



JOHN LYON'S CHARITY  
PART OF THE HARROW SCHOOL FOUNDATION

Working with Schools

Bringing learning to life

Annual Report 2014



It's been another very busy and productive year for John Lyon's Charity. We hope you will enjoy reading our Annual Report and that it offers an indication of some of the activities that have been front and centre during this past year with a specific emphasis on the various ways we work with schools.

In 2013/14 the Charity increased its giving by 19% to £6.8 million, funding 162 organisations; £951,000 was spent on youth clubs in the beneficial area, which is an aspect of our work that we consider to be hugely important. We also increased funding to schools through the 'Schools in Partnership Fund'. Our strategy is to encourage schools to work together on initiatives that help their most challenged students, as well as promote greater collaboration between schools. As the voluntary sector faces severe cuts from the loss of local authority funding, schools are finding themselves picking up the pieces. More and more students face multiple problems which may include the need for emotional wellbeing support, testing for special needs and assistance for their families. Funding from the Schools in Partnership Fund has helped to enable schools to re-emerge as community anchors, a role not originally planned but one that is vital if students are to learn and prosper.

With strong support from JLC staff, the Grants Committee spent considerable time on our Triennial Policy Review this year. Our job was to review the Charity's current policies and programmes to ensure they continue to be relevant in meeting the needs of children and young people and the voluntary sector in the Charity's beneficial area. In principle they are, but we felt we could strengthen the effectiveness of organisations by continuing our commitment to funding core services, which charities often find difficult to secure. We also decided to support charities by assisting them further with 'Capacity Building', giving them the skills and strategies they need to improve their infrastructure and methods of operation.

In this regard, we provide advice and local networking opportunities to our funded charities as well as offer free seminars, such as 'Strengthening Management Committees' presented by our Principal Adviser, Julia Kaufmann. We also awarded funding to three organisations that support a range of local charities: CommUnity Barnet, now employs a Development Officer to deliver capacity building to children and young people's organisations in Barnet; the *Firm*



**Susan Whiddington: "The Charity increased its giving by 19% to £6.8 million, funding 162 organisations; £951,000 was spent on youth clubs in the beneficial area, which is an aspect of our work that we consider to be hugely important."**

*Foundations* project provides one-to-one consultancy to small and medium sized voluntary groups within Brent; and Southall Community Alliance uses the Charity's funding to reduce child poverty by equipping and supporting organisations that work with the most vulnerable families in Southall.

One of the great strengths of John Lyon's Charity is its belief in the value of bringing schools, community organisations and social service agencies together to identify the problems facing young people in their area and to brainstorm new and creative ways to overcome them with JLC funding. This pro-active approach encourages our funded charities to think of our staff not just as funders, but as advisors and friends – all working together to deal with local issues.

In closing, I wish to extend the highest praise and offer my warmest thanks to the hard-working, innovative, caring and 'out of the box thinking' staff members at John Lyon's Charity for all they do to improve the lives of young people in the beneficial area.



**Susan Whiddington**  
*Chairman of the Grants Committee*  
John Lyon's Charity

# We believe

in **transforming** the aspirations of children and young people

in creating wider **opportunities** for children and young people

in promoting partnerships and **collaborations** to have a greater impact on the lives of children and young people

in taking informed risks to support projects that **pioneer** new initiatives and ideas

in exercising our role as an independent funder to learn from our projects and seek to **influence** public policy

in the **value** of the voluntary sector

Members and Advisers

THE TRUSTEE

The Keepers and Governors of the Possessions Revenues and Goods of the Free Grammar School of John Lyon

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as at 31 March 2014

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About John Lyon’s Charity

Who was John Lyon?

A yeoman farmer from Harrow who, in 1572, was granted a Royal Charter by Elizabeth I to found a free grammar school for boys: Harrow School. The Charter anticipated that John Lyon would establish a separate trust for the purpose of maintaining two roads between London and Harrow, now the Harrow and Edgware roads. In 1578, John Lyon provided an endowment in the form of a farm of some 48 acres in the area now known as Maida Vale for that purpose.

What is John Lyon’s Foundation?

John Lyon’s Foundation consists of Harrow School as the original school, The John Lyon School established in 1876 as a day school to provide education for boys from the local community and John Lyon’s Charity. It is governed by the Keepers and Governors of the Free Grammar School of John Lyon, the Corporation that was established by the 1572 Charter.

Where does John Lyon’s Charity fit in?

For over four hundred years the income from the estate in Maida Vale went to the various authorities that were responsible for the upkeep of the two roads. In 1991, the Charity Commission scheme came into effect giving the Governors discretion to apply the income for charitable purposes for the benefit of the inhabitants of the boroughs of Barnet, Brent, Camden, Ealing, Hammersmith& Fulham, Kensington & Chelsea and the Cities of London and Westminster - the boroughs served by the two roads.



Who governs the Charity?

The Governors of the Foundation are the Trustee of John Lyon’s Charity. They have appointed a Grants Committee to oversee the grants programme and recommend awards for their approval. John Lyon’s Charity is a separate registered charity and is independent from the two schools.

What is the Charity’s policy?

To promote the life-chances of children and young people through education. The Charity gives grants to benefit children and young people up to the age of 25 who live in the Charity’s nine boroughs in northwest London. Since 1992, the Charity has distributed over £76.5million to a range of services for young people, including youth clubs, arts projects, counselling initiatives, childcare and parental support schemes, sports programmes and academic bursaries.

Grants are awarded to registered charities and organisations with automatic charitable status. Occasionally grants are awarded to local authorities in the Charity’s beneficial area who are working with voluntary sector partners. The Charity has worked especially hard to develop closer relationships with the local authorities in the beneficial area and encourage them to work together. This is proving to be a vital asset. The relationship informs the Charity about current council work and priorities, helps avoid duplication and maximises the benefit of the grant spend in the beneficial area.

Grant-giving in 2014

Grants awarded

Total number of grants requested	243
Total number of grants approved	162
Total number of grants approved for one year	64
Total number of ongoing grants (more than one year)	98
Total grants approved	£8,995,400
Total amount paid	£6,822,514

Breakdown by Grant Fund

MAIN GRANTS	111 grants	£7,069,950
SMALL GRANTS	35 grants	£138,940
SCHOOLS IN PARTNERSHIP	5 grants	£378,500
BURSARIES	10 grants	£1,407,260
SCHOOL EXPLORER	1 grant	£750

These figures represent grants approved in 2013/14.

Total figures include grant payments approved for more than one year.

Total amount paid includes all payments made in the year, including grants approved in previous years.



## 2014 Highlights

In 2013/14, John Lyon's Charity paid over £6.8million in grants. This is by far our largest annual spend, an increase of 19% on the previous year (2012/13). The following pages illustrate just a few of the projects to have received support from the Charity over the past year. They reflect the diversity of projects that the Charity funds from arts initiatives and sports activities to supporting local youth clubs and projects that provide ex-offenders with the tools to help them into employment. What unites these projects is their desire to broaden the horizons of children and young people and provide them with opportunities that are not normally available to them.



Paddington Arts

£212,400 since 1995

### Local arts opportunities for young people

**Paddington Arts** has been working with children and young people aged 6-25 since 1987. It fulfils a vital role in the community, delivering a variety of arts and culture based activities to 2000 young people each year. It relies on volunteers, usually former members, for the majority of its activities. It runs workshops in dance, drama, steelpan, singing and new media, producing original work for stage and screen.



Saracens Sport Foundation

£81,000 since 2001

### The Hitz Project

Established in 2000, the **Saracens Sport Foundation** is the charitable arm of Saracens Rugby FC. John Lyon's Charity is currently supporting the popular Hitz Project that uses rugby as a way of engaging young people aged 11-19 who are at risk of exclusion and anti-social behaviour. The Saracens supply professional coaches and players who provide rugby sessions and, working with the police, also deliver a wide range of activities for young people around crime and drugs/alcohol awareness and supporting young people into education and employment. The project is targeted at areas of high crime and youth disaffection in Barnet and Harrow.



The Upper Room

£51,000 since 2004

### Supporting young ex-offenders into employment

**The Upper Room** was set up in 1990 as a soup kitchen. Since then, it has evolved to provide employability focussed projects including UR4Jobs, UR4Meals and UR4Kids. John Lyon's Charity currently supports the UR4Driving project, which aims to reduce reoffending by transforming the employability of young ex-offenders by supporting them through their driving test. The project has been designed to specifically appeal to ex-offenders by giving them a qualification they can use to find legitimate work. In the past year, seven young people from the Charity's boroughs have passed their practical test and received a full license; none of these young people have reoffended.

## Creating apprenticeship opportunities for young people

Established in 1956, the **Duke of Edinburgh's Award (DofE)** is the world's leading achievement award for young people. John Lyon's Charity is currently supporting the New Leaders Programme, which offers training and employment opportunities for young people aged 17-23. Working in partnership with the local authorities in Barnet, Brent, Ealing and Harrow, young apprentices are provided with a training programme that incorporates work placements, DofE Award Modular Training Framework accreditation and a professional Youth Work qualification (Level 2 Award). The apprentices undertake a main placement within the Youth Service of their sponsoring local authority as well as placements within the DofE's London office. In 2013/14, 11 young people completed the programme.



Duke of Edinburgh's Award

£57,000 since 2012

### Peculiar's People at Westminster Abbey

John Lyon's Charity has been supporting the education programme at **Westminster Abbey** since 2012. The reputation and reach of the programme has grown enormously since the new education centre was opened by Her Majesty the Queen in May 2010. The grant from John Lyon's Charity has been used to target schools from the Charity's beneficial area to take up outreach sessions and discounted school visits. The Peculiar's People project has become very popular amongst both primary and secondary schools and includes sessions such as Super Scientists, Pilgrimage: Then and Now, Wartime Westminster and Knight School.



Westminster Abbey

£40,000 since 2012

### Promoting the enjoyment of reading

**The Doorstep Library Network (DLN)** works to promote the enjoyment of reading at home. It provides access to good books and the opportunity for individual reading, supported by volunteers. DLN currently works on five estates in Hammersmith & Fulham: Bayonne, Clem Attlee, Fulham Court, Old Oak and White City. In 2013/14, 35 volunteers delivered reading support to 138 families and 277 children.



Doorstep Library Network

£49,500 since 2011





English National Ballet

£37,600 Since 2009

**Dance Journeys with Akram Khan and English National Ballet**

In 2013, John Lyon's Charity supported **English National Ballet** (ENB) to deliver an ambitious project with two secondary schools: Capital City Academy in Brent and Hammersmith Academy in Hammersmith & Fulham. 'Dance Journeys' was inspired by *Lest We Forget*, the collaboration between ENB and Akram Khan Company to commemorate the First World War. Students from the two schools worked with dancers from both companies towards a performance on the main stage at the Barbican.

**Maintaining a vibrant community resource**

**Somers Town Community Association** was established in 1979 to serve the disadvantaged communities of the Somers Town area in Camden. Services include a nursery, community cafe, lunch club for older people, ESOL classes, under-fives drop in and a youth club. There are 200 young people registered at the youth club, which is open four days a week. It runs football, non-contact boxing and professional table tennis coaching every week and other activities such as games and homework support.



Somers Town C.A. £69,000 Since 1995

**Providing reading support in Ealing**

**Beanstalk**, formerly known as Volunteer Reading Help, trains and supports volunteers to help children improve their literacy and reading skills. Volunteers are placed in schools to provide ongoing support to the same children each week for a year, to help them develop confident reading skills. Children usually improve by an average of two reading sub-levels after the year. John Lyon's Charity is currently supporting Beanstalk's work in Ealing.



Beanstalk

£108,600 Since 1993



Greenhouse

£60,000 Since 2011

**Swimming clubs for children with special educational needs**

**Greenhouse** works to empower disadvantaged young people through sports and performing arts. John Lyon's Charity supports the Greenhouse swimming club on Saturday mornings for young people with learning disabilities in Hammersmith. The club provides an opportunity for children with special educational needs to learn to swim under the supervision of specialist coaches, supported by volunteers. It is attended by 40 young people each week.

**Training opportunities in Ealing**

Established in 2010, **Cultivate London** provides training and employment opportunities for unemployed young people aged 16-24. It runs a two year apprenticeship programme through Capel Manor College where apprentices obtain a Level 2 Diploma in Practical Horticulture. Apprentices receive additional training in health and safety, CV writing and interview skills. Participants often have mental health problems and/or learning difficulties, poor academic records, alcohol and substance abuse issues, or criminal records.



Cultivate London

£38,800 from 2013



Flash Musicals

£140,000 Since 2004

**Musical theatre in Harrow**

Established in 1997, **Flash Musicals** was set up to provide opportunities for children from low-income or disadvantaged local families to become involved in the performing arts. It is a vital resource for the local community. The programme offers a range of activities and services to over 500 local residents each week including wheelchair dancing, adult drama groups, film club, African drumming and tea dancing. The main focus continues to be providing young people with high quality arts opportunities, particularly musical theatre and there are regular sessions leading to performances in their own theatre space.

**Providing holidays for young people in need**

**Calvert Trust Exmoor** enables young people with physical, learning, behavioural and sensory disabilities to experience exciting, challenging and enjoyable outdoor activities. It runs a fully accessible centre on the edge of Exmoor National Park. Many families who visit the centre are close to crisis point and the holidays offer the opportunity to rehabilitate, gain independence and boost self-esteem. Activities are wide ranging and include sailing, cycling, horse riding, orienteering, paragliding and windsurfing. The grant from John Lyon's Charity enables families from London to visit the centre. Breaks are available to families with children of any disability and who are under the age of 16.

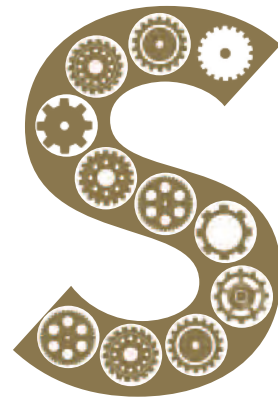


Calvert Trust Exmoor

£20,000 Since 2009



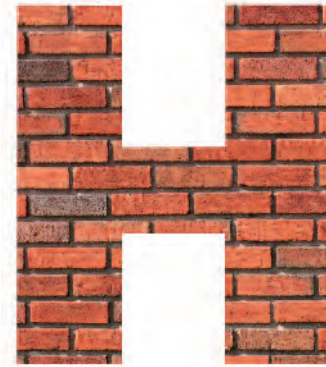
## Working with



School-life



Creativity



Home



Opportunities



Outdoor



Learning



Support

**The mission of John Lyon's Charity is to 'promote the life-chances of children and young people through education.'**

Increasingly, the Charity meets this objective by awarding grants directly to schools in the beneficial area, to enable them to provide that something 'extra' that might inspire a young person in a way that the National Curriculum is not currently able to do. The Charity also supports a wide variety of organisations that provide valuable services that, without additional funding, schools would be unable to access. In this crowded environment, the initiatives and projects that the Charity funds are those that add something to the National Curriculum, that provide wonderful opportunities for pupils to

access world class experts, and encourage pupils to do something extraordinary. The work that the Charity does, therefore, is as much about brokering relationships as it is about funding.

In this year's Annual Report, we are celebrating these relationships and the initiatives that have developed between schools and voluntary sector organisations.

# Working with Schools



PAGES 18-21

The Charity has had a number of applications over recent years to establish Forest Schools in various parts of the beneficial area. Their popularity is growing, particularly amongst schools, who are working hard to find different ways to engage some of their most challenged pupils.



PAGES 10-13

John Lyon's Charity funds a number of very well known arts organisations to work directly in schools; the Victoria & Albert Museum, for example, was aware that local schools were frequently under-represented in their schools programmes. The Charity's grant enabled them to have the time to provide outreach sessions in local schools resulting in participation from the Charity's boroughs increasing by 655%.



PAGES 22-25

The Charity also supports special schools both directly and via other voluntary sector organisations. Bag Books works in a number of special schools delivering storytelling activities illustrated by wonderful books made by imaginative volunteers. This enables the young people to have a valuable multi-sensory story experience delivered by professional storytellers.



PAGES 14-17

A cluster of schools in Harrow developed a successful initiative that involved employing parents as Parent Ambassadors, to engage with other, harder to reach parents and supporting them to take a more active role in school-life. This project was trialled with funding from Extended Services. A grant from John Lyon's Charity has enabled the initiative to become fully embedded into all of the schools in the cluster, so that they are now able to allocate funds from their own budgets to support the entire project.



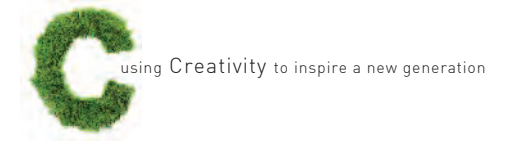
PAGES 26-29

Under the Schools in Partnership Fund (formerly Access to Opportunity) groups of schools can apply for funding to support initiatives that meet the needs of an identified group of pupils. This is most effective when a voluntary sector organisation is involved in delivering the project. This is illustrated perfectly in the partnership that has developed between the Brent Centre for Young People, a provider of specialist emotional support, and Queens Park Community School.





using Creativity  
to inspire a new generation



JOHN LYON'S CHARITY awarded a grant of £60,000 over three years to the Victoria and Albert Museum (V&A) in June 2011. The overall aim of the grant was to increase the number of secondary school students from the Charity's beneficial area that were taking part in the Art, Craft and Design strand of the V&A's Schools Programme.

The first step taken to achieve this aim was the appointment of a dedicated Project Coordinator, who spent six months undertaking research into how schools were engaging with the V&A and into the existing provision of Art, Design and Technology in the target boroughs. Initial visits to schools were organised in which teachers cited cost, cover support, transport and timetabling as key barriers in undertaking a museum visit. As a means of overcoming a number of these barriers, it was decided that a programme of free outreach sessions would be delivered in schools, teachers' Continuing Professional Development (CPD) events would be offered free of charge and workshops on the core Schools Programme at the V&A would be offered at a discounted rate. 85 secondary schools, within seven of the Charity's boroughs, were targeted through these outreach sessions, CPD events and workshops.

"AS A NATIONAL MUSEUM, the V&A has a commitment to developing national partnerships and looking out beyond London to create programmes with regional organisations. The generous grant from John Lyon's Charity enabled us to turn our focus closer to home. The need for this project was backed up by recent research which showed that a relatively low number of schools in the Royal Borough of Kensington and Chelsea (RBKC) visited the national museums and cultural organisations on their doorstep.

The funding awarded to the V&A from John Lyon's Charity over the last three years has given the V&A Learning Department the opportunity to reach out to secondary schools in its three neighbouring boroughs as well as four of the Charity's other areas. The majority of the funding was used to create a part-time post within the Schools Team, with the primary role to establish links with schools in the beneficiary areas and help them engage with the V&A Schools offer. Feedback has shown that having this personal contact within such a large organisation has had a huge impact and has helped to significantly increase the number of those schools visiting the V&A.

Feedback from teachers about the programme has been excellent and many have talked about the positive impact the visits have had on their students. In several cases, interest in Design and Technology (D&T) has increased and the numbers of students choosing D&T or Art & Design as an exam option is up. Teachers have also reported that their students are designing more creatively as a result of their visits to the V&A.

Cardinal Wiseman School in Ealing have been

**From the beginning, it was essential for us to ensure the project had a life beyond the funding. We wanted to make teachers feel confident to return to the Museum with a group independent of the project.**

**So, it is very encouraging to see that schools are booking onto other strands of the programme outside of the initiative, as well as arranging visits for the new academic year.**

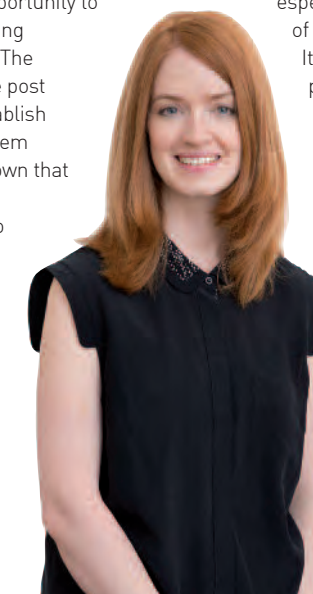
CARA WILLIAMS  
SCHOOLS PROGRAMME MANAGER, V&A DESIGNLAB

bringing students to the Museum throughout the initiative and now incorporate V&A workshops into their schemes of work. They have found that students who take part in the workshops are more likely to choose D&T as a GCSE.

Ben Alcantara, a Graphics teacher at Cardinal Wiseman School, explained the impact of the workshops on his students: 'A lot of kids only know design within schools so to actually come out of the school environment into not only a museum but a workshop with practising designers really focused them and got them to understand the life of design outside of school. Our intake is up,

especially in Graphics. It's quadrupled over the past couple of years and a big part of that is down to the V&A workshops. It got them thinking differently. I think even the work they're producing is a lot more creative.'

So what's next? We hope to sustain the links made with the schools over the last three years. We will be keeping in touch with the teachers and making sure they know about our upcoming programmes and opportunities. We have also decided to explore the possibility of developing a smaller-scale initiative for non-visiting primary schools in RBKC. From September 2014, we hope to offer free outreach sessions to schools that haven't visited the V&A for a taught session as a precursor to a larger-scale initiative linked to the new entrance and galleries opening in 2017. The targeted, personal approach developed through the Secondary Schools initiative has been hugely successful for the V&A and we want to continue to learn from and build on the experience to offer more opportunities for children and young people in the future."



Learning at the V&A by Cara Williams, Schools Programme Manager, V&A DesignLab





## Q&A with Holly Burton, Project Coordinator at the V&A

### How did you go about increasing the number of schools participating in your programme?

The first step taken was the appointment of a dedicated Project Coordinator. Six months was spent researching how schools were engaging with the V&A and into the existing provision of Art & Design and Design & Technology in the target boroughs. Having a named contact at the V&A has been a key part of the initiative over the three years and has been central to developing relationships with schools.

### What were the barriers that prevented schools engaging with the V&A?

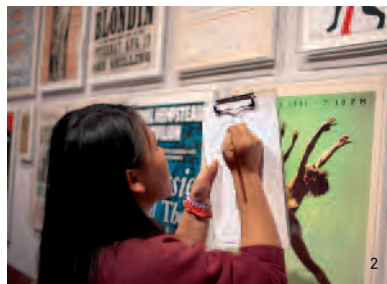
Initial visits to schools were organised in which teachers cited cost, cover support, transport and timetabling as key barriers to undertaking a museum visit.

As a means of overcoming a number of these barriers, it was decided that a programme of free outreach sessions would be delivered in schools, teachers' CPD events would also be offered free of charge and workshops on the V&A's core Schools Programme would be offered at a discounted rate.

### What was the purpose of the CPD events?

The CPD events complemented and promoted the V&A's core programme, and inspired teachers to learn new skills and critically engage with the collections. They also aimed to make teachers aware of the V&A as a resource and increase their confidence to bring groups to the Museum independently.

CPD events were also crucial in initiating and then developing relationships with the teachers from the target boroughs. Thanks to these events, teachers have not only taken ideas back to the classroom but they have booked outreach sessions and workshops, and have used their new-found knowledge of the Museum's collections to bring students on self-guided visits. This kind of continued engagement demonstrates how important



1. Artist Matt Raw introduces the brief: to design a typographic poster for a fantasy exhibition. The group devise an exhibition title and are each allocated a letter. 2, 3, 4 & 5. Students gather examples of type across the V&A's collections and work up a design for their allocated letter. 6. The group work on some clay techniques. 7. Students begin to create their letter designs in 3D. 8. The workshop ends with students bringing together the individual letters to create the final exhibition title in 3D. 9. Students leaving the V&A at the end of the day.

CPD events have been in developing sustained relationships with schools.

### How effective was the outreach strand of the programme?

The outreach sessions were delivered in schools by practising designers and used the V&A collections as a source of inspiration. The strategy for the outreach sessions was to incentivise new schools to take part in V&A workshops. This particular strategy was not always successful because many of the teachers who booked outreach sessions found it too difficult to take students out of school. However, almost half of the schools who booked an outreach session then went on to bring students to the V&A for workshops. For example, Sion-Manning RC Girls' Schools

took part in an outreach workshop and consequently brought a group of students to the V&A for a project working with designers-in-residence, The T/Shirt Issue.

### What types of workshops did you offer?

The workshops delivered were part of the V&A's core Schools Programme and included Fashion & Textiles, Product Design, Experimental Drawing, Ceramics, Graphics and Digital Design: Code. All workshops were devised in collaboration with and delivered by industry professionals. The Schools Team also worked with the V&A's designers-in-residence programme to develop and deliver in-depth projects for schools that had never engaged with the V&A before. The workshops and projects enabled

“ Practical and hands-on activities engaged students immediately in both workshop sessions. Making the Museum building and artefacts relevant, created an excellent starting point to teach students new creative processes, widening their experience and knowledge relevant to their GCSE coursework. ”

Pauline Sheard, Art & Design Teacher, Alperton Community School, Brent



teachers and students to work together with museum educators and designers to explore contemporary design practice and the Museum's collections.

### What has the impact of this project been?

One of the main successes of the initiative has been the relationships that we have forged with the schools from the target boroughs. The appointment of the Project Coordinator has meant that the schools received a high level of personal contact and time could be spent talking about their individual needs. Feedback from teachers involved in the initiative has highlighted the importance of this personal point of contact.

Prior to the initiative (2009-2011) only 10% of schools in the seven target boroughs had engaged in the Secondary Programme. Since the project began we have successfully engaged 80% (65 out of 85) of the schools from the John Lyon's target boroughs. 2,345 students have taken part in workshops and outreach sessions, and 422 teachers have attended CPD events.

The challenge now will be to make sure that schools continue to engage with the Schools Programme beyond the life of the initiative. We will ensure that schools continue to have a point of contact at the V&A so that they receive support and are kept up-to-date with our programme. We are also encouraging schools to engage with the V&A independently, for example by organising self-guided visits and attending our annual careers event, Creative Quarter.

We are introducing a new programme of free 'Teacher Twilights' sessions from September 2014, and have advised all of the teachers in the target boroughs about these. Schools from the target boroughs have already started booking on to workshops and events for the next academic year and we are positive that, thanks to the John Lyon's Charity Initiative, our relationships with these schools will continue to flourish.



Throughout the initiative the V&A has kept a blog on the Charity's website. This has provided an opportunity for the V&A to reflect on the successes and challenges of the project. It has also enabled arts education practitioners and teachers to interact with the initiative by sharing their own experiences and posting comments and advice.

<http://www.johnlyonscharity.org.uk/blog/>



# bringing Home and school together

THE PARENT AMBASSADOR INITIATIVE was set up in 2007 to help parents become engaged in their child's learning. It was developed as part of the Canons Cluster Extended Schools programme, which promoted extracurricular development and out of schools hours services. In 2010, John Lyon's Charity awarded a grant of £27,000 per annum for three years to the Harrow-based cluster, to help establish the programme in the schools. The project involves parents in all aspects of school-life and gives them a better understanding of the education system. This is achieved by the recruitment of 'Parent Ambassadors' who are able to communicate with their fellow parents effectively and in an approachable way. The project has been very successful in all of the schools in the cluster and has since become embedded into the way each of the schools work. As a result, Parent Ambassadors are now sustained through the schools own incomes.

There are nine schools in the Canons Cluster:

AYLWARD PRIMARY  
CANONS HIGH  
GLEBE PRIMARY  
CAMROSE PRIMARY WITH NURSERY  
KRISHNA-AVANTI PRIMARY  
STAG LANE INFANT AND NURSERY  
STAG LANE JUNIOR  
ST. BERNADETTE'S CATHOLIC PRIMARY  
WOODLANDS SPECIAL SCHOOL

The schools all have a very mixed demographic with large numbers of refugee and asylum seekers, high levels of deprivation and a large number of children joining throughout the school year.

**PARENTS FROM THE SOMALI COMMUNITY FEEL MORE RELAXED AND AT EASE WHEN ACCESSING INFORMATION AND SHARING FEELINGS, LEADING TO A MORE POSITIVE RELATIONSHIP WITH STAG LANE JUNIOR SCHOOL.**

Samsam Xaji  
*Somali speaker*

**AS A PARENT AMBASSADOR, I HELP PARENTS AND CHILDREN WITH TRANSLATIONS FROM ENGLISH INTO ROMANIAN, AS WELL AS GIVING CHILDREN SUPPORT IN THE CLASSROOM SO THAT THEY DO NOT FEEL LOST.**

Florina Ducra  
*Romanian speaker*

**DEVELOPING PARENTS' KNOWLEDGE AND INCREASING THEIR INVOLVEMENT IN THEIR CHILDREN'S LEARNING MAKES MY JOB VERY SATISFYING.**

Raziya Zarrien  
*Farsi speaker*

**MY ROLE AS A PARENT AMBASSADOR IS ENJOYABLE AND REWARDING. MANY OF THE ARABIC SPEAKING PARENTS STRUGGLE TO COMMUNICATE IN ENGLISH SO I HELP THEM WITH ANY PROBLEMS OR QUESTIONS THEY MAY HAVE.**

Nibras Hafiz  
*Arabic speaker*





Parent Ambassadors have widened participation in adult and family learning classes. This has a big impact on parents' own basic skills and as a result some have moved on to take on work in the school or follow college courses.



Parent Ambassadors provide positive role models for parents and young people from ethnic minority groups. Seeing members of their own community in well-respected roles within school raises the expectations of pupils.

ENGAGING WITH PARENTS is a key concern for primary schools and all of the schools in the Canons Cluster offer a wide range of services to support parents. However, it was felt that some communities were not being adequately reached. Those most in need could not access the support they required, primarily due to language and cultural barriers. There is high mobility and new entrants to the UK are inducted into the schools all the time. The Cluster wanted to improve communication with families by introducing key liaison workers into the schools and it was agreed that an effective outreach programme should involve informal face to face contact rather than flyers and questionnaires.

To meet these aims, a new 'work force' was created that was to be a first point of contact for families – they would be known as 'Parent Ambassadors'. Primarily, the role of the Parent Ambassadors is to provide a link between schools, parents and pupils. They are employed directly by each of the schools and, as such, are able to respond to the differing needs of the individual schools. Key duties include promoting community cohesion by supporting families with integration, encouraging parental involvement in children's education amongst families with insufficient English to communicate effectively with the school, and involving parents in all aspects of school life through an understanding of the education system, school policies and practice. The Parent Ambassadors also address specific needs with individual families and empower parents by presenting themselves as positive role models from their communities in terms of good practice and personal development. Today, there are 22 Parent Ambassadors who speak 14 community languages in addition to English, which is crucial to their ability to engage with the parents. The Parent Ambassadors also attend parents' meetings, manage

translation, are available to meet and welcome newly arrived parents to the school and assist with the admission and induction of new pupils in an area with very high turnover of pupils.

The grant from John Lyon's Charity, together with Extended Schools' income, covered the costs of two Parent Ambassadors per school for a minimum of one day per week. Schools very quickly employed more Parent Ambassadors and one school currently has seven. The project has attracted extensive national interest and various local authorities and schools have visited to observe the project. A bespoke training programme accredited through OCN that is available for schools throughout the country. The project has also been positively assessed by OFSTED and a number of the participating schools have been rated outstanding for community cohesion as a direct result of the Parent Ambassadors Initiative.

The Charity's three-year grant came to an end in 2013. The impact of the project has been so positive that all of the schools have managed to maintain these Parent Ambassador posts from their own budgets and as a result, the Parent Ambassadors are now fully integrated in to the schools' staffing structure. In order to maximise the benefits of the Parent Ambassadors, they use their skills to work with families from other communities besides their own. This is an excellent example of the way that support from John Lyon's Charity can be used to trial new initiatives, provide the space to prove new models of working and encourage schools to think more imaginatively about their budgets.

**Parent Ambassadors enjoy being able to support their communities and know they are thought of as approachable and accessible. They establish good lines of communication when new children are inducted in to the school and develop strong links and systems for information sharing with families. They are proactive, support parents who have issues and are good at helping to solve problems.**





FOREST SCHOOL IS AN INSPIRATIONAL PROCESS that offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. It is a specialised learning approach that sits within the wider context of outdoor woodland education.

Over the past few years, John Lyon's Charity has been approached by a growing number of organisations seeking funding to run or establish a Forest School in their local area. The increase in grant applications for this purpose acknowledges the value of Forest School as a complement to mainstream education. Contact with the outdoors is often limited for many children, particularly those in inner-city London, and the vital experience of using the outdoors and being comfortable in nature is being lost. The changes to be implemented in the National Curriculum from September 2014, also recognise the importance of outdoor learning and Forest School is one of the ways in which this can be achieved.

The Forest School model originated in Scandinavia and involved participants journeying by foot (if possible) to a local woodland environment to learn outdoors on a regular sustained basis. It is a long-term child-led educational process that promotes, observes and supports the social, emotional and physical development of children, young people and adults in an outdoor (preferably woodland) environment. The model came to the UK in 1995 and has since expanded from early years groups to work with learners of all ages. In particular it benefits children who do not perform well in classroom-based education and those with special educational needs.

Each Forest School site is different. It is a 'process' not a place and can be moved to various locations or have a semi-permanent home in a patch of woodland. The minimum requirement is an outdoor site with natural features, including some trees and shelter, whether this is in an urban context or the wider countryside. Often the methodology can be introduced in the grounds of a school.

Forest School must be delivered by qualified tutors. It encompasses a range of outdoor activities that are tailored according to the age, ability and needs of the group attending. Activities can include field study, sensory games, bushcraft, woodland arts and crafts, team building, wildlife conservation, physical play, construction and natural exploration. Only activities delivered by trained Forest School leaders can be called true Forest Schools.

#### FOREST SCHOOLS FUNDED BY JOHN LYON'S CHARITY

##### HOLLAND PARK ECOLOGY CENTRE

£45K OVER THREE YEARS

The Ecology Service is part of the Royal Borough of Kensington & Chelsea Parks Service and operates from Holland Park. It provides a base for environmental education and a programme of events throughout the borough. In 2011, the Ecology Centre piloted a Forest School in Holland Park. The Charity's funding has helped the Forest School to develop into a thriving and well-used resource that is oversubscribed in the summer months.



##### FOREST SCHOOL, HARROW

£54K OVER THREE YEARS

All Saints' Church, serving the area of Weald in Harrow, is based on a site that includes a small patch of unused woodland. Forest School activities began on the site in September 2012, following a pilot scheme. It works in partnership with Harrow schools and other youth services that support young people, in order to offer them a comprehensive Forest School experience. Participants have included Travellers, refugees, children with learning disabilities, children from Troubled Families, Looked After Children and pupils encountering difficulties in mainstream schools.



##### HOLLY PARK PRIMARY SCHOOL, BARNET

£18K OVER THREE YEARS

In November 2013, John Lyon's Charity awarded a grant of £18,000 over three years to introduce Forest School methodology into the school. The Forest School gives children at the school access to a rich outdoor learning experience ultimately increasing opportunities to stay fit, healthy and emotionally well balanced. Sessions are targeted at all children in Year 1 and in Year 3. Additional sessions are offered to those children who find it difficult to work in mainstream education.







Children participate in various activities at Forest School, Harrow, including making structures out of wood and pond dipping

## The learning gained from Forest School still shows six weeks on, with the children commenting on the experience. Older children have become more accepting of boundaries set after visiting Forest School.

Monika Mankiewicz, Centre Coordinator, World's End Under Fives Centre, October 2013

### An interview with Jan Boresta, Forest School Tutor, Forest School, Harrow

#### Why did the church seek to establish a Forest School at All Saints' Harrow Weald?

In my role as Travellers Support and Liaison Officer for the London Borough of Harrow, I had heard about how Forest School had been particularly effective in working with children from Traveller backgrounds. I piloted a small scale Forest School initiative at Camrose Primary School, which was very successful. I then began to explore the idea of establishing a larger scale Forest School with James, the Vicar at All Saints' Church in Harrow Weald, where there was an unused patch of woodland on the church grounds. We researched the idea and got feedback from local schools which suggested that Forest School would be a beneficial opportunity for vulnerable groups of children not settling into mainstream school.

#### Why did you decide on the Forest School methodology?

Forest School provides students with the opportunity of learning in their own space and time; there are no destinations to their learning although we do have a scheme of work in place. The students evaluate at the end of each session, which informs our planning for consecutive weeks and they discuss what went well and what needs to be re-visited. I like the Forest School

philosophy as most of the students I work with have low attainment levels and we are able to give them a sense of self-worth and a sense of belonging. Once their basic needs have been met they are then able to 'cope' better in mainstream provision.

#### What does a typical session look like?

A typical session lasts for two hours and happens once a



Trevor Bowyer, pictured below, is the Forest School tutor in Holland Park. Here, he tells us more about their service.

"In Holland Park we are lucky enough to have a small secure area of semi mature woodland – which is by no means large but definitely big enough for children to feel they are in the wilds.

I have been running a Forest School programme for over three years now and overall it has been great fun for all the participants, children and adults alike. Over 20 local schools and settings have signed up for regular weekly sessions over six weeks throughout the year. The sessions are very informal with the rules of keeping safe on the site being as simple as possible.

Most of the schools and settings that come to the sessions have very limited green space in their grounds and some have none at all. It is vital, therefore, that these children have a chance to be out in nature and an opportunity to let off steam.

In the first session the children (and some teachers) are often very nervous and wary of the new environment and have to be encouraged to do independent exploring. However, by the next session this initial fear has evaporated and the children are very keen to go off by themselves and enjoy the freedom that Forest School can offer them.

As a leader, it is immensely rewarding to watch the confidence of the children grow and to share with them the wonders of nature. Away from the built environment the classes find endless different things to do and play with in the woods. Through this relaxed open environment they are learning not only the names of different plants and animals but important social skills and it helps feed their imaginations.

Forest School enables the children and adults to interact in a completely different way to how they would in a school. New friendships are formed and teachers have commented on how different and more relaxed their classes

are during the outdoor sessions. It is also often noticeable that a quiet child in class or a child with English as an Additional Language becomes much more confident and talkative in the woods.

I personally find it very satisfying at the end of each group's session to hear how much the children have loved coming and how much natural history knowledge they have learnt. This knowledge and experience can help enrich the children's learning back at school and throughout a typical session there are numerous curriculum links to Science, literacy and numeracy to name a few.

All children need opportunities to play and be in natural surroundings on a regular basis to help them develop as rounded individuals and help foster an appreciation for the environment and the need to conserve it. I sincerely believe Forest School allows children to do exactly that."



week for a period of ten weeks. The children enter the woodland and we sit around the fire circle to talk. We discuss the task for the session with other holding activities to maintain concentration. The reason for this, is to build on their previously learnt skills – activities are re-visited, encouraging their confidence in 'having a go' especially when it comes to things like knot tying. We make sure that any activity is meaningful and achievable as we do not want the students to fear failure.

#### What has the feedback from teachers been like?

We monitor progress of the students by using the Ferre Leavers scale for involvement and well-being. The data is quantified, which is then sent to schools. The levels range from 1 -5; if there has not been a significant change for a student after attending Forest School, we recommend that the school gives them the chance to attend again. However, this does not happen often and the groups make steady progress which has impacted on the behaviour of the students in school.

Teacher's feedback has been very positive and particularly focuses on increases in attendance, achievement and social interaction with peers, following the Forest School programme. Pupils also tend to have fewer behavioural incidences and show

more willingness to participate in school activities as a result of taking part in Forest School.

#### Who is Forest School for?

We have many schools that send vulnerable groups of children, some of whom have profound difficulties. We also work with mature students embarking on childcare courses, adult family learning groups and taster days for adults.

#### What's next for Forest School, Harrow?

Since it began, our Forest School has been constantly evolving. We will begin delivering training sessions in Forest School methodology to Early Years providers from Autumn 2014. Participants will embark on an accredited course. We have been working with family groups and hope to have a reunion with the groups in September. We are hoping to run a holiday club this Autumn.

We dearly hope to continue running Forest School and run parallel groups so that we can accommodate more schools. Training will become a big focus, ranging from Levels 1-3 with OCN accreditation. Eventually it would be wonderful to have our own Forest School Harrow nursery.





# an interactive Learning experience



an interactive Learning experience

BAG BOOKS was established in 1993 to enhance the lives of children and adults with learning disabilities, through the use of multi-sensory books. It is the only organisation in the world publishing multi-sensory stories for people with severe or profound and multiple learning disabilities. People with these disabilities will all have language delay, many will also have autism; and the majority will also have severe physical disabilities. Some will have lived with their disabilities from birth; others will have had an injury or illness such as meningitis which caused brain damage.

Bag Books has a network of storytellers around the UK who visit schools to demonstrate how the books work and to encourage multi-sensory storytelling by school staff. As a result, the books are now used in over 96% of all the special schools catering for pupils with severe learning disabilities in the UK. 86% of teachers in those schools said they used multi-sensory books once a week during their classes. Bag Books also runs storytelling sessions in Adult Day Centres and Residential Homes, Children's Hospices and public spaces such as libraries and museums.

**John Lyon's Charity awarded Bag Books a grant of £20,000 per annum for three years, which has helped them to visit 17 special schools. 609 children with severe learning disabilities were involved in the storytelling sessions at those schools and their teachers reported that almost all of them benefitted from the multi-sensory storytelling.**



Each book takes an average of eight hours to construct in the craft workshop. There are six staff and around 90 volunteers involved in production. Some volunteers go into the workshop but many work from home, knitting or sewing, and send in their finished items to Bag Books.





an interactive Learning experience



Stories are told through a series of objects – an interesting shape, texture, sound, movement or smell. Each sensory object is used by the participant, hand-over-hand with a storyteller, in a sequence carefully devised to tempt the interest and hold the attention. Every unique sensation gives the participant the feedback needed to assess whether they like it and want to have it again.



Nina Martinez is a storyteller and has been working with Bag Books for seven years

#### How does working with Bag Books differ to your wider experience as a storyteller?

Working for Bag Books is my main role as a storyteller and it is an honour and privilege to do so. Bag Books is the only charity that delivers unique multi-sensory stories to children, young people and adults with profound needs, who otherwise would miss out in the world of literacy.

#### What does Bag Books offer to special schools and how is this different to what they can already access?

Bag Books strives to fundraise to supply special schools with free days of storytelling, training and free books. Budgets in special schools get tighter by the minute as specialist care that is essential for the needs of the children is often sought through their own budgets now. Storytelling is essential but is often considered a luxury by the finance committee of the governing body. A day in a special school is all go from start to finish for teachers and classroom assistants. They have the curriculum to follow, along with students' individual plans. For a school to have a day of storytelling, it is usually very well received and appreciated and is a real treat for the children.

#### Who can particularly benefit from the Bag Books experience?

Everyone! The listeners, the staff and the storyteller! Nothing is more uplifting than delivering a full, jammed packed day of storytelling.

#### How do the books enhance the experience of the children?

The books are multi-sensory. The children have profound and multiple needs so exploring the world of literacy through touch, smell, sight and sounds is just perfect for them. The books ensure everyone is included and all can enjoy.

#### What responses do the books illicit from the children?

Each page of the story expects a response from the listener. This may be positive or negative, extremely obvious or very subtle. It is the job of the storyteller to ensure that each child is treated as an individual and their needs catered for to enable them to take part fully within the session.

#### What does a typical Bag Books session in a special school look like?

The day will be divided up into sessions of 30 or 40 minutes. Preferably, the storyteller will be based in a room and all the children will have been timetabled with a session for stories. This saves time. Sessions will start as soon as the children are ready and after the routine of the beginning of the school day is complete. They will continue all day, breaking for lunch. During an average day in a school there will be about seven sessions – four in the morning and three in the afternoon. Sometimes some stories are delivered as lunchtime clubs as well. Each session will typically have three stories told but this can increase to four depending on the ability of the children.

Bag Books has 25 multi-sensory books currently available. The majority of books are designed to be enjoyed by both adults and children with severe or profound and multiple learning disabilities. They can also be enjoyed by those on the autistic spectrum and people with visual and hearing impairments. Some books are aimed specifically at children, teenagers or adults. 92% of the books go to schools and libraries.

Each book is handmade in a workshop by a team of skilled craft artists and around 90 volunteers and takes approximately eight hours to make. Bag Books enables professional workers and parent/carers who are in contact with children and adults with learning disabilities to make use of tactile and multi-sensory resources. The books can be used in groups or individually and are told through voice and emotion rather than

words and pictures. Benefits to using the books include the development of emotional perceptions, the development of language and motor skills and the motivation to engage with objects, materials and other groups and individuals.



The Bag Books team



# specialist Support in schools

“

I help the school to make links between young people's behaviour, their experiences at home and the problems they have at school – and by being on the scene and liaising with the school's staff, there are opportunities to collaborate in making these links.

ADAM KAY

“

Where students have engaged with the therapy, in terms of measurable outcomes, attendance and punctuality to school has improved in some cases. The number of behavioural incidents has gone down in others. Grades have improved and progress in academic work has been made.

JANE McNAMARA



specialist Support in schools

ESTABLISHED IN 1967, the Brent Centre for Young People (BCYP) is a well-established resource for local young people. The Centre works in innovative ways to provide tailored mental health treatment and support, specifically to adolescents and to conduct research into adolescent breakdown. John Lyon's Charity has been supporting BCYP since 1994 with grants totalling over £400,000.

Services at the Centre are accessible and effective and offered both 'in-house' and at outreach locations. Beneficiaries are generally aged between 14-24 years old and are mostly from disadvantaged backgrounds. An important part of the Centre's work is in partnership with other organisations that work with young people. Partnerships currently exist with eight secondary schools in Brent, the Pupil Referral Unit and with the Youth Offending Service. In 2011, John Lyon's Charity awarded a grant to Queens Park Community School, who had identified BCYP as a suitable provider to meet their students' growing emotional needs. The school and BCYP developed a project that used a combination of group and individual interventions to work with young people to improve their emotional wellbeing and help them better engage with school, have better relationships and make the most of their chances in life. The school deliberately chose BCYP because of their developmental emphasis and preventative work in assisting young people avoid long term mental ill health and social exclusion.



Jane McNamara, Student and Family Support Coordinator at Queens Park Community School is the main contact between the school and the Brent Centre for Young People. Here she talks about how the school has worked in partnership with the Brent Centre and how the project has benefitted her students.

**How have you found the joint working process?**

The process has gone really well. I don't think that there have been many challenges – except for finding rooms, as we have had extensive building work done at the school this year.

**How has the school found working with Brent Centre?**

I have enjoyed working with a number of different therapists from the Brent Centre. They are responsive to my requests and we have found it easy to communicate with each other in person, by email and phone. They attend multi-agency meetings and their input has been useful, as has the way that they communicate with the other agencies about students who are accessing more than one service.

**Do you have any key tips on how to make this kind of relationship work?**

Try to make time to meet regularly and keep communicating about updates with the students. It is important for students to be reminded about their appointments as they can sometimes be forgetful so it is useful to schedule appointments in advance.

**What prompted Queens Park to seek input from an outside therapeutic agency?**

I believe that the Brent Centre approached the school with the idea. A number of students who have been seen by Brent Centre therapists at school have gone on to take up further therapy at the Brent Centre. In other cases, the students may be referred on to the Child and Adolescent Mental

Health Services (CAMHS), the school nurse, or the child protection officer.

**How has the relationship between the school and the Brent Centre evolved throughout the project?**

Different therapists from the Brent Centre have done a variety of different therapeutic roles – some group work and some staff work has been very helpful. One year, the Brent Centre therapist was working particularly with students who were abusing substances. This year, as well as Adam, we have a volunteer therapist and the main school therapist working with him, which has been brilliant, as it has enabled them to do parallel work with parents and students.

CONTINUED ON PAGE 28



## ABOUT THE BRENT CENTRE FOR YOUNG PEOPLE

The Brent Centre for Young People offers psychotherapeutic services, Adolescent Exploratory Therapy (a short-medium term low intensity talking therapy), Adolescent Psychotherapy and Family Therapy. Programmes provide individual and group sessions and consultation with staff who work with vulnerable young people. BCYP is particularly committed to working creatively to engage hard to reach young people in order for them to receive a high quality, effective and holistic service. Referrals are made through GPs and through the Brent Child and Adolescent Mental Health Service (NHS), Social Services and other young people's services in the borough. Young people also can self refer. BCYP also runs an after-school service targeted at young men with challenging behaviour, using football training as a tool for thinking about their emotions and responses to others. The services offered are accessible and without the stigma that statutory services can sometimes represent.

**Adam Kay (opposite right) is a Child and Adolescent Psychotherapist at Brent Centre for Young People. He has been working at Queens Park Community School and here he explains why it is so important for the Centre to be working directly with schools.**

### What does the school's project involve?

The ethos and intent of the Brent Centre has always been about providing an experience for young people of being understood. The Brent Centre has pioneered a particular approach called Adolescent Exploratory Therapy (AET) that aims to engage young people whilst also offering psychoanalytic therapy. The schools project and our links with Queens Park is a natural pairing for the Brent Centre as it is another context where young people can be engaged, helped and understood.

I provide AET to young people as well as support to some of their parents. I also provide staff consultation on a one-to-one basis as well as consultation to a fortnightly allocation meeting, where troubled students are discussed as a team. I also provide clinical supervision to the school mentor.

### Why has the Brent Centre chosen to work directly with a school?

For the young people it is an opportunity to access therapy in a familiar environment. This has helped to create less of a barrier than going to a mental health centre. I noticed, when I first started working in schools, that young people tended to

stride straight into the room without knocking, which showed a refreshing sense of ownership and confidence.

The accessible nature of the school environment has meant that I get to work with young people from a wide range of backgrounds and religions. Young people are not reliant on GPs or on their parents to get an appointment meaning that young people from families who might be reluctant to engage with mental health services are much more likely to come through the door.

Another advantage of this partnership is the proximity between the school and the Brent Centre. Sometimes young people would rather be seen at the Centre and I can help them to get the appointment. The Centre is often on the 'radar' of the young people at the school, who have walked past the building or perhaps had a friend or a sibling who has attended appointments.

Early interventions can be made as a result of regular meetings with teachers and pastoral staff. Everyone at these meetings is experienced and thinks deeply about the pupils who are struggling at school. As a Child and Adolescent Psychotherapist, I am especially geared towards thinking

about young people's state of mind. We often talk about challenging behaviour and I can offer different ways of thinking about behaviour, as a form of communication. I help the school to make links between young people's behaviour, their experiences at home and the problems they have at school – and by being on the scene and liaising with the school's staff, there are opportunities to collaborate in making these links. I am able to advise on what help would be appropriate: therapy provided by me or a referral to NHS Child and Adolescent Mental Health Services, or social services intervention.

### How has the process of working with Queens Park worked?

There is a long tradition of partnership between Queens Park and the Brent Centre. When I arrived at the school, there was already a good understanding of what I might be able to offer. I feel very lucky to be working alongside Jane McNamara, who has been liaising with many of the parents of the pupils who I have seen individually. Jane has performed her role extremely skilfully and sensitively. She thinks deeply about parenthood and has shown that she has good instincts about the dynamics between parents and their children.

The challenges for this partnership relate to maximising the benefits for both the school and the Brent Centre on the resources we have. I would like to work more closely with pastoral staff so that I can share the psychoanalytic approach and help to broaden their thinking about young people. Jane and I have spoken about the possibility of offering support to staff who have the difficult job of working closely with students who are feeling self-destructive or in extreme states of mind.

I also think it would be fruitful to set up some group therapy within the school, which would provide an alternative intervention and might encourage young people to engage who are not willing to meet individually.

### What are the common challenges that you have found in your work with schools?

There are challenges involved in doing this kind of work in a school. I try to offer the

young people a protected space where they can feel that confidentiality and privacy is being upheld and where we won't be interrupted. In one of my first sessions at the school, a Year 11 pupil who was quite defiant to staff, warned me not to stick up a 'meeting in progress' sign on the outside of the door because, she said, 'someone will rip it down. I would if I saw it there!' I have taken to putting up a sign on the inside of the glass and this helps to provide a bit more privacy.

The regularity of the weekly sessions

and the familiarity of the room itself are important in helping a young person to feel secure enough that they are able to explore difficult and painful issues. In a school there are of course all sorts of other things going on. There are always teachers needing extra rooms for exams, individual tutorials, mentoring sessions, etc. I have to be flexible whilst also keeping in mind the needs of the young people I see. Jane is very supportive and helps to sort out room clashes and to let the school know about my work.

### Schools and the Brent Centre for Young People

Schools commission the Brent Centre to provide specialist mental health services on site. Depending on the needs of the school, BCYP can provide a therapist from half a day per week to five full days per week, during term time. BCYP therapists work with the school to set up effective referral systems and help school staff to detect which pupils require help. The schools provide quiet, private rooms where therapists can see pupils and school staff for therapeutic consultations. BCYP therapists work closely with the school pastoral care team, to ensure safeguarding procedures are carefully followed with every vulnerable pupil. Therapists support the school with child protection cases, to professionally assess the level of risk and make onward referrals to other services where necessary.

BCYP also provides support to school staff to provide a space for them to discuss aspects of their work and issues they are struggling with. This aims to help staff develop their thinking and professional practice, and gain a deeper understanding of the young people they work with.



Jane McNamara, continued from page 27

### What impact on the students have you seen?

Some students have come to therapy absolutely desperate for someone to talk to, with suicidal thoughts, and some self-harming. Some find it very difficult to come into school at all but will come in for their appointments. The students have generally responded very well to the therapy and some have gone on to more intensive work at the Brent Centre itself. Where students have engaged with the therapy, in terms of measurable outcomes, attendance and punctuality to school has improved in some cases. The number of behavioural incidents has gone down in others. Grades have improved and progress in academic work has been made.

### There have been some cuts to the school's budget – what's next for the relationship with Brent Centre?

We have had to sacrifice some of our other outside agency work in order to be able to continue to have the Brent Centre for one day per week, at least for the next two years. This is unfortunate in some ways, but is an indicator of how much we value their service. The fact that their therapists are supported by an institution of highly experienced therapists and other staff means that risks in all cases are carefully considered. Therapists from the Brent Centre are professionals and have lots of training. We prefer this to what is offered by other agencies who may be using volunteer staff who do not have the same skills.



Financial Summary 2013/14

These summarised accounts are extracted from the Annual Accounts which were approved by the Trustee on 14 June 2014 and which have been submitted to the Charity Commissioners. They may not contain sufficient information to allow for a full understanding of the financial affairs of the Charity and the accounting policies adopted in their preparation. The full accounts comply with the Statement of Recommended Practice, Accounting and Reporting by Charities. For further information the full annual accounts, the Auditors’ Report on those accounts and the Trustee’s annual report should be consulted; copies can be obtained from The Charity Office, 45 Cadogan Gardens London SW3 2AQ

STATEMENT OF FINANCIAL ACTIVITIES

Year ended 31 March 2014

	Unrestricted Fund £'000	Endowment Fund £'000	Total Funds 2013/14 £'000	Total Funds 2012/13 £'000
<strong>Incoming Resources</strong>				
Investment property income	-	4,495	4,495	4,319
Investment income	-	2,741	2,741	2,410
Bank and deposit income	-	7	7	11
Donations	1	-	1	15
Other income	2	-	2	-
<strong>Total Incoming Resources</strong>	<strong>3</strong>	<strong>7,243</strong>	<strong>7,246</strong>	<strong>6,755</strong>
<strong>Resources Expended</strong>				
Cost of generating incoming resources	-	1,117	1,117	1,034
Charitable activities	7,406	-	7,406	6,094
Governance costs	126	17	143	161
<strong>Total Resources Expended</strong>	<strong>7,532</strong>	<strong>1,134</strong>	<strong>8,666</strong>	<strong>7,289</strong>
<strong>Net (Outgoing)/Incoming Resources before Transfers</strong>	(7529)	6,109	(1,420)	(534)
Transfers				
Gross transfers between funds	7,529	(7,529)	-	-
<strong>Net Outgoing Resources before other Recognised Gains and Losses</strong>	-	(1,420)	(1,420)	(534)
<strong>Statement of Total Recognised Gains and Losses</strong>				
Realised surplus on sale of investment	-	5,815	5,815	17,986
Unrealised surplus on investment properties	-	12,873	12,873	813
Realised gain/(loss) on sale of investments	-	1,000	1,000	(945)
Unrealised surplus on investments	-	13,687	13,687	14,820
<strong>Net Movement in Funds for the Year</strong>	-	31,955	31,955	32,140
Balance at beginning of year	-	275,461	275,461	243,321
<strong>Balance at end of year</strong>	<strong>-</strong>	<strong>307,416</strong>	<strong>307,416</strong>	<strong>275,461</strong>

There are no recognised gains or losses except as shown above and all income is derived from continuing activities.

BALANCE SHEET

At 31 March 2014

	2014 £'000	2013 £'000
<strong>Fixed Assets</strong>		
Investment properties	154,802	148,107
Investments	152,548	112,745
	307,350	260,852
<strong>Current Assets</strong>		
Debtors	1,404	19,067
Cash at bank	1,320	452
	2,724	19,519
<strong>Creditors: due within one year</strong>	(2,658)	(4,910)
<strong>Net Current Assets</strong>	66	14,609
	307,416	275,461
<strong>Represented by:</strong>		
Endowment fund	307,416	275,461
	307,416	275,461

These summarised accounts were approved by the Trustee on 14 June 2014 and signed on its behalf by S. Whiddington.

Auditors’ Statement

To the Trustee of John Lyon’s Charity

We have examined the summarised financial statements set out above on pages 30 to 31 which comprises the Statement of Financial Activities and Balance Sheet.

Respective responsibilities of Trustee and Auditors

The Trustee is responsible for preparing the summarised financial statements in accordance with the recommendations of the Statement of Recommended Practice, Accounting and Reporting by Charities. Our responsibility is to report to you our opinion on its consistency with the full financial statements and the Trustee’s Report. We also read other information contained in the Annual Report and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the summarised financial statements.

Basis of opinion

We conducted our work in accordance with Bulletin 2008/3 “The Auditor’s Statement on the Summary Financial Statement in the United Kingdom” issued by the Auditing Practices Board.

Opinion

In our opinion the summarised financial statements are consistent with the full financial statements and the Trustee’s Report for the year ended 31 March 2014.

Littlejohn LLP  
Statutory Auditor  
1 Westferry Circus, Canary Wharf, London E14 4HD

14 June 2014



Grants approved 2013/14

MAIN GRANTS FUND

Arts & Science

**City of London Sinfonia** £11,500 towards Key Stage 1 workshops in primary schools in Harrow

**Donmar Warehouse Projects Ltd** £50,000 as capital towards multimedia equipment for Donmar Dryden Street and £78,000 over three years towards the ‘Tomorrow Project’

**Eastside Educational Trust** £35,000 pa for three years towards the Verse vs Verse programme

**English National Ballet** £17,600 towards the ‘Dance Journeys’ secondary school project

**Everyday Magic** £10,000 towards the storytelling project in Ealing primary schools

**Foundling Museum** £43,000 as capital for the refurbishment of the Education Space and £30,000 pa for three years towards the Education Programme

**House of Illustration** £25,000 pa for two years towards the ‘Picture It’ creative learning programme

**John Perryn Primary School** £10,000 towards the After-school Art Club with A.P.P.L.E.

**Magic Lantern** £5,700 pa for three years towards workshops in primary schools

**National Theatre** £30,000 pa for three years towards the Open Theatre initiative

**Opera East Productions** £25,000 towards the ‘Let’s Make an Opera’ education outreach project

**Poetry Society** £25,000 pa for three years towards SLAMbassadors: West by North West project

**Regent’s Park Open Air Theatre** £9,500 towards the Schools Access programme in partnership with the Young Shakespeare Company

**Scene & Heard** £24,000 pa for three years towards salary costs

**Shakespeare’s Globe Theatre** £31,000 towards Children as Storytellers pilot project

**Theatre Studio West** £15,000 pa for three years towards core costs

**Tri-Borough Music Hub** £59,000 over three years towards the ‘Seven Seeds’ Music Performance Programme

**Tricycle Theatre Company** £250,000 as a capital contribution towards the redevelopment and refurbishment of the theatre and £30,000 pa for three years towards the Creative Learning Programme

**Unicorn Theatre** £30,000 pa for three years towards the Collaborate programme

**University of The Arts London** £83,000 over three years towards the ALBUM creative photography project

**Vocal Futures** £15,000 towards the Induction Programme for ‘Creating the Creation’

**WAC Arts** £30,000 pa for three years towards school holiday programmes

**Westminster Abbey** £20,000 towards the Peculiar’s People outreach project

**Wigmore Hall Trust** £30,000 pa for three years towards the expansion of the Schools Programme across the Tri-Borough

Children and Families

**Action Acton** £30,000 pa for three years towards salaries and project costs

**Al-Hasaniya Moroccan Women’s Project** £30,000 pa for three years towards core costs

**Brent Play Association** £28,000 pa for three years towards the Firm Foundations project

**CarAf Centre** £30,000 pa for three years towards salary costs

**CCHF All About Kids** £11,000 pa for two years for residential activities and respite breaks

**CommUNITY Barnet** £35,000 pa for three years towards the salary costs of a Development Officer

**Dormers Wells Trust** £29,000 pa for three years towards the Family Fun and Learning Project

**Fair Play Barnet** £50,000 pa for three years towards core costs

**Friendship Works** £19,000 pa for three years towards salary costs

**Home-Start Barnet** £25,000 pa for three years towards core costs

**Home-Start Barnet** £35,000 to provide Home-Start Barnet services in Harrow

**Honeypot** £15,000 pa for three years towards the Respite Break programme

**Norbury Primary School** £32,000 pa for three years towards the Community Voices Project

**Prison Advice and Care Trust** £29,300 pa for three years towards the Integrated Family Support project at Wormwood Scrubs Prison

**Randolph Beresford Early Excellence Centre** £22,000 towards the White City Adventure Playground Open Access Holiday Play Projects

**React Charity** £10,000 towards specialist equipment

**Siblings Together** £17,650 pa for two years towards Monthly Activity Days

**Southall Community Alliance** £25,000 pa for three years towards the Assisting Children Together project

**St Mary with All Souls, Kilburn** £19,000 pa for three years towards salary costs

**St Mary’s Bryanston Square Church** £15,000 pa for two years towards the core costs of ‘The Centre’

**West Hampstead Community Centre** £25,000 pa for two years towards the running costs of youth activities

**World’s End Under Fives Centre** £25,000 pa for three years towards salary costs

Education and Learning

**Action Tutoring** £10,000 pa for two years towards the Tuition Project

**Asia House** £7,250 towards the Schools Programme for the Festival of Asian Literature

**Beanstalk** £12,000 pa for three years towards literacy support for children and young people in Ealing

**Britsom** £15,000 pa for three years towards the Family Learning Support Programme

**Chelsea Academy Foundation** £39,000 over three years towards the Brunel Urban Scholars Satellite Project

**Chelsea Physic Garden** £75,000 over three years towards the Cultivating Curiosity Education Programme

**Education & Skills Development Group** £13,000 pa for three years towards the Southall Supplementary School

**Fulham Cross Girls’ School and Language College** £30,000 towards the Progress Tutor project

**Hammersmith & Fulham Urban Studies Centre** £30,000 towards the Tri-Borough Outdoor Learning Project at Kensington Palace

**Harrow School Improvement Partnership** £10,000 towards the Unlocking the Future Initiative

**Historic Royal Palaces** £25,000 pa for three years towards ‘Explorers’ Family Literacy Project

**Holly Park Primary School** £18,000 over three years towards establishing the Forest School

**IntoUniversity** £45,000 pa for three years towards the running costs of the West London Centre Cluster

**Kenmore Park Junior School** £22,000 pa for two years towards the Romanian Family Project

**Outward Bound Trust** £25,000 pa for three years towards residential development courses for young people

**OYA!** £20,000 pa for three years towards the Excellence in Maths project

**Twyford CofE Academies Trust** £40,000 towards the Oxbridge Summer School at Harrow School for secondary schools in Harrow

**Westside School** £35,000 pa for three years towards the Extra Mile project

Emotional Wellbeing

**Brent Mind** £18,000 towards the Kidstime programme

**Harrow College** £101,250 over three years towards the REAL project

**Kenmont Primary School** £25,000 pa for three years towards the H&F Family Group Project with Old Oak Primary School and School and Family Works.

**Mind in Camden** £21,350 pa for three years towards the Voice Collective project

**St Anselm’s RC Primary School** £102,500 over three years towards the Play Therapy project with the Catholic Children’s Society (Westminster)

**Strength in Horses** £19,920 pa for three years towards Equine Assisted Therapy programme

**University of West London** £30,000 pa for three years towards Pyramid Clubs in London

Special Needs & Disabilities

**Action on Disability** £36,000 pa for three years towards the salary costs of the Youth Service Manager

**Albert & Friends Instant Circus** £21,000 pa for three years towards the Circus for Success Two project for children with special needs and disabilities

**Calvert Trust Exmoor** £10,000 towards the London Family Gateway Project

**Choices 4 All** £30,000 pa for three years towards the ‘Moveable Feasts’ training programme

**Community Focus** £30,000 towards the ‘Digital Futures’ programme

**Create (Arts) Limited** £28,000 pa for three years towards ‘creative:connection’ project in special schools in the Charity’s beneficial area

**Foundations UK** £16,320 pa for two years towards the All Abilities Learning programme

**Friends of Swiss Cottage School** £17,600 pa for three years towards the School Holiday Enrichment Programme

**H&F Mencap** £14,000 pa for three years towards the Inclusive Playscheme





Grants approved 2013/14

MAIN GRANTS FUND

**Kids Can Achieve** £25,000 pa for three years towards the Youth Support Programme

**Live Music Now** £24,000 pa for three years towards 'LMN Music Makers' project

**Log Cabin** £25,000 pa for three years towards the after-school club

**Pursuing Independent Paths W9** £25,000 pa for three years towards core costs

**Queensmill School** £22,000 pa for three years towards the 'Adventures in Sound' project with Realtime Arts

**Resources for Autism** £30,000 pa for three years towards the Reach Out home support service

**SHAPE** £8,500 towards the Creative Transitions project

**St John's Wood Adventure Playground** £35,000 over 3 years towards the salary costs of an Inclusive Play Project Worker

Sport

**Blenheim CDP** £10,000 pa for three years towards the Insight Sports Project

**Harrow Club W10** £12,000 towards the boxing project

**Kensington Dragons Football Club** £30,000 pa for three years towards the running costs of the Football Club

**Saracens Sport Foundation** £20,000 pa for three years towards the Hitz Project

**St John's Southall Youth Project** £22,000 pa for three years towards the Onside Football Project

Training

**Cultivate London** £19,400 pa for two years towards the Youth Training Programme in Ealing

**IdeasTap** £30,000 pa for three years towards the Creative Space project

**Jewish Care** £12,000 towards the 'Links' youth volunteer programme

**Royal Borough of Kensington & Chelsea** £30,000 pa for three years towards the MELP project

**St Peter's Church, Harrow** £120,000 over three years towards the Spear project in Harrow

Youth Clubs and Youth Activities

**Banooda Aid Foundation** £15,000 pa for three years towards the Youth Project

**Barnet Community Transport** £30,000 pa for three years towards the Rolling Base Play Programme

**Dalgarno Neighbourhood Trust** £20,000 towards the Youth Project

**Keeping Youth Active** £10,000 pa for three years towards the Saturday Youth Club at Phoenix High School

**Maiden Lane Community Centre** £30,000 pa for three years towards the 'Us Folk' project

**Queen's Crescent Community Association** £30,000 pa for three years towards the salary costs of the Youth Services Manager

**St Mary's Centre Community Trust** £30,000 pa for three years towards the Eirini Project

**St Michael's Youth Project** £30,000 pa for three years towards the youth worker salary costs

**SWAY** £20,000 pa for three years towards the Youth Project

**Urban Partnership Group** £28,000 pa for three years towards the core costs of the youth club

**Winchester Project** £30,000 pa for three years towards the Promise Academy Youth Programme

Youth Issues

**Art Against Knives** £30,000 pa for three years towards the Creative Collaborations project

**Brent Community Law Centre** £30,000 pa for three years towards the Brent Young People's Law Centre

**Greenford High School** £38,000 pa for three years towards the E-Safety programme in Ealing high schools

**Ignite Trust** £20,000 pa for three years towards the Ignite Girls project

**Leap Confronting Conflict** £30,000 pa for three years towards the Improving Prospects conflict resolution programme

**Somali Youth Development Resource Centre** £28,000 pa for three years towards the Aiming Higher project

**Straight Talking** £15,000 pa for three years towards the Peer Educators programme

SMALL GRANTS FUND

	£
5th East Barnet Scout Group	4,000
Acton Baptist Church	5,000
Afghan Association of London	5,000
Auto Italia South East	1,920
Barnet Refugee Service	4,500
Beaconsfield Primary School	2,000
Box Clever Theatre	4,000
Brackenbury Primary School	5,000
Clifton Primary School	2,000
Create (Arts) Limited	5,000
Descendants	5,000
EDUK8 Trust	4,100
Face Front Inclusive Theatre	4,000
Farsophone Association	5,000
Foundling Museum	1,500
Friends of Barnet Countryside Centre	5,000
Grasvenor Avenue Infant School	5,000
Happy Days	3,500
Harrow Community Transport	4,850
Harrow School Improvement Partnership	5,000
Iraqi Centre for Integration & Cohesion	5,000
Kazzum	2,000
Making Communities Work & Grow	5,000
Midaye Somali Development Network	5,000
Nene Tereza	5,000
Normand Croft Community School*	5,000
Original Taekwondo Club	5,000
Panathlon Foundation	4,400
Punchdrunk	5,000
Real Action	1,170
Saam Theatre Company	5,000
South Westminster Community Festival	2,000
Traffic of the Stage	2,000
Vaughan Primary School	1,000
Yaa Asantewaa	5,000
<b>Total</b>	<b>£138,940</b>

\* for Early Years & Primary Education

BURSARY FUND

**Camden Music Trust** £5,200 pa for four years

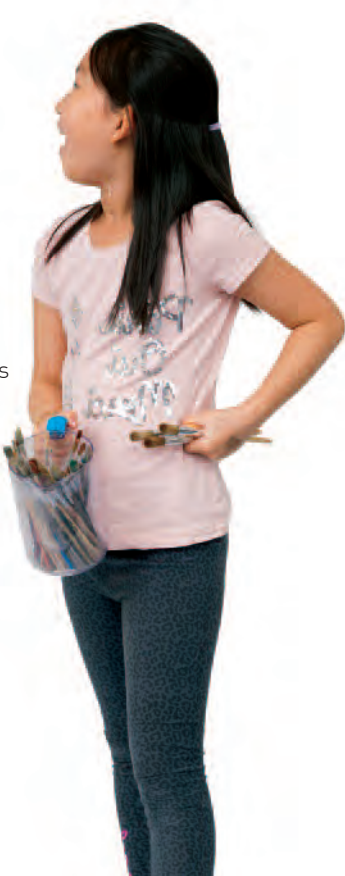
**Harrow School** £331,057 over five years

**Helena Kennedy Foundation** £22,500

**The John Lyon School** £445,119 over 7 years

**North London Collegiate College** £528,400 over eight years

**St Anthony's School** £24,000 over two years towards





Financial Summary 2013/14

for the year ended 31 March 2014

BOROUGH BREAKDOWN

	2014	2013
Barnet	725,900	533,586
Brent	917,088	846,963
Camden	898,726	616,652
City of London	-	-
Discretionary	450,400	501,000
Discretionary – Bursary	747,386	781,265
Ealing	808,775	632,600
Hammersmith & Fulham	540,523	429,275
Harrow	635,038	398,350
Kensington & Chelsea	405,080	387,200
Westminster	693,600	617,175
Total	£6,822,514	£5,744,065

PROGRAMME AREA

	2014	2013
Arts & Science	913,468	984,027
Bursaries	730,086	758,765
Children & Families	965,150	710,500
Education & Learning	1,110,520	859,973
Emotional Wellbeing	615,120	465,000
Other	7,500	5,000
Special Needs & Disabilities	603,170	358,400
Sport	290,000	357,200
Training	331,500	247,000
Youth Clubs & Youth Activities	951,000	826,200
Youth Issues	305,000	172,000
Total	£6,822,514	£5,744,065

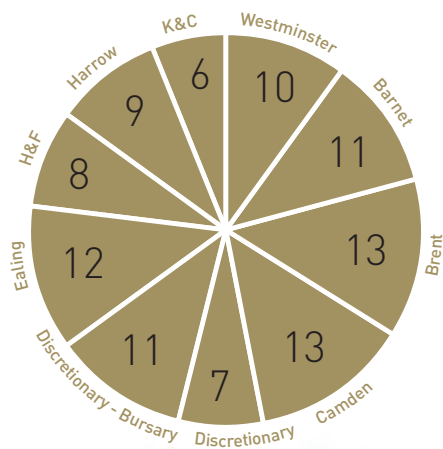
TYPE OF SUPPORT

	2014	2013
Apprenticeships	26,000	44,000
Arts Fund	750	-
Buildings & Refurbishment	-	425,000
Bursaries	752,586	781,265
Capacity Building	168,000	-
Core Costs	871,670	921,000
Direct Project Costs	3,976,008	2,585,927
Equipment	15,500	15,900
Other	-	5,000
Salary Costs	1,012,000	965,973
Total	£6,822,514	£5,744,065

BURSARIES

	£
Camden Music Trust	5,200
Girls Day School Trust	25,655
Godolphin & Latymer School	31,050
Harrow School	210,015
Helena Kennedy Foundation	22,500
Royal National Children’s Foundation	12,000
St Anthony’s School	7,710
St James Independent School for Senior Girls	24,000
St Paul’s Girls School	20,000
The John Lyon School	394,456
Total	£752,586

Borough breakdown %



£6.8m

Total grants expenditure

77%

Increase in spending on Youth Issues





TOP 20 GRANTS PAID

	£
London Academy of Music and Dramatic Art	150,000
Guildhall School of Music and Drama Foundation	100,000
National Resource Centre*	80,000
Donmar Warehouse Projects Ltd	75,000
Brent Play Association	70,000
Harrow Club W10	65,000
St Peter's Church, Harrow	50,000
Fair Play Barnet	50,000
National Numeracy Trust	46,600
Harrow College	45,400
IntoUniversity	45,000
Holy Trinity & St.Silas C.E. Primary School	40,000
Stanhope Primary School	40,000
Twyford Church of England Academies Trust	40,000
Chelsea Physic Garden Company	40,000
Carlton Primary School	38,500
Childs Hill Primary School	38,000
Greenford High School	38,000
St Anselm's Catholic Primary School	38,000
British Museum	37,000
<b>Total</b>	<b>1,126,500</b>

\*for Supplementary Education



£951<sub>k</sub>

Expenditure on Youth Clubs & Youth Activities



Financial Summary 2013/14

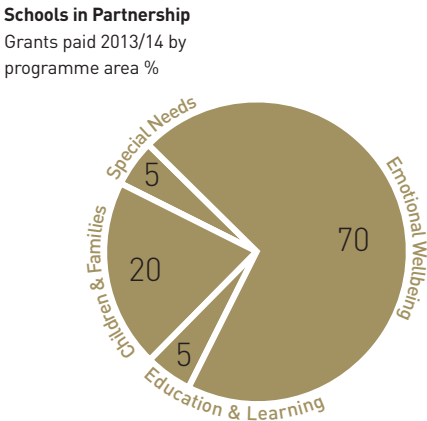
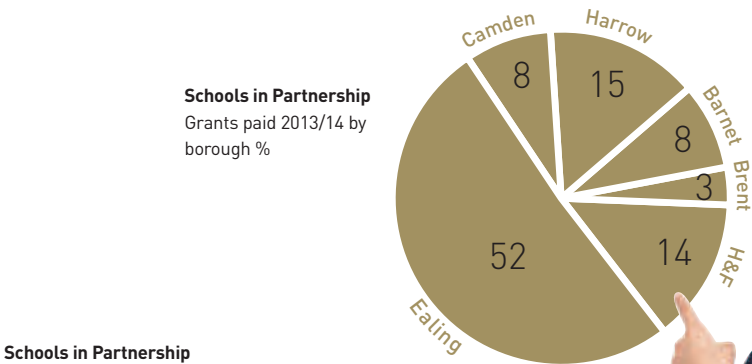
for the year ended 31 March 2014

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SCHOOLS IN PARTNERSHIP

Grants paid 2013/14	Amount £	Borough	Programme Area
Brentside High School	25,000	Ealing	Children & Families
Carlton Primary School	38,500	Camden	Emotional Wellbeing
Childs Hill Primary School	38,000	Barnet	Emotional Wellbeing
Drayton Green Primary School	24,000	Ealing	Emotional Wellbeing
Featherstone High School	25,000	Ealing	Education & Learning
Harrow West Cluster*	35,000	Harrow	Children & Families
Horsenden Primary School	30,000	Ealing	Emotional Wellbeing
Kenmont Primary School	25,000	H&F	Emotional Wellbeing
Kingsbury High School	15,000	Brent	Emotional Wellbeing
Norbury Primary School	32,000	Harrow	Children & Families
Oldfield Primary School	20,000	Ealing	Emotional Wellbeing
Queensmill School	22,000	H&F	Special Needs & Disabilities
St Anselm's Catholic Primary School	38,000	Ealing	Emotional Wellbeing
St Stephen's CE Primary School	16,000	H&F	Emotional Wellbeing
Stanhope Primary School	40,000	Ealing	Emotional Wellbeing
West Twyford Primary School	33,950	Ealing	Emotional Wellbeing
<b>Total</b>	<b>£457,450</b>		

\* c/o Roxeth Primary School







JOHN LYON'S CHARITY  
PART OF THE HARROW SCHOOL FOUNDATION



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