

# CHRYSLIS EAST IMPACT REPORT



LONDON ACADEMY  
OF EXCELLENCE  
TOTTENHAM



RCM  
ROKOS CAPITAL MANAGEMENT

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Jan Balon with LAET students

## FOREWORD

London Academy of Excellence Tottenham was founded in 2017 through a collaboration between Highgate School and Tottenham Hotspur Football Club. The ambition was to create a beacon of academic excellence in the heart of Tottenham.

I am proud to say that this is what has been achieved, with the attainment and progress of students ranking LAET as one of the top performing state 6th forms in the country.

However, from its inception, sponsors, governors and I were united in the belief that LAET was and is first and foremost a school which caters to its local, Tottenham, community. This is why, through the generosity of Rokos Capital Management, the Chrysalis East programme is so central to the work of the school.

LAET can never close its doors on the local community. We exist within a wider educational landscape and we must aim to have a positive

impact upon that whole landscape. This report is our first attempt to show that impact and provide a model of a selective 6th form, working for and with its local community.

Through the unwavering support of our funder, Rokos Capital Management, we have been able to create a programme which has the potential to have a genuinely transformational impact on the Tottenham community. The early impact of this is evident within this report and I am certain that this will only grow over the coming years.

Thank you to all who are involved in the Chrysalis East programme: Our funder, the Chrysalis East team, our schools and the wider community. I hope its impact is a course of pride and inspiration.

**Jan Balon**  
LAET Headteacher

# AT A GLANCE

## Partners

We worked with:



▶ **LAET**

▶ **4 feeder** secondary schools

▶ **10 primary** schools



Haringey Learning Partnership

## Our work

In 2022-3 we provided:



**200+** activities



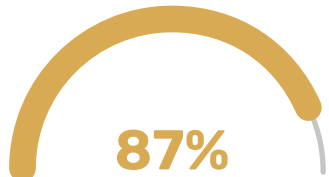
**1,267** hours of support



**4,350+** student engagements

## Our impact

Y11 feeder secondary school students supported by Chrysalis East feel they have higher potential.



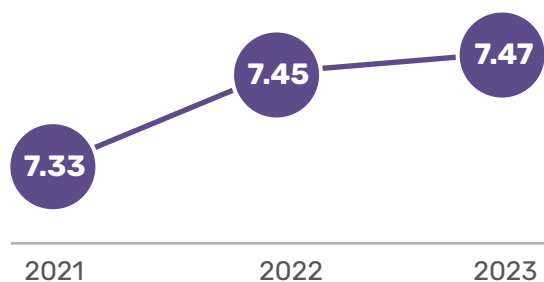
of those surveyed\* responded **'I'm likely to do better in my exams this year'**.

The majority of Y11 students surveyed\* responded **'I want to apply to LAET more than before'**.

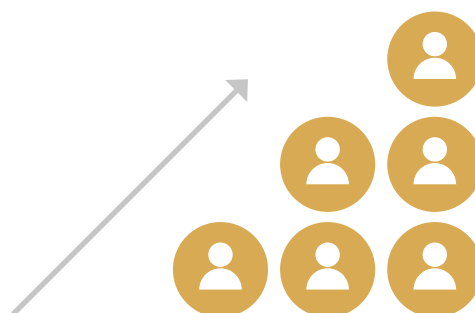


● **78%** agree

The average GCSE grades of students from feeder secondary schools joining LAET have improved.\*\*



More feeder school students have been applying and enrolling at LAET since 2019.



\*71 students were surveyed. \*\*Graph shows average point score.

# TIME

Time stops,  
Time flies,  
Time speeds up,  
Time calms down.  
We think for the future,  
We think for the past,  
But let us think for this present.  
This time and place,  
Don't think about Christmas,  
Or your New Year's resolution.  
Think about now,  
This place,  
This person,  
This poem,  
This time.

Poem by Ava Ross from Park View School, for The Tottenham Phoenix.

The Tottenham Phoenix is a student-led creative magazine giving voice and agency to young people from Tottenham schools. The Tottenham Phoenix is published by Tottenham-born publishing house, [CreativityUnleashed CIC](#).

Photo: Y11 students enjoying downtime between study sessions at the Revision Residential.





Y10 students learning about the brain with Y12s mentors

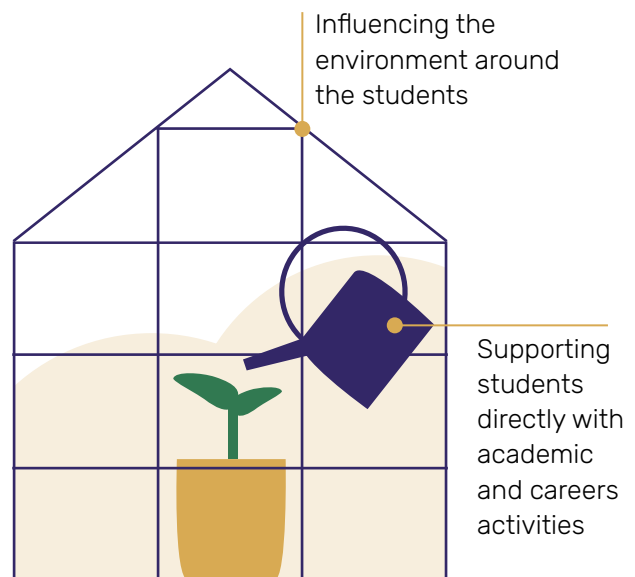
# ABOUT CHRYSALIS EAST

Chrysalis East is an outreach programme founded by the London Academy of Excellence, Tottenham (LAET), a selective sixth form academy in the London Borough of Haringey set up in 2017. The project supports students most local to the school who face more economic and social disadvantage than those who live in more affluent parts of the borough. One result of such systemic injustices is lower educational attainment, so that despite having the potential to flourish at LAET – their local sixth form – many young people from Tottenham are held back from achieving their full academic potential. Chrysalis East supports local students to excel educationally and flourish in their futures by investing in them directly, nurturing their talents and aspirations, and by working closely with their schools and families to reduce the barriers they face within the education system.

The project is solely funded by Rokos Capital Management LLP as part of its long-standing commitment to racial equality, social mobility and enablement of opportunity. RCM focused its philanthropic efforts on long-term educational opportunities with the hope of creating a more equitable environment where everyone has the same opportunity irrespective of family income or ethnicity. By maximising education outcomes for young people in communities like Tottenham the intention is to reduce the inequality in school

attainment that leads to future inequalities in sixth form progression, university progression, careers and even quality of life.

## Chrysalis East is designed to maximise educational outcomes by:



Chrysalis East works within LAET, as well as four local ‘feeder’ secondary schools, nearby primary schools and Haringey Learning Partnership, supporting students, parents and teachers.

# WHY CHRYSALIS EAST?

LAET Tottenham is situated in Northumberland Park, north-east Tottenham, one of the most deprived parts of Haringey. Prior to LAET's establishment, bright students who did well at GCSE often chose to travel across Haringey or out of the borough for their sixth form education. The school's leadership were committed from the start to ensuring that this high-attaining academically selective sixth form served its local secondary schools and community by prioritising them in their admissions policy, along with students eligible for Free School Meals. The establishment of Chrysalis East took this commitment further, meaning the school could now work directly in and with the community to impact the outcomes of local children earlier, increasing access to the sixth form and beyond to competitive university destinations and careers.

The four feeder schools are all based in the East of Haringey, do not have their own sixth forms and achieve outcomes below the borough and national average. The average GCSE grade of all students taking the exams in the feeder schools was 4.09 (equivalent to a low C). LAET requires five GCSEs at grades 7-9.

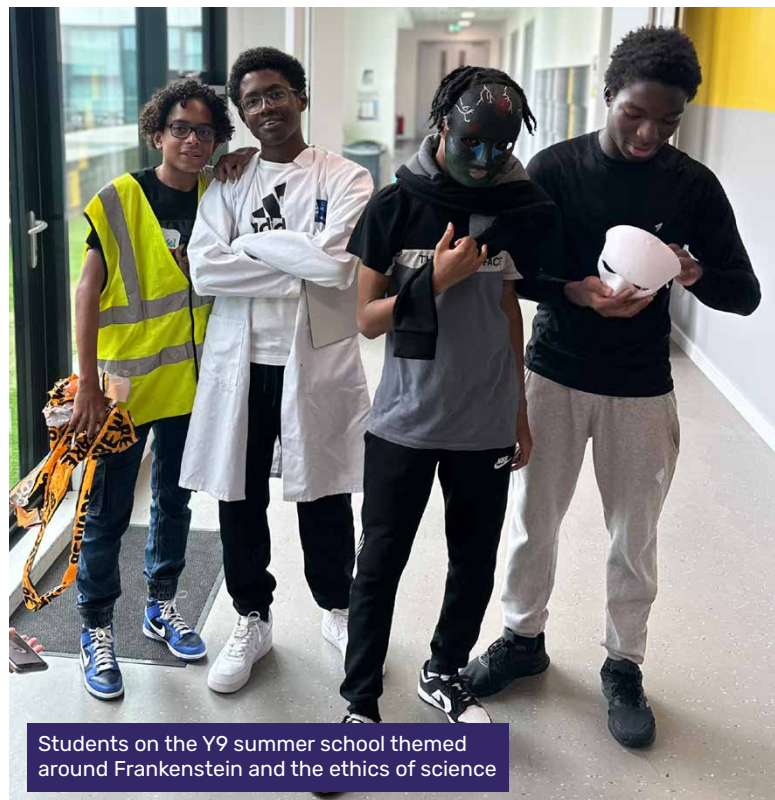
Two thirds (66%) of students from these feeder schools at LAET (2023 intake) live in postcodes in the lowest 20% of the indices of multiple deprivation, in comparison with 44% of LAET students as a whole.

## LAET 2023 intake: Students living in areas with multiple deprivation (lowest 20% of indices)

Students from LAET feeder schools



LAET all students



The schools face a range of additional pressures including staff shortages (particularly in hard to recruit subjects like maths, physics and computing), falling rolls, budgets constraints, increasing GCSE curriculum pressure following educational reforms, and, at times, challenges with student wellbeing with implications of this for behaviour for learning. These factors have all been exacerbated by, and since, the COVID-19 pandemic, which had a disproportionately negative effect on children from working class and global majority communities and has seen the GCSE gap widen further.<sup>1</sup>

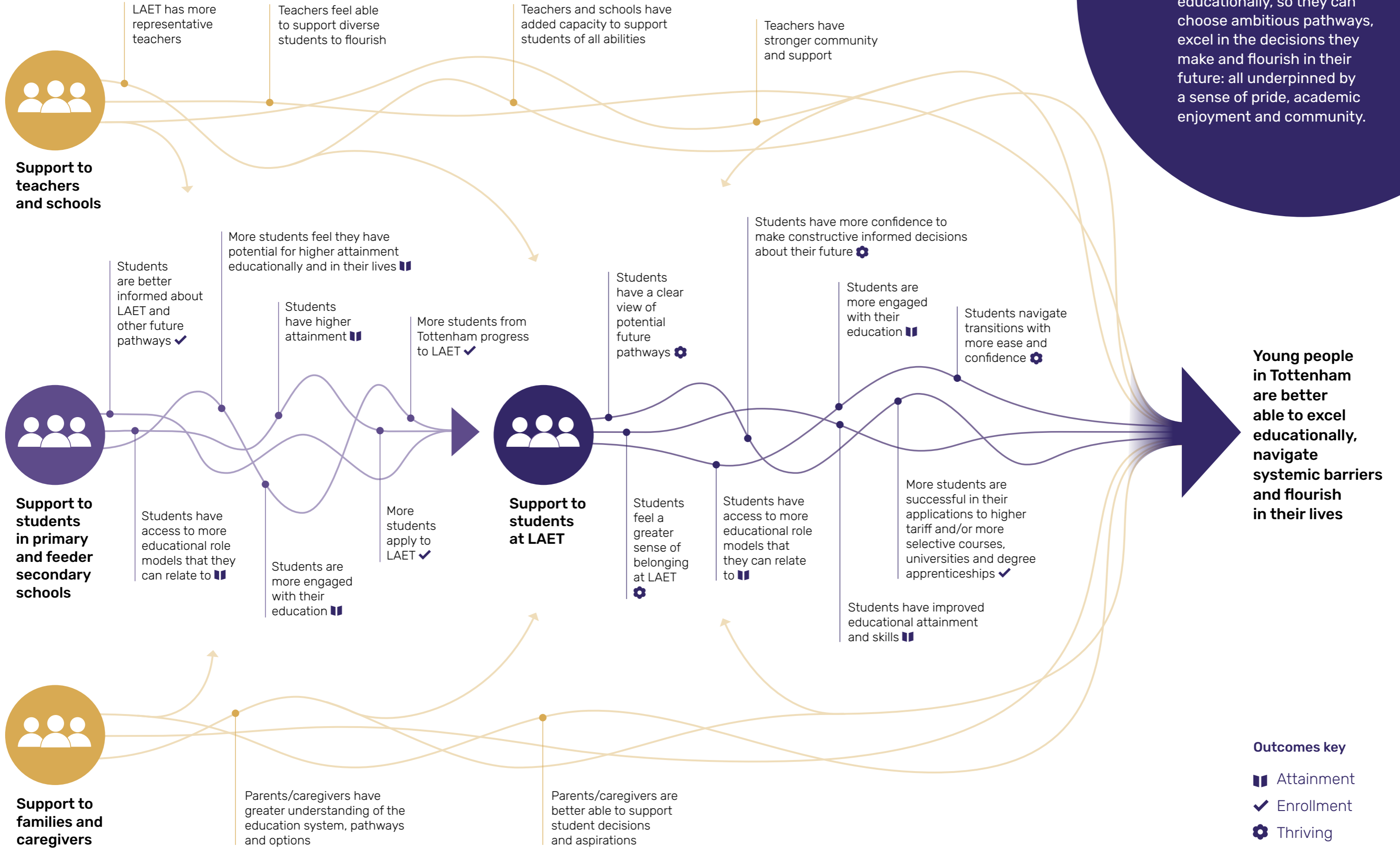
These schools also serve a rich and diverse community, with a huge number of languages, ethnicities and histories supporting a culturally-literate and highly motivated population of young people who are keen to become the new leaders in their future fields.

For more information on Haringey see [State of the Borough 2024 report](#).

<sup>1</sup> <https://schoolsweek.co.uk/gcse-disadvantage-gap-widens-again/>

# THEORY OF CHANGE

The vision is for young people from Tottenham to navigate the socioeconomic barriers that prevent them thriving educationally, so they can choose ambitious pathways, excel in the decisions they make and flourish in their future: all underpinned by a sense of pride, academic enjoyment and community.



**Outcomes key**

- ▮ Attainment
- ✓ Enrollment
- ⚙ Thriving



Primary Science at LAET: experiments and discoveries

## OUR VALUES

**We believe** young people in Tottenham face unfair barriers to their thriving and success

**We believe** that a great education can help young people to navigate these barriers

**We believe** in fostering belonging and making the 'invisible rules' of society visible

**We believe** in joy, and in celebrating the agency and strengths of Tottenham's young people

**We believe** that academic scholarship should and can be accessible to all

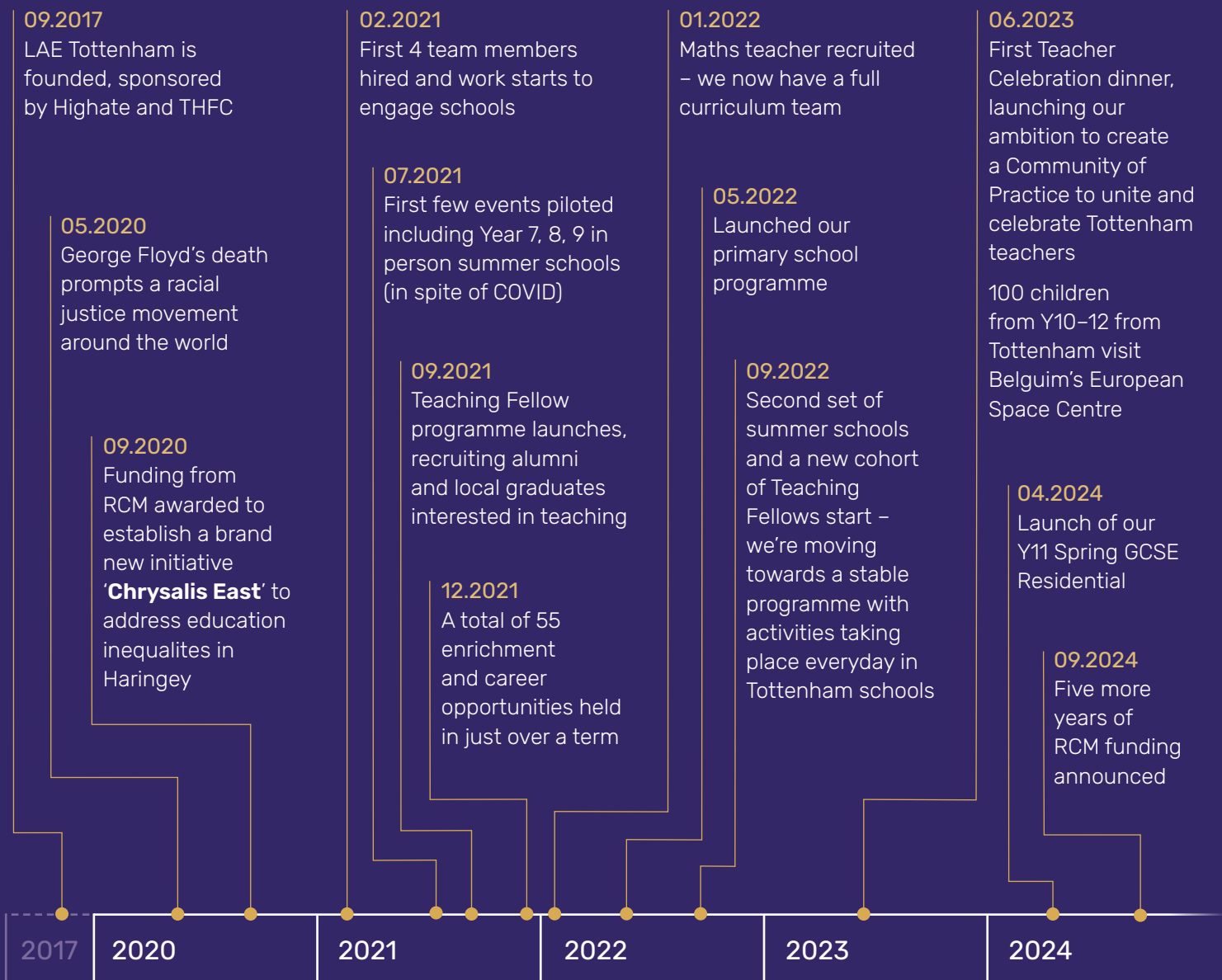
**We believe** in rooting our work in research

**We believe** in making sustainable changes that will outlast our programme

**We believe** we are all responsible for creating a just and equitable society

# OUR STORY

## Timeline







### Main aims

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Establish an engaged consortium of partner schools	Develop a programme mapped to the needs of students	Refine existing programme, strengthen with Chrysalis Fellows and launch the primary programme	Establish a professional community of practice	Embed Chrysalis East into the fabric of Tottenham schools

# OUR TEAM

In 2023–4 the Chrysalis East team included:

 <p>Five <b>Partnership Teachers</b> across English, Maths and the Sciences</p>	 <p>Four Chrysalis East <b>Teaching Fellows</b> – English Maths, Science and Primary</p>	 <p>Two part-funded <b>LAET careers staff</b></p>	 <p>Four <b>project-focused staff</b>, including primary</p>
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The team is based at LAET and between them we spend our time planning and delivering a range of academic and futures-oriented activities to children from years 4–13 both out in school and also at LAET, predominantly during the term but with some school holiday delivery too.

## What is a Partnership Teacher?

This project relies on Partnership Teachers, passionate and experienced subject specialists who teach some A Level at LAET, but mostly deliver sessions and events with our school groups, and contribute to a growing community of practice.

## What is a Teaching Fellow?

Each year we also recruit a cohort of Teaching Fellows from LAET alumni and local graduates to help extend and enrich our work, provide educational role models for students and establish a pipeline of potential future teachers.









Y8s working with Y12 mentors

In 2022-3 we provided:

-  **200+** activities
-  **1,267** hours of support
-  **4,350** student engagements

# OUR WORK

We consider our work in four ways:

			
<b>Core attainment raising</b>	<b>Enrichment 'beyond' the curriculum</b>	<b>Careers</b>	<b>University preparation</b>

Whilst raising attainment in core subjects is essential for a successful sixth form application, we see enrichment and a chance to go 'off syllabus' as key to students thriving once they are at sixth form and beyond. (For monitoring purposes we collapse these four groups into two: Academic Enrichment and Futures)

By starting our work at Year 4 the plan is to build a pipeline of future students with the knowledge, grades and motivation to thrive

at LAET and beyond. Our targeting is wider at primary and Key stage 3 to ensure as many students as possible have access to our offer. At Key Stage 4 our targeting narrows to allow for more bespoke academic support. We offer sessions for students working at a minimum grade 7 who we stretch towards a grade 8 or 9, and students working below a grade 7 who could flourish towards this with additional opportunity and support.

“We are privileged to be working with a community development programme that offers so many opportunities to our young people.

LAET, through their Chrysalis East project, has widened the aspirations of many of our young people and parents and will continue to do so as our partnership grows.

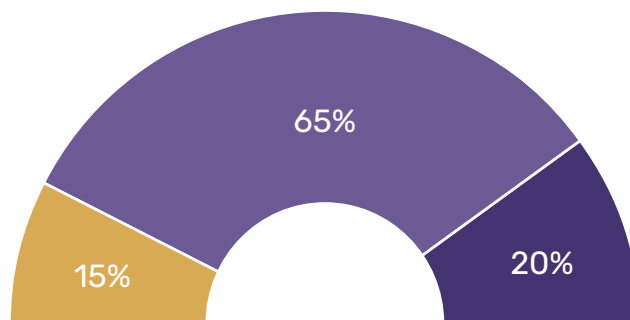
So far we have seen through surveys and admissions data an increase in successful applications to LAET from our school. For us this is the beginning of a long partnership.’

**Assistant Headteacher**

## Two thirds of Chrysalis East's delivery is to feeder school students.

All activities (Academic year 2022-23)

- Primary
- Feeder
- LAET



### Work with feeder secondary school students

Chrysalis East plans and delivers educational activities with a focus on core subject attainment, including revision and academic enrichment 'beyond' the curriculum, all enhanced by inspiring trips and talks. Some activities take place at each feeder school (good for building confidence and finding those more reluctant to engage), while some bring students to LAET (intended to increase both familiarity and excitement about joining in the future). Chrysalis East also supports students in alternative provision through a collaboration with Haringey Learning Partnership.



**DUKE**  
ALDRIDGE ACAD



**Mulberry**  
Academy Woodside



### Work with primary school students

Chrysalis East works with primary school students to deliver enrichment and careers opportunities, as well as building excitement and familiarity with different secondary subjects, and LAET itself. Sessions take place both within primary schools and at LAET and are often delivered by Y12 students.

### Work with students at LAET

At LAET, Chrysalis East provides a programme of academic enrichment, university preparation and careers, as well as the opportunity to run and contribute to a student-led magazine. Students are offered volunteering opportunities with Chrysalis East, so that they can gain valuable skills and experience whilst providing support and role models to primary and secondary students.

RCM also offers Year 13 students an exclusive opportunity to join their Degree Apprenticeship programme.

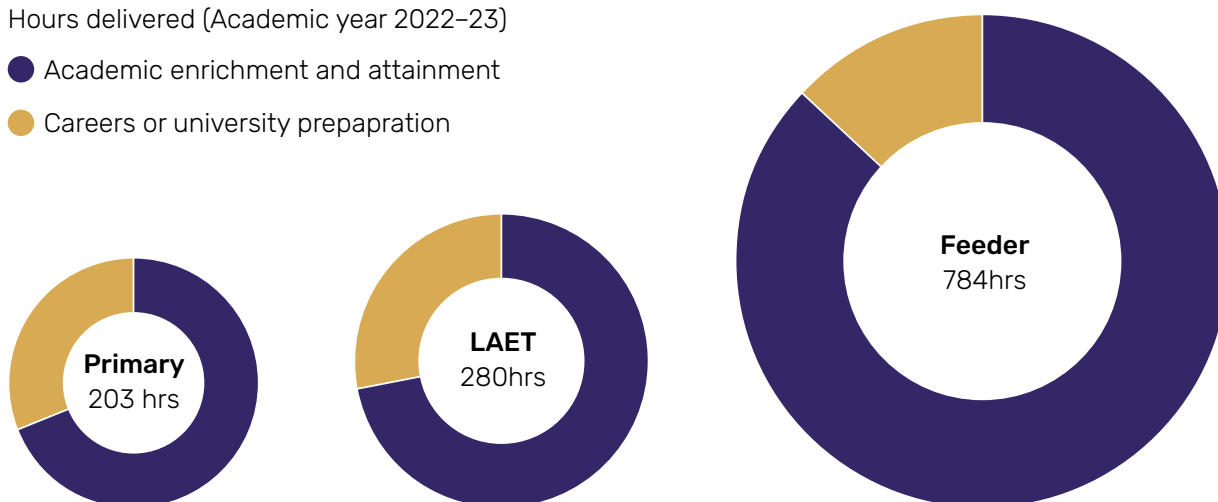


This range of activities is intended to provide continuity of support throughout the student journey – before, during and after their time at LAET.

The majority of activities focus on academic enrichment and attainment. While primary and LAET have a similar balance, delivery for feeder school students has a greater focus on attainment and enrichment.

Hours delivered (Academic year 2022–23)





- Academic enrichment and attainment
- Careers or university preparation



## Examples of our work

- Key**
- ★ Core attainment raising
  - ♥ Enrichment 'beyond' the curriculum
  - 📈 Careers
  - 🎓 University preparation

<b>The Junior Vets' Club</b> Y5–Y6	Delivered by undergraduates from Royal Veterinary College (RVC). Y5 and Y6 children experience the world of veterinary medicine and a trip to the Camden Campus of RVC.	📈 🎓
<b>Maths Bonanzas</b> Y5, Y6, Y8, Y9	Inter-schools maths challenges, with LAET Y12s as mentors. This one gets competitive!	♥
<b>Scholarly Reading</b> Y9	Students journey through controversial texts and canonical literature in critical and creative ways, concluding with a trip and a gifted book.	♥
<b>The Brain Project</b> Y10	Exploring intersections between Biology, Psychology and Neuroscience in LAET's science labs, building towards an academic conference with a poster competition judged by PhD students.	♥ 📈
<b>A Journey through Physics</b> Y10–Y12	A day-trip to Cambridge University, History of Science Lectures at LAET and a trip to the European Space Centre in Belgium. For burgeoning physicists and philosophers.	♥ 📈 🎓

<p><b>Further Maths GCSE</b> Y10-11</p>	<p>CE delivers this qualification, alongside bespoke GCSE English support for those who have their sights on STEM subjects at LAET.</p>	
<p><b>GCSE Revision Sessions and Residentials</b> Y11</p>	<p>English, Maths and Science revision, including a Girls Revision and Wellbeing Day before summer exams, and a Spring revision residential.</p>	
<p><b>Futures Morning</b> Y11</p>	<p>A morning of A-Level taster sessions, access workshops for post 18 pathways, 1-1 careers advice and parent workshops.</p>	
<p><b>Summer Schools</b> Y7-9</p>	<p>Three days of engaging summer activities and trips, with a fun yet educational focus: dystopia, Frankenstein and forensics! Y12 and Y13 mentors are at the heart of this offer.</p>	



Y11 Revision Residential

## What students say about us

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### Warm and friendly

‘I enjoyed her teaching method, she was very nice, kind, reassuring.’

Y11 student

‘Teachers were very welcoming and engaging and made me feel comfortable.’

Y11 student

‘... teachers that we went with [on the revision residential] were very welcoming and it was basically a family because they were very approachable and if you need anything, they’ll be there for you.’

Y11 student

### High quality teaching

‘He likely rekindled my love for maths. He explained each question so thoroughly.’

Y11 student

‘The teachers’ ability to explain difficult or complex topics with ease and finesse.’

Feeder school student

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### Fun and interactive

‘The sessions were taught in fun ways which helped me energize.’

Y11 student

‘It was very engaging so I had fun but also learnt a lot more.’

Y11 student

‘It was always interactive and fun.’

Y12 student (looking back)

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### Enabling space for ideas and new thinking, doing things in an unusual way

‘The teachers were lovely. You were just happy – you didn’t feel shame at getting something wrong.’

Y12 student (looking back)

‘The statistics-in-football talk really opened my eyes, and helped me decide my path for the future.’

Y11 student

‘... they allowed students to have breathing space when making projects. It was useful because I resorted to innovative ideas that I would not have thought of earlier when dictated by a teacher.’

Feeder school student

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## Chrysalis East's work with teachers and the wider school environment

The project provides additional capacity to all the schools in its network, alongside striving to build a community of practice for which CE serves as a hub. This is done both directly through the

delivery of CE projects and provision of resources, but also indirectly through collaborations, sharing good practice, providing spaces for celebration, and influencing the wider culture.

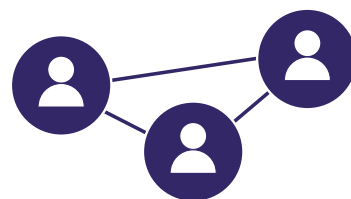
### Capacity building fund

CE provides each secondary school with £5,000 per academic year to improve the school's capacity to deliver the programme.



### Collaboration

Staff teams across Chrysalis East and our feeder schools co-devise and co-deliver projects such as Y9 reading, Y8 science workshops and GCSE English Wellbeing and Revision Day. We also draw together cross-schools staff teams for our residential trips.



### Community of practice

We continue to build a community of excellent practice across schools through mutual lesson observations, shared resources, CPD in particular areas of expertise and hosting best practice sharing days at LAET.



### Research

The team has led on collaborative research around addressing the gender attainment gap in Maths at A-Level, and decolonising approaches to English teaching.



### Celebration

We host an annual teacher dinner with guest speakers and tour primary schools with Black History Month shows and assemblies each year.



### Early career teacher experience

Four former CE Teaching Fellows have taken up either Teacher Training placements or permanent employment as Early Career Teachers in LAET and our feeder schools.



## What teachers say about us

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### Great opportunities for students that increase the school's offer, provided in a way that supports busy teachers

‘... the students are given access to wonderful opportunities that we wouldn't necessarily be able to provide (due to shortage of funding/staffing etc.)’

Feeder School Teacher

‘... if we're being asked... how are you making sure the more able students are being properly challenged, Chrysalis East has provided us with that because we don't have the capacity most of the time.’

Feeder School Teacher

### High quality, supportive teaching

‘Wonderful! Inspiring for and very supportive of our students.’

Feeder School Teacher

‘What they [the students] said was that the way he explained it to them and the models he gave... they said, oh, I'd never understood how to do that before... He went round to every single student.’

Feeder School Teacher

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### Fun and interactive

‘... it was a bit more focused towards the exam, but it wasn't the sort of very... dry, scaffolded way that we feel we have to teach in school. So that slightly more fun, more creative way in.’

Feeder School Teacher

### Enabling space for ideas and new thinking

‘[the teacher] asked... do you think in the way we're approaching Shakespeare and interpreting, are there any careers... what could we do with these sorts of skills?... they were coming up with really great ideas. Could be a film producer... two of them said they wanted to be professors... and I don't think they necessarily have the opportunity or space to think about those things, it's... broadening their whole perspective.’

Feeder School Teacher

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# OUR IMPACT

## About this report

This report showcases Chrysalis East’s activities and impact, shares learning from a recent in-depth evaluation, and outlines plans for the future based on these insights. The evaluation focused on a subset of priority outcomes from the theory of change, using information mainly about Y11 and Y12 students during the academic years 2022–24.

We collected information from these sources:

### School and project records

- ▶ LAET information about students, including postcode and attainment
- ▶ Feeder school information about students, including predicted and actual attainment
- ▶ Basic monitoring data on young people participating, activities and sessions
- ▶ Funder reports and other project and school documents
- ▶ Meetings and workshops with the Chrysalis East team to develop the evaluation approach

### New information from students and teachers

- ▶ A survey to Y11 students at feeder schools (71 responses)
- ▶ A survey to Y12 students at LAET (267 responses)
- ▶ A collaborative workshop with Y12 students at LAET (12 participants)
- ▶ Interviews with students in Y12 (2) and Y11 (1)
- ▶ A survey to feeder school teachers (14 responses)
- ▶ Interviews with 7 staff at LAET, feeder schools and the Chrysalis East project team
- ▶ Observation of taught Y10 and 11 sessions at LAET, Gladesmore and Duke’s

Qualitative information was analysed thematically, balancing the priority outcomes and evaluation questions with respondents’ insights and concerns. The quantitative information was analysed using simple descriptive statistics and has been shared using a mix of tables and charts.

LAET and the Chrysalis East programme does things like come into her school, provide free taster lessons in the subjects she might be interested in, offering a free summer school which she attended, getting staff to talk about their careers, offering me a free talk with other parents/carers about how universities make decisions, meeting the children who had offers so I could talk to them etc is brilliant.

It's done so well in incentivising her, that she has become a really engaged and interested student in sixth form and A-Levels as well as beyond to university.... Which will be the first time in our family.

They even offered advice on how to apply for scholarships for the summer (which she has done), and gave her the opportunities to apply. It's this commitment to giving the most deprived children near them a real chance at a better career, that really makes the difference.'

**Parent of a feeder school child (who is now in Y13 and applying to Oxbridge)**

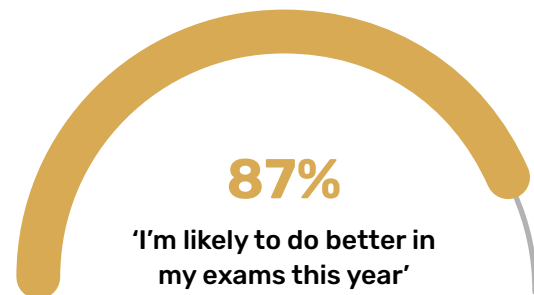
# ATTAINMENT

Since 2021, the average GCSE grades of feeder school students joining LAET has been rising. Chrysalis East supports these students to engage with their subjects, believe in their own potential, and take an informed approach to their exams.

## Getting ready to achieve at GCSE

**Key finding: More feeder school students feel they have potential for higher educational attainment**

The majority of Y11 feeder school students participating in Chrysalis East activities agreed that 'I'm likely to do better in my exams this year' (87% of 71 respondents). Most feeder school teachers agreed that students felt that they had more potential academically.



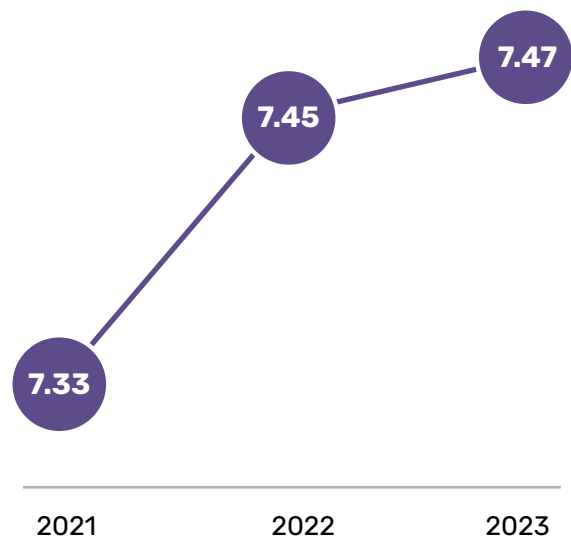
## GCSE achievement

**Key finding: The GCSE grades of students joining LAET from feeder schools have been improving 2021–2023**

While the grades of students joining LAET from feeder schools have been slightly lower on average compared to other applicants since the school opened, this gap has been narrowing since 2021, when Chrysalis East was established.

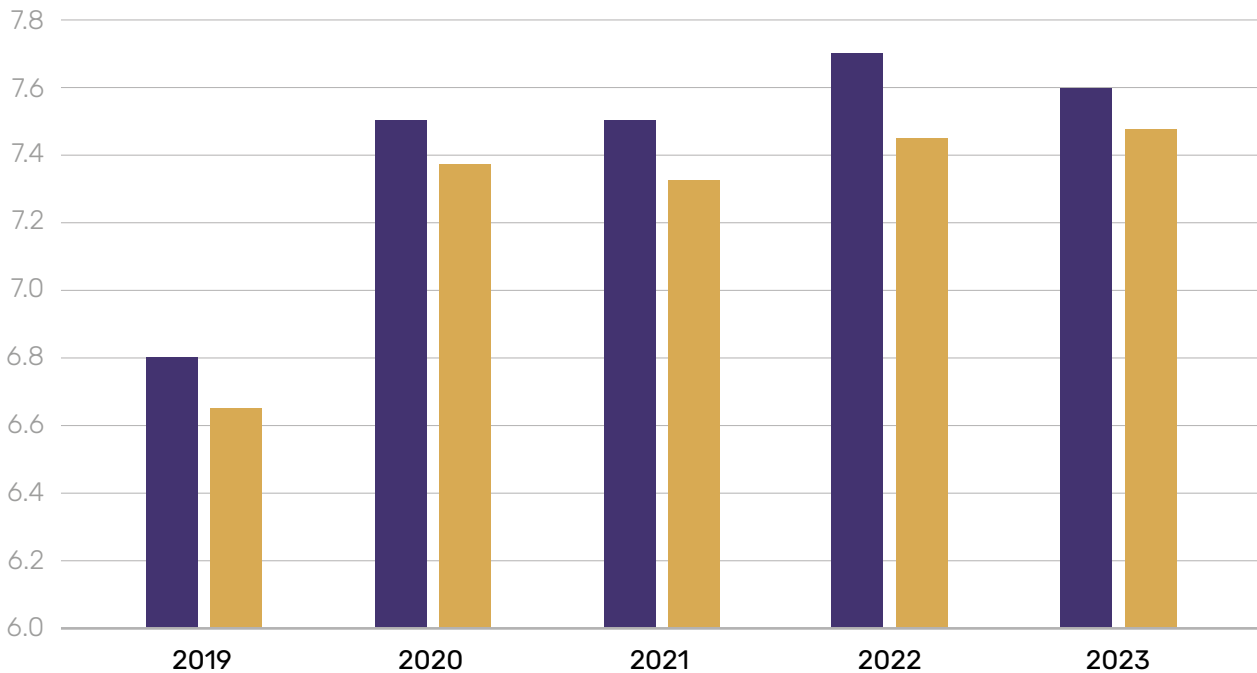
We don't have enough information to be fully confident that this increase is due to Chrysalis East's work, but there are some positive signs, both from our data and from the reports of staff and students. There's variation in average grades between LAET students from each feeder school – and the two schools where Chrysalis East supported a higher proportion of students are also the two with higher average grades.

Average GCSE point score (feeder school alumni)



## The GCSE gap is narrowing: GCSE average point score by intake year

● All students ● Feeder school students



In addition, some shared how the project has helped to increase student understanding and engagement, and improve results.

‘Some of the girls said, I now know how to do these questions, I didn’t before. I just used to leave them blank in the exam.’

**Feeder School Teacher**

‘I genuinely think it made a two-grade difference.’

**Y12 student (reflecting on their GCSE performance)**

A note about COVID: During the pandemic, the grades for GCSE students were teacher-assessed rather than externally moderated exams. The GCSE and A-Level results from 2023 were the first to return to exam grades. We have been cautious to make too many assumptions about trends during such unprecedented times. Students had their learning greatly impacted by the lockdowns, something that disproportionately had a detrimental impact on those from lower socio-economic backgrounds.<sup>2</sup>

<sup>2</sup> Pensiero, Nicola, Kelly, Anthony and Bokhove, Christian (2020) Learning inequalities during the Covid-19 pandemic: how families cope with home-schooling Southampton. University of Southampton 20pp. (doi:10.5258/SOTON/P0025).

## Y12 achievement

**Key finding:** There are signs that feeder school alumni are starting to outperform the LAET average in their Y12 exams, despite joining with lower GCSE results.

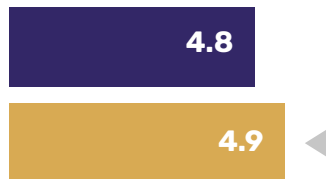
Feeder school alumni who joined the school in 2023 had lower GCSE grades, on average, than their year group at 7.5 rather than 7.6. By the end of Y12, however, they had higher grades; 4.9 rather than 4.8 (mock A-Levels being assessed on a different scale).

This reversal supports the wisdom of LAET's choice to prioritise feeder school students in their entry criteria. While students joining from feeder schools in 2023 entered with lower GCSE grades, they have more than caught up. It will be interesting to see how this and subsequent groups perform in their upcoming A-Levels.

### GCSE average point score



### Y12 exams average point score



- All students
- Feeder school students

## What helped?

Through our evaluation we were able to distill what students and teachers found most helpful about Chrysalis East's support for attainment. This includes exam preparation, building subject knowledge and boosting confidence with an open and engaging teaching style.

### Building subject knowledge and filling gaps

‘I got more support with things I did not understand but also gained confidence in myself.’

Y11 student

**The teachers' open and engaging teaching style, which helped to build their confidence and their belief in their potential to achieve**

‘They weren't forcing a particular method down your throat, nor did they limit what [you] could/ can't do because it's 'too advanced for GCSEs'.

Y11 student

### Exam preparation, including going beyond the level for GCSE

‘I learned what the examiners were looking out for.’

Y11 student

‘We did end up going over the actual GCSE content, but then [the teacher] also did end up adding little twists here and there about the pathos and the logos, the kind of stuff you don't learn in GCSEs... and it's like you end up understanding things in GCSE because you learn about the wider context of it.’

Y12 student (looking back)

# ✓ ENROLMENT

Between 2019 and 2024, the number of feeder school students applying to and joining LAET has risen overall, with some variation between each year, largely due to changing assessment methods through the COVID 19 pandemic. Chrysalis East supports and champions potential feeder school applicants from Year 6 to Year 11 – from raising awareness of LAET locally, to developing confidence and excitement about sixth form, to application, enrolment, and finally to their transition.

## ✓ Getting ready to enrol

**Key finding: Most feeder school students report knowing more about LAET, and wanting to apply more.**

92% of the 71 respondents to the Y11 survey agreed or strongly agreed with the statement, 'I know more about LAET' – and all feeder school teachers agreed.

The majority (78% of 71 respondents) of Y11 students surveyed report wanting to apply to LAET more than before.

### 'I want to apply to LAET more than before'



● 39% agree strongly ● 39% agree ● 13% not sure

**12 of the 14** feeder school teachers surveyed agreed that their students want to apply more than before.



## ✓ Applying and joining

### Key finding: More feeder school students have been applying to, and enrolling at LAET

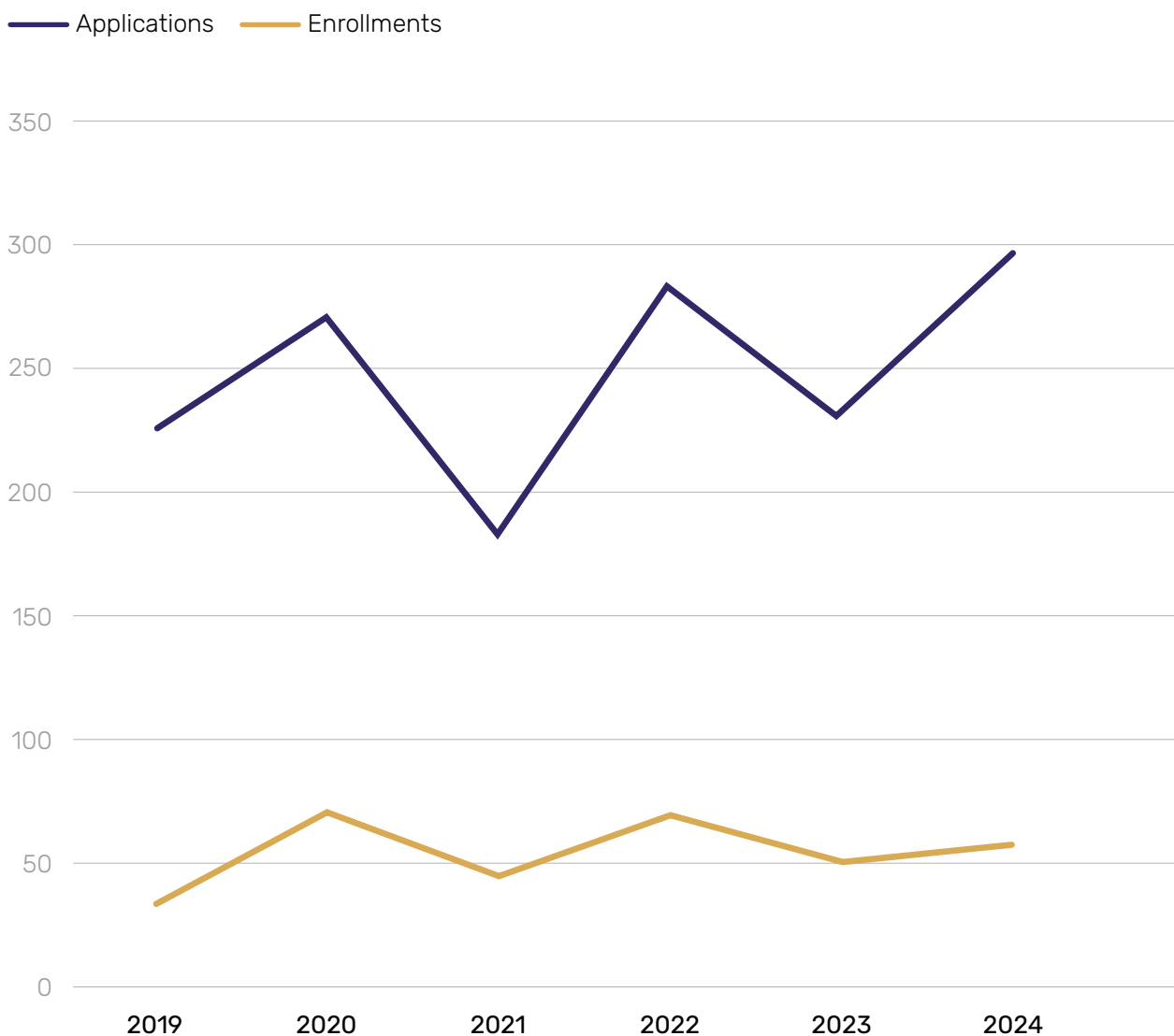
Overall, more feeder school students have been applying to, and enrolling at LAET, 2021-2024. There is variation year on year but the overall direction is one of growth.

Applications and enrolments follow a similar pattern with variations year on year.

The evaluation suggests that Chrysalis East played a positive role in these improvements. As our data improves, we will be able to understand Chrysalis East's specific role with more confidence.

**Feeder schools show different patterns.** Both application rates and enrolments vary by feeder school – although they tend broadly to fall or rise together, each year. There's more detail about these trends in the full evaluation report.

### Number of applications and enrolments from feeder schools by intake year



## ✓ What helped?

Students and teachers shared how Chrysalis East gave them a useful balance of familiarisation and inspiration, encouraging them to see LAET as 'for them', to want to apply, and to succeed in joining the school.

### Familiarisation

📖 Allowed me to know some of the teachers and I knew some of the buildings.'

Y12 student

📖 It made it feel natural to come here, like it was bound to happen.'

Y12 student (ex-feeder)

📖 ... by physically being in LAET as well as for the actual sessions, that builds and promotes their sense of... I can come to this sixth form. This is a place that I fit in and that I belong to and it's here for me.'

Feeder School Teacher

### Inspiration

📖 It was quite exciting to come to a sixth form and experience it and see all the kids wandering around, know that there's something after GCSEs.'

Y12 student



Y11 Stretch and Inspire English at LAET

# THRIVING

Students arriving at LAET from all backgrounds face a potentially challenging transition to a new environment, and for some a different educational culture and increased academic pressure. Chrysalis East provides support and continuity to feeder school students throughout their educational journey, as well as providing volunteering opportunities for all LAET students. These strengthen the programme offer and support students to build skills, confidence and community.

## Transition

### Key finding: Chrysalis East plays an important role in the transition to LAET

We asked Y12 students about their transition, settling in, and belonging at LAET, and found that feeder school students as a whole reported less positive experiences of each of these than the main student group – but in each case those who had been part of Chrysalis East before joining felt more positive than those who had not.

Chrysalis East provides support and a small protective factor for feeder school students as they join LAET.

Nearly two thirds of Y12 students who had been supported by Chrysalis East before joining LAET reported that it helped with their transition to LAET. One in three (29%) felt that it helped a lot.

‘... it still felt very easy to sort of acclimate... ‘cause I did know people from Chrysalis East already, so when I walked in I saw Ms Stanger, I saw Ms Ali, people who taught me in secondary and then students who I’ve been on the programme with, as well.’

Y12 student (ex-feeder)

### Do you feel that attending Chrysalis East activities at your secondary school helped with your transition to LAET?

- 29% Yes, it helped a lot
- 35% Yes, it helped a little



## Participation at LAET

### Key finding: Chrysalis East helps students (from all secondary schools) to thrive at LAET

Chrysalis East also runs activities and provides support to all students within LAET. This includes careers events, university visits, enrichment clubs and volunteering opportunities. These opportunities are taken up by about half of all Y12 students. More students who participate in these activities feel they belong at LAET (79% rather than 72% overall).

Students from feeder schools are more likely than average to participate, with students who attended Chrysalis East activities whilst at their feeder schools being the most likely of all. This suggests that Chrysalis East acts as a thread of community right from the earliest contact, allowing students to feel part of something special within the wider school community.

## Looking beyond LAET

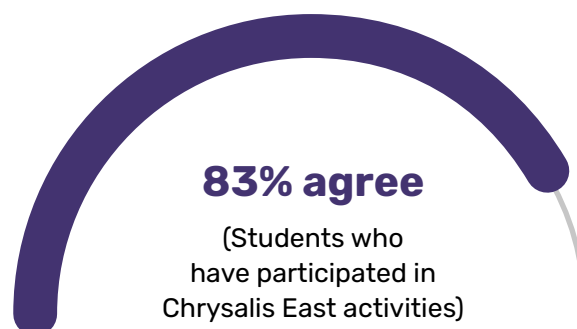
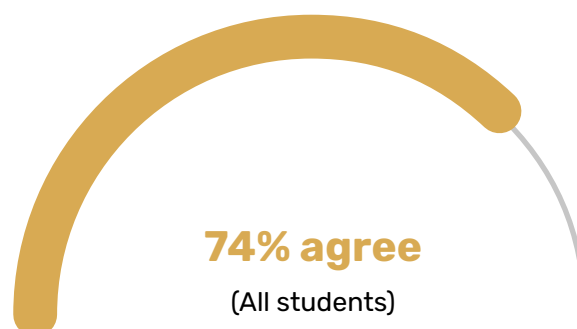
While we do not have enough information on post-18 choices yet to form a clear view on students' progression after LAET, there are good signs from the LAET feeder school alumni in terms of their ideas and their attainment. In time we will be able to collect additional data to round this positive picture out further.

### Key finding: Many students at LAET have a positive and clear view of potential future pathways, with those attending Chrysalis East at LAET activities feeling more positive

Most LAET students feel positive about their future, agreeing that 'I have the potential to achieve academically' and 'I have the potential to achieve in other areas of my life.' In both cases, students who have participated in Chrysalis East opportunities feel even more positive.

There is a similar pattern for the statement, 'I have a clear understanding of my options after A-levels' – many feel positive, with students who have participated in Chrysalis East opportunities giving the most positive responses overall.

### 'I have the potential to achieve in other areas of my life'



As with the questions about belonging and settling in, when asked to look ahead to their futures, feeder school students as a whole reported less positive feelings than the main student group (68% agreeing that 'I have a clear understanding of my options after A-Levels' and

81%, respectively). As before, we also found that Chrysalis East provided a small protective factor, with those who had participated prior to joining LAET falling somewhere in between these two groups, at 72%.

### Y12 students who agree 'I have the a clear understanding of my options after A-levels'

- Students from feeder schools
- Students from feeder schools who were part of Chrysalis East before joining LAET
- All students



## What helps? LAET and beyond

Y12 students most appreciate Chrysalis East support and events that give them advice and insight about their future – especially when they can meet people who serve as role models. Students value both having a wider perspective, and getting the opportunity to reflect more on their specific interests, so that they can develop their personal goals. Sometimes this means learning what they are less interested in.

### Insight from role models

Chrysalis East champions role models from a wide variety of backgrounds to ensure students can see themselves in the journeys being portrayed.

‘The Rokos Women in STEM event was useful as it was eye opening and presented us with many career options and paths to take.’

Y12 student

‘The English Futures evening meant that I could meet people from a range of professions. All of whom had a passion for English and literature. This has helped me understand the breadth of literature, and the different paths I can take in the future.’

Y12 student

‘The opportunity to talk to people working in physics and the chance to learn things beyond the curriculum. This will also help me make a competitive uni application.’

Y12 student



Y11s and Y12s meeting professional writers

### A Space to Reflect

Chrysalis East supports informed decision-making through events that always include an element of careers or futures focus, or Futures-focused events at key transition points at Year 9 and 11;

‘... and when I did do one of the futures days [Y11 Futures Morning], I tried out Geography, and I’m so sure I’d do Geography, and I was like Geography’s just not for me. Which is great because now I’m doing history which I completely hadn’t thought about... And then now History is something I want to do at uni.’

Y12 student

‘I think that I am still figuring myself out, however the support and experiences gained from Chrysalis East definitely helped me to narrow my options and interests in the future.’

Y12 student

### Insight through volunteering experiences

In a couple of cases, students gained insight into their own preferences and potential futures through volunteering with Chrysalis East, supporting sessions in feeder or primary schools.

‘I’m considering teaching in the future and so being able to gain similar experience with secondary school children really helped me to see what it would be like.’

Y12 student

‘Helping Y11s in biology gave me an epiphany of how much I really do enjoy the subject, and that I would like to pursue a biology-based subject in the future.’

Y12 student

“Our partnership with Chrysalis East is an integral part of our community engagement and represents the ethos of our firm and our people. All of us at RCM have benefited enormously from connecting with the students – our contribution of resources and time is an investment that benefits RCM.”

**Matthew Sebag-Montefiore,**  
CEO, RCM



The Tottenham Phoenix editorial group select pieces for the magazine

## Contributing to the wider school environment

### Key finding: Chrysalis East adds to and builds the capacity of its feeder school partners

Chrysalis East has provided skills, time and resources to feeder schools, primary schools, and to LAET itself. In 2022–3, the team provided over 200 separate activities totalling 1,267 hours of support. The project recorded over 4,350 separate student engagements.

The majority of the team’s time was spent with feeder school students, with most activities covering academic attainment and enrichment. This is in keeping with the project’s focus on access to – and thriving within – the school environment.

Chrysalis East is appreciated by feeder school teachers and leadership for their many other contributions, including additional resource, professional development and support to meet the school’s goals.

### Additional resource

‘It’s provided the opportunity to offer more extra-curricular activities to students without the burden of a huge extra workload.’

Feeder School Teacher

### Professional development and good practice

‘It’s... given me a better insight into post 16 options for students... helped me to think about the bigger (longer) picture with students and their journey through science.’

Feeder School Teacher

‘I went with another teacher from the faculty, it was proper professional development linked again for the more able children about how to structure a thesis statement and introduction and an argument. And then the other teacher, she loved it and [fed] it back to the whole faculty in a faculty meeting... [and] made a couple of resources to go with it. Now everybody is using it with all their classes when we get to essays.’

**Feeder School Teacher**

For some teachers, it's also an opportunity to reconnect with their joy and passion, which can get lost in the push to complete the curriculum and prepare students for their GCSE exams.

‘It's brought back a bit of joy, for me... I'm helping to make my subject, which I'm passionate about, something that younger people can be passionate about as well, outside of the confines of the curriculum... Without it I think I would have lost all drive.’

**Feeder School Teacher**

### Key finding: Chrysalis East build's LAET's capacity too

The Chrysalis East team have also contributed to the staff team, skills and good practice within LAET, where they not only teach but also contribute to research, strategy, and the wider development of the school environment and culture. This includes supporting the LAET staff body to become more diverse – as noted not only by staff but also students – whether through the team itself, or through influencing LAET's practices.

### The Chrysalis East team is more diverse than LAET overall

‘I think they work really well in terms of hiring people from different demographics.’

**LAET student**

‘I think we definitely are more diverse, from the ends... ends in the sense of inner city London.’

**LAET/CE Teacher**

### The LAET staff team has become more diverse since Chrysalis East was set up

‘[before] there weren't many teachers of colour and there weren't many like, teachers from working class backgrounds, first generation teachers.... And since... the demographic of teachers has changed so much.’

**Teacher**

When students have access to staff who share class, race and income backgrounds, and who look and sound like them, it can be both supportive and encouraging. Staff diversity that reflects student diversity can be supportive for students, as they can speak to role models about shared experiences. It can also be motivating, giving a clear message about who success is 'for' that goes against that of the wider culture.’

### Staff diversity is supportive

‘I think it helps for them to... speak about things that they might not want to talk about with other teachers... little stuff like... speaking to parents about moving out for university, because no one else has done it before because they didn't go to university and they're scared... those sort of conversations that nobody else would really understand.’

**Teacher**

## Staff diversity is motivating

‘... kids will work harder, it’s an effort thing... if you’re in front of a teacher who grew up in Tottenham themselves and who is you and who’s gone on – I honestly think you just try harder. I mean the perfect version of LAET genuinely does match the profile of students in the staff body... not just because it’s a nice thing, and everyone thinks that’s lovely. It would be a more successful school.’

Leadership Team member

‘... we had a... school event where [there were boards with] different facts about Chrysalis East teachers but without telling you their name... you’re like, wow, these people have had so much life experience and it’s great because they all look so different... And then when you found out [one teacher] went to Haringey Sixth Form you’re like, oh wow.’

LAET student

## Chrysalis East builds a stronger staff team and school environment

‘I think Chrysalis East has helped people in the building to understand the community much better and what we might have to do to support students.’

Teacher

‘... the voices of [Chrysalis East teachers]... they inform the type of teaching and learning that happens in the school... [this] tends to be about being more responsive to our students, understanding more about their context and shaping how you work the curriculum.’

Teacher

‘... as a team... [they’re] just overflowing with ideas. And I think therefore you get the [LAET] staff that are... open-minded, that will seek that stuff out because they find it intellectually stimulating.’

Leadership Team member



Y7 Boys Reading Project with CE Teaching Fellow, now teaching English at Woodside Mulberry



Year 9 visit Royal Holloway, University of London

# WHAT'S NEXT? CHALLENGES, OPPORTUNITIES AND NEW DEVELOPMENTS

Chrysalis East has secured five more years' funding from Rokos Capital Management LLP and is putting in place new ways of working based on its experiences and successes over the past 4 years, and the insights from the recent evaluation.

## Key changes we have already implemented

- ▶ More enrichment work at Key Stage 3 – post-COVID catch up has meant that at the school's behest we initially spent more time supporting students in Years 10 and 11 to maximise their grades. We have already started, and will continue to, deepen and strengthen our Key Stage 3 offer.
- ▶ We have recruited an additional general science teacher to support the delivery of Key Stage 3 and 4 science. Our science specialist teachers are still part of the team.
- ▶ Working more closely with secondary schools on targeting students for activities to ensure a consistent approach
- ▶ Working more closely with LAET on shared goals for Year 12 students.

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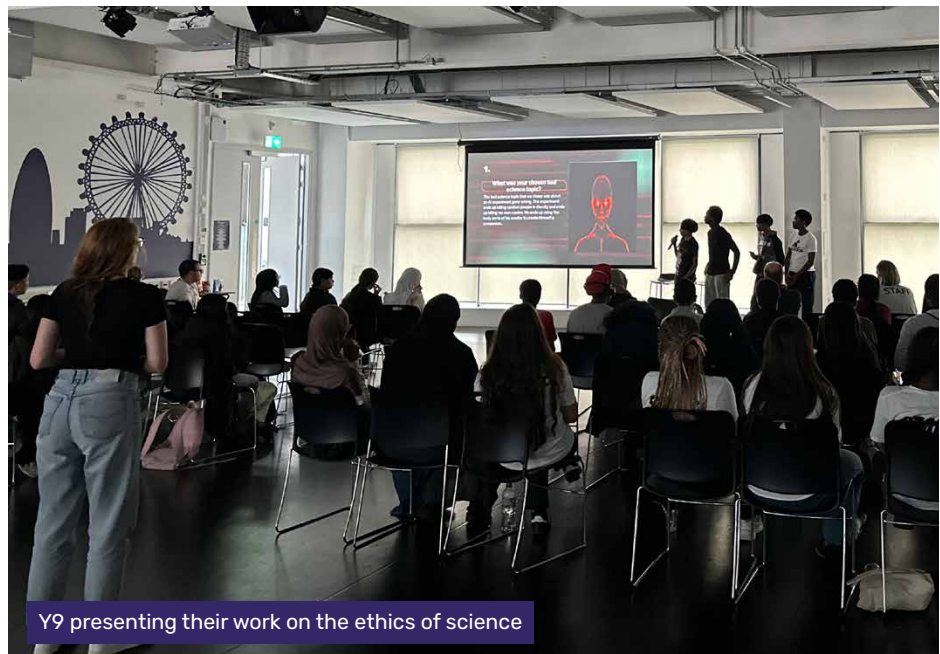
## Key changes we are in the process of implementing

- ▶ Looking at working together to improve the transition of children from primary to secondary, particularly in light of the social skills required
- ▶ Overseeing the Year 12 feeder school cohort once they arrive at LAET to ensure we maximise their success and feelings of belonging
- ▶ Developing a training offer for Teaching Fellows (and LAET's own Academic Coaches) to improve their experience and build a pipeline of future teachers
- ▶ Develop the IT systems to support better student monitoring and evaluation.

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## Future plans

- ▶ Launch an inspiring new career initiative starting at Year 7
- ▶ Establish a more formal teacher training initiative aiming to increase the supply of teachers ready to start their career in Tottenham schools owing to the success of our Teaching Fellows recruitment programme
- ▶ Work more closely with LAET's Alumni Team to support career development for Tottenham students during and after university.



## More information

This report has shared a summary of Chrysalis East's work and impact. If you'd like to see more detail about these and other outcomes and insights, the full evaluation is available from the project on request.

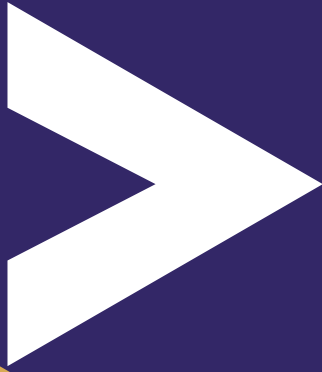
# YOU'RE GROWING UP

These days  
minds get older  
with the body so much younger  
souls are exhausted.  
Do tired bones break under the weight  
of holding up this paradox  
– dependency from those before us  
who brand our youth with 'FUTURE'  
taking hold of their accountability,  
to save this broken world

they rid themselves of responsibility.

My spirit diminished with each passing second  
spend savouring what's left of "care free" –  
Doom hangs over me  
Until the bags under my eyes sink deep  
irises dragged down by groceries  
my frame cracks under the becoming of an adult  
my curves barely bloomed to be labeled as sexy  
by media hounds with absurd adult casting of teens  
and social media revilers of anything other than an hourglass  
Silhouette, could I have a minute?  
This adolescence  
poisoned  
let me be  
Sixteen.

Poem by Park View alumna Suraya George,  
for The Tottenham Phoenix.



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EAST**

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