum.

SPECIALIST STATUS IS PARTICULARLY EFFECTIVE WHERE IT BUILDS ON A SCHOOL'S EXISTING ETHOS

Specialism has significant impact where schools have opted for specialism as a method of accelerating their existing improvement plans and to develop their ethos and character. Schools not only build centres of excellence in their specialism, but derive benefit across the whole curriculum, developing lead teachers and sharing practice and skills with other schools.

Specialist schools work closely with local community groups, businesses and other schools to provide a resource for the whole community. The case study from Elizabeth Garrett Anderson School demonstrates that when schools examine their strengths and resources and think imaginatively about how to develop, this can have real impact on their relationship with the whole community.

Elizabeth Garrett Anderson School in Islington applied for Language status in 2000.

The school faced particular challenges around mobility, the number of pupils on free school meals, and the large proportion of pupils for whom English was an additional language. The choice of specialism in languages was a means to celebrate the school's multiculturalism and internationalism and to provide good quality teaching in European and community languages. The school developed a vision of becoming a centre of excellence using language learning to improve literacy – which in turn had a positive impact on standards in all subjects. It promoted in pupils a sense of their place in the world community as global citizens. To encourage community participation in learning and education, a new community building, Platform 1, was opened to the public in February 2003. The school teaches French, German, Spanish, Bengali and Turkish at both KS3 and KS4 and additionally Italian, Arabic and Japanese at KS4.

SPECIALISM HELPS SCHOOLS TO INTERACT WITH THE COMMUNITY TO BOOST SELF-ESTEEM AND ACHIEVEMENT

Working with the local community, drawing from it to enhance the curriculum and providing a resource for local people is a vital part of being a specialist school.

Finchley Catholic High School in Barnet was designated as a Business and Enterprise College in September 2002. The school works well with the local community and appointed a non-teaching Business and Community Liaison Manager to develop relationships further with external organisations.

They have worked hard to develop mutually beneficial relationships with a wide range of local, national and international businesses and also enjoy productive links with many not-for-profit organisations. Their formal partnership with Barnet Voluntary Services Council has led to student work-related learning opportunities and community training provision. They have also become the first associate school of Middlesex University.

As they began to develop a Business and Enterprise dimension, staff spent some days with the Fairtrade Foundation developing teaching materials and are now bringing together local schools, businesses and community organisations to spearhead a campaign to make Barnet a Fairtrade Borough.

By encouraging pupils to engage with issues in the real world, the school helps them to develop key skills which can be applied in other contexts.

USING SPECIALISM TO DRIVE UP STANDARDS

The specialist schools programme provides a focus for driving up standards through the school using the chosen specialism. Nationally, in 2003 the proportion of pupils achieving 5 or more A*-C grades at GCSE in specialist schools was 7.5 percentage points higher than in non-specialist schools.

Quintin Kynaston School, Westminster achieved Technology specialist status in 2001. They opted for Technology with a vision to enable students to reach the end of their compulsory education with enhanced life chances. An initial focus on improving teaching and learning through interactive technology and interactive whiteboards led to improvement in whole class interactive training. Systematic study support was provided for borderline students and access to ICT resources in key areas was increased. The impact on the learning culture is significant – key KS3 and KS4 targets have been met and GCSE results rose from 16% in 1999 to 48% in 2003. To ensure sustainability and development of improved standards, the school has built greater co-ordination between school, faculty and departmental improvement plans, a greater emphasis on a sense of community through Full Service Extended School status and has increased the focus on planning in teaching and learning.

SCHOOLS WORKING TOGETHER TO SHIFT EXPECTATIONS AND REALITY

Specialism is a lever to promote excellence and drive standards in individual schools, but working together, a group of schools with different specialisms or offers can achieve whole area transformation.

The close proximity of London schools increases the case for schools to work together and LEAs and schools are using this to their advantage.

We would like schools to take account of the benefits of a good balance of specialisms in an area in choosing their own specialism – and to work with other schools and their LEA to develop a strategic approach to using specialist status to the best advantage of all young people. Islington LEA is just one example of an LEA which has seized the specialist agenda to develop a cross-borough strategy in which each school's specialism will contribute to the good of all the young people in the borough, not least through shared professional development opportunities.

In Islington LEA schools are involved in a range of partnerships which dovetail to strengthen school improvement and learning for students. The Islington vision sets out that 'each secondary school contributes to, and benefits from, being a member of the learning community of schools across the borough'. The sharing of good practice across Islington schools strengthens the provision beyond what each school can achieve individually. Schools use their specialisms to establish distinctive identities and lead the way in raising standards of attainment. Specialist schools work in close collaboration for the benefit of pupils beyond their own school boundaries. In time, each school will develop a subject support centre in its own subject through a lead teacher and lead department scheme. Together all the schools will cover all core subjects, building expertise across the borough. As the programme expands in Islington, and Academies, Extended Schools and Training schools work together, secondary education in the borough will use school diversity to enhance the experience for all young people.

Delivery of the National PE and School Sport Strategy is being supported by the Youth Sport Trust, which supports aspiring and designated sports colleges to sit as the hubs of School Sport Partnerships.

Cumberland School Sport Partnership (SSP) in Newham started in 2002 and in September 2003 the school became a specialist Sports College. Now there are 8 secondary schools, 30 primary schools and 2 special schools in the SSP. The Cumberland partnership has shown results in participation in sport, out of school hours learning, leadership opportunities in secondary schools and teaching and learning resources. Outcomes included more sports activities offered in partnership schools; schools offering 105 minutes of curriculum time for PE per week; and increased competitive opportunities within partnership schools, with the majority holding a sports day during the last academic year. Twenty five talented students have been referred to specific clubs for further coaching and extension coaching courses.

USING THE FULL RANGE OF DIVERSITY PROGRAMMES

Academies are designed to use investment and innovation to build confidence and raise achievement, particularly in areas with significant deprivation or a history of low attainment. They operate within first-rate buildings to enable children to learn, individually and together, using the latest technology. Academies are a strong part of local diversity and are already showing how they can be an important part of a local community of schools. We are expecting to see 30 academies open in London by 2008 and more by 2010.

Capital City Academy (CCA), Brent opened in 2003, sponsored by Sir Frank Lowe, with a sports specialism. The academy is at the centre of a School Sport Partnership and is already making extensive links with other primary and secondary schools, raising standards not just in the specialism of sport but elsewhere in the curriculum, especially in the arts. In August, the academy hosted two excellence camps with professional coaches in basketball and tennis, as part of its role as the centre of excellence in London for children with a talent for sport.

Training Schools help to raise the quality of initial teacher training, enabling schools to be innovative in their approach to training teachers of the future.

Deptford Green School in Lewisham became a Training School in September 2001. Training School status has helped the school to increase the scope and quality of initial teacher training, develop partnerships with Higher Education Institutions, enhance continuing professional development, extend teaching and learning styles and to successfully recruit and retain teachers. All curriculum areas are involved in Initial Teacher Training and the school provides placements for up to 50 trainee teachers per year from 5 HEIs including Graduate Teacher Programme students and those on modular PGCE courses. The school will invite trainees from other schools to attend weekly cross-curricular specialist sessions on citizenship, voice projection, interactive whiteboards and positive behaviour management. As a training school they have promoted new ideas on how children learn; for example, trainee teachers from Goldsmiths ran a 'Super Learning Day' for all year 7 pupils about multiple intelligence and accelerated learning. Deptford Green has recently been designated as a specialist school for humanities, building on its status as a lead school on Citizenship Education, including the training of teachers. It is also a full service extended school.

Deptford Green is a part of Lewisham's strategy for radically improving standards throughout secondary education. It is part of a federation which has personalised learning at its centre. The 14-19 pathfinder in Lewisham builds on this with strong, mutually supportive networks, significantly increasing opportunities for learners to excel. Technology is at the heart of the strategy, most radically through the 14-19 Pathfinder project. This project enables each specialist school to become a centre of excellence for the whole borough and Deptford Green is at the centre of this partnership, offering teacher training opportunities and resources to the other schools in the group.

Offering **extended facilities** to pupils and the local community beyond the normal school day brings schools to the centre of their communities.

Haringey LEA has developed three full service extended secondary schools supported by the London Challenge and ContinYou. Each school has a specialism which it shares with the other two partner schools in formal joint working and opportunities for parents and students. All three will have newly built learning centres nearby and will offer literacy and numeracy skills, English for speakers of other Languages (ESOL), family learning, ICT training and other vocational training to the community. The three Learning Centre managers meet regularly creating coherence across the eastern part of the borough, which faces the biggest challenges of deprivation.

Specialist plans build on other programmes for excellence, diversity and collaboration – including extended schools, the Key Stage 3 National Strategy, Excellence in Cities, Training Schools and **Leading Edge Partnerships** – as well as strategies relevant to the chosen specialism such as the PE School Sport and Club Links and the National Languages Strategies.

Featherstone School in Ealing has made marked progress since it joined the Leading Edge Partnership Programme. The main areas of focus are around Accelerated Learning, pupils' assessment and tracking and staff development. The school's "Accelerated Learning Cycle" encourages student motivation by providing lifelong learning skills. Data is used to aid the school's self-evaluation, the development of plans to raise standards, to inform teaching and learning and to communicate pupils' progress to parents. Data analysis has driven pupil groupings, a revision of the curriculum offer and INSET plans.

COLLEGIATES AND FEDERATIONS

Specialist schools can add significant benefits across the education system where they work in partnership with one another and with other local institutions. Some groups of schools, already operating as 'collegiates' are pooling small percentages of their budgets and have appointed a full-time 'facilitator' to lead on all shared activity. Collegiates are long term partnerships of local schools and other institutions with a clear sense of shared values. Being in a collegiate enables schools to develop a breadth of curriculum and shared specialist resources together, with opportunities for pupils and staff across all schools. Jointly they can build effective and long-lasting links with HE and with business and vocational pathways. They will draw on the wealth of existing collaboration in London, including EiC and LIG partnerships and zones and clusters and will be crucial in helping to integrate school specialism and diversity across London.

Groups of schools may wish to formalise their collaboration through federation. Under the 2002 Education Act, schools can establish a single governing body or strategic committees with delegated powers.

Waltham Forest LEA is developing a strategy for transforming its secondary schools through three core partnerships in the borough which will have responsibility for pupils and resources, protecting the rights of each pupil and implementing some LEA roles at a more local level. The partnership as a whole will share responsibility for pupils and staff training. Induction and CPD will be based in the three core partnerships, with a significant proportion carried out by the training school. The partnerships will have common timetabling to allow pupils to move across the whole partnership, and in the northern partnership post-16 provision will be shared across all schools and colleges with the arrangement led by one institution.

WHAT NEXT?

We are looking to support schools and LEAs in building more formal collaborative arrangements to secure long term benefits for children through creative joint working to maximise the impact of these diversity programmes.

The next section describes some of the programmes to support schools and LEAs in responding to the strategic challenges in their areas.

Specialist and Diversity Programmes

THE SPECIALIST SCHOOLS PROGRAMME

The Specialist Schools initiative is a key part of the Government's school improvement agenda. In addition to meeting National Curriculum requirements, specialism works to:

- Provide a structured framework for self-review;
- Use developments in the specialist subjects to support and reinforce high quality teaching and learning in other areas of the curriculum;
- Enhance a sense of purpose and direction within the school and in its relationships with other schools, the local and wider community and business;
- Provide networks for specialist schools to share their expertise and resources both locally and more widely.

HOW TO BECOME SPECIALIST

Any maintained secondary school in England may apply to be designated as specialist in one of ten areas: **arts, business & enterprise, engineering, humanities, language, mathematics & computing, music, science, sports and technology**. Schools can also combine any two specialisms. Application rounds are held in **October** and **March** in each academic year, with successful applicants starting to operate in the following September. Specialist schools apply for re-designation at the end of each four year phase.

Each specialist school receives a one-off capital grant of £100,000 to be used in conjunction with £50,000 sponsorship (less for smaller schools) raised by the school to enhance the accommodation, facilities and equipment in the chosen specialist subjects. It also receives recurrent funding of £129 (from September 2005) per pupil for each of the four years covered by its school and community plans. Approximately one third of the recurrent grant must be spent on work with partner schools and wider community groups.

The Specialist Schools Trust (SST) and (for aspiring Sports Colleges) the Youth Sport Trust (YST) are independent charitable trusts funded by DfES to offer guidance and support to schools preparing applications and seeking sponsorship, as well as offering on-going support for specialist

schools, particularly as they approach re-designation. The SST also administers the Partnership Fund which was set up to help aspiring specialist schools that have not been able to raise the required sponsorship despite sustained efforts over time. The YST also supports the development of School Sport Partnerships as part of the PE, School Sport and Club Links (PESSCL) Strategy.

There are currently 1,954 specialist schools nationally, which represents 62% of all secondary schools (2.1 million pupils). From September 2004 there will be 239 specialist schools operating in the London area. The DfES Five Year Strategy sets out the aim for 95% of secondary schools to be specialist or academies by 2008.

APPLYING FOR SPECIALIST SCHOOL STATUS

For a fuller explanation of the process and requirements, as well as for advice and support, please refer to the current guidance for initial applicants¹ and contact the Specialist Schools Trust or, for sports specialism, the Youth Sport Trust.

- Plans will concern the whole school, so all school staff need to be involved and supportive, as well as parents and governors.
- The choice of specialism should take account of the existing range of specialist provision in the area (requiring consultation with the LEA) and should be an area of existing strength in the school. The school will explain its rationale in a general case, reflecting its vision of how it and its community partners will benefit from specialist status.
- A thorough self-audit by the school will identify strengths and weaknesses, including through data analysis, in the specialist subjects and more widely, and in existing work with/provision for partner schools and wider community groups. Consultation with partners and wider research is critical here.
- The school will devise school and community plans to address issues from the audit, driven by objectives and measurable targets focusing on attainment in/other aspects of the specialist subjects and whole school improvement, as well as defined learning outcomes of work with partner schools and with community groups.
- Increasing the involvement of sponsors, businesses or employers is a priority, particularly as governors but also for enrichment/out-of-hours activities, mentoring and placement schemes.

¹ www.standards.dfes.gov.uk/specialistschools/guidance/?version=1

- The school will outline convincing implementation plans for achieving these targets, with activities that are clearly additional to any other initiatives the school is involved in. They will set out how monitoring and evaluation processes will keep plans on track, involving governors and partners.

Potential pitfalls

- Specialist plans as a bolt-on: the best plans are integrated with whole school improvement planning.
- Focus only on the specialist subjects: plans must also be about links between the specialist subjects and with other parts of the school.
- Over-ambition in the community plan: quality is more important than quantity.
- Duplication: proposing activities that are funded/supported in other ways or failing to focus the community plan on local needs.

Essentials

- Focus on raising attainment for all pupils: all other aspects (expanding provision, extending enrichment activity, business involvement, community dimension) contribute to this.
- Overall rationale and coherence: not just what is planned but why (linking to self-audit), with what outcome (targets) and how to tell if it is on track (implementation, monitoring and evaluation strategies).
- Outward-facing approach: all staff and other stakeholders involved and supportive, consultation with partner schools, other learning providers and relevant groups for community plan, involvement of governors and community beneficiaries in monitoring/evaluation.

MORE INFORMATION

Further information, including guidance on applications and contact details for the SST and YST, is available from the specialist schools website: www.standards.dfes.gov.uk/specialistschools

Academies

OBJECTIVES AND BENEFITS FOR LONDON

The London Challenge aims to break the link between deprivation and underachievement in London, and academies have a significant role to play. They are publicly funded independent local schools which provide education in line with the best in the maintained sector, and which share their specialist expertise and facilities with other schools and the wider community.

Academies are established by sponsors (either an individual or a group) from business, faith or voluntary groups working with partners from the local community. They offer a broad and balanced curriculum to pupils of all abilities, focusing especially on one or more subject areas (specialisms). Their independent status allows them the flexibility to be creative in their management, governance, teaching and curriculum and to find innovative solutions to meet local needs.

Academies are set up with the involvement of LEAs, government and the community and should work together with other schools as a part of the local family of schools, providing quality and choice for students.

There is a target of thirty academies in London by 2008 and 60 open or in the pipeline by 2010. There are currently six academies in London (in Bexley, Brent, Ealing, Haringey and two in Southwark) and a further four will open in London in September 2004 (Barnet, Hackney, Hillingdon and Lambeth).

Academies are committed to delivering the highest educational standards within some of the most disadvantaged areas of the country. The admission arrangements for each academy are agreed with the Secretary of State as a condition of the funding agreement and must be consistent with the Code of Practice on School Admissions and with admissions law.

Many academies are developing specialist units with skilled staff to ensure that they are equipped to provide a high standard of education for pupils with special educational needs where there were previously gaps in local provision. Academies are established as extended schools and will make their facilities open to the public.

How to become an Academy

Academies either replace one or more existing schools facing challenging circumstances or are new schools to meet local need for school places.

The Academies Division in DfES supports the development of partnerships between sponsors, LEAs and local communities to enable them to assess their individual circumstances and decide if a new academy is appropriate. This partnership will support the sponsor(s) in preparing a formal Expression of Interest.

MORE INFORMATION

Further information can be found on the Academies website at www.standards.dfes.gov.uk/academies/. Copies of the Academies prospectus pack are available from DfES Publications Centre on 0845 602 2260 quoting reference ACA Intro Guide.

The Leading Edge Partnership Programme

OBJECTIVES

The Leading Edge Partnership Programme is about schools working in partnership to solve learning challenges and extend and spread innovation and excellence. The Programme supports the development of school partnerships that inspire, design, test and adapt professional practice to increase the capacity for teacher and pupil learning.

From September 2004 there will be 205 Leading Edge Partnerships (29 in London) encompassing around 1,100 schools. The majority of these are secondary schools, but some partner institutions will be primaries, HEIs or from industry.

The DfES Five Year Strategy (2004) sets out how leading specialist schools approaching re-designation will have the opportunity to take on new roles to contribute to system-wide transformation.

MORE INFORMATION

Further information, including contact details, are available on the website located at: www.standards.dfes.gov.uk/leadingedge

Training Schools

OBJECTIVES

Training Schools develop and deliver high quality Initial Teacher Training (ITT) and continuous training of the school workforce against a set of core criteria:

- Improving quality and increasing capacity in ITT;
- Whole school approach to school workforce training including CPD;
- Working collaboratively with other schools, the LEA and ITT providers.

Training schools are encouraged to work strategically with their LEA and HEI/ITT providers in relation to training, recruitment and retention across their area. There are currently 27 Secondary and 9 Primary Training Schools in London.

Ofsted reported on their evaluation of the Training Schools Programme in November 2003. Their main findings include:

- Teachers have become more reflective and analytical of their own practice;
- Teachers benefit from improved opportunities for development;
- The Training Schools Programme has a positive effect on ITT;
- The quality of school based training has improved and trainee numbers have increased within the school.

The majority of Training Schools report that the initiative is having a positive impact on staff morale and recruitment and retention. There is potential for London Training Schools and providers to work more closely for the benefit of all London Schools and to find ways of developing and sharing best practice.

MORE INFORMATION

For more information about the Training Schools programme, the Training Schools website is: www.standards.dfes.gov.uk/trainingschools

Extended Schools

OBJECTIVES

Extended schools provide services and activities to pupils, their families and their local communities during the school day, before and after school hours, at weekends and during school holidays. These services might include health and social services, childcare, adult and lifelong learning, sports and arts facilities, breakfast and after school clubs including homework clubs, parenting support and facilities for community use.

Designated **Full Service** Extended Schools are required to offer a full range of services including childcare, family and lifelong learning, some health and social care services, parenting support, access to ICT, study support and sports and arts facilities. Currently 37 (32%) of the 114 Extended Schools nationally are in London.

Extended schools work in partnership with other agencies to help children, young people and adults achieve their potential; they are not expected to provide all these services directly themselves.

This approach contributes to joining up Children's Services to make provision more coherent for recipients, giving access to a range of services in one location and facilitating knowledge-sharing between different children's professionals. Schools that recognise the need to find the best way to help an individual pupil to learn will want to look at both the pupil's learning needs and at overcoming barriers to learning that may come from outside the school.

Extended Schools can also make a valuable contribution to neighbourhood renewal, providing a place where different sectors of the community can take part in activities.

The DfES Five Year Strategy sets out how the Department wants all primary and secondary schools to offer extended services. Primary schools will offer a wide range of study support activities, parenting support including family learning, and ensure swift referral from schools to a wider range of specialised support services through Children's Trusts. Beyond this an increasing number of primary schools will develop an 8am-6pm wrap-around childcare offer; the Department will support 1000 primary schools to offer this model by 2008. Secondary schools will be expected to provide a core offer of study support, widespread community use of the school's facilities and family learning.

Extended schools can generate many positive outcomes for pupils, their families and wider communities. For pupils, this includes improved attainment, attendance and behaviour. For families, activities can have a positive impact on parental involvement in their children's education, which can also support improved attainment.

Extended schools are about developing an approach rather than achieving a status; therefore schools do not need to apply. Schools should consider local needs and existing services when deciding what extended facilities to offer.

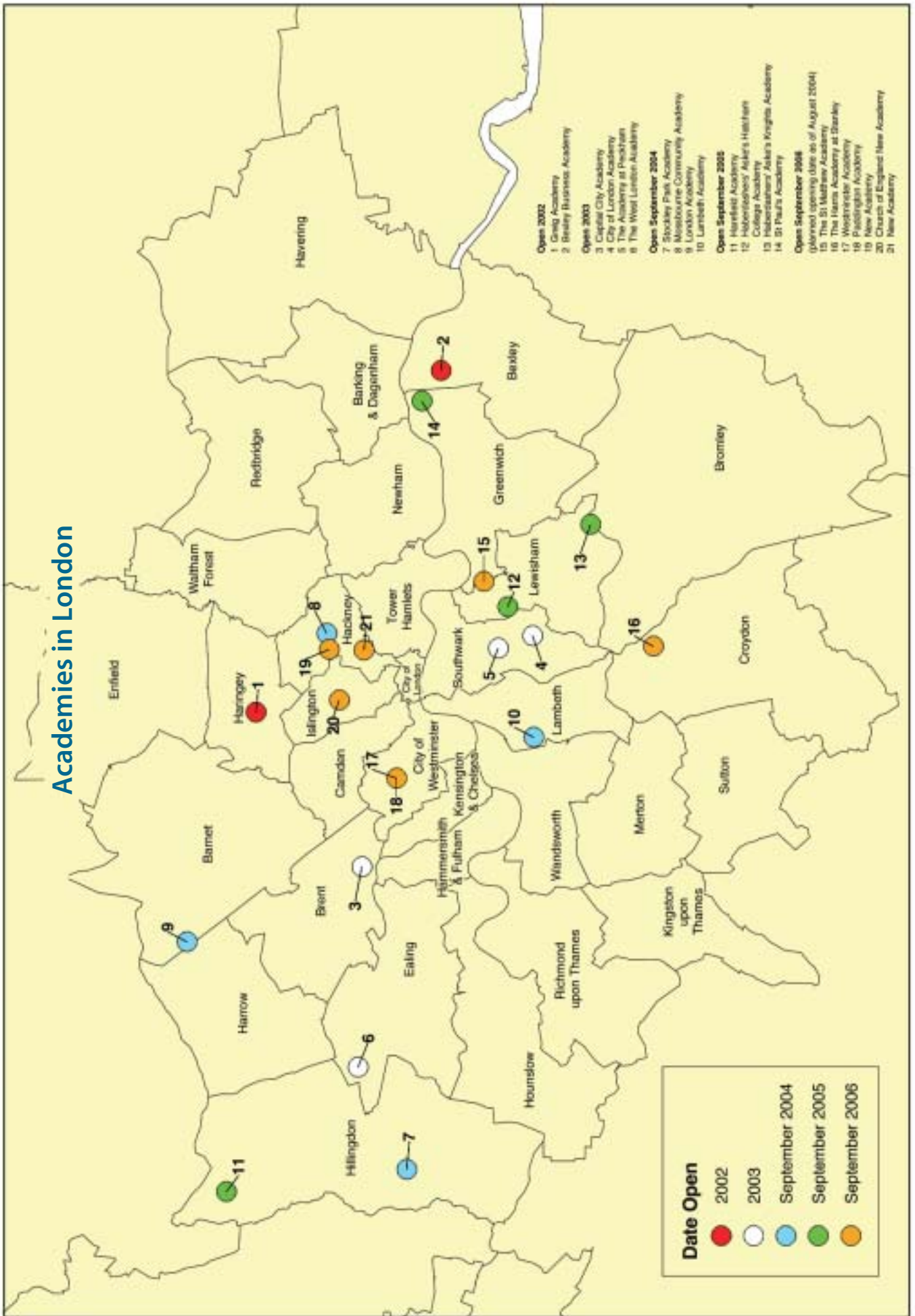
The learning charity ContinYou has been appointed to run The Extended Schools Support Service (TESSS), to support and advise schools and LEAs in developing an extended schools approach, including advice on developing links with the community.

FURTHER INFORMATION

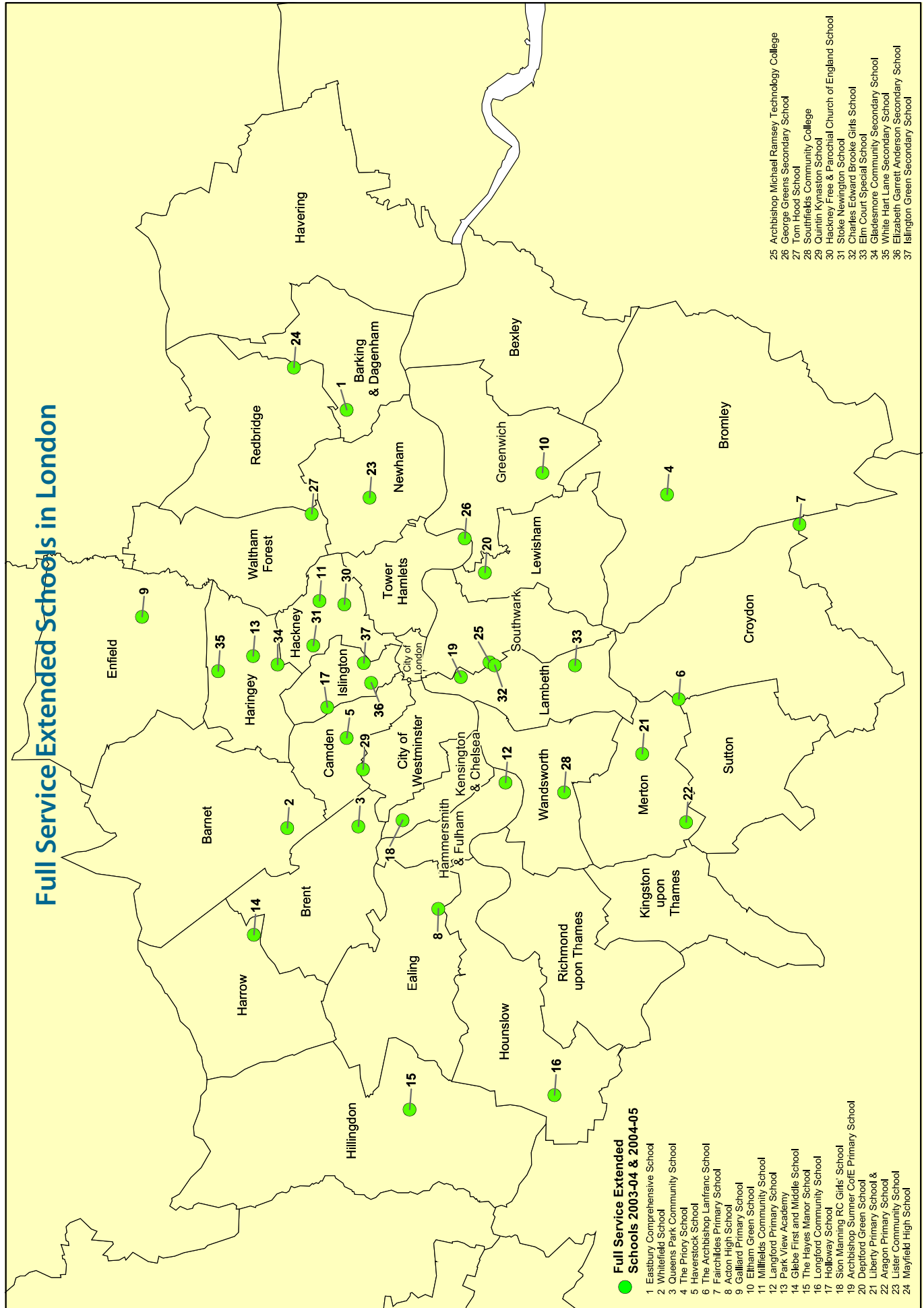
For guidance on developing extended schools, developing childcare in extended schools, case studies and links to relevant research on extended schools, go to:
www.teachernet.gov.uk/extendedschools

To contact The Extended Schools Support Service, go to: extended.schools@continyou.org.uk

Academies in London



Full Service Extended Schools in London

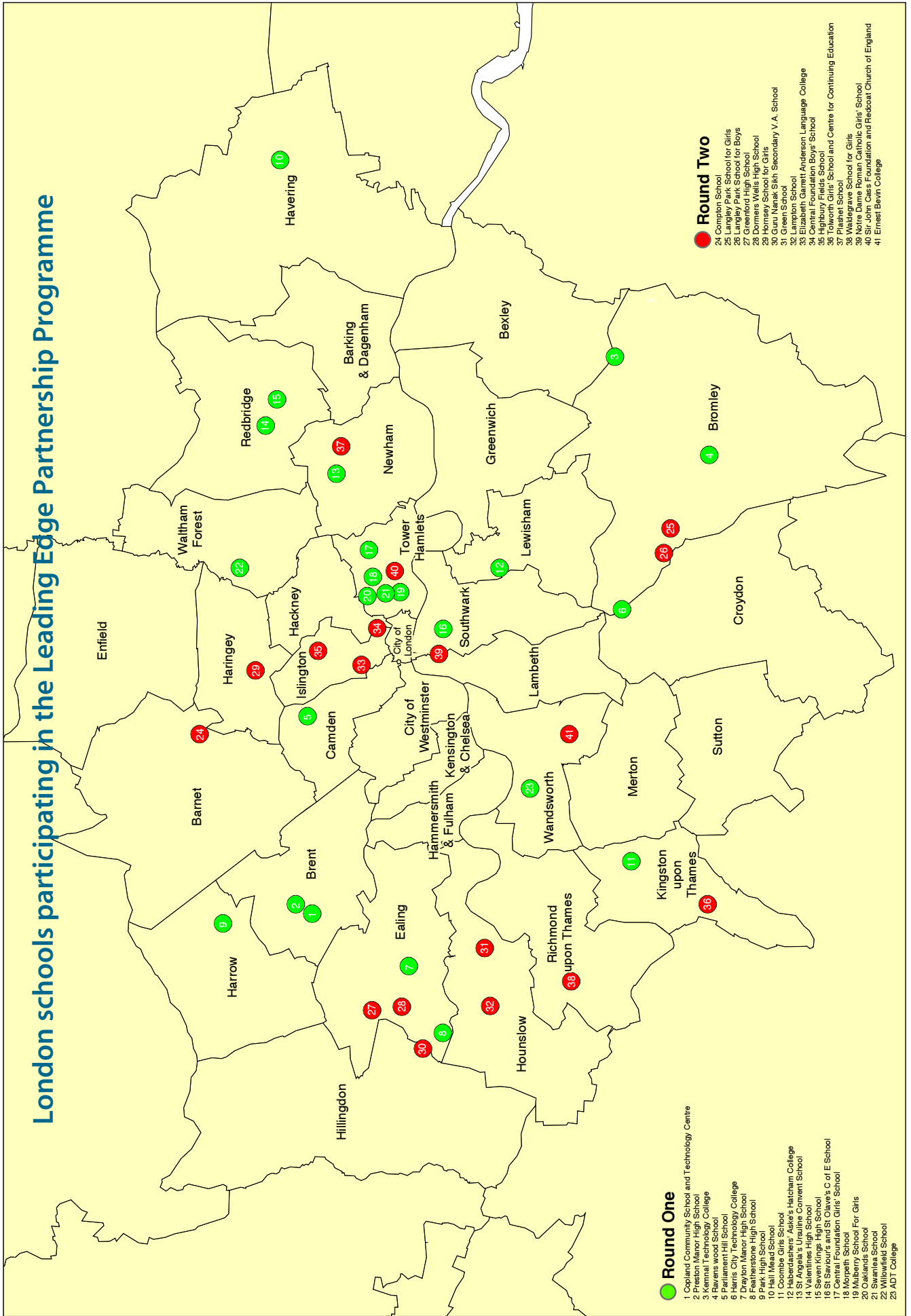


Full Service Extended Schools 2003-04 & 2004-05

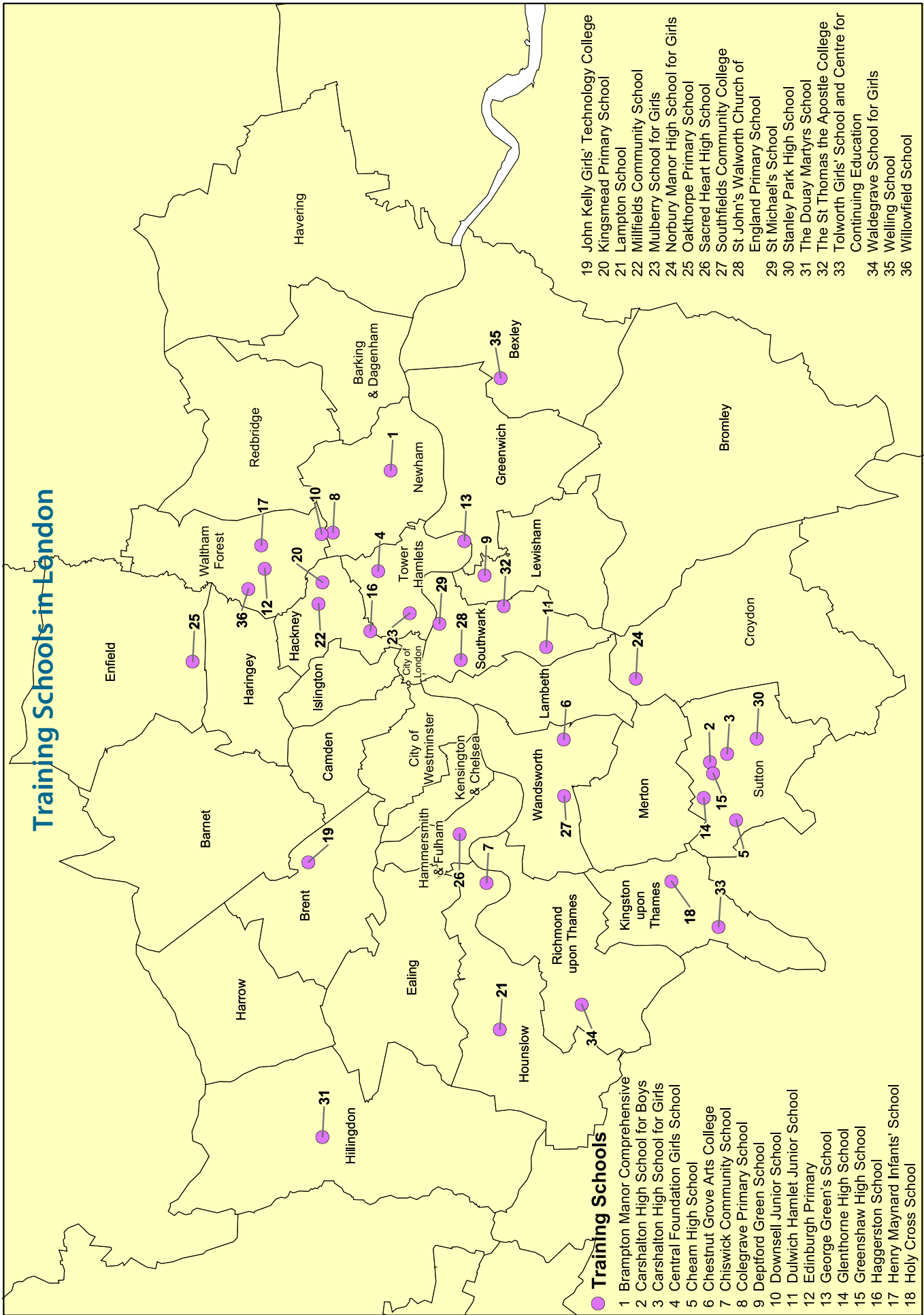
- 1 Eastbury Comprehensive School
- 2 Whitfield School
- 3 Queens Park Community School
- 4 The Priory School
- 5 Haverstock School
- 6 The Archbishop Lanfranc School
- 7 Fairchildes Primary School
- 8 Acton High School
- 9 Gaillard Primary School
- 10 Eltham Green School
- 11 Millfields Community School
- 12 Langford Primary School
- 13 Park View Academy
- 14 Glebe First and Middle School
- 15 The Hayes Manor School
- 16 Longford Community School
- 17 Holloway School
- 18 Stn Manning RC Girls' School
- 19 Archbishop Summer CofE Primary School
- 20 Deptford Green School
- 21 Liberty Primary School
- 22 Aragon Primary School
- 23 Lisler Community School
- 24 Mayfield High School

- 25 Archbishop Michael Ramsey Technology College
- 26 George Greens Secondary School
- 27 Tom Hood School
- 28 Southfields Community College
- 29 Quintin Kyrnaston School
- 30 Hackney Free & Parochial Church of England School
- 31 Stoke Newington School
- 32 Charles Edward Brooke Girls School
- 33 Elm Court Special School
- 34 Gladesmore Community Secondary School
- 35 White Hart Lane Secondary School
- 36 Elizabeth Garrett Anderson Secondary School
- 37 Islington Green Secondary School

London schools participating in the Leading Edge Partnership Programme



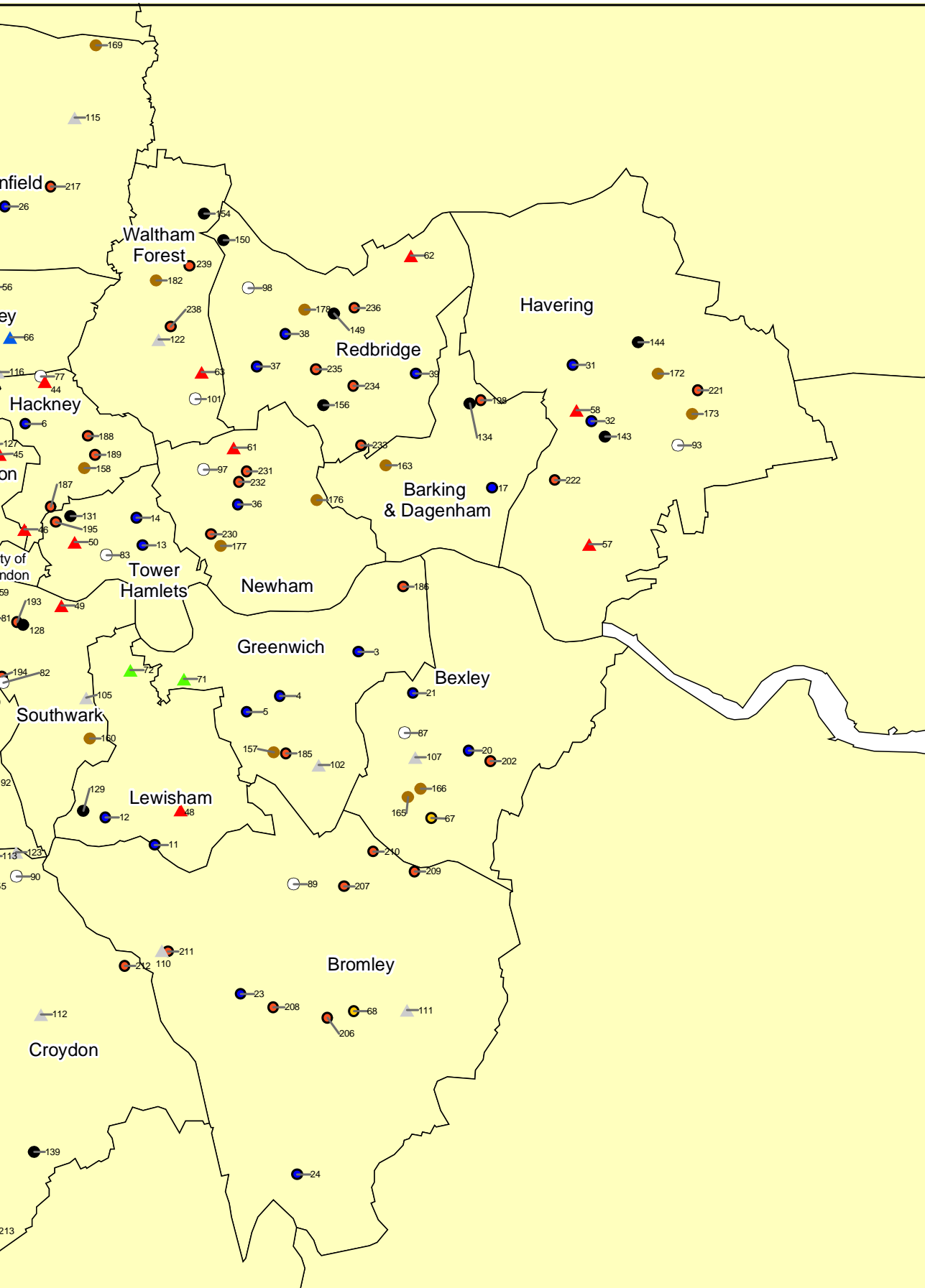
Training Schools in London



Training Schools

- 1 Brampton Manor Comprehensive
- 2 Carshalton High School for Boys
- 3 Carshalton High School for Girls
- 4 Central Foundation Girls School
- 5 Cheam High School
- 6 Chestnut Grove Arts College
- 7 Chiswick Community School
- 8 Colegrave Primary School
- 9 Depford Green School
- 10 Downsell Junior School
- 11 Dulwich Hamlet Junior School
- 12 Edinburgh Primary
- 13 George Green's School
- 14 Glenthorne High School
- 15 Greenshaw High School
- 16 Haggerston School
- 17 Henry Maynard Infants' School
- 18 Holy Cross School

- 19 John Kelly Girls' Technology College
- 20 Kingsmead Primary School
- 21 Lampton School
- 22 Millfields Community School
- 23 Mulberry School for Girls
- 24 Norbury Manor High School for Girls
- 25 Oakthorpe Primary School
- 26 Sacred Heart High School
- 27 Southfields Community College
- 28 St John's Walworth Church of England Primary School
- 29 St Michael's School
- 30 Stanley Park High School
- 31 The Douay Martyrs School
- 32 The St Thomas the Apostle College
- 33 Tolworth Girls' School and Centre for Continuing Education
- 34 Waldegrave School for Girls
- 35 Welling School
- 36 Willowfield School



Designated Specialist Schools in London

URN	Key	School	Specialism	LEA
100051	1	South Camden Community School	Arts (Performing)	Camden
100053	2	Acland Burghley School	Arts (Visual)	Camden
100183	3	Plumstead Manor School	Arts (Performing)	Greenwich
100185	4	Kidbrooke School	Arts (Performing)	Greenwich
100190	5	Thomas Tallis School	Arts (Visual)	Greenwich
100279	6	Stoke Newington School	Arts (Media)	Hackney
100361	7	Hurlingham and Chelsea School	Arts (Visual)	Hammersmith and Fulham
100503	8	Sion Manning RC Girls School	Arts (Visual)	Kensington and Chelsea
100627	9	Charles Edward Brooke High School	Arts (Media)	Lambeth
100640	10	Archbishop Tenison's School	Arts (Visual)	Lambeth
100743	11	Sedgehill School	Arts (Performing)	Lewisham
100745	12	Forest Hill School	Arts (Performing)	Lewisham
100970	13	St Paul's Way Community School	Arts (Visual)	Tower Hamlets
100975	14	Central Foundation Girls' School	Arts (Performing)	Tower Hamlets
101054	15	Chestnut Grove Arts College	Arts (Visual)	Wandsworth
101152	16	St Marylebone School (The)	Arts (Performing)	Westminster
101242	17	Dagenham Priory Comprehensive School	Arts (Performing)	Barking and Dagenham
101345	18	Friern Barnet School	Arts (Performing)	Barnet
101348	19	Queen Elizabeth's Girls' School	Arts (Media)	Barnet
101463	20	Townley Grammar School for Girls	Arts (Performing)	Bexley
101467	21	Welling School	Arts (Visual)	Bexley
101557	22	Claremont High School	Arts (Performing)	Brent
101673	23	Hayes School	Arts (Media)	Bromley
101675	24	Charles Darwin School	Arts (Performing)	Bromley
101939	25	Brentside High School	Arts (Visual)	Ealing
102045	26	Winchmore School	Arts (Visual)	Enfield
102153	27	Hornsey School for Girls	Arts (Performing)	Haringey
102154	28	Highgate Wood School	Arts (Performing)	Haringey
102235	29	Hatch End High School	Arts (Performing)	Harrow
102238	30	Nower Hill High School	Arts (Visual)	Harrow
102351	31	Frances Bardsley School for Girls (The)	Arts (Visual)	Havering
102352	32	Abbs Cross School	Arts (Performing)	Havering
102440	33	Bishopshalt School	Arts (Performing)	Hillingdon
102537	34	Heston Community School	Arts (Visual)	Hounslow

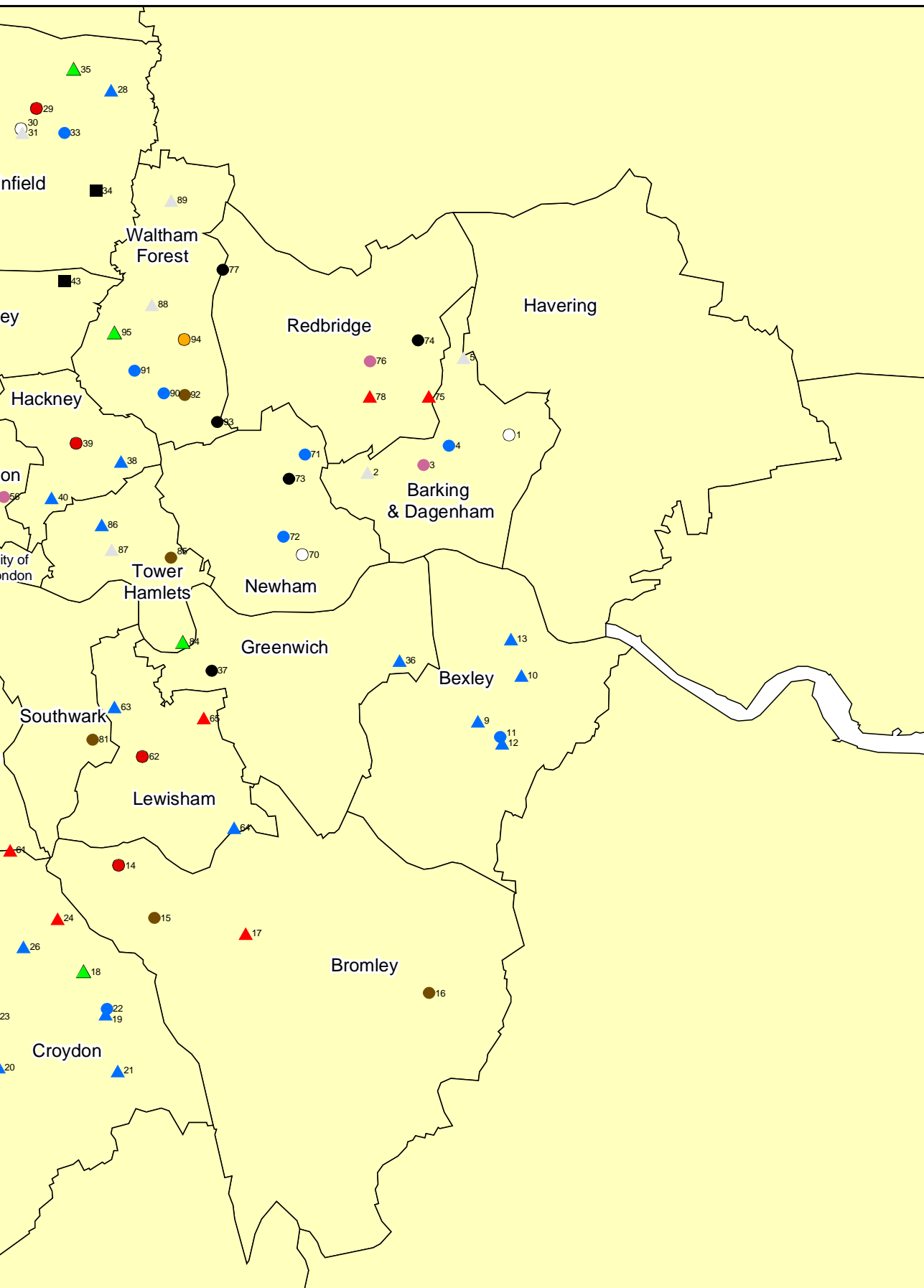
URN	Key	School	Specialism	LEA
102605	35	Tiffin School	Arts (Performing)	Kingston upon Thames
102778	36	Lister Community School	Arts (Performing)	Newham
102851	37	Wanstead High School	Arts (Performing)	Redbridge
102855	38	Beal High School	Arts (Media)	
102863	39	Chadwell Heath Foundation School	Arts (Media)	Redbridge
102925	40	Teddington School	Arts (Visual)	Richmond upon Thames
103002	41	Glenthorne High School	Arts (Performing)	Sutton
131690	42	Islington Arts and Media School	Arts (Performing)	Islington
100049	43	Haverstock School	Business and Enterprise	Camden
100283	44	Skinner's Company's School for Girls (The)	Business and Enterprise	Hackney
100452	45	Highbury Grove School	Business and Enterprise	Islington
100458	46	Central Foundation Boys' School	Business and Enterprise	Islington
100626	47	Stockwell Park School	Business and Enterprise	Lambeth
100742	48	Catford Girls' School	Business and Enterprise	Lewisham
100858	49	St Michael's School	Business and Enterprise	Southwark
100973	50	Swanlea School	Business and Enterprise	Tower Hamlets
101349	51	Copthall School	Business and Enterprise	Barnet
101362	52	Finchley Catholic High School	Business and Enterprise	Barnet
101366	53	Hasmonean High School	Business and Enterprise	Barnet
101560	54	Queens Park Community School	Business and Enterprise	Brent
101824	55	Norbury Manor High School for Girls	Business and Enterprise	Croydon
102158	56	White Hart Lane Secondary School	Business and Enterprise	Haringey
102342	57	Chafford School (The)	Business and Enterprise	Havering
102346	58	Albany School (The)	Business and Enterprise	Havering
102445	59	Northwood School	Business and Enterprise	Hillingdon
102544	60	Gumley House RC Convent School, FCJ	Business and Enterprise	Hounslow
102775	61	Forest Gate Community School	Business and Enterprise	Newham
102859	62	Hainault Forest High School	Business and Enterprise	Redbridge
103101	63	Leytonstone School	Business and Enterprise	Waltham Forest
101364	64	St James' Catholic High School	Combined (Sports and Science)	Barnet
102922	65	Grey Court School	Combined (Science with Maths and Computing)	Richmond upon Thames
131757	66	Park View Academy	Combined (Performing Arts and Languages)	Haringey
101471	67	Cleeve Park School	Engineering	Bexley
101671	68	Newstead Wood School for Girls	Engineering	Bromley
102448	69	Douay Martyrs Roman Catholic School (The)	Engineering	Hillingdon
103012	70	Wallington High School for Girls	Engineering	Sutton
100193	71	St Ursula's Convent School	Humanities	Greenwich
100740	72	Deptford Green School	Humanities	Lewisham
102447	73	Mellow Lane School	Humanities	Hillingdon
102538	74	Lampton School	Humanities	Hounslow

URN	Key	School	Specialism	LEA
133724	75	JFS School	Humanities	Brent
100056	76	William Ellis School	Language	Camden
100282	77	Our Lady's Convent High School	Language	Hackney
100360	78	Fulham Cross Secondary School	Language	Hammersmith and Fulham
100457	79	Elizabeth Garrett Anderson School	Language	Islington
100502	80	Saint Thomas More RC School	Language	Kensington and Chelsea
100859	81	Notre Dame Roman Catholic Girls' School	Language	Southwark
100860	82	Sacred Heart Roman Catholic Secondary School	Language	Southwark
100977	83	Sir John Cass's Foundation Redcoat School (The)	Language	Tower Hamlets
101060	84	Elliott School	Language	Wandsworth
101151	85	Grey Coat Hospital (The)	Language	Westminster
101357	86	Hendon School	Language	Barnet
101462	87	Bexley Grammar School	Language	Bexley
101561	88	Convent of J & M High	Language	Brent
101666	89	Bullers Wood School	Language	Bromley
101805	90	Westwood High School	Language	Croydon
101940	91	Greenford High School	Language	Ealing
102243	92	Sacred Heart School (The)	Language	Harrow
102344	93	Gaynes School	Language	Havering
102441	94	Haydon School	Language	Hillingdon
102540	95	Cranford Community High Sch	Language	Hounslow
102598	96	Coombe Girls' Schools	Language	Kingston upon Thames
102785	97	Sarah Bonnell School	Language	Newham
102854	98	Woodbridge High School	Language	Redbridge
102927	99	Shene School	Language	Richmond upon Thames
103010	100	Cheam High School	Language	Sutton
103095	101	Connaught School for Girls	Language	Waltham Forest
100196	102	St Thomas More Roman Catholic Comprehensive School	Maths and Computing	Greenwich
100364	103	Lady Margaret School	Maths and Computing	Hammersmith and Fulham
100506	104	Cardinal Vaughan Memorial School	Maths and Computing	Kensington and Chelsea
100857	105	St Thomas the Apostle College (The)	Maths and Computing	Southwark
101350	106	Christ's College	Maths and Computing	Barnet
101465	107	Blackfen School for Girls	Maths and Computing	Bexley
101559	108	Kingsbury High School	Maths and Computing	Brent
101562	109	Alperton Community School	Maths and Computing	Brent
101668	110	Langley Park School for Boys	Maths and Computing	Bromley
101676	111	St Olave's and St Saviour's Grammar School	Maths and Computing	Bromley
101811	112	Archbishop Tenison's CofE High School	Maths and Computing	Croydon
101820	113	St Joseph's College	Maths and Computing	Croydon
101930	114	Dormers Wells High School	Maths and Computing	Ealing
102052	115	Bishop Stopford's School	Maths and Computing	Enfield

URN	Key	School	Specialism	LEA
102157	116	Gladesmore Community School	Maths and Computing	Haringey
102442	117	Vyners School	Maths and Computing	Hillingdon
102602	118	Tiffin Girls' School (The)	Maths and Computing	Kingston upon Thames
102679	119	Rutlish School	Maths and Computing	Merton
102923	120	Orleans Park School	Maths and Computing	Richmond upon Thames
103007	121	Wilson's School	Maths and Computing	Sutton
103103	122	Walthamstow School for Girls	Maths and Computing	Waltham Forest
131280	123	Virgo Fidelis Senior Convent School	Maths and Computing	Croydon
101358	124	Queen Elizabeth's School, Barnet	Music	Barnet
100059	125	La Sainte Union Catholic Secondary School	Science	Camden
100359	126	Phoenix High School	Science	Hammersmith and Fulham
100455	127	Highbury Fields School	Science	Islington
100637	128	La Retraite Roman Catholic Girls' School	Science	Lambeth
100741	129	Sydenham School	Science	Lewisham
100849	130	St Saviour's and St Olave's Church of England School	Science	Southwark
100972	131	Oaklands School	Science	Tower Hamlets
101059	132	Burntwood School	Science	Wandsworth
101154	133	St Augustine's CofE High School	Science	Westminster
101245	134	Robert Clack School	Science	Barking and Dagenham
101363	135	Ashmole School	Science	Barnet
101558	136	Copland Community School and Technology Centre Foundation	Science	Brent
101563	137	St Gregory's RC High School	Science	Brent
101567	138	Preston Manor High	Science	Brent
101818	139	Riddlesdown High School	Science	Croydon
101941	140	Ellen Wilkinson School for Girls (The)	Science	Ealing
102047	141	Southgate School	Science	Enfield
102239	142	Whitmore High School	Science	Harrow
102341	143	Sanders Draper School (The)	Science	Havering
102350	144	Campion School (The)	Science	Havering
102429	145	Bishop Ramsey CofE Voluntary Aided Secondary School	Science	Hillingdon
102539	146	Heathland School (The)	Science	Hounslow
102545	147	Gunnersbury Catholic School	Science	Hounslow
102607	148	Holy Cross School (The)	Science	Kingston upon Thames
102850	149	Ilford County High School	Science	Redbridge
102860	150	Trinity Catholic High School	Science	Redbridge
102928	151	Waldegrave School	Science	Richmond upon Thames
103008	152	Nonsuch High School for Girls	Science	Sutton
103014	153	Wallington County Grammar School	Science	Sutton
103097	154	Heathcote School	Science	Waltham Forest
131758	155	Alexandra Park School	Science	Haringey
132106	156	Ilford Ursuline High School	Science	Redbridge

URN	Key	School	Specialism	LEA
100188	157	Eltham Green School	Sports	Greenwich
100284	158	Hackney Free and Parochial CE School	Sports	Hackney
100642	159	London Nautical School	Sports	Lambeth
100846	160	Waverley School	Sports	Southwark
101053	161	Ernest Bevin School	Sports	Wandsworth
101063	162	Southfields Community College	Sports	Wandsworth
101241	163	Barking Abbey School	Sports	Barking and Dagenham
101347	164	Whitefield School	Sports	Barnet
101466	165	Chislehurst and Sidcup Grammar School	Sports	Bexley
101480	166	Hurstmere Foundation School for Boys	Sports	Bexley
101806	167	Woodcote High School	Sports	Croydon
101931	168	Featherstone High School	Sports	Ealing
102050	169	Lea Valley High School	Sports	Enfield
102161	170	St Thomas More RC School	Sports	Haringey
102242	171	Harrow High School	Sports	Harrow
102340	172	Emerson Park School	Sports	Havering
102353	173	Coopers' Company and Coborn School (The)	Sports	Havering
102541	174	Isleworth and Syon School for Boys	Sports	Hounslow
102599	175	Chessington Community College	Sports	Kingston upon Thames
102780	176	Langdon School	Sports	Newham
102783	177	Cumberland School	Sports	Newham
102849	178	Caterham High School	Sports	Redbridge
102926	179	Whitton School	Sports	Richmond upon Thames
102998	180	Carshalton High School for Boys	Sports	Sutton
103009	181	John Fisher School (The)	Sports	Sutton
103104	182	Rush Croft School	Sports	Waltham Forest
100050	183	Parliament Hill School	Technology	Camden
100052	184	Hampstead School	Technology	Camden
100182	185	Eltham Hill School	Technology	Greenwich
100187	186	Woolwich Polytechnic Boys School	Technology	Greenwich
100277	187	Haggerston School	Technology	Hackney
100278	188	Clapton Girls' Technology College	Technology	Hackney
100280	189	Homerton College of Technology	Technology	Hackney
100460	190	Mount Carmel RC Technology College for Girls	Technology	Islington
100639	191	Dunraven School	Technology	Lambeth
100641	192	St Martin-in-the-Fields High School for Girls	Technology	Lambeth
100847	193	Geoffrey Chaucer Community School	Technology	Southwark
100850	194	Archbishop Michael Ramsey	Technology	Southwark
100971	195	Bethnal Green High School	Technology	Tower Hamlets
101058	196	Graveney School	Technology	Wandsworth
101149	197	Quintin Kynaston School	Technology	Westminster
101247	198	All Saints Catholic School & Technology College	Technology	Barking and Dagenham

URN	Key	School	Specialism	LEA
101346	199	Ravenscroft School (The)	Technology	Barnet
101352	200	Compton School (The)	Technology	Barnet
101359	201	Mill Hill County High School	Technology	Barnet
101479	202	Beths Grammar School for Boys	Technology	Bexley
101550	203	Wembley High School	Technology	Brent
101565	204	John Kelly Boys Community School	Technology	Brent
101566	205	John Kelly Girls Community School	Technology	Brent
101658	206	Darrick Wood School	Technology	Bromley
101667	207	Coopers School	Technology	Bromley
101669	208	Ravens Wood School	Technology	Bromley
101672	209	Kemnal Technology College	Technology	Bromley
101674	210	Beaverwood School for Girls	Technology	Bromley
101678	211	Langley Park School for Girls	Technology	Bromley
101819	212	Edenham High School	Technology	Croydon
101822	213	Coulsdon High School	Technology	Croydon
101928	214	Villiers High School	Technology	Ealing
101934	215	Cardinal Wiseman RC High School	Technology	Ealing
101943	216	Northolt High School	Technology	Ealing
102043	217	Edmonton County School	Technology	Enfield
102156	218	Fortismere School	Technology	Haringey
102236	219	Park High School	Technology	Harrow
102237	220	Canons High School	Technology	Harrow
102337	221	Hall Mead School	Technology	Havering
102339	222	Brittons School	Technology	Havering
102443	223	Queensmead School	Technology	Hillingdon
102444	224	Uxbridge High School	Technology	Hillingdon
102532	225	Chiswick Community School	Technology	Hounslow
102543	226	St Mark's Catholic School	Technology	Hounslow
102600	227	Hollyfield School and Centre for Continuing Education (The)	Technology	Kingston upon Thames
102606	228	Richard Challoner School	Technology	Kingston upon Thames
102674	229	Raynes Park High School	Technology	Merton
102784	230	Eastlea Community School	Technology	Newham
102786	231	St Angela's Ursuline Convent School	Technology	Newham
102787	232	St Bonaventure's School	Technology	Newham
102853	233	Loxford School of Science and Technology	Technology	Redbridge
102856	234	Seven Kings High School	Technology	Redbridge
102857	235	Valentines High School	Technology	Redbridge
102861	236	King Solomon High School	Technology	Redbridge
103013	237	St Philomenas Catholic High School for Girls	Technology	Sutton
103106	238	Holy Family Technology College (The)	Technology	Waltham Forest
103107	239	Highams Park School	Technology	Waltham Forest



Specialist School Plans in London

KEY	SCHOOL	SPECIALISM	LEA	DATE OF BID
1	Eastbrook Comprehensive School	Modern Foreign Languages	Barking & Dagenham	Oct-05
2	Eastbury Comprehensive School	Maths and Computing	Barking & Dagenham	Oct-04
3	Jo Richardson Community School	Music	Barking & Dagenham	Oct-04
4	The Sydney Russell School	Arts (media)	Barking & Dagenham	Oct-05
5	The Warren School	Maths and Computing	Barking & Dagenham	tbc
6	East Barnet School	Technology	Barnet	Oct-04
7	St Michael's Catholic Grammar School	Languages	Barnet	Oct-04
8	The Edgware School	Combined (Business and Enterprise and Technology)	Barnet	Oct-04
9	Bexleyheath School	Combined (Art and Sport)	Bexley	Oct-04
10	Erith School	Combined (Maths and Sport)	Bexley	Oct-04
11	St Catherine's RC School for Girls	Arts (media)	Bexley	Oct-04
12	St Columba's Catholic Boys' School	Combined (Performing Arts and Science)	Bexley	Oct-04
13	Trinity School, Belvedere	Humanities	Bexley	Oct-04
14	Cator Park School	Technology	Bromley	Oct-04
15	Kelsey Park School	Sports	Bromley	tbc
16	The Priory School	Sports	Bromley	Oct-04
17	The Ravensbourne School	Business and Enterprise	Bromley	Oct-04
18	Ashburton Community School	Humanities	Croydon	tbc
19	Coloma Convent Girls' School	Combined (Music and Enterprise)	Croydon	Oct-04
20	Haling Manor High School	Combined (Music and Drama)	Croydon	Oct-05
21	Selsdon High School	Combined (Business and Enterprise with Sport)	Croydon	Oct-04
22	Shirley High School	Arts (performing)	Croydon	tbc
23	St Andrew's C of E VA High School	Music	Croydon	Oct-04
24	Stanley Technical High School for Boys	Business and Enterprise	Croydon	Oct-06
25	The Archbishop Lanfranc School	Sport	Croydon	Oct-04
26	The Selhurst High School for Boys	Combined (Sport and Maths and Computing)	Croydon	Oct-04
27	Twyford CoE High School	Music	Ealing	2004/05
28	Albany School	Combined (Business and Enterprise with ICT)	Enfield	Jun-05

KEY	SCHOOL	SPECIALISM	LEA	DATE OF BID
29	Chace Community School	Technology	Enfield	tbc
30	Enfield County School	Languages	Enfield	2005
31	Enfield Grammar School	Maths and Computing	Enfield	2005
32	Highlands School	Technology	Enfield	Oct-04
33	Kingsmead School	Arts	Enfield	Oct-04
34	Salisbury School	Sports or Business with ICT	Enfield	2005/06
35	St Ignatius College	Humanities	Enfield	2005
36	St Paul's School	Combined (Sports and Business and Enterprise)	Greenwich	tbc
37	The John Roan School	Science	Greenwich	Oct-04
38	Cardinal Pole RC School	Combined (Maths and Science)	Hackney	Mar-05
39	Mossbourne Community Academy	Technology	Hackney	Oct-04
40	New Academy	Combined (Maths and Music)	Hackney	Sep-06
41	Henry Compton Secondary School	Maths and Computing	Hammersmith & Fulham	Oct-04
42	Sacred Heart High School	Maths and Computing	Hammersmith & Fulham	Oct-04
43	Northumberland Park Community School	Sports or Media Arts	Haringey	Mar-05
44	Salvatorian RC College	Science	Harrow	tbc
45	Rooks Heath High School	Business and Enterprise	Harrow	2004/05
46	Bentley Wood High School	Maths and Computing	Harrow	Oct-04
47	Evelyn's Community School	Science and Technology	Hillingdon	Oct-04
48	Barnhill's Community School	Sport	Hillingdon	tbc
49	John Penrose School	Combined (Sport and Science)	Hillingdon	Oct-05
50	Swakeleys School	Humanities	Hillingdon	Oct-04
51	Brentford School for Girls	tbc	Hounslow	2005
52	Feltham Community College	tbc	Hounslow	2006
53	Hounslow Manor School	Arts (performing)	Hounslow	2006
54	The Green School	Science	Hounslow	Oct-04
55	Holloway School	Sports	Islington	2005
56	Islington Green School	Music	Islington	2005
57	Holland Park School	(Combined) Music/Art	Kensington & Chelsea	Mar-05
58	Beverley School	Sport	Kingston upon Thames	tbc
59	Bishop Thomas Grant Catholic Secondary School	Maths and Computing	Lambeth	tbc
60	Lilian Bayliss School	ICT	Lambeth	tbc
61	Norwood School	Business and Enterprise	Lambeth	tbc
62	Crofton School	Technology	Lewisham	Oct-06
63	Haberdashers' Aske's	Combined (Design & Technology and Music)	Lewisham	Oct-05
64	Malory School	Combined (ICT and Sports Science)	Lewisham	Oct-05
65	St Joseph's Academy	Business and Enterprise	Lewisham	Oct-05
66	Bishopsford Community School	Arts (creative and performing)	Merton	Oct-04

KEY	SCHOOL	SPECIALISM	LEA	DATE OF BID
67	Tamworth Manor High School	Sports	Merton	Oct-04
68	Ursuline High School	Business and Enterprise	Merton	Oct-04
69	Wimbledon College	Science	Merton	Oct-04
70	Kingsford Community School	Languages	Newham	Mar-05
71	Little Ilford School	Arts (performing)	Newham	Mar-05
72	Brampton Manor School	Arts (performing)	Newham	
73	Plashet School	Science	Newham	
74	Little Heath School	Science	Redbridge	Oct-04
75	Mayfield School and College	Business and Enterprise	Redbridge	Oct-05
76	Oaks Park High School	Music	Redbridge	Oct-05
77	Woodford County High School	Science	Redbridge	Oct-08
78	Canon Palmers Catholic School	Business and Enterprise	Redbridge	Oct-04
79	Christs Church of England Comprehensive secondary school	Business and Enterprise	Richmond upon Thames	Oct-04
80	Hampton Community College	Arts (performing)	Richmond upon Thames	Oct-04
81	Waverley School	Sports	Southwark	tbc
82	Greenshaw High School	Maths and Computing	Sutton	Mar-05
83	Sutton Grammar School	Science	Sutton	Mar-05
84	George Greens School	Humanities	Tower Hamlets	Mar-05
85	Langdon Park Community School	Sports	Tower Hamlets	Oct-04
86	Morpeth School	Combined (Music and Drama)	Tower Hamlets	2005
87	Stepney Green School	Maths and Computing	Tower Hamlets	Oct-04
88	Aveling Park School	Maths and Computing	Waltham Forest	Mar-05
89	Chingford Foundation School	Maths and Computing	Waltham Forest	Mar-05
90	George Mitchell Community School	Arts (media)	Waltham Forest	Mar-06
91	Kelmscott School	Arts (performing)	Waltham Forest	Oct-04
92	Norlington School for Boys	Sports	Waltham Forest	Mar-05
93	Tom Hood School	Science	Waltham Forest	Mar-05
94	Warwick School for Boys	Engineering	Waltham Forest	Mar-07
95	Willowfield School	Humanities	Waltham Forest	Mar-07
96	John Paul II School	Design	Wandsworth	Oct-04
97	Salesian College	Business and Enterprise	Wandsworth	Oct-04
98	Pimlico School	Music	Westminster	Mar-05
99	Westminster City Boys' CE School	Maths and Computing	Westminster	Mar-05
100	St George's RC School	Business and Enterprise	Westminster	Oct-05

DfES/0813/2004

© Crown copyright 2004

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non commercial education or training purposes on the condition that the source is acknowledged.