

MAYOR OF LONDON

Jennette Arnold AM OBE

Member for North East London, Hackney, Islington
and Waltham Forest

Chair of Education Panel
London Assembly

Our ref:

Date: 21 January 2016

Dear Jennette

Thank you for your letter of 15 January, outlining those areas of follow up from the last Education Panel meeting at which I spoke.

I have reviewed the transcript of my session and am setting out the clarifying and further information the Panel seeks after our wide-ranging discussion on the Mayor's education programme on 25 November.

You asked to have sight of any publications that the Mayor was to publish at his third Education Conference (on 27 November):

- **Projected Demand for School Places Report:** This shows that almost 165,000 additional state school places will be needed by 2025. Demand for secondary places is expected to rise by around 105,000 by 2025, not including Years 12 and 13 (6th Form), and 60,000 new primary places will also be needed over this time. Pockets of high demand can be found across the capital with almost all boroughs having some wards with significant increases in demand. The full report can be found [here](#).
- **Building the Leadership Pool in London Schools:** This provides evidence of the growing shortage of headteachers, with a GLA survey showing that 58 per cent of the capital's headteachers are considering leaving their role in the next three years, mainly through retirement. It concluded that the leadership pool in London schools must be pro-actively nurtured to ensure that support and development opportunities are systematically made available across the school system to talented teachers, middle and senior leaders. The full report can be found [here](#).
- **The Annual London Education Report:** The third of these reports includes key findings of success in London, around the high proportion of good and outstanding schools; attainment measures at KS2 and KS4; and the performance of disadvantaged pupils. While London schools are finding it more difficult to employ headteachers than nationally, proportionally more teachers in London aspire to become a headteacher than the national average. The full report can be found [here](#).

- **Investigating the school improvement needs and practices of London primary and secondary schools:** This contains the findings of a survey with 230 London schools in autumn term 2015. It was a follow-up to a major survey of school leaders conducted in 2012 during the Mayor's Education Inquiry. It compared the situation three years on, as well as gauging the usage of GLA education programmes and support. Around 3 in 4 schools would like to see ways to agree priorities and problems for strategic, London-wide education leadership (73%). The full report can be found [here](#).

In our discussion, I said that I would confirm the exact details of the **London Schools Excellence Legacy Fund** programme's budget and timeline:

- The Mayor will support **Subject Knowledge Hubs and the London Teacher Innovation Fund** until August 2017.
- £660,000 of new GLA funding has been approved, of which £560,000 is for Subject Knowledge Hubs and £100,000 for the London Teacher Innovation Fund.
- A further £300,000 of funding from the original London Schools Excellence Fund (LSEF) will also be invested in Subject Knowledge Hubs.

Across the original projects over 17,000 teachers in over 1,600 schools are benefiting and reaching about 650,000 pupils. They have ranged from large projects like the Imperial Reach Out lab which has provided practical science activity for 400 science teachers and over 11 thousand pupils, to much smaller projects like Classics for All which worked with 74 teachers to introduce Latin into schools.

I mentioned to the Panel that we are having a **conference on 26 February** in London's Living Room. The event will share with the London education sector the great work of LSEF funded projects and showcase the impact of the programme across London schools. It will include the Legacy Hubs sharing their progress so far and how they will continue to improve teachers' subject knowledge with the further funding.

I said that I would update you on the timing and focus of the **LSEF meta-evaluation**. This is due in February 2016 and will bring together findings from the 100 project final evaluation reports, and will also report on the five thematic studies undertaken by the external evaluator through consultation with 20 of the projects. The main themes include:

- What do LSEF projects reveal about what makes an effective Hub?
- Which approaches taken by expert education partners (higher education institutions and subject associations) funded by LSEF appear to have been most effective in supporting schools, teachers and their pupils?
- Which approaches taken by LSEF projects promoting subject knowledge and teacher confidence amongst primary/secondary/cross-phase school teachers appear to have been most effective in improving outcomes for teachers and pupils?

You asked for a list of Mayoral Directions with regard to Free Schools. It is as follows:

MD1464: Direction to LFEPA on Bow and Silvertown station sites to dispose to Education Funding Agency

MD1486: Direction to LFEPA to dispose of Southwark station site for a secondary school

MD1497: Amended Direction on the same (timetable change)

MD1518: Direction to LFEPA for Kingsland site to be disposed of to the Education Funding Agency

In addition there were the following Mayoral decisions (not Directions) around Free Schools

MD1484: Twelvetreets crescent: GLA land sale to facilitate delivery of free school

MD1546: GLA contribution to redevelop Fulham Police Station for a school

MD1554: approving disposal of the Fulham Police Station to the Education Funding Agency.

You asked for a list of boroughs working collaboratively with us on free schools. The two doing this currently are Hounslow and Newham.

You also sought an update on our free school plans. Our current tally of schools for which sites have been made available is 19 free schools (including 2 UTCs) and one academy. There are three more sites currently in the pipeline.

Finally, as we discussed at a previous Panel meeting, I can confirm that the **London Schools' Gold Club evaluation** is published here. The report acknowledges a main strength of the programme being the highly positive feedback and learning experienced by teachers and school leaders who have participated in seminars, conference days and school development visits led by member schools.

There have been 240 school members over the 3 years. The core, underlying principle of the Gold Club eligibility criteria was to identify schools where attainment is both significantly higher than the London or national averages (whichever was higher) and for all the school's pupils including those disadvantaged. In this way, Gold Club has been playing its part in setting higher challenge for London schools, alongside celebrating their pupils' high achievement.

Other useful recommendations in the evaluation around the operation of the scheme helped us to plan this year's delivery and other aspects will be considered in the future development of Gold Club. We have upcoming Gold Club events running this and next term, ranging from "How to develop and manage an effective and engaging STEM programme", to "How to ensure every child is a reader" and "Inspiring writing through real and vivid experiences".

I hope that this response has covered all the highlighted areas and will serve to brief the Education Panel before your next session.

Yours sincerely



Munira Mirza

Deputy Mayor for Education and Culture