

TRANSFORMING EDUCATION COMMUNITIES - LESSONS LEARNED IN LONDON

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The Boroughs of London

Colour Reference Map



**32 London
Municipalities
2500 Schools**

London – the learning city

Context and scale



- 1813 primary schools
- 454 secondary schools
- 144 special schools
- 63,500 teachers
- 43,000 support staff
- 32 Local Authorities
- 311 languages
- 38% English as an Additional Language across London (50% inner London)
- 30% Free School Meals across London (43% inner London) – National Average 15%

(10% of London's children are educated privately)

THE CHALLENGE

- Lowest performing region in terms of attainment and progress
- Low morale and motivation
- High levels of deprivation especially in inner London and high percentages of children with English as an additional language (EAL).
- Poor built environment in many areas - lack of public services
- Too few good and outstanding schools – too many schools requiring improvement.
- A poverty of expectations in some local communities about what schools can achieve but also amongst some teachers and school leaders.
- Isolation of schools – not linked effectively to their communities or to other schools

THE PROGRAMME



PURPOSE, PASSION, PROGRESS AT A PACE

Shared vision, purpose and objectives

- Ambition, aspiration, high expectations for all young Londoners to achieve their potential.
- Determined and committed leadership from municipalities and schools
- A compelling and inclusive moral purpose based on equity, social justice and unshakeable principles to be shared and acted upon by everyone.

Core objectives

- A system focus on improving educational outcomes through collaboration, the learning environment, partnership working and consistency of practice.
- Raise standards of performance and close attainment gaps
- Create more good and outstanding schools as catalysts for their community

RAISE THE BAR AND CLOSE THE GAP

Building Social and Community Capital

- Trust, Engagement and Connection – **Social Capital**
- Collaborative Action – **Organisational Capital**
- A sense of identity, place and belonging – **Knowledge Capital**
- Shared Values and Aspirations – **Moral Capital**

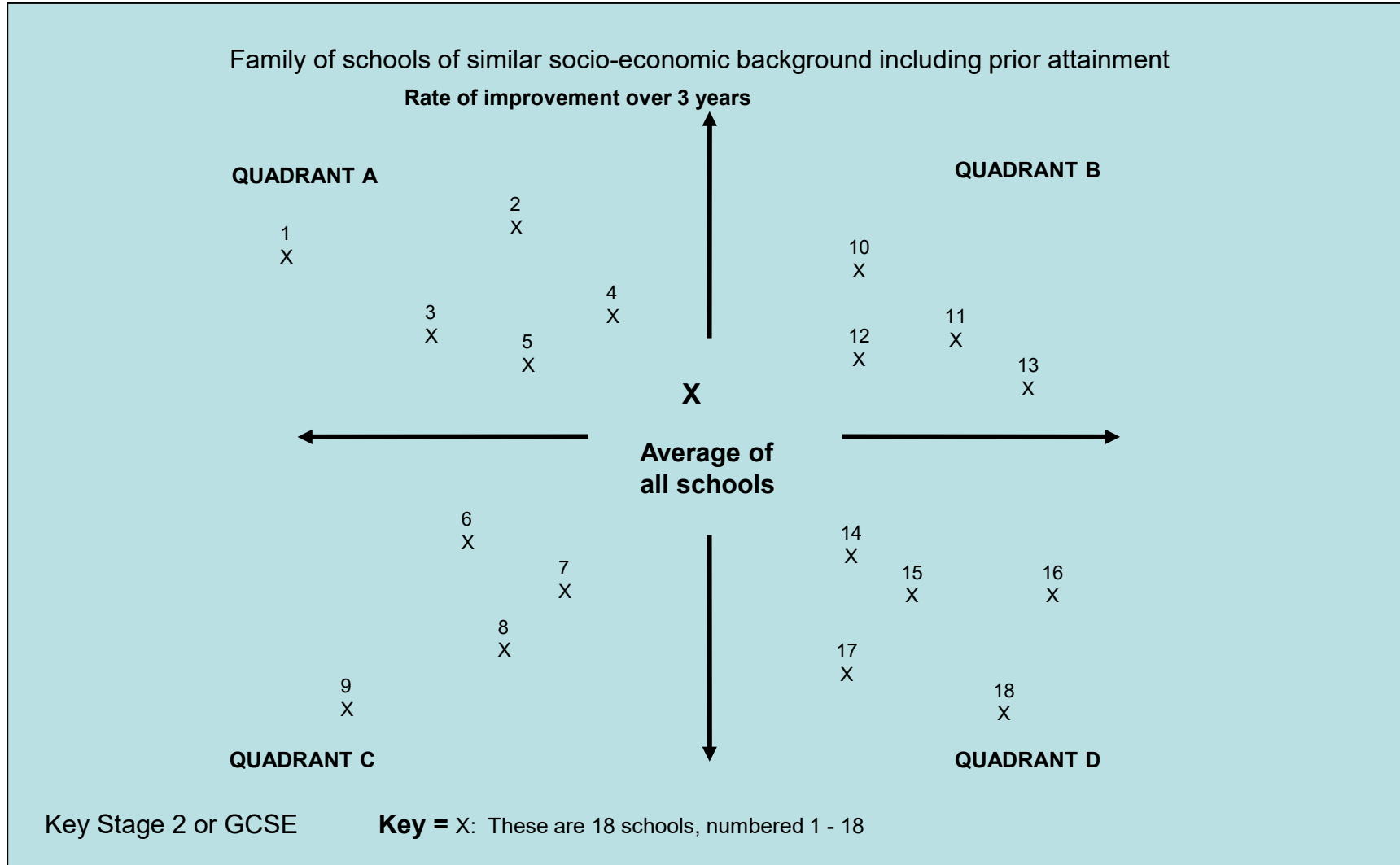
‘ The best case for public education has always been that it is a common good. Everyone, ultimately, has a stake in the calibre of schools and education is everyone’s business’. *Michael Fullan*

Make full use of the evidence and data

- Developing a culture of self-evaluation – collecting evidence through surveys, learning walks, lesson observation, collective enquiry and peer review.
- Forensic tracking and analysis at school and student level using data and evidence to challenge assumptions and expectations and action plan for improvement.
- Use of parent, teacher, student and school surveys
- Benchmarking performance between ‘similar’ schools to stimulate improvement and the sharing of best practice.
- Challenge, intervention and support by the Municipality based on data and targets for improvement.

[All schools are provided with annual data by the Ministry based on national tests which is publicly available, and schools are also inspected every 4 years]

Families of schools



Rigorous attention to closing gaps

- Monitoring the performance of particular groups of children, particularly those on Free School Meals, with English as an additional language, special needs and gender.
- Benchmark performance between ‘similar’ schools and ‘similar municipalities’ regarding gaps
- Sharing of best practice among schools and municipalities with similar challenges
- Pan London English as an Additional Language programme/ sharing of best practice with schools and municipalities.
- Partnership with agencies re-vulnerable groups [Now the Pupil Premium]



DEMOGRAPHICS,

DEPRIVATION AND

DISADVANTAGE

SHOULD NOT BE

DESTINY

‘What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy’

John Dewey

SYSTEM LEADERSHIP AND SCHOOL-TO SCHOOL SUPPORT

- London Leadership Strategy is run by executive groups of Heads for Heads with expert support from Challenge advisers and municipalities.
- The best schools and leaders extend their reach across other schools so that all schools improve in the system.
- A model of partner schools and groups of schools working together for system improvement.
- Specific partnerships between London Consultant Heads and schools (now National Leaders of Education) and ‘keys to success’ (underperforming) schools – support for leadership, teaching and learning, and other key issues.
- A range of programmes to develop instructional leadership and capacity with an overall focus on learning partnerships, sharing expertise and best practice to secure the best outcomes for all schools and students. E.g. ‘Securing Good’ and ‘Going for Great’.

A Relentless focus on teaching and learning

- Pan-London recruitment and retention programmes.
- Chartered London Teacher status – morale, motivation & recognition.
- Teach First and Teaching Leaders..
- The Teaching and Learning syllabus – improving teacher programmes, outstanding teacher programmes – practitioner networks.
- Use of system wide expertise e.g. Expert practitioners (Specialist Leaders of Education) – moving knowledge and expertise around.

‘THE QUALITY OF AN EDUCATION SYSTEM CANNOT EXCEED THE QUALITY OF ITS TEACHERS...’

A SYSTEM FOCUS ON TEACHING AND LEARNING & SHARING KNOWLEDGE

- A model of inter-school ‘excellence’ visits, learning walks and innovation exchanges, ‘stop looking down and start looking out’.
- An overall focus on collaboration and partnerships in outward-facing schools sharing expertise and best practice – municipalities as “communities of practice”.
- Joint Practice Development in well established within and between schools and municipalities developing leadership and teaching capacity to raise standards.
- The development of Teaching Schools and Alliances to act as hubs to promote teaching and learning – ‘professional learning communities’.
- Teach Meets at a local level

LOOKING OUT TO IMPROVE WITHIN

The big message

“Give them teaching that is determined, energetic and engaging. Hold them to high standards. Expose them to as much as you can, most especially the arts. Root the school in the community and take advantage of the culture the children bring with them. Pay attention to their social and ethical development.

Recognise the reality of race, poverty and other social barriers but make children understand that barriers don't have to limit their lives... above all, no matter where in the social structure children are coming from, act as if their possibilities are boundless”



Charles Payne

“So Much Reform, So Little Change”

The London Child / Student

- The London Student Pledge (access to a range of curriculum enrichment experiences) – e.g. The Arts, Sport, Personal and Social education, the Work-related curriculum.
- Programmes for improving behaviour for learning.
- Specialist Support for children with English as an Additional Language.
- Careers education and work experience – data on student destinations
- Progression to Higher Education – Widening Participation programmes.
- Partnerships with parents, families and communities including celebration and awards.



EVERY CHILD MATTERS PRIORITIES

Well-being – multi-agency strategies to ensure health and wellbeing

Staying Safe – Safeguarding policies and procedures

Enjoy and Achieve – sustained improvements in outcomes including Personal and social skills

Making a Positive Contribution – engagement with schools and the Community – School Councils, Youth Partnerships, Youth Parliaments, Development of citizenship and the student voice.

Inclusion – Vulnerable children, children with special needs

Sense of Place and Belonging

- Building Schools for the Future.
- Schools as places of well-being, belonging and creative endeavour.
- Children and young people safe in their identity and confident of fitting in to their community.
- Spaces transformed into places of belonging inside and outside the school

TRANSFORMING SPACES INTO PLACES

‘Place is space activated by human interaction’

‘Place provides a profound centre of human existence to which people have deep emotional and psychological ties and is part of the complex processes through which individuals and groups define themselves’

Davis. P. et al
Making Sense of Place (2012)



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THE SCHOOL AS THE CATALYST OF CHANGE –INSIDE AND OUT

- A centre of aspiration, ambition and achievement.
- Working closely with parents and the community to build community pride and cohesion.
- Attractive and stimulating learning environments.
- Providing community facilities eg. Libraries, theatres, sports, IT facilities, and meeting rooms.
- A celebrating community – building the momentum for change through the achievement of young people – education to employment

**‘A SCHOOL IS FOUR WALLS
SURROUNDING THE FUTURE’**

Effective partnership and networking

- School-to-school and practitioner networks.
- Public services and local facilities.
- Higher Education / Municipal and School partnerships.
- Business partnerships.
- Partnerships with parents, families and communities
- Links to various Agencies -. Health, Housing, Social Care



'HARVEST AND HARNESS KNOWLEDGE, TALENT, CREATIVITY AND ENERGY'

Impact of the London Challenge



- From the lowest performing region to the highest performing region in terms of progress and attainment at 11 and 16
- Most successful region in closing gaps for free school meals students (half the National average gap). Providing opportunities for all students - record numbers to Universities and high skilled employment.
- Highest performing EAL groups – above national averages for Pakistani, Bangladeshi, Black African and East European students. (Indian and Chinese students well above).
- Well above national averages in the percentage of good and outstanding schools.
- Transformed local areas and educational communities with schools as catalyst for change, social mobility and urban renewal.
- Influenced changes to national education policy. e.g. school to school support, national and local leaders of education, teaching schools, benchmarking schools performance data, closing gaps.



Overall 94 per cent of London's schools are rated as good or outstanding by Ofsted, the highest of any region.
Greater London Authority: Annual London Education Report 2017

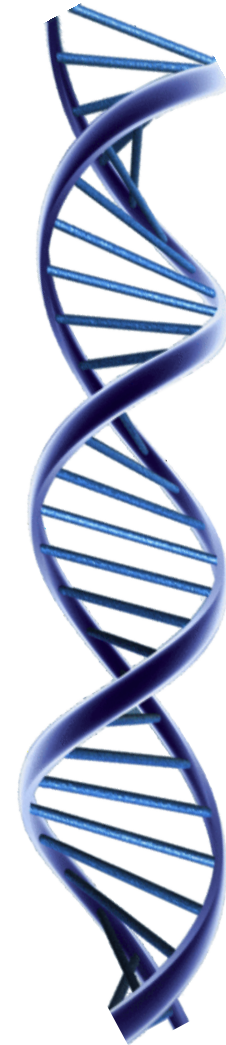
The DNA of the London Challenge

- A compelling and inclusive moral purpose and strong, shared values, principles and beliefs.
- Ambition, aspiration and the highest expectations to drive and secure improvement
- A clear focus on raising standards and closing attainment gaps between groups of pupils and schools so that all children and young people achieve their potential.
- Support and challenge through expert leaders, teachers and advisers designing strategies and brokering solutions



The DNA of the London Challenge

- System leadership which involved the best school leaders directly supporting other schools in strengthening leadership and teaching.
- Collaboration, partnership working and practitioner networks managing knowledge and sharing best practice through a range of activities and programmes.
- Well mobilised intellectual, social and organisational capital maintaining vision, energy, depth and staying power to produce excellent educational outcomes
- A sense of place, pride, purpose and partnership



LONDON LANGUAGE LONDON SPROG



- Moral Purpose **Moralsk hensigt**
- Ambition and Aspiration **Ambition og stræbsomhed**
- High Expectations **Høje forventninger**
- Purpose, Passion, Progress at a Pace **Formål, lidenskab, fremskridt med fart**
- Robust and Rigorous use of Data and Evidence
Robust og stringent brug af data og dokumentation
- Mind the Gap **Pas på gabet**
- Benchmark Performance **Benchmark præstation**
- A Relentless Focus on Teaching and Learning
Et ufravigeligt fokus på undervisning og læring
- Inspirational Leadership at all Levels **Inspirerende ledelse på alle niveauer**
- System Leadership and school to school support
Systemledelse og skole-til-skole støtte
- Looking out to Improve Within and Share Best Practice
Se udad for at forbedre indad og del best practice
- Collaboration and Partnership Working **Samarbejde og partnerskab??**
- Support, Challenge and Accountability **Støtte, udfordring og ansvarlighed**
- A Sense of Place, Pride, Purpose and Partnership
En fornemmelse for sted, stolthed, formål og partnerskab

**‘Language can make or break a school
and an education system’**

KEY LEVERS OF CHANGE

- **A shared vision, purpose and objectives for schools and communities with a common language of aspiration and ambition and high expectations**
- **Building social and community capital including a sense of place and belonging.**
- **Using data, evidence and benchmarking as a stimulus to improve education outcomes.**
- **System and community leadership in building the capacity for change.**
- **Identifying and sharing knowledge and best practice in teaching and learning and school improvement.**
- **Promoting high quality partnerships.**