

PROMOTING ACHIEVEMENT

Developing Diversity and Improvement in Southwark
Secondary Schools

Draft Secondary Schools Strategy
September 2003

THE SOUTHWARK SECONDARY STRATEGY

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Introduction – The Southwark Context

In partnership with CEA, this vision for Secondary Education in the borough has been developed as an essential element of the Education and Culture Department's overall business plan. The Education and Culture Department operates within the Southwark Council's overall vision for its residents and is committed to maximising its contribution to the key priorities of the borough as set out in the Community Strategy and are as follows:

- Raising standards in our schools
- Tackling poverty
- Making Southwark cleaner and greener
- Cutting crime and fear of crime
- Improving the health of the borough

The overall Education and Culture Department vision is:

We are ambitious for Southwark.

Our vision for success is to establish Southwark as a lead borough for education and culture, regionally, nationally and internationally.

We will create a better quality of life and enhanced life chances for all the residents and communities of Southwark by raising levels of educational attainment and continuously improving and developing learning and cultural opportunities for people of all ages across the borough.

Mission

We take PRIDE in our work and seek out every opportunity to inspire PRIDE in the people we serve by

Promoting learning
Raising achievement
Instilling confidence
Developing competence; and
Empowering communities

The Department is equally committed to delivering against the five corporate priorities of the Council as set out in the Corporate Plan:

- Customer Focus
- Performance Management
- Equalities
- Driving Down Debt
- Making the Council a Greener Organisation

This vision document for Secondary Education will be used by our staff and partners as a key strategic and management tool for delivering services to the people of Southwark.

Secondary Education in Southwark – The Challenge

In recent years, there have been many encouraging signs of improvement in the performance of Southwark's secondary pupils. Attainment at KS3 and KS4 has shown significant improvement. Several schools have had success in achieving Artsmark and Sportsmark awards. All schools have been successful in enriching the provision and experiences of their pupils beyond the National Curriculum.

Nevertheless, improving student attainment against national norms remains an urgent priority for the Council and for CEA@Southwark as the interim contractor responsible for schools and school age pupils. Despite the many improvements in schools, too many pupils still fail to achieve their full potential and some leave school with few or no qualifications. Some ethnic minority groups achieve better than others, and the gaps between the high and low-performing groups are not decreasing. Truancy and behaviour issues are being addressed, but require more work in some schools. The Admission arrangements need to be more robust to ensure that all pupils can access appropriate educational placements, particularly those arriving in Southwark during the course of an academic year. The recruitment and, as important, the retention of high-quality and well-qualified teachers is an issue for most schools. A considerable proportion of higher performing pupils leave our primary schools at the age of transfer to be educated outside the borough. If performance in all our secondary schools is to be improved parents will need to be convinced that Southwark secondary schools should be the automatic choice for their children. Until this is achieved we must strive to improve the performance of all pupils in Southwark's secondary schools regardless of whether or not they reside in the borough. The challenges facing the education community in Southwark are immense. Our starting point at Key Stage 3, as with Key Stages 1 and 2, is well below the standards that might be expected to be faced in the borough. All the stakeholders in Southwark need to recognise these challenges and support fully the work of secondary schools in addressing these challenges.

This is not to deny that the poor social environment in part of the borough represents a key challenge to all social agencies including the education services. Levels of unemployment, standards of adult literacy and the range of community languages, amongst many other social factors, are all impediments to schools raising standards. A concerted effort is required on all fronts to address these matters if schools are to be given a fair chance to succeed. Equally we need to recognise that judgements about school performance will be made using Key Stage and public examination results as well as valued added measures. Every opportunity must be taken to improve performance: improved school performance is a requirement and an essential component for addressing the other social disadvantages exhibited in the borough.

The Vision and Strategy

To achieve world - class standards in all secondary schools in Southwark, each of the 15 state funded secondary schools must continue to commit fully and wholeheartedly to improvement and raising standards. Each school invests a great deal of effort in improving the quality of education provided for its pupils. There is already successful co-operation between a number of schools, particularly through EiC.

If there is to be a step change in the quality of education provided for, and in the standards attained by, all pupils across all Southwark secondary schools, there needs to be a vision for all partners to work towards and be focused on achievement.

This vision needs to be delivered within the context of national initiatives such as the Key Stage 3 Strategy, The Leadership Incentive Scheme, Specialist Schools and Academies, the development of the 14-19 curriculum, and within the immediate context of the London Schools Challenge.

The vision for the future needs to be underpinned by **all** members of the Southwark education community taking responsibility for the achievement of **all** Southwark youngsters, and not just those in their immediate care - the collegiate approach. As a relatively small geographic borough, there is a very real opportunity to develop a genuine learning community across all of the schools. This would enable teachers, departments and other school staff to share good practice and support developments across all public sector schools, maximising the impact of the expertise in particular areas in some schools for the benefit of those in other schools, for the ultimate benefit of all pupils across the borough. The possible gains for all schools and their pupils, through improvements in the curriculum and the quality of learning and teaching by sharing ideas in a genuine learning community, are enormous.

To achieve world class standards in all Southwark schools

- **Transforming teaching and learning.**

There is already considerable evidence of high quality teaching in many classrooms across Southwark. Our aim must be that all our secondary schools are centres of excellence. We will strengthen pedagogy and practice across all Southwark schools to ensure all teaching becomes good teaching and that it systematically fosters good learning. The Key Stage 3 National Strategy principles are key to this end. This implementation should ensure that each lesson has a clear focus and structure pitched appropriately to meet the needs of the learners. All pupils should be actively engaged in their learning. We will encourage and support assessment for learning techniques to enable challenging and realistic targets to be set for all Southwark pupils.

The Key Stage 3 Initiative is to be specifically enhanced through the support of the London Schools Challenge. This initiative is aimed at significant improvement in classroom practice. Equally important will be the development of a borough-wide strategy to facilitate improvements at the time of the transition of pupils from primary to secondary school including the development of closer curriculum links between secondary schools and their local partner primary schools.

We will continue to build on the collaborative initiative, which underpins the culture of the Excellence in Cities initiative, and make better use of the Leading Edge Partnership Programme, Leading Teachers and Advanced Skills Teachers. We will continue to develop the Southwark Strategy for the recruitment and retention of high quality teachers. These initiatives will include the development of the NQT Register, the London Well-Being Project and further links with Housing Associations as part of the Pan London Initiative. We will also continue to work closely with national initiatives through the TTA as well as implementing work force reform and supporting and encouraging overseas teachers to gain QTS. We will develop links with the Council's Housing Department and explore opportunities for subsidy and congestion charge issues with Transport for London.

It is also clear that strong and effective leadership and management in schools are key to transforming teaching and learning. Greater involvement with the London Leadership Centre and the development of a programme of professional development for middle and senior managers in secondary schools is a priority. To this end, an audit of need should be undertaken.

- **Excellent professional development opportunities**

It is vital to ensure that all professionals working in school have access to excellent staff development opportunities, which acknowledge their needs and contribute to their school's overall improvement agenda.

It is important to give the development of teachers high profile and value while supporting schools to provide in-house staff development strategies. This moves beyond the single focus, single session to encouraging a more fundamental consideration of how training needs can inform career planning and aspirations while also supporting performance management and the raising of standards.

Southwark has examples of successful early and continuing professional development. This includes the Newly Qualified Teachers' programme, the leading teachers programme, training in the EAZ and within leading edge and specialist schools. A number of Southwark teachers have also been involved in the Teachers International Professional Development programme.

There is a wealth of opportunities for school staff and governors to engage in centrally-organised programmes of training. There are sessions on ICT, science, child protection, health and safety and special needs. These sessions sit alongside those specifically targeted towards the Key Stage 3 strategies and programmes tailored to the needs of specific schools, but supported by Southwark LEA officers.

Southwark has tremendous resources located within its boundaries which support and enable the organisation of professional development opportunities. We have the South London Science and Technology Centre, the Learning Business Centre at Cator Street and the City Learning Centre. We also benefit from utilising school sites, including specialist provision such as that provided within the Uden Centre. Our location close to the centre of the city allows access to the Tate Modern, the Design Museum and to the Globe Theatre, all of which Southwark schools use to support staff development and to support pupils learning experiences.

Southwark has excellent links to a number of higher education providers. Links have been established with Initial Training Providers such as Southbank University and Goldsmith College. There are also good links with the Institute of Education, which provides leadership and management training for senior and middle managers. A significant number of deputy heads and assistant heads have been involved in the NPQH training to prepare them for headship. New and experienced headteachers take advantage of the opportunities provided through the National College of School Leadership. New headteachers are supported by trained mentors, many of whom are experienced Southwark headteachers who have received relevant training. In addition, Southwark has been successful in developing and advancing the teaching assistants' induction programme and providing some support to the increasing numbers of teachers who have qualified overseas'.

In building upon the current arrangements, we aim to

- Build small and big communities of learners who are continually seeking ways to improve themselves, their schools and Southwark as a whole.
- Identify the good practice in the provision and impact of excellent professional development in schools across the borough and share this information with others.
- Recruit and retain high quality motivated teachers who have a zest for teaching and who are keen to develop their own learning as well as to develop the learning of their students.
- Encourage schools to use the Opportunities and Entitlement Frameworks, developed by the project team who were involved in the Southwark-General Teaching Council pilot project
- Encourage all schools to build Professional Development Portfolios with their staffs. This will acknowledge the fact that leading professionals continually strive to improve their work through reflecting upon their own practice; that working with others to share successful practice and materials and constantly seeking better ways to inspire and motivate students to learn more effectively, recognising the teacher as learner.

- Encourage schools and the LEA to learn from others in London, the UK and elsewhere and apply the learning to the plans for further school improvement.
- Develop a Southwark e-based Information Centre which describes the breadth and range of professional development opportunities available to support individual staff and schools.

- **Inclusive education**

In all of the above elements of a vision and strategy for improving secondary education in Southwark, it is explicitly understood that an inclusive approach, involving equal opportunities and access for all pupils, will be a key element. In a community such as Southwark where there are pupils from many different backgrounds, it is important to continue and further develop the excellent work done by many schools to ensure inclusion of all pupils. The percentages of minority ethnic pupils in individual secondary schools range from 48% - 90%. All local authorities have a duty to promote community cohesion among diverse communities. The OfSTED/ Audit Commission report on Community Cohesion in Luton (2002) recommended that education and housing have a key role in promoting community cohesion by:

- encouraging schools to attract an intake that reflects the local community;
- challenging overtly exclusive admissions procedures;
- examining the implications of the housing allocations policy in relation to educational choice and availability.

Promoting social inclusion should be integral to the future development of secondary education in Southwark.

Southwark has adopted a clear SEN Framework for Action which sets out the LEA's response to the national agenda for developing inclusive education. The strategy emphasises the empowerment of mainstream institutions by devolving additional funding and allowing greater autonomy and flexibility for schools to address the needs of pupils on their roll with special educational needs. It also looks to greater collaboration between special schools, resource centres and mainstream schools.

Sharing of facilities, developing access to a shared curriculum and, in the future, consideration of shared management and governance of inclusive provision is a goal worth pursuing for the benefits it will bring for pupils, schools and communities. We should all take pride in the achievement of all pupils, including the gifted and talented.

Within the context of the overall vision for secondary education, therefore, we need to ensure that there is a systematic approach to realising the goal of all our secondary schools being accessible, high quality, comprehensive and inclusive schools.

Considerable effort is being made across Southwark to identify and tackle attainment gaps for some minority ethnic groups and boys. There are some interesting signs of successfully closing gaps, although much remains to be done to draw the different strands of our strategy together to celebrate diversity but promote community cohesion in order to achieve improvements in educational outcomes.

In strengthening our schools so that they can be fully inclusive, it is crucial that consideration be given to behaviour and attendance.

If we are to ensure that all pupils are successful learners, it is crucial to examine links between teaching, learning and behaviour. It is well documented that challenging behaviour is far less of an issue in classrooms where teaching is stimulating and diverse and is structured to meet the learning needs of individual pupils. There is also clear evidence that the quality of relationships between pupils and teachers is a fundamental issue in relation to reducing the incidence of disruptive behaviour. Where there are fewer disruptive incidences during a lesson the learning of **all** pupils is enhanced.

The Government's key strategies around behaviour and attendance places considerable emphasis on building teachers' skills in relation to supporting pupils with challenging behaviour and who are at risk of exclusion or attending school irregularly. Both the Behaviour Improvement Project and the KS3 strategy place considerable emphasis on examining the curriculum more closely and exploring alternative pedagogical styles that better engage disaffected young people. This is particularly significant for pupils from ethnic minority groups who often make very good progress in the primary years but are at a significantly higher risk of exclusion when they move to secondary school. It is also clear that a critical mass of challenging young people can prevent the delivery of stimulating lessons. Particular support must be directed towards male students, who currently represent 85% of exclusions within the Authority.

Exclusions from secondary schools have reduced by 50% over the last four years. This reflects well on the development of Behaviour Management Strategies in schools, the importance of inter-agency work and schools embracing the principles of social inclusion. Once permanently excluded from secondary school, pupils are placed in a Pupil Referral Unit with the aim of supporting their reintegration into a mainstream school as soon as possible. To date limited progress has been made on reintegration. Schools and the Council as LEA need to take greater collective responsibility for this vulnerable group of youngsters.

To provide quality and choice through a broad curriculum that offers every Southwark pupil the chance to achieve their potential

- **Specialism**

Specialist schools are expected to:-

- Raise standards of achievement, particularly in the specialist subjects, for all their pupils;
- Extend the range of opportunities available to pupils which best meet their needs and interests;
- Raise the standards of teaching and learning in the specialist subjects;
- Develop within the schools characteristics which signal their particular strengths and which are reflected in the school's aims. These strengths should be clear to other schools and the local community;
- Benefit other schools in the area. Schools applying have to give information about existing links with local primary and secondary schools and show how these will be further developed and strengthened;
- Strengthen the links between schools and private or charitable sector sponsors. Sponsors will not only support their chosen specialism with cash or goods sponsorship, but will also take an ongoing role in the development of the school.

The expansion of the Government's Specialist Schools Programme is one of the key ways in which it is hoped to transform secondary education across England. Specialist Schools are expected to be major players in taking forward the next stage of school reform. In partnership with private sector sponsors, they will build on their particular strengths, establish distinctive identities through their chosen specialisms and lead the way in bringing about school improvement and raising standards of attainment.

Specialist Schools are expected to work in close collaboration with a network of schools for the benefit of pupils beyond their own school boundaries and other groups of people in the wider community. They should be leading the way in establishing collegiate thinking as fundamental to continuous school improvement. They are charged with ensuring that they have a far-reaching impact on improving the quality of teaching and learning by sharing expertise and resources. It is anticipated that *Leading Teachers* and *Lead Departments* will provide the benefit of their specialist expertise across the borough's secondary schools. As the Programme expands in Southwark, Specialist Schools will contribute to a diverse network of secondary provision in order to maximise the benefits of school diversity for all young people.

It is proposed that all Southwark secondary schools achieve full specialist status by 2006 covering the full range of specialisms.

Currently, the following schools have achieved specialist status:-

- | | |
|--------------------------------|--------------------------------|
| • Geoffrey Chaucer | - Technology |
| • Archbishop Michael Ramsey TC | - Technology |
| • The Academy at Peckham | - Business and Performing Arts |
| • City of London Academy | - Enterprise |
| • Bacon's CTC | - Technology |
| • Notre Dame | - Modern Foreign Languages |
| • Sacred Heart | - Modern Foreign Languages |

Applications are expected to be made from the following schools in the course of the next school year:-

- St Saviour's and St Olaves - Science and Mathematics
- Waverley - Sports

The remaining schools are likely to apply for specialist school status between 2004 and 2006. In this way, expertise across the borough should enhance to the benefit of **all** schools and **all** pupils.

- **Academies**

Academies are all-ability schools established by sponsors from business, faith or voluntary groups working with partners from the local community. Sponsors and the Department for Education and Skills (DfES) provide the capital costs for establishing each Academy. Running costs are met in full by DfES.

Two Academies have been established in the Borough:-

**City of London Academy
The Academy at Peckham**

All Academies are located in areas of disadvantage. They either replace one or more existing schools facing challenging circumstances or are set up where there is a need for additional school places. Southwark Council fully accepts the pivotal part Academies will play as part of the LEA's strategic plans to increase diversity in secondary provision and to demonstrate how Academies will raise standards for their own pupils and for those at other local schools.

Academies will provide an excellent environment for teaching and learning that is comparable with the best available in the maintained sector. They will offer a broad and balanced curriculum to pupils of all abilities, but focusing on one or more specialist areas. As the Academies become established, they will share their specialist expertise and facilities with other schools and the wider community.

As well as providing the best opportunities for their pupils, effective schools have a key part to play in the regeneration of communities. The new Academies will be a significant focus for learning for families and other local people.

Academies are intended to help break the cycle of underachievement in areas of social and economic deprivation. The Academies programme is aiming to develop a significant number of schools in London and forms a central part of the Government's plans to meet the London Schools Challenge.

Submission for two more academies are expected to be made in the near future to replace

**Archbishop Michael Ramsey TC
Geoffrey Chaucer**

The establishment of further Academies may be considered in the future. At this stage no other firm expressions of interest have been made. Discussions will need to be held with all other secondary schools about their individual development needs within the context of the delivery of this Secondary Strategy. The physical environment in many schools is a major impediment to improvement, but the acquisition of academy status is but one route now available for achieving the much needed rebuilding and refurbishment of most of our secondary schools.

- **Innovation**

The strategies outlined above are designed to deliver an educational vision for secondary education which is ambitious and innovative. Some of the key innovations are:

- all secondary schools in the borough will be specialist schools, sharing good practice in a borough-wide learning community;
- all secondary schools will operate as schools at the heart of their community;
- building curricular links and data-sharing arrangements with mother tongue and supplementary schools;
- Academies will be established as equal partners along side all other state maintained schools;
- maximum use will be made of co-ordinated provision between schools, college and universities, including staff interchange and mentoring;
- pupils will have clear, guaranteed pathways from early years through to post-16 which, where necessary, involve partners from other agencies and providers;
- ICT will be exploited to show model lessons using video conferencing and perhaps to deliver teaching and learning simultaneously across multiple sites;
- Maximum exploitation of ICT to develop high quality management information systems and data capture;
- groups of schools will act collaboratively;
- a fully inclusive approach to education and commitment to equalities, evidenced by best practice in the whole community of schools;
- every opportunity will be sought to create innovative learning environments;
- develop innovative and robust primary/secondary transfer strategies which are based on the need to reduce the disproportionate pupil export rate from Southwark to other boroughs at the time of transfer from the primary to the secondary sector.
- develop links with a group of schools in a rural area to facilitate curriculum development, professional development and pupil exchange.

Links with further education

We believe that every young person in Southwark should be given the opportunity to succeed by strengthening access to a range of high quality provision, which will prepare him or her for further learning and employment. This belief is embraced by the 'Southwark Guarantee set out within the 14-19 Action Plan, coordinated by the 14-19 Forum.

The Central London Learning and Skills Council plays a critical role in facilitating the work of the Forum and works closely with the FE colleges and schools to ensure that the provision is developed and matches local needs.

Southwark FE College is a key member of the Forum along with representatives from schools, work-based providers and other partners. The Forum seeks to raise student achievement by improving their access and participation in learning within and beyond their schools. It also actively promotes collaboration between the different partners to ensure that the range of educational provision meets the needs of all young people, including those who are disadvantaged, disaffected or believe themselves to be marginalised in some way.

The Forum has thus far, facilitated the development of a range of vocational provision which builds on that provided within their own schools. Southwark is one of the DfES 14-19 Pathfinders, which supports innovation in the delivery of education and training for this age group. Southwark College is a key partner in securing delivery.

We have developed links with other further education colleges outside borough boundaries. This has enabled us provide a greater range of courses, such as construction through links with Lambeth and Lewisham Colleges.

In developing these links and strengthening the opportunities for Southwark's young people, we will continue to work collaboratively with our partners in the Forum, particularly with the FE sector in the implementation of the national 14-19 agenda.

Links with higher education

To support the development of Southwark's educational community in securing even better quality learning and achievement for its young people we have encouraged and supported the links with higher education.

We have excellent links with Southbank University, University of Sussex, University of Greenwich, London Institute of Education and Goldsmith College for students and staffs within schools and in the LEA. These links have contributed directly to recruitment of teachers and opportunities for young people to engage in learning.

The links with Southbank University, especially through the National Bakery School, provides opportunity to over 100 Key Stage 4 students to undertake nationally accredited qualifications. This opportunity has resulted in more informed choice about access to further education, training and employment. There is also a student ambassador's programme linking some schools and their students to the university.

The link with Pembroke College, Cambridge has resulted in a superb initiative for raising young people's aspirations towards further learning in HE. This initiative is also supported by work in Imperial College and Kings and later in the academic year, Trinity College, Cambridge.

For the past three years, many of Southwark's gifted and talented students have benefited from participation in a range of day and residential university summer schools.

In developing these links, we will extend the opportunities for engagement with universities in further learning for school staff and their students and take full advantage of the Government's 'Aimhigher' programme which seeks to reinforce the HE links and raise student aspirations

To build on the rich diversity of Southwark as an educational community

- **Schools at the heart of regeneration**

The Council reaffirms its commitments to regeneration as being more than bricks and mortar: it is fundamentally about the social regeneration of communities. Southwark is benefiting from major regeneration initiatives that will address issues of housing and the built environment and contribute to the growth of the local economy and opportunities for residents. These developments also create exciting opportunities for schools and other educational institutions to make major contributions to the social regeneration that needs to be at the heart of a sustainable regeneration process. Schools can benefit through new initiatives in education programmes and the development of teaching and learning facilities. The building of new schools or the refurbishment of existing provision should play a major part in the key agenda of raising attainment and improving the life chances of young people. Additionally, schools also have a major leadership role to play supporting the growth in capacity in their local communities. Recent government initiatives aimed at addressing crime and social disadvantage place the school as a central element in regeneration. The Government's commitment to the establishment of Extended Schools redefines the role of schools within the community and will result in them delivering a broad range of community services including adult education, family support and child care. Such models have significant implications in the utilisation of existing schools and the design of schools of the future.

Regeneration initiatives will also create additional or changing demand for educational provision in its broadest sense, including early years and lifelong learning services. The LEA has a key responsibility to ensure that these needs are met and that any opportunity to improve educational provision is taken as a result of regeneration developments. This will require strategic planning to maximise the educational value generated from the use of existing and potential resources, both capital and revenue. Existing assets will need to be reviewed and Section 106 opportunities from housing and other schemes maximised.

The Education and Culture department will continue to plan in partnership with other departments to ensure that secondary education developments are embedded into the Unitary Development Plan of the Council;

- **Making the community a safer place**

Secondary Schools have an important contribution to make in the thrust to make Southwark a safer place in which to live. Young people are the real and potential victims of crime. The extended school has an important part to play in providing a safer environment for young people.

Positive developments such as every school having a clear Behaviour Improvement Strategy and the links with the Safer Schools Partnership and the Police Service to making Southwark safer are key to the contribution that schools can make to the development of the Youth Service and the Youth Offending Team as well as the Local Preventative Strategy for families. All these initiatives are aimed at making a significant contribution to crime reduction.

- **Every school an extended school**

An extended school is one that provides a range of services and activities during and beyond the school day to help meet the needs of its pupils, their families and the wider community. Many schools already provide some extended services such as study support, ICT facilities and after-school clubs. In other schools, other services and agencies are located on the school site and attempt to provide a coherent service to the local community. There is no blueprint for the types of activities that schools might provide, or how they might be organised. Working with local partners, schools can develop as little or as much provision as thought needed in their own communities.

Depending on the wishes of communities, the work of an extended school could include the development of a strategy for out of school hours learning (OSHL) and activities, including Learning Plus, Play and Young People's Services. The work would benefit from the wide range of regeneration money and projects which are, available, including Neighbourhood Renewal Funding (NRF) and major Partnerships in the borough and across boroughs.

Schools offering extended activities and services can provide the following major benefits:

For pupils and schools

- higher levels of pupil achievement
- increased pupil motivation and self-esteem
- specialist support to meet pupils' wider needs
- additional facilities and equipment
- greater opportunities for staff for flexible working and career development
- enhanced partnership working with the community and better school security
- easier access to essential services for staff, helping recruitment and retention

For families

- greater parental involvement in children's learning
- more opportunities for local adult education and family learning
- greater availability for specialist support for families
- improvements in child behaviour and social skills

For communities

- better access to a range of services
- improved local availability of sports, arts and other facilities
- local career development opportunities
- better supervision of children outside school hours
- closer relationships with the local school
- better training opportunities contributing to national training targets

Given the need to improve facilities and access to a range of educational activities in many communities in Southwark, together with the high priority being given to regeneration in several areas of the borough, the development of extended schools will make a major contribution to achieving the Council's goals. Essentially, extended schools should look outwards to their local community in order to meet its needs and

should encourage greater use of school facilities and access to opportunities to meet those needs, either in the school itself or elsewhere in the community. School buildings must be seen as a community facility and not just open to pupils during the school day.

The extent to which each school could or should extend its provision is a matter for local discussion and decision-making. However, it is, hoped that all secondary schools and a limited number of primary schools located in areas where there is no nearby secondary school will expand their contribution to lifelong learning and out of school hours learning (OSHL) alongside their individual specialism. These matters need to be discussed with local primary and special schools.

- **Excellent sports and arts facilities**

It is recognised that improved access to sports and arts facilities makes an important contribution to raising achievement, particularly for disaffected and vulnerable youngsters.

Southwark's vision for sport is:

- To ensure that everyone has an opportunity to play sport;
- For everyone to develop skills and competencies to enable sport to be enjoyed;
- To encourage all members of the community to follow a lifestyle that includes active participation in sport and recreation;
- To encourage people to achieve their personal goals at whatever level in their chosen sport;
- To work in partnership with organisations and clubs to provide a broad range of sporting opportunities for people in the borough;
- To develop opportunities so that people can achieve success in sport at the highest level.

Key to these plans is the partnership work between secondary schools, sports development and the voluntary sector clubs in Southwark, including National governing bodies of Sport, London Active Partnership, School Sport Co-ordinator programme (2 partnerships in Southwark), all important partners in the PESSCL (P.E, School Sport, Club Links) programme and the development of the Sports Action Zone.

The arts and culture strategies aim to raise standards in schools through high quality arts, culture, heritage and media education services as part of the curriculum, extended curriculum and out-of-school programmes to give all young people in Southwark improved life choices.

Arts and cultural 'enrichment' services make a significant contribution to the raising of standards in schools through improving individual achievement and core skills such as literacy. Within the school environment we recognise the capacity of the arts and creative activities to:

- Motivate young people and raising their self-esteem;
- Increase their employability;

- Develop their skills of communication and social interaction;
- Encourage tolerance and understanding;
- Promote a sense of social responsibility
- Promote inclusion and combat exclusion in a world of rapid social and economic change.

Southwark is home to many world class and national cultural institutions, including the Tate Modern, Shakespeare's Globe, the Design Museum and Dulwich Picture Gallery, and, with the South Bank on the doorstep, has access to the education services of the National Theatre and London Philharmonic. We have a diversity of excellent smaller theatres delivering services to schools including The Young Vic, Oval House and London Bubble Theatre, as well as notable galleries such as the Bankside Gallery, South London Gallery (Camberwell) and Café Gallery (Bermondsey). The Unicorn Theatre is coming to Southwark in the next two years. Secondary Schools are engaged in large-scale celebrations taking place in the borough such as the annual Peckham Splash which celebrates the achievements of all young people in Peckham through performing arts, and the Thames Festival which provides a diversity of collaborations with internal artists. It is our aspiration to have a creative entitlement for all young people in Southwark, which gives them access to the full range of theatre, music, dance, the visual arts, design, museums and heritage, and new media through enhanced curriculum provision and out-of-hours opportunities.

We have currently engaged in the national Creative Partnerships and Artsmark schemes which encourages excellence in the arts.

Creative Partnerships

Southwark is a partner in the national Creative Partnerships scheme which aspires to develop young people's potential, ambition, creativity and imagination through partnerships which impact on learning between schools and cultural organisations. The scheme delivers ambitious programmes of creative and cultural projects focused on the aspirations of schools and their staff. The scheme is being rolled out to all schools over the next two years.

Artsmark

Southwark is aiming to achieve excellence in its arts provision in schools through the national Artsmark accreditation scheme, this ensures that schools have an overarching policy for the arts, arts in curriculum time, out-of-hours opportunities, continuing professional development for teachers, as well as partnerships with arts organisations and arts practitioners. Southwark schools have achieved three gold awards in the past year, and is progressing the scheme with all schools.

Other key programmes include working with national and local organisations to enhance opportunities for young people and to make the arts more available for pupils in all our schools.

Further developments will need to be taken into account as part of the strategy for rebuilding and refurbishing schools across the borough (see appendix 1).

- **Links with supplementary schools**

Supplementary schools have been developed in many urban areas and have a strong presence in Southwark. Predominantly working with Black and Ethnic Minority groups within the community, they seek to provide support for the education of their children and to assist them in achieving their full potential. Clearly, the supplementary schools will have maximum effect if they work within a partnership framework with mainstream schools that are responsible for the provision of statutory education. The range of areas covered by supplementary schools includes:

- Mother tongue classes incorporating historical and cultural studies;
- Mother tongue teaching to GCSE and AS/A level;
- Work on primary/secondary transfer;
- Support for core National Curriculum subjects.

- **Links with Faith Communities and the Voluntary Sector**

There are many faith communities in the borough. The Council as Local Education Authority already has formal links with the Church of England and Roman Catholic Dioceses and works closely with both of them on matters of mutual interest in support of the voluntary aided schools. These schools make an important contribution to the school achievement agenda not only for the pupils in their care but also as partners with the other schools in the borough through government sponsored initiatives such as EiC and Key Stage 3 Strategy.

Relationships are also developing with various other Faith Communities in the borough particularly through the Standing Advisory Council Community on Religious Education which will be reviewing the agreed syllabus for Religious Education in Southwark schools and through the relationship with supplementary schools. Further work needs to be undertaken in this important area.

Equally the voluntary sector is becoming increasingly important in supporting schools in raising attainment. Of particular importance is the role of the Southwark Alliance and the Southwark Association of voluntary sector organisations. It is important that the Education Service increases its involvement in these areas.

- **Linking with local business and enterprise**

The Southwark Education Business Alliance aims to motivate students by raising aspirations and achievements through partnerships which:

- provide diverse, realistic context to enhance teaching and learning;
- give students knowledge and understanding of the world of work;
- develop key skills, learning skills, and personal qualities for adult life, citizenship and employability at the heart of the National Curriculum;
- identify and promote clear progression routes for students;
- promote the concept of lifelong learning.

The EBA achieves its aims through a range of activities and projects linking schools and businesses. Activities include support for curriculum development, the acquisition of wider key skills, work experience, primary learning partner schemes, student mentoring, headteacher mentoring, work related visits and professional development placements for teachers into business and community organisations.

The Southwark Education Business Alliance is involved in implementing the Government's strategies for 14-19 Education through the Southwark Guarantee, the Southwark 14-19 Pathfinder and the Increased Flexibility Programme. The Southwark Enterprise Education Strategy is being implemented with a range of partners.

The Southwark Education Business Alliance has contracts with several organisations and agencies to run inspirational learning projects in a variety of contexts including the promotion of active citizenship and reducing teenage pregnancies as well as learning about specific industry sectors like health, visitor services, finance, construction and hospitality.

Contracting or funding bodies the Southwark Education Business Alliance works with include; the DfES, London Central Learning and Skills Council, the London Accord, HAZ (Health Action Zone), the Cross River SRB Partnership, the Pool of London SRB Partnership, North Southwark EAZ, Peckham Mini EAZ, the Arts Council, Culture on Line and the Esmee Fairbairn Charitable Foundation.

The Southwark Education Business Alliance works with all schools and educational institutions in Southwark and has developed links with a range of business partners and community organisations. Links with such partners make a valuable contribution to the achievement agenda in schools. It is therefore the intention to widen links with partners, to bring in new partners and to help schools further to engage with their local communities.

Conclusion

This paper outlines a programme which is deliberately ambitious. It is based on the 'genius of the 'and'' approach which argues that it is possible to successfully achieve a whole range of initiatives simultaneously, e.g. you **can** develop specialist schools, academies, extended schools **and** inclusive schools at the same time in order to achieve the overall goal of world-class standards. Autonomy and collaboration, diversity and inclusion are not mutually exclusive approaches. These collective goals will all only be achieved if the education community of the borough enables schools to embrace inclusion in a lasting way. The alternative is the 'tyranny of the 'or'', which argues you can only do one thing **or** the other at any particular time. Successful organisations are those which believe in, and succeed in, the former and reject the latter.

Delivering the vision outlined above will require a great deal of commitment from a wide range of partners—schools, Southwark Council, CEA@Southwark and Council officers, and key partners in education and the wider community. This will require a very clear definition of the roles and responsibilities of the Council, of schools and of other partners. Any obstacles to rising achievement such as intuitional governance arrangements and unclear roles and responsibilities will need to be resolved, possibly through the establishment of a partnership board There have already been discussions involving individual partners on particular aspects of the proposed vision and strategy.

DfES has shown early support for many of the proposals in this paper and has indicated that, given proposals which are of sufficiently high quality, it is likely to provide the necessary financial support.

What is now needed is the commitment of all partners and stakeholders to the overall vision and strategy, as the way forward for secondary education in Southwark. There will continue to be opportunities for debate about the details of some of the proposals, including resources, but agreement in principle is required if the ideas are to be developed further within the timeline indicated. Groups of Heads and Officers will take this strategy forward and produce detailed plans on implementation including timescales. All schools need to work together to develop this strategy in partnership with the Council as LEA and other partners.

Appendix 1

Capital Investment

The educational vision outlined in this paper – of a community of inclusive, specialist, extended schools, academies and a CTC sharing expertise and working closely with local partners and communities to raise expectations and maximise educational opportunities – can only be delivered if it is backed up by investment.

In Southwark there are 15 state funded mainstream secondary schools of which 12 are maintained by the Local Education Authority. The fifteen schools are detailed below showing their published admission number and the Ward in which the school is located.

Community Secondary Schools		
Aylwin School	(180)	Grange
The Charter School	(180)	South Camberwell
Geoffrey Chaucer School	(180)	Chaucer
Kingsdale School	(247)	College
Walworth School	(241)	East Walworth
Waverley School	(180)	Peckham Rye
<i>Aided Secondary Schools</i>		
Archbishop Michael Ramsay CE Secondary School	(160)	Camberwell Green
St Saviour's & St Olave's CE Secondary School	(120)	Chaucer
Notre Dame RC Secondary School	(124)	Cathedrals
Sacred Heart RC Secondary School	(120)	Camberwell Green
St Michaels RC Secondary School	(120)	Riverside
St Thomas the Apostle RC Secondary School	(152)	Nunhead
<i>Academies</i>		
The Academy at Peckham	(240)	The Lane
The City of London Academy	(180)	South Bermondsey
<i>City Technology College</i>		
Bacon's CTC	(180)	Surrey Docks

The objective of the Education capital strategy is to support educational achievement. The capital programme underpins the strategy for school improvement set out in the Education Development Plan by seeking to improve the learning environment for all pupils. The Government's Building Schools for the Future programme specifically addresses the needs of secondary schools and offers opportunities for considerable investment in Southwark secondary schools.

In order to raise standards in all secondary schools across the borough, Southwark has also been specifically included in the new DfES initiative London Challenge a step change in provision and expectations is needed. These plans must transform the borough by, among others, significant investment in new buildings, providing new schools including new sixth form provision.

Pupil Numbers

The following two tables show that there is considerable pressure on places developing over the next seven or eight years despite the opening of two city academies. The problem is illustrated most graphically by the shortfall in places for year 7 pupils in 2007.

Year	<i>Total and projected 11-16 Roll</i>		<i>Capacity (MOE/NC)</i>	<i>Surplus Places</i>	<i>Surplus %</i>
Projection January					
2004		10951	11170	219	2.0
2005		11264	11350	86	0.8
2006		11415	11590	175	1.5
2007		11618	11830	212	1.8
2008		11802	12070	268	2.2
2009		11921	12070	149	1.2
2010		12038	12070	32	0.3
2011		12059	12070	11	0.1

Year	<i>Year 7 Roll</i>	<i>Published Admission Number</i>	<i>Surplus Places</i>	<i>Surplus %</i>
Projection January				
2004	2353	2426	73	3.0
2005	2413	2414	1	0.0
2006	2402	2414	12	0.5
2007	2442	2414	-28	-1.2
2008	2449	2414	-35	-1.4
2009	2491	2414	-77	-3.2
2010	2554	2414	-140	-5.8
2011	2531	2414	-117	-4.8

Cross Borough Movement

Cross-borough movement at 11+ has long been a feature in London. Geographical considerations and transport links are major factors. Analysis of the PLASC data for January 2003 shows 3,774 pupils resident in Southwark attending secondary schools outside the borough while 2,908 came into the borough. This is the equivalent of 3 or 4 secondary schools moving out and over 3 schools coming in. Southwark is a major "importer" of pupils from Lambeth and a significant "exporter" to Lewisham. It is clear that future recruitment to Southwark schools will be affected by changes in neighbouring LEAs and by parental perceptions of the relative merits of the schools on offer. Current developments that are likely to impact on this include:

- i) The preference of many parents for a place at particular schools.
- ii) The reduction by Lambeth of Lilian Baylis school from 7fe to 4fe and the opening of a new academy on the former Henry Thornton site.
- iii) Increasing pressure on places in the neighbouring boroughs. Lewisham has now embarked on a secondary review with a view to increasing secondary provision, and building a new secondary school in the north of the borough

Regeneration

The future demand for school places must be considered in the context of the Council regeneration initiatives for the Elephant & Castle, Canada Water, Bermondsey Spa and future development possibilities such as Peckham Town Centre and elsewhere, with their consequent provision of considerable additional housing. There is likely to be increasing demand for local, easily accessible school places of high quality.

The prospect of population increase, changes in social mix and a continuing rise in people's expectations provide a setting in which demands will be generated for new local provision and where such provision could in turn make a major contribution to the regeneration process.



The school projection model has not yet taken account of the major housing changes and more detailed analyses will need to be carried out as details of the developments emerge. However, initial suggestions of the proposed numbers of dwellings suggest that at least 1,250 additional 11-16 places will be required.

At present it would appear that the best option for meeting the additional demand arising from the Elephant regeneration is the relocation of Geoffrey Chaucer and expanding it from 6fe to 8fe. Two potential sites have already been identified for the Geoffrey Chaucer relocation. Some consideration would need to be given to the future of the existing site. There is merit in retaining the school with a view to further development of the site as the pupil of from new housing in the area becomes clearer.

Most of the other regeneration activity that will yield additional secondary age pupils will take place in the Rotherhithe/Bermondsey area.

Admissions

There continues to be a demand for casual admissions to secondary schools i.e. in year groups other than Year 7. A significant proportion of these are refugee and asylum seekers although the proportion of these has fallen over the past couple of years. There are approximately 250 casual admissions to secondary schools each year. As the general pupil population increases, finding places for these casual admissions is becoming more difficult.

School	Deprivation indicator	Beacon	Specialism	GCSE	Single Sex	6th Form	Accessibility/DDA	Condition	Suitability	Major Capital Investment	Academy	Regen
Aylwin	✓			20%	F			£1.54m	High			B Spa
Charter	✓			N/A		(VI)	♿		Med	£		
G Chaucer	✓		Technology	26%				£1.65m	High		Proposed	NR E&C
Kingsdale	✓			41%			In programme	£1.44m	High	£		NR
Walworth	✓			14%				£1.86m	High			NDC
Waverley	✓		(Sports)	26%	F		♿	£1.95m	High	£		
AMR	✓		Technology	22%		VI		£1.26m	High		Proposed	W Camb
St Saviours & St Olaves	✓	🏆	(Science and Maths)	59%	F	VI		£0.25m	Med			NR E&C
Notre Dame		🏆	MFL	66%	F			£0.93m	Med			E&C
Sacred Heart	✓		MFL	56%				£1.00m	High			
St Michaels	✓	🏆		39%				£0.50m	Med			
St Thomas				53%	M			£1.05m	Med			NR
Academy at Peckham	✓		Business & Arts	22%		(VI)	In programme	£1.54m	High	£		NR
City of London			Enterprise	N/A		(VI)	♿			£		NR
Bacons			Technology	54%		VI	♿			£		

- Deprivation Indicator - Where the schools 3 year average free school meal entitlement is more than twice the national average
- Beacon - Identifies whether the school has Beacon Status
- Specialism - Identifies Specialist Status (parenthesis indicates applied for)
- GCSE - Percentage of pupils gaining 5+ A*-C grades at GCSE
- Single Sex - Indicates the gender in a single sex school
- 6th Form - Shows whether the school has a sixth form
- Accessibility/DDA - ♿ indicates compliance with the Disability Discrimination Act or where there is a programme to achieve compliance
- Condition - An estimate of the cost of bringing the building condition up to standard
- Suitability - Most recent suitability assessment where "High" indicates the school has a high proportion of unsuitable accommodation
- Major Capital Investment - £ Indicates the school features in a recent capital programme.
- Academy - The school is an academy, or expressions of interest are pending.
- Regen - Indicates where a school is in a regeneration area (Bermondsey Spa, Elephant & Castle, West Camberwell, Aylesbury NDC, Neighbourhood Renewal)

Sixth Form Provision

Post-16 provision within the borough is currently delivered through Southwark College, the two maintained schools with sixth forms (AMR and St Saviour's & St Olave's) and Bacon's CTC. A significant number of pupils travel across the borough border to Post-16 provision.

Three schools in Southwark will have sixth form provision in the near future, The Charter School (2004), The Academy at Peckham (2004), and The City of London Academy (2009 at latest).

There is a need to develop coherent programmes for young people across the 14-19 age range, which will involve greater collaboration between schools and other institutions providing education within this age group. In discussion with the 14-19 Forum and the Local Learning and Skills Council, a strategy for Post-16 provision is under development.

Funding Sources

There has been considerable investment over recent years in most community secondary schools. At The Charter, Kingsdale and Waverley, this has been substantial (at The Charter and Waverley funded primarily from the Council's own resources and at Kingsdale through the DfES School Works project). At Warwick Park (now the Academy at Peckham) a similar scale of investment has been secured through the Academies programme.

Walworth, Geoffrey Chaucer and Aylwin school together with the voluntary sector schools are the next priorities for investment. The major source of funding for the remaining priorities is likely to be BSF and the Academies programme. Discussions are ongoing about a possible BSF Pathfinder Project involving Greenwich, Lewisham and Southwark Boroughs, which would include Aylwin School.

Where new places are required to serve new housing developments, particularly at Canada Water, S.106 funding will be sought. We should also receive Basic Need funding from DfES in respect of new school places, which, although it is most unlikely to generate the scale of funding required, will make a contribution to the costs of a new school. Targeted Capital, with its maximum allocation of £5M and limited chance of success, is not a practicable route for secondary investment and the **agreed** strategy is to use this route to address funding for capital projects in the primary and special sectors.

If the **capital** strategy is to be delivered and the vision achieved, we must move swiftly. There is a window of opportunity provided by the congruence of the London Schools Challenge, the Government's increased support for the Specialist Schools and Academies programmes, and the availability of funding from a range of **other** sources.

Appendix 2

Timescale

- What has happened already
- By September 2004
- By September 2006
- By September 2008