



**Elevare<sup>®</sup>**  
CIVIC EDUCATION  
GROUP

# Transforming Lives through the Power of Learning

Group Strategy Framework



  
LONDON  
SOUTH EAST  
COLLEGES

  
LONDON  
SOUTH EAST  
ACADEMIES  
TRUST

  
ELEVARE  
EDUCATION  
FOUNDATION

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# Introduction

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This document sets out our shared ambitions for our Education Group over the next six years. It outlines the journey we have been on since 2018 and identifies key challenges we are going to tackle, and the opportunities we are going to build on, to transform lives through the power of learning.

Together we will  
continue to make a  
difference




# Executive Summary

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In our first Group Strategy for 2019–23, we set out a new approach for our organisation. We brought together our multi-campus College and our nine school Multi-Academy Trust into the newly formed London & South East Education Group.

Unusually, we set out a bold and pioneering ambition as a Group to operate as a social enterprise. Our intent was to increase our social impact by thinking and operating differently and in doing so adopted a social value approach to measure our progress and impact. Through providing high quality education, enhanced corporate responsibility and through collaboration as an Anchor Institution on a local, regional and national scale. We have had a significant impact, as our achievements will show, but we know we can do more. Therefore, to help us shape our future direction in 2022 we undertook a review of our approach as a Group and developed a new vision, mission and set of collective values to guide our future growth including the development of this new Strategy Framework.

Our new Group Strategy Framework sets out the journey and our context as we see it today. It identifies the challenges and opportunities facing us as an education group primarily operating in a globalised capital city in which extremes of wealth and inequity exist side by side. We have set out three strategic themes and goals that we believe will help us individually and collectively respond to, flex and navigate our path ahead. They take account of both the changing operating environment and the entrenched systemic issues affecting many of our communities we serve.



Our future strategy 'doubles down' on our social enterprise ambition. It's now in our DNA, part of our mindset and 'how we do things.' We will maintain the agility and innovation which has characterised our approach for the past five years and continue to deepen this. But we know that maintaining momentum is a challenge, so we need to innovate further, developing a culture of curiosity, drawing on research and evidence from across the sector and beyond.

Our aim is to be a truly research-led, evidence-based organisation, with a dynamic capability of being able to respond to our socio-economic environment – both locally and nationally. Keen to progress, we have already set up a policy, research and insight function within our Group, to ensure that everything we do is based on evidence and identifies a clear need and drive for improvement and impact.

Finally, we want to focus on the right priorities for the years ahead and ensure we listen to staff, learners and stakeholders on how best to achieve our goals. So, to inform the development of this Strategy Framework, we undertook a Group-wide consultation. This has helped us ensure we have harnessed the unique expertise and diversity of talent we enjoy as a collective.



# Our Story So Far

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Taking an innovative approach, in our last strategy, we positioned the Group 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 ambition was to achieve greater impact and bring greater benefits to both our learners and the communities in which they live and work. We used Social Value as one of the measures of our impact beyond our core educational measures and positioned ourselves as an 'Anchor Institution'. Rooted in our 'place' and connected to our communities, we have significant assets and spending power and consciously use these resources to benefit communities.

Between 2019 and 2023 we delivered nearly £100m (independently verified using the social value 'TOMs Framework') contributing to the social and economic mobility of the people and communities we serve. We will continue to build on this social enterprise ambition, but now we want to go further and deeper in the difference we make.

To assist this, we are now developing our new charity, the Elevare Education Foundation. This charitable organisation will further support, enhance and add value to the work of our schools, and college, across the regions in which we operate.

Alongside the development of this new Foundation, our network of schools continues to grow. Our further and higher education college also continues to thrive and adapt to the changing needs of employers. We need to ensure that this growth and development is underpinned by an ambitious, yet sustainable strategy for the coming years – establishing the strategic intentions and aims of each of our three entities.

This approach will support the independence of each entity within the respective regulatory contexts in which they sit – while also ensuring synergy and co-incidence of interest between them, fostering the success of every learner we educate. We are stronger than the sum of our parts, working as a collective to strengthen the positive impact we are able to have. The recent review of our 2019-2023 Group Strategy published in September 2023 set our key achievements over the life of the last implementation cycle.



# Key Achievements

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Throughout the course of our last Group Strategy we made some significant achievements across all aspects of our organisation. Areas of success have included:

- » **Improved quality of education:** In recognition of the work of our colleagues and all learners, all education provision in our Group has been rated as Good or better by Ofsted, and despite the pandemic, our learners continue to succeed. This includes Bramley Oak Academy, which was inspected in October 2023 after joining our Trust during the pandemic as an inadequate school.
- » **Development of a local, diverse and upskilled workforce:** We have increased the number of locally employed people to over 700 across the Group. We have been committed to diversifying our workforce and have invested in high quality CPD across the Group for all staff to reach their full potential.
- » **Delivering Social Value and Community Impact:** We want to have a positive impact on lives and communities, reflected by the social value we generate. This approach is now being used by 140 colleges across the country, who have joined our Good for Me Good for FE initiative.  
  
This specific piece of work has been recognised externally by the National Social Value Awards (Highly Commended) - raising awareness of the value the FE sector has in its communities, beyond just the delivery of courses.
- » **Growth:** We have been chosen as a partner of choice over this time, increasing our number of Schools and Colleges, turning over £61.1m in 2017/18, to a budget of £89.6m in 2023/24. This includes the addition of an outstanding primary school to our network in January 2024, and the further development of a primary hub across the region.
- » **Significant inward investment:** We have successfully bid for and secured £46,625,272 in capital and revenue funding on top of planned income since 2019. This has helped us improve technical teaching facilities and enabled collaboration with professionals across the region to further develop our teaching, learning and assessment practice.
- » **Recognition:** Our Schools and Colleges have won a series of local, regional and national awards, including the highest accolade in the FE and HE sector the prestigious Queens Anniversary Prize for our 'Construction Skills Escalator' as well as multiple National TES Awards.
- » **Thought leadership:** We are regularly invited to contribute to the education and skills policy and practice dialogue nationally – helping to effect real change within the world of Multi Academy Trusts, FE and HE.



# Mapping our Strategy

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## Looking back and looking ahead

	2018-2024: Where we were	2024-2030: Where we are going
Context	A newly formed Group, seven schools and six campuses in three London boroughs. In 2017/18 we had a total turnover of £61.1m.	An established Group, ten schools, seven campuses, in four London Boroughs and Surrey. In 2023/24 our budget is £89.6m.
Vision	Our vision is to maximise our impact on the people and places we reach as an education provider.	To provide leadership knowledge and resources to unleash the power or learning as an agent for change.
Mission	<b>We will strive to change people's lives, creating social value and promoting social mobility in every community we work with.</b>	<b>We will transform lives through the power of learning.</b>
Our Aspirations	<ol style="list-style-type: none"> <li>1. We are enterprising in our approach, and as an agile, multifaceted education group, we enable and empower people of all ages from five to 95 to 'step up' to their next opportunity in life.</li> <li>2. Education will always be at the core of our work, but for our learners and community to thrive we recognise that qualifications alone are not enough.</li> <li>3. We want to build strong, sustainable communities that are economically and socially prosperous, and for our learners and partners to join us on this journey as co-producers in achieving this vision.</li> </ol>	<p>We will be the organisation where people want to work and learn. Providing opportunities, of professional development through innovation and research led strategies to enhance and develop.</p> <p>We will continuously improve the journey, experience and outcomes of all our learners providing them with the best possible chances and opportunities, by using our research-led strategies to inform and support change.</p> <p>We will support social innovation and increase social value using our tried and tested methods to generate social value developing 'Anchor Networks' with our partners locally, going further and faster in supporting the communities we serve.</p>

	2018-2024: Where we were	2024-2030: Where we are going
Our Aspirations	<p>4. We will achieve this positive impact by widening our current role and positioning ourselves as a social enterprise; one that collaborates and adds value to the wider ambitions of our partners as we believe that together we will achieve better outcomes for all.</p> <p>5. We will achieve this positive impact by widening our current role and positioning ourselves as a social enterprise; one that collaborates and adds value to the wider ambitions of our partners as we believe that together we will achieve better outcomes for all.</p>	<p>We will operate as research-led learning organisation to improve teaching and learning, drive innovation and share our expertise and research with our wider communities. We will use our Charitable Foundation to access and engage different communities and opportunities and unlock new funding.</p> <p>We will develop a mindset of inclusion and sustainability in everything we do. Building on our group legacy and DNA and core values and beliefs of equity, diversity and inclusion.</p> <p>We will continue to be curious using our research - led strategies to support improvements; our Charitable Foundation to further our reach and possibilities, and our position, place and platform to empower our communities.</p>
Our Goals	<p>1. To have a measurable positive impact on lives and communities</p> <p>2. To maximise learners' success and ambitions through a learning strategy and approach that connects learning to the real world.</p> <p>3. To deliver high quality outcomes across all aspects of the group's business</p> <p>4. To have the right people in the right jobs at the right time</p> <p>5. To establish a group identity with shared vision, mission and values and a new emphasis on social enterprise and our wider contribution</p> <p>6. To embed a culture of discipline, values and evidence that will drive our behaviour.</p>	<p>We will invest in our people to ensure that every person feels valued, recognised, and rewarded, and has the support they need to achieve their best in an inclusive organisation which fosters diversity.</p> <p>We will embed a culture of research and innovation. This fosters improved outcomes for all learners, supports organisational resilience and pioneers positive change in education system wide.</p> <p>We will maximise our assets, resource and expertise to effect positive change locally, driving towards net zero, developing social capital, enabling sustainable and inclusive growth in the communities we serve.</p>



# Mapping our Strategy

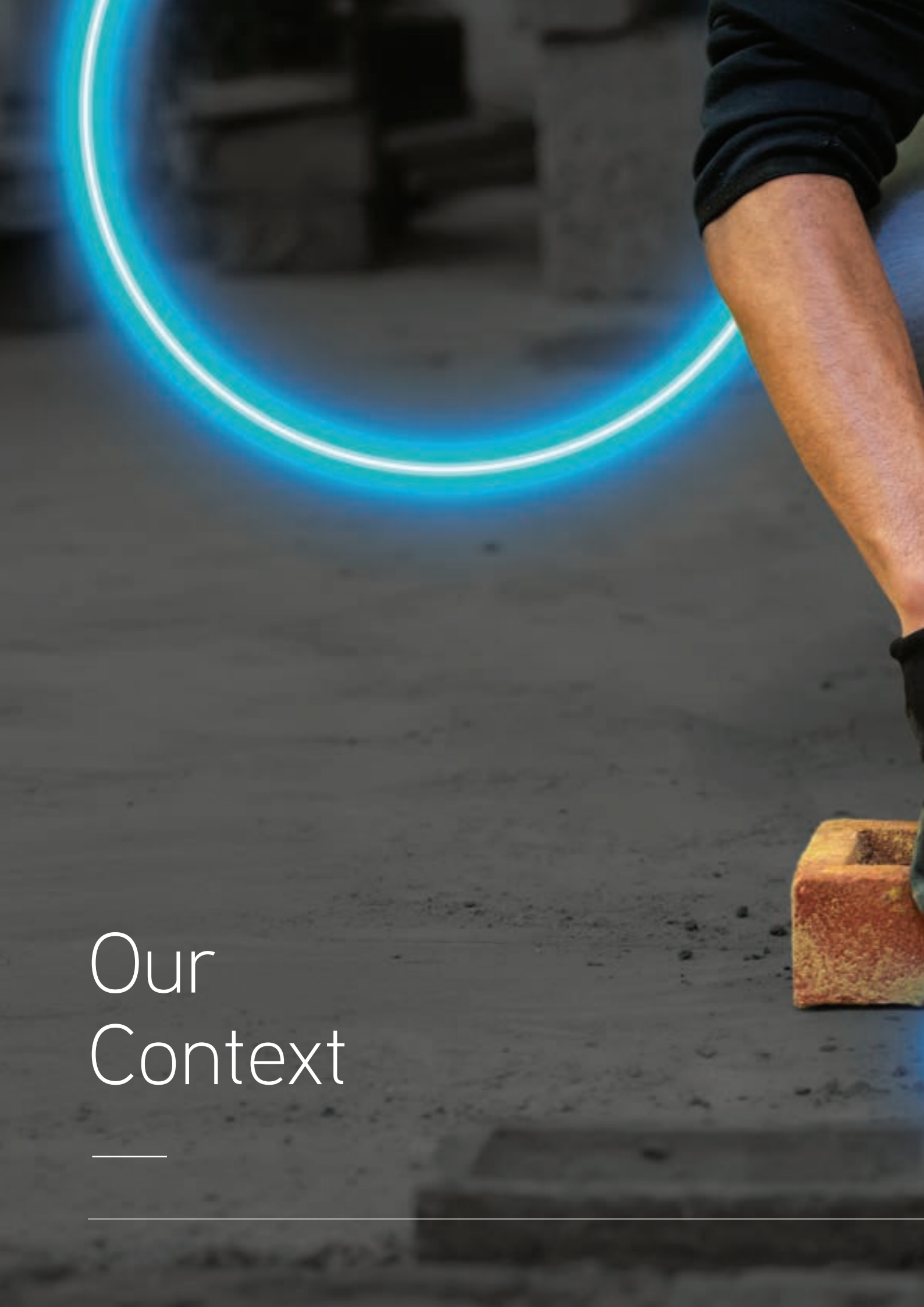
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The work we have done over the past four years has positively impacted on lives and communities. We are helping our learners to achieve well. We are enabling local people to access high quality training and jobs and we continue to generate significant social value and community wealth. This is particularly through our collaborations with health agencies like Bromley Health Care, Local Authorities like Royal Greenwich and Employer Representative Bodies like Business LDN and the SE Chamber of Commerce. However, disadvantage and social inequity pervade, so we are committed to continuing our mission to change lives through high quality education and training.

Our new Charitable Foundation will help us to do this, enhancing the work of the College and the Trust, and benefiting the communities we serve - guided and underpinned by our new Group strategy.

**This Group Strategy and its subsequent implementation is also integral to our organisation's successful growth and impact - enabling us to build on the achievements we have made to date.**





# Our Context

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# Our Context

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## Communities:

As we grow, our scope and scale for potential impact increases. In 2022/23 alone, we employed over 1300 staff and educated over 12,000 learners. Our College and Schools represent a diverse area, stretching across South London, East Surrey and North-West Kent, with settings in 17 locations in the boroughs of Bexley, Bromley, Greenwich, Lambeth and Guildford. As a result of a collaborative approach locally, the Trust is growing with additional mainstream Primary schools seeking to join us.

We work in local areas with differing learner profiles, levels of disadvantage, challenges and opportunities. For example, some of our campuses are in much more deprived localities (e.g. Greenwich and Lambeth), while Bromley and Surrey are less deprived. Yet within more affluent areas, pockets of disadvantage and high needs are still very much present.

Overall, a high proportion of our children and young people are eligible for free school meals, a key indicator of economic disadvantage. In the College, 16.5% of 16-19 learners, and 46% of our School pupils are eligible. For example at Bramley Oak Academy in Surrey, 60% of pupils are eligible for Free School Meals and 77% for Pupil Premium, compared to an average in Surrey of 15% and 17% respectively. Around 4 in 10 (43%) of our College learners attending 19+ classroom funded courses up to Level 3 do not receive maintenance support.

Currently a significant proportion of schools in the Trust provide specialist provision for pupils with Social, Emotional & Mental Health (SEMH), with Woodside Academy supporting young people with Autism Spectrum Disorder (ASD). Our Alternative Provision and Outreach provision is increasingly in demand as schools seek additional support. Our provision supports high numbers of learners in care, and children and young people who have experienced trauma, are vulnerable and at risk.



At a national and regional level, we see significant attainment gaps – with students from families with lower household income, and those with SEND both achieving lower attainment than their peers<sup>1</sup>. However, these differences are not inevitable. We know much can be done to support these children and young people, helping them to flourish and achieve their potential.

Our College learners are ethnically diverse; more than 40% of learners at our Colleges are from ethnic minority backgrounds<sup>2</sup> with this rising to over 50% at our Greenwich campus. It is important for us to reflect and represent the community we serve and enable our ambition to build community wealth as an Anchor Institution. At the College, we see the attainment gaps (which emerge in earlier education phases<sup>2</sup>) persist, with learners being less likely to achieve their intended qualification if they are from a Black Caribbean, White and Black Caribbean or Black African and White British backgrounds.

Children Looked After (CLA) and Young Care Leavers (YCL) are a disadvantaged group that is over-represented in both our Trust and College. YCL have low rates of transition to Higher Education and are at higher risk of social exclusion compared to other groups of society. Therefore, CLA and YCL are the focal groups of our Group Equity, Diversity and Inclusion strategy, with increased wraparound support and targeted employment and education opportunities for this group, to improve their transition to adulthood as confident citizens.

**More broadly, we play an important role in our local communities by working with stakeholders in priority sectors such as construction and engineering. This is to improve diversity and inclusion of the workforce in key skills areas, providing important employment and progression opportunities.**

# Our Context today

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## Operating Environment:

The operating context for education providers (and indeed all businesses) is challenging post pandemic and the economic pressures with the conflict in Ukraine and other international conflicts have exacerbated this further.

The race to Net Zero is a challenge and responsibility for us all. As educators, this presents both opportunity in education development as well as financial challenges of future proofing our schools and campuses for carbon neutral ambitions.

We also see disruptive pressures as a result of policy reform, political turmoil, increases in living costs, skilled labour shortages, and accelerated advancement of technology with AI and increased automation. This presents challenges but also opportunities, and questions for us to consider. It is important that we understand both long-term and emerging pressures and opportunities to navigate through these. We must make the best use of our resources, including internal and external knowledge to work differently, to continue to be relevant and deliver on our mission to transform lives through learning.

As education providers we must respond to new policy drivers. Since the General Election in 2024, there has been uncertainty about education and the skills policy direction, but it is likely that financial pressures will continue, as will increasing demand for public services, particularly health and social care. This has implications for the wider support available to the learners we serve, which we will need to take account of in the design and delivery of our work. We anticipate a continued focus on key issues such as teacher recruitment, retention, maths, oracy and broader English skills, and future skills as critical for the economy.

**A persistent underlying theme affecting education providers is its role as key public service in the broader social system. Over recent years there has been an increasing reliance on the education sector to step in to provide support to families, children and young people to overcome physical, mental and financial difficulties, outside of their education specialism and funding agreements.<sup>4</sup> Our challenge as a Group, operating sub regionally at scale, is how we can advocate for and enact change in these wider domains, working collaboratively and in partnership with other key agencies.**

<sup>3</sup> Civitas (2023), 'Breaking the Care Ceiling' | <sup>4</sup> E.g. NFER (2023), 'Cost-of-Living Crisis - Impact on Schools'.



# Our Context

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## National Trends:

Long-standing and emerging trends help us understand how our local context, challenges and areas of strength relate to the bigger picture and how we might respond to these in our next strategy.

- » Public sector **recruitment and retention** crises: having enough suitably trained teachers and support staff is one of the most challenging issues facing the sector. Improving teaching quality is the most impactful way to support learners, therefore how we support, train and deploy our most valuable asset, the teaching workforce is critical to achieving success.
- » Now is a time of great **technological change**, with the development of AI and other technology: This is unpredictable, yet we know that how we harness developments to improve business efficiencies, workload, improve teaching, learning and assessment, and equip both staff and learners with the right digital skills for the current and future needs will be critical to our success as an organisation, staff and for learners.<sup>5</sup>
- » **Continued qualification reform** change in post-16 qualifications: while T Levels are still in their infancy, we are seeing the Advanced British Standard on the horizon, which will bring further change. This is an opportunity to address concerns in pre-16 education, especially maths and English GCSEs, and ensure any unintended consequences of current reforms, which risk leaving learners without accessible pathways to progress, are addressed.
- » **Attainment gaps have widened** and there is increasing need amongst learners across all phases. This is showing a scale and complexity following the pandemic of increasing Education, health and care plans (EHCPs) and other high needs never seen before. This is coupled with a gap in support for young people<sup>6</sup>. This poses questions about how we make school and college genuinely inclusive, to work for all children, young people and adults, regardless of where they are learning, and equip all teachers to be teachers of special educational needs<sup>7</sup>.
- » Since the pandemic we have seen a significant decline in **attendance** and reports of a seismic shift in parental attitudes. However, these issues are complex and need for a more nuanced understanding of the reasons for poor attendance, how children, young people and their families can be supported.<sup>8</sup>

<sup>5</sup> NFER (2023). 'The Skills Imperative 2035: An analysis of the demand for skills in the labour market in 2035'. | <sup>6</sup> Youth Employment UK (2023). 'Youth Voice Census 2023 - report'. | <sup>7</sup> EPI (2022). 'Covid-19 and Disadvantage gaps in England 2020'. | <sup>8</sup> Public First (2023). 'Public First research finds parental support for fulltime schooling has collapsed'.



# Key Challenges and Focus Areas

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This national context and emerging trends have crystallised into five key challenges that are unlikely to be solved immediately, and which need to be addressed in planning for the future. These are:

» **Challenges:** The talent recruitment and retention crisis.

**Focus Areas:** Solve recruitment by retaining and developing more talent.

» **Challenges:** Lost learning, and underachievement and poor mental health.

**Focus Areas:** Reduce workload, support mental health and well-being, improve the quality of education for every learner.

» **Challenges:** Increasing poverty and disadvantage making life generally harder for many people.

**Focus Areas:** Increase investment in our workforce and make education a career of choice. Support progression into higher value careers and community wealth building initiatives.

» **Challenges:** Escalating costs which impact on organisational resilience.

**Focus Areas:** Build financial resilience, increase and diversify income.

» **Challenges:** A volatile policy environment requiring constant change across every part of our provision.

**Focus Areas:** Future proof our offer, respond to changing curriculum and quality reform, effect change through policy influencing.





# Planning for the future

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## Strategic Themes and Goals

Building on our journey so far, national trends and areas of challenge and focus, we think our best chance of thriving in this operating context is through a shared set of strategic themes from which we have defined goals as a 'Group' of organisations working together.

This will create a framework for the College, the Trust and the Foundation. Each will develop their own strategic development plans over the life of the strategy and play their role in achieving our collective mission. This gives the freedom to innovate and flex as individual legal entities, each operating in different regulatory contexts, but with a shared vision of transforming lives through the power of learning.



# Transforming Lives through the Power of Learning

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Our aim is to be a research-led, evidence-based organisation, with a dynamic capability of being able to respond to our socio-economic environment – both locally and nationally. Building on and deepening our social enterprise ambition, we will maintain the agility and innovation which has characterised our journey so far. We will ensure that everything we do is based on evidence and identifies a clear need and drive for improvement and impact, through which we will achieve our collective vision and mission.

# Our Mission

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We provide leadership, knowledge and resources to unleash the power of learning as an agent for social change.



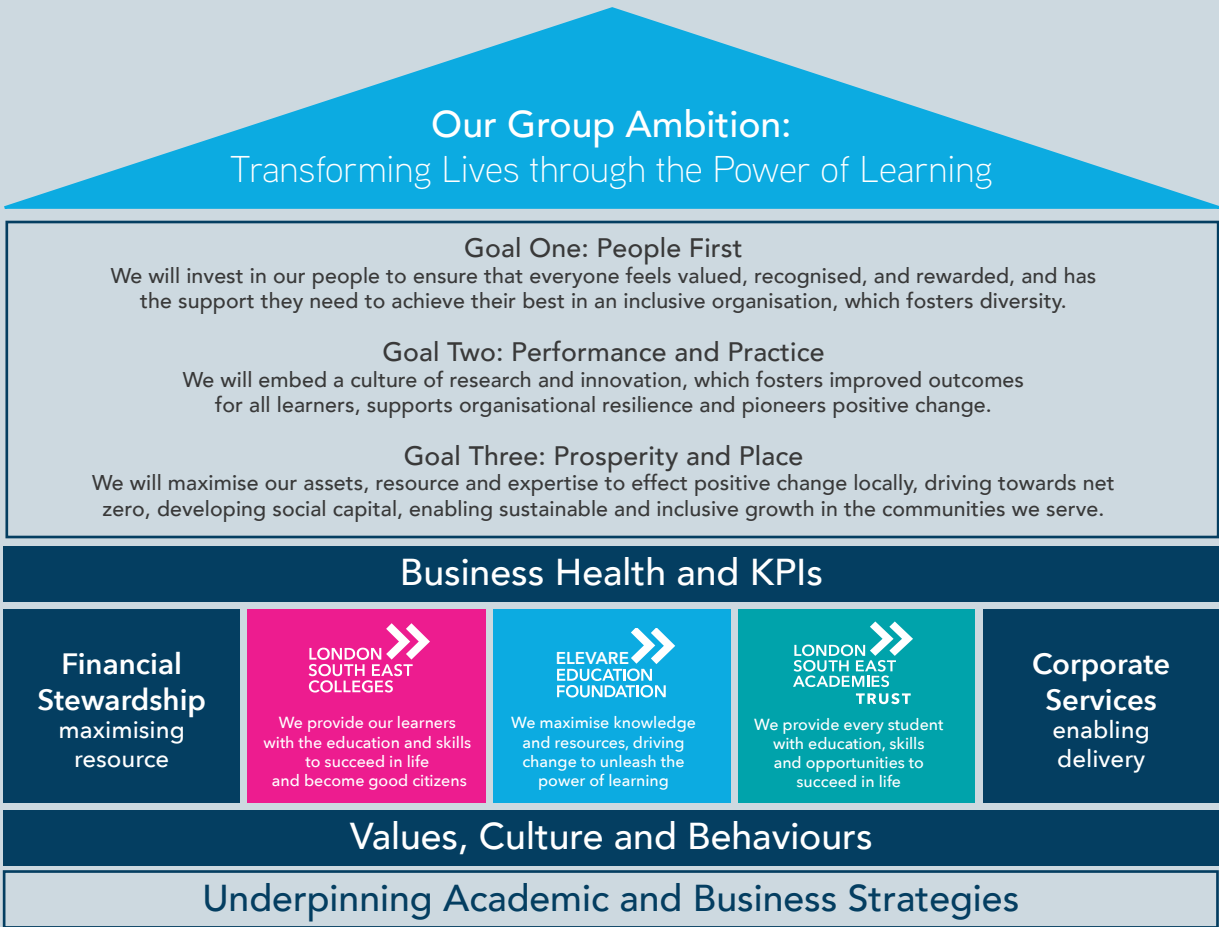
# Our Vision

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Transforming Lives through the Power of Learning: We believe that education changes lives and communities for the better.



# Our Shared Values



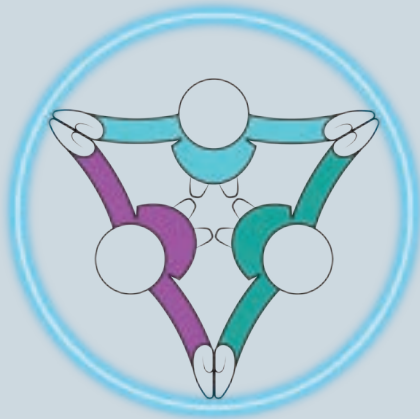
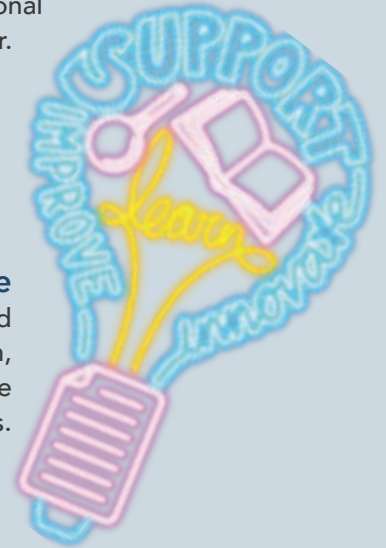


### Fearless Pioneers

One step ahead, we look courageously to the future and stand out with confidence. We take the lead in shaping the local and national agenda and are true pioneers of the sector. We are never afraid to take things on.

### Continuously Innovate

Through our sector-leading research and evidence-based policies, we promote best practice. We continually learn, looking outwards and inwards to support and improve the wider system through our innovative approaches.

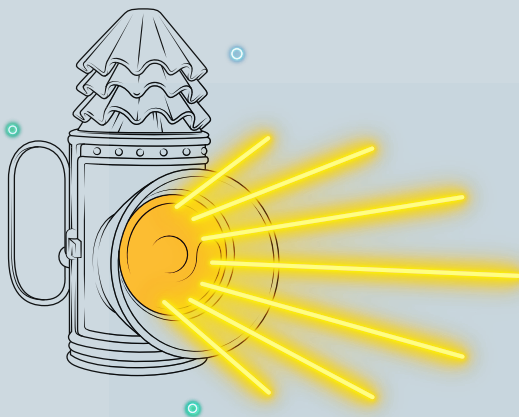


### People First

We are inclusive to everyone. We take a principled and personalised approach by learning, listening and treating everyone as individuals. All decisions are made with people at the centre.

### Lead Locally

We take our public responsibility seriously. We serve communities and respond to their needs, creating social value and making a strong impact. We are more than education. We are leaders in the community.



### Act Responsibly

Acting responsibly is core to everything we do. We are ethical, we have integrity, and we operate responsibly, treating everyone with respect. We don't let people fail. We always do the right thing.

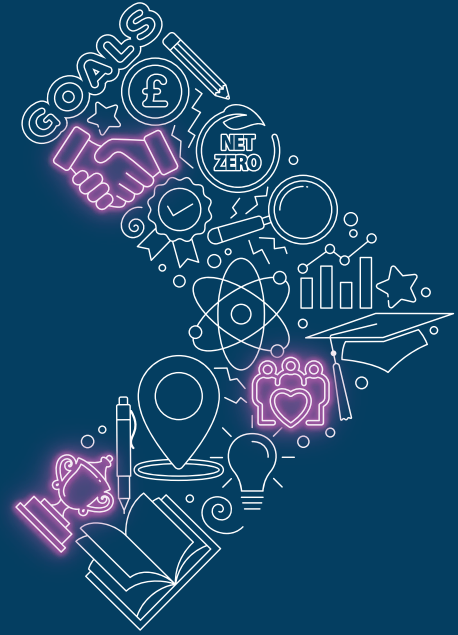




# Strategic Themes and Goals

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# Strategic Themes and Goals: People First

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Our people, both staff and learners, are amazing. They are talented, committed and they care. It is only through their hard work that we achieve our success.

## **Goal**

We will invest in our people to ensure that everyone feels valued, recognised, and rewarded, and has the support they need to achieve their best in an inclusive organisation, which fosters diversity.

### How will we achieve this?

- » Reducing workload so staff can focus on what really matters and improve job satisfaction.
- » Prioritising the well-being of staff and students by enhancing the support available.
- » Utilising new technologies to increase efficiency and save staff time to focus on teaching and learning.
- » Investing in evidence and industry-informed CPD to maximise our people's potential.
- » Using evidenced-based practice to improve teaching, learning and assessment.
- » Ensuring learners benefit from high quality teaching, targeted support and wider strategies to improve outcomes.
- » Developing themed communities of practice to promote shared learning and accelerate progress.
- » Maximising staff and learner experience to shape and design change initiatives.
- » Fostering a culture of curiosity using research and evidence to help us improve 'every day in every way'.

### What does success look like?

- » Happy, healthy staff reporting improved job satisfaction.
- » Increased learner retention and satisfaction.
- » Improved academic and employment outcomes for learners.
- » Improved quality of teaching, learning and assessment.
- » Growing staff confidence in their ability to teach well and meet the needs of all learners.
- » Attracting and retaining talented people, developing our future workforce from within.
- » Staff are actively curious about what is working, and how we can improve.
- » Leaders and managers feel empowered, with freedom to innovate.
- » Increased diversity of our student and staff communities.
- » We are recognised as inclusive education providers in our communities.

### How will we get there?

- » Engage staff and students in the design of working practices, wellbeing, recognition and reward strategies.
- » Actively collaborate with external partners and employers to enrich our offer.
- » Pilot the application of de-implementation approaches to reduce workload.
- » Pilot the application of AI to reduce workload.
- » Foster a culture that celebrates team-based collaborative success and learning from when things do not go as planned.
- » Develop innovative, responsive, curricula, which is relevant for each setting.
- » Promote and reward active participation of learners in all aspects of education.





# Strategic Themes and Goals: Performance and Practice

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We want the very best for our staff, learners and the communities we serve. We want them to thrive. That's why we will focus on evidence informed performance and improvement. We will ask, 'how well we are doing?' and 'what do we need to do to continue to improve' every day in every way, helping us to collectively ensure a sustainable future.

## **Goal**

We will embed a culture of research and innovation, which fosters improved outcomes for all learners, supports organisational resilience and pioneers positive change.

## How will we achieve this?

- » Embedding research.
- » Securing and sustaining excellent learner outcomes and progression.
- » Fostering a culture of learning aligned to improvement and performance.
- » Reducing workload.
- » Increasing our understanding of 'what works' when tackling issues linked to systemic inequalities.
- » Enhancing our expertise and pioneering further development.
- » Prioritising the support that teachers need to achieve their best whilst balancing our budget and safeguarding our future.
- » Using market demand to drive innovation, growth and diversified income.
- » Designing flexibility and responsiveness into in our operating models, enabling learning anywhere, anytime, meeting the needs of all learners.
- » Securing inward investment and responding to policy reform e.g. new qualifications and apprenticeships.
- » Future-proofing our organisation through developing the fundraising capacity of our new Foundation.
- » Investing in technology-enabled learning, teaching, student support and operations.
- » Improve digital skills, security and safety across our systems.
- » Continue to improve organisational performance by increasing the diversity of our workforce.

## What does success look like?

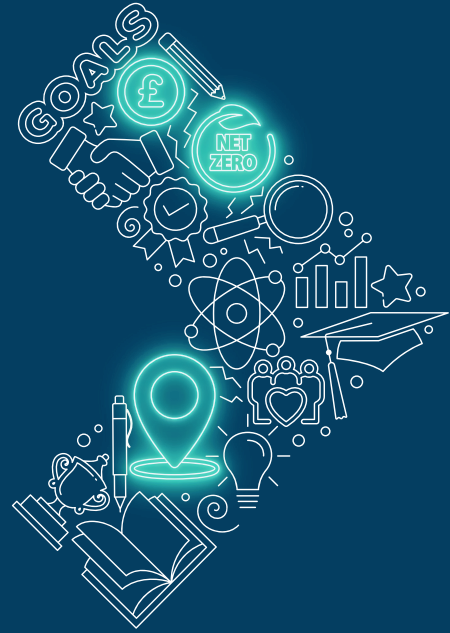
- » Research and evidence being clearly used, leading to improved learner outcomes and progression.
- » High standards of quality of teaching, learning and assessment.
- » Using the best available evidence and expertise to develop solutions and inform decision-making.
- » High levels of engagement in learning and development.
- » Happy, healthy staff reporting improved job satisfaction.
- » Increased funding to invest in staff and learner experience.
- » Improved satisfaction of stakeholders.
- » Strong financial health and resilience for the future.
- » Continued inward investment secured from funders.
- » Recognised as a partner of choice, across our sectors.
- » Enhanced reputation and influence.

## How will we get there?

- » By developing a culture where staff are actively encouraged, empowered and rewarded for embracing continued learning.
- » We will balance our focus on effort to perform, with effort to improve.
- » Creating a culture and dialogue of learning and improvement, as stepping stones towards improved outcomes.
- » Placing staff and student experience at the heart of our decision-making.
- » Pilot the application of AI to reduce workload.



# Strategic Themes and Goals: Prosperity and Place



Place matters. It's in our name, and part of our identity, our reason for being. Based in and part of our communities, we play a key role in civic life. It's a responsibility that we take seriously. We know place-based inequalities in England are deep-rooted. We want to play our role, leading locally as an education provider and major employer, in helping address these.

## Goal

We will maximise our assets, resource and expertise to effect positive change locally, driving towards Net Zero, developing social capital, enabling sustainable and inclusive growth in the communities we serve.

## How will we achieve this?

- » Being the education group that people want to work for, study in and send their children to.
- » Developing our research practice to increase our understanding of 'what works'.
- » Supporting the green agenda and route to Net Zero, creating a more sustainable community.
- » Meeting employer needs through our role in Local Skills Improvement Plans and 'Anchor Networks'.
- » Investing in our Schools and Colleges, creating welcoming and safe environments.
- » Developing industry-standard resources and high-quality sustainable accommodation.
- » Creating great jobs for local people.
- » Continuing to be a partner of choice in education and skills across our region.
- » Doubling down on our role as an anchor institution, maximising our resources to generate social value.
- » Fostering social action and volunteering, recognising the difference this makes to people and their communities.
- » Maximising our expertise to drive change in the commissioning of services.
- » Contributing to and influencing system leadership and policies locally, regionally and nationally.

## What does success look like?

- » We are recognised as an inclusive education provider in our communities, where every learner can flourish.
- » People want to work with us and stay with us.
- » Our buildings are a comfortable place to work; warm, clean and well-maintained.
- » Greater levels of social value are created.
- » Increased inward investment secured, which benefits communities.
- » More people being supported into education, training and higher value careers.
- » High quality, employer and strategic partnerships.
- » Happy, healthy staff reporting improved job satisfaction.
- » Improved academic and employment outcomes for learners.

## How will we get there?

- » Build organisational resilience and capacity for innovation, change and growth.
- » Apply design thinking principles to find new solutions to old problems.
- » Proactively seek inward investment for our estate.
- » Spend locally, maximise procurement and net zero ambitions to increase social value.
- » Continue to enhance our reputation through celebrating the success of our staff and students.
- » Play an active role in education and skills partnerships across the region.
- » Influence policy for change through planned campaigns, advocacy and thought leadership.
- » Collaborate with fellow change makers locally.



# Our Impact and Measuring Success

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We believe that if we address our key priorities through these strategic themes, we will see:

- » Sustained and improved educational achievement and progression across our learner profiles.
- » Increased staff satisfaction and well-being.
- » Increased income and financial resilience.
- » Increased opportunities and engagement through fundraising and sponsorship.
- » Increased social value, fostering social and economic mobility through community wealth building.
- » Demonstrable contribution to London and Local London Skills Improvement Plans and priorities.
- » Enhanced Environmental, Social, and Governance (ESG) practices and long-term sustainability.
- » Enhanced reputation to influence local, regional, and national policy.



# Strategy Design and Delivery

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We know that strategy often fails in the implementation and execution phase. Therefore, as we take account of the key challenges we are facing, and the priority areas we will focus on, we will connect our design principles with delivery.

## Design

- » Evidence-informed decision making and reflective practice: we will use the best available internal and external evidence to understand the nature of the challenges we face, and from this develop and implement feasible solutions. Then we will evaluate whether we are achieving our intended outcomes.
- » Digital for all: technology for innovation, inclusion and efficiency: inclusion and accessibility for ALL is at the heart of our approach, enhancing digital skills and harnessing developments in AI and technology to enable success for all.
- » People centred: central to our approach will be user insight, feedback and need. The unique experience of every learner, every member of staff, and the partners who help us achieve our shared ambition.
- » Apply design thinking approaches to promote better problem solving and innovation.

## Delivery

We will adopt learning from the Brightline Project Management Institution to ensure we are collectively vested in and committed to the strategic decisions that we take, moving forward together. Brightline is an initiative that aims to help leaders bridge the gap between strategy design and delivery. They have developed 10 guiding principles to achieve this goal. Here is a summary of the principles

- » Acknowledge that strategy delivery is just as important as strategy design.
- » Dedicate and mobilise the right resources.
- » Leverage insight on customers and competitors.
- » Be bold, stay focused and keep it as simple as possible.
- » Promote team engagement and effective cross-business cooperation.
- » Demonstrate bias toward decision-making and own the decisions you make.
- » Check ongoing initiatives before committing to new ones.
- » Develop robust plans but allow for missteps - fail fast to learn fast.
- » Celebrate success and recognise those who have done good work.

As part of this approach (in agreement with the College Corporation, the Trust and Foundation Boards) we propose to implement a three-year strategic plan, underpinned by an annual operating statement for each entity. This will enable a line of sight to priority areas, which require a longer term focus in each part of the Group. They may take more than 12 months to see the desired progress and impact, but will ensure focus year on year to achieve these goals. Then, on an annual basis these will be reviewed, monitored and evaluated as a live brief in effect, to ensure that we create a framework which connects all of the constituent parts of our group as we collectively move forward.

## Implementation

Going forward, our Group Strategy will inform the development of Strategic Plans and Annual Operating Statements for the College, Trust and Foundation. Rolling targets for a three-year period will ensure that key developments and initiatives can be built – overseen by the leaders of each organisation.

This is a hugely exciting time for our organisation. We look forward to working with you over the coming years to achieve our goals – transforming lives through the power of learning.





Thank you to everyone who contributed to this framework; your expertise and input has been invaluable.

