

EALING EXCELLENCE CHALLENGE

Contents

1	INTRODUCTION
2	VISION STATEMENT
3	AIMS
4	THE EALING EXCELLENCE CHALLENGE PARTNERSHIP
5	AUDIT OF PROVISION
6	OBJECTIVES
7	TARGETS FOR EALING'S EXCELLENCE CHALLENGE
8	IDENTIFYING TARGET GROUPS
9	PROGRAMME OF PROVISION
10	WHOLE INSTITUTIONAL POLICIES
11	FUNDING AND RESOURCE ALLOCATION
12	MANAGEMENT AND CO-ORDINATION
13	MONITORING AND EVALUATION
14	MILESTONES

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1 INTRODUCTION

Ealing welcomes the opportunity to widen its Excellence in Cities Partnership and supports the aims of Excellence Challenge.

Ealing's Excellence Challenge initiative is designed to promote equality of opportunity, raise aspirations and achievement, challenge marginalisation and the exclusion of specific groups who are under-represented in higher education.

Young people will be at the heart of Ealing's Excellence Challenge their perspectives, along with those of their families and communities, will be sought and taken into account in developing appropriate strategies to support their progress.

2 VISION STATEMENT

Through Excellence Challenge every Ealing student will be supported to develop their potential to the full and achieve the knowledge, skills, attitudes and personal qualities to make informed choices about further study and careers. An increased number of disadvantaged young people will aspire to and achieve progression and success within post-16 and higher education.

3 AIMS

- 3.1 To expand Ealing's Excellence in Cities Partnership to provide additional support for all young people with the potential to achieve higher level qualifications, so that they apply, enter and succeed in higher education.
- 3.2 To raise participation rates in post-16 education in Ealing.
- 3.3 To increase retention and raise achievement levels of young people aged 16-19 in Ealing's Excellence in Cities partnership institutions.
- 3.4 To raise aspirations through developing awareness, understanding and positive attitudes to higher education on the part of young people, their families, their teachers and the local community.
- 3.5 To increase the proportion of young people from disadvantaged backgrounds in Ealing who progress to higher education.
- 3.6 To increase the number of young people in Ealing, including those from disadvantaged backgrounds, achieving qualifications to access Higher Education courses and institutions with the most demanding entry requirements.
- 3.7 To ensure that all young people in Ealing make successful transitions when moving between phases and institutions post-16 and post -18.

4 EALING'S EXCELLENCE CHALLENGE

4.1 The social context

The Borough is a mix of affluence and poverty, with areas of high and above average levels of economic and social deprivation, as illustrated by the following sample indicators:

Deprivation ⁽¹⁾

Eight of the Borough's 25 wards, 4 in Southall, 2 in Acton and 2 in Northolt fall within the most deprived in the country.

Low Income⁽¹⁾

An average of 22% of Borough residents are benefit claimants, this rises to 39% in the most deprived ward.

Child Poverty⁽¹⁾

32% of children under 16 years old live in families on low incomes or in receipt of benefits; this rises to 54% in the most deprived ward.

⁽¹⁾ Source DETR's Index of Multiple Deprivation (2000)

Free School Meals⁽²⁾

31% of pupils in Year 7–11 were eligible for free school meals in January 2001.

Ethnicity⁽²⁾⁽³⁾

Ealing secondary schools enjoy a richly diverse population, comparisons with London show:

	Ealing	London ⁽³⁾
White	35.7%	58.7%
Asian	34.1%	26.7%
Black	18.5%	10.1%
Other	11.7%	5.5%

Language⁽²⁾

46.1% of Ealing's secondary school population has English as an additional language. There are 144 mother-tongue languages spoken by young people.

Refugees⁽³⁾

The Borough is home to a significant body of refugees, particularly Afghans, Iranians, Somalis and groups from the former Yugoslavia. Much the largest group is the Somalis, with an estimated population of 30,000 Ealing has the largest Somali population in London.

Source

⁽²⁾ Ealing's Education Statistics 2000

⁽³⁾ London Research Centre's 1999 round ethnic projections

4.2 Schools

There are 17 schools (2 primary and 13 secondary and 2 special) within the Ealing Excellence in Cities Partnership. All thirteen secondary schools have made a commitment to delivering the Excellence Challenge programme. Five of these schools are 11-16 schools and will be concerned with the Widening Participation strand, eight are 11-19 schools and will be involved in both Widening Participation and 16-19 Gifted and Talented strands.

4.3 Ealing Tertiary College

Ealing Tertiary College (ETC) is the major provider of post-16 education and training in the Borough. The college receives significant numbers of Ealing students and also large numbers of students from neighbouring Boroughs. There is a proposal to merge ETC with the neighbouring Hammersmith and West London College (HWLC), with effect from January 2002. ETC has accepted the invitation to join Ealing's Excellence in Cities partnership and has been fully involved in the development of the borough's Excellence Challenge proposals.

HWLC is a member of the Hammersmith and Fulham Excellence in Cities partnership and is committed to supporting the Excellence Challenge in that borough, Ealing and Hammersmith and Fulham Excellence in Cities partnerships have agreed to co-operate closely in the development of the two borough's Excellence Challenge proposals.

4.4 Higher Education Partners

Ealing's Excellence Challenge Partnership will include as core Higher Education partners:

Thames Valley University
Brunel University
Kingston University

Associate links are being developed with:

Bristol University
Oxford University
University College, London
The London Universities Widening Participation project in Health Professions.

Other subject-based links developed with Higher Education Institutions by individual schools in the borough will be maintained and fostered.

The HE links, which are being developed to support Ealing's Excellence Challenge, are based on three factors:

- Patterns of progression to HE based on analysis of entry data from the London Borough of Ealing's Student Support data for the eight-year period 1993 – 2000.
- Feedback from the schools and college on the most commonly entered universities.
- Existing links between higher education, the schools and college.

Over the past eight years there has been a consistent pattern of entry to higher education. Twelve universities compete to be in the top ten most popular choices of all Ealing's applicants. All twelve institutions are in, or are in close proximity to London. From this group the three west London Universities – Thames Valley, Brunel and Kingston lead the field.

There are a variety of informal links between Thames Valley and Brunel Universities and Ealing's schools. Both Brunel and Thames Valley University were founder members of the West London Higher Education Compact, a programme of school-higher education activities funded through the former West London Training and Enterprise Council, which supported progression routes for disadvantaged young people.

Thames Valley University is located in the centre of Ealing. The University has a clear vocational mission; it operates within three major curriculum areas, Business including Law and Hospitality, Health Sciences and Media and Music. The university aims to meet the needs of businesses and the community within the region. Given TVU's proximity, track record in serving the local community and pioneering work in widening participation the current links are being formalised in support of the Excellence Challenge.

Brunel University has a more extensive curriculum and course range. Amongst Ealing's young people it has consistently been a popular universities and over the last two years has received the largest number of Ealing residents. Several of Ealing's schools have forged individual subject links with the University. These links will be extended to support the Excellence Challenge aims and objectives.

Kingston University has grown in popularity over the eight-year period with students from Ealing's schools and college. Kingston has been very active in widening participation and has been a member of a Higher Education Funding Council national widening participation project. The University has been proactive in seeking to establish links with Ealing in the development of Excellence Challenge proposals.

Of the twelve most popular higher education institutions **University College, London** regularly accepts the highest number of Ealing's most successful young people. University College is a member of the prestigious Russell Group of universities, and its undergraduate entry requirements are amongst the most demanding in the sector. University College is committed to widening participation and is focusing its activities on nine Excellence in Cities local authorities. Ealing is one of the nine authorities.

Outside London the University of Bristol features prominently. For Ealing students it has been in the top three pre-1992 universities for seven of the past eight years, and the most popular in the past three years. Bristol is keen to develop links with Ealing as it expands its widening participation commitment beyond its immediate geographical area. Bristol is easily accessible from west London and should provide very productive links for young people from Ealing.

The University of Oxford is also physically readily accessible. Several of Ealing's schools have developed links with individual colleges. For example, some Year 11 students in Ealing have taken part in taster days at Jesus College. Also, English, History and Science advanced-level teachers from one of Ealing's schools have been offered the opportunity to attend Oxford Summer Schools, designed to enhance subject knowledge and help demystify subjects for students. As a Partnership Ealing will expand on these links with the University as a whole.

4.5 Other Excellence Challenge partners

Ealing's Excellence in Cities partnership works closely with CfBT Careers, the West London Connexions Partnership, The Ealing North West Education Action Zone and the Ealing Education Business Partnership. These organisations will be represented on the Excellence Challenge steering group.

5 AUDIT OF PROVISION

5.1 The process

An initial audit has been carried out with schools and Ealing Tertiary College. A common questionnaire has been used as a focus for this initial audit.

- **The aims of the audit**

The audit seeks to:

- Establish the current position in respect of achievement and progression at 16 and 18.

- Relate this data to socio-economic, gender, ethnicity and other relevant factors.
 - Analyse data, which can be used to identify the Widening Participation and post-16 Gifted and Talented cohorts.
 - Identify current links and identify good practice.
 - Establish base-line data from which targets can be set.
- **Continuing the audit**
The partnership plans to commission additional work, most especially to evaluate current links and to survey the attitudes and aspirations of young people and their parents/carers.
- **Audit summary**
 - A high percentage of Ealing's students progress to higher education from year 13 and equivalent.
 - Progression to higher education varies significantly between schools. Where there is limited provision at level 3 progression rates are lower.
 - Entry to higher education is not consistent across the Borough. Since 1997, each year the UB1/Southall and UB6/ Greenford postal districts have produced the highest number and proportion of entrants while W7/Hanwell and UB5/Northolt have provided the lowest number and proportion.
 - A higher than average percentage of young people from Asian backgrounds enter higher education.
 - Progression from young people from lower socio-economic backgrounds is low.
 - Progression rates for white boys and black boys are lower than average.
 - The majority of students are choosing to attend local (central and west London) universities.
 - Few students progress to universities with the most demanding entry requirements.

5.5 Achievement and progression

5.5.1 Year 11 results

- In 2000 the population of students who were 15 years old at the start of the academic year who achieved 5+ GCSEs at grades A-C was 46.1%, compared with 49.2% for England overall.
- The gap between local and national achievement for 5+ GCSEs at grades A-C narrowed each year between 1995 and 1998, from 44.6% to 46.3% but has widened again since then.
- The gender differences for achievement of 5 GCSEs at grades A-C were: boys 37.8%; girls 50.1%
- The ethnic differences for achievement of 5 GCSEs at grades A-C were: White 47.5%; Black 28.7%; Asian 55.3%.
- Combining gender and ethnicity students' achievement of 5 GCSEs at grades A-C were:

Boys - White 40.9%; Black 18.2%; Asian 50.6%
Girls - White 54.9%; Black 38.4%; Asian 59.1%

- One specific group of Year 11 students who underachieve at GCSE is young people in public care. In 2000 only 6% of these students obtained 5 GCSEs grades A-C compared with 46.1% for the whole of their peer group.
- Excellence in Cities targets for achievements of 5 GCSE at grades A-C go beyond those in the authority's Education Development Plan (EDP), at 49% (EDP 48%) in 2001 and 52% (49%) in 2002.

5.5.2 Year 11 progression

Data from CfBT West London Careers show:

- The proportion of Year 11 students continuing in full-time education has increased for each of the past three years from 76.4% in 1997 to 80.3% in 2000.
- 47% of Year 11 students in 2000 progressed to AS or equivalent courses, while a further 33.3% remained in other full-time education.
- 84% of female Year 11 leavers in 2000 continued in full time education, compared with 76.4% for their male counterparts.
- 64.4% of girls progressed to AS or equivalent courses compared with 52.2% of boys.
- The proportion of students from broad ethnic groups who continued their education beyond Year 11 in 2000 was:

White	70.5%
Asian	90.5%
Black	79.6%

- The proportion of these students who started AS or equivalent courses was:

White	42.7%
Asian	64.8%
Black	39.7%

- In 2000 87.6% of Year 11 students progressed to full-time education, training or employment compared with 88.1% in 1999.
- The Excellence in Cities partnership targets for these combined destinations are 92% in 2001 and 93% in 2002.

5.5.3 Year 13 results

- In 2000 the average points score for 16-18 year old students who took the equivalent of 2 or more 'A' levels was 13.9, compared with 17.3 for England as a whole.
- A similar comparison of students taking all 'A' levels shows Ealing students to have an average of 14.7 points compared with an all England average of 18.5 points.

5.5.4 Year 13 progression

Data provided by CfBT West London Careers show the following:

- In 2000 51.1% of Year 13 students obtained places in higher education, while a further 28.1% continued in full-time education.
- Of those students who continued their full-time education after Year 13 in 2000, 60.3% were female and 39.7% were male.
- Of those who obtained places in higher education 60.7% were female and 39.3% were male.
- The proportion of students from different ethnic backgrounds who entered higher education after Year 13 in 2000 was:

White	66.7%
Asian	66.7%
Black	51.8%

Data from UCAS shows that:

- For autumn 2000 entry 80.4% of Ealing's 18-19 year old applicants were accepted on higher education courses.
- Data on successful HE applications from 18-19 year old students provides a comparative ethnic breakdown which show disproportionately high acceptance for students from Asian family backgrounds and show disproportionately low acceptance for students with a Black heritage. Thus the proportions were:

White	35.03%
Asian	49.55%
Black	6.84%
Other	8.58%

The LEA's student awards database shows that:

- For the eight years 1993 to 2000 an average of 1991 Ealing residents entered higher education, within a range from 1991 to 2393.
- Throughout this eight-year period, each year the ten most popular universities typically attracted 30% of the Ealing's applicants.
- Each year, regardless of subject or prestige of the university, the top ten most popular universities have come from a pool of twelve greater London universities.
- Entry to higher education is not consistent across the Borough. Since 1997, each year the UB1/Southall and UB6/ Greenford postal districts have produced the highest number and proportion of entrants while W7/Hanwell and UB5/Northolt have provided the lowest number and proportion.

5.5.5 Barriers to progression

Underachievement is a fundamental barrier to progression at 16 and at 19. Some of the causes of underachievement appear to include:

- Lack of peer and/or parental support for learning.
- Disruption to education through non-attendance and transience.
- Ability hampered by language acquisition needs.

- Overcrowding, causing lack of private quiet space for study.

However, for some students who are achieving well there are other significant challenges, particularly where there is no family pattern of progression to higher education. These include:

- Financial – fear of debt.
- Cultural – fitting in.
- Transitional – fear of failure.
- Benefits – weighing up immediate job opportunities against long term prospects.

5.6 Existing links with higher education

The audit questionnaire requested details of existing links between schools, colleges and universities, initial findings indicated:

- All Ealing’s post 16 providers work closely with a range of universities.
- There are far fewer links between 11-16 secondary schools and universities.
- There are wide variations in links with universities. Resources and responsibility for links was not always clear.
- There are some examples of good practice to build upon. However few links are targeted on specific groups of young people and there has been limited evaluation of the impact of links.
- Links with local further education are less easy to identify; again there are some examples of good practice.
- Current teacher and lecturer recruitment and retention in some schools and the college is likely to effect existing links

6. TARGETS AND OBJECTIVES

Ealing’s Excellence Challenge targets and objectives will be integral to the Excellence in Cities Partnership and institutional strategic planning frameworks.

The Excellence Challenge initiative will integrate with and enhance other national and local initiatives, including other EiC strands, the Connexions Service and Ealing’s regeneration partnerships.

Aim 1

To expand the Excellence in Cities Partnership to provide additional support for all young people with the potential to achieve higher level qualifications, so that they apply, enter and succeed in higher education.

Target

This is the overarching aim. It is through the work of the Excellence in Cities partnership that Ealing’s Excellence Challenge will achieve its objectives. No specific target is proposed, in the evaluation of activities and programmes at EiC partnership and institutional level, the extent and effectiveness of collaborative arrangements will be evaluated and reported on.

Objectives

- 6.1.1 The Excellence in Cities Partnership is extended to include the Excellence Challenge strand.
- 6.1.2 An Excellence Challenge Steering group comprising representation from Excellence in Cities partnership schools, Further Education, Ealing LEA, EAZ, HE institutions, Connexions and Ealing Education Business Partnership is establish
- 6.1.3 The Excellence Challenge, through the Excellence in Cities partnership links effectively with the London West Learning and Skills Council and the local employment sector.

Baseline - progress on partnership

- A working group has been established to develop the initial Excellence Challenge proposals
- Ealing's Excellence Challenge will include Brunel University, Kingston University
- And Thames Valley University as core higher education partners.
- Associate links are being developed with Bristol University, Oxford University, University College, London and The London Universities Widening Participation project in Health Professions.
- Other subject based links developed by individual Excellence Challenge institutions will be maintained and fostered.

Aim 2

In the context of Ealing's post-16 education strategy to raise participation rates in post-16 education in Ealing.

Target by 2004

85% of young people in Ealing maintained secondary schools to progress into full-time education at 16.

Baseline information

- The proportion of Year 11 students remaining in full-time education has increased for each of the past three years from 76.4% in 1997 to 80.3% in 2000.
- The quality and provision of post-16 education in Ealing is variable and very dependent on where students live in the borough.
- Five secondary schools have no post-16 offer.
- The size and therefore range of courses available in some school sixth forms has meant that progression routes have not always been secure.
- Currently there is a review of post -16 provision in the Southall area of the authority.
- Further education management and provision within the borough is under review, a merger between Ealing Tertiary College and Hammersmith and West London College is currently the subject of consultation.
- There is emerging evidence of an increased year 12 drop out rate in 2000/01 in some schools and the further education college.

Anecdotal evidence indicates that barriers to post -16 education are seen to be:

- Financial
- Travel and associated costs
- Lack of clear information about progression routes
- Lack of choice within certain areas of the authority
- Lack of appropriate role models from particular groups, lower socio-economic groups, refugee groups.

Objectives

In the context of the post-16 strategy to ensure that:

- 6.2.1 Post-16 provision across the authority is secure in its location and in the range of courses, programmes and subjects offered, so that students and parents can plan appropriate progression routes.
- 6.2.2 Provision is planned in conjunction with the FE sector and other major providers.
- 6.2.2 Each Ealing student has the entitlement to appropriate post-16 programmes in a school and/or college setting.
- 6.2.3 Post-16 provision is accessible to all Ealing's communities.
- 6.2.4 Research is carried out into school and college specific barriers to progression with young people and their families.

Links

Excellence Challenge
Excellence in Cities

Strand 3 (extra information for young people)
Beacon schools as a source of authority-wide provision in certain subject areas.
Specialist schools as a source of provision and expertise across the authority.

City Learning Centres: to support on-line delivery and support packages for post-16 students.

Other

Higher education partners as a source of expertise in researching barriers to progression.
New Opportunities Fund/Single Regeneration Partnership supported out-of-school provision.

Aim 3

To raise achievement levels of young people aged 16-19 in Ealing EiC partnership institutions.

Targets by 2004

The average points score achieved by student's aged 19 and under attempting A/AS, AVC and equivalent awards in EiC partnership institutions to be 18.5. *

* Pre-2001 points system is used throughout for comparative purposes

Baseline Information

- In 2000 the average points score for 16-18 year old students who took the equivalent of 2 or more 'A' levels was 13.9, compared with 17.3 for England as a whole.

- A similar comparison of students taking all ‘A’ levels shows Ealing students to have an average of 14.7 points compared with an all England average of 18.5 points.

Objectives

- 6.3.1 Each school and college has a clear mechanism for the identification of Gifted and Talented 16+ and Widening Participation students.
- 6.3.2 Each school and college has a register of Gifted and Talented and Widening Participation students, which supports curriculum planning and academic guidance.
- 6.3.3 Each school and college has a distinctive teaching and learning programme for Gifted and Talented and Widening Participation students.
- 6.3.4 Each Gifted and Talented and Widening Participation student has access at institution or borough-wide level to enrichment activities designed to raise aspirations and promote achievement.
- 6.3.5 A programme of vocational master classes is developed and implemented across Ealing, in collaboration with neighbouring authorities Brent, Hammersmith and Fulham, higher education institutions and employers.
- 6.3.6 Three-year curriculum pathways are available for 16-19 year olds who wish to progress from level 2 to level 3 courses or who enter post-16 education without the qualifications necessary to access a full level 3 programme.
- 6.3.7 Specific strategies are in place to raise the attainment of young refugees and young male students.
- 6.3.8 Materials, programmes and resources developed through the Excellence Challenge initiative are accessible to all Excellence in Cities partnership institutions and students.

Links

Excellence Challenge	Strand 2 (Actions by Higher Education)
Excellence in Cities	<p>Gifted and Talented strand pre-16. 11-18 Beacon Schools. Learning Mentor schemes for underachieving or disaffected Students. Specialist schools with post-16 provision offering authority-wide provision particularly for talented young people. City Learning Centres supporting the dissemination of materials and development of flexible learning packages to increase access to students.</p>
Other	<p>· Connexions personal advisers 16-19. EEBP mentoring from business. Review of post-16 education in Southall. Action Acton regeneration partnership. Ealing and London West Learning Partnership.</p>

Aim 4

To raise aspirations through developing awareness, understanding and positive attitudes to higher education on the part of young people, their families, their teachers and the local community.

Targets by 2004

For the identified Widening Participation cohort, by the end of year 9 students are:

- Able to make informed choices about key stage 4 options and pathways.
- Aware of future possibilities related to progression into higher education.

By the end of year 11 students:

- Understand the benefits of higher education
- Are aware of any barriers – financial, academic, cultural etc to progression into higher education, and sources of support in overcoming these barriers.
- Are able to make informed choices about post-16 options and pathways, which lead to higher education.
- Are setting themselves goals, which can lead to higher education entry.

By the end of year 12/13 students have made an informed choice about progression into higher education and are intending to follow this choice.

After the end of year 13 students all know how to access sources of help and review and revise choices in the light of actual exam results.

For parents/carers of students in the Widening Participation cohort, by the end of their child's year 9:

- They know that their child has the potential to progress to higher education.
- They have an awareness of the costs and benefits of higher education.
- They know what support is available.

By the end of their child's year 11:

- They know about the entry procedure for higher education and the support, which their child is entitled to receive.
- They understand the costs and benefits of higher education for their child.
- They are able to access all relevant sources of support.

By the end of their child's year 13:

- They have accessed the relevant support.
- They are aware of the implications for them.

Baseline information

The initial audit has provided some initial indicators of awareness of and progression into higher education:

- In 2000 51.1% of Year 13 students obtained places in higher education.

- 60.7% were female and 39.3% were male.
- A disproportionately high acceptance rate for students from Asian family backgrounds and a disproportionately low acceptance rate for students of Black heritage:

White	35.03%
Asian	49.55%
Black	6.84%
Other	8.58%
- 15.35% of successful applicants were from lower socio-economic groups, based on the parental social class.
- Entry to higher education is not consistent across the Borough. Since 1997, each year the UB1/Southall and UB6/ Greenford postal districts have produced the highest number and proportion of entrants while W7/Hanwell and UB5/Northolt have provided the lowest number and proportion.

Objectives

- 6.4.1 The audit to ensure appropriate base-line data, benchmarks and tracking mechanisms to measure progress over the duration of the Excellence Challenge programme is continued with each school and college.
- 6.4.2 Each institution has a clear understanding of the barriers to progression into higher education as perceived by the students and parents of their Widening participation cohort.
- 6.4.3 All staff involved in teaching and guiding students have a clear understanding of the barriers to progress into higher education for black male students and students from refugee background.
- 6.4.4 Staff involved in teaching and guiding students have an up-to-date understanding of the opportunities, benefits, potential barriers and sources of support with regard to progression into post-16 and higher education.
- 6.4.5 Each student in the Widening Participation cohort has a teaching and learning programme focussed on the knowledge, skills, understanding and attitudes necessary to progress successfully in post -16 and higher education.
- 6.4.6 Each student has access to a range of events and activities planned in collaboration with higher education designed to increase understanding of and raise aspirations to progress into higher education.
- 6.4.7 Each parent/carer of a post-16 student in the Widening Participation cohort has a clear understanding of the benefits of higher education, the importance for themselves and their child and how to access support where necessary.

Links

Excellence Challenge	Strand 2 (action by HEIs) Strand 3 (extra information for young people) Strand 4 (individual financial support)
Excellence in Cities	Gifted and Talented Strand Learning Mentors

Other

Lifelong Learning – Adult education, for access to family learning programmes, community networks, and community facilities.
Connexions information service.
IAG Partnership
Ealing Refugee Partnership (SRB 6)
Local Community Groups and Faith Groups in the areas of greatest deprivation.
Local media, especially ethnic minority media.
LEA awards/grants team to ensure knowledge of and access to potential finance and support post-16 and post 19.

Aim 5

To increase the proportion of young people from disadvantaged backgrounds in Ealing who progress to higher education.

Target 55% of year 13 or equivalent students attending EiC partnership institutions will be accepted into HE by age 19.

Baseline information

- In 2000 51.1% of Year 13 students obtained places in higher education.
- 8 of the borough's 25 wards fall within the 2000 most deprived wards in the country out of a total of 8,414. Of these wards 4 are in Southall (Dormers Wells, Glebe, Mt. Pleasant, Northcote), 2 in Acton (Heathfield, Victoria) and 2 in Northolt (Mandeville, West End).
- 10 of the borough's wards are located in the 25% most deprived in the country. These include all those deemed to be most deprived plus Hobbayne and Ravenor. For these wards the proportion of people who are benefit claimants ranges from 39% for Dormers Wells to 25% for Ravenor, while the average for all the Borough's wards is 22%.
- In 7 wards between 40% and 54% of children less than 16 years old are in families on low incomes/ in receipt of benefits, compared to 32% for Ealing. Two of the wards, Hobbayne and Ravenor, are not included in the most deprived wards in the Borough.
- 31% of pupils in Year 7–11 are eligible for free school meals.

- The broad ethnic make up of Ealing's secondary school population is:

	Ealing	London-wide
White	35.7%	58.7%
Asian	34.1%	26.7%
Black	18.5%	10.1%
Other	11.3%	4.5%

- 46.1% of the secondary school population has English as an additional language.

- The borough is home to a significant body of refugees, particularly Afghans, Iranians, Somalis and groups from the former Yugoslavia. Much the largest group is the Somalis, who are the largest group of Somalis in London.

Objectives

- 6.5.1 Each student in the widening participation cohort has learning targets focussed on progression into post-16 and higher education.
- 6.5.2 Students in the cohort have a support programme focussed on their learning targets with access to additional support if appropriate.
- 6.5.3 Access to the Undergraduate Mentoring Scheme is extended across institutions.
- 6.5.4 Mentors provided through the Excellence Challenge initiative are fully integrated with Excellence in Cities learning mentors, Connexions Personal Advisors and EEBP employer mentors into a coherent and effective support programme for students.
- 6.5.5 The Excellence Challenge mentoring programme meets the framework of good practice identified by the National Mentoring Network.

Links

Excellence Challenge	Strand 2(Action by HEIs). Strand 3 (Extra information for young people).
Excellence in Cities	Gifted and Talented Strand pre-16. Learning Mentor Strand – audit of mentoring schemes to be completed by September 2001.
Other	Connexions . EEBP employer/business mentoring scheme. HE Student mentoring programme, NUS mentoring scheme, Somali Refugee student leaders.

Aim 6

To increase the number of young people in Ealing, including those from disadvantaged backgrounds, who achieve qualifications to access Higher Education courses and institutions with the most demanding entry requirements.

Targets

- By 2004 16% of Ealing students in EiC Partnership institutions to achieve at least 26 Points (or equivalent).
- A programme of master classes in 12 subjects to be available for students in the EiC partnership.
- Wherever there is sufficient demand (10+ students) for master classes in other subject areas that demand will be met.

Baseline data to be established.

Objectives

- 6.6.1 A comprehensive programme of Master classes is provided in order to develop high level thinking skills and foster the skills necessary for Advanced Extension Awards.
- 6.6.2 The programme is accessible to students throughout the LEA and neighbouring partnership areas, Brent and Hammersmith and Fulham through the development of flexible delivery models.
- 6.6.3 The programme is accessible to groups under-represented in higher education.
- 6.6.4 Staff development in schools and colleges is enhanced through collaboration with higher education institutions and employers in the planning, delivery and evaluation of the programme.

Links

Excellence Challenge	Strand 2 (Action by HEIs)
Excellence in Cities	City Learning Centres, development of on line materials to support master classes and allow greater student access.
Other	EEBP, employers

Aim 7

To ensure that all young people in Ealing make successful transitions when moving between phases and institutions post-16 and post –18.

Targets by 2004

Students progressing into post-16 and post-19 education from Ealing’s schools and college to have the knowledge, understanding, skills, personal qualities and attitudes to survive and thrive in post-16 and post-19 education.

Baseline information

- Retention rates to be established.
- Progression rates to year 12 or equivalent have increased year on year since September 2001. The proportion of Year 11 students continuing in full-time education has increased for each of the past three years from 76.4% in 1997 to 80.3% in 2000.

Objectives

- 6.7.1 before a student moves between phase and / or institution they will have a clear understanding of:
- the entry requirements
 - the nature of the course or programme
 - the work load
 - the level of the work
 - financial implications
 - the support and guidance to which they are entitled.
- 6.7.2 Schools, college and higher education institutions to have a clear awareness of the skills, knowledge, understanding, attitudes and personal qualities needed for HE and the potential barriers to successful transition and progress.
- 6.7.3 Each school, college and higher education institution has used the above in formulating their post 16 and post 18 induction policy and planning their induction activities.
- 6.7.4 Student level information is passed effectively and efficiently between schools, college and higher education institutions and is used in planning learning and support programmes for individual students.
- 6.7.5 Through collaboration with the Connexions Service there is continuity of support for students post –19.
- 6.7.6 Students from Ealing’s schools and college are tracked once they progress into FE/HE and feedback on their experience is used to inform planning for successful transition.

Links

Excellence Challenge	Strand 2 (Action by HEIs). Strand 3 (Extra information for young people). Strand 4 (Individual Financial Support).
Excellence in Cities	Gifted and Talented - collation and passing on of information at change of institution post –16.
Other	CfBT Careers /Connexions data and tracking initiatives. LEA grants/awards team. UCAS.

7. SPECIFIC TARGETS FOR EALING’S EXCELLENCE CHALLENGE

Target	Content	Source
1	Target for increasing the proportion of underachieving students currently attending schools and FE colleges who go on to enter higher education at age 18-19	DfES
2	Targets for improving a level and equivalent	DfES

	average points scores of those participating in the EC programme	
3	Within the above, a target for the proportion of students achieving top UCAS points and thus opening access for them to universities and departments with the most demanding entry requirements.	DfES
4	Target for improving student awareness, understanding and attitudes to higher education	Ealing EC plan Aim 4
5	Target for improving parental awareness, understanding and attitudes to higher education.	Ealing EC plan Aim 4
6	Target for increasing the participation in post-16 education.	Ealing EC plan Aim 2
7	Target for improving the quality of student guidance and preparation for transition.	Ealing EC plan Aim 7
8	Target for improving retention rates in post-16 education	Ealing EC plan Aim 7

- The baseline is year 2000 for the three national targets.
- Provisional Excellence Challenge targets have been set taking into account the current baseline data.
- The targets set are SMART.
- Institutional contributions to meeting the targets will be negotiated and agreed during the autumn term 2001. Overall targets may be amended on receipt of individual institutional targets.

8 IDENTIFYING TARGET GROUPS

8.1 All institutions will identify target students by the end of September 2001.

8.2 Criteria for the identification of the widening participation cohort:

- Students will be identified from those with above average CAT scores but lower than average SAT results at KS3, combined with teacher recommendation and those with above average CAT scores who did not achieve 5 GCSEs at grades A-C.

- The data will be analysed by the Excellence Challenge co-ordinator to give a profile of widening participation students in terms of gender, ethnicity, socio-economic group and postcode.

8.3 Criteria for the identification of the post-16 gifted and talented cohort:

- Identification of post-16 gifted students will build on the criteria used with the 13-16 year old cohort, including GCSE results, other assessments and teacher recommendations.
- In schools post-16 talented young people will be identified from teacher recommendation (each institution will decide its own criteria).
- The college will use GCSE results, initial assessments, references from schools and employers plus any previous involvement in Excellence in Cities gifted and talented programmes.
- The total number for gifted and talented pupils in each school and the college will be no more than 15% with a 2/3:1/3 split between gifted and talented in each year group as well as across the institution as a whole.
- The gifted and talented cohort should mirror each institution's total population in terms of gender and ethnic group. The Excellence Challenge co-ordinator will ensure that the cohorts do not reinforce gender and ethnic stereotypes.
- The data will be analysed by the Excellence Challenge co-ordinator to give a profile of gifted and talented pupils in terms of gender, ethnic group, socio-economic group and postcode.

9 PROGRAMME PROVISION

9.1 A range of strategies will be used to further the objectives of Excellence Challenge. Support for students will be integrated during the teaching day and outside the core day. Schools and the college will devise their own specific programmes, in some instances working together. Provision will include:

9.2 Widening Participation 13-16

- Writing for academic purposes language support for those with English as an additional language.
- Taster programme, to include lessons and visits, introducing post-16 options.
- Former pupils/alumni to visit to talk about their experiences in further and higher education.
- Higher education students to assist in the classroom as student tutors.
- Higher education students to visit schools for informal discussions about university learning.
- Work experience or work shadowing of graduate level work.
- Pupils to work at University on a curriculum project.
- Saturday/summer schools to take place at University, supported by undergraduate tutors.
- Undergraduate/graduate e-mail buddies/mentors to support individual pupils.

9.3 Widening Participation 16-19

- Induction to sixth form/college

- Continuation of 13-16 Widening Participation programme.
- Programme of study skills for vocational students, introducing students to a range of learning style.
- Programme to raise confidence and self-esteem.
- FE/HE shadowing.
- Specific information and advice about Higher Education.
- Higher Education fairs, programme of visits to Universities.
- Mentoring by undergraduates/graduates.
- UCAS application support.
- Summer Clearing support.

9.4 Gifted and Talented 16-19

- Induction to sixth form/college
- Extension curriculum and materials in key subjects to be devised jointly by school/college and Universities in key subjects to expand learning opportunities.
- Higher education students to assist in the classroom as student tutors.
- Work experience or work shadowing of graduate level work.
- Saturday/summer schools to take place at University, supported by undergraduate tutors.
- Undergraduate/graduate e-mail buddies/mentors to support individual pupils.
- Access to University resources – Learning Resource Centres etc at specific times.
- Access through ICT to University curriculum resources
- Access to the planned masterclass programme.
- Access to Advanced Educational Awards.
- Mentoring by undergraduates/graduates.

9.5 Support for Staff

- Information about all Excellence Challenge activities through an Excellence Challenge web site and newsletter.
- Information and staff briefings on FE/HE learning requirements, application procedures, student finances and support.
- Cross sector HE-FE-School key skills curriculum working group and staff development.
- Link personnel at partner Universities to provide easy contacts.
- Observation of HE-FE-School teaching and learning activities.
- Support for school and college teaching staff undertaking their own projects, research etc.

9.6 Work with parents/carers and the wider community

- Visits of parents/carers to Universities, linked to activities with young people especially through performance, sports, arts, music, awards etc.
- Information at parents evenings on post-16 studies and University level studies.

- Information on Excellence Challenge promoted to other professionals and stakeholders – e.g. Youth Service, Connexions staff, Governors, employers
- Marketing programme to support Excellence Challenge strand 3, working with the local media and ethnic minority media.
- Promotion of take up of Education Maintenance Allowances and other funding sources.
- Building up information about alumni, especially of those who attended 11-16 schools and then progressed to higher education, to act as role models for 13-16 year olds.

9.7 Responding to students with Special Educational Needs

- Inclusive provision is well established in Ealing.
- Projects for students with special educational needs will be supported via the Study Centre.
- Special schools will be linked to a mainstream school and included in the most appropriate cluster, so that relevant students have the opportunity to participate in both curricular and other Excellence Challenge activities.
- The existing LEA structures and lines of communication will also be used to ensure information, guidance and advice is circulated to special schools.
- As part of the process of identifying both Widening Participation and Gifted and Talented students, the college will ensure that students with disabilities both on mainstream and discrete courses are appropriately assessed for inclusion in Excellence Challenge activities and supported in order to do so.

10 WHOLE INSTITUTION POLICY FOR WIDENING PARTICIPATION AND GIFTED AND TALENTED

- The Excellence Challenge co-ordinator will work with schools and the college to develop their institutional policy.
- All schools had policies for Excellence in Cities gifted and talented work in place by 31 January 2001. These policies are due for review after a year. Revisions will incorporate policies for 16-19 gifted and talented cohorts.
- All institutions will have a widening participation policy and a revised gifted and talented policy to incorporate 16-19 year olds, where necessary, in place by 31 January 2002.
- Each curriculum area in post-16 provision will address the Excellence Challenge objectives in their development planning and will produce annual reports on action points.

11 FUNDING AND RESOURCE ALLOCATION

11.1 Allocation from the DfES

Excellence Challenge	2001-2002	2002-2003	2003-2004	Total over three years

Funding	£	£	£	£
Total allocation	241,000 less 36,140 start up, pre September 2001	593,000	649,000	1,483,000

2002-2003 and future funding is dependent upon satisfactory progress, in line with the agreed action plan.

11.2 Allocation of flexible element of funding

Based on the audit, the 20% of funding allocated for flexible use will be directed to widening participation.

11.3 Central allocation of funds

15% of the funding allocation will be administered centrally, the annual break down of central costs and activity is:

Activity	Cost (full year) £
Excellence Challenge Co-ordinator, Soulbury 14-17	40,000
0.5 administrator Scale 5	10,500
Central training	7,500
Information provision and marketing	7,500
Community based projects	25,000
Total	90,500

11.4 Funding allocation to secondary schools and the further education college

- **Base-line funding for Excellence Challenge institutional co-ordinators**
Each institution will receive a flat rate sum, of £3,500 for Year 1 (September –March only) and £6,000 each in Years 2 and 3.
- **Variable funding for distribution to institutions**
Year 2001/2 £139,208
Year 2002/3 £418,500
Year 2003/4 £474,500
- **Allocation between Excellence Challenge cohorts**
13-16 year old widening participation cohort 40%

16-19 year old widening participation cohort 20%;
16-19 gifted and talented cohort 40%.

11.5 Formulae for allocation of funds

In order to ensure appropriate targeting of resources, three different approaches to the allocation of funds has been used to reflect the three different cohorts:

- **For the 13-16 widening participation group** the partnership has adopted a composite index of need, previously developed by the LEA in consultation with schools for the allocation of the Standards Fund Grant 19 (student retention), that combines measures and weightings of:
 - numbers on roll (Year 9-11)
 - free school meal entitlement
 - numbers of black heritage students
 - gender
 - EBD (stage 3)
 - mobility
- **For the 16-19 widening participation group** it is not possible to replicate this formula because the college does not gather the same data. As colleges are funded for widening participation using a postcode weighting, and this weighting can be transferred to school sixth forms, this is the methodology that the partnership has adopted.
- **For the 16-19 gifted and talented group** a straight split of the budget based on 16-19 numbers in each institution is being used.

12 MANAGEMENT, CO-ORDINATION AND DELIVERY

12.1 The Ealing Excellence in Cities Partnership will oversee the strategic direction and evaluate the effectiveness of Ealing's Excellence Challenge programme, monitoring progress against targets and spending against funding. The Excellence in Cities Partnership Co-ordinator will submit termly progress reports on Excellence Challenge activities to the Excellence in Cities Partnership.

12.2 An Excellence Challenge Steering Committee will be set up to support and develop the programme and disseminate good practice. This group will be convened by the Excellence in Cities Partnership Co-ordinator. The Excellence Challenge Steering Group will have representatives from:
All Ealing secondary schools
Ealing Tertiary College (or its successor)
West London Connexions Service
Ealing Education Business Partnership
Brunel University
Kingston University
Thames Valley University
Other partner Universities
Student's Council and Union (school, college and university representatives)
London West Learning and Skills Council
The group will have the power to co-opt members from particular interest groups – e.g. Somali Refugee Youth Project.

The steering committee will establish working groups to develop aspects of the Excellence Challenge programme, for example an Excellence Challenge curriculum group to establish a programme of master classes.

- The Excellence in Cities Partnership co-ordinator will manage the Excellence Challenge Co-ordinator.

The Excellence Challenge co-ordinator will be part of the Excellence in Cities team and will attend Excellence in Cities strand co-ordinator meetings.

- The Excellence Challenge co-ordinator will liaise with school and college based Excellence Challenge staff and their line managers.

12.5 Excellence Challenge Partnership Co-ordination

- A temporary appointment, a part-time secondment, will be made immediately after submission of the Plan so that momentum in the preparation for implementation is not lost.
- An advertisement for a partnership co-ordinator will be placed in September 2001, for January 2002 start. HEI partners will be fully involved in this appointment. A two-year appointment will be made in the first instance.
- The pay on Soulbury 14-17 will reflect the leadership and management status required to be effective.
- The role will include leadership of cultural change, monitoring and evaluation.
- The strand co-ordinator will have designated time to work in schools with each school co-ordinator.
- The strand co-ordinator will work closely with the Gifted and Talented Strand co-ordinator for Excellence in Cities and will report on a regular basis with the overall Excellence in Cities co-ordinator.

12.7 School and College co-ordination

- Each institution will be allocated an annual flat rate sum with which to ensure that effective co-ordination will take place from September 2001.
- This will thereafter be reviewed with the partnership co-ordinator, with the aim of increasing the time allocation for those facing the hardest tasks.
- Each institution will make its own arrangements bearing in mind the existence of the 13-16 year old Gifted and Talented strand staff and, for schools with post -16 provision, the Head of Sixth
- The college is coming into Excellence Challenge afresh and with different staffing structures in place, therefore it will build on existing tutorial and learning support arrangements.
- A model role description will be drafted as a guide to the institutions.

12.8 HEI co-ordination

HEI partners will designate a senior manager to co-ordinate and oversee Excellence Challenge activities. Each institution will agree a role for an HEI institutional co-ordinator.

12.9 Delivery mechanisms for Ealing's Excellence Challenge

Excellence Challenge will build on the three geographical school clusters established for the Gifted and Talented strand of Excellence in Cities. These are:

CLUSTER A

Brentside High School
Cardinal Wiseman RC High School
Northolt High School
Walford High School

CLUSTER B

Dormers Wells High School
Featherstone High School
Greenford High School
Villiers High School

CLUSTER C

Acton High School
Drayton Manor High School
Ellen Wilkinson School for Girls
Elthorne High School
Twyford CE High School

- Because of its size Ealing Tertiary College will be linked to each of the clusters. The college will need to consult on the appropriateness of linking one of its three centres to each cluster or make links as an entity.

13 MONITORING AND EVALUATION

- Ealing's Excellence in Cities Partnership is committed to monitoring progress towards targets set and to evaluating the quality of Excellence Challenge provision and the outcomes achieved.
- The Excellence in Cities Plan lays out the principles of monitoring that will be undertaken at both institution and partnership level, and the involvement of the partnership in the national evaluation. These principles will apply to the evaluation and monitoring of Excellence Challenge activities.
- Each institution will review target cohorts annually. Attendance and participation in programme activities by targeted students will be regularly monitored. Student feedback and evaluation will be reviewed termly. An annual institution report will be presented to governing bodies and the Excellence Challenge steering committee. A summative report will be prepared for the whole Excellence Challenge programme by for the Excellence in Cities Partnership.
- At Excellence in Cities Partnership level there will be a review of range, quality and outcomes of all activities across Schools, College and Universities. Links with partners will be reviewed annually.
- Funding and cost-effectiveness of activities will be reviewed annually.
- The Excellence in Cities Partnership and the LEA will ensure that student-tracking systems are in place and continue to be developed to enable longitudinal monitoring against quantifiable targets.

14 MILESTONES LINKED TO AIMS AND OBJECTIVES

By end September 2001

- EiC partnership extended. (1)
- Excellence Challenge Steering Committee established. (1)
- Excellence Challenge implementation worker seconded. (1)
- Excellence Challenge Co-ordinator post advertised. (1)
- Communication plan – events and activities planned to inform staff in all partner institutions of the aims and objectives of Ealing’s Excellence Challenge. (1) (4)
- Working group set up to plan and develop Ealing-wide Widening Participation activities. Group to include out-of-school/community representatives. (3) (4)
- Working group set up to plan and develop Ealing-wide 16+ Gifted and Talented activities. (3) (6)
- Links made with neighbouring Excellence Challenge projects, to ensure cross-borough cohesion. (Brent, Hammersmith and Fulham) (3)
- Research into barriers to progression planned with HE support. (2) (4)
- Marketing and information planning group set up, to include HEI’s, Student’s Union, Connexions, Lifelong Learning, Council Press office, Local Media. (4)
- Outcome of consultations on merger proposals between Ealing Tertiary College and Hammersmith and West London College. (2)

By mid December 2001

- All school and college-based widening participation co-ordinators in post. (1)
- College gifted and talented co-ordinator in post. (1)
- Schools with 16-19 provision have reviewed and revised their gifted and talented policies in the light of the guidance on identification post-16. (3)
- The college has developed a gifted and talented draft policy, in the light of guidance on identification post-16. (3)
- Audit of all post-16 curriculum completed. (3)
- Schools and the college have a draft Widening Participation policy in place. (5)
- Excellence Challenge mentoring programme agreed. (5.3/4/5)
- Gifted and talented year 12 (or equivalent) cohort identified in all partnership institutions.
- Widening participation cohort identified in all partnership institutions. (3)
- Survey of widening participation cohort and their families undertaken and analysed to inform teaching and learning programme, activities and information requirements. (3) (4)
- Base line data, data requirements and tracking process between schools, college and higher education institutions established. (7)
- Three-year gifted and talented curriculum plan agreed. (3)
- Vocational Master Class programme plan completed. (3)
- Marketing and information plan agreed. (4)
- Review of current induction procedures carried out by all institutions. (7)

By January 2002

- Excellence Challenge co-ordinator in post. (1)

- College learning mentor to support vocational students in post. (1)

By April 2002

- Revised induction and transition arrangements finalised. (7)
- Widening participation policy finalised. (3)
- Ealing Tertiary College gifted and talented policy in place. (3)
- Summer HE Fair for pre-16's planned with HE partners and UCAS. (4)

By July 2002

- Plan for teaching and learning programme for the widening participation cohort from academic year 2002/3 completed. (2)
- Out-of-school/community groups funded to deliver special projects to support the teaching and learning programme for specific groups (refugees) in the widening participation cohort. (2)
- Learning mentor support integrated into Excellence Challenge school/college support and guidance systems. (5)
- Undergraduate/graduate mentoring programme introduced into 11-16 secondary schools.
- Staff development programme re HE awareness and support for students planned for academic year September 2002/3.
- Parent focussed activities planned at institutional, area and borough-wide in collaboration with Lifelong Learning, HE institutions, Community groups etc. (4)
- AEA master class programme commences. (6)
- Excellence Challenge vocational project commences. (3)
- Progression routes and plans for borough-wide post-16 curriculum offer completed.

By July 2003

- Ealing Tertiary College finalises gifted and talented policy. (3)
- Year one teaching and learning programme for Widening Participation cohort reviewed and further developed. (3) (4) (5)
- Mentoring schemes – undergraduate/graduate and employer mentoring reviewed and developed. (5)
- Post-16 gifted and talented curriculum development year 2. (3)
- Widening participation staff development programme reviewed and developed. (4)
- AEA master class programme evaluated and extended to year 2. (6)
- Review of vocational project and master class programme, plan for year 2. (3)
- Revised induction procedures implemented and reviewed. (7)
- Pre and post 16 guidance procedures in schools and college reviewed and revised in light of strand 3/4, Excellence Challenge materials, existing mentoring support and new/revised progression routes.
- Student level target setting reviewed and developed. (5)
- Three-year curriculum pathways planned and offered to students entering at level 2. (3).
- Materials to support widening participation and gifted and talented programmes delivered through City Learning Centres piloted.

By July 2004

- Alternative progression routes into HE identified and further support programmes developed.
- Rolling programme of curriculum development and activities for next two years established.
- Targets reviewed and set for next two-year period.
- Evaluation of all activities completed.

Excellence Challenge funding allocation, percentage by institution

	WP 13-16	WP 16+	G&T 16+
			Per capita allocation based on numbers on roll, September 2001
	%	%	
Acton	11.0	-	-
Brentside	10.0	12.5	
Cardinal Wiseman	7.5	9.5	
Dormers Wells	12.0	-	-
Drayton Manor	6.5	9.5	
Ellen Wilkinson	5.5	9.0	
Elthorne Park	4.0	tba	
Ealing Tertiary College		30.0	
Featherstone	12.0	-	-
Greenford	6.0	8.5	
Northolt	5.0	7.5	
Twyford	3.5	6.0	
Villiers	9.0	-	-
Walford	7.0	7.5	