



Annual Review 2009/10

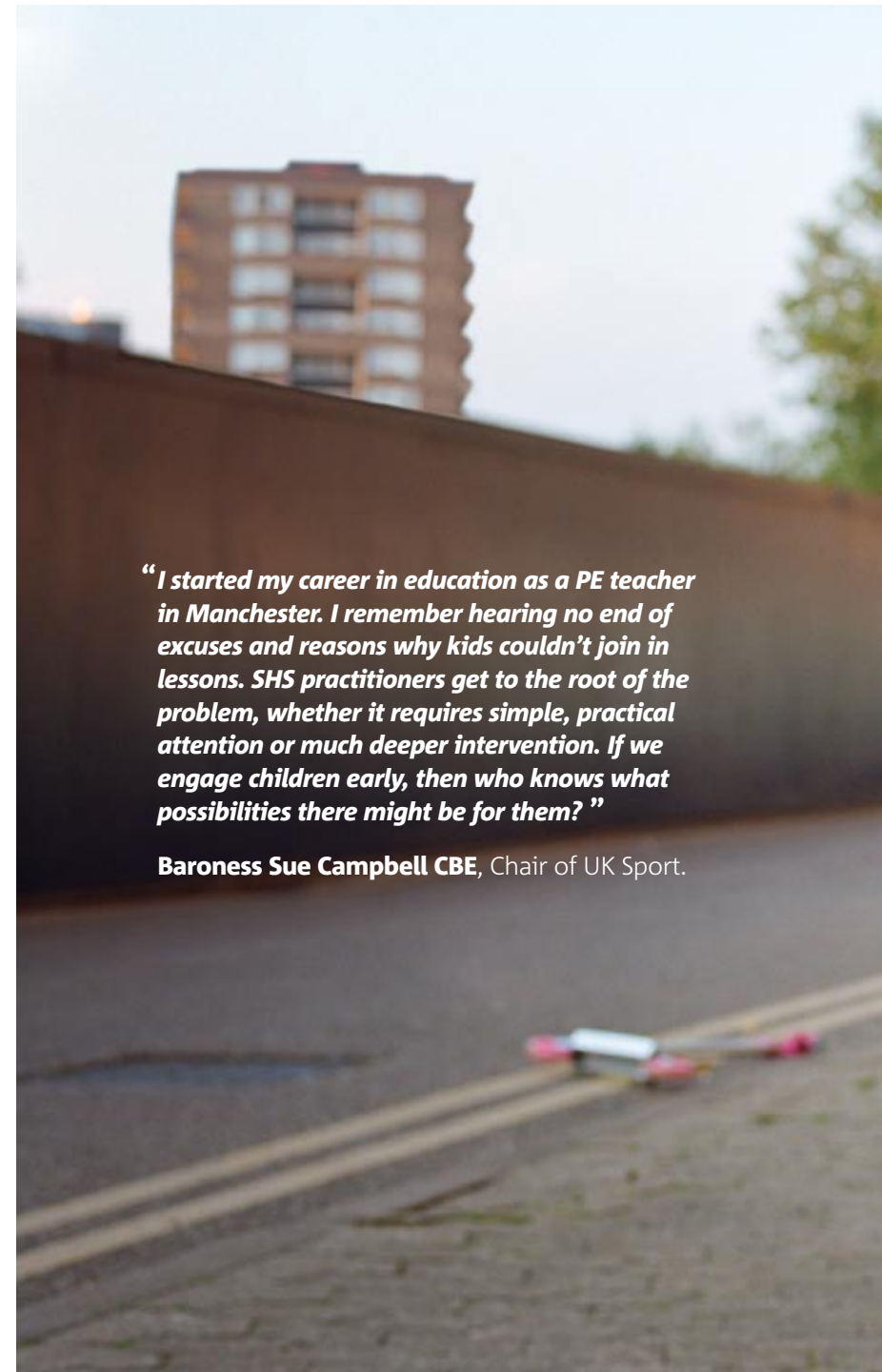
Building bridges between
home and school

shs
Learning is a
child's freedom

Almost half of the people in prison were excluded from school*. We don't want children like Alfie to start down that path.

"I started my career in education as a PE teacher in Manchester. I remember hearing no end of excuses and reasons why kids couldn't join in lessons. SHS practitioners get to the root of the problem, whether it requires simple, practical attention or much deeper intervention. If we engage children early, then who knows what possibilities there might be for them?"

Baroness Sue Campbell CBE, Chair of UK Sport.





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Cameron's story

My name is Adele and I'm an SHS (School-Home Support) practitioner working in Bristol. People often ask me what SHS practitioners do. The easiest way to answer is to give an example of someone I've worked with. Let me tell you Cameron's story.

Cameron was 11 when he was referred to me. He wouldn't listen in class and struggled to make friends. His behaviour was becoming uncontrollable and he ignored rules. His head teacher was considering permanently excluding him.

My first meeting with Cameron was challenging. He just didn't want help. Eventually, after many hours of one-to-one sessions, Cameron started to talk. He told me about self-harming and hating his skin colour. I was concerned for Cameron's safety, so I referred him to a psychotherapist for counselling.

At the same time I worked on building his self-esteem by getting him to talk about what he liked and was good at. I also talked to Cameron's mother, a single parent with two jobs. She was struggling so much with Cameron's behaviour that she tried not to be home at the same time as him.

I invited her to a parent coffee morning, where she was able to talk to other parents and saw that she was not the only one who was experiencing problems at home. Through this, she was able to pick up advice on how to communicate with Cameron.

By the time Cameron finished primary school, he hadn't been excluded from school or had any complaints about his behaviour for almost five months. He went on to secondary school with a fresh start.

Cameron's head teacher:

"I couldn't effectively manage my school without SHS. If it wasn't for Adele, many other children like Cameron would have been excluded, simply because we haven't the time or resources to deal with complex family issues."

SHS and my staff work in partnership. Teachers teach, while SHS makes sure children get the support they need to come to class ready and able to learn.

SHS practitioners give children with problems the chance to learn and the opportunity of a better future."

In 2009/10
SHS supported
20,000 children
and families.





what we do

SHS is a national charity which places trained, independent practitioners in schools to support children and families, whatever they're going through.

Without a set timetable, SHS practitioners can support children and families in the best way needed to make a positive difference.

We work with children, young people and families who are having problems. Sometimes these problems have very simple and practical solutions, such as buying a school uniform for a child whose family can't afford one. But many involve more complex issues like domestic violence, substance abuse, gang crime or mental health. These problems often show themselves through bullying, playing truant, failing to do homework or not listening in class.

We understand that every family has a story and what we see is part of a bigger picture. We help to build supportive, trusting relationships with children and their families so we can get to the root of their problems. We then offer support and advice to solve them.

This way, children get the most out of their education and avoid becoming another negative statistic.

i The problems

- Up to **70,000** children play truant every day,* enough to fill a football stadium.
- In 2009 **935,000** young people were NEET (Not in Education, Employment or Training).†

*'Schools out' – New Philanthropy Report, 2005.
† Local Government Association, 2009.

i The bigger picture

- **150,000** children are unpaid carers for family members – an average of one child in every classroom.*

*Carer's Engagement Programme, 2007.

i The solutions

- As of March 2010 we had **150 practitioners** based in **220 schools** in **23 local authorities**. But that's less than 1% of all schools in England. Hundreds of thousands of children still need our help.
- For every **£1 spent on SHS**, we go on to **save society £21.14*** in the long run by reducing problems like crime and unemployment.

*An Economic Analysis of School-Home Support, Matrix, October 2007.

A message from our... outgoing and incoming chairs



Lady Julia Carter
Outgoing Chair

Imagine being scared to go to school in case your mother killed herself while you were away.

Imagine not being able to listen to your teacher in class because the memory of last night's row between your parents crowded out all other thoughts.

Imagine always being late for school because you had to dress, feed and take your younger brothers to school first.

Imagine alcoholism, mental illness, bereavement, divorce, poverty, poor housing, being a refugee, debt and violence. Thousands of Britain's school children do not need to imagine these things; they live with them every day.

Often they fall behind in school; then they stop attending because they are afraid of being picked on; then they are excluded.

Almost half of prisoners in our jails today were excluded from school yesterday.* Without basic levels of education our children are barred from work, from positive social lives and from self-fulfilment. They lack the means to have families of their own or to bring them up in a decent way. So the cycle begins again.

At SHS we befriend the child and then their parents. We find the heart of the problem and we don't blame or judge anyone. We believe that every parent wants to do the best for their child and we help them to do just that. Unlike teaching staff, our practitioners have the time to go into the children's homes, to work with the parents – the mother whose son is out of control or the father whose wife is in a mental hospital in Belgium and whose daughters have been 'returned' to his one bedroomed flat in their night clothes.

Developing parents' trust, self-confidence and the skills to become an effective parent takes a special type of practitioner, an enormous amount of time and patience, and above all, money.

Our schools contribute towards the cost of their practitioners but many cannot afford the full amount and that's when we turn elsewhere for funds.

Our annual budget of £5.3 million is made up of £4.1 million paid by the schools themselves and statutory sources, and £1.2 million from other sources. However, we know that with significant budget cuts that this will change. If you can help us fill the gap, please get in touch. I look forward to hearing from you.



Richard Evans
Incoming Chair

Visit a school with an SHS practitioner and you will be so inspired by the work that goes on.

Giving children a chance to realise their potential is the result of great team work, an in-depth understanding of the community and an aspirational vision for the lives of children and families.

Coming in as the new chairman of SHS, I truly believe that we have the opportunity to make an instrumental difference to society.

We have huge ambition and great determination to support children and families whatever they're going through. It's this passion for helping to make a better future for children that inspires me and why I'm delighted to be part of the bigger picture.

chief Executive



Jan Tallis
Chief Executive

SHS has been making a positive difference to the lives of children and families for over 25 years.

SHS practitioners are in the perfect position to carry out early intervention work. School is the universal point of contact for children, families and the community. Year after year, we have found that a child not attending class has to care for a parent with mental health problems at home. It's here where we have found a child falling asleep in lessons because they don't have a bed at home. It's here where we have found that a parent just needs someone to talk with, to help them through a difficult time. Last year we supported over 20,000 families in this way and in many different ways - whatever was needed.

Over this next year, we'll need to build on our collaboration with schools to help each other support families. Going forward, we'll need to work closely with our strategic partners to help shape policy. We'll need the greatest help we've ever asked for from our donors, volunteers and supporters. Bringing our energy, passion and commitment for children and families together will be the key to unlocking the potential for our future and the hope for the next generation.

"We know that every child needs to feel worthwhile. The path to success in their education is in their well being."

Sarah, SHS practitioner, Tower Hamlets.



If all the children
in danger of
exclusion had
access to the
services of SHS
then **society**
would save
£90m a year.

Misspent youth: The costs of truancy
and exclusion – New Philanthropy
Capital report, 2007.

“Early intervention is both cheaper and more effective than late intervention. It will help reduce the massive costs of failure – lifetimes on welfare, poor educational attainment, low aspiration to work and criminality. SHS’s work is right at the heart of the community and a great example of how investing early can go on to make huge savings.”

Graham Allen, MP and Chairman of the
Independent Commission into Early Intervention.

Breaking the cycle of poverty

What we do

SHS practitioners help schools achieve. We turn around problems with truancy, lateness, bad behaviour and poor grades.

Where stressed teachers don't have the capacity or resources, we work with children and families to get to the root of the issue. Our work is about so much more than just better grades and behaviour. Meeting an SHS practitioner can be a turning point in a child's life.

By supporting children and families at an early stage, we give children better opportunities so they can thrive in education and life.

This means fewer problems for them – and society – in the future. Happy, stable children doing well at school today are far less likely to become unemployed, turn to crime or find themselves socially excluded tomorrow.

In fact, for every pound spent on SHS's work, local and national government saves £3.35. Society as a whole saves £21.14*. Our work at an early stage, reduces the cost of dealing with problems like unemployment, crime and exclusion later on.

SHS means a brighter future for children and society.

How we do it

"Barking and Dagenham continues to work very successfully in partnership with SHS. Since 2007, schools with an SHS practitioner have seen a drop in persistent absenteeism from 5.6% to 2%. A higher proportion of schools with an SHS practitioner, have been graded either good or outstanding for parental engagement by Ofsted, than those without."

"In September 2009, we increased the number of SHS practitioners in our schools from 15% to 23%. This is testament to the positive impact that they're having on a range of pupil outcomes in our schools."

Erik Stein, Group Manager for Extended Schools, Barking and Dagenham council.

i key facts

SHS's eight practitioners based in schools in Harlow in Essex have achieved a huge amount in the past year. They have improved:

- 75 pupils' attendance.
- 45 pupils' behaviour.
- 97 pupils' academic achievement.

The bigger picture

Jake's story

Jake, 13, used to be aggressive with his friends. He used to get agitated easily and lash out. He was angry all the time. So his mum Paula, approached Carla, the SHS practitioner at his school, for help.

Carla worked with Jake over the next few weeks to try to find out why he was so angry. Eventually, Jake explained that he was scared of his dad, Adrian. Jake talked about how his dad would come home drunk and physically threaten him, his mum and sister. Adrian told Jake he would be sent to a children's home if he didn't behave.

Carla explained to Jake that she was going to speak to his mum, that he was very brave for talking about his feelings and that none of this was his fault.

When Paula heard what her son had said, she broke down crying. She realised the situation needed to be sorted out quickly. With Carla's help, Paula talked things through with Adrian, who promised to change. Carla continued to work with Jake, teaching him strategies to deal with his anger.

Within weeks, Jake was a changed boy. He was coming to school happy and socialising well with his friends. Adrian came into school to thank Carla for saving his relationship with his family. He now attends anger management classes and looks forward to spending time with his children.



One in **eight** children in England live in severe poverty. In London this rises to **one** in **five**.

Measuring Severe Child Poverty in the UK: Save the Children, July 2010.

“As an ex-deputy head teacher it’s not hard for me to see how SHS could be so valuable to a school. Having the independence and flexibility to deal with such a vast range of situations that may be thrown up during the school day makes such a difference, not just to the families, but to the school staff too.”

Sue Atkins, Media Parenting Expert.

Helping distressed children

What we do

For a developed nation like the UK, childrens' well-being is shockingly low. SHS raises aspirations and paves the way for a brighter future.

Childhood should be worry-free for all children. But every day, all over the country, thousands of children are dealing with problems like divorce, bullying, mental health issues and domestic violence or parents' substance abuse.

Without support, children can suffer under the weight of problems like these. Their school work, behaviour and attendance – and future prospects – can be affected because they're upset and angry.

We'll take as much time as is needed to get to the root of the problem. If a child continually behaves angrily, we'll talk through the reasons why. If a child is having difficulty fitting in, we'll support them in class. If a child would benefit from another service, we'll make the right links.

SHS gives children someone to turn to so they can work through their problems, thrive and achieve. Local authorities and schools commission our practitioners to support children with whatever's troubling them. Services include providing counselling for emotional issues like bereavement and parents splitting up.

How we do it

"There are many children who come into our school with low levels of literacy and face considerable deprivation, and yet they thrive and achieve once they become part of our school community.

SHS plays an important part of that process, creating lasting relationships with the pupils with their very best interests at heart. They make a lasting difference to our school and our children's lives."

Gavin Beswick, Deputy Head, Langdon Park School.

"I can't commend SHS enough for the work it does in my school for children and families."

Jane Grey, Head Teacher, at Our Lady's Convent for Girls in Hackney, London.

i Key facts

- Schools with an SHS practitioner see an average **5.3% decrease in pupils' hard drug use.**
- On average, schools with an SHS practitioner achieve a **3% increase in children receiving five A-C grades at GCSE level.**

The bigger picture

Davina's story

Davina, 9, is normally a happy and lively child. But one day she was looking sad in the playground. So Sandra, the SHS practitioner at her school, asked if she was OK.

Davina told Sandra her dad was dying of liver disease, but wouldn't stop drinking alcohol. She was scared of going home to find him dead, and didn't like to leave him during the day. Sandra promised she would help make Davina feel better.

Sandra started by inviting Davina's dad, Mitesh, into school for a meeting. He told her he just wanted to be honest with Davina about his illness; he didn't mean to upset her. It quickly became clear that Davina was acting as his carer. She needed some help.

At first, Mitesh was reluctant to have any outside agencies involved in their lives. But Sandra was able to persuade Mitesh to change his mind. He let Davina have some counselling and register as a young carer so she could get some help.

Davina is much happier now and has people to talk to about how she's feeling.

Mitesh is pleased that his daughter has some much-needed support. Knowing that she's happier, he has been able to concentrate on giving up drinking.

A photograph of a man with dreadlocks and a young girl sitting on a couch, reading a book together. The man is wearing a dark sweater and blue jeans, and the girl is wearing a white t-shirt and blue jeans. They are both looking down at the book. The background shows a room with vertical blinds and a wooden wall.

Last year, our Welfare Fund gave **more than £35,000** to vulnerable families.

“SHS’s work is powerful because their interventions can be so practical; like buying a family a washing machine who can’t afford one, or providing a bed for a child that has had to sleep on the floor. However, if it wasn’t for the SHS practitioner, then those needs may never have been known.”

Declan Swan, CEO, Institute for Education Business Excellence.

Supporting parents

What we do

Chaos at home is often the cause of children's problems.

When a child is not concentrating in the classroom it could be because she is afraid of going home to face her violent mother. When a child lashes out in class, it could be a release of emotion and anger because her parents are splitting up. When a child is continually absent from class, it could be because he's caring for a sick parent.

To help children thrive, we have to support parents too. SHS practitioners work hard on building trusting relationships with parents. It can be difficult – some parents are scared and distrustful of “authority figures” getting involved in their lives. It helps that SHS practitioners are independent from the school.

Vulnerable families who feel they've been mistreated by authorities in the past, trust and open up to an impartial person. We so often hear parents we have supported saying “with my SHS practitioner, I never felt judged”.

Our practitioners make themselves available to talk to parents wherever they're most comfortable. We draw parents into the school community and help them with everything from good parenting to practical problems like housing.

How we do it

“SHS's work really does recognise that it is important to include the whole family, whatever that may look like, with the solution to prevailing problems that impact on young people's engagement with education. In a country that is rich in diversity, SHS practitioners are well placed to provide support, guidance and advice that is tailored to suit the needs of each individual.”

Douglas Archibald, Director, Whole Education.

i Key facts

SHS practitioners help meet Every Child Matters outcomes. Last year, our work helped...

- **3,172** children Stay Safe.
- **2,320** children Be Healthy.
- **10,938** children Enjoy and Achieve.
- **4,835** children Make a Positive Contribution.
- **2,460** children Achieve Economic Wellbeing.

... by doing everything from supporting children through any obstacles to helping families with practical problems, like applying for benefits or getting back to work.

The bigger picture

Leo's story

Sometimes, Leo finds it difficult to keep it all together. He's a single parent with three boys and he suffers from depression. He and his children have lived in eight different homes in the past 12 years. His local council keep moving him from one unsuitable house to another.

When Leo met Rhian, the SHS practitioner at his sons' school, he was living in a house with holes in the floor and extensive damp, which was affecting the whole family's health. His children were missing school for long periods, and their grades were poor.

Leo was studying for a qualification in catering, but dropped out, partly because concentrating at home was so difficult due to problems with the house.

Rhian contacted the council and worked with them and Leo to move the family to better accommodation. Rhian made sure their new house was close to the boys' school, so they didn't have to change schools yet again. Leo's new house is far better – with no damp in sight.

The family's health has improved greatly, along with the boys' attendance and grades. After one-on-one work with Rhian to build his confidence, Leo has returned to his catering course. The new home has put Leo in a much better position to continue with his education and, to support the children with theirs.

Making a real difference together

On 1st April 2010, SHS launched its 'See the Bigger Picture' appeal.

Over the next three years we aim to raise £10 million to help thousands more children and families. However, our vision for the 'See the Bigger Picture' appeal is about more than raising vital funds.

We also want to:

- 1 **Strengthen our regional presence** - ensure every child has equal access to the support they need to thrive and achieve.
- 2 **Empower communities** - make sure all parents and carers know who to contact if they have any family welfare concerns.
- 3 **Strengthen SHS's political voice** - our work is child-centred and in the best interest of children, young people and families. We believe policies should be developed in the same way.
- 4 **Grow and raise awareness** - promote SHS to over 700 schools by 2012. This will make a difference to more than 1 in 10 schools in deprived communities.

For ideas of how we can all take action to make a difference, please visit our campaign website:

www.shs.org.uk/biggerpicture



i Last year's successes

As part of our ongoing commitment to children and families in 2009/10, we were successfully nominated for the following awards:

- In 2009, Bank of America named SHS the **2009 Neighbourhood Builder**. 'The Bank of America Neighbourhood Excellence Initiative' is designed to recognise, nurture and reward organisations who are helping their neighbourhoods to achieve excellence.
- In 2010, PEF (The Private Equity Foundation) named SHS the **Most Successful Charity** for our work in helping to reduce the number of NEET (Not in Education, Employment or Training) young people.
- In 2010, we were awarded the **CSJ (The Centre of Social Justice) shortlist prize** in acknowledgement of our Welfare Fund.





Sharing good practice



for school home support services

At SHS we believe that professionals working with children and their families should have good training and support, as our practitioners do.

Using 25 years of experience, we draw on the best practice of our skilled workforce to deliver training and consultancy services. We want to share best practice and give other professionals the tools to provide the very best service to children, young people and families.

Last year our training and consultancy service worked in partnership with 14 new local authorities nationwide. As a result, SHS has provided support and guidance to over 482 educational settings.

The training and consultancy service continues to advocate the development of a professionalised children's workforce to ensure every child has the support they need to thrive and achieve.

"SHS produced a high quality and very useful training tool. You did a fantastic job."

Laura Sparrow, Chair, Parental Engagement Strand – Greater Manchester Challenge.

Key Highlights

- Working alongside both Greater Manchester Challenge and Bristol County Council to **develop region-wide training tools** to support whole school training on Parental Engagement.
- **Providing a consultancy service** for Brent Council and Hertfordshire Council to examine their current PSA's (Parent Support Advisor's) model of practice.
- **Delivering accredited training** to Tower Hamlets, Lewisham, Hillingdon and Barking and Dagenham councils' practitioners.
- Continuing to **deliver six open courses in four UK regions**: North, Central, South West England and London.
- Facilitating the **induction of PSAs for four local authorities**.
- Working alongside schools in Kingston-upon-Hull **supporting advice and guidance** on how to develop sustainability for projects through effective monitoring and evaluation.
- **Creating career pathways** for our own SHS practitioners to become trainers and assessors.

Statement of financial activity

Independent Auditors' Statement to the Trustees of School-Home Support Limited.

We have examined the summarised financial statements set out on page 17 which comprises the summary statement of financial activities and summary balance sheet.

Respective responsibilities of Trustees and auditors

The Trustees are responsible for preparing the summarised financial statements in accordance with United Kingdom law and the recommendations of the Statement of Recommended Practice, Accounting and Reporting by Charities.

Our responsibility is to report to you our opinion on the consistency of the summarised financial statements with the full financial statements and the Trustees' 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.

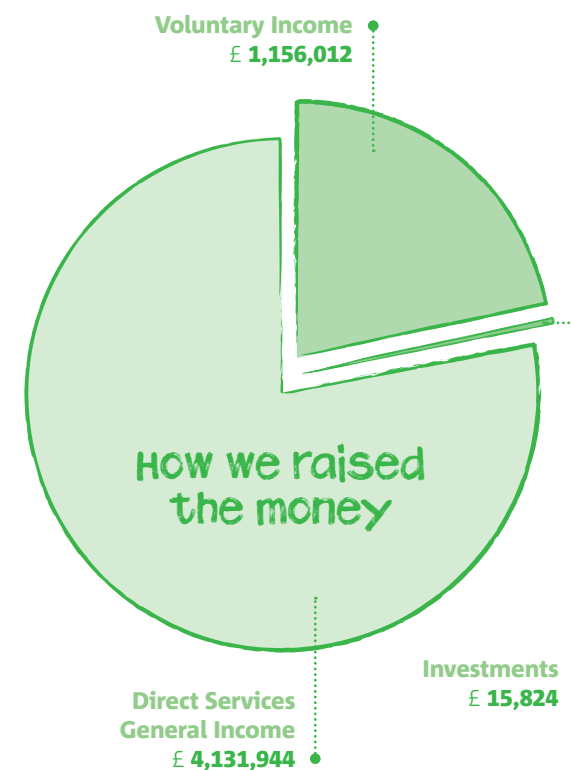
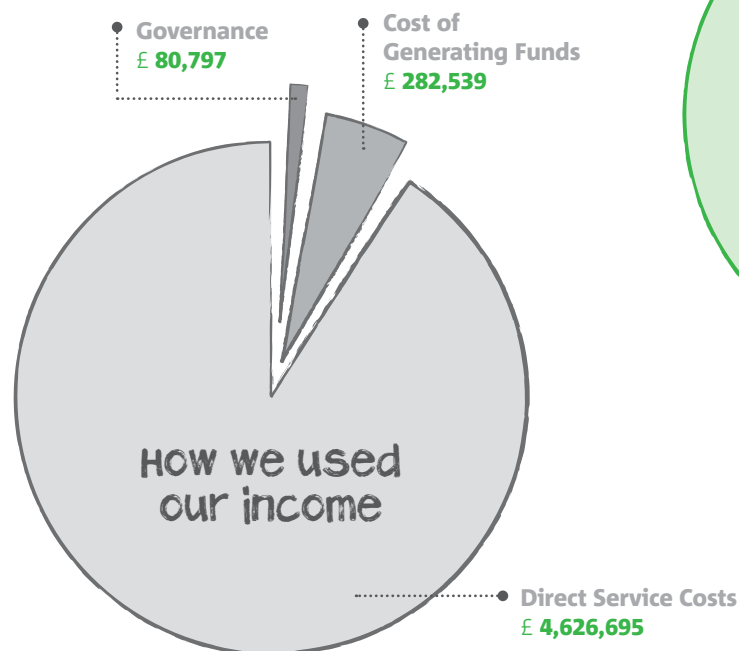
Basis of opinion

We conducted our work in accordance with Bulletin 1999/6 "The Auditors' Statement on the summary financial statement" issued by the Auditing Practices Board for use in the United Kingdom. Our report on the charity's full annual financial statements describes the basis of our audit opinion on the financial statements.

Opinion

In our opinion the summarised financial statements are consistent with the full financial statements and the Trustees' Report for the year ended 31 March 2010.

Littlejohn LLP.
Chartered Accountants and Registered Auditors
1 Westferry Circus, Canary Wharf, London E14 4HD



Year ended 31 March 2010	Unrestricted Funds (£)	Restricted Funds (£)	2010 Total Funds (£)	(as restated) 2009 Total Funds (£)
Incoming Resources				
Incoming Resources from Generated Funds				
Voluntary Income	513,223	642,789	1,156,012	1,540,836
Investment Income	15,824	0	15,824	27,021
Total Incoming Resources from Generated Funds	529,047	642,789	1,171,836	1,567,857
Incoming Resources from Charitable Activities				
School-Home Support Services	3,835,801	296,143	4,131,944	3,134,506
Total Incoming Resources	4,364,848	938,932	5,303,780	4,702,363
Resources Expended				
Cost of Generating				
Voluntary Income	126,788	155,751	282,539	285,632
Charitable Activities	3,852,121	774,574	4,626,695	4,440,569
Governance	80,797	0	80,797	67,423
Total Resources Expended	4,059,706	930,325	4,990,031	4,793,624
Net Incoming/ (Outgoing) Resources				
Unrealised Gains/(Losses) on	305,142	8,607	313,749	(91,261)
Revaluation of Investments	78,739	0	78,739	(134,186)
Net Movement in Funds	383,881	8,607	392,488	(225,447)
Balances at Beginning of Year	219,711	197,777	417,488	642,935
Balances at End of Year	603,592	206,384	809,976	417,488

Balance Sheet	2010 (£)	2009 (£) (as restated)
Fixed Assets		
Tangible Fixed Assets	222,025	207,211
Investments	302,777	224,038
	524,802	431,249
Current Assets		
Debtors	234,351	298,549
Cash at Bank	1,028,509	655,050
	1,262,860	953,599
Current Liabilities		
Creditors Due Within One year	756,019	722,360
Net Current Assets	506,841	231,239
Total Assets less Current Liabilities		
Creditors Due After More Than One Year	221,667	245,000
Net Assets	809,976	417,488
Funds		
Unrestricted Funds	603,592	219,711
Restricted Funds	206,384	197,777
	809,976	417,488

The Charity has no recognised gains or losses other than as stated above. All of the activities represent continuing activities of the Charity.

where we work*

North East

Darlington

- Alderman Leach Primary School
- Branksome School
- Cockerton CofE Primary School
- Holy Family RC Primary School
- Mount Pleasant Primary School
- Reid Street Primary School

Yorkshire and the Humber

Bradford

- Bowling Park Primary School
- Eastwood Primary School
- Heaton Children's Services
- Holycroft Primary School
- Westminster CofE Primary School

East Riding of Yorkshire

- Bay Primary School
- Burlington Infant School
- New Pasture Lane Primary School
- Quay Primary School

Kingston upon Hull

- Holy Name RC Primary School
- St Charles' Roman Catholic Voluntary Aided Primary School
- St Mary's Academy

Sheffield

- Hillsborough Primary School
- Meynell Community Primary School
- Parson Cross CofE Primary School
- Southey Green Community Primary School

York

- Derwent Infant School
- Derwent Junior School
- Haxby Road Primary School
- New Earswick Primary
- Strengthening Families
Strengthening Communities
- Westfield Community Primary School
- Yearsley Grove Primary School

East Midlands

Leicestershire

- Battling Brook Community Primary School
- Richmond Primary School
- St Margaret's CofE Primary School
- Westfield Junior School

Nottingham

- Brocklewood Infant and Nursery School
- Brocklewood Junior School
- Firbeck Primary and Nursery School
- Melbury Primary School
- Nottingham University
Samworth Academy
- Our Lady and St Edward's Catholic Primary School
- Our Lady of Perpetual Succour Catholic Primary School
- Seagrave Primary School
- St Augustine's Catholic Primary and Nursery School
- St Teresa's Catholic Primary School

South West

Bristol

- Avon Primary School
- Bedminster Down School
- Bridge Learning Campus - Primary
- Bridge Learning Campus - Secondary
- Brislington Enterprise College
- Broomhill Junior School
- Glenfron Primary School
- Hillfields Primary School
- Millpond Primary School
- New Fosseway School
- Oldbury Court Primary School
- Orchard School Bristol
- Parson Street Primary School
- Sefton Park Junior School
- St Anne's Park Primary School
- St Michael's on the Mount CofE Primary School
- St Werburgh's Primary School
- Summerhill Junior School

East of England

Essex

- Abbotswood Primary School
- Broadfields Primary School
- Burnt Mill Comprehensive School
- Childrens Support Centre Commonsides
- Childrens Support Centre, Tany's Dell
- Church Langley Community Primary School
- Churchgate CofE Voluntary Aided Primary School
- Fawbert and Barnard's Primary School
- Hare Street Community Primary School and Nursery
- Harlowbury Primary School
- Holy Cross Catholic Primary School

- Jerounds Community Infant School
- Jerounds Community Junior School
- Katherines Primary School
- Kingsmoor Primary School
- Latton Green Primary School
- Little Parndon Primary School
- Mark Hall Community School and Sports College
- Matching Green CofE Voluntary Controlled Primary School
- Milwards Primary School and Nursery
- Paringdon Junior School
- Passmores School and Technology College
- Pear Tree Mead Primary and Nursery School
- Peterswood Infant School and Nursery
- Potter Street Primary School
- Purford Green Primary School
- Roydon Primary School
- Spinney Infant School
- Spinney Junior School
- St Alban's Catholic Primary School
- St James' CofE Voluntary Aided Primary School
- St Luke's Catholic Primary School
- St Mark's West Essex Catholic School
- St Nicholas School
- Stewards School - Science Specialist
- Tany's Dell Community Primary School
- The Downs Primary School and Nursery
- The Henry Moore Primary School
- Water Lane Primary School
- William Martin CofE Voluntary Controlled Junior School
- William Martin CofE Voluntary Controlled Infant and Nursery School

London

Barking and Dagenham

- Barking Abbey School
- Beam Primary School
- Becontree Primary School
- Dorothy Barley Infants' School
- Eastbrook Comprehensive School
- Eastbury Comprehensive School
- Eastbury Primary School
- Five Elms Primary School
- Godwin Primary School
- Henry Green Primary School
- Leys Primary School
- Manor Infants' School
- Manor Junior School
- Monteagle Primary School
- Parsloes Primary School
- Richard Alibon Primary School
- Robert Clack School
- Roding Primary School
- Rush Green Infants' School
- Rush Green Junior School
- Southwood Primary School
- St Joseph's Catholic Primary School
- Sydney Russell
- The Tuton Centre
- Trinity School
- Valence Primary School
- Warren Comprehensive School
- Warren Junior School
- William Bellamy Junior School

Bexley

- Barrington Primary School
- Bedonwell Infant and Nursery School
- Bedonwell Junior School
- Belvedere Infant School
- Beths Grammar School

- Bexleyheath School
- Bishop Ridley CoFE VA Primary School
- Blackfen School for Girls
- Brampton Primary School
- Burnt Oak Junior School
- Castilion Primary School
- Cleeve Park School
- Crook Log Primary School
- Days Lane Primary School
- East Wickham Infant School
- East Wickham Junior School
- Fosters Primary School
- Gravel Hill Primary School
- Hurst Primary School
- Marlborough School
- Mayplace Primary School
- Oakwood School
- Old Bexley CoFE Primary School
- Orchard School
- Our Lady of the Rosary Catholic Primary School
- Parenting Coordinator
- Pelham Primary School
- PSA (Strengthening Families Strengthening Communities)
- Royal Park Primary School
- Sherwood Park Primary School
- St Catherines Catholic School for Girls
- St Columbas Catholic Boys School
- St John Fisher Catholic Primary School
- St Stephen's Catholic Primary School
- Upland Primary School
- Upton Primary School

Camden

- Acland Burghley School
- Agincourt House
- Beckford Primary School
- Brecknock Primary School
- Brookfield Primary School
- Hampstead School
- One One Five Behaviour Support Service Resource Base
- Rhyl Primary School
- Robson House Primary Pupil Referral Unit
- St Dominic Roman Catholic Primary School
- Torriano Infant School

- Torriano Junior School
- Toy Library

City of London

- Sir John Cass's Foundation Primary School

Croydon

- Courtwood Primary School
- Forestdale Primary School
- Greenvale Primary School
- Selsdon Primary School

Hackney

- Berger Primary School
- Burbage School
- Clapton Girls Technology College
- Colvestone Primary School
- Downsview School
- Education Attendance Team
- Millfields Community School
- Morningside Primary School
- Our Lady's Convent High School for Girls
- St John and St James CoFE Primary School
- St Monica's Roman Catholic Primary School

Hillingdon

- Breakspear Infant and Nursery School
- Breakspear Junior School
- Colham Manor Primary School
- Glebe Primary School
- Harmondsworth Primary School
- Highfield Primary School
- Hillingdon Primary School
- Hillingdon Tuition Centre
- Hillingdon PSA
- Pinkwell Primary School
- Ryefield Primary School
- St Matthew's CoFE Primary School
- Whitehall Infant School
- Whitehall Junior School

Islington

- Blessed Sacrament RC Primary School
- Clerkenwell Parochial CoFE Primary School
- Duncombe Primary School

- Grafton Primary School
- Hargrave Park Primary School
- Highbury Quadrant Primary School
- Hugh Myddelton Primary School
- Hungerford Primary School
- Islington Arts and Media School
- Moreland Primary School
- Pakeman Primary School
- Prior Weston Primary School
- Robert Blair Primary School
- Rotherfield Primary School
- Samuel Rhodes MLD School
- St Jude and St Paul's CoFE Primary School
- St Luke's CoFE Primary School
- St Marks CoFE Primary School
- St Mary's CoFE Primary School
- Thornhill Primary School
- Tufnell Park Primary School

Lewisham

- Athelney Primary School
- Brockley Primary School
- Catford High School
- Childeric Primary School
- Christ Church CoFE Primary School
- Dalmain Primary School
- Deptford Green School
- Donderry Primary School
- Elfrida Primary School
- Eliot Bank Primary School
- Forster Park Primary School
- Gordonbrock Primary School
- Haseltine Primary School
- Hither Green Primary School
- Kelvin Grove Primary School
- Launcelot Primary School
- Lee Manor School
- Lewisham BEST
- Lewisham Bridge Primary School
- Lucas Vale Primary School
- Marvels Lane Primary School
- Merlin Primary School
- Northbrook CoFE School
- Parenting Coordinator (Lewisham)
- Prendergast - Ladywell Fields College
- Rangefield Primary School
- Sedgemoor Primary School

- St Mary's Lewisham CoFE Primary School
- Tidemill Primary School
- Torridon Infant School

Newham

- Cleves Primary School
- Curwen Primary and Nursery School
- Lister Community School
- Plaistow Primary School
- Portway Primary School
- Selwyn Primary School
- Southern Road Primary School
- Upton Cross Primary School

Southwark

- Grange Primary School
- Rotherhithe Primary School

Tower Hamlets

- Arnhem Wharf Primary School
- Bangabandhu Primary School
- Bethnal Green Technology College
- Bygrove Primary School
- Central Foundation Girls' School
- Columbia Primary School
- Culloden Primary School
- George Green's Secondary School
- Guardian Angels Primary School
- Harbinger Primary School
- John Scurr Primary School
- Langdon Park Community School
- Lansbury Lawrence Primary School
- Malmesbury Primary School
- Manorfield Primary School
- Marion Richardson Primary School
- Oaklands School
- Old Ford Primary School
- Olga Primary School
- Our Lady's Roman Catholic Primary School
- Rachel Keeling Nursery
- Redlands Primary School
- Seven Mills Primary School
- St Edmunds Catholic School
- St Luke's CoFE Primary School
- St Matthias CoFE Primary School
- St Peter's London Docks CoFE Primary School

- Stewart Headlam Primary School
- Thomas Buxton Infants' School
- William Davis Primary School
- Woolmore Primary School

Westminster

- Beachcroft School
- Christ Church Bentinck CoFE Primary School
- Churchill Gardens Community Primary School
- Edward Wilson Primary School
- Hallfield Infant's School
- Hallfield Junior and Infant School
- Our Lady of Dolours RC Primary School
- Paddington Academy
- Paddington Green Primary School
- Queen's Park Primary School
- St Augustine's CoFE High School
- St Augustine's CoFE Primary School
- St Barnabas' CoFE Primary School
- St Gabriel's CoFE Primary School
- St George's RC School
- St Luke's CoFE Primary School
- St Mary Magdalene CoFE Primary School
- St Matthew's School
- St Stephen's CoFE Primary School
- Wilberforce Primary School

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Key

● School

■ Other Service

*All data correct as of 31st March 2010.

Thank you

Boots Charitable Trust
CHK Charities Limited
Cripplegate Foundation
Esmée Fairbairn Foundation
Futurebuilders England Fund
HSBC
KPMG Foundation
Man Group plc Charitable Trust
Morgan Stanley International Foundation
Paul Hamlyn Foundation

P F Charitable Trust
Positive Destinations, jointly funded by BBC
Children in Need and The Hunter Foundation
Private Equity Foundation
Richard Reeve's Foundation
Sofronie Foundation
State Street Foundation
The Co-operative Foundation
The Dulverton Trust
The Equitable Charitable Trust

The Gatsby Charitable Foundation
The Goldsmiths' Company Charity
The Grocers' Charity
The Harvey McGrath Foundation
The Mayor's Fund for London
The Schroder Foundation
The Rayne Foundation
UBS
Winmark Europe Ltd
The Worshipful Company of Weavers



**Learning is a
child's freedom**

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All individuals in SHS case studies are guaranteed complete confidentiality. To protect that trust, names and details of people featured have been changed. The essential details, however, are true.

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