



Education Board

APPENDICES PACK

Date: THURSDAY, 8 NOVEMBER 2018
Time: 3.00 pm
Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

APPENDICES TO AGENDA ITEMS

5. **GOVERNOR APPOINTMENTS**

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

For Decision
(Pages 1 - 8)

6. **EDUCATION ACTIVITIES**

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

For Information
(Pages 9 - 10)

10. **CULTURE MILE LEARNING UPDATE**

Report of the Director of the Museum of London & Chair of Culture Mile Learning.

For Decision
(Pages 11 - 20)

11. **EVALUATION OF CITY PREMIUM GRANT FUNDING FOR CITY ACADEMIES
2017/2018**

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

For Information
(Pages 21 - 32)

12. **ONLINE FUNDING FOR CITY ACADEMIES**
Report of the Strategic Director for Education, Culture and Skills.
For Decision
(Pages 33 - 34)
13. **GOVERNOR CLERKING SURVEY RESULTS**
Report of the Director of Community and Children's Services.
For Decision
(Pages 35 - 36)
14. **LAND TRANSACTIONS - FORMER RICHARD CLOUDESLEY SCHOOL SITE**
Report of the Town Clerk.
For Decision
(Pages 37 - 46)
20. **CITY OF LONDON ACADEMY SCHOOLS SCRUTINY MEETINGS**
Report of the Chief Executive Officer, City of London Academies Trust.
For Information
(Pages 47 - 52)
21. **CITY OF LONDON ACADEMIES TRUST, ACADEMIES DEVELOPMENT PROGRAMME - UPDATE**
Report of the Director of Community and Children's Services.
For Information
(Pages 53 - 54)

Enquiries: **Alistair MacLellan**
Alistair.MacLellan@cityoflondon.gov.uk

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

John Barradell
Town Clerk and Chief Executive

Appendix 1

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)

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

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
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
Sukhi Bath	Appointed by the Trust Board
Anthony Wilson	Appointed by the Trust Board
Ian Wilson	Appointed by the Trust Board
Martin Gaskell	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)
Anne Fairweather	CoL Sponsor Governor (Vice Chair)
Katie Dowbiggin	CoL Sponsor Governor
Vladimir Savic	CoL Sponsor Governor
Tijs 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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Agenda Item 6

Appendix 1 - Calendar of Events (2017/18) linked to Education, Cultural & Creative Learning, and Skills Strategies

Events & Meetings 2018-2019	Day/Month	Times	Venue
Lord Mayor's Show	10/11/2018		
Prefects' Dinner	19/11/2018	5.30-8.30	Guildhall – Livery Hall
Careers Week Working Party	15/11/2018	10:00-12:00	Basinghall Suite
Digital Skills Launch Event	30/11/2018		
Chair of Governors Forum (Autumn)	06/12/2018	8:30-9:45	West Wing
Careers Week Working Party	11/12/2018	14:00-16:00	North Wing
Careers Week Working Party	16/01/2019	14:00-16:00	North Wing
Skills and Enterprise Forum (Spring)	23/01/2019	8:30-10:00	West Wing
City Schools Teachers conference	25/01/2019	09.00-17.00	Guildhall – Old Library
Academy Awards Mansion House	29/01/2019	Evening	Mansion House
Cultural and Creative Learning Forum (Spring)	06/02/2019	8:30-10:00	West Wing
Careers Week Working Party	12/02/2019	8.30-10.30	North Wing
Education Board Dinner	13/02/2019	Evening	Grocers Hall
Careers Week Working Party	12/03/2019	8.30-10.30	North Wing
City Schools Concert	15/03/2019		Barbican – Milton Court
Christ's Hospital Maths Challenge	27/03/2019	09.00-12.30	Guildhall – Livery Hall
City Schools Debating event	11/03/2019	TBC	Guildhall – Livery Hall
Chess Tournament	TBC		Guildhall
Skills and Enterprise Forum (Summer)	01/05/2019	8:30-10:00	West Wing
Cultural and Creative Learning Forum (Summer)	08/05/2019	8:30-10:00	West Wing – Alderman's Dining Room
Chair of Governors Forum (Summer)	16/05/2019	8:30-9:45	West Wing
Careers Week Working Party	22/05/2019	8.30-10.30	North Wing
Careers Week Working Party	11/06/2019	8.30-10.30	North Wing
Careers Week - Guildhall Events	18/06/2019 and 19/06/19	All day	Guildhall – Great Hall, Old Library, Crypts
Careers Week – Events within organisations	20/06/2019 - 22/06/2019	TBC	
Art Exhibition	24/06/2019 – 27/06/2019		Guildhall – Ambulatory
City Schools Subject Dinner (Creative Industries)	27/06/2019	TBC	Guildhall - Livery Hall
Careers Week Working Party (Feedback)	04/07/2019	8.30-10.30	North Wing

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Appendix 1 – City of London School Visits Fund Evaluation Report 2017/18

The following report summarises the activity of the City of London School Visits Fund for the academic year 2017/18.

About the City of London School Visits Fund

The City of London Schools Visits Fund was launched in November 2015 to help schools in disadvantaged areas make visits to 21 cultural venues supported by the City of London Corporation. From April 2018 eligibility was extended to include not-for-profit educational organisations that work with school-age children (age 4-18) to enable even more children to benefit from the fund.

Eligibility criteria:

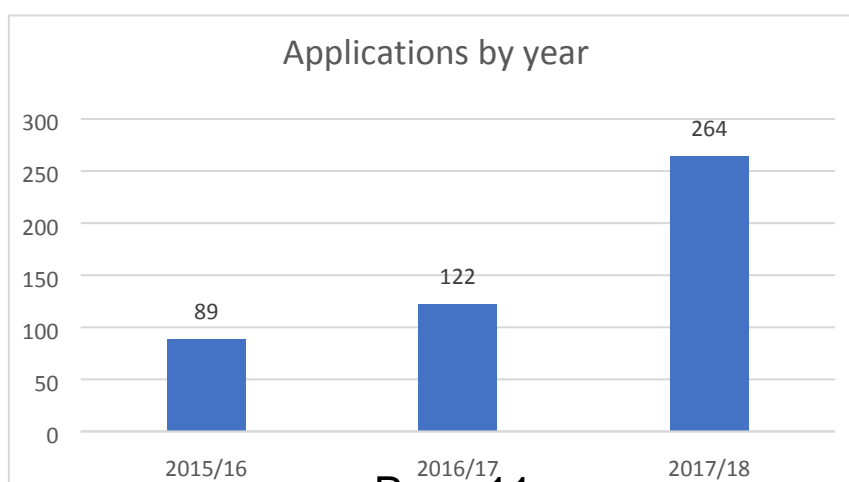
- Schools or not-for-profit educational organisations must be in Greater London (within the M25).
- At least 35% of pupils at the school must be eligible for Pupil Premium funding (to reflect the London average of 35%). Special schools do not need to meet this requirement.
- Educational organisations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

Performance of the fund since November 2015

- There have been 510 successful applications to the fund. This easily exceeds the target set on establishing the fund to receive 100 successful applications per year.
- The fund has enabled 223 different schools to make visits to 21 cultural venues.
- The average Pupil Premium rate of schools applying to the fund is 47%.
- Schools from every London borough have made applications to the fund.
- £79,901 of funding has been committed to date benefiting 16,930 pupils.

Applications in 2017/18

There was a total of 264 successful applications to the fund in the academic year 2017/18, benefiting 11,918 pupils. £54,462 of funding was committed during this period.



Average Pupil Premium rate

The average rate of Pupil Premium for all applications in 2017/18 was 47%. The eligibility criteria for the percentage of pupils receiving Pupil Premium was raised from 30% to 35% in April 2018 to reflect the London average of 35%. The national average is 26%.

School types

		Local authority	Academy	Free	Other
Applications		159	47	6	11
		Primary	Middle	Secondary	Special
Applications		180	0	37	8

There have been 3 applications from non-school educational organisations; 2 from a youth group in Barnet and one from 1 education charity in Hackney which promotes pathways to university.

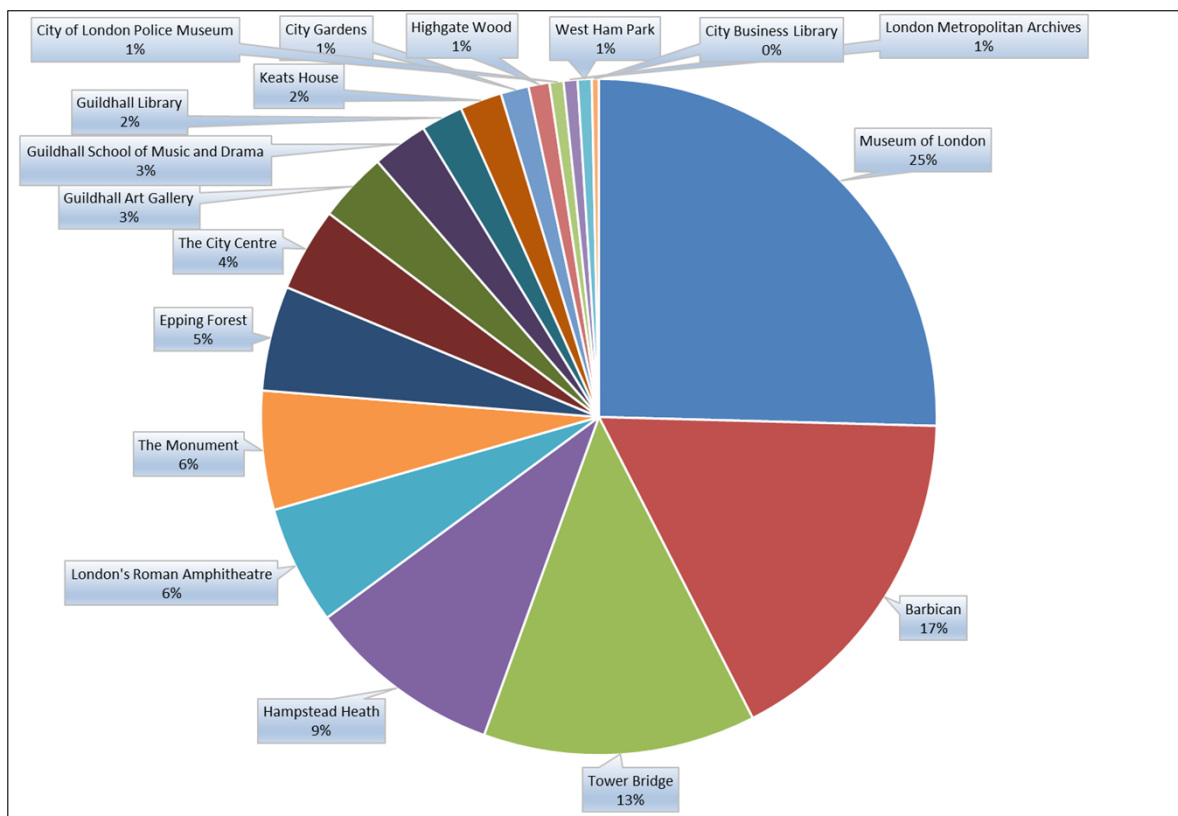
Applications by venue 2017/18

The table below shows the total number of times each venue has been stated on the application form. Schools may choose up to three venues to visit in one trip.

Venue	Applications (including when multiple venues listed)
Museum of London	67
Barbican	52
Tower Bridge	39
Hampstead Heath	28
The Monument	17
London's Roman Amphitheatre	17
Museum of London Docklands	16
Epping Forest	15
The City Centre	12
Guildhall Art Gallery	10
Guildhall School of Music & Drama	8
Keats House	6
Guildhall Library	6
City Gardens	4
Museum of London Archaeological Archive*	3
Highgate Wood	3
Barbican Library	3
London Metropolitan Archives	2
West Ham Park	2
City of London Police Museum	2
City Business Library	1

* Museum of London Archaeological Archive was removed from the list of eligible venues in April 2018 because school visits were not possible after this date.

Applications by venue 2017/18

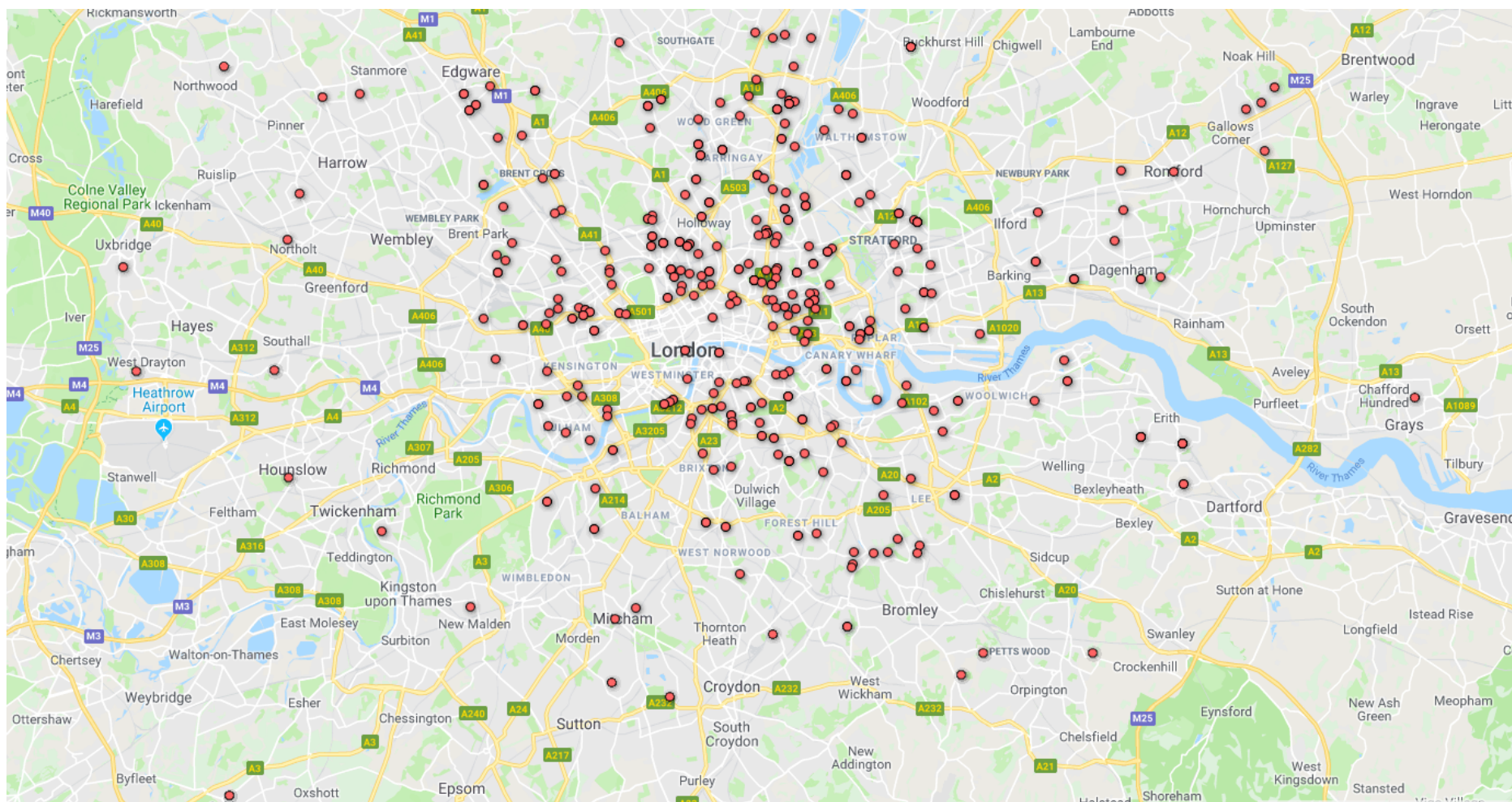


Breakdown of applications by London borough 2017/18

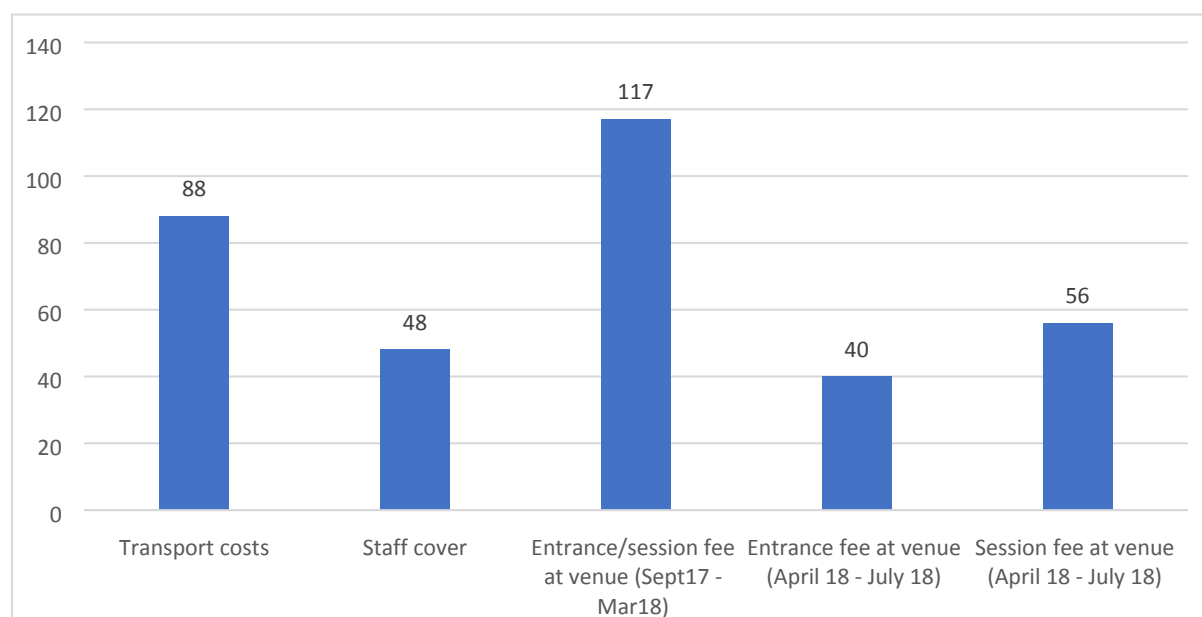
Borough	2017/18 applications	Total since fund began in Nov 2015
Haringey	25	41
Tower Hamlets	25	41
Hackney	23	38
Camden	23	38
Bexley	22	24
Barnet	15	29
Southwark	15	36
Islington	14	29
Enfield	11	24
Westminster	8	27
Lambeth	7	17
Hammersmith and Fulham	7	11
Redbridge	7	13
Brent	6	10
Greenwich	6	12
Lewisham	5	13
Havering	5	11
Barking and Dagenham	4	4
Wandsworth	4	7
Waltham Forest	3	13
Newham	3	12
City	3	4

Merton	2	2
Hounslow	2	3
Ealing	2	2
Harrow	2	3
Croydon	2	4
Bromley	2	10
Kensington and Chelsea	1	7
Hillingdon	1	3
Sutton	1	2
Kingston upon Thames	0	1
Richmond	0	1

Location of schools that have applied to the School Visits Fund since 2015



What the funding has been used for



NB In April 2018 the evaluation form was amended to distinguish between entrance fees and session fees.

Summary of online evaluation

Each teacher or group leader is asked to complete an online evaluation form after their group's visit. A summary of findings is provided below, including examples of feedback.

Ease of applying to the fund	
Application process	99% of teachers found this very easy or easy
Communication with the School Visits Fund Administrator	98% rated this as excellent or good
Website - ease of use	95% rated this as excellent or good
Website – information provided	96% rated this as excellent or good
Venue satisfaction	99% would visit their chosen venue again
How did your pupils benefit from this trip?	
The visit helped develop pupils' skills (eg creative, digital, interpersonal, problem-solving)	93% strongly agreed or agreed
<i>Soft skills - visiting City of London, how to behave in a museum and on busy streets. Academically - new information that extended learning in the classroom.</i> City of London Academy (Southwark) – visited Museum of London	
<i>They learnt new skills, they worked cooperatively as teams, they enjoyed being outdoors for the afternoon.</i> St Patrick's School – visited Hampstead Heath	
The visit increased pupils' confidence and motivation	86% strongly agreed or agreed
<i>Their motivation to learn about the topic increased, as did their subject knowledge and quality of learning post-trip.</i> George Eliot Primary School – visited The Monument	

<i>The workshop we attended helped develop the pupils' computing skills and the way the session was structured meant they were motivated and keen to make their own new London building.</i> Coppetts Wood Primary School – visited Tower Bridge	
Pupils learnt something new as a result of the visit	100% strongly agreed or agreed
<i>They learnt orienteering and how easy it is to get lost in the forest, as well as respect for the outdoors and nature.</i> Bangabandhu Primary School – visited Epping Forest	
<i>They learnt the stories behind some major scientific discoveries and the personalities involved.</i> Isaac Newton Academy – visited The Monument	
<i>They worked collaboratively with each other (as well as with the adults from school and from the Barbican). They worked creatively. Learnt about animation, thought about how we use movement, rhythm and words.</i> St Patrick's School – visited the Barbican	
How valuable was the City of London School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	
<i>We would not have gone on this trip if it was not for the funding.</i> Primrose Hill Primary School – visited Hampstead Heath	
<i>We are in a funding crisis and staff are being cut so it is a massive help.</i> William Ellis School – visited Hampstead Heath	
<i>Without this funding it would not have been possible to have the services of a supply teacher to allow staff to arrange this trip and to pay for the students' travel costs. With increasing budget difficulties priority is given to school trips that can be funded in part or fully, and require a minimum of staff cover. As an Eco School we try wherever possible to visit areas that are within easy access using public transport and those areas which are viable for students to attend again themselves. The City of London School Visits Fund helps us by funding visits to such locations and places of interest.</i> Kelmscott School – visited Epping Forest	
<i>Absolutely invaluable. We receive hardly any parental donations towards trips due to the fact that many of our parents cannot afford to pay for them. We can only really book trips which cost very little or no money at all as a result, so we would not have been able to attend this trip and watch the London Symphony Orchestra if we had not received the funding.</i> Broadford Primary School – visited the Barbican	
<i>An absolute Godsend! We are based in an area of social deprivation, with a high percentage of Pupil Premium children. The parents of our children would never think of taking the children to such an amazing place as Hampstead Heath!</i> Lea Valley Primary School – visited Hampstead Heath	
<i>It was very valuable indeed. I have a music budget of £1,000 for the school year. This was down to around £700 by the start of the autumn term. I bought a new whiteboard and some other bits and pieces and it was soon reduced to almost nothing at all. Without the City of London School Visits Fund I would not be able to arrange for one significant musical outing for each year-group per academic year and this is my minimum! So, for Rhyl Primary School, a school that places enormous value on the arts, this has been a lifeline.</i> Rhyl Primary School – visited the Barbican	

Case studies

The four case studies below have been chosen as they represent examples of how the School Visits Fund has helped primary and secondary school pupils to experience the cross-curricular benefits of cultural learning.

Case study 1	Docklands and field trip on the Thames
Name	St Marks Church of England Primary School
Type	Primary
Borough	Southwark
Pupil Premium	56%
Group details	Year 3 and 4 (age 7-9)
Venue	Museum of London Docklands
Grant provided	£234 transport costs

Objectives	<p><i>To understand more about the history and development of the UK's capital city.</i></p> <p><i>Success criteria:</i></p> <ul style="list-style-type: none"> <i>I have observed key London landmarks</i> <i>I have completed a fieldwork observation</i> <i>I have completed a fieldwork sketch</i>
How did your pupils benefit from this trip?	<i>They met their learning objectives and success criteria. The actor workshop was great, the children found him really engaging and absolutely believed he was a docker. They fully engaged with their Geography learning which was brought to life and made interesting by the museum, the actor, the Canary Wharf area and the experience of the River Thames boat trip.</i>
How valuable was the City of London School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	<i>We would never have been able to make this museum trip - a memorable 'wow' experience for the children, many of whom have never travelled by boat despite living on the doorstep of Vauxhall pier.</i>
Case study 2	Coding on Tower Bridge
Name	St Cuthbert's with St Matthias Primary School
Type	Primary
Borough	Kensington and Chelsea
Pupil Premium	45%
Group details	Year 4 (age 8-9)
Venue	Tower Bridge
Grant provided	£100 venue fees
Objectives	<p><i>To introduce the children - a largely bouncy boy cohort - to mechanics and coding which would engage them and motivate them, linked to British Values. This was part of SMSC* provision in our school and we prioritise learning which is 'first-hand' and involves being 'out and about'.</i></p> <p><i>* spiritual, moral, social and cultural development</i></p>
How did your pupils benefit from this trip?	<i>The children retained a vast number of facts, had exposure to a 3D printer, learnt new skills and were highly inspired by the glass bridge. Problem-solving and teamwork opportunities were real life experiences that have captured their imaginations.</i>
How valuable was the City of London School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	<i>We could not have afforded to go without funding as our budget is excessively tight. Thank you!</i>
Case study 3	Night out at the Barbican
Name	Sacred Heart Catholic School
Type	Secondary
Borough	Southwark
Pupil Premium	43%
Group details	Year 12 (age 16-17)
Venue	Barbican – Michael Clarke Dance Company performance
Grant provided	£300 venue fees
Objectives	<i>To increase the cultural awareness of our sixth formers. Our cohort is derived from the top 5% of socially deprived wards, many of our pupils are ESL (English as a Second Language). They do not go to the theatre or art galleries unless taken by the school.</i>

How did your pupils benefit from this trip?	<i>We have identified cultural events that pupils might not usually go to see and Michael Clarke's dance company was one of these. Pupils got to visit the Barbican, for many it was their first time. Little things like knowing where it is and how to get there are really important. All pupils got something from the experience. Many have now shown an interest in joining the Young Barbican scheme for cheap access to events which they were not interested in before. The Michael Clarke Dance Company was a totally different experience for many of our pupils and I was amazed how open minded they were and how positive their response was to watching something outside their usual entertainment comfort zone. The teacher accompanying me said the pupils' reaction to the evening had been the highlight of her own evening.</i>
How valuable was the City of London School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	<i>Invaluable. We could not have attended without it. Thank you.</i>
Case study 4	Stone Age learning on the Heath
Name	Richard Cobden Primary School
Type	Primary
Borough	Camden
Pupil Premium	50%
Group details	Year 3 (age 7-8)
Venue	Hampstead Heath
Grant provided	£198 session fee
Objectives	<i>For the children to experience fire lighting and shelter building in relation to our Stone Age topic.</i>
How did your pupils benefit from this trip?	<i>Our children had never experienced anything like this before. Our children come from quite deprived backgrounds and most had not even been to Hampstead Heath let alone participated in any of these activities. It was a wonderful opportunity and a whole new experience for them. It made the learning much more real for them.</i>

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Appendix 1 – Summary of 17/18 proposals approved by Education Board

School	Bid 2017/18	Purpose	Recommend £'000
CoLA (Southwark)	Information Technology Resources for Sixth Form	To provide state of the art learning resources for Sixth Form students to maximise learning outcomes	126
	Coaching programmes	Provide external coaching for middle and senior leaders to improve quality of leadership, well-being, and recruitment and retention of staff.	24
		Total	150
CoLA, Islington	Alternative bespoke educational provision for vulnerable students	Alternative bespoke educational provisions for vulnerable students who are not accessing the mainstream curriculum due to specific learning disabilities and/or behavioural challenges.	35
	Orchestra project	Continued development of the Academy orchestras and musical provision.	25
	Hire of part-time careers advisor	To improve and extend the careers advice and guidance.	15
	Sixth form projects and resources	Improvement of 6th form study room and development of a 6th form specific lending library.	5
	Multiple ICT Projects	Funding for Show My Homework, an online homework portal which enhances student learning and engagement, provision of laptops for teachers to use in and out of school, and curriculum area digital technology development.	25
	Rewards System	To further develop and embed a rewards system and a culture of praise.	3.5
	Sports Day 2018 – Whole School House Event	Funding for annual sports day.	7.3
	Residential Course	A residential weekend targeted at year 11 students who have been identified as being behind academic targets at the end of year 10.	8
	Revision Classes	To tackle underachievement of pupils not making expected levels of progress.	13.2
	Think Forward	To support the cost of a dedicated ThinkForward Coach working at the school to provide long-term, personalised coaching to students.	8
	EAL Resources	To support raising standards of EAL students.	5
		Total	150
TCA, Hackney	Year 11 revision workshop and 'boarding school' provision	Targeted students offered residential placements to support their learning in mathematics.	30
	Advanced CMIS system replacement with Capita SIMS	Replacing information management systems as current system does not integrate with CoLAT system.	40

	Duke of Edinburgh programme	To offer valuable enrichment and community services provision for year 12 students.	15
	Improvement to 6th form offering	Funding towards building new 6th form centre.	15
	Modern Foreign Languages overseas trips	To subsidise travel for disadvantaged students.	50
		Totals	150

Redriff	ICT resources for performances, drama and events	Developing Oracy.	10
	Enrichment through school visits		15
	Child support and teacher training		15
	Staffing		10
		Totals	50

Galleywall			
Page 22	Maths Mastery training as part of CPD	Enhancing numeracy.	6.6
	Resources to enhance maths provision		2.5
	Enrichment through school visits and guests		0
	Enabling enterprise projects		2.15
	Sustainability through Maths in the Environment		3.75
		Total	15

CoLA, Shoreditch Park	Instrumental lessons for all year 7 students	Students to receive tuition, depending on previous experience, in percussion, string, wind and brass instruments.	20
		Total	20

CoLA Highgate Hill	Action Tutoring provision for students	For targeted students to achieve grade 5 in English and Maths.	11.5
	Revision on Saturdays and holidays	To improve GCSE results.	20
	Music in Secondary Schools Trust programme	For year 7 beginners to reach Grade 1 by the end for Year 8 and Grade 2 by the end of year 9, and development of life skills.	18.5
		Total	50

CoLA Highbury Grove	English and Maths Easter residential	Raising attainment	15
	Individual maths and english tutoring		30
	Education Welfare Officer appointments	Improving attendance.	20
	Deloitte Inspire Work experience	Raising aspirations and attainment aimed at year 10.	11
	Team building boot camp for challenging year 9s	Improved behaviour and raising attainment.	4
		Total	80

CoLPA Islington	Two days training for whole school in RWI	To raise attainment of early reading and writing through phonics.	2.75
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	Intervention teacher/HLTA to run intervention groups		7
	Parent workshops resources		0.25
		Total	10

Appendix 2 – School Level Summary of City Premium Grant 17/18 Evaluations

Secondary

City of London Academy Islington

Amount received	£150,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Alternative bespoke educational provision for vulnerable students. 	<ul style="list-style-type: none"> Alternative provision provided for 2 Yr11 and 2 Yr10 students who were at risk of exclusion. 	<ul style="list-style-type: none"> Students who were not engaging with mainstream education accessed a more suitable curriculum which has resulted in positive outcomes for those students. No students in alternative provision have received fixed-term exclusions. Student attainment whilst in alternative provision was significantly higher than the predictions if they had remained in mainstream education at the academy.
<ul style="list-style-type: none"> Orchestra project 	<ul style="list-style-type: none"> Peripatetic instrument lessons including group lessons for Yr7 students and one-to-one or paired lessons for talented students in Yrs8-11. Purchase of new instruments and serving of instruments and parts. 	<ul style="list-style-type: none"> Learning an instrument has motivated some of the most vulnerable and challenging students and more students express an interest in choosing Music at GCSE. Some members of staff have shown a renewed interest in playing a musical instrument and have worked with students in a coaching capacity.
<ul style="list-style-type: none"> Hire of part-time careers advisor 	<ul style="list-style-type: none"> Careers information and advice to Yrs11-12 and career-related activities e.g. mock interviews. 95% of Yr10 students attended a work experience placement allowing them to experience the world of work. 	<ul style="list-style-type: none"> Through pupil feedback, ascertained that students had a better understanding of the requirements of specific careers and could relate that to course choices and their own decision.
<ul style="list-style-type: none"> Sixth form projects and resources 	<ul style="list-style-type: none"> A reading area in study room with resources to support students with career research and university applications. Extra intervention and revision lessons offered on Saturdays and during half-term for all Level 3 courses. 	<ul style="list-style-type: none"> KS5 results were positive: <ul style="list-style-type: none"> 43% A* - B grades 76% A* - C at A-Level. All but 2 students were offered places at university in 2018. Those that didn't choose university secured high quality work placements or apprenticeships.
<ul style="list-style-type: none"> Multiple ICT Projects 	<ul style="list-style-type: none"> 85% of staff using Show My Homework software to set and assess homework. Increased capacity for teachers and middle leaders, to complete work outside of classrooms. Visualisers frequently used in lessons and interventions for students. 	<ul style="list-style-type: none"> There is a strong correlation with students who complete homework and achieve excellent outcomes. There have been fewer detentions relating to homework and positive student and parent feedback regarding homework setting. Improved quality of student work due to the access to online resources and completion. Contribution to progress 8 score of 0.47. Increased homework standards due to increased ability to share examples of what 'good' and 'excellent' look like.

<ul style="list-style-type: none"> Rewards System 	<ul style="list-style-type: none"> Rewards given out, including: badges, postcards and letters home, Amazon voicers, book tokens, certificates and trophies. 	<ul style="list-style-type: none"> Although difficult to measure explicitly there is a direct link between attitude to learning and attainment. As this project has improved indicators of positive attitudes to learning it is believed it has had a positive impact on attendance and attainment.
<ul style="list-style-type: none"> Sports Day 2018 – Whole School House Event 	<ul style="list-style-type: none"> Student participation in a whole-school Sports Day. 	<ul style="list-style-type: none"> Improved participation in sport for some groups, especially girls. Links to a healthy active lifestyle and attainment have been proven so it is likely this project has improved attainment, although it is difficult to tangibly measure directly.
<ul style="list-style-type: none"> Residential Course 	<ul style="list-style-type: none"> Full revision weekend for students struggling in exam performance. 	<ul style="list-style-type: none"> English recorded a 90% pass-rate. Pupils whose performance was below a Level 4 in English and Maths were able to rapidly close the gap. Pupils who had previously given up in exam papers due to lack of self-belief had the confidence and motivation to complete papers. 2 students who were struggling with assessments due to issues outside of the school said the course gave them the space and time to concentrate on their work. One of those students achieved an 8 in English Literature and an 8 in English Language.
<ul style="list-style-type: none"> Revision Classes 	<ul style="list-style-type: none"> Revision sessions covering content revision, exam technique and pre-exam prep sessions. 	<ul style="list-style-type: none"> Overall progress for Y11 students was 0.47, pointing to the efficacy of the sessions.
<ul style="list-style-type: none"> ThinkForward Coach providing long-term, personalised coaching. 	<ul style="list-style-type: none"> Coaching focusing on developing KS4 students' soft and interpersonal skills including resilience, communication, organisation and self-awareness. 	<ul style="list-style-type: none"> A large proportion of students were at risk of NEET at the start of the year, however all students gained post-16 placements. Overall improvements in attendance, behaviour, and attainment at KS4.
<ul style="list-style-type: none"> English as an Additional Language (EAL) Resources 	<ul style="list-style-type: none"> EAL Lead received CPD which was then disseminated to relevant members of staff 	<ul style="list-style-type: none"> 69% of EAL students in Year 11 achieved 4+ in English and mathematics compared to 72% non-EAL students. However, EAL students had a progress 8 score of +0.67, compared to +0.30 for non-EAL students.
Actual cost of outputs		£197,791 - (this includes the full cost of peripatetic music teaching – only £25,000 was covered by this funding)

City of London Academy Shoreditch Park

Amount received	20,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Instrumental lessons for all Yr7 pupils. 	<ul style="list-style-type: none"> Weekly 30-minute group instrumental lessons in small groups of 4-5 students. Students chose from a wide variety of instruments and received 29 lessons in their chosen instrument across the academic year. Students also had the opportunity to be part of a 	<ul style="list-style-type: none"> 85% of students made 3 subgrades of academic progress in Music over the year. 89% of low attaining students achieved their music target grade set by KS2 SATs with no prior music experience. Students have a greater appreciation and understanding of classical music and can explore musical ideas in greater depth and detail, tackling GCSE level questions with success. There are multiple students preparing for musical examinations, all of which will add to their experience and CV. This places students on a trajectory of achieving Grade 8 by Yr13 in time to use the qualification to support UCAS applications.

	<ul style="list-style-type: none"> samba ensemble with the visiting drum tutor. 3 students took their ABRSM Grade 1 exam at the end of last year and additional students are currently prepping for theirs this term. 	<ul style="list-style-type: none"> Socialisation of marginalised children: friendship groups established leading to increased wellbeing. Development of confidence: children with low self-esteem performing in school events to large audiences Increased musical aspiration: children who have made good progress are aspiring to take their music grades and considering musical performance as a career option a traditional music education style.
Actual cost of outputs	£19,632	

City of London Academy Highbury Grove

Amount received	£80,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> English and Mathematics Easter Residential 	<ul style="list-style-type: none"> There was not enough take-up of the residential offer so funds were reallocated to in-house revision sessions during weekends and February and May half terms. A full programme of revision sessions was held during Easter holidays. 	<ul style="list-style-type: none"> School attainment at Key Stage 4, particularly in English and Maths, showed rapid improvement. There was evidence of performance above national averages in several subjects. The school Progress 8 score has risen in one year from -0.47 to +0.30. An evaluation by teachers indicated that these additional intervention sessions were a key element that led to this transformational set of results.
<ul style="list-style-type: none"> One-to-one English and Mathematics Tutoring 	<ul style="list-style-type: none"> A target group of 46 pupils underachieving Yr11 students received one-to-one online tutoring from selected undergraduate students attending Russell group Universities using the 'MyTutor' system. 	<ul style="list-style-type: none"> Students in the target group have achieved higher results in English Language and English Literature in comparison with their other subjects. <ul style="list-style-type: none"> English Language: 0.52 average residual, compared with 0.30 achieved by the whole cohort English Literature: -0.08 compared with -0.12 for the cohort. Students report that they valued the one-to-one nature of this intervention, which allowed them to express what area of difficulty they were having so that online sessions could be tailored to plug these gaps in knowledge.
<ul style="list-style-type: none"> Educational Welfare Officer appointment 	<ul style="list-style-type: none"> Recruitment of internal Education Welfare Officer, and CPD for whole school staff. 	<ul style="list-style-type: none"> Overall school attendance has improved from 88.6% to 93.6% (5% improvement) which will impact on an improvement of individuals' attainment. Whole school focus on attendance with improved strategies in place for ensuring individuals' and whole school attendance improves.
<ul style="list-style-type: none"> Deloitte Aspire Work Experience Programme for Yr10 students 	<ul style="list-style-type: none"> Work experience was run for these Y11 students in the first week of the 2018/2019 academic year. 	<ul style="list-style-type: none"> All students have completed feedback forms which Inspire are currently using to complete an Impact report for the school. The academy will review the assessment data of all students to see if there has been a measurable increase in effort and attainment after the first Assessment Point at the end of October. Students have returned to school after work experience with a clearer understanding of the requirements of a workplace environment. This

		understanding along with improved aspirations has meant they are more focussed on their learning.
<ul style="list-style-type: none"> Team Building Boot Camp for most challenging students in Yrs 9 & 10 	<ul style="list-style-type: none"> 16 students in Yrs 9 & 10 attended 2-day camping and hiking trip. One night was spent in a camp site and one night was spent wild camping where students were self-sufficient. 	<ul style="list-style-type: none"> An analysis of behaviour data showed an improvement from 54% of the students in their behaviour. This resulted in more time spent in class, less detentions and teachers reported more engagement in class. An analysis of assessment data comparing attainment before and after the trip unfortunately showed that only one student had a measurable increase in attainment. Student feedback about the trip was very positive with most saying they would do the trip again. Student comments in their feedback included: "I've learned not to give up and to push myself no matter what", "I've learned 'to stay focused and have a positive mind-set" and "I've learned to 'concentrate to stay focused'". The trip was most successful for Yr9 students and students with a history of less extreme behaviour issues. Future trips will focus on these students. The Academy feels the activity would have had a greater Impact if there had been follow up sessions in school after the trip which will be introduced in future.
Actual cost of outputs	£85,848	

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Amount received	£50,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Action Tutoring provision for students 	<ul style="list-style-type: none"> 20 students received intervention on Saturdays through Action Tutoring. 	<ul style="list-style-type: none"> Programme wasn't as effective as expected. <ul style="list-style-type: none"> 50% of students who received Action Tutoring (AT) intervention in English made 1 grade of progress (GOP) during the period compared to 56% for Non-AT 55% of students made 1 GOP after receiving AT intervention in Maths, compared with 65% of those who did not receive the intervention. Slightly better end of Yr10 progress.
<ul style="list-style-type: none"> Revision on Saturdays and holidays 	<ul style="list-style-type: none"> Revision sessions on Saturdays and in half-term holidays (Oct and May), as well as an Easter Revision Centre. 	<ul style="list-style-type: none"> 70% of students who received the intervention in English (BS ENG) made 1 grade of progress (GOP) during the period compared to 56% Non-BS ENG. 75% Of students who received the intervention in Maths (BS MA) made 1 GOP for compared to 50% for Non-BS MA.
<ul style="list-style-type: none"> Music in Secondary Schools Trust Programme 	<ul style="list-style-type: none"> All students in Yrs 7 & 8 received instrumental lessons in class. 12 Yr 9 & 10 students received one-to-one instrumental lessons in the year. Yr10 students performed at the London Palladium. 	<ul style="list-style-type: none"> 98% of participants reached GCSE Grade 1 at end of Yr7 attainment in Music. 95% of participants reach GCSE Grade 2 at end of Yr8 - higher than other core subjects. The overall attainment of students in Yrs 7 & 8 has been impressive. This is largely due to improvement in behaviour, teaching and learning and the provision enrichment opportunities.

Actual cost of outputs	£52,762
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The City Academy, Hackney

Amount received	£150,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Yr11 revision workshop and 'boarding school' provision 	<ul style="list-style-type: none"> Boarding school - 29 students attended at least one overnight stay (either eng/maths sci/maths or sci). Aim higher classes – provided students with Saturday morning small group sessions supported by a specialist teacher. 	<p>Boarding School</p> <ul style="list-style-type: none"> Maths - 12 students achieved maths at 4+, 1 at 5+, 3 students made 3 GOP, 3 made 4 GOP. English - 12 students achieved 4+, 9 achieved 5+, 10 students made 3 GOP, 6 4GOP from KS2 Science - 11 students passed science with 44, 2 achieved 54, and 1 achieved 55. 18 students made 3 GOP and 11 made 4GOP. <p>Aim Higher Saturday School</p> <ul style="list-style-type: none"> Maths – 61% of students attending Saturday school achieved grade 4+, 54% made 3GOP, 23% made 4 GOP. English – 62% of students attending achieved a grade 4+, 64% made 3 GOP and 23% made 4 GOP. Science- 65% of students attending Saturday school achieved grades 44, 35% grades 54, and 14% grade 5.
<div>Page 28</div> <ul style="list-style-type: none"> Advanced CMIS system replacement with Capita SIMS 	<ul style="list-style-type: none"> Migrating Student MIS system from on-premise Advanced CMIS system to a cloud-based SIMS MIS system hosted by Capita. 	<ul style="list-style-type: none"> The full benefit of PAM will take longer to evaluate as this has only been in operation since September 2018. Sims Intouch has improved parent communication. Sims Parent app has improved the ability for parents to access their child's data.
<ul style="list-style-type: none"> Duke of Edinburgh programme 	<ul style="list-style-type: none"> Yr12 students achieved Bronze Award in Duke of Edinburgh. 	<ul style="list-style-type: none"> The requirements to be resilient and self-disciplined supports students developing behaviour for learning, revision and exam preparation that directly leads to higher attainment. The opportunity for students to take part in a recognised qualification that can be included on university applications supports their personal statements and admission interviews at universities. Students who would never had believed they could have achieved the bronze award are motivated to work in a team and succeed in something they have never attempted before. Behaviour and attendance have improved from last year.
<ul style="list-style-type: none"> Modern Foreign Languages Overseas Trip 	<ul style="list-style-type: none"> 11 Yr10 students of French travelled to Nantes in France for 5 days in March. 17 Yr10 students of Spanish travelled to Benalmádena in Spain for 5 days in March. 	<ul style="list-style-type: none"> All students who attended the trips showed an improvement in their speaking grades between assessments which took place before and after the trips. Following the trips, students and parents were overwhelmingly positive and grateful when reflecting on the experience. The Grant makes it possible for students to participate in the trips programme who otherwise would not be able to attend. During cultural activities carried out in the afternoons after lessons (e.g. visits to museum, historical monument, oyster farm, etc.) students developed a greater understanding of the culture and history of the societies they visited.

	<ul style="list-style-type: none"> 30 Ye10 students of Spanish travelled to Benalmádena in Spain for 5 days in May. 	
Actual cost of outputs	£128,070	

Primary

City of London Primary Academy Islington

Amount received	£10,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Talk for Writing & Phonics Project 	<ul style="list-style-type: none"> 2 days training to develop TA and teachers' pedagogy in the effective teaching of early reading and writing with a focus on synthetic phonics and Talk for Writing project. Teaching displays and resources to engage pupils and support learning. Parent workshops and learning at home resources to strengthen parental involvement in children's phonics and learning. Precision teaching for guided groups and individual teaching based on identified needs. 	<ul style="list-style-type: none"> COLPAI pupils achieved early reading and writing results that compare favourably with the best results nationally and locally. The school has exceeded ambitious targets of 80-85% of the cohort achieving the Early Learning Goals (ELG) for reading and writing: <ul style="list-style-type: none"> 95% of pupils achieved ELG for reading. 83% of pupils achieved the ELG for writing. 37% of pupils exceeded the ELG for reading. 27% of pupils exceeded the ELG for writing. <p>Progress</p> <ul style="list-style-type: none"> 93% pupils made rapid progress of more than 3 school points (38/41 pupils) 5% pupils made expected progress of 3 school points (2/41 pupils) 2% pupils made slightly less than expected progress achieving 2.8 school points (1/41 pupils). <p>Staff CPD</p> <ul style="list-style-type: none"> Monitoring of teaching and learning in literacy lessons has confirmed the teaching profile to be 100% Outstanding, thus demonstrating a strong impact on the quality of training, utilisation of excellent resources, and the implementation and embedding of key pedagogical approaches integral to this project.
Actual cost of outputs	£10,000	

Galleywall Primary, City of London Academy

Amount received	£15,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Maths Mastery Training CPD 	<ul style="list-style-type: none"> 3 national Leadership Days for Mathematics Master School Leads (MMSLs). 	<ul style="list-style-type: none"> 76% of the Cohort 17/18 cohort achieved Good Level of Development (GLD) which is an increase from 71% of the cohort 16/17. 3% gap between boys and girls in the cohort 17/18 compared with 19% gap between boys and girls in the cohort 16/17.

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	<ul style="list-style-type: none"> 2 in-school development visits and a designated Development Lead. Integrated professional development via the online toolkit for select year groups. Access to exclusive opportunities to collaborate, including the annual conference. 	<ul style="list-style-type: none"> 11% gap between Non-Pupil Premium and Pupil Premium in the cohort 17/ 18 which is a decrease from 24% gap in the cohort 16/17. There has been increased engagement from the children, which showed an increased use of mathematical language. The 'talking' elements of the maths curriculum are strong. This is supported by the increased practical activities which are enabling the children to learn through exploration and discovery.
<ul style="list-style-type: none"> Resources to enhance maths provision 	<ul style="list-style-type: none"> Purchase of Maths resources to deliver the programme including bead strings, clocks, Numicon, capacity cylinders, geometric shapes, mechanical scales and timers. 	<ul style="list-style-type: none"> The kinaesthetic learning adds to the written and oral methods of assessment and is enabling the school to refine identification of children's needs. They have implemented the Maths Mastery 'closing the gap interventions' for identified children and are continually improving maths curriculum to inspire and enable children of all learning styles to meet their maths potential.
<ul style="list-style-type: none"> Enrichment through home learning and parental engagement 	<ul style="list-style-type: none"> Mathletics at home learning platform for developing fluency in Maths. Parent workshops. 'Maths through cooking' session for all children. 	<ul style="list-style-type: none"> Attainment has been improved through developing children's number fluency, linking parents with what their children are learning as well as providing children with a resource to take part in home learning. Through cooking, children were able to use and apply their mathematical skills in a real-life context. Children's confidence has been improved as they become more fluent with number facts. High aspirations are set for children to become 'Mathlete of the Week' which are awarded to children for effort, consistent practise as well as high attainment.
Sustainability through 'Maths in the Environment'	<ul style="list-style-type: none"> Nature Reserve visit. Forest School Training. Maths Hub Training. Woodwork materials including workbench and tools. CPD on teaching woodwork. 	<ul style="list-style-type: none"> Nature Reserve sessions promoted health and well-being by being in the outdoor environment. Children were also taught about the importance of caring for nature (not disturbing nests, picking up litter, leaving somewhere as we found it) which built their connection with their local area. Children's confidence built as they adapted to new situations and had new opportunities to learn language, spot patterns in nature and use and apply their mathematical skills. The woodwork bench also gave children new opportunities to apply and use their mathematical skills such as: length, height, capacity and comparative vocabulary.
Actual cost of outputs	£15,317	

Redriff Primary, City of London Academy

Amount received	£50,000	
Proposal	Actual outputs	Actual impact
<ul style="list-style-type: none"> Initially the proposal was a collection of projects to improve pupils' Oracy. 	<ul style="list-style-type: none"> Development of a maths improvement strategy, including delivery projects: Mathletics for all children, standardised tests, Mathematics Mastery Programme, Teacher- 	<ul style="list-style-type: none"> There is now a Maths Strategy in place to ensure the best outcomes for children. The strategy is being rolled out to Yr5 and can be replicated for writing and reading. <ul style="list-style-type: none"> Progress in maths +4.7 (compared to -0.6 2016/17) Maths Expected: 94% (2016/17 Expected 82%)

<ul style="list-style-type: none"> This was repurposed to develop projects for improving attainment in Maths. 	<p>led interventions for more able children and target children in Yr6 which included maths conferencing, Breakfast intervention.</p> <ul style="list-style-type: none"> Three new maths teachers in Year 6 and training for Teaching Assistants. 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Greater depth: 47% (2016/17 Greater Depth 16%) Oracy developed in maths provides good models for talking and impacts confidence across the rest of the curriculum. The strategy had a positive impact on behaviour and motivation for a cohort with high emotional needs.
Actual cost of outputs	£50,000	

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List of alternative funding sources for schools

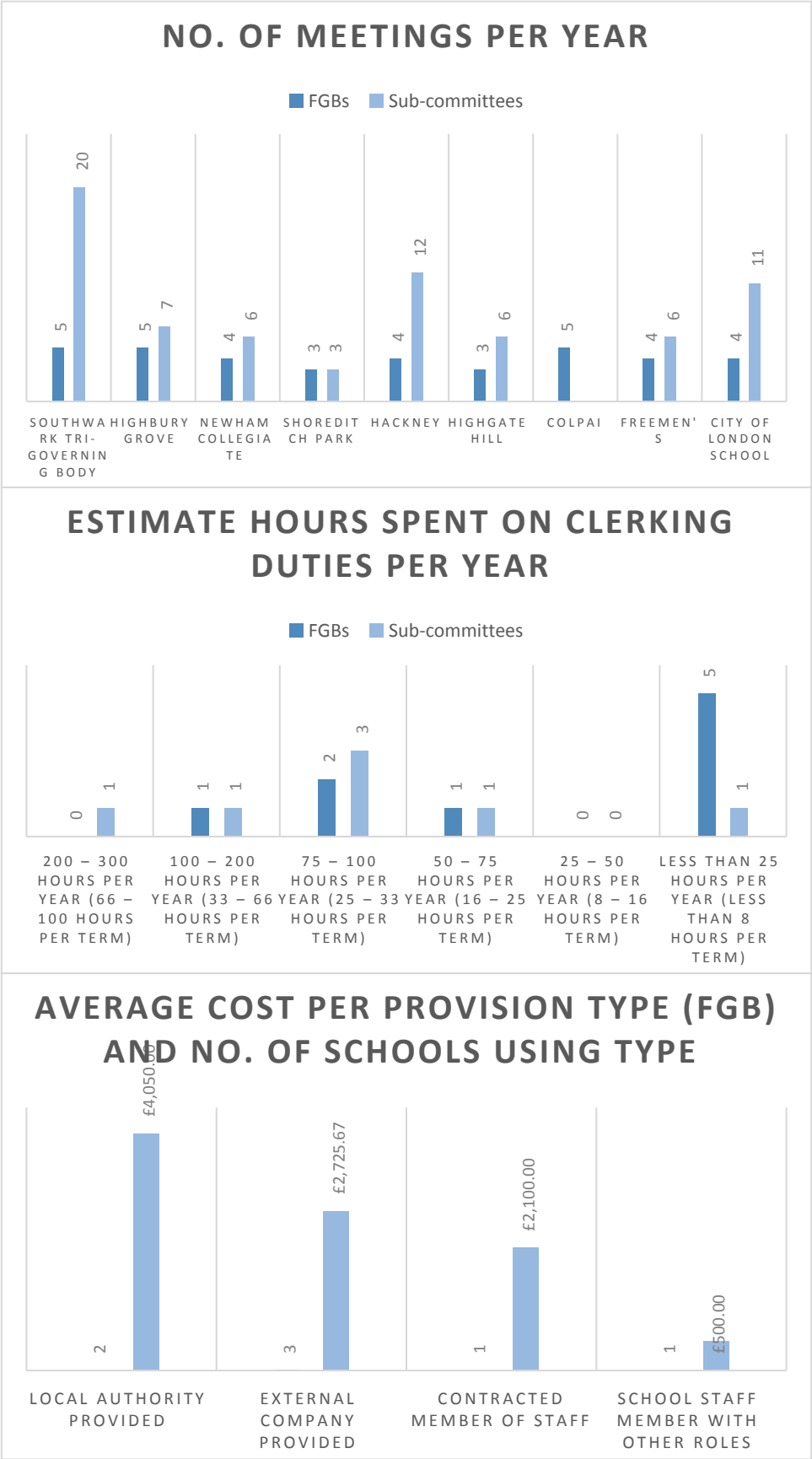
- Applying for government bids and competitive funding rounds
- Applying through foundations and endowments
- Funding available through embassies and international sources
- Company funding/sponsorship
- Parents' Parties and initiatives
- Parent Teacher Association activities
- School Crowdfunding tools
- Specific funding e.g. *AdoptAClassroom.org*, *DonorsChoose.org*, *ClassWish*
- IT and equipment specific giving e.g. *DigitalWish*
- Peer-to-Peer School Fundraising
- Planned giving
- Telephone giving
- 'Rounded-up giving'
- Non-financial giving and volunteering
- External Online Donation Management e.g. *Active Network*, *Just Giving*
- Giving Software e.g. *Salsa*
- All-in-One Fundraising Software
- Matching Gift Tools e.g. *Double the Donation*, *Snowball*
- Donation Forms e.g. *OneCause*
- Online or Silent Auction Tools e.g. *Fundly*
- Potential Funders Research Tools e.g. *DonorSearch*
- Combining fundraising tools with CRM e.g. *Donorperfect*
- Teacher giving, in place of presents or gifts e.g. *Treasures4Teachers*
- Collecting vouchers e.g. Sainsburys PE vouchers
- Selling advertising space to local businesses on buildings, newsletters and prospectuses
- Increased lettings
- Working with organisations to establish an Alumni network for targeted fundraising (e.g. Future First)

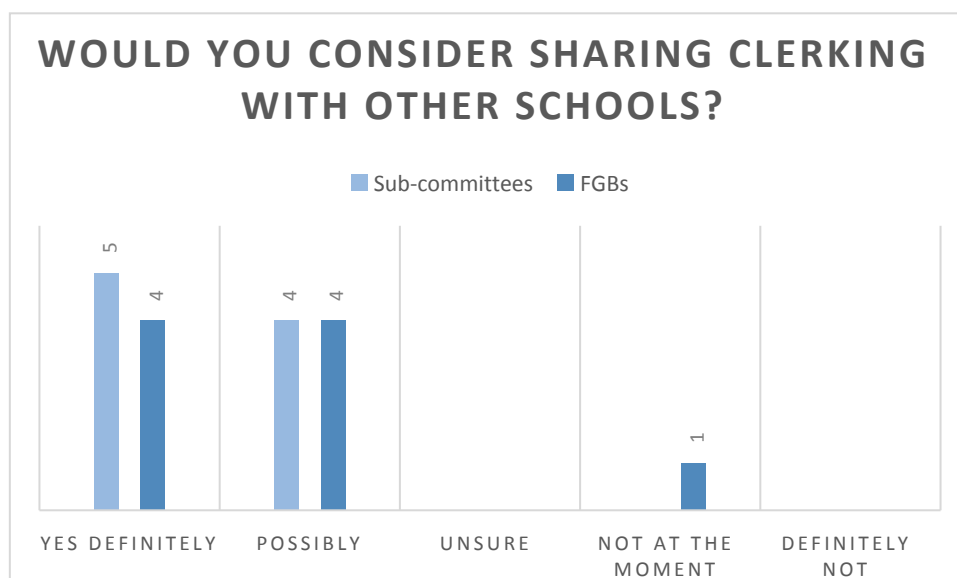
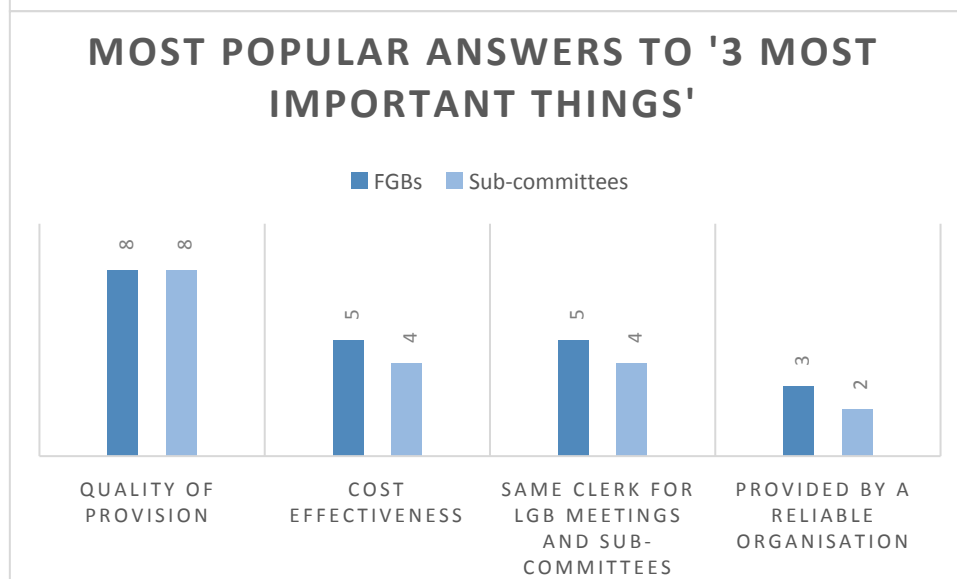
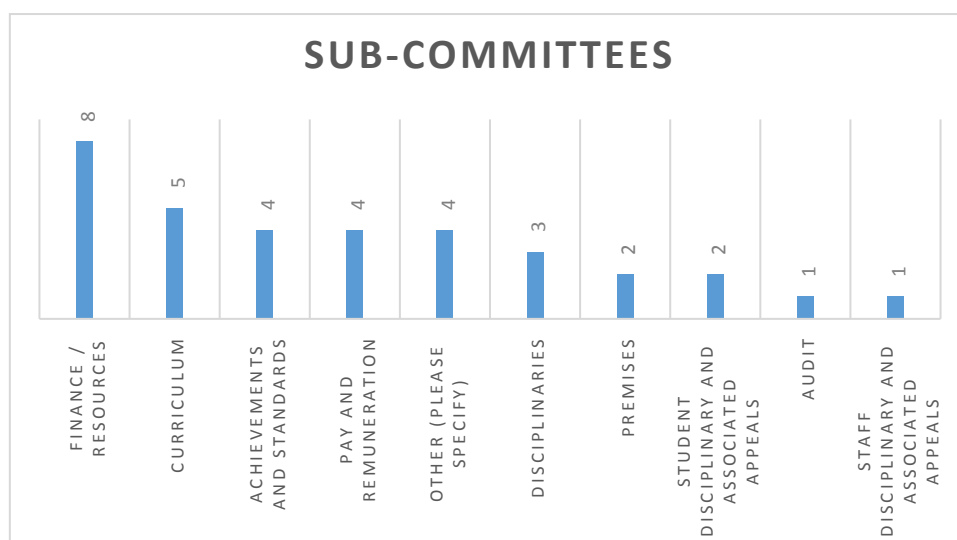
Type of campaign

Whatever the fundraising method(s) chosen, campaigns may be:

- Time-based or time-limited campaigns - e.g. "One month to raise £10,000."
- Rolling campaigns that may continue indefinitely or at least for a year - e.g. "Make a small donation every month by direct debit."
- Event-based campaigns - e.g. "Give to support the school band's trip to the USA."
- Specific capital-based campaigns - e.g. "Help us reach the target of £100,000 for our new school hall."
- Giving Days - e.g. "A non-uniform day on the first day of every term to raise funds for buying books for the library."

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APPENDIX 1

Statutory Conditions

1. The statutory conditions which must be fulfilled in order for S203 to be engaged are set out and considered below:
 - a. *The land has become vested in or acquired by a specified authority or appropriated by a local authority for a planning purpose on or after 13 July 2016 (or the land is “other qualifying land”).* Under the recommended arrangements the City is a specified authority which will acquire the LBI land after 13th July 2016, and the City land will be appropriated for planning purposes.
 - b. *There is a planning permission for the building/use.* Permissions were issued by LBI and the City on 19 July 2018.
 - c. *The specified authority could acquire the land compulsorily for the purpose of the building/use.* S.530 Education Act 1996 empowers the Secretary of State to authorise a local authority to acquire land compulsorily for the purpose of an Academy, S.17(3) Housing Act 1980 empowers a local authority to acquire land compulsorily for housing purposes if authorised by the SoS.
 - d. *The building/use is for purposes related to the purpose for which the land was acquired/appropriated.* The City intends to redevelop the Site in order to provide a school and social housing in accordance with the purposes of acquisition and appropriation set out in the body of the report.

The statutory conditions are considered to be fulfilled.

Relevant Criteria and Evaluation

2. In agreeing for the City to consider acquisitions/appropriations for planning purposes on a case by case basis, Court of Common Council referred to an expectation that adequate attempts to remove injunction risk by negotiation would first be made, and consideration to be given to whether rights holders are prepared to release rights on reasonable terms and within a reasonable time. These matters are considered in paragraphs 13 and 14 below.
3. Before making a decision to acquire the LBI Land and appropriate the City Land as proposed consideration should be given to the issues identified at below and the City must be satisfied that there is a compelling case in the public interest that the powers conferred by S203 be engaged and in particular, that:
 - (i) There is planning consent for the proposed development;
 - (ii) Acquisition or appropriation and consequent engagement of S203 will facilitate the carrying out of development, redevelopment or improvement on or in relation to land, and in particular the proposed development for which planning consent has been obtained, or similar development;
 - (iii) The development, redevelopment or improvement will contribute to the promotion or improvement of the economic, social or environmental wellbeing of the authority's area and those benefits could not be achieved without giving rise to all of some of the infringements – and it is in the public interest that the land be acquired by the City or appropriated by them for planning purposes, so as to facilitate the development proposed or similar development.

- (iv) There will be infringements of one or more relevant rights or interests as defined in section 205(1) of the HPA2016 or breach of a restriction as to user of land which cannot reasonably be avoided;
- (v) The easements to be interfered with cannot reasonably be released by agreement with affected owners within a reasonable time (and adequate evidence of satisfactory engagement, and where appropriate negotiation, has been provided to the City);
- (vi) The ability to carry out the development, including for financial or viability reasons, is prejudiced due to the risk of injunction, and release of rights by negotiation cannot reasonably be achieved;
- (vii) A decision to acquire or appropriate in order to engage S203 would be broadly consistent with advice given in the DCLG Guidance on Compulsory Purchase (2015) updated in February 2018) (the **DCLG Guidance**) (and any replacement thereof) so far as relevant.
- (viii) The use of the powers is proportionate in that the public benefits to be achieved so as to outweigh the infringement of human rights;

Each of these considerations is dealt with using the same enumeration below.

(i) Planning permission

- 4. Planning permission was granted for the Development on 19 July 2018.

(ii) Facilitation of the Revised Development by use of S203

- 5. The school site is required to accommodate the City of London Primary Academy (COLPAI) from July 2020. The school has been established and currently occupies temporary accommodation at Moreland School until July 2020. A years' extension from July 2019 was obtained on the strict basis that it could not be further extended as the area is required by the host school. There is unlikely to be any other suitable temporary accommodation available after 2020, and ongoing uncertainty about the delivery programme would cause significant disquiet to pupils, parents and staff, prejudicing the successful progress of the school.

(iii) Revised Development in the public interest

- 6. The school will provide high quality primary places for families in the City, as well as in LBI. There is increasing potential demand for school places from families within the City, and, contrary to central and regional government policy, choice is currently limited as the only state funded primary school, Sir John Cass, is not in the vicinity, is a Church of England School, and places are largely taken by families living outside the City. All other schools in the City are in the independent sector.
- 7. The social housing will provide accommodation for people on both the City's and Islington's housing waiting lists who are in housing need and will result in a quantitative housing gain. Central and regional government policy recognises the urgent need for additional affordable housing. By facilitating the provision of a school and social housing, the acquisition and appropriation of land is likely to contribute to the achievement of the promotion or improvement of the economic, social and environmental well-being of the City's and the London Borough of Islington's area.;
- 8. The Scheme promotes the following key London Plan policies:
- 7.1 Policy 3.3 - Ensure the housing need identified in the London Plan is met, particularly through provision consistent with at least an annual average of 32,210 net additional homes

across London which would enhance the environment, improve housing choice and affordability and provide better quality accommodation for Londoners.

- 7.2 Policy 3.11 - Maximise affordable housing provision and seek an average of at least 13,200 more affordable homes per year in London over the term of the London Plan.

9. The Scheme promotes the following key Local Plan policy:

CS22 - maximise opportunities for the City's residential and working communities to access suitable health, social and educational facilities and opportunities, while fostering cohesive communities and healthy lifestyles.

(iv) Infringement of rights by the Revised Development cannot be reasonably avoided

10. During the evolution of the Scheme consideration was given to alternative configurations aimed at minimising interference with neighbours' light. This included co-locating the school and housing together but this would have resulted in worsened impacts to the College of Fashion and would have unacceptably extended the timetable for completion of the school. The proposed residential tower was reduced, removing 6 social housing units, in order to reduce impacts on daylight and sunlight and Rights of Light. In order to achieve any further significant reduction it would have been necessary to remove 8 storeys, substantially reducing the number of social housing units. The developer did not consider this to meet policy aspirations regarding best use of land and increasing social housing.
11. The impacts in planning terms, of the issues of daylight, sunlight and overshadowing were considered by both local planning authorities when they resolved to grant planning permission. Both local planning authorities acknowledged that there was significant harm but concluded that overall, the benefits outweighed the harm and justified the grant of planning permission.

(v) Rights of light cannot reasonably be released by agreement

12. In cases where the acquisition is transacted solely to engage S203, consideration should be given to whether it is necessary, or whether agreements to permit infringement can be reached with owners of affected properties with rights of light on reasonable terms and within reasonable timeframes. In this case, the acquisition is necessary in order to assemble the site on which the development is proposed and ensure it is appropriately held under relevant powers. Nevertheless, an evaluation of whether agreements could be reached is considered below.
13. It was considered premature to approach rights holders about terms for the release of their Rights of Light while numerous pre-requisites for the development to proceed were outstanding. A condition for the LBI Land to be transferred to the City is that the City covenant to construct the school. The City was not in a position to give this covenant until the required ESFA funding for the school's construction was available. In late September an informal indication that the required funding would be provided was received and at the time of writing this report a written funding offer is awaited. On receipt, all key pre-requisites for the project will be in place. Given the resources required to progress Rights of Light negotiations (for both the developer and the rights holders), and the expectations raised once negotiations commence, it was not considered fair or prudent to initiate the negotiations pending confirmation of ESFA funding. As soon as practicable following confirmation, rights holders will be proactively approached to commence negotiations and conclude them as soon as possible. However, given the programme to ensure the school is ready for Summer 2020, it is not considered that there is a realistic prospect that agreements will be reached and binding deeds of release entered into with all affected owners in time to enable the Scheme to proceed to programme. Reliance on the provisions of S203 is therefore necessary in the public interest to enable the scheme to proceed in advance of all agreements being completed.

14. However, assurance that fair offers will be made to rights holders for the release of their rights is provided by Recommendation 5 which instructs the Rights of Light advisers to proactively approach affected rights holders and offer fair and reasonable compensation sums on a normal property rights basis based on a non-profit making local authority scheme. In addition, rights holders will be advised that should they seek their own professional advice, the reasonable fees of their advisers will also be reimbursed. Based on the circumstances set out above and in paragraph 13, a departure from the general approach adopted by Court of Common Council regarding prior negotiations (see paragraph 2 above) is considered justified.
15. Insofar as acquisitions/appropriations for planning purposes are concerned, Court of Common Council, on 8 December 2016, in agreeing cases would be considered on a case by case basis and delegating determination to Planning and Transportation Committee, confirmed that *"Wherever feasible and appropriate the developer will be expected to demonstrate that rights holders have been appropriately advised of the proposed resolution, made aware of any report, and provided with a contact at the City to whom they can direct comments"*. Although this is not a case of an acquisition being transacted solely to engage S203, rights holders have been advised of this report and provided with a contact to whom they can direct comments. Any relevant comments received will be reported to the committee.

(vi) The Scheme is prejudiced due to risk of injunction

16. For the reasons set out at paragraphs 4 to 14 above, delivery of the Scheme in accordance with the agreed programme stands to be prejudiced by the risk of injunction while it remains open to an affected rights holder to prevent infringement.

(vii) Decision to engage S203 would be consistent with DCLG Guidance

17. The advice given in the DCLG Guidance on compulsory purchase should be taken into account in deciding whether to acquire land in order to engage the provisions of S203. At paragraph 12, the DCLG Guidance states that a compulsory purchase order should only be made where there is a compelling case in the public interest. A similar approach should be taken when deciding whether to engage S203. Given that it is in the public interest that the Scheme should proceed (as discussed in paragraphs 4 to 10 above), and the prejudice to the Scheme whilst the prospect of an injunction to restrain interference with rights to light remains, there is a compelling case in the public interest that the acquisition and appropriation proceed in a way which ensures the provisions of S203 are engaged.
18. The DCLG Guidance also says that when making and confirming an order, acquiring authorities should be sure that the purposes for which the compulsory purchase order is made justify interfering with the human rights of those with an interest in the land affected. These issues are considered below in part (viii).

(viii) Public benefits associated with engagement of S203 outweigh infringement of human rights

19. Human Rights issues arise in respect of the proposed arrangements. An acquiring authority should be sure that the purposes of the Scheme for which rights are to be overridden sufficiently justify interfering with the human rights of those with interests in the land affected. Furthermore, following the introduction of the Human Rights Act 1998 the City is required to act in accordance with the European Convention on Human Rights (the **ECHR**) in deciding whether or not to implement the arrangements. Article 1 of the First Protocol of the ECHR provides that every natural or legal person is entitled to peaceful enjoyment of their possessions. Acquisition in a way which engages S203 to allow interference with rights of light, involves interference with a person's rights under this Article. As these rights are enjoyed by corporate bodies as well as individuals all of those whose rights will be affected can claim an infringement.

20. However, the right to peaceful enjoyment of possessions in this Article is a qualified rather than absolute right, as the wording of Article 1 of Protocol 1 permits the deprivation of an individual's possessions where it is in the public interest and subject to the conditions provided for by law and by the general principles of international law. In cases such as this, where rights to light are enjoyed by residential properties Article 8 is also engaged (the right to respect for private and family life and a person's home). Article 8(2) allows for interference which is "in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the protection of health and morals, or for the protection of the rights and freedoms of others".
21. There must therefore be a balancing exercise between the public interest and the individual's rights whereby any interference in the individual's rights must be necessary and proportionate. "Proportionate" in this context means that the interference must be no more than is necessary to achieve the identified legitimate aim. A "fair balance" must be struck between the rights of the individual and the rights of the public. It is for members to consider the issues raised in this report and to strike that "fair balance" in coming to its decision.
22. In the present case it is considered that the public interest in facilitating the Scheme outweighs the rights of the individuals to peaceful enjoyment of their possessions and their right for private and family life and home and that the proposed use of S203 powers amounts to a proportionate interference in all the circumstances.
23. Central to the issue of proportionality is the extent of infringements and availability of compensation to those who are deprived of their Rights of Light. The extent of infringements is indicated in the list of affected properties at Appendix 1A.
24. The key public benefits arising from the Revised Development are set out at paragraphs 4 to 10 above. The planning implications of the Scheme have been fully considered and it has been deemed acceptable with planning permission being granted in July 2018.

Appendix 1A

List of Affected Properties

Actionable Injuries Caused by Proposed Development on Land Owned by the London Borough of Islington (LBI) – See drawings ROL_12_004 & 005

Invicta House (Commercial)

The development on the LBI land would cause actionable injuries at basement, ground and first floor level.

Banner House (Residential)

No actionable injury.

Basterfield House (Residential)

The development on the LBI land causes actionable injuries to 17 flats. To 13 of these flats the injury occurs to the bathroom, in 2 the injury occurs to the kitchen and in 2 flats there are injuries in the kitchen and bathroom.

Golden Lane Community Centre

No actionable injuries.

Hatfield House (Commercial)

There are actionable injuries to kitchens to 2 flats.

Cision House (Commercial)

Actionable injuries would occur to 6 office areas.

14 Baltic Street (Commercial)

No actionable injuries.

12 Baltic Street (Residential)

Actionable injury at ground floor level.

10 Baltic Street East (Commercial)

No actionable injuries.

London College of Fashion (including School House)

Actionable injury to one room at ground and first floor level to School House. 6 rooms with actionable injuries to the main building, but none to areas believed to be classrooms.

London House (Commercial)

Actionable injury to basement and to office areas at first, second and third floor level.

Additional actionable injuries introduced by proposed development on City of London land (see drawings numbered ROL7520_13_004 & 005)

Invicta House (Commercial)

Very small additional area of loss to 1 room at ground floor level.

Banner House (Residential)

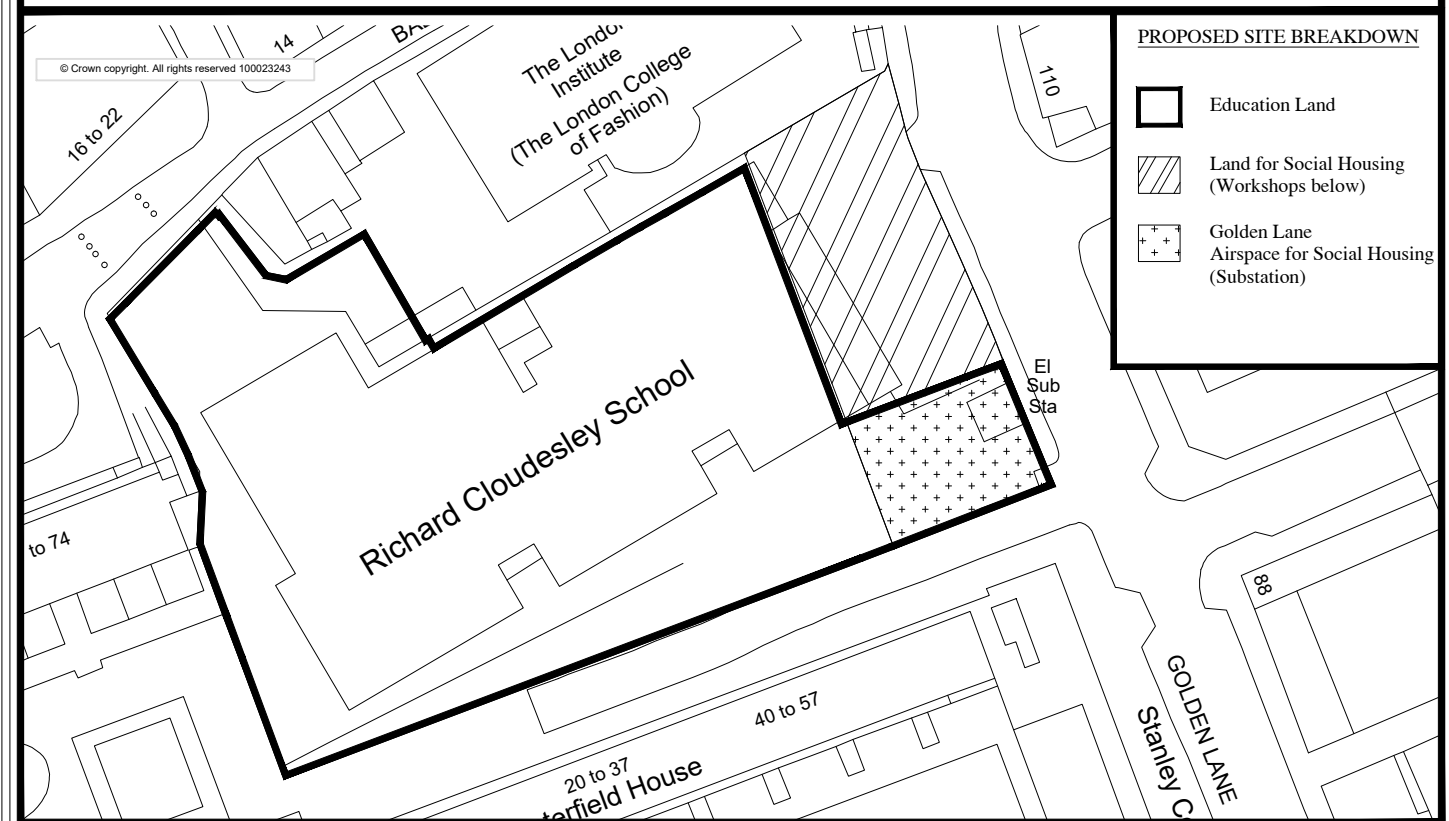
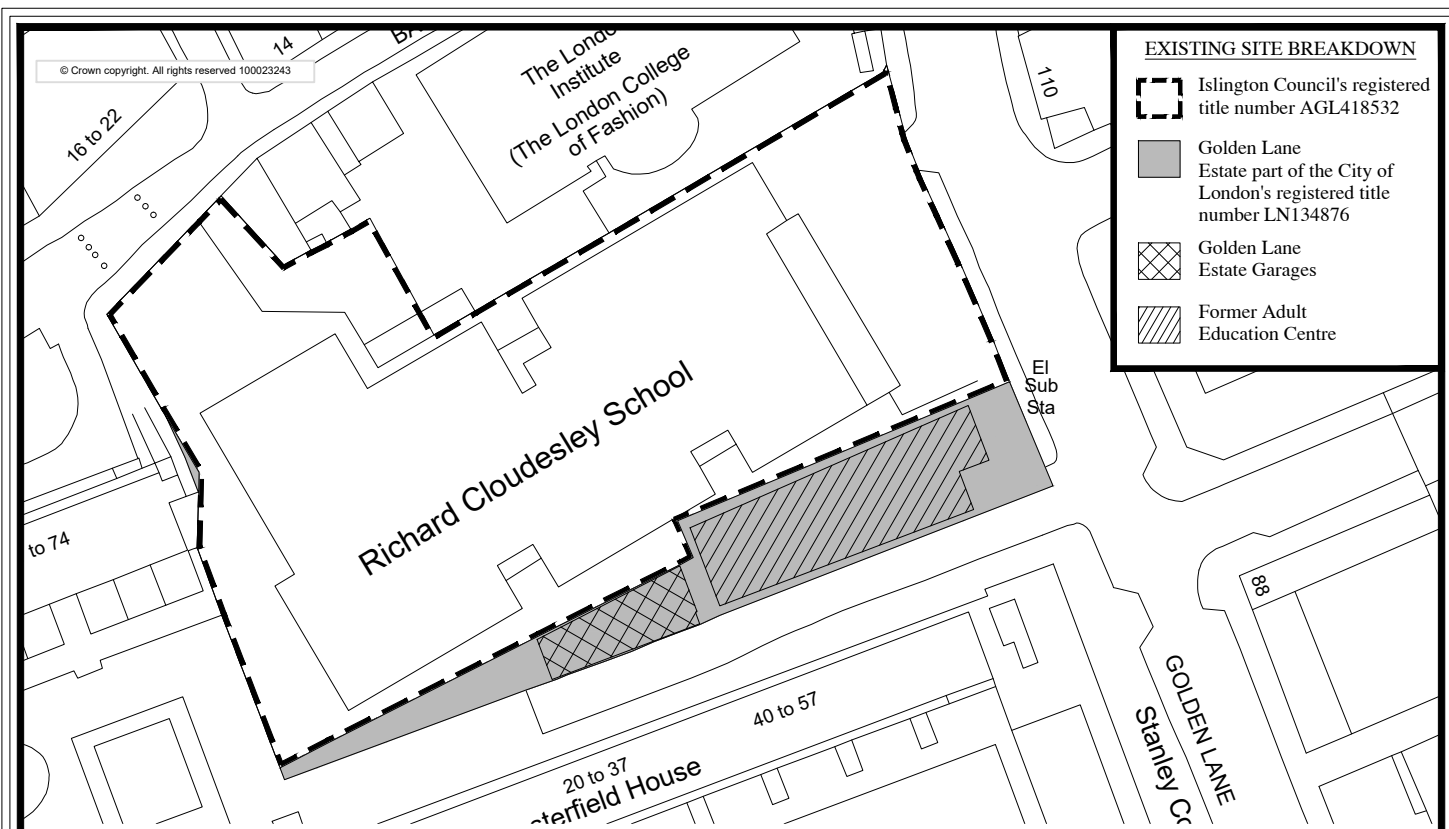
Actionable injury to bedroom of 1 flat.

Basterfield House (Residential)

Additional actionable injury to kitchen of one flat which has an actionably injured bathroom due to the development on LBI land.

There are no additional actionable injuries to the remainder of the properties listed above.

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Address : Former Richard Cloudesley School London EC1		 CITY of LONDON <i>P.G.Wilkinson BSc MSc MRICS</i> <i>City Surveyor</i> CITY SURVEYOR'S DEPARTMENT Corporate Property Group : Plans & Land Section	Print Scale : 1 : 1 @ A3	
Title : Committee Plan (Land Transactions)			Date : May 2018	
Drawing No : 5-C-40597 -01			Drawn by : KT	
Pro code : UPRN :		Notes :		
		Rev:		

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