

LONDON EDUCATION PARTNERSHIP AWARDS WINNERS

Rewarding partnerships, raising aspirations



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EDUCATION
PARTNERSHIP
AWARDS
WINNERS

TO SAY THAT REMOVING THE OBSTACLES THAT STAND IN THE WAY OF HIGHER EDUCATION IS A SUBJECT CLOSE TO MY HEART WOULD BE SOMETHING OF AN UNDERSTATEMENT...

I was, therefore, delighted to be invited to chair the Judging Panel for the London Education Partnership Awards 2008.

It is worth remembering why the awards were set up: despite the fact that more of London's young people than ever are gaining GCSEs, A-levels and vocational qualifications, not enough of them fulfil their early promise by going on to higher education. The same is true of many of the capital's adults. The loss of high achieving citizens has profound implications for the continuing success of this great city; our businesses, financial institutions and professions need to recruit from among the best. We cannot afford to lose the talents of those whom we know could succeed, given the right environment and encouragement.

One of the clearest messages that came from many of this year's excellent finalists was the importance of enthusing children – including primary school children – with the idea of higher education; enthuse them, maintain that enthusiasm and then make it possible for them to achieve their dream.

We were also struck by the energy and drive of the projects we looked at and of the people, the teachers and staff who make these programmes possible. They make education exciting and dynamic and they really are changing lives, by lifting the aspirations and achievements of so many young people and adults, especially in some of London's most disadvantaged communities. As a former science teacher, I was particularly encouraged by the innovation we saw in the teaching of sciences, maths and related subjects.

We were tremendously impressed and inspired by the work of this year's winners. We think you will be too.



Sir Mike Tomlinson



FOUNDATION DEGREE FOR TEACHING ASSISTANTS

LONDON BOROUGH OF
BARKING AND DAGENHAM

UNIVERSITY OF
EAST LONDON

BARKING LEARNING CENTRE

With the growth in class sizes and the need for more support for pupils, the role of teaching assistants in schools has become increasingly important. Schools need well-qualified support staff who have knowledge, understanding and a wide range of skills. It was to meet this need in the borough that the partnership and the foundation degree were created.

The foundation degree enables primary school support staff to combine their extensive classroom experience with academic understanding; many are encouraged to gain vocational qualifications, which provide a springboard to the foundation degree. Its content reflects the National Curriculum and specific local needs and it is run at the new Barking Learning Centre, making it easily accessible. The majority of teaching assistants do not come from formal academic backgrounds and they can attend literacy and numeracy classes at the learning centre before going on to the foundation degree.

The first group of students (13) began studying in September 2005, with a further 10 starting in January 2006. To date, 18 have graduated, of whom 78 per cent are studying for another year to gain a full honours degree. Following successful completion of an honours degree students are then able to apply for Initial Teacher Training.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

‘Winning this award has provided valuable recognition for aspects of partnership work that often go unnoticed and yet are essential in educational processes that address widening participation. Central to the success of our partnership has been the harnessing of the enthusiasm, energy and effort of our students, which I’m happy to say was clearly recognised and endorsed. In an area of London with low rates of participation in higher education, these teaching assistants pass on to their own children and the children they work with in local schools, very important messages about educational aspirations and achievement.’

Mary Karpel,
Programme Leader, Foundation
Degree for Teaching Assistants,
University of East London



QUINTIN
KYNASTON SCHOOL

At Quintin Kynaston School (QK), in the City of Westminster, the emphasis is on inclusion: 87 per cent of students are from ethnic minority backgrounds; many live in two of the country's most deprived wards. Expectations of each student are very high and a variety of courses enable all students to continue into the school's sixth form and to access further and higher education.

Partnerships across the public and private sectors underpin the school's work; for example, the Tavistock Clinic provides psychotherapists experienced in adolescent support; businesses offer internships and mentoring, and there are links with youth, health, police and social services. The school has a solid system of individual support and students are actively involved in school affairs.

The school is consistently successful in achieving its aim for each student; attendance rates are above the national average and exclusions are low. QK is within the top four per cent of schools nationally, the top one per cent for English and top four per cent for maths Contextual Value Added (CVA). GCSE results have improved for seven consecutive years and 92 per cent of Year 11 students stay on to the sixth form.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The staff and students at QK were really excited about winning the award. It was very satisfying to have such public recognition of the effective partnership work that takes place at the school. It highlighted the success that QK students experience and identified QK as a learning community where students' needs are met holistically, leading to extended education and greater choice about their futures.

We are particularly pleased to receive this award at this time as we are launching QK as a School Improvement Centre. We wish to share our practice with other educational establishments and the partnership work we do will be something that we can help others to develop.'

Eugene Moriarty,
Deputy Headteacher,
Quintin Kynaston School

EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT

SPONSOR: SPECIALIST SCHOOLS AND ACADEMIES TRUST



THE CLOTHWORKERS' MATHEMATICS BURSARY PROGRAMME

THE CLOTHWORKERS' FOUNDATION

EXICOE (EXCITEC AND IMPERIAL COLLEGE OUTREACH EDUCATION)

It was the shortfall in the post-16 study of mathematics, and the detrimental impact that this would have in related fields such as science, engineering and medicine, that inspired the Clothworkers' Foundation to set up a bursary scheme aimed at encouraging students to take A-level Mathematics. The foundation approached Exscitec and Imperial College to develop and manage the scheme.

The programme offers practical and financial support for bursary recipients; the bursaries play a vital role in supporting the commitment that students have had to make to complete their A-level studies. Tutorial sessions, managed by mentors, who include college undergraduates, graduates, postgraduates and lecturers, take place at Imperial College, which has a strong mentoring tradition among its alumni. A Virtual Learning Platform supplements the classroom sessions.

Annual and detailed evaluation to gauge effectiveness is an intrinsic element of the programme. Over 60 per cent of students who took part in the first two-year cycle gained an A grade at A2-level Mathematics and over 40 per cent have made a firm commitment to pursue a degree involving the subject. Many of the student mentors have opted to pursue a teaching career.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The Clothworkers Foundation is proud to support the Bursary Programme which is making a real difference to the participants' academic success and aspirations. An external evaluation just completed on the programme validates the impact it is making, and we are delighted that the excellent work done by Exscitec, Imperial and all the students has been recognised by this award.'

John Stoddart-Scott,
Chairman,
The Clothworkers' Foundation

EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

SPONSOR: ROYAL SOCIETY OF CHEMISTRY



ASTRONOMY PROJECT

ALEXANDRA PARK SCHOOL
UNIVERSITY COLLEGE
LONDON (UCL),
DEPARTMENT OF PHYSICS
AND ASTRONOMY

The Astronomy Project has developed over the past four years, at the time when Alexandra Park opened its sixth form and became a designated Science College. It aims to exploit young people's fascination with astronomy and to translate this into raising achievement in physics, increasing GCSE uptake and, subsequently, A-level entry. Based in the London Borough of Haringey, the school's intake is diverse, with students speaking a total of over 51 languages. Many come from families with no history of higher education.

From a series of UCL presentations on astronomy at the school's annual Science Week, the project has grown to include joint teaching of A-level Physics, including sessions at UCL's Mill Hill observatory, a jointly taught GCSE course, 'Further Physics: Observing the Universe', and the involvement of UCL staff, expertise and resources in the school's Curriculum Day.

At the start of the project, 15 pupils were studying GCSE Physics; now there are 83 and most years see a 100 per cent pass rate at A* to C grades. Take-up at A-level has also risen and this trend is expected to continue as GCSE student numbers rise.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We were delighted to win this award. The experience which our students gained from working with practising astronomers from UCL transformed their learning environment and contributed to our outstanding GCSE results this year. The award, itself, has provided external recognition of how, through our combined efforts, we have been able to exploit the interest that young people have about space into tangible achievements in physics.'

Mike Terry,
Director of Specialist School,
Alexandra Park School

EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT IN ARTS, DESIGN AND COMMUNICATION

SPONSOR: UNIVERSITY OF THE ARTS LONDON



BRENTSIDE HIGH SCHOOL

The school is the London Borough of Ealing's specialist visual arts college. It serves a community where nearly all the wards are significantly more deprived than the national average, with large numbers of migrant families and ethnic minority children and overcrowded households. Many students are well behind the expected levels for their age when they start at the school. Brentside has strong links with local primary schools and has been oversubscribed for three years.

Arts and design and visual communication are at the core of the curriculum and receive the same amount of time as maths, English and science to age 16. The school's visual arts teachers, trainees and technicians are all practising artists, providing effective role models. Students benefit from links with specialist arts colleges in Europe and annual visits to partner colleges in Portugal, Italy, Belgium and Spain. There are out-of-hours and Saturday classes, holiday workshops and an artist in residence.

Achievement levels in art and design are excellent; in 2007, 82 per cent achieved an A*-C grade in the subject at GCSE. The majority of students go on to degree courses in arts, design and visual communication.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We were delighted and very proud to have received this award. We see it as an important recognition of the enthusiasm and creativity demonstrated by our staff, students and partners. It goes beyond recognising success by examination results and rewards the real hard work in developing and establishing a tradition of opportunities in higher education and careers for our students.'

Mike Roddy,
Arts College Director,
Brentside High School



THE LONDON BEIJING VOCATIONAL EDUCATION PROJECT

The London Beijing Vocational Education Project is a partnership of 18 further and higher education institutions and is aimed at students aged 16 to 19. Most come from disadvantaged communities with no history of participation in higher education. Learning how educational institutions have prepared for the 2008 Games – and how this can be used to promote educational achievement and progression – is helping London prepare for 2012, inspiring students to think about relevant values and opportunities and motivating them to go on to higher education.

Each institution had a Beijing 'twin' and, for two years, they have arranged twice-yearly visits to Beijing for students and staff. They also had a specific project; for example, City and Islington College students developed sports vision eyewear and, at South Thames College, they have composed Olympics theme tune.

Over 300 students and more than 50 staff were involved and at least 20 students were reception hosts in Beijing for this year's Games. Over 90 per cent of those who took part in international visits have gone on to higher education from Level 3 courses, compared with an Inner London average of 15 per cent of 18 year olds.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The London Beijing Vocational Education Project was delighted to win the 'Lighting the Flame' Award. We have been working as a partnership for three years, developing our links between London and Beijing to promote learning from the 2008 Games that will help ensure the 2012 games are even better. We have shared great experiences as a group of partners working together but it was really great to have our success externally recognised in this prestigious award.'

Ian Ashman,
Principal,
Hackney Community College

SUCCESS AT 17: ACHIEVING SUCCESSFUL OUTCOMES AND PROGRESSION FROM LEVEL 2 TO LEVEL 3

SPONSOR: LONDON THAMES GATEWAY DEVELOPMENT CORPORATION



NEWHAM SIXTH FORM COLLEGE (NewVic)

Effective, innovative local partnerships with the local authority, schools, – pupil referral units, the further education college, the London East Lifelong Learning Network and the University of East London have been instrumental in NewVic's increasingly successful work with young people in the borough, which is one of London's most disadvantaged. At the heart of its success is a systematic approach to ensuring that young people succeed at 17.

Among the many and varied programmes on offer are curriculum and progression activities for young people in schools, giving a taste of future education and career possibilities. Teachers work across academic and vocational programmes and across levels, ensuring guidance and support for all students. NewVic has had a lead role in setting up all five new 14–19 diploma lines, enhancing the opportunities – and quality of opportunities – available to Newham's young people.

There is a strategic alliance with the University of East London and other university partnerships are proposed. London City Airport currently offers a full university scholarship for a NewVic student each year.

The college's level 2 success rates went up by 23 per cent between 2004 and 2007 and 80 per cent of all level 3 students gain a university place or sector-related employment or training.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We were proud and honoured to be represented at this year's prestigious London Education Partnership awards held in the Science Museum. We were short-listed in two categories, winning the Success at 17 award, in recognition of the work the college does in ensuring high rates of success and progression from level 2 to advanced level and beyond. To be nominated in two out of only eleven categories was a tremendous achievement and it was excellent to win an award which recognises everyone's contribution to ensuring the longer-term success of young people who begin college with few, if any, exam qualifications.'

Andy Cole,
Assistant Principal,
Newham Sixth Form College
(NewVic)

VOLUNTARY SECTOR ORGANISATION OF THE YEAR

09

SPONSOR: THE NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION (NIACE)



INTOUNIVERSITY

For the past six years, IntoUniversity has been working with disadvantaged young people aged eight to 18, who are at risk of failing to meet their potential. The approach is holistic, pastoral and partnership-based involving local schools, social services, universities, private companies, other institutions – such as museums – and voluntary organisations. Supported by the Sutton Trust, which provides funding, information and advice, the partnership involves 200 volunteers, 60 teachers and university staff, 40 business employees and 15 staff from cultural institutions.

To date, over 6,000 young people have taken part in IntoUniversity programmes. Activities include after-school and holiday schemes, tutored help with homework and coursework, introductions to secondary school and university life, cultural and business experiences, and mentoring schemes that match university students and partners' employees with individual young people.

IntoUniversity believes that the younger a child is when introduced to the idea of going to university, the more likely they are to achieve that aspiration. This belief is borne out by the fact that, since its launch in 2002, the partnership has seen over 100 participants go on to higher education.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We are delighted to have been named Voluntary Sector Organisation of the Year and to have our high quality widening participation work with children and young people recognised. We work closely with schools, universities and cultural institutions to tackle social exclusion and underachievement and this award is testament to both the strength of our partnerships and the dedication of our staff team. Thank you for honouring us in this way.'

Rachel Carr,
Chief Executive,
IntoUniversity

INDIVIDUAL PROFESSIONAL CONTRIBUTION TO HIGHER EDUCATION PROGRESSION

SPONSOR: HEDRA



KENTON LEWIS
HEAD OF WIDENING PARTICIPATION & STUDENT RECRUITMENT

St George's University of London (SGUL) has been a pioneer in opening up the world of medicine and healthcare to non-traditional applicants, transforming the academic and career aspirations of many young people in the disadvantaged communities it serves. Since his appointment in 2001, Kenton has led the team charged with developing widening participation activities at SGUL, achieving an international reputation for innovative and effective work in fair access and progression.

Kenton has extended SGUL's network of formal links – creating a partnership with a Birmingham University research team, for example – and he has given presentations to universities and conferences in Canada and Australia. He has led pupil aspiration programmes in primary and secondary schools, further education colleges and at university entrance stage. Within SGUL, his impact is apparent across departments and curricula.

The formal strategy, devised by Kenton, has given SGUL a framework to measure success. It has also provided the foundation for research; this, in turn, is enabling SGUL to demonstrate why and how its innovative approach works. The materials and innovations that Kenton has developed are now used by other higher education institutions and will soon be available in other countries.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It was a privilege to be nominated for the 2008 award, and a shock when my name was announced as the winner! Widening Participation is something I'm very committed to, not only in my working life but also in my research, so the recognition from the judging panel was a real boon. Any individual award is really a reflection of the quality of the team that you work with, and in the case of St George's, none of our work would have been possible without the continued support of colleagues and in particular the extraordinary commitment of our students.'

Kenton Lewis,
 Head of Widening Participation
 & Student Recruitment,
 St George's University of London



THE LOVELL LEARNING PROGRAMME (LOVELL PARTNERSHIPS LTD)

Attracting bright new talent to the construction industry has to be a priority for leading companies such as Lovell and, since 2001, it has been doing just that with secondary and primary schools in the London Borough of Enfield. With the support of Enfield Education Business Partnership, the Lovell Learning Programme has enabled many of the borough's young people to find out more about the industry, the career opportunities it offers, and the qualifications they need to join it.

Year 9 pupils take part in a one-day competition to design and build a paper bridge, activities that enhance practical and teamwork skills and foster creativity. The following year students complete five projects, each of which involves site visits, and cover interior design, training, green construction, health and safety and building skills. Work experience is available for some students and the opportunity to attend a university-based, national Lovell Learning Event.

Each year, the partnership evaluates the programme's effectiveness in terms of sixth form and degree subject choice. Schools welcome the awareness, knowledge and skills that their pupils gain on the programme; their pupils are equally enthusiastic.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It's great to see the success of our work with schools recognised by this major award for the London region. Getting involved with local schools and encouraging students to reach their potential is an integral part of our commitment to involvement in the communities where we work. For Lovell, there are also strong business benefits in encouraging talented youngsters to consider a career in construction through our learning programme which brings together initiatives such as interactive events in schools, work experience placements for students and university sponsorship.'

Steve Coombs,
Regional Director,
Lovell



RIDDLESDOWN HIGH SCHOOL SCIENCE COLLEGE

Over the past three years, Riddlesdown High School in the London Borough of Croydon has developed a 'pupil-teacher' initiative that opens up opportunities for primary school children to gain a better understanding of science. The school believes that it is never too early to encourage children and young people to consider their academic future.

Through the initiative, its own pupils, aged 13 to 18, visit 20 local feeder primary schools to teach science to children aged six to 11. Meanwhile, hundreds of Year 5/6 primary school pupils visit Riddlesdown for laboratory sessions and fieldwork, with access to its specialist equipment and facilities. Over 100 Riddlesdown pupils, all of whom plan to go on to higher education, take part in the programme.

The benefits are mutual: Riddlesdown pupils gain in confidence and maturity, teaching a topic reinforces learning – helping to raise exam grades – and they maintain their enthusiasm for science and school life. Primary schools have seen their Science Key Stage 2 SAT results climb and staff are more confident about teaching science. Their pupils not only enjoy science lessons more but also look forward to secondary school.

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The 100-plus pupils involved in our scheme were tremendously excited to find that we had won an award and met with our Principal, Mr Smith, to admire it. We were glad to see that our groundbreaking work had been acknowledged and are looking forward to continuing and improving the scheme next year, when we intend to offer more whole class practical work to our primary school partners. The award will spur us on to develop partnerships with secondary schools in the future.'

Mike Vingoe,
Vice Principal,
Riddlesdown High School

LONDON EDUCATION PARTNERSHIP AWARDS



Aimhigher...



HEDRA.

MAYOR OF LONDON



Business in the

Community

STEMNET

Science, Technology, Engineering and Mathematics Network

