

London Boxing Academy Community Project End of Year Report 2007/8

The London Boxing Academy Community Project (LBACP) educates young men and women who have been unable to succeed in the mainstream school system. As with many inner-city youths, the lives of many LBACP students are affected by gang rivalry, drugs, muggings and family separation. The LBACP provides a safe and supportive environment in which the students can mature and gain qualifications.

We do this by providing a great deal of personal attention for every single student. Civitas provides the academic curriculum within the project, and ensures that students are taught in groups of no more than six. Teaching such small groups affords Civitas teachers Tom Ogg (mathematics, and Civitas' Project Coordinator), Carmel Cadden (English), and Caroline Jarrett (physical education), a unique opportunity to form personal relationships with their students and to help students fulfil their potential. In the picture below, Kemar Duhaney, left, studies with the assistance of LBACP pod leader and boxer Richard Ross.



Drama Teacher Required!

This year's student survey revealed a huge desire on the part of the students to have drama as part of the LBACP course. We therefore invited Jim Pope, of the National Youth Theatre, to run a taster session for our students. It was a huge success, and at the LBACP we are desperate to offer our students the opportunity to exhaust their expressive exuberance through drama! We are seeking funding for Jim to work with our students regularly, or for partners who could help us deliver a drama curriculum within the school. Please contact tom.ogg@civitas.org.uk if you can help.



Achievements 2007/8:

- Twelve Students Graduated
- 80% to Further Education or Employment
- 67% Average Attendance Overall
- 90% GCSE Pass Rate (A*-G)
- 88% Attendance for Exams
- One Grade C Achieved in GCSE Mathematics
- Of the 28 students who joined us, only three were expelled.

Ricardo's Story

We first met Ricardo at our introductory camp in Devon. He had been out of school for more than a year before joining us. We found him to be a quiet, polite and articulate young man. Before the



camp was over, though, we were considering expelling him from the course. Threatening students and teachers alike, with his penetrating, wide eyed and dipped head stare, he was, as they succinctly put it on the street, 'serious'.

Thankfully, however, we kept him, and Rico never again threatened a member of staff. Recognised as the hardest student on the course, as well as the most academically serious, he quickly became the leader of the LBACP students. Classroom disruption was frequently quashed with Rico's favoured putdown of 'shut up you dumb fool'.

Writing a letter in an English test, Ricardo ruminated on his future. He wanted to 'look into moving out of the corrupt area of Tottenham, London, and moving to Essex or Sussex to see new faces... I will also look into turning my education into my main priority'.

Ricardo leaves the LBACP with our first ever GCSE Grade C, in mathematics, along with a clutch of other lower GCSE passes. He is going on to do a BTEC National Diploma in ICT at Haringey Sixth Form College. At the LBACP, we only wonder what Rico would have achieved if he were with us earlier in his teenage years, and genuinely did make his education his main priority.

Examination Report 2007/8

'A vintage year', the Gladesmore teacher said, 'everyone's agreed on that.'

Our examination results this year were largely GCSE grades E and F, with a smattering of Ds, which for a normal school would be disappointing. We were, however, ecstatic to find that Ricardo Williams, profiled on the previous page, achieved a C grade in mathematics. These grades, moreover, will be sufficient to gain college places that will ultimately lead to employment.

Overall, we are satisfied with our examination performance this year. This is the first full year of operation for the LBACP, so most of the students sitting examinations have only been with us for a total of nine months, which falls far short of the two years normally required to complete a GCSE. Moreover, the cohort graduating this year were so difficult that they would likely not have achieved any qualifications at all were it not for the LBACP – the quotation from the Gladesmore teacher above sums up the ironic consensus in Haringey on this cohort. Tony Hartney, Head Teacher of Gladesmore School, told us that for a student to achieve a grade C in these circumstances was 'awesome'.

Our ambitions for next year are high. We have been moulding this group for a year already, and have many more students who are serious about their academic studies. Names to watch include students on the back page who won LBACP End of Year Prizes. We are, moreover, excited this year to offer our students a BTEC First in Sport, worth 2-4 GCSEs, a serious sports qualification. In addition to the core curriculum of GCSE mathematics, GCSE English language and BTEC Sport, we will be offering GCSEs in ICT, citizenship, art, statistics and English literature this year. We look forward to great achievements in 2008/9!

LBACP Gala Dinner 2007/8

On 14 May 2008 the first LBACP Gala Dinner was held at the Royal Garden Hotel, Kensington. Guests included Iain Duncan-Smith, Danny Williams and Sky News presenter Adam Smith. The evening, organised by Simon Marcus and Civitas' Will Hodson, was a great success, raising £18,000 for the LBACP. LBACP student Chavez Campbell poses with Gala helpers after winning his fight at the dinner (right).



LBACP Trips 2007/8

Bank of England

Tom Ogg, mathematics teacher, took the students to see the Bank of England in



February. Students learnt about how the banking system works and held printed sheets of banknotes worth thousands of pounds in their hands as well as a gold ingot worth £300,000. After the trip, students made their own banknotes in ICT lessons, which Tom sent to the Governor of the Bank of England, Mervyn King. The Governor wrote back approvingly and asked us to return to the bank with our next group of students.

Theatre Trips

We have taken the students on two theatre trips this year. We took them first to Blood Brothers in London's Phoenix Theatre, which was a pleasing success. We subsequently saw West Side Story at Sadler's Wells, which, despite all the dancing, went down very well with our new theatergoers.

University of Oxford

To show students some university life, we took them to Corpus Christi College, University of Oxford (picture below). After a talk from Corpus admissions tutor Dr Val Cunningham and a tour of the university, we took them for a rowing competition down at Corpus' boathouse. Chris Hall, the LBACP Course Director, promised £20



to the winner, so competition was intense! Louis Cain eventually won the race with a decent time of 4.07 over 1,000 metres.

Vocational Training Centre Planned

The LBACP is seeking funding for a Vocational Training Centre (VTC) to provide our students with the opportunity to learn new skills that will lead to employment.

We presently send many of our students to courses on construction, mechanics and art at external organisations like CONEL (the College of North East London). However few of our students succeed in completing these courses. This is for a number of reasons.

First of all, young people who have been in trouble on the street are very reluctant to travel alone to unfamiliar areas. This is because of the risk of a rival gang, or even youths they do not

even know, mugging our students – this is called getting ‘caught slipping’ by the students. This is often merely based on postcode geography. For example, students of ours have been chased down the street for being from

Wood Green (N22) rather than Tottenham (N17). Perhaps understandably, then, this leads to poor attendance at the college course or failure to attend at all. Consequently, students fail to acquire qualifications they are perfectly capable of achieving.

Secondly, such college courses are set up in a similar way to mainstream educational institutions. Yet this is precisely the structure in which our students have previously failed. We believe that holding vocational training on-site will allow us to use the unique ethos of respect and individual attention of the LBACP to assist our students in gaining useful qualifications and skills.

The training centre would have facilities for mechanics, construction, and ICT – the courses we currently send our students away for. The VTC would mean that students who may otherwise face unskilled and unrewarding jobs, and great temptation of crime and drugs, will have the opportunity to make a living as respected members of society. If you would like to contribute to the VTC fund please contact robert.whelan@civitas.org.uk.



Adventure Camp in Devon

In September 2007, before commencing the course, we took the students on a five-day adventure camp in Devon. The aim was first, for students and staff to bond, and second, for students to have the experience of a lifetime.



Without doubt, both aims were heartily achieved! Staff felt the camp built relationships which skipped months of getting-to-know-you time, and allowed us to get straight into the business of educating the students.

The students were systematically taken out of their comfort zone: character building challenges were our goal. Many confronted their fear of heights on the ropes or the zip wire, and Kemar Duhaney, who claimed to be aquaphobic at the start of the camp, took his first swimming lesson (inset).



It was not, of course, a camp without incident. Some of the boys stole some electronic equipment from the rooms of other young

people on the site, and we were forced to go home early to resolve the issue. All the property was returned to its owners, but it was not an ideal situation by any measure.

This year we plan to go to the Highlands of Scotland. We will endeavor to avoid all the problems we faced last year and to build on the successes of Adventure Camp 2007.

End of Year Prizes, 2008/9

We are extremely proud of our students at the LBACP. Here we focus on the achievements of the year tens, who have been with us for a full year. We expect great things from them in year eleven, and here we celebrate their achievements this year.

First on the honours list is Devante Patterson-Brown (pictured right with Robert Whelan of Civitas), winner of the Most Improved Student Award. Improvement is perhaps what we value most at the LBACP, and Devante has come a long way.



Excellence comes a close second for LBACP values, and the outstanding students in this regard were Adam Tripp and Wilson Joaquim (below right). The decision on the Academic Prize was close, with Adam picking up the Mathematics Prize, and Wilson the English Prize. Wilson's academic excellence across the board, however, won the day. Adam did however deservedly receive the Sportsman Award for his vigorous participation in the full range of sports the LBACP offers. Devante, our best improver, also took the prize for excellence in ICT.



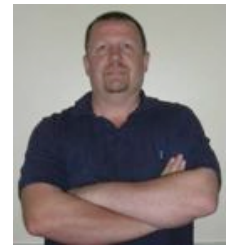
Our Best Punctuality and Attendance Award went to our biggest celebrity in the LBACP, Chavez Campbell, who also picked up the Law Prize. Chavez has been selected by the LBA to receive special funding as a British team hopeful in boxing for the London 2012 Olympics. The Art Prize, finally, went to Rochelle McDonald. These are



names to watch for in the Examination Report 2008/9, along with new students Michael Ferguson and Gildo DaCosta, who have impressed us greatly in their first few weeks with the LBACP. Watch this space!

LBACP Staff 2008/9

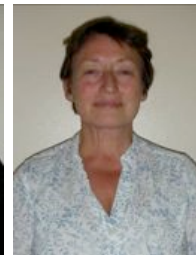
Chris Hall – LBACP Course Director. Chris co-founded the LBACP with Simon Marcus in 2006, and is responsible for the overall running of the school.



Simon Marcus – LBACP Director & Secretary. Simon co-founded the LBACP with Chris Hall, and is the bursar, fundraiser and administrator for the school.



Tom Ogg – Civitas Project Coordinator, LBACP Academic Director and Mathematics Teacher. Tom is responsible for all aspects of the academic programme in the LBACP.



Caroline Jarrett – BTEC Sport Teacher (left)

Carmel Cadden – English Teacher (middle)

Peter Haymer – Senior Pod Leader (right)

Angie Despong – Citizenship Teacher

Anna Cain – ICT Teacher

John Graham & Ayelet Fpiro – Academic Support

Pod Leaders – Pod leaders are in charge of 'pods' of six LBACP students, analogous to a class in a mainstream school. They run the students' sports sessions, support teachers in lessons and act as mentors and disciplinarians for the students. They are integral to the LBACP:

Terri Kelly Pod Leader for Pod 1

Richard Ross Pod Leader for Pod 2

Michael Grant Pod Leader for Pod 3

John Beckles Pod Leader for Pod 4

Eric Ochieng Pod Leader for Pod 5