

# Working in Partnership



WESTMINSTER ADULT EDUCATION SERVICE



# Contents



Welcome	<b>3</b>
WAES Community Team	<b>4</b>
Partnerships for Learning – how they work	<b>5</b>
Range of Work	<b>6</b>
People at WAES	<b>8–10</b>
Service Level Agreements	<b>11</b>
Equal Opportunities	<b>11</b>
Health and Safety	<b>12</b>
Nursery and Childcare Support	<b>13</b>
Support for Learners	<b>14–15</b>
Enrolment, Forms and Fees	<b>15–16</b>
Course Closure	<b>16</b>
Tutor/Student Contact with the Centre	<b>17</b>
Equipment and Storage Space	<b>18</b>
Publicity	<b>18</b>
Conflict Resolution Process	<b>19</b>
Current Partners	<b>20</b>

# Working in Partnership with Westminster Adult Education Service



# Welcome

Westminster Adult Education Service is very pleased that you are considering working in partnership with us.

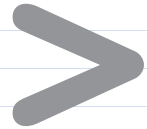
You will be joining a large and growing range of organisations who work with us to provide learning for groups across Westminster.

At WAES, we aim to work in partnership with community groups, voluntary organisations and statutory services to make sure that, in Westminster, learning is easy for everyone to reach. We work with community centres, schools, voluntary organisations, other departments of Westminster City Council, Sure Start projects, residents associations, hostels and centres for homeless people and mental health service users, churches, mosques and other faith organisations, health centres, nurseries — anyone who has a relationship with local people who may want to engage in learning.

Our community provision often provides a first step into learning, particularly for people who may have had a poor experience of education in the past, or had few opportunities to access learning. At WAES, we work with groups and individuals to encourage and support them to achieve their potential, and to encourage them to consider further progression.

Some groups and organisations have already identified what programmes they need in order to help their community. For these groups, WAES is able to provide appropriate tutors, resources and childcare in most instances. However, other organisations may also need the help of WAES in identifying the specific learning programmes they require. WAES is committed to providing learning opportunities that are specifically designed to suit a particular group.

# WAES Community Team



**Emma Bowman**  
Development Manager  
for Community Learning:  
Homelessness,  
Mental Health  
South Westminster  
Ebury Bridge Centre  
t: 020 7641 6327  
ebowman@waes.ac.uk



**Micki Garvey**  
Development Manager  
for Family Learning:  
Family Literacy & Numeracy,  
Wider Family Learning  
Amberley Road Centre  
t: 020 7641 8197  
mgarvey@waes.ac.uk



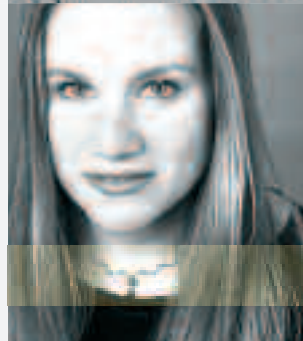
**Marcia White**  
Community Coordinator:  
Older Learners  
North Westminster  
Amberley Road Centre  
t: 020 7641 8153  
mwhite@waes.ac.uk



**Ann Tucker**  
Community Coordinator:  
South Westminster  
Ebury Bridge Centre  
t: 020 7641 7099  
atucker@waes.ac.uk



**Stuart Mould**  
Community  
Outreach Worker:  
Westminster-wide  
Amberley Road Centre  
t: 078 4129 2784  
smould@waes.ac.uk



**Samantha Vidal**  
Community Coordinator:  
North Westminster  
Amberley Road Centre  
t: 078 4129 2785  
svidal@waes.ac.uk

# Partnerships for Learning

## how they work

Most of our partnerships are built around WAES providing a tutor, and the partner organisation engaging a group of learners. Some partners already have a teacher in mind who knows the group and their needs in detail. This can often be accommodated, but we will need to interview the tutor to ensure that they are able to meet WAES quality assurance criteria. They will be expected to work as part of the WAES team and to use WAES quality assurance processes.

Because WAES has government funding to deliver learning we are able to offer a wide range of services to support learners. Details of this support is given in the following sections.

Often the partner organisation has its own premises, and these will be an appropriate and accessible place to deliver learning. If not, WAES will work with you to find suitable accommodation, and can, in some instances, pay rent for this if necessary.

# Range of Work

There are three different types of learning that WAES offers in the community:

## Community-focussed courses

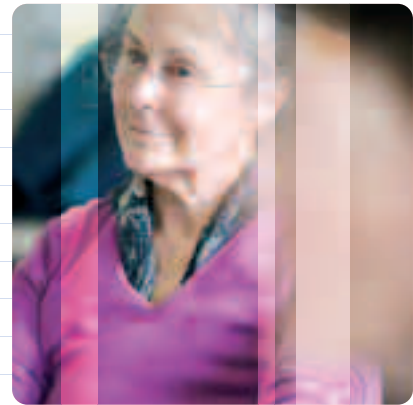
are planned in partnership with a specific group of people in mind. These courses will only be open to members of the service or centre (e.g. a course for residents at a hostel for homeless people). Sometimes, courses will be designed for a particular group but will also be publicised and offered to others (e.g. a course requested by a group of carers who meet at a toy library advertised to all users of the service).

Fees are not charged for these courses and they are not listed in the WAES prospectus. These courses are supported by Community Coordinators.

## Community-based courses

are open to members of the public (either general or a select group – such as parents), but are based at a community site to enable access for many different groups of people. Courses are planned in negotiation with staff from the community organisation to ensure the offer will appeal and be appropriate for their members/users.

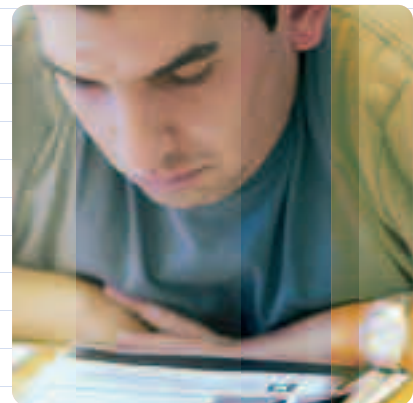
Fees are not charged, and learner recruitment is often done in partnership with the site where the course will be run. In some cases, they are publicised in the WAES prospectus. These courses are supported by Community Coordinators.



## Off-site courses

are open to the general public, who in most cases would pay a fee to attend them. Where WAES identifies a student need that we are not able to cater for in our own premises, we will consider partnership work with another organisation which has appropriate accommodation and facilities. Off-site courses operate in very much the same way as courses running at the main WAES sites.

These courses are listed in the WAES prospectus, and are not supported by Community Coordinators; instead they are managed directly by a Course Team Leader.



The following describe examples of the different types of community-based and community-focussed learning that WAES offers in partnership. This is not a comprehensive list – if you have other ideas we would be very happy to discuss them.

## Family Learning Workshops and Courses

WAES organises and delivers Family Learning courses in a number of venues in Westminster. Libraries, community organisations, museums and many schools host workshops, events and courses. Family Learning programmes are based on a wide range of informative and fun learning activities. Parents, grandparents, carers and other family members join with their children to learn something new together, or re-visit interests the family may have shared before and want to take further.

## Family Literacy and Family Numeracy

These courses can take the form of short workshops and/or longer courses designed to give parents/carers greater confidence in being involved in their children's education and, where necessary to improve their own literacy and numeracy skills. Some workshops may involve adults and children working together, while longer courses always have time for parents/carers to work with the children. The courses are free to learners. For the most part the courses take place in a school-based venue.

## Older Learners

In working with older learners, we aim to develop and improve skills for health, leisure and recreation. The Older Learners' Forum gives older learners the opportunity to voice their views and opinions about the type of courses that are of interest to them. We are currently exploring new project ideas which will empower older people to engage with their communities and ensure that their voices are heard.

## Working with Schools

WAES work closely with a number of schools offering courses for parents, carers and sometimes other members of the local community. Local schools are highly accessible community venues and are natural locations for both adults and children to learn. Courses offered include Clothes Making, Soft Furnishing, ESOL and Basic Skills.

## Mental Health Organisations

Working together with organisations who are part of the Central and North West London Mental Health NHS Trust and Westminster Mind, we offer a diverse range of course subjects to service users, such as CLAIT, yoga, literacy, batik, and customer care skills. Participation in adult education is an important factor in improving and maintaining positive mental health. Benefits include the acquisition of skills, regaining former skills, improvement in job and life prospects, and having a sense of self as learner and achiever.



## Homelessness Organisations

Creative subjects form the bulk of our provision to homeless service users, including drama, music, and art workshops. We also provide basic and life skills courses. When homeless people access learning activities, it can impact their personal confidence and opportunities for changes in their lives, and can help them to stay off the streets. We hope to increase our work in this area and expand its benefits.

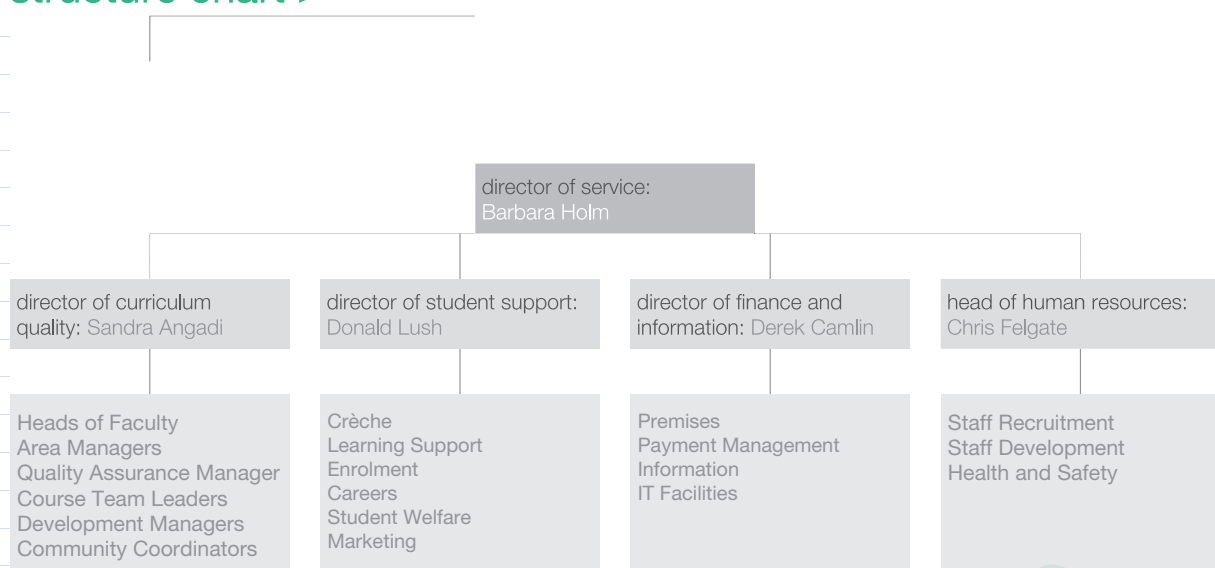
## Neighbourhoods and Voluntary & Community Organisations

WAES works with many diverse community & voluntary organisations, as well as other groups, to identify and meet learning needs in specific neighbourhoods and areas in Westminster. Under the neighbourhood renewal agenda, Church Street and South Westminster are two areas where we have strong course provision and partnership work. The provision of community-based learning, delivered in familiar local surroundings, has proved to be effective in engaging a range of disadvantaged or marginalised adults.

# People at WAES

This section aims to give you a picture of the organisation and the roles and responsibilities of the various people you may come into contact with. Remember, your first point of contact is always your Community/Family Learning Coordinator.

### waes structure chart >





## Community/Family Learning Coordinators and Development Managers

Have responsibilities for the community venues in specified areas of the borough and for specialist areas of work (e.g. older learners, homelessness, family literacy across the whole City of Westminster).

The two Development Managers also have an overview of their area of work, either community learning or family learning, and manage the other Community Coordinators along with budgets and strategic developments.

Coordinators and Development Managers' roles consist of identifying local learning needs, ensuring that the service delivery reflects these needs, encouraging effective communication and partnership between WAES and local communities. They form the link between WAES staff and students and colleagues in the community, helping to set up and develop new courses and ensuring the smooth running of courses once established.

## Tutors

The people who do the teaching!

They are selected for their subject expertise and teaching skills, and will have been well briefed on the particular aims of your group when they start to teach. They will negotiate the specific learning outcomes with the group, plan for the course and individual lessons, monitor and record the learning of individuals, and assess their progress and achievements.

## Course Team Leaders

Have responsibility for the day-to-day organisation of a cluster of courses.

They will often get involved at the planning stage of a new course and in recruiting an appropriate tutor. They will monitor enrolments and work with the Community Coordinator if there are any concerns about numbers. They have an important quality assurance role, and may visit your centre to observe a lesson or to check on the documentation that the tutor is expected to keep.

## Area Managers

Have overall responsibility for the delivery of high quality teaching and learning across a particular area of the curriculum (e.g. English for Speakers of Other Languages, Computing and Business).

If you are planning a large or innovative project, the Area Manager is likely to get involved. They also are accountable for budgets, which means that they have the final say if a course is at risk of closing due to low numbers. Course Team Leaders are managed by Area Managers, and they will keep them informed of any difficulties occurring and be advised by them.

## Academic Administrators

Support the work of Tutors, Course Team Leaders and Area Managers.

They may be involved in checking on student attendance, following up on people who were not at class, or phoning those on a waiting list. They also work on the monitoring of the documentation we have to keep: registers, enrolments and withdrawals, course files.

## Heads of Faculty

Are two Senior Managers with strategic and operational responsibility for the work of a number of Area Managers, and for cross-curricular work.

The Head of Faculty for Foundation Studies directly manages the work of the community team, and plans for the overall development of WAES community provision. The Head of Faculty for Vocational Studies has a role in developing work with employers.

## Childcare Manager

Organises crèches at community venues where needs are identified and manages the crèche workers.

She will visit the site to check on accommodation and will liaise with the Community Coordinator over the detailed planning of childcare provision.



## Learning Support Manager

Has responsibility for arranging additional learning support for any students with learning difficulties or disabilities (including specific learning difficulties such as dyslexia) or other needs that affect learning.

## Premises Manager

Will visit your centre to carry out a health and safety risk assessment and to discuss issues relating to people using your premises for learning. The suitability of a venue for learning is an important factor in the quality of the learner experience.

## Community Administrators

Visit community-based classes during their first couple of weeks or attend enrolment events.

Their job is to ensure that all learners complete an enrolment form so that they can be properly registered as students with the Service.



## Executive Board

Directors of Curriculum and Quality, Student Support, Finance and Resources and the Head of Human Resources work with the Head of Service to provide strategic leadership and direction for the Service.

The structure chart on page 8 gives an outline of the areas each of the directors has responsibility for.

# Service Level Agreements

There will be a Service Level Agreement (SLA) negotiated with you which identifies details of the service to be provided at your centre. The SLA is the formal agreement between WAES and you. It will specify exactly what has been agreed in terms of service provision at your centre.

The SLA will commence from the beginning of September (or later when a course starts mid-year) and covers the duration of that academic year. It will be reviewed and/or amended as required on an annual basis. You and your centre will be fully consulted about your SLA. Once all parties are completely satisfied you will be asked to sign the agreement binding us to its content for that academic year.

The SLA will include the following information:

- > Description of WAES Service  
This includes details of the course(s) with precise dates, times and tutor name(s)
- > Description of centre/site and facilities
- > Responsibilities of partners
- > Variation to services
- > Resolution of disagreement
- > Access to photo copying/telephone for tutors
- > Health & safety standards
- > Equal opportunities
- > Registration and enrolment procedures/fees (if appropriate)
- > Publicity arrangements
- > Planning / monitoring / evaluation

# Equal Opportunities

Promoting equality sits at the heart of all the work we do at WAES.

In particular, in seeking to work in partnership with the range of voluntary organisations, community groups and public agencies which serve the diverse communities of Westminster, we are aiming to bring educational opportunities to people who, as a result of discrimination and disadvantage, would not otherwise find it easy to access. Our work is an integral part of the City Council's strategies for neighbourhood renewal and social inclusion.

In setting up a Service Level Agreement, we would expect that generally partners will agree that each partner's Equal Opportunities Policy can be adhered to by both/all partners. In the case of community and neighbourhood groups who may not be formally constituted with their own Equal Opportunities Policy, we would expect that the group ensures they fully understand the implications of the WAES Policy and are prepared to comply with it.

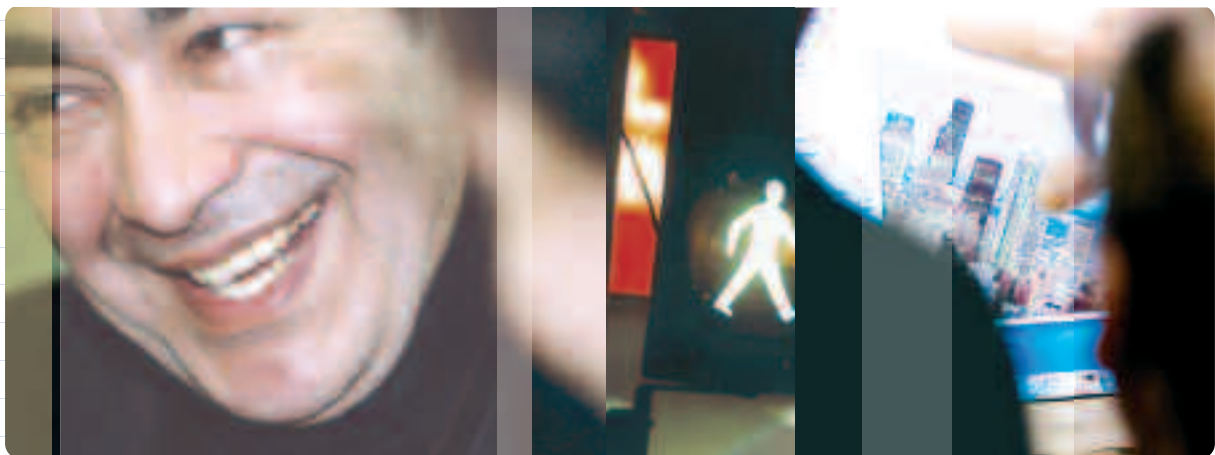
# Health and Safety

All community centres have to be checked by the WAES Premises Manager (or associated staff) prior to courses being run to ensure Health and Safety compliance. All community course venues that are used on a long-term basis are regularly checked by WAES. Tutors have a responsibility for the health and safety of the students and will ensure that all students are instructed on how to use equipment correctly including the wearing of protective clothing where necessary. The safety of electrical equipment provided by WAES is the responsibility of WAES.

WAES provides courses for a wide age range, from very young children upwards. The Community Coordinator works in partnership with the community venue to ensure that the allocated teaching space takes into account the age range of the students in terms of provision of classroom equipment such as tables and chairs of an appropriate size. All students must also have access to appropriate toilets. Under no circumstances are any adult students allowed to use children's toilets if the course is run in a school. In the case of wider family learning courses, it is also the responsibility of the parents/carers to ensure safety of their children while on the premises.

Tutors need to be informed of fire procedures and they are responsible for the students in the case of a fire evacuation. Tutors are not legally responsible for administering first aid to students. Therefore, community partners need to inform tutors of the first aid provision made by the venue. All centres that we work in have first aid boxes on site and the upkeep of the first aid provision is the responsibility of the venue.

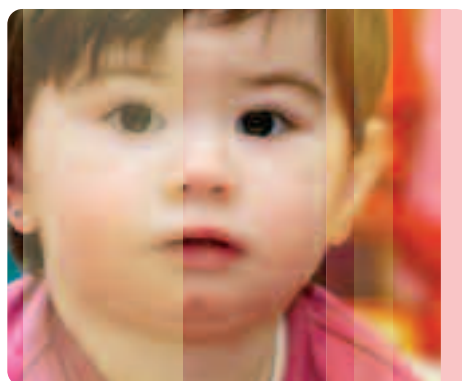
The Disability Discrimination Act, "Access to Premises" came into force in October, 2004. All reasonable and practicable arrangements need to be made to ensure that students are not denied access to classes due to a disability. WAES is undertaking a major training programme available to all tutors to raise awareness of the requirements of the Disability Discrimination Act.



# Nursery and Childcare Support

There are two main centres in WAES offering childcare to children under the age of eight, whose parents or main carers are using the college. The nurseries are registered with OFSTED, the registering body who now inspect all children's services including schools.

The college also runs off-site crèches to support classes in the community. These generally run for two hours or less and the parents/main carers are usually on the premises – these arrangements enable the Service to offer childcare in a wide range of settings within the community.



The Service has a childcare staff team of approximately 22 staff who work both within the college and out in the community. All staff members are fully trained and the college offers in-service training, as well as encouraging staff to attend relevant external courses, therefore ensuring and promoting equality of access and good quality care for all children.

## Access to Community-based Nurseries

If your group needs a crèche to support its learners, WAES will aim to provide high quality childcare within your community-based environment. Crèches are specifically set up to support classes in the community. The Community Coordinator working with your project would work closely with the Childcare Manager in the college to ensure appropriate childcare facilities are offered to support your learners.

The crèche would need its own separate room with access to a toilet where nappies can be changed and disposed of. The size of the room would depend on the number of children and their ages but all these aspects would be discussed and finalised together.

For health and safety purposes, there would always be at least two members of staff on duty at any time, but once again, numbers would be discussed with the group or project and staff would be allocated accordingly.

Equipment is provided by the college and would be selected according to the ages of the children. This means that some storage space would need to be made available and accessible so that childcare workers can set up and put away as efficiently and safely as possible.



# Support for Learners

All WAES students, wherever they are learning, are entitled to the full range of support. Services include:

## Additional Learning Support

Additional Learning Support provides support for students with specific learning difficulties and disabilities (including dyslexia) and in some cases with language, literacy, numeracy. The needs of individual learners will be assessed, and, where possible, appropriate support services will be provided. For more information, please call Kate MacDonald, Learning Support Manager, on 020 7641 8195.

## Careers and Education Advice

There are two Careers and Education Advisors working at WAES, based at the Ebury Bridge Centre (Daphne Burke) and Amberley Road (Moirá Sharpe). They are willing to meet with any learner, including students on community courses, to discuss their WAES or further education and training needs, including progression on to employment or volunteering.

Learners can make an appointment to see either of them with reception at Amberley Road (020 7641 8116) or Ebury Bridge (020 7641 7800). The advisors can also arrange meetings or advice sessions at community venues if arranged for a group; please discuss this with your Community Coordinator if there is interest or need.

## Welfare Advice

The Student Welfare Advisor, Sonia Terrelonge, provides information and advice on benefit claims, childcare, housing, legal issues, addictions, sexual health, mental health, police, paying bills, money management, immigration, college fees and more. She is based at Ebury Bridge, but works two days a week at Amberley Road.

Any WAES student, including community learners, can make an appointment to see the Advisor at either main site. Referrals can also come from any WAES staff who come into contact with a learner who may benefit from a discussion. An appointment system operates, and learners must talk to reception at Ebury Bridge (020 7641 7800) or Amberley Road (020 7641 8116) to see her. The Advisor may also be willing to meet community groups, depending on circumstances and need. Please speak to your Community Coordinator about this.



## Learning Centres

At our Amberley Road and Ebury Bridge main sites, there are Learning Centres open to all WAES students, including community learners, supporting them with whatever courses they are attending. The Centres are wheelchair accessible.

The Learning Centres have books specific to college subjects, audio visual equipment, and computers accessed on a booking system. Once a learner is registered on a course, they can find out their student number from their tutor and this will enable them to use the Learning Centre and computers. There is no charge for computer usage, but there is a fee for printing and photocopying. A Learning Support program operates at both the Amberley Road Learning Centre and the Ebury Bridge Learning Centre, including drop-ins for help with Essay Writing, Maths, English and Study Skills.



Community-based tutors can book their students in for an induction session by ringing the Learning Centre. For more information, please contact the learning centres directly on 020 7641 8161 (Amberley Road Learning Centre) or 020 7641 7856 (Ebury Bridge Learning Centre).

## Enrolment, Forms and Fees

Community-based and community-focussed learning from WAES is provided free to all learners who have “home student” status. They do not need to pay any fees. Off-site courses have the same fees as WAES courses at the main centres.

Community courses require the same sort of paperwork and form filling that our college-based courses do. In practice, this means that the individual learner has to register for the course on a form provided by WAES, and will be asked to agree an individual learning plan with their tutor. They may need initial and/or final assessment forms, in addition to course evaluation and destination forms (to note progression on to other courses or employment, etc.).

A member of WAES registration staff will visit the community course at the beginning of the term (in the first and second session) to help learners with their forms and to collect the information needed.

A learner will be asked to provide personal information on an enrolment form, and to show proof of receipt of benefit (any income-based state benefit, asylum seeker status, jobseekers allowance, disability, or working families/working tax credit), if applicable. WAES is required to collect this information for the Learning and Skills Council, who provide our funding. We appreciate that some learners are worried when we ask for proof of benefits and status, but we must ask for this information if we are to continue to be able to offer courses free of charge in our community provision.

WAES holds learner information in original, electronic and other formats. We are registered under the Data Protection Acts. Information provided by learners on enrolment forms will be passed to the Learning and Skills Council for analysis, administration and statistical and research purposes. Some information on the forms will be made available to the Department for Education and Skills (for statistical purposes), City of Westminster Council (for funding and progress), the Home Office (in connection with visas), awarding bodies (for exam registration) and other government bodies for the collection and analysis of statistics. We are also obliged to release information to the police and other law enforcement or legal agencies as part of criminal investigations or civil proceedings.

Other forms are used internally to determine the quality of teaching and of the learner's experience on the course. These will help WAES to provide a better learning experience for our students, and to plan for future provision. Assessment forms help the tutor to track a student's learning while on a course, and demonstrate progress and achievement.

Community-based tutors are provided with a course file that holds paperwork for each of their courses, which can be examined by WAES management or external inspectors for quality monitoring.

Tutors also fill in a register at the beginning of each session to monitor attendance – they send copies of the register in to an administrator at WAES. If new students join the course after the registration staff have visited, the tutor will ask them to fill in an enrolment form, and will send it in so that the students can be added to the register.

## Course Closure

In the early stages of negotiation we will discuss and agree how long the course should be. We will also agree minimum and maximum numbers of learners. Various factors are taken into account when setting the number of learners e.g. the target group of learners, space availability, funding of the course.

It should be made clear to learners that they need to attend regularly for the duration of the course. If the number of learners drops below the agreed minimum number and remains consistently low over two or more sessions, notice will be given to our partners and learners that the course will have to close. The Community Coordinator will keep in close communication with you if there is any risk of closure so that we can work together on encouraging further recruitment. If closure is unavoidable, we will normally give two weeks' notice once the course has started.

A one-day course can only be closed with at least two weeks' notice prior to the course date if enrolments are too low.

WAES will make all reasonable efforts to provide agreed courses and workshops.

# Tutor/Student Contact with the Centre

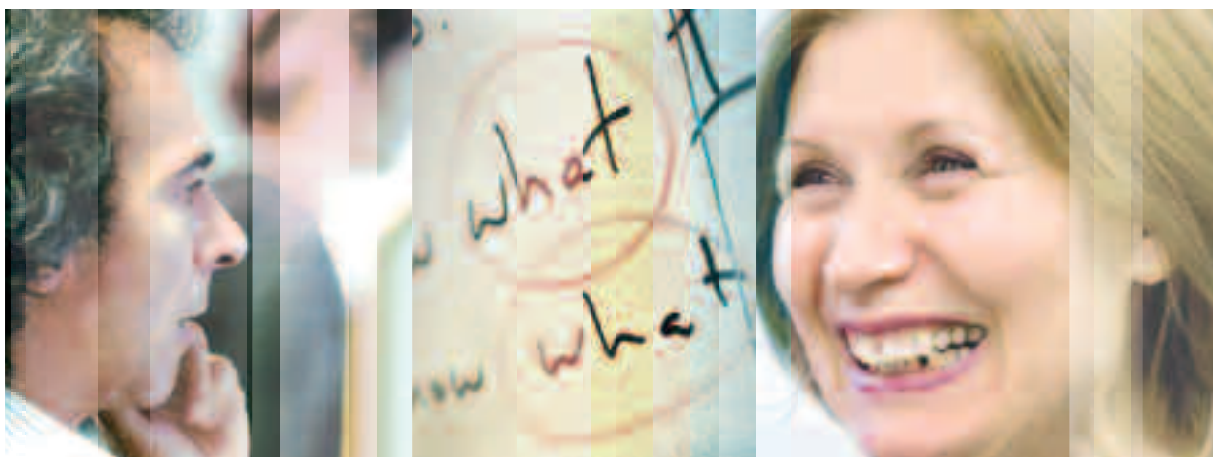
It is the responsibility of both WAES and partners to inform learners of any changes to dates of a course or any closure. It is the learners' responsibility to inform either partner organisations and/or WAES if they are unable to attend particular sessions. Tutors will also take on limited responsibility for contacting absent learners to encourage attendance.

If possible it is useful to give students a contact number that they can use if they are unable to attend a class, or will be late. Ideally they will telephone the centre, and a member of staff will pass on the message to the tutor and crèche staff before the start of the lesson or as soon as possible after receiving a call. Some centres also keep their own log of absences.

It is useful if the contact number can also be used in case of urgent messages for students, particularly as we routinely ask students to switch off their mobiles during a class. However you need to consider how any messages will be passed on.

Occasionally we may need to ask centre staff to pass on a message to the students, for example if the tutor is unavoidably delayed or is taken sick at short notice. Generally if we know in advance that a class cannot take place for any reason, we will aim to contact all the students so that they do not have a wasted journey. Of course, the Community Coordinator/Administrator will also keep you informed of what is happening.

As part of the planning process the Community Coordinator will agree with you how communications between the centre/organisation, the tutor and the students can best be managed.



# Equipment and Storage Space

Most community courses require some storage space to be provided at the venue.

The amount of space required is dictated by the sort of equipment provided by WAES to run the course. Some equipment such as laptops and IT equipment may require adequately secure storage for short periods of time. Longer term usage of sewing machines or other large items, will require space which allows for security and easy access prior to classes. Lockable cupboard space within or close to the allocated teaching space is recommended. Tutors will need to have access to the cupboards at all reasonable times. Tutors will ensure that equipment is cleared away and returned to storage after every session. Where a site care manager is available, we may occasionally ask for help to set up heavy equipment, tables and chairs etc. Tutors are expected to attend to health and safety issues which may arise from the use of equipment, materials and resources.

## Publicity

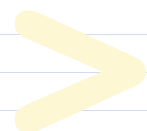
The main types of publicity produced include the termly WAES prospectus, the WAES website and fliers/posters produced for specific courses/venues.

Your Community Coordinator will discuss with you appropriate marketing for your course, and will organise production if necessary.

Some organisations do not want publicity, because the course will be limited to particular clients/members – as long as this does not contravene our equal opportunities policy, this is fine, but needs to be agreed in the Service Level Agreement.

Groups and organisations often produce their own publicity materials, perhaps because they wish to advertise their complete range of services rather than separately publicising different aspects. Any publicity that features WAES provision must be agreed with us via your Community Coordinator. We would expect it to credit WAES working in partnership to provide learning and to include the WAES logo.

We welcome invitations to attend events that will attract prospective students. We have a portable display stand and can staff a stall, giving information and advice or running taster sessions. Speak to your Community Coordinator if you have any ideas for marketing and publicising your course.



# Conflict Resolution Process

We hope that there will be no problems in working in partnership with your organisation; however we recognise that sometimes there are difficulties and that if these are not speedily resolved they can endanger our relationships.

For this reason, we have a three stage conflict resolution process:

- 1 Initially, always discuss any difficulties or queries with your named Community Coordinator, who will do his/her best to resolve problems.
- 2 If the problem or conflict cannot be resolved informally, either you or the Community Coordinator can raise it formally with the Head of Faculty for Foundation Studies. He/she will either arrange for an investigation (usually by the Area Manager responsible for your work) or will convene a meeting of those involved to discuss ways forward. The outcome will be a proposed solution or an action plan for change.
- 3 Timescales:
  - > Head of Faculty acknowledges receipt of written description of conflict/problem, letting partner and Community Coordinator know how it will be dealt with within 5 working days of receipt
  - > Conflict/problem investigated/meeting held within 10 working days of acknowledgment
  - > Resolution/action plan sent to all involved within 3 working days of investigation report/meeting

If you have a complaint about the operation of the conflict resolution process you should address it to the Head of Service.



# Current Partners

---

This is not a fully comprehensive list and is subject to change.



Abbey Community Centre  
Age Concern Westminster  
All Souls Club House  
A Movable Feast  
Birthday Bakers  
Cabinet War Rooms  
Christ Church Bentinck CE Primary School  
Chinese Community Centre  
Church Army Women's Day Centre  
Churchill Gardens Housing Estate  
Covent Garden Day Centre  
Dorothy Gardner Centre  
Edward Wilson School  
English National Opera  
Essendine Primary School  
Firststep.com  
Fourth Feathers Youth and Community Centre  
Gateway Primary School  
George Eliot Infants School  
Grosvenor and Regency Estate  
Hallfield Infant School  
Hallfield Junior School  
Leonora Day Centre  
Lisson Grove Health Centre  
Look Ahead Housing and Care  
Maida Vale Library  
Marlborough Family Services  
Mary Paterson Nursery School  
Migrants Resource Centre  
Open Age Project  
Paddington Arts  
Paddington Green Primary School  
Paterson Day Hospital  
Photoworks  
Pickering House Community Hall  
Portman Early Childhood Centre  
Portugal Prints  
Pullen Day Care Centre  
Pursuing Independent Paths  
Queens Park Primary School  
Queens Park New Media Centre  
Salvation Army – Rochester Row  
Soho Family Centre  
South Westminster Day Services  
St Augustine's Primary School  
St Clement's Danes Primary School  
St Edward's Roman Catholic Primary School  
St George's Roman Catholic Primary School  
St Joseph's Primary School  
St Luke's Church of England Primary School  
St Peter's Primary School  
St Margaret's Drop-in Centre  
St Mary Magdalene's Primary School  
St Marylebone High School  
St Mary of the Angels  
St Stephen's Church  
St Stephen's Primary School  
Sure Start Church Street  
The Avenues Youth Project  
The Connection at St Martins  
The Terrace Day Centre  
Threshold Housing and Support  
Voluntary Action Westminster  
Westbourne Park Family Centre  
West End Day Services  
Westminster Libraries  
Wilberforce School  
Workshop and Company

