



## Policy and Resources Committee APPENDICES PACK

**Date:** THURSDAY, 15 NOVEMBER 2018

**Time:** 1.45 pm

**Venue:** COMMITTEE ROOMS, 2ND FLOOR, WEST WING, GUILDHALL

**Members:**

Deputy Catherine McGuinness (Chairman)	Jeremy Mayhew
Simon Duckworth (Deputy Chairman)	Andrew McMurtrie
Christopher Hayward (Vice-Chair)	Deputy Alastair Moss (Ex-Officio Member)
Deputy Tom Sleigh (Vice-Chair)	Deputy Joyce Nash
Randall Anderson (Ex-Officio Member)	Graham Packham (Ex-Officio Member)
Douglas Barrow	Alderman William Russell
Sir Mark Boleat	Alderman Baroness Scotland (Ex-Officio Member)
Deputy Keith Bottomley	John Scott (Chief Commoner) (Ex- Officio Member)
Alderman Charles Bowman (Ex- Officio Member)	Deputy Dr Giles Shilson
Tijs Broeke	Jeremy Simons (Ex-Officio Member)
Henry Colthurst	Sir Michael Snyder
Lord Mayor-	Deputy John Tomlinson
Elect Alderman Peter Estlin	Mark Wheatley
Marianne Fredericks	Deputy Philip Woodhouse
Deputy Jamie Ingham Clark	Alderman Sir David Wootton
Deputy Edward Lord	
Alderman Ian Luder	

**Enquiries:** **Gregory Moore**  
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**Lunch will be served in Guildhall Club at 1PM**  
**NB: Part of this meeting could be the subject of audio visual recording**

**John Barradell**  
Town Clerk and Chief Executive

## AGENDA

6. **LAND TRANSACTIONS - FORMER RICHARD CLOUDESLEY SCHOOL SITE**  
To be read in conjunction with the report of the Town Clerk at pages 47-52.  
**For Decision**  
(Pages 203 - 212)
7. **PROJECT MANAGEMENT REVIEW**  
To be read in conjunction with the report of the Town Clerk at pages 53-58.  
**For Decision**  
(Pages 213 - 242)
8. **MODERN SLAVERY STATEMENT**  
To be read in conjunction with the report of the Chamberlain at pages 59-62.  
**For Decision**  
(Pages 243 - 262)
10. **EDUCATION, SKILLS AND CULTURAL AND CREATIVE LEARNING STRATEGY**  
To be read in conjunction with the report of the Director of Community and Children's Services at pages 71-74.  
**For Decision**  
(Pages 263 - 352)
12. **PROPOSED APPROACH TO CARBON OFFSETTING**  
To be read in conjunction with the report of the Director of the Built Environment at pages 83-90.  
**For Decision**  
(Pages 353 - 362)
26. **MARKETS CONSOLIDATION PROGRAMME: PROGRESS REPORT**  
To be read in conjunction with the joint report of the City Surveyor and the Director of Markets & Consumer Protection at pages 175-184.  
**For Decision**  
(Pages 363 - 376)
27. **CENTRAL CRIMINAL COURT PLANT REPLACEMENT: PHASE 4**  
To be read in conjunction with the report of the City Surveyor at pages 185-188.  
**For Decision**  
(Pages 377 - 390)
28. **ST LAWRENCE JEWRY: ISSUES REPORT**  
To be read in conjunction with the report of the City Surveyor at pages 189-196.  
**For Decision**  
(Pages 391 - 392)
29. **GUILDHALL SECURITY VISION**  
To be read in conjunction with the report of the City Surveyor at pages 197-200.  
**For Information**  
(Pages 393 - 400)

## 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 13<sup>th</sup> 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:

8.1 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.

8.2 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)

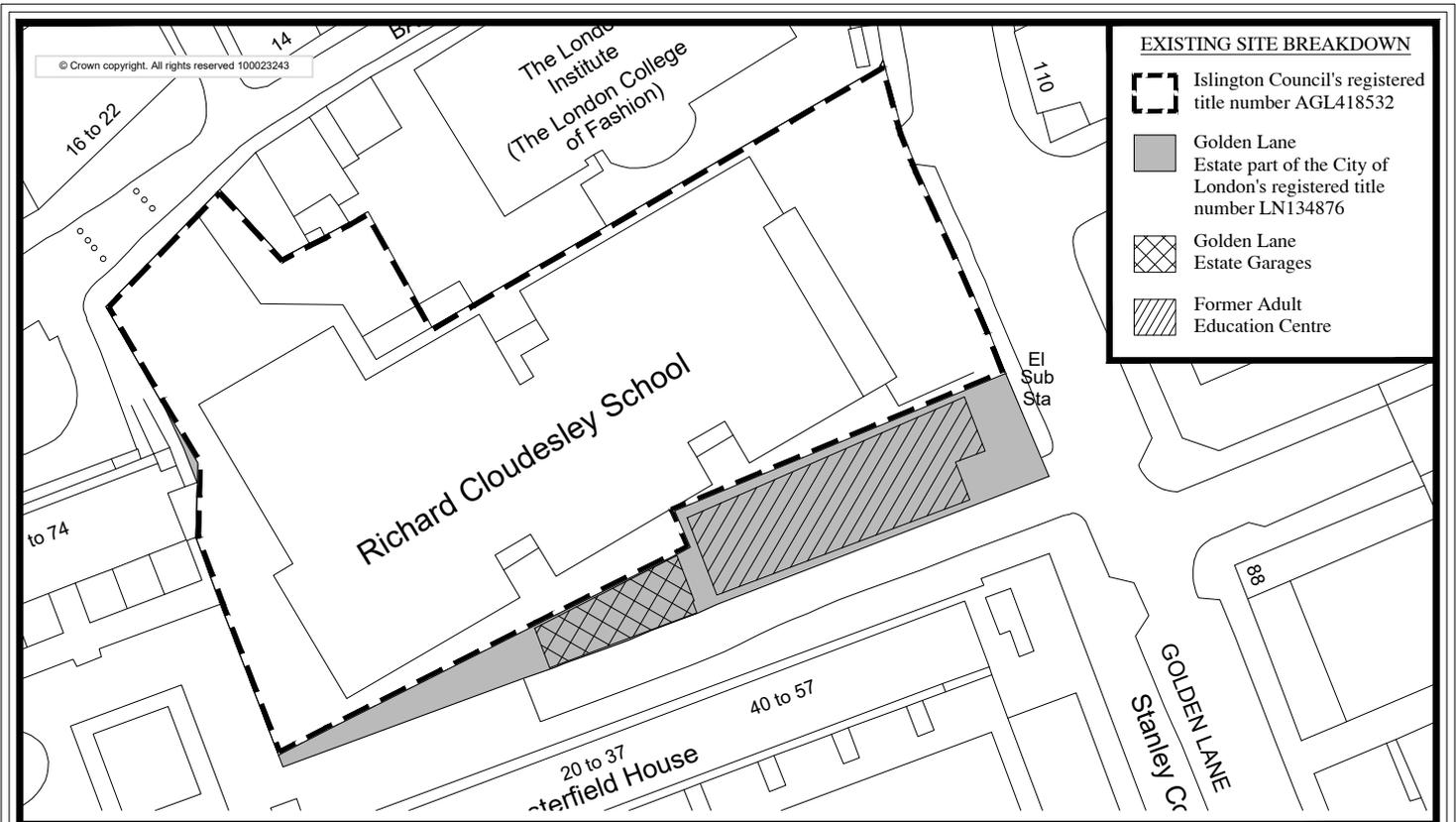
Actionable injury to bedroom of 1 flat.

Basterfield House (Residential)

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

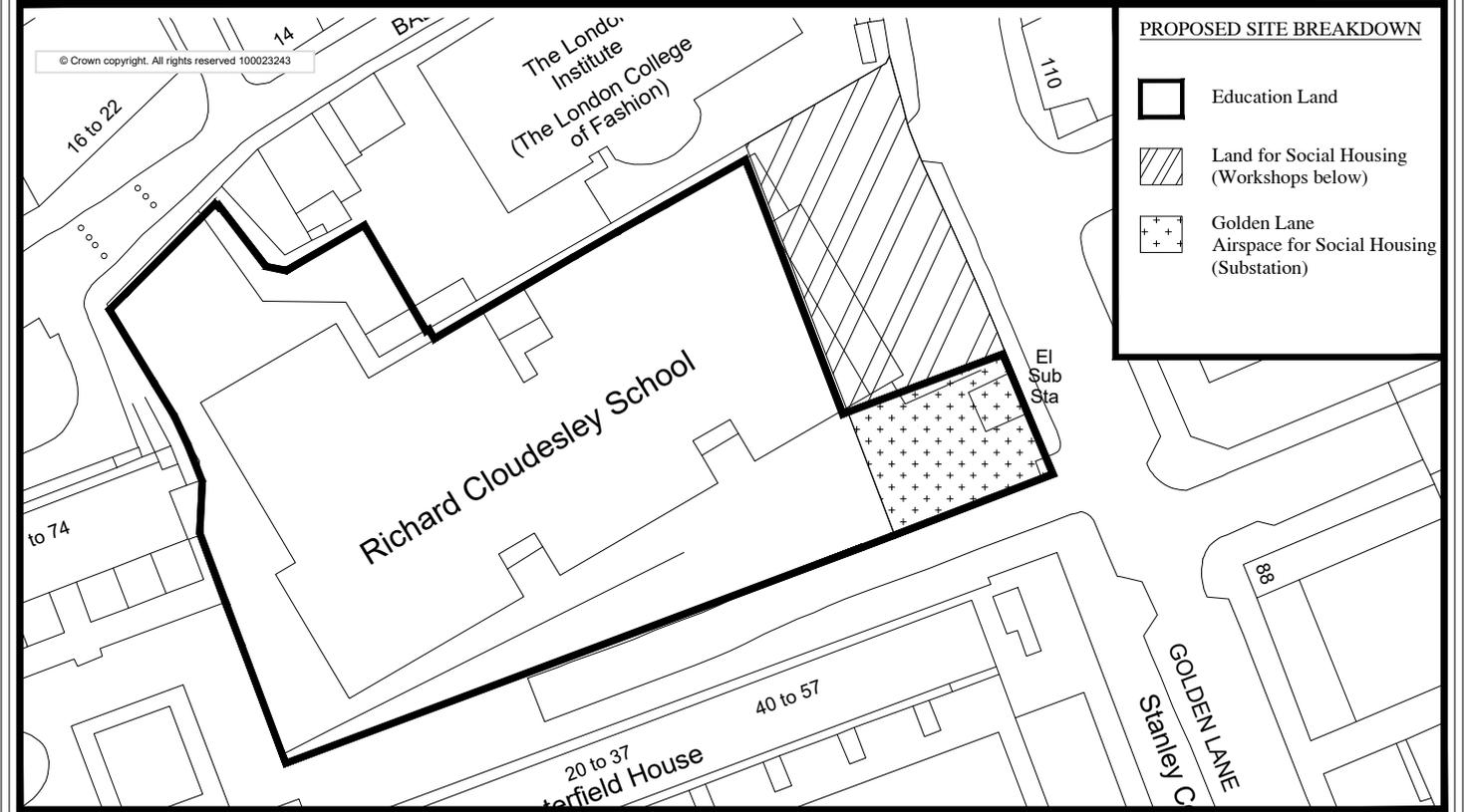
There are no additional actionable injuries to the remainder of the properties listed above.

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**EXISTING SITE BREAKDOWN**

-  Islington Council's registered title number AGL418532
-  Golden Lane Estate part of the City of London's registered title number LN134876
-  Golden Lane Estate Garages
-  Former Adult Education Centre



**PROPOSED SITE BREAKDOWN**

-  Education Land
-  Land for Social Housing (Workshops below)
-  Golden Lane Airspace for Social Housing (Substation)

Address :	
Former Richard Cloudesley School London EC1	
Title :	
Committee Plan (Land Transactions)	
Drawing No :	
5-C-40597 -01	
Pro code	UPRN



**CITY OF LONDON**

*P.G. Wilkinson BSc MSc MRICS*  
*City Surveyor*

**CITY SURVEYOR'S DEPARTMENT**  
Corporate Property Group :  
Plans & Survey Section

Print Scale :	1 : 1 @ A3	
Date :	May 2018	
Drawn by :	KT	
Notes :		
Rev:		

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## Appendix 1 – Gateway Process Outcomes

<b>Gateway</b>	<b>Title</b>	<b>Outcome</b>	<b>Benefit</b>
1	Project Briefing	<ul style="list-style-type: none"> <li>• Inclusion in business plan;</li> <li>• Chief Officer approval to develop a project proposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen early development stages;</li> <li>• Align with departmental priorities;</li> <li>• Chief Officer oversight of projects entering the system.</li> </ul>
2	Project Proposal	<ul style="list-style-type: none"> <li>• Authority to establish a project;</li> <li>• Budget/funding allocated (where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Member and Corporate oversight at inception;</li> <li>• Strengthen early development stages.</li> </ul>
3/4	Options Appraisal	<ul style="list-style-type: none"> <li>• Agreed option to explore further/project delivery;</li> <li>• Budget/funding allocated (where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Member oversight of options and opportunity to assess benefits of each delivery model;</li> </ul>
5	Authority to Start Work	<ul style="list-style-type: none"> <li>• Approval to commence works granted;</li> <li>• Budget/funding and project sum for delivery agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• Project delivery can begin;</li> <li>• Streamlined governance with delegation to approve granted to Chief Officers (for projects not deemed to be high risk).</li> </ul>
6	Outcome Report	<ul style="list-style-type: none"> <li>• Project closure;</li> <li>• Verification of final accounts (where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• Project closure;</li> <li>• Opportunity for evaluation and analysis of lessons learned;</li> <li>• Information captured for benchmarking and sharing best practice.</li> </ul>

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## Appendix 2 – Summary of Changes

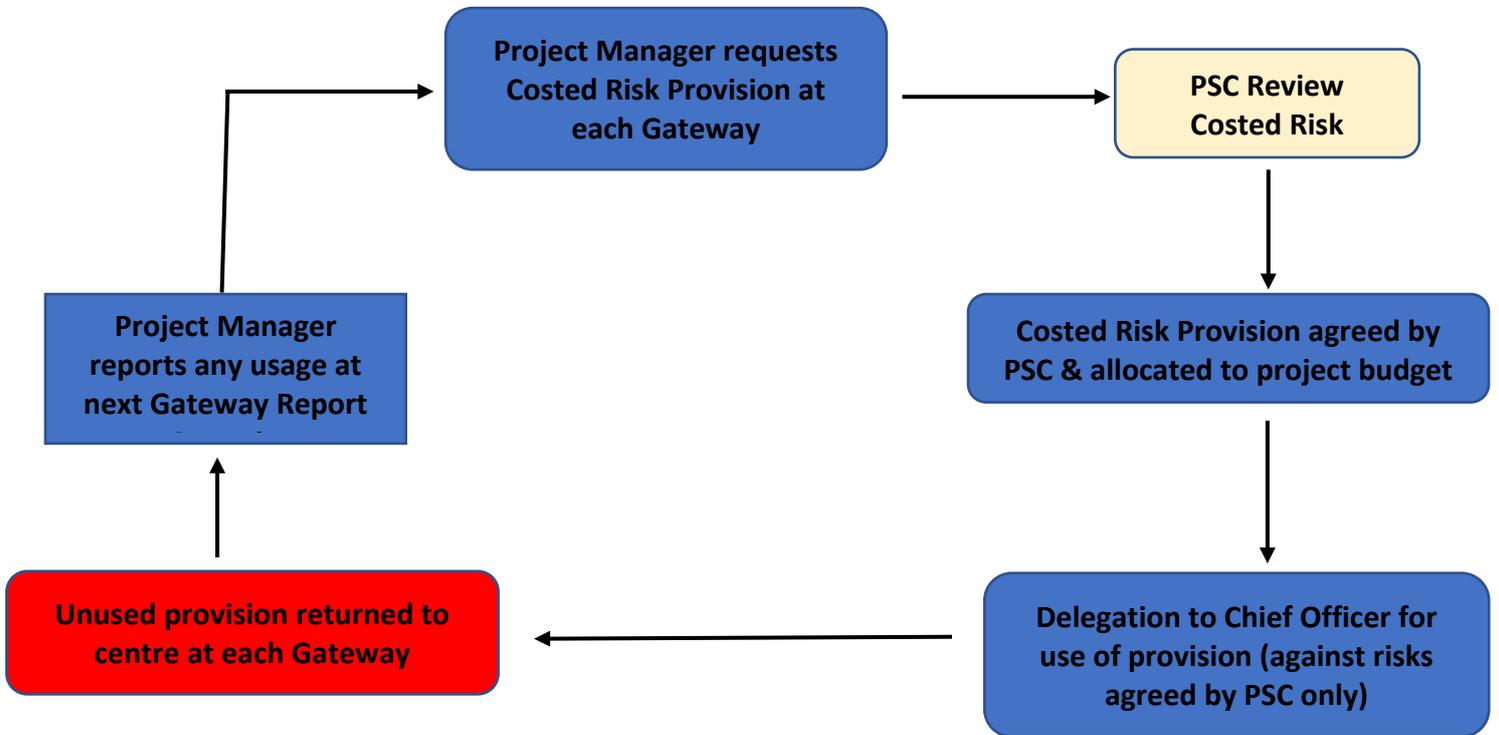
Change	Benefits	Agreed by PSC (Y/N)	Next Steps
Introduction of Project Briefing	<ul style="list-style-type: none"> <li>• Capture key information up front;</li> <li>• Strengthen early development stages of projects.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Implementation after the New Year (currently in pilot).</li> </ul>
Revised sign off-process	<ul style="list-style-type: none"> <li>• Chief officer approval on projects prior to entering Gateway process.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Implementation after the New Year (currently in pilot).</li> </ul>
Introduction of Project Cover Sheet	<ul style="list-style-type: none"> <li>• Provides a cumulative narrative for projects throughout the process (including scope and budget changes).</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Implementation after the New Year (currently in pilot).</li> </ul>
Amendments to the Gateway Approval Process	<ul style="list-style-type: none"> <li>• Streamlining governance and linking each stage to a clear outcome.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Court Approval required.</li> </ul>
Revised Templates	<ul style="list-style-type: none"> <li>• Provision of information in a clearer manner for informed decision making (e.g. recommendations moved to the top).</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Changes to G1-2 and outcome reports (previous G7) in pilot, others to follow, PSC to review and tweak (templates are deemed enablers).</li> </ul>
Introducing a Costed Risk Provision	<ul style="list-style-type: none"> <li>• Increased delegations to deal with risks which are realised and facilitate delivery at pace.</li> </ul>	Y	<ul style="list-style-type: none"> <li>• Court Approval required.</li> </ul>

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### **Appendix 3 – Costed Risk Approval Process**

The proposal is as follows:

- The Project Manager will produce a costed risk register to be updated and submitted at each Gateway stage (including Progress and Issue Reports), outlining their requested provision amount based on their evidence-based risk analysis;
- Members will review and scrutinise both the costed risk register and proposed provision before approving an appropriate amount against a specific risk locked down for that Gateway;
- The risk provision will be held on a separate budget line and use will not be permitted for items not listed in the costed risk register agreed by Members;
- Should a risk on the risk register become an issue requiring contingent action the default position will be the provision allocated can be accessed for mitigation, following Chief Officer sign off;
- However, should the Chief Officer feel the Project Manager is appropriately skilled and trained they may delegate this responsibility to the Project Manager, though this must be set out clearly at the start of the project when submitting the Gateway 2 paper (Project Briefings at Gateway 1 require Chief Officer approval as part of the new process);
- The Chairman of Projects Sub Committee may call in projects to provide further details on the nature of usage;
- The cumulative total provision and spend will be tracked via the Project Cover Sheet, whilst a template will be developed to initiate the request for release of the funds;
- Project Managers will be expected to return at each Gateway with an updated risk analysis logging changes, including the impact of mitigation action taken and any provision used, as well as the new proposed provision amount requested for that stage;
- There will be a clear distinction between the requested amount for each Gateway risk provision and the overall estimated risk value against the project. Budget will be approved for the former after review at each stage, whilst the latter is expected to change according to use of the Gateway risk provision. A total project risk provision will not be allocated up front;
- Where the Gateway provision spent exceeds £500,000, this will automatically trigger a report to Committee, updating Members on how the funds have been used;
- It is expected that clarity on the risks and costs attached to a project improve throughout each stage, with the benefit of earlier mitigation reducing the overall estimated costed provision required at commencement of work.



#### Appendix 4 - Summary of Proposed Amendments to the Projects Procedure

Current Project Procedure	Revised Projects Procedure	Benefits of Change
<ul style="list-style-type: none"> <li>7 stages within Gateway Approval Process.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced to 6 stages.</li> </ul>	<ul style="list-style-type: none"> <li>Streamlined to link each stage to a specific outcome (rather than focus on process);</li> <li>Closer alignment with RIBA methodology.</li> </ul>
<ul style="list-style-type: none"> <li>No formal Costed Risk Process;</li> <li>No mechanism to deal with issues realised outside of Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Established costed risk process, subject to Project Sub Committee agreeing a provision, following scrutiny of a costed risk register.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism to deal with pre-identified issues which are realised swiftly;</li> <li>See main report for further information (Costed Risk Provision Benefits section in the main report, point 28).</li> </ul>
<ul style="list-style-type: none"> <li>Outcome reports expected after accounts have been verified.</li> </ul>	<ul style="list-style-type: none"> <li>Outcome reports expected within 6 months of completion (regardless of whether accounts have received verification).</li> </ul>	<ul style="list-style-type: none"> <li>Verification of accounts can occasionally take a significant amount of time, therefore in some cases outcome reports are not received until well after completion;</li> <li>Ensures project evaluation and analysis of lessons learned soon after completion as per standard industry practice.</li> </ul>
<ul style="list-style-type: none"> <li>Project lifecycle begins with Authority to Submit Project Proposal.</li> </ul>	<ul style="list-style-type: none"> <li>Addition of Project Briefing (new Gateway 1) prior to Project Proposal stage;</li> <li>Requires Chief Officer sign off.</li> </ul>	<ul style="list-style-type: none"> <li>Chief Officer approval of projects entering the Gateway Process;</li> <li>New document to ensure brief captures key information up front and aligns with standard industry practice.</li> </ul>
<ul style="list-style-type: none"> <li>No cumulative reporting between Gateway stages.</li> </ul>	<ul style="list-style-type: none"> <li>Addition of Project Cover sheet as fixed appendix once a project budget is established.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism to capture changes in budget and scope throughout the project lifecycle.</li> </ul>

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# City of London Project Procedure

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Oct 2018

## Overview

1. Projects are one of the key ways that the City of London Corporation delivers its strategic aims and priorities. The City Corporation is committed to ensuring that projects are delivered efficiently and that the best use is made of the resources available to the organisation.
2. The Project Procedure is approved by the Policy and Resources Committee. Any changes to the Project Procedure require the authorisation of the Policy and Resources Committee.
3. The Project Procedure has been designed to encourage consistency of delivery across the organisation, while allowing flexibility to respond to circumstances with appropriate speed. It is designed to ensure that our work reflects our strategies, and that we have policies in place to discharge our statutory and non-statutory duties with proper oversight and control.
4. All projects over £50,000 that have tangible, physical deliverables (including IS projects) must be recorded on the Corporation's Project Portfolio Management tool.
5. The Project Procedure applies to the following categories of projects that have tangible, physical deliverables (including IS projects):
  - a. Capital and supplementary revenue projects over £50,000
  - b. Routine revenue projects over £250,000
  - c. Capital and supplementary revenue projects delivered with ringfenced funds over £250,000 (e.g. Section 278, Designated Sales Pools, Additional Works Programmes, Housing Revenue Account)
6. Some large Capital projects will be overseen by the Capital Buildings Committee, indicatively where the project is £100m+ or where it has been referred there by the Court of Common Council. For these projects, Capital Buildings Committee will be responsible for;
  - (i) overall direction
  - (ii) review of progress; and
  - (iii) decisions on significant option development and key policy choices.

If oversight is transferred to the Capital Buildings Committee those projects will not be required to be seen at Projects Sub-Committee. Refer to the Capital Building Committee Clerk for guidance on governance and reporting requirements.
7. The Projects Procedure does not apply for Capital and supplementary revenue projects under £50,000 or revenue projects under £250,000 or ringfenced projects under £250,000. Where a mixture of funding is used the lowest threshold will apply. It is recommended the Gateway process documentation is used for projects outside of the Projects Procedure. Projects of any value can be 'called in' to Projects Sub-Committee and any that develop to be within the thresholds will then enter the gateway approval process.

7.1 Delegations exist within the projects procedure. Where delegations are made (to Chief Officer) it is expected that the gateway approval process documentation will be completed, even if it is not required to be presented to Member committees. This is to ensure that good governance and record keeping is maintained. Chamberlains Audit and Risk teams will conduct period audits of projects under the thresholds or under delegated approval limits to ensure that appropriately rigorous governance and documentation is maintained.

8. This document contains information about:

- Governance
- Resource Allocation Timetable
- Approval Process
- Ringfenced Funds
- Routine Revenue Projects
- Changes to Projects: Before Agreement at Authority to Start Work
- The Project Sum
- Risk and Costed Risk Provision
- Changes to Projects: After Agreement at Authority to Start Work
- Procurement and Contract Letting
- Project Toolkit

9. If you have any queries or comments about the Project Procedure or about project management generally at the City Corporation, please contact the Town Clerk's Programme Office

[Corporate.ProgrammeOffice@cityoflondon.gov.uk](mailto:Corporate.ProgrammeOffice@cityoflondon.gov.uk)

## **Governance**

10. All building related projects that are likely to require over £50,000 of capital expenditure over the following five years must be identified in the Asset Management Plan (AMPs) for the site. AMPs are a key part of the departmental business planning process and a corporate requirement under Standing Order 53. For further information on AMPs, please contact the Head of Corporate Asset Management in the City Surveyor's Department.
11. Approval of the City of London Corporation's programme of projects is the responsibility of the Policy and Resources Committee through its Projects Sub-Committee, which scrutinises individual projects, and the Resource Allocation Sub-Committee, which considers the overall programme of project activity and its funding. Decisions about projects are made in conjunction with Service Committees and, for high value projects, the Court of Common Council.

### **Projects Sub-committee Terms of Reference**

To be responsible for:

- Authorising individual projects on behalf of the Policy and Resources Committee at each stage of the City Corporation's agreed Project Approval Process;
- Recommending requests to the Resource Allocation Sub-Committee/the Policy and Resources Committee for projects to be included in the capital/supplementary revenue programme;
- Overseeing the City Corporation's programme of projects, excluding those within the remit of the Corporate Asset Sub-Committee, to ensure their delivery within the parameters set by the Resource Allocation Sub-Committee; Note however that Projects Sub-Committee can call-in projects outside of gateway for review e.g. Cyclical Works Projects.
- Monitoring the procurement arrangements for capital and supplementary revenue projects and advising the Finance Committee of any issues; and
- Periodically reviewing the City Corporation's project management processes and procedures.

Projects Sub-committee does not:

- Control the release of funding, the committee is not in control of funding pots (with the exception of the Contingency fund [47]); its remit is to judge value for money and the appropriateness of the budget, it can approve costed risk budgets
- Agree Policy, this is the role of the Service committees, Policy and Resources and Resource Allocation-sub, its remit is to ensure good governance on the options chosen and that these are delivered well.

The Projects Sub-Committee periodically receives programme reports on all capital and supplementary revenue projects and can 'call in' any project at any stage of the Gateway Approval Process when it is considered appropriate to do so. As noted in [7] this can include projects which are being delivered under delegation.

12. For each gateway paper, the Committees (i.e. Service and Projects Sub) may receive the paper in any order, relative to the dates when those committees sit. A paper would not be considered as approved until all the relevant committees have

seen and approved it. The exception being the Officer Corporate Projects Board, which must see the Project Proposal (with attached Project Briefing), Issue reports and Outcome reports before they are presented to Member committees.

13. The Town Clerk's Corporate Programme Office clerks the Corporate Projects Board, which is a senior Officer panel which reviews Project Proposals, Issue reports and Outcome reports before they are submitted to Committees. The role of the group is to ensure consistent quality reporting and critical Officer challenge to projects.

**Corporate Projects Board**

Corporate Projects Board is a group of senior Officers, with cross departmental representation, which meets each month for a critical analysis of projects set to enter the Gateway Process. They provide an initial overview of projects at an early stage and report content, whilst offering guidance and support on progressing a project through Committees.

The Board will consider papers before they are seen by Members and can ask for papers to be redrafted or for them to be sent to Summit Group for corporate consideration before proceeding further.

14. Where the Town Clerk considers a scheme has policy implications, or where the Policy and Resources Committee has indicated it wishes to consider a particular project further, the report will also be submitted to that Committee.
15. The Finance Committee is responsible for obtaining value for money, improving efficiency and overseeing procurement generally across the City Corporation. The Finance Committee therefore receives periodic reports on the City Corporation's capital expenditure.
16. The Town Clerk's Corporate Programme Office monitors the progress of projects from start to finish. Departmental project teams are required to maintain up to date information about each project on Project Vision including monthly narrative updates, key dates, risks and issues. Additionally, key documentation such as Gateway papers should be uploaded.
17. Officer-level Project Boards may be established for individual projects. The establishment of a Project Board is particularly important for projects which require Officers from a number of different departments to deliver them. Guidance is available from the Town Clerk's Corporate Programme Office about the establishment, composition and running of Project Boards.
18. Project Steering groups can be created for a project. There are no formal terms of reference for their governance, however they could be used to engage with external stakeholders and provide recommendations to the Project Board.
19. For full details of the different roles and responsibilities relating to project management please refer to the Project Governance guidance available in the Project Toolkit.

**Resource Allocation Timetable**

20. The Resource Allocation Sub-Committee will determine the budget to be set aside for capital and supplementary revenue projects for the forthcoming financial

year. That sum will be included in the City's annual budget agreed by the Finance Committee and Court of Common Council in February/March each year.

21. New projects may enter the Gateway Approval Process at any time during the year but should be already planned in a department's business plan. The stages at which a project will be included in the capital programme are described in further detail below.

## Gateway Approval Process

22. All projects covered by this Project Procedure enter the Gateway Approval Process at Gateway 1 and the general expectation is that projects will normally proceed through Gateways 1 to 6 in sequence.
- I. Note that in Summer 2018 the naming and numbering of the Gateways was changed, the content was revised significantly in the case of Gateways 0-2 and 6-7, and that 'Project Briefings' & 'Project Coversheets' were introduced.
23. To allow projects to proceed at the appropriate speed and to ensure that the City Corporation is able to take advantage of circumstances as they arise, Standing Orders authorise the Town Clerk, in consultation with the Projects Sub-Committee, or the Chairman and Deputy Chairman thereof as appropriate, to vary the Gateway Approval Process in relation to individual projects in cases when it is deemed appropriate to do so (e.g. to take advantage of external funding sources).
24. There should be no assumption that the Gateway Approval Process is a linear process and it is possible that more complex schemes may include the preparation of more than one report at each stage, particularly in the options appraisal stages. Project Managers may need to combine Gateway reports, which can be done by exception. Where this is the case seek advice and confirm your planned approach with the Corporate Programme Office before submitting combined reports to Committee.
25. The City has adopted a Gateway Approval Process with three tracks: complex, regular and light. The decision about which track a project should follow depends on the estimated cost and the level of risk, complexity and uniqueness. The matrix below provides guidance on the track that should be followed. There is flexibility to move projects between tracks at any stage if it becomes evident that a project is more or less complex than originally anticipated (though this should be done as a recommendation within a Gateway or issue report).

		Risk, Complexity & Uniqueness		
		Low	Medium	High
C O S T	Under £250k	<i>Light</i>	<i>Light</i>	<i>Regular</i>
	£250k to £5m	<i>Regular</i>	<i>Regular</i>	<i>Complex</i>
	Over £5m	<i>Regular</i>	<i>Complex</i>	<i>Complex</i>

Unless otherwise stated, 'cost' is the total estimated cost of the project and includes, but is not limited to, items such as works, fees and staff costs etc.

25.1 The total estimated cost of the project at the offset does not include future anticipated costed risk provision requests; however, Members can use the value of this and the total liability exposure from the risk register as part of their decision when confirming the track route. This reflects that a costed risk provision and costed risk register is a quantified financial measure of the risk of a project.

25.2 Projects can change in their complexity and cost over their lifetime. The trackways are therefore not fixed, and projects can move across (i.e. from Regular to Complex, or Regular to Light), if the situation changes. However,

such a change must be approved by Members (as the Gateway track was also approved by them initially), and that change must be approved before any decisions which would be delegated on approval are made.

26. The stages in the Gateway Approval Process are:

**Gateway 1. Project Briefing**

A short document which describes the core elements of the project concept. This is signed off by the Chief Officer and should be related to an idea within the departmental business plan, (it is recognized that some projects might not be in the business plan as they may be responding to emergent events, however these should be reflected in the next business plan review). Once approved a Project Briefing can then be developed into a full project proposal and will be attached to the Project Proposal seen by Members (Gateway 2).

**Gateway 2. Project Proposal**

Initially viewed by Corporate Projects Board, a short business case seeking Members' authority to proceed with the project through to the next relevant Gateway stage and to expend any internal or external resource. The proposal should establish clear, measurable objectives and targeted benefits for the City Corporation. At this stage, the relevant approval track (Complex, Regular or Light) will be determined. An indication of the intended procurement strategy should be set out at this stage in conjunction with City Procurement.

The Project Briefing should be an appendix to this report.

A costed risk register using the corporate template should accompany this report if a 'costed risk provision' (see [49]), is requested.

After the Project Proposal is approved all subsequent Gateway reports require a Project Cover Sheet.

**Gateway 3. Outline Options Appraisal**

The report should set out a range of viable options for proceeding with the project and make recommendations to Members on the option(s) to progress. Unless there is a statutory/safeguarding requirement a 'do nothing' option will be expected as a default.

Where there is only 'one' option, it is expected that there will be more than one variable in the quality/longevity of the implementation options (e.g. where something must be replaced, the options could be a 'like-for-like' replacement or 'an opportunity for a material upgrade and remodel').

The Project Coversheet should be an appendix to this report.

A costed risk register using the corporate template should accompany this report if a 'costed risk provision' (see [49]), is requested.

A PT4 Procurement Form should be an appendix to this report. Where contracts for Supplies & Services are >=£100k and or Works >=£400k, or below where Committees/Category Boards request it.

**Gateway 4. Detailed Options Appraisal**

Report setting out detailed appraisal of options, or variations of an option, taking account of further information available and advice by Members on previous report. The level at which the scheme design will be approved is to be determined at this stage (options would include Service Committee, Projects Sub-Committee, Chief Officer, Project Board, CPO). Approval of the procurement methodology will be sought at this stage (subject to approval of Gateway 4a if City funding is being sought, Gateway 4b if the project is estimated to cost over £5m and Gateway 4c the detailed design at the appropriate level) if required.

The Project Coversheet should be an appendix to this report.

A costed risk register using the corporate template should accompany this report if a 'costed risk provision' (see [49]), is requested.

**Gateway 4a. Inclusion in Capital Programme (if unallocated City funding is required for the project)**

Corporate Priorities Board will help Members prioritise the City resources that are allocated to projects by making recommendations to Resource Allocation Sub Committee.

The Project Coversheet should be an appendix to this report.

A costed risk register using the corporate template should accompany this report if a 'costed risk provision' (see [49]), is requested.

The Resource Allocation Sub-Committee will recommend to the Policy and Resources Committee whether to add a project to the capital programme, hold it in reserve, commission further work or stop it. If a project is added to the programme the Chamberlain's Finance team will prepare a report to the Resource Allocation Sub-Committee who will advise the Policy and Resources Committee as to how the expenditure should be phased.

**Gateway 4b. Court of Common Council Approval (projects over £5m)**

Approval of the Court of Common Council will be sought at this stage.

Court reports will be prepared by the Town Clerk's Office and use a non-Gateway template format. Consult with the Court Clerk on the content.

**Gateway 4c. Detailed Design**

Approval of the detailed design for the option selected at Detailed Options Appraisal, at the level agreed at that stage.

The Project Coversheet should be an appendix to this report.

A costed risk register using the corporate template should accompany this report if a 'costed risk provision' (see [49]), is requested.

**Gateway 5. Authority to Start Work**

Authority to begin delivering the project. The results of any tender exercise must be included in this report. The level of progress reporting is determined at this stage and can range from specific project reports to coverage by exception in routine updates, regular delegated officer reporting would be expected.

The Project Coversheet should be an appendix to this report.

A PT8 Procurement Form should be an appendix to this report. Where contracts for Supplies & Services are >=£100k and or Works >=£400k, or below where Committees/Category Boards request it.

A costed risk register using the corporate template should accompany this report if a 'costed risk provision' (see [49]), is requested.

**Gateway 6. Outcome Report**

Critical assessment of the project and the achievement of its objectives. This will include an update of spend, milestones and key deliverables. Lessons learnt and best practice identified during the delivery of the project will also be asked for, along with how that knowledge will be shared.

The Project Coversheet should be an appendix to this report.

All Outcome reports are to be submitted within 6 months of the end of the project (nominally described as handover to BAU). Where the project has outstanding legal issues, the accounts have not been signed off, or business benefits require evaluation over a longer period, this still applies, with a supplementary report delivered later, on the resolution of the outstanding issues.
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### **Project Cover Sheet**

A short summary of the project, to provide cumulative reporting and a record of key changes and developments over its lifetime, required to accompany all Gateway reports (including Issues and Progress Reports) after Gateway 2 (Project Proposal) has been agreed. This allows Members and Officers to review the total progress of a project through its lifecycle.

### **Issues Reports**

A flexible format report to inform Members of an issue that requires a decision. Usually in response to the need to change the budget, milestones, deliverables/scope etc. To be accompanied by a Project Coversheet. Issues reports can be issued at any stage in the Gateway process. This report is usually written 'between Gateways'.

The Project Coversheet should be an appendix to this report.

### **Progress Reports**

Short updates, usually by exception, on progress made on project with particular focus on risk, cost and time. Frequency to be determined at 'authority to start work' stage, or earlier if delegated to Chief Officer before that stage. This is likely to be required for projects delivered over an extended period of time.

The Project Coversheet should be an appendix to this report.

## **27. Urgency and Delegation**

Projects Sub-Committee normally sits on a monthly basis (with an exception of the summer recess), however other committees may meet less frequently and Officers planning to submit papers to Committees should understand the committee timetables and plan around them accordingly.

27.1 Where a decision is required rapidly and must be done outside of the regular Committee timetable, this can be done via the 'Urgency' system (see Standing orders of the Court of Common Council: 41. Decisions between Meetings). In these instances, the power to make a decision will be delegated to the Town Clerk to make a decision, and before exercising this power, comments from the Chairman and Deputy Chairman of the Committee will be sought.

27.2 Urgent requests are submitted to the relevant Committee's clerk, who will make representations to the Town Clerk and Chairman and Deputy Chairman of the Committee. Once a decision has been taken it is reported to the next meeting of a Committee and is reflected in the minutes of that meeting. The urgency procedures should only be used for matters that are genuinely urgent and unforeseen. Consult the Committee Clerk if you are unsure.

27.3 Committees may decide they do not have enough information on the sitting date to make an informed decision and they may request additional information to be provided. Under such circumstances they may decide to delegate that decision outside of committee on receipt of the requested information. The approval process is the same as for urgent approvals.

28. Advice on the equivalent RIBA stages is available from the City Surveyor's Property Projects Division, See Appendix 1 for a summary.

29. Guidance on the reporting format and requirements for each stage is available in the Project Toolkit on the Corporate Programme Office intranet pages.

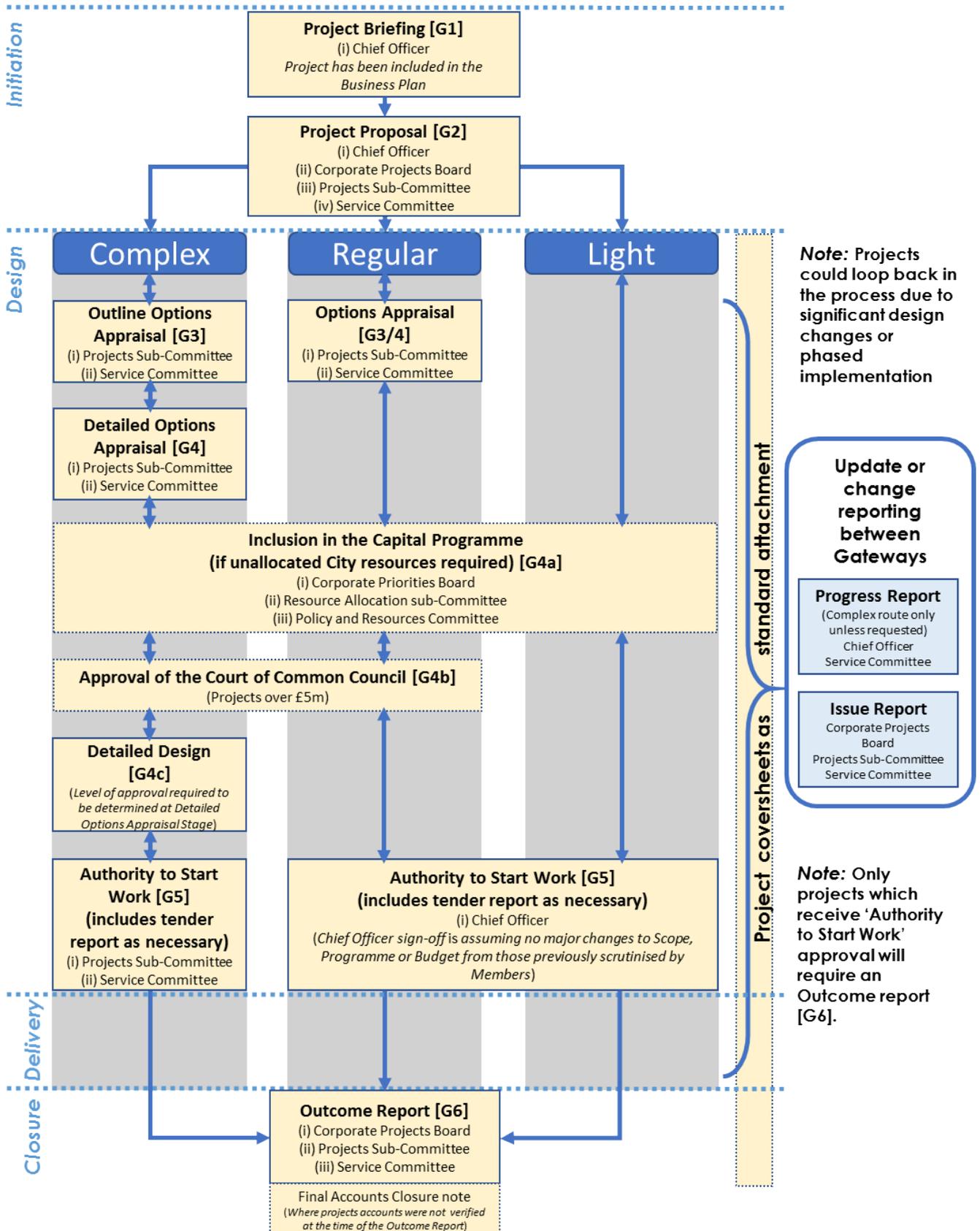
29.1 Risk Management must be an integral part of managing a project from start to finish. A separate guidance note in the Project Toolkit is available to assist Officers in how risk should be managed throughout the life of a project.

29.2 Note that all reports are submitted in the name of a Chief Officer (or equivalent), and that Chief Officers are accountable for the content to Members.

30. The diagram below sets out the Gateway Approval Process and the Committees with authority to consider and approve projects at each of the Gateways. It sets out the three tracks which will generally be followed.

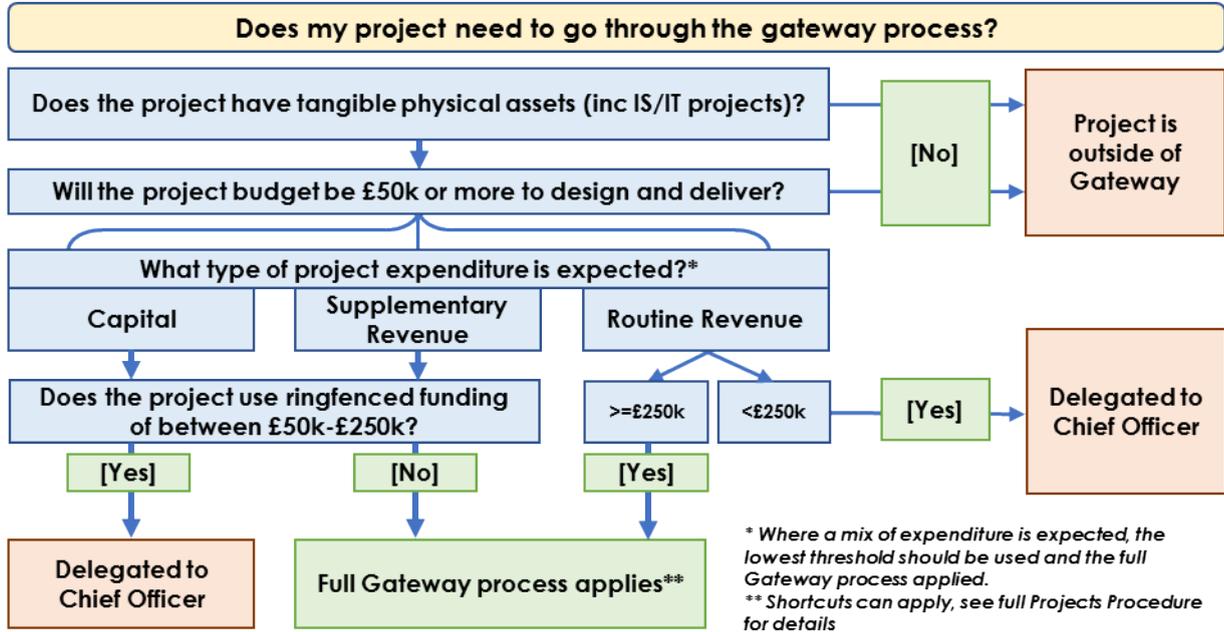
# Gateway Approval Process

The procedure applies to projects that result in tangible, physical deliverables (including IS projects).



# Entering the Gateway Process

The Projects Procedure and Gateway Process applies to projects that result in tangible, physical deliverables or assets, including Information Systems / Technology projects where the assets are 'digital' in nature.



The distinction between Capital, Supplementary Revenue and Routine Revenue is an accounting one and should be made by Chamberlains.

**Capital:** Major schemes (>£50,000) relating to the acquisition, creation or enhancement of an asset which yields benefits to the authority and the services it provides for a period of more than one year. Basic definition taken from the CIPFA Code of Practice on Local Authority Accounting, which has the force of law. Further conditions e.g. in relation to enhancements. Excludes regular or cyclical repairs, but includes cyclical replacement of major components, e.g. new windows etc.

**Supplementary Revenue:** (>£50,000) Project expenditure of a substantial or major nature which was previously classified as capital but is now revenue so as to conform to current accounting regulations, such as a major repair

**Routine Revenue:** Traditional revenue project expenditure which is met from local risk budgets. e.g. cyclical painting and repairs.

**Ringfenced funds:** Designated Sales Pools, Cyclical Works Programme, Housing Revenue Account, Section 278, Section 106, and Area Strategies. Ringfenced funds also includes activities where the external funder (i.e. TFL) is providing funding for a restricted purpose.

## Gateway Routes

Risk, Complexity and Uniqueness

	Low	Medium	High
Estimated Cost (£50k<£250k)	Light	Light	Regular
Estimated Cost (£250k~£5m)	Regular	Regular	Complex
Estimated Cost (£5m+)	Regular	Complex	Complex

31. A project's total estimated cost is considered to be the total of all the anticipated expenditure on it from all sources (excluding costed risk provision, this will however be included in spend reporting and budget totals if drawn down). Internal officer costs (staffing) to develop a project are expected to be noted, even if new funding is not required, so that the City can better assess the true total cost of project development and delivery.
32. The Gateway process is not a strict linear progression. Projects may repeat a Gateway, deliver multiple similar Gateway reports (in the case of programmes or phased projects) or go back to an earlier point to rescope or redesign the project formally. Where this is the case it should be explicitly noted in the report. Any changes after Authority to Start Work has been approved should be submitted as Issues reports [See 45]. In some instances, it may be necessary to advance some element(s) of the works to fit with timelines out of our control (e.g. TFL, UKPN) before a full Gateway paper is ready. Where this is the case multiple Gateway papers of the same type could be produced (phasing the works), or an Issues Report be written seeking to advance an element of the project before the full proposal is approved.
33. Once a project has entered the Gateway process it may need to be closed earlier than the Gateway Approval routeways indicate, i.e. a project may close before any delivery has begun. Projects which need to be closed before their Authority to Start Work has been agreed can be closed with a report to the Chairman and Deputy Chairman of Projects Sub-Committee (who will note this in the 'Report on action taken' update in the next committee sitting), Corporate Projects Board (and any relevant reporting requirement to the Service Committee). This report should detail the reasons for the closure, issues that arose, a budget update and any lessons for the future and how these will be shared. Projects which need to close after agreement at Authority to Start Work, should produce an Outcome report in full. As projects are approved to proceed with Member oversight, Members must also approve their closure.
34. Outcome reports are required to be submitted to Projects Sub-Committee and relevant service committees within 6 months of the closure of the project (closure meaning handover to BAU).
  - 34.1 It may be the case that the final accounts for the project are not complete within this timeframe, business benefits require evaluation over a longer period or there are outstanding legal claims/ disputes which need to be resolved. If this is so, an Outcome report is still required within the 6-month window, however a supplementary outcome report can be produced later once final accounts are settled and disputes resolved.
  - 34.2 Where an outcome report is received by the committee, further monthly updates to the corporate project portfolio too are not required. The project will be put into a holding state on the tool until the final report is received, the Corporate Programme Office would expect progress updates to prevent a permanent holding state. Once approved by the relevant committees the project will be archived.
35. Different projects may, over the course of their development merge into one or split into two or more. This should be explicitly noted in the next report, including what the merged or split projects will be called and what they will or won't inherit from their parent projects. The Corporate Programme Office should be consulted in such cases.

## Ringfenced Funds

36. Ringfenced funds are those where the source and type of funding restricts the type of activities it can be spent on, this limits the City's options when it comes to project planning and design and therefore a higher financial limit is applied before these projects are called to Projects Sub-Committee. Ringfenced funds are defined by their funding source, they include; Cyclical Works Programme, Designated Sales Pools, Housing Revenue Account, Section 278, Section 106. This can include activities where an external funder is (for example TFL, Heritage Lottery) is providing funding for a restrictive purpose.
37. All projects delivered from ringfenced funds over £250,000 will follow the Approval Process from Gateway 1.
38. Any project delivered with ringfenced funds costing up to £250,000 may be authorised by the relevant Chief Officer at all stages of the Gateway Approval Process, including the authorisation of changes to projects.

## Routine Revenue Projects

### Capital and Revenue

**Capital expenditure** generally results in tangible asset(s) with a life of more than one year, for example building a new office, buying new software etc. Capital expenditure relates only to costs which are incurred in bringing a physical asset into use (excludes feasibility/option appraisal/training/launch party).

**Revenue expenditure** generally does not result in tangible assets, for example training, fees, repairs and maintenance.

If we have a large revenue project (nominally above £250k) that is subject to the Project Procedure here at the City, it is called a '**Supplementary Revenue**' projects are usually for bigger repairs and 'one-off' maintenance projects of existing infrastructure (which do not fulfil the capital criteria e.g. feasibility and option appraisal costs, major cyclical repairs and maintenance), and reflects that some of the costs can't be 'Capitalised'.

*The distinction between capital and supplementary revenue projects is an accounting decision and project managers should consult with their Finance Business Partner to assist in this determination.*

39. Routine revenue projects costing over £250,000 follow the Gateway Approval Process from Gateway 1.
40. Any routine revenue project costing up to £250,000 may be authorised by the relevant Chief Officer at all stages of the Gateway Approval Process including the authorisation of changes to projects.

## Changes to Projects: Before agreement at Authority to Start Work

41. During the development of a project, the confidence ranges relating to overall cost, quality and time will be determined at each Gateway on a case by case basis. Factors which will influence the establishment of the confidence range include costs that cannot be quantified with certainty and the likelihood of unexpected works, however those can be quantified and costed in a costed risk register with a costed risk provision requested [See 49].
42. The budget sought to develop the project during the early stages will be fixed

amounts agreed at each Gateway. If further resources are required, approval needs to be sought from the Projects Sub-Committee, who will scrutinize the request within the remit of project assurance, to ensure value for money and the project is on course to deliver its objectives. If further funding and resources are required, approval from the relevant committee to access the requested additional funding will be required, which may vary according to the funding source. The budget will only change after Committee approval has been granted. Where an approved costed risk provision for specific risk items agreed by Project Sub Committee, (see 'the Project Sum [46]') is used to address an issue realised, this is not considered a 'budget increase' which would warrant a return to committee. If the value of individual line items needs to be adjusted, but the overall balance remains the same (and the scope has not changed) then this can be achieved via a budget adjustment using the delegated authority levels noted in [51].

43. As the project evolves, the expectation is that the confidence range should become smaller as Officers obtain greater certainty about the project and the associated risks and issues. The confidence range for each project will need to reflect the risks particular to that project and will need to be considered on a case by case basis. This should be updated and reviewed at every Gateway report to Committee.
44. Provided that a project remains, and is forecast to remain, within the agreed confidence ranges, Officers should continue to work towards the next Gateway. Guidance is available in the Project Toolkit on the process for movement between budget lines.

### **Changes to Projects: General**

45. In cases where:
  - the financial implications will be higher or lower than the agreed confidence range (capital or revenue expenditure or income/returns/savings);
  - the overall programme needs to be accelerated or delayed +/- 10% of time against the last numbered Gateway report;
  - the specification will be significantly different to that agreed, i.e. there will be a shortfall against one of more of the key objectives/ SMART targets, or the inclusion or reduction in the parameters of the project, which may include changing operational performance criteria and business benefits;

Officers will report to the Committee(s) or Chief Officer who approved the last Gateway report on the circumstances, the options available and a recommended course of action. For example, if circumstances change on the Light and Regular routes where Authority to start work is delegated to Chief Officer, they would need to return to Committee to progress to the next gateway.

If additional unallocated City Corporation resources are required (i.e. from Central resources, not local risk budgets), the approval of the Policy and Resources Committee must also be obtained as Service Committees cannot approve Central resources.

In such cases the Policy and Resources Committee must be advised of the impact of the proposed increase in the City's overall Programme and any agree increase must be reported to the next meeting of the Resource Allocation Sub-Committee for appropriate adjustments to be made to the City Corporation's Programme.

Note that Chamberlains have prepared guidance on the preparation of Whole Life Costing (available on the corporate intranet).

These will not apply to the costed risk provision drawdown increases to budgets as they have already been considered and delegated [See 49]:

### **The Project Sum**

46. The project sum (total estimated cost of the project) is agreed at Authority to Start Work stage (Gateway 5) where it is no longer an estimate. Officers may request a costed risk provision here if there is still some uncertainty about elements of the programme, Officers need to relate such cost uncertainties to specifically identified risks. The case for allocating a specific risk-based provision will be considered on a project by project basis by the Projects Sub-Committee.
47. Projects Sub-Committee will hold a limited fund held centrally for emergency usage and the process for accessing such funds, including in cases of urgency and delegated authority, these can be accessed in extremely limited circumstances (i.e emergency Health and Safety issues). The majority of risks are expected to be identified through costed risk register. Should unexpected issues occur an Issues Report is required to Project Sub Committee. Guidance is provided in the Project Toolkit.
48. In the case of externally funded projects, Officers are expected to phase expenditure between essential and optional elements to ensure that the project sum is not exceeded. Where project works on essential elements have been completed Officers can then progress agreed optional elements.
49. Members may approve a costed risk provision budget, against Officer request, to be used against risk identified in project risk registers presented to Committee. The costed risk provision can only be used to respond to those risks (agreed by Project Sub Committee) which become issues and cannot be used for other purposes;
  - I. The value of the costed risk provision approved will vary with each Gateway, as risks are identified, mitigated, clarified and closed. A flatline value will not be accepted, see II;
  - II. Officers can request a costed risk provision at each Gateway stage on the basis of seeking a provision to deal with contingent items (should they arise) prior to the next Gateway;
  - III. Costed risk provision funding awarded for risks which are no longer relevant (closed) will be returned to the center at the next Gateway opportunity and will not be held by the project until project closure;
  - IV. With each Gateway the total value to get to the next Gateway must be asked for in full again. Projects will not 'roll forward' provisions from previous Gateways. Where an issue is in progress or still relevant, the next request should be inclusive of that.
  - V. Costed risk provision budgets will be set aside from the project budget and cannot be accessed without a budget adjustment being completed. Project Managers are expected to contact the Corporate Programme Office who will provide the relevant template and advise on the appropriate course of action;
  - VI. Officers are expected to report on the use of the funding via the Project Coversheet which will accompany any Gateway reports, and through issue logs. Each report to Committee should outline the amount of previous risk provision used, the new total requested and a cumulative total of spend throughout the project lifecycle;
  - VII. If the cumulative total of costed risk drawn down by a project exceeds or is equal to £500,000 then this will trigger an automatic Progress report to Committee detailing the reasons for the draw down.

### **Changes to Project Sum: Before agreement at Authority to Start Work**

50. The budget sought to develop the project during the early stages will be in fixed amounts. If circumstances have changed and additional budget is requested, an Issues report is required to Project Sub Committee and the relevant Service Committee, outlining the issues which have arisen, options available, the new project budget requested and a recommended course of action;
51. If additional unallocated City Corporation resources are required (i.e. from Central resources, not local risk budgets), the approval of the Policy and Resources Committee must also be obtained as Service Committees cannot approve Central resources.
52. In such cases the Policy and Resources Committee must be advised of the impact of the proposed increase in the City's overall Programme and any agreed increase must be reported to the next meeting of the Resource Allocation Sub-Committee for appropriate adjustments to be made to the City Corporation's Programme.
53. These will not apply to the costed risk provision drawdown as they have already been considered and allocated against the project budget [See 49].

### **Changes to Projects Sum: After agreement at Authority to Start Work**

54. If the cost of the project is projected to escalate over the project sum agreed at Authority to Start Work stage (or any subsequent revision to that project sum agreed by the relevant Committees) the following approvals are required.  
Note these will not apply to the costed risk provision drawdown as they have already been considered and allocated against the project budget [See 49]:

<b><i>Increase in Project Sum</i></b>	<b><i>Approval Required</i></b>
£0 to £50,000 or up to 10% (whichever is lower)	Chamberlain Chief Officer (The Town Clerk's approval will be required in projects where the Chamberlain is the named Chief Officer)
Over £50,000 or more than 10% (whichever is lower)	Service Committee Projects Sub-Committee
<b>For projects costing over £5m: Over £500,000</b>	<b>Service Committee Projects Sub-Committee Court of Common Council</b>

These revisions will be considered as cumulative, i.e. multiple changes will be added together and compared to see the total change since the last Committee paper approval.

If additional unallocated City Corporation resources are required (i.e. from Central resources, not local risk budgets), the procedure described in the table above must be followed and the approval of the Policy and Resources Committee must also be obtained as Service Committees cannot approve Central resources.

In such cases the Policy and Resources Committee must be advised of the impact of the proposed increase in the City's overall Programme and any agreed increase must be reported to the next meeting of the Resource Allocation Sub-Committee for appropriate adjustments to be made to the City Corporation's Programme.

55. For projects that follow the Gateway Approval Process those limits on increases

described above will supersede the limits as described in the Procurement Code [Procurement Code; 31.2]. Where doubt exists use the lower threshold value and tolerance. The exception being where specific risk provision in the form of a contingency has been approved by Committee for the project and this is used to increase the contract value, then the Procurement Code thresholds would apply.

56. Where an increase has been agreed under the arrangements set out in paragraph [51] above, the procedure starts again for any further increases.
57. After the total project sum has been approved at Gateway 5, on completion of the project, any remaining financial provision will be released back to the centre, which is consistent with the normal treatment of other project savings.
58. If the value of individual budget line items needs to be adjusted, but the overall balance remains the same (and the scope has not changed) then this can be achieved via a budget adjustment using the delegated authority levels noted in [50].
59. Any significant changes to the project that are not related to cost (e.g. programme, risk and specification) must be agreed by the Service Committee and Project Sub Committee.

### **Procurement and Contract Letting**

60. All projects involve procurement activity and contract letting which must be carried out in accordance with the City's agreed Procurement Regulations. City Procurement should be consulted before a Project Proposal is submitted to Corporate Projects Board.

57.1 A PT4 Procurement Form (Gateway 3) and a PT8 Procurement Form (Gateway 5) will be required where contracts for Supplies & Services are >£100k and or Works >£400k, or below where Committees/Category Boards request it.

### **Project Toolkit**

61. Guidance for Officers on how to progress between the Gateways together with the necessary documentation and processes to follow is provided in the Project Toolkit maintained by the Town Clerk's Programme Office and published on the Corporate intranet.

58.1 Projects Managers are expected to record and report on their project status during the project's lifetime. The 'project status' is expressed in its simplest form as a RAG status (aka Red, Amber, Green). The Project Toolkit gives further guidance on what conditions necessitate a change in RAG status.

62. The Corporate project management templates including the Gateway templates fall within the remit of Projects Sub-Committee and will be periodically updated by the Corporate Programme Office to respond to events or changing needs to the governance of the City's Projects, to ensure that projects are well run.

## Glossary of Terms

<b>Term</b>	<b>Definition</b>
Budget	The (predicted) cost of the total package of activity on a project, itemised into different line items such as Staff, Works, Fees etc. This may change according to each Gateway. This is the allowable limit of funding which could be allocated against a project following senior approval, however it is not the actual allocation of the money itself.
COCO	Court of Common Council
Costed Risk Provision	Funding allocated to project budgets to deal with contingent items should they arise. This can be under delegation (subject to Member approval of a costed risk register).
Funding	The money available for a project to spend within the agreed budget.
Gateway 1 – Project Briefing	First stage in the process where a Project Briefing document is completed to outline the premise of the project.
Gateway 2 - Project Proposal	Proposal to establish a project via Member approval of a Gateway 2 report. A small budget for feasibility studies/surveys is usually requested at this stage to develop an options appraisal.
Gateway 3/4 – Options Appraisal	Outline of alternative approaches for delivering the project objectives. Complex projects require an additional detailed options appraisal.
Gateway 5 – Authority to Start Work	Stage at which approval is granted to commence project delivery. This is usually following tender and is where a contractor is appointed. It is also the final review stage before the start of works. Authority to start work is delegated to Chief Officers for Light and Regular projects.
Gateway 6 – Outcome Report	Project closure stage where an outcome report analysing lessons learned and project evaluation is submitted to Committee.
Gateway Process	Current governance procedures for projects within the City Corporation. Projects proceed incrementally through stages subject to committee approval.
(an) Issue	Issues are risks that have happened. It is quite common to hear people use the terms 'risk' and 'issue' interchangeably, but they are distinct.
Issues Report	Reports outlining issues which could impact on project delivery and require attention. Issues reports can be submitted at any stage.
P & R	Policy and Resources Committee

Total Project Sum	The total actual cost to design and deliver the project from start to finish, including fees, works, staffing etc. This will be fixed at Authority to Start Work and can only vary through Issues Reports requesting a budget adjustment. Costed risk provision for items agreed by Project Sub Committee can be utilised under delegation but these will not be deemed budget adjustments
Progress Report	Updates on latest developments (usually during project delivery but these can be submitted at any point in time).
Project Briefing Document (applied at Gateway 1)	Document to ensure everybody understands the premise of the project and key information has been captured (such as the purpose and objectives).
Project Cover Sheet	Fixed sheet to remain with projects throughout their lifecycle (once funding has been allocated). This will cumulatively track changes throughout the process and provide an overview of progress.
Projects Procedure	Framework for application of projects (agreed by Policy and Resources Committee/Court of Common Council) to ensure consistency in how projects are delivered across the organisation.
Project Vision/ Cora PPM	Corporate project management software. Used to collect and report on the City's project portfolio.
(a) Risk	A risk can be defined as "the effect of uncertainty on our objectives". It can also be expressed as the chance of something affecting our business objectives. Once realised it becomes an Issue.
Risk Register	A Risk Register provides a means of recording the identified risks, the analysis of their severity and an outline of the response to be taken should they occur. The Risk Register should clearly identify which action steps will need to be taken, by whom, and by when. This is the basis on which information will be presented to PSC for decisions on allocations of a costed risk provision.
SRG	Strategic Resources Group (officer board)
Total Estimated cost	The total estimated cost to design and deliver the project from start to finish, including fees, works, staffing etc. As you proceed through the gateway process, you will vary this total incrementally and any costed risk provision drawn down should be included in the next update to the total estimated cost.

## Documents needed for Each Gateway

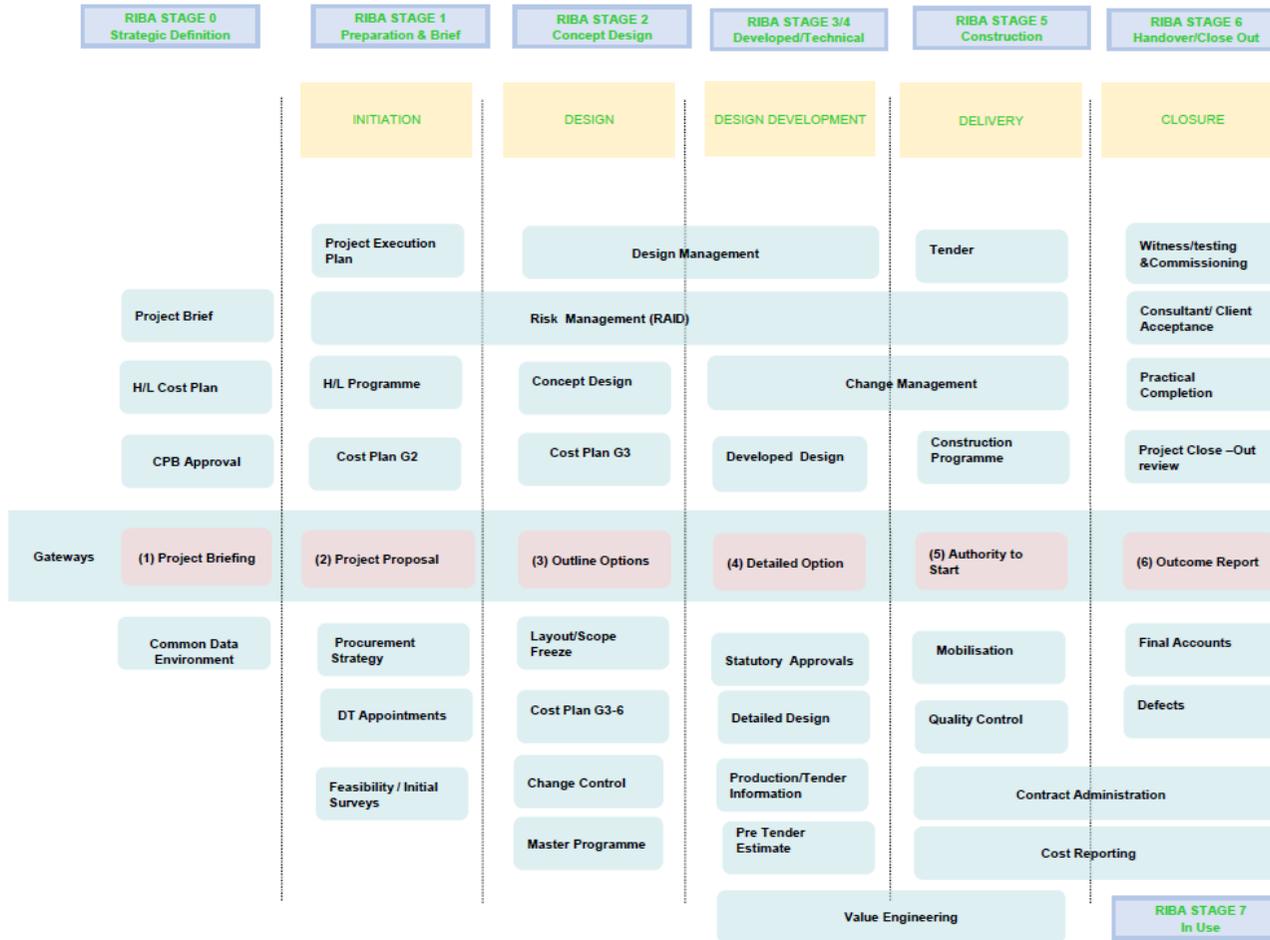
*Note different departments may require documentation in addition to these listed.*

Gateway Paper	Expected Documentation
<b>Gateway 1:</b> Project Briefing	<ul style="list-style-type: none"> <li>• Project Briefing template</li> </ul>
<b>Gateway 2:</b> Project Proposal	<ul style="list-style-type: none"> <li>• Project Proposal template</li> <li>• Project Briefing (Appendix)</li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> <li>• City Procurement Reference number (allocated)</li> </ul>
<b>Gateway 3-4:</b> Options Appraisal	<ul style="list-style-type: none"> <li>• Options Appraisal Template</li> <li>• Project Coversheet (Appendix)</li> <li>• PT4 Procurement Form (Appendix) <i>Where contracts for Supplies &amp; Services are £100k and or Works £400k, or below where Committees/Category Boards request it.</i></li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> </ul>
<b>Gateway 3:</b> Options Appraisal	<ul style="list-style-type: none"> <li>• Options Appraisal Template</li> <li>• Project Coversheet (Appendix)</li> <li>• PT4 Procurement Form (Appendix) <i>Where contracts for Supplies &amp; Services are £100k and or Works £400k, or below where Committees/Category Boards request it.</i></li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> </ul>
<b>Gateway 4:</b> Detailed Options Appraisal	<ul style="list-style-type: none"> <li>• Options Appraisal Template</li> <li>• Project Coversheet (Appendix)</li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> </ul>
<b>Gateway 4a:</b> Inclusion in the Capital Programme	<ul style="list-style-type: none"> <li>• The previous Gateway paper, unless the next one (i.e. Gateway 5) is complete.</li> <li>• Project Coversheet (Appendix)</li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> </ul>
<b>Gateway 4b:</b> Approval of the Court of Common Council	<ul style="list-style-type: none"> <li>• Court Report Template, drafted by Court Clerks with Project Manager assistance.</li> </ul>
<b>Gateway 4c:</b> Detailed Design	<ul style="list-style-type: none"> <li>• Detailed Design Template</li> <li>• Project Coversheet (Appendix)</li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> </ul>
<b>Gateway 5:</b> Authority to Start Work	<ul style="list-style-type: none"> <li>• Project Coversheet (Appendix)</li> <li>• PT8 Procurement Form (Appendix) <i>Where contracts for Supplies &amp; Services are £100k and or Works £400k, or below where Committees/Category Boards request it.</i></li> <li>• Project Risk register (Appendix) <i>where costed risk provision requested.</i></li> </ul>
<b>Gateway 6:</b> Outcome Report	<ul style="list-style-type: none"> <li>• Outcome report template</li> <li>• Project Coversheet (Appendix)</li> <li>• Issues log (Appendix) <i>where specific risk provision used.</i></li> </ul>
<b>Issues / Progress Report</b>	<ul style="list-style-type: none"> <li>• Standard Issues or Progress Report Template</li> <li>• Project Coversheet</li> <li>• PT8 Procurement Form (Appendix) <i>Where a recommendation for approval is being made</i></li> <li>• Any supporting project specific attachments</li> </ul>

# Appendix 1: Mapping RIBA stages to the Gateway approval process

Developed by City Surveyors, Property Projects Group.

## PROJECT DELIVERY METHODOLOGY





## **City of London Corporation Modern Slavery Statement**

1. This Modern Slavery Statement, covering November 2018 – June 2019, is made in response to s.54 of the Modern Slavery Act 2015 (“the Act”). It sets out the steps that the City of London Corporation (“City Corporation”) has taken and is continuing to take to ensure that modern slavery is not taking place within our business, within the Square Mile or within our supply chains.
2. For the purposes of this Statement and associated Policy, the term ‘Modern Slavery’ encompasses slavery, servitude, human trafficking, forced or compulsory labour and child labour.
3. The City Corporation is not a relevant commercial organisation as defined by section 54 of the Act. However, it will comply with its annual reporting requirements on a voluntary basis in the interest of due diligence and transparency, and to appropriately reflect the City Corporation’s strong commitment to responsible business principles.
4. This Modern Slavery Statement is divided into five sections:
  - i. **Our Organisation** – The City Corporation’s approach to tackling modern slavery. This overarching commitment is supported at the highest level and inter-departmental collaboration is used to ensure a harmonised and effective approach.
  - ii. **Our People** – Helping to protect our own employees, based at any City Corporation location, from becoming victims of modern slavery through fair recruitment practise, pay and conditions, and having support mechanisms in place such as access to whistleblowing and an employee assistance programme.
  - iii. **Our Jurisdiction** - Creating conditions that minimise the risk of modern slavery occurring within the Square Mile, identifying modern slavery that does occur within our geographical jurisdiction, referring any victims on to the help and support they need and ensuring any perpetrators of this crime are brought to justice.
  - iv. **Our Wider Community** – Using our influence to facilitate positive action on modern slavery amongst charitable organisations and our wider business community.

- v. **Our Supply Chains** – Using responsible procurement and contract management due diligence procedures to minimise risks of modern slavery taking place within our domestic and global supply chains.
5. Within each of these five sections, the following aspects are described, as per the requirements of a modern slavery statement under s.54 of the Act:
- a. **Remits and relevant risks** – Within the remit of each department; identifying the people, places, trades and industries at highest risk of being associated with modern slavery
  - b. **Policies and commitments** – Overarching and department-specific policies and commitments to tackling modern slavery and associated human and labour rights abuses
  - c. **Existing interventions** – Actions already being undertaken to identify and deal with modern slavery and to minimise the risk of it occurring. This includes training & awareness programmes and due diligence procedures such as referrals, site visits & spot checks, contractual provisions and contract monitoring & management.
  - d. **Continuous improvement** – Assessing the effectiveness of our current interventions, creating plans to bridge identified gaps, developing appropriate performance indicators, monitoring and reporting on progress.

## i. Our organisation

- a. **Remit and relevant risks**
6. The Square Mile is the historic centre of London and is home to the ‘City’ – financial and commercial heart of the UK. The City Corporation provides local government services for the Square Mile and supports and promotes the City as the world leader in international finance and business services. The organisation’s responsibilities extend far beyond the City boundaries in that it also provides a host of additional facilities for the benefit of the nation, including air and sea ports, the Barbican and various open spaces.
7. City Bridge Trust is the funding arm of Bridge House Estates, of which the City Corporation is the sole trustee. It was established to make use of funds surplus to bridge requirements and provides grants totalling around £20m per year towards

charitable activity benefitting Greater London. Heart of the City is a business-led charity, limited by guarantee and housed the City Corporation, which is its main funder and Treasurer.

8. The City of London Police is the territorial police force responsible for law enforcement within the City of London, with other specific remits nationally. The City of London Police is divided into four directorates: Crime Investigation, covering serious & organised crime, terrorism, acquisitive criminality and violent crime; Economic Crime, which looks at fraud; Intelligence and Information, responsible for coordination of intelligence and information management; and Uniform Policing, providing policing response and specialist skills and support both internally and to other police forces.
9. From an organisational perspective, it is recognised that modern slavery is a crime that is prevalent both within and outside of the UK, across many industries and as such it is a risk that the City Corporation takes seriously. However, rather than this risk being looked at in isolation, modern slavery is managed alongside a range of other risks that must be dealt with as part of our business activities e.g. implementing responsible procurement, tackling serious and organised crime, safeguarding of children and vulnerable adults, health and safety in construction etc.

**b. Policies and commitments:**

10. The recently published Corporate Plan (2018-2023) sets out the priorities of the City Corporation as the governing body of the Square Mile, dedicated to a vibrant and thriving City, supporting a diverse and sustainable London within a globally successful UK. The following aims and outcomes within the Plan underpin the City Corporation's commitment to combatting human and labour rights abuses such as modern slavery:

**10.1 *Contribute to a flourishing society:***

- People are safe and feel safe
- People enjoy good health and wellbeing
- People have equal opportunities to enrich their lives and reach their full potential

**10.2 *Support a thriving economy:***

- Businesses are trusted and socially and environmentally responsible

11. The Responsible Business Strategy 2018-23: 'Towards a Sustainable Future' describes in more detail how the City Corporation intends to achieve the above aims and outcomes. This Strategy sets out the organisation's objective of creating positive

impact and reducing negative impact across all its activities and decisions. More specifically, the Strategy states the City Corporation's stance on advocating for human rights in its decision-making processes so that people are treated appropriately and with dignity. The Strategy also details its commitment to actively preventing fraud, corruption and bribery in its own operations and influencing supply chains and partners to do the same.

12. The following is the City Corporation's stand-alone Policy on modern slavery:

#### **Overarching City of London Corporation Modern Slavery Policy**

The City Corporation recognises its responsibility to help identify and eliminate modern slavery through its business activities. The organisation will ensure that effective due diligence procedures are in place to safeguard against any form of modern slavery taking place within our business, our jurisdiction or our supply chain. These procedures will be reviewed and continuously improved upon over time.

#### **c. Existing interventions**

13. Representatives from the City of London Police, the Barbican, City Procurement, Department for Community and Children's Services, Community Safety and Corporate Strategy and Performance Team came together in early 2018 to establish the City Corporation's inter-departmental Working Group on modern slavery.

14. The first priority of the Working Group was to bring together all current action taking place to tackle modern slavery by the City Corporation, to harmonise our approach and ensure that resources and lessons learned are shared across the City Corporation. This current Modern Slavery Statement was developed based on this work.

#### **d. Continuous improvement**

15. The Working Group plans to invite representatives from other relevant departments to contribute their ideas going forward, including HR and Licensing. A network of 'Safeguarding Champions' is to be re-launched in the coming months, acting as departmental points of contact and channels for dissemination of key messages to and from the Working Group.

- 16. The next priority of the Working Group going forward is to identify any gaps or weaknesses and plan future interventions and areas for potential collaboration that could be used to continuously improve our approach. The principal areas identified so far are an increased number of internal and external training and awareness raising initiatives.
- 17. Specific continuous improvement plans are discussed more fully as part of the following sections covering Our People, Our Community and Our Supply Chain.

**ii. Our People**

**a. Remit and relevant risks**

- 18. This section covers the City Corporation’s work helping to protect our own employees from becoming victims of modern slavery. These City Corporation-wide efforts are led by our Human Resources Department.

**b. Policies and commitments**

- 19. Alongside the City Corporation’s Modern Slavery Policy outlined in Section 1.b, the City Corporation has a series of policies, codes of conduct and adopted principles that set out how the organisation makes sure that people are working legally, that everyone is treated fairly and with dignity, and that people conduct themselves appropriately.
- 20. **Recruitment Policy:** The City Corporation operates a robust recruitment policy, including conducting ‘right to work in the UK’ checks for all employees. All offers of employment are conditional on these checks being completed to the organisation’s satisfaction. Where an individual is working in the UK on a visa or work permit of a fixed term, the City Corporation requires the individual to provide proof of their continuing right to live and work in the UK before continuing their employment.
- 21. These processes are managed and overseen by our HR department and guidance is provided to all recruiting managers to ensure these checks are carried out effectively. They represent an initial measure of safeguarding against the City Corporation employing any individual that has been illegally trafficked and/ or is being forced to work against their will.
- 22. **Whistleblowing Policy:** [The City Corporation’s Whistleblowing Policy](#) applies to all staff. It details the channels through which employees should raise serious concerns,

providing assurance that there should be no fear of reprisals. Concerns regarding potential instances of modern slavery can be raised in this way alongside other forms of abuse and coercion staff may be experiencing or suspicious of. Staff are made aware of this Policy through various channels including during induction training and the staff intranet.

23. **Codes of Conduct:** Our continued success relies on the trust and confidence of the public and therefore all staff and elected representatives are expected to uphold the highest standards of personal conduct and integrity including a requirement for all staff to uphold the [Nolan Principles on standards in public life](#).
24. There are 100 Common Councilmen and 25 Aldermen serving as elected representatives, collectively referred to as 'Members'. Members represent public interest and inform how the City Corporation should carry out its various activities. Members adhere to the City Corporation's [Code of Conduct for Members](#).
25. Similarly, City Corporation employees must adhere to the [City of London's Employee Code of Conduct](#). This incorporates requirements to abide by City of London anti-corruption measures and that all employees are treated with fairness and equality.
26. The Code also sets out the expectation that employees, and other stakeholders including suppliers, who have serious concerns about the conduct of any aspect of the City Corporation's work to come forward and voice those concerns. It commits the organisation to treating any suspicion of wrongdoing seriously, with concerns reviewed and analysed in accordance with the Whistleblowing or Complaints Policy, considering the Public Interest Disclosure Act, the Human Rights Act and if appropriate the City Corporation's Anti-Fraud and Corruption Strategy.

### **c. Existing interventions**

27. **Policy implementation:** The City Corporation strives to be an excellent employer with a modern suite of employment policies and procedures. Corporate HR ensures the effective management of policies, this includes routine reviews to be in compliance with legal and mandatory requirements, alignment to best practice, monitoring and enforcement oversight.
28. It is the responsibility of all managers across the organisation to put written policies and procedures into practice. Under the 'Managing People Policy', managers are primarily responsible for ensuring their consistent application so that all employees

are managed in a fair and consistent manner. It is also important for Managers to support employees in understanding and interpreting policies correctly.

29. Corporate HR ensures the ready accessibility of its HR policies and procedures through the Employee Handbook, HR Topics pages, Managers' Guide and a New Starters' Resource page; all of which are located on the intranet. In addition, the provision of a suite of training workshops/briefings, e-learning, team meetings and staff/manager news items are just some of the means of cascading either changes or new policies and procedures.
30. The City Corporation has an Employee Assistance Programme, which operates 24/7 for 365 days of the year, to provide staff and their partner or a family member confidential support on a wide range of work and personal issues which may include cases of modern slavery.
31. **Training:** The City Corporation has made an e-learning course available to all staff and Members. This hour-long online modern slavery training aims to raise awareness of the issue and help staff recognise their role in identifying and reporting concerns.
32. **Living Wage:** The City Corporation is proud to be an accredited Living Wage employer. This commits us to paying at least the Living Wage to all staff, contractors and sub-contractors according to the parameters set by the Living Wage Foundation. The City Corporation also goes one step further by paying the Living Wage to all apprentices and interns.

#### **d. Continuous improvement**

33. The City Corporation has on-going commitment to train all managers as part of the organisation's Health and Wellbeing Strategy. The strategy has also included the roll out of Mental Health First Aiders within the departments. These roles are well placed as the potential first point of contact for employees who are experiencing any mental health issues or emotional distress, to identify potential signs of Modern Day Slavery.
34. The City Corporation is currently reviewing methods of monitoring payment of the Living Wage, along with the scope of the policy application. Any changes will be reported on as part of the next City Corporation modern slavery statement published in July 2019.
35. Coinciding with the publication of this Modern Slavery Statement, Chief Officers will encourage all staff to take a high-level version of the online modern slavery training.

The number of staff that have undertaken this training will be used as a performance indicator of information dissemination going forward.

### **iii. Our Jurisdiction**

#### **a. Remit and relevant risks**

36. This section covers the protection of the community of the Square Mile from modern slavery. It is the City Corporation's responsibility to create conditions that minimise the risk of modern slavery occurring, monitor the highest risk trades and industries to identify any instances of modern slavery that do occur within our geographical jurisdiction. Any cases on modern slavery identified in the City would need to be referred to the City of London Police and the City of London's Single Point of Contact (SPOC), the Safeguarding and Quality Assurance Service Manager. Support would be offered to victims of modern day slavery through the Adult Social Care Team or Children's Social Care team. These services would then make a referral through to the National Referral Mechanism to support the victims of modern slavery and ensure any perpetrators of this crime are brought to justice. These interventions involve the Safer City Partnership (SCP), Community Safety team, Markets and Consumer Protection Department's Licensing team, the Department for Community and Children's Services Safeguarding and Quality Assurance team and the City of London Police.
37. The SCP brings together statutory and non-statutory representatives who aim to contribute towards keeping the City safe. Statutory partners include the City Corporation, City of London Police, London Fire Brigade, London Probation trust and the NHS Clinical Commissioning Group.
38. There is no typical victim of slavery. Victims are men, women and children of all ages, ethnicities and nationalities and cut across the population. However, it's normally more prevalent among the most vulnerable or within minority or socially excluded groups. Potential victims of human trafficking were reported from 116 different nationalities in 2017 according to the National Crime Agency's National Referral Mechanism statistics. Albanian, UK and Vietnamese nationals were the most commonly reported potential victims. 5,145 potential victims were submitted to the National Referral Mechanism in 2017, which was a 35% increase on 2016. In 2017, the National Referral Mechanism received 4714 referrals in England of which 2,464 potential victims of modern slavery cases were men, while 2247 were women, 2753 were adults and 1961 were children. The biggest increase in type of exploitation for adults is sexual

exploitation and children is labour exploitation. Other vulnerable groups include, but are not limited to, people who are/ have been involved in illegal activities, those who do not have a right to remain in the UK, children who are fleeing their home countries and seek out refuge in the Square Mile.

39. People at the highest risk of being victims of modern slavery in the Square Mile include sex workers, street traders, people employed in the hospitality industry i.e. hotels and restaurants, cleaners, construction workers and those providing domestic and care services or personal health and beauty services.

40. The City of London Corporation has responsibilities for over 40 sites outside the Square Mile including air and sea ports, open spaces, schools, housing estates, markets and cultural attractions. In terms of the sections of this modern slavery statement that cover our responsibilities in these areas:

40.1 In terms of people within our workforce, the interventions described in 'Section ii: Our People' applies, no matter the location of the site

40.2 In terms of suppliers or contractors, the interventions described in 'Section v: Our Supply Chains' applies, no matter the location of the site or department

41. In terms of any other person, who is not an employee or supplier to the City Corporation, being identified to be at risk of, or of currently being a victim of modern slavery on one of our sites outside the Square Mile, or being identified by someone affiliated with one of these satellite sites, the relevant police force, and Border Force in the case of ports, should be informed as they would have jurisdiction in this geographical area and would deal with the matter as part of their own policing strategy and through the National Referral Mechanism.

**b. Policies and commitments:**

42. The Department for Community and Children's Service's has identified a representative who will be acting as the single point of contact (SPOC) for modern day slavery for the City Corporation. This role is currently being held by the Safeguarding and Quality Assurance Service Manager, who supports referrals through to the National Referral Mechanism.

43. The Community Safety Team's commitment is to help keep all those who live, work or visit the Square Mile safe. The Team works closely with our communities to

understand their concerns and priorities and provide advice to help prevent people becoming a victim of crime and to promote awareness of how to report problems.

44. The City of London Police's Action Plan on Modern Slavery and Human Trafficking uses a four-pronged approach based on protection, preparation, prevention and pursuit. The actions are described in part c) below.

### **c. Existing interventions**

45. **City of London Police:** Specific roles and responsibilities are delegated within the Force around training and intelligence and to deal with the victim(s), the suspect or organised crime groups and the subsequent investigation. The City of London Police's response to modern slavery is coordinated through the Force Lead, the Chief Inspector of Uniformed Policing – Custody and Response. The current Action Plan on Modern Slavery and Human Trafficking uses a '4 P's' approach:

45.1 **Protect:** This action includes close working with public bodies and private industry to identify vulnerabilities and improve the Force's target hardening capability in response. Intelligence and information sharing is essential to this work, enabling all parties to identify the threat and protect the economy and our communities:

- Promote awareness of the signs of modern slavery;
- Develop victim centric processes; and
- Collaborate with stakeholders and partners to identify early intervention opportunities.

The City of London Police form an essential part of the City Corporation's Working Group on Modern Slavery.

45.2 **Prepare:** This work includes developing positive relationships with law enforcement agencies and wider community, including the public, private and third sectors. The aim is to engage strategically and tactically to build specialist knowledge, enhance the Force's capability and effectiveness and to cut crime and protect the public:

- Intelligence picture to be regularly updated;
- Roll out training to frontline officers to educate and promote awareness in recognising victims at the earliest opportunity;
- Establish best practice regarding investigation of modern slavery offences; and
- Educate and inform City of London Police staff and partners/stakeholders.

As an example of recent work carried out as part of this action, train-the-trainer training was rolled out in Summer 2018 to City of London Police officers in order to facilitate knowledge as widely as possible on recognising the signs of modern slavery whether as part of the role of front office staff, a PC on patrol or a Detective executing a search warrant.

**45.3 Prevent:** This action encompasses the design and management of campaigns with partners to highlight the impact of the organised crime gang. These initiatives should deter individuals from committing organised crime and encourage people to report it. Creating a hostile operating environment for organised crime groups is essential.

- Conduct visits to perceived vulnerable premises;
- Promote convictions in media;
- Conduct prison visits;
- Promote use of orders for Slavery and Trafficking Prevention Orders.

The City of London (CoL) Police take an active role in identifying victims of modern slavery and human trafficking within the Square Mile and within high risk industries, for example by speaking to sex workers in brothels in collaboration working with partner charities and also by visiting construction sites and providing inputs within the community to other areas considered to be more susceptible to this crime type such as within the hospitality trade.

**45.4 Pursue:** This includes arrests, seizures and criminal prosecutions. Work takes place alongside public, private and third sector professionals to disrupt organise criminals, their associates, business endeavours and way of life.

- Identify offenders involved in modern slavery and bring to justice;
- Disruption of organised crime groups continuing to offend;
- Establish strong and effective collaborations to tackle modern slavery.

**46. Department for Community and Children's Services (DCCS):** has a responsibility to safeguard children and adults in the City of London, this responsibility is in conjunction with other agencies, as set out in the 'Working Together to Safeguard Children' guide to inter-agency working to safeguard and promote the welfare of children, published in July 2018. Further guidance is also available within the Pan London Safeguarding procedures for adults and children. The Joint City and Hackney Safeguarding Board for Adults and the corresponding Board for Children has oversight on the training and development of strategies on modern slavery, as does the Safer Community Partnership.

47. **Serious and Organised Crime (SAOC) Board:** The Board works to improve the collection, collation and analysis of data on modern slavery, including sexual and labour exploitation in order to understand and help mitigate the threat of these crimes.
48. **Public Protection and Environmental Health:** The City Corporation's Markets and Consumer Protection Department, amongst other remits, is responsible for regulating most of the premises within the Square Mile. As part of the Department's everyday duties they conduct inspections e.g. to ensure health & safety or food safety, at sites that may pose a risk of being associated with modern slavery including massaging and special treatment premises, construction sites, hotels, restaurants and street trading stalls. The team forms part of the Safer City Partnership and Serious and Organised Crime Board and responds to requests from HM Revenue & Customs and Police requests to look out for certain activities they are suspicious of.

#### **d. Continuous improvement**

49. **The City of London Police:** The comprehensive interventions that form part of the Action Plan on Modern Slavery and Human Trafficking detailed in part c) above will continue to be rolled out over the coming year. The effectiveness of these measures will be monitored alongside other policing objectives as part of the Force's overall approach.
50. **The Department of Community and Children's Services:** It is currently working with safeguarding partners, formally known as the Local Safeguarding Board for both Children and Adults on the development of a 'Joint Strategy for Modern Day Slavery'. The City of London has been tasked by the Board to develop a Strategy on Modern Slavery that focuses on the demography and needs of the City. There will be a focus on raising awareness around modern slavery across the City Corporation, including through training. Resources and ideas from both organisations will be pooled and lessons learned from similar local authority initiatives will be drawn on to create a meaningful and effective joint approach.
51. **Serious and Organised Crime (SAOC) Board:** The SAOC Board has identified modern slavery as a high priority threat that can have devastating impacts. It provides an advisory function and reports into the Safer City's Partnership. The SAOC will continue to find effective ways of raising awareness about modern slavery and working in partnership with agencies that intercept and dismantle organised crime groups, preventing them from profiting from modern slavery and human trafficking. Improved procedures to share intelligence on organised crime groups will be

developed with the eventual aim of preventing recruitment of vulnerable people into modern slavery.

52. **Community Safety:** Events aimed at raising awareness of modern slavery amongst City Corporation staff and City businesses will take place over the next year. These will be focused on helping delegates to recognise potential signs of modern slavery and to know what to do in such circumstances.

#### iv. **Our Wider Community**

##### a. **Remit and relevant risks**

53. This section covers the City Corporation's wider influence within surrounding boroughs, Greater London, the UK and further afield.
54. **City Bridge Trust:** The City Corporation plays a philanthropic role through the City Bridge Trust, which provides £20m per annum in grant funding across Greater London. The Trust supports work which reduces inequality and grows more cohesive communities for a London that serves everyone. The Trust aims for London to be a city where all individuals and communities can thrive, especially those experiencing disadvantage and marginalisation.
55. **Heart of the City:** runs the UK's only responsible business programme specifically designed to include SME's. This two-year Foundation programme equips and coaches business leaders to run successful companies that make a positive difference to people, places and the planet. Focusing on the practical, its events, online resources/templates and network are designed to support those companies new to responsible business with complex issues, such as tackling modern slavery. Heart of the City's network of contributor companies has responsible business expertise and resource in-house and they provide foundation members with support, mentoring and guidance. Funding from the City of London Corporation, City Bridge Trust and the City of Westminster Council has made places available for year one of the programme, enabling businesses to get involved without a designated responsible business budget.
56. Members of the network are businesses across a broad spectrum of industries, operating across London. The main risks of modern slavery within financial and other professional service industries are within their wider supply chain.

57. **The City of London Fairtrade Steering Committee** is administered by the charity JustShare on behalf of the City of London Corporation. Chaired by the Lord Mayor's Chaplain and attended by City Corporation Elected Members and relevant staff, the Recorder of London, Cheapside Business Alliance and various livery company representatives; it leads action on promoting fair trade within the Square Mile.

**b. Policies and commitments:**

58. Following a review of its charitable funding, the City Bridge Trust launched its new grant programme, 'Bridging Divides'. This programme has the following funding priorities: a) Connecting the Capital, b) Positive Transitions, and c) Advice & Support. These will help the Trust to achieve its vision for London to be a city where all individuals and communities can thrive, especially those experiencing disadvantage and marginalisation.

59. The City Corporation believes that the concept of fair trade is central to sustainable development and aims to be recognised by its stakeholders and partners as an organisation that actively supports and promotes the concept of Fairtrade and fairly traded products. In support of this commitment, the City Corporation signed its Fairtrade Resolution in 2007.

**c. Existing interventions**

60. **City Bridge Trust:** The Trust is currently inviting applications from specialist support services that will enable positive transitions in relation to children and young people, migrants and refugees, disabled people, ex-offenders and survivors of domestic and sexual abuse; modern day slavery; trafficking; and hate crime.

61. The Trust currently funds the 'Helen Bamber Foundation', which supports refugees and asylum seekers who have experienced human trafficking, 'Stop the Traffik', which aims to systemically disrupt global human trafficking and modern slavery networks by building resilient communities and the 'Human Trafficking Foundation', which was established to support and add value to the work of the many charities and agencies operating to combat human trafficking in the UK.

62. **Heart of the City** supports businesses to create and implement a responsible business strategy, focusing on increasing activities across four key areas – community, environment, workplace and marketplace. To date over 750 businesses (600 of which are SMEs) have completed the charity's Foundation programme. Each member is supported by an account manager and online resources including modules,

templates and tip sheets on ethical sourcing within procurement and tackling issues of modern day slavery.

63. **The Fairtrade Steering Committee** organises a number of events to promote fair trade and ethical sourcing more generally. In November 2017, it ran an event aimed at raising a broader awareness of modern slavery, which featured speakers from the City Corporation's Procurement team and the Cambridge Centre of Applied Research in Human Trafficking, alongside Baroness Young of Hornsey, sponsor of the Modern Slavery (Transparency in Supply Chains) Bill 2017-2019.

#### **d. Continuous improvement**

64. The Bridging Divides grant programme will see around £100m distributed over the next five years to tackle inequality across the Capital and will continue to fund organisations that help to tackle modern slavery in the UK and support its victims.

65. Heart of the City provides online resources for its members regarding responsible procurement as well as a guide to the Modern Slavery Act. Should a Foundation Programme member have specific questions, Heart of the City can connect them to a volunteer from a Contributor company (often larger firms). These experienced responsible business professionals should be able to assist or signpost elsewhere.

### **v. Our Supply Chains**

#### **a. Remit and relevant risks**

66. City Procurement is the City Corporation's centralised procurement team who deal with the majority of contracts worth £10,000 or more. Exceptions to this include agreements between the Barbican and its artists and services commissioned by the Department for Community and Children's Services. Interventions described in this section relate to those contracts for supplies, services and works over the £10,000 threshold. Staff undertaking procurement exercises below this value on behalf of the Corporation will be encouraged to undertake online training to ensure they consider the risks of modern slavery as part of their due diligence processes.

67. City Procurement take the lead on tackling modern slavery within our supply chains, but work in conjunction with stakeholder departments with the greatest risk of procuring goods, services or works associated with this crime.

68. The highest risks of people falling victim to modern slavery in our UK-based supply chain include construction workers, those undertaking service contracts in relatively low paid industries such as cleaning, catering, security, agriculture and the care industry. Although not necessarily defined in the same way, the City Corporation recognises that those industries can often operate as part of the gig economy
69. The highest risks of modern slavery further up our globalised supply chain, especially forced and child labour, are associated with the production and manufacture of electronic equipment, textiles, agricultural commodities and construction materials. Conflict minerals including gold, tin, tantalum and tungsten, found in computer equipment and vehicles are also of significant concern.

**b. Policies and commitments:**

70. The City Corporation's [2015-2018 Responsible Procurement Strategy](#) aims to deliver best value in a way that improves the lives of those in its supply chain and help the City Corporation make procurement decisions that act as a catalyst for positive change. It is based on three pillars; social value, environmental sustainability and ethical sourcing. The latter details the City Corporation's commitment to tackling human and labour rights violations, including but not limited to modern slavery.

**c. Existing interventions**

71. **Commercial Contract Management (CCM):** The CCM team's role is to embed best practice consistently across the City Corporation's contract management provision, including supplier performance monitoring. The team have developed a 'Performance Scorecard' to ensure that a standard and robust approach is taken to monitor, gather evidence and handle risks or failing performance. One of the ten elements covered by the Scorecard is ethical sourcing and in particular; supplier compliance with the Modern Slavery Act.
72. All relevant suppliers that wish to tender for City Corporation contracts must provide evidence that they have met the requirements of the Modern Slavery Act 2015 in order to be able to bid.
73. A series of interventions are currently being used to ensure compliance with human and labour rights legislation, including the Modern Slavery Act, according to the nature of the contract in question. The following are interventions currently taken amongst our highest risk categories of spend:

- a. **Communities and Children's Services:** Services for vulnerable young people, such as care leavers, and vulnerable adults are monitored regularly to ensure that safeguarding requirements are in place. New services are commissioned using the Corporation's minimum safeguarding standards. These are based on the set of minimum expectations developed by The City & Hackney Safeguarding Children Board (CHSCB) and provide clarity to both commissioners and contractors of services as to what must be considered when engaging external services. Due diligence procedures include Disclosure and Barring Service (DBS) checks, reviews of safeguarding policies, procedures and complaints. Providers ability to meet these standards are tested through the procurement process.
- b. **Textiles:** As part of the City Corporation's current police uniform contract led by the Metropolitan Police, contractors are required to meet a strict corporate responsibility code of conduct covering product, environmental and ethical standards. Specific requirements include annual third-party audits, declarations of manufacturing facilities and registration with a shared audit database.
- c. **Electronic equipment:** Over the last year, the City Corporation has introduced ethical sourcing requirements within the specifications of contracts involving electronic equipment including closed circuit television (CCTV) cameras and multi-functional devices (MFDs). Within 12 months, contractors are required to produce a supply chain map highlighting key risks including forced and child labour. Subsequently the contractors establish a strategy, in collaboration with the City Corporation, to mitigate these risks. Specific actions may include strengthened contractual requirements with their own supply chain, internal or third-party auditing and/or affiliations with organisations who specialise in supply chain transparency. As part of its social value offering, the City Corporation's IT managed service provider is currently undertaking a supply chain mapping exercise on IT hardware used to support the services delivered to the City Corporation.
- d. **Construction materials:** The City Corporation is now taking a more robust approach to mitigating the risks associated with construction materials used as part of works contracts e.g. bricks, steel, timber, natural stone products etc. As part of the recently established intermediate and major works frameworks, the City Corporation requires contractors to present their current due diligence procedures within a month of contract

commencement. Feedback is then provided on any further interventions the City Corporation considers necessary. Proposals for continuous improvement are then developed by the contractor and mutually agreed as part of an ongoing action plan, which is monitored quarterly as part of ongoing key performance indicators (KPIs).

74. The Barbican, of which the City Corporation is the founder and principal funder, publishes its own annual [Modern Slavery statement](#). As committed to in its 2017/18 statement, the Barbican has recently introduced a standard clause in all its future contract for services and suppliers that commits suppliers to comply with the Barbican/City Corporation's Policies on modern slavery and human trafficking, both in engaging the supplier's own staff or in relation to sub-contractors and agents.
75. Additional clauses also recently introduced require suppliers to ensure they fulfil the obligations set out City Corporation's Equal Opportunities Policy and ensure all staff and all other people engaged or managed by external suppliers and visiting companies are treated with dignity and respect.
76. The City Corporation helped establish and co-Chairs the London Responsible Procurement Network (LRPN), a group of public sector representatives who meet regularly to share best practice and develop harmonised approaches to achieving social value, environmental sustainability and ethical sourcing. This Group also feeds into the London Heads of Procurement Network, facilitated by London Councils. A series of meetings and workshops dedicated to modern slavery have already taken place with the aim of sharing effective interventions and learning lessons from one another on how to effectively tackle modern slavery within London's public sector supply chains.

#### **d. Continuous improvement**

77. Over the next year, a 'Supplier Code of Conduct' will be developed by City Procurement with the aim of detailing the City Corporation's expectations more clearly to our supply chain and facilitating a more rigorous approach to contract management.
78. Work planned for the coming year to improve our approach to implementing appropriate due diligence procedures within specific high-risk categories includes:
  - a. **Construction Sites:** Moving forward, City Surveyors, the Department of the Built Environment and others involved in managing construction works on behalf of the City Corporation will work with City Procurement, City of

London Police and others to develop an approach to mitigating the risk of modern slavery taking place on its construction sites. It will involve the use of more detailed contractual provisions, awareness raising with supervisors on site and increased compliance checks. This work will take place alongside other action taken in response to increased levels of CSCS card fraud and incidences of illegal workers on UK construction sites.

**b. Textiles:** When establishing our new corporate uniform contract, the City Corporation will undertake an approach similar to that currently implemented in the existing police uniform contract, especially in regards to increased transparency of manufacturing locations and audit procedures.

**c. Food:** During the mobilisation period of the new corporate catering contracts, the City Corporation will work with its three catering contractors, as part of the CCM approach and through supplier relationship management, to ensure appropriate due diligence procedures are undertaken, especially in relation to mitigating risks of exploitation of workers involved in food processing, harvesting and the fisheries industry.

79. The City Corporation will continue to collaborate with other public sector bodies as part of the LRPN and with the London Heads of Procurement (LHoP) to improve its own approach to tackling modern slavery and share learning and best practice with other public authorities.

80. Through its Commercial Contract Management team, the City Corporation will form closer relationships with a broader set of key suppliers and use a partnership approach to identify and help mitigate the risks of modern slavery occurring in our global supply chains.

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81. The City Corporation will refresh its Modern Slavery Statement annually; the next will be published in July 2019, which is more aligned to the organisation's annual financial reporting. This new Statement will include updated policies and commitments, interventions, with a summary of progress made during November 2018 – June 2019 alongside future plans for continuous improvement.

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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

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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 profession<sup>1</sup>.

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

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<sup>1</sup> 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 exceptionalism 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 Programme<sup>2</sup> 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>
High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices	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>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>

<sup>2</sup> 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.

	<p>and training system and from education to employment.</p> <p>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.</p> <p>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.</p> <p>Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City Corporation's educational offer.</p>	<p>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.</p> <p>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.</p> <p>Clear progression routes are mapped through technical and professional education and into skilled employment, including apprenticeships.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Education unit, EDO, ASES, HR</p> <p>Family of Schools, ASES, EDO</p> <p>Family of Schools, ASES</p> <p>Family of Schools, Education unit, EDO</p> <p>Family of Schools, Education unit</p> <p>Family of Schools, Education unit</p> <p>Culture Mile Learning/Education unit, Family of Schools</p>
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		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 Fund<sup>3</sup> 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>

<sup>3</sup> 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](http://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 offering<sup>4</sup>. 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.

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<sup>4</sup> 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.

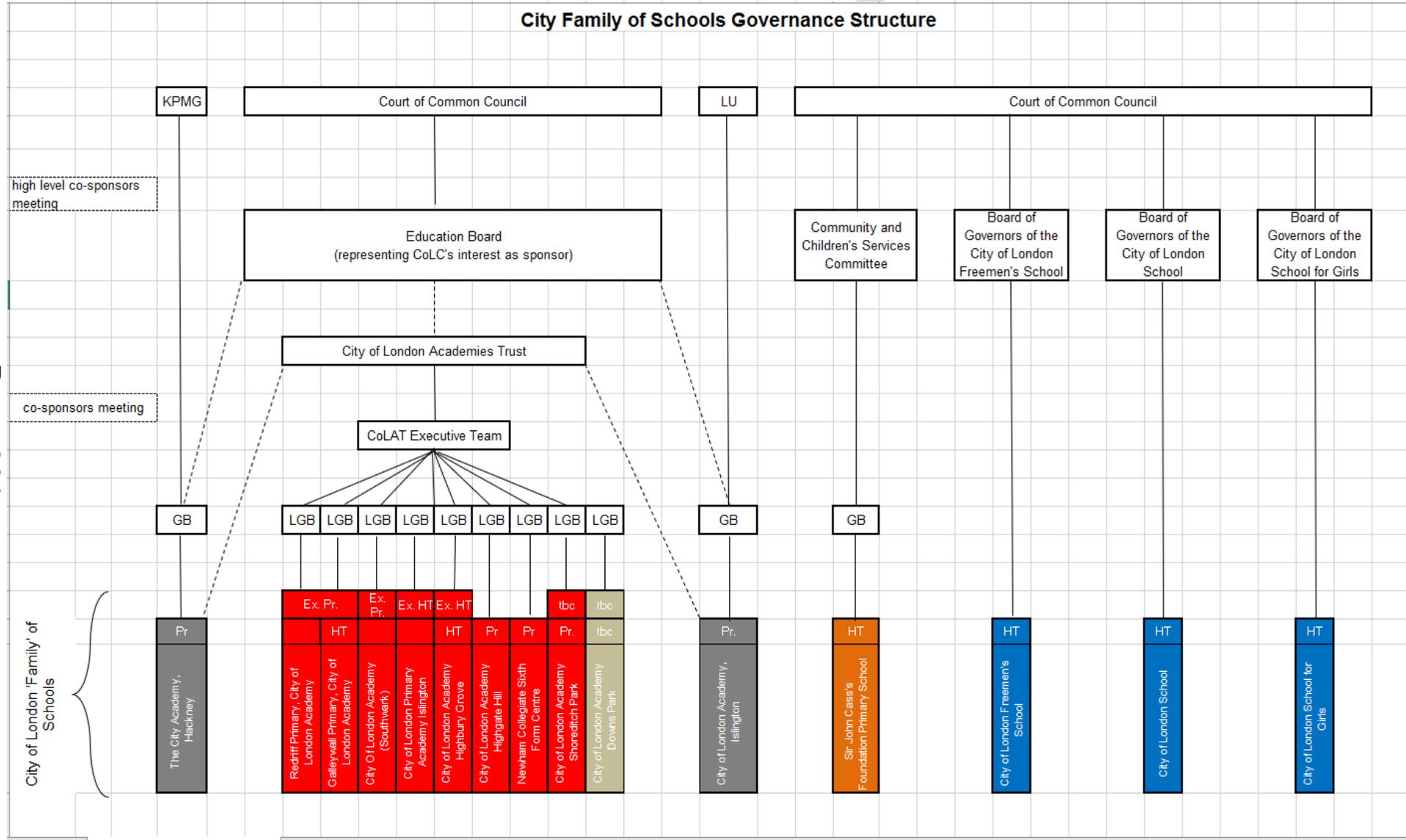
CoLAT Schools	Results/Performance	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trust Requirements</b>	Timely reporting of unvalidated results	Principal and CoG present exam analysis at CoL scrutiny meeting. (Partner sponsor to attend for Co-Sponsored Academies)	Academy performance monitoring	Annual Safeguarding Audit Report	Progress to target grades with any adjustments	Academy performance monitoring
<b>Executive Function</b>	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
<b>Reporting Arrangements</b>	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
<b>Accountability Framework for co-sponsored academies</b>						
Co-sponsored academies	Results	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<b>Sponsor Requirements</b>	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
<b>Education Unit</b>	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
<b>Reporting Arrangements</b>	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
<b>Data Collection and Information Sharing - Independent and maintained schools</b>						
<b>Independent Schools</b>	<b>Results</b>	<b>Targets</b>	<b>Keeping in Touch</b>	<b>Safeguarding</b>	<b>Progress</b>	<b>Keeping in Touch</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Information Sharing</b>	Timely reporting of unvalidated results	Examination Targets		Annual Safeguarding Audit Report	Progress to target grades with any adjustments	
<b>Education Unit</b>	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
<b>Reporting Arrangements</b>	Exam results report to the Education Board			Annual Safeguarding Audit Report	Report to the Education Board	

Appendix Four: City Corporation Family of Schools Governance Structure

**City Family of Schools Governance Structure**

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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 SEND<sup>1</sup> 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.

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<sup>1</sup> 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).<sup>2</sup> 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 small<sup>3</sup>. Employers say that they plan to start offering apprenticeships, but then appear to not take this step.<sup>4</sup> 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 target<sup>5</sup> 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

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

<sup>3</sup> Apprenticeship Evaluation: Survey of Employers (2014)

<sup>4</sup> UKCES Employer Perspective Survey (2014)

<sup>5</sup> 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)
	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.	An increased number of learners 1,000 people by 2022.	ASES
		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>
<p>Deliver high quality adult education, training and apprenticeships.</p>	<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>
<p>Continue working towards the achievement of a diverse workforce so that it mirrors the diversity of our community.</p>	<p>Improve the learning experience and learning outcomes for learners impacted by disadvantage.</p>	<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>
<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>	<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>

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

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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 2016<sup>6</sup> 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 legislation<sup>7</sup>, 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 Review<sup>8</sup> 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:

<sup>6</sup> Enterprise Act 2016, section 22 and 25

<sup>7</sup> Strategic Guidance for the Institute for Apprenticeships – 2017/18

<sup>8</sup> 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 2015/16<sup>9</sup> 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

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<sup>9</sup> 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.<sup>10</sup> 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”.<sup>11</sup> 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.

Page 302 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.

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<sup>10</sup> DfE, FE data library: apprenticeships, January 2017

<sup>11</sup> 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.

Page 308 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 importance<sup>1</sup>. 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.

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<sup>1</sup> 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 skills<sup>2</sup>. 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

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<sup>2</sup> 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.	<p>Culture Mile Learning is communicated in an inclusive manner, so it is well known, relevant and accessible</p> <p>Local arts, cultural and creative learning offers link with community and adult learning and Culture Mile Learning.</p> <p>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.</p>	<p>Culture Mile/Culture Mile Learning</p> <p>Culture Mile/Culture Mile Learning/ASES</p> <p>Culture Mile Learning/Education unit</p>
Cultural and creative experience develops and enhances the fusion skills needed for employability in the 21 <sup>st</sup> Century and arts, culture and creativity are at the forefront of economic success.	<p>Deliver a distinctive City Corporation education and skills offer where all learners in the Family of Schools receive systematic development of fusions skills.</p> <p>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.</p>	<p>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.</p> <p>CPD training ensures that teachers of non-arts subjects have approaches and methods for including the arts and</p>	<p>Culture Mile/ Culture Mile Learning/Education unit/ ASES</p> <p>Culture Mile Learning/Education unit</p>

		<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>	<p>Culture Mile/Culture Mile Learning/Education unit</p>
<p>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>	<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 (2017<sup>3</sup>) 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%

<sup>3</sup> 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	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	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	Unpaid work experience (200-hour commitment) – encourage creative and cultural placements Fusion cultural and creative learning programme

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

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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 placed 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](http://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.

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## 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](http://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.<sup>4</sup>

**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

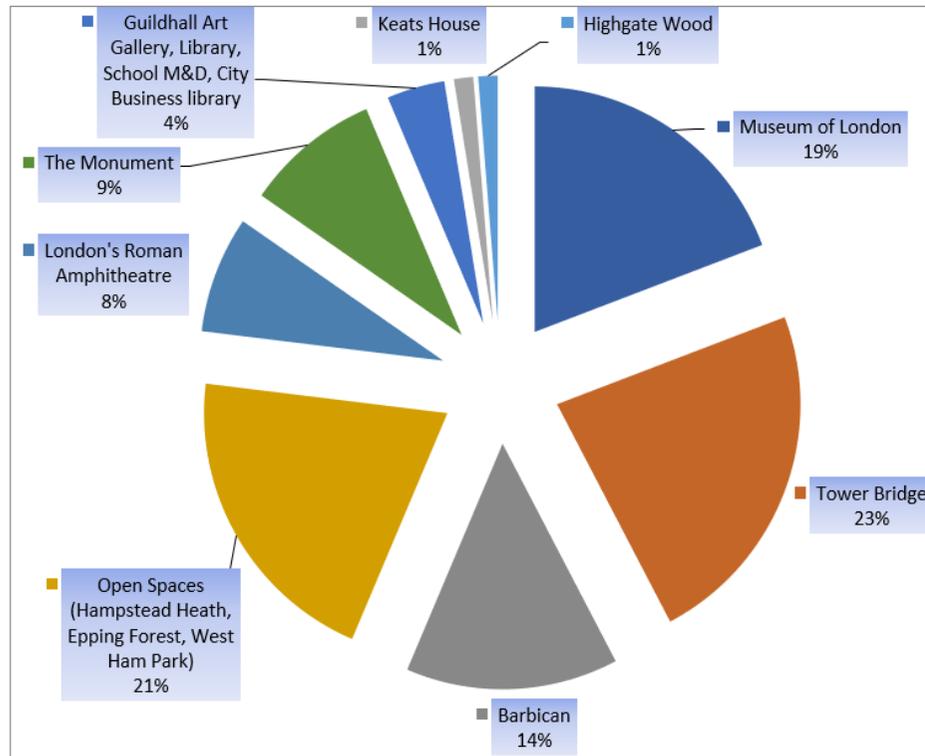
	Local authority	Academy	Free	Other
Applications	172	37	10	17

	Primary	Middle	Secondary	Special

<sup>4</sup> Kawashima, Nobuko (2000) Beyond the division of attenders vs. non-attenders: a study into audience development in policy and practice.

<b>Applications</b>	<b>166</b>	<b>1</b>	<b>56</b>	<b>13</b>

### Where are schools visiting?



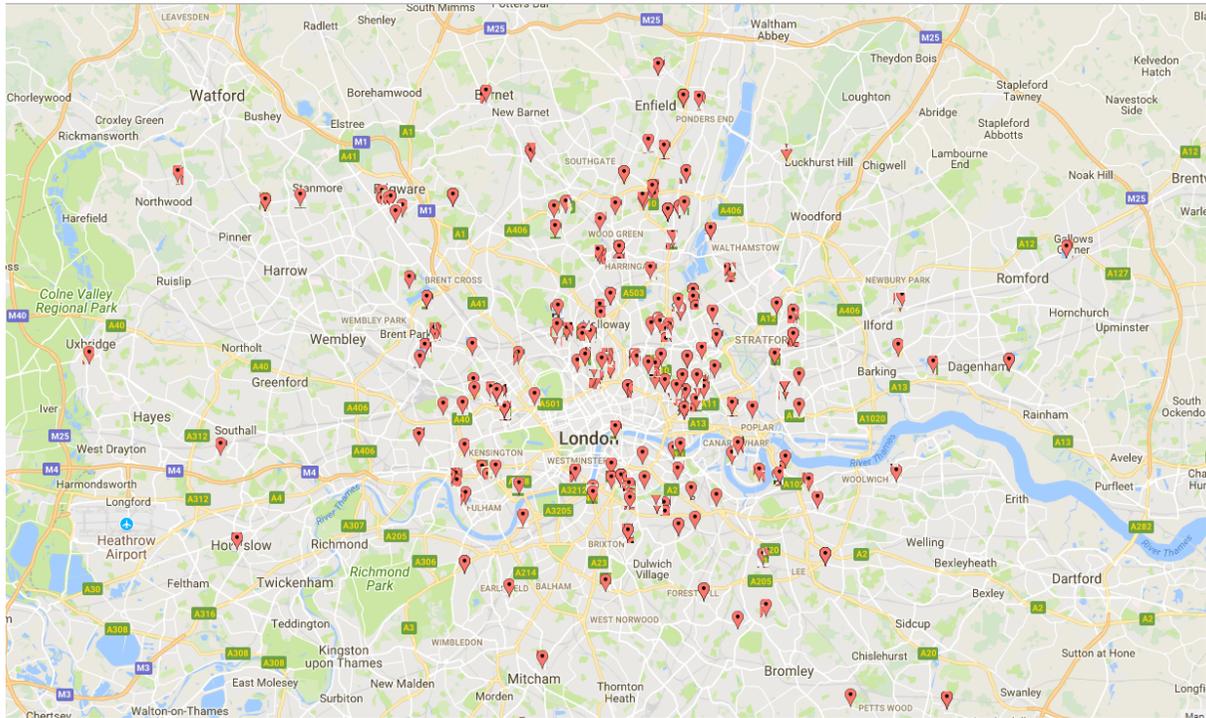
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### Applications by venue

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



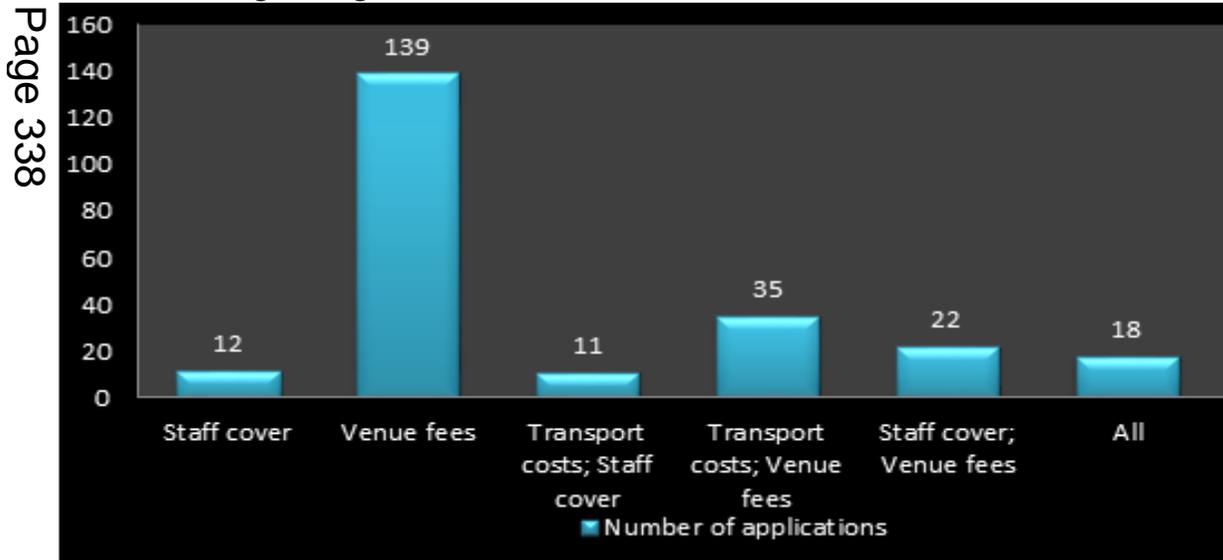
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## Breakdown of applications by London borough

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	<b>TOTAL</b>	<b>236</b>
		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*

Page 339 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 crowdfunding 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*

Page 340 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*

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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

<b>Vision</b>	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.
<b>Who we are and what we do</b>	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.
<b>Who this strategy targets</b>	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.
<b>Principles (or values) we apply to our work</b>	<ul style="list-style-type: none"> <li>• Excellence and exceptionality</li> <li>• Broad and balanced curriculum</li> <li>• Fusion skills</li> <li>• Aspiration building and links to the world of work</li> <li>• Accessibility and social mobility</li> </ul>
<b>Operating context</b>	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.
<b>Our aims</b>	<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"> <li>• Outcome 1: People are safe and feel safe</li> <li>• Outcome 3: People have equal opportunities to enrich their lives and reach their full potential</li> </ul>

- 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"> <li>• ASES is recognised as an outstanding adult education, training and apprenticeships provider.</li> <li>• Learners from all backgrounds get the preparation they need for the world of future work</li> <li>• Learners and apprentices educated through ASES are recognised as being highly skilled.</li> </ul> <p><u>Culture and Creative Learning</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Deliver a distinctive City Corporation education and skills offer where all learners in the Family of Schools receive systematic development of fusions skills.</li> <li>• 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.</li> </ul>
<p><b>Our activities</b></p>	<p>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.</p>
<p><b>Conclusion</b></p>	<p>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.</p>

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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 Learner

Impact on learners from Cultural and Creative Learning Strategy actions

Impact on learners from Education Strategy actions

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## Appendix 1 Policy background and example carbon offsetting calculations

### 1) Policy Background

#### 1.1 London Plan

The carbon targets to which offsetting applies derive from the London Plan 2016

London Plan Policy 5.2 - Minimising carbon dioxide emissions

Planning decisions

A. Development proposals should make the fullest contribution to minimising carbon dioxide emissions in accordance with the following energy hierarchy:

1. Be lean: use less energy
2. Be clean: supply energy efficiently
3. Be green: use renewable energy

B. The Mayor will work with boroughs and developers to ensure that major developments meet the following targets for carbon dioxide emissions reduction in buildings. These targets are expressed as minimum improvements over the Target Emission Rate (TER) outlined in the national Building Regulations leading to zero carbon residential buildings from 2016 and zero carbon non-domestic buildings from 2019

#### Residential buildings:

Year	Improvement on 2010 Building Regulations
2010 – 2013	25 per cent (Code for Sustainable Homes level 4)
2013 – 2016	40 per cent
2016 – 2031	Zero carbon

#### Non-domestic buildings:

Year	Improvement on 2010 Building Regulations
2010 – 2013	25 per cent
2013 – 2016	40 per cent
2016 – 2019	As per building regulations requirements
2019 – 2031	Zero carbon

C. Major development proposals should include a detailed energy assessment to demonstrate how the targets for carbon dioxide emissions reduction outlined above are to be met within the framework of the energy hierarchy

D. As a minimum, energy assessments should include the following details:

- a) calculation of the energy demand and carbon dioxide emissions covered by the Building Regulations and, separately, the energy demand and carbon dioxide emissions from any other part of the development, including plant or equipment, that are not covered by the Building Regulations (see paragraph 5.22) at each stage of the energy hierarchy
- b) proposals to reduce carbon dioxide emissions through the energy efficient design of the site, buildings and services
- c) proposals to further reduce carbon dioxide emissions through the use of decentralised energy where feasible, such as district heating and cooling and combined heat and power (CHP)
- d) proposals to further reduce carbon dioxide emissions through the use of on-site renewable energy technologies.

E. The carbon dioxide reduction targets should be met on-site. Where it is clearly demonstrated that the specific targets cannot be fully achieved on-site, any shortfall may be provided off-site or through a cash in lieu contribution to the relevant borough to be ring fenced to secure delivery of carbon dioxide savings elsewhere.

These targets are enforced through planning obligations, on a borough by borough basis, and the most common clause in the City's present S106 agreements is the 35% improvement on the 2013 Part L Building Regulations (which is broadly equivalent to a 40% reduction on the 2010 Part L Building Regulations – see Mayor's Sustainable Design & Construction SPG).

The London Plan is under review with the draft New London Plan Policy SI2 *Minimising Greenhouse Gas Emissions* continuing with the requirement for all major development to be zero carbon.

## **1.2 City of London Local Plan 2015**

The City Local Plan reiterates the requirement to offset carbon emissions where carbon targets cannot be met on site.

### **Policy DM 15.2 Energy and CO<sub>2</sub> emissions assessments**

1. Development design must take account of location, building orientation, internal layouts and landscaping to reduce likely energy consumption.
2. For all major development energy assessments must be submitted with the application demonstrating:
  - energy efficiency – showing the maximum improvement over current Building Regulations to achieve the required Fabric Energy Efficiency Standards;
  - carbon compliance levels required to meet national targets for zero carbon development using low and zero carbon technologies, where feasible;
  - where on-site carbon emission reduction is unviable, offsetting of residual CO<sub>2</sub> emissions through 'allowable solutions' for the lifetime of the building to achieve national targets for zero-carbon homes and non-domestic buildings. Achievement of zero carbon buildings in advance of national target dates will be encouraged;
  - anticipated residual power loads and routes for supply.

## 2) Example Carbon Offsetting S106 agreement

Where carbon offsetting is required this is secured through S106 agreement. An example S106 carbon offsetting clause is included below:

### CARBON OFF-SETTING

1 The Developer shall:

1.1 pay the Carbon Off-set Contribution (as specified in paragraph 1.2 of this Schedule 3) calculated in accordance with the following formula:

$$\text{Carbon Off-set Contribution} = (T - R) \times Y \times Z$$

Where *T* is the target reduction (“the Target Reduction”) in the amount of carbon dioxide (expressed in tonnes) which reflects 35% of the New Build / Development’s annual carbon dioxide emissions if constructed in accordance with the 2013 Building Regulations

*R* is the reduction in the amount of carbon dioxide (expressed in tonnes) which reflects the reduction in the Development’s annual carbon dioxide emissions (when compared to the annual carbon dioxide emissions if constructed in accordance with the Building Regulations) which it is calculated will be achieved by the implementation of carbon reduction measures as determined by reference to the Energy Statement submitted to the City Corporation pursuant to the Application OR (in the event that a subsequent revised assessment of carbon dioxide emissions of the completed New Build / Development is provided pursuant to paragraph 1.2) by reference to that subsequent revised assessment

*Y* is the number of years for which the contribution is payable, being 30 years

*Z* is the cost of carbon per tonne taken from the Mayor’s draft Sustainable Design & Construction SPG (paragraph 2.4.39) being £60 per tonne of carbon dioxide

and provided that the Carbon Off-set Contribution may be zero (or if negative shall be deemed to be zero).

1.2 Following the Completion Date but prior to Occupation the Developer shall confirm that the Energy Statement has been implemented and submit to the City Corporation an assessment of the carbon dioxide emissions of the completed Development so as to calculate the reduction in the amount of carbon dioxide (expressed in tonnes) which reflects the Development’s annual carbon dioxide emissions which it is calculated will be achieved by the implementation of carbon reduction measures (“*R*” in the formula in paragraph 1.1).

1.3 In the event of a shortfall in the Target Reduction, the Developer will calculate the amount of Carbon Off-set Contribution referable to the said shortfall in accordance with the formula in paragraph 1.2 and shall pay the Carbon Off Set Contribution as follows:

1.4 to the City Corporation to be paid into the City of London Carbon Off-set Scheme no later than eight (8) weeks following Completion of the Development (as notified to the City Corporation pursuant to clause 17.5); or

1.5 evidence that the payment has been made shall be provided to the City Corporation within eight (8) weeks of the payment being made.

### 3) Example Calculation of the Carbon Offsetting contribution

The City Corporation has set up a carbon offsetting payment calculator to use a BRUKL report, submitted on completion of the development, to discharge the carbon offsetting obligation. This is the easiest and most straightforward way to check how much carbon is required to be offset.

	A	B	C	D
1	<b>Carbon Offsetting Payment Calculator</b>			
2	BRUKL Report:			
3	Application Ref:			
4	Date of report (as designed):			
5	Date of report (as constructed):			
6				
7	Actual Area (m2)			
8	Target CO2 emission rate (TER) kgCO2/m2.annum			
9	Building CO2 emission rate(BER) kgCO2/m2. annum)			
10	Target Reduction		35%	
11				
12	Emissions Baseline as per Part L 2013 Building Regulations		-	tonnes CO2 per annum
13	Target Emissions Reduction		-	tonnes CO2 per annum
14	Actual Emissions Reduction		-	tonnes CO2 per annum
15	Carbon Surplus/Shortfall		-	tonnes CO2 per annum
16	Overall Reduction		#DIV/0!	
17	Shortfall/surplus		#DIV/0!	
18	Carbon Offsetting Contribution	£	-	
19				

### BRUKL Output Document HM Government Compliance with England Building Regulations Part L 2013

Project name

**15 Bishopsgate**

As designed

Date: Mon Dec 08 21:25:11 2014

#### Administrative information

##### Building Details

Address: .

##### Owner Details

Name:

Telephone number:

Address: . .

##### Certification tool

Calculation engine: TAS

Calculation engine version: "v9.3"

Interface to calculation engine: TAS

Interface to calculation engine version: v9.3

BRUKL compliance check version: v5.2.d.2

##### Certifier details

Name: Mautasimuddin Altamash Mohammed

Telephone number:

Address: . .

#### Criterion 1: The calculated CO<sub>2</sub> emission rate for the building should not exceed the target

CO <sub>2</sub> emission rate from the notional building, kgCO <sub>2</sub> /m <sup>2</sup> .annum	23.6
Target CO <sub>2</sub> emission rate (TER), kgCO <sub>2</sub> /m <sup>2</sup> .annum	23.6
Building CO <sub>2</sub> emission rate (BER), kgCO <sub>2</sub> /m <sup>2</sup> .annum	16.3
Are emissions from the building less than or equal to the target?	BER <= TER
Are as built details the same as used in the BER calculations?	Separate submission

The floor area (m2) can be found in the technical data section of the BRUKL report.

Technical Data Sheet (Actual vs. Notional Building)			
Building Global Parameters			Building Use
	Actual	Notional	% Area Building Type
Area [m <sup>2</sup> ]	8326	8326	8 A1/A2 Retail/Financial and Professional services
External area [m <sup>2</sup> ]	6443	6443	A3/A4/A5 Restaurants and Cafes/Drinking Est./Takeaways
Weather	LON	LON	92 B1 Offices and Workshop businesses
Infiltration [m <sup>3</sup> /hm <sup>2</sup> @ 50Pa]	5	3	B2 to B7 General Industrial and Special Industrial Groups
Average conductance [W/K]	3230	2789	B8 Storage or Distribution
Average U-value [W/m <sup>2</sup> K]	0.5	0.43	C1 Hotels
Alpha value* [%]	6.62	6.62	C2 Residential Inst.: Hospitals and Care Homes
			C2 Residential Inst.: Residential schools
			C2 Residential Inst.: Universities and colleges
			C2A Secure Residential Inst.
			Residential spaces
			D1 Non-residential Inst.: Community/Day Centre
			D1 Non-residential Inst.: Libraries, Museums, and Galleries
			D1 Non-residential Inst.: Education
			D1 Non-residential Inst.: Primary Health Care Building
			D1 Non-residential Inst.: Crown and County Courts
			D2 General Assembly and Leisure, Night Clubs and Theatres
			Others: Passenger terminals
			Others: Emergency services
			Others: Miscellaneous 24hr activities
			Others: Car Parks 24 hrs
			Others - Stand alone utility block

\* Percentage of the building's average heat transfer coefficient which is due to thermal bridging

When these values have been entered – the carbon calculator will work out the charge, and how much carbon shortfall/surplus there is.

	A	B	C	D	E
1	<b>Carbon Offsetting Payment Calculator</b>				
2	BRUKL Report:	15 Bishopsgate			
3	Application Ref:	14/01251/FULMAJ			
4	Date of report (as designed):	Dec 8th 2014			
5	Date of report (as constructed):				
6					
7	Actual Area (m2)	8,326.00			
8	Target CO2 emission rate (TER) kgCO2/m2.annum	23.60			
9	Building CO2 emission rate(BER) kgCO2/m2. annum)	16.30			
10	Target Reduction	35%			
11					
12	Emissions Baseline as per Part L 2013 Building Regulations	196.49	tonnes CO2 per annum		
13	Target Emissions Reduction	68.77	tonnes CO2 per annum		
14	Actual Emissions Reduction	60.78	tonnes CO2 per annum		
15	Carbon Surplus/Shortfall	7.99	tonnes CO2 per annum		
16	Overall Reduction	30.93%			
17	Shortfall/surplus	4.07%			
18	Carbon Offsetting Contribution	£ 14,382.00			
19					

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## **Appendix 2 Development Pipeline – estimated carbon offsetting contributions**

### **Section 106 Pipeline**

The City has been charging for carbon off-setting since 2014 and as a result the City has approximately 30 section 106 agreements signed with the relevant clause, that are likely to result in a financial contribution for failing to meet targets on site. A high-level estimate using submitted energy statements predicts an approximate £2.3 million worth of carbon offsetting contributions in the pipeline. Since the payment is due on completion of the development there is a lag between the granting of planning approval and the collection of offsetting contributions.

### **Predicted Contributions**

Figure 1 shows an estimate of the potential carbon offsetting contributions from developments which are already approved with an S106 agreement on carbon offsetting.

Given the complexity of the assessment process and the uncertainty around what is potentially payable and when, this table attempts to forecast the amounts of carbon offsetting payments currently in the pipeline. It's important to stress that these figures need to be validated again as part of the discharge of planning obligations, however this information can be used as a good starting point to work out how to tackle the use of these funds in the short, medium and long term.

NB: All payments and timescales are liable to change until practical completion and submission of final energy statement.

Figure 1 Potential Carbon offsetting contributions June 2018

Scheme	Application #	Timeline	Amount	Action	
15 Bishopsgate	14/01251/FULL	Completed	£ 14,382		PAID
20 Farringdon Street	15/00509/FULMAJ	Permission implemented Feb 2016 - completion likely late 2018	£ 26,550		Short Term Cumulative Payment due August 2018
2-6 Cannon Street	14/00780/FULMAJ	Implemented completion expected mid 2018	£ 50,886		Short Term Cumulative payment due late 2018
Walsingham House	14/01226/FULMAJ	Intended Completion 30 October 2018	£ 11,700		Short Term Cumulative payment due Later 2018
100 Liverpool Street	15/01387/FULEIA & 17/00276/FULL	Commenced, implementation Sept 2017 Completion 2018/19	£ 90,450		
90 Fetter Lane	16/00299/FULMAJ	Completion 25 June 2018	£ 14,760		
76-86 Fenchurch Street	08/00824/FULEIA and 15/00702/FULMAJ (s73)	Commenced August 2015 - completion unknown	£ 171,900		
56-60 and 62-64 Moorgate	15/01312/FULMAJ	Commencing September 2017 - completion forecast for 2019	£ 32,922		
60 London Wall	16/00776/FULMAJ	Commenced August 2017 - completion unknown	£ -		47% reduction as designed
22 Bishopsgate	16/00849/FULEIA	Commenced	£ 626,832		
Bernard Morgan House 40 Golden Lane	16/00590/FULL	Commenced October 2017			54% reduction as designed Zero Carbon Homes Conditioned
35 Vine Street Emperor House	17/00239/FULMAJ	Commencement January 2018	£ 121,842		
55 Moorgate	16/00405/FULMAJ	Implementation Aug 2018	£ -		59.77% reduction as designed
Fleet House 8-12 New Bridge Street	14/00254/FULMAJ	Not commenced. Date Unknown	£ 29,925		
10 King William Street/Bank Station Upgrade	14/00178/FULEIA	2020/2021	£ 35,880		
63-66 Coleman Street	14/00887/FULMAJ and 16/01010/FULL	Later application pending, long term horizon	£ 5,040		
6-8 Bishopsgate	15/00443/FULLEIA and 17/00447/FULLEIA (Pending)	Pending new application - completion estimated 2022	£ 196,200		
Fountain House 130 Fenchurch Street	14/00496/FULMAJ and 16/00809/FULMAJ (Pending)	Permission pending. Old one not started. Completion Post 2020	£ 32,202		Long Term Cumulative Paid after 2020
Garrard House 31 Gresham Street	17/00585/FULMAJ		£ 15,444		
1 Leadenhall Street Leadenhall Court	16/00859/FULEIA		£ 20,124		
Creed Court	14/00300/FULMAJ	Implemented July 2018	£ -		38.2% reduction as designed
Tresury Building Inner Temple	17/00077/FULMAJ		£ -		38.97% reduction as designed and proposed
2-3 Finsbury Avenue	16/00149/FULEIA		£ 792,738		
31 Gresham Street Garrard House	17/00585/FULMAJ		£ 15,444		
2 Seething Lane	17/00980/FULMAJ				No Information
21 Moorfields	17/01095/FULEIA				36.49% reduction as designed
150 Fenchurch Street	16/00345/FULMAJ	Not commenced. Date Unknown	£ 7,830		
TOTAL			£ 2,313,051		
Key					
		Short term - payment expected by end 2018			
		Medium term - development commenced payment due on completion			
		Long Term - development not yet commenced			

### Appendix 3 Indicative list of carbon reduction projects

Carbon offset funds will be used to deliver reductions in carbon emissions from retrofitting measures in publicly owned operational buildings (i.e. excluding “investment properties”) where those measures provide additional carbon emission reductions that would not otherwise be achieved. Project approval will be through the Corporate Projects procedure. Funds will be pooled, and ring fenced for carbon reduction projects as defined in the Planning Obligations Supplementary Planning Document (SPD). The City Surveyors’ Energy Team will manage implementation of carbon reduction projects.

Table 1 provides an indicative list of the types of projects which would be eligible for funding. A pipeline of projects will be maintained by the City Surveyor’s energy team

Table 1 Indicative list of carbon reduction projects.

Project	Capital Cost (£)	Savings (tCO2e/year)
LED Lighting upgrades (number of sites)	£226,491	134
Cooling plant upgrade (single site)	£1,000,000	166
Pumps/Fans demand control (number of sites)	£118,032	103
Efficient ventilation fans and motors (number of sites)	£141,951	114
Swimming pool plant upgrades (single site)	£156,400	98
Solar PV (single site)	£141,220	33

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