



Education Board

Date: THURSDAY, 19 JULY 2018
Time: 3.00 pm
Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

APPENDICES PACK

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NB: Part of this meeting could be the subject of audio video recording.

John Barradell
Town Clerk and Chief Executive

AGENDA

6. **EDUCATION, SKILLS AND CULTURAL AND CREATIVE LEARNING STRATEGY**
Report of the Strategic Education, Culture and Skills Director.
- For Information**
(Pages 1 - 90)
10. **SCHOOL PLACES DEMAND PROJECTIONS**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 91 - 96)
11. **CITY SCHOOLS SKILLS REVIEW, CITY OF LONDON ACADEMIES TERMS OF REFERENCE REVIEW, AND APPOINTMENTS UPDATE**
Report of the Director of Community and Children's Services.
- N.B. Appendix 1 features on the non-public side of the agenda.*
- For Information**
(Pages 97 - 104)
12. **LIVERY SCHOOLS LINK UPDATE**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 105 - 108)
13. **CLOSURE OF CITY CAREERS OPEN HOUSE (CCOH) AND CITY OF LONDON BUSINESS TRAINEESHIP (CBT) PROGRAMMES**
Report of the Director of Economic Development.
- For Information**
(Pages 109 - 112)
15. **CULTURE MILE LEARNING - CASE FOR INVESTMENT 18/19 AND 19/20**
Report of the Director of the Museum of London.
- For Decision**
(Pages 113 - 126)
23. **NON-PUBLIC APPENDIX TO ITEM 11 - CITY SCHOOLS SKILLS REVIEW**
To be read in conjunction with Item 11 (City Schools Skills Review).
- For Information**
(Pages 127 - 134)

25. **ACADEMY EXPANSION PROGRAMME - SHOREDITCH PARK PRIMARY
SCHOOL DUE DILIGENCE UPDATE REPORT**

Report of the Director of Community and Children's Services.

For Decision
(Pages 135 - 156)

26. **OPEN SPACES LEARNING PROGRAMME LONG TERM FUNDING**

Report of the Director of Open Spaces and Heritage.

For Decision
(Pages 157 - 174)

27. **CITY OF LONDON CORPORATION'S GOVERNANCE AUDIT OF THE CITY'S
ACADEMIES**

Report of the Director of Community and Children's Services.

For Information
(Pages 175 - 190)

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Education Strategy 2019-2023
Department of Community and Children’s Services (DCCS)

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1. Vision

Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.

2. Introduction

Every young person deserves an outstanding education which enables them to flourish and to achieve the best academic results that they can. The City of London Corporation (City Corporation) is committed to supporting the delivery of world-class education. This education is based on a broad and balanced approach aimed at developing the whole child, with an emphasis on creating a lifelong love of learning.

The Education Strategy 2019-2023 establishes the City Corporation's vision for education. It encompasses the City Corporation Family of Schools, and the Square Mile's cultural, heritage and environmental assets, and has a strong focus on employability and skills. The Education Strategy 2019-2023 is overseen by the Education Board, which is part of the City Corporation. The Education Board has an ambitious vision for the future of education in London. The City Corporation and its schools should be thought leaders and influencers, sharing knowledge and experience locally, nationally and internationally encouraging innovation and prosperity for all.

The Education Strategy 2019-2023 aligns with the City Corporation's Employability Strategy that emphasises that better prepared Londoners secure more jobs.

The City of London Corporation is a major provider of education. As a Local Authority, the City Corporation has one voluntary aided school, Sir John Cass's Foundation Primary School (Est. 1748). Sir John Cass's Foundation Primary School is the one state-maintained school within the City. The City Corporation is the co-sponsor of two secondary school academies, The City of London Academy, Hackney (TCAH, co-sponsored with KPMG, Est. 2009) and City of London Academy Islington (CoLAI, co-sponsored with City University, Est. 2008). The City of London Academy Trust (CoLAT) is a multi-academy trust and it has eight academies - four secondary schools, three primary schools and one Sixth Form College. The three primary schools in CoLAT are Galleywall (Est. 2016), Redriff Primary (Est. 2014) and Primary Academy Islington (CoLPAI, Est. 2017). The Secondary schools in CoLAT are City of London Academy Southwark (CoLAS, Est. 2003), Shoreditch Park (Est. 2017), Highbury Grove (Est. 2017) and Highgate Hill (Est. 2017). The Sixth Form College in CoLAT is Newham Collegiate Sixth Form (NCS, Est. 2018). The City Corporation is the proprietor of the following independent schools: City of London School (Est. 1442); City of London School for Girls (Est. 1894); City of London Freeman's School (Est. 1854). The City Corporation is responsible for academic performance, premises management and personnel in these three schools. In its entirety, this group of schools is called the "City Corporation Family of Schools" and will henceforth be referred to in this strategy as the "Family of Schools". Collectively, they work in close partnership with each other, enabling staff to share best practice and expertise, and provide new opportunities for pupils. Each school is a unique entity yet together share a common purpose and aims.

The City Corporation provides bursary support to pupils at its independent schools and to pupils at King Edward's School, Witley (Est. 1553) and, Christ's Hospital School (Est. 1552). Additionally, it has the right to nominate governors to several other schools and educational bodies, including Emanuel School (part of the United

Westminster Schools Foundation group of schools) and Central Foundation Boys School. In addition to this Family of Schools, the City Corporation maintains connections with several other educational institutions, generally ones with which it has had historic links, for example, St Paul's Cathedral School, Prior Western School, Emanuel School in Wandsworth Local Authority, Treloars (Special Education School) in Alton and Central Foundation Boys' School in Islington. For example, Emanuel School has an old association with the City and falls within the remit of the Court of Aldermen. Treloars was established by the Lord Mayor in 1907 and it still has strong links with the City of London which bring the school tremendous benefits in terms of profile and fundraising. Each Lord Mayor of the City of London automatically becomes a trustee of Treloar Trust. There is also a rich tradition of the Livery Companies in the City supporting education and operating schools. The Livery Movement is justifiably proud of its many and varied contributions to all forms and levels of education. Its bursaries are generous, support for schools and academies in time and donations is well publicised. The main connection to this broader group of schools is through governors and events. Throughout the year, the Education Unit offers a series of events and training opportunities for pupils, school leaders, teachers, bursars and governors. All these events are offered to participants across the broader group of schools and they are all free of charge to the attendees.

The Guildhall School of Music & Drama (GSMD) is jointly funded by the Higher Education Funding Council for England (HEFCE) and City's Cash and reports to its board as well as the City Corporation's Education Board

There are clear benefits of having both independent and state schools, and specialist and general provisions at all levels of education. The Family of Schools are committed to: developing partnerships; sharing best practice; learning from each other; and exploring opportunities to become more efficient through greater collaboration. There is a wealth of experience and practice across the Family of Schools. There is great potential in further developing partnership working between schools to establish mutually beneficial relationships and to share learning. Therefore, Education Strategy 2019-2023 promotes supporting and working with colleagues, both within the City Corporation and outside, to ensure alignment of objectives and mutual benefits for all the Family of Schools.

The City of London Corporation also offers educational programmes through its cultural institutions and its open spaces programmes such as at Epping Forest and Hampstead Heath. The Department for Community and Children's Services uses Early Years' funding to provide grants to improve outcomes at early years and foundation stage and to support all the City Corporation's Early Years provision. This is overseen by the Community and Children's Services Committee. The Education Board has supported the establishment of Culture Mile, which is a partnership between the City of London Corporation and four leading art, culture and learning institutions – The Barbican Centre, the Museum of London, Guildhall School of Music and Drama, and the London Symphony Orchestra. Culture Mile Learning aims to ensure that the pupils of London schools all gain the opportunity to participate in high quality arts and cultural experiences and learning. Culture Mile Learning capitalises on Culture Mile's profile, visitor experiences, and collaboration so that the area is recognised as a world-leading learning destination, aims to specialise in the fusion of creative, technical, educational and emotional skills needed for 21st Century success.

Young people deserve high quality and reliable careers advice and information to ensure that their future working lives are not determined by chance and personal circumstances. The City Corporation is committed to providing opportunities that can lead to employment for young people in the City, in neighbouring boroughs and across London by understanding their goals and supporting them to develop the skills they need. The Family of Schools has a strong career focus and challenge conventional ideas about the world of work. From Reception through to post school age, City Corporation schools provide the pupils with sustained vocational education throughout the school day, building core behaviours and fusion skills that businesses want. The City Corporation supports a range of skills and employability programmes for young people in schools linking them to City businesses and through having link governors for enterprise. When the Apprenticeship Levy was introduced in April 2017, the City Corporation made a commitment to establish 100 apprenticeships and support young Londoners into the work force. There are also successful programmes and activities in place to support transition from education to employment, including working with businesses and livery companies.

3. Corporate mission

The commitment to education is rightly at the centre of the City Corporation's Corporate Plan for 2018-23 (The Plan). It sets out the vision which is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Plan sets out three aims, which this strategy fulfils, namely to: contribute to a flourishing society, support a thriving economy and shape outstanding environments. The Plan lists 12 outcomes, and this strategy contributes to the following outcomes:

- Outcome 1: People are safe and feel safe
- Outcome 3: People have equal opportunities to enrich their lives and reach their full potential
- Outcome 8: We have access to the skills and talent we need
- Outcome 10: We inspire enterprise, excellence, creativity and collaboration

We will be able to do this locally, regionally, nationally and internationally through collaboration and innovation.

Appendix One contains a glossary of useful terms

Appendix Two contains a list of current strategies and policies that are relevant to the Education Strategy 2019-2023

Appendix Three contains the education accountability framework for City Corporation Family of Schools

Appendix Four contains an organogram of the City Corporation Family of Schools

4. Target learners

The Family of Schools has a positive impact on issues of social disadvantage and skills development. The Education Strategy 2019-2023 targets all the children and young people in the Family of Schools. The Education Strategy 2019-2023 also supports broader initiatives that encourage London schools, especially in disadvantaged

areas, to engage with the full economic and cultural life of the Square Mile. We recognise and embrace the diversity within the Family of Schools and champion the excellence and innovation that this brings. The Education Strategy 2019-2023 focuses on inclusive and equitable practice to encourage individual and community empowerment. The Family of Schools are required to track the progress and attainment of different groups of pupils who may be at educational disadvantage.

Formally this includes pupils who may identify with one or more of the following groups:

- Ethnic groups
- Gender groups
- Pupils with Special Education needs and/or Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Looked After Children (LAC)
- Pupil Premium pupils (PP)
- Children of Service personnel
- 'Summer born' pupils
- Young carers
- Learners with low levels of literacy and/or numeracy

Disadvantaged groups within schools may also be children and young people who experience a higher risk of poverty, social exclusion, discrimination and violence than the general population. The Family of Schools has a good historical record of making exceptional progress for disadvantaged pupils experiencing disadvantage.

Many of the practices which benefit all pupils also have a benefit for learners experiencing disadvantage, including:

- Exciting and engaging teaching and learning to encourage curiosity and wonder
- Challenging targets which encourage diligence and persistency
- A learning climate which encourages risk taking and sees failure as an essential part of the learning process
- Effective scaffolding that ensures that new knowledge fits with what the learner already knows
- An openness to questioning as good learners are never satisfied with how much they know about anything
- Opportunities to share and perform learning - to write about it, talk about it, translate it, paraphrase it, and find examples

5. Teacher recruitment and retention

There are serious shortages of teachers nationally and in London. The capacity to attract and retain high quality teachers is crucial for the ongoing success of the Family of Schools. There are difficulties recruiting to initial teacher education and poor retention rates within the teaching profession. There are low levels of job satisfaction in the profession¹.

A key aspect of teacher retention is the provision of training and resourcing support. Teacher development and continued up-skilling in all areas is vital, providing teachers with the skills and the tools they need to excel. The Family of Schools could work more closely and collaboratively to provide opportunities for teachers, including developing Continuing Professional Development across the Family of Schools. Some initiatives currently being developed include:

- A combined Teaching School initiative with Islington to include initial teacher education and preparation for newly qualified teachers
- An investigation of the potential for teachers' housing plans
- Subject Leader conferencing across the Independent and Academy schools
- Masters in Teaching and Learning Programme with Kings College

6. Working with others

The City Corporation will be responsive to, and influence, the changing education landscape, welcoming appropriate opportunities to work in partnership with neighbouring boroughs, businesses, livery companies and interested parties to realise excellent educational opportunities. The Education Strategy 2019-2023 supports open and collaborative working and provides a space for joined-up thinking and sharing with both internal and external stakeholders. There are already a range of partnerships including in:

- Leadership development
- Building a strong shared vision and aligned action plans
- Resource sharing
- Sharing practice
- Peer support, including 'critical friends', forum and peer mentors
- Developing skills and sharing opportunities for action research and professional development

Comprehensive training for governors is generally provided by Local Authorities. In addition, *Governors for Schools* and the *National Association for School Governors* provide excellent resource for Chairmen. As there are also other providers in this field, the Education Unit does not wish to duplicate the comprehensive services provided elsewhere and encourages schools to buy into the local offer. However, the Education Unit will provide training sessions on critical issues as required by the

¹ Menter et al. 2010; Zgaga 2013

Family of Schools. Chairmen of governing bodies have been asked to identify areas most in need and to advise the strengths of their governing body. An audit of governing bodies will identify training needs as the basis of the central training programme. The following topics are examples of areas that are critical for governors that could be centrally offered - for example, safeguarding, school finance, and school standards.

Through the Headteachers' Forum and a Chairmen of Governors' Forum, the City Corporation has increased information sharing and accountability. In addition, the work of the Education Unit has enabled the City Corporation's schools to increase the exchange of best practice, partnership working, and school-to-school support. Activities include a programme of A-Level subject workshops, governor training, and termly Directors of Sixth Form meetings.

Many of the actions to achieve this vision will be delivered in close working with, or through, our partners. The Education Strategy 2019-2023 will be owned by all stakeholders and we will work across agencies to learn from each other, maximise our resources and create a joined-up system that can be easily navigated. As far as possible, rather than the Education Unit delivering events and activities, it will partner with the Family of Schools or other providers to deliver these activities. An audit has begun to determine the lead schools and participants from across the schools. It is the intention that better use can be made of social and mobile media and digital tools to spread messages and connect with schools and the broader stakeholder community.

This is an overarching plan that provides a summary of intentions and the strategic framework to guide thinking and decision-making for all services affecting children and young people in the Family of Schools over the next five years. We have kept this plan simple and focused, concentrating on six priorities and setting out manageable actions and key performance indicators (KPIs) for each one.

7. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
Pupils in the Family of Schools have access to and enjoy transformative education, enabling them to achieve their potential, flourish and thrive.	<p>Deliver a "Step-change" in the development of skills, knowledge and competencies to provide the necessary skills to meet the challenges of the rapidly changing world.</p> <p>Harness talent by enabling pupils in the Family of Schools to learn and to flourish as innovative, confident and creative individuals.</p>	<p>Provocative and dynamic learning environments exist.</p> <p>Classroom lessons inspire and challenge pupils.</p> <p>High levels of lifelong learning are evidenced by both teachers and pupils.</p> <p>Learning experiences promote the development of 21st century 'fusion skills', through programmes that are a mix of academic, creative, technical and emotional learning.</p>	<p>School and system leaders, Family of Schools Teachers</p> <p>Family of Schools, teachers</p> <p>Education unit, Family of Schools</p>

	<p>Encourage the Family of Schools to work together to deliver a shared ethos and commitment to excellence.</p> <p>Model educational exceptionality beyond Ofsted outstanding including providing the same level of a rich curriculum in academies as in the independent schools and ensuring accessibility and progress for all pupils.</p>		
<p>Deliver exceptional quality education that meets the challenges and skills requirements now and in the future.</p>	<p>Continue to improve the learning experience engendering success of pupils.</p> <p>Deliver academic excellence in learning and teaching to improve academic attainment and progress.</p> <p>Develop innovative approaches to learning and teaching to ensure learning is engaging, fun and challenging.</p> <p>Our pupils and their families are partners in learning through the provision of effective communication and feedback.</p>	<p>The Family of Schools are recognised locally, nationally and internationally as outstanding.</p> <p>Pupils are stretched so that they build on their prior achievement by studying at higher levels.</p> <p>A framework of clear accountability, challenge and support exists for the Family of Schools and standards are reported to the Education Board.</p> <p>Pupils educated in the City Family of Schools are widely recognised and respected as being highly skilled.</p> <p>Data collection is used to ensure exceptional progress for all pupils.</p> <p>An outstanding 6th Form offer has been developed across the Family of Schools</p> <p>Effective use is made of ICT in teaching, learning and assessment.</p>	<p>Education unit, Family of Schools, School and system leaders</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>School and system leaders, Teachers</p>
<p>We will work in partnership to deliver education that is safe, inclusive, supportive and empowering for all – regardless of age,</p>	<p>Drive and celebrate equality of opportunity through a proactive approach to promote social mobility and inclusion.</p>	<p>Annual monitoring and reporting of school exclusions with desired performance indicate to always be zero.</p> <p>Annual monitoring of local authority place planning to ensure that school places are being provided in areas of need.</p>	<p>Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools</p>

background or circumstance.	<p>Protect the rights of children to protection, regardless of age, gender, race, culture, background or disability.</p> <p>Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage.</p> <p>Ensure that the health, safety and welfare of pupils are of paramount importance to all the adults who work in the Family of Schools.</p> <p>Provide a safe environment for children to learn in.</p> <p>Work in core partnership with schools, parents and carers, and community and youth groups to build a commitment to the principles of safeguarding all our children.</p> <p>Promote healthy, active lifestyles in the City Family of Schools including healthy eating, participation in sport and social activities to enable pupils to live healthily, have positive mental wellbeing and develop resilience.</p>	<p>Improvement in the progress of pupils at risk of educational disadvantage so that it exceeds the progress of those pupils not at risk and surpasses national and local averages.</p> <p>Continued provision of enhanced and efficient learning support services, to support pupils and improve social mobility.</p> <p>Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities.</p> <p>A time-limited position/contract to audit, map, review and quality assure the safeguarding strategy across all DCCS policy areas and ensure that the implementation and reporting processes are fit for purpose, compliant and thorough in terms of legal and ethical responsibilities.</p> <p>Appoint a link governor for safeguarding at all our schools.</p> <p>Improve services and resources to promote wellbeing amongst pupils, including counselling services.</p> <p>Participate in a pilot project of the Mental Health and Schools Link Programme² to improve the mental health of young people.</p>	<p>School and system leaders, Teachers</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>DCCS, Education unit</p> <p>Family of Schools</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools</p>
	<p>High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices</p> <p>Ensure a more comprehensive strategy for skills development and careers support in the City Family of Schools to excel in providing employment pathways and support, and to improve the transition of learners at critical stages in the education</p>	<p>A comprehensive careers strategy has been written for all Key Stages.</p> <p>Enhanced school completion and retention rates to achieve a 100% destination and progression pathway for pupils (i.e. No NEET pupils).</p>	<p>Family of schools, Education unit</p> <p>Family of Schools</p>

² Anna Freud National Centre for Children and Families This opportunity supports the mental health and wellbeing of children and young people by improving the way that mental health services and schools and colleges work together.

	and training system and from education to employment.	Work with the Livery Companies and businesses to build on the work they are doing in the skills area to establish an education to business hub to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools.	Education unit, EDO, ASES, HR
	Link learning at all stages with real-world application to connect the pupils in the Family of Schools to innovators, professionals and practitioners at the cutting edge and to exploit interconnectivity and collaboration between industry, schools and business.	All pupils at City schools can hear from, and be inspired by, employers and apprentices to promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.	Family of Schools, ASES, EDO
	Ensure that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers.	Clear progression routes are mapped through technical and professional education and into skilled employment, including apprenticeships.	Family of Schools, ASES
	Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City Corporation's educational offer.	Destination data is used to improve outcomes for young people, mapping the different destinations of young people from the City academies – for example: Schools promote and support access to higher education, further education, apprenticeships, employment and that impact is reported annually.	Family of Schools, Education unit, EDO
		Appoint a link governor for skills and employability at each of the Family of School to ensure that they have a published careers policy and curriculum and regularly scrutinise implementation and impact.	Family of Schools, Education unit
		A pilot project has introduced fusion skills into the curriculum at all key stages in the Family of Schools so that pupils exhibit the skills, knowledge and behaviours that employers are looking for.	Family of Schools, Education unit
		Pupils are exposed to professionals working in the creative and cultural industries including dancers, musicians, writers, makers, designers, and the range of production and post production entrepreneurs and creatives.	Culture Mile Learning/Education unit, Family of Schools

		There is a direct link between school education, IAG and the apprenticeship programme.	Education unit, EDO
Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity.	<p>Ensure that the Square Mile's outstanding cultural and historical resources to enrich the creative experience of London's learners.</p> <p>A high quality cultural and creative offer is provided for all pupils at the Family of School from early years through to post 16, to deliver sustained education in and through the arts and culture.</p> <p>Every cultural institution in the City is a learning institution and every school in the Family of Schools is a cultural institution.</p> <p>Digital and creative ideas are integrated into the Family of Schools to create more connected routes for pupils and teachers to access the cultural and heritage offer.</p>	<p>A high quality cultural and creative offer for exists for all pupils in the Family of Schools from early years through to post 16, with sustained education in and through the arts and culture, including strengthening the role of music and the performing arts across the Family of Schools.</p> <p>Co-creation is core to creating more inclusive and participatory communities, including co-creation with children and young people in the Family of Schools to ensure that the cultural offer provides experiences at a range of levels and is accessible, interesting and relevant.</p> <p>An online portal has been developed to create a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets being developed.</p> <p>Opportunities occur at least three times per year for pupils in the Family of Schools to perform in professional quality venues, encouraging sharing with families.</p> <p>A formalised Culture Forum meets three times per year - including the appointment in each school of both a cultural link governor and a dedicated school liaison officer (member of the teaching staff) for cultural work and engagement in each of the Family of Schools.</p> <p>Maximise access to the City Corporation's cultural venues by London's pupils through a School Visits Fund³ with improved</p>	<p>Culture Mile Learning, Culture Mile, Education team</p> <p>Family of Schools, Culture Mile Learning, Education team</p> <p>Family of Schools, Culture Mile Learning, Education team</p> <p>Culture Mile Learning, Education team, Family of Schools School and system leaders, Teachers</p> <p>Education team, Family of Schools</p> <p>Culture Mile Learning, Education unit</p>

³ Schools, especially those in disadvantaged areas and the outer boroughs, face financial barriers to visiting the cultural venues supported by the City Corporation, including the cost of transport, staff cover and admission/session fees. Established in November 2015, the School Visits Fund (www.cityschoolvisitsfund.org.uk) offers schools with at least 30% of pupils in receipt of Pupil Premium, who have not visited their chosen venue in the last three years, with grants of up to £300 to help with the cost of visiting any of our venues. The fund is managed by the Museum of London.

		<p>publicity, staff development and targeting of schools who have not used the fund previously. Including that at least 100 schools per year use the fund; and that 90% of schools using the School Visits Fund have not visited their chosen venue in the last 3 years.</p> <p>Review and develop talent pathways for pupils in the Family of Schools, ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills.</p> <p>Expand the young musical leaders programme to promote further outreach to Primary Schools.</p>	<p>Culture Mile Learning, Education unit, Family of Schools, School and system leaders, Teachers</p> <p>City of London School for Girls, Education unit</p>
Strengthen strategic oversight and focus on impact of the Education Strategy 2019-2023.	<p>Continue to assure and enhance the standards and quality of our schools to achieve academic excellence in delivery.</p> <p>Explore opportunities to expand the City's education portfolio and its influence on education throughout London, nationally and internationally.</p> <p>Review education funding to ensure impact against the agreed goals.</p> <p>Ensure that the City Family of Schools have the buildings, resources, space and teaching models to deliver exceptional education.</p> <p>Build an applied research and knowledge exchange culture that drives change, prioritises collaboration, and underpins learning and teaching.</p>	<p>Improve approaches to income generation within the City Family of Schools.</p> <p>Investigate the potential for sharing the model and expertise of City schools.</p> <p>More sharing of the combined diverse assets of the wider family of schools, including schools with livery links.</p> <p>A clearer focus of vision in terms of being in the City Corporation's Family of Schools, both in relation to mission and processes.</p> <p>Benchmarking of best practice across London to improve the City School education offer and ensure quality.</p> <p>Evidence influence in the field through partnerships, and reporting participation in key committees and networks.</p> <p>Clarity of roles and training for governors through the further integration of the governance network and support governors'</p>	<p>Family of Schools, Education unit, School and system leaders</p> <p>Family of Schools, Education unit</p> <p>Family of Schools, Education unit</p> <p>Family of Schools, Education unit</p> <p>Education unit</p> <p>Family of Schools, Education unit</p> <p>Education unit</p>

	Respond with agility and inventiveness to policy and funding changes to be open to emerging opportunities.	capacity, including clarifying the role of governors in capital building projects.	
		A regular forum occurs for the Chairs of Governors and co-sponsors to meet to share information and develop working practice and expectations across the family of schools.	Education unit
		Governors are up to date with latest statutory requirements and good practice and advice and training is provided for Governors to ensure that our schools are compliant with the arrangements necessary for good governance and accountability within our schools	Education unit
		Strong governance frameworks and appointment processes are in place	Education unit
		Monitoring of schools ensures transparency and an honest relationship with schools' practice and policy alignment.	Family of Schools, Education unit

8. Financial Projections

A detailed annual action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals outline in Section 7 and describe how these projects will be completed. Each project will have a champion and a lead. A detailed annual budget will be aligned to the action plan.

The City of London Corporation is a major funder of education. It provides both money and in-kind support directly and through a range of partnership initiatives, research, pilot projects, events, and training and learning opportunities. Money is provided directly to educational institutions while in-kind support is available to all the Family of Schools and often to schools and education providers across London, nationally and even internationally. Finance and budgets should serve the Education, Culture and Skills strategies, enabling the vision of the City Corporation to be enacted. At the heart of the City Corporation's mission in education is the commitment to disadvantaged children and young people. Historically, funds have been used, and are still being used, to boost social mobility, equality and inclusivity.

The Family of Schools promote a culture of aspiration and achievement. To that end, additional educational grant making is designed to provide an exceptional provision, based on the needs of the children. This includes enrichment to enable a broad and balanced curriculum, including culture and education in and through the arts for all pupils. Additional funding is also made available to ensure careers and enterprise education occurs at all levels of the school from early years to post-

school age. This includes the development of 'fusion' skills - the so-called higher order, 'soft' skills needed for future world of work and society more generally. Moreover, the City Corporation acknowledges that to be innovative and inspiring, schools need to be research informed, to take risks and to pilot new and original approaches. Funding is provided to stimulate innovative ways of working and to encourage good partnership working, which is at the heart of being part of the Family of Schools.

Schools in London are currently experiencing considerable financial pressure. Funding for education is an ongoing concern for school management, parents and the general community. In 2019, the 'Fairer Funding Formula' is likely to be fully implemented. This impacts on the per pupil funding which is available to schools. While there have been slight increases in the per pupil funding to schools, the rate of increase has not kept pace with several areas of rising expenditure, including: Pension contributions; the apprenticeship levy; salary creep; and inflation. This means that many schools are experiencing a real terms reduction in school funding. Concurrently, there has been a general move to reallocate a higher percentage increase in funds to outer London boroughs and to more regional, 'challenge' areas. The City Corporation academies have not been immune to the more general pressures on school finance. This will mean that the implementation of the Education Strategy 2019-2023 will need to occur largely within the current financial projections for the City schools.

9. Evaluation and Impact measurement

The impact of Education Board initiatives, programmes and events must be measured. In delivering the objectives of the Education Strategy 2019-2023 the focus will be on the impact of what is achieved over the short and long term, by collecting real-time feedback and high-quality data from the people we work with showing their personal characteristics and their views on the quality of the interventions and activities they have been involved in. We will ask these individuals to assess the impact of the City of London Corporation's role in reaching their full potential, and the reasons for this.

Assessment data, evaluation, performance management and evidence are presented to Education Board on a regular basis throughout the year to enable Board members to monitor activity and to increase the likelihood that the actions achieve the desired outcome and that the positive impact of activities is experienced by all. A framework has developed for overseeing the City Corporation's education offering⁴. Part of the role the Education Board is to scrutinise the performance of the co- sponsored City academies and to oversee the performance of CoLAT, as well as influencing the City Corporation – and its partners – more widely to support the strategic objectives. The Education Board, along with officers, staff, governors and school leaders, ensure that there is the capacity to sustain excellence, with the correct accountability procedures in place to support excellent educational standards, high levels of probity, and the development of schools and colleges that reflect the interests and values of the City Corporation.

⁴ See Accountability Framework in Appendix Two.

Appendix One: Glossary of terms

Digital skills: Digital skills, sometimes referred to as cyber skills, and a key element of fusion skills and 'DQ™', are the set of skills, attitudes and values which enable people to thrive and flourish in future technologically mediated environments.

Fusion: Fusion is a person-centric approach, equipping future and current workers with technical expertise that is necessary for success. Fusion brings together different industries and technologies to spark innovation and create economic growth. Fusions skills use interdisciplinary work as a driver for creativity and innovation. Fusion skills are about the so-called 'soft skills' as well as the technical skills. Fusion is not just a set of qualities or outcomes but is importantly process led. It relies on close cooperation between schools (education), businesses, the creative and cultural sectors, and further and higher education.

Looked After Children (LAC): A child who is being looked after by their local authority is known as a child in care. They might be living: with foster parents, at home with their parents under the supervision of social services, or in residential children's homes. Under Department for Education definitions, this also includes children who have ever been in care for example, children who have been adopted or those who are no longer in care.

Not in Education, Employment or Training (NEET): A young person who is no longer in the education system and who is not working or being trained for work.

Pupils with English as an Additional Language (EAL): A pupil whose first language is other than English.

Pupil Premium (PP): The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Pupil premium funding is available to:

- schools maintained by the local authority, including, special schools, for children with special educational needs or disabilities, pupil referral units (PRUs), and for children who can't go to a mainstream school
- academies and free schools, including special academies, for children with special educational needs or disabilities and alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

Social mobility: The ability and opportunity for individuals, families or groups to move in a society and harness and reach their full potential – in terms of income, education, employment, general social standing, housing and/or postcode.

Special Educational Needs and Disability (SEND): A child or young person with special or additional educational needs and/or any health and social care needs.

Appendix Two: Current strategies and policies in the City of London Corporation that are relevant to the Skills Strategy 2018-2023

There are several strategies and policy documents in the City of London Corporation that are relevant to the Skills Strategy 2018-2023:

- Adult Skills and Learning
- Children and Families Threshold of Needs
- Children and Young People's Plan 2018– 2021
- Corporate Plan 2018 – 23
- Cultural and Creative Learning Strategy 2019-2023
- Cultural Strategy 2018-2022
- Department of Community and Children's Service's Business Plan
- Digital Skills Strategy 2018-2023 (Currently in draft)
- Early Help Strategy
- Early Years Strategy 2015-2018
- Employability Strategy 2017-2020
- Joint Health and Wellbeing Strategy: All children have the best start in life
- Mental Health Strategy
- SEND Joint Strategy
- Skills strategy 2018-2023
- Social Mobility Strategy, 2018 – 43: Potential today, success tomorrow (Currently in draft)

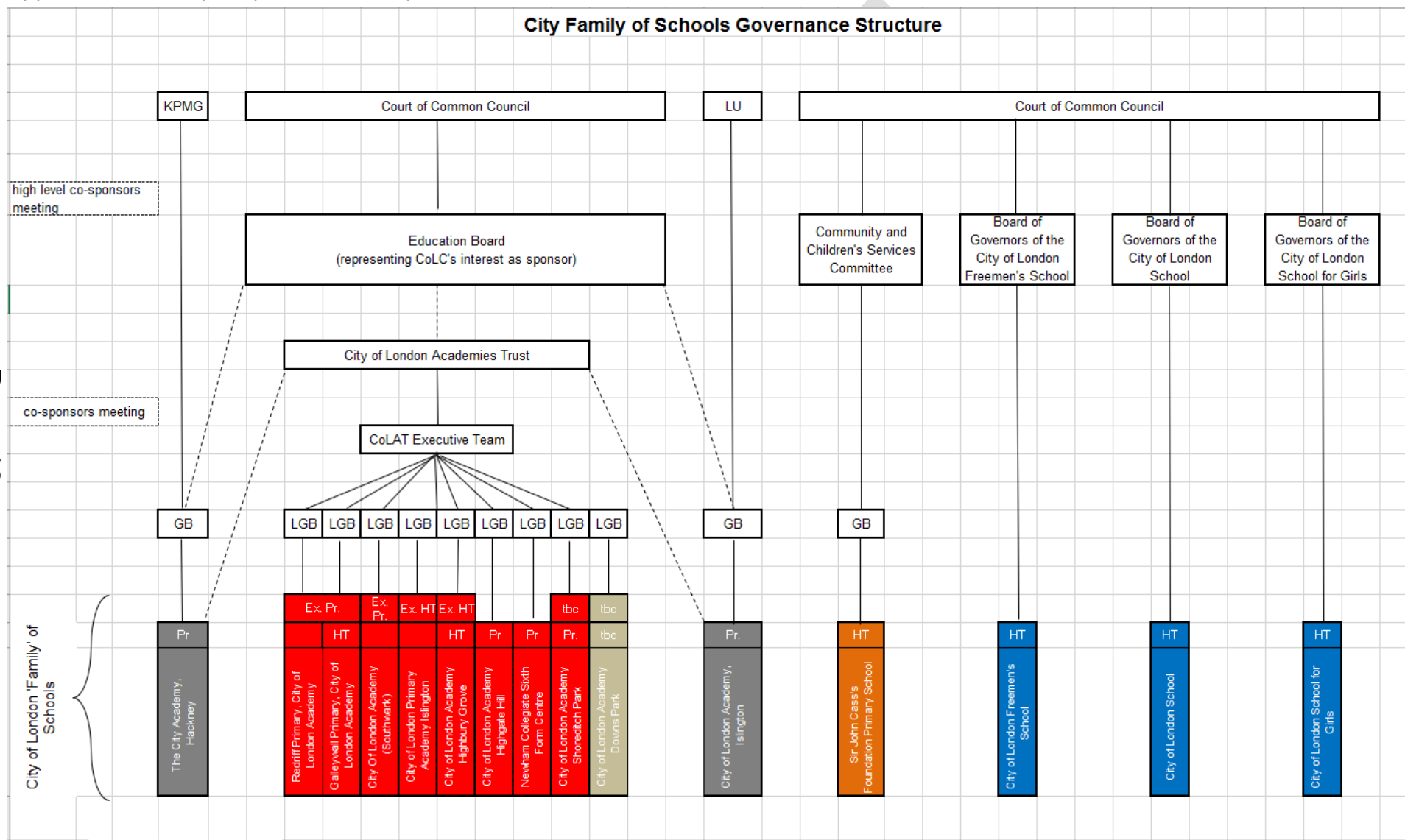
Appendix Three: Accountability Framework

The tables below set out the reporting requirements and timetable for the Family of Schools to provide data about their academic performance.

CoLAT Schools	Results/Performance	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trust Requirements	Timely reporting of unvalidated results	Principal and CoG present exam analysis at CoL scrutiny meeting. (Partner sponsor to attend for Co-Sponsored Academies)	Academy performance monitoring	Annual Safeguarding Audit Report	Progress to target grades with any adjustments	Academy performance monitoring
Executive Function	Central collation of results against targets CEO/Principal /Headteacher performance review with CoGs	Organisation of scrutiny meetings Collation of work related learning and destination data	CEO / Executive monitoring visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	CEO / Executive monitoring visit
Reporting Arrangements	Test/exam results report to the Trust Board and then to the Education Board	Outcomes of scrutiny meetings reported to Trust and Education Board	CEO monitoring report to governors submitted to CoLAT and then Education Board	Annual Safeguarding Audit Report	Report to the Trust Board and then to the Education Board	CEO monitoring report to governors submitted to CoLAT and then Education Board
Accountability Framework for co-sponsored academies						
Co-sponsored academies	Results	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Sponsor Requirements	Timely reporting of unvalidated results	Principal and CoG present exam analysis at CoL scrutiny meeting. (Partner sponsor to attend for Co-Sponsored Academies)	Academy performance monitoring	Annual Safeguarding Audit Report	Progress to target grades with any adjustments	Academy performance monitoring
Education Unit	Central collation of results against targets	Organisation of scrutiny meetings Collation of work related learning and destination data	ESD monitoring visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	ESD monitoring visit
Reporting Arrangements	Test/exam results report to the Education Board	Outcomes of scrutiny meetings reported to Education Board	ESD monitoring report to the Education Board	Annual Safeguarding Audit Report	Report to the Education Board	ESD monitoring report to governors submitted to Education Board
Data Collection and Information Sharing - Independent and maintained schools						
Independent Schools	Results	Targets	Keeping in Touch	Safeguarding	Progress	Keeping in Touch
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Information Sharing	Timely reporting of unvalidated results	Examination Targets		Annual Safeguarding Audit Report	Progress to target grades with any adjustments	
Education Unit	Collation of results against targets	Collation of work related learning and destination data	ESD KIT visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	ESD KIT visit
Reporting Arrangements	Exam results report to the Education Board			Annual Safeguarding Audit Report	Report to the Education Board	

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Skills Strategy 2018-2023
Department of Community and Children’s Services (DCCS)

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1. Vision

Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.

2. Introduction

A nation prospers when it realises the full potential of its people. The development of the skills needed for the 21st century economy is the result of a process of lifelong learning. Lifelong learning enables people to realise their potential and to participate in high value employment opportunities, creating an environment where innovation, creativity and enterprise flourish.

3. Corporate mission

The commitment to skills development is rightly at the centre of the City of London Corporation's (City Corporation) vision. The City Corporation is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful United Kingdom. The Skills Strategy 2018-2023 contributes to a flourishing society and supports a thriving economy by meeting the following outcomes of the Corporate Plan 2018-23:

- Outcome 3: People have equal opportunities to enrich their lives and reach their full potential
- Outcome 8: We have access to the skills and talent we need

The impact of the Skills strategy will:

- Promote and champion inclusion, diversity and social mobility
- Provide world class education and learning opportunities
- Promote effective transitions through education and into fulfilling employment
- Persuade more employers to open opportunities to a more diverse talent pool
- Advocate for the removal of institutional barriers and structural inequalities
- Cultivate excellence in achievement
- Champion business growth, diversity and sustainability
- Strengthen local, regional, national and international collaboration and innovation
- Nurture a relevant and sustainable skills pipeline

The development of skills is not a responsibility that rests solely with one department, service or area of work within the City of London Corporation. The Economic Development Office (EDO) has a crucial role to play in identifying demand and working with businesses to understand skills shortages in the Financial and Professional Services sectors. The Skills Strategy 2018-2023 is both informed by and linked to the *Enterprise Strategy 2017*. Similarly, *Culture Mile* and its partners have a vital part

to play in identifying new and emerging creative skills and fusion skills and the way these might inform future employment patterns. The Human Resources (HR) department is responsible for the skills development of the City Corporation 's employees and has instigated a major strategic drive to attract and maintain 100 apprentices across the organisation. Therefore, it has a key role as an industry partner, but also as an exemplar model of the impact of apprenticeships on the talent pipeline. The Skills Strategy 2018-2023 also has connections with the *Volunteering Strategy* and the philanthropy Strategy.

The skills offer within the City Corporation is well placed to take advantage of these opportunities and to provide a valuable hub of service skills development in the City and beyond. Within the Department of Community and Children's Services (DCCS), the Skills Strategy 2018-2023 links specifically to the *Education Strategy* (including the City Corporation Family of Schools) and to the *Culture Strategy* (including Culture Mile and Culture Mile Learning) and is more broadly grounded in the statutory and more general functions of DCCS to support both the local and wider population. Within DCCS, the Adult Skills and Education Services (ASES) is both a learning and apprenticeship provider and an assessor and a promoter of lifelong learning pathways. Social mobility underpins all areas of ASES's delivery. The work of ASES is directly linked to the work of the local authority functions and its external business and social needs. It is the need for the delivery of a skills, lifelong learning and education agenda that forms the main areas of ASES's work. The ASES areas of responsibility are legitimately involved with many different aspects of the local authority's functions, including education, early years, schools, apprenticeships and skills. This is not simply an approach that is taken by ASES, it is a sectoral approach for the delivery of this type of service.

ASES has two main functions:

- 1) The Adult Skills and Community Learning (ACL) which focuses on:
 - Community-based skills and lifelong learning activities
 - Inclusive activity with low-waged, low-skilled, educational and socially disadvantaged people, the low-skilled and those with little or no English language.
 - Family Learning
 - Working with local businesses to reduce their 'non-apprenticeship' skills gaps.
- 2) The delivery of both Levy and Non-Levy Apprenticeships and Traineeships including:
 - Delivery of national apprenticeship and trainee contracts
 - The provision of professional apprenticeship advice
 - Apprenticeship services to businesses.

Appendix One contains a list of current strategies and policies that are directly relevant to and helped to influence the Skills Strategy 2018-2023.

Appendix Two contains an overview of the major policy drivers impacting upon the Skills Strategy 2018-2023.

Appendix Three contains a glossary of useful terms.

Appendix Four contains a list of partner organisations.

4. Target learners

Through the Skills Strategy all pupils at City Family of Schools will have access to the skills they need for the future. The Skills Strategy will also continue to target those people furthest away from work; those people in low paid employment; people without basic skills; and/or with health or wellbeing issues. Under the remit of DCCS, we will continue to make apprenticeships accessible to the widest possible range of people. Many apprenticeships are being taken up by middle range learners who see ‘earning and learning’ as an attractive option. Not only will this benefit many individuals, but it will help to grow apprenticeships in a way that helps businesses draw on diverse skills and talents. Some people will need additional support during their apprenticeship and we will identify and, where possible, remove barriers that stop people from accessing and starting apprenticeships. We particularly want to address any barriers faced by groups including women, care leavers, people from Black, Asian and Minority Ethnic (BAME) backgrounds and people with Special Educational Needs and Disability (SEND). Care leavers may face additional challenges, and government support is available to care leavers to improve their life chances through apprenticeships.

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The community-based skills and learning activities of ASES focus on working with low-waged, educational and socially disadvantaged people and those learners with little or no English language communication. We also provide learning for children and families. Family Learning is an integral part of Community learning. Recently arrived migrant communities and their educational and skills needs are a key focus of adult and community learning. The ASES team will continue to focus on language and other learning support for migrant families.

The ASES adult education offer will continue to provide an accredited pathway for 16-24-year olds with Education, Health and Care plans. These pathway courses provide the necessary skills and experience for people to progress into an apprenticeship or other paid employment, through an extended work placement and further study. ASES will support more young people who are unemployed or at risk of not being in employment, education or training (NEET) into apprenticeships. Similarly, most young people with SEND¹ can be given the right support to undertake and successfully complete pathways of learning, including apprenticeships. The marketing of adult education and skills will be designed to target diverse learners. Similarly, training is already underway to support managers to recruit diverse learners. The skills development programme will focus on “those not yet in work”, “those out of work” and “those who have left work”. Some programmes are also directed “those in work”. Different programmes will target and prioritise different groups of learners.

¹ To support this wider access, people aged 16 and over can apply for *Access to Work* funding for adjustments to the workplace.

5. Industry analysis

Raising productivity and workforce training requires a concerted effort across all occupations and all sectors of business. Higher level apprenticeships will be offered By ASES as part of the more general pathways into lifelong learning. There will be around five million new and replacement openings for high-skilled jobs (including management and professional roles) and 3.6 million openings for medium-skilled jobs (including skilled trades and associate professional/technical roles).² Nobody understands the skills that employers need better than the employers themselves. The City Corporation is uniquely placed to design apprenticeships that focus on the skills, knowledge and behaviours that are required of the workforce of the future. The City Corporation already has many well-developed partnerships with businesses. We will continue to work with City businesses to provide direct support to address skills gaps, but also to provide information, support and a hub to enable access to high quality education and training providers, or to provide assessment, planning and accreditation support services to support businesses who want to train their apprentices themselves. We value a rich and sustained engagement with our industry partners. This drives our practice-based approach to learning and teaching.

We will continue to target the sectors facing skills shortages and where apprenticeships produce the highest wage returns. Regular analysis of skills requirements is conducted in close partnership with EDO (for the financial and professional services sectors) and with Culture Mile and Culture Mile Learning in terms of the creative, cultural and innovation sectors. HR are developing its own strategy and offers to support organisational skills development for the City Corporation.

Apprenticeships represent an excellent investment for employers. It is likely that if the Government's reforms prove successful, far more employers will offer apprenticeships. It is important that they all have the knowledge and capacity to support and mentor these apprentices in the workplace. Currently, most businesses with apprentices are small³. Employers say that they plan to start offering apprenticeships, but then appear to not take this step.⁴ By addressing the barriers reported by those who say they do not plan to start offering apprenticeships, we should be able to further grow the programme.

6. Competitive analysis and marketing

Changes to the apprenticeship programme and the introduction of devolved adult education functions to the Mayor of London's office provides a significant opportunity for ASES to position itself as a crucial support function for employers navigating the system, alongside seeking to sell their services. The Government has introduced an apprenticeship target⁵ for the public sector. To take advantage of these opportunities, it is important to focus on quality, not just quantity, and to ensure that programmes are linked to areas of skills shortage. To achieve this, there will be a continued focus on improving the quality of training, addressing the

² OECD Skills Outlook 2013: First results from the survey of adult skills, Figure 0.3 (OECD 2013). Data is for England and Northern Ireland.

³ Apprenticeship Evaluation: Survey of Employers (2014)

⁴ UKCES Employer Perspective Survey (2014)

⁵ Apprentices must make up 2.3% of the headcount of most public-sector bodies with 250 or more employees, averaged over a four-year period beginning in April 2017.

needs of employers and making apprenticeships a prestigious alternative to the traditional academic route. Once again, the City Corporation is well placed to take advantage of these new opportunities. Not only does the City Corporation have strong links to the business and creative assets of London, it also is a direct provider of schools, providing pathways and progression routes for young people into apprenticeships.

A comprehensive marketing plan will be developed that uses an integrated communications campaign to promote the benefits of apprenticeships and traineeships to young people, their influencers and employers. Models will be developed to show how apprenticeships can lead to various chosen careers and we will work with learners and potential learners as co-producers to navigate their education and training accordingly.

7. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
Transform the lives of our diverse adult learners, through a unique educational experience.	Deliver a “Step-change” in the development of critical skills, knowledge and competencies to provide the necessary skills to meet the challenges of the rapidly changing world of work.	Effective use labour market intelligence to increase the subject choice for learners including development of post-digital/hybrid cross-disciplinary portfolios.	Family of Schools/ASES
	Enhance our capacity to meet national and regional skills needs.	Provocative, dynamic learning environments where learners are challenged.	ASES, Family of Schools, HR (for CoL employees)
	Harness talent by delivering the skills that enable people to flourish as innovative, self-sustaining practitioners.	High levels of lifelong learning are evidenced.	ASES, Family of Schools, HR (for CoL employees)
		An increased number of learners 1,000 people by 2022.	ASES
	Improve the prestige of adult education and apprenticeships so people see apprenticeships as a high quality and prestigious pathway to successful careers, and for these opportunities to be available across all sectors of the economy and at all levels, up to and beyond first degree level.	Drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion.	ASES
		Develop a Marketing and Communication strategy and measure its impact in attracting	ASES, HR (for CoL employees)

		<p>more learners through the number and quality of apprenticeship applications.</p> <p>Ensure that the marketing campaign includes targeted material for BAME audiences.</p> <p>Pilot test a supply chain strategy model within one industry group.</p>	<p>ASES, HR (for CoL employees)</p> <p>ASES</p>
Deliver high quality adult education, training and apprenticeships.	<p>Continue to improve the learning experience and the success of learners.</p> <p>Continue to improve services and resources to promote wellbeing amongst learners.</p> <p>Deliver academic excellence in learning, teaching and knowledge exchange.</p> <p>Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.</p> <p>Ensure that our learners are partners and co-creators in academic activity and governance and to continue to develop and enhance mechanisms that enable effective response to feedback.</p> <p>Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction.</p>	<p>ASES is an outstanding adult education, training and apprenticeships provider.</p> <p>Increase in the uptake of courses by City of London residents and their location.</p> <p>Increase the effective use of ICT in teaching, learning and assessment.</p> <p>People from all backgrounds get the preparation they need to be high quality candidates for apprenticeships.</p> <p>Increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds by 20%.</p> <p>Develop a model of learner-led peer-to-peer mentoring and collaboration.</p> <p>Widen the spread of areas that take apprentices and increase the Level of apprentices undertaken including Levels 4, 5, 6 and 7.</p>	<p>ASES</p> <p>ASES/ Family of Schools</p> <p>ASES, HR (for CoL employees)</p> <p>ASES, HR (for CoL employees)</p> <p>ASES</p> <p>ASES, HR (for CoL employees)</p> <p>ASES</p>

	<p>Continue to excel in providing progression routes covering informal and formal learning opportunities and across all Levels of qualifications from Levels 2 to 7.</p> <p>Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.</p>	<p>Learners are stretched so that they build on prior achievement and study at higher levels.</p> <p>Continue the outstanding apprenticeship completion rates, remaining above 95%.</p> <p>Achieve a 100% destination and progression pathway for apprentices.</p> <p>Apprentices educated through ASES are widely recognised and respected as being highly skilled.</p> <p>Apprentices recommend becoming an apprentice.</p>	<p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p>
Continue working towards the achievement of a diverse workforce so that it mirrors the diversity of our community.	Improve the learning experience and learning outcomes for learners impacted by disadvantage.	<p>Improve the progress of learners at risk of educational disadvantage.</p> <p>Continue to provide enhanced and efficient learning support services, to support all our learners and maintain our strong social mobility profile.</p> <p>Our apprenticeships are completed by people from backgrounds as diverse as London is.</p>	<p>ASES/ Family of Schools</p> <p>ASES</p> <p>ASES, HR (for CoL employees)</p>
High quality exposure to the world of work at all stages of education to enable pupils and learners to make informed career choices	<p>Create a stronger focus on entrepreneurship, creativity and innovation.</p> <p>Bridge gaps and move with agility between industry and education.</p>	<p>A comprehensive careers strategy for all ages.</p> <p>All pupils at City Family of Schools will hear from, and be inspired by, employers and apprentices.</p>	<p>ASES/ Family of Schools</p> <p>Family of Schools</p>

	Link learning at all stages with real-world application.	There will be clear progression routes through technical and professional education and into skilled employment, including apprenticeships.	ASES/ Family of Schools
	Continue to excel in providing employment pathways and support.	Good quality work experience placements will be open to all pupils, regardless of their background or personal connections to businesses.	Family of Schools
	Improve the transition of learners at critical stages in the education and training system.	Work placements are well-planned and ensure pupils are engaged in interesting tasks and get experience that they can apply when they start looking for employment.	Family of Schools
		Work experience is a sequential induction to the world of work from Early Years, becoming more formalised as pupils get older.	Family of Schools
		Self-employment and 'solopreneurs' trends are reflected in work experience offers.	Family of Schools
		All pupils at City Family of Schools are supported to make the right career choices, including apprenticeships.	ASES/ Family of Schools
		City Family of Schools promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.	Family of Schools
		All pupils at City Family of Schools will have access to a coordinated programme of work placements.	Family of Schools

		<p>Skill development is seen as integral to pursuing the outcome of becoming outstanding schools in the City Family of Schools.</p> <p>There is a direct link between school education, IAG and the Apprenticeship programme.</p>	<p>Family of Schools</p> <p>Family of Schools</p>
Strengthen strategic oversight and focus on impact	<p>Continue to assure and enhance the standards and quality of our provision to achieve academic excellence in delivery.</p> <p>Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities.</p> <p>Ensure that the staff voice (ASES) continues to play an active part in the implementation of our strategy and the evolution of our offers.</p> <p>Ensure that the Strategy is fully embedded in DCCS and the Corporation's operational, business and academic planning.</p> <p>Ensure we have the resources, space and teaching models to deliver our distinctive portfolio of courses and teaching styles.</p>	<p>Improved approaches to commerciality.</p> <p>The adult education offer is re-aligned towards pre-apprenticeship courses.</p> <p>Data collection is used to evidence wage increases as the result of apprenticeships and other training.</p> <p>Long-term economic sustainability of ASES through less reliance on single grants or on project funds.</p>	<p>ASES</p> <p>ASES/ Family of Schools</p> <p>ASES</p> <p>ASES</p>
Build an applied research and knowledge exchange culture that drives change, prioritises industry collaboration, and	To continue to respond with agility and inventiveness to policy and funding changes and to be open to opportunities in our specialist industries, and ensure our innovation work is sustainable, affordable and realisable.	Engage large corporates, SME's, micro-businesses and start-ups in the design and delivery of a course or courses to increase the influence of the employer voice in course development.	ASES/HR (for City of London Corporation employees)

underpins learning and teaching.			
Create a world-leading environment that allows us and our partners to exploit interconnectivity and collaboration between industry, schools and business.	<p>To forge and maintain dynamic relationships with our City, UK and international partners in industry, in higher education, further education and in the cultural sector and with the locality and our alumni.</p> <p>To strengthen our external facing functions, enabling us to maximise opportunities around partnerships, commercial activity, marketing, public relations, fundraising through philanthropic sources and alumni, careers and industry liaison.</p> <p>To strengthen our internal and external facing functions, enabling us to share our successes and have a higher profile within the skills development arena in London, nationally and internationally.</p> <p>To work with our locality and local authorities, securing effective partnerships.</p> <p>To connect our learners to innovators, professionals and practitioners at the cutting edge.</p>	<p>A completed cross-departmental review of all our partnerships, the objective of which is to develop a more strategic, professional and proactive approach to the development, due diligence and management of our partnerships.</p> <p>Evidence influence in the field through partnerships and participation in key committees and networks.</p>	<p>DCCS/HR/Culture and other departments</p> <p>ASES</p>

8. Our approach

Our approach is based on lifelong learning. This strategic choice brings all the key contributors together – education and training providers, teachers, employers, careers professionals and parents – so that every person, no matter where they live or what school they go to, has access to top quality careers advice, guidance and

inspiration. It is essential that, from early on in their school career, all young people have access to quality advice and guidance on the full range of career routes and are inspired by the prospect of an apprenticeship. Schools now have a statutory duty to ensure that all their Year 8-13 pupils have access to independent careers guidance, including on apprenticeships. That means that the concept of skills development for work occurs in different ways across different stages as is outlined in the following table:

Stage	Outline of offers
Key Stage One	<ul style="list-style-type: none"> Introduction to the world of work Visiting workplaces Talks from/activities with various workers Fusion and digital skills programme Early enterprise exposure Enterprise governor in all schools Parent information and development programmes Family learning opportunities
Key Stage Two	<ul style="list-style-type: none"> Entrepreneurial training Orientation to future pathways Fusion and digital skills programme Early enterprise exposure Enterprise governor in all schools Parent information and development programmes
Key Stage Three and Four	<ul style="list-style-type: none"> Unpaid work experience (200-hour commitment) Fusion and digital skills programme Livery Schools Link Enterprise governor in all schools Communicate the benefits of apprenticeships Parent information and development programmes Taster sessions to introduce pupils to different careers Leaders of Tomorrow mentoring
GCSE-Level	<ul style="list-style-type: none"> Level 2 and 3 apprenticeships Fusion and digital skills programme Careers fair Work finder app

	<p>Traineeships</p> <p>Apprenticeships advice and support tailored at a local level.</p> <p>High quality careers advice</p> <p>Enterprise governor in all schools</p> <p>Communicate the benefits of apprenticeships</p> <p>Parent information and development programmes</p> <p>Work placements</p>
A-Level	<p>Paid post school work internships</p> <p>Fusion and digital skills programme</p> <p>Level 3 and 4 apprenticeships</p> <p>Careers fair</p> <p>Work finder app</p> <p>Apprenticeships advice and support tailored at a local level.</p> <p>High quality careers advice</p> <p>Enterprise governor in all schools</p> <p>Work placements</p> <p>Communicate the benefits of apprenticeships</p> <p>Encouraging employers to advertise their degree apprenticeships in advance so young people can plan as they would for university</p> <p>Parent information and development programmes</p>
Graduate level	<p>University internships</p> <p>Fusion and digital skills programme</p> <p>Higher level apprenticeships</p> <p>Graduate placements</p> <p>Adult education</p> <p>Graduate tracking</p> <p>Apprenticeships advice and support tailored at a local level</p> <p>International apprenticeships</p> <p>Apprenticeship competitions</p> <p>Communicate the benefits of apprenticeships</p>
Adult learner	<p>Level 2-7 apprenticeships become increasingly offered</p> <p>Fusion and digital skills programme</p>

	<p>Adult education</p> <p>Piloting of accredited, funded short courses (e.g. food hygiene and first aid) to establish a model for location, communication with residents, and language challenges</p> <p>Roll out of more courses (e.g. cleaning supervision, security and other catering offers).</p> <p>Expand the offer of courses for home and micro-businesses</p> <p>Package of work preparation training</p> <p>Transform the career prospects of young people most in need of support</p> <p>Academic and professional mentorship support</p> <p>Apprenticeships advice and support tailored at a local level</p> <p>International apprenticeships</p> <p>Apprenticeship competitions</p> <p>Widen access to the professions</p> <p>Develop higher level digital and technical skills</p> <p>Research the links between apprentices and productivity</p> <p>Drive up the supply of higher and degree apprenticeships</p> <p>Support the Apprenticeship Ambassadors Network to promote apprenticeships</p> <p>Spread the apprenticeship model through supply chains and networks</p> <p>Provide advice and support to smaller businesses starting apprenticeships</p> <p>Provide front-line support to employers working with ASES as they prepare for and hire apprentices</p> <p>Develop innovative solutions to engaging small employers in the apprenticeship programme</p> <p>Communicate the benefits of apprenticeships</p> <p>Back to work programmes</p> <p>Basic skills training</p> <p>Engagement with small & micro business in specialist areas where no qualifications exist</p> <p>Implement craft apprenticeships – enabling Host Trainers to take on apprentices and reconnecting Livery Companies with their trade</p>
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A detailed action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals and describe how these projects will be completed. Each project will have a champion and a lead. The budget will be aligned to the strategic plan and there will be business plan for ASES on its delivery of elements of this strategic plan. The following section provides an overview of the financial projections in terms of general funding sources to deliver the strategy.

9. Financial Projections

The current systems for funding skills development, including apprenticeships are complex and changing. At the time of writing this strategy there are uncertainties in several areas, including:

- Allocating individual apprenticeship standards to funding bands, both for new standards and in the context of Technical Education (T-Level) route reviews
- Additional support payments, including additional payments for English and maths training and apprentices requiring greater learner support, such as those for younger apprentices; and those with SEND or other high needs
- How the allocation of apprenticeship standards to funding bands might be undertaken in the future
- Different funding rates depending on the age of the apprentice
- Funding for STEM framework pathways
- Possible waiving of the co-investment rate for small companies (those with fewer than 50 employers) “for apprentices aged 16–18 years of age, 19–24-year-old care leavers and those who have an Education, Health and Care Plan”

Currently, there are 15 funding bands, with the upper limit of these bands ranging from £1,500 to £27,000 per learner. The bands set the maximum amount of apprenticeship levy a levy-paying employer can use towards an individual apprenticeship and the maximum level to which the Government will co-invest. Flexibility going forward will be key. As greater clarity emerges, it will be necessary to use the annual action plans and budgets to reassess the affordability of certain strands of work and to adjust to new funding systems. Also, as it is strongly discouraged that services make a profit by delivering services. Careful consideration will need to be given to the financial modelling for the Service and long-term sustainability through greater levels of recurrent funding and diversification of the funding base. This is particularly the case as employers have up to two years to use funding in their voucher accounts. There is also a current discussion that levy-paying employers should be allowed to transfer unused funds to other firms within their supply chain or sector. Similarly, although not currently possible, there have been moves from some businesses to use their levy contribution to pay for apprenticeship training for apprentices that are not their employees. This is encouraging as it shows that these employers recognise that they have a collective responsibility for creating the apprenticeship training that the economy needs to grow and prosper.

However, this also adds a further potential complication to an already complex funding model.

10. Evaluation and Impact measurement

The benefits of a strategic approach to the development of skills will only be realised if we can ensure high quality. ASES is currently rated as “good” by Ofsted and so the aim must be that the service becomes outstanding. We will continue to implement a process of continuous improvement and publish performance information. We will focus on the holistic success of each learner, from entry into the skills programme through to career success and personal and collective flourishing. The

strategy will include new outcome-based success measures, focusing on progression, employment and learning destinations. External evaluations are also reflecting this greater level of rigour. For example:

- Apprenticeships results for 16-18-year olds will also be published as part of schools' performance tables
- Ofsted inspects and reports on apprenticeship training provision up to Level 3
- Ofqual regulates any qualifications included in higher level apprenticeships
- Apprenticeships delivered with higher education (HE) institutions will be covered by the HE quality regime
- Apprentices must demonstrate professional skills and attributes, as signalled by their completion certificate

In addition to these regulatory measures, there will be a range of other external measures of quality and impact including:

- The active support of professional bodies and other partners
- Apprentices are recognised for the quality preparation to operate in each sector
- Professional recognition for ASES and its learners such as technical or chartered status
- Membership of professional bodies
- Businesses who are working with ASES include apprenticeships as a key part of their workforce development strategies.
- The system proposed via the strategy is recognised as providing an effective service for learners and employers
- Outcome data robustly verifies learner success measures
- Businesses who are working with ASES advocate for apprenticeships among their partners, peers and supply chain
- Young people and parents are aware of the benefits that apprenticeships bring and are willing to consider a range of skill development options post-school
- Apprentices are successful in achieving awards and signs of recognition
- Strong data reports on progression into employment, employment promotion and earnings

Appendix One: Current strategies and policies in the City of London Corporation that are directly relevant to the Skills Strategy 2018-2023

Education Strategy 2018-2023

Cultural and Creative Learning Strategy 2018-2023

Employability Strategy 2017-2020

Cultural Strategy 2018-2022

Social Mobility Strategy (Currently in draft)

Digital Skills Strategy 2018-2023

Corporate Plan 2018-2023

Appendix Two: Background information and contextual analysis

The areas of lifelong learning including both formal and informal adult education, training and development, and apprenticeships have changed considerably in recent years. The benefits of adult education and training and apprenticeships are becoming increasingly broad - beyond providing a solid basis for moving into work but also promoting social mobility, lifelong learning, progressing careers and plugging key skills gaps. Increasingly, people's journeys into employment can be along many pathways. While school provides an outstanding basis for beginning the journey, volunteering, work experience, adult education, informal learning, traineeships, work placements, apprenticeships, "direct into employment" programmes and university pathways may all play a valuable part in enhancing a person's employability and lifelong learning and development. Concurrently, work-based training and continuing professional development programmes can enhance skills leading to higher skilled jobs, greater skills transferability, higher wages, and personal and professional satisfaction. This enhances both recruitment and retention of staff.

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Successive governments have acknowledged the need to enhance skills and productivity and to proactively promote a variety of pathways into employment. In recent years, apprenticeship pathways have become an area of focus. For example, the *Richard Review* (2012) into apprenticeships emphasised the importance of employers, both large and small, playing a major role in improving the quality of apprenticeships. In 2015, the Government set a target of three million new apprenticeship starts by 2020 and announced that a new Apprenticeship Levy on large employers would be introduced in April 2017. Approximately 20,000 businesses across the United Kingdom (UK) now pay the levy. This has dramatically increased the amount of funding for apprenticeships. It is expected that by 2020, the levy will raise more than £2.8 billion a year across the UK which is more than twice what was spent in 2010 in cash terms. The levy also signalled a fundamental change in the positioning of the employers and the providers, with the new levy putting employers in the driving seat and providers needing to be responsive to the demands of employers.

In June 2016, the UK voted to leave the European Union. The nature of the UK's future relationship with the EU is unclear, but possible restrictions on the ability of UK employers to recruit skilled employees from European Union member states may further increase the importance of high quality digital, technical and professional education to the country's future economic success.

The Enterprise Act 2016⁶ introduced legal protection for the term ‘apprenticeship’ and established the *Institute for Apprenticeships* (the Institute) which is an employer-led, independent body to support the integrity of the reformed apprenticeships system, with a mandate to assure quality and to provide objective advice. It is the intention that the Institute will publish an annual ‘strategic guidance’ document which will outline the policy parameters. The Institute has a set of core functions established through legislation⁷, including:

- Setting, reviewing, approving or rejecting quality criteria on all apprenticeship standards and assessment plans at all levels
- Ensuring all end-point assessments are quality assured
- Advising on the maximum level of Government funding available for individual standards
- Assume responsibility for all technical education – whether work-based or classroom-based – to sit within to the framework of 15 routes to skilled employment

The Institute has also published a series of frameworks covering the requirements for apprentices including that qualifications must:

- Contain substantial and sustained training for a minimum of 12 months, involving at least 20% off the job training
- Develop transferable skills, including maths and English
- Lead to full competency and capability in an occupation, demonstrated by the successful achievement of an apprenticeship standard
- Train the apprentice to the level required to apply for professional recognition where that recognition exists, including up to Level 7
- Be co-designed by employers to meet their needs and the needs of their organisations
- Be assessed through a single end-point assessment after the apprentice has completed their training

Furthermore, there is a requirement on providers to ensure that the assessment methods are interesting, varied and engaging and that the learner possesses the knowledge, skills and behaviours to be fully competent in the occupation. Assessment must be externally moderated. For degree level apprenticeships, assessment is embedded within the degree qualification because the curriculum is based on the standard, which is designed to achieve occupational competence. This applies to bachelor’s and master’s degrees specifically.

The Government is conducting a programme of Area Reviews of post-16 education and training. The London Area Review⁸ ran from February to November 2016 and was an opportunity for London to take a strategic view across post-16 provision and begin establishing the infrastructure needed in London to commission skills under a future devolved system. The report made several recommendations including:

⁶ Enterprise Act 2016, section 22 and 25

⁷ Strategic Guidance for the Institute for Apprenticeships – 2017/18

⁸ London Adult Community Learning Review Final Report March 2017

- Greater connection to needs and priorities identified by sub-regional skills and employment boards
- Enhanced community delivered adult education and skills
- Developing a set of pan-London policies for adult education
- The establishment of an overarching post-16 education and skills board, which should liaise with sub-regional skills and employment boards
- The establishment of a centralised data portal to improve understanding of Londoners' needs and Labour Market Intelligence
- Providers should develop their skills and education plans to ensure identified need is met
- The curriculum offer should concentrate on Basic English including ESOL, maths and digital skills programmes, health and wellbeing, family learning, and retraining and enrichment programmes
- To fund providers through an agreed plan underpinned by a block grant.
- To create an innovation fund for new developments.
- to support the development of sub-regional community education hubs

Over the last two decades there has been a large increase in the number of people undertaking apprenticeships. While figures are not directly comparable due to changes in how the term 'apprenticeship' is defined, apprenticeship starts rose from 65,000 in 1996/97 to 509,400 in 2015/16⁹ There was also an emphasis on the need for colleges and providers to increase apprenticeship delivery. Providers, including The City Corporation's ASES, are at the forefront of these changes. They are using innovative approaches to meet the challenges and in doing so, exploiting opportunities to benefit learners and apprentices, the businesses that they support and the nation. ASES has been delivering high quality adult education and apprenticeships for a long time. They have strong relationships with employers and the community and are invested in training and widening opportunities. ASES thinks holistically about how they support employers and learners and this has helped ASES to be successful over a sustainable period.

Despite the increased focus on lifelong learning and apprenticeships and the excellent positioning of ASES to meet these needs, several challenges remain. For example, there is a lack of broad industry take-up of apprenticeships. Some of the innovative and emerging industries are not currently offering apprenticeship options. In 2015/16 more than two thirds of apprenticeship starts were in three sectors: Health, Public Services and Care; Business, Administration and Law; and, Retail and Commercial Enterprise. By contrast, the number of starts in the Construction, Planning and the Built Environment and Engineering and Manufacturing Technologies was much lower, less than a fifth of all starts. Some emerging employment areas, especially those in the creative and cultural sector are distinctly underrepresented. There is also currently a disproportionate number of lower level apprenticeships compared to higher level apprenticeships, although the greatest increase in growth is coming in the higher-level offers. For example, over half of all apprenticeships were Level 2 programmes and a third at Level 3. While there has

⁹ Cabinet Office, Queen's Speech 2015: background briefing notes, May 2015. There were 509,400 Apprenticeship starts in the 2015/16 academic year.

been a dramatic increase in the number of higher level starts over the last five years, this was from a very low base and they remain a fraction of total starts.¹⁰ Amongst learners and businesses alike there is an increasing interest in higher and degree apprenticeships. The Government's vision is for apprenticeships "to be available across all sectors of the economy, in all parts of the country and at all levels".¹¹ Strong professional and technical lifelong learning systems are critical elements in increasing productivity. Quality of apprenticeships is crucial, both in terms of filling current skills gaps and by supporting greater social mobility through a ladder of opportunity based on quality apprenticeships. It is important that there is a broad provision of high-quality apprenticeships, ranging from Level 2 through to Level 7.

In 2018, the London Mayor's office announced that London will shift its adult education budget payment model away from funding qualifications towards wider outcomes such as progression into work. When it replaces the national funding formula, it will be the first time any FE funding, except for the traineeship programme, has been dependent on positive progressions. The Mayor's strategy suggests that, "London should be at the cutting edge of innovation in adult education and skills, particularly in enabling improved social mobility for adults from low-income backgrounds." There is also a move, over time, towards outcome-based commissioning to ensure that our focus is on effective skills provision in London that supports adults to gain the relevant skills they need to enter in to and progress in employment.

While the past few years have seen unprecedented change in the governance of apprenticeships, there have also been significant structural changes in the economy. Changes to the economy have reduced the number of large firms, many of whom had traditionally supported extensive apprenticeship programmes. There has been a rapid growth in SME's, microbusinesses and 'solopreneurs'. This provides an opportunity for the City Corporation's apprenticeship service as small and medium sized businesses may lack the capacity—in facilities, staff time or institutional memory—to sustain independent schemes and may seek external partners. They may also operate to shorter time horizons making the long-term investment required to train an apprentice less attractive. Collaboration could help to address these challenges. Moreover, advances in technology are changing the way the world works. Broad-based digital and technical literacy (referred to as 'DQ') combined with 'fusion skills' are integral to future employment and the success of businesses. To this end, DQ, fusion skills and technical literacy must be embedded in lifelong learning and our apprenticeship programme. To address these changes, the government has proposed up to 20 new technical and professional learning routes, which will lead young people from compulsory schooling into employment and the highest levels of digital and technical competence (*T-Levels*).

Appendix Three: Glossary of useful terms

Apprenticeship agreement: The contract of service between the apprentice and employer confirming the apprentice is undertaking an apprenticeship and the standard they are following.

¹⁰ DfE, FE data library: apprenticeships, January 2017

¹¹ HM Government, English Apprenticeships: Our 2020 Vision, December 2015, foreword

Apprenticeship framework: The agreed work-based training programme that employees can follow to become competent at a job. It includes time learning at work and studying for a relevant qualification outside of work.

Apprenticeship standard: Sets out in simple terms the knowledge, skills and behaviours needed for an apprentice to be competent and capable in their role, as determined by employers.

Assessment plan: Describes the end-point assessment for an apprenticeship standard: What will be assessed and how, who will carry out the assessment, who will make the final decision on competency and grading, and quality assurance arrangements to ensure reliability and consistency.

Digital Apprenticeship Service: The online end-to-end service which enables employers to find an apprentice candidate, choose a training provider and pay for apprenticeship training and assessment.

End-point assessment: The assessment at the end of the apprenticeship to test that the apprentice is fully occupationally competent in that role.

Fusion: Fusion are a range of skills which include academic, emotional, digital, creative and practical skills.

Statement of Commitment: This supplements the apprenticeship agreement and sets out the expectations, roles and responsibilities of each party involved in the apprenticeship and is signed by the employer, provider and apprentice.

T-Level: T levels are new technical study programmes that will sit alongside apprenticeships and A Levels within a reformed skills training system. The introduction of T levels aims to streamline technical education and focus on developing skills that sit within 15 industry routes. The first T levels will be introduced in September 2020 with full roll-out intended from September 2023. A 45-day minimum work placement component is a mandatory requirement for the achievement of a T level programme. English and maths GCSE or functional skills achievement is also a requirement of a T level programme.

Appendix Four: Working with others

Both within the City Corporation and with our many partners, we will work collaboratively and purposefully - approaching our endeavours with a mind-set that is open and receptive. We value and promote co-production and working in partnership to create the future. These partnerships both drive and reflect the professional and collaborative nature of our staff and the employability of our learners. The following list includes just some of the many partners who currently work with us to design, deliver and evaluate our skills programmes:

- Apprenticeship Diversity Champions Network
- Apprenticeship Delivery Board
- Association of Colleges
- Association of Employment and Learning Providers
- Association of School and College Leaders
- Barclays

- British Chambers of Commerce
- British Film Institute
- Businesses (local and international)
- Careers and Enterprise Company
- Centre for Vocational Education Research, London School of Economics
- Charities
- Chartered Insurance Institute
- City and Guilds
- Creative Industries Federation
- Creative Skillset
- Crossrail
- Cultural organisations
- Deloitte LLP
- Department for Business, Innovation and Skills
- Department for Education
- Digital sectors
- Education and Training Foundation
- Education and Skills Funding Agency (ESFA)
- EY
- Federation of Small Businesses
- Fintech sectors
- Greater London Authority
- Institute of Chartered Accountants in England and Wales
- Jobcentre Plus
- Leaders of Tomorrow
- Livery Companies Skills Council
- Livery Companies Apprenticeship Scheme
- Livery Companies' Employer Ownership of Skills Pilot Scheme

- Local Authorities
- Local Enterprise Partnerships
- London collaborative partnerships
- Microsoft
- Ofqual
- Open University
- Other skills providers
- Pearson Education
- Queen Mary University of London
- Tech Partnership
- TechUK
- The 5% Club
- The National Careers Service
- The Prince's Trust
- The Worshipful Company of Goldsmiths
- University Vocational Awards Council

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Cultural and Creative Learning Strategy 2018-2023

Department for Community and Children’s Services (DCCS)

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1. Vision

Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.

2. Introduction

Culture is at the heart of a thriving community and it is a vital element in the daily life of London, enriching experiences, improving personal wellbeing, providing outstanding learning opportunities, and helping us gain a better understanding of the world in which we live. The City of London Corporation (City Corporation) is committed to providing access to world-class education and learning opportunities. This includes the educational opportunities that its cultural, heritage and environmental assets offer. The City Corporation provides educational experiences that combine creativity, innovation and enterprise, alongside tradition and continuity. These activities develop the talent of Londoners to reinforce the City's competitiveness and to support London's communities.

The City is a centre of world class culture with millions of people enjoying performances, events and opportunities every year. However equally important, it is the site of possibly the largest collection of cultural learning opportunities for people of all ages. The Square Mile's cultural institutions are building audiences, artists and creative experiences. As a network, the Square Mile's cultural partners reach millions of people through school visits, large-scale off-site participatory events, learning resources, on-site classes and workshops, and world-class conservatoire education. Our School Visits Fund provides travel grants to enable schools and not-for-profit educational organisations in London to visit cultural organisations venues supported by the City Corporation. The Museum of London and Barbican-Guildhall Creative Learning have well-respected schools' programmes, outreach events and concerts, the Guildhall School for Music and Drama has the largest under-18s offer for specialist music training of any organisation in the United Kingdom, and the LSO has pioneered high quality music education in the ten east London boroughs, setting the standard for music hubs around the country. These organisations work with the "City Corporation Family of Schools" (henceforth be referred to in this strategy as the "Family of Schools") and with schools in the surrounding boroughs, spreading their professional excellence and expertise.

Cultural and Creative Learning Strategy 2018-2023 supports the City of London Corporation's (City Corporation) Education Strategy, encouraging deeper collaboration and developing shared programmes and digital resources for greater impact. The strategy enhances the delivery of the City Corporation's Education Strategy by nurturing an exemplary cultural education partnership, Culture Mile Learning, and enabling our world-leading institutions to cultivate the creativity, skills and knowledge of the next generation. Heritage and cultural and creative learning is at the heart of enabling children and young people to flourish. It is important that they have access to education both in and through the arts and that creative teaching and learning enables everyone to realise their potential. This strategy supports

the delivery of an exemplary Cultural Education Partnership, Culture Mile Learning, and enable our world-leading institutions to cultivate the creativity, skills and knowledge of the next generation.

Cultural and Creative Learning Strategy 2018-2023 provides clarity around vision and, in conjunction with the annual action plan, a framework for shared values and approaches and for the provision of activities, including the scope and scale of cultural learning provisions. This strategy covers the broad curriculum content related to culture and creativity and the range of formal and informal learning opportunities beyond the curriculum. The strategy is designed to be responsive and is reviewed and reported annually. Based on this cycle of evaluation, modifications are incorporated.

London is a global, flexible and cosmopolitan city with a strong sense of pride in its place, history, neighbourhoods and identity. The City of London is unique in being home to such a wide range of high-quality cultural venues within such a small and historically significant geographical area. This provides a powerful opportunity to make a real impact on the lives of learners, not only those living in or visiting the City of London, but also people across London and beyond through outreach programmes, online resources and our inspiring green spaces. By maximising access to our cultural venues and bringing together their internationally important collections and expertise, we will create engaged, active and creative citizens of the future who wish to make London a better place to live.

Investing over £100m every year, the City Corporation is the fourth largest funder of culture in the UK. The City Corporation supports 19 diverse cultural venues, including the Museum of London, The Barbican Centre, Guildhall Art Gallery, Guildhall School of Music and Drama, the Monument, London Metropolitan Archives, and five public libraries, including three of regional importance¹. Beyond the Square Mile, City Corporation also supports other inspiring destinations for learning such as Tower Bridge, Keats House, Hampstead Heath and Epping Forest. Collectively, these venues represent a remarkable educational resource that can enrich the learning of children and adults, whether in families, early years settings, schools, universities or colleges. The venues provide safe, supportive environments for families and intergenerational groups to learn together; contribute to attainment and creativity across the full spectrum of the National Curriculum at all Key Stages; and equip young people with the motivation, skills, knowledge and confidence to move into further study or employment.

Alongside the cultural opportunities, Cultural and Creative Learning Strategy 2018-2023 focuses on an ambitious programme of lifelong learning, highlighting the development of fusion skills. Fusion combines the creative, technical, educational and emotional skills needed for success in the 21st century. Arts and cultural activity can serve as inspiration where the most interesting and progressive work is already taking place (including innovation, different mind-sets and behaviours, new relationships). Sustained cultural and creative learning equips people to participate in high-value employment opportunities, creating an environment where innovation, creativity and enterprise flourish.

¹ See full list of partner organisations in Appendix Two

A broad definition of culture has been applied to this strategy and it includes art, music, literature, drama, dance, design, heritage, open spaces, architecture and film and technology. It also involves creative processes and the development of fusion skills². The embedding of fusion learning aims to make the pupils in the Family of Schools more open, creative, resilient and entrepreneurial. We will work collaboratively with cultural partners to drive social and economic change and contribute to a thriving city, acknowledging that culture and heritage are the enablers of innovation, nurturing and inspiring creative talent and entrepreneurial ideas. The creative industries make a major contribution to the London economy, but the development of creative talent requires high quality learning experiences. At the heart of this strategy is the knowledge that innovation and creativity can generate both financial and social wealth for people and communities in a long term, sustained way. This is evidenced in the City Corporation's history where the Livery Companies and businesses have shown that commerce and culture are intertwined. The Square Mile is rapidly becoming a leading centre of the digital and creative economy and to continue to nurture talent, we need to unlock the creative potential and resilience of individuals and businesses.

Above all, we want to champion excellence and innovation in all that we do. To achieve the aims of the Cultural and Creative Learning Strategy 2018-2023, there is an exemplary partnership, Culture Mile Learning, which enables our world-leading institutions to cultivate the creativity, skills and knowledge of the next generation. With the unique creative, educational, and business expertise based in the area, Culture Mile Learning is well placed to support improved pathways for disadvantaged young Londoners to benefit from arts and cultural activities, training, development and employment opportunities. Culture Mile Learning engages with headteachers and provide simple and effective routes for support. Through this unique partnership offer, the schools have access to cultural partners which are open, flexible, communicative, responsive and welcoming. It is also a priority to offer world-leading higher education and training to future performers, creative professionals, technicians, leaders and teachers, fulfilling their potential as creative citizens and enabling them to have the confidence, freedom and agency to discover their possibilities and potential.

3. Corporate mission

The City Corporation is dedicated to a creative, vibrant and thriving City, supporting a diverse and sustainable London within a globally-successful United Kingdom. It recognises the power of innovation and creativity to generate wealth for people and communities in a long-term, sustainable way. The City Corporation's Corporate Plan for 2018-23 (The Plan) sets out the vision which is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful United Kingdom. The Plan sets out three aims, which this strategy fulfils, namely to: contribute to a flourishing society, support a thriving economy and shape outstanding environments. The Plan lists 12 outcomes, and this strategy contributes to the following outcomes:

- Outcome 1: People are safe and feel safe

² See Appendix Two: Glossary of terms, for more detail.

- Outcome 3: People have equal opportunities to enrich their lives and reach their full potential
- Outcome 8: We have access to the skills and talent we need
- Outcome 10: We inspire enterprise, excellence, creativity and collaboration

The impact of the Cultural and Creative Learning strategy will particularly:

- Contribute to a flourishing society
- Support a thriving economy
- Provide access to world-class heritage, culture and learning to people of all ages, abilities and backgrounds
- Promote effective progression through fulfilling education and employment
- Cultivate excellence in academia, sport and creative and performing arts
- Promote London for its creative energy and competitive strengths
- Promote the Square Mile, London and the United Kingdom as attractive and accessible places to live, learn, work and visit
- Protect, curate and promote world-class heritage assets, cultural experiences and events
- Promote and champion inclusion, diversity and social mobility
- Provide world class cultural education and learning opportunities
- Promote effective transitions through education and into fulfilling employment in the creative industries and in all industries looking for innovative talent
- Develop fusion skills for future working and employability
- Advocate for the removal of institutional barriers and structural inequalities in participation in arts and cultural activity
- Cultivate excellence through models of practice
- Champion new and emerging artforms and hybrid arts, while continuing to provide talent pathways into more traditional art forms
- Strengthen local, regional, national and international collaboration and innovation in arts, cultural and creative learning
- Nurture a relevant and sustainable cultural and creative learning pipeline
- Maximise the opportunity for all children and young people to have age appropriate, high quality participation in the arts and culture
- Develop the teachers to enable them to continue to expand creative teaching and learning methods in schools

The development of cultural and creative learning is not a responsibility that rests solely with one department, service or area of work. The cultural and creative learning offer within the City Corporation is well placed to take advantage of integrated departmental working. The City Corporation has a broad Cultural Strategy 2018/22 which aims “at repositioning the City as a world capital for commerce and culture, harnessing the power of arts, heritage, learning and libraries to make the Square Mile far more open, creative, resilient and entrepreneurial.”. Through Culture Mile and Culture Mile Learning, the collaboration of the world leading cultural institutions in the City of London and beyond, is ensuring that the cultural offer provided is relevant and far reaching, in both scope and scale. The richness of the

Square Mile’s cultural heritage is available to all and can be easily accessed to ensure it enriches education. Through the City’s Open Spaces, children and young people can experience a multitude of offers. The City’s libraries are rich in cultural and creative learning activities. The City Corporation continues to proactively promote local and community arts through a range of participatory events, activities, spaces, initiatives and opportunities and is investing in infrastructure to boost the provision of spaces for creative activity. The Square Mile is already rich in architecture, sculptures and art works. A regular programme of musical events is offered in a range of places, beyond the excellent programmes at our major theatres and cultural venues. The Barbican Centre and the Guildhall School of Music & Drama are both actively committed to cultural and creative learning and have highly experienced and innovative learning units. Furthermore, these cultural institutions have secured five years of funding from the City Corporation to develop links with the new cultural occupants of the Olympic Park especially in the education and creative learning area.

The Cultural and Creative Learning Strategy 2018-2023 is both informed by, and linked to, the *Enterprise Strategy 2017*. Similarly, *Culture Mile* and its partners have a vital part to play in identifying new and emerging creative and cultural opportunities and the way these might inform future employment patterns. Within the Department for Community and Children’s Services (DCCS), the Cultural and Creative Learning Strategy 2018-2023 links specifically to the *Education Strategy* (across the Family of Schools) and to the *Skills Strategy* (including adult education, community learning, apprenticeships and training) and is more broadly grounded in the number of functions the DCCS perform in both its statutory and more general functions to support both the local and wider population.

The Cultural and Creative Learning Strategy 2018-2023 also has connections with the *Volunteering Strategy* and the City’s *Philanthropy Strategy*. Importantly, the Cultural and Creative Learnings Strategy 2018-2023 should support open and collaborative working and provide a space for joined-up thinking and sharing with both internal and external stakeholders.

Appendix One contains current strategies and policies that are directly relevant to the Cultural and Creative Learning Strategy 2018-2023.

Appendix Two contains a glossary of terms used in this strategy.

Appendix Three contains information on the outcomes of the 2017/18 School Visits Fund.

Appendix Four contains a full list of partner organisations in Culture Mile Learning and outlines some of the existing activity.

4. Target learners

The Cultural and Creative Learning Strategy will continue to target those people with the least access to arts and culture. Through a focus on social mobility and engendering a sense of community, the Cultural and Creative Learning Strategy 2018-2023 continues to support initiatives that encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the City; for example, through the Schools Visits Fund. We recognise and embrace the diversity of London’s culture and champion the excellence and innovation that this brings. The cultural offer is inclusive providing opportunities for pupils experiencing disadvantage,

building social and cultural capital and contributing positively to wellbeing, health, social cohesion and lifelong learning. To achieve these aims a partnership approach will be used to promote open, communicative, responsive processes which are welcoming to a diverse range of people, businesses and visitors. Through co-production processes, the cultural partners will continue to work with residents experiencing social or other disadvantage, addressing issues of mental health, wellbeing, social cohesion and lifelong learning. The aim of the learning and engagement programmes is to bring together people from all walks of life and help support social mobility as well as engender a sense of community. The Cultural and Creative Learning Strategy focuses on inclusive and equitable practice to encourage individual and community empowerment.

5. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution.	Integrating digital and creative ideas into the schools to create more connected routes for pupils and teachers to access the cultural and heritage offer.	An online portal creates a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets.	Culture Mile Learning/Culture Mile/Education unit
	Create a unified digital strategy that amplifies and enhances the world-class offer available to schools and families across the City's cultural organisations and programmes	Children and young people perform in professional quality venues at least three times per year to encourage sharing with families.	Family of schools/ Culture Mile Learning/Education unit
	Deepen and enrich the artistic experience as audience and as participant and co-producer to deliver high levels of participation and relevance	Review and develop the relationship between Culture Mile Learning and the Family of Schools through a formalised Culture Forum and the appointment in each school of both cultural governor and a cultural lead teacher/adviser.	Family of Schools/ Culture Mile Learning/Education unit
	Provide both formal and informal (in school and out of school) pathways for creative and cultural experiences to enrich the lives of children and young people	Maximise access to the City Corporation's cultural venues by London's pupils to the School Visits Fund through improved publicity, staff development and targeting of those schools and other learners who have not used the fund previously. Including that at least 100 schools per year use the fund; all schools have over 35% pupil premium; and, that 90% of schools using the school visits fund have not visited their chosen venue in the last three years. Non-school educational organisations that work with school-age children can also apply to the fund.	Family of Schools/ Culture Mile Learning/Education unit

		Convene opportunities for Culture Mile Learning partners to meet with other London, national and international cultural venues and cities of innovation to work together to benchmark and enhance learning programmes and resources that benefit learners across London and beyond.	Culture Mile Learning/Education unit
Empowering children and young people to realise their full potential through the arts.	<p>Deliver a distinctive City Corporation education and skills offer that ensures that all learners receive a high quality and continuous education both in and through the arts.</p> <p>Inspire children and young people and their teachers to discover and love the arts.</p> <p>Develop children and young people as artistic and cultural citizens enriching their lives and the lives of others.</p> <p>Nurture talent enabling children and young people to find their creative and artistic voice.</p> <p>Deepen and enrich cultural experiences for children and young people inspiring them to discover their creative potential and to love the arts and culture of others.</p>	<p>To ensure that pupils have a voice in arts and cultural decision making including the participation of the Family of Schools' pupils in Youth panels (e.g. the Barbican Youth Panel, Museum of London Youth Panel, City of London Youth Board).</p> <p>Review and develop talent pathways for pupils in the Family of Schools ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills.</p> <p>The policy acknowledges that creative and cultural learning begins in the early years so that there is joined - up working with the City's early years providers and families.</p> <p>Re-aligning the classroom offer towards sequential and 'curated' arts and cultural offers which delivers a sequential, high quality cultural and creative offer for all pupils in the Family of Schools from early years through to post 16, with sustained education in and through the arts and culture, including strengthening the role of music and the performing arts.</p> <p>Create an ambitious programme for progressive music education in all our schools, and performing arts education programme, to support London's Music Hubs and local Cultural Education Partnerships, in preparing the</p>	<p>Culture Mile Learning/Education unit/Family of Schools</p> <p>Family of Schools/ Education unit</p> <p>Early years team/ Family of Schools / Education unit</p> <p>Family of Schools/ Education unit</p> <p>Family of schools/Culture Mile Learning/Education team/ Guildhall School</p>

		<p>ground for the proposed Centre for Music, Museum of London and wider Culture Mile Learning ambitions.</p> <p>Develop relationships with other local Cultural Education Partnerships and cultural destinations to join-up resources, deliver shared ambitions, and maximise the cultural and heritage assets of the City of London.</p>	Culture Mile Learning/Culture Mile / Education Team
To provide accessible opportunities for those pupils at risk of not having access to the full range of cultural experiences, included activity with SEND, EAL and Ever 6 (pupil premium) pupils.	Support our cultural organisations to appeal to a wider audience base through outreach and learning initiatives and working outdoors.	Annual tracking demonstrates that experiences are equitable across the identified groups of pupils and across age ranges and gender, in the Family of Schools.	Culture Mile Learning/Education unit
	Strengthen skills in working with disadvantaged learners to ensure they receive quality arts education and to ensure the offer provides experiences at a range of levels and is accessible to a variety of communities, interesting and relevant.	Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage.	Culture Mile Learning/Education unit
	Stimulate an accessible cultural offer that reaches a range of people and promotes social mobility where co-creation is at the core, creating more inclusive and participatory communities, including co-creation with children and young people, communities and Family of Schools.	Culture Mile Learning is communicated in an inclusive manner, so it is well known, relevant and accessible	Culture Mile/Culture Mile Learning
		Local arts, cultural and creative learning offers link with community and adult learning and Culture Mile Learning.	Culture Mile/Culture Mile Learning/ASES
Cultural and creative experience develops and enhances the fusion skills needed for employability in the 21 st Century and arts, culture and creativity are at the forefront of economic success.		Evidence the effective delivery of initiatives that encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile; for instance, the Schools Visits Fund.	Culture Mile Learning/Education unit
	Deliver a distinctive City Corporation education and skills offer where all learners in the Family of Schools receive systematic development of fusions skills.	A high-level audit conducted of the current skills, expertise, existing practice around fusion skills to understand needs and alignment, and to use this knowledge to create CPD for teachers, artists, and cultural practitioners to improve leadership across Culture Mile Learning partners in fusion skills and to deliver a learning programme across the Family of Schools for fusion skills development.	Culture Mile/ Culture Mile Learning/Education unit/ ASES
	Empower teachers to enhance learning by delivering an integrated approach where culture and creativity are used to enhance learning across the curriculum including in language learning, STEAM subjects, IT and technology learning.	CPD training ensures that teachers of non-arts subjects have approaches and methods for including the arts and	Culture Mile Learning/Education unit

		<p>culture in lessons to enhance innovation, interest, practical learning, enjoyment to boost the pupils' enjoyment of learning and success.</p> <p>Establish a digital hub of learning and communication to enable knowledge and skills exchange and the development of a change community of peer learning.</p>	Culture Mile/Culture Mile Learning/Education unit
High quality exposure to the creative industries at all stages of education to enable learners to make informed career choices, including within the arts and cultural sector and emerging hybrid practices.	<p>Pupils within the Family of Schools have access to pathways into the world class training programmes offered by the cultural institutions in the Square Mile and beyond and into creative apprenticeships, higher education and employment routes.</p> <p>Young people have the knowledge, skills and networks to prepare them for careers in the arts, cultural, creative and hybrid sectors.</p> <p>Robust links exist between the Family of Schools and artists and cultural workers for the mutual benefit and growth of both sectors.</p> <p>Career guidance meets the needs for skilled and talented people for the creative and cultural industries now and in the future by providing employment pathways and creating a stronger focus on entrepreneurship, creativity and innovation.</p>	<p>A comprehensive creative careers strategy is delivered to all pupils in the Family of Schools.</p> <p>Young Londoners in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring the development of Fusion Skills.</p> <p>All pupils in the Family of Schools will be able to hear from and be inspired by artists and creative professionals across a range of fields in each year of their schooling</p> <p>There will be clear progression routes for talented arts pupils in the Family of Schools into cultural and creative employment, including apprenticeships.</p> <p>Exposure to professional working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and post production entrepreneurs and creatives, inspires and raises aspirations for the pupils in the Family of Schools</p> <p>Research into feasibility of Creative Enterprise Zone provides opportunities for local creative industry jobs for the pupils in the Family of Schools and beyond.</p>	<p>Culture Mile Learning/Education unit</p> <p>Culture Mile Learning/Education unit/Family of Schools</p> <p>Family of Schools/ Education unit/ Culture Mile Learning/ASES</p> <p>Family of Schools/ Education unit/ Culture Mile Learning/ASES</p> <p>Family of Schools/ Education unit/ Culture Mile</p> <p>Culture Mile/Education Unit</p>

		<p>A single 'front door' business hub provides access to work experience and vocational training, including across creative skills and performing arts areas.</p> <p>Targeted talent pathways deliver opportunities for young people aged 14-25 years, especially for groups under-represented in all sectors including the creative and cultural sectors from within the Family of Schools and beyond.</p>	<p>Education unit/ Culture Mile Learning/ASES</p> <p>Family of Schools/ Education unit/ Culture Mile Learning/ASES</p>
Strengthen strategic oversight of cultural learning with a specific focus on impact.	<p>Continue to assure and enhance the standards and quality of our cultural provision to achieve excellence in delivery and impact.</p> <p>Review planning and resource allocation so that cultural experiences are accessible and provide exceptional value for money while ensuring a closer alignment between priorities.</p> <p>Ensure that the Cultural and Creative Learning Strategy is fully embedded in DCCS and Corporation operational, business and academic planning.</p>	<p>Ensure more long-term economic sustainability is achieved through less reliance on single grants or on project funds in Culture Mile Learning.</p> <p>The City Corporation's investment in cultural learning initiatives enables at least the same level of funding to be secured from other sources, including trusts, foundations and the Liveries.</p> <p>Culture Mile is regarded as a successful learning destination.</p> <p>Clearer lines of governance, accountability and business planning for Culture Mile Learning ensure more robust and regular impact measurement and reporting.</p>	<p>Family of Schools/ Education unit</p> <p>Culture Mile Learning</p> <p>Culture Mile/Culture Learning Mile</p> <p>Open Spaces/Education unit/Culture Mile Learning/ Culture Mile</p>
Build applied research and knowledge exchange that drives quality practice in arts and culture learning and teaching.	We are open to opportunities for cultural and creative experiences which are sustainable, affordable and realisable and continue to respond with agility and inventiveness to change.	Opportunities exist to support and enhance STEAM education for schools in London at the cultural venues within the Square Mile, celebrating the breadth of education and stimulus provided.	Culture Mile Learning/Education unit

6. Our approach

The Cultural and Creative Learning Strategy is based on the approach that pupils in the Family of Schools will progressively be exposed to a wide range of art forms throughout their time in school and be encouraged and enabled to develop advanced skills and knowledge in at least one chosen artform. This involves both taking culture to the pupils in the school (e.g. visits, events, career talks) and taking the pupils to cultural experiences including galleries, museums, theatres, cinemas and studios. The annual programmes will be joined-up to provide a consistency of experiences and encourage exposure to, and participation in, high quality arts and

including exposure to the 'backstage' and associated creative industries including those using technology as the medium. As part of this approach, the pupils and their teachers are exposed to the full extent of the creative industries which flourish in London. This includes, and is not limited to the fashion industry, film industry, production industry, advertising, design, architecture, and crafts. We know that pupils in our London schools have a strong preference for engagement in the arts both in school and out of school as a recent study (2017³) shows:

FAVOURITE SUBJECTS AT SCHOOL

❖ 'What are your favourite subjects at school?
(Please select as many as apply)'

❖ Survey completed by 88 students, 11 – 13
years old.

SUBJECT	
Art	69%
Food Technology	65%
Maths	64%
PE (Physical Education)	63%
DT (Design & Technology)	45%
Music	42%
Chemistry	41%
History	39%
IT (Information Technology)	35%
English	32%
Biology	28%

ACTIVITIES AT SCHOOL

❖ Which of the following activities have
you taken part in during the past two
weeks? [At school?]

❖ Survey completed by 88 students, 11 –
13 years old.

ACTIVITY	YES	NO
Drawing	84%	16%
Painting	76%	24%
Participating in sport	75%	25%
Cooking	70%	30%
Reading a book (not for school work)	62%	38%
Practicing a musical instrument, or playing just for fun	60%	40%
Listening to recorded music (on the radio, CD, iPod or online)	59%	41%
Taking a photograph	55%	45%
Crafts (e.g. knitting, sewing; making birthday cards; decorating a room for a party)	52%	48%
Watching a music video	51%	49%
Looking at paintings, sculptures, drawings, or historical objects / artefacts	49%	51%
Writing a story	49%	51%
Writing a poem	45%	55%
Making a film / video	38%	62%
Dancing	37%	63%
Playing a game you made up / a friend made up	37%	63%
Singing on your own	37%	63%

³ Wilson N and Gross, J (2017) *Caring for Cultural Freedom: An ecological Approach to supporting young people's cultural learning*. Barbican Centre, November.

ACTIVITIES AT HOME

❖ Which of the following activities have you taken part in during the past two weeks? [At Home?]

❖ Survey completed by 88 students, 11 – 13 years old.

Watching a film	92%
Listening to recorded music (on the radio, CD, iPod or online)	86%
Watching a music video	86%
Playing a computer game / video game	85%
Taking a photograph	83%
Watching a TV programme	83%
Reading a book (not for school work)	80%
Cooking	76%
Drawing	74%
Participating in sport	63%
Singing on your own	63%
Watching sport on TV	60%
Crafts (e.g. knitting, sewing; making birthday cards; decorating a room for a party)	55%

The approach for the delivery of this strategy is to work in partnership to develop the capacity of teachers and senior leadership team's capacity for cultural leadership including in partnership with the New Direction's Cultural Leaders Programme and through subsidised places on Guildhall's new MA programme for socially engaged and cross-disciplinary arts practice and leadership. Through promoting and developing the Cultural Forum, selected teachers from each of the Family of Schools will be encouraged to meet, network and receive advance communication about the range of cultural and creative offers. To encourage each school, governing bodies will have a nominated governor for culture who will monitor arts, cultural and creative programmes across the school. The culture governor will receive annual training, so they have a detailed understanding of the evaluation of high quality arts, cultural and creative offers.

While quality is always the focus, opportunities will be available for the development of more radical artistic practice and for ground-breaking creative and cultural experiences. The cultural partners will enable 'supported autonomy', creating safe spaces for creative exploration, new collaborations, playful experimentation and exchanging of ideas. Alongside this more experimental and developmental space, the cultural partners will review and explore potentials for digitalisation of collections and experiences, and for online learning activities to be developed. Based on consultation and co-design, the anticipated virtual systems would need to offer multiple engagement opportunities for group-based learning, remote access and 'on-demand' cultural experiences.

This strategic approach brings all the key contributors together – education and training providers, teachers, employers, careers professionals and parents – so that every single person, no matter where they live or what school they go to, has access to top quality careers advice, guidance and inspiration. The approaches promote sharing of information, co-produced knowledge, and the development of local leadership. The focus is on the development of creative citizenship and enabling the

development of social, creative and cultural capital to boost young people's social mobility. Our approach is based on a whole of life, lifelong learning approach. That means that the concept of cultural and creative learnings development for work occurs in different ways across different stages as is outlined in the following table:

Stage	Outline of offers
Key Stage One	<ul style="list-style-type: none"> Introduction to the world of arts and culture through play-based arts learning Pre-musicianship and early music programme Talks from/activities with various creative industry workers Fusion cultural and creative learning programmes Visits to museums and specially produced children's theatre and dance (minimum of three per year) Cultural governor in all schools Parent information on creativity at home Family learning opportunities Performance opportunities with family and friends (minimum of three per year) Early years creative learning programme (Reggio Emilian approach) Curriculum arts
Key Stage Two	<ul style="list-style-type: none"> Instrumental music lessons Specialist visual arts and dance lessons Fusion cultural and creative learning programme Extra-curriculum 'arts' clubs Broad exposure to a range of art making experiences Cultural governor in all schools Pupil-led arts and cultural groups in schools Singing with young choral leader programme Visits to Culture Mile partners (minimum of three per year) Integrated creative learning programme Family learning opportunities Introduction to Creative Industries (studio visits, HEI partners, apprenticeships, meet the artist) 'Professional' performance opportunity (minimum of three per year) Art exhibition Curriculum arts
Key Stage Three and Four	<ul style="list-style-type: none"> Unpaid work experience (200-hour commitment) – encourage creative and cultural placements Fusion cultural and creative learning programme

	<p>Livery cultural and creative learning Link</p> <p>Young Cultural Leaders programme</p> <p>Summer schools for talented musicians</p> <p>Creative careers information and development programmes</p> <p>Taster sessions to introduce pupils to different creative and cultural careers</p> <p>Instrumental music lessons</p> <p>Specialist dance lessons (Step into dance)</p> <p>Fusion cultural and creative learning programme</p> <p>Extra-curriculum 'arts' clubs, including connection to holiday programmes</p> <p>Talent development programme in the arts</p> <p>Cultural governor in all schools</p> <p>Pupil-led arts and cultural groups in schools</p> <p>Young choral leader programme</p> <p>Visits to Culture Mile partners (minimum of three per year)</p> <p>Integrated creative learning programme, special focus on language learning, mathematics and science</p> <p>Youth arts events/arts festivals</p> <p>Curriculum arts</p>
GCSE level	<p>Level 2 and 3 apprenticeships</p> <p>Fusion cultural and creative learning programme</p> <p>Creative careers fair</p> <p>Work finder app</p> <p>Livery cultural and creative learning Link</p> <p>Young Cultural Leaders programme</p> <p>Summer schools for talented musicians and other artists</p> <p>Creative careers induction programmes (including portfolio development)</p> <p>Elective arts intensive 'summer' schools</p> <p>Instrumental music lessons</p> <p>Specialist dance lessons (Step into dance)</p> <p>Extra-curriculum 'arts' clubs, including connection to holiday programmes</p> <p>Talent development programme in the arts</p> <p>Cultural governor in all schools</p> <p>Pupil-led arts and cultural groups in schools</p>

	<p>Young culture leader programme</p> <p>Arts and cultural student councils</p> <p>Visits to Culture Mile partners (minimum of three per year)</p> <p>Integrated creative learning programme, special focus on improving subject attainment and progress through the arts</p> <p>Youth arts events/arts festivals</p> <p>Creative learning and boys programme</p>
A-Level	<p>Paid post-school work internships in creative and cultural institutions and industries (especially for under-represented groups)</p> <p>Fusion cultural and creative learning programme</p> <p>Level 3 and 4 creative and cultural apprenticeships</p> <p>Careers fair with Arts HEI's and creative industries</p> <p>Arts mentor programme</p> <p>Livery cultural and creative learning Link</p> <p>Young Cultural Leaders programme</p> <p>Summer schools for talented artists</p> <p>Creative careers induction programmes (including portfolio development)</p> <p>Elective arts intensive 'summer' schools</p> <p>Talent development programme in the arts</p> <p>Cultural governor in all schools</p> <p>Pupil-led arts and cultural groups in schools</p> <p>Young culture leader programme</p> <p>Arts and cultural student councils</p> <p>Integrated creative learning programme, special focus on improving subject attainment and progress through the arts</p> <p>Youth arts events/arts festivals</p>
Graduate level	<p>University internships in creative and cultural institutions and industries (especially for under-represented groups)</p> <p>Higher level apprenticeships with HEI partners</p> <p>Graduate placements in creative and cultural institutions and industries</p> <p>Creative and cultural learning adult and community education offers</p> <p>Graduate tracking</p> <p>Cultural Leadership Master's Degree</p>
Adult learner	<p>Level 2-7 apprenticeships in creative and cultural institutions and industries</p> <p>Package of work preparation training including Fusion cultural and creative learning programme</p>

	Academic cultural and creative mentorship support Widen access to the creative professions Creative Enterprise Zone
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A detailed action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals and how these projects will be completed. Each project will have a champion and a lead. A detailed budget will be aligned to the strategic plan and there will be business plan for delivery of elements of this strategic plan.

7. Working with others

The Cultural and Creative Learning Strategy aligns with the other City Corporation strategies (see Appendix One) to promote a range of deep collaborations including partnerships around:

- Leadership development
- A strong shared vision and aligned action plans
- Resource maximisation and sharing
- Collective action and influence
- Communication
- Organisational agendas and capacity
- Language - particularly across sectors, as the lack of shared language can be a barrier to building a truly collaborative vision
- Collective advocacy
- Creating space (both physical and digital)
- Sharing practice
- Peer support, including 'critical friends', forum and peer mentors
- Develop skills and shared opportunities for action research and professional development

Joined-up thinking increases the capacity to influence the future and expand our lifelong learning cultural and creative offers (early years, through schools, to work experience, apprenticeship, adult education, HEIs and so on). The City Corporation has number of enthusiastic partners. Both within the City Corporation and with our many partners, we work collaboratively and purposefully - approaching our endeavours with an open and receptive mind-set. We promote co-production and working in partnership which both drive and reflect the professional and collaborative nature of our schools and cultural organisations. Appendix Four includes just

some of the many partners who currently work with us to design, deliver and evaluate our cultural and creative learning programmes and some samples of the activities which are already occurring to build and strengthen partnerships between schools and cultural organisations.

Through Culture Mile and Culture Mile Learning there is a strong strategic vision and an existing record of collaboration. At its most successful, partnership working is about collaborative change and a desire to address complex problems, develop innovative solutions, find new ways of working, put competition aside, work more strategically and deliver deeper impacts than we could alone. The City Corporation's cultural venues and partners are now working together to develop several educational initiatives that are helping to lay the foundation for even closer collaboration in the future. This collaborative process has already led to meaningful activity which no single organisation could have developed alone and is an active demonstration of the rich potential of CML to make a major contribution to cultural education in London and nationally. CML can facilitate joint working and new programming ideas to capitalise on the potential of Culture Mile and other opportunities. The following list outlines just a few of the current benefits of working more collaboratively:

- Sharing resources and working together to create an internationally renowned, distinct, welcoming and vibrant centre for arts, heritage and learning
- Collaborative Learning workshops
- Termly partnership meetings
- Building our capacity to be more than the sum of our parts
- Knowledge-sharing and cross-organisational learning
- Closer links between the Culture Mile partners and the Family of Schools
- Programme of Collaborative Learning in Action - a distinctive, blended programme of action-learning to develop collaborative practice and enable CML partners to create strategic change across their organisations
- A framework of support ranging from tried and tested change models, tools, methodologies and other resources to surgeries with consultants and an online hub of learning and digital collaboration tools
- Positive dialogue looking for opportunities and growth
- The development and delivery of an action plan, ensuring all existing and planned cultural activity aligns with strategy objectives
- Identification of opportunities for collaboration and joint working across a range of functions (marketing, HR, programming, non-learning roles)
- Alignment with other partnership projects (including Culture Mile Challenge consultations)

The partners within Culture Mile are reaching beyond school programmes to provide a range of cultural experiences and events to inspire parents and families to engage as partners in a child's artistic and cultural development. The City Corporation's Culture Strategy, Education Strategies and Open Spaces Strategy, alongside the City's libraries are active in communicating to families and carers upcoming events and to provide low-threshold ways for families to engage. Through a range of approaches across almost all the City Corporation's departments, activities are occurring to promote local community arts projects as an access point for the arts for families and children. The Cultural and Creative Learning Strategy also specifically aims to incentivise youth led arts projects in both the primary and secondary

schools. The City Corporation's cultural departments interface with a range of wider partners including, Arts Council England (ACE), Bridge Organisations, the GLA, as well as other initiatives and strategies through the CLA.

It is also important to strive for meaningful partnerships with a range of other external stakeholders. Currently, CML has good partnerships with other cultural organisations and providers but could further develop its partnerships with the various agencies involved with supporting young people and its partnerships with the business and commercial sector. Better use could be made of our collective convening power to encourage more networking and collaboration between cultural organisations and businesses, including engaging with local, national and international stakeholders such as the Mayor of London's Office, the Arts Council and DCMS on existing support and opportunities for potential future collaboration. It is important to continue to reinforce the partnership of cultural, creative and corporate organisations within and outside Culture Mile. While prioritising areas under our direct control, we should be mindful of our responsibility to work with others to support the wider needs of the capital and beyond and to break down traditional barriers (such as, us/them, London/Non-London, art sector/non-arts sector, high art/crafts, amateur/professional).

We are currently exploring a range of more formal partnerships, including with the London Borough of Islington, to build capacity and to combine resources to create greater impact. A review is being conducted to ensure there is clear alignment with the Culture Strategy, Culture Mile and CML and the developing partnerships with Islington and with the Mayor of London's culture strategy for London.

CML also needs to learn from other sectors and engage with existing networks (i.e. Livery Companies, Housing Associations, health and social care, adult and community education, Open Spaces, and so on). The Livery Companies have a special place in encouraging awareness of the creative industries and crafts. Such a multi-factorial method is likely to increase the scope and scale of the work around cultural and creative learning and bring capacity, resources, and innovative future partnerships to enrich the cultural offer to our schools and broader audiences. The following is a list of some of the external partners currently involved in aspects of the Cultural and Creative Learning Strategy:

- Nesta
- Mercers
- Goldsmiths
- A New Direction (AND)
- Greater London Authority
- Centre for London
- RSA
- Virgin Start-up

- Tech City
- Amazon
- UAL Agency 2030
- Innovation Warehouse
- Saatchi & Saatchi

8. Creative Learning

Creative learning is sometimes termed as education **through** the arts, where aesthetic and multi-sensory methods are used to improve learning for all pupils and to develop fusion skills. Creative learning can include using drama to teach languages, sculpture and visual literacy to teach mathematics and science, and so on. It is not about another 'thing for schools to do', but rather using creative, collaborative and artistic processes to improve approaches to classroom learning and to enhance the general functioning of schools. Creative learning in schools builds resilience and promotes transformation in pupils. Schools can be reinvigorated through creative educational regeneration. Creative learning is about opening-up the school and working in partnerships. It requires clear vision, careful and planned involvement of the cultural partners, and systems of support and advocacy. The arts become the medium for encouraging an exchange of ideas, solutions and forging new relationships with local communities, businesses, artists, cultural organisations and sector actors with the aim of rapidly boosting achievement. Performances, events and 'pop-ups' are crucial aspects of creative learning. Fusion learning becomes both a medium for school transformation and a by-product of the transformation process. Creative learning also increases the engagement of pupils in and out of school. A rich offer of creative opportunities can assist in reaching disengaged pupils and providing opportunities for character development and social learning. Creative learning is most effective when it is treated as a school-wide approach, occurring at all levels in a school, and both in curriculum programmes and in extracurricular and cross-curricular programmes. Adopting creative learning processes also takes time and it is therefore important that there is staff training and that programmes are embedded in the schools. The City Corporation is uniquely placed to exploit the potential of creative learning, having a wealth of existing Cultural Assets that are well places to establish a global destination for Creative Learning. Given its outstanding cultural assets, the City is uniquely placed to exploit the potential of creative learning and several of the City's schools, including especially the City's independent schools, already have well developed, embedded creative learning models. Furthermore, through Culture Mile partnerships with *A New Direction* and other agencies, the Family of Schools has unprecedented access to artists and creative businesses who can assist in developing and supporting creative learning programmes. The focus of creative learning development within this strategy is centred on upskilling teachers in the Family of Schools with the cross-curricular tools that can make teaching and learning more creative. Specific attention will be on the role of teaching assistants to support creative learning. The Culture Forum will also be an opportunity to share good practice and tools between teachers within the Family of Schools and beyond.

Creative learning will also be crucial in the development of fusion skills. In the latter Key Stages in the Family of Schools, this will include direct links to the Skills Strategy through creative work experience and employability training. Regular analysis of cultural and creative learning requirements is conducted in close partnership

with Economic Development Office (especially in terms of the financial and professional services sectors) and with Culture Mile and Culture Mile Learning in terms of the creative, cultural and innovation sectors.

9. Fusion

Our research and consultation with stakeholders has identified Fusion Skills (a combination of creative, technical, educational and emotional skills) as increasingly important in the workplace of the 21st Century. Many of London's learners lack access to these fusion skills or the means to develop them, particularly those living in London's most disadvantaged communities. Fusion is a person-centric approach, equipping future and current workers with technical expertise that is necessary for success. Fusion brings together different industries and technologies to spark innovation and create economic growth. Fusions skills use interdisciplinary work as a driver for creativity and innovation. Fusion skills are about the so-called 'soft skills' as well as the technical, creative, and academic skills needed for success. Our working definition of Fusion Skills are a mix of technical and creative skills which goes beyond STEAM classifications to encompass a broader 'bundle' of skills categories including digital, creative, social, interpersonal competencies as well as a range of cognitive skills such as judgement and decision making, critical thinking and problem-solving.

Fusion is not just a set of qualities or outcomes but is importantly process led. It relies on close cooperation between schools (education), businesses, the creative and cultural sectors, and further and higher education. Fusion itself means different things to different people and the creative media industries are often defined by differing terms. Fusion skills combine arts, design, technology and business, reflecting how future life is transformed by the fusion of these disciplines, generating opportunities for new businesses, products and services. It is the fusion of creative invention and technological innovation which is so distinctive of the UK's Creative and Digital Industries, and which underpins its competitive advantage.

Fusion skills include:

- Collaboration, cooperation and teamwork
- Development of multi-modal communication
- Fusing together business and educational institutions, for mutual benefit
- Innovation and problem solving
- Combining arts and science
- Inter-personal skills: The ability to communicate and listen well; being a good coach; possessing insights into others; having empathy toward others
- Higher-order cognitive skills including: Deductive and inductive reasoning; critical thinking; problem-solving; making connections across complex ideas; and, the ability to learn actively
- Analysis and evaluation skills, the ability and flexibility to learn new technologies quickly
- Creativity and imagination
- Flexibility and adaptability
- Global and cultural awareness

- Information literacy
- Leadership, trust, civic literacy and citizenship
- Oral, visual and written communication skills
- Social responsibility, perceptiveness and ethics
- Technological literacy
- Initiative
- Fluency of ideas, responsiveness, agility and adaptability
- Curiosity, ability to question and to research
- The ability to connect and develop own networks
- Designing and making
- Understanding and use of data
- Entrepreneurship/social entrepreneurship, leadership, ability to explore/let others explore new ideas,
- Coping with and learning from failure
- Autonomy, learning to learn, and lifelong learning

Culture Mile Learning is developing a programme of collaborative practice and cross-organisational learning centring on fusion skills leadership to increase shared capacity and expertise in the delivery of fusion.

10. Culture Mile

The Square Mile has a unique collection of arts, cultural and educational organisations and assets that compliments its world class business sector. Culture Mile is an ambitious initiative stretching over the next decade and beyond to create a major destination for culture, creativity and learning in the heart of the Square Mile (www.culturemile.london). Stretching from Farringdon to Moorgate, Culture Mile will support its extraordinary range of creative businesses to flourish, as a global leader in creativity as well as commerce. Culture Mile will transform the area into a vibrant and welcoming destination for all, maximising the benefits for residents, workers and visitors to the City, London and beyond. As part of this, we aim to ensure that the area continues to attract and retain creative businesses, enabling enterprise to thrive. A Creative Enterprise Working Group has therefore been established to further explore this, consisting of representatives across the City Corporation, The Barbican Centre, Guildhall School of Music and Drama, Museum of London and London Symphony Orchestra.

The aim is that over time Culture Mile develops into a major learning destination and that the creative sector fully harnesses its assets - specifically the experience and expertise across our organisations - for greater collective impact on London's learners. Moreover, Culture Mile is about harnessing the value from arts activity so there is a dividend, to individuals in terms of happiness, health and wellbeing and to communities in terms of social cohesion, community spirit and creating stimulating and pleasurable places to live and work. Culture Mile Learning takes this forward by maximising the benefits from joining together and enhancing the world class education and learning capacity in the City's cultural institutions. This remit extends beyond the Culture Mile to impact London more widely.

11. Culture Mile Learning (CML)

Culture Mile Learning (CML) establishes a world-leading learning destination in the heart of the City of London, bringing together skills and expertise across 26 organisations. Culture Mile Learning aims to capitalise on Culture Mile's profile, visitor experiences and collaboration so that the area is recognised as a world-leading learning destination, specialising in the fusion of creative, technical, educational and emotional skills needed for 21st Century success. Culture Mile Learning provides further opportunities for the City Corporation's cultural venues to work together to offer innovative programmes and resources that benefit learners across London and beyond. Culture Mile Learning will build on the extensive relationships and programmes established for example by Barbican/Guildhall Creative Learning and LSO Discovery with the East London boroughs. A key aspect of this will be through the agreement between the City Corporation and Foundation for Future London to develop the shared ambitions and priorities of Culture Mile and the East Bank.

Since cultural organisations supported by the City of London began working together more closely as a Learning & Engagement Forum, there has been an increasing collaborative effort to provide inspirational cultural learning for Londoners and visitors from the youngest to the oldest. Joint initiatives, such as the Schools Visit Fund, City Stories, the Young City Poets and the Great Fire of London Project, as well as ongoing organisational programmes, have more than demonstrated the breadth and depth of the collaborative programmes we already have. To consolidate and build on its work to date, Culture Mile Learning is planning to focus on three key priorities – enabling social mobility, supporting the development of fusion skills and creating a world class learning destination. Activities will include:

- Embedding new partnership infrastructure and capacity
- Establishing a structured programme of Collaborative Learning to
- Launching the flagship Culture Mile Challenge Prize to drive skills development, innovation and collaboration working across sectors
- Supporting opportunities for families, students and staff within the Family of Schools to benefit from the City's culture and heritage offer
- Establishing a learning destination offer that tests new joined up approaches, and enables better access to opportunities for all of London's learner's
- Developing relationships with key audiences and places to enhance the impact of the City of London's cultural and heritage assets

The depth of commitment to learning amongst Culture Mile Learning partners is clear in their organisational missions, well-established learning programmes and in the wealth of expertise and skills within their teams. Building on existing practice and the achievements of the Learning Engagement Forum, the Culture Mile is uniquely placed to take a strategic lead on fusion skills development as a cultural education partnership and through their cross-sector networks. The following organisations are members of Culture Mile Learning:

- The Barbican Centre
- Barbican and Community Libraries
- Billingsgate Roman Bath House
- City of London Police Museum
- Guildhall Art Gallery and London's Roman Amphitheatre
- Guildhall Library

- Guildhall School of Music and Drama
- Keats House
- London Metropolitan Archives
- London Symphony Orchestra
- Museum of London
- Open Spaces Department
- St Paul's Cathedral
- The Charterhouse
- The City Centre
- The Monument
- Tower Bridge

In the 2017/18 academic year, the learning of over 383,000 children and young people was enhanced by the cultural organisations that are supported by the City Corporation and comprise CML. CML will deliver in fulfilment of the Cultural and Creative Learning Strategy and aspects of the Education and the Skills strategies.

Against the Education Strategy, Culture Mile Learning will work to encourage deeper collaboration and develop shared programmes and digital resources for greater impact. In terms of the Skills Strategy, Culture Mile Learning will be directly involved in the development of fusion skills, creative employment pathways and creative and cultural apprenticeships programme.

12. School Visits Fund

Schools and community groups, especially those in disadvantaged areas and the outer boroughs, face financial barriers in visiting the cultural venues supported by the City Corporation, including the cost of transport, staff cover and admission/session fees. Established in November 2015, the School Visits Fund (www.cityschoolvisitsfund.org.uk) offers schools with at least 35% of pupils in receipt of Pupil Premium with grants of up to £300 to help with the cost of visiting any of our venues. Schools must be within Greater London (within M25). The fund is managed by the Museum of London.

Appendix Three contains details of the outcomes and distribution of the School Visits Fund for the 2017/18 academic year.

13. Competitive analysis and marketing

The City of London is a long-term custodian of heritage but also a facilitator of innovation, creative talent and new entrepreneurial ideas. The report of the Warwick Commission on the future of cultural value, *Enriching Britain: Culture, Creativity and Growth* (2015), highlights the success of the creative and cultural industries sector in creating jobs, economic investment and profile. The City Corporation research carried out by *BOP Consulting* (2013) found that the City's culture cluster generated £291m Gross Value Added for the London economy and supported more than 6,700 FTE jobs. Culture Mile is home to a significant proportion of this cluster with a wealth of extraordinary cultural and creative industries. In addition to this, Culture Mile is increasingly attracting businesses seeking innovation, creative

thinking and the new hybrids of industry – many because of the disruption caused by advances in technology. Co-working spaces are increasingly prevalent within Culture Mile, and research tells us that businesses within these are often attracted by the collision of sectors that these spaces enable; encouraging creative thinking and innovation. Creative thinking is also increasingly critical within a broad range of sectors, for example financial and professional services businesses within Culture Mile are known to employ curators, in-house staff to encourage creative thinking in the workforce and explore CPD teachers, artists, and cultural practitioners around creative leadership and skills. The City Corporation is well placed to take advantage of these new creative and cultural opportunities. Not only does the City Corporation have strong links to the business and creative assets of London, it also is a direct provider of schools, providing pathways and progression routes for young people into apprenticeships.

Initial research is underway to create and expand Creative Enterprise Zones (CEZ) within the City. CEZ can act as a geographic magnet where businesses are creative and innovative. CEZ can be an incubator for creativity and a zone where artistic endeavours are legitimised as viable career paths. As a focal point, CEZ prioritises and imbues the fusion skills imperative for future employability.

Culture Mile has a wealth of culture and artistic excellence which is shared for the benefit of its local communities and wider London. Collectively, our venues represent the full scope of cultural education and are ideally placed to ensure that all children can and should benefit from receiving a wide-ranging, adventurous and creative cultural education. To strengthen our external facing functions, enabling us to maximise opportunities around partnerships, a comprehensive marketing plan will be developed that uses an integrated communications campaign to promote the benefits of cultural and creative learning. Culture Mile will forge and maintain dynamic relationships in the cultural sector and continue to build a world-leading cultural and creative environment that promotes collaboration with each other and across schools, businesses and communities.

14. Evaluation and Impact measurement

Arts development is about harnessing the value from arts activity so there is a dividend, to individuals in terms of happiness, health and wellbeing and to communities in terms of social cohesion, community spirit and creating stimulating and pleasurable places to live. The activities outlined in the Cultural and Creative Learning Strategy 2018-2023 promote a future where businesses are creative and innovative and where artistic endeavours are legitimised as viable career paths. Moreover, the wealth of culture is shared for the benefit of its local communities and wider London, making the Culture Mile and the Family of Schools places which act as incubators for creativity and which prioritises and imbues children and young people with the fusion skills needed for future success. The impacts of this strategy are ambitious and are likely to result in London-wide, national and international impact, beyond the immediate impact within the Square Mile and the Family of Schools. While the focus is initially on the Family of Schools, the approach being adopted is one of pilot testing ideas, rolling out new cultural learning models through the Family of Schools, and then communicating these ways of working to ensure that there is wider benefit across London and more broadly.

The benefits of a strategic approach to the development of cultural and creative learning will only be realised if we can ensure high quality. The Cultural and Creative Learning Strategy 2018-2023 is underpinned by a strong commitment to excellence and impact. A refreshed and shared central toolkit and framework will be

developed for evaluation and impact measurement across the cultural and creative offer. This will provide both quantitative and qualitative information and enable clarity of analysis, reflection and exploration. Evaluation will measure the impact through a tracking matrix that focuses on personal, social, educational, cultural, economic and ethical impact. It will also track negative loss impact in terms of opportunity costs. A focus for evaluation will be the needs of the community, improved access, and increased impact. Outcomes and objectives will be reviewed and reported on an annual basis. There will be other external measures of quality and impact including:

- Teachers in the Family of Schools and beyond make active use of creative approaches and culture to improve teaching and learning
- The policy of an arts-rich, holistic education for all pupils is evident in the practices in the Family of Schools
- The Family of Schools has sequential and high quality offers for education in and through the arts including both curriculum and extra-curriculum offers
- The active support of professional bodies and other partners
- Artists are recognised for their quality by the sector
- National and international recognition
- Keenness of major cultural institutions to join the Culture Mile Learning partnership
- Culture Mile Learning is recognised as providing an effective service in the Family of Schools
- Outcome data robustly verifies KPI's
- Businesses support for arts and cultural learning increases
- Young people of talent in the Family of Schools can develop fully through a supportive system
- Diverse young people in the Family of Schools can access robust career advice and support to become successful in the creative and cultural industries and develop the Fusion skills needed for 20th Century success
- Arts and cultural apprentices are successful in achieving awards and signs of recognition -
- Strong data reports on progression into cultural and creative employment, employment promotion and earnings and progression into a diverse range of sectors that require creativity to succeed

Appendix One: Related strategies and policies

- Adult Skills and Learning
- The Barbican Guildhall Creative Learning strategic plan
- Children and Families Threshold of Needs
- Children and Young People's Plan 2018– 2021
- City of London Cultural Strategy 2018-2022

- City of London Local Plan 2015
- Corporate Plan 2018 – 23
- Cultural and Creative Learning Strategy 2019-2023
- Cultural Hub Brand and Identity Strategy
- Cultural Hub Property Strategy
- Culture Mile Look and Feel Strategy
- Cultural Strategy 2018-2022
- Department of Community and Children's Service's Business Plan 2015-2017
- Digital Skills Strategy 2018-2023 (Currently in draft)
- Early Help Strategy
- Early Years Strategy 2015-2018
- Employability Strategy 2017-2020
- Joint Health and Wellbeing Strategy: All children have the best start in life
- Mental Health Strategy
- Open Spaces Strategy 2015
- SEND Joint Strategy
- Skills strategy 2018-2023
- Social Mobility Strategy, 2018 – 43: Potential today, success tomorrow (Currently in draft)
- Visitor Strategy 2018-2022

Appendix Two: Glossary of terms

Aesthetics: The philosophy of the idea of beauty.

Art: Art has the capacity to release imaginations, to model and experiment with new ideas, and to instigate and exemplify social change.

Collaboration: The action of working with someone to produce something. Collaboration does not mean individuals negate their own area of experience or expertise but rather it means finding ways to work that celebrate the history, knowledge and skills everyone brings to the table.

Creative Enterprise: includes creative employment in creative industries businesses (those sectors defined by DCMS); other employment in 'support roles' (e.g. admin/finance/sales) in creative industries; and, creative employment in other sectors of the economy (including financial and professional services) where creative services are managed 'in-house' rather than outsourced to specialist agencies.

Cultural Capital: The knowledge, skills and experiences that serves as a currency that alters the opportunities available to us, in our education, lives and work.

Cultural competence may be acquired through family socialisation and formal schooling which ensures access to resources, including verbal capacity, aesthetic preferences, educational credentials, social class attributes...and so on and so forth that are denied to others.⁴

Culture: Culture is the practices and objects through which we express and understand ourselves and others. Our definition of culture is broad and inclusive; it exists in both the buildings and heritage of our great institutions as well as our streets and the informal cultural spaces in between. It is for everyone, not just a narrow elite, and is a powerful driver of social mobility.

Fusion: Cyber skills, digital literacy, DQ and fusion skills are all terms frequently used to describe the sets of qualities, attitudes and values which enable people to thrive and flourish in future technologically mediated environments. Fusion skills combine arts, design, technology and business, reflecting how future life is transformed by the fusion of these disciplines, generating opportunities for new businesses, products and services. It is the fusion of creative invention and technological innovation which is so distinctive of the UK's Creative and Digital Industries, and which underpins its competitive advantage – particularly with regards to the digital media industries and business.

Participation: The act of taking part.

Values: The principles or standards we hold to and act in accordance with.

Under-represented groups/disadvantaged groups: Those individuals or groups who are inadequately represented in a cultural activity. If a type of person is under-represented in a group (e.g. people who attend galleries) or an organization (e.g. people on the youth board) and/or where there are not enough of a type of person (e.g. not enough children from outer London attend theatre events) they may be described as belonging for that activity or at that point of time, in an under-represented group. Disadvantaged groups are groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population. Disadvantaged groups include, but are not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children.

Appendix Three: Information on outcomes of school visit fund 2017-18

There has been a total of 238 successful applications to the fund since its launch in 2015, which are set to benefit 12,196 pupils. £50,624 of funding has been committed to date. Of the schools attending, there was a pupil premium rate of 51%. Only 7% of all applications have had a Pupil Premium rate of between 30-35% (17 applications).

School types

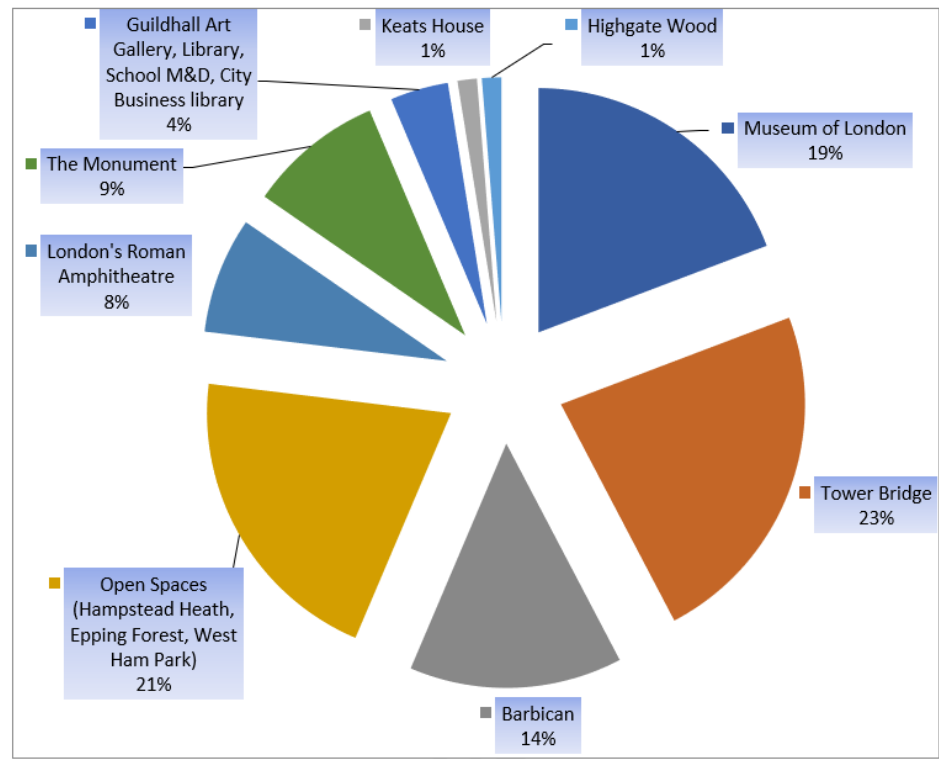
	Local authority	Academy	Free	Other
Applications	172	37	10	17

	Primary	Middle	Secondary	Special
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⁴ Kawashima, Nobuko (2000) Beyond the division of attenders vs. non-attenders: a study into audience development in policy and practice.

Applications	166	1	56	13

Where are schools visiting?

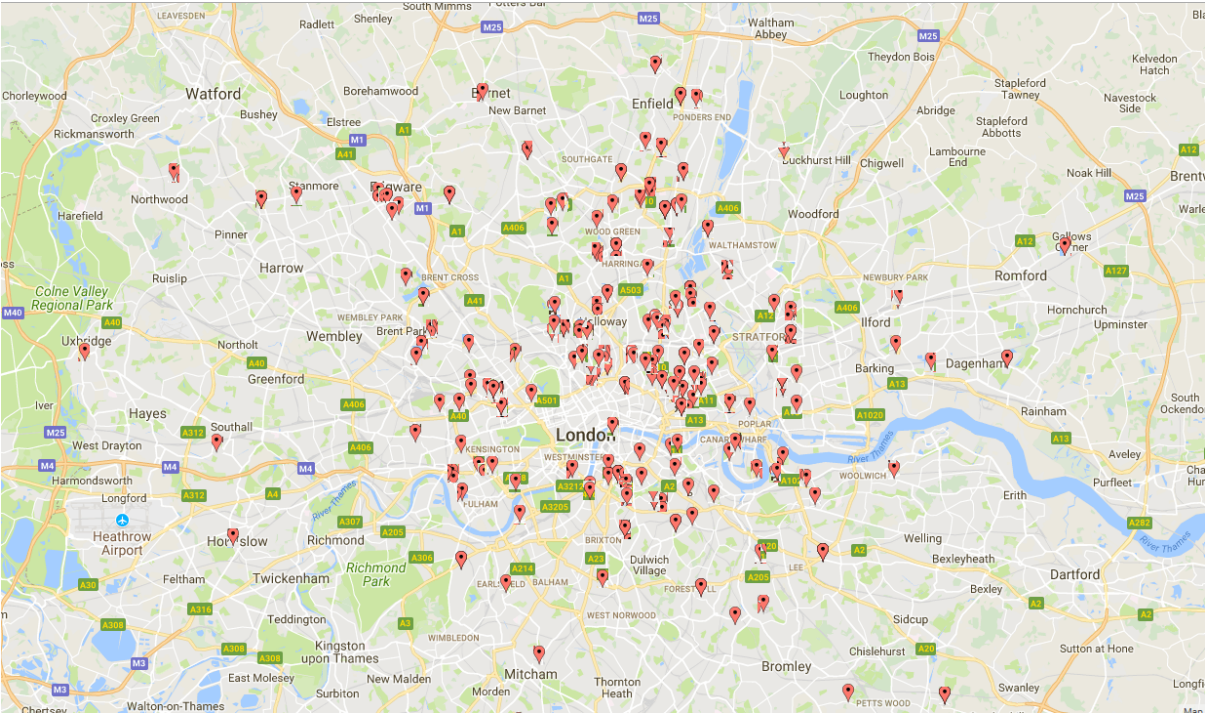


Applications by venue

The table below shows the total number of times each venue has appeared on the original application form. Schools may choose up to 3 venues to visit in one trip - often listing multiple venues and then completing a single venue visit. Certain venues lend themselves to inclusion on a trip to another venue because of proximity (e.g. The Monument is stated in 19 applications but is the sole venue just twice). Conversely Hampstead Heath, is usually the sole intended venue for a visit.

Venue	Applications (including multiple venues listed)	Where venue is only one stated on form	
1	Museum of London	68	35
2	Tower Bridge	47	35
3	Barbican	40	33
4	Hampstead Heath	24	20
5	London's Roman Amphitheatre	21	15
6	The Monument	19	2
7	Epping Forest	17	13
8	Museum of London Docklands	9	8
9	Guildhall School of Music and Drama	9	1
10	Guildhall Art Gallery	8	4
11	City Gardens	8	3
12	Museum of London Archaeological Archives	7	1
13	Keats House	5	4
14	The City Centre	5	4
15	Highgate Wood	4	2
16	Guildhall Library	4	2
17	Barbican Library	3	1
18	London Metropolitan Archives	2	2
19	West Ham Park	1	0
20	City of London Police Museum	1	1
21	City Business Library	0	0

Location of schools that have applied to the School Visits Fund

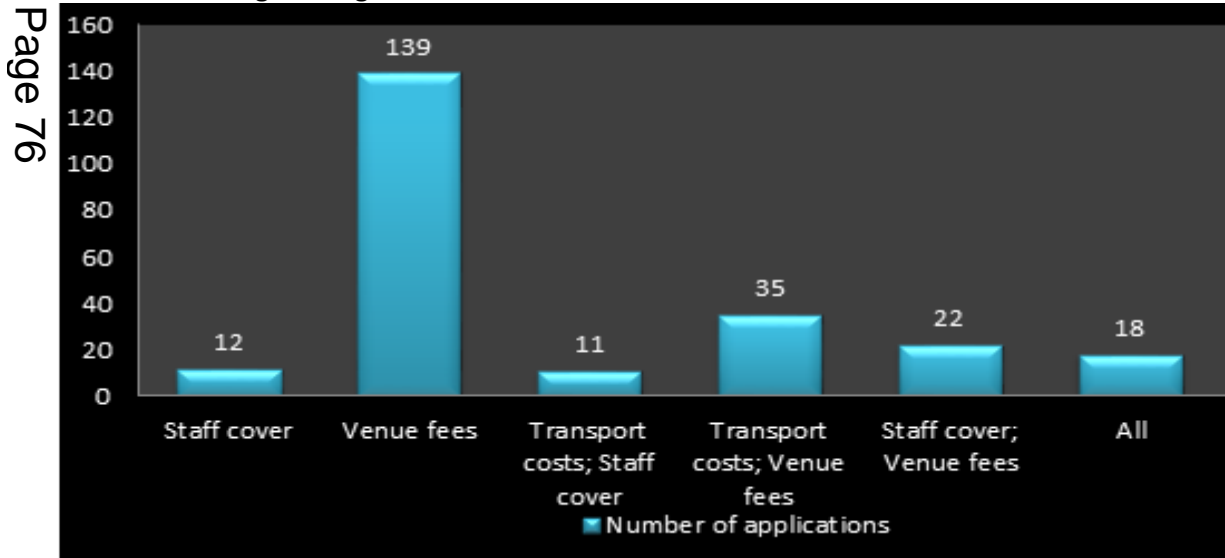


Breakdown of applications by London borough

Borough	Applications	Borough	Applications
Hackney	25	Kensington and Chelsea	5
Tower Hamlets	25	Lewisham	5
Southwark	22	Harrow	3
Barnet	19	Bromley	2
Haringey	19	Hounslow	2
Enfield	13	Sutton	2
Camden	12	Croydon	1

Islington	11	Ealing	1
Westminster	10	Havering	1
Greenwich	9	Merton	1
Lambeth	9	Redbridge	1
Waltham Forest	8	Richmond upon Thames	1
Brent	6	Bexley	0
Hammersmith and Fulham	6	City of London	0
Newham	6	Hillingdon	0
Wandsworth	6	Kingston upon Thames	0
Barking and Dagenham	5	TOTAL	236
		Inner Boroughs 75%	178
		Outer Boroughs 25%	58

What the funding is being used for



What are the usual barriers for your school in relation to conducting school trips?

Overall cost (transport, venue, staff cover etc.)	96%
Having enough adult help	35%
Transport costs	34%
Arranging staff cover	34%

Appendix Four: Current partners and activities

The Culture Mile Learning partners aim to maximise access to the City Corporation's cultural venues by London's pupils through the School Visits Fund. Programmes also exist for the public and for families including open-access of curated, facilitated talks and events. It also provides for further opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond. The following sections provide insight into a sample of the cultural learning opportunities that are available to our children, families and schools in the City of London.

Aldgate Square Crowdfunded Animation Project

To deliver a crowdfunding platform specifically to bring forward a range of community-led projects in the Aldgate area that may be adapted and developed to the benefit of all City communities in later years. The project aims to explore new funding and community-led methods to support and encourage cultural and arts events which add to the cultural offer of the Square Mile and link with the creation of the Cultural Mile and other major cultural programmes. It is hoped that a crowd-funding approach will forge stronger links to community groups operating within the City and foster positive relationships and build capacity and knowledge within the voluntary and community sector, including a diversification of fundraising strategies.

Collaborative Learning workshops

There will be a series of collaborative learning workshop events for Culture Mile Learning partners. The first series is exploring definitions of fusion skills.

Barbican Box programme

Barbican Box launched in 2011 as a theatre education programme for secondary schools and FE colleges in east London. Barbican Box has expanded to work in music, theatre and the visual arts across 40 secondary, SEN schools and FE colleges in east London. Inspired by Barbican's world-class arts programme, the Barbican Box is, literally, a portable box filled with the ingredients for making and creating original theatre, photography or music. Participating schools receive the box and accompanying resources, CPD and mentoring for teachers, visits to the Barbican to see performances/exhibitions and opportunities to showcase their work at the end of the process.

Barbican and Community Libraries

The Barbican Library is the City of London's leading public lending library with books, spoken word recordings, DVDs, CDs, and scores and a wide digital offering available for loan. There are strengths in music (including listening facilities and practice pianos), arts, children's and financial sections. The library has an active events programme which includes literature events, Music Library exhibitions, monthly art exhibitions, activities for children, young people and families and reader development promotions. Barbican Children's Library runs a weekly, term time Code Club in partnership with the national Code Club organisation. Professionals from firms based in the City volunteer their time to teach children coding languages.

Billingsgate Bath House

The remain of Billingsgate Roman Bath House offers a rare insight into Roman London. It is the only private building of Londinium that has been found and preserved. The Bath House is planning to develop a school's programme focusing on archaeology and Roman life. At present, the Billingsgate Roman Bath House is not available for school visits. The aim is to develop a programme for schools based on the archaeological remains that can be seen in situ and could be tied in with a visit to London's Roman Amphitheatre, or several other Museums and City Learning venues. The venue itself is perfectly set up for school visits. It is a concealed and safe environment. It has necessary facilities. There is space for activities and the original Roman Bath House and domestic building is on show to inspire children and young people.

Challenge Prize

Challenge prizes are an effective way of addressing real-life problems. They operate successfully at different levels from global to very local and across different sectors. We are working with NESTA to develop the prize and their initial feedback is very positive regarding the subject of the prize and the City's unique potential to create something exciting and impactful. The Culture Mile Challenge would focus on how to better develop fusion skills, particularly by disadvantaged learners. The working theme for the challenge is:

"Given the high levels of long term unemployment amongst young Londoners, create a new solution, product, technology or service that will measurably improve the ability of 16-24-year-old Londoners - targeting those from disadvantaged groups - to develop the fusion of skills (creative, technical, educational and emotional skills) required for success in London's future workforce."

The Challenge Prize is a flagship programme of Culture Mile Learning. The Challenge has four main objectives:

- 1) To engage London's learners from a variety of backgrounds and stimulate their creativity and innovation to drive change.
- 2) To develop new solutions for how the related sectors can contribute to fusion skills delivery that will have practical relevance to CML partners and City businesses, encouraging collaboration across normal boundaries.
- 3) To better connect City business, cultural and learning sectors.
- 4) To promote Culture Mile as a place of innovation in learning.

The Charterhouse

The Charterhouse has been living the nation's history since 1348. Founded as a medieval monastery of the Carthusian order, the site became a Tudor mansion, a boys' school, and an alms-house, which it remains to this day. Working in partnership with the Museum of London, this remarkable site now houses a brand-new museum, public square and the Sir John Cass's Foundation Learning Centre. The Charterhouse offers a dedicated programme for families which runs during school holidays and in connection with larger, family festivals. The learning programme aims to inspire creativity through the stories of the Charterhouse and to inspire curiosity about the people who have lived, worked and studied here.

The City Centre

The learning programme is a pioneering new collaboration between New London Architecture (NLA) and The City Centre to inspire the next generation about London's built environment, promote the huge range of careers available, and empower young people by giving them a voice in the future shape of their city.

City of London Police Museum

The City of London Police Museum tells the story of policing the Square Mile from its early days of the Watch, through to present day cybercrime. It looks at how the City Police have developed working practices and dealt with major cases over the past 175 years. Highlights include: the story of Catherine Eddowes (the fourth victim of Jack the Ripper), the police response to the Blitz, and the use of technology to counter terrorism. The museum offers a flexible programme of workshops for schools, colleges, universities and youth groups and has run a programme for schools and universities since its inception late 2016. The museum offers a flexible programme of workshops around the history of policing, policing today and society. The programme mainly attracts secondary schools, colleges and universities.

Collaborative Learning

There will be a series of collaborative learning workshop events for Culture Mile Learning partners. The first series is exploring definitions of fusion skills, partnership priorities around social mobility, learning destination and fusion skills. An 18-month programme of structured learning opportunities will enable Culture Mile Learning partners to:

- 1) Enhance capacity and leadership around Fusion Skills;
- 2) Strengthen skills in working with disadvantaged learners;
- 3) Maximise the joint impact of learning assets.

The Collaborative Learning programme is being developed and delivered in consultation with all Culture Mile Learning organisations, with the first phase focusing on developing a shared language and understanding of current assets, strengths, needs and opportunities to collectively develop Culture Mile as a creative learning centre.

Culture Forum Meetings

These are termly meetings involving school staff 'culture lead', school culture governors and the Culture Mile Learning partners. This is an opportunity to communicate about upcoming opportunities, determine current and future professional development needs, feed into the development of the Culture Mile

Learning programme and to be a monitoring meeting to determine the implementation and impact of the Cultural and Creative Learning Strategy in schools. This group will also be supported and resourced to coordinate performance and cultural events and exhibitions throughout the year and will allocate resource to the pupil-led projects and report on their impact.

Guildhall Art Gallery and London's Roman Amphitheatre

Established in 1886 as 'a Collection of Art Treasures worthy of the capital city,' the Guildhall Art Gallery holds works dating from 1670 to the present, including 17th-century portraits, Pre-Raphaelite masterpieces and a range of paintings documenting London's dramatic history, as well as the ruins of London's 2,000-year-old Roman Amphitheatre. The learning programmes at the Guildhall Art Gallery and Roman Amphitheatre covers regular events and workshops with family activities, schools, higher education, adults. The programme is relatively new, but demand is strong, and feedback is positive. The staff are keen to develop new work-streams and there is an opportunity to do this alongside this strategy. The programmes embed Fusion skills within the workshops and activities. For example, discovery and creative thinking along with gaining historical knowledge and facts. An active learning programme is in place that encompasses primary schools to lifelong learners."

Guildhall Library

Guildhall Library is the Library of London History with the largest collection in the world devoted to the history of a single city. Originally founded in the 1420s, Guildhall Library is now a public library open to everyone without formality and offering unrivalled resources on the history of London, its people and its trade. The library has an active events programme offering weekly free lectures on aspects of London history and evening events, including talks, performances, book launches and walks. The library engages with school pupils at key stages 1–4 and at sixth form level and offers workshops to undergraduate and post graduate students as well as family history related workshops.

Guildhall School for Music & Drama (GSMD)

Over 12,500 young people are reached each year via GSMD's Creative Learning, Junior Guildhall, Centre for Young Musicians, and short courses. GSMD is committed to ensuring access for all, offers over £2million in scholarships each year, and works with 250 schools in East London to encourage a wider range of applications to the School's programmes. The Centre for Young Musicians (CYM) provides high quality progression in music training for children under 18 years of age across the country. Over 800 young musicians aged 7 to 18 attend the centres for 32 weeks of the school year, each following an individual programme of study across a range of styles and genres. Still more children benefit from CYM holiday courses, ranging from junior and intermediate courses to participation in ensembles such as the internationally renowned London Schools Symphony Orchestra and the London Youth Wind Band. The CYM London Saturday provision is a Centre for Advanced Training within the Department for Education's Music and Dance Scheme.

Jolly Music

Jolly Music is a creative, well-planned and inspiring music curriculum that promotes musicianship through teaching singing in a fun way. It provides a comprehensive system of music education which enables young children to become active and instant music makers, developing self-confidence and self-esteem. It is designed for Key Stage One and Two pupils and puts the spirit of singing at the heart of music education. It is a resource of teaching tools and a CPD programme for teachers which

uses tried and tested principles with easy-to-follow lesson plans and accessible content to build singing ability and simple rhythmical understandings in a fun and engaging manner. The programme emphasises the ‘inner hearing’ of children and helps them to pitch accurately.

Keats House

Keats House provides a wonderful setting for a range of educational visits for ages 3-21 to explore the written and spoken word, art, history and the natural surroundings. Most activities focus on poetry study and creative writing, but it also runs workshops on local history, citizenship, art, and a garden study session for Key Stages 1 and 2.

London Metropolitan Archives

London Metropolitan Archives (LMA) is the largest local authority archive in Britain and works flexibly and creatively with teachers to provide exciting and enriching learning experiences. The free programme for schools covers many areas of the National Curriculum, particularly history, literacy, humanities, science, citizenship and art. LMA currently holds the Sandford and Crest Awards for excellence in heritage education and science activities.

London Symphony Orchestra

LSO Discovery, the London Symphony Orchestra’s education and community programme, is one of the world’s leading music education programmes. Founded in 1990, it brings people of all ages and backgrounds into inspiring contact with the Members of the Orchestra. Family and school concerts at the Barbican Centre are designed to engage and excite young people and open the door to the diverse music performed by the LSO. Community activities, a choral programme and family concerts take place at LSO St Luke’s, the LSO’s music and education centre; complemented by outreach visits to special needs schools, adult day centres, children’s centres and hospitals. *LSO On Track* is a partnership with the music services in 10 East London boroughs which works with young instrumentalists and offers teacher CPD. The orchestra’s artist development programme supports and trains young composers, instrumentalists and conductors emerging into the music profession.

The Monument

Every year over 230,000 visitors climb the 311 spiral steps to The Monument’s observation gallery, 160 feet (48.7 metres) above the ground, to enjoy unique and exhilarating views of the capital. The Monument’s learning programme enables schools to dig deeper into the story of the Great Fire, its commemoration, and the history of The Monument itself. A character-led facilitated session, ‘Meet Robert Hooke’, allows pupils to interrogate the structure’s co-designer to find out more about the Fire and the memorial which commemorates it, whilst a self-guided school resource available to download from the website highlights the learning opportunities the site can offer.

Museum of London

With over 1 million visitors each year to its London Wall and Docklands sites and more than 2.7 million objects in its collections, the museum is uniquely placed to tell the remarkable story of London and its people. The learning programmes aim to connect learners with their city and the experiences of others, developing a deeper sense of identity as Londoners. One of the museum’s five strategic objectives is to engage every school pupil in London, through a cross-curricular schools programme consisting of over 140 different workshops and study days for all key stages and abilities, delivered at the Museum and in schools. The programme is particularly

suitable for history, geography, English, citizenship and STEM subjects. The Museum has dedicated programmes for special schools and supplementary schools. There are over 2,500 members of the Museum's Teachers' Network. The museum runs a programme of creative weekend and holiday events and festivals for families that are often developed and delivered in partnership with communities and London organisations and have become recognised as a sector leader in early years provision and recently won a Family Arts Festival award for one of its 'baby raves'.

Open Spaces Programmes

Under the Open Spaces programme, 23 million people visit the 11,000 acres of green space in and beyond the City of London each year, including Hampstead Heath, Epping Forest and Burnham Beeches. The Open Spaces programme provides engaging opportunities to connect people, particularly from deprived and urban communities. The Open Spaces education programmes are concerned that London's children are becoming increasingly disconnected from the natural world, and that children in deprived areas of London face more barriers than most to accessing nature. Open Spaces offer a range of school visits, play programmes, community engagement projects and volunteer opportunities. The Open Spaces Learning programme was reviewed and restructured to deliver its 'Green Spaces, Learning Places' learning programme. The 'Green Spaces, Learning Places' programme supports more Londoners to explore nature, learn about the environment and increase their wellbeing through using their local green spaces regularly. It works with schools, residents and communities that surround our green spaces including some of London's most deprived communities. The programme is a great success and has reached 950 school classes, nearly 10,000 children who are eligible for pupil premium and in total over 82,000 people (65,000 children) in the first two years of delivery.

St Paul's Schools and Family Learning Department

St Paul's Schools and Family Learning Department seeks to tell its story in ways that are creative, accessible, engaging, and inspiring. Its aim is to be collaborative and connected, offering curriculum-based learning opportunities for schools both on-site and through online resources, and delivering engaging and value for money activities and workshops through its innovative Family Learning Programme. The Learning Department's goal through its Outreach Programme is to extend its reach to schools, families, and young people who have not visited St Paul's before, whilst maintaining the high quality of its existing core programme.

Sculpture in the City

Sculpture in the City offers exciting opportunities for young people to engage with the City of London through Open City's education programme. This extensive educational programme is a significant element of the overall Sculpture in the City project, and benefits students aged 10-14 years old from neighbouring borough schools. These schools have students from under-represented communities, many of whom have never visited the City and/or are unlikely to consider the City, art or the built environment as career and cultural pathways. Sculpture in the City creates multiple learning opportunities for pupils, based on developing an understanding of public spaces and the impact that public art can have on them. By visiting and analysing existing sculptures made by professional artists, local architecture and spaces without public art and then installing their own artwork within areas, pupils learn about the impact that sculptures have on public spaces and surrounding architecture through practical, and first-hand experience. The programme also enables pupils to test public reactions of their creative responses to the sculptures in location, and to showcase their artwork at the Sculpture in the City Launch. The sculpture workshop series encourages pupils to explore an area of the City of London that they would not otherwise have had the opportunity to experience.

Spitalfields Music

Spitalfields Music aims to change lives and aspirations through music. Spitalfields Music brings together world class artists and local people in one of the most unusual and creative corners of London. Drawing inspiration from the area, Spitalfields Music produces an annual festival and runs creative music projects throughout the year in the local community. In an area often seen to be full of challenges, Spitalfields Music runs an extensive programme in Tower Hamlets offering around 250 workshops. The Learning and Participation Programme focuses activities working with pupils, teachers and parents to put music at the heart of school life.

Tower Bridge

The Tower Bridge learning programme, established in 2014, encompasses programmes for schools, families and communities. The schools programme, including provision for Key Stages 1-5 and SEN, offers cross-curricular enquiry-based learning opportunities covering STEAM, local history, human geography, careers and literacy. Its monthly family learning programme provides fun, accessible activities designed to engage the whole family with the Bridge's stories, engineering and architecture. Tower Bridge's community programme builds connections within the local community, in particular in, Southwark, Tower Hamlets and the City. We do this through targeted projects with schools and cultural organisations; participation in local festivals; community ticket schemes and special projects, such as our Artist in Residence programme.

Other offers

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Change Makers: Increasing the diversity of senior leadership in art and culture by helping to develop a cohort of leaders who are Black, minority ethnic and/or disabled by means of a targeted senior leadership training and development programme funded by Arts Council England.

City Stories: A day of creative activities for the City Family of Schools, delivered by a range of Culture Mile Learning partners at the Museum of London, Barbican and other venues, introducing year 7 pupils to the rich history and culture of the City.

Celebrating the City Festival: A weekend of inspiring poetry, craft, music, drama, storytelling and other activities for children and families, at the Museum of London, delivered by the London Symphony Orchestra, Barbican, Barbican Library, Tower Bridge, London Metropolitan Archives, the City of London's Open Spaces Department, and other venues.

Create Jobs: Is an employability programme for young Londoners. It aims to transform London's workforce by supporting and developing individuals who are underrepresented in the creative and digital industries. Although London's creative sector is booming, it has reached a critical tipping point where access to opportunity is impenetrable to those that don't have experience, skill-sets and connections. Since 2011, Create Jobs has been responding to aspiring creatives and employer needs by co-designing training programmes, brokering job opportunities and developing networks.

Sky Arts Art 50: Sky Arts launched Art 50 to invite artists of all kinds, from all walks of life, from all artistic genres, to create a piece of work which says something important about what it will mean to be British after we leave the European Union.

Step into Dance: Step into Dance is the largest on-going, inclusive secondary school dance programme in the UK. Through the delivery of regular classes, performances, creative and professional development, Step into Dance provides the opportunity and structure for young dancers to progress and excel. Step into Dance is a Royal Academy of Dance programme in partnership with the Jack Petchey Foundation.

Young City Poets: A project in partnership with the National Literacy Trust for up to 35 primary and secondary schools across London each year, offering creative poetry workshops for pupils and teacher training programmes inspired by our cultural venues.

Youth Manifesto: To expand the definition of poetry so that it is open to everyone living in London and everyone who needs it. Inspiring young people's passion for poetry and spreading knowledge around poetry and pathways into poetry as we can.

Education, Skills and Culture and Creative Learning Strategies, 2018-23	
Vision	Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work.
Who we are and what we do	The City of London Corporation is committed to providing education and learning opportunities through its Family of Schools and its cultural, heritage and environmental assets offer. Our educational experiences combine creativity, innovation and enterprise, alongside tradition and continuity. These activities develop the talent of Londoners to reinforce the City's competitiveness and to support London's communities. Through the Family of Schools, we provide world class education opportunities as demonstrated by consistently strong academic results and a broad and balanced curriculum linked to the world of work. Within the Family of Schools there are three independent, one maintained primary, two co-sponsored academies and eight academies with are part of multi-academy trust. We also provide a range of adult learning and skills programmes, including apprenticeships within our own organisation and support businesses to set up their own apprenticeship programmes through our Adult Skills and Education Services (ASES). The City of London Corporation is a long-term custodian of heritage, including the Museum of London, Guildhall Art Gallery and the Barbican Centre, and a facilitator of innovation, creative talent and entrepreneurial ideas. Culture Mile is a great example of both - it has a wealth of culture, heritage and artistic excellence which is shared for the benefit of its local communities and wider London. Collectively, our cultural institutions ensure that children and adults benefit from receiving a wide-ranging, adventurous, creative and cultural education.
Who this strategy targets	Our pupils, our lifelong learners (residents, workers, visitors) and hardest to reach groups. This includes over 8000 pupils in the Family of Schools, over 100 apprentices at the City Corporation, over 9000 residents, and over 400,000 people who work in the City of London.
Principles (or values) we apply to our work	<ul style="list-style-type: none"> • Excellence and exceptionality • Broad and balanced curriculum • Fusion skills • Aspiration building and links to the world of work • Accessibility and social mobility
Operating context	The City Corporation is operating in a climate of reduced funding for education and cultural institutions. Within the world of work, there is a growing skills gap within London and across the UK. The UK is consistently listed one of the worst performers in the OECD for social mobility.
Our aims	<p>The commitment to education is rightly at the centre of the City Corporation's Corporate Plan for 2018-23 (The Plan) which sets out the vision of creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Plan lists 12 outcomes, and the Education, Skills and Culture and Creative Learning Strategies, 2018-23 contributes to the following outcomes:</p> <ul style="list-style-type: none"> • Outcome 1: People are safe and feel safe • Outcome 3: People have equal opportunities to enrich their lives and reach their full potential

- Outcome 8: We have access to the skills and talent we need
- Outcome 10: We inspire enterprise, excellence, creativity and collaboration

Education

- Harness talent by enabling pupils in the Family of Schools to learn and to flourish as innovative, confident and creative individuals.
- Deliver academic excellence in learning and teaching through a broad and balanced curriculum.
- Drive equality of opportunity through a proactive approach to promoting social mobility and inclusion.
- Ensure a comprehensive strategy for skills and careers development in the City Family of Schools.

Skills

- Deliver a “Step-change” in the development of critical skills, knowledge and competences to provide the necessary skills to meet the challenges of the rapidly changing world of work.
- Improve the experience and the success of learners including for learners impacted by disadvantage.
- Create a stronger focus on entrepreneurship, creativity and innovation.
- Ensure we have the resources, space and models to deliver our distinctive portfolio of courses.

Culture and Creative Learning

- Integrate digital and creative ideas into the schools and creating more connected routes for pupils and teachers to access the cultural and heritage offer.
- Deliver a distinctive City Corporation education and skills offer that ensures that all learners receive a high quality and continuous education both in and through the arts.
- Support our cultural organisations to appeal to wider audiences through outreach and learning initiatives and working outdoors.
- Work towards achieving a diverse, creative workforce that it mirrors the diversity of our community.
- Assure and enhance the quality of our cultural provision to achieve excellence and impact.

Our outcomes

Education

- Provocative and dynamic learning environments exist in the Family of Schools.
- City Family of Schools are recognised locally, nationally and internationally as outstanding.
- Improvement in the progress of pupils at risk of educational disadvantage exceeds the progress of those pupils not at risk and surpasses national and local averages.
- Enhanced completion and retention rates to achieve a 100% destination and progression pathway for pupils (i.e. No NEET pupils).

Skills

- High levels of lifelong learning are evidenced.

	<ul style="list-style-type: none"> • ASES is recognised as an outstanding adult education, training and apprenticeships provider. • Learners from all backgrounds get the preparation they need for the world of future work • Learners and apprentices educated through ASES are recognised as being highly skilled. <p><u>Culture and Creative Learning</u></p> <ul style="list-style-type: none"> • Maximise access to the City Corporation's cultural venues by London's pupils through the School Visits Fund through improved publicity, staff development and targeting of those schools who have not used the fund previously. • Embed a sequential, high quality cultural and creative offers for all pupils of the Family of Schools from early years through to post 16, with sustained education in and through the arts and culture, including strengthening the role of music and the performing arts across the Family of Schools. • Deliver a distinctive City Corporation education and skills offer where all learners in the Family of Schools receive systematic development of fusions skills. • Young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers, including in the creative industries.
Our activities	Activities will include embedding culture in the curriculum of all the City's schools, creating a skills offer for different stages of education and adult learnings to ensure Londoners have the skills they need, and further developing the ASES programme. Culture Mile Learning will work with the City's schools and schools across London to develop high quality cultural and creative offers for all pupils of City schools from early years through to post 16.
Conclusion	The Education, Skills and Culture and Creative Learning Strategies support creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful United Kingdom. It aims to do this in conjunction with the City's Culture Strategy work, Social Mobility Strategy work, Employability Strategy work and Volunteering Strategy work, among other work streams.

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Impact on learners from other Corporation Strategies e.g. Social Mobility Strategy, Employability strategy, Culture Strategy

Impact on learners from Skills Strategy actions

Learners at different stages:

Early Years KS1 KS2 KS3&4 GCSE A Level Graduate Level Adult Learners

Impact on learners from Cultural and Creative Learning Strategy actions

Impact on learners from Education Strategy actions

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Hackney - Projected demand for state-funded primary school places 2016/17 to 2027/28

	On roll 2016/17	Growth 2021/22	Growth 2027/28
Hackney	18,721	-137	-13

Projected demand for state-funded primary school places 2016/17 to 2027/28 by Ward

Ward	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Brownswood	746	743	744	752	758	764	774	785	796	808	815	824
Cazenove	1136	1143	1152	1159	1168	1171	1169	1177	1182	1184	1190	1188
Chatham	1210	1209	1209	1197	1193	1179	1166	1162	1152	1144	1140	1134
Clissold	895	891	874	872	873	862	844	839	837	829	826	819
Dalston	990	986	967	962	970	977	982	993	1000	1012	1020	1024
De Beauvoir	1120	1137	1154	1170	1192	1208	1219	1243	1260	1278	1302	1314
Hackney Central	725	733	739	739	739	733	732	735	727	721	715	703
Hackney Downs	1220	1207	1197	1187	1176	1164	1157	1152	1146	1149	1145	1145
Haggerston	857	849	846	844	833	833	833	843	850	854	856	866
Hoxton (Shoreditch Park)	1014	1012	1000	997	1009	1020	1037	1062	1088	1124	1152	1175
King's Park	1180	1182	1158	1140	1118	1088	1055	1013	979	968	959	943
Leabridge	1313	1329	1335	1333	1321	1315	1321	1322	1317	1326	1333	1338
Lordship	744	749	758	765	771	776	776	780	785	790	800	805
New River	641	656	671	686	695	699	702	707	717	727	735	744
Queensbridge	1274	1271	1263	1254	1263	1258	1253	1257	1254	1259	1257	1248
Springfield	656	662	657	657	654	646	642	635	636	646	651	660
Stoke Newington Central	834	831	826	820	824	821	828	837	845	854	868	871
Victoria	1152	1143	1137	1120	1100	1080	1057	1041	1027	1014	1005	992
Wick	1014	977	956	936	927	918	910	908	910	911	914	915
Totals	18721	18710	18643	18590	18584	18512	18457	18491	18508	18598	18683	18708

Projected increase in demand for primary school places in Hoxton Ward (Shoreditch Park Primary) of 161 (11.6%) over the period

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Hackney - Projected demand for state-funded secondary school places 2016/17 to 2027/28 by Ward

Hackney	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Brownswood	674	684	690	695	706	713	715	718	721	721	720	719
Cazenove	250	263	273	281	289	297	302	304	309	317	319	325
Chatham	1677	1734	1775	1804	1837	1851	1853	1842	1830	1810	1770	1735
Clissold	932	964	1006	1020	1034	1049	1068	1062	1070	1072	1051	1029
Dalston	802	820	844	853	855	858	853	837	831	825	818	812
De Beauvoir	474	495	518	536	544	564	581	592	611	625	624	625
Hackney Central	830	850	867	887	909	929	935	932	935	931	920	917
Hackney Downs	331	332	321	315	313	307	301	298	291	284	278	270
Haggerston	1184	1210	1233	1262	1277	1288	1288	1281	1271	1265	1257	1241
Hoxton	338	347	351	353	355	354	353	350	346	342	337	337
King's Park	374	391	408	415	427	435	435	435	436	417	398	384
Leabridge	822	842	856	867	888	904	904	907	917	907	895	892
Lordship	196	206	213	218	226	229	234	240	242	246	246	245
New River	576	595	615	636	662	686	706	724	736	738	741	741
Queensbridge	315	315	312	320	312	315	312	308	304	302	299	298
Springfield	416	419	422	432	443	450	459	469	474	470	474	472
Stoke Newington Central	254	258	265	265	273	279	275	272	273	268	260	263
Victoria	552	569	577	585	593	596	601	594	585	569	551	540
Wick	366	391	403	412	416	417	402	387	368	358	351	346
Totals	11363	11685	11949	12156	12359	12521	12577	12552	12550	12467	12309	12191

Projected increase in demand for secondary school places in Hackney of 828 (10.7%) over the period

Southwark - Projected demand for state-funded secondary school places 2016/17 to 2027/28 by Ward

Southwark Ward	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Brunswick Park	368	368	376	393	397	404	421	414	411	400	396	385
Camberwell Green	974	992	1022	1058	1079	1081	1089	1076	1053	1022	995	964
Cathedrals	529	531	548	563	574	580	597	604	606	605	606	602
Chaucer	946	967	995	1038	1062	1062	1075	1072	1056	1044	1031	1003
College	994	1019	1053	1091	1129	1170	1200	1217	1215	1204	1188	1162
East Dulwich	209	216	236	253	264	279	294	311	318	323	335	345
East Walworth	731	740	754	764	780	779	782	774	758	734	715	689
Faraday	558	565	583	604	619	625	627	623	613	588	561	536
Grange	616	617	643	660	674	680	701	701	692	687	681	668
Livesey	396	409	426	434	440	435	432	419	406	390	378	359
Newington	358	360	359	366	360	356	356	355	352	351	348	344
Peckham	646	651	662	685	714	722	735	731	721	697	680	660
Peckham Rye	480	478	483	501	518	525	535	534	520	507	491	465
Riverside	962	990	1026	1067	1110	1141	1176	1186	1183	1159	1138	1100
Rotherhithe	718	734	757	785	806	819	845	853	848	838	826	810
South Bermondsey	264	268	285	301	314	330	349	353	358	356	345	332
South Camberwell	929	954	986	1030	1073	1101	1147	1157	1147	1129	1113	1067
Surrey Docks	705	722	753	789	811	833	867	871	865	859	848	826
The Lane	602	616	642	680	718	746	786	808	808	811	807	790
Village	640	661	687	715	739	758	784	793	790	780	765	740
TOTALS	238	243	257	266	273	282	291	283	276	268	256	246
TOTALS	12863	13101	13533	14043	14454	14708	15089	15135	14996	14752	14503	14093

Projected increase in demand for secondary school places in Southwark of 2,058 (11%) over the period

Newham - Projected demand for state-funded secondary school places 2016/17 to 2027/28 by Ward

Newham Ward	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Beckton	1186	1200	1231	1293	1331	1370	1420	1437	1423	1422	1416	1411
Boleyn	562	573	583	602	620	627	639	646	644	639	629	628
Canning Town North	994	1014	1048	1077	1104	1121	1136	1137	1130	1125	1121	1115
Canning Town South	498	483	487	489	497	515	535	542	541	546	551	552
Custom House	856	861	880	909	936	963	999	1002	990	982	968	953
East Ham Central	534	540	548	560	575	584	592	606	607	612	615	613
East Ham North	1072	1065	1063	1065	1067	1066	1073	1081	1073	1075	1078	1076
East Ham South	1419	1455	1494	1535	1554	1562	1571	1563	1542	1524	1498	1482
Forest Gate North	961	973	996	1021	1043	1056	1071	1075	1067	1063	1059	1046
Forest Gate South	411	429	446	473	496	517	536	552	557	558	562	567
Green Street East	484	508	528	549	571	587	606	636	653	666	674	676
Green Street West	1924	1964	2003	2069	2135	2188	2256	2306	2327	2344	2367	2391
Little Ilford	1370	1387	1419	1445	1466	1470	1491	1493	1468	1449	1430	1418
Manor Park	507	497	494	495	500	494	499	500	496	493	493	484
Plaistow North	1166	1174	1199	1247	1287	1336	1392	1433	1450	1469	1459	1460
Plaistow South	1280	1287	1320	1357	1380	1400	1438	1441	1431	1431	1424	1412
Royal Docks	391	392	407	437	462	495	530	542	543	546	551	556
Stratford and New Town	2318	2361	2416	2491	2565	2629	2705	2751	2770	2787	2804	2821
Wall End	1372	1413	1453	1508	1549	1573	1593	1605	1589	1582	1571	1554
West Ham	438	452	460	480	494	509	523	525	516	517	512	505
TOTALS	19743	20028	20475	21102	21632	22062	22605	22873	22817	22830	22782	22720

Projected increase in demand for secondary school places in Newham of 2,977 (15%) over the period

Islington - Projected demand for state-funded secondary school places 2016/17 to 2027/28 by Ward

Islington Ward	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Barnsbury	608	630	652	665	673	685	683	684	676	661	648	637
Bunhill	596	606	626	648	657	669	685	682	680	675	668	664
Caledonian	249	250	254	259	263	265	270	264	261	256	254	255
Canonbury	202	208	212	217	217	221	219	213	208	207	203	201
Clerkenwell	141	150	161	168	182	190	192	192	190	188	187	189
Finsbury Park	292	301	312	320	329	337	345	343	340	340	333	327
Highbury East	691	717	749	778	812	834	854	865	867	851	841	830
Highbury West	610	620	626	635	658	671	687	698	697	688	694	692
Hillrise	428	427	434	442	461	488	506	516	517	505	483	470
Holloway	306	303	305	304	303	303	294	298	298	297	299	303
Islington	634	639	651	669	687	709	719	722	714	702	686	675
Mildmay	278	294	312	319	333	342	347	344	342	325	311	297
St George's	622	627	639	658	675	693	701	695	685	667	650	634
St Mary's	610	618	635	650	659	669	668	666	661	650	642	642
St Peter's	476	479	499	520	535	546	554	556	555	555	552	554
Tollington	542	548	554	567	581	589	604	602	597	584	571	554
TOTALS	7285	7417	7621	7819	8025	8211	8328	8340	8288	8151	8022	7924

Projected increase in demand for secondary school places in Islington of 639 (10.8%) over the period,

Based on GLA 2018 projected demand for school places

City Corporation family of schools - governing body membership

City of London Academies Trust (04504128):¹

City of London Primary Academy Islington

Name	Basis of Appointment:
Ann Holmes, CC - Chairman	Appointed by the Trust Board
Nick Bensted Smith, CC	Appointed by the Trust Board
Norma Dews	Appointed by the Trust Board
Ena Harrop ²	Appointed by the Trust Board
Gerald Mehrstens ³	Appointed by the Trust Board
Mary Robey	Appointed by the Trust Board
Frazer Swift	Appointed by the Trust Board
Kim Clapham	Headteacher – Ex officio
Celia Orford	Staff Governor (Teaching)
VACANCY*	Staff Governor (Non-Teaching)
Georgia Dehn	Parent Governor (elected)
Jillian Jones	Parent Governor (elected)

*The City of London Primary Academy Islington is in the process of finding a non-teaching staff member to take on the role

Southwark Local Governing Body ⁴

Name	Appointed as
Antony Smyth – Chairman	Appointed by the Trust Board
Hilda Cheong - Vice-Chair	Appointed by the Trust Board
Lucas Green - Vice Chair	Appointed by the Trust Board
Simon Atkinson	Appointed by the Trust Board
Elaine Davis	Appointed by the Trust Board
Keith Bottomley	Appointed by the Trust Board
Harvey McEnroe	Appointed by the Trust Board
Vicky Mills	Appointed by the Trust Board
VACANCY	Appointed by the Trust Board
VACANCY	Appointed by the Trust Board
Fiona Edlin	Parent Governor (elected)
Ann Chuyi Wang	Parent Governor (elected)
VACANCY	Parent Governor (elected)
Mickey Kelly	Executive Principal
Richard Bannister	Executive Principal
Steve Burgess	Staff Governor (teaching)
Maya Pursani	Staff Governor (non-teaching)

¹ The Trust appoints all members of a LGB in consultation with the City Corporation, with the exception of the Chair who is appointed with the approval of the City. The Trust's Articles of Association require that there are at least two parent governors on each LGB.

² City Corporation employee.

³ City Corporation employee.

⁴The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School City of London Academy and Galleywall Primary, City of London Academy.

City of London Academy Shoreditch Park⁵

Name	Appointed as
Robert Howard, Ald. – Chairman	Appointed by the Trust Board
Barbara Hamilton ⁶	Appointed by the Trust Board
Mark Malcolm	Appointed by the Trust Board
Ryan Shorthouse	Appointed by the Trust Board
Sheila Scales	Appointed by the Trust Board
Rita Krishna	Appointed by the Trust Board
Sue Roberts	Appointed by the Trust Board
Mark Lowman	Appointed by the Trust Board
Holly Arles	Principal – Ex officio
Liam Smyth	Staff Governor (Teaching)
Christel Manitou	Staff Governor (Non-Teaching)
Rebecca Couper	Parent Governor (elected)
Mark Sullivan	Parent Governor (elected)

City of London Academy Highgate Hill⁷

Name	Appointed as
Roy Blackwell – Chairman	Appointed by the Trust Board
Kristin Baumgartner	Appointed by the Trust Board
Valerie Bossman-Quarshie	Appointed by the Trust Board
Josh Burton	Appointed by the Trust Board
Richard Crossan	Appointed by the Trust Board
Mark Emmerson ⁸	Appointed by the Trust Board
Julie Robinson	Appointed by the Trust Board
Simon Turner	Appointed by the Trust Board
Prince Gennuh	Principal – Ex officio
Peter Bremner	Teaching staff governor
Moji Jaiyesimi	Non-teaching staff governor
Donaleen Johnson	Parent Governor (elected)
Katerina Jenkins	Parent Governor (elected)

City of London Academy Highbury Grove

Name	Basis of Appointment:*
Mark Boleat CC - Chairman	Appointed by the Trust Board
Colette Bowe	Appointed by the Trust Board
Joe Caluori	Appointed by the Trust Board
Helen Curran	Appointed by the Trust Board

⁵ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

⁶ Corporation employee

⁷ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

⁸ Chief Executive and employee of the Trust

Maggie Elliott	Appointed by the Trust Board
Rachel Sherman	Appointed by the Trust Board
Michael Simpson	Appointed by the Trust Board
Richard Verrall	Appointed by the Trust Board
Clare Verga	Principal – Ex officio
Aimee Lyall	Teaching staff governor
Sarah Counter	Non-teaching staff governor
Neale Coleman	Parent Governor (appointed)
VACANCY	Parent Governor (elected)

Newham Collegiate Sixth Form College (Interim Governing Body at pre-opening)

Name	Basis of Appointment:
Rachel McGowan - Chair	Appointed by the Trust Board
Caroline Haines, CC	Appointed by the Trust Board
Gerald Mehrstens ⁹	Appointed by the Trust Board
Lakmini Shah	Appointed by the Trust Board
Sophie Tuhey	Appointed by the Trust Board
Anthony Wilson	Appointed by the Trust Board
Ian Wilson	Appointed by the Trust Board
Mouhssin Ismail	Principal – Ex officio
VACANCY	Staff Governor (Teaching)
VACANCY	Staff Governor (Non-Teaching)
VACANCY	Parent Governor (elected)
VACANCY	Parent Governor (elected)

⁹ City Corporation employee.

Co-Sponsored Academies¹⁰:

The City Academy, Hackney (6382192)

Name	Basis of Appointment
Dawn Elliot	KPMG Sponsor Governor(Chair)
Catherine McGuinness	CoL Sponsor Governor (Vice Chair)
Katie Dowbiggin	CoL Sponsor Governor
Anne Fairweather	CoL Sponsor Governor
Vladimir Savic	CoL Sponsor Governor
Tjis Broeke	CoL Sponsor Governor
Rob Hortopp	KPMG sponsor governor
Mark Essex	KPMG sponsor governor
Jeff Kennelly	KPMG sponsor governor
Amanda Brown	KPMG sponsor governor
Anntoinette Bramble	Local Authority Governor
Mark Malcolm	Head teacher
Rachel Halpin	Non-teaching staff governor
Emily Vicary	Teaching staff governor
Sophie Conway	Parent Governor (elected)
Lola Malaolu	Parent Governor (elected)
Stephen Webster	Parent Governor (elected)
Rita Krishna	Community Governor

City of London Academy Islington Limited (6426966)

Name	Basis of Appointment
Henry Colthurst, CC	CoL Sponsor Governor (Chairman)
HH Philip Katz	CoL Sponsor Governor
Russell Wilmer	CoL Sponsor Governor
Ann Holmes, CC	CoL Sponsor Governor
Ron Zeghibe	City University Sponsor Governor
Lady Helen Curran	City University Sponsor Governor
Marion O'Hara	City University Sponsor Governor
Michael Laurie	Governor Co-opted by the Board
Professor Richard Verrall	City University Sponsor Governor
Councillor Joe Caluori	Local Authority Governor
Clare Verga	Principal – Ex officio Governor
Angela Davies	Teaching staff governor
Ruth Johal	Non-teaching staff governor
Amy Hulley	Parent Governor
William Paulton	Parent Governor
VACANCY	Community Governor

¹⁰ The directors/trustees of the co-sponsored academy trust companies are also the governors for the relevant school, as each trust company is responsible for only one school.

Independent Schools

City of London School

Name	Basis of Appointment 2017/18
James Thompson – Chairman	Commoner
Timothy Levene - Deputy Chairman	Commoner
Vincent Keaveny	Alderman
Alexander Barr	Commoner
Keith Bottomley, Deputy	Commoner
Dominic Christian	Commoner
Marianne Fredericks	Commoner
Caroline Haines	Commoner
Ian Seaton	Commoner
Edward Lord OBE JP, Deputy	Commoner
Sylvia Moys	Commoner
Ronel Lehmann	Co-opted
Lord Levene of Portsoken KBE	Co-opted
Christopher Martin	Co-opted
Paul Madden	Co-opted
Paul Stein	Co-opted
Rosie Gill	Co-opted
Clare James, Deputy	Ex officio (Chairman of the Board of the City of London School for Girls)
Roger Chadwick, Deputy	Ex officio (Chairman of the Board of the City of London Freeman's School)

City of London School for Girls

Name	Basis of Appointment 2017/18
Clare James, Deputy - Chairman	Commoner
Nick Bensted-Smith JP -Deputy Chairman	Commoner
William Russell, Sheriff	Alderman
David Graves	Alderman
Randall Anderson	Commoner
Emma Edhem	Commoner
Tom Hoffman, Deputy	Commoner
Ann Holmes	Commoner
Robert Merrett Deputy	Commoner
Sylvia Moys	Commoner
Richard Regan, Deputy	Commoner
Sir Michael Snyder	Commoner
Rehana Ameer	Commoner
Tijs Broeke	Commoner
Professor Anna Sapir Abulafia	Co-opted
Mary Ireland	Co-opted
Dr Stephanie K L Ellington	Co-opted
Elizabeth Phillips	Co-opted
VACANCY	Co-opted
Soha Gawaly	Co-opted

Name	Basis of Appointment 2017/18
James Thompson, CC	Ex officio (Chairman of the Board of the City of London School)
Roger Chadwick, CC, Deputy	Ex officio (Chairman of the Board of the City of London Freemen's School)

City of London Freemen's School

Name	Basis of Appointment 2017/18
Roger Chadwick, Deputy - Chairman	Commoner
Philip Woodhouse, Deputy - Deputy Chairman	Commoner
Alastair King	Alderman
Dame Fiona Woolf	Alderman
John Bennett, Deputy	Commoner
Stuart Fraser CBE	Commoner
Michael Hudson	Commoner
Vivienne Littlechild JP	Commoner
Hugh Morris	Commoner
Graham Packham	Commoner
Elizabeth Rogula, Deputy	Commoner
Shravan Joshi	Commoner
VACANCY	Commoner
VACANCY	Commoner
Nicholas Goddard	Co-opted
Andrew McMillan	Co-opted
Councillor Chris Townsend	Co-opted
Gillian Yarrow	Co-opted
Brian Harris	Co-opted
VACANCY	Co-opted
Clare James, CC, Deputy	Ex Officio (Chairman of the Board of the City of London School for Girls)
James Thompson, CC	Ex Officio (Chairman of the Board of the City of London School)

Local Authority Maintained School

Sir John Cass's Foundation Primary School

Name	Basis of Appointment:
Matt Piper	Chairman
Rev Laura Jorgensen	Vice Chairman and Foundation Governor
John Fletcher	Local Authority Governor
Edward Keene	Foundation Governor
Jacqueline Greenlees	Foundation Governor
Sally Moore	Foundation Governor
Andy Wright	LDBS governor
Deputy Henry Jones	Local Authority Governor
Dominic Alexander	Foundation Governor
David Willams	Foundation Governor
Tim Wilson	Headteacher
Bonita Makin	Non-teaching staff governor
Anna Godas	Parent Governor

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LIVERY SCHOOLS LINK REPORT 2017-2018

LSL membership

We are pleased to say we had 55 member Livery Companies and one donation by the end of the year on March 31. Our work is being done through our Board of volunteers. This year has been a smoother one than last year one as the teething troubles with bank accounts are behind us. Our AGM was held on June 20, 2018 at The City Centre.

2017-2018 Projects

The year has been another busy one with several activities.

The volunteer engagement platform (VP) now has the following additional new features; recruitment of school governors and inclusion of organisations closely associated with Livery Companies e.g. Guild of Young Freemen, the Honourable Artillery Company and the Association of Women Pilots. We have 26 organisations signed up and we are encouraging all Companies to consider joining. Currently, 67 schools have registered and we also have opportunities from local Education Business partnerships. With the VP we will continue to grow the number of schools with which we are in touch giving a wider geographical spread throughout the country. The development of the VP has continued under the leadership of David Barker of the Worshipful Company of Information Technologists (WCIT). A key challenge now is to get the volunteers to sign up for opportunities. Funding so far has been from Livery Companies but we are considering how to raise funding for the future development and for the administration of the site.

Our annual Careers Showcase held on February 6, 2018 at Guildhall was a great success again. Thirty Livery Companies from Basketmakers to Spectacle Makers were present and allowed students to ask questions and try out various skills in the professions and crafts represented. Over 900 students, typically aged about 15 years, attended at different times throughout the day and there was a real buzz all day. It was good to see there the Lady Mayoress, the two Sheriffs and many representatives from Livery Companies as well as the stall holders. We are grateful to the City of London Corporation who gave us funding to hold the event in Guildhall. We already have Livery and schools asking to book places for next year! The Livery Companies attending vary from year to year to some extent and we believe that with a bigger space we could encourage more to come. We had to turn away schools this year as we had the largest number attending since the Showcase began in 2010.

The 2018 Livery in Education booklet has been published and was given to all who attend the Livery Headteachers Conference, which this year took place on June 20 at Staple Inn Hall. Sponsorship for the booklet has again been given by the Goldsmiths' Company. We are circulating copies to all Livery Companies.

The Livery Headteachers conference is organised in conjunction with the Actuaries' and Educators' Companies. The theme was careers advice and guidance which is particularly relevant with the new government careers strategy published in December 2017. We had over 100 delegates and there was good interaction and engagement and lively discussion. The underlying theme of the conference is how the Livery Companies might help schools.

We have run three themed careers conferences in the last year on Jobs on the Water, Careers in Fashion and Careers in Medicine. All three events are planned again for 2018-19 with additional events being planned. The 120 places at the 2018 Barbers' event on Medicine were taken up within 72 hours. The event took place on February 23 and was again a great success.

We have continued with the responsibility for the delivery of the Livery Academy awards which this year involved four Companies again: Grocers, Mercers, Drapers and Haberdashers. The administrator, Wendy Turner, ensured that all ran smoothly and all who participated seemed to enjoy the experience. It is however a concern that the increasing costs of the Mansion House final means that the format may have to change in future years.

The funding for the World War One project 'Echoes across the century' has finished and a book has been published showing the art produced by all the school children. One picture won a prize in a competition run by a charity to help children understand about the First World War.

We have started working with some members of the Horners' Company and the Educators' Company to consider the possibility of a careers module which looks at careers education from the young person's point of view. Most careers material starts from the teacher or the industry point of view. The work is in an early stage of development and we will need to seek funding for this.

2018-2019

Livery Skills Link is very grateful to the City of London Corporation Education Board for the support we have been given over recent years. We hope to repeat the main activities next year. The Pan Livery project has been in the background of our work this year and we believe we can demonstrate that we are an existing example of cross Livery cooperation...

For 2018-2019 we would value support from the Education Board for the Showcase.

The Guildhall as a venue for the Showcase for the past two years has been excellent and we hope we might be able to have use of this again next year together with help in meeting the costs of coffee during the day and for the private view at the end of the day. This event is now well established with increased interest from both Livery Companies and schools and we wondered if a move to the Great Hall as the venue

might be possible. We understand the costs of the Great Hall to be £15,000 compared to the costs of the Old Library at £11,300. The Showcase could be adapted to fit in with the plans that the Education Board might have and we will work with the Education Board on this. We believe it would be possible to expand the event to cover more than one day, although we are aware of the demands on several Companies in getting teams of volunteers together, so an extension to two days might be possible as a first step.

We plan another Livery- Headteachers conference in 2019 together with a new edition of the Livery in Education booklet. The conference has been full in recent years and we need to look for a larger venue for 2019. We will look for sponsorship of these two activities.

Our themed events will continue, and further ones are being planned.

We are seeking further funding from Livery Companies for the volunteer brokerage platform and we are also considering setting up a social enterprise company for this. The Livery Academy Awards programme is likely to expand this year and we understand there may be another funding solution which does not involve LSL.

Lis Goodwin, Chairman
Livery Schools Link
June 2018

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Appendix 1: CoLC Programmes which support young people

CULTURAL INSTITUTIONS

London Symphony Orchestra – Key Stage Concerts; Workshop; CPD for Schools; LSO on Track; A-Level Seminars; Arts Awards; Soundhub; String Experience; Orchestral Artistry; LSO Academy; Panufnik Composers Scheme

Guildhall School of Music and Drama – Summer Schools Programmes; (Im)Possibilities; Weekend Labs

Barbican – Big Barbican Workshop – creative learning workshops; Barbican Box – education programme; School Screenings; Science on Screen Programme; Into Film Festival; Young Barbican Membership; Young Creatives; Creative Careers Programme; City of London School Visits Fund

Museum of London – Visits; Interactive Sessions; Dickens in Context; SEND programme; KS1-5 Programme; In-School sessions; Teachers Network

Open Spaces – Insect Hotel; Tree Planting; Wildlife area creation; Planting Festival Gardens.

CHARITABLE PROGRAMMES

City Bridge Trust – Bridges to Work Programme; Bridging Divides Strategy

Central London Forward – Working Capital Programme; Central London Working; Construction Careers Programme.

Education Grants – City Educational Trust Fund

School Visits Fund – Grants to cover the cost of school visits.

Heart of the City – Membership Toolkit includes Introduction to Work Programme

Scholarships – Anglo-Irish Literature MA.

Lord Mayors Appeal – On-Side Youth Zones; She Can Be

EDUCATION

City of London Schools – Sir John Cass Foundation Primary School; City of London School for Girls; City of London Freemans School

City of London Primary Academies – Islington; Redriff; Galleywall

City of London Secondary Academies – Hackney; Islington; Southwark; Highgate Hill; Highbury Grove; Newham Sixth Form College; Shoreditch Park.

City Law Officers – Essay prize

APPRENTICESHIPS

CoLC Apprentices - we now employ 111 Apprentices at Levels 2 and 3.

Apprenticeships in the City – workshops and webinars supporting FPS businesses to utilise their levy payments and create apprenticeship opportunities

GRADUATES

National Graduate Development Programme – annual recruitment

WORK EXPERIENCE

Hosting students from CoL Academies for work experience across EDO and DCCS for work experience in March and July.

CISI – Fundamentals of Financial Services: Level 2 Qualification for students from London state schools and our academies.

LIVERIES

Livery Schools Link –Careers Talks; Employability Days; Volunteering Platform.

Apprenticeships – Livery Apprenticeship Scheme. **Skills Council** – Training

Appendix 2: Similar FPS focused work experience programmes in the market

Introduction to the sector - (CCOH-type programmes)

- **Authenticity:** Accenture, Aviva, Bryan Cave Leighton Paisner, JLL, J.P.Morgan, KPMG, M&G Investments
- **BLD Foundation:** Baker McKenzie, DAC Beachcroft, Government Legal Service, Pinset Masons, University of Law, Barclays, BPP
- **Inside & Out:** BNP Paribas, Citibank, Deutsche Bank, Goldman Sachs, HSBC, J.P.Morgan, Morgan Stanley, Nomura, Royal Bank of Canada
- **Open Doors Event:** Barclays, Deutsche Bank, HSBC, Nomura, J.P.Morgan, Royal Bank of Canada
- **Stafford Long Diversity Solutions:** Accenture, Barclays, Deutsche Bank, EY, Hogan Lovells, J.P.Morgan, KPMG, M&G Investments, Aviva, Baker McKenzie, Bank of America Merrill Lynch, Bank of England, Berwin Leighton Paisner, Blackrock, BNP Paribas, Citibank, Goldman Sachs, Herbert Smith Freehills, HSBC, JLL, Morgan Stanley, MUFG, Nomura, Reed Smith, Royal Bank of Canada, Slaughter & May, UBS

Work experience (CBT-type programmes)

- **Access Accountancy:** Baker Tilly, BDO, Blick Rothenberg, Buzzacott, Cafcass, Deloitte, Duncan & Toplis, EY, Grant Thornton, Kingston Smith, KPMG, Kreston Reeves, Mazares, MHA Macintyre Hudson, Moore Stephens, National Audit Office, Price Bailey, PWC
- **Aspiring Solicitors:** Barclays, Virgin Money
- **Prime:** Addlesaw Goddard, Ashurst, Berwin Leighton Paisner, Bird & Bird, Blake Morgan, Charles Russell Speechlys, Clifford Chance, Clyde & Co, Cooley, DLA Piper, Eversheds Sutherland, Goodman Derrick, Herbert Smith Freehills, Hogan Lovells, Irwin Mitchell, Latham & Watkins, Lewis Silkin, Linklaters, Macfarlanes, Mayer Brown International, Osborne Clarke, Penningtons Manches, Pinset Masons, Reed Smith, Shakespeare Martineau, Sidley Austin, Simmons & Simmons, Slaughter & May, Squire Patton Broggs, Start Smart, Stephenson Harwood, Taylor Wessing, Travers Smith, Trowers & Hamlin, Weightmans, White & Case, Withers
- **Big City, Bright Future - Into University:** AB, Blackrock, Bank of America Merrill Lynch, BMO Capital Markets, CIBC, Equilend Bondlend, Evercore, Lloyds Banking Group, Mako, Market Axess, Nomura, Prism FP, Royal Bank of Canada, Simmons & Simmons, TD Securities, Tradeweb, Weil
- **In-house managed programmes:** HSBC, Royal Bank of Canada, Standard Chartered, JP Morgan, Credit Suisse, Morgan Stanley, Nomura, Lloyds Banking Group, Institute of Economic Affairs, Brewin Leighton Paisner, Hardwicke, Matrix Chambers, Pinset Masons, Santander, HSBC, Capgemini, EY, Grant Thornton, Hymans Robertson, PWC, RSM, St James's Place

Mentoring programmes

- **SEO London:** McKinsey & Co, Alpha, Reed Smith, Herbert Smith Freehills, Addlesaw Goddard, Baker McKenzie, CMS, Cleary Gottlieb, Eversheds, Skadden, McFarlanes, Pinset Masons, White & Case, Stewarts, Debevoise & Plimpton, Jones Day, K&L Gates, Kirkland & Ellis, Linklaters, Mayer-Brown, Norton Rose Fulbright, Shearman & Sterling, Simmons & Simmons, Weil, Winston & Strawn, Bank of America Merrill Lynch, Barclays, Citibank, Goldman Sachs, HSBC, Man Group, Aberdeen Standard, Pictet
- **Aspiring Solicitors:** Freshfields, Bank of America Merrill Lynch, Hogan Lovells
- **Brokerage:** Lloyds of London, Momentum

Skills Development Programmes

- **MyKindaFuture:** Aspen Insurance, Allen & Overy, Accenture, Bank of America Merrill Lynch, Bank of England, Barnett Waddingham, Capgemini, City & Guilds, Clifford Chance, Cumming, Credit Suisse, Deloitte, Diageo, Cushman & Wakefield, FCA, Freshfields Bruckhaus Deringer, HSBC, Horatio Investments, ICAEW, James Caan, Lloyds Banking Group, London Capital Group, Rothschild, Talbot Underwriting
- **The Brilliant Club:** PhD technology and digital skill sessions for students
- **BLD Foundation:** Baker McKenzie, DAC Beachcroft, Government Legal Service, Pinset Masons, University of Law, Barclays, BPP

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Appendix 1

Culture Mile Learning Case for Investment Full Report

1. This is the case for investment for the development of the Culture Mile Learning (CML) and its activities for the academic year 2018-19 and 2019-20.

Background

2. CML is working to establish a world-leading learning destination, bringing together the skills and expertise of 26 cultural partners to positively impact the social mobility of Londoners. Our vision is to:

‘Create an outstanding cultural education partnership that harnesses fully the unique experience, assets and expertise across the City’s cultural and learning organisations to enable social mobility by tackling disadvantage head on through inspirational, enriching experiences and the development of fusion skills.’

3. To maximise our impact, CML is bringing together the skills and expertise to benefit learners of all ages across London. To achieve our vision all our collaborative activity is based around three strategic priorities:

Social mobility - The ability of individuals, families or groups to move up or down the socio-economic ladder in a society and reach their full potential, regardless of income, education, employment, general social standing, housing and/or postcode.

Fusion skills - A mix of technical and creative skills which goes beyond STEM classifications to encompass a broader ‘bundle’ of skills categories including digital, creative, social, interpersonal competencies as well as a range of cognitive skills such as judgement and decision making, critical thinking and problem-solving.

Learning destination - A place-based model of partnership working based on proximity and collaboration to promote lifelong learning and access to opportunities through cultural and creative activities.

4. In November 2017, CML’s case for investment was approved by the Education Board and £150,000 was released to allow partnership development and activity to run until September 2018. This funding has enabled us to strengthen our partnership and increase our capacity significantly. The following table outlines how funding has been spent to date and its impact on our three priority areas of activity:

PRIORITY	ACTIVITY	COSTS (ROUNDED)
Partnership Infrastructure	CML staff in place to deliver the ambitions of the partnership	£50,000
	Monthly steering group meetings	Supported by CML staff
	Quarterly partnership meetings	
	CML resources promotional materials produced	Funded separately

	showcasing partners' collective and individual offers, including brochure and web page	Supported by CML staff capacity.
	Three-year case for investment developed in collaboration with external consultant	£6,500
	Learning project developed and implemented for Smithfield 150 with 5 local primary schools	Funded separately Supported by CML staff
	Ensuring joined up approach across the Culture Mile Programme, City Family Arts Network and Creative Enterprise Zone activities	Supported by CML staff
<i>Fusion Skills Challenge Prize</i>	Implementation plan for Challenge Prize developed with Nesta Challenge Prize Centre	£10,000
	Application prepared for A New Direction's Challenge London Fund to generate an additional £50,000 investment into the prize	Supported by CML staff
<i>Collaborative Learning</i>	Delivery of two Collaborative Learning workshops involving all CML partners to establish shared understanding of partnership priorities	£ 7,000
	Consultation and training and development needs assessment with all 26 partners	
	Shared research and definitions paper on our three priority areas developed with partners to develop a shared language and vision	
	Capacity Building to create a sustainable model of working	

Current Position

5. This case for investment covers 19-months of activity, meaning no further funding will be required until April 2020. It has been agreed that in April 2020, CML's

funding requirement will be incorporated into the total Culture Mile request, to bring it into line with other Culture Mile workstreams.

6. Our current modelling for the above period indicates a total budget for the elements identified (details in Appendix 3). Predicted income generation and carry-over of underspend, the budget required is **£360,000**.
7. This budget breaks down spend using financial years, however our initial funding period was split across academic years running from September 2017 - August 2018. It is anticipated that £76,550 of the original £150,000 awarded will be unspent at the end of this period.
8. The partnership aims to match any future funding invested by the City Corporation. However, now we need to make progress in developing the partnership, demonstrating the success of our programmes, and testing consortia approaches to generate funding and investment. We are working closely with core partner development teams to make our first consortia application, for a potential £50,000, to A New Direction's Challenge London Fund in March 2019, to support the delivery of our flagship Fusion Challenge Prize.

Proposals

9. CML aims to establish Culture Mile as a world-leading learning destination and tackle four evidence-based needs:
 - 1) Fusion skills have been identified as increasingly important in the 21st century workplace (as evidenced in the Cultural and Creative Learning Strategy)
 - 2) Many of London's learners lack access to opportunities to develop fusion skills, particularly those living in London's most disadvantaged communities (as evidenced in the Cultural and Creative Learning Strategy)
 - 3) Future challenges for the City in accessing talent and greater workforce diversity to ensure its competitiveness (as evidenced in the Employability Strategy)
 - 4) Benefits of strategic collaborative working of key City cultural and other bodies (as identified in research carried out for CML by A New Direction)
10. CML's plans are split into three areas of focus, each including a number of activities. The overall budget for each priority area is as follows:
 - 1) Fusion £151,000
 - 2) Learning destination £64,000
 - 3) Dedicated staffing, new communication tools, shared evaluation framework and training for partners £232,190
11. By April 2020 we plan to deliver the following to address these three priority areas:

Fusion skills: Offer fusion learning and skills development opportunities for London's learners, particularly those from disadvantaged backgrounds with limited opportunities, by developing programmes that draw on our unique assets, expertise and strengths as a partnership.

Fusion Skills Challenge Prize – drive change and cross-sector collaboration through a seed-funding innovation prize in order to unlock opportunities for young

Londoner's to gain the fusion skills required for success in the 21st century workforce

- **Involve young people in our planning** – work with existing youth panels to develop meaningful opportunities for young people to influence CML decision-making and planning
- **CPD for teachers from the City of London Family of schools** – work with City family of schools to deliver a CPD programme for teachers to enhance fusion skills and creative learning across the curriculum
- **Shared work experience programme** – deliver a pilot work experience programme across CML partners for students from the City Family of Schools and Islington schools
- **Proximity partnerships** – collaborate with specific local authorities, cultural destinations etc (eg Islington and East Bank) to co-design fusion skills programmes to enhance the life chances of local people, especially those from disadvantaged areas
- **Professional development and peer learning** – develop and embed fusion leadership skills and expertise across the Culture Mile Learning organisations
- **Fusion skills projects** – deliver small-scale pilot projects involving two or more CML partners to test innovative approaches to supporting the development of pupils' and other formal learners' fusion skills

Learning destination: Establish Culture Mile as a world-leading learning destination by investing in collaborative planning and delivery models that align partners' assets and expertise to maximise our collective impact.

- **Culture Forum** – support City family of schools to connect with and take full advantage of cultural and creative learning opportunities through the Culture Forum
- **Culture Mile bundle days** – develop and deliver Culture Mile branded events and activities for schools
- **Culture Mile Programme** – align learning opportunities within the Culture Mile Programme
- **City Stories** – enhance existing collaborative programme for whole year groups (year 7s) from the City family of schools introducing them to the role, history and culture of the City
- **Young City Poets** – work with National Literacy Trust to enhance existing model to better develop fusion skills and deliver 18/19 programme for 35 - schools across London partners
- **City School Visits Fund** – promote the fund to schools and not-for-profit educational organisations in disadvantaged areas across London
- **Culture Mile events** – deliver learning opportunities as part of major Culture Mile events
- **Marketing and communications** – develop physical and digital resources for effective collaboration and promotion of the Culture Mile Learning offer to learners across London, in collaboration with CM communications and marketing leads

Staffing and Capacity: Capacity to support collective activity and deliver rich, inspiring cultural learning experiences for learners across London.

- **Staff capacity** – dedicated CML staff capacity (x 2 posts)
- **CML apprentice** – create apprenticeship opportunity within the CML team
- **Income generation and sustainability** – identify and pursue opportunities to secure external funding and generate income

Impact and Evaluation: Developing the skills and methodologies to understand, capture and communicate our collective impact on London's learners.

- **Shared evaluation framework to measure collective impact** – develop a shared framework for measuring the impact of our work with London's learner's
- **Monitoring and evaluation of key initiatives** – demonstrate the impact of key collaborative projects and embed our learning into future programmes

Corporate and Strategic Implications

12. The value of CML is demonstrated clearly by the frequency with which it is referenced in various corporate strategies. The work of CML supports six corporate strategies:

1. Cultural and Creative Learning Strategy
2. Culture Mile Strategy
3. Culture Strategy
4. Children & Young People's Plan
5. Look & Feel Strategy
6. Social Mobility Strategy (still in development)

CML is central to and responsible for delivering substantial aspects of the Cultural and Creative Learning Strategy. In addition to the above, CML contributes significantly to the Corporate Plan (outcomes 3, 5, 8, and 10), and the Skills Strategy.

Conclusion

13. This report seeks **approval to release £360,000** to enable the implementation of the work outlined above and to increase activity and impact over the 2018/19 and 2019/20 academic years.

Appendices

1. **Case for Investment Full Report**
2. **Culture Mile Learning Work Plan 2018-19**
3. **Culture Mile Learning Budget 2018-20**
4. **City School Visits Fund Update**

Background Papers

- CML Case for Investment 17/18, approved at November 2017 Education Board meeting

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CULTURE MILE LEARNING DELIVERY PLAN 2018/19 and 2019/20

Programme	Lead	DATE
Culture Mile Learning	Frazer Swift	19 July 2018

Activity	How activity supports City strategies	Deliverable	Outputs to end of 19/20 academic year	Delivered by
FUSION SKILLS Deliver fusion skills pathways for London’s learners, particularly disadvantaged groups, by developing interventions that draw on our unique assets, expertise and strengths as a partnership.	Cultural and Creative Learning Strategy 2018-2023 Raise understanding and awareness of the value and importance fusion skills in terms of tackling disadvantage Continue to excel in providing employment pathways and support into the creative and cultural industries, creating a stronger focus on entrepreneurship, creativity and innovation Young Londoners in the City’s schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers, including in the creative industries and City sectors requiring the development of fusion skills Empower teachers with the culture and creativity to enhance learning by promoting an integrated approach where culture and creativity are used to enhance learning across the curriculum Provide CPD training to ensure that teachers of non-arts subjects have approaches and methods for including the arts and culture in lessons to enhance innovation, interest, practical leaning, enjoyment and ultimately learning success Provide targeted talent pathways for young people aged 14-25 years, especially for groups under-represented in the creative and cultural sectors Develop relationships with other local cultural education partnerships to join up resources, deliver shared ambitions, and maximise the cultural and heritage assets of the City of London Enhance capacity and leadership around fusion skills including the delivery of a distinctive City of London Corporation education and skills offer where all learners receive systematic development of fusions skills Education Strategy 2019-2023 Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City schools offer Skills Strategy 2018-2023 Deliver a step-change in the development of critical skills, knowledge and competences to provide the necessary skills to meet the challenges of the rapidly changing world of work Enhance our capacity to meet national and regional skills needs Create a stronger focus on entrepreneurship, creativity and innovation	Fusion Skills Challenge Prize – drive change and cross-sector collaboration through a seed-funding innovation prize in order to unlock opportunities for young Londoner’s to gain the fusion skills required for success in the 21 st century workforce	<ul style="list-style-type: none"> Implementation Plan for Fusion Challenge Prize developed with Nesta Challenge Prize centre Engagement of key stakeholders Advisory group in place Brand and marketing plans in place Pre-launch of Challenge Prize Surgeries, information dissemination and engagement of participants Cross-sector panel of experts to champion the prize established Investment partners in place Launch / call to entry Selection of finalist teams (up to 8) Midpoint event Learning opportunities for finalist teams (mentoring, workshops, learning) Development plan submitted by teams Pitch to panel Awards and celebration event Evaluation and sharing learning 	Sep 18 Dec 18 Dec 18 Dec 18 Jan 19 Mar 19 Mar 19 Mar 19 Apr 19 Jul 19 Nov 19 Dec 19 Jan 20 Feb 20 Apr 20 July 20
		Involve young people in our planning – work with existing youth panels to develop meaningful opportunities for young people to influence CML decision-making and planning	<ul style="list-style-type: none"> Youth leadership opportunities embedded within the Fusion Challenge Prize plan Opportunities for involvement of young people identified in collaboration with youth panels to align with programme activities in 2019/20 	Mar 18 Jun 19
		CPD for teachers from the City family of schools – work with City family of schools to deliver a CPD programme for teachers to enhance fusion skills and creative learning across the curriculum	<ul style="list-style-type: none"> Consultation with teachers to identify needs and design programme through Culture Forum and Culture Mile Learning networks Recommended programme of activity for approval by steering group Launch of programme activity Sharing and celebration event 	Sep 18 Dec 18 Apr 19 Jul 20
		Shared work experience programme – deliver a pilot work experience programme across CML partners for students form the City family of schools and Islington schools	<ul style="list-style-type: none"> Dissemination of learning from pilot between Museum of London and the Salters’ Company Format of programme developed in collaboration with schools and CML partners Partners signed up to be involved June 2019 launch City Family of Schools / Islington schools confirmed to take part in programme Learning and evaluation feeding into Phase 2 Y2 of programme delivered 	Oct 18 Dec 18 Feb 19 Mar 19 Jun 19 Feb 20 Jun 20
		Proximity partnerships – collaborate with specific local authorities, cultural destinations etc to co-design fusion skills programmes to enhance the life chances of local people, especially those from disadvantaged areas	<ul style="list-style-type: none"> Proximity partnership opportunities scoped (Islington, Olympic Park) and shared areas of activity identified Partnership agreements / statements of intent in place Planning underway Delivery of shared activities 	Dec 18 Mar 19 Jun 19 Jul 20
		Professional development and peer learning – develop and embed fusion leadership skills and expertise across the Culture Mile Learning organisations	<ul style="list-style-type: none"> Two collaborative learning workshops delivered across all Culture Mile Learning partners to co-design content and structure Definitions of ‘Fusion’, ‘Learning Destination’, and ‘Social Mobility’ agreed by Culture Mile Learning partner organisations and tested with target groups (businesses, young people, teachers) Culture Mile Learning organisations’ strengths, opportunities and assets mapped Programme activities agreed and external expertise identified as required Launch of programme Delivery of a structured programme of events, workshops, and professional development Evaluation of impact and sharing learning 	Jun 18 Jun 18 Jul 18 Sep 18 Nov 18 Mar 20 Jul 20
		Fusion skills projects – deliver small-scale pilot projects involving two or more CML partners to test innovative approaches to supporting the development of pupils' and other formal learners' fusion skills	<ul style="list-style-type: none"> Two fusion skills projects identified by Culture Mile Learning partner organisations to take forward as part of 19/20 programme Pilot of projects complete Evaluation and refining to scale 	Mar 19 Dec 19 Mar 20
LEARNING DESTINATION Establish Culture Mile as a learning destination for London by investing in collaborative planning and delivery models that align resources and enhance our collective impact.	Cultural and Creative Learning Strategy 2018-2023 Review and develop the relationship between Culture Mile Learning and the City of London family of schools through a formalised Culture Forum Provide both formal and informal (in school and out of school) pathways for creative and cultural experiences for children and young people	Culture Forum – support City family of schools to connect with and take full advantage of cultural and creative learning opportunities through the Culture Forum	<ul style="list-style-type: none"> Contribute to the development of the format and remit of the forum Attend and play an active role in forum meetings Collaborate with schools on the development and delivery of initiatives generated by the forum 	Dec 18 Ongoing
		Culture Mile bundle days – develop and deliver Culture Mile branded events and activities for schools	<ul style="list-style-type: none"> Pilot a bundle model for schools building on City Stories format and pilot two events with City family of schools Refining to scale in 19/20 academic year 	Jul 19 Sep 19

	<p>Proactively support and evidence initiatives that encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the City; for instance, the School Visits Fund</p> <p>Maximise access to the City Corporation's cultural venues by London's pupils through a School Visits Fund</p> <p>Increase the effectiveness of collective activity and greater recognition of Culture Mile as a learning destination, with cultural education activity being integral to other Culture Mile activities, including programming and public realm activity</p> <p>Culture Mile Learning is communicated in an inclusive manner, so it is well known, relevant and accessible</p> <p>Establish a digital hub of learning and communication to enable knowledge and skills exchange and the development of a change community of peer learning</p> <p>Education Strategy 2019-2023</p> <p>Ensure that the City Corporation's outstanding cultural and historical resources enrich the creative experience of London's learners</p> <p>Skills Strategy 2018-2023</p> <p>Improve the learning experience and learning outcomes for learners impacted by disadvantage</p>			
		Culture Mile Programme – align learning opportunities within the Culture Mile Programme	<ul style="list-style-type: none"> Work with Culture Mile Programming group and Marketing workstreams to align activities and develop a coordinated, regular learning offer across Culture Mile partner venues 	
		City Stories – enhance existing collaborative programme for whole year groups (year 7s) from the City family of schools introducing them to the role, history and culture of the City	<ul style="list-style-type: none"> Deliver and evaluate three days in 18/19, planned in collaboration with participating schools Deliver and evaluate three days in 19/20, planned in collaboration with participating schools 	<p>Jul 19</p> <p>Jul 20</p>
		Young City Poets – work with National Literacy Trust to enhance existing model to better develop fusion skills and deliver 18/19 programme for 35 schools across London partners	<ul style="list-style-type: none"> Work with National Literacy Trust and CML partners to enhance fusion skills aspects of programme and to develop evaluation methodology accordingly CML partners signed up to be involved 18/19 programme Schools signed up to participate in 18/19 programme Deliver programme across partners' sites Evaluation and refining of programme with partners for delivery in the 19/20 academic year 	<p>Jul 18</p> <p>Jul 18</p> <p>Sep 18</p> <p>Jul 19</p> <p>Jul 19</p>
		City School Visits Fund – promote the fund to schools and not-for-profit educational organisations in disadvantaged areas across London	<ul style="list-style-type: none"> At least 100 schools benefit from the fund per year Use fund strategically to enable schools to take part in CML initiatives, e.g. Smithfield 150, bundle days, City Stories, Young City Poets Evaluate impact of fund and produce end of year report 	<p>Ongoing</p> <p>Mar 19 / Mar 20</p>
		Culture Mile events – deliver learning opportunities as part of major Culture Mile events	<ul style="list-style-type: none"> Creative project delivered with five local primary schools as part of Smithfield 150 event Attend Culture Mile Programming steering group to ensure learning opportunities are included as part of Culture Mile events, public realm projects, and annual programme Opportunities identified for up to three learning projects to be delivered as part of the 2019/20 Culture Mile programme Delivery and evaluation of three learning projects as part of the 2019/20 Culture Mile Programme 	<p>Aug 18</p> <p>Ongoing</p> <p>Mar 19</p> <p>Jul 20</p>
		Marketing and communications – develop physical and digital resources for effective collaboration and promotion of the Culture Mile Learning offer to learners across London, in collaboration with CM communications and marketing leads	<ul style="list-style-type: none"> Culture Forum and partners' teacher, youth and family panels consulted on potential methods for accessing offers Platforms tested and in place to enhance collaboration and promotion of offers from across the partnership Promotional strategy for 2019/20 agreed New Culture Mile Learning advocacy brochure produced to celebrate impact and reflect new priorities 	<p>Dec 19</p> <p>Mar 19</p> <p>Mar 19</p> <p>Jun 19</p>
STAFFING AND CAPACITY	Cultural and Creative Learning Strategy 2018-2023	Staff capacity – dedicated CML staff capacity (x 2 posts)	<ul style="list-style-type: none"> Temporary staff contracts confirmed April-August 18 Contracts in place to end of March 2020 	<p>Apr 18</p> <p>Sep 18</p>
Capacity to support collective activity and deliver rich, inspiring cultural learning experiences for learners across London.	<p>Convene opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond</p> <p>Develop clear leadership on culture: working in collaboration with cultural partners</p> <p>Establish clearer lines of governance, accountability and business planning for Culture Mile Learning</p> <p>Ensure more long-term economic sustainability through less reliance on single grants or on project funds for cultural learning activities in Culture Mile Learning</p>	CML apprentice – create apprenticeship opportunity within the CML team	<ul style="list-style-type: none"> Recruitment Apprentice in place (1 year) 	<p>Dec 18</p> <p>Mar 18</p>
		Income generation and sustainability – identify and pursue opportunities to secure external funding and generate income	<ul style="list-style-type: none"> Funding application to A New Direction to support Fusion Challenge Prize project Joint funding opportunities identified with partner development teams 	<p>Mar 19</p> <p>Mar 19</p>
IMPACT AND EVALUATION	Cultural and Creative Learning Strategy 2018-2023	Shared evaluation framework to measure collective impact – develop a shared framework for measuring the impact of our work on London's learner's	<ul style="list-style-type: none"> Develop a shared framework with all CML partners that will enable ongoing measurement and communication of the collective impact of our work 	Mar 19
Developing the skills and methodologies to understand, capture and communicate our collective impact on London's learners.	Continue to assure and enhance the standards and quality of our cultural provision to achieve excellence in delivery and impact	Monitoring and evaluation of key initiatives – demonstrate the impact of key collaborative projects and embed our learning into future programmes	<ul style="list-style-type: none"> Evaluation brief developed and procurement underway Independent evaluator commissioned End of Y1 interim evaluation report End of Y2 final report 	<p>Oct 18</p> <p>Dec 18</p> <p>Jul 19</p> <p>Jul 20</p>

CULTURE MILE LEARNING - Budget Proposals/ 2018/19 and 2019/20

<i>Expenditure</i>	2017/18	2018/19	2019/20	Total
1: Fusion skills	0.00	75,500.00	154,500.00	230,000.00
2: Learning destination	0.00	55,000.00	107,000.00	162,000.00
3: Staffing	30,000.00	84,375.41	108,815.00	223,190.41
4: Impact and evaluation	0.00	10,000.00	20,000.00	30,000.00
Total expenditure	30,000.00	224,875.41	390,315.00	645,190.41

<i>Income</i>	2017/18	2018/19	2019/20	Total
P&R funds allocated in July 2017 (to start in Sept 2017)	£30,000	£0	£0	£30,000
P&R Funds allocated in November 2017 (120k) and split across 1718 (48k) 1819 (72k) (to end of August 2018) *	£48,000	£72,000	£0	£120,000
Expected income generation / match investment	£0	£49,500	£85,500	£135,000
Total Income	£78,000	£121,500	£85,500	£285,000

<i>Underspend</i>	48,000.00	(103,375.41)	(304,815.00)	(360,190.41)
<i>Carried forward between financial years</i>	(48,000.00)	48,000.00	0.00	0.00
	0.00	(55,375.41)	(304,815.00)	(360,190.41)

Balance left to fund (rounded)	£0	55,000	305,000	360,000
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* Note this budget breaks down spend using financial years, however our initial funding period was split across academic years running from September 2017 - August 2018. It is anticipated that £76,550 of the original £150,000 awarded will be unspent at the end of this period and has been rolled over into the next.

CULTURE MILE LEARNING FORECAST EXPENDITURE April 18 -		2017/18	2018/19	2019/20	Total	CoL Funding
Strand 1: Fusion skills	Fusion Skills Challenge Prize	£0	£36,000	£100,000	£136,000	£66,000
	CPD for teachers from the City family of schools	£0	£15,000	£25,000	£40,000	£40,000
	Shared work experience programme	£0	£0	£5,000	£5,000	£5,000
	Professional development and peer learning across 26 CML partners	£0	£14,500	£14,500	£29,000	£24,000
	Fusion learning 'prototype' projects	£0	£10,000	£10,000	£20,000	£20,000
	Total all elements	£0	£75,500	£154,500	£230,000	£155,000
Strand 1: Learning destination	City Stories	£0	<i>Costs met through other funding streams</i>			£0
	Young City Poets	£0	£30,000	£30,000	£60,000	£20,000
	City School Visits Fund	£0	<i>Separately funded</i>		£30,000	£30,000
	Culture Mile bundle days	£0	£7,000	£9,000	£16,000	£16,000
	Culture Mile events	£0	£5,000	£15,000	£20,000	£20,000
	Marketing and communicating the offer	£0	£13,000	£23,000	£36,000	£16,000
	Total all elements	£0	£55,000	£107,000	£162,000	£102,000
Strand 3: Staffing	Dedicated staff capacity	£30,000	£75,875	£84,815	£190,690	£190,690
	Culture Mile Learning apprentice	£0	£6,000	£18,000	£24,000	£24,000
	Travel, hospitality and overheads	£0	£2,500	£6,000	£8,500	£8,500
	Total all elements	£30,000	£84,375	£108,815	£223,190	£223,190
Strand 4: Impact and evaluation	Shared evaluation framework to measure collective impact	£0	£5,000	£5,000	£10,000	£10,000
	Monitoring and evaluation of key Culture Mile Learning initiatives	£0	£5,000	£15,000	£20,000	£20,000
	Total all elements	£0	£10,000	£20,000	£30,000	£30,000
All	All elements	£30,000	£224,875	£390,315	£645,190	£510,190

EXPECTED INCOME GENERATION	2017/18	2018/19	2019/20	
Trusts & foundations	£0	£30,000	£50,000	£80,000
Corporate sponsorship and support (including in kind contributions)	£0	£5,000	£15,000	£20,000
Partner venue space contributions	£0	£2,500	£2,500	£5,000
Partner programme contributions to Culture Mile Learning offer	£0	£12,000	£18,000	£30,000
Total expected income/in-kind	£0	£49,500	£85,500	£135,000

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Appendix 4

City School Visits Fund update June 2018

This short paper summarises the activity of the City of London School Visits Fund from its launch on 2 November 2015 to 28 June 2018. A fuller report, including evaluation findings, will be compiled at the end of the academic year.

Background

The City of London Schools Visits Fund was launched in November 2015 to help schools in disadvantaged areas make visits to the cultural venues supported by the City of London Corporation (see <http://cityschoolvisitsfund.org.uk/#portfolio>). Schools can apply for grants of up to £300 to help with the costs of making a visit, eg coach hire, teacher cover or admission/session charges. From April 2018 eligibility was widened to include not-for-profit educational organisations that work with school-age children (up to age 18) to enable even more people to benefit from the fund.

Eligibility criteria:

- Schools or organisations must be within Greater London (within the M25)
- At least 35% of pupils at the school must be eligible for Pupil Premium (raised from 30% in April 2018 to reflect the London average of 35%). Special schools do not need to meet this requirement
- Non-school, not-for-profit educational organisations are required to provide a supporting statement about the organisation's purpose and how the fund will be used to enable a visit for school-age children who face barriers to engaging with cultural experiences.

The requirement that schools should not have visited their chosen venue in the past three years was removed at the end of March 2018 in order to maximise the number of children benefitting from the fund.

Number of applications

There have been a total of 294 successful applications to the fund since its launch in 2015, benefitting 15,517 pupils. 440 applications have been received in total, 146 being unsuccessful, eg because the school did not meet the eligibility criteria.

Our target is to support 100 school visits pa and we are averaging 118 successful applications each year. The number of application has increased significantly over recent months – we have received 91 since April 2018.

Pupil Premium rate

The average Pupil Premium rate of schools successfully applying to the fund is 50% (national average 26%, London average 35%), demonstrating that the fund is achieving its aim of supporting schools in disadvantaged areas.

School types

Successful applications have been received from the following types of schools.

	Local authority	Academy	Free	Other
Applications	204	66	7	15

	Primary	Middle	Secondary	Special
Applications	220	1	60	11

We have received two successful applications from non-school educational organisations since April 2018. We will focus on raising awareness of the fund with these organisations over the summer.

Applications by venue

The following table shows the number of applications made to visit each cultural venue. Some applications include more than one venue, eg a visit to the Museum of London followed by a visit to London's Roman Amphitheatre.

Venue	Applications
Museum of London/Museum of London Docklands	70
Tower Bridge	55
Barbican	55
Hampstead Heath	37
The Monument	20
London's Roman Amphitheatre	19
Epping Forest	19
Keats House	12
The City Centre	10
Guildhall School of Music and Drama	8
Guildhall Art Gallery	8
City Gardens	5

Highgate Wood	4
Guildhall Library	3
London Metropolitan Archives	3
West Ham Park	1
City of London Police Museum	1
City Business Library	1

Breakdown of applications by London borough

We have received successful applications from every London borough. Our work to encourage applications from the outer boroughs is paying dividends, with Barnet and Bexley featuring highly (4th and 5th).

Borough	Applications	Borough	Applications
Hackney	28	Hammersmith and Fulham	7
Haringey	26	Wandsworth	5
Tower Hamlets	26	Havering	4
Barnet	22	Kensington and Chelsea	4
Bexley	22	Barking and Dagenham	3
Camden	20	Bromley	2
Westminster	18	Sutton	2
Enfield	16	City	1
Southwark	15	Croydon	1
Islington	13	Ealing	1
Lambeth	12	Harrow	1
Lewisham	11	Hillingdon	1
Brent	8	Hounslow	1
Waltham Forest	8	Merton	1
Greenwich	7	Redbridge	1
Newham	7	Total	294

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