

Item No. 9.	Classification: Open	Date: 15 March 2016	Meeting Name: Cabinet
Report title:		Southwark Council and Old Vic Stage Business Programme	
Ward(s) or groups affected:		All	
Cabinet Member:		Councillor Peter John, Leader of Southwark Council	

FOREWORD FROM THE LEADER

Seeing a young person fully realise their potential is one of the proudest things we as parents, relatives or friends will experience. Yet we know that it can be tough for young people today, with the highly competitive jobs market that comes with living in one of the world's greatest cities. That's why we as a council want to do all we can to help young people get the best start in life.

Last year we took the decision to make a contribution to the Old Vic's Endowment Trust and with it develop, in partnership with the Old Vic, Stage Business. Stage Business is a programme that gives young people in Southwark the opportunity to develop their skills through participation in the arts, working with inspirational individuals in a world class theatre setting. At the time I described the programme as an incredible opportunity for Southwark and Southwark's schools. Now six months since it began, I'm delighted to present this progress report and most importantly see the positive impact it has had on the young people and schools involved.

RECOMMENDATION

1. That cabinet note progress on the delivery of Stage Business, an innovative education project supporting young people in Southwark through culture and the arts.

BACKGROUND INFORMATION

2. The Council is committed to achieving a fairer future for all as set out in the Council Plan 2014-18. The council plan sets out six priority themes for delivery of the fairer future vision including providing the best start in life for all our young people and supporting a strong local economy. Moreover, the council plan has a specific commitment to guarantee education, employment or training for every school leaver and for driving up standards across our schools.
3. Supporting young people to get the best start in life through culture and the arts is an important aspect in the delivery of these and related council plan commitments.
4. In 2011, the Council established a three year youth fund for the purposes of improving educational and employment outcomes for young people, including those most vulnerable and with particular needs, across the borough. In 2013, as part of agreement of the general fund budget for 2013/14, Council Assembly agreed to a commitment to provide resources for the youth fund for a further three years to 2016/17 at £1m per annum.

5. In February 2015, recognising the importance that culture and the arts play in supporting and improving a young person's employability prospects, the Cabinet agreed to release £500,000 as a one-off contribution from the youth fund reserve to donate to the Old Vic Endowment Trust. In agreeing the donation, a memorandum of understanding was drawn up between the Council and the Old Vic Theatre Trust.
6. The donation is being used to support "Stage Business", an innovative education programme whereby the Old Vic works with local schools to improve the confidence of young people (and so raise their employment prospects) through culture and the arts.
7. In agreeing the donation, the cabinet asked that a progress report be submitted back to cabinet in 2016. This report therefore now notes progress following the first six months of delivery of Stage Business in Southwark.

KEY ISSUES FOR CONSIDERATION

8. This report details on progress on the delivery of Stage Business, a project supporting young people in Southwark through culture and the arts.
9. Stage Business offers young people the opportunity to explore the business side of the theatre industry. Beneficiaries learn practical, transferable skills in presentation, communication and creative leadership and will gain access to an online programme of learning. Schools involved will have access to digital content via a Stage Business web portal which will contain interactive lectures for teachers plus educational packs containing links and material for use in the classroom to consolidate learning and enhance presentation skills. In addition, teacher training opportunities will reflect the ethos of Stage Business and provide techniques and practical skills for the wider benefit of all students within each school.
10. Education projects led by Old Vic New Voices form an important and integral component of the theatre, and Stage Business provides a unique and pioneering project which connects young people and schools across the borough and with others across the U.K. Building upon extensive education work developed and delivered by Old Vic New Voices throughout previous years, an exciting vision to support and nurture young people's creativity and employability continues to develop throughout Matthew Warchus' tenure as Artistic Director of The Old Vic.

Summary of School and Individual Participation

11. Stage Business engages with four schools within the borough. These are:
 - ARK Globe Academy, Elephant and Castle – 10 Ambassadors
 - Kingsdale Foundation School, West Dulwich – 10 Ambassadors
 - St Michael's Catholic College, Bermondsey – 8 Ambassadors
 - St Saviour's and St Olave's School, Elephant and Castle – 8 Ambassadors
12. Each school collectively represents diverse and distinctive communities. The recruitment process for schools is led by Southwark Council in the first instance, and consideration has been given to the geographical location of participating schools in order to fully represent the borough. This consideration is, however,

balanced against offering participation to interested parties upon application, on a first come, first served basis.

13. Within year one, the project has worked with 104 students in total, with 36 of a possible 40 now participating intensively as Stage Business Ambassadors. Each student is aged 16-18 and attends sixth form college within the borough. There are 28 females participating and 8 males. The main factor contributing to this gender split is due to the fact that one participating school is a single-sex education provider for female students.
14. Participants with a comprehensive range of academic interests have been attracted to the project, with 73% of participants studying subjects other than Drama, Theatre Studies or Performing Arts. There is a wide recognition amongst students that the project is a valuable asset to their future employment or higher education. Subjects studied by participants include (but are not limited to): Biology, Business Studies, Chemistry, Computer Science, English Literature, Mathematics and Psychology. Qualifications include AS and A Level courses, BTEC and OCR courses. A full breakdown of subjects studied is available on request.
15. In each school cohort, there are a number of individuals who have been specifically selected to participate by teaching staff to contribute to overcoming barriers in their academic or socio-economic situation. One school has elected to choose participants who face serious challenges in their academic attainment, and who hold limited workplace awareness and present continuing behavioural issues. These participants have previously failed their GCSE qualifications, and are undertaking courses to boost their employability prospects.
16. Stage Business is regarded by teaching and senior leadership staff within participating schools as an important and relevant option both for challenging students and those who wish to boost their employability skills and gain experience which is attractive to potential employers.

Progress so far

17. Stage Business launched in September 2015, with schools invited to attend an introductory workshop and performance of *Future Conditional*, an important and relevant play focusing on the British education system. As part of the project, each school was offered tickets for 30 young people to attend a show in the season.
18. Following this initial introduction to The Old Vic and the project, an audition workshop took place in each school setting. From this stage ambassadors were selected. Following a skills-based workshop developing presentation, communication and teamwork skills, ambassadors were chosen in conjunction with teaching staff based on a set of criteria. This criteria included: the benefit to the young person, creative flair and their potential to become a creative leader.
19. Following selection ambassadors attended an Inspiration Day - a full day of intensive workshops and interactions at The Old Vic. The day involved a keynote introduction from a leading industry professional and participants were placed into mixed groups in order to promote teamwork and social interaction with students from around the country.
20. Each ambassador participated in workshops focusing on: voice and

communication, storytelling and staging delivery for audiences. Led by specialist practitioners, each workshop utilised theatrical techniques to prepare students to creatively pitch ideas relevant to younger students, and to develop key workplace skills. Every aspect of the day was supported by a dedicated team of Stage Business facilitators and Old Vic staff to enable students to harness and develop their skills and creativity. A short film charting this experience is available to view upon request.

21. In addition to workshops for young people, teaching staff were invited to take part in the first in a series of creative professional development sessions, with the first focused on voice skills for the classroom. Further such workshops will take place later in 2016.
22. Students are currently undertaking the final phase of workshops in schools, enabling each ambassador to develop and consolidate their learning. This will enable them to confidently deliver creative workshops for younger students using a 'peer education' model. Participants collaborate with Stage Business Facilitators to deliver unique interactive workshops based on one of the pillars of Stage Business (which are: communication, courage/confidence, resilience or teamwork).
23. Across twelve and a half hours of workshop sessions, students are encouraged to draw on their newly developed skills and own personality to deliver unique, relevant and authentic workshops for younger students, and in doing so, unleash creativity relevant to a wide range of employment positions.
24. Key programme targets were agreed between Southwark Council and the Old Vic as part of a Memorandum of Understanding (MoU) agreed at the outset of the partnership (and in line with the cabinet decision to donate to the Old Vic Endowment Trust).
25. The current delivery against targets within the MoU (set out in Appendix 1) show that broadly speaking the programme is delivering in line with expectations. However, some of the planned outputs and outcomes have been profiled into the second year of delivery. This is because unfortunately in September 2015, one school (Harris Academy Peckham) withdrew from the project.
26. Despite the combined best efforts of Old Vic New Voices and Southwark Council to recruit another school to participate in the project, we were unable to secure a school for participation for year one. This was partly because that by September many schools had planned their curriculum for the year ahead. However, in the second year (from September 2016) six schools will participate rather than five as originally intended. As a result, programme targets are anticipated to be met across the two years in total.
27. Full progress will be reported through a first year external evaluation in summer 2016 and an end of programme evaluation in 2017.

Qualitative feedback on delivery

28. A comprehensive review of activities taking place during Inspiration Days was requested from partner teachers. Responses were received from three partner teachers, and included the following feedback:

'I thought the workshops were excellent, especially the voice session. The lead practitioner was very professional and treated [the Ambassadors] like young adults.'

'General feedback [from participants] is that they enjoyed all of the workshops, but the writing workshop was most enjoyable.'

'I thought the day was very valuable for pupils. It was challenging for those who do not have a drama background, but this was good in the fact it challenged their comfort zones.'

'The fast paced day and mixing the groups worked really well. [...] they could feel confident working with others throughout the day.'

29. Feedback from teaching staff on any improvements which could be achieved for this experience noted the following:

'Students felt they could have stayed with other schools [in mixed groups] to push their working skills and presentation skills from other people's perspectives.'

'Students struggled to find the link between the workshops and the final presentation.'

30. Further qualitative feedback is set out in Appendix 1.
31. In an immediate response to this feedback following the first delivery day, the structure of the final session was reviewed and adapted in order to provide a stronger link between workshops and the final pitching session at the end of the day. This change allowed young people to further consolidate their learning.
32. In addition, teaching staff have responded very positively feeding back that all those becoming ambassadors had improved their teamwork, gained independent thinking and increased their collaborative skills. Two thirds of ambassadors had gained presentational skills and improved their overall confidence.

Next steps and planning for year two

33. Stage Business is currently continuing to deliver workshops within partner schools, enabling participants to transition into creative leaders who are equipped to independently lead workshops for younger students aged 11-14. These workshops will continue until March 2015.
34. In April 2015, each Ambassador will be invited to The Old Vic Theatre to celebrate their achievements throughout the project, attend another Old Vic production, and provide an important graduation event to draw their involvement in the project to a close.
35. Following this, in conjunction with partner schools, a series of additional Taster Workshops will be offered to schools within year one who have previously presented low uptake for Stage Business Ambassador Audition Workshops. These supplementary workshops will enable increased awareness of Stage Business and provide improved engagement within the project. These workshops will be led by Stage Business Facilitators who will work with schools

for the second year of the project.

36. Plans for year two are currently in development, with minor scheduling changes planned to respond both to feedback in year one and the programmed schedule of performances at The Old Vic. Recruitment for year two will focus on securing six schools to participate, including four currently taking part. Old Vic New Voices have forged key links with schools across the borough during 2014 and 2015, and will work in conjunction with Southwark Council to promote participation to schools in order to confirm participation by June 2016.

Wider Benefits

37. Through linking the donation to The Old Vic Endowment Trust, an important and exciting range of opportunities are available to individuals within Southwark. These are set out below.
38. The Front Line scheme has so far offered 5 Southwark residents - with particular reference to those not in education, employment or training - an opportunity to discover more about careers in theatre through paid placements with The Old Vic's front of house team. Participants have the opportunity to shadow various members of front of house, box office and catering staff, taking on important roles welcoming patrons to The Old Vic Theatre. One young person taking part in Stage Business has also taken part in this scheme following advertisement through Stage Business. One Southwark resident has since secured a paid role within the front of house team.
39. The Old Vic Community Company creates a platform for Londoners from every background to explore shared social issues and express themselves collectively as writers, performers and production-makers. Participants attend regular drop-in sessions and benefit from theatre boot camps. In addition, participants are encouraged to audition for places within inspiring community productions.
40. Southwark was the most represented London borough within recent performer auditions for *Rise*, the third Community Company production. A total of 142 people aged 16 and over participated, representing 15% of all attendees. The vast majority of Community Company activities take place at The Old Vic Workrooms in Bermondsey, representing a continuing commitment to actively engage with communities in the borough of Southwark. In total, The Old Vic Community Company has worked with over 300 Southwark residents over the past year and will continue to collaborate with and develop the skills of participants in forthcoming months.
41. Since March 2015, in an employment scheme supported by Southwark Council, 3 local residents have taken part in paid 5-month internships. These internships have provided experience in arts administration and practical project delivery supporting and working across a range of Old Vic New Voices projects. Since completing the internship, one participant is now working within the education department of a well-established London theatre, another was offered a position within Old Vic New Voices and the present post-holder has been offered an extension to their contract.
42. Through recruiting partner schools in which Ambassadors deliver workshops, The Old Vic is aiming to promote the wider activities of Old Vic New Voices to schools which have previously not participated in Old Vic New Voices projects or workshops.

43. Further, in continuing to build a strong partnership between Southwark Council and The Old Vic, the forthcoming John Harvard Lecture 2016 is to take place at the theatre in March 2016.

Policy implications

44. The donation to the Old Vic Endowment Trust and the delivery of Stage Business specifically meets the objectives of the youth fund by supporting activities and initiatives to improve the educational and employment outcomes for young people, including those most vulnerable and with particular needs, across the borough.
45. The activities associated with the donation and Stage Business also support the themes of the Cultural Strategy 2013-18, in particular promoting creativity, quality and innovation and building sustainability and resilience in the local cultural sector.
46. The Children and Young People's Plan sets out a vision that every child, young person and family in Southwark thrives and is empowered to lead a safe and healthy life. Initiatives such as Stage Business provide a direct opportunity for young people, including those most vulnerable, to participate in the arts and improve their education and employment prospects.

Resource implications

47. There are no financial implications from this report and any staffing costs will be contained within existing departmental revenue budgets.

Community impact statement

48. The public sector equality duty requires public bodies to consider all individuals when carrying out their day to day work, in shaping policy, in delivering services and in relation to their own employees. It requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities.
49. This report is about progress on the delivery of Stage Business, an innovative education project supporting young people in Southwark through culture and the arts. Stage Business offers young people the opportunity to explore the business side of the theatre industry and learn practical, transferable skills in presentation, communication and creative leadership. Through this experience and as noted through qualitative feedback in this report, young people have improved in confidence, build independent thinking skills and transferred those skills to peers.
50. Through Stage Business, young people in the borough, including some of the most vulnerable, are being given the opportunity to improve their educational outcomes and employment prospects. For example one school has elected to choose participants who face serious challenges in their academic attainment, and who have previously failed their GCSE qualifications, and are undertaking courses to boost their employability prospects.
51. Furthermore, cabinet are asked to note the important community leadership role

that the Council is playing through supporting Stage Business. By providing a financial contribution, the Council is helping to ensure the longevity of cultural and arts activity in the borough, building stronger relationships with participating schools and so with it promote community cohesion and development across Southwark.

SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

Director of Education

52. The Stage Business programme supports the council's priority to provide the best start in life and ensure that young people from a diverse range of backgrounds across the borough have the skills, confidence and resilience to take up the best possible opportunities that Southwark and London has to offer. As this report has noted performance is broadly on track and, following the withdrawal of a school in year one, delivery is being re-profiled to ensure targets are achieved by the end of the programme. The qualitative feedback demonstrates a very positive engagement among students and teaching staff participating and it is particularly encouraging to note that the programme is supporting students across a range of subject disciplines, not just drama alone. This project is highly valued by our schools and students.
53. Stage Business is directly in line with youth fund objectives and reflects an important initiative in the council's broader youth offer. Moreover, the programme is helping to establish a strong relationship between the Old Vic and the schools directly benefiting from the programme. The peer learning approach to means that stage ambassadors can confidently deliver creative workshops for younger students using a 'peer education' model, creating the potential to spread learning to other schools across the borough.

Strategic Director of Finance & Governance (FC15/053)

54. The report is asking cabinet to note the progress on the delivery of Stage Business, an innovative education project supporting young people in Southwark through culture and the arts.
55. The strategic director of finance and governance notes that there are no financial implications arising from this report and any staffing costs relating to this project will be contained within existing departmental revenue budgets.

Director of Law and Democracy

56. The Localism Act 2011 gives councils a general power of competence whereby they have power to do anything that individuals generally may do. This power can be used even if legislation already exist that allow a local authority to do the same thing. However the general power of competence does not enable a local authority to do anything which it is unable to do by virtue of a pre-commencement or other limitation. The director of law and democracy is not aware of any pre-commencement or other limitation.
57. The council is required under section 149 of the Equality Act 2010 to have due regard to the need to:
 - Eliminate unlawful discrimination harassment and victimisation
 - Advance equality of opportunity between people who share protected

- characteristics and those who do not
- Foster good relations between people who share protected characteristics and those who do not.

58. The director of law and democracy believes the progress detailed in the report will advance equality of opportunity and help foster good relations between people who share protected characteristics and those who do not.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Memorandum of Understanding between the London Borough of Southwark and The Old Vic Theatre Trust 2000	Southwark Council 160 Tooley Street London SE1 2QH	Stephen Gaskell, stephen.gaskell@southwark.gov.uk
Link: http://modern.gov.southwark.gov.uk/ieListDocuments.aspx?CId=302&MId=5145&Ver=4		
Video charting progress	The Old Vic Theatre	Richard Knowles Richard.Knowles@oldvictheatre.com
Link: https://www.youtube.com/watch?v=v3CbEhmK6g		

APPENDICES

No.	Title
Appendix 1	Stage Business programme delivery summary

AUDIT TRAIL

Lead Officers	Eleanor Kelly, Chief Executive	
Report Author	Stephen Gaskell, Head of Strategy and Partnerships	
Version	Final	
Dated	3 March 2016	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments sought	Comments included
Strategic Director of Finance & Governance	Yes	Yes
Director of Law and Democracy	Yes	Yes
Director of Education	Yes	Yes
Leader of the Council	Yes	Yes
Date sent to constitutional team	3 March 2016	

APPENDIX 1

Stage Business programme delivery summary

Key target	Summary of progress/commentary
<p><i>Improved confidence and well-being of the young people involved in the Stage Business programme measured through survey during and upon completion of the study work</i></p>	<p>Immediately following participation within Inspiration Days in November 2015, an evaluation of the impact of participation was completed. Of the 38 attendees, 28 responded, representing a 74% response rate. In comparison to similar evaluation processes across Old Vic New Voices projects, this constitutes a high response level from participants. In response, the following was reported:</p> <ul style="list-style-type: none"> 96% of young people rated content as good or excellent 96% rated professional workshops delivery as either good or excellent 39% of participants had gained skills for any workplace 43% of participants had gained skills for interviews 64% of participants had increased their confidence 75% of participants had developed their ability to work as part of a team <p>Additional comments included: <i>'I loved it'; 'It was very interesting', 'FAB! Thanks!','Really good', 'Today has given me more confidence to be brave', 'It was really fun and a great experience to meet new people – they were great.'</i></p> <p>In reference to the well-being of participants, feedback regarding the opportunity to meet and work with young people from different backgrounds and geographical areas was overwhelmingly positive. In addition, those attending reported both verbally and through written evaluations that they appreciated the opportunity to try new things and work outside of classroom settings. Furthermore, the majority of students that attended reported that they had enjoyed the experience. Well-being of participants forms a crucial part of our evaluation methodology, and responses will be measured in part against the New Economics Foundation '5 Ways to Wellbeing' guidelines which are currently used to evaluate elements of Old Vic New Voices community participation.</p>
<p><i>100 16 to 18 year olds selected as Stage Business Ambassadors</i></p>	<p>Across two years, 100 people will be selected as Stage Business Ambassadors. Within year one of the project, 50 Stage Business Ambassadors were to be recruited to work intensively across the project. However due to the withdrawal of one school from the project the project secured 40 participants from an available 40 from four</p>

	<p>schools. In order to deliver participation targets, a total of six schools will participate in the second year of the project. Since recruitment, two young people have chosen to leave the project due to work or examination commitments, and a further two have been removed by teaching staff due to decreasing behavioural standards.</p>
<p>300 16 to 18 year olds participating in the stage 1 selection boot camp</p>	<p>Across two years, 300 young people will be invited to take part in an audition workshop. In year one of the project, 120 young people were eligible to participate, with the remaining 180 taking part in year two. These workshops are designed to introduce the key values and intentions of the project and select 10 Ambassadors per school. Of a possible 120 participants within four schools, 52 took part in this workshop, from which 40 Ambassadors were chosen.</p> <p>Participation varies significantly within each school due to a number of factors, including but not limited to; time available to teaching staff to promote participation, low cohort numbers, lesson and exam timetables and other after-school commitments. In order to address these pertinent issues, a clear framework for supporting and promoting recruitment will be introduced by The Old Vic Theatre in collaboration with partner teachers preceding this phase of work in year two. In addition, a series of taster workshops and supplementary sessions will be delivered in year one in order to address this shortfall and boost awareness of the project.</p>
<p>1,200 11 to 14 year olds benefitting from the Stage Business ambassador peer-led workshops</p>	<p>1,200 young people will participate in workshops delivered by ambassadors across two years. In the first year, the number of possible participants across four schools is 480. This phase of work is currently being undertaken, and full numerical results are unavailable.</p>
<p>1,200 11 to 14 year olds from a 'partner school' in the local area participating in Stage Business ambassador peer-led workshops</p>	<p>1,200 young people will participate in workshops delivered by ambassadors across two years. In the first year, the number of possible participants across four schools is 480. This phase of work is currently being undertaken, and full numerical results are unavailable. It should be noted that potential issues exist in the organisation of workshops between lead and partner schools. The combination of timetable and logistical issues, room and student availability creates a range of potential complications when aiming to secure participation targets. In response, Old Vic New Voices supports teaching staff in this process and contributes where possible to assisting and promoting participation.</p>
<p>10 teachers to be trained in voice and communication skills</p>	<p>The delivery of training sessions for teaching staff is ongoing. The results and impact upon teaching staff will be reported fully at the end of year one.</p>
<p>5 secondary schools</p>	<p>This phase of work is currently being undertaken, with elements of digital resources being made available</p>

provided with a digital legacy pack	towards the end of the first year of the project, and a full digital pack produced towards the end of the second year of the project.
Additional support and guidance provided to staff and teachers by the Old Vic New Voices team	Throughout all aspects of Stage Business, partner teachers are in regular contact with Old Vic New Voices through the appointed Stage Business Co-ordinator. Support and guidance is given surrounding the planning and delivery of workshops, theatre visits and interactions. In addition, complimentary tickets are periodically made available to teaching staff to attend Old Vic Theatre productions, especially where there is clear relevance to the curriculum.
Shared learning and experience between The Old Vic and nominated schools.	Old Vic New Voices staff are currently exploring a series of potential shared learning and collaborative experiences for participants and teaching staff in order to share the values and intentions of Stage Business to impact upon a wider range of students and teaching staff.
Other qualitative feedback	<p><i>'The workshop in September was fabulous – the students got loads out of it. Even those who are not Ambassadors still talk about it and the fact that they had the opportunity to come to the theatre and watch a production, I think it's a great opportunity for students to access theatres that they wouldn't normally go to.'</i></p> <p>Teacher feedback following the opportunity to see <i>Future Conditional</i> and engage in an introductory workshop at The Old Vic Theatre</p> <p><i>'It is easy to get bogged down by education. They've got to compete with everyone else in the whole of the UK to get places in university, in colleges or wherever they want to go on to, but going out and experiencing life is really important. When you leave school, you're going to be out in the big wide world. If you're going to go into an interview or give a presentation or just have a conversation with somebody you don't know, this experience is great for that. If you don't practice that skill then you'll get more shy as you get older and more introverted and you're not going to be able to stand out from the crowd. The soft skills they are learning and what they are doing with Stage Business is an excellent opportunity for them.'</i></p> <p>Teacher feedback regarding Stage Business</p>