

# Education and Children's Services Scrutiny Sub-Committee

Wednesday 8 February 2012

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1  
2QH

## Supplemental Agenda

### List of Contents

Item No.	Title	Page No.
7.	Rotherhithe school	1 - 2
8.	Adult Education	3 - 14

#### Contact

Julie Timbrell on 020 7525 0514 or email: [julie.timbrell@southwark.gov.uk](mailto:julie.timbrell@southwark.gov.uk)

Date: 3 February 2012

<b>Item No.</b>	<b>Classification:</b> Open	<b>Date:</b> 8 February 2012	<b>Meeting Name:</b> Education and Children's Services Scrutiny Sub- Committee
<b>Report title:</b>		Southwark Schools for the Future: New School Rotherhithe	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Project Director, Southwark Schools for the Future	

## RECOMMENDATION

1. That Education and Children's Services Scrutiny Sub-Committee note the briefing provided below.

## BACKGROUND INFORMATION

2. In 2007 Southwark's Outline Business Case (OBC) established the case for a new 5 form entry (750 place) secondary school with a further 150 place sixth form to meet the needs of an expanding population in Bermondsey and Rotherhithe that would be delivered as part of Phase 3 of Southwark's Building Schools for the Future (BSF).
3. In April 2010 Partnerships for Schools provisionally allocated £19.6m to fund the delivery of a new school in Rotherhithe.
4. In July 2010 Southwark was informed that all our projects, including New School Rotherhithe, were unaffected by the cuts to the BSF programme that were announced.
5. In October 2010 Partnerships for Schools (PfS) - the government's delivery agent for capital investment programmes in schools, informed the council that projects referred to as 'unaffected' in July would be subject to a value for money review to be carried out on behalf of the Department for Education (DfE).
6. In November 2010 the DfE wrote to the council advising us of their decision to no longer support New School Rotherhithe. The Council continued to argue the case to the DfE and PfS that there was a need to deliver the New School Rotherhithe to meet current local demand and anticipated future boroughwide need.
7. In April 2011 Southwark was invited by PfS to submit revised and current Pupil Place Planning data. This submission was made on the 18 April 2011 and it reiterated the need for investment to create new places.
8. This Pupil Place Planning submission concluded that new Year 7 places will be required boroughwide from September 2016, with 5 FE (forms of entry) required by 2019/20 – 150 Year 7 places. It is considered by the Council that these places should be provided in SE16 to respond to and support the ongoing regeneration in the area.

9. On 10 October 2011 the DfE advised that a 700 place University Technical College (UTC) for 14-19 year olds based at Southwark College's Bermondsey site will proceed to the pre-opening stage of the UTC development process with a view to it being open in September 2012.
10. Southwark is working closely with the College and Partnerships for Schools in regard to the progression of these proposals and has been asked to act as contracting party for the necessary development works.
11. The DfE have also advised that they have provisionally agreed to fund a new Free School sponsored by the Compass School Trust which intends to offer 500 mixed secondary places.
12. Compass are currently looking for a suitable site in the North-East of the Borough with support being provided by PFS.

#### UPDATE

13. On the 21 December 2011 the Department for Education advised the Authority in a letter that, in light of the Local Authority's pupil place planning submission, it considered a further 100 secondary places were required in addition to those that would be delivered through Compass and the UTC.
14. The letter invited the Council to 'work with the Department and Compass to consider whether an expanded Free School could be the most appropriate solution to addressing basic need in the area, or whether the additional places could be provided through expanding an existing school. If the latter route proves to be more sensible, ...the Department would be prepared to release funding to the Authority for this purpose.'
15. It is proposed that local schools will be advised of the content of this letter and invited to express an interest in expansion. Compass will also be considering the implications of providing an additional 100 places as part of their project development. The Local Authority will then consider all responses, come to a view on the preferred way to create these additional 100 places, and make a recommendation to the DfE in order that the most appropriate route to deliver places can be identified.

#### AUDIT TRAIL

<b>Report Author</b>	Sam Fowler	
<b>Version</b>	Final	
<b>Dated</b>	2 February 2012	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments included</b>
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
<b>Cabinet Member</b>	Yes	Yes
<b>Date final report sent to Scrutiny Team</b>	2 February 2012	

<b>Item No.</b>	<b>Classification:</b> Open	<b>Date:</b> 2 February 2012	<b>Meeting Name:</b> Education and Children's Services Scrutiny sub- committee
<b>Report title:</b>		Review of adult learning	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Adrian Whittle, Head of Culture Libraries Learning and Leisure	

## RECOMMENDATION(S)

1. Consider the raw data gained from a number of stakeholder workshops (appendix I), and provide any feedback to be considered as part of the review.

## BACKGROUND INFORMATION

2. A report to scrutiny 19<sup>th</sup> October signaled the start of a piece of work to develop the future direction of the adult learning service (ALS). The report also highlighted the range of adult and family learning providers in Southwark, including Morley College and Southwark College. There is also significant provision from private and voluntary sector organizations. In addition there is provision commissioned or provided through different service areas within the council.
3. The review therefore needs to consider the totality of adult learning provision in the borough. The objective is to agree a:
  - vision for adult learning, identifying purpose, focus and the council and other providers role in provision
  - common and joined up approach across the council for the commissioning of adult learning provision
4. At the 19<sup>th</sup> October meeting it was agreed that officers would report back on the consultation with stakeholders, including service users and adult education providers. It was agreed that this data would be provided before/without analysis.

## KEY ISSUES FOR CONSIDERATION

5. The review will take place between now and July 2012, resulting in a new vision for the service to be agreed by Cabinet. It is proposed that a report on the final outcomes of the review is taken back to this scrutiny committee.
6. The review will be evidence based. A needs and capacity assessment will be

carried out encompassing an assessment of:

- a) Population level data to understand the overall needs and capacity of the population
  - b) The views of users, non users and providers to gain a more in-depth understanding of demand, need and capacity
  - c) Current provision (including utilization and effectiveness) and opportunities (including good practice elsewhere), to enable a view to be taken on how needs are being met and how they could be met.
7. Appended to this report (appendix I) is the raw data captured from several stakeholder workshops with users of the ALS services/Thomas Carlton Centre. A workshop with ALS voluntary and community sector providers had to be rescheduled to the 13<sup>th</sup> February.
  8. This is provided without analysis, therefore members of scrutiny may wish to consider the following when looking at the data:
    - This will need to be reviewed as part of the entire evidence based, including population level data and a review of current provision.
    - Other stakeholder views are being gathered, including those who use other forms of adult learning, not just that provided through ALS, and also those that do not access adult learning provision
    - Demand is not the same as need
    - Additional forms of engagement with stakeholders will be required which is tailored towards supporting participants to identify and consider any innovative way of meeting adult learning needs.
  9. Officers would like to take the opportunity to thank those who gave up their time to take part in the workshops and enthusiastically participated, providing much valuable information.

## APPENDICES

No.	Title
Appendix 1	Write up of stakeholder workshops
Appendix 2	Project outline

## AUDIT TRAIL

*This section must be included in all reports.*

<b>Lead Officer</b>	Adrian Whittle, Head of Culture Libraries Learning and Leisure	
<b>Report Author</b>	Adrian Whittle, Head of Culture Libraries Learning and Leisure	
<b>Version</b>	1.1	
<b>Dated</b>		
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments included</b>
Strategic Director of Communities, Law & Governance	n/a at this stage	
Finance Director	n/a at this stage	
List other officers here	n/a at this stage	
<b>Cabinet Member</b>	n/a at this stage	
<b>Date final report sent to Scrutiny Team</b>	Date/month/year e.g. 20 May 2010	

**Write up from adult learners workshops 16 January 2012**

---

Attendees were asked three questions:

1. What did you want to get from your course?
  2. What is helping to meet your needs and what impact is it having?
  3. Is there anything else that would help meet your needs?
-

## Session 1 – skills for life

Around 50 - 55 people attended, split into 3 groups

What did you want to get from your course?

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> <li>▪ I want to work in a bank</li> <li>▪ To help with everyday maths tasks</li> <li>▪ To help my kids with their maths work</li> <li>▪ English language</li> <li>▪ To get a formal certificate in maths</li> <li>▪ To feel young again, to achieve a goal and to look forward to a brighter future</li> <li>▪ English and maths, and to help young people after school</li> <li>▪ A second chance – I didn't do well at GCSE</li> <li>▪ I have gaps in learning from school in college that I want to fill, I want to go to university</li> <li>▪ I want to be a teacher. It was tough learning among teenagers</li> <li>▪ To help with shopping tasks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning English, numeracy</li> <li>▪ Achievement of goals</li> <li>▪ New friends</li> <li>▪ To communicate better in English with my family, and the community</li> <li>▪ Helps me with my career choice</li> <li>▪ Confidence</li> <li>▪ Finding out about university courses, access</li> <li>▪ Employment</li> <li>▪ Paving the way for further education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Better qualification</li> <li>▪ Confidence</li> <li>▪ Better understanding</li> <li>▪ Reading/writing/spelling</li> <li>▪ Close to home and school</li> <li>▪ Disabilities independence</li> <li>▪ Better job prospects/support in looking for jobs</li> <li>▪ Helping with children with homework – school forums</li> <li>▪ Help other activities in life – Church, G.P., and School Forms. Letters.</li> <li>▪ Understanding new systems</li> <li>▪ Makes your achieve. Confidence (with doctor)</li> <li>▪ Local accessibility</li> </ul>



<ul style="list-style-type: none"> <li>▪ I want to get a job, I want to build my confidence</li> <li>▪ I want to improve myself – as a write. I want to be able to challenge things</li> <li>▪ Skills in English and maths – for job, home and university</li> </ul>		<ul style="list-style-type: none"> <li>▪ Adult only crèche access. Safety with ICT</li> </ul>
--	--	---

**What is helping to meet your needs and what impact is it having?**

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
<ul style="list-style-type: none"> <li>▪ They make it enjoyable</li> <li>▪ Can go at own pace</li> <li>▪ Teacher student ratio is better than at other places, can focus better</li> <li>▪ Good being with similar ages (not youngsters)</li> <li>▪ Close to the school so easy to pick up kids, fit in around work etc. Important if encouraging women to get back into work</li> <li>▪ I can track my progress</li> <li>▪ Can get more done in a shorter space of time, good for busy mums</li> <li>▪ Everyone is friendly and relaxed</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 mums couldn't come without the crèche</li> <li>▪ The family / playscheme classes have had a very positive impact</li> <li>▪ Teachers are excellent</li> <li>▪ Learning (teaching) is at a pace suitable for adults</li> <li>▪ Maths and English are better for adults</li> <li>▪ Computer access for internet</li> <li>▪ Fast track courses are very good</li> <li>▪ Local to children's school, so I can attend</li> <li>▪ Career advisor is used a lot</li> <li>▪ Skills increased</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local: Location accessible, good transport links – easily to get here</li> <li>▪ Use crèche</li> <li>▪ Encouragement from teacher</li> <li>▪ Meeting friends – socialise/have fun</li> <li>▪ Sometimes don't want to go home!</li> <li>▪ Teacher helps if don't understand encourage to ask questions and gain more knowledge</li> <li>▪ More contact with the tutor compared to other colleges</li> <li>▪ Personal contact (closer relationship)</li> <li>▪ Good access for people with disability –</li> </ul>

<ul style="list-style-type: none"> <li>▪ The teachers are different – happy to help, encouraging</li> <li>▪ Good teachers, good relationships, trust them, can say that you don't understand</li> <li>▪ Family learning is good, and can meet other mums</li> <li>▪ Pick up lots of other skills like how to approach people</li> <li>▪ Impact on my writing for work</li> <li>▪ Learn lots of other things e.g. science, life</li> <li>▪ Sense of goal and structure in life</li> <li>▪ Learn how to communicate with people</li> <li>▪ I have something to say now. It has helped so much with my confidence</li> <li>▪ Feeling happy</li> <li>▪ I can now put myself forward</li> </ul>	<ul style="list-style-type: none"> <li>▪ Helping for my job with SEN children</li> <li>▪ More focused</li> <li>▪ Easy transport and walking makes it possible to come</li> <li>▪ Confidence increased a lot</li> </ul>	<p>feel safe her, plus easy access</p> <ul style="list-style-type: none"> <li>▪ Good inclusion for everyone</li> <li>▪ Frequent classes but smaller class size e.g. 15-16 at TTC compared to 25-30 in several colleges</li> <li>▪ Not hectic like a college with teenagers or younger people</li> <li>▪ Choosing to come to learn – free classes</li> <li>▪ Gives self worth/ self value</li> <li>▪ Confidence goes up</li> <li>▪ Achieving on accreditation/qualification/a goal</li> <li>▪ Family learning - learning together – creating a learning environment/ethos in the family</li> <li>▪ No stigma as an adult going back to learning</li> </ul>
--	--	---

**Is there anything else that would help meet your needs?**

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> <li>▪ Other classes – catering, flowers, science, computer, language, music, sign language, ICT, parenting</li> <li>▪ More ESOL</li> <li>▪ I could teach you Spanish [one someone said they wanted Spanish classes]</li> <li>▪ Longer classes e.g. the whole day – so I can make maximum use of my day release</li> <li>▪ Maintain what we have</li> <li>▪ Library on site – which has the right books and so we can stay focussed [when asked why not use Peckham library]</li> <li>▪ Someone to talk to and help with things like applications or how to volunteer</li> <li>▪ Extra homework and other support outside of classes</li> <li>▪ Go beyond level 2 i.e. level 3 is key for jobs</li> <li>▪ Advertise better e.g. library, local press, shops, GPs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short clips of ESOL on the website</li> <li>▪ Basic clips of Literacy 1 by the trainer</li> <li>▪ Keep the college running please, as we have difficulty with learning at teenager colleges</li> <li>▪ Interactive tool on Southwark website</li> <li>▪ More and better advertising of Thomas Chalton centre</li> <li>▪ Work placement to practice what we learn</li> <li>▪ More sessions in the evening</li> <li>▪ More languages – we would join language exchange groups</li> <li>▪ More days/ hours are need for ESOL fluency</li> <li>▪ More time is needed for Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ More funding for other courses e.g. GCSE English</li> <li>▪ Homework club – access to computers</li> <li>▪ More hours for some of the classes</li> <li>▪ More equipment e.g. computers</li> <li>▪ More heaters! Monday morning is very cold</li> <li>▪ Have a cafe</li> </ul>

## Session 2 – arts and culture based

---

Around 25 - 30 people attended, split into 2 groups

What did you want to get from your course?

Group 1	Group 2
<ul style="list-style-type: none"><li>▪ Full time work was coming to an end and wanted to retrain for leisure</li><li>▪ To learn new and interesting things</li><li>▪ Social network</li><li>▪ For health – fitness and emotional</li><li>▪ To keep active after retirement and be active in the community</li><li>▪ To link into what else is available</li><li>▪ Wanted to improve my writing</li><li>▪ To mix with a wider group of people that you would do otherwise</li></ul>	<ul style="list-style-type: none"><li>▪ Increase concentration and focus</li><li>▪ Art &amp; craft (disability group)</li><li>▪ Having more structure to life (man with severe depression doing ceramics)</li><li>▪ Learning basic skills</li><li>▪ Making money – over £700 by man with severe depression, over £100 by disability group</li><li>▪ Meeting other people – so less depression</li><li>▪ Confidence building</li><li>▪ Making repairs to garments, soft furnishing</li><li>▪ Sewing – bags for use by disability group</li><li>▪ Developing skills – useful for my business</li><li>▪ Making items for sale</li></ul>

**What is helping to meet your needs and what impact is it having?**

Group 1	Group 2
<ul style="list-style-type: none"> <li>▪ Being part of a team</li> <li>▪ Routine in your life – a commitment, a reason to get out of the house</li> <li>▪ Wood work is on of the few facilities in London, a very rare assets</li> <li>▪ Finishing a garment and being pleased</li> <li>▪ Fulfilment</li> <li>▪ Improving my memory – learning small routines, co-ordination etc</li> <li>▪ A long-time relationship with the courses</li> <li>▪ Our diverse community can come together on a common objective</li> <li>▪ Motivation</li> <li>▪ Creativity</li> <li>▪ Job opportunities are important</li> <li>▪ To better myself</li> <li>▪ Its social – come to meet people</li> <li>▪ It local/long distance to other people</li> <li>▪ Life long skills, not just a passing activity</li> <li>▪ Chance to make a difference/help society</li> <li>▪ Skills and inspiration, and save money making my own things</li> <li>▪ Cross referencing of ideas – you learn form other students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supportive staff good with our needs and skills</li> <li>▪ We can learn at our own pace</li> <li>▪ Competent trainer who is also very pleasant</li> <li>▪ Facilities can be used by participants</li> <li>▪ Social time is very important</li> <li>▪ Therapeutic for people with severe depression</li> <li>▪ Easy access to the Thomas Chalton centre</li> <li>▪ Availability of kilns and other specialised equipment</li> <li>▪ Loyalty to the Thomas Chalton Centre it is unique</li> <li>▪ Exhibitions are recommended – with social opportunities as a result</li> </ul>

<ul style="list-style-type: none"> <li>▪ Help each other</li> <li>▪ Its local</li> <li>▪ Prices are affordable</li> <li>▪ We have an off shoot group that does performances</li> <li>▪ Some have started their own business [woodwork]. It gives basic skills and can take the next step</li> </ul>	
---	--

**Is there anything else that would help meet your needs?**

<b>Group 1</b>	<b>Group 2</b>
<ul style="list-style-type: none"> <li>▪ What do the population want – survey?</li> <li>▪ Should speak to other types of learners e.g. those after work</li> <li>▪ Wider range of courses</li> <li>▪ Meeting all needs- disabilities including learning disabilities</li> <li>▪ If repeat you have to pay more, its too expensive for some</li> <li>▪ Advertise more – in the station, signs in the road so people know its here, local shops, hospitals, GPs, Southwark Life, add onto other comms</li> <li>▪ Price</li> <li>▪ Use lottery funding?</li> <li>▪ A class cancelled due to too few people – get more people</li> <li>▪ Better information on change of building or classroom, if cancelled</li> </ul>	<ul style="list-style-type: none"> <li>▪ For the Woodwork course 30 hours is too restricted and not enough</li> <li>▪ For the Ceramics course 30 hours is too restricted and not enough</li> <li>▪ Courses cannot be continued by students for another term without excessive fees – Be open about the cost of the course – students can work out a way of funding the course for themselves, it's so good</li> <li>▪ Good teachers should be retained by secure classes, eg the Japanese teacher</li> <li>▪ More dialogue with class and student rep's</li> <li>▪ Enrolment process is very dogmatic &amp; needs to be simplified</li> <li>▪ Continuers should be able to re- enrol at end of term</li> </ul>

<p>etc</p> <ul style="list-style-type: none"> <li>▪ An open day to the public to show what we can do</li> <li>▪ Child care isn't known about</li> <li>▪ Simplify and reduce the form filling- too many forms, multiple requests for information and takes up valuable class time</li> <li>▪ Courses are designed to continue but its costs to continue</li> <li>▪ Make use of empty buildings</li> <li>▪ Get patrons</li> <li>▪ Management isn't visible – its gets pushed down to the tutors</li> <li>▪ Internal comms isn't right – customer questions should be a priority</li> <li>▪ Open up to other organisations e.g. CAB – to use the centre, promote it</li> <li>▪ Should be able to transfer, rather than cancel then have to enrol again</li> <li>▪ Speed and communication</li> <li>▪ Can book rooms for free through Princess Di Trust – if a charity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Access to feedback form management, and to Southwark needs to be improved</li> <li>▪ Administration needs to be improved – there is a 1 year calendar for Lewisham. Also the term dates are wrong in the Southwark booklet</li> <li>▪ On site visits by senior management to classes will give an accurate picture</li> <li>▪ The booklet is not on display at libraries and museums, and other public locations</li> <li>▪ Courses look unpopular if not promoted</li> <li>▪ National Target of 30 hours for adult learning is restricting skills, and is discriminatory</li> <li>▪ The disabled returners to classes are discriminated against – they pay 2 ½ times as much as able returners</li> <li>▪ The elderly have been falling away, also disabled due to cuts in concessions</li> <li>▪ The Head of the service should be in residence</li> <li>▪ Repeat learners are discriminated against, if favour of new learners</li> <li>▪ There should be an email mailing list for students</li> <li>▪ Numbers attending courses are a false indicator of desire for courses – many are from North London</li> </ul>
---	---

This page is intentionally blank.



**Children's Services and Education Scrutiny Sub-Committee 2010/2011  
Distribution List**

	Copies		Copies
<b><u>Members and Reserves</u></b>		<b><u>Council Officers</u></b>	
Councillor David Hubber (Chair)	1	Julie Timbrell, Scrutiny Team [spares]	6
Councillor The Right Revd Emmanuel Oyewole (Vice-Chair)	1	Shelley Burke, Head of Overview & Scrutiny	1
Councillor Sunil Chopra	1	Romi Bowen, Strategic Director of Children's Services	1
Councillor Adele Morris	1	Rory Patterson, Assistant Director of Specialist Children's Services and Safeguarding	1
Councillor Cleo Soanes	1	Mike Smith, Head of Early Prevention and Intervention, Children's Services	1
Councillor Rosie Shimell	1	Elaine Allegretti, Head of Strategy, Planning and Performance, Children's Services	1
Councillor Althea Smith	1	Pauline Armour, Assistant Director 5-11 Services and Inclusion, Children's Services	1
		Eleanor Parkin, Policy Officer, Children's Services	1
Councillor Darren Merrill (Reserve)	1	Merril Haeusler, Deputy Director of Children's Services - Education	1
Councillor Victoria Mills (Reserve)	1	Sarah Feasey, Principal Lawyer, Strategic Services	1
Councillor Lisa Rajan (Reserve)	1	John Bibby, Principal Cabinet Assistant	1
Councillor Nick Stanton (Reserve)	1	Alex Doel, Cabinet Office	1
Councillor Mark Williams (Reserve)	1	Paul Green, Opposition Group Office	1
		Kerry Crichlow, Assistant Director Strategy and Support, Children's Services	1
<b><u>Education Representatives</u></b>			
Revd Nicholas Elder	1		
Colin Elliott	1		
Leticia Ojeda	1		
Nick Tildesley			
<b><u>Other Members</u></b>			
Councillor Catherine McDonald	1		
Councillor Catherine Bowman	1		
Local History Library	1		
		<b>TOTAL DISTRIBUTION</b>	<b>38</b>