

## **OPEN ALL HOURS**

Unlocking the doors to extended schooling.

## **The appliance of science**

From rug-rats to lab-rats –  
switching kids on to science

## **It's a family affair**

Using parents and carers to  
boost school success

## **Behind the scenes at the museum**

Backstage at SHINE's  
Benefit Dinner



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SHINE would like to thank our project partners, without whom none of this work would be possible.

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SHINE funds and develops educational programmes to help disadvantaged children make the most of their time at school. These support children of all abilities and include specialist after school clubs, complementary classes on Saturdays and intensive literacy and numeracy support sessions.



SHINE has a passion for changing children's lives, and that is one I share. Every child really does matter: no child starts school intending to fail; no parent dropping their little one off at the gate on the first day wants to return to discuss truanting and detentions.

SHINE projects capture children's interest, engage them in learning and help them catch up, to give them the chance they need to leave school with those all-important qualifications and fulfil their potential.

I'm a massive supporter of SHINE's work and I know that all the Patrons are very proud of what SHINE has achieved. It is my belief that in the not too distant future there will be SHINE kids who will turn around and say of their time on one of SHINE's initiatives; 'that was the moment when things changed for the better for me.' Wouldn't that be great?

**Sarah Brown, SHINE Patron**

# Foreword



Welcome to the second edition of our annual supporters' magazine, which features some of our projects along with news of our fundraising activities. As you will see, SHINE has had another busy year, extending our most successful projects while still discovering exciting new programmes to fund.

None of this would have been possible without your continued support. I was delighted to welcome so many of you to our 2007 Benefit Dinner, where we asked guests to pledge their support towards four key programmes. Thanks to your overwhelming generosity, many more children will soon receive valuable literacy tuition, extra school on Saturdays and essential study support. I was also honoured to welcome the Prime Minister, Gordon Brown, to our event and would like to thank him for his warm words of praise and encouragement.

### Addressing need

The success of the Benefit Dinner led me to ask myself what exactly it is about SHINE that prompts such fantastic support from so many individuals and organisations. Intellectually, I believe there are three reasons. First, SHINE is clearly addressing an obvious need. That not every child receives the same support at school is beyond dispute: a child qualifying for free school

meals is more than twice as likely as other kids to leave primary school completely unable to read or write, setting up even more hurdles for the future.

Not only is this shocking on a human level, it also demonstrates appalling short-sightedness. These children are our future human capital; ignored, they are less likely to be able to read properly, more likely to play truant or be excluded from school and, later on, far more likely to require billions of pounds of state intervention. By refusing to dismiss them and by investing in their potential, SHINE is addressing a clear, pressing and persistent need.

### Adding value

But it's more than that. Our supporters also know that we add real value. Instead of simply throwing money at a problem in the hope that some of it will stick, we put in vast amounts of time and effort to extract much more from underused resources and try and cover as many angles as possible. As a result, SHINE projects are leveraged to the hilt, delivering a massive bang for your buck.

Finally, I believe that there is a third reason why SHINE continues to attract support at every level – including that of New Philanthropy Capital,

which recently added SHINE to its list of recommended charities: the first grant-making organisation ever to be recognised in this way. We treat our grants as investments: before agreeing funding, we identify with the projects precisely what they need and define with them exactly what they must achieve. Then we monitor progress and evaluate results to make sure that each grant is having the desired impact. And if a grant can demonstrate consistent success, we figure out its DNA and reproduce it somewhere else.

Addressing need, adding value and our rigorous approach provide the intellectual reasons for supporting SHINE, but they don't tell the whole story. Why do you support us? Because every single child has something to offer and to squander or ignore that potential is a tragedy with which we can all identify. It's that simple – and every time I visit a project, the energy and enthusiasm of the children I meet is proof enough that your money and support is recognised, appreciated and very worthwhile.

Jim O'Neill  
 Chairman

## Believe it or not...

One in five children leaving primary school can't read well enough – only 1-2% of these will get five good GCSEs

Young people with no qualifications are up to five times more likely to be unemployed and twice as likely to be sacked from their first job

Around 40 per cent of teachers teaching physics or biology to 13-14 year olds do not even have an A-level in those subjects

According to the CBI, the UK needs 2.4 million new science and technology graduates by 2014: currently we produce 250,000 graduates a year

# The appliance of science

In Britain's schools and universities there is a crisis in science. What exactly is the problem – and what is SHINE doing to switch today's schoolchildren on to the sciences?

insufficient science education at primary school and not enough qualified teachers, despite a proven link between teacher qualifications and pupil performance.

Something's wrong with science. Since 1982, total A level entries have increased by 18%, while students taking physics have halved in number. What's more, the decline is up to three times greater in state schools than grammar or independent schools: yet again, interested pupils from ordinary backgrounds are not receiving the same opportunities offered to their more fortunate peers.

Faced with these problems, some SHINE programmes now give children the chance to discover science for themselves. Two Serious Fun on Saturday projects give disadvantaged local primary children expertly-taught Saturday morning science workshops, while a new grant is expanding the Crest\* Investigators Programme into 15 Manchester schools. Run by the British Association for the Advancement of Science, this, too, involves regular workshops featuring practical scientific experiments. All three projects aim to excite and engage children in the sciences, in the hope that they will continue with these essential subjects as they progress through school.

The Ogden Trust promotes science teaching at schools and sponsors talented science students. Research it commissioned recently highlights

**"I did not have a spare moment to myself – the children were all talking with me, asking questions, and wanting to know how everything worked before I had even shown them what the project did! They were a wonderful group of children."**

Ray Davies, physicist and lecturer at Serious Fun on Saturdays @ Withington Girls' School

**"SHINE's science programmes address a very real need: the need to excite and engage young children and let them discover at first hand what the sciences can offer so that they can decide for themselves how far they want to pursue these subjects at school."**

Sir Peter Ogden, SHINE Patron and Founder of the Ogden Trust



## Open all hours

For children today, 'the best days of their lives' could become longer and more frequent, with more activities and supplementary classes. What does 'extended schooling' mean – and where does SHINE fit in?

In many places, schools are the largest local public resource, yet most are dark and empty for half the year. 'Extended schooling' is the government's plan to use them as a community hub, extracting added value from existing assets whose proximity and familiarity may persuade more people to take up services such as evening classes. For children, the intention is to provide new experiences and supplementary schooling that will increase their interest and achievement in the classroom.

Of course, this is old news to SHINE supporters. For years, SHINE-funded DigiSmart clubs have used bespoke educational software and skilled professional support to improve the literacy and ICT skills of failing children after school hours, while our Saturday projects date back to 2001. Now operating across London and Manchester, these are carefully structured to complement the national curriculum in core subjects, such as English, maths and science. And although they are fun, they also expand students' horizons and improve their academic performance.

Our own, hard-won experience shows that providing genuinely valuable extended learning demands careful thought, huge effort and genuine enthusiasm. Simply put, adding value involves much more than turning on the heating, unlocking the doors and pouring out some orange squash. However, if 'extended schools' can offer every child new opportunities that will deliver marked, measured and sustainable academic improvements, then we'll happily raise our beakers and cheer.

## Hug a (Tom) Hoodie

Four years ago, Tom Hood Secondary School in Waltham Forest was chosen to pilot extended services. With two in five pupils receiving free school meals, it serves a highly deprived community – also perfect for SHINE on Saturday.

"The school wasn't being used to anything like its full potential," says Radhika Bynon, who manages Tom Hood's extended services. "Now we're open 48 weeks a year, six days a week, from 7.30am until nine at night. We provide a daily breakfast club, after school clubs and holiday programmes." The school hosts adult education courses as well; "let's face it, if Iqbal's mum is going out one cold winter's evening for an ICT class, that's a good message for Iqbal too because it's reinforcing learning values in that family."

Radhika also manages SHINE on Saturday, which helps children making the tricky transition to secondary school. "We've seen some really positive outcomes," she says. "Last year's group settled in really quickly, partly because they met informally on Saturdays. They're very positive about learning, which has benefited the whole year, and some have made enormous progress academically."

"Our core objective is to help our pupils improve in English and maths and we couldn't do this without SHINE – the quality is fantastic. Last year's intake is doing unusually well; they're happy, settled and enthusiastic – SHINE is very, very good for us."

**"SHINE has given me the opportunity to try out new teaching techniques and fun science practicals... The format of SHINE means pupils participate enthusiastically and really interact while they learn."**

Teacher, SHINE on Saturday @ Tom Hood

**"I like SHINE because it lets me do things I never get to usually do."**

Marcio

**"If only every school day was like SHINE!"**

Umar

## Congratulations to:

**Pupils at SHINE on Saturday @ Holloway Secondary School in Islington who dramatically outperformed their non-SHINE classmates at English, maths and science in their Key Stage 3 tests**

**Children at SHINE on Saturday @ Brecknock Primary School in Camden: despite over half of them having some form of special educational need, after just a year, 85% had made well-above average improvements in literacy and over 1/3 made similar gains in numeracy**

**Students at Serious Fun on Saturdays @ City of London School for Girls: after just 10 sessions and a weekend course, every one of these gifted young women was working above the national standards expected for their age**

In fact, two in five were working two years above their expected level in English; over half were two years ahead in science; and almost three-quarters were two years ahead in maths. Almost all are predicted to achieve A\*-C grade GCSEs; many should get A or A\* grades

# A real PEACH

In Brixton, one new initiative offers young women the chance to receive mentoring – and much more besides. This is truly a peach of a project, jam-packed with extra juice...

Now in its 20th year, the Baytree Community Centre runs education and social programmes for disadvantaged local women and girls. Over two thirds of its students live in households receiving income support and over 90% come from families with no history of further or higher education.

In partnership with Lehman Brothers Foundation Europe, SHINE is helping Baytree develop the PEACH programme. Over the next three years, this funding will help around 200 young women improve academically by focusing on four essential ingredients: Parents, Education, Achievement and Character.

Every week, youth mentors help students identify areas where they can improve their personal development and academic achievement. But that's just the beginning. PEACH also requires parental commitment, with regular parenting workshops and detailed monthly updates, while students must attend monthly character development workshops. And because PEACH is focused on improving its students' academic performance, they attend at least two hours of supervised study support every week, plus individual tuition and group workshops in maths, literacy and science, if necessary.

The project is modelled on an initiative developed in Chicago, where latest results show that students entered college at more than double the rate of their peers. To borrow a phrase, "this is not just mentoring; this is SHINE-funded mentoring..."



**"Every day our volunteers help these young women build their confidence and raise their aspirations. What's more, through SHINE we can offer our students a solid structure of personal and educational support through which they can achieve much more at school and give themselves the future they deserve."**

Beatriz Rueda, PEACH Project Manager

## Hawa is 13 and wants to be a doctor

One year ago, Hawa was still struggling with her writing and she had a bad attitude to work and other people; as a result, she found herself in detention nearly every day.

Now enrolled in the PEACH Project, in the past year Hawa has been involved in the science club's entries to the Young Engineers/BAA Challenge and the Royal Astronomical Society's Newspaper Competition. These activities seem to have boosted her confidence; while she was once rude and cocky, now she often works much harder than the other girls.

The regular mentoring that Hawa receives through PEACH gives her the support and confidence she needs. She can now ask for help in front of others, ask questions and contribute to discussions. Although she still has a lot to do if she wants to gain the grades she needs to achieve her goal, her attitude is now improving constantly and she can look towards the future with far more optimism.



## It's a family affair

As you'd expect, we're always on the look-out for dynamic and innovative new projects to fund, particularly those with a fresh approach to apparently intractable challenges. We hope that two new projects will do just that.

Even better, both address areas that have long been key priorities for SHINE. The first is a family literacy scheme that aims to increase children's enjoyment of writing stories while also giving their parents new skills and confidence to support their child in their efforts. Families attend 12 one day workshops in which parents are taught how to tell stories and encourage writing before their children join them in the afternoon to work on projects together. Following a successful pilot, SHINE is now funding its extension into the London boroughs of Wandsworth, Lambeth and Southwark.

SHINE also has a long-standing interest in groups that are traditionally hard to reach, such as children in foster care, whose academic results lag far behind national averages. In a pilot programme, foster carers in Southwark will attend a 10 week course to teach them how to support children with reading and homework. If successful, the programme could be rolled out nationwide to give many more foster children a better chance of achieving the qualifications they need to move their own lives forward in the future.

## How money can help:

£1,000 will help put five teenagers back on track by giving them a year's personal coaching at Hanover Foundations

£5,000 will pay for five underachieving children to receive 20% extra tuition every year at a SHINE on Saturday project

Personal coaching is a multi-million pound industry, with executives spending thousands for exclusive time with a trained coach. One organisation provides a similar service to teenagers from some of London's most disadvantaged schools, achieving remarkable results – results that have sparked SHINE's interest and funding.

Every year, Hanover Foundations helps around 5,000 young people improve essential skills, such as communication, teamwork, revision skills and motivation. Whether highly gifted or completely disengaged, as their confidence increases, their performance at school invariably improves. Over 50% of participants improve their predicted GCSE results by one or more grades (compared to just 4% of their peers) and 70% go on to further education.

With help from SHINE funding, 545 teenagers are now receiving coaching sessions to help them make the most from their lessons, projects and exams, improve their attendance, behaviour and motivation and raise their aspirations.

The programme is working. One year ago, fewer than half were predicted to achieve A\*-C grades in English; in science, it was just 26%. So much for predictions: a year on, almost half achieved A\*-C grades in science and around three-quarters did so in English. With these firm foundations, we very much hope that these students will now pursue their studies to A level, and beyond.



# FIRM foundations

£10,000 will help SHINE fund a year's intensive, one-to-one literacy support for 30 children

£15,000 will give 100 disadvantaged children a term at one of SHINE's Serious Fun on Saturdays programmes

£25,000 helps 60 girls in Brixton gain a whole year's structured, focused, educational support



Billie wants to be a television journalist; she's 16 now, so recently chose where to do her A levels and arranged work experience placements at organisations including the BBC.

This represents real progress for Billie, progress that is largely due to intensive support from Hanover Foundations, where she was referred by her school because her studies were suffering as a result of extreme problems at home.

The oldest of three children in a single-parent family, Billie's neighbourhood is dominated by gangs. A neighbour was recently attacked and a local boy caught up in a shooting nearby. As her mother gets scared at nights, Billie always felt that she had to be strong for her whole family. Over time, the stress had started to make her severely depressed.

After a few sessions, Billie was coping much better. Intelligent and talented at English and drama, she realised she enjoyed being at school and working hard and was soon back on track to achieve her predicted GCSE grades. She also began to see the school counsellor regularly and this gave her added confidence and security. Her coach is now very optimistic that her natural ability will provide a positive way for her to heal the damage and pain of the past and enable her to move towards a far brighter future.



## "There was no-one left to mess around with..."

As a sixth former, Yemisi Blake received a year's coaching with Hanover. Now 20, Yemisi is in his final year at Goldsmiths, works part-time at Hanover and is an 'Emerging Artist in Residence' at the Southbank Centre.

"Until I was about 15, I hated school. By then, lots of my mates had been expelled or excluded, so there was no-one left to mess around with. I found myself in a class with lots of smart people and figured I could either muck about and look like an idiot or I could start working. Who knows? Maybe I was growing up a bit."

"I received coaching every three weeks, with every session guided by me. I realised I was crap at revising, so I learned how to set realistic goals: not saying 'I'll do biology this afternoon' but, instead, 'I'll do 10 pages'. This helped me academically but also at my Saturday job; breaking things down like that made me better at work."

"The coaching gave me confidence in myself: without it, my grades wouldn't have been as good so I wouldn't have gone to such a good college. Also, meeting somebody one-to-one who you don't know, you need skills to build a relationship. You don't realise you're gaining those skills until you look back and think 'where did I learn that?' and you see where it came from. That's how it works; there's an immediate impact but then, later on, you get to see all the other things it's helped."

## Congratulations to:

Students at SHINE on Saturday @ Hillyfield Primary School in Waltham Forest who, when tested against national standards in literacy and numeracy, outperformed their peers – in some cases, by a huge margin

Students at SHINE's NRICH programme in Tower Hamlets (run with the University of Cambridge and Lehman Brothers Foundation Europe), some of whom achieved much better GCSE maths results than their peers

# With a little extra help...

As a grant-making organisation, our project partners are central to SHINE's approach. But we also work closely with many others, building relationships that are always worthwhile and can sometimes bring about some fantastic opportunities.

At just nine years old, SHINE is still in primary school; we know there's a lot still to learn. And it's obvious that sharing best practice and past experiences helps everybody improve, so it's essential that we remain fully engaged, intellectually curious and open to new ideas.

What's more, it's a fast market out there: as a decades-old political priority, the educational landscape can quickly change. "It can be difficult to navigate around policy changes," says John Copps, an education analyst at New Philanthropy Capital, "so we always talk to experts – that's at the core of our model – and SHINE are experts in the education field."

Partnerships can also add valuable clout. SHINE was a founder sponsor of Every Child A Reader (ECAR) and now sits on its large advisory board. According to Lucy Ball at the KPMG Foundation, which launched ECAR; "Working in partnership gives you enormous credibility; it gives a sense of longevity and underscores the seriousness of your commitment. SHINE brings a level of intellectual capital; we talk with them often so, although it's small, it definitely punches above its weight."

Joint working can also lead to exciting new opportunities, as with Lehman Brothers Foundation Europe. "We are both interested in the same type of robust, high-impact projects," says Andrea Sullivan, Head of Philanthropy and Cultural Partnerships at Lehman Brothers. "We are very familiar with the due diligence process at SHINE and there is great confidence in knowing that the projects it supports will not only have quantitative outcomes, but also essential qualitative impact information."

As a result, the two organisations are now funding partners for the Baytree Centre in Brixton; "Once our analysis indicated the strength of the project and we learned that Baytree was also talking to SHINE, we immediately saw the opportunity for us to collaborate as partners and take our relationship to a new level entirely."

## "A very steep learning curve"

In January 2006, Tom ap Rhys Pryce was robbed and killed as he walked home; he was just 31 years old. Shortly afterwards, Tom's parents, his fiancée, Adele Eastman, and Linklaters, his employer, established The Tom ap Rhys Pryce Memorial Trust.

Tom's Trust funds educational and vocational projects to help disadvantaged young people achieve their potential, and tackle violent gang culture and street crime. "We wanted to establish something lasting in Tom's memory to ensure that as much good as possible comes out of this tragedy," says Adele. "When we set up the Trust we entered a whole new world – it was a very steep learning curve for us. A friend of mine kindly introduced us to SHINE, which gave us some very important and invaluable advice."

"When we realised how closely aligned our charities were, we asked SHINE for a funding proposal. Now we jointly fund a project in Southall that provides reading and family support for local refugee children and their parents, so that the children can understand more of their lessons and their parents can cope better in their new life."

"We are extremely grateful for the help SHINE has given us; we are delighted to have been able to help SHINE with its work in Southall and are keen to continue our support in the future."



Students at Springboard in London: 97% started the year unable to read as well as they should; 87% were behind in their spelling. After a year, almost four in five were exceeding their teachers' expectations

What's more, some children improved by over 63 months (or five years) in reading and by 41 months (3½ years) in spelling. Now that's impressive!

PROGRAMME TYPE	%	£
★ SHINE on Saturdays	36.5%	£2,933,256
★ Serious Fun on Saturdays	6.4%	£514,169
★ Literacy Programmes	11.8%	£947,851
★ Literacy Plus	17.2%	£1,386,778
★ Gifted Students	7.3%	£589,102
★ Big Impact Programmes	6.8%	£544,855
★ Special Focus Programmes	12.8%	£1,025,487
★ Science Programmes	1.2%	£94,211
<b>TOTALS</b>	<b>100.0%</b>	<b>£8,035,709</b>



## Counting it up – what we spend

- In 2007, SHINE committed £1,100,000 in grants
- Since August 2000, we have awarded 87 grants, worth more than £8,000,000
- These have directly helped more than 14,000 children in 470 schools across London and Manchester
- SHINE's trustees cover all operating costs, so every penny donated goes to fund current and future projects

## Handing it out – where it goes

- SHINE on Saturday programmes – providing 20% extra tuition every year
- Serious Fun on Saturday programmes – opening top private schools to local children
- Literacy Programmes – extra one-to-one support for struggling children
- Literacy Plus – combining literacy support with intensive tuition in ICT
- Gifted Students – challenging gifted and talented inner-city students
- Big Impact Programmes – partnerships that provide better literacy and numeracy tuition, after-school clubs and superb teachers
- Special Focus Programmes – targeting expert support to children in care, refugee children and children excluded from school
- Science Programmes – SHINE's newest project strand, giving children hands-on experience of scientific discovery

## Congratulations to:

Every Child A Reader, where SHINE is a founder sponsor: the government announced new funds to roll out the programme across the country – by 2010/11 it will be helping 30,000 struggling children to read properly before they leave primary school

June Sarpong, SHINE Patron, who received an MBE for her services to charity

# Behind the scenes at the museum

**“We had such a great evening and felt really proud to be able to contribute, in a small way, to the fantastic work of SHINE.”**

Thursday 8th November, 2007. After months of preparation, SHINE is about to welcome almost 500 supporters to dine amid the dinosaurs of the Natural History Museum. But with only an hour to set up, will everything be ready in time?

5.59pm: as the last tourists meander out of the museum, around 250 crew check their watches. Doors open in just one hour.

Immediately after the museum closes, tables are quickly rolled into the main hall, while a section is roped off to allow the enormous seven metre wide screen to be slowly and carefully assembled and raised.

6.15: in Waterhouse Way, banners are unfurled and checked for creases (there are plenty). A dozen plinths, each six feet high, are stripped of bubble-wrap and examined closely for marks before florists emerge from the low light of their alcove home to install the first of over 50 displays. Thirty

minutes later, the banners are being steamed, the walkway to the reception is draped in black and there's an awful lot of frantic stapling.

In the main hall, sniffer dogs move from table to table, making sure we're VIP-compliant, followed by teams laying out linen, glasses, cutlery and flowers. Pre-programmed lights are tweaked while, on screen, the animations, camera feeds and sponsors' names appear (finally!), ready to be tested for clarity, position and sound.

7.05pm: the dogs have gone, the drinks are ready and the waiters are waiting, but the stapling continues. Doors finally open, 10 minutes late (sorry).

As the evening progresses, the blood pressure recedes as the amazing lighting, fantastic food and wine, an inspiring speech, a successful auction and superb concert all work their wonder to help raise £1.2 million for SHINE. All in all, not too bad. Now, where's that drink?

DigiSmart students in London and Manchester: when they began attending these after-school workshops, 93% were underachieving in ICT and over half couldn't meet the expected standards in reading

Just two terms later, 76% had improved their ICT skills so much that they had caught up completely with their classmates

And at the end of the school year, 89% had caught up with their reading and almost half were able to read above the expected level for their age



## Yes, Prime Minister

“What a great privilege it is to be in one of the great institutions in London to celebrate a charity which itself has become a great national institution after only eight years.

“I first came across SHINE when I was looking at a project of young children learning to read. SHINE was funding a project that would encourage young children who were falling behind in reading, get mentors in, get teachers in and the results were simply fantastic.

“What's obviously central to SHINE and its success is three things. One, it's about aspiration: it's about encouraging children that they can be better than they are; that they can bridge the gap between what they are and what they have in themselves to become. It's secondly measuring success. No project is done unless you can measure whether it is successful, so it's not throwing money away; it's actually doing something that you know is working. And, of course, the third thing is innovation, because SHINE is taking up causes, persuading other people to take them up and all the time innovating with new projects. SHINE is an example of how charities are changing: they are innovative, they are pioneering, they are making a huge difference and SHINE is leading the way.

“Whether it's the Saturday schools, whether it's the gifted and talented programme or whether it's the new youth club that is being sponsored now, you've got large numbers of projects that are flourishing in this country where young children are able to realise their potential. I've got nothing but praise for everything that the projects have achieved and everything that I know – by your support for SHINE – is going to be achieved in the future.”

These are edited highlights of Gordon Brown's speech to SHINE on 8 November 2007

# Touching a chord

Nick and Pip Johnston have supported SHINE for years; here, they explain why.

“We first attended one of SHINE's Dinners about five years ago and it really touched a chord. Our eldest son was then in nursery and we were enjoying the whole process of looking at schools for him. It struck us that, for so many parents, choosing schools must be really daunting, especially if they'd had a bad time at school themselves. So we like how SHINE provides help to these children and is trying to break this cycle of bad experience.”

“Since then, we've supported SHINE as much as we can. SHINE has a wonderful philosophy – it gives these kids a bit of self-belief and that goes a long way. We particularly like the Saturday projects and how they have a different atmosphere to normal school. To get these kids turning up every Saturday in the autumn and winter; well, they must be doing something right.”

## Coming up in 2008 Part 1:

January: Dinner at Claridge's with SHINE's Chairman, Jim O'Neill, sponsored by Pi Capital  
Spring: Big Desk, Little Desk – see a SHINE project in action, first-hand



# SWAPPING SEATS FOR SHINE

'Big Desk, Little Desk' gives companies the chance to visit one of our projects, talk to those involved and see for themselves what we do.

Last spring, representatives from five major companies visited Central Foundation Girls' School in Bow, part of Serious Fun on Saturdays @ the City of London School for Girls. The project, funded with Lehman Brothers Foundation Europe, helps gifted teenage girls develop their critical thinking skills and improve their academic performance as they approach GCSEs.

Guests were given presentations by the project director and some students, who later took them around the school. One guest commented: "The girls we talked to had obviously benefitted enormously from the Serious Fun on Saturdays scheme, and were motivating in themselves." Following this success, another project visit is being planned for 2008.

## Sore feet, dry mouths



September 2007: another glorious moment in sporting history beckons. After months of training, our SHINE on Windsor team was ready. And then it all went horribly wrong...

Foot and mouth – who'd have guessed? The race cancelled, Plan B swung into action. We had the runners. They'd raised the money. We were ready. They were willing. We just needed another race. Focus switched to Borehamwood (Hertfordshire. North of London. Google it) but a race's a race: same day, same distance and we weren't too picky.

And SHINE's team proved that it took more than an agricultural upset to put them off their stride. Everybody performed magnificently, with many personal bests and the newcomers posting truly impressive times. Best of all, by day's end, thousands of pounds had been raised for SHINE.

There's probably a moral about different routes leading to the same result but, given the flexibility, good humour and determination of our runners, we'll just finish with – thank you.

## Suite dreams (are made of this)

The Locarno Suite has hosted royal birthday celebrations, international treaties and wartime cypher clerks. Last year, it welcomed Friends of SHINE – including Alastair Campbell.

It's not every day you walk the halls of diplomacy but, in May 2007, SHINE was at the Foreign Office, hosting a reception for Friends of SHINE. Nearly 100 of our most generous supporters chatted over champagne and canapés before listening to Alastair Campbell, formerly Director of Communications at 10 Downing Street.

Alastair spoke about his years at the centre of government and his legendary run-ins with the press, before praising SHINE for its quiet but essential work in London and Manchester, working to improve the life chances of disadvantaged children. He finished by thanking Friends of SHINE for their continued support – thanks that we would like to reiterate: heartfelt, sincere and completely unspun.



## Coming up in 2008 Part 2:

September: The Windsor Half-Marathon  
November: The seventh SHINE Benefit Dinner  
December: The fourth annual David Beckham Academy European Corporate Cup



**"It's a very, very good day: it's very well run, the environment is fantastic and the content is superb."**

SHINE Project Manager

A DAY OF TWO HALVES

Not only is the David Beckham Academy a generous supporter of SHINE, it also opens its doors to hundreds of SHINE on Saturday students every year for a football-focused day that stretches more than just their legs...

If you thought the kids would spend the day shooting for goal and checking their hair, you'd be wrong. On arrival, students are divided into teams and given essential football roles, such as manager, physio, nutritionist and (of course) sports journalist, undertaking important assignments that just happen to test their literacy, numeracy and science skills. Journalists create a football newspaper and the nutritionists examine healthy eating, while league tables prove how useful good maths can be.

Then it's the grown-ups' turn at the Academy's third annual European Corporate Cup. This year, the SHINE team competed valiantly and showed some impressive moves in our quest for glory. Although we didn't win, the event raised £100,000 for the projects we fund, making hundreds of disadvantaged schoolchildren the biggest winners of this superb event.

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SHINE ★

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**“SHINE’s about aspiration: it’s about encouraging children that they can be better than they are; that they can bridge the gap between what they are and what they have in themselves to become... SHINE is an example of how charities are changing: they are innovative, they are pioneering, they are making a huge difference and SHINE is leading the way.”**

Gordon Brown

**SHINE** 

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