

# LONDON EDUCATION PARTNERSHIP AWARDS

WINNING PARTNERSHIPS  
2007



London Education Partnership  
Awards Ceremony 2007

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Awards Ceremony 2007



## THE AWARDS

- CROSS-ORGANISATIONAL PARTNERSHIP AND IMPACT
- INDIVIDUAL ORGANISATIONAL IMPACT
- EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT
- EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
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# RECOGNITION AND MOTIVATION

When it comes to exam results, London is the UK's fastest improving region and more of London's young people than ever are gaining GCSEs, A-levels and vocational qualifications. But, for a variety of reasons, far too many of our brightest young people fail to exploit their knowledge, skills and qualifications to the full by going on to higher education. Many adults who have the potential to succeed are also missing out on the opportunity of a university education. This talent is being lost to business, industry, and the professions. The London Education Partnership Awards were set up to recognise and celebrate the innovative efforts being made to address this.

When the awards were launched in June 2006, we had no idea of the number or scope of partnership programmes running across London. By March 2007, however, we had received over 80 entries, involving more than 200 different organisations and educational institutions and covering an impressive range of subject areas and educational and personal development.

Even more impressive was the impact that these programmes were having on the aspirations and achievements of hundreds, if not thousands, of London's young people and adults. It was clear that, by giving people a vision of what they could become and opening up the world of higher education, dynamic, innovative partnerships were changing the educational face of the capital. It was an enormous privilege for me, as Chair of the judging panel, and for our assessors to learn about the dedication, creativity and commitment that had gone into making these partnerships so successful. The winners were highly effective partnerships, all of which went beyond what we might reasonably have expected from statutory programmes.

When we talked to the winners at the start of the new academic year, they remained universally enthusiastic about the partnerships in which they were involved. Without exception, they believed that the awards had validated their work, given recognition to what their partnerships had achieved and provided motivation for staff and students alike.

Winning an award brings many benefits, not least raised awareness both within the organisations involved but beyond, in the wider world. We hope that this document will give you an idea of why these partnerships are so successful and why we chose them.



Stephen Twigg

# CROSS-ORGANISATIONAL PARTNERSHIP AND IMPACT

SPONSOR: MAYOR OF LONDON

## IMPACT IN ISLINGTON

- LONDON METROPOLITAN UNIVERSITY
- LIVERPOOL UNIVERSITY
- LILLE UNIVERSITY (FRANCE)
- CEA@ISLINGTON
- CENTRAL FOUNDATION BOYS' SCHOOL
- ELIZABETH GARRETT ANDERSON SCHOOL
- Highbury Fields School
- ISLINGTON GREEN SCHOOL
- MOUNT CARMEL SCHOOL
- ST ALOYSIUS RC COLLEGE
- DAME ALICE OWEN FOUNDATION



### A PROGRAMME DESIGNED TO ENRICH THE CURRICULUM FOR PUPILS

Impact in Islington is an intensive programme designed to enrich the curriculum for local secondary school pupils at Key Stages 3 and 4. The programme consists of a Saturday Club aimed at developing key skills, a Year 10 exchange programme involving Liverpool University and Lille University, and a two-year Upward Bound Saturday programme focused on English, maths and science. Upward Bound also offers two week-long residential experiences and after-school twilight sessions. All three elements share common objectives, such as raising aspiration, achievement and progression, and are developed with the local authority, schools and pupils and others.

Young people taking part are encouraged to extend their studies by taking the Certificate of Personal Effectiveness (ASDAN Certificate), a personal development programme equivalent to a GCSE grade B. Attendance on the programme, which is free, is voluntary and very popular. All projects are consistently over-subscribed; repeat attendance and high retention rates are an indicator of success. Almost 95 per cent of past participants are now in further education, with a similar percentage aiming to go on to university.

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It has given everyone such a lift, recognising the value of what we are doing and it made the young people who came along to the awards ceremony feel proud of their achievement. It has certainly raised our profile within the university.'

One of the strengths of Impact in Islington is that it stems from longstanding relationships, for example with the local education authority, local schools and the local borough. Winning the award has definitely strengthened the partnership.

Now we are looking forward to the youth conference for Years 9 to 11, an event that we have developed with our sponsor, the Mayor of London.'

Sophie Morrison,  
Widening Participation  
Development Officer,  
London Metropolitan University

'It's making me understand school more – my parents went to Parents' Evening last night and my English teacher said my vocabulary has improved dramatically since I started this course.'

**Pupil participant,**  
Impact in Islington

# INDIVIDUAL ORGANISATIONAL IMPACT

SPONSOR: KPMG

## GREENFORD HIGH SCHOOL POST-16 CENTRE



### OFFERING A COMPREHENSIVE NETWORK OF STUDENT SUPPORT

The majority of the school's students come from ethnic minority communities and many have a home language other than English. While parental expectations and support are high, few students come from backgrounds where educational achievement and higher education are the norm. The Post-16 Centre offers a comprehensive network of student support and aspiration-raising activities, such as Duke of Edinburgh schemes and an annual Higher Education Fair and a Higher Education Day. It also works closely with the local Youth and Connexions Service to widen student horizons. There are mentoring programmes for Oxbridge applicants and the centre has Compact arrangements with two local universities.

Over 95 per cent of the school's Year 13 students go on to university and its 2006 Alps (A-level performance system) report indicated that, in terms of institutional value-added, the Post-16 Centre was in the country's top 10 per cent of schools and colleges.

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The award is a recognition of the excellent work we have been doing with post-16 students. It has certainly provided a wonderful opportunity to enhance the profile of the school and, in particular, of the post-16 centre.

The links we have with higher education institutions, especially the University of Hertfordshire are the most valuable element of our partnership work. These links enable us to provide our students with very good access to tertiary education.

Taking part in the awards process – and winning – has been a real morale boost for my team and for the students who took part in the presentation to the judging panel.'

Colin Horsley,  
Deputy Head Teacher,  
Greenford High School

'We work to provide all of our students with the skills, aptitudes and strength of character to meet the challenges of life beyond Greenford... we want our students to enjoy their education and to develop into responsible, caring and tolerant citizens.' **Colin Horsley**,  
Deputy Head Teacher, Greenford High School

# EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT

SPONSOR: SPECIALIST SCHOOLS AND ACADEMIES TRUST

## EARLY YEARS SECTOR ENDORSED FOUNDATION DEGREE

- LONDON METROPOLITAN UNIVERSITY
- CITY AND ISLINGTON COLLEGE
- HACKNEY COMMUNITY COLLEGE
- THE LONDON BOROUGH OF HACKNEY AND ISLINGTON



### INNOVATIVE AND COLLABORATIVE CURRICULUM DESIGN AND PRACTICE

The two-year Foundation Degree in Early Years Education is a prime example of innovative and collaborative curriculum design and practice, aimed at raising both student aspiration and progression to university. In a skills and training area identified as a national priority, it offers an intermediate and integrated academic and vocational qualification-based pathway. The degree attracts students from widely differing social and cultural backgrounds and the emphasis is on social inclusion. The degree combines work-based learning in both boroughs, together with college-based study and access to university staff and resources.

Cross-organisational teaching and learning relationships and professional development programmes are strong, including opportunities to study at master's level. The programmes now have 66 students, of whom 80 per cent go on either to Early Years or Education Studies degrees or to the Registered Teacher Programme. Of these, 95 per cent have subsequently gained full-time employment.

'The partnership has... shown that it is possible to grow economic, educational and social prosperity by thinking outside of the box and challenging the status quo.' **Harinder Lawley OBE**, Head of Access Development, London Metropolitan University

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'As a former student on the foundation degree, the award was well deserved in my opinion! The degree was very flexible and complemented the work that I was doing with the children at nursery – the perfect opportunity to marry theory with practice. Most of us have continued to work with children and progressed in our studies; I am starting my MA in early years next month.

One of the most important aspects of the degree is that it bridges the gap between vocation and education – breaking down the fear element of students who had been working with children for years but were unqualified (to a high level) as they thought they weren't good enough.

The degree is now so popular that we have multiple waiting lists for candidates wanting a place.'

Mine Conkbayir,  
Early Years Foundation Degree graduate  
Lecturer in Child Care and Education,  
City and Islington College

# EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

SPONSOR: ROYAL SOCIETY OF CHEMISTRY

## LAMBETH COLLEGE SCHOOL OF ENGINEERING



### LAMBETH COLLEGE RISES TO THE CHALLENGE

Engineering courses at Lambeth College have risen to the challenge of responding to local and national skills shortages, as well as creating integrated programmes that employers welcome and that young people and adults want to join. The range is broad but addresses niche markets, such as security training, and includes ESOL-linked courses in electronics and electrical installation and access to higher education programmes in electronics, sound and audio electronics, and computer-aided engineering. Pastoral support is a priority and the school actively encourages women who want to join the industry.

External links with schools, universities, employers and professional institutions are exceptionally strong and reflect the school's solid reputation. Each year, a significant number of students go on to degree courses in subjects as varied as music production, mechanical engineering and electrical and electronic engineering.

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We're all immensely proud to have won, especially as we were in competition with some of London's leading educational institutions, and we see the award as a further endorsement of what the Ofsted report concluded. We felt particularly proud of our students at the presentation to the judging panel.

By working in partnership, especially through our industry links, we have created programmes that enable young people to learn and gain employment. Our teachers come from industry so bring a wealth of experience; they have ways of engaging with young students that are almost unbelievable.

There has been an incredible and very encouraging response to the award from our colleagues within the college. In terms of promoting what we do, it now forms part of a highly effective package that we can market.'

Mike Bristow,  
Director of the Faculty of Technology,  
Lambeth College

'Leadership and management are outstanding. Managers work well as a team and have a clear vision for the engineering school. Teachers take pride in their subjects and in their teaching. Managers and staff are well motivated and strive to continually raise standards.'  
**Ofsted inspection report**, February 2007

# INDIVIDUAL PROFESSIONAL CONTRIBUTION TO HIGHER EDUCATION PROGRESSION

SPONSOR: HEDRA

## DR CAROLYN STEPHENS

DEPARTMENT OF PUBLIC HEALTH AND POLICY  
LONDON SCHOOL OF HYGIENE AND TROPICAL MEDICINE



'As well as working with increasing numbers, Carolyn leads research to deepen our understanding of the process of engaging disadvantaged students in science... Our findings so far indicate that students... enjoy learning about issues that are not part of the school curriculum, and being encouraged to question what they are taught.' **Ruth Willis**, London School of Hygiene and Tropical Medicine and **Erik Stein**, London Borough of Barking and Dagenham

### LEADER IN A GROWING LONG-TERM COLLABORATION

As well as her role as a Senior Lecturer in Environmental Epidemiology at the London School of Hygiene and Tropical Medicine (LSHTM), Carolyn Stephens is visiting Full Professor at the University of Tucumán, Argentina. She is known globally for research on urban inequalities, environmental justice and indigenous health, and works with the United Nations, governments and NGOs internationally.

At LSHTM, Carolyn has spearheaded the development of the partnership with the London Borough of Barking and Dagenham. For five years, this has introduced young people to, and enthused them in, science that affects their lives and has introduced them to a university environment. She now leads a growing long-term collaboration with a wide variety of partners who jointly engage with, inform and inspire young people. Since 2002, when LSHTM had no widening participation activities, Carolyn has enabled over 300 young people to work with scientists. From just 10 young people in 2002, LSHTM expects to welcome over 100 this year.

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It's been a huge boost. Public engagement is so often 'off the radar' for most scientists and the award has validated and legitimated what we do. So many colleagues have said how pleased they are that we have finally been recognised. For everyone involved, it has confirmed that we are doing a great piece of work.

The most important aspect of the partnership is that it allows young people to do work experience with scientists. This has major – and positive – repercussions in that it changes their career aspirations and helps to improve their exam grades.

Winning the award has supported us in preparing a major funding proposal, which, if it is successful, will enable us to scale up what we have been doing over a longer period.'

Dr Carolyn Stephens,  
Senior Lecturer in International  
Environmental Health,  
London School for Hygiene  
and Tropical Medicine

# EMPLOYER OF THE YEAR

SPONSOR: CITY OF LONDON

## INSPIRE

■ MERRILL LYNCH ENTERPRISE  
EDUCATION PROGRAMME

'Bangladeshi women are under-represented in politics and in leadership roles in the City, the local area for employment for my pupils. Merrill Lynch partners Mulberry School, its pupils and parents in our collective work to change this, promoting the aspiration, leadership and excellence of our young women.' **Vanessa Ogden**, Headteacher, Mulberry School for Girls.



### NETWORKING, PUBLIC PRESENTATION AND TEAMWORK

Now three years old, this programme brings together Merrill Lynch, the Education Business Partnership, and Mulberry School for Girls in Tower Hamlets, an area where city success sits alongside high deprivation, unemployment and low educational achievement. The mission is to enable young people to acquire and practice employment related skills, such as networking, public presentation and teamwork, to learn about business and investment and to have the opportunity to take part in overseas placements. Activities include classroom-based business, finance and investment lessons for Years 8 to 10; skills residential weekends; a presentation skills competition – top prize a trip to New York – mentored by company staff; Business Challenge and Enterprise projects; a week-long summer business school; female leadership and mentoring opportunities for pupils, and sponsorship of a Model United Nations project for East London, with a prize of a trip for six pupils to the UN headquarters in New York.

More pupils now go on to the sixth form; post-sixth form participation in higher education has almost doubled, rising from 49.5 per cent in 2004 to 91.2 per cent just two years later. Examination results have improved at all key stages, with significant improvements in maths, science and English.

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'Apart from providing an opportunity to celebrate the work with our partners, it is a lasting recognition of what we are achieving and that is highly motivating.

The programme is unlike any other; it's built into the curriculum and covers whole cohorts of students. Every single student participates and has the opportunity to develop the interpersonal skills she will need in a professional setting. It inspires them to aim higher than they might otherwise have done.

Since winning a Partnership Award, more people have noticed us and want to work with us, which is very encouraging.'

Vanessa Ogden,  
Headteacher,  
Mulberry School for Girls

# VOLUNTARY SECTOR ORGANISATION OF THE YEAR

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

## LONDON NORTH AIMHIGHER DISABILITY PROGRAMME

■ BARNET BRANCH: NATIONAL AUTISTIC SOCIETY



### ADVICE AND GUIDANCE ON PATHWAYS TO HIGHER EDUCATION

Originally proposed by the Barnet branch of the National Autistic Society, the programme has been running since 2005. It aims to provide learners with disabilities (aged 14–30), parents and relevant professionals from four London boroughs, with information, advice and guidance on pathways to higher education, support available in higher education and disabled learners' rights in higher education. It is also committed to encouraging learners with disabilities to aspire to higher education – and to encourage parents and professionals to support them in this – and to offering learners with disabilities courses that will equip them with the skills they need to go on degree-level study.

During 2005 and 2006 the programme ran 20 parents' evenings and information forums and 10 three-day Transition Schools at Middlesex University, linking with schools and colleges across the boroughs. This work has led to the launch of a student ambassador scheme, awareness days, and a guide to higher education transition for students with Asperger's Syndrome or autism. Feedback from students, many of who had never met a university student or visited a university, was enthusiastic – as was that of professionals. Parents' evenings reached 125 families and 124 students from 28 schools and colleges took part in the Transition Schools.

### ON RECEIVING A LONDON EDUCATION PARTNERSHIP AWARD

'It has been incredibly motivating to everyone involved and we are delighted that the ambassadors and the students have received this recognition. It is also a superb recommendation, opening doors to working in new schools and to further students who would greatly benefit from the programme's interventions.

The programme is successful because of its very strong working relationship with a wide range of partners, from higher and further education, from local and national voluntary sector organisations and from Connexions and local authority education and social services.

Since winning, we have been nominated for a further award and asked to deliver training to more Aimhigher Partnerships.'

Christine Haugh,  
Disability Development Officer,  
London North Aimhigher Partnership

'This (transition into university publication) is an excellent piece of work and we have nothing like it... I particularly like the clear visual structures and pathways at the end of the book, which make the information so accessible to visual learners.'

Teacher, local school



ANDREW ADONIS,  
PARLIAMENTARY UNDER-SECRETARY  
OF STATE FOR SCHOOLS, SPEAKING  
AT THE AWARDS CEREMONY

THE JUDGING PANEL MADE TWO ADDITIONAL AWARDS FOR

# INNOVATION AND OUTSTANDING ACHIEVEMENT

## THE POWER PROGRAMME: EDUCATING REFUGEES

- PADDINGTON DEVELOPMENT TRUST
- THE OPEN UNIVERSITY IN LONDON
- CITY OF WESTMINSTER COLLEGE



### BRINGING TOGETHER THREE VERY DIFFERENT ORGANISATIONS

This innovative partnership, rooted in a commitment to social justice, brings together three very different organisations in supporting and encouraging refugee learners to go on to higher education. The elements include community outreach work, home study, and English language assessment and lessons, enabling students to enrol on vocationally relevant higher education courses. Intensive support is provided at every stage.

Over the past two years, 125 students have applied to the programme. About 100 have had their English language needs assessed, 40 of whom are taking ESOL courses and developing their skills and 45 are currently studying with the Open University. Subjects include health and social care, business studies, information technology and accounting.

'The students in this scheme have had to overcome huge difficulties, due to their refugee and migrant status... They are being supported by dedicated people in three different institutions... it shows what can be achieved when... organisations come together doing not just what they are best at but stretching themselves well beyond. But we still couldn't achieve this without the effort and drive of the students.' **Denise Bates**, The Open University in London

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It has meant success, recognition and a start point for refugees' education in the UK; we have made history! It has endorsed our message of educating refugees, and encouraged us to continue our hard work to achieve a sustainable community. It is also unique because it recognised refugees as an independent entity not, as previously, as part of an entity.

One particularly valuable aspect of the partnership has been the creation of a totally integrated virtual learning programme that leads refugees through an identifiable progression route. Above all, it nurtures the promise and prospects of intelligent refugees who have high integrity but who had previously lost hope.

Potential funders now value us more because of the award and it has greatly encouraged and inspired our students, who are now determined to work harder than ever.'

Afaf Tahir,  
Manager,  
The Power Programme

## WIDENING ACCESS TO MEDICAL EDUCATION ST GEORGE'S, UNIVERSITY OF LONDON



### A DYNAMIC RANGE OF ASPIRATION-RAISING ACTIVITIES

The Widening Participation Unit at St George's has moved itself into a leading position, nationally and internationally, in terms of opening up access to medical education, which is still seen by many as elitist. Since 2002, the unit has devised a dynamic range of aspiration-raising activities, from primary school level to university entry. These include a CD-Rom, website, school visits, roadshows, clinical skills days, taster days, mentoring, summer and Saturday schools, and a foundation programme for adults. It has formal partnerships with five local schools and Croydon College and works with a number of schools and colleges across London, as well as with London Aimhigher.

Its success is evident from the year-on-year improvement in the number of St George's students drawn from state schools, low socio-economic backgrounds and low participation neighbourhoods. So much so, that it is now outperforming its own benchmark requirements in all measures.

'Widening participation is a cornerstone of St George's strategy for the development and advancement of medical education... Widening participation has been embraced by the St George's community as a whole, ensuring that it is deeply embedded in the psyche of the institution.'

**Professor Michael Farthing,**  
Principal, St George's,  
University of London

### ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We see the award as a recognition of the huge efforts put in by staff and students. It has also given us even greater recognition within our own institution and among our peers in other universities. And it has put the focus on widening participation in medicine and healthcare. It sends out a clear message: St George's is quite small and if we can do it, so can others.'

Our Widening Access programme brings clear benefits to us, as a higher education institution, not least by broadening our student base. For our partners there are different but equally tangible benefits. But developing individuals and helping them reach their potential are at the heart of the programme.

Since winning the award, more staff from within St George's have come forward to volunteer on the programme. It has acted as a catalyst; people are making the connection between what they do as medical professionals and what we do in terms of encouraging young people to think about a healthcare career.'

Kenton Lewis,  
Assistant Registrar (Fair Access),  
St George's, University of London



THE LONDON EDUCATION PARTNERSHIP AWARDS LOGO IS BASED ON BUTTERFLY TREE, DESIGNED BY MAI YOSHIDA.

Mai Yoshida was born in Japan. She took a BTEC Diploma in Foundation Studies in Art and Design and a BA(Hons) in Illustration at Camberwell College of Arts, University of the Arts London. She is now studying for her MA in Communication Art and Design at the Royal College of Art.

# THE LONDON EDUCATION PARTNERSHIP AWARDS 2008

IF YOU WOULD LIKE TO KNOW  
MORE ABOUT THE 2008 AWARDS OR  
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Photos: Paul Knivett  
Design: Hudson Fuggle  
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# LONDON EDUCATION PARTNERSHIP AWARDS

In association with



Aimhigher...



MAYOR OF LONDON