

Southwark Schools

Scrutiny in a Day

Report of the Education and Children's Services Scrutiny
Sub-committee

April 2017

Contents

Page

| | | |
|----------|---|-----------|
| 1 | Executive summary and list of recommendations | 3 |
| 2 | Lunch session: Channel 4 documentary ‘Will Britain Ever Have a Black Prime Minister’ featuring Globe Academy | 4 |
| 3 | Session One: What are the governance arrangements for Southwark schools and what role do parents play? | 5 |
| 4 | Session Two: How do we secure great outcomes for all our young people post 16? | 10 |
| 5 | Session Three: School Funding | 16 |
| 6 | Report contributors | 18 |

Executive Summary

On 9 March 2017 Southwark Council's Education and Children's Services Scrutiny Committee held a Schools Scrutiny in a Day at the ARK Globe Academy, Harper Road, London, SE1 6AG. The aim of the day was to take scrutiny out of the Town Hall and into a local school along with teachers; head teachers; parents; lead members for children's services and jobs and skills; local businesses; representatives from the voluntary sector and young people, including the Southwark Apprentice of the Year.

Change has been a major feature of school policy over the past few years and judging by the proposals in the recent 'Schools that Work for Everyone' consultation that trend is set to continue. It is in this context that the School Scrutiny in a Day shone the spotlight on the issues that matter most to our residents: School Governance, ensuring we secure great outcomes for all our young people post 16, and that we have enough resources for our local schools.

This report contains both a written record of the discussion and links to videos made on the day of each session. There is also a comprehensive summary of all the recommendations from the day. These include:

School governance

The schools' governance session highlighted the important role of governors, and parent governors in particular, in setting the ethos of the school. To do that effectively training is necessary and we have asked our school governance team to redouble their efforts in promoting this.

Great outcomes for post 16 pupils

Our session on securing great outcomes for all young people post 16 highlighted that there is some great work being done by the council, schools, businesses, universities and the voluntary sector in providing apprenticeships, employment support and brokering work experience, however there is a lack of coordination and communication. Much more needs to be done to bring this together so that young people can make the most of the opportunities.

School funding

The proposed reduction to the funding of schools in Southwark was the focus of the final session. The local campaign to prevent this has been growing, and the recommendations focus on enabling more parents to effectively respond to the consultation and recommends that the council reach out to the wider business community to engage them, who will also be affected. The results of the 'Fair funding' consultation is expected in July 2017. The council must be ready to continue its work with schools, parents and businesses to mount a lobbying programme to protect local schools from the proposed cuts.

The Scrutiny in a Day report recommendations are set out below in full. The report will be sent to the council cabinet, local schools and attendees. Although only the council has an obligation to formally consider the recommendations, we believe the content will resonate beyond this. We believe that by taking this scrutiny from the Town Hall and placing it in the local community we have built consensus that will influence future policy and the development of constructive partnerships, which will be crucial to effect change on the themes chosen.

School governance & parental involvement

- 1 Promote transparency on school governance by working with every Southwark school to ensure that it publicises the governance structure; provides the names of members of the local governing body and academy trustees; provides the link to the Declaration of Interests and promotes the election of parent governors widely.
- 2 Promote the school governors training to all schools and governors.
- 3 Review school governors training on Exclusions to ensure that all governors know what good practice looks like.

Securing great outcomes for all our young people post 16

- 4 Develop a 'supporting people' quality standard for local businesses that provide work experience, mentoring and employment support, to demonstrate appreciation and promote involvement; link this to demonstrating social value in the procurement process.
- 5 Work on better coordination and communication with schools on the post 16 training, employment and apprenticeship programme, making sure that schools are aware of the support available for children in need/ NEETS, and the pathways available for young people not pursuing university post 16.
- 6 Work with schools, the business community and colleges to ensure that young people have a broad range of work experience taster opportunities that dovetail with the school work experience programmes, to enable young people to choose their career path and develop work social skills.
- 7 Bring together school leaders with the council to: a) contribute to the development of the emerging post 16 offer (especially higher and degree level apprenticeships) with LSBU and b) explore potentially commissioning better pathway support post 16, including careers advice and guidance.
- 8 Promote the benefits of the apprenticeship levy to business and look at how this can fit in with the supply chain.
- 9 Integrate specific training with employment support providers on the needs of Care Leavers, and other young people in need.

School Funding

- 10 Make technical information available to enable parents to fill out the School Funding consultation form.
- 11 Brief local schools that the council is promoting Federations for mutual support, where suitable.
- 12 Raise the potential impact of school funding cuts with the broader local community, and particularly the potential adverse direct and indirect impacts on local businesses.

Lunch session featuring the Channel 4 documentary ‘Will Britain Ever Have a Black Prime Minister?’ linking to the second question: how do we secure great outcomes for all our children & young people post 16?

Video link : <http://bambuser.com/v/6661558>

Over lunch **Matt Jones, Principal at Ark Globe Academy**, introduced an excerpt from the documentary, which featured Globe school, and examined the differences in life chances between black and white children in 21st century Britain, focusing on how education can promote social mobility for communities and children that are historically less advantaged.

In Matt Jones’s introduction he spoke about the importance of education and that the school’s mission is to prepare children for university and to be leaders in the community. His conviction was that aspiration and achievement ought not to be determined by postcode. He had been invited by Channel 4 to contribute to a film focused on the first black prime minister, however he considered that the factor that most held back black young people was the proximity to poverty: 40% of black Caribbean / Black African young people are born into relative poverty, compared to 20% of white young people. He shared his conviction that aspiration and achievement ought not to be determined by postcode, and invited people to view the film partly through the lens of race, but particularly in terms of poverty and proximity to resources.

The film highlighted the socio economic deprivation that many young people are dealing with, and the lower levels of both achievement and aspiration. Black young people start out their school career at a lower educational level, with Caribbean children further dipping as they get older, however at 14 achievement rises, and at 16 another increase takes place with Black African pupils surpassing white pupils at GCSE. There is evidence that this is in part down to external examiners marking papers impartially, and that racial stereotypes in school can hold black pupils back.

Another segment dealt with confidence and developing interviewing skills and the social skills that young people will need in the work context.

The Principal said that whatever the perceived prejudices of teachers the film identified, the most important factor was that academic achievement matters and that black children, as well as white working class children, are under-achieving. He also emphasised the importance of developing the social skills expected in different, and unfamiliar, cultural contexts, in particular Russell Group universities and the particular social skills needed in order to network and build professional relationships effectively. The school teaches these explicitly. The other thing that school helps develop is the networks needed in order to provide young people with the opportunities to experience a range of work environments, including prestigious law and accountancy firms, politics and charities. This work is focused on developing the social and cultural capital young people will need in order to be comfortable in a variety of contexts, including the most aspirational contexts.

Session One: What are the governance arrangements for Southwark schools and what role do parents play?

Video link: <http://bambuser.com/v/6661558>

Introduction: The fast changing landscape of education has meant considerable uncertainty amongst local residents about what the future for schools – and the pupils, staff, parents and governors within them – will hold. There are now a number of different schools structures: maintained, academy & free school, and recent proposals to change the role of parent governors. This complexity can be confusing. This scrutiny session concentrated on bringing clarity to the governance arrangements for Southwark schools and examined the role of the school governing boards, parents and local authority governors in making sure that the schools work in the interests of all pupils, in order to amplify best practice and make it easier for parents to get involved.

Tom Crisp, Senior Lawyer - Governance, provided a paper and presentation on the governance structure of different school models: maintained, academy and free. The paper can be found here: <http://moderngov.southwark.gov.uk/ieListDocuments.aspx?CId=380&MId=5552&Ver=4>

John Finch, Head of Governor Services provided a paper and presentation on how to become a school governor: opportunities, training, roles and responsibilities, with an appendix from the National Governors' Association (NGA). The papers can be located here: <http://moderngov.southwark.gov.uk/ieListDocuments.aspx?CId=380&MId=5552&Ver=4>

John Fowler, LGiU, provided an update on the government's evolving position on governance and the role of parents. He opened by referring to the white paper, 'Education Excellence Everywhere', which was published this time last year. This set out the government's intention that by 2022 all schools would be academies, which caused uproar, particularly in Tory shires, possibly as it would see the end of small rural schools. Another paragraph talked about governors and the type of governors needed. There has been a long running debate on whether governors ought to be there as representatives of various constituencies or because they have the skills to govern a school and run a complex organisation. The paper discussed this and went on to say the government no longer intended to make it mandatory for academies to have two parent governors on the local governor bodies. This caused further uproar, with critics referring to the commitment given when academies were legislated for that there would be two parent governors. He added that following the publication of the white paper the government appears to have retreated from this position. When the new education minister, Justine Greening, went to an education select committee in the autumn she spoke about the important role of parent governors, and parental investment in schools.

The government handbook on governance, recently published, has 40 pages on the skills needed to be a governor; however the current composition remains in place, including the role of parent governors. He noted that one local large academy chain a website does publicise the role of governors, but not specifically the role of parent governors. He spoke about his experience with the variation in the quality of governors, and also the impartiality needed to negotiate matters such as salaries - this could be more challenging for parent governors at their own school.

The chair opened up the session for a discussion with the panel, and invited questions. The first question from an audience member queried the different governance arrangements for maintained

and academies/ free schools. Officers explained that there are looser governance requirements for academies, and that there was no local authority governor. Recruitment of headteachers in maintained schools is done by governors, in academies it is by the company directors. The council offers training to all governors – whatever the school status. The importance and value of governor training was highlighted by the officers and endorsed by parent governors present.

There was a comment that in Southwark all secondary schools are academies (or church schools run by local diocese), and a query as to how many school do buy in governances service offered by the council. John Finch, Head of Governance, said about 70 % of Southwark schools buy into the training and governance service, which includes clerking support, off the shelf policies for adaptation, and training in HR. He was then asked how the other 30% of schools access governance training, and he responded that diocese schools will offer in house training.

The panel was then asked what can be done to ensure the impartiality in the election of governors, to ensure it is open to all and that the headteachers or the academy does not unduly influence the result. Officers explained that elections are open to all parents, and there is a requirement to publicise this- for example an expectation of notices in the school newsletter and on noticeboards. A further query asked about the other types of governors on academy boards. The questioner highlighted that a local secondary academy chain trustees are known to have the sponsor's family members on the board. Officers clarified that while parent governors and teachers are elected, other governors are appointed by the overarching academy trust. These trustees appoint governors to the local school. This means that more than one person will make the appointment, but it is not via election. The panel said there is nothing that can be done about opening up the appointment process, but it is possible to view a 'Register of Interests ', which contains a requirement to notify relationships and also to disclose if a trustee is a school trustee or governor of another school. However, John Fowler clarified that EduBase only has a Register of Interests for academy trust members, not local governing bodies members, and so the information being asked about is hard to find. He said at one point minutes of governor meetings were being published by some academy chains, and so it was possible to identify who the governors were, however it is likely that this openness is receding. Tom Crisp, Senior Lawyer said that schools are subject to FOI; however there is lesser requirement for academies than maintained schools, though they are obliged to respond to requests for information. This does give a level of transparency. John Finch said that academies are required to publish online their governance structure and who the governors are. The chair indicated that scrutiny could test who is abiding by this.

A committee member asked how the council addressed working with academies on issues that schools found difficult and could be reluctant to address openly because of reputational concerns. He gave the example of tackling knife crime and how discussion this might conflict with schools seeking to promote an aspirational ethos. Schools may focus on raising culture capital rather than looking at difficult issues. Officers said that the most important avenue for tackling these issues was by fostering good relationships; particularly as there are limited powers for the Local Authority to intervene, and those powers are limited mainly to maintained schools. The Director of Education, Nina Dohel, confirmed that the statutory powers are extremely limited and influence is primarily through developing relationships with teachers and governors, and taking the longer view about what is best for young people and the community.

Exclusions and the role of governors were raised by a committee member, and the tendency for the exclusion panels to rubber stamp the headteacher's recommendations. He said that in his experience as a governor 9/10 times the recommendation of the headteachers was followed, even when the governors had concerns about the circumstances or questions about the extent the school had offered enough support. He asked if there was legal guidance that governors were obliged to follow. Tom Crisp said that governors now have limited powers to reinstate exclusions by the head. After a permanent exclusion a parent can make representations to the governing body. The governing body can make a decision requiring the head to reinstate the pupil, but in practice this rarely happens. If the pupil is not reinstated, the parents can then ask for a review of that decision to be heard by an independent panel. This panel cannot direct the pupil be reinstated – their role is in effect limited to reviewing how the governing body went about its decision. They can uphold the governors' decision, recommend that they look at it again, or (in cases where they think the decision was unreasonably or procedurally unfair, quash the decision, and ask the governing body to look at the case again.)

John Fowler said that formerly there was also an appeals process but other than a judicial review, perhaps on the grounds of disability or other discrimination, there is no appeals system now. For academies there is recourse to take the matter to the academy trustees, and for the maintained school there is still the governing body. John Finch said that in the maintained sector the Local Authority Head of Exclusions is required to be invited to the exclusions meeting, so they can give advice on the case, and what other schools might do. The clerk can advise on the right process to be followed. Tom Crisp advised that there is clear statutory guidance on the processes to be followed for exclusions.

An audience member commented that there is a trend for schools to be operated like businesses, with large salaries and performance related pay. She asked if there anything to stop this unhealthy ethos developing? John Fowler said that in addressing this there is a distinction to be made between the maintained and academy sector. In the maintained sector staff need to be paid in accordance with national pay and conditions, however there was the local instance of a school federation head being paid a 'telephone figure' salary. This was awarded by the governors over and above the pay scale. The rationale was that the head was managing a number of schools. On performance related pay, good practice is that teachers would be clear about what outcomes pay awards were linked to and that there was proper process to earn any salary increase. The Education Director said this goes back to the role of the governors. In recent times there has been a questioning of the need for this role and even if schools actually need trustees and governors, but the rationale of having them is that having a broad range of governors inputting into the school allows an ethos and culture to be developed. Although there is guidance on pay and exclusions, there is still a huge range of scope for influence and variation. The governance group set the values that shape the decisions on matters such as exclusion and pay. If we do not have governors than it raises the question of who would do that and what would be the accountability mechanism.

An audience member asked who holds the governing body to account. John Finch responded that governors conduct a self audit, and also for maintained sector the Local Authority can step in and advise on issues on the governance composition, policies etc. OFSTED also has role.

Surrey Square parent governors: Simona Tottoli and Frances Edegbe provided a talk. They said that Surrey Square believes that children can achieve personal excellence through the teaching and modelling of values and skills. The school has 7 values – Responsibility, Respect, Enjoyment, Community, Perseverance, Compassion and Excellence - drive that shape every aspect of school life, and have taken the place of school 'rules' . These values are also reflected in the school engagement with the parents/ carers.

Surrey Square School manage to reach a wide range of parents/carers with a consistent approach. Parents know that the doors are always open and there is a non judgemental environment. The school understands that interaction with parents/carers will help to increase the children's learning. Parents/carers are not just recipients but active partners . The school believes in the importance of acknowledging the parents/carers efforts.

The school shows their commitment to support the parents/carers by investing in a pastoral post who help and signpost with housing issues, safeguarding, domestic violence, emigration issues, debts or just simply give advice. The school also runs a Positive Parenting course. This links to the school value of responsibility.

Training for parents/carers includes:

1. Teachers run workshops on different topics to help the parents/carers/carers to support the children with their learning/homework; these workshops are run at different times during the day, to make it more accessible.
2. The school offer the opportunity for parents/carers/carers to do work experience at the school
3. They facilitate and run ESOL classes

This links to the school value of excellence .

The school run cafe mornings for Spanish speakers' parents/carers, also for parents/carers of children with special needs, and run a mums exercise class during school hours. The school also provide a lending service for bilingual books for most of the languages spoken in the school. There are community nights which usually start with a motivational guest speaker and conclude with all of the families having dinner together, sharing food from different cultures. This links to the school value of community.

The school give some financial help i.e. if a family has more then one child that would like to attend one of the extra curriculum activities the school give sibling discounts. The school is aware of some families that are struggling and not been able to receive any benefits, so the dinner ladies prepare some take away food to be given to those families at the end of the day and some parents/carers also attend magic breakfast in the morning so are able to eat breakfast. This links to the school value of compassion.

The school employ a person from CAMHS (Child and Adolescent Mental Health) who supports some of the families in school and at home, and they also invest in Place to Be (a leading children's mental health charity). This links to the school value of respect.

The school have a parents/carers open mornings, which will include:

1. a workshop with all the parents/carers,
2. about an hour while parents/carers can seat and watch their children teacher teaching to the class
3. Feedback session on what is really important, in order to implement the suggestions given.

Last year a group of parents/carers recorded a Respect music video that can be seen on the website, of which the kids are really proud. This links to the school value of enjoyment.

Parents/carers can communicate with the school in lots of different ways: in person, on the phone, via email, texts, they also receive communication via ParentMail. Messages around the school are also available in other languages which shows that the school understand that one size does not fit all. This links to the school value of perseverance.

Following the presentation a Surrey Square film was shown:

<https://videocentralhd.lgfl.org.uk/Play.aspx?id=txKXKVRahEU5V9>

Attendees were invited to leave comments & questions and one was received from Will Carter, Southwark scholar, currently at Bristol University: *Do you feel that the recent statistics regarding the tendency for children with high income families to get there first choice of secondary schools highlights a new economic and social divide in Southwark. Especially as this often parallels race and ethnicity. And so I want to know what you are doing to protect the educational opportunities of people from low income/ethnic minority backgrounds?*

Recommendations:

- 1 Promote transparency on school governance by working with every Southwark schools to ensure that it publicises the governance structure; provides the names of members of the local governing body and academy trustees; provides the link to the Declaration of Interest, and promotes the election of parent governors widely.
- 2 Promote the school governors training to all schools and governors.
- 3 Review school governors training on Exclusions to ensure that all governors know what good practice looks like.

Session Two: How do we secure great outcomes for all our young people post 16?

Video link: <http://bambuser.com/v/6661576>

Introduction Most of our young people do well at exams with 75.5% of pupils in secondary schools achieving 5 good GCSE at A*C, but what more can we do to ensure there is a good post 16 offer, for 100 % of young people? How can we be sure that all our children are reaching their potential? How can the local community, voluntary services, colleges and business help support pupils in school as well as getting the post 16 offer right? Young people, educators, the council and business leaders have all identified the importance of really good work experience, excellent training, and high quality apprenticeships. The session set out to explore how post 16 support can be improved by working together , and to scrutinise the progress the council has made in delivering our promise to provide education, training or jobs for all school leavers, and to increase the quantity and quality of apprenticeships.

Cllr Mills, Cabinet Member for Children and School spoke about the great success story for Southwark schools: this includes 48% of children on Free School Meals achieving 5 GCSE and on Attainment 8 Southwark have achieved significantly higher than comparators. The council also have a good post 16 story to tell: most 16 - 18 year olds are achieving A levels and 94 % are in education training and employment. Most ethnic groups are outperforming other similar local boroughs, though Southwark is behind for white pupils and Chinese. In terms of progress after school, Southwark also have more people progressing well. Southwark is a high skill and high achieving borough. The council has strong business links through the business alliance, which is offering opportunities for our young people. Over 1000 work related opportunities were brokered last year. The council have a one million pound youth fund that particularly looks at education and employment opportunities, including some excellent employment support. NEET figures are low, but the cabinet lead said that there is more can we do. The council have agreed new career programs to work with those young people. One of the biggest challenges is that the local Further Education provider; Lewisham Southwark College, is weak , so for young people seeking to pursue vocational opportunities there is not a good enough offer .The careers service is variable - though some schools are probably doing this very well.

Cllr Johnson Situ, Cabinet Member for Business, Culture and Social Regeneration said a big part of a good post 16 offer is looking at the world of work and the opportunities offered by apprenticeships, work experience and vocational training. That is a key area that the local economy team and business forum work on. The borough recognises the importance of good apprenticeships and increasing employment opportunities. The council aim to support 5000 residents into employment, many of whom will be young. This includes a strand supporting young people into part time employment, which is often right for young people studying, and St Giles deliver this. The council also fund the SEEDS program that guarantees training, mentoring and support. They also offer pre-apprenticeship support, which concentrates on developing soft skills. The council's ambition is to create 2000 apprenticeships, and have delivered 900 of these - this is outperforming other local boroughs, who are coming to the council for advice. The council have developed an apprenticeship standard - which includes the London Living Wage, mentoring, training and support. Against our target of helping 5000 people into employment the cabinet lead said that the council

have achieved 3700. The council have also set up a business support space. The cabinet lead ended by saying that challenges include ensuring the vocational offer meets our needs.

The chair invited questions and the panel was asked about support for young people in need, because of youth offending, disabilities, or they are care leavers. The cabinet members responded that we have a very good support service. This was recently inspected, and was found to be doing a good job. We are looking to see if we do need a more specialised support service for care leavers; we now have group, facilitated by a council officer, looking at employment support for care leavers and other children in need¹ An issue to explore is do we support care leavers within our broader support or do we commission more specialised services. Scrutiny has raised improving tracking care leavers, and that our programmes like SEEDS have the capacity to support care leavers. SEEDS have had a learning process, with employers now understanding better the type of young people and the support needed.

Matt Jones was asked how he marries the talk about apprenticeships and training with the Globe statement about preparing young people for university. He contrasted the implicit assumption of private schools that their children will go to university, with the experience of many local young people, where only 15% people in the local ward go to university, whereas it is 40% nationally. The school therefore make the expectation of preparing for university explicit to Globe pupils, because it is not implicit in many of the pupils' communities. He also spoke about how this relates to lifelong learning and higher level qualifications, that meet or exceed this bar, but preparing for university is a pithy way of encapsulating the concept of preparation for higher learning, and ensuring young people feel university is a choice they can make.

Matt Jones Principal, Ark Globe Academy and Chair of SASH secondary school head opened his talk by agreeing that Southwark schools do well. He pointed out most are academies; either standalone or part of Multi Academy Trusts or diocese schools, rather than maintained by the council. However he emphasised the strong Southwark identity in the SASH network of secondary heads that he chairs. There is a feeling amongst SASH schools that for a proportion of post 16 the provision is not meeting their needs. Through the panel presentations he now realises that actually there is a whole lot going on, but he was not aware of this. The panel discussion has demonstrated a high level of commitment. He would welcome a further discussion on commissioning; someone coming to the school and asking what Globe is seeking for its young people, and most of all he would like to see better communication of what is on offer, and lastly a better focus on coordination. He said that although he is a secondary head he did not know how to access the provision outlined, and it was concerning. The perceived lack of provision amongst secondary heads had provoked the request for this session. Specifically he asked if there is a one stop or two step process, for those young people who are not achieving the grades to go to university, or have needs such as NEET, or are young offenders etc., or just want to pursue a vocational career path. In each year group we can identify about 10 young people who need opportunities to see that they are valuable and could make a contribution in the world of work. These young people often feel isolated - they recognise that university is not for them, but they need to access other opportunities, with the wrap around care they need. Yesterday the Globe was featured in The Guardian for its work brokering

¹ Southwark also has Southwark Education Business Alliance, which brings together schools, businesses and community organisations across Southwark

apprenticeships, which he is proud of, however it would be much easier to do this with the knowledge of the opportunities that council provides, which he has heard about today for the very first time.

Eleanor Wright , Community Executive, British Land , and Southwark Business Forum

representative, explained that she is a member of the Business Alliance , and the Career Ready cluster - which is focused on providing and mentoring young people in work placements. These have come about largely through British Land's relationships with local schools in Canada Water, where they are major developers. She has gone out to businesses to get them involved. She praised the Southwark Apprenticeship Standard, and suggested another standard might be a 'supporting standard' for businesses who offer work opportunities, get involved in the InSpire programme and in other ways support people in employment. Business often would welcome some kind of formal sign of appreciation, and this would encourage others to follow in their steps.

The chair invited comments and there was a discussion about using the procurement process and obligations for social value in the supply chain. Cllr Mills said this already includes offering apprenticeships and Danny Edwards, Local Economy Strategy and partnerships manager, said that there is currently a new procurement framework to improve this. Companies not offering social value will not score well enough to tender in the procurement process. The panel said there was scope to develop this further. Cabinet members welcomed the idea of an additional supporting standard for business offering employment support and work placement opportunities.

Matt Jones emphasised talking to school leaders & specialised teachers who are responsible for careers advice, prior to commissioning. His school offer a work experience programme and he would like an offer that dovetails with this. Eleanor suggested a shopping list approach whereby businesses can offer a range of things and choose the appropriate level and commitment. Businesses also need assistance in understanding more about 16 and 17 year olds; a practical thing might be a list of tasks that a young person would be able to do, and building in feedback loops. The cabinet lead pointed out that it does cost to run the Education Business Alliance, and with both council and school budgets under pressure, she raised the issue of business contributing to the costs, such as travel or paying for time.

Denrick Elliott, team leader, GROW, St Giles Trust spoke about GROW which offers support around training, employment and studying, and assisting young people with managing their lives - particularly debt management .

One big issue is career identification - young people can struggle to identify what they want to do, incur debt studying, and then discover it is not the right path. He recommended more quality career guidance.

He agreed with Matt that training in appropriate conduct for work environments, which the young people are unfamiliar with is crucial, and this can be a major problem. GROW has a relationship with PWC, where the young people visit to do interview workshops and work experience. Some young people realise the behaviour expected, but others can often react to that environment by withdrawing into a shell, or acting in ways that are totally inappropriate for the context. He recommended increasing the range of opportunities for work experience. He suggested 4 separate weeks spread over a longer period would be better, particularly for those young people who need to

develop the right social skills, and reflect between placements. Also young people need to get a variety of experiences so they understand what they do, and do not like, in order to understand what they want to do.

His work involves advocacy and work with young people to understand how to apply for work- CVs, cover letters, making online applications. Many of the young people who struggled in school are often finding things difficult. The advice to take a level one functional course does not provide a pathway. Young people need to understand that they can still achieve great things, and even if they did not get the right qualification at 16, and that at this young age they can still recover within one year, and go to university at 19 or 21. Others find routes to work via apprenticeships, which can work very well if it is the right apprenticeship. The crucial issue is finding out what young people want to do, and that takes young people getting out and about, experiencing different work environments.

The project works with care leavers from Talfourd Place. This cohort does need specific help; there is often a lot of anger. Care leavers even past 21 often have social and care needs that still need addressing. Care leaver can certainly achieve well, but are statistically over represented in offending etc, and are more at risk of not reaching their potential.

Apprentice, Suley Muhidin, Southwark Council Apprentice of the year 2015 / Communities

Projects Officer (Projects and Young People) said the apprenticeship he undertook prepared him for work. He had gone through university, however there is a difference between knowledge and experience and the council apprenticeship scheme gave him time to build up experience and apply his knowledge. Having a wide of variety of work placement is good for young people to explore what they want to pursue and for young people to understand where they can add value. There are challenges around education, what is on offer, and also the mentality of your people and the culture. One of the things in the council and the Globe are trying to do is develop leaders. One forum for this is the Youth Council. Leadership is not for everybody, but having youth council representative means people do have access to influence.

Cllr Mills commented that the present curriculum has shortfall in application. She asked about the Globe' careers advisor service. Matt Jones said that Globe has a careers advisor in position, and the school also has access to a careers network. Matt Jones suggested that the council acted as the commissioning body for this kind of service, which is focused on where young people are located (in schools) and where teachers can be upskilled by outside bodies coming in , such as the people here, to explain where the opportunities are. Services for young people at risk of NEET need to access and hook young people in while at still at school.

Michael Simmons, Director of Corporate Affairs, London South Bank University (LSBU) picked up on the point made by Cllr Mills and Suley Muhidin on the need for young people to be able to apply knowledge and the curricula gap there. Many of the students at LSBU are sponsored by industry and do have those links with their employers. Life-long learning is a key part of the LSBU offer, and it specialises in professional and technical education. LSBU has over a hundred degree level apprentices, which are set to grow further. From September LSBU will offer over 20 higher and degree apprenticeship courses. One of the critical issues is people seeing a career. LSBU has employers ringing up seeking applicants from our building surveyor course, as the university is the largest supplier of graduates in that sector. However we cannot meet that demand as our students

in that sector are mostly part-time and working for surveyors while they study. We even struggle to find students for employees to sponsor in education, whereby they pay no fees, and get a wage of £28,000. The problem is that young people are not aware of these industries and do not see a pathway. The government is looking at revamping technical qualifications, however we probably do not need this, and rather we need a better line of sight, so that people understand the career opportunities and trajectories that already exist. We want to grow apprenticeships, not just the higher levels, but also at the lower levels to provide an entrance at level three for young people and link with employers. The university is very supportive of the council's apprenticeship programme and seeking to work closely going forward.

He was asked about the qualifications needed for a technical course and responded that good English and Maths is needed, and this can be an issues for young people pursuing a technical career; the standard is often as high as those pursuing an academic career.eg Good maths is needed for quantity surveying. Matt pointed out that the loss of Connexions service meant that was a loss of knowledge in school to guide young people, and the lack of coordination between existing services, meant that schools were often in the dark. Matt said there was a tranche of young people who would probably benefit from a technical higher education route

The cabinet lead for employment spoke about the future opportunities in the borough, for example building the construction skills centre, to make the most of development in the area.

An audience member from British Land asked how the apprenticeship levy will impact when it comes into affect. She commented that it will be a pretty big pot. The cabinet lead said they recently brought together a group of business leaders over breakfast, some of whom see it as an opportunity and other as a tax that they are less engaged with. There are a significant number of business leaders who want to explore this further and want to take on both new apprenticeships and retrain the existing workforce. It is a mixed bag and both an opportunity and a risk. Michael Simmons highlighted the levy will come in very soon, in May, and one of the issues is the short time frame to prepare. The audience member said that for her business it is an opportunity, so she recommended educating businesses on the benefits. Eleanor said that British Land and other developers have been lobbying to use the money in their supply chair to support smaller business.

Matt Jones emphasised making connections between apprenticeships and business. The Education Director said the council has been working with LSBU to develop a strategy for a local offer which links with schools .This is still in development, with a cabinet paper anticipated. Matt Jones recommended early meetings with local heads and other stakeholders to shape the strategy at the initial planning stage. The cabinet leads said the intention is to involve schools, once they have a concrete proposal to present.

There was a discussion about the contemporary pattern of a person having two or three careers, and how this can be supported. Michael Simmons, LSBU, said that this is about ensuring that university is about both education and acquiring skills, to enable people to make changes in the future, if their skills become obsolete. Matt Jones spoke about exposing children early to different experiences. He was asked about local connections and the community. The Globe has 48 feeder primary schools, and close links with about 9 schools. The Globe primary has relationships with the community, and for example, visits the Shard for projects so the young people make the most of the local opportunities.

The chair asked each panel member to sum up and make a recommendation:

- Denrick Elliott, Team Leader, GROW, St Giles Trust the council does a good job funding NEETS, but more needs to be done.
- Eleanor Wright, Community Executive, British Land think more about the role of parents, and how the wellbeing and economic agenda fits in with supporting young people post 16. Business can act as a critical friend to local economy functions and business fora.
- Michael Simmons, Director of Corporate Affairs, London South Bank University (LSBU) said collaboration is critical, both with the council and wider stakeholders to build partnerships for local learners.
- Cllr Mills, Cabinet Member for Children and School developing a quality FE college; communicating and collaborating better.
- Matt Jones Principal, Ark Globe Academy the council innovating and getting the right people in the room early to co-create.
- Cllr Johnson Situ, Cabinet Member for Business, Culture and Social Regeneration his is looking forward to new economic challenges, risks and opportunities, and working together to meet these.
- Suley Muhidin, Apprentice young people having exposure to more opportunities.

Recommendations

- 4 Develop a 'supporting people' quality standard for local businesses that provide work experience, mentoring and employment support, to demonstrate appreciation and promote involvement; link this to demonstrating social value in the procurement process.
- 5 Work on better coordination and communication with schools on the post 16 training, employment and apprenticeship programme, making sure that schools are aware of the support available for children in need/ NEETS, and the pathways available for young people not pursuing university post 16.
- 6 Work with schools, the business community and colleges to ensure that young people have a broad range of work experience taster opportunities that dovetail with the school work experience programmes, to enable young people to choose their career path and develop work social skills.
- 7 Bring together school leaders with the council to: a) contribute to the development of the emerging post 16 offer (especially higher and degree level apprenticeships) with LSBU and b) explore potentially commissioning better pathway support post 16, including careers advice and guidance
- 8 Promote the benefits of the apprenticeship levy to business and look at how this fits in with the supply chain
- 9 Integrate specific training with employment support providers on the needs of Care Leavers, and other young people in need.

Session Three: School Funding

Video link: <http://bambuser.com/v/6661554>

Introduction: London schools are expected to be hit particularly hard by both changes to direct school funding and the predicted demise of local authority grants to provide school services. We know that Southwark schools are very successful with 75.5% of pupils in secondary schools achieving 5 good GCSE at A*C, (outgoing measures) and above the national average against the new measures of Attainment 8, Progress 8 and English Baccalaureate. But can we maintain this if resources go down? Changes to National Funding Formula (NFF) could mean significant cuts to the funding for Southwark schools. The Education Services Grant (ESG), used to support Local Authority statutory functions in relation to schools, was reduced in 16/17 and will cease from 2017. There may be a partial replacement but there will still likely be a big impact. This session will look at the impact of these proposed cuts to schools and the responses to the current consultation on the proposed changes.

Nina Dohel, Director of Education and Russel Dyer, Departmental Finance Manager referred to the presentation: <http://modern.gov.southwark.gov.uk/documents/s67603/School%20funding.pdf>

The chair introduced the discussion by explaining that there are a number of rallies around the borough at local primaries involving parents about potential cuts to school funding, and commended committee member Cllr Catherine Rose, for her work on the campaign. A meeting will take place at John Donne School tonight, involving parents, teachers and local politicians.

The funding changes could see funding move from cities to rural schools, and this could impact on the good results that London has achieved. Many children are living below the poverty line in London, which is unacceptable, but it is still possible to be from a poor background and get a good education.

There was a question from a committee member about completion of the consultation form and the evidence needed, which is hard to find. She asked if it was possible for this to be made available so the data can then be personalised by respondents as it is crucial that as many people as possible send in consultation responses. Russel Dyer, finance manager, said the council has provided a response, and they would be happy to make that available. There is also information on the Fair Funding campaign website, and the national audit office has provided independent figures on their website. London Councils have identified that £350 million as the amount that needs to be found. The Education Director said that the council response has been shared with headteachers, who are well placed to advise parents. The cabinet member said that this is quite technical and there are other ways to highlight and campaign, other than completing a consultation response. The committee member agreed that there are a variety of ways of campaigning, but helping parents who want to complete the form is important. John Fowler commented that a mass response to consultations does impact on ministers. A committee member said that there are group sessions to help parent fill in the form. Postcards, email, meetings are also effective. The campaign will likely be long running.

The Education Director was asked if the local Multi Academy Trusts (MATs) have provided a response. She said that some have and they have said that while the cuts will affect the schools, these will be mitigated by the parent organisation. However it is not clear by how much the MATs will be able to subsidise the funding reductions, and for how long, possibly because the MATs do not know. Local schools are predicting a range of possible outcomes: these could include larger class

sizes, more unqualified teaching assistants, or only delivering the core educational offer and cutting back on extra curricula and pastoral activity . The Education Director said that she is aware of school budgets, and where they are more stretched, or have an underspend, which is the situation in some secondary schools. She added that we do not know what the outcome of the consultation will be. The council are receiving updates on little pockets of additional funding that we are then relaying to the schools, but information is unpredictable. School staffing is very expensive and important, so these tend to go last. One tactic to mitigate is to encourage schools to work together, in Federations for example. London Councils are also advocating for the ESG budget to stay.

The white paper suggested that the Schools Forum might go. John Fowler said that he thought the Schools Forum is secure, for the following year or so, however the function and parameters of what the Schools Forum would do could well change. The Education Director said there was a lack of clarity. John Fowler suggested that going forward Schools Forum may in future become a local choice.

A local headteacher in the audience cautioned against the promotion of Multi Academy Trusts, without the evidence to support these. Some Multi Academy Trust schools have said that it is very similar to being in a local authority and they have not realised the expected benefits. He questioned the promotion of Federations. The Education Director clarified that Federations, which the council are promoting, are not the same as MATS, which they are not promoting. Partnerships in Federation are about providing mutual support, while individual schools retain their leadership, governing body, and independence. The headteacher responded said that the language the council employ to describe this was important , as what the council thought it was communicating, is not necessarily what is being heard, particular when there is the perception of a wider strategic objective from central government for all schools to become part of MATs .

A committee member raised the importance of involving the wider community in the campaign to stop school funding cuts, as these cuts will impact on young people post 16, in employment, and therefor on businesses and the community. The potential reduction in funding will also impact directly on the delivery of pastoral and extra circular activities, and so there will be impacts on the local supply chain.

Recommendations

- 9 Make technical information available to enable parents to fill out the School Funding consultation form
- 10 Brief local schools that the council is promoting Federations for mutual support, where suitable.
- 11 Raise the potential impact of school funding cuts with the broader local community, and particularly the potential adverse direct and indirect impacts on local businesses.

Report contributors

The Committee would like to thank all the contributors to the Scrutiny in a Day, who made this report possible, as well as the committee members and officer:

Committee members:

Councillor Jasmine Ali, Chair

Councillor James Barber, Vice-Chair

Councillor James Coldwell

Councillor Jon Hartley

Councillor Lucas Green

Councillor James Okosun

Councillor Catherine Rose

Diocese representatives: Martin Brecknell & Lynette Murphy-O'Dwyer

Scrutiny project manager: Julie Timbrell