



**LONDON &
SOUTH EAST
EDUCATION
GROUP**



Group Strategy Review 2019–2023



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Introduction

In our Strategic Plan for 2019–23, we set out a new approach for our organisation. This brought together the College and our Multi-Academy Trust into the newly formed London & South East Education Group, which we positioned as a social enterprise.

The rationale for this was to maximise the opportunities that operating as a collective could afford, focusing not just on what we do, but how we do it.

Our collective ambition was to achieve greater impact and bring greater benefits to both our learners and the communities in which they live and work.

We set out six goals for the Group:

- 1. To have a measurable positive impact on lives and communities**
- 2. To maximise learners' success and ambitions through a learning strategy and approach that connects learning to the real world**
- 3. To deliver high quality outcomes across all aspects of the group's business**
- 4. To have the right people in the right jobs at the right time**
- 5. To establish a group identity with shared vision, mission and values and a new emphasis on social enterprise and our wider contribution**
- 6. To embed a culture of discipline, values and evidence that will drive our behaviour**

This report reflects on our journey over the last four years and the progress we have made with our intended goals. It also begins to identify some priorities moving forward.

The Strategic Plan acknowledged that following the creation of the Group, we had work to do to create a single entity. This needed a shared understanding of the vision, mission and values, recognising that building a 'one organisation' culture was critical to success. We wanted to enhance our reputation locally, regionally and nationally, and to be known for the wider social value we generate as a collaborative social enterprise group.

Shortly after the launch of our Strategic Plan, the Covid-19 pandemic began. This required us to respond to the immediate challenges and needs of learners and staff across the College and Trust. Therefore, whilst there was additional urgency and opportunity to implement some aspects of the Strategic Plan, in other cases, changing priorities slowed progress towards some goals. We reflect on this later in the document.

Delivering our Civic Responsibility as social value

We know that skills and education play a much larger role than simply meeting national economic priorities and addressing employer's skills needs. This was reflected in our social ambitions within the Group Strategy. We are seeing increased emphasis on local 'place' in public debate across a range of public sector organisations, including Local and Combined Authorities, the NHS and Universities. We are also considering how, as 'actors' in the civic space, we can contribute not just through 'what' we do, but 'how'.

The Civic and Social Value models, while not new concepts, have made rapid progress in the public consciousness over recent years. Within Higher Education, the Civic University Network movement is developing, supported by The Office for Students. As both educational and civic institutions, improving attainment in schools and colleges is an essential part of this work.

CASE STUDY

Since publication of our own strategic plan, we have seen the emergence of 'Anchor Institution' strategies, focused on addressing multiple societal challenges. For example, the Royal Borough of Greenwich has recently launched 'Anchored in Greenwich' a multi-agency approach to address economic challenges through the role of Anchor Institutions, which we have been central in shaping through our work in this space.



Defining and measuring social value

Through our Strategic Plan we wanted to have a positive impact on lives and communities.

We wanted to do more to contribute social value but also to evidence the social value generated. This would help us better understand and demonstrate our wider impact and the difference we are making.

So, we chose to adopt the National TOMs framework to assess our impact via social value measures. This provides a consistent way to measure and report social value, allowing comparisons over time and between organisations – as well as helping to inform our strategy going forward.

We mapped the Group Strategy goals to the framework, covering five themes:

- A: Jobs:** Promote Local Skills and Employment
- B: Growth:** Supporting Growth of Responsible Regional Business
- C: Social:** Healthier, Safer and more Resilient Communities
- D: Environment:** Decarbonising and Safeguarding in our World
- E: Innovation:** Promoting Social Innovation

Our story so far

This section sets out how we implemented the new strategy. It explains how we integrated this into our organisational practice and highlights the milestones in our journey:



Our achievements and how we measure them

In this section we reflect on progress against our six Strategic Goals, highlighting key successes and areas for future development. This is followed by reflections on how we will deliver social value going forward.

How have we measured progress against our Goals?

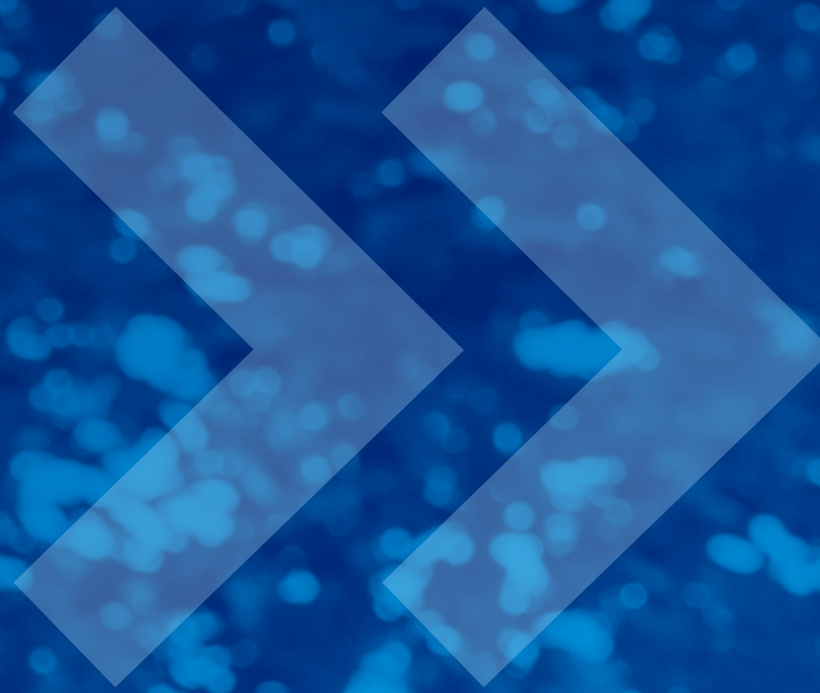
When we launched the Strategic Plan, our goals were defined with an overarching ambition. We adopted the TOMs Social Value Framework to measure and articulate the impact of the Group operating as a social enterprise.

Annual operating plans for the College and the Trust supported the implementation of the overarching Strategic Plan. This was supported by Key Performance Indicators (KPIs), integrating metrics from the TOMs framework, to report on progress to the Group boards.

A year into the new strategy, we undertook an external audit of progress. This was done with the Centre for Local and Economic Strategies (CLES) to review how the strategy was working and what needed further focus.

We also contracted the Social Value Portal to provide independent verification of our results. This ensured that the overall social value and impact we articulate is robust and would withstand external scrutiny.

Throughout this section we draw on these independent insights. We also reflect on external recognition of the Group's work, Board paper and similar summaries – setting them against KPIs to highlight key successes and areas for future development.



To have a measurable positive impact on lives and communities

The Group strategy set out our ambition to maximise the positive impact we have in our local communities, beyond our core role as an education provider.

Overall social value

Using the National TOMs framework, we have been tracking the total Social Value generated by the Group since 2018 - and have seen significant growth during this time. Independently verified figures from the Social Value Portal (SVP) indicate that in 2021/22 the Group's social value was equivalent to £33,665,119. This was achieved through activities which promote local skills and employment, growth of responsible regional business, and innovation which supports healthier, safer and more resilient communities.

Themes				
A	Jobs : Promoting local skills and employment			
B	Growth : Promoting growth of responsible regional businesses			
C	Social : Healthier, safer and more resilient communities			
D	Environment : Decarbonising and safeguarding our world			
E	Innovation : Promoting social innovation			
2018/19	LSEC SV	Indirect SV	Total SV	
A	£5,288,225	£841,467	£6,129,692	
B	£180,898	—	£180,898	
C	£15,989	£15,170	£31,160	
D	£200	—	£200	
E	—	—	—	
	£5,485,313	£856,637	£6,341,950	
2019/20	LSEC SV	Indirect SV	Total LSEC SV	Group SV
A	£17,675,987	£303,551	£17,979,538	£28,136,331
B	£2,215,269	—	£2,215,269	£2,524,427
C	£46,197	£108,315	£226,512	£62,380
D	£405	—	£405	£405
E	£34,174	£10,147	£44,321	£164,383
	£19,972,032	£494,013	£20,466,045	£30,887,926
2021/22	LSEC SV	Indirect SV	Total LSEC SV	Group SV
A	£16,561,915	£538,370	£17,100,285	£29,707,856
B	£3,139,196	—	£3,139,196	£3,760,115
C	—	—	—	—
D	—	—	—	—
E	£194,351	—	£194,351	£197,148
	£19,895,462	£538,370	£20,433,832	£33,665,119

As the global pandemic hit in 2020, we saw the significant health, social and economic impacts on learners, staff, local communities and businesses. The College scaled up social value activities in direct response to the challenging circumstances being faced by so many people. This included online taster courses with health employers, and supporting local young people into work in partnership with the Department of Work and Pensions.

In 20/21, £36,771,833 social value was generated by the organisation as a whole. Given this was undoubtedly an unusual year, we have been advised by SVP to consider this an outlier in terms of our social value trajectory.

Since initially piloting the TOMs measures in 2018, there was a significant increase in social value activity. This has now stabilised at just over £33m per year, as a result of effective policies and initiatives that we have implemented. Many of these have been highlighted in relation to specific goals throughout this report.



A leading voice on the impact of Anchor Institutions

Our work on social value has positioned us at the forefront of dialogue on the impact of Anchor Institutions and Civic Trusts across the education landscape. We were invited by the Greater London Authority and Bloomberg to shape the London Recovery Board Anchor Institutions Impact Framework and our work has been recognised beyond the education sector.

Highlights include:

- Our commitment to impacting positively on communities has been used to design and deliver two highly successful national campaigns: #FoodBankFriday which gained ministerial support and #GoodForMeGoodForFE which has secured the support of 140 Colleges across the sector.
- Following early investment of circa £90,000 from NCFE, the Good For Me Good For FE initiative has surpassed the original £1m target per year, reporting £3,725,411 in social value across participating colleges in 21/22.

Recognition of the Group's focus on social impact, measured through social value.

These have included:

- National Social Value Awards 2021: Public Sector Leadership Award
- National Social Value Awards 2022: Highly Commended award in the Best Public Sector Project category relating to the redevelopment of our Greenwich Campus.
- National Social Value Awards 2023: Highly Commended award in the Social Innovation category relating to Good for Me Good for FE
- National TES FE Award: Contribution to the Local Community
- Royal Borough of Greenwich Civic Awards which recognise outstanding contributions to the social, economic and wellbeing of the Borough. The College was named a winner in the Community Category and staff member Karen Oliver received an individual award in the Volunteer category.
- Sponsoring events such as the 2022 Bromley Community Volunteering Awards
- Being asked to Co-Chair the London Social Value Taskforce and be members of the Green New Deal Working Group for London.



Good for Me Good for FE

In July 2021 we launched a social action campaign for the FE sector in partnership with Loughborough College and East Coast College.

The focus of this initiative has been to generate social value within communities across the country via staff and student fundraising and volunteering activities.

By the end of the first year, 140 colleges were signed up to the initiative having collectively generated over £2m of social value.

In addition, over 100,000 food items were collected, 100,000 volunteering hours logged and £120,000 raised.

To support and sustain the initiative, a number of corporate and charity partners were brought on board including NCFE, AoC, The FA, Scouts, Mental Health Foundation and SLQ Sports Leaders.

NCFE provided £55,000 of investment to help secure the campaign's longer-term future, funding a national project co-ordinator, website development and marketing activity.

An awards ceremony and celebration of volunteers from Good For Me Good For FE partner colleges will be taking place at the House of Lords later this year. Going forward, consideration is being given as to how best to maximise and sustain this outstanding project.



2

To maximise learners' success and ambitions through a learning strategy and approach that connects learning to the real world

We want to ensure that everyone attending our schools and college are able to flourish and achieve their potential, regardless of social background. This means equipping them with the qualifications and skills they need to fulfil their potential, access high quality education and being able to live and work successfully. Alongside achievement rates, we want learners to develop essential life skills and have access to volunteering opportunities to enable them to play an active role in our local communities.

Trust success

Students across the UK have been impacted by the pandemic and the associated disruption to learning from the lockdown periods, setting some progress back.

As the number of schools in our Trust has grown, we continue to see improved outcomes for pupils. Across all schools in the Trust (which include mainstream, special and alternative provision) we see higher than average rates of disadvantage. This includes eligibility of Free School Meals and pupils living in areas of high deprivation, with circumstances being particularly challenging during the pandemic. In this context, schools across the Trust, supported by strong focus on standards, achievement and system leadership have achieved the following:

Improved English and Maths grades, including:

- Higher than national average Key Stage 2 outcomes (Belmont Academy)
- A year-on-year increase of students achieving five or more Level 2 qualifications including English and Maths (Bromley Beacon Academy), with 100% of Year 11 students achieving an English GCSE and over nine in 10 achieving a Maths GCSE (Endeavour Academy)
- 100% of Year 10&11 students gaining Entry Level qualifications in English, Maths, Science and a vocational BTEC (Woodside)
- Key Stage 4 students leave with qualifications in Levels 1 & 2 Functional skills in English and Maths enabling them to progress into further education, training or employment (Bromley Beacon Academy)
- Level 2 Barista qualification and employability skills for all Years 12 and 13 students, enabling them to get part time work whilst at school (Bromley Beacon Academy)
- 100% of Year 11 students progressed into further education or an apprenticeship (Horizons Academy)

College success

In the College, despite the challenging post-pandemic context in 21/22 eight out of ten of our learners achieved their qualification. This gave them the opportunity to progress onto the next level of their programme, onto an apprenticeship or into employment. Within a year of completing their studies over eight in ten learners reported moving on to further study or employment.

Over eight in ten learners also agreed that their course and time at the college helped them to actively participate in their community and in society, for example through volunteering, politics etc.

A particular highlight is our apprenticeship provision, which has developed with the majority of learners successfully achieving the End Point Assessment, and positive destinations for over 90% of apprentices. For example, in 21/22 all of our Hairdressing learners achieved, with 20 passes and 4 distinctions. This was particularly commendable for a sector that was closed completely during COVID restrictions.

Our College's Nido Volans centres continue to be an area of strength, offering discrete education and training opportunities for 16–24-year-olds with moderate to severe learning needs across Bromley, Bexley, Greenwich and Lambeth.

Our Supported Internship programmes help young people with a range of learning needs into paid employment – with outstanding outcomes. In 21/22, 15 out of 19 learners on this programme at Bromley were offered paid employment while six out of seven learners on the College's NHS Supported Internships were offered and took up employment at the Princess Royal University Hospital. This has been recognised nationally, having been a finalist in the AP/ Special provision category in the National SEND Awards 2022.

We also saw SEND and Forest School Lecturer, James Plant, receive a Bronze Award in the Pearson National Teaching Awards 2022.

Alongside development of our Higher Education strategy, we have started to develop our offer to ensure this more closely aligns with learner demand and skills needs, and grown our progression pathways into higher education, for example by providing new Higher Technical Qualifications in Health and Social Care and Cyber Security.

Over the course of the Strategic Plan, priorities in our College and Schools in relation to teaching, learning and assessment, have evolved to ensure they support learners with the skills they need for the real world.

In response to stakeholder feedback, including employers, the College has developed new and bespoke programmes. For example, in 2020/21 this included 'Preparing to Work in Schools' courses, Green Skills Construction Bootcamps and several work-based academies such as the 'Prepare to Care', in partnership with Bromley Healthcare.

Nido Volans: Example of parental feedback (Source 21/22 Annual Review): *"One of the best courses Will has ever done. So glad we applied for it. The support has been absolutely amazing from both his teacher Amanda and the work colleagues in R&D. William's confidence has grown and he's learnt so many life skills whilst working at the hospital. We are thrilled he's been offered a job but the experience of working in this environment has been valuable. Thank you to you all."*

CASE STUDY

LSEC Bexley Campus hosts Bexley Earth Summit (April 2023).

Working with our partners from Bexley Council and Cory Riverside Energy, our Bexley campus hosted 60 Year 9 and 60 Year 10 students from Harris Garrard Academy and six staff. The event involved students taking part in five workshops with eight employees from five employers.



The workshops involved textiles and recycling clothing, drumming, food preparation, blogging, photography and videoing. LSEC students led informative tours of facilities, including the student common room. Students gained valuable work experience and received excellent feedback from Harris students and staff.

Across the Group, we continue to provide additional support to every student who needs it, via a wide range of catch-up opportunities. We are ambitious for our learners; supporting transitions into further education, apprenticeships or other chosen pathways within the Group.

As we move forward, meeting skills priorities and future needs is central to the development of our strategy. We have been working closely with the employer representative body, BusinessLDN, who is leading on the development of London's Local Skills Improvement Plan (LSIP). This is drawing on the available labour market information to inform design and delivery of the curriculum.

3

To deliver high quality outcomes across all aspects of the Group's business

We wanted to ensure our learners fulfil their potential, underpinned by high quality education. We also wanted to build good relationships with key stakeholders and embed social value in the Group's activities.

Collaboration and partnership work is central to how we work. This enables us to maximise opportunities by connecting with others who share our aims – so we can achieve greater impact for our learners, employers and the communities we serve.

Collaboration and Sharing Best Practice

Our College and Trust are increasingly being seen as an education provider and collaborator of choice. This involves not only forging strong connections within our local areas, but also taking on a leadership and convening role across the sector.

For example, since 2020, the College had been working in partnership with East Sussex College Group (ESCG) and East Surrey College (ESC) on the highly successful College Collaboration (CCF) Programme #ChangeMakers. Having secured funding of nearly £1m to support and sustain the partnership, work has taken place to improve quality of education, create effective local, regional and national partnerships and improve financial resilience. There has also been a focus on innovation and learning through digital transformation and pedagogy, creation of sustainable careers and progression for all learners.

The College has also led the Local London Strategic Development Fund, which focused on green skills across eight post-16 providers. This has paved the way for further projects led by the College, including the Local London Green and Digital Mayoral Academy, which is a collaboration across 11 further education providers and nine London Boroughs in the Local London region.

Learners and parents

In the Trust, we have seen the quality of education maintained or improved – with the schools that have been inspected during this period all achieving Good or Outstanding judgements.

In addition to improved achievement rates, schools within the Trust have established new initiatives to strengthen parent engagement and relationships. For example: using review days and school events to build positive relationships with parents (Bramley Oak Academy), the launch of Friends of Woodside Parent Group and Endeavour Academy's weekly Teenlife programme.



Bexley Music Service

In April 2021 we welcomed Bexley Music (previously known as Bird College Music Service) into the Trust. Bexley Music provides high quality music education and opportunities for children and young people, including instrumental tuition, choirs, bands, orchestras, performances and tours. Based at Belmont Academy, it established blended online and in person music lessons during the pandemic and is now working with other schools across the Trust and Borough. In 21/22 Bexley Music worked with over 4,500 students across the Borough and performed at the Trust Student Awards in Autumn 2022.



Other Music highlights include:

- Bexley Music being established as a registered centre for Associated Board of the Royal School of Music and Trinity Music examinations
- Aspire Academy Bexley's School Choir performed at the Young Voices Concert, at the O2 arena (21/22)
- Bexley Music's Fairfield Hall music concert, with a choir of almost 400 primary school children, including from Trust schools including Belmont Academy, which coincided with substantial growth in the uptake of music at school (21/22)
- All Key Stage 4 students at Bromley Beacon Academy gaining Level 2 qualifications in Music Technology (21/22)
- Music production workshops in the College
- Bexley Music's summer Tour to Germany and the Czech Republic by the advanced ensembles, Mayor of Bexley's Community Easter Festival performance and Ukraine Fundraiser at St Lawrence's Roman Catholic Church, Sidcup (21/22).



Inward investment for the Group

The Group has secured significant inward investment between 2019 and 2023 to support growth and innovation across the College and the Trust. This funding has come from a range of sources, including national and local grants and funding opportunities. This investment has supported vital work to refurbish buildings, upskill staff, develop new courses and share best practice.

Many funding applications and contract opportunities now require applicants to articulate progress and impact as an Anchor Institution. We have been well positioned to respond to these, which is reflected by our success.

Project	Update	2019–20	2020–21	2021–22	2022–23
College Collaboration Fund	Continuation of the #ChangeMakers programme to support with college improvement across LSEC/ESCG and ESC. The project is currently underway.			£371,000	
FE Capital Transformation Fund	The College was successful in both the first and second rounds of funding. This capital is being used to re-develop the Bromley Campus, improving facilities for students and supporting our journey to Net Zero. We have applied for the third round of funding and are awaiting the outcome, which is expected in Autumn 2023.		£20,000,000	£13,700,000	
SEND Centres of Excellence FE Spokes	A programme that supports the SEND Centres of Excellence, where LSEC has helped develop sustainable employment options for SEND learners in creative arts and sports industries.		£20,000	£20,000	
DfE Higher Technical Growth Fund (Health)	Develop pathways into health care that provide the foundation for progression to higher level skills, such as the 'Prepare to Care' programme that has been designed in partnership with Bromley Health Care as well as a pathway out of the High Technical qualifications into a range of high demand allied health professions.		£98,000		
DfE Higher Technical Skills Injection Fund (Cyber)	To support providers to deliver (teach) level 4/5 technical qualifications and to help growth high quality provision in higher technical qualifications.				£98,000
DWP Youth Hubs	Targeted NEET support Hubs established at the Bromley, Bexley and Greenwich campuses. We have engaged with over 870 people through our youth hubs, supporting 221 into jobs and a further 186 with training to support their progression.		£375,000		
Turing Scheme	International placements for 120 students to learn a range of additional employability and social skills between February and July 2022. Initial locations have been established in Ireland, Spain, Portugal and Cyprus.		£257,878		
Arts Council for Bexley Music	The Group has taken over the running of the Bird College Music Service, renamed to Bexley Music. The service is now located at Belmont Academy, part of London South East Academies Trust.		£385,894		

Project	Update	2019-20	2020-21	2021-22	2022-23
Strategic Development Fund NB: this is split between 9 providers	A sub-regional project which aims to increase inward investment across the Local London region. Through an intensive capital and revenue investment model we will see 13 further education providers collaborate to improve the region's Green skills offer.			£2,500,000	
Local London Green & Digital Mayoral Academy	A sub-regional project, which collaborates across 11 further education providers, nine London boroughs and 30+ employers. This is helping to ensure that the GLA has a central delivery mechanism to improve its Green and Digital offer across the Local London region.			£470,000	
Good4MeGood4FE	Good for ME Good for FE is a national campaign driving a sustainable programme of community action across the UK. 140 colleges have come together to support this, encouraging their staff and students to get involved in a wide range of volunteering and fundraising activities. The project is funded by East Coast College, Loughborough College and NCFE.			£57,500	
World Skills Ambassador Programme	A grant provided to the College from WorldSkills to pilot and implement the Skills Development Hub (SDH). This is supporting colleges to train more young people to world-class standards.			£5,000	
Future Greenwich Note: grant Jan 2018 to Sept 2026	Redevelopment of Greenwich campus comprising the construction of residential accommodation together with associated buildings.	£14,000,000			
AoC JP Morgan (Green Skills)	This Pilot Project will build upon the market research, partner collaboration and industry engagement that has taken place to date with our Green Academy Partners. With the urgent need to retrofit housing in the built environment, we intend to make LSEC a centre of excellence for retrofit skills by disseminating best practice, sharing resources and 'training the trainer'.				£150,000
Post 16 Capacity Fund Note: grant from Oct 2022 to March 2024	Create additional capacity to 16-19 providers, where a demographic increase in learners is expected by September 2024.				£3,991,000
Mayor's Construction Academy	The project has been designed to support the key 'London Local' priorities as set out in the Skills for Londoners prospectus. Specifically, this focuses on low paid residents with no or low skills and young people leaving school without qualifications struggling to find employment.		£856,000		
T-Level Capital Fund Note: grant from Summer 2023 to Sept 2024	Estates improvement project delivering space to be used primarily for publicly funded T-Level education provision for students between the ages of 16-19.				£1,600,000

SEND Centres of Excellence FE Spokes

London South East Colleges was one of eight Further Education providers to be included in the Education and Training Foundation's (ETF's) Centres for Excellence in Special Educational Needs and Disabilities (CfESEND) programme.

The College's outstanding SEND provision became one of the new employer spokes across the country – maximising existing employer relationships and creating new ones to support learners into fulfilling jobs.

The ETF's programme brought FE providers together with employers from a range of industries, demonstrating how businesses can benefit from diversifying their workforce. The College focused on connecting local employers from different industries with people with SEND, showcasing their skills and suitability and illustrating the benefits of diversifying business' teams.

Teresa Carroll, National Head of Inclusion at ETF: "As the country recovers from the effects of both Brexit and the Covid pandemic, learners with SEND are a huge untapped resource to employers and businesses. 81% per cent of non-disabled people are employed whilst only 52% of people with disabilities are employed, hiring people with SEND is not just the right thing to do, but makes good business sense too."

Dr Sam Parrett CBE, Group Principal and CEO, London & South East Education Group: "We are delighted to be part of the CfESEND programme. This will enable us to build on the successful work we are already doing with local and regional employers to support our SEND students into fulfilling employment.

"We have lots of activity planned, hoping to create partnerships with new businesses and provide them with advice, guidance and support. SEND learners can bring so much to a business and we want to showcase these benefits to employers, learners and their families – as well as helping to improve practice in colleges to effectively support employability."



Future Greenwich

The £37 million new campus will provide Greenwich with a further education college that will truly enable levelling up. The new campus will have a focus on digital skills, with purpose-built augmented and virtual reality supported classrooms, and a curriculum designed from the ground up to respond to the current and future skills needs of the area. This approach will also secure Greenwich as a key player in the London Mayor's Smart City Strategy, with support from Digital Greenwich.

Realising this vision is challenging and has needed strong partnership working across different sectors. In 2016 Greenwich Campus buildings were no longer fit for purpose. 70% of campus spaces were classed as category C (D being inoperable) which makes them unsuitable. Even areas that were not in need of refurbishment were still not suitable for a modern, digital-based curriculum. In 2019, convinced that a redeveloped campus was fundamental for providing much-needed skills, vocational learning, and adult learning, the Greater London Authority (GLA) awarded Future Greenwich £10m through the Skills for Londoners Capital Fund. Since then, parts of the campus have already been demolished and others refurbished to make Future Greenwich a reality.

Working in partnership with the Royal Borough of Greenwich and Digital Greenwich, the College has taken a unique approach to maximising social value in the local area, beyond just developing the college campus. Taking this approach, we saw the opportunity to invest in the local area, particularly community spaces and housing. Working alongside housing association L&Q, we have developed a project which will create a new living space with almost 300 new homes, half of which will be affordable. Not only will the new campus provide new education opportunities for thousands of Londoners, but the project will also be a vital community asset as well with a new green community space and homes. Ideas for the project emerged from public consultations, supporting the college's commitment to working with the local community and enhancing local ownership of the project. This project was shortlisted as highly commended in the 2022 National Social Value Awards for Best Public Sector Project.

Between 2025/26 and 2029/30, we are expecting the campus to support:

- 1,104 additional apprenticeship starts.
- Over 1,000 new learners directly progressing into employment.
- 350 additional work placements.
- Lead to the creation of over 230 local jobs.
- Support 150 young people who are currently not in education or training into employment or training.
- Provide 400m² of public realm improvements.

On top of providing high-quality education and developing the digital and technology skills required to enter into future jobs, by 2030 Future Greenwich is estimated to generate £33,426,008.49 in social value. £21,176,008.49 of this from increased education opportunities, and £12,250,000 from the delivery of new 150 affordable homes for the borough.



The Turing Scheme

College students have participated in the Turing Scheme, which involves an international placement, and has replaced the Erasmus programme. 120 of our students have participated in European placements, gaining valuable experience across a range of industries including cybersecurity, digital, marketing and early years. 57% of the 120 learners who took part in the international placements were from disadvantaged backgrounds and 10% from SEND groups – exceeding the Government expectation (48%)



Student Engagement

In the College, the engagement team aims to enhance student experience, working with students and staff to ensure a welcoming and inclusive environment. Students have access to a variety of extra-curricular activities, in addition to support relating to attendance, safeguarding, behaviour and mental health. Enrichment activities have included:

- Sporting activities such as basketball, table tennis, men and women’s football, pool, boxing, yoga, taekwondo and dance
- Holly Hill student trip to (VHEX) Electrical Exhibition
- Thorpe Park Trip
- Workshops with Tony Cealy (actor and scriptwriter)
- Multicultural Day and Fashion Show – attended by approximately 250 students across campus
- BHM Film Show and Debate



Community and Civic Engagement

Our collaboration networks are multi-faceted and include long standing relationships with stakeholders including: the Greater London Authority, Local Authorities, employers and industry bodies, educational institutions and the wider voluntary sector. A commitment to creating social value is being embedded in our strategic employer engagement, and collaboration strategies.

The Trust has continued to strengthen its relationships with Local Authorities. Working closely with the London Borough of Bromley, the Trust is a strategic partner providing Alternative Provision and Outreach services in addition to special school provision.

Improved partnership working in Bexley has also helped ensure the needs of children and young people across the Borough are better met. The Trust’s first school in Surrey, Bramley Oak, joined in October 2020. Working with Surrey Council, the Trust secured capital investment in the school with a much-needed expansion of places from September 2024. Together with other special schools in Surrey, the Trust is now a key partner in reviewing funding and banding.

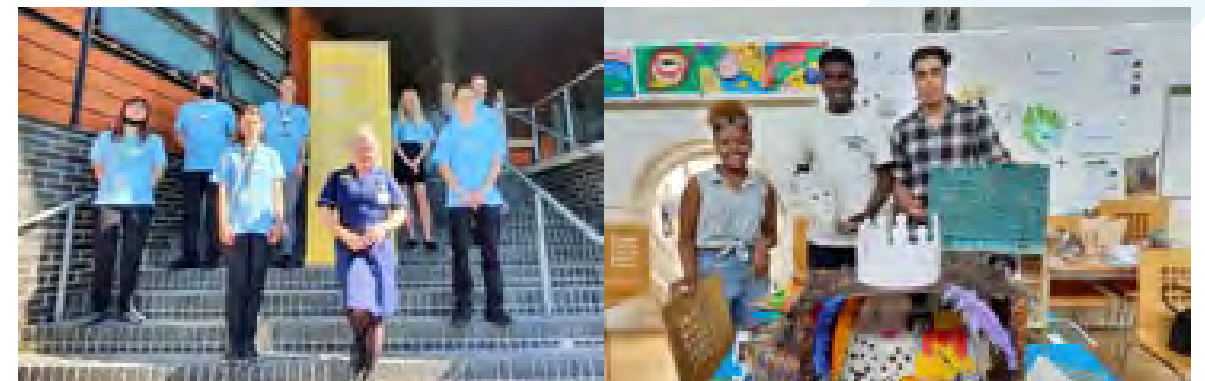
Leaders across the Trust actively share their expertise and provide support to other schools and Trusts in our communities. This includes being involved in Bromley Schools’ Collegiate teacher training programme, delivering training sessions to new recruits. Our Outreach service also works with most schools in Bromley and Bexley to provide training and support.

Underpinned by its Collaboration and Partnership Strategy, the College has ensured that through planned, proactive and mutually beneficial partnerships, we add further value and positive impact to our educational provision. We operate as a socially responsible business focused on generating social value not just through what we do, but how we do it.

Our primary vehicle for effecting social change, supporting local economic recovery and contributing towards national productivity is via the delivery of technical education and skills. This meets employer and industry need as set out in emerging Local Skills Improvement Plans (LSIP).

Staff and students work with employers in a range of sectors to gain work experience. Business leaders also provide expert industry advice and guidance, supporting curriculum delivery and development.

Employers from across a wide range of sectors have provided placements to college students including PwC, McDonalds, Bromley Football Club, Triangle Day Nursery, CBY builders, G&A Carpenters, Nuffield Health Centre, Princess Royal University Hospital, T&G Plumbing, Lloyds Bank Head Office, Bexley Council and HSBC.



Since 2016, the College has organised and facilitated Sector Based Employer Boards, which comprise local employers, sector-based membership organisations, local authorities and LSEC curriculum specialists. These have operated under the guidance of the College Leadership teams, supporting curriculum design and development, bringing the outside world of work into the College.

The Employer Boards are aligned to six employer panels. These meet three times a year to identify skills gaps, forecast training requirements and review recruitment needs.

We also continue to learn from exploring different partnership options and how changing contexts and priorities play out. For example, we had secured funds to work with Biggin Hill airport but unfortunately due to the pandemic, it was not possible to deliver this as intended or rescope the work in a way that aligned with organisational priorities. We continue to collaborate with the airport to explore options for future partnership working, including training provision.

Recent successes from partnership working with business and other employers across the Group include:

- In 21/22, seven College T Level students progressed onto the University of Greenwich
- A new employer experience board has been created in partnership with the college and Visit Greenwich
- Working with Bexley Council's 11 customer service practitioners
- College students being taken on by United Living for work experience in plumbing, electrical, carpentry and bricklaying – with one student being offered a full-time apprenticeship
- UberBoats, the National Trust and British Heritage joining the College Economy Experience Board and exploring work experience and apprenticeship opportunities
- Working with PwC to explore apprenticeship opportunities
- LSEAT Year 10 students undertaking work experience with placements in shops, offices and schools
- Students at Horizons Academy took part in a two-week community project at Crossness Pumping Station, assisting with renovation works
- Endeavour Academy has been working in partnership with Wates to provide a variety of work experience opportunities for students – which resulted in them being awarded Best Career Partnership at the London Career Awards, held by the Mayor of London



Collaboration and Sharing Best Practice

Our College and Trust are increasingly being seen as education providers and collaborators of choice. This involves not only forging strong connections within our local areas, but also taking on a leadership and convening role across the sector.

For example, since 2020, the College had been working in partnership with East Sussex College Group (ESCG) and East Surrey College (ESC) on the highly successful College Collaboration (CCF) Programme #ChangeMakers. Having secured funding of nearly £1m to support and sustain the partnership, work has taken place to improve quality of education, create effective local, regional and national partnerships and improve financial resilience. There has also been a focus on innovation and learning through digital transformation and pedagogy, creation of sustainable careers and progression for all learners.

The College has also led the Local London Strategic Development Fund, which focused on green skills across eight post-16 providers. This has paved the way for further projects led by the College, including the Local London Green and Digital Mayoral Academy, which is a collaboration across 11 further education providers and nine London Boroughs in the Local London region.

Covid Recovery Fund

To help mitigate the negative impact of the pandemic, we gave our schools the opportunity to bid for additional Trust funding to spend in a range of areas including extra staffing and non-teaching resources.

Over 100 bids were received in the two rounds, with the vast majority being granted full or matched funding. £500,000 was awarded in 20/21 and a further £190,000 in 22/23. Our schools have been highly creative and innovative with requests.

Projects have supported library renovations and reading spaces, the development of forest school, a sensory garden, outdoor gym equipment and trampolines.

4

To have the right people in the right jobs at the right time

To achieve this goal, we needed to review and improve internal processes to reflect the Group's new mission, values and learning from other social enterprises. We wanted to ensure all staff can reach their full potential through continued professional development. We are committed to diversifying our workforce to better reflect the community we serve – including recruiting locally.

One of our biggest contributions to social value is through wage spend within our local economies – in the past few years this has been an area of growth, particularly in LSEAT, which has driven our increase in overall social value most recently. In 21/22, 771 local people were employed across the Group with 436 working at the college. The number of locally employed people rose compared to 20/21 in both the Trust and the College, with local employees in the Trust increasing from 274 to 335 over this period. This is as a result of the Group People team's successful focus on local recruitment, putting social value at the core of this policy.

The TOMs theme of Jobs: Promote Local Skills and Employment accounts for the vast majority (89%) of reported social value for the Group in 21/22, generating just under £30m social value. This theme covers a range of activities to support people in different aspects of their working lives.

In addition to local employment, highlights include:

- 245 hours of employability support
- 2,768 weeks of work placements and pre-employment courses for students
- 868 weeks of apprenticeships across the group. This is a significant increase from 19/20 (which was 494 weeks)
- Nearly £9m was spent with local companies

In addition, £194,000 was generated from a range of innovative programmes to support local skills and employment. This enables healthier, safer and more resilient communities under the Innovation Theme.

At a local level in 21/22, Bexley, Bromley and Greenwich accounted for 70% of local jobs across the group and 55% of local supply chain spend. This compares with 79% and 59% respectively the previous year, with figures looking broadly comparable when taking into account additional boroughs covered as the Group's areas of activity have expanded.

In other areas we have also embedded the Group strategy into our organisational practice, including staff development and training through:

- Development and implementation of new values (STARS) to support the development of a Behavioural Framework and development programmes.
- STARS were embedded within internal communications channels and in staff recognition and award ceremonies.
- Strategy Goals were embedded into the HR Performance Management system to provide a golden thread between individual performance and organisational strategy.

Growing our own talent – London South East Academies Trust

Like many schools across the country we face recruitment and retention difficulties, and we find that in special school settings sometimes these challenges can be greater.

To help us address this issue, the Trust has been developing its own, innovative approach to ‘home grown’ teacher recruitment, harnessing connections across the Group and CPD opportunities for training and development at all levels.

As is the case in many schools, we have some unqualified teachers working across our network. Many of these staff members are extremely gifted when it comes to understanding our children and young people’s specific needs. They can help students progress, build confidence and manage behaviour effectively, building close relationships and enabling these pupils to access learning and achieve. We recognise the importance of these staff members and have been developing personalised training pathways so that those who wish to, can train to become qualified teachers.

For some staff who already have a degree, this means securing qualified teacher status (QTS). We help them to do this through the support of both our sponsor college and Bromley Schools Collegiate – with whom we work closely, including the delivery of training sessions by senior members of the trust. For those who need to gain a degree before moving on to the QTS stage we have worked with an apprenticeship provider, Premier Pathways. This is funded from the Apprenticeship Levy, so is free for staff with the flexibility to continue earning while they learn, continuing to gain valuable experience of working in a school.

This approach has been welcomed across the Trust by individual staff members, schools and the pupils themselves. Providing these accessible pathways have made it possible for people from all backgrounds to pursue a teaching career, with dedication, commitment and a natural ability for working with children being the key requirements of success.

Recent feedback from staff involved in the programme includes:

- *“The trust is really helping me to achieve my goal of becoming a better and more qualified teacher.”*
- *“I have a clear pathway to teaching qualifications now and the Degree Apprenticeship route will be affordable and do-able for me now. I just could not afford to pay my way through a degree course.”*
- *“The trust programme (of Professional Studies) has enabled me to reflect on my practice and have a deeper understanding of how children learn.”*
- *“I am really excited that the trust is providing the opportunities to further my own learning and develop my career in an area that I love.”*



Increasing staff CPD and providing training programmes such as apprenticeships together with supporting EDI and safeguarding, has generated social value by improving the health and wellbeing of staff and students. Going forward, we need to recognise that the pandemic has had a long-term impact, as have the ongoing challenges with recruitment and retention. This, coupled with the rising costs of living mean that we must build on areas of strength to support staff, finding innovative ways to invest in training and development. To deliver our mission, we need a diverse workforce that reflects our communities.

5

To establish a group identity with shared vision, mission and values and a new emphasis on social enterprise and our wider contribution

A united approach to social action across the Group

Across the Group we have seen increased participation in social action. Staff and students in the College and Trust are working together to consider how they can contribute to and forge strong links with their communities.

Examples of success in this area include:

- VIP visits to the College by Trust pupils to help support progression into post-16 education
- The College re-launched twilight sessions during 2018-19 in partnership with Mytime Active to offer a full range of exciting workshops for students to take part in after lessons have finished. These included yoga, boxing, dance, singing, football, and other gym-based activities and helped provide protection to young people more vulnerable to violent crime. Around 9 in 10 participants reported increased confidence, that they felt happier, had made new friendships and felt healthier after six weeks. They also reported an increase in physical activity.

Work experience has also been embedded into community initiatives and partnership working. Examples from our Bexley campus include:

- Art & Design students completing work experience in charity shops, developing employability skills and using their Art skills to gain experience of window and displays in the shop.
- Health and Social Care students starting a project with staff from Oxleas NHS Trust to encourage young people of 14+ to become student members of Oxleas NHS Trust and access information and job, apprenticeship and Work Experience opportunities.
- Digital Media students working with NHS and Bexley Council to produce short videos on COVID and Mental Health to get key messages across to 16-24 year olds.
- Business students working with Groundwork and Bexley Council on stakeholder surveys relating to the future facilities at Riverside Gardens, adjacent to the Erith campus.

More broadly, the ambition to generate social value is now being systematically embedded within finance and procurement processes. Spend through local supply chains, measured in the TOMs theme of supporting growth of responsible regional business was equivalent to c. £3.8m in 21/22.

Social value contributions via procurement is a priority for future focus, including raising awareness of this with our suppliers to generate more community wealth.

The TOMs framework has also been adopted as the measurement framework for the Group Sustainability strategy to provide tangible metrics for progress towards net zero requirements.

Bringing together the Trust and College has delivered many benefits and collaborative working.

However, more needs to be done to realise the full potential of the Group to transform the lives of our learners and our communities through education. This has led us to conclude that to we need to strengthen our position to enable us to maximise opportunities for the whole community to realise our ambition as a Group, and that we will do this by establishing a charitable foundation.

The LASER Foundation will provide leadership, knowledge and resources to help the schools in our Trust and the College unleash the power of learning more fully as an agent for social change. The Foundation's work will be underpinned by a programme of development and research, fundraising and collaborative partnerships. This will add value to our provision and open up new opportunities to motivate, inspire and empower our learners.

Equality, Diversity and Inclusion

We are committed to the promotion of Equality, Diversity and Inclusion (EDI). We want to ensure that staff and students understand their roles in embedding it in their day-to-day work and studies.

The College Single Equality Scheme (2017–21) acknowledged the important role the College plays as an employer in the boroughs in which it operates. It also expresses the aspiration for the staff profile to reflect that of local communities to "drive the college to be the best it can be as well as to provide positive role models for all students and members of the wider community". But the Group's approach has gone further than these policies, responding to local and global movements, such as the Group's grant fund to promote diversity and inclusion.

All our EDI champion roles have been filled, engaging staff and students in a wide range of activities across the Group.

We have also made good progress embedding EDI principles within our policies, processes and project plans, as well communicating our actions.

- We have narrowed several achievement gaps – including those of care leavers, looked after children and white British boys in the College
- Completion of EDI training has remained good and further training on menopause awareness and inclusive recruitment has been implemented.
- We have implemented further positive action recruitment and talent management strategies – resulting in increased black/Asian/mixed heritage staff in middle management positions overall by 22%.

Externally we are working with the AoC and other providers to share and adopt further good EDI practice. We are also an affiliate member of the Black Leadership Further Education Group, inducting senior leaders and staff into the group's 10-point plan.

We are working with Investors in Ethnicity and are in the top 25 employers having achieved a Level 4 in its Maturity Matrix. We are also represented on the Equality Partnership Group (Chaired by Bromley Council), which brings together the key employers in the community to discuss and exchange ideas.

EDI WorldSkills UK Hero Awards 2023 – Initiative of the year for the 'Tackling Inequality' grants programme

This 10-year grant programme aims to shift the dial on the equality, diversity and inclusion agenda. Working across the Group on a centrally agreed priority, it also supports innovation and engagement. This award-winning programme was developed following staff consultation, with the establishment of a new committee to help make positive changes to improve equality.

Having originally planned to award 20 grants in the first year, we now want to do more to promote the uptake of this opportunity across the Group.

Projects included:

- Saved by the Ball – a three-year project reaching out to disengaged key stage 4 & 5 students using the power of sport.
- Positive Changes – a mentoring programme aimed at young Black, Asian, Dual-Heritage and SEND students. 168 students from ethnic minority groups and students with special education needs have participated in sports, cooking, gaming, music and other social activities to improve self-confidence and build additional life and employability skills to support their next steps.
- Empower – a programme of curriculum-based activities which focused on empowering students of Black, Asian and minority ethnic groups. 900 students engaged with this project via presentations, workshops and tutorials.
- The LGBTQ+ project celebrated LGBTQ+ History Month, helping to create a safe space for people to talk about their experiences. It has also provided staff training and resources to support understanding and inclusion.
- The HE Student Social Mobility Project was awarded to an HE student to create a space that would engage a diverse community of students from different disciplines.
- In addition, funding from the programme has supported multicultural days and events during Black History month.

This work was recognised by the EDI WorldSkills UK Hero Awards, with LSEC winning the prize for Initiative of the Year.





Trust initiatives

Within the Trust, there has been a strong focus on building connections between the schools to share news, priorities and celebrate successes. The introduction of a bi-weekly e-magazine plus termly news bulletins and all staff meetings have helped staff stay connected and be informed. In 2021 we also held our inaugural Trust Awards Evening, bringing together pupils from all eight schools to celebrate their exceptional achievements. The Mayor of Bexley, Trustees, Governors, parents, carers and staff attended, seeing over 130 awards presented to pupils.

We can see examples across the Trust of innovative ways to build connections within the community, with a social enterprise focus.

Bike fixing initiative

Students at Bromley Beacon Academy have worked in partnership with SYNETIQ, a salvage and vehicle recycling company and the Metropolitan Police, to collect, fix and donate bicycles and motorbikes for those in need.

The donated bikes help students on Level 1 & 2 Motor Mechanics courses to develop their practical skills and technical knowledge. The school's workshop is equipped to the same standard as a professional garage, including all the relevant tools and safety equipment, providing the skills and experience to set students up for a career in mechanics and engineering.

As well as a donation of motorbikes, the Metropolitan Police force's own Motorbike Police team joined students at the school to share stories, vital information on keeping safe on the road, and their own experiences with motorbikes. All students reacted positively, helping to forge positive relationships between students and the Police. In addition to providing students with the opportunity to apply their learning in a real world setting of the workshop, these benefits those in the local community by providing modes of transport, and addressing the need of police to dispose of bikes.



6

To embed a culture of discipline, values and evidence that will drive our behaviour

This goal focused on the framework to support implementation of the Group strategy. We wanted to empower and encourage staff to innovate and generate social value, while ensuring processes were in place to monitor and evaluate progress.

This was done in the following ways:

- We adopted the TOMs Social Value Framework as an approach to measuring and articulating the impact of our Group operating as a social enterprise.
- In the first full year of operation, we piloted the approach with 18/19 data to inform future implementation and have continued to develop our approach from this.
- To provide further external scrutiny, one year into the new strategy we undertook an external audit of progress with the Centre for Local and Economic Strategies to review how the strategy was working and what needed further focus.
- We developed annual operating plans for the College, Trust and the Group. Each plan defined key actions for the year under the Group goals with roles and responsibilities.
- We adapted Board scorecards to ensure Key Performance Indicators reflected the Group ambitions and social value measures. These KPIs were then used to report progress to the legal boards.
- We contracted the Social Value Portal to provide independent verification of our results to ensure that the overall social value and impact we articulate is robust and would withstand external scrutiny.

During the Strategy, much focus has been on embedding the social value ambition into processes, providing the building blocks to measure social value contributions and recognise exceptional staff contributions.

This is reflected in the stability of the amount of social value generated between 2019/20 and 21/22, which provides a firm basis from which to move forward.

It will be important for us to reflect on what has worked well, and how we can continuously learn and develop in our future strategy, to continue to build social value and learn from best practice across sectors.



Delivering social value in the future

We are committed to supporting our learners and those living and working in our local communities. **This is at the heart of what we do.**

The successes highlighted in this report demonstrate how the Group's approach has contributed significant social value so far, but of course there is more to do.

The social enterprise approach strengthens existing and develops new partnerships across the local area and London. This has helped establish the Group, College and Trust as key local partners, sharing best practice and collaborating with other organisations to deepen relationship and contribute to community wealth building.

The Group has also received numerous awards for work in this area, and recognition of the innovative approach taken to being an anchor institution. This all positions the Group well to move on to the next step. We can now build on successes to date and maximise the value for learners of all ages, staff and the communities in which we work.

We want to take this forward in a way that supports integration and is meaningful for all different roles across the Group. This would realise the additional community impact we can have and for this to be seen as core to every role across the organisation.

In the post Covid-19 context, there is a greater potential role for schools and colleges in supporting local economic resilience and growth. This has been compounded by the cost-of-living crisis, which together with other uncertainties associated with advances in technology and efforts to achieve net zero are putting more pressure on individuals, businesses and communities and widening inequalities.

In this context, the ability of education providers to re-skill and up skill individuals, with an emphasis on vocational skills, lifelong learning and supporting business engagement will be significant to supporting economic growth and community links, particularly in coordinating efforts between organisations with similar objectives.

We have identified some areas for development, learning from our experiences during the previous Strategy and insights from external partners. We want to build on our successes to date to expand and upscale these activities and use our learnings to support other organisations on similar journeys or with similar ambitions. We anticipate the following being core features of our new forthcoming Strategy:

- Harnessing our procurement processes and buying power to deliver more social value, working with our supply chain.
- Having used the TOMs framework in development of the Group's sustainability strategy, identifying ways to feasibly implement this strategy across the Group, recognising the challenge of funding the significant work involved.
- Continue use of the TOMs framework, streamlining data input and reporting as part of a more integrated mixed-methods evaluation plan for future strategic goals.
- Building on existing and forming new partnerships, sharing learning.

Our emerging new ambitions will be developed further in Autumn 2023 with staff as we consult about next steps across the Group. These ambitions will be taken forward via the LASER Foundation, which will provide the operating structure in which the Group can achieve greater impact. This will provide the knowledge and resources to help the schools in our Trust and the College unleash the power of learning more fully as an agent for social change to realise the Group's ambitions.



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