

How are we doing?

# Social Impact Report 2014-2015

*“They are interested in all children and their place in society, and have a clear moral purpose which is clearly articulated through their work.”*

**Simon Knight, Special School Deputy Head,  
Associate Director NET**





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As an education and youth ‘think and action’ tank, we pride ourselves on helping organisations develop and evaluate projects for young people and alongside this, carrying out research and campaigning about the issues that experience tells us matter. At the heart of what we do is our vision: we believe society should ensure all children and young people receive the support they need to make a fulfilling transition to adulthood. This annual impact report assesses the extent to which we have impacted on that vision.

The variety of work we carry out is represented in the case studies in this report and our client base, which spans charities, multi-academy trusts, corporates and not-for-profit organisations.

2014-15 has been a year of substantial growth.

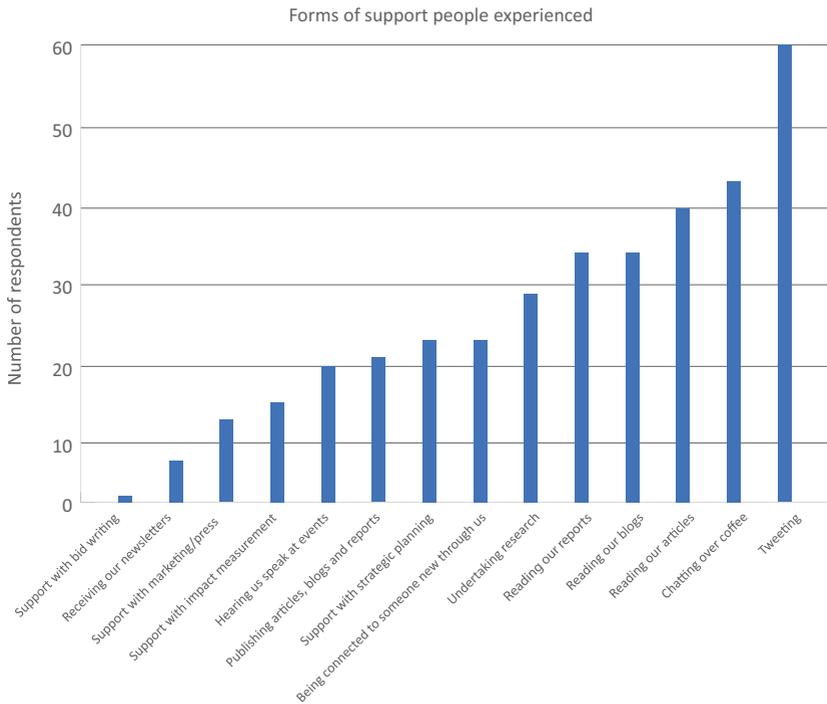
## 2014-15 Year in Numbers:

- **1** Ship warming party
- **3** Parliamentary report launches planned
- Over **100** teachers interviewed
- Over **4,000** practitioners surveyed
- **10,000** hits on our most popular blog
- **50,000** unique views on our website
- Nearly **200,000** people reached in one week with Meena’s “UKIP voters of tomorrow” blog

## How we've helped people

**We support people in many different ways, from undertaking research to writing articles and tweeting.**

We asked respondents about fourteen of our key activities and for twelve of these, 80% or more of respondents found our support useful. In most areas, 90-100% of respondents found our support useful and over 60% found our support 'very useful'.

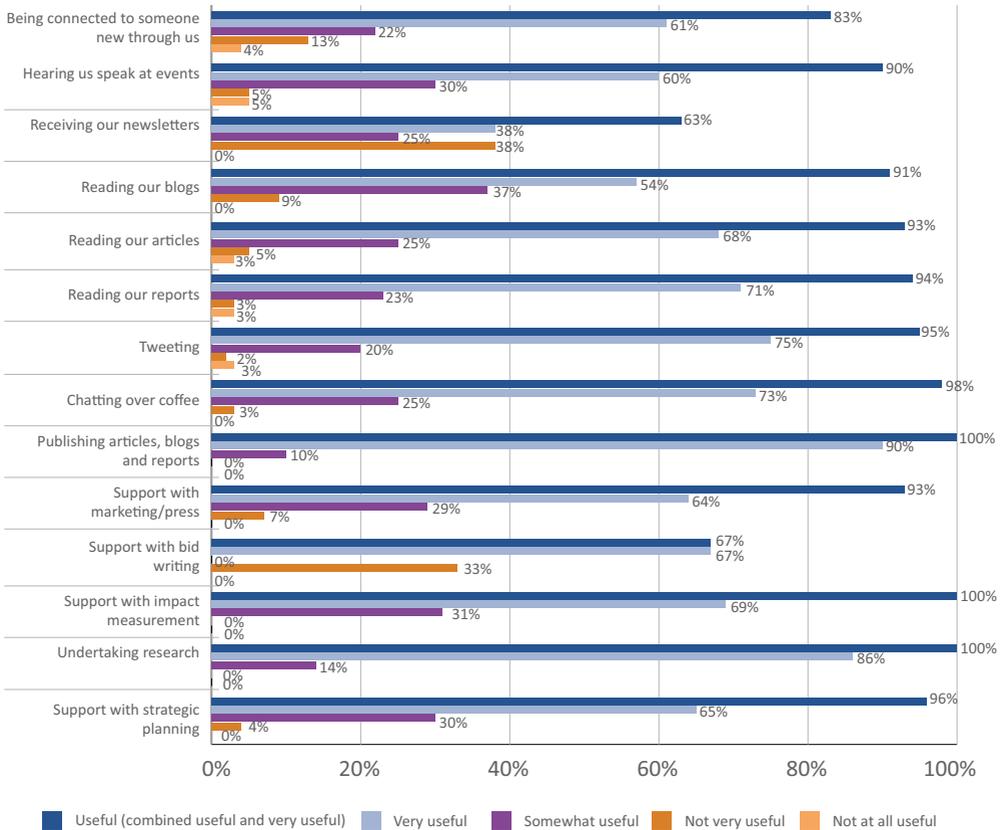


The two areas where fewer than 80% of people found our support useful were bid writing and our newsletter, however fewer than 10 people experienced these two types of support so we should treat these figures with caution. Indeed, we were delighted that 75% of people who do not currently read our newsletter chose to sign up for it. Hopefully they will find it useful!

There were three areas where 100% of people found our support useful: undertaking research, publishing articles, blogs or reports, and support with impact measurement.

*“LKMco are always willing to take the time to discuss ideas despite not being a client. Fantastic expertise on issues that are very relevant but often not given the status or attention they deserve. Thoroughly nice people who demonstrate an obvious and infectious dedication to the cause which is both inspiring and motivating.”*

### How useful are the following?



*“Working with LKMco allowed us to interrogate our programme and evaluate specific outcomes and the extent to which we have achieved them, and to evolve this evaluation into a second, more refined project. And you are always available to consult with on anything, big or small!”*

## ‘The Alternative Should Not be Inferior: what now for pushed out learners?’

Every year, 5000 pupils a year are formally excluded from our schools. Every day, many more are intentionally or unintentionally excluded informally, whether through internal exclusion units or when they are left on the margins of classrooms as "wallpaper young people".



Experts do not always agree on what should be done about these young people, whom Inclusion Trust call “Pushed Out Learners”. We therefore brought together different practitioners and researchers for a roundtable that sought to understand who these young people are and how they can be supported.

We went on to combine insights from the roundtable with a literature review and follow up interviews, and in February 2015 published the report ‘The Alternative Should Not be Inferior: what now for pushed out learners?’

*“Every year, 5000 pupils a year are formally excluded from our schools.”*

The report sets out three approaches to improving pushed out learners’ experiences and makes nine key recommendations. We were delighted that both the BBC and TES covered the report and that it has formed the basis of numerous sector discussions since then. In the future we hope to continue this work by exploring examples of good practice that could be expanded or rolled out.

*“Exceptional expert knowledge about the complexities of emerging issues across the educational landscape enabled the right “keys/key” question to be posed for our market research round table debate and report. Their researching, interviewing and writing skills created a report that provided clear argument and recommendations that has been well received and continues to inform the work of educational thinkers and organisations.”*

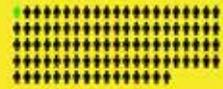
**Stephen Carrick-Davies, Inclusion Trust**

## PUSHED OUT YOUNG PEOPLE

**20,000+**

More than 20,000 pupils are educated in Pupil Referral Units and LA Alternative Provision

Pupils in AP and PRUs



100% of PRUs and 50% of AP



100% of PRUs and 50% of AP



100% of PRUs and 50% of AP

★ **14%**

Fourteen percent of PRUs are judged outstanding by Ofsted - less than special schools, primary schools and secondary schools

14%

Pupils are most likely to be permanently excluded when they are 14 years old

**7/10**

Pupils with special educational needs account for seven in ten permanent exclusions

**3x**

Boys are three times more likely to be excluded than girls

**4x**

FSM pupils are 4x more likely to be permanently excluded than their peers

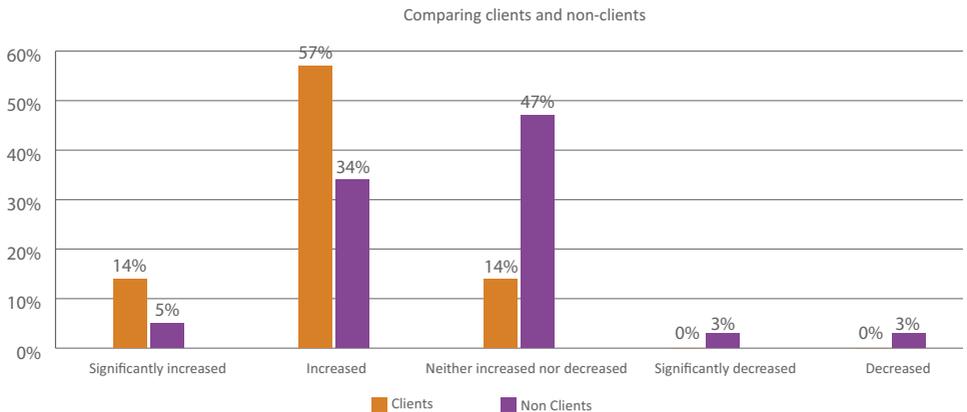
## The impact of our support

*“It is great to work with an organisation which has such transforming values.”*

We impacted on 85% of respondents in at least one way and on 36% of them ‘significantly’. Many respondents had only interacted with us in fairly light touch ways, for example when they read a tweet or a blog. Our impact is strongest amongst clients. We impacted on 95% of our clients in at least one way and 43% of our clients described this impact as significant. The difference is clear when we compare our impact on the key metric of improving people’s ‘ability to ensure children and young people make a fulfilling transition to adulthood’ amongst clients and non-clients.

*“It felt like you were a genuine partner. You bring an intellectual rigour to what you do. You have helped us see ourselves and what we do and how we can improve.”*

As a result of working with us, how (if at all) has your ability to ensure children and young people make a fulfilling transition to adulthood changed?

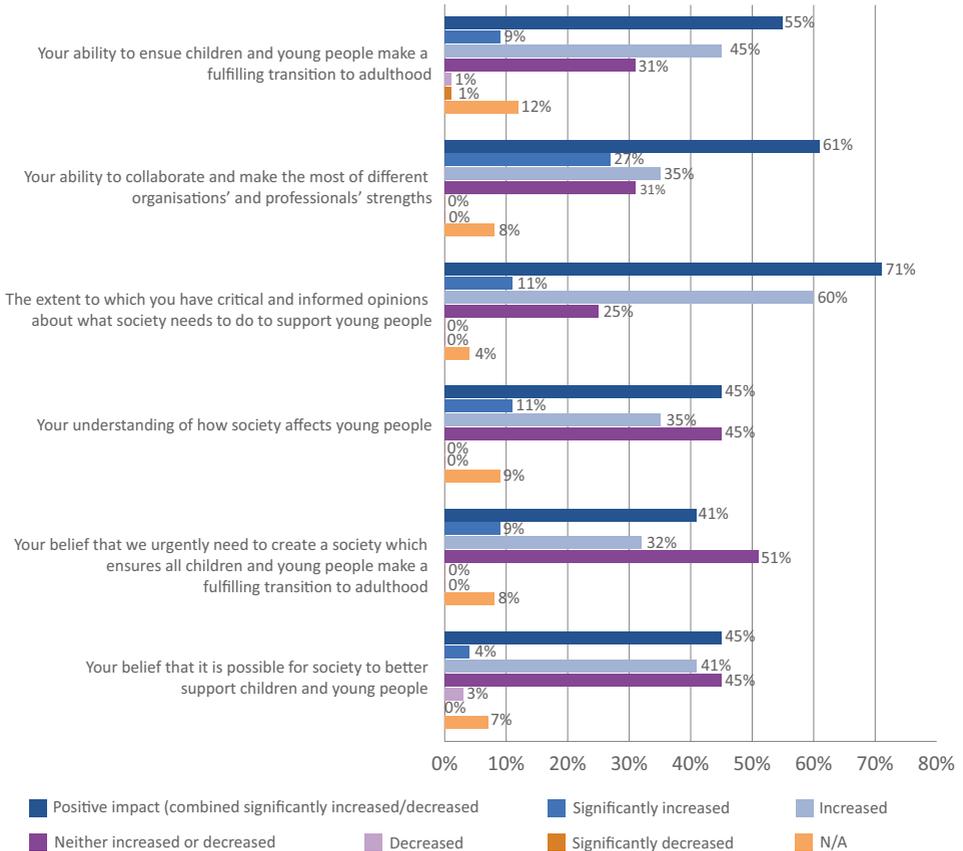


*“The expertise that LKMco has offered to support the evaluation of our project has been so valuable, allowing us to draw out every possible bit of information we possibly can to really show the positive impact of our work”*

*“[I value LKMco’s] openness and flexibility to discuss potential analysis options and the thoroughness of research methodology”*

The area where we have the most impact is in helping people develop critical and informed opinions about what society needs to do to support young people. 71% of respondents rated this as an area we have impacted on them positively. 61% of respondents also felt that we had positively impacted on their ability to collaborate and make the most of different organisations’ and professionals’ strengths. 27% described this impact as ‘significant’. Fewer people said we impacted on their belief that we urgently needed to act, so this is an area we will focus on in future. It will mean being clearer and more outspoken in pointing out the consequences of failing to act.

To what extent do you think each of the following has changed as a result of your interactions with us?



## Building the Leadership Pool in London Schools



*“I was impressed with the high level of response and engagement LKMco secured and that gave the work strong validity and ensured that we were proceeding on the basis of evidence.”*

**Frankie Sulke CBE**

At its launch, Nicky Morgan, The Secretary of State for Education, recommended that headteachers and senior leaders read our Greater London Authority report, ‘Building the Leadership Pool in London Schools’. She recognised, as the report points out, that there is ‘a confused landscape of different schemes’ seeking to support teachers’ progression to leadership.

The report is based on a survey of 665 middle and senior leaders, headteachers and system leaders and 45 interviews as well as extensive desk research. It explores the reasons teachers aspire to headship and system leadership along with barriers that hinder their progress. It was produced in collaboration with Kempton Consulting Ltd and Challenge Partners.

*“The report does read so very well and is easily the best articulated and written commissioned piece of work I’ve ever been involved in at City Hall. LKMco and its partners were able to stick to task but followed lines of enquiry/the evidence trail, whilst being very systematic with a strong eye for detail.”*

**Jason Lever, Senior Education Policy Officer, Greater London Authority**

The report points out that there is a significant gap between the support that aspirant heads receive and the support they would like to receive. For example, whilst 79% of deputy heads in London who want to become headteacher want secondment opportunities, only 10% receive them. Key recommendations from the report are being implemented by the GLA and other pan-London agencies as they develop a talent pool programme for school leaders in the capital.

## The Poverty of Aspirations Myth

*“High quality presentations which have challenged and developed thinking. Accessible and very helpful.”*

**Simon Faull, Somerset Challenge**

At LKMco we help people develop critical and informed opinions about what society needs to do in order for young people to make a fulfilling transition to adulthood. Part of that is about sharing cutting edge research with busy practitioners.

‘Low aspirations’ are frequently seen as the reason why some young people fail to progress but research over many years has thrown this into question. Over the last year Eleanor and Sam have spoken at events around the country including in Newcastle, Somerset and Manchester.

Their research challenges common misconceptions, such as that aspirations are lower in deprived areas and that ‘aspirations’ and ‘expectations’ are interchangeable, and provides school leaders with practical advice to make best use of limited resources, especially in relation to the delivery of careers education, information, advice and guidance (CEIAG).

*“It is clear you inspired colleagues and that they would like to hear more a from you.”*

Attendees at the Somerset presentation were asked to rate the presentation and all 25 respondents rated it either “excellent” or “very good”.

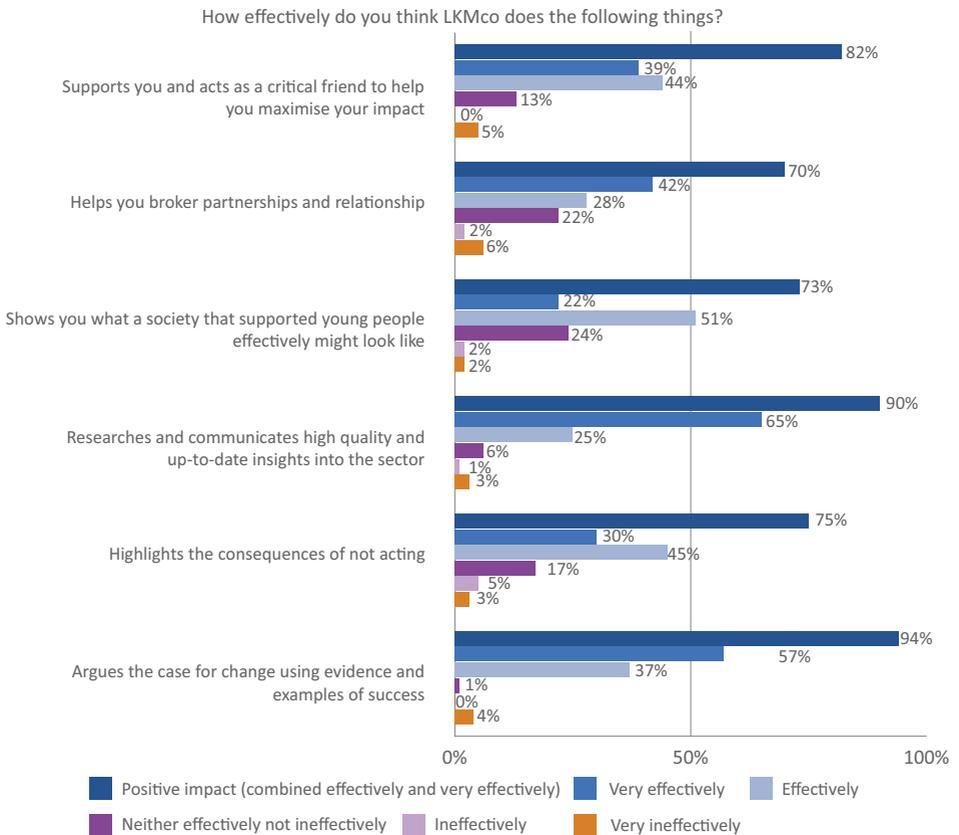
In the past we have been concerned about how we ensure our research reaches beyond the “echo chamber” of the Twittersphere and London policy bubble. Speaking at regional events like these is part of our effort to reach further and ensure our work impacts on all young people, no matter where they are.



## What we're good at

*"It was extremely high quality work that was well-evidenced and informed with key expertise from the education sector."*

We do a range of things at LKMco in order to impact on our vision. The thing people tell us we're most effective at is researching and communicating high quality and up to date insights into the sector. 90% said we do this effectively and over 65% said we do so 'very effectively'. 57% of people also feel that we argue the case for change using evidence and examples of success 'very effectively'.





<b>Vision</b> <i>We believe that...</i>	<b>Activity</b> <i>We therefore...</i>	<b>Outcome</b> <i>So that education and youth professionals, as well as the general public...</i>	<b>Long term goal</b>
<i>Society should ensure that all children and young people receive the support they need in order to make a fulfilling transition to adulthood</i>	<ul style="list-style-type: none"> <li>Argue the case, present evidence and share examples of success</li> <li>Highlight the consequences of not acting</li> </ul>	<ul style="list-style-type: none"> <li>Believe that it is possible for society to better support children and young people</li> <li>Believe that we urgently need to create a society which ensures all children and young people make a fulfilling transition to adulthood</li> </ul>	<b>Inspired</b>
	<ul style="list-style-type: none"> <li>Research and communicate high quality and up-to-date insights into the sector</li> <li>Show people that a society that supported young people effectively might look like</li> </ul>	<ul style="list-style-type: none"> <li>Understand how society affects young people</li> <li>Develop critical and informed opinions about what society would need to do in order to help young people make a fulfilling transition to adulthood</li> </ul>	<b>Informed</b>
	<ul style="list-style-type: none"> <li>Broker partnerships and relationships</li> <li>Support and act as a critical friend to organisations that want to maximise their impact</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate and make the most of different organisations' and professionals' strengths</li> <li>Are equipped to help ensure all children and young people make a fulfilling transition to adulthood (for example they have skills, tools, plans and evidence they need)</li> </ul>	<b>Enabled</b>

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## A year of growth and development

A larger team in 2014-15 has meant that we've been able to work with 50% more clients this year. We have also taken on far larger projects.

In September we were sad to say goodbye to Meena Parameshwaran (who has moved on to full time data-geekery at Datalab) and Sarah Jones (who missed the kids too much and has returned to the classroom). In turn, we were delighted to welcome Bart Shaw (who combines a background as a civil servant at the DfE with experience teaching in Derbyshire) and Charleen Chiong (working with us part time whilst studying for a PhD at Cambridge's Faculty of Education). They are already making an enormous contribution and greatly adding to our capacity.

Over the summer we spent time reviewing and refreshing our strategy and 'raison d'être' which you can see below. We've now put into place detailed plans for the next two to three years and there are all sorts of developments on the horizon. It's very exciting!

As always, we are hugely grateful to all our supporters: it is only thanks to the clients who fund our work; the practitioners and young people who participate in our research; the community and media that share our insights; and the many organisations and supporters that give us their time and energy, that we are able to achieve so much with a small team. We'd like to thank them all!

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## The survey

We sent our impact survey to all the clients that we had worked with in 2014-15 as well as promoting it via Twitter. We received 83 responses, over twice as many as our 2013-14 survey, and just under a half of all respondents were clients. Thank you to all those who contributed and who have supported us in 2014-15.

### In 2014-15 our clients included:

- Pearson
- Teaching Leaders
- Youth Sport Trust
- Fair Education Alliance
- Challenge Partners
- Greater London Authority
- Communication Trust
- First Story
- London Leadership Strategy
- Young Women's Trust
- A New Direction
- Bootstrap Company
- Schools Week
- Times Education Supplement
- Optimus Education
- The Inspiration Trust
- Achievement for All
- OCR
- RSA Academies
- Schools North East
- Teach First
- The Day
- Skills to Shine
- Somerset Challenge
- 3FF
- Arbor
- City Gateway
- Driver Youth Trust
- Inclusion Trust





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