Education Board

Date:	**THURSDAY, 23 JULY 2015**
Time:	**4.00 pm**
Venue:	**COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL**

Members: Deputy Catherine McGuinness (Chairman)
Henry Colthurst (Deputy Chairman)
Deputy John Bennett
Revd Dr Martin Dudley
Alderman Peter Estlin
Alderman The Lord Mountevans
Stuart Fraser
Christopher Hayward
Virginia Rounding
Alderman William Russell
Ian Seaton
Philip Woodhouse
Roy Blackwell (United Westminster Schools)
Tim Campbell (Bright Ideas Trust)
Helen Sanson (Tower Hamlets Education Business Partnership)
David Taylor (Livery Schools Link)

Enquiries: **Alistair MacLellan**
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NB: Part of this meeting could be the subject of audio video recording.

John Barradell
Town Clerk and Chief Executive

The Education Board has responsibility for five key strands.

Strand 1 – To promote and support excellent education and access to higher education.

Strand 2 – To strive for excellence in City Schools.

Strand 3 – To inspire children through an enriched education and outreach opportunities.

Strand 4 – To promote an effective transition from education to employment.

Strand 5 – To explore opportunities to expand the City's education portfolio and influence on education throughout London.

AGENDA

1. **APOLOGIES**

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **PUBLIC MINUTES**
   To agree the public minutes and summary of the meeting held on 25 June 2015.

   For Decision
   (Pages 1 - 8)

   a) **Outstanding Actions**

      Report of the Town Clerk.

      For Information
      (Pages 9 - 12)

4. **GOVERNANCE OF THE CITY ACADEMIES**
   Report of the Director of Community and Children's Services *(to follow)*.

   For Information

5. **ADDITIONAL FUNDING FOR THE CITY ACADEMIES**
   Report of the Director of Community and Children's Services.

   For Decision
   (Pages 13 - 72)

6. **EDUCATION STRATEGY REFRESH**
   Report of the Town Clerk.

   For Decision
   (Pages 73 - 100)

7. **APPLICATION FROM CITY UNIVERSITY LONDON TO JOIN THE UNIVERSITY OF LONDON FEDERATION**
   Report of the Town Clerk.

   For Information
   (Pages 101 - 104)

8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

10. **EXCLUSION OF THE PUBLIC**
    MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act

    For Decision

11. **NON-PUBLIC MINUTES**
    To agree the non-public minutes of the meeting held on 25 June 2015.

    For Decision
    (Pages 105 - 106)

12. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

13. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

EDUCATION BOARD

Thursday, 25 June 2015

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor West Wing, Guildhall on Thursday, 25 June 2015 at 4.00 pm

Present

Members:

Deputy Catherine McGuinness (Chairman)	Christopher Hayward
Henry Colthurst (Deputy Chairman)	Virginia Rounding
Deputy John Bennett	Alderman William Russell
Revd Dr Martin Dudley	Ian Seaton
Alderman The Lord Mountevans	Tim Campbell
Stuart Fraser	

Officers:

Alistair MacLellan	Town Clerk's Department
Liz Skelcher	Assistant Director of Economic Development
Sue Baxter	Town Clerk's Department
Mark Jarvis	Chamberlain's Department
Ade Adetosoye	Director of Community and Children's Services
Joshua Burton	Community and Children's Services Department
Sharon Ament	Director of the Museum of London

1. **APOLOGIES**
    Apologies were received from Alderman Peter Estlin, Philip Woodhouse, Roy Blackwell, Helen Sanson and David Taylor.

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
    Members noted their standing declarations.

    Deputy John Bennett
    Board of Governors of the City of London Freemen's School
    Board of Governors of the Guildhall School of Music and Drama

    Tim Campbell
    Bright Ideas Trust
    Board of Governors, St. Bonaventure's School

    Henry Colthurst
    Board of Governors, Mossbourne Community Academy
    Board of Mossbourne Federation
    Member of Court of the Worshipful Company of Grocers

    Alderman Peter Estlin
    Treasurer, Bridewell Royal Hospital - King Edward's School, Witley

Stuart Fraser
Board of Governors of the City of London Freemen's School
Board of Governors of the City of London School for Girls
Board of Governors of the City of London School

Christopher Hayward
Member of the Court of Governors – Christ's Hospital
Governor – Bridewell Royal Hospital
Governor – City of London School for Girls
Member of the Court of The Worshipful Company of Pattenmakers

Deputy Catherine McGuinness
Board of Governors of The City Academy, Hackney
Castle Baynard Educational Foundation & Alderman Samuel Wilson Fund
United Westminster Schools Foundation
Board of School Governors and Council of Almoners, Christ's Hospital
Barbican Centre Board
Guildhall School Development Fund

Alderman The Lord Mountevans
Board of Governors of the City of London Academy Islington

Virginia Rounding
Board of Governors of the City of London School for Girls
Board of Governors of The City Academy Hackney

Alderman William Russell
Board of Governors of the City of London School for Girls
Board of Governors of the Guildhall School of Music and Drama
Board of Governors of Knightsbridge Schools International
Board of Governors Knightsbridge School
Court of the Worshipful Company of Haberdashers
Trustee of Place2Be

Ian Seaton
Board of Governors City of London School
Board of Governors Bridewell Royal Hospital
Donation Governor Christ's Hospital

3.   **PUBLIC MINUTES**
The public minutes and summary of the meeting held on 21 May 2015 were approved as a correct record.

Matters Arising
Quality Assurance and Accountability Framework
The Director of Community and Children's Services noted that this report had been approved by both the Head Teachers' Forum and the Chairmen of Governors' Forum.

Livery Education Review
A member noted that the Worshipful Company of Educators were currently progressing issues identified following the publication of the Livery Education Review report.

3.1 Outstanding Actions

A list of outstanding actions was received.

Special Interest Areas
The Town Clerk undertook to recanvass members of the Board outside of the meeting to identify candidates for Special Interest Areas.

4. REPORT ON ACTION TAKEN SINCE THE LAST MEETING
Members received a report of the Town Clerk on action taken under delegated authority since the last meeting to submit the Education Board's Annual Report to the Court of Common Council.

RECEIVED

5. EDUCATION STRATEGY UPDATE REPORT
Members received a report of the Director of Community and Children's services updating them on recent activity undertaken in support of the Education Strategy. In response to a comment from a member, the Director confirmed that his department would be working to build on the recent roundtable event on the National Apprenticeships Service hosted by the Lord Mayor at Mansion House.

At the invitation of the Chairman, the Director of the Museum of London provided an update on the work of the Learning and Engagement Forum (LEF). She noted that the LEF was on course to provide an interim report to the Education Board later in the year, and commented that whilst visitor numbers at LEF institutions were healthy, the low exchange rate meant that there were fewer foreign school visits. She confirmed that headline visitor figures could be circulated to the Board from time to time at future meetings.

In response to a comment from a member, the Chairman stated that the learning and engagement partners were looking at ways of engaging with the London Film School. However it was unlikely to fall within the remit of the Education Strategy and noted that most of its students were self-financing postgraduates.

RECEIVED

6. GRANT GIVING: REPORT OF CROSS-CUTTING SERVICE BASED REVIEW
Members considered a report of the Deputy Town Clerk on the review of the City of London Corporation's grants portfolio. The Chairman noted that the Board was being asked to consider its potential role, alongside the Community and Children's Services Committee, in governing the Combined Education Charity and City Educational Trust Fund.

A member noted that in his experience the grant making of both funds tended to have a social aspect as well as an educational one. Overall members felt that the most appropriate governance structure now that the City had an education strategy and Board would be for these charities to be governed by a joint subcommittee of two members from each of the Education Board and Community and Children's Services Committee. Members welcomed the opportunity to review the most appropriate governance arrangements in conjunction with the Community and Children's Services Committee.

Members then discussed City Corporation funding for King Edward's School Witley (KESW) and Christ's Hospital, noting that funding for was drawn from the Finance Grants Sub Committee City's Cash. Members queried what would happen to City Corporation funding for these schools once the recommendations of the grants review were implemented. Unless an alternative source of funding was identified it was suggested that an allocation should be made for them from the funds currently carrying the cost before these funds were allocated to another grant-making theme. Members noted this proposal would require a resolution to the Policy and Resources Committee, which would be responsible for reviewing the overall level of funding made available to educational support by the City Corporation. The Education Board agreed with the Chairman's suggestion that it should be involved early in the decision-making process when the funding-term for both KESW and Christ's Hospital next came up for renewal.

RESOLVED, that

- The report on the cross-cutting review of grant giving activities of the City Corporation be welcomed, and

- The Community and Children's Services Committee be asked to consider the most appropriate means of joint governance, with the Education Board, of the Combined Education Charity and City Educational Trust Fund.

- The Policy and Resources Committee be asked to clarify where funding for King Edward's School Witley and Christ's Hospital would be provided from before funds were fully allocated to any other proposed future grants programmes for current Finance Grants Sub Committee funds without provision for these grants.

6.1 **Policy Committee Resolution - 28 May 2015**

The Board received a resolution of the Policy and Resources Committee dated 28 May 2015.

RECEIVED

6.2   **Finance Committee Resolution - 9 June 2015**

The Board received a resolution of the Finance Committee dated 9 June 2015.

RECEIVED

7.   **REVENUE OUTTURN 2014-15**
Members considered a joint report of the Chamberlain and the Director of Community and Children's Services on Revenue Outturn for 2014/15.

RECEIVED

8.   **CITY OF LONDON TRUST AND GOVERNANCE STRUCTURE FOR ACADEMIES**
The Director of Community and Children's Services provided members with a verbal update on the issue of governance structures for the City of London Corporation's academies. He noted that he considered the current structure for the existing City academies was not sustainable given the level of proposed expansion, and that he aimed to implement a structure that provided the necessary support, scrutiny and challenge to the academies, and that this approach arose in part from feedback from the Department for Education. He noted that this would involve a rationalisation of the current structures, which included a multi-academy trust, single academy trusts, and co-sponsor relationships. He added that the current approach to governance made it difficult for the Education Board to exercise control over and provide guidance to City academy local governing bodies.

Members welcomed the proposed rationalisation of City academy governance, and commented that the City Corporation should be clear on the optimal number of academies it chose to sponsor, as well as tailoring its approach to match the expectations of its co-sponsors.

Alderman Lord Mountevans arrived at this point of the meeting.

9.   **FREE SCHOOLS PROGRAMME**
Members agreed to vary the order of business so that Item 13 concerning the Free Schools Programme be considered as Item 9.

The Director of Community and Children's Services introduced a report on progress in the City's Free Schools programme. He noted that he was requesting two named lead-members be allocated to each free school to provide member-level advice and feedback up until the 'opening' phase of each school. The two members had been identified through their high level of engagement with the project to date and their overall project experience.

A member expressed concern at the fact that interim local governing bodies were already in place given the lack of involvement of the Education Board. The Chairman agreed and noted this unsatisfactory situation was one of the factors that needed to be reviewed during the Director of Community and Children's Services review of academy governance.

RESOLVED, that

- The report on progress in the City's Free Schools programme be noted, and

- Gareth Moore CC be appointed as lead-member for the City of London Primary School Islington.

- Hugh Morris CC be appointed as lead-member for the City of London Primary School Southwark.

10. **PARTNERSHIP ACTIVITIES IN THE CITY SCHOOLS**
Members considered a report of the Director of Community and Children's Services on partnership working across the family of City Schools.

RECEIVED

11. **CITY OF LONDON SECONDARY ADMISSION TRENDS**
Members considered a report of the Director of Community and Children's Services on secondary school admission trends. The Chairman noted that there was no additional demand for secondary school admissions in the City of London at present.

RECEIVED

12. **EASTERN CITY CLUSTER - PUBLIC ART**
Members considered a report of the Director of Built Environment on public art initiatives in the Eastern City Cluster, particularly their use by visiting school groups.

RECEIVED

13. **DEVELOPMENT OF A PROCESS FOR NEW EMPLOYABILITY INITIATIVES**
Members considered a joint report of the Director of Economic Development and the Director of Community and Children's Services on the assessment of new employability initiatives.

RECEIVED

14. **UPDATE REPORT ON SIR JOHN CASS SCHOOL EXPANSION**
Members considered an update report of the Director of Community and Children's Services on the Sir John Cass's Foundation Primary School Expansion. The Director provided further background on the recent decision by the Sir John Cass Foundation to withdraw their support from the proposed expansion.

The Director noted that the proposed expansion had been the topic of discussion of the Foundation; the school's governing body; and the City of London Corporation, since 2013. All indications and feedback from the tripartite meetings had suggested that the Foundation was content with the proposed expansion, and that the Foundation's subsequent refusal to support the expansion at the '11th hour' after two years' of negotiations - without providing any reasoning for its decision - had very serious and profound implications for the City of London given it meant the school would not have the capacity to provide places to match demand.

The Director noted that, at present, in his capacity as statutory Director responsible for education, he was being obliged to approach partner boroughs to request that they enrol primary-aged City children in their schools. Whilst this option was feasible in the short term, it was not sustainable in the long term given demographic pressures in both the City and its neighbouring boroughs.

Members shared the Director's concern and noted that the Foundation, in acting in the way in which it was described, was seemingly acting contrary to its objectives. The Board resolved to register its concerns with the Community and Children's Services Committee and also requested the Director to consider longer term worst case contingency options should the Foundation maintain its position.

RESOLVED, that

- The current situation concerning the proposed expansion of the Sir John Cass Foundation Primary School be noted, and

- The concerns of the Education Board regarding the impact and nature of the decision made by the Sir John Cass Foundation on the City of London Corporation's ability to provide statutory primary education to City children be referred also to the Community and Children's Services Committee.

15. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.

16. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There were no items of urgent business.

17. **EXCLUSION OF THE PUBLIC**
RESOLVED – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

Item(s)	Paragraph(s)
18-22	3

18. **NON-PUBLIC MINUTES**
The non-public minutes of the meeting held on 21 May 2015 were approved as a correct record.

19. **CREATION OF A COMMUNITY INTEREST COMPANY: DRUM WORKS**
Members considered a report of the Barbican Centre's Director of Creative Learning on the creation of a community interest company named Drum Works that would work with young people in the East End of London to combat social problems.

RECEIVED

20. **ACADEMY EXPANSION PROGRAMME**
The Board considered a report of the Director of Community and Children's Services on the City of London Corporation's academy expansion programme.

21. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.

22. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There were no items of urgent business.

The meeting ended at 5.40 pm

Chairman

Contact Officer: Alistair MacLellan
Alistair.MacLellan@cityoflondon.gov.uk

Education Board – Outstanding Actions
23 July 2015

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
1	25 June 2015	**Prioritisation of Academy Expansion Policy** Interim prioritisation of academy expansion policy to be incorporated into Education Strategy refresh and submitted to Policy and Resources Committee for approval.	Director of Community and Children's Services	September 2015	**In progress.** Update at September 2015 Board meeting.
2	25 June 2015	**Sir John Cass Primary School Expansion** Resolution to be made to Community and Children's Services Committee regarding Board's concerns over decision of Sir John Cass Foundation to refuse primary school expansion.	Director of Community and Children's Services	July 2015	**Completed.** Resolution submitted to Community and Children's Services Committee's July 2015 meeting.
3	25 June 2015	**City of London Trust and Governance Structure for Academies** Governance structure for City Academies to be rationalised.	Director of Community and Children's Services	July 2015	**In progress.** Report submitted to July Education Board.

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
4	25 June 2015	**King Edward Witley and Christ's Hospital Funding** Clarification to be sought of source of funding for KESW and CH before existing sources are allocated elsewhere.	Town Clerk	September 2015	**In progress.** Town Clerk liaising with Chamberlain to clarify source of funding.
5	25 June 2015	**Review of the Combined Education Charity and City Educational Trust Fund.** Resolution to be made to the Community and Children's Services Committee welcoming a review of the CEC and CETF.	Town Clerk	July 2015	**In progress.** The Community and Children's Services Committee agreed the Board's resolution at its July meeting.
6	25 June 2015	**Learning and Engagement Forum Visitor Figures** Headline visitor figures to LEF member organisations to be circulated from time to time at future meetings.	Town Clerk	September 2015	**In progress.** Town Clerk liaising with LEF to establish appropriate reporting cycle.

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
7	25 June 2015	**National Apprenticeships Service** Update of follow-on work from NAS Mansion House event.	Director of Community and Children's Services	July 2015	**In progress.** Update at July meeting.
8	25 June 2015	**Special Interest Areas** SIA Members to be appointed following canvass of Board Member interests.	Town Clerk	July 2015	**In progress.** Update at July meeting.
9	23 April 2015	**Education Strategy Refresh: Employability** Education Strategy 2016 to clarify the Education Board's role in overseeing employability activity: its potential emphasis on fostering employability in schools; improving soft skills from an early age; and ensuring the City Corporation's overall employability offer did not include duplication of effort.	Town Clerk/Education Policy Officer	September 2015	**In progress.** Comments will be factored into Education Strategy refresh from 2016.

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
10	23 April 2015	**Education Strategy Refresh: Governors in City Schools** Education Strategy 2016 to include potential for greater co-option of external governors; greater emphasis on the City's vision for education; an explicit skills-based approach to governor selection; reformed governance of City Academies; potential for cross-fertilisation of governors between independent schools and academies.	Town Clerk/Education Policy Officer	September 2015	**In progress.** Comments will be factored into Education Strategy refresh from 2016.
11	23 April 2015	**Education Strategy Development Plan** Future reports (April and September each year) to include prioritisation of activities to assist the Board in exercising oversight.	Education Policy Officer	September 2015	**In progress.** Prioritisation to be included in future iterations from September 2015.
12	5 March 2015	**Education Board Handbook** Board handbook to be drafted and circulated to members for comment.	Town Clerk	July 2015	**In progress**.

Committee(s)	Dated:
Education Board	23 July 2015
Subject: Additional Funding for City academies	**Public**
Report of: Director of Community and Children's Services	**For Decision**

Summary

This report provides Members with an evaluation of the projects that were undertaken by the City academies using the additional funding that was provided by the Education Board in June 2014. The report also outlines four new proposals from the City academies for projects that require additional funding in academic year 2015/16.

On 24 June 2014 the Education Board endorsed a proposal to provide £150,000 of additional funding to each of the three City secondary academies and £50,000 to Redriff Primary School in order to support projects that add value to the educational offer at each academy during academic year 2014/2015. Each academy has now provided an evaluation of the projects they carried out. The evaluations demonstrate clear added value to the educational offer at each academy, including increases in attainment, increased capacity, and the provision of additional resources.

On 5 March 2015 the Education Board endorsed a proposed budget allocation for the financial year 2015/2016 which included allocating £150,000 of additional funding to each of the three City secondary academies and £50,000 to Redriff Primary School in order to support projects that would add value to the educational offer already provided at the academies during academic year 2015/2016. All four academies have submitted applications to secure funding for projects during academic year 2015/2016.

Recommendation(s)

Members are asked to:

- note the evaluation reports for the projects carried out in academic year 2014/2015,
- endorse the proposal to allocate £150,000 to COLAI on the condition that COLAI submits a revised breakdown to the Education Unit detailing how the allocation will be spent,
- endorse the proposal to allocate £150,000 to COLAS to support the projects outlined in the application,
- endorse the proposal to allocate £150,000 to TCAH to support the projects outlined in the application, and
- endorse the proposal to allocate £50,000 to Redriff Primary School to support the projects outlined in the application.

Main Report

Background

1. On 24 June 2014 the Education Board endorsed a proposal to provide £150,000 of additional funding to each of the three City secondary academies and £50,000 to Redriff Primary School in order to support projects proposed by each academy to add value to their educational offer during academic year 2014/2015. All academies were made aware that a brief evaluation would need to be completed at the end of the project and submitted to the Education Board.

2. On 5 March 2015 the Education Board endorsed a proposed budget allocation for the financial year 2015/2016 which included allocating £150,000 of additional funding to each of the three City secondary academies and £50,000 to Redriff Primary School in order to support projects that would add value to the educational offer already provided at the academies during academic year 2015/2016.

Current Position

3. Each academy has provided an evaluation of the projects that they carried out, during academic year 2014/2015, using the additional funding provided by the Education Board. The evaluations demonstrate clear added value to the educational offer at each academy including increases in attainment, increased capacity, and the provision of additional resources. The full evaluations are available as appendices 5 – 8, which members are asked to note.

4. The three City secondary academies and Redriff Primary school have all submitted applications to secure funding for projects during academic year 2015/2016. A summary of each proposal is provided below and the full applications are available as appendices 1 – 4.

Proposals

City of London Academy, Islington (COLAI)
5. COLAI has submitted a funding application for £322,912 comprising: a GCSE trip to Berlin, the provision of visualisers for every classroom, alternative bespoke educational provision for vulnerable students, refurbishments to the playgrounds, Iris Connect (video technology), Show my Homework (web-based homework solution), an orchestra project, the appointment of a part-time careers advisor, a Sixth Form residential trip, a languages trip to France (Paris), a languages trip to Spain, multiple ICT projects, funding for a rewards system, and a Sports Day.

6. COLAI's application requests £322,912, however Officers recommend that Members endorse the proposal to allocate £150,000 to COLAI on the condition that COLAI submits a revised breakdown to the Education Unit detailing how the allocation will be spent.

City of London Academy, Southwark (COLAS)

7. COLAS has submitted a funding application for £150,000 comprising: a proposal to improve staff recruitment and retention, improvements to classroom resources, the development of a curriculum that fully utilises the educational opportunities of the City of London, activity to increase the proportion of pupils making more than expected progress, and a proposal to raise the achievement of WBr pupils.

8. Officers recommend that Members endorse the proposal to allocate £150,000 to COLAS to support the proposals outlined in the application.

The City Academy, Hackney (TCAH)

9. TCAH has submitted a funding application for £150,000 comprising: Year 11 and Year 13 revision workshops and 'Boarding School' provision, new Sixth Form laptops, equipment for a Sixth Form Centre, and eBacc MFL overseas trips.

10. Officers recommend that Members endorse the proposal to allocate £150,000 to TCAH to support the proposals outlined in the application.

Redriff Primary School

11. Redriff has submitted a funding application for £50,000 to support a reading enrichment programme.

12. Officers recommend that Members endorse the proposal to allocate £50,000 to Redriff Primary School to support the proposals outlined in the application.

Conclusion

13. The Education Board has provision within its budget allocation for 2015/2016 to allocate £150,000 to the three City secondary academies and £50,000 to Redriff Primary school. Each school has submitted an application that outlines projects which will add value to their educational offer therefore Officers recommend that each secondary academy is allocated £150,000 and that Redriff Primary School is allocated £50,000.

Appendices
- Appendix 1 – City of London Academy, Islington funding application
- Appendix 2 – City of London Academy, Southwark funding application
- Appendix 3 – The City Academy, Hackney funding application
- Appendix 4 – Redriff Primacy School funding application
- Appendix 5 – City of London Academy, Islington evaluation
- Appendix 6 – City of London Academy, Southwark evaluation
- Appendix 7 – The City Academy, Hackney evaluation
- Appendix 8 – Redriff Primacy School evaluation

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SUMMARY OF CITY OF LONDON EDUCATION INITIATIVE FUND PROPOSAL

Additional Funding Proposal
for projects that will add value to the educational offer in academic year 2015/16

Page	REF	PURPOSE	AMOUNT (£)
2	Paper A	GCSE Trip to Berlin	£2,000
3	Paper B	Visualisers for every Classroom	£12,000
4	Paper C	Alternative bespoke educational provision for vulnerable students	£32,000
5	Paper D	Refurbishments of Playgrounds	£24,780
6	Paper E	Iris Connect	£15,000
8	Paper F	Show my Homework	£3,900
9	Paper G	Orchestra project	£15,000
10	Paper H	Hire of part-time Careers Advisor	£15,000
12	Paper I	Sixth Form Residential Trip	£5,000
13	Paper J	Languages trip to France (Paris)	£8,800
14	Paper K	Languages Trip to Spain	£6,400
15	Paper L	Multiple ICT Projects	£171,872
22	Paper M	Rewards System	£4,860
23	Paper N	Sports Day 2015 – Whole School House Event	£6,300
	TOTAL		£322,912

Title and purpose of the activity

GCSE Trip to Berlin

To enrich the Year 10 students' understanding of twentieth century Germany history and to reflect on the holocaust at first hand. Trips are usually not possible for students of the Academy for financial reasons (71% on FSM in Y10).

Description

Students will spend 3 days in Berlin. As part of the trip, amongst the sights of important historical significance they will visit will be the Holocaust museum and monument, Sachsenhausen concentration camp, the Reichstag building.

Total funding and breakdown of funding required

The total cost of the visit for 30 students will be £5000. **£2,000** is the funding required and would allow all student to have the opportunity to go as their contribution would be affordable.

How will it improve attainment?

It will improve their attainment in their GCSE History through enabling them to contextualise their classroom based learning. The trip will provide them with an unforgettable experience and invaluable opportunity to experience another European culture and to truly reflect on the horrors and realty of the Holocaust.

What is the target outcome?

High GCSE grades
To improve students' cultural understanding as part of their academic success.

How will outputs be measured?

GCSE outcomes

How will it be evaluated?

Student evaluation forms
History GCSE outcomes and comparisons with previous year's results

Title and purpose of the activity
Visualisers for every Classroom To be able to display and share work with immediate effect in the classroom.

Description
A Visualiser projects an image directly from anything placed underneath it. It can also copy the image on to documents.

Total funding and breakdown of funding required
1 per classroom at c£300 x 40 classrooms = **£12,000**

How will it improve attainment?
- It will facilitate sharing of teaching and learning resources   - Ability to show students' work that is good practice   - Assists in facilitating practical work that needs demonstration   - Allows students and teachers to model work in order for it to be completed

What is the target outcome?
To raise achievement through improved teaching and learning.

How will outputs be measured?
Student feedback Teacher feedback Students' grading outcomes

How will it be evaluated?
Grades of students' results

Title and purpose of the activity
Alternative bespoke educational provision for vulnerable students who are not accessing the mainstream curriculum due to specific learning disabilities and/or behavioural challenges.

Description
Many of our students need alternative, tailored provision as they find it very difficult to access the full curriculum and can't cope with a full timetable of subjects or have severe learning needs or behavioural issues. We have strong relationships with a number of outstanding offsite providers. These alternative pathways often focus on key skills in English, Maths, ICT (GCSE) and a more vocational/practical course identified by the student, parent and school as being appropriate to that student. Without these options, a number of pupils are at serious risk of underachieving or being permanently excluded, both of which the school wants understandably to avoid at all costs.

Total funding and breakdown of funding required
£32,000 would provide alternative curriculums/placements for 4 students for one year one a full-time basis.

How will it improve attainment?
This initiative will allow identified students to achieve better Key Stage 4 results as the curriculum is designed for smaller classes, more one-to-one support and courses which will engage and motivate students to want to succeed and achieve as they are courses of particular interest to those students. The alternative providers offer a number of vocational courses which we can't offer at our school such as mechanics, construction, digital media, and hair and beauty.

What is the target outcome?
For all students to finish KS4 and achieve grades in line with the level of progress they should make in mainstream education. To reduce the number of permanent exclusions and to increase attendance for those identified. Finally, these providers offer post 16 courses which guarantee a secure pathway and therefore improves students' employability and reduces the risk of unemployment at the end of their time in education.

How will outputs be measured?
- Progress data   - Pupil and parent questionnaires   - Attendance data   - Exclusion data   - Post-16 educational or training progression success rates

How will it be evaluated?
Analysis of::   - Results   - Pupil and parent feedback   - Enrolment onto post-16 courses   - Attendance data

Title and purpose of the activity
Refurbishments of playgrounds to provide additional activities and places to sit before school, break time, lunch time and after school.

Description
This year we have consulted the student body and PE department on how we can improve provisions for unstructured times of the day and for PE lessons. Students have regularly stated that there is very little for them to participate in outdoors and made the request for table tennis tables, outdoor basketball posts (a sport which is becoming increasingly popular at COLAI), additional benches as there is a lack of seating areas, and an outdoor gym facility. We believe that with these additional provisions behaviour will also improve during these times which will lead to an even more harmonious environment within the Academy as well as improving our enrichment offer and attainment in PE.

Total funding and breakdown of funding required
Basketball hoops and installation (x3)- £7,300 Outdoor table tennis tables (x4) - £2,580 Additional picnic tables (x4) – £3,430 Outdoor Gym - £11,470 Total cost - **£24,780**

How will it improve attainment?
Provides additional opportunities and provisions for the students during their PE lessons. There is a proven link between healthy bodies and brains and higher attainment. By engaging students outside the classroom we hope to maximise learning inside the classroom.

What is the target outcome?
To increase participation in other activities during unstructured times of day. Increase the opportunities and provision for PE especially during exam season when facilities are restricted.   - To raise the profile of basketball.   - To reduce low level behaviour incidents during unstructured times.   - To support the healthy schools agenda and improve our PHSCE programme.

How will outputs be measured?
- Participation rates   - Attainment within PE department   - Student questionnaire   - Behaviour incidents outside of class.   - Participation at table tennis and basketball clubs.

How will it be evaluated?
- Student feedback through student council and student questionnaire.   - Observations of use during different times of the day.   - Attainment in PE   - Number of behaviour incidents out of class.   - Participation in extra-curricular clubs (fitness, basketball, table tennis)

Title and purpose of the activity
Iris Connect – Using video technology to support the development of teaching and learning

Description

- Video and audio technology to allow teachers to film lessons and reflect on their practice. This will speed up teacher development in allowing for powerful discussions of teaching and learning based on empirical evidence.
- Allows for the development of real and reusable resources that can be shared with staff to exemplify key elements of teaching and learning technique in line with our policy and our principles for an outstanding lesson: The COLAI 10.

Total funding and breakdown of funding required

£15,000
- Live view system – permission-based observation and live coaching tool, enabling real-time feedback and remote observation.
- Discovery Kit – for capturing teaching and learning in the classroom securely and easily
- 3 year user licences – users have their own personal space in secure, teacher professional learning platform, where they can reflect on, analyse and share teaching and learning.

How will it improve attainment?

- Teacher quality is the key to securing outstanding attainment. This will help us develop great teachers faster and more effectively.
- This technology, coupled with our precision coaching programme, will allow for effective and reflective coaching conversations. It is a powerful tool for staff development, particularly with the large number of trainee or beginner teachers. Classes can be observed without the need for interruption by an observer. Teachers can simply continue teaching as they would normally would which gives a more accurate idea of areas for development.
- Discussions about teaching and student attainment will be based on real events- teachers can see what actually happened in a lesson rather than relying on recollection and potentially conflicting accounts. This helps build trust, encourages valuable dialogue and engenders stronger working relationships, making for much more powerful lesson observations programme for staff.
- Live remote coaching with coach in a different part of the school will allow teachers to be coached in the moment and hasten development of new or beginning teachers.
- Collaboration with other schools – this will also prepare us for being a teaching school and will allow us a concrete way of sharing excellent practice and elements of teaching and learning technique. It will support our 'COLAI 10' – the ten elements of outstanding teaching in providing us with a video library of these ten elements.
- Research and professional enquiry can be undertaken and videos shared to exemplify key points.

What is the target outcome?

All BTs , TF and NQTs are graded good at end of year 1
Video used as part of majority CPD sessions and underpins the development of the COLAI 10
Number of staff volunteering to be coached and observed increases
Increase in number of lesson observations taking place

How will outputs be measured?
• Evidence from quality assurance processes shows teachers undertaking more observations and progressing at a faster rate • Number of coaching observations increases • Number of teachers volunteering to be coached increases • Quality of teaching – as measured by self-evaluation – shows improvement .

How will it be evaluated?
• Evidence from quality assurance processes shows teachers undertaking more observations and progressing at a faster rate • Number of coaching observations increases • Number of teachers volunteering to be coached increases • Quality of teaching – as measured by self-evaluation – shows improvement

Title and purpose of the activity
Show my Homework: web-based homework solution.

Description
Show My Homework is an online platform for teachers to upload and mark homework. It allows students and parents to view homework details, deadlines and attachments online and parents are able to log in and see the status of their child's homework. The programme also creates reports, which allow SLT, Heads of Departments and Teachers to track and monitor when homework is being set and completed.

Total funding and breakdown of funding required
For 2 years (minimum time period) - £2.50 per pupil plus £200 annual SIMS link charge.   700 x £250 + 200 x 2 = **£3,900**

How will it improve attainment?
This programme should have a direct impact on the attainment of students, as it will ensure that teachers set regular, good quality homework. The programme will also increase parental involvement, therefore completion rates of homework will increase.   Research carried out by Professor John Hattie has shown that homework improves the rate of learning by 15% and advances children's learning by about a year. His studies also show that the average achievement of students who are set homework exceeds 62% of the levels of students who are not given homework.

What is the target outcome?
- Improved engagement in homework.   - Improved independent learning skills amongst students.   - Improved progress and attainment of students.

How will outputs be measured?
- Reports generated by Show My Homework on the setting and completion of homework.   - Through carrying out pupil and parent questionnaires in order to measure the amount of homework set.   - Monitoring the amount and quality of homework set through lesson observations and book looks.   - Progress data of students.

How will it be evaluated?
Through analysis of: - the reports generated on show my homework on the setting and completion of homework. - student and parent questionnaires. - the data collected in lesson observations and book looks - progress data.

Title and purpose of the activity
Orchestra project

Description
Continued development of the Academy orchestras and musical provision. Support with instrumental tuition for musicians, provision of bespoke peripatetic teaching, and purchase/maintenance of musical instruments for the orchestra.

Total funding and breakdown of funding required
£15,000 £10,000 to purchase additional instruments as a result of the expansion of the provision. £5,000 to use for maintenance of instruments

How will it improve attainment?
The expansion of the music provision supports the Academy's vision to deliver 'outstanding' outcomes for its students and provide them with a rich cultural capital: Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self-esteem, and maximising their progress in education and not just in music (Ofsted, 2009); Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not (Hallam); The majority of our students are from socially deprived backgrounds, the school's percentage of students that receive free school meals is 70%: while music touches the lives of all young people, the disadvantaged can benefit most (Gove, 2011); Studies have shown different benefits from participating in music groups and needing to work together towards a common goal, for example school bands. These include discipline, teamwork, cooperation, self-confidence, responsibility and social skills (Brown, 1980; Hallam and Prince, 2000).

What is the target outcome?
• For every student in years 7 and 8 to play a musical instrument and five COLAI orchestras to be established. To continue to build on the whole class instrument lesson work that has been developed this year. To continue to place music and performance at the heart of the extra-curricular life of the school.

How will outputs be measured?
• Through whole school data collection of students attendance and attainment. • Through regular concerts within school and at external venues. • By entry of groups into competitions. • Attitudinal surveys.

How will it be evaluated?
• Data will be collected through lesson observations, musical performances and concerts, student participation, student and parental interviews and student data.

Title and purpose of the activity
Hire a part-time Careers Advisor to support the Academy's CEIAG (Careers Education, Information, Advice and Guidance) Programme.

Description

Since September 2012, there it has been a statutory requirement for schools to provide high quality, independent and impartial careers' advice and guidance to all pupils. This requirement came into force at the same time that many of the national and local careers services that provided services to schools.

An Ofsted survey report (published in September 2013) that assessed the quality of CEIAG in 60 schools found that, in the absence of quality careers advice and guidance in school, many students were reliant on family and peers to advise and support them to make decisions about their futures. The same Ofsted report found that, where students were offered high quality careers advice and guidance, it raised students' aspirations and attainment. Many of our parents have high aspirations for their children and their children have high aspirations of themselves, but they and their parents simply do not have the personal experience of professional roles or the routes to achieve a professional career. As such, we have a duty of care to our students to support their aspirations and make them aware of the wealth of opportunities that are open to them beyond their time in education.

The Academy is currently looking to extend and improve its careers' advice and guidance, but lacks the specialism amongst its teaching staff to deliver the calibre of service we would like to provide.

This bid is to secure funding for a part-time (two days a week) qualified careers' advisor to provide training and resources to staff and advice and guidance to students. Their role would consist of some or all of the following:
- One-to-one careers' interviews with students in Years 9 to 13
- Developing the work experience programme for Year 10 and Year 12 students – developing local industry contacts, identifying high quality placements and matching students with placements that reflect their future goals and ambitions
- Developing teaching resources relating to careers – to form part of the PSHCE programme in the lower school
- Organise careers' events e.g. guest speakers, industry days etc.

Total funding and breakdown of funding required

We are requesting **£15,000** to fund a part-time position for a careers' advisor for COLA-I.

The average London salary for a full-time, qualified careers advisor is approximately £25 to 27k. For a two-day-a-week position, this would amount roughly to a £10k salary. However, there would be the additional costs of pension and National Insurance contributions of approximately 22% of the salary. The cost the Academy would therefore be in the region of £12,000. The additional £3k included in this bid would go towards funding careers resources and events that would form part of the CEIAG Programme we offer our students.

How will it improve attainment?

We hope that having a meaningful programme of careers advice and guidance that starts in Year 7 and continues through to Year 13 will raise the aspirations of our students, especially those who come from relatively socio-economically deprived backgrounds. This will contribute to higher levels of motivation and attainment.

What is the target outcome?

We would hope that there would be a range of positive outcomes for the Academy and its students:
- Higher aspirations and motivation for students because they understand how their education can enable them to realise their future goals and ambitions.
- Higher attainment because students understand the value of gaining qualifications/grades that will provide them with the future opportunities they aspire to.
- Students will be enabled to make better choices regarding their Level 2 and Level 3 programmes of study because they will know what qualifications they require to gain access to the fields of further study or career paths that they are interested in.

How will outputs be measured?
- Tracking of attainment and progress at Key Stages 3, 4 and 5
- Destinations data
- Progression rate to Higher Education

How will it be evaluated?
- Quality assurance of careers programme
- Student questionnaires/focus groups
- Student outcomes – progress, attainment and destinations data

Title and purpose of the activity
Sixth Form Residential Trip

Description
We are planning a sixth form residential trip in October 2015 for our Year 12 students. The trip would be to an activities' centre and the purpose is to enable our sixth form students to develop their team working and communication skills.

Total funding and breakdown of funding required
The quotes we have gathered to date put the cost of a two-day, two-night stay at an activities centre at between £160 and £185 per student. We are expecting to recruit a Year 12 cohort of 80 students, so the total cost of the trip will be between £12,800 and £14,800.   The trip would be partly funded from the sixth form budget and the sixth form bursary fund. We would also expect students to make a contribution of £50. However, we cannot expect them to pay much more than this as the majority of our students come from relatively deprived backgrounds and their families will not be able to afford the expense.   We are lodging a bid to the Corporation for **£5,000** towards the cost of the trip to help make it more affordable for the Academy and its pupils.

How will it improve attainment?
Whilst this is not an academic trip per se, we hope it will improve pupils' motivation and engagement in their studies and help them to develop valuable soft skills such as team working, communication and attributes such as resilience and initiative.   Part of our duty of care to our sixth form students is to provide them with opportunities to develop the skills and personal attributes that will serve them well when they progress to higher education and/or a career path of their choosing. A trip such as this will serve that purpose.

What is the target outcome?
• Greater pupil motivation and engagement, contributing to higher retention of students and improved student outcomes.   • Improved recruitment into the sixth form – the residential trip will be an attractive 'perk' that we can offer to prospective students.

How will outputs be measured?
• Recruitment and retention data   • Pupil progress and attainment

How will it be evaluated?
• Students will complete an evaluation questionnaire   • Review of students' progress, attainment and destinations data

Title and purpose of the activity
Languages trip to France (Paris)

Description
To provide GCSE French students with the opportunity to visit France (Paris). Students would go to Paris for 4 days and have the opportunity to practise their language skills in real life situations, as well as gaining a cultural insight into the country. They would visit key monuments, for example, Sacre Coeur and the Eiffel Tower may get the opportunity to take French lessons.

Total funding and breakdown of funding required
- The quotations received to date put the cost of the trip per student at approximately £350 (this may change, due to changes in travel and accommodation costs). We aim to take 44 students, therefore the total cost of the trip would be approximately £15,400.   - We would ask the students to pay £150 each for the trip, therefore we would like to ask the Corporation for a contribution of £200 per student, which is a total of **£8,800**.

How will it improve attainment?
Students would have the opportunity to practise the language in a real life context. They would broaden their vocabulary and improve their speaking and listening skills, which will have a direct impact on their grades for their GCSE exam, particularly their speaking and listening exam, thus raising their attainment.

What is the target outcome?
- Improved student progress and attainment at GCSE.   - Greater pupil motivation and engagement, which would help to improve recruitment of A-level languages.   - The trip would help to foster a greater cultural awareness and help to raise students' aspirations.

How will outputs be measured?
- Pupil progress and attainment at GCSE.   - Recruitment of languages at A-level.

How will it be evaluated?
- Students will complete a questionnaire.   - Pupil progress and attainment at GCSE will be measured.

Title and purpose of the activity
Languages Trip to Spain

Description
• To provide GCSE and A-level students studying Spanish with the opportunity to visit Spain (Barcelona). Students would practise their language skills in real life situations, as well as gaining a cultural insight into the country. They would visit key monuments, for example; The Sagrada Familia and Park Guell and may get the opportunity to take Spanish lessons.

Total funding and breakdown of funding required
• The quotations received to date put the cost of the trip per student at approximately £350 (this may however change, due to changes in travel and accommodation costs). We aim to take 32 students, therefore the total cost of the trip would be approximately £11,200. • We would ask the students to pay £150 each for the trip, therefore we would like to ask the Corporation for a contribution of £200 per student, which is a total of **£6,400**.

How will it improve attainment?
• Students would have the opportunity to practise the language in a real life context. They would broaden their vocabulary and improve their speaking and listening skills, which will have a direct impact on their grades for their GCSE and A-level exams, particularly their speaking and listening exam, thus raising their attainment.

What is the target outcome?
• Improved student progress and attainment at GCSE and A-level. • Greater pupil motivation and engagement, which would help to improve recruitment of A-level languages. • The trip would help to foster a greater cultural awareness and help to raise students' aspirations.

How will outputs be measured?
• Pupil progress and attainment at GCSE and A-level. • Recruitment of languages at A-level.

How will it be evaluated?
• Students will complete a questionnaire. • Pupil progress and attainment at GCSE and A-level will be measured.

Title and purpose of the activity

Multiple ICT Projects

Description

Information technology has become a fundamental tool using in education. And it has been shown, over multiple case studies from various sources, how it helps improve engagement in the classroom and raise attainment.

As is inevitable with ICT equipment, there comes a time when equipment needs replacing and the following areas have worked hard since their procurement in 2008, when the Academy was formed, but are showing their age. Issues are occurring that distract from their initial purpose which is having an effect on students' learning and reducing teaching time in the classroom due to the teacher dealing with the constant problems that arise with the devices rather than teaching their subject to an outstanding level and thus increasing the students' enjoyment of the subject.

The projects proposed below fall into three categories: IT infrastructure, ICT Classroom suites, mobile ICT, these combined together provide the fundamental tools in the classroom to help engage students and raise the attainment as well as life skills for the workplace.

Wireless Network Core Technology Upgrade
- The original wireless controller was put in place when the academy was formed in 2008 and has been running 24/7 since, it is out of any warranty and also a discontinued product. It has limited support for new access points as well as limited understanding of operating systems and protocols used like apple and android based tables. That has a direct effect on deploying mobile technology and supporting the equipment for use in the classroom.
- The purpose of this project is to replace the Meru controller so to improve the current wireless infrastructure as well as give the ability to expand the wireless network for improved coverage and introduce Ezrf as a monitoring tool to track how the wireless network performs in each area and allow analysis of what was happing in real time or at a set time. Across the whole wireless network, group of devices or individual device in a certain area of the building. As well as to review trends over a year, so that support is improved regardless of device and OS and to improve the end users experience. And allow integration and deployment of emerging technology's

Network Infrastructure Technology Upgrade
- The current switching infrastructure is coming to the end of it life and issue are starting to occur after running for 24/7 from the initial investment when the academy was formed, the switches have had a hard life but are often over looked on their impact to teaching and learning as they are a device that spend their life in a cupboard this provide the backbone of the ICT infrastructure and all IT services provided to staff and students. This year we had one port on one switch fail. On the day of a computerised exam, that effected 16 students and resulted in the exam being rescheduled. This can have a large effect on the mind set and behaviour of students that are using IT. The project is to replace and upgrade all of the edge switches and some of the distribution switches, so that the edge is 1 GB for each user device instead of 100mb.Also it will provide power to devices like Phones and Wireless Access Points, CCTV and Access Control Systems. Thus helping provide a positive and safe environment for students

around the academy and help provide the services required to the classroom for teachers to teach and for students to learn

ICT Class Room Technology Upgrade
- Upgrade one ICT classroom suite of computers so that it is able to meet the requirements of the new ICT curriculum and reduce behaviour issues caused by students' frustration with the equipment and others issues they encounter with the ageing of devices that no longer meet specifications.

Business Classroom Technology Upgrade
- Upgrade one ICT suite of computers used by the business department to help reduce frustration from devices unable to run appropriate curriculum software, enabling teachers to concentrate on teaching and not on issues from devices no longer meeting specifications.

SEN Classroom Technology Upgrade
- Upgrade computers used by SEN to support students achieve their goals and improve levels by allowing access to software and learning aids that are not able to run on the existing equipment.

Library Classroom Technology Upgrade
- Replace the suite of computers that was purchased in 2008, used by all students in lessons and for after school clubs, in order to run the software required for each subject and improve students' access to resources, helping to increase attainment and life skills.

Technology Mobile Learning Technology Upgrade and Increased Access
- Replace a set of ageing laptops that is unable to meet the requirements to run technology software e.g. auto cad and Photoshop.
- Increase the size of the set to allow one device per pupil, to support their teaching and learning.

Humanities Mobile Learning Technology Upgrade
- Replace one suite of laptops used by humanities to increase reliability and battery life to over 1 hour and improve their performance so that students have better access to computer based resources.

Modern Foreign Languages Mobile Learning Technology Upgrade
- Replace one suite of laptops used by MFL to increase reliability and battery life to over 1 hour and improve their performance so that students have better access to computer based resources, e.g. audio and video to raise attainment and enjoyment of the subject.

Total funding and breakdown of funding required

Wireless Network Core Technology Upgrade
Mc 4200 wireless controller £4,233
AP software licence upgrade (trade up discount 100%)
3 years' support for wireless controller £3,470
3 years' software upgrades £2,386
E(z)RF application suite £379
Virtual services appliance for Meru centre £755
3 years' support for virtual services appliance £435
3 years' software upgrades £214

2 days engineer for onsite install , migration and configuration for the Meru network £1,950

Total for project for 3 years £13,822.00

Network Infrastructure Technology Upgrade
Network edge switches total of 24 switches of which have 48 power over Ethernet ports configured in stacks of 4 switches; total of 6 stacks linked to the distribution switches via 3x 10gb links trunked in to a 30gb link running 1gb at the edge.

Distribution switches total of 9 switches of which have 48 port in stacks of 3 switches; total of 3 stacks running at layer 3 and linking back to the core Network via 4x 10gb links across different routed the fibres trucked into one 40gb backbone.
Fibre Optic Modules for uplinks 10gb links
Twinex cable for linking of edge switches to distribution switches
Stacking cables for stacking switches
Management Monitoring Software

1 day's engineer on site configuration
Total for project £58,528.00

ICT Class Room Technology Upgrade
32 Desktop Computers @ 450 each
Total for project £14,400.00

Business Classroom Technology Upgrade
32 Desktop Computers @ 450 each
Total for project £14,400.00

SEN Classroom Technology Upgrade
18 Desktop Computers @ 450 each
Total for project £8,100.00

Library Classroom Technology Upgrade
25 Desktop Computers @ 450 each
Total for project £11,250.00

Technology Mobile Learning Technology Upgrade and Increased Access
30 Laptops @ 450 each £13,500.00
1 Lap Safe Smart Line E/30 storage and charging trolley £3,624.00
Total for project £17,124.00

Humanities Mobile Learning Technology Upgrade
30 laptops @ 450 each £13,500.00
1 Lap Safe Smart Line E/30 storage and charging trolley £3,624.00
Total for project £17,124.00

Modern Foreign Languages Mobile Learning Technology Upgrade
30 Laptops @ 450 each £13,500.00
1 Lap Safe Smart Line E/30 storage and charging trolley £3,624.00
Total for project £17,124.00

Total funding Required £171,872.00

How will it improve attainment?

Wireless Network Core Technology Upgrade
By improving the learning experience in the classroom, by reducing issues with connectivity for mobile learning devices.

Network Infrastructure Technology Upgrade
By improving the learning experience whilst using IT for learning, by reducing issues with connectivity and long logon times, allowing students to concentrate on learning.

ICT Classroom Technology Upgrade
Allows the department to use the digital resources that have been purchased to deliver the new computing curriculum, promoting independent working as well as reducing issue for teachers to concentrate on delivering outstanding lessons.

Business Classroom Technology Upgrade
By improving access to technology to promote independent working as well as reducing issues for teachers to concentrate on delivering outstanding lessons

SEN Classroom Technology Upgrade
Allows access to software that helps students overcome their learning difficulties and promotes self-confidence to support independent learning.

Library Classroom Technology Upgrade
By improving access to technology outside of lessons, support independent learning. Supports after school clubs and study skills.

Technology Mobile Learning Technology Upgrade and Increased Access
Allows department to use specialist CAD software and students to have one to one access to laptops. Allows staff to use existing equipment, e.g. laser cutter to support enjoyment of the subject, and reduce frustrations when the existing equipment does not survive the lesson e.g. battery life.

Humanities Mobile Learning Technology Upgrade
Allows one to one access to laptops, supporting access to quality digital resources, removing limitations of old hardware e.g. battery life, allowing the teacher to concentrate on teaching lessons and reducing student frustration and behaviour issues.

Modern Foreign Languages Mobile Learning Technology Upgrade
Allows one to one access to laptops, supporting access to quality digital resources, removing limitations of old hardware e.g. battery life, allowing the teacher to concentrate on teaching lessons and reducing student frustration and behaviour issues.

What is the target outcome?

Wireless Network Core Technology Upgrade
Uninterrupted lessons and increased student focus, reduction of issues logged with the IT helpdesk.

Network Infrastructure Technology Upgrade
Reliable IT services supporting uninterrupted lessons to allow focus on learning.

ICT Class Room Technology Upgrade
Uninterrupted lessons with pupils engaged and on task.
Independent learning evident in all or most lessons.

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Improved standards of pupils' work in all key stages
Increased numbers of pupils choosing to study IT / computing in KS4 and KS5 as they become more enthused about the subject.
Reduced IT support required in lesson due to technical issues

Business Classroom Technology Upgrade
Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently
Reduce IT support required in lesson due to technical issues

SEN Classroom Technology Upgrade
Increase in students' confidence to overcome learning difficulties
Improved standards of pupils' work in all key stages
Improved access to digital resources

Library Classroom Technology Upgrade
Improved standards of pupils' work in all key stages
Computers allow pupils to work independently
Pupils gain confidence in studying and further their skills and knowledge.

Technology Mobile Learning Technology Upgrade and Increased Access
Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently
Reduce IT support required in lesson due to technical issues

Humanities Mobile Learning Technology Upgrade
Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently
Reduce IT support required in lesson due to technical issues

Modern Foreign Languages Mobile Learning Technology Upgrade
Uninterrupted lessons with pupils engaged and on task
Improved standards of pupils' work in all key stages
Working computers allowing pupils to work independently

How will outputs be measured?

Wireless Network Core Technology Upgrade
Fewer issues logged through IT helpdesk
Analyses of signal available for use of mobile learning devices

Network Infrastructure Technology Upgrade
By comparing the previous year's data of IT issues that occurred around networking analysed over the year, e.g hours of teaching affected by network outage
Annual ICT audit will track impact of the upgrade

ICT Class Room Technology Upgrade
Analysis of level/ grades
Increased number of students choosing to study ICT/ computing at KS4 and KS5
Fewer issues logged through IT helpdesk

Business Classroom Technology Upgrade

Analysis of levels/grades
Fewer issues logged through IT helpdesk

SEN Classroom Technology Upgrade
Progression made in software courses to increase attainment level
Improved confidence in students

Library Classroom Technology Upgrade
Increase in number of students using the library resources outside lessons

Technology Mobile Learning Technology Upgrade and Increased Access
Analysis of levels/ grades
Fewer issues logged through IT helpdesk
Increased staff confidence in use of mobile learning

Humanities Mobile Learning Technology Upgrade
Analysis of GCSE results
Fewer issues logged through IT helpdesk
Increased staff confidence in use of mobile learning

Modern Foreign Languages Mobile Learning Technology Upgrade
Analysis of GCSE results
Fewer issues logged through IT helpdesk
Increased staff confidence in use of mobile learning

How will it be evaluated?

Wireless Network Core Technology Upgrade
Annual ICT audit will track impact of the upgrade

Network Infrastructure Technology Upgrade
Annual ICT audit will track impact of the upgrade

ICT Class Room Technology Upgrade
Analysis of levels/ grades/ results
By comparing application data with the previous year's for students choosing ICT/ computing at KS4 and KS5
Annual ICT audit will track impact of the upgrade

Business Classroom Technology Upgrade
Analysis of levels/ grades/ results
Annual ICT audit will track impact of the upgrade

SEN Classroom Technology Upgrade
Completed software course e.g. lexiea
Improved confidence in students

Library Classroom Technology Upgrade
Increase in number of students using the library resources outside of lessons

Technology Mobile Learning Technology Upgrade and Increased Access
Analysis of levels/ grades/ results
Annual ICT audit will track impact of the upgrade
Increased staff confidence in use of mobile learning

Humanities Mobile Learning Technology Upgrade
Analysis of GCSE results
Increased staff confidence in use of mobile learning
Annual ICT audit will track impact of the upgrade

Modern Foreign Languages Mobile Learning Technology Upgrade
Analysis of levels/ grades/ results
Increased staff confidence in use of mobile learning
Annual ICT audit will track impact of the upgrade

Title and purpose of the activity

Rewards System - A variety of rewards to engage and inspire students through the House Points system and termly achievement.

Description

The Academy is developing a reward system in which students receive an award with the appropriate value in return for their hard work. It is important that we have a comprehensive system of rewards to ensure all students are recognised for various skills, talents and students will have the opportunity to claim and 'cash in' their House points for various rewards.

Total funding and breakdown of funding required

Curriculum colours – Subject reward badges – 1000 badges - **£1500**

Subject postcards – **£1000**

£1 equivalent per **50 HP** (549) - **£500**
£1 equivalent per **100 HP** (based on this years' house points 436) – **£500**
£5 equivalent per **150HP** – (276) - **£660**
£10 equivalent per **250 House points** (53) - **£500**
£20 equivalent per **300+** (9) - **£200**
(Exchange prizes are all based on this year's house point count)

Total bid for funding = **£4,860**

How will it improve attainment?

- Positive reinforcement of behaviours
- Reward system, one which the students value, acts as an incentive to gain house points which in turn improves attitude towards learning
- Parental engagement is known to have a positive effect on student engagement and directly improve grades. Postcards home to parents will encourage this.
- End of year assemblies celebrate achievement.

What is the target outcome?

- Increased engagement
- Students to value House Points and strive to achieve them

How will outputs be measured?

- Increase in House Points achieved and given – House Points cashed in
- Whole school results
- Student Feedback
- Teacher feedback

How will it be evaluated?

- Parent and student questionnaire
- Academy Council

Title and purpose of the activity
Sports Day 2015 – Whole School House Event

Description
Annual whole school sports day at Lee valley Athletics Centre. Involves approx. 600 pupils and 100 staff members.

Total funding and breakdown of funding required
Track hire @ Lee Valley - £450.00 Cost of coach transportation - £5500.00 Medals - £350.00 Total = **£6,300**

How will it improve attainment?
Sports day is the biggest house event of the year and is always highly anticipated by the students. It is the perfect opportunity to showcase pupils' abilities and for them to perform at the levels they have attained within curriculum time throughout the year. This is a celebration of their achievement over the year and highlights their improvements and progress. Without sports day we would not be able to foster a sense of purpose for the curriculum delivery or be able to promote the sportsmanship and competitive edge we are trying to instil here at COLAI.

What is the target outcome?
- Access to a full size athletics track and the opportunity to compete against each other in a house event.   - Develop a sense of pride in their house and build sportsmanship and fair play.   - Facilitate the love of athletics and possible future aspirations to compete.

How will outputs be measured?
- Attainment of students in PE   - Attendance to internal and external athletics clubs

How will it be evaluated?
- Student voice questionnaires   - Uptake at extra-curricular clubs.

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You are invited to submit a funding proposal for a project or projects that fit these criteria. Your proposal must address each of the following points:

- Title and purpose of the activity
- Activity description
- Funding required
- Audience
- How it will improve attainment
- Target outcome
- Evaluation processes

Activity proposal 15/16

Title and purpose of the activity

1. To improve staff recruitment and retention across the Academy to improve consistency and quality of Teaching and Learning and Behaviour.
2. To ensure classrooms are fully resourced to achieve Academy's teaching and learning aims.
3. To develop a curriculum that fully utilises the Educational opportunities of the City of London.
4. To increase the proportion of pupils making more than expected progress.
5. To raise achievement of WBr pupils.

Description

1. To implement strategies and deploy resources to further improve recruitment and retention of key staff:
   - Carrying out a needs audit, set up and training and on-going support to achieve wellbeing award
   - Employ an additional cover supervisor (1 year initial contract) to reduce levels of cover for colleagues

2. To replace all white boards and projectors on the 1st Floor

3. Creating a City Education Co-ordinator Role (1 year 0.4) to:
   - Act as a Member of staff as point of contact with various bodies within the City of London
   - Investigate and facilitate curricular and extra-curricular opportunities across the Federation
   - Lead development of a city curriculum for the MAT
   - Develop a City induction programme for new staff

6. To run an Aspiration Programme, Saturday School and Easter Revision Programme and to target pupils who could make 4-5 Levels of Progress and WBr underachievers

Total funding and breakdown of funding required

£150,000 Maximum bid allowed – CoLA (Southwark)
Funding Breakdown:

Recruitment and Retention
Staff Wellbeing needs audit, set up and training and on-going support to develop staff wellbeing
£7,500
Cover supervisor (1 year)
£23,500

Resources
Replacement of white boards and projectors on the 1st Floor
£60,000

Staffing
City Education Co-ordinator Role (One-year 0.4))
£12,000
City Education Projects Budget costs
£15,000
City Induction
£5,000

Intervention Strategies
Aspiration Programme including staffing
£12,000
Saturday School and Easter Revision Staffing
£15,000

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Audience
All City of London Academies (Southwark) Staff

How will it improve attainment?
How it will improve attainment • Improved recruitment and retention of staff will improved levels of progress by ensuring greater consistency in teaching and learning. Additional cover supervisor will decrease calls on teachers' non-contact time and enable them to focus on planning and pedagogic development • Replacement of old white boards will enable pupils to better access learning through the clear display of lesson resources and with a greater range of interactive features • City education will raise aspiration through our Business and Enterprise Specialism and develop the City ethos and values in the Academy. Development of pupils Spiritual, Moral, Social and Cultural development. Staff induction with improve recruitment and retention through maximising the impact of our City heritage and developing staff loyalty • Intervention strategies which target our underachieving groups through a range of bespoke activities determined through data point analyses

What is the target outcome?
• To keep staff turnover below 20% • Close the gap between WBr pupils and National average • Narrow the in-school attainment gap between Non-WBr and WBr to <15% • Increase the proportion of L5 on entry pupils making 4 Levels of Progress in core subjects in line with National Average • Implement a range of Educational projects across all Key Stages

How will outputs be measured?
• Staff turnover rates • GCSE Performance data • Internal Data Point Analyses • Documented programmes in place and implemented for all proposed activities

How will it be evaluated?
• Exit Interviews • Staff survey data • Pupil Surveys • Governor Link Visits

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Additional Funding Proposal for projects that will add value to the educational offer in academic year 2015/16

Title and purpose of the activity
The City Academy Hackney Multiple projects

Description

• Year 11 and Year 13 Revision Workshops and 'Boarding School' provision
• 6th Form Laptops
• "6th Form Centre
    1. Loose Furniture - Chairs, tables, frames/pictures
    2. Communications Technology - Plasma screens/Apple tv or similar"
• eBacc MFL overseas trips

Total funding and breakdown of funding required	
1. Year 11 and Year 13 Revision Workshops and 'Boarding School' provision	£30,000
2. 6th Form Laptops	£20,000
3. 6th Form Centre	£70,000
4. eBacc MFL overseas trips	£30, 000
	Total £150,000

How will it improve attainment?
1. Raise achievement towards the target of 90% 5 A*-C with English and Maths. Identifying 15 of the most vulnerable students and taking them on a study/revision and lifestyle residential during the exam season spanning both Mathematics papers. To raise attainment in Mathematics for students predicted at D. 2. To help promote independent e learning for incoming Sixth Form students and ensure every student has access to wireless networking 3. To provide a state of the art learning environment suitable for Sixth Form study in the new sixth form wing which is under construction 2015/16 4. To subsidise travel for disadvantaged students studying GCSE and ALevel to enable them to have real experiences of communicating orally in their chosen language. This supports the achievement of EBACC and progress 8 measures where the Academy is achieving levels at 2X the national average

What is the target outcome?
1. Year 11 and Year 13 Revision Workshops and 'Boarding School' provision • "Target 90% %ACEM • 15 disadvantaged and vulnerable students in year 11 and 13 having a 7 day study residential 2. 6th Form Laptops • Scheme roll out. Laptops for all 100 new year 12s 3. 6th Form Centre • Creation of a high status Sixth Form communal area and study space to accommodate 250 students. To promote professional and collaborative learning and provide an attractive environment for Sixth Formers which is central to our aim of providing 'World Class' facilities for our students. 4. eBacc MFL overseas trips • Year 10 subsidised French trip for up to 30 disadvantaged students • Year 10 subsidised Spanish trip for up to 30 disadvantaged students •

How will outputs be measured?
• Examination outcomes 2016 • Numbers on boarding school provision • Final completion and use of the Sixth Form centre

How will it be evaluated?
• SLT and Governors examination analysis Oct/Nov 2016 • Principals Self Evaluation Report to FGB December 2016 • Resources Committee reports on the progress, completion and use of the Sixth form

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- Title and purpose of the activity
- Activity description
- Funding required
- Audience
- How it will improve attainment
- Target outcome
- Evaluation processes

Please submit your proposals to Angela Murphy: Angela.Murphy@cityoflondon.gov.uk

Activity proposal

Title and purpose
Reading Enrichment
Next year Redriff is focusing on developing reading across the school. We are aiming to become a model reading school (accredited by Renaissance Learning – provider for Star Reading Test and Accelerated Reader) and to share knowledge and expertise with other primary schools. There are few primary model schools in the UK and we will provide further training for other schools in London. Accelerated Reader is a powerful tool for monitoring and managing independent reading practice and motivating reading for pleasure. At the heart of this initiative is our desire to foster a lifelong love of reading and appreciation of books and texts, to gain information and for enjoyment. Children will be encouraged to read a breadth of texts and enthusiasm for reading will be celebrated. Expanding the breadth of text they read whilst developing core reading skills will enhance children's comprehension and develop an enthusiasm for reading.
Description
This will involve a school partnership with Renaissance Learning* over the next academic year. Alongside a Redriff SLT member, they will work with a core group of teachers who will then maintain the programme and provide further training for staff. This will be supported by a teacher running a complimentary reading programme, Lexia, with targeted groups of children throughout the school. Reading will be promoted throughout the year with

competitions, specialist assemblies, rewards and inspirational visits.
*http://www.renlearn.co.uk/

Total funding and breakdown

Total bid cost £50,000
 Breakdown as follows:
Accelerated Reader Training - £9,000
- Training sessions across the year with the core reading team, leading staff meetings, working alongside class teachers

Staffing – £11,000
- Supply cover for core team, 1 SLT member and 3 teachers, to be trained, plan and implement the Accelerated Reader programme and improve our guided reading sessions
- Lexia teacher 0.5 day per week
- Support from the ICT department
- Data analysis support
-

ICT resources – £14,000
- 1 class (1 year group) set of iPads to allow access to reading programmes e.g. Accelerated Reader quizzes, Lexia programme and other specials
- Charging station for iPads

Library facilities – £10,000
- Maintain and improve the books available in the library and classes but also the facilities to make them accessible in the classes – book corners, furniture etc
- Extend & upgrade electronic logging system to books borrowed from class – Micro Library system

Enrichment – £6,000
- Visits by authors & illustrators
- Trips to bookshops, printers & libraries
- Creating books within the school by the children
- Rewards & prizes to motivate reading

How will it improve attainment?

It will improve attainment by:
- Allowing children to access more complex texts as their skills improve
- Give them confidence when tackling unfamiliar text
- Provide them with a growing and richer vocabulary that they can use when writing and therefore increase their writing skills and their ability to express themselves both verbally and
- Enable them to access a wider range of literature from fiction to non-fiction increasing their general knowledge and giving them a world view

What is the target outcome?

- Improved outcomes in reading data – a 5% improvement in those achieving expected or better than expected in the Star reading test.
- Higher rate of books borrowed
- Increased enthusiasm for reading across the school
- Increased understanding of texts read
- For teachers to use data intelligently for individualised learning programmes in reading

How will outputs be measured?

- Analysis of Accelerator Reader information to inform reading engaged time, understanding of texts read and children's book choices

• STAR reading tests to give accurate, actionable data about what students know and what they are ready to learn next, informing planning and facilitating intervention
• Lexia data
• Tracking data for reading & writing
How will it be evaluated?
It will be evaluated by: • Teacher feedback • Pupil Survey • Parent feedback • Teacher assessments • National assessments • Star Reader assessments – four times per year

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Impact evaluation for 2014/15 projects

Title and purpose of the activity
A. City Year - Pastoral Care & Enrichment opportunities for Students
B. Providing Alternative bespoke provision care for vulnerable students who not accessing main stream curriculum due to learning disabilities and/or behavioural challenges
C. Team UP – Tuition programme targeting disadvantaged and underachieving students in Year 8 & 9.
D. In Harmony – Form Musical ensembles and Orchestra
E. Use of Tablets – Maths -develop depth of mathematical understanding, increase independent learning skills and increase student engagement
F. ICT Resources – Increase provision of Computer Science and help in fulfilling Curriculum needs.
G. Laptop + Laptop Trolleys – develop independent research skill within the Academy.

Total funding and breakdown of funding required
A. 65,000
B. 30,000
C. 7,800
D. 10,283
E. 10,000
F. 11,000
G. 20,150

How will it improve attainment?
A. It will support improvements in pupil attainment by providing in class support to students who are struggling to access the curriculum or maintain good behaviour for learning. It would also enable us to provide additional after-school and lunchtime interventions, such as study and homework clubs.
B. This initiative will allow identified students to achieve better Key Stage 4 results as the curriculum is designed for smaller classes, more one-to-one support and courses which will engage and motivate students to want to succeed and achieve as they are courses of particular interest to those students. The alternative providers offer a number of vocational courses which we can't offer at our school such as mechanics, construction, digital media, and hair and beauty.
C. This initiative will have a direct impact on pupil attainment in maths and English as small group and one to one tuition is proven to have significant impact on student

learning so that they make rapid progress.

D. The expansion of the music provision supports the Academy's vision to deliver 'outstanding' outcomes for its students and provide them with a rich cultural capital:

Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self-esteem, and maximising their progress in education and not just in music (Ofsted, 2009);

Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not (Hallam);

The majority of our students are from socially deprived backgrounds, the schools percentage of students that receive free school meals is 70%: while music touches the lives of all young people, the disadvantaged can benefit most (Gove, 2011);

Studies have shown different benefits from participating in music groups and needing to work together towards a common goal, for example school bands. These include discipline, teamwork, cooperation, self-confidence, responsibility and social skills (Brown, 1980; Hallam and Prince, 2000).

E. Attainment will be improved through increasing engagement and a greater level of differentiation of learning, by providing a mechanism student to challenge themselves and work at their own pace. Research, Tablet PCs in schools Case study report, Open University(2005) conducted into the use of tablets has demonstrated:

It was clear both from the interviews and observations in all of the schools that using the Tablet PCs had a substantial impact on students' motivation (p.13)

In maths ….. the children, who felt that the Tablet PCs helped them learn by making learning more fun and by giving them different experiences. (p.14)

F. These PCs would significantly increase our ability to provide all students with frequent access to high-spec computer equipment. This suite of 20 PCs would enable us to replace an older set of desktops which are no longer fit for purpose. This would enable us to increase our provision of computer science and ensure that all students gain experience of programming and coding. This upgraded ICT suite would be available for other departments to book when required, for example when completing a piece of research or coursework. This investment would therefore have an impact on all students in the academy.

The acquisition of these PCs would also enable us to improve our enrichment provision e.g. lunchtime computer clubs.

G. Laptop + Laptop Trolleys - This trolley and the incumbent laptops will allow us to develop independent research skills at KS3-5. KS3 students will be able to bolster their work with secondary research on a topic and will develop their sense of enquiry. It will allow us to improve the quality of work and the attainment and progress levels at GCSE due to the ability to proof and draft work instantly instead of working with handwritten pieces. It will allow us to enable the students to engage with and use our online Virtual Learning Environment from within the school. At KS5 our Media Studies A level students will be able to access the ICT based coursework tasks such as video editing, media production and games creation and our Literature students will have access to online

resources such as thesis papers and research work.

How has attainment improved?

A. City Year has helped to support improvements in pupil attainment by providing over 170 hours of in-class support to students each week. City Year has run specialist daily homework support sessions that have impacted on raised standards across Years 7-11.

B. Alternative provision - 10 out of 11 students in Y11 are on course to achieve a Pass or higher in their vocational courses and 10 out of 11 are on course to pass functional skills in English, Maths and ICT. Without these courses these students were at risk of not getting any GCSE's and becoming NEET.

C. Team UP – This did not have a positive impact.

D. In Harmony – Form Musical ensembles and Orchestra

- Students find that they are more proficient when partaking in group work; this has resulted in higher level performances at the end of taught units when compared with similar units last year.
- All students in year 7 have performed in front of large audiences which has helped develop their self-confidence and feelings of efficacy which is of benefit in all subjects.
- Students are able to understand written music and technical musical terms which has enabled a language-rich environment in Music lessons.
- Students find practical tasks in music that historically have been hard for classes to master a lot easier.
- Students have started to understand the dedication that is needed to master a task.

E. Use of Tablets – Maths – This is an ongoing measurement which will have expected results in the following Academic Year as during the year we had encountered technical issues that required further investment in the existing infrastructure to support the increase in student engagement.

F. ICT Resources - The new computers have allowed the academy to deliver the computing curriculum and use resources that would not have been accessible on the old computers due to the limitations of the hardware for example Google app inventor used to teach programming. It would be hard to rate the improvement in attainment until we get the exam results this year

G. Laptop + Laptop Trolleys - At KS5 students have been able to produce vastly superior pieces of coursework thanks to professional quality homework and software that has allowed them to access the top grade mark criteria.

   At KS4 students have been able to revisit, revise and improve coursework grades thus improving overall attainment.

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What is the target outcome?

A
- Improved levels of engagement and motivation amongst some of our more disaffected students.
- Improved progress and attainment through support to those who are struggling to access the curriculum.
- Improved enrichment opportunities and broader experiences for a student cohort that experiences limited opportunities and higher than average levels of deprivation.

B
- For all students to finish KS4 and achieve grades in line with the level of progress they should make in mainstream education. To reduce the number of permanent exclusions and to increase attendance for those identified. Finally, these providers offer post 16 courses which guarantee a secure pathway and therefore improves students' employability and reduces the risk of unemployment at the end of their time in education.

C
- For students who are underachieving in maths and English to make outstanding progress and close the attainment gap. To also build self-esteem and confidence in maths and English so that these students are more motivated to learn and are more engaged in their learning.

D
- For every student to play a musical instrument and 3 COLAI orchestras to be established. To continue to build on the whole class instrument lesson work that has been developed this year.

E
- Improved progress ad Key Stages 3,4 and 5

- Greater numbers taking Maths at Key Stage 5 due to higher attainment and greater understanding of the functional application of Maths.

F
- Access to high-spec PCs for all of our students
- New courses and units will be able to be delivered within the ICT and Computer Science curriculum
- Launch a computer coding club

G
- Developed independent thinking skills
- Developed research skills
- Improved coursework grades
- The ability to access ICT based coursework tasks
- The ability to access online higher education resources

How have the target outcomes been met?

A. City Year staff have helped to improve levels of engagement and motivation amongst more disaffected students through putting in place pastoral support including mentoring sessions and a daily breakfast club. City Year have broadened the provision of enrichment opportunities by offering a wide range of clubs, trips and competitions including a design club, a history project, a creative writing competition, an inter-school football competition and a trip the Ben Kinsella exhibition.

B. Alternative provision - All students in year 11 on alternative courses have improved attendance and no student was permanently excluded. 10 out of the 11 students have completed their courses and are staying in education or training post 16.

C. Team UP – The initial results were promising but long term gains: helping students to achieve better mathematical understanding and increasing independent learning skills were not fully realised.

D. In Harmony – Form Musical ensembles and Orchestra

- Every student in year 7 plays a musical instrument as a result of this programme. Next year, orchestra is expanding into year 8 which will mean two complete years of students that play a musical instrument.
- We have established 3 orchestras this year. Two are in curriculum time and are inclusive for all students in year 7. One is after school and this is an orchestra for students that have shown particular promise/dedication to the orchestra. As a result of the expansion of orchestra, next year there will be 5 orchestras as well as a string group, brass band and concert band, all heavily involved in driving the cultural life of the academy.
- The significant amount of whole-class instrumental work completed as a result of this project has enabled the teaching of units which directly develop skills for GCSE performance and beyond.

E. Use of Tablets – Maths - developed depth of mathematical understanding, increased independent learning skills and increased student engagement.

F. ICT Resources - We have been able to deliver the course and use resources available to help with the new syllabus for computing curriculum for all key stages taught. Students have had more access to the computers and less time wasted while waiting to access resources; as a result, rooms have also been used more by other subjects to help deliver courses.

G. Laptop + Laptop Trolleys - Students at KS5 have been able to access online and streamed resources and technology, thus developing their academic independence through practical research and learning.

Coursework grades are much improved from last year thanks to the software platforms being used.

How will outputs be measured?

A
- Progress data
- Attendance at extra-curricular clubs
- Regular reviews of the effectiveness of activities and interventions

B
- Progress data
- Pupil and parent questionnaires
- Attendance data
- Exclusion data
- Post-16 educational or training progression success rates

C
- Progress data in English and maths. The tutors also provide impact reports which are presented at the end of the programme.

D
- Through whole school data collection of students attendance and attainment.
- Through regular concerts within school and at external venues.
- By entry of groups into competitions.

E
- Through half termly collection of student attainment data.

F
- Attainment of students in ICT
- Frequency of access to ICT suites for students in other subjects
- Attendance to computer coding club

G
- A better quantity of independently generated research and ideas in pupil essays
- Improved contextual knowledge when dealing with authors and their works
- Improved coursework grades at GCSE
- Greater uptake of complex tasks at A level Media
- Improved use of literary criticism and reference to other academic work in A Level English

How will it be evaluated?

A
- Analysis of behaviour logs and exclusions
- Student focus groups/questionnaires
- SLT monitoring of activities
- Parental feedback

B – Analysis of:
- Results
- Pupil and parent feedback
- Enrolment onto post-16 courses
- Attendance data

C
- Progress data in English and maths

D
- Data will be collected through lesson observations, musical performances and concerts, student participation, student and parental interviews and student data.

E
- By comparing student progress data with that of the previous years.

F
- Impact of new hardware will be reviewed on a termly basis following installation to ensure that the transition to new hardware is smooth.
- Annual ICT audit will track impact of the upgrade.

G
- Through the monitoring of written work and the accompanying grades at KS3
- Through the improvement of grades for coursework at KS4
- Through the tracking of grades at KS5 and the monitoring of coursework choices

What is the outcome of the evaluation?

A. City Year - The students who regularly attend the homework sessions have seen their maths and English levels rise by an average of 4 sub-levels since September. Students who regularly attend the homework sessions have seen a decrease of 25% in the number of detentions they get. The number of extra-curricular opportunities has increased. There has been an increase in the attendance of extra-curricular opportunities.

B. Alternative provision - 10 out of the 11 students will remain in education or training. Attendance improved significantly in Y11 once the students were on their chosen courses. 10 out of 11 students in Y11 are on course to achieve a Pass or higher in their vocational courses and 10 out of 11 are on course to pass functional skills in English, Maths and ICT.

C. Team Up did not attain the standards required. Due to concerns raised on the quality of what was being delivered and the requirement for addition resources to be invested, the decision was made to cancel the partnership with Team Up.

D. In Harmony –
All observations in Music - including orchestral lessons - have been graded good or outstanding. A review of the department specifically highlighted the orchestra project as having a significant impact on both attainment in Music and on the wider cultural life of the academy.
- Students have performed regularly to both school and local community audiences at such events as: concerts, talent shows, achievement assemblies, awards events and chamber concerts.
- Student participation and engagement is extremely high as noted in observations of the project and parental support for the orchestra is overwhelmingly positive.
- Student responses to questionnaires demonstrate that they understand the impact that taking part in an orchestra and learning a musical instrument is having on their education and their lives.

E. Use of Tablets – Due to unforeseen technical limitations the project is running behind schedule but outcomes are predicted to be realised.

F. ICT Resources - The overall impact has been positive and it has enhanced the student learning experience. Students spend more time working and less time frustrated with issues or limited access to resources, which has had a positive impact on the students' learning.

G. Laptop + Laptop Trolleys - There are far more pupils accessing and completing the more complex, and thus rewarding, coursework tasks at KS5 which has led to a marked improvement in coursework grades.

The quality of academic reference and the level of confidence in handling and integrating critical work is vastly improved.

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- How it will improve attainment
- Target outcome
- Evaluation processes

City of London Education Initiative Fund proposal

Activity proposal 14/15

Title and purpose of the activity
To improve our students' progress in Maths across KS4 at the City of London Academy (Southwark) and support local feeder Primary schools in Southwark in raising Level 6 Maths results. This in turn significantly improves their life chances and reflects positively on the Academy and the City of London.

Description
To implement strategies and deploy resources to further improve Key Stage 4 Maths results by:- • Employing a Head of Learning and Teaching in Maths (Advanced Skills Teacher) • Employing a Lead Teacher in Maths • To staff and run Saturday and holiday Maths Master classes for KS4 students • To host and send specialist Maths teachers into primary feeder schools to teach and empower their staff and Year 6 students to be able to achieve Level 6 in Maths

Total funding and breakdown of funding required
£100,000 Maximum bid allowed – CoLA (Southwark) Funding Breakdown • Head of Learning and Teaching Maths (AST) £54,000 plus 20% on costs = £64,800 • Lead Teacher Maths £39,000 plus 20% on costs = £46,800 • Saturday classes 20 weeks for 2 staff @ £100 per session = £4,000 • Holiday Maths Master Classes @ 20 days for 4 staff @ £70 per session = £5,600 • KS2 Master Classes to enable students to try to achieve Level 6 in Maths = £ included in staffing cost above

How will it improve attainment?
To support up to 360 KS4 students at City of London Academy (Southwark) to improve their levels of progress and eventual GCSE grade in Maths and support up to 20 Primary students to aspire and achieve their aspiration of a Level 6 in Maths. **How it will improve attainment** • Additional high quality teaching staff will help students make improved levels of progress in Maths by providing better teaching, smaller class sizes and where necessary small group and 1:1 tuition to best meet the individual student needs. • These teaching staff will also be able to effectively train and develop capacity within the faculty and lead in the development of best practice in Maths teaching. • Saturday and holiday Maths classes enable students to have additional tuition, mentoring and exam practice dramatically increasing their chance of getting a better Maths grade. • Training primary staff will increase their skill level and knowledge to be able to better support students in getting Level 6 in Maths. • Teaching and coaching Year 6 students with expert specialist Maths teachers increases the student's chances of getting a better KS2 results.   Page 60

What is the target outcome?
• To improve students levels of progress and GCSE results in Maths year on year at KS4 at City of London Academy (Southwark).   • To enable primary students to achieve Level 6 Maths.

How will outputs be measured?
• Raised progress in Maths GCSE at City of London Academy (Southwark)   • Raised level 6 KS2 outcomes from students participating.

How will it be evaluated?
• Student Examination Outcomes   • Feedback from Partner Primary Schools   • Feedback from Director of Maths

Evaluation – June 2015
• GCSE mathematics forecast 76% making expected from KS2-4 and 40% making more than expected progress. If repeated in the public examination results, this would be a modest improvement since 2014-15 and would mean the academy has maintained its Sig+ (compared to National averages) and can make the case that achievement in mathematics is outstanding.   • Redriff Primary School are forecast to increased their %L6 Maths from 7% to 10% which is above the National average and sustains the improvements made in 2014-15

Director of Maths

The assistance from the City of London Initiative Fund has been invaluable in improving our students' progress in mathematics across all Key Stages. In a volatile year that saw national attainment and progress rates in mathematics fall dramatically, our faculty bucked national tends by making further gains on the previous year. The percentage of pupils achieving 5 A*-C is now 26 percentage points above 2011.

Four members of the department (including the AST and Lead teacher) have received national accreditation as CPD leads through the NCETM's Professional Development Lead Support Programme (PDLSP). Through weekly development meetings staff are now able to effectively train and develop staff, leading on the best practice in Maths teaching. We are, for exam currently involved in the national pilot for Maths Mastery at KS4, having already rolled it out at KS3.

We have been able to build capacity within the department, retaining and developing staff as well as attracting very strong external candidates. Currently, we have at least four members of the team that can teach STEP, enabling our brightest students at KS5 to gain entry into the very best universities in the country - there are very few schools that can boast this!

Our AST and faculty staff have worked closely with our feeder primaries to develop practice and improve the percentage of students achieving Level 6 at KS2.

Through increased capacity of staffing, teaching of Level 6 pupils and coaching of the staff involved has been able to take place consistently. A group of pupils were identified early in the academic year to be taught initially by the AST and then team taught through key objectives to help progress pupils towards Level 6. Collaboration on planning these intervention was done weekly with the Year 6 teacher in charge of Level 6 progress. This collaboration assisted in moving towards a more sustainable model of the correct content being delivered to the pupils. Long term planning of schemes of work and the objectives contained within them was undertaken with the AST to ensure that intervention could be undertake from an earlier stage in the following years.

This support is ongoing, with the delivery of Level 6 topics and the development of the New Curriculum (for 2015-16) & introduction of Assessment without Levels. The collaboration has moved in both directions with best practice of pupil marking and feedback from Redriff being initiated in the Maths Faculty at CoLA.

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Impact evaluation for 2014/15 projects

Title and purpose of the activity
The City Academy Hackney Multiple projects

Description
There are four main projects which require funding:

- Year 11 Saturday and holiday revision workshops
  - o In order to improve the Year 11 GCSE results interventions will be put in place where extra tuition outside normal school days will be provided to ensure students reach their highest possible attainment targets. These interventions will cover the entire curriculum and will ensure students are prepared for their GCSE exams.
- Sixth Form Laptops
  - o Information technology has become a fundamental part of education. The majority of Sixth Forms now provide some sort of computer device for students to take home. The proposal is to provide an appropriate specification device to every student on entry in September with the parent/carer only paying the premium for a two year insurance contract. The devices will help improve attainment as students can easily prepare professional coursework, conduct research and access school and other resources more easily. These devices will be particularly essential for students from backgrounds which need extra support and those whose families face hardship.
- Music classrooms and Technology upgrades
  - o Music is an integral part of the City Academy ethos of high expectations which contributes to the achievement for all cultures
  - o Building on the KPMG funded three year programme of Year 8 music lesson initiative that started at the beginning of this academic year 2013-14 and will continue through 2014-15 and 2015-16
  - o Continued forecast demand from those students moving into Year 9 and subsequently Year 10 who wish to continue to learn an instrument
  - o Introduction of A Level music starting in September
    As a consequence there are currently insufficient rooms for the peripatetic music teachers and students. The project involves creating 1 new music practice room and enlarging the 4 current rooms by sub-dividing the existing large music recital room. As well as the physical limitation of the classrooms and teaching space the Music Department technology is in need of upgrade. The proposal is to decommission the Apple Mini Macs and redeploy Apple iMacs to the Music Department. Provide new back-up storage, upgrade devices memory from 2GB to 4GB and install the latest Logic Pro Studio and Sibulius Pro software and lastly upgrade the Apple Mac Server to integrate the Apple Mac and Microsoft Windows networks. Within 2 years there will be the need for Apple devices to be replaced as we can only extend our current devices life by a further 2 years to a total of 7 years life

- eBacc MFL overseas trips
  - o improve the students preparation for the GCSE

Total funding and breakdown of funding required

1) Year 11 Saturday and School holiday revision

50 teacher days per annum at 7 hours a day preparation and teaching at £40/hour - £14,000
Student lunches 180 students at £2.35/lunch for 3 weeks (5 day weeks) - £6,345

Total £20,345 recurring annually

2) Sixth Form laptops

Student devices for 100 Sixth Form students in 2014-15 rising to 120 students per year from 2015-16 onwards

100 students per device at £250 per device (including Office licences and maintenance and support Agreement). Excluding parent contribution for Device Insurance of £45 for two year full accidental damage / replacement cover

Year 1 – 100 students at £250 - £25,000 in year 1 (2014-15)
Year 2 – 120 students at £250 - £30,000 in year 1 (2015-16 onwards)

3) Music classroom and technology upgrades

Classroom reconfiguration £25,000 in 2014-15
Music Department technology hardware and software upgrades planned over three years £20,000 per annum

Year 1 – £45,000 in year 1 (2014-15 for classroom reconfiguration and Apple products)
Year 2 - £20,000 (2015-16 onwards)

4) eBacc MFL overseas trips

2014-15 Year 11 Autumn (2014) trip for 180 students at £200 each - £36,000
2014-15 Year 10 Spring (2015) trip for 180 students at £200 each - £36,000

Appointment of a MFL 2ic post for trips a 2b increment is required for the post costing £4,000

2015-16 and thereafter

Year 10 Spring Trip for 180 students at £200 each - £36,000

MFL 2ic increment £4,000

Year 1 – £76,000 in year 1 (2014-15 for trips and increment of new post)
Year 2 - £40,000 (one MFL trip and increment of new post 2015-16 onwards)

Total Funding required
Year 1 (2014-15) £166,345
Year 2 and beyond (2015-16 onwards) - £110,345 annually

Changes to funding breakdown	
Year 11 Holiday and Revision Workshops	£20,000
6th Form Laptops	£15,724
Apple Music Technology	£52,369
eBacc MFL overseas trips	£61,907
	Total £150,000

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How will it improve attainment?

1) Year 11 Saturday and School Holiday revision
- Targeted work with students to improve grades C/D and C/B to A/A*
2) Sixth Form laptops
- Improve the A-Level attainment for 6th Formers and improve the learning experience to prepare them for Higher Education and the professional work.
3) Music Classroom and technology upgrades
Music Practice Rooms
- With an additional practice room the Sixth Form students will be able to use their free time to practice their instruments. This is approximately one third of their course and pupils need to work independently on these skills in order to achieve the required results for their A-Levels. Also the Year 8's and Year 9's will be able to continue to learn an instrument and build on their music skills with the tuition funding given by KPMG.

- Pupils need to learn to work independently and in small groups. They take a main idea from a lesson and are given time to be creative and work in groups to produce their own work. This is an essential part of music education and currently, there are no breakout spaces available due to the large amount of peripatetic teachers using the rooms during the day. If pupils do not get to learn these skills in KS3 it can greatly affect pupil's ability to work independently when they begin their A Levels. Music teaching should not always be so teacher led as pupils need to learn to learn independently to become more all rounded pupils. The skills they learn in music are not only music skills, but life skills and they need the opportunities to build on these areas.

Apple Technology
- The current Apple technology as procured and installed in 2009 on the academy opening often freezes or breaks down in the middle of lessons. This is extremely time consuming and affects the teaching of the lesson and the attainment of pupils. Some pupils are unable to get on to a computer and complete the work set. A teacher should be teaching rather than dealing with these constant problems due to old system software and insufficient memory on devices to run music programmes.

- Upgrading programmes to the latest versions will provide pupils in the older groups with better opportunities to produce more advanced work leading to GCSE and beyond. The new programmes are also easier to use so there will be less time giving instructions and more time learning and doing. We have also allowed for additional staff training for ongoing support and future development from the ICT Support Team. This will ensure interruptions and problems during lessons will be reduced.

- GCSE and A Level pupils will be able to create more professional sounding work leading them to achieve higher grades in their coursework

4) eBacc MFL overseas trips
- Currently EBACC predicted grades are significantly below those of Year 11. This is mainly to do with the introduction of GCSE French which has proved more difficult for students.
- MFL trips will increase motivation and support the improvement of speaking

How has attainment improved?

Attainment and Progress Outcomes 2014
%5AC +EM = 82% (national Average 58%)
% EBACC = 66% (national average 24%)
Best 8 Added value 1081.3 . (national average approximately 1000)
30% of students achieved at least 5 A*/A grades
Best in London and 2nd best in England

What is the target outcome?

1) Year 11 Saturday and School Holiday revision
- Maintenance of achievement in 2014/15 at 2013/14 levels in 5 A*-C plus Eng and Maths at approximately 90%
2) Sixth Form laptops
- Achievement for Sixth Form targeting A Level Predicted Scores at level 1 – the top 5% of schools in the country by ALPS predictions
3) Music Classroom and Technology upgrades
Music practice rooms
- Independent learning evident in all or most lessons
- Pupils being more confident to create their own ideas based on a topic/skill
- Improved standard of pupil's work in all key stages
- Increased number of pupils being involved in performances such as recitals
- Increased number of pupils learning an instrument
- Increased numbers of pupils choosing to study music in KS4 and KS5 as they will feel more capable and enthused about the subject
- One classroom is a 1/3rd increase in capacity for the Music Department
Music Department Technology
- Uninterrupted lessons with all pupils engaged and on the task
- Working computers allowing pupils to work independently and in pairs as a maximum
- Upgrade/replace the 40 apple devices in use by the Music Department
4) eBacc MFL overseas trips
- Students improve their attainment at GCSE MFL subjects after taking the trips targeting approximately 70% Ebacc grade C and above

How have the target outcomes been met?

2014 Attainment as above.
These are below target but exceptionally high outcomes for students with prior attainment levels significantly below national averages. The added value/progress measure is exceptional.
Project Outcomes
Year 11 Holiday and Revision Workshops
- October 1/2 term coursework catch up workshops
- February 1/2 term revision - all subjects
- Easter Revision - all subjects
- Saturday school Sept-June
- Boarding school provision for 10 students"
6th Form Laptops
- All 6th Formers offered a leased laptop scheme
- Minimal charge based on insurance cover
- 72 purchased by Sixth Formers"
Apple Music Technology
- Development of a Music technology room for expansion of the subject area. Orders placed and groups timetabled for September.
eBacc MFL overseas trips
- Year 11 trip to Spain open to all
- Year 10 trip to Spain open to all
- Year 11 trip to France open to all
- Year 10 trip to France open to all
- In total 86 students and 14 staff took part in language trips"

How will outputs be measured?
1) Year 11 Saturday and School Holiday revision - GCSE results data **2) Sixth Form laptops** - A Level results data - Student numbers data of those applying to the Sixth Form **3) Apple technology and Music practice rooms** - Logging of problems to ICT Support - KS3/GCSE/A Level results - Numbers of GCSE/A Level pupils - Numbers of pupils involved in extra-curricular activities **4) eBacc MFL overseas trips** - GCSE results data

How will it be evaluated?
1) Year 11 Saturday and School Holiday revision - Analysis of the GCSE results **2) Sixth Form laptops** - Analysis of the A-Level results - Comparing application data with previous years and benchmarking with other academies **3) Apple technology and Music practice rooms** - Analysis of levels/grades - Regular meetings with ICT Support Team - Regular meetings with peripatetic music teachers - Regular analysis of pupils involved in extra-curricular activities focusing on groups such as Free School Meals and Black Caribbean **4) eBacc MFL overseas trips** - Comparison between Controlled Assessments results before the trip with the students assessments completed after the trip - Analysis of GCSE results

What is the outcome of the evaluation?
 1. Attainment Figures as above – exceptional but below target. These have also generated our current predicted scores which are also exceptionally strong. 2015 attainment predictions   87% 5ACEM, 55% EBACC and Best 8 added value similar to 2014 **2. Sixth Form laptops** Results to come but expecting at least 75% A-C at AS level. Significantly above national averages. **3. Music Rooms** In final completion stage. Music GCSE 100% students A*-B grades **4. MfL trips** 84 students. EBACC grades 66%. Spanish GCSE 55% of passes at A/A*

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Activity proposal

Redriff Primary School: 1415 Playground development
Description
Playground Development We have been working to create a vision to include physical play opportunities such as climbing, swing, rolling etc with a natural landscape approach. The aim is to also include areas for quiet play activities such as reading, quiet games and areas to gather as a group and talk. We have also been working alongside Barratt homes as they are building next to the school to try to save and recycle some of the trees they are removing to use as in the playground for climbing and seating.
Evaluation
Since the development of the playground at Redriff there has been:

- Improvement in Physical Development scores (moving and handling) for Foundation Stage from 82% to 92% a 10% increase.
- Scores in Personal and Social skills in Foundations Stage have shown a 9% improvement
- There has been a greater uptake of afters clubs such as gym, multi-skills, football and basketball.
- We have had continued success and recognition in organised sports and physical activities i.e. football, National Dance competition and Lord's Cricket participation
- Our SATs result also show the following:

  READING:
  L4+ 98% - predicted to be 9% above the national average.
  L5+ 69% - predicted to be 20% above the national average.
  Students' making expected progress is 93% with 48% making more than expected progress - both above the predicted national average.

  Pupil Premium students performed in line with Non Pupil Premium students at the expected progress level. Pupil premium students outperformed their peers at the more than expected progress level, where 52% of them made 3+ levels of progress in comparison to 43% of non pupil premium students.

  WRITING:
  L4+ 96% - predicted to be 11% above the national average.
  L5+ 63% - predicted to be **30%** above the national average.
  L6+ 6% - predicted to be 4% above the national average.
  Students' making expected progress is 100% with 46% making more than expected progress - both above the predicted national average.

  100% of PP and NPP students made expected progress. 36% of PP students made more than expected progress in comparison to 57% of NPP students. In 2014 the gap between our PP and NPP students was -32%, this year it was -21% - therefore we are closing the gap in our performance between these two groups.

  MATHS:
  L4+ 98% - predicted to be 12% above the national average.
  L5+ 57% - predicted to be 15% above the national average

L6+ 8% - predicted to be in line with the national average.
Students' making expected progress is 98% with 46% making more than expected progress, an 8% increase on last year's results and 11% above the predicted national average.

Our PP and NPP students performed in line with each other in Maths. With only a -4% gap at the more than expected progress level. This has substantially closed the 29% gap from last year.

Overall we have exceeded the national average and our highest FFT estimates for all our headlines.

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Meeting(s):	Date(s):
Education Board	23 July 2015
Subject: Refreshing the Education Strategy 2013-15	**Public**
Report of: Report of Town Clerk	**For Decision**

Summary

This report invites members of the Education Board to provide comments and feedback on the Education Strategy 2013-15, so that the strategy can be refreshed ahead of approval by the Court of Common Council in late 2015. The paper summarises comments made on potential areas of development for the strategy and sets some parameters for discussion.

Recommendation(s)

- Members are asked to review the Education Strategy 2013-15 and provide comments for incorporation into the forthcoming refreshed Education Strategy.

Main Report

Background

1. The City of London Corporation's Education Strategy is due to be refreshed. The purpose of this paper is to seek feedback from the Education Board on the current strategy that will inform its next iteration. The refreshed strategy will then be submitted to the Board in late 2015 for approval for submission to the Court of Common Council.

2. Members are encouraged to provide feedback on the totality of the Education Strategy 2013-15. Areas for discussion include,

   a. The relevance of the strategy's content going forward into 2016 and beyond, including the scope for amending, removing and adding material, and restructuring the strategy.
   b. How the refreshed strategy can best reflect the Board's priorities.
   c. The potential for each of the five strands of the strategy to be updated for 2016.
   d. The recommendations of the Employability Forum and the Learning and Engagement Forum.

Current Position

3. When considering areas in which the strategy can be refreshed, members will recall a presentation at the Board's January 2015 meeting during which the Policy Chairman outlined his thoughts on the reasons for adopting the Education Strategy 2013-15. These included the need to improve the City Corporation's role as an academy sponsor; improve cooperation across the City Family of Schools; define and improve the appointment process of City Corporation school governors; increase collaboration with the Livery on education issues; and encourage greater education outreach by the City of London. Overall, the strategy should support the City Corporation in being a leader in fostering social mobility.

4. Members noted at the May 2015 Board meeting that priority areas for 2015/16 included adoption of a policy with which to evaluate proposals for new City academies; review of current City academy governance; the creation of a pool of governors for the City Family of Schools, and clarification of how the Board can influence the City of London Corporation's approach to employability. Members also raised the possibility of merging the first two strands of the strategy, and bringing a refreshed City Corporation 'vision' for education that would create an ethos both for the overall City Corporation education offer, and for City-appointed governors. Lastly, one further area for development would be to expand the scope of the strategy to cover post-18 education.

5. The Employability Forum of the City of London Corporation met on 8 July 2015 to discuss the strategy refresh and, in relation to strand 4, recommended that the Board discuss in particular the Board's approach to careers advice in schools, work-related learning and workplace interaction, and monitoring workplace destinations for City Family of School-leavers.

6. The Learning and Engagement Forum will be meeting to discuss the strategy refresh on 23 July 2015 and a verbal update on its recommendations will be provided at the Board's 23 July meeting. When the Board discussed strand 3 at its December 2014 meeting, members noted that the strand would benefit from inclusion of partnership working, sport, and potentially fostering Science, Technology, Engineering and Mathematics (STEM) in addition to arts and culture, where appropriate. Members have also noted that fostering 'soft' skills has equal importance to individual academic performance.

7. Members are reminded that the Education Board is directly responsible for the City academies, and has oversight for the overall City of London Corporation education 'offer', which implies the Board can choose to exercise a scrutiny function (but not in the statutory sense) to ensure the City Corporation's approach to education is coherent and effective as possible.

Conclusion

8. Members are invited to provide comments on how the Education Strategy 2013-15 can be refreshed for 2016 and beyond.

Appendices

- Education Strategy 2013-15

Josh Burton / Alistair MacLellan
Education Unit / Town Clerk's Department

City of London Corporation Education Strategy 2013-2015

<u>Vision</u>

To educate and inspire children and young people to achieve their full potential.

The City Corporation (the City) is committed to providing access to excellent education and learning opportunities within and beyond the Square Mile. The City will ensure that every child resident in the City has access to high quality education that enables them to reach their academic and personal potential. The City schools will provide outstanding education that enriches and inspires students. The City will maximise the educational opportunities that its cultural, heritage and environmental assets offer to City residents, the City schools and children throughout London. The City will also be responsive to the changing education landscape, and will welcome appropriate opportunities to expand its education portfolio.

Strategic objectives

1. **To promote and support excellent education and access to higher education**
   The City reaches over 100,000 children and young people through its schools and educational activities every year and will always look to improve its current provision. This includes ensuring that its current portfolio is achieving positive results and high Ofsted, ISI and other inspection ratings. It will enhance the City's education offering through providing central support and effective governance and management arrangements. It will seek best practice to ensure that all pupils, regardless of background, are given opportunities to succeed and progress to higher education, where appropriate.

2. **To strive for excellence in the City schools**
   The City's diverse schools portfolio presents unique challenges in achieving and maintaining excellence across all schools but also presents an opportunity to benefit from working together. The City's schools will be outstanding and the City will support the provision of a learning environment that produces confident and well-rounded pupils who achieve to the best of their abilities.

3. **To inspire children through an enriched education and outreach opportunities**
   The best education incorporates both academic study and exposure to different experiences and learning environments. Children will be given opportunities to explore the world around them, learn new skills, and understand the communities they live in. London is culturally vibrant, historically significant and has a wealth of green spaces to explore. London's children should be able to learn about the community around them and the City can play a part in realising this.

4. **To promote an effective transition from education to employment**
   The City of London is the global centre of the financial services industry and is a leading international hub for professional services businesses. It is vitally important that business in the Square Mile continue to attract the best workers. The City can support this by helping young people into employment through training programmes, apprenticeships and employment pathways, and by raising their aspirations and awareness of career opportunities.

5. **To explore opportunities to expand the City's education portfolio and influence on education throughout London**
   The City will take advantage of opportunities to extend its impact on education in London through expanding its own education portfolio, providing extensive outreach opportunities for its City schools and schools throughout London, and working in partnership with neighbouring boroughs, businesses, livery companies and interested parties to realise these opportunities.

The scope of this Strategy

This education strategy outlines the City's long-term vision for education for children and young people aged 4 - 18. It makes recommendations aimed at maximising the educational opportunities for City of London children, children in City schools, and children who make use of the City's educational services.

In this strategy the term 'education' refers to learning through academic, extra-curricular, formal and informal means, and "the City schools" refers to City of London Academy, City of London Academy (Islington), City of London Freemen's School, City of London School, City of London School for Girls, Sir John Cass Primary School, The City Academy, Hackney, and any school or academy which enters into a formal federation with one of these schools or is otherwise sponsored by the City as a further City school..

Underlying the aims and objectives of this strategy are four core areas that will need to be addressed to realise the City's education ambitions. These are:

- **The City schools:** Defining the City's relationship with the City schools and the wider group of schools with which the City has links, and creating an effective governance framework.
- **Funding:** Ensuring that City funding is used effectively across its education portfolio to meet the City's vision.
- **Communication with external stakeholders:** Engaging with stakeholders who can have an impact on the City's education portfolio and help achieve the City's vision.
- **Administration:** Clarifying how the City will implement this strategy and realise its ambitions.

The ambitions outlined in the strategic objectives are in line with the City's core values, as set out in the *Corporate Plan 2013-17*. Pursuant to the Corporate Plan the City seeks to provide high quality local and valued services to London and the nation. Despite funding pressures the City remains committed to enriching education throughout London by supporting high-quality schools; a vibrant arts and culture offering; extensive open spaces and sporting facilities for local communities; and pathways to further/higher education, training and employment.

The City is unique as it is not a London borough and owns, maintains and supports a variety of services across London. This includes academy schools in three London boroughs, Hampstead Heath, Epping Forest, Coulsdon Common and the other City Commons, Billingsgate, New Spitalfields and Smithfield Markets. It has its own police force and a Lord Mayor that travels the world promoting the benefits of the Square Mile and for doing business in London. The City works with London boroughs, the Greater London Authority, London Councils and other partners to provide services and strategic support throughout the capital. The educational ambitions contained within this strategy cannot be achieved in isolation and the City will strengthen its relationships with these stakeholders so that children and young people are given the tools to be successful through an excellent and enriched education.

The recommendations outlined in this document will deliver a framework for unifying and improving the City's current education provision. It will address the need to target funding where it is most needed. It will secure a commitment to provide outreach opportunities for the City's schools and schools throughout London, and it recognises the impact the City can have in supporting pathways to employment.

Why this strategy is needed

The City's education portfolio continues to expand and it is important that the City can ensure that its schools provide excellent education. As an academy sponsor the City Corporation is held to account by the Secretary of State for Education and by host boroughs for the improving performance of its academies. The decline in standards and performance at one of these academies in 2011/12 caused significant concern to the City and indicated the need for improved governance, quality assurance and accountability. The Education Strategy includes proposals for strengthening governance and accountability to ensure sustained improvement and excellence in all City schools. This is a considered to be an essential precursor to any expansion of the City's role in education.

The City believes it should go further than this and give children and young people an enriched education that exposes them to opportunities to explore the world around them. The City has a wealth of cultural and historical institutions, and open spaces that can provide programmes for schools. A unifying strategy will help to get the most out of these activities. The same is true of the links the City has with businesses and London stakeholders which can support schools to provide experiences for young people away from academic learning.

Implementing this Strategy

The Education Strategy Working Party (ESWP) has consulted with a wide variety of educational stakeholders, including school sponsors, enrichment providers, school leaders, and employability programme leaders, to understand the City's current education portfolio and outline its vision of what the City should aspire to.

This strategy contains actions that need to be delivered in the immediate future. It is recommended that the ESWP continues to meet for an interim period to ensure that these short-term actions are implemented. This includes overseeing the creation of an overarching education body and monitoring the creation of an effective governance framework for the City schools. It is further recommended that this strategy is reviewed after 18 months.

In endorsing this strategy the City must ensure that it allocates sufficient resources to both implement the actions and to support the education infrastructure for the long-term. The actions outlined in this document are based on best practice models and the ESWP is confident that they will help deliver the City's ambition for education.

The City of London's contribution to education throughout London

The City:

➢ Spends over £30m per annum on educational initiatives and programmes.

➢ Has a statutory responsibility for one maintained school

➢ Is the proprietor of three independent schools, sponsors three academy schools, and provides extensive youth music provision through Centre for Young Musicians and Junior Guildhall, together supporting over 5,000 pupils.

➢ Funds over £2m worth of scholarships and bursaries in its schools

➢ Contributes over £350,000 per annum to support education for pupils from disadvantaged backgrounds in independent boarding schools

➢ Introduces over 18,000 young people to the Arts through the Barbican Centre, Guildhall School of Music & Drama, and Centre for Young Musicians, and supports the London Schools Symphony Orchestra. Further outreach is undertaken by the City supported London Symphony Orchestra and the City of London Festival.

➢ Hosts over 100,000 school children to learn about London's history and evolving culture.

➢ Provides environmental outreach and extensive sporting facilities in the City Corporation's open spaces to over 12,000 children every year

➢ Introduces over 1,500 young people to future employment opportunities

➢ Supports over 400 school leavers in to work placements within the City

➢ Provides over 40 apprenticeships through the City Corporation and City firms

Developing the City education portfolio and brand

Background

The City has a reputation for excellence and for providing quality services. It is also recognised for its links to businesses. It is clear that all the schools associated with the City believe that the partnership has benefits for them.

There is currently one maintained school, three independent schools and three academies within the City's immediate education portfolio. The majority of these schools operate in different local authorities. The schools have varying relationships with the City; with the Sir John Cass Foundation Primary School it is as the local authority, with the independent schools it is as proprietor, and with the academy schools it is as the sponsor or co-sponsor. Each operates as a single entity with a link with the City but not as part of a group which shares a defined culture and a common ethos. Each is proud of its association with the City, but the level of interaction with it differs as a result of location and the nature of the relationship with the City. One of the independent schools is outside of London and two of the academy schools are co-sponsored with other organisations.

The City wants each school to provide outstanding education and recognises that there is a reputational risk to the City should any one of these schools fall below standard expectations.

The experience of other groupings of schools, including those supported by livery companies such as the Haberdashers Company and the United Westminster Schools Foundation, suggests that increased collaboration and a shared ethos throughout the group can encourage quality teaching and learning. In each of these organisations the schools share a common ethos, the central organisations provide a robust governance framework, they provide financial support, and they support collaboration across the portfolio. There are opportunities for the City to support its own portfolio of schools through strengthening these areas, whilst being able to make use of its enrichment and outreach opportunities to develop well-rounded pupils at all of its schools.

The City also provides bursary support to pupils at King Edwards School, Witley and Christ's Hospital School. Additionally it has the right to nominate governors to a number of other schools and educational bodies, including Emanuel School, part of the United Westminster Schools Foundation group of schools, and the Central Foundation Schools of London. These institutions value the historic links to the City of London, although they are not part of the City's direct schools portfolio.

There are also education bodies on which the City has Board representation which provide provision for over-18s, such as the Guildhall School of Music and Drama, City Lit and City and Guilds, but this strategy has confined itself to provision for young people up to the age of 18.

There is currently disparity of funding, monitoring and coordination arrangements across the schools and education activities. The funding allocations for scholarships to the City independent schools are based on a historical calculation that has not

been reviewed in recent times or measured against the City's core strategic aims and objectives. Nor has it been reviewed against the City's desire to provide access to high quality education for children from all backgrounds, within the financial constraints which the City currently faces. The time has come to review the allocation of both scholarships and bursaries to ensure that funding is targeted to where it is most needed.

Vision

In its pursuit of educational excellence the City will seek to draw together the schools it has close connections with and establish a family of schools, to be collectively known as *the City schools*. This will include:

- The Sir John Cass Foundation Primary School
- The City of London School
- The City of London School for Girls
- The City of London Freemen's School
- The City Academy, Hackney
- The City of London Academy Islington
- The City of London Academy

These schools will be encouraged to share a collective ethos that strives for educational excellence and high quality enrichment opportunities. Parents and pupils will be able to identify what it means to be a pupil at a City school and the advantages that this education offering will bring. These schools will be able to: collaborate with each other; share best practice; learn from each other; and explore opportunities to become more efficient through collaboration on back office functions.

The City will target its funding where it can have an effective impact. This includes ensuring that City funding for scholarships and bursaries is targeted to those most in need and reflect the City's strategic aims. It also means identifying possibilities for long-term investments in the City schools, such as specific block funding for classroom or recreational equipment, alongside ad hoc grant allocations.

City resources are not limited to financial support but also through using the City's assets, links to businesses, appointment of governors and governor time to support the City schools. These schools will also have a single point of contact within the City that will act as a central resource for information relating to the City's education provision.

The framework put in place to manage the portfolio must be flexible enough for the City to respond to opportunities for expanding its schools portfolio, including extending sponsorship to new schools, such as is already planned in creating a multi-academy trust between the City of London Academy and Redriff Primary School. The City should be clear about what its criteria will be when responding to calls to expand its education provision and be responsive to opportunities to work with businesses and livery companies in promoting its education offering.

These schools will also be supported through the establishment of an accountable body within the City's democratic structures overseeing the City's education portfolio

and activity. It will oversee school performance, support access to enrichment opportunities alongside service departments, and promote opportunities for collaboration between the schools. The body will have representation from individuals with relevant experience and skills to be able to effectively challenge current activity. In the pursuit of excellence the City will benchmark against the best performing schools across London and work with the schools to raise educational achievement.

Recommendations

Develop a framework for overseeing the City's education offering

- Establish an overarching education body with responsibility for providing strategic oversight and monitoring of the education strategy. The body should be distinct from other City committees and have a regular cycle of reporting on the performance of City schools, governance and enrichment opportunities.
- Create terms of reference that appropriately differentiate the responsibilities of the education body and other City committees such as the Community and Children's Services Committee and the service committees providing the wider educational opportunities.
- Make funding provision to cover the cost of delivering the strategy and for implementing the governance framework of the City's education portfolio.
- Establish a dialogue with other organisations that manage a diverse schools portfolio, such as the City livery companies, to share best practice.
- Review the education strategy and its associated actions after 18 months of it being approved.
- Review the educational outside bodies to which the City appoints representatives to identify if they are still relevant.

Encourage the City schools to work together as a family with a shared ethos and commitment to excellence

- Outline the City's aims and priorities for the City schools and communicate these to the schools and stakeholders.
- Identify the appropriate level of interaction each school has with the City and collaborate on how best to manage the relationship.
- Establish a regular forum for the City schools to meet, share best practice and discuss opportunities for collaboration and school to school support.
- Have a link officer between the City and the City schools to support the collaborative approach and ensure each school in the City's family has access to the support and opportunities which the City can offer.

Review the City's expenditure across its educational portfolio to ensure that it is directed to the City's objectives and fairly distributed

- Review, with the City schools, the level of funding needed from the City to sustain the schools, provide an enriched curriculum and achieve the City's objectives.

- Clarify and review the various sources of funding, including the grant giving bodies, for the City's educational portfolio.
- Identify those education bodies, such as Teach First and the School Governors One Stop Shop (SGOSS), funded by the City and task the overarching education body with reviewing these arrangements.
- Identify appropriate funding arrangements to provide long-term central education support for educational outreach.
- Review the City's scholarship and bursary funding with a view to supporting those families most in need and removing non-means tested scholarships
- Establish a mechanism for monitoring the allocation and use of City funding across the City schools.

Identify educational best practice across London and beyond to benchmark and improve the City school education offer

- Build relationships with key education stakeholders in London, including the Greater London Authority, London Councils and the Department for Education, to identify areas of educational best practice.
- Create an open dialogue with the livery companies, businesses and other organisations to better understand the opportunities they have to contribute to the education environment.
- Host a conference on exploring how the City can contribute to London's education and employment landscape that brings together neighbouring boroughs, school sponsors, livery companies and education stakeholders.

Clarify the relationship between the City of London and the schools associated with it, recognising the historic links that exists between them

- As part of a wider review of the City's education funding, review the accountability arrangements and conditions of bursary support provided to the City schools, and King Edwards School Witley and Christ's Hospital School and ensure that it is directed towards the City's aims and priorities.

Children living and learning in the Square Mile

Background

The City has a statutory obligation to administer early years provision, school places for children resident within the City of London and to safeguard these children, and those being educated in schools within the Square Mile or attending other childcare or educational provision. In addition the City gives parents information and guidance on what school provision is available and provides support for the smooth transition between each stage of education.

The City of London has one maintained primary school which, whilst rated outstanding, cannot provide places for all children living in the Square Mile. It is also denominational, being a Church of England school. This has led to more than half of all City of London children being educated in other local authority schools. In particular, approximately 60% of City children educated in state primary schools currently attend Prior Weston, an Islington school. The desire to ensure that all City children have access to high quality education is not confined to those educated in the Square Mile but extends out to schools teaching City children in neighbouring boroughs. There is a great emphasis on developing and maintaining partnerships with other local authorities and schools to help promote the delivery of effective teaching and learning.

Vision

The City will work to ensure that every child resident and/or educated in the City of London has access to high quality education and has the opportunity to achieve their maximum potential and thrive in their community.

By working in close partnership with the City schools and other educational institutions the City will strive to provide the best possible opportunities to learn and to develop. Its achievements will be measured not only by the opportunity for the strongest student to excel, but through providing the opportunities for the least able to achieve so that all children, including those in vulnerable groups, can match the progress of their highest performing peers. The City recognises its statutory responsibilities regarding children with special educational needs and disabilities (SEND) and will continue to improve its support in this area.

The measure of success of this will be in the educational outcomes that begin in schools and extend beyond education. This includes reducing the educational inequality gap between the best and least well performing pupils, securing an improved rate of progress for City children across the Early Years Foundation Stage and Key Stages 1 and 2. To support this, the City will need to support schools teaching significant numbers of City of London children to become or remain outstanding. Beyond this the City believes in the value of, and will promote, enrichment and extra-curricular activities to create well-rounded pupils that will have the necessary skills and confidence to succeed beyond statutory education.

Recommendations

Ensure that the City provides sufficient primary school places to meet the demand from City of London families

- Review the current demand from City families for state primary schooling and identify the future growth of demand over the next five years.
- Work with the Sir John Cass Foundation and the Sir John Cass Foundation Primary School to increase its capacity and amend its admissions criteria to enable it to take in more City of London children.

Improve access for City children to outstanding state primary education

- Work in partnership with Sir John Cass Foundation Primary School and Prior Weston Primary School to promote high standards, ensure fair access to opportunity for learning, access to extra-curricular activities and promote the fulfilment of learning potential by every child.
- Create a stronger link between the City and Prior Weston Primary School through identifying opportunities for financial and/or in-kind contributions.
- Liaise with neighbouring boroughs to assess the future capacity of schools to meet the demand of City of London families.

Improve access to outstanding state secondary education

- Ensure all City of London parents are aware of the City academies and the places available for children resident in the Square Mile.
- Work with those primary schools, within and outside of the Square Mile, teaching City of London children to provide an effective transition from primary to secondary education.

Reduce the inequality gap between the highest and lowest performing City children

- Work with schools to identify those primary school aged children resident in the City of London identified as performing below expectations and work with the schools to ensure appropriate improvement measures are in place.
- Review the quality of educational support for City of London children with special educational needs on an annual basis and monitor this against progress.
- Identify those children highlighted as being gifted and talented and work with the schools to make sure these children fulfil their potential.
- Support schools and partners in engaging parents and carers in their children's learning.

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The City Schools

School Accountability and Improvement Framework

Background

The City is responsible for one maintained school, three academy schools and three independent schools. In its role as a local authority and as an academy sponsor, the City has a statutory responsibility to the Secretary of State for Education to promote high standards and to provide support and challenge to help schools to improve. As the proprietor of three independent schools the City is held accountable to the Independent Schools Inspectorate (ISI) for the quality and standard of education provided.

Reports on Ofsted inspections and examination performance of Sir John Cass Foundation School and the three City academies are presented to the Community and Children's Services Committee but there is currently no coordinated accountability framework for monitoring and evaluating the performance of all City schools. The ISI inspection reports are presented only to the governing bodies of the independent schools.

The City has been an effective sponsor to the City academies in helping to establish the schools and creating a governance framework for them. However, the co-sponsors of the City Academy Hackney extend their support beyond governance responsibilities, through providing funding for tutoring, classroom equipment and capital projects. The City does not currently support the schools in this manner and is at risk from falling behind its co-sponsors, and indeed other sponsors of academies, in its support.

Vision

The City is committed to ensuring the very best education for children and families within the City of London and for children educated at City schools. The City will raise standards to create outstanding schools across the portfolio through promoting excellent teaching and learning, supporting a high quality learning environment, and promoting an enriched education. As a local education authority, academy sponsor, and independent school proprietor the City will support its schools to secure excellent outcomes for all pupils. The City will promote a culture of high expectations and aspiration and will establish a school improvement and accountability framework. A school improvement and accountability framework will support and challenge the City schools and the Sir John Cass Foundation Primary School to achieve year on year improvement in educational attainment and standards of teaching and learning. It will also be a mechanism for the early identification of any signs of underperformance to enable timely and effective intervention and action. 'The framework will be proportionate, reasonable and appropriate to ensure that the City can is able to challenge its schools and it will be flexible enough to include any additional schools that join the City family.

The City will encourage school-to-school support as an effective way of raising standards and improving outcomes. It will actively promote collaboration between

schools and academies encouraging them to work together, share best practice and to support other schools and academies in challenging circumstances to support excellent teaching and learning across the City schools.

The City demonstrated its broader commitment to education when it became an academy sponsor. As the City becomes an established sponsor and strengthens its systems for governance and accountability, the City will be able to develop this commitment further by exploring opportunities, either directly or through its schools, for future federations between schools and academies particularly where this will improve the educational opportunities of children in the Square Mile and its neighbouring boroughs.

In aspiring for excellence, the City recognises the importance of working with its partners; the academy co-sponsors, the Sir John Cass Foundation, City businesses and livery companies; to enhance the learning environment and academic, outreach, and employability opportunities within the schools.

Recommendations

Create a framework for clearer accountability, challenge and support

- Ensure effective arrangements are in place for supporting school and academy leadership and brokering school-to school support.
- Liaise with the local authority and co-sponsors for each City academy to develop shared and coordinated arrangements for monitoring, challenge and support.
- Work in partnership with schools, academies, co-sponsors and relevant local authority representatives to establish a shared view of how to promote school improvement, including arrangements for early identification and action to address any signs of underperformance.
- Develop arrangements for federation between schools and academies where this will improve the educational opportunities of children living in the Square Mile and/or those living in the fringe boroughs.

Strengthen the collaboration with academy co-sponsors to ensure that both sponsors play an equal part in the development of the school

- Allocate funding to enhance the learning environment of the academy schools in line with that already being allocated by co-sponsors, working with the Headteachers to identify school needs.
- Establish regular forums for the co-sponsors to discuss issues relating to the academy schools and coordinated funding needs.

Governance and accountability

Background

The City plays a very significant role in school governance across a diverse range of schools.

Members of the Court of Common Council sit as City representatives on the governing body for each of the City schools. The City is also represented, or has nomination rights, on the governing bodies of a number of other schools including: Christ's Hospital School, King Edward's School Witley, Emanuel School and the United Westminster Schools Trust.

The governing body for each school operates autonomously in fulfilling its responsibility to provide support and challenge and to hold school leaders to account. There is however no overarching body holding all City schools and City governors to account on behalf of the City.

Vision

The City is committed to excellence in school governance and accountability to secure the very best educational outcomes for children and young people.

Accountability arrangements for the City schools will be strengthened through the establishment of one body with responsibility for the strategic oversight and monitoring of the City's complex education portfolio. An overarching body for education will monitor the implementation of the Education Strategy, provide strategic direction and oversight over the City's education priorities, and will review school performance and improvement measures. This will provide a forum for the governing bodies of the City schools to identify areas of both weakness and success in the governance framework and promote a culture of shared responsibility for the performance of the City's education portfolio.

Governing bodies are an essential part of the overall system of school accountability and the City will invest in the development of school governance. The administration of governing bodies should be based on best practice and up to date advice and guidance. The City will ensure that all school governors are committed to serving on the governing body, informed about the education environment, and are able to contribute their own skills to the work of the governing body for the benefit of the school. Comprehensive arrangements for the appointment, induction and training of City governors will be developed and all governing bodies will be supported by a knowledgeable and professional clerking framework.

The principles of trust, accountability and transparency will underpin school governance and governors will be encouraged to act as a critical friend, providing both challenge and support to school leaders.

Recommendations

Promote a shared commitment to a robust and challenging governance framework throughout the City schools portfolio

- Include representation of the governing bodies of all City schools in the composition of the overarching education body.
- Review the latest guidance on governing bodies from organisations such as, the Department for Education, Ofsted, The National College and the Association of Governing Bodies of Independent Schools (AGBIS), with a view to implementing best practice where appropriate.

Improve arrangements for the appointment, support and training of school governors

- Establish arrangements for the appointment of governors who have the right mix of skills, expertise and time to commit to the role.
- Support school governors by providing a comprehensive programme of training and development matched to their needs, including induction for new governors.

Support governing bodies to be effective in carrying out their duties

- Ensure that all governing body meetings are supported by skilled and knowledgeable clerking arrangements, whether this is provided by the City or externally.
- Provide access to high quality advice and guidance on governance procedures and best practice.
- Encourage governing bodies of the City schools to work with the overarching education body to reflect on their own effectiveness.
- Work in partnership with the relevant local authority and co-sponsor to ensure the effectiveness of governance at each City academy.

Enrichment

Background

The City has a long and proud history of providing education to London children from disadvantaged backgrounds. It was for this that the City of London School, the City of London School for Girls and the City of London Freemen's School were founded. This was before the Education Act 1918 created a universally available education system, which included the abolition of fees for elementary education. The quality of education on offer at the City of London schools enriched the education of these pupils above and beyond the statutory entitlement. Historic links with Christ's Hospital School and King Edwards School Witley, which educate children who would not be able to afford independent schooling, further reinforces this commitment.

In the 21st century the City provides bursaries and scholarships to widen access to the independent schools to children who might not have attended these schools otherwise. The historic links between Christ's Hospital School and King Edwards School Witley are further strengthened through the provision of bursary funding. The quality of education in these schools lies in the enrichment opportunities they provide, extending beyond the provision of an good academic education and preparing pupils for life after school. This includes exposing pupils to extra-curricular activities, cultural experiences and developing an understanding of the communities and areas in which they live.

In agreeing to sponsor three academy schools in areas with a history of poor educational attainment the City renewed its commitment to securing high quality education for all, including those living in areas of disadvantage. Since project managing the delivery of new buildings, the City has been supporting the academies primarily through governance arrangements and has provided access to the City's resources and opportunities on an ad hoc basis. There is scope for the City to coordinate its support to provide more effective provision and access to enrichment opportunities.

There is currently disparity of funding, monitoring and coordination across the schools and educational and outreach activities. Moreover, the City does not provide enrichment support to the students in the academies except where specific grant applications are successfully made to the City's educational charity. Those livery companies and Foundations that manage a portfolio of schools provide additional funding to promote extra-curricular activities and address the need for particular skills in the modern workplace in their schools. This is in addition to funding that is granted to enhance the learning environment. Funding to promote the delivery of a broad curriculum will bring the City's focus back to its historic tradition of providing high quality education to London's children above and beyond the statutory provision.

Vision

It is the City's ambition to raise the standards of the City schools and promote a holistic education that will prepare pupils for life beyond school, develop confidence and create the business leaders and entrepreneurs of tomorrow. All pupils in City

schools will have access to enrichment and its schools will be encouraged to be both academically strong and to provide opportunities for pupils to take part in sport, music, drama and other extra-curricular activities. The City schools will collaborate in sport and the arts to bring the talents and resources of these schools together.

Enrichment also incorporates the transition from school to further and higher education. With the rising costs of such education there has been a slight downturn in the uptake of courses at these institutions. London has a wide array of world class education institutions and should be actively promoting these opportunities alongside employability programmes to give young people a variety of choice that will best suit their needs. Advice and guidance in schools will be imperative to achieving this, which will require an increase in the dialogue between the City schools, the City and further and higher education institutions. Establishing this ethos and commitment will send out a clear signal to prospective pupils, parents and schools that may become part of the family of what they can expect from a City school.

The Square Mile is home to a wide variety of businesses, many of which interact with schools to provide workplace opportunities for pupils; Ernst & Young run a summer programme with the City of London Academy. As part of an enrichment programme the City should promote links between the City schools and businesses, using its influence to open up access for pupils and inspiring them to succeed beyond education. This can be achieved through partnering with City stakeholders to promote the teaching of skills needed in the modern workforce, such as confident communication, and to address skills shortages, such as an understanding of technology.

The City will only achieve its vision for holistic education when the City schools undertake joint activities where pupils from different schools interact with each other. Success will also come from a tangible link between the businesses and City stakeholders having a continuous dialogue with the City schools to provide access to employment, further education and training opportunities in and around the Square Mile.

Recommendations

Direct the City's schools funding across all City schools to provide financial support and enrichment opportunities

- Establish a mechanism for allocating City funding for enrichment activities across the City schools.

Provide a school environment that fosters confidence, leadership, teamwork and high self-esteem in all City school pupils through promoting a broad and enriched curriculum

- Promote and monitor enrichment opportunities in each City school through the overarching education body and identify opportunities for inter-school collaboration.
- Ensure all City schools deliver careers advice to support pupils beyond statutory education.

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- Promote the array of London's further and higher education offering to pupils in the City schools and identify opportunities for these institutions to interact with pupils.
- Identify enrichment opportunities for all City schools that link to the activities of the Square Mile.
- Host a seminar with businesses and livery companies to identify skills shortages in the workplace and exploring how to address this in schools.
- Invite pupils and staff from the City schools to more City events.
- Showcase the talents of pupils in the City schools throughout the City.

Ensure all schools receive information about school-based programmes within the City's open spaces and cultural institutions

- Inform the relevant learning providers within the City's open spaces and cultural institutions about the composition of the City's family of schools and ensure that information on school-based programmes are directed to them.
- Work with learning providers to provide programmes that will support the curriculum focus of the City schools.

<u>Outreach</u>

Background

The City has responsibilities that go beyond its local authority remit in the areas of culture, the arts, history and the environment. It has a high concentration of arts and cultural organisations, creating an economic cluster recently judged to be worth over £200m to both the Square Mile and the wider London area. It is a steward of historical collections that have been formally designated as being of international significance and manages a significant number of historical and architectural buildings. Across London, the City has responsibility for 11,000 acres of open spaces which include various commons, heath and forest land, parks, gardens and a cemetery. These assets and activities are used and enjoyed by many audiences and as centres of learning and community engagement, they work with schools and young people to educate and inspire over 500,000 people every year.

These activities are well advertised across the London boroughs and various parts of the City have developed distinctive offerings suited to the opportunities they provide. For example, in the cultural sector the London Metropolitan Archives use their collections to bring history and social issues alive for many thousands of school pupils from every London borough each year, which included over 3,000 pupils in 98 onsite sessions in 2012/13. The Barbican Centre and the Guildhall School have formulated effective partnerships with City fringe and East London boroughs to provide outreach for hard to reach and culturally deprived areas. In 2012/13 The Barbican and Guildhall School Creative Learning team worked with 18,500 people as part of the Barbican and Guildhall School's programme.

The Museum of London, jointly sponsored by the GLA and the City Corporation, regards schools as a key audience and expanding the Museum's offer to schools is one of their key strategic priorities, with an aim to engage with every school child across London. It runs curriculum-based programmes that cater for both primary and secondary education, including in archaeology, art, citizenship, classical studies, English, geography and history. The learning section of the Museum's website reaches 1.5million views every year and in 2012/13, approximately 106,000 pupils visited the Museum and the Museum of London Docklands.

Furthermore the City-owned open spaces, such as Epping Forest and Hampstead Heath already have established education programmes, focusing on the environment, recreation and protecting the natural environment. These programmes, funded primarily through charitable grants, are popular with schools and reach out to thousands of children every year. These programmes are interactive and extend across many open space sites. Moreover, the open spaces also host apprenticeship and volunteering opportunities where training is provided on a multitude of areas, including conservation, surveying, and education and visitor services.

The City also plays a pivotal role in ensuring schools throughout London have access to sporting facilities on its open spaces, such as those on Wansted Flats. Providing this infrastructure has a positive effect on both the hundreds of school children that have access to it, and the local communities that are using it to provide opportunities for football, cricket, rugby and other sports. In maintaining these

facilities the City is able to provide these opportunities that may not exist if it becomes derelict.

The Economic Development Office brokers volunteering opportunities for City business and City employees within schools in neighbouring boroughs, such as mentoring pupils or providing literacy and numeracy support.

Delivering these programmes is vitally important to retaining and enhancing the quality of the City's outreach offer. In general these activities are funded from the core grant of the service areas and may therefore come under pressure as funding for the service areas is reviewed. Some of the funding for these programmes is additionally delivered through grants. Having an understanding of what funding is available is an integral part of ensuring that the City can maintain this provision.

Vision

The City is committed to using its outstanding cultural, heritage, open and recreational assets to enrich the education of children both in City schools and across London. This includes communicating the offer to every London school, and the City schools in particular, to increase awareness of the programmes on offer. To enhance the offer to schools, the City will open access to joint programmes that bring these different activities together.

Through providing community facilities the City will pay a vital role in supporting London boroughs to be able to offer a wide variety of activities. This will strengthen the City's links with local authorities throughout London and offers an opportunity to make an impact to children and young people beyond the classroom.

Recommendations

Improve internal awareness of the educational outreach programmes available to schools across the City

- City departments to collate information on the take-up of their educational offering to City schools, and to schools across London, and provide an annual report to the overarching education body.

Improve the co-ordination of the educational offer across the City's activities

- Review the grant applications being submitted for outreach programmes to identify duplications and opportunities for more collaboration on applications.
- Support the provision of sporting facilities for schools in the City-owned open spaces.
- Use the information on current outreach programmes to identify gaps and duplications in the City's educational outreach activities.
- Establish an officer forum consisting of representatives from the Barbican Centre, Open Spaces and Culture, Heritage and Libraries departments, and the Economic Development Office, to discuss opportunities for school programme collaboration, increase communication to City schools, and to avoid duplication of grant applications.

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Increase the effectiveness of educational outreach programmes to the City schools

- The City's cultural institutions and open spaces should specifically target the City's family of schools and those schools attended by a high proportion of children resident in the Square Mile.

Increase the take-up and impact of City educational outreach programmes across London

- Develop a section of the website specifically for teachers and schools that promote City educational outreach programmes, ensuring that London boroughs and other relevant local authorities are made aware of it.

<u>**From Education to Employment**</u>

Background

London's unemployment rate is currently 8.6% compared with a UK figure of 7.8%. Almost one third of London's unemployed people are aged 16-24. Studies show a significant mismatch between the career aspirations of young people and the reality of the labour market and that they lack the connections with people who can help them achieve an insight into those careers or how to achieve them.

The City of London attracts the best people to work in some of the world's most high profile companies. The City is committed to providing opportunities for young people to develop the skills that will help people into employment and to achieve their goals. This philosophy extends beyond the City boundary into fringe boroughs and throughout London. This support is broken down into two areas:

1. Schools based support - helping students make the transition from education to employment.

   In 2012 around 1,700 school pupils were introduced to future employment opportunities in the City of London through initiatives such as work experience in and taster visits to City offices, Careers Academy UK, and support for Teach First. Through its Corporate Responsibility programme the City also sends volunteers to schools and celebrate excellence in community engagement through the Lord Mayor's Dragon Awards.

2. Post-education training - providing training opportunities to boost employment opportunities for people outside of statutory education.

   In 2012 training was provided for around 3,800 residents; almost 410 people from the City and neighbouring boroughs were helped into work; around 110 local school leavers were helped into prestigious paid work placements in firms based in the Square Mile; and 15 City of London residents into work through the City STEP programme. In addition, the City actively supports apprenticeships that offer nationally accredited qualifications and a minimum of a twelve month employment contract. In 2012/13 40 young adults completed an apprenticeship, whilst a new traineeship programme preparing people for the demands of an apprenticeship is underway. Organisations such as City and Guilds also provide training and pathways to employment programmes which provide young people with opportunities to gain accredited qualifications. Through these programmes the City works in close partnership with over 1,000 businesses, including UBS, KPMG and Standard Chartered.

Vision

The City is committed to providing opportunities for all young people in the City of London and neighbouring London boroughs to access a wide range of training and employability initiatives to raise aspirations and increase their chances of getting a job. This will be through opening up opportunities for schools to interact with

businesses to develop an understanding of the workplace. The City of London should be at the forefront of enhancing employability as well as a place to do business. It should therefore lead the way in providing high quality apprenticeships and training courses, reducing the number of young people not in employment, education or training. As the requirement for all people up to the age of 18 to be in education, training or employment is implemented, the City should be best placed to provide support not only for its residents and pupils, but also pan-London as part of a coordinated approach to tackle youth unemployment.

Recommendations

All City employability programmes and initiatives are integrated and focused on the City's priorities

- Explore how best to join up the City's range of employer-facing employability activities to ensure that a coordinated approach is adopted across the various programmes.
- Review the membership of the City's Employability Group to meet the changing needs in this area.

Raise awareness among the City of London business community, specifically small and medium sized enterprises, of the value of and need for business engagement in improving the employability of young people

- Develop a communications plan to increase engagement with City of London-based employers and SMEs, with a focus on communicating Government funding and incentives available to employers.

Identify gaps in the provision of education-business link activity across London and explore ways to improve and sustain this provision

- Commission a review of gaps in the provision of education-business link activity, to include recommendations as to how the City could improve on the current provision and identify new areas to target.
- Implement recommendations from the above review.

Raise awareness of the extent of employability provision provided by the City amongst schools in the neighbouring boroughs, with a specific focus on the City academies

- Develop promotional materials covering the 'ladder' of aspiration-raising and employability provision provided by the City Corporation and communicate this to the City schools and neighbouring boroughs.
- Monitor and review programme achievements and communicate this to the City schools and schools in neighbouring boroughs as appropriate.

The Education Strategy Working Party

The Education Strategy Working Party (ESWP) was established to undertake a review of the City Corporation's education contribution and devise an education strategy that promotes high quality education.

The group was made up of Members from the City of London Court of Common Council and independent members from different education sectors. These included higher education, academies and the City livery.

Over the course of a three-month consultation period the group took evidence of the City Corporation's education activities, including: local authority statutory provision, schools, outreach programmes, and employability and training initiatives.

This Strategy sets out the priorities of the ESWP following the consultation process and outlines recommendations that will shape the Corporation's education activity over the next three years.

The Chairman would like to thank all the members of the ESWP and officers who have supported it for the hard work and commitment they have put in to creating this strategy. This thanks is extended to all those who gave evidence to the group, showcasing the variety of activity undertaken across the organisation; activities that will continue to go from strength to strength.

The work of the ESWP would not have been undertaken without the contributions from, and meetings with, those organisations that have helped shape the City's education portfolio:

- Academy school host boroughs
- Christ's Hospital School
- The City Academy, Hackney
- The City of London Academy Islington
- The City of London Academy
- The City of London Freemen's School
- The City of London School
- The City of London School for Girls
- City University
- Departments of the City of London Corporation
- The Haberdashers Company
- King Edward's School, Witley
- KPMG
- Prior Weston Primary School
- Redriff Primary School
- The Sir John Cass Foundation
- The Sir John Cass Foundation Primary School
- The United Westminster Schools Foundation
- United Learning Trust
- University College London

Membership of the Education Strategy Working Party

Catherine McGuinness – Chairman
Ade Adetosoye
John Bennett
Roy Blackwell – United Westminster Schools Foundation
Jude Chin – Specialist Schools and Academies Trust/Academy school governor
Billy Dove
The Revd. Dr Martin Dudley
Marianne Fredericks
Sir Malcolm Grant – University College London
David Graves
Gordon Haines
Peter Lisley
Virginia Rounding
Ian Seaton
Dr Giles Shilson
David Taylor – Livery Schools Link

Committee(s)	Dated:
Privileges Committee of the Court of Aldermen – For Decision	08 July 2015
Education Board – For Information	23 July 2015
Subject: Application from City University London to join the University of London federation	**Public**
Report of: Town Clerk	**For Decision**

Summary

The City University London intends to apply to join the University of London federation as a self-governing college. The reason for this application is to demonstrate nationally and internationally that City University London's profile has increased significantly over the years. Becoming part of the University of London federation, with its excellent research reputation, will confirm City University's status and allow for further development and collaboration. As a result of joining the University of London, City University will cease to be a university in its own right. In accordance with this application, a name change and alteration to the Rt. Hon. The Lord Mayor's title from Chancellor to Rector would be required. This report provides details of the proposed changes.

Recommendation(s)

Members are asked to:

- Note the City University London's application to join the University of London federation;
- Note the City University London's proposal to change its name to either "City University of London" or "City, University of London"; and
- Approve the change of the Lord Mayor's title from Chancellor to Rector.

Main Report

Background

1. The City University London has approached the City of London Corporation for its comments following the decision by its Council to proceed with an application to join the University of London federation. The reason for this application is to demonstrate nationally and internationally that City University London's profile has increased significantly over the years by joining the University of London federation, with its excellent research reputation. This opportunity would allow further development and collaboration with other institutions within the federation.

2. The acceptance of City University London's application to join the University of London federation is dependent on City University ceasing to be a University and becoming a College of the University of London instead. Although the colleges within the University of London federation operate largely as self-governing universities, a University cannot exist within a University under current Government policy.

3. In constitutional terms, the City University London would retain its Charter and Statutes and remain autonomous and self-governing but a name change would be required to become a College of the University of London federation. The University of London would play no part in the City University's governance, employment or staff, or pastoral relationship with its students.

4. Colleges of the University of London are also not permitted to retain their own Chancellor, a position that is current held by the Rt. Hon. The Lord Mayor for the City University London. The University has, therefore, considered an alternative title to that of "Chancellor" and have suggested that should be amended to "Rector" to reflect the ambassadorial role of the Lord Mayor. The role of the Lord Mayor and the relationship between the City of London Corporation and the Institution would remain unchanged.

Proposals

5. After careful consideration, that City University London is proposing that its name be changed so that it is known as "City University of London" or "City, University of London" and the Lord Mayor's title as Chancellor be also changed to "Rector" as part of the Institution's application to join the University of London federation.

6. It should be noted that the University has assured the City Corporation that these changes will not affect the way in which it functions or operates, including the Court of the University, and the City Corporations rights to nominate three representatives on to the Court will be retained.

Conclusion

7. This report provides details of the relevant implications of the City University London's application to become a self-governing College of the University of London federation. City University cannot retain its own Chancellor whilst being a College of the University of London. However, the Lord Mayor as Rector will enable the relationship between City University and the City of London Corporation to be retained. City University's Charter and Statutes will also be amended to allow it to become a College by changing its name to City University of London or City, University of London, as it cannot remain a University in its own right.

Appendices

- None

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