



Education Board

Date: THURSDAY, 12 JANUARY 2017

Time: 3.00 pm

Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

Members: Deputy Catherine McGuinness (Chairman)
Henry Colthurst (Deputy Chairman)
Randall Anderson
Deputy John Bennett
Sheriff & Alderman Peter Estlin
The Lord Mountevans
Stuart Fraser
Christopher Hayward
Ann Holmes
Virginia Rounding
Sheriff & Alderman William Russell
Ian Seaton
Roy Blackwell (United Westminster Schools)
Tim Campbell (Bright Ideas Trust)
Helen Sanson (Tower Hamlets Education Business Partnership)
Veronica Wadley (Arts Council England)

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

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

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
 - a) Standing Declarations (Pages 1 - 2)
3. **MINUTES AND ACTION SHEET**

To agree the public minutes and summary of the meeting held on 10 November 2016.

For Decision
(Pages 3 - 12)
4. **SUB COMMITTEE MINUTES**

For Information

 - a) **Nominations Sub (Education Board) Committee** (Pages 13 - 14)

To receive the minutes of the meeting held on 29 November 2016.
 - b) **Education Charity Sub (Education Board) Committee** (Pages 15 - 20)

To receive the minutes of the meeting held on 12 December 2016.
5. **ANNUAL REVIEW OF REVIEW OF TERMS OF REFERENCE**

Report of the Town Clerk.

For Decision
(Pages 21 - 24)
6. **RESOLUTION OF THE POLICY AND RESOURCES COMMITTEE REGARDING THE APPOINTMENT OF SUB COMMITTEE CHAIRMEN**

To consider a resolution of the Policy and Resources Committee.

For Decision
(Pages 25 - 26)
7. **PROPOSED BUDGET ALLOCATION FOR FINANCIAL YEAR 2017/18**

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

For Information
(Pages 27 - 32)

8. **APPOINTMENT OF STRATEGIC EDUCATION AND SKILLS DIRECTOR**

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

For Decision
(Pages 33 - 52)

9. **SCHOOL PARTNERSHIP EVENTS**

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

For Information
(Pages 53 - 54)

STRATEGIC OBJECTIVE 1: We will ensure that the City Corporation's outstanding cultural and historical resources enrich the creative experience of London's learners

10. **BARBICAN AND COMMUNITY LIBRARIES SERVICES FOR CHILDREN AND FAMILIES**

Report of the Director of Culture, Heritage and Libraries.

For Information
(Pages 55 - 66)

11. **OPEN SPACES LEARNING PROGRAMME**

Report of the Chamberlain and the Director of Open Spaces.

For Information
(Pages 67 - 74)

STRATEGIC OBJECTIVE 2: We will ensure that all existing education providers are deemed 'outstanding' within three years and that there is continued development of excellent further, adult and higher education opportunities. Any new school, academy or other providers will be expected to be judged 'outstanding' within three years of joining the City Corporation's education portfolio.

12. **FINANCIAL SCRUTINY OF CITY OF LONDON ACADEMIES TRUST ACADEMIES**

Report of the Chief Executive Officer, City of London Academies Trust.

For Decision
(Pages 75 - 82)

13. **CITY OF LONDON ACADEMIES TRUST POTENTIAL FINANCIAL RISKS**

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

For Information
(Pages 83 - 86)

14. **CITY OF LONDON ACADEMIES TRUST ENDOWMENT**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 87 - 90)
15. **ACADEMIES RISK REGISTER**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 91 - 96)
16. **EXAMINATION SCRUTINY MEETINGS**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 97 - 106)
17. **PRIORITISATION**
Report of the Chief Executive Officer, City of London Academies Trust.
- For Decision**
(Pages 107 - 110)
18. **LOCAL GOVERNING BODY GOVERNANCE FOR CITY OF LONDON ACADEMIES TRUST SCHOOLS**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 111 - 126)
19. **APPOINTMENT OF GOVERNOR TO THE CITY ACADEMY, HACKNEY**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 127 - 130)
20. **MENTAL HEALTH IN CITY SCHOOLS**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 131 - 134)

STRATEGIC OBJECTIVE 3: We will ensure that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers.

21. CITY BRIDGE TRUST PROJECTS SUPPORTING YOUNG LONDONERS INTO EMPLOYMENT

Report of the Chief Grants Officer, The City Bridge Trust.

For Information
(Pages 135 - 138)

22. CITY OF LONDON APPRENTICESHIPS

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

For Information
(Pages 139 - 142)

23. ECONOMIC DEVELOPMENT UPDATE - EMPLOYABILITY

Report of the Director of Economic Development.

For Information
(Pages 143 - 146)

24. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

25. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

26. 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

Part 2 - Non-Public Agenda

27. NON-PUBLIC MINUTES

To agree the non-public minutes of the meeting held on 10 November 2016.

For Decision
(Pages 147 - 150)

28. **OUTREACH AT THE CITY OF LONDON FREEMEN'S SCHOOL**

For Decision

- a) **Resolution of the Board of Governors of the City of London Freeman's School** (Pages 151 - 152)

To consider a resolution of the Board of Governors of the City of London Freeman's School.

- b) **Outreach Report of the City of London Freeman's School** (Pages 153 - 158)

Report of the Headmaster.

STRATEGIC OBJECTIVE 2: We will ensure that all existing education providers are deemed 'outstanding' within three years and that there is continued development of excellent further, adult and higher education opportunities. Any new school, academy or other providers will be expected to be judged 'outstanding' within three years of joining the City Corporation's education portfolio.

29. **ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

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

For Information
(Pages 159 - 164)

30. **ANNUAL REPORT VIRTUAL SCHOOL HEADTEACHER ACADEMIC YEAR 2015/16**

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

For Information
(Pages 165 - 174)

31. **CITY OF LONDON PRIMARY ACADEMY SOUTHWARK - PHASE 1 & 2 - GATEWAY 5**

Report of the City Surveyor.

For Information
(Pages 175 - 186)

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

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

Education Board Standing Declarations – 2016/17

Deputy Catherine McGuinness

City of London Academies Trust
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
The Worshipful Company of Educators

Henry Colthurst

Board of Governors, Mossbourne Parkside Academy
Board of Mossbourne Federation
Member of Court of the Worshipful Company of Grocers

Randall Anderson

Board of Governors of the City of London School for Girls
Committee of Aldermanic Almoners, Common Council Governors and Donation
Governors of Christ's Hospital
Member – Varndean Corporation (Governor; Sixth Form College)

Deputy John Bennett

Barbican Centre Board
Board of Governors of the City of London Freeman's School
Board of Governors of the Guildhall School of Music and Drama

Alderman Peter Estlin

Bridewell Royal Hospital - King Edward's School, Witley
Trustees of the Emanuel Hospital Trust
Barclays LifeSkills, Senior Advisor
Guildhall Advisory Board (Business & Law Faculty of City University)
The Worshipful Company of International Bankers
The Worshipful Company of Educators

Alderman The Lord Mountevans

Council of Almoners, Christ's Hospital
Trustee, St Paul's Chorister Trust

Stuart Fraser

Board of Governors of the City of London Freeman's School
Board of Governors of the City of London School for Girls
Board of Governors of the City of London School
Barbican Centre Board

Christopher Hayward

City of London Academies Trust

Bridewell Royal Hospital

City of London School for Girls

Member of the Court of The Worshipful Company of Pattenmakers

Ann Holmes

City of London School for Girls

Virginia Rounding

None

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

Trustees of the Emanuel Hospital Charitable Trust

Ian Seaton

Board of Governors City of London Freeman's School

Board of Governors City of London School

Board of Governors City of London School for Girls

Board of Governors Bridewell Royal Hospital

Donation Governor Christ's Hospital

Roy Blackwell

City of London Academies Trust

United Westminster Schools

Tim Campbell

Bright Ideas Trust

Board of Governors, St. Bonaventure's School

Helen Sanson

Tower Hamlets Education Business Partnership

Veronica Wadley

Yehudi Menuhin School

Arts Council England

Mayor's Music Fund

EDUCATION BOARD

Thursday, 10 November 2016

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor
West Wing, Guildhall on Thursday, 10 November 2016 at 3.00 pm

Present

Members:

Deputy Catherine McGuinness (Chairman)	Christopher Hayward
Henry Colthurst (Deputy Chairman)	Ian Seaton
Deputy John Bennett	Tim Campbell
Randall Anderson	Veronica Wadley
Sheriff & Alderman Peter Estlin	Ann Holmes
Sheriff & Alderman William Russell	

Officers:

Alistair MacLellan	-	Town Clerk's Department
Stephanie Basten	-	Town Clerk's Department
Mark Jarvis	-	Chamberlain's Department
Anne Pietsch	-	Comptroller & City Solicitor's Department
Emily Rimington	-	Comptroller & City Solicitor's Department
Ade Adetosoye	-	Director of Community and Children's Services
Mark Emmerson	-	Education Strategy Director
Gerald Mehrstens	-	Community & Children's Services
Jeanne Barnard	-	Community & Children's Services
Tizzy Keller	-	Community & Children's Services

1. APOLOGIES

Apologies were received from The Rt Hon The Lord Mayor, The Lord Mountevans, Stuart Fraser, Virginia Rounding, Roy Blackwell and Helen Sanson.

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

Deputy Catherine McGuinness declared a non-pecuniary interest in Item 14 (Grant Funding for Christ's Hospital and King Edward's School Witley) and noted she would pass the Chair to Henry Colthurst for that item.

Randall Anderson, Alderman Peter Estlin, Christopher Hayward and Ian Seaton declared non-pecuniary interests in Item 14.

3. MINUTES

The minutes of the meeting held on 15 September 2016 were approved as a correct record.

Matters Arising

City of London Academies Trust Deputy Chairman

The Chairman noted that COLAT would be appointing a Deputy Chairman in the room of Henry Colthurst at its December meeting.

3.1 Action Sheet

The action sheet was received. In response to a request, the Town Clerk agreed to seek a date for the Annual Governor conference as soon as possible, on the understanding that it should be convened from April 2017.

RECEIVED

4. EDUCATION STRATEGY UPDATE REPORT

Members received an Education Strategy Update report of the Director of Community and Children's Services and the following points were made.

- The School Visits Fund had been very successful to date.
- Tower Bridge, a member of the Learning and Engagement Forum, had recently been awarded the Sandford Award 2016 for Heritage Education.
- TechCity and Fintech should be included in the employability theme of the strategy.
- Consideration should be given to apprenticeships given recent research suggested apprenticeships did not necessarily lead to long term employment. In response the Director of Community and Children's Services noted that a paper on apprenticeships would come to the Board at its January meeting.
- The Government was consulting on the Apprenticeship Levy next month, and the City should consider making a representation.

In closing the item, the Education Strategy Director provided an update on recent activity by the City of London Academies Trust in his capacity as Chief Executive Officer of the Trust. He noted that Highgate Hill had received 249 applications for 190 places. The school was an excellent example of partnership between Islington Primary and City of London School for Girls. Members made the following comments.

- The mix of independent schools and academies in the City's education offer was felt to be a strength.
- The City should consider applying the expression 'Family of City Schools' to any school to which it appointed governors.

RECEIVED

5. **EDUCATION TO EMPLOYMENT UPDATE**

Members received an update report of the Director of Economic Development on education to employment and the following points were made.

- There was potential for the Economic Development Office to include the Livery and further corporates in its existing employability work.
- The Board should seek to influence City businesses to offer more work experience.
- The Town Clerk agreed to circulate a copy of the Livery in Education 2016.
- A further employability update should come back to the Board at a future meeting.

RECEIVED

6. **UN-VALIDATED PROGRESS DATA FOR CITY SCHOOLS 2016**

Members received a report of the Director of Community and Children's Services on un-validated progress data for City Schools 2016. Members noted the high levels of progress, and suggested that the provision of similar data from the independent schools would provide a useful overview across the Family of City Schools.

RECEIVED

7. **CAPITAL PROJECTS STATUS REPORT**

Members received an update report of the Director of Community and Children's Services on capital projects. The Education Strategy Director noted that Shoreditch Park had now been upgraded to Green.

RECEIVED

8. **REVENUE BUDGETS 2017/2018**

Members considered a report of the Chamberlain and the Director of Community and Children's Services on Revenue Budgets 2017/18. The Chamberlain noted that there was a £275k uplift consisting of increased funding for new City academies. The Chairman added that consideration was being given – out with the revenue budgets for 2017/18, for further monies being made available to the City of London Academies Trust to allow the Trust to build up a reserve.

RESOLVED, that

- The revenue budgets 2017/18 be submitted to the Finance Committee;
- The Chamberlain be authorised to revise those budgets to allow for further implications arising from any specific allocation of funding for academies and Central Support Services.

9. **CITY OF LONDON ACADEMIES TRUST LOCAL GOVERNING BODY GOVERNANCE STRUCTURES, AND APPOINTING GOVERNORS**

Members considered a report of the Director of Community and Children's Services on the City of London Academies Trust Local Governing Body governance structures and the appointment of governors. The following comments were made:

- a clear process for the appointment of Local Governing Body Governors needs to be agreed and should include endorsement or approval of the appointees by the City. The process should also include arrangements for identifying potential candidates and for CoLAT's consultation with the City on the appointments.
- In developing a pool of candidates for governing body vacancies, the City should be mindful of the Livery and City businesses. One avenue for identifying Livery candidates would be the Livery Schools Link.
- Any non-Common Council members who were candidates for City sponsor appointments should undergo some form of interview and evaluation.
- Each Local Governing Body should make explicit what skills and experience they were looking for in potential candidates. Terms of appointment should mirror the school year.
- The City should provide governor training.
- The City could consider giving preference to Aldermen and Common Councilmen for any sponsor vacancies on Local Governing Bodies.

RECEIVED

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

There were no questions.

11. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
City Appointed Governor – City Academy Hackney

The Chairman noted that a candidate had been identified for the City appointed governor vacancy on the Board of the City Academy Hackney. She noted that the candidate's application had been circulated to Members outside of the meeting and further provided as a tabled paper. Members unanimously agreed that Anuja Dhir should be appointed for a four year term.

RESOLVED, that Anuja Dhir be appointed as a City of London Corporation sponsor governor of City Academy Hackney for a four year term.

Chairmanship of City Academy Hackney

The Chairman noted that she had been serving as interim Chair of City Academy Hackney until such time the academy co-sponsor KPMG identified a candidate to serve as Chair of the governing body. A KPMG candidate had now

been identified, and so the Chairman requested the endorsement of the Education Board for that candidate to be appointed Chair of the City Academy Hackney Governing Body at the end of the school year 2016/17 and the re-alignment of the rotation of the Chair of the City Academy Hackney.

RESOLVED, that the term of the KPMG candidate for Chair of City Academy Hackney governing body be brought forward one year, to commence in time for the 2017/18 school year and the rotation of the Chair of the City Academy Hackney be re-aligned .

12. **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.

13. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 15 September 2016 were approved as a correct record.

14. **GRANT FUNDING FOR CHRIST'S HOSPITAL AND KING EDWARD'S SCHOOL WITLEY**

Henry Colthurst took the chair for the duration of this item.

Members considered a report of the Town Clerk on grant funding for Christ's Hospital and King Edward's School Witley.

During the course of the item, Members agreed to extend the duration of meeting, as per Standing Order (40), until all items of business had been dealt with.

15. **ACTION TAKEN SINCE THE LAST MEETING**

Members received a report of the Town Clerk detailing action taken since the last meeting.

RECEIVED

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

There were no questions.

17. **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 5.20 pm

Chairman

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

Education Board – Outstanding Actions
12 January 2016

Date	Action	Officer responsible	Progress Update
10 November 2016	Report on apprenticeships to be submitted to January 2017 meeting.	Director of Community and Children's Services	Report at January 2017 Board meeting.
10 November 2016	Livery in Education 2016 to be circulated to the Board.	Town Clerk	Completed.
10 November 2016	Report on Education to Employment to be submitted to future Board meeting.	Director of Economic Development	Report at May 2017 meeting.
10 November 2016	Independent schools to be requested to share progress data with a view to a report on progress data across the Family of City Schools to be produced.	Education Strategy Director	Update at January 2017 meeting.
10 November 2016	Report on City of London Academies Trust Local Governing Body governance to be submitted to Trust Board.	Education Strategy Director	Report to be submitted to 6 December Trust Board meeting and 12 January 2017 Education Board meeting.

Date	Action	Officer responsible	Progress Update
10 November 2016	Anuja Dhir and City Academy Hackney to be notified of Ms Dhir's appointment as City sponsor governor of the academy.	Town Clerk	Completed.
10 November 2016	KPMG to be notified of the City's decision to bring forward KPMG-as-Chair arrangement for the 2017/18 school year.	Town Clerk	Completed.
10 November 2016	Resolution on grant funding for Christ's Hospital and King Edward's School Witley to be submitted to Resource Allocation Sub and Policy and Resources Committee.	Town Clerk	Completed.
15 September 2016	Interrelationship between cultural strand of education strategy and content for Cultural Hub to be clarified.	Town Clerk	Report to May 2017 meeting.
15 September 2016	Annual Conference for City Governors to be convened.	Education Strategy Director	Due May 2017.

Date	Action	Officer responsible	Progress Update
15 September 2016	Report to be provided development of COLAT governance to date should come back to the Board, along with COLAT's scheme of delegation and accountability framework.	Education Strategy Director	Report to May 2017 meeting once COLAT has conducted its one-year evaluation.
15 September 2016	Report to be provided on mental health support in family of schools	Town Clerk	Report to January 2017 Board meeting.
15 September 2016	Delegated Authority to appoint sponsor governor to the Shoreditch Park Local Governing Body	Town Clerk	Outstanding.
21 July 2016	Report to be submitted to Education Board outlining work undertaken by Learning & Engagement Forum and links with Cultural Hub.	Director of Community and Children's Services	Report to M 2017 meeting.
21 July 2016	STEM report to be circulated to school governing bodies; STEM highlighted with forthcoming Lord Mayors; report on STEM engagement in City Schools to be submitted to Education Board in July 2017.	Director of Community and Children's Services	Report to July 2017 meeting.

Date	Action	Officer responsible	Progress Update
21 July 2016	Education Charity Sub Committee to review eligibility criteria and make recommendations on any amendments in advance of 2017/18 funding cycle.	Town Clerk	Education Charity Sub Committee met on 12 December 2016 and requested officers draw up revised criteria for consideration by Board in May 2017.
3 March 2016	Themed discussion breakfasts to be convened for the Education Board.	Town Clerk	Outstanding.

NOMINATIONS SUB (EDUCATION BOARD) COMMITTEE

Tuesday, 29 November 2016

**Minutes of the meeting of the Nominations Sub (Education Board) Committee
held at the Guildhall EC2 at 10.00 am**

Present

Members:

Deputy Catherine McGuinness (Chairman)	Christopher Hayward
Henry Colthurst (Deputy Chairman)	Virginia Rounding
Randall Anderson	

Officers:

Alistair MacLellan	- Town Clerk's Department
Mark Emmerson	- Education Strategy Director
Jeanne Barnard	- Education Policy Officer
Tirza Keller	- Policy Support Officer

1. APOLOGIES

Apologies were received from Alderman & Sheriff William Russell.

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

Catherine McGuinness declared a non-pecuniary interest in Item 4 (Review of Board Membership) as she was a director on United Westminster Schools, of which Roy Blackwell was Chief Executive.

3. MINUTES

The minutes of the meeting held on 23 June 2016 were approved as a correct record.

4. REVIEW OF BOARD MEMBERSHIP

4.1 Review of Term Limits

The respective term limits of Roy Blackwell (2017) Helen Sanson (2018) Tim Campbell (2019) and Veronica Wadley (2020) were noted.

4.2 Review of Skills

Members reviewed a skills matrix for the Board and noted that public relations and communications was an obvious gap in skills.

4.3 **Consideration of Future Membership**

The Chairman noted that co-opted membership of the Board should reflect the three strands of the Education Strategy, and that arguably at the moment a gap existed in the 'Excellent Education' strand.

Members noted that co-opted Members at present offered lot of expertise in skills, an area over which the Board had little control at present.

Members further noted that two Board Members were now Sheriffs and would therefore face time pressures on their respective diaries during 2016/17.

5. **QUESTIONS**

There were no questions.

6. **ANY OTHER BUSINESS**

There was no other business.

7. **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.

8. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 23 June 2016 were approved as a correct record.

9. **NON-PUBLIC QUESTIONS**

There were no non-public questions.

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

There was no other business.

The meeting closed at 10.20 am

Chairman

Contact Officer: alistair.maclellan@cityoflondon.gov.uk

EDUCATION CHARITY SUB (EDUCATION BOARD) COMMITTEE

Monday, 12 December 2016

Minutes of the meeting of the Education Charity Sub (Education Board) Committee held at Committee Rooms, West Wing, Guildhall on Monday, 12 December 2016 at 2.30 pm

Present

Members:

Deputy Catherine McGuinness (Chairman) Ann Holmes
Deputy John Bennett Philip Woodhouse

Officers:

Philippa Sewell	-	Town Clerk's Department
David Farnsworth	-	Chief Grants Officer
Jack Joslin	-	The City Bridge Trust
Scott Nixon	-	The City Bridge Trust
Karen Atkinson	-	Chamberlain's Department
Anne Pietsch	-	Comptroller and City Solicitor's Department
Emily Rimington	-	Comptroller and City Solicitor's Department
Mark Emmerson	-	Education Strategy Director
Jeanne Barnard	-	Community & Children's Services Department

1. APOLOGIES

Apologies were received from the Deputy Chairman Henry Colthurst, Randall Anderson, John Fletcher, and Deputy Bill Fraser.

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

Deputy John Bennett and Ann Holmes declared a non-pecuniary interest in respect of the Guildhall Art Gallery by virtue of their membership of the Culture, Heritage and Libraries Committee.

More generally, Deputy Catherine McGuinness declared a non-pecuniary interest as Chairman of the City of London Academies Trust and a Governor of The City Academy, Hackney.

Deputy John Bennett declared a non-pecuniary interest as Chairman of the Board of Governors of the Guildhall School of Music and Drama.

Ann Holmes declared a non-pecuniary interest as the Chairman of City of London Academy Islington and a Governor of the City of London School for Girls.

RESOLVED – That a note of standing declarations be attached to future agendas.

3. **TERMS OF REFERENCE AND FREQUENCY OF MEETINGS**

RESOLVED – That the Sub-Committee's terms of reference be noted.

4. **CENTRAL GRANTS**

Officers provided an update on the Central Grants Programme which had launched in August 2016 with an online portal and new application process. Members noted there were four strategic funding themes: Inspiring London through Culture; Enjoying Green Spaces and the Natural Environment; Stronger Communities; and Education and Employment; with this Sub-Committee overseeing the application of funds under the latter.

Members noted that Senior Grants Officer Jack Joslin had been seconded from the City Bridge Trust to oversee the Central Grants Programme and ensure a robust and standardised approach to grant making was being made across the Corporation, and that Members' feedback about the process, level of detail given and its presentation was welcomed.

RESOLVED – That the report be noted.

5. **GRANT RECOMMENDATION REPORT - CITY EDUCATIONAL TRUST FUND, COMBINED EDUCATION CHARITY**

The Sub-Committee received a report of the Chief Grants Officer summarising the grant recommendations for the Combined Education Charity and the City Educational Trust Fund under the existing eligibility criteria. Members were advised that the National Campaign for the Arts (Charity) Limited had since withdrawn its application.

Members expressed reservations about the effectiveness of the current criteria and noted that they were due to consider adopting a revised funding policy and eligibility criteria in the next item. Members noted that unsuccessful applicants would have an opportunity to receive feedback on their applications. Members discussed the need for feedback from successful grantees and agreed that this should continue in some form, proportionate to the size of the grant. Members noted that, as a result of the Grants Review, some charities which had historically received funding from the Corporation now fell outside the Central Grants Programme and would be reviewed by the Finance Grants Oversight and Performance Sub Committee.

RESOLVED – That:

- (a) the Central Grants Programme assessment process, eligibility criteria and budget be noted; and
- (b) the following applications be considered:

Combined Education Charity

- | | |
|--|---|
| • Applicants A
APPROVED - £3000 be granted. | • Applicant C
APPROVED - £3000 be granted. |
| • Applicant B
APPROVED - £3000 be granted. | • Applicant D
APPROVED - £3000 be granted. |

- **Applicant E**
APPROVED - £3000 be granted.
- **Applicant F**
APPROVED - £3000 be granted.
- **Applicant G**
APPROVED - £3000 be granted.
- **Applicant H**
APPROVED - £2000 be granted.
- **Applicant I**
APPROVED - £2000 be granted.
- **Applicants J-M**
RESOLVED – That the applications be rejected.
- **Applicant N**
RESOLVED – It be noted that the application had been withdrawn.

The City Educational Trust Fund

- **Friends of the Guildhall Art Gallery**
APPROVED - £6,000 towards the bursary cost of the Conservators Internship at the Guildhall Art Gallery for the September 2017 intake.
- **National Campaign for the Arts (Charity) Limited**
RESOLVED - That it be noted that the application had been withdrawn.
- **Queen Mary University of London**
APPROVED - £8,500 to support the running costs of two Science, Technology, Engineering and Maths (STEM) Summer Schools in 2017 for 30 year 10 students from across London.
- **Prisoners of Conscience (PoC) Appeal Fund**
RESOLVED – That the application be rejected.
- **Mount Carmel Catholic College for Girls**
RESOLVED – That it be noted that the application had been withdrawn.

6. **DEVELOPMENT OF POLICY TO GUIDE APPLICATION OF CHARITABLE FUNDS - CITY EDUCATIONAL TRUST FUND, COMBINED EDUCATION CHARITY**

The Sub-Committee received a report of the Chief Grants Officer regarding the review of eligibility criteria for the Combined Education Charity and the City Educational Trust Fund and the possibility for alignment with the City of London Corporation's Education Strategy 2016-2019.

At the July 2016 Education Board meeting Members agreed that the existing eligibility criteria for the Combined Education Charity and City Educational Trust Fund would remain in place until March 2017. Members noted that these criteria were no longer considered to provide the most effective framework to guide the application of each charity's limited funds and needed to be refined so they support the efficient and effective operation of the charities to achieve the charities' objects.

The City's Education Strategy objectives were noted and it was considered that alignment of the criteria with the City's Education Strategy could allow the charities' limited funds to have a greater impact

Members discussed the report in detail and considered various options for shaping the eligibility criteria, including the following points:

- The eligibility criteria should focus on the impact of any grants and the level of need of the beneficiary.
- The same eligibility criteria should be used for both charities.
- The cost of administration was proportionately higher for individual grants, but nevertheless there was still value in them and they should not be excluded. As such, priority should be given to groups but exceptional applications from individuals should also be considered.
- Flexibility was needed; instead of limiting on the types of applicants who can apply, focus should be on the outcome and need.
- The eligibility criteria should have enduring relevance but not become outdated; criteria should therefore be reviewed on a regular basis.
- The criteria should not prioritise the City or the City Schools and the City as trustee must remain mindful that any grant cannot give rise to a "self-benefit" to the City acting in a separate capacity in breach of trust. Grants may be offered to benefit pupils at a City school, rather than the school itself.
- The starting point for grant thresholds be set at up to £5000 for small grants and larger grants of around £25,000 and reviewed in due course.

Officers were asked to prepare a revised policy and eligibility criteria taking these points into account. With regard to process, officers advised that draft eligibility criteria would be brought back to the Sub-Committee for consideration before going to Community & Children's Services Committee for their comments. Approval would then be sought from the Education Board.

Members discussed the opportunity for grant data sharing, and agreed that the City Educational Trust Fund and The City of London Corporation Combined Education Charity grants data be anonymised and uploaded to 360 Giving, which aimed to improve transparency amongst grant-makers and to ensure grants data could be easily used and compared to inform better grant-making.

In response to a Member's question regarding the first object of the City Educational Trust Fund relating to the City University, officers advised that both objects of the charity were equally valid but if it was considered to be in the best interests of the charity and its beneficiaries to focus the charity's limited resources on the second object the charity's funds could be applied solely for those purposes. .

RESOLVED – That:

- (a) the charitable objects of the City Educational Trust Fund (290840) and The City of London Corporation Combined Education Charity (312836), and the funds available for distribution be noted;
- (b) officers be instructed to prepare a revised policy and application criteria for each charity for recommendation to the Education Board; and

(c) the City Educational Trust Fund (290840) and The City of London Corporation Combined Education Charity (312836) grants data be published using the 360Giving Standard.

7. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE

There were no questions.

8. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There was no other business.

The meeting ended at 3.30 pm

Chairman

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Committee(s): Education Board	Dated: 12 January 2016
Subject: Annual Review of Terms of Reference	Public
Report of: Town Clerk	For Decision
Report Author: Alistair MacLellan, Senior Members' Services Officer	

Main Report

1. Each grand committee of the Court of Common Council is obliged to review its terms of reference annually and in good time for any changes to be considered before committees are reappointed by the Court in April each year.
2. The terms of reference of the Education Board are attached as an appendix for your consideration.
3. It is proposed that the approval of any further changes to the Committee's terms of reference be delegated to the Town Clerk in consultation with the Chairman and Deputy Chairman.
4. The Board is also required to review the frequency of its Committee meetings. At present the Board is scheduled to meet five times in 2017, in January, May, July, September and November.

Recommendation(s)

- That, subject to any comments, the terms of reference of the Board be approved for submission both the Policy and Resources Committee and the Court of Common Council, as set out at Appendix 1, and that any further changes required in the lead up to the Court's appointment of Committees be delegated to the Town Clerk in consultation with the Chairman and Deputy Chairman; and
- Members consider whether any change is required to the frequency of the Committee's meetings.

Appendices

- Education Board – Terms of Reference

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Education Board – Amended Terms of Reference 2016/17

Terms of Reference

- (a) To monitor and review the City of London Education Strategy, and to oversee its implementation in consultation with the appropriate City of London Committees; referring any proposed changes to the Court of Common Council for approval;
- (b) To oversee generally the City of London Corporation's education activities; consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors;
- (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees;
- (d) The management of The City of London Corporation Combined Education Charity (registered charity no. 312836), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (e) The management of the City Educational Trust Fund (registered charity no. 290840), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (f) To constitute Sub-Committees in order to consider particular items of business within the terms of reference of the Board, including:-
Education Charity Sub (Education Board) Committee*
- (g) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;
- (h) To monitor the frameworks for effective accountability, challenge and support in the City Schools**;
- (i) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
- (j) Oversight of the City of London Corporation's education-business link activities.

* The constitution of The Education Charity Sub-Committee is set by the Court of Common Council and comprises four Members appointed by the Education Board and four Members appointed by the Community and Children's Services Committee.

**The expression "the City Schools" means those schools for which the City has direct responsibility, as proprietor, sponsor or local authority, namely: The Sir John Cass Foundation Primary School, The City Academy Hackney, the City of London Academy Islington, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.

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Agenda Item 6

TO: **EDUCATION BOARD**

Thursday, 12 January 2017

FROM: **POLICY AND RESOURCES COMMITTEE**

Thursday, 15 December 2016

APPOINTMENT OF CHAIRMEN OF SUB-COMMITTEES

Members considered and approved a report of the Town Clerk and Comptroller and City Solicitor regarding the appointment of Sub-Committee Chairmen.

RESOLVED – that:-

- when a Chairman does not wish to exercise his or her right to be the Chairman of a Sub-Committee and wishes a specific Member to be appointed, Committees adopt a convention whereby the Chairman submits his or her nomination for Chairman and/or Deputy Chairman to the service committee for approval; and
- a resolution to this effect be circulated to all relevant Committees to endorse this convention.

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Committee(s)	Dated:
Education Board – For information	12 January 2017
Subject: Education Board's Proposed Budget Allocation for Financial Year 2017/18	Public
Report of: Director of Community and Children's Services and The Chamberlain	For Information

Summary

The City of London Corporation's Education Board was constituted at the meeting of the Court of Common Council on 1 May 2014. In advance of the Board's creation by the Court, the Policy and Resources Committee and the Finance Committee agreed that the Education Board would be allocated a sum of £1m for Financial Year 2016/17, from the City's Cash funds. This has subsequently been increased to £1.3m, reflecting the increase in the number of academies the City of London sponsors. This report provides the Education Board with a draft budget allocation for Financial Year 2017/18. This board approved the revenue budget for 2017/2018 at its November meeting. This report is presented to provide further information on how the monies will be allocated.

Recommendation(s)

Members are asked to note the Education Board's budget allocation for Financial Year 2017/18 as set out in paragraphs 4 – 11 of this report.

Main Report

Background

1. The City of London Corporation's Education Board was constituted at the meeting of the Court of Common Council on 1 May 2014. In advance of the Board's creation by the Court, the Policy and Resources Committee and the Finance Committee agreed that the Education Board would be allocated a sum of £700,000 from City's Cash funds in 2014/15 and £1m from City's Cash funds for each Financial Year thereafter. This has subsequently been increased to £1.3m, reflecting the increase in the number of academies the City of London sponsors.

Current Position

2. This report provides the Education Board with a draft budget allocation for Financial Year 2017/18.

Proposal

Education Board's Proposed Budget Allocation for Financial Year 2017 – 2018

3. The table below provides the Education Board with a proposed budget allocation for Financial Year 2017/18 and also includes a comparison to the expenditure in 2015/16, and 2016/17 Financial Years.

Expenditure	Local / Central Risk	2015/16 outturn £'000	2016/17 outturn forecast £'000	2017/18 Allocation £'000
Policy Based Budget Requirements				
• Hard Education	L	20	–	
• Great Fire of London Website	L	15	–	
• School Visits Fund	L	40	30	30
• Headteachers' Conference	L	25	–	
• Closer working with the Livery and businesses	L	15	15	
• Cultural Education Partnership	L	-	25	38
School Funding (Academies)				
• City of London Academy, Southwark	C	150	150	150
• City of London Academy, Islington	C	150	150	150
• The City Academy Hackney	C	150	150	150
• Redriff Primary School	C	50	50	50
• Galleywall	C	-	10	15
• New MAT schools	C L	67 69	- -	100*
• Intervention/additional support fund	C	13	30	55
* New academies opening in 2017-2018				
Initial MAT salaries support* To support the MAT during this financial year until new academy top slice funding of 2% comes into being	C			130
Delivery of the Education Strategy				
• Projects that support the strategic objectives of the Education Strategy	L	50	40	75
New Schools				

<ul style="list-style-type: none"> • Programme and project management 	L	-	100	105
Central Coordination (Education Unit) <ul style="list-style-type: none"> • Staffing • Governor Training • Forum support and administration (headteachers, governors, directors of 6th) • Administration • Research • Memberships 	L	156	180	180
Partnership Activities <ul style="list-style-type: none"> • Schools Concert • City Schools Conference • Leadership Day • Subject specific training days • Economics Event • Summer School • Debating Competition • Art exhibition • Sports Day • Careers Fair (venue only) 	L	55	70	72
Partnership Events	L	25	25	
Total *includes 50k carry forward from the previous year ** includes 25K carry forward from the previous year		1,050*	1,025**	1,300

Policy Based Budget Requirements

4. School Visits Fund – In Financial Year 2015/16 the Education Board allocated £40,000 to establish a School Visits Fund. Following a successful first year, a further allocate £30,000 to the School Visits Fund was made in 2016/17, which is consistent with the recommendation that was made in the original proposal which was considered by the Education Board. It is proposed to continue the allocation of £30,000 in 2017/18 to the School Visits Fund, and approximately £38,000 to the Cultural Education Partnership, as recommended at the September board meeting.

School Funding (Academies)

5. In Financial Year 2015/16 the Education Board allocated £500,000 to City academies to support activities that would improve the educational offer at each academy. This funding increased in Financial Year 2016/17 with the introduction of new governance arrangements of the City of London Academies Trust and new academies. This year The second Wave 8 academy, Islington Primary will be opening, as well as three successful Wave 11 applications. The 2017/18 education Budget overall has been increased by £300,000 to reflect this, and allocated to the Schools Funding (Academies) heading.

Delivery of the Education Strategy

6. The refreshed Education Strategy will focus on three Strategic Objectives and it is recommended that £75,000 is allocated to support projects that deliver the prioritised actions for Financial Year 2017/18. This will allow the Education Board to direct funding towards areas of work which are not already captured in the budget allocation and for unforeseen items of expenditure which support the Education Strategy's aims and objectives.

New Schools Programme

7. The Department for Education has now approved all four Free School applications submitted as part of the Wave 11 process. This will engage the Corporation in an on-going programme of work which requires support in 2017/18 and subsequent financial Years.

Central Coordination (Education Unit)

8. This funding will enable the Education Unit to carry out its functions, providing central coordination and advice on the delivery of the Education Strategy. Specifically, the funding will cover the following expenditure: staffing, a governors training programme, supporting forums for headteachers and governors, administration, research, and memberships.

Partnership Activities

9. In order to support the of partnership opportunities, and events that will support the delivery of the strategic objects set out in the Education Strategy during the next financial year, £72,000 is allocated to this area.

Corporate & Strategic Implications

10. The proposed budget allocation is in line with the aims and objectives of the Education Strategy. The Education Strategy complements and supports the City of London's corporate policies and objectives, as set out in the Corporate Plan 2013-2017.

Conclusion

11. The Education Board's proposed budget allocation for Financial Year 2017/18, outlined in paragraphs 4 – 11 of this report, is in line with the aims and objectives of the Education Strategy and the City's corporate policies and objectives. It is therefore recommended that Members note the proposed budget allocation.

Appendices

None.

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Committee(s)	Dated:
Education Board – For Information	12 January 2017
Establishment Committee – For decision Court of Common Council – For decision	Urgency 12 January 2017
Subject: Appointment of Strategic Education and Skills Director	Public
Report of: Director of Community and Children’s Services	For Decision
Report author: Mark Emmerson	

Summary

This report outlines the creation of a permanent role intended to support the delivery of the Education Strategy and have oversight and development of adult education and skills based training including the City Corporation’s commitment to 100 new, high quality, apprenticeship positions in 2017/18.

Recommendation(s)

- The Establishment Committee Chairman and Deputy Chairman are asked to agree the creation of the post of Strategic Education and Skills Director subject to the approval of the Court of Common Council
- The Education Board is asked to note the report

Main Report

Background

1. Since September 2015 in support of the work of the Education Board and the delivery, monitoring and review of the Education Strategy the City Corporation has engaged a temporary Education Strategy Director and created posts of Education Policy Officer and part-time Assistant Policy Officer.

Current Position

2. At the Education Board in September 2016 it was agreed that this post would be held temporarily by the Chief Executive Officer of City of London Academies Trust (CoLAT) while there was consideration of the scope and breadth of the position in the light of changes to the strategic priorities within the Department of Community and Children’s Services(DCCS).

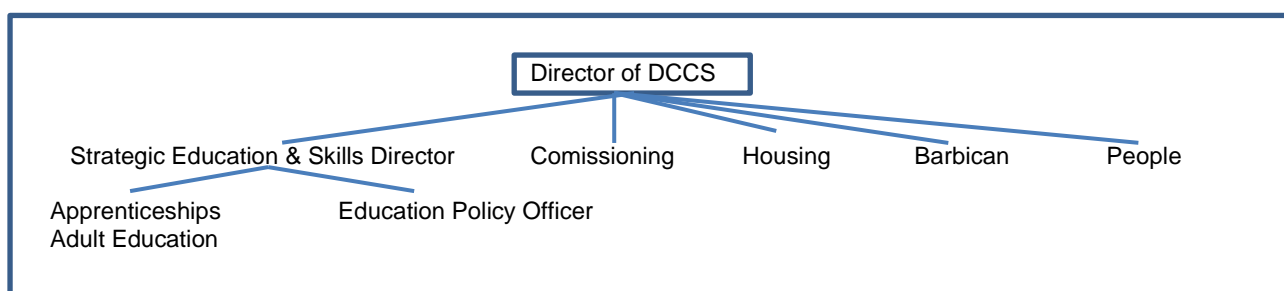
Options

3. Consideration has been given to the current scope and remit of DCCS and particularly the need to develop stronger oversight of the rapidly growing area of adult education, skills and apprenticeships.

4. It was also clear that the current temporary position of the Education Strategy Director post sitting in and alongside the CEO of CoLAT position presents potential conflicts of interest that need to be resolved as soon as is practical.

Proposals

5. The role of the Strategic Education Director is to oversee the delivery of the City of London Corporation's Education Strategy 2016 – 2019, lead the Education Unit and maintain strategic relationships with key stakeholders. It has also been agreed that the City Corporation will be an Employer-Provider and that the current apprenticeship service will be the provider for Apprentices that fall under the new apprenticeship scheme. It is appropriate to bring these responsibilities under the management of a permanent Strategic Education and Skills Director post which includes oversight of the Apprenticeship programme within a broader skills development brief.
6. It is therefore proposed that the current Adult Skills and Education Service is transferred from Commissioning and Partnerships to the new service area. This has been put in place informally already as part of the current interim arrangements. A separate report will be made to the Establishment Committee regarding the restructure of this service in light of the expanded apprenticeship service and change in line management.
7. The proposed post of 'Strategic Education and Skills Director' is attached as Appendix 1
8. The strategic structure within DCCS would incorporate this post as outlined below.



Corporate & Strategic Implications

9. The post has been evaluated at Grade I and therefore needs the approval of the Establishment Committee and Court of Common Council.
10. This post needs to be advertised without delay. The position requires a professionally qualified and experienced Director and it is important that we recruit to a high level of skills and experience to do the job.

11. The top of Grade I, including London Weighting is £79,830. It is strongly believed that with a Market Forces Supplement awarded to the grade, the position will be far more attractive to potential candidates.
12. A Market Forces Supplement (MFS) of £12,000 is recommended to be applied to this post.
13. Appendix 3 provides background to the salary benchmarking for the Strategic Education and Skills Director post against market comparators. The salary proposed is between the upper quartile and upper decile because of the nuances around public and private sector education which would not normally be the requirement in a LA, together with the political acumen required which is a key part of this role. This is expected to be broader than some in the upper quartile category.
14. It is proposed that the appointment panel for this senior post will comprise of the Chairman of the Education Board, Town Clerk, the Director of Community and Children's Services and the Director of Corporate Human Resources.

Implications

15. The funding for this post has already been established and has been accounted for within the existing Education Board budget.

Conclusion

16. There is a need to secure long term strategic leadership, monitoring and review of the Education Strategy and combine it with the responsibility for adult education and the new City Corporation commitment to apprenticeships. The creation of a permanent post of Strategic Education and Skills Director is the most effective and efficient way of ensuring that these key City Corporation functions are delivered.

Appendices

- Appendix 1 – Education and Skills Director - Job Description
- Appendix 2 – Education and skills Director – Person Specification
- Appendix 3 - Benchmarking salary comparisons

Mark Emmerson

Interim Education Strategy and Skills Director

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Appendix 1

JOB DESCRIPTION	
Job Title	Strategic Education and Skills Director
Department	Community and Children's Services
Grade	Grade I
Location	Guildhall
Responsible to	Director of Community and Children's Services
Responsible for	Education Unit

Purpose of Post

The role of the Strategic Education Director is to oversee the delivery of the City of London Corporation's Education Strategy 2016 – 2019, lead the Education Unit and maintain strategic relationships with key stakeholders. The postholder will report to the Director of Community and Children's Services.

Key Performance Areas:

- To manage the Education Unit, oversee the delivery of the City of London Corporation Education Strategy 2016 – 2019, and provide expert educational advice to the Director of Community and Children's Services.
- To oversee the City Corporation's Education Budget, including ensuring that capital funds allocated to the City Corporation for academy expansion projects are distributed in accordance with the City Corporation's procurement procedures.
- To lead the City Corporation's adult learning services and to develop the future direction to meet the needs and aspirations of learners.
- To develop and advance the City Corporation's Apprentice Programme in line with the corporate strategic initiatives and standards in order to ensure the highest standards of excellence are achieved.
- To maintain a strategic relationship with the City of London Academies Trust, in accordance with the Sponsorship Agreement.
- To work with the City Corporation's academy co-sponsors to secure robust oversight of the academies they jointly sponsor, and to represent the Director of Community and Children's Services at sponsor meetings.

- To provide expert advice to the Director of Community and Children's Services on the development of opportunities to expand the City's role in education, including the provision of additional school places, the expansion of existing provision and opportunities to sponsor additional academies.
- To represent the Director of Community and Children's Services at regular meetings with the Headteachers' and Chairmen of Governors for the City's schools.
- To oversee the sponsors role within the agreed accountability framework for the City schools, to ensure the identification of any early signs of underperformance, and to promote continuous improvement and excellent education outcomes.
- Be a member of the Director Leadership Team and work collaboratively with other cross-functional Directors and Assistant Directors to drive the strategy and performance of the organisation.

Main Duties & Responsibilities

1. Lead the delivery of the City's Education Strategy, reporting to the Director of Community and Children's Services, and the Education Board, on the delivery of the Education Strategy, Adult Learning Strategy, Apprenticeship Strategy and other education related matters
2. Develop, lead, and performance manage the Education Unit, ensuring officers are fully engaged with, and delivering against, identified outcomes.
3. Maintain an overview of the progress and performance of the City family of schools, reporting as required to the Director of Community Children's Services, Members and external agencies and partners.
4. Maintain a strategic relationship with the City of London Academies Trust working closely with the Chief Executive Officer, in accordance with the Sponsorship Agreement, to ensure that Education Strategy, vision, and sponsorship Agreement are upheld.
5. Work with headteachers/principals, school governors, and academy co-sponsors to support high educational standards for all children and young people, paying particular attention to the most disadvantaged groups.
6. Work closely with City Of London Departments and Human Resources to ensure the successful delivery of the Corporations internal apprenticeship programme
7. Work with partners to promote prevention and early intervention so that emerging problems are dealt with before they become more serious.

8. Use data analyses to identify strengths and weaknesses that need to be addressed in City schools.
9. Provide robust challenge, support, professional and intellectual leadership to peers and colleagues, motivating and inspiring them to deliver ambitious development plans.
10. Work closely with other members of the Director Leadership Team to foster effective, collaborative relationships between central functions and the City family of schools.
11. Take lead responsibility, as directed by the Director of Community and Children's Services, in representing the City of London, as a public speaking advocate for the City in relation to Education Strategy and other issues as required.
12. Maintain effective links with relevant local and national agencies.
13. Actively seek to implement the City of London's Occupational Health and Safety Policy in relation to the duties of the post, and at all times give due regard to the health and safety of both themselves and others when carrying out their duties.
14. Actively seek to implement the City of London's Equal Opportunity Policy and the objective to promote equality of opportunity in relation to the duties of the post.
15. To undertake any other duties that may reasonably be requested appropriate to the grade.
16. Comply with the City Of London Financial Regulations and properly monitor and report budget outturn positions on a regular basis as required, including alerting the Line Manager and Chamberlains representative of any significant budget variance in a timely manner and taking appropriate corrective action.

Qualifications, Experience & Knowledge

- High Level graduate with evidence of continued professional development (e.g. Postgraduate).
- A broad base of successful experience across a range of educational establishments including senior leadership at a school, local authority or academy trust.
- Extensive experience of working in a large, complex political environment with an understanding of the unique role of the City of London Corporation.
- A proven track record of working effectively with Headteachers and Principals to provide support and challenge, and to encourage collaboration and school-to-school support.

- A knowledge of a range of approaches to leadership and management in schools, adult learning and apprenticeships and how to prevent and tackle underperformance in different contexts and at all levels.
- A knowledge of both the current Ofsted and ISI inspection frameworks.
- An excellent advocate and relationship builder able to communicate well and engage with a range of partners and stakeholders including local authorities, DfE and co-sponsors.
- A proven track record of achieving and managing cultural and organisational change and of leading improvement, turning an education strategy into reality and delivering educational improvement in challenging circumstances.
- Excellent organisational skills and expertise in managing an education programme involving multi-disciplinary stakeholders/groups.
- A record of innovative achievements in partnership and joint working with partners and stakeholders.
- The ability to develop and maintain effective partnership arrangements both internal and external to the organisation.
- The ability to identify opportunities through multi-agency working that deliver significant improvements.
- Excellent grasp of National and local agenda for education, adult learning and apprenticeships and an understanding of broader services for children and young people.
- Experienced in identifying and implementing key policy changes.
- Resource/budget management experience.
- Ability to set targets, evaluate performance, provide support and hold people to account.
- Comprehensive knowledge of Education legislation, regulation, policy direction and performance management frameworks. Ability to provide proactive and clear information and advice on these issues to the Director of Community and Children's Services, other senior managers, Elected Members, and colleagues in other organisations
- Effective team leader as well as team player with well-developed influencing skills, able to secure engagement at all levels.
- Authenticity, consistency and passion.

- Exceptional communication skills.
- Excellent interpersonal, presentation and communication skills with the presence and credibility to inspire confidence and engage with a wide range of audiences.
- Able to switch easily from strategy to delivery.
- Organisationally sensitive, with a genuine interest in people and a sound understanding of primary secondary and adult education in areas of social deprivation.

Personal qualities

- An inspiring leader, who demonstrates their commitment to the City's vision, mission and overall direction.
- Personal drive and tenacity to motivate, empower, and support individuals and teams to achieve the City's objectives.
- Action orientated, able to demonstrate a readiness to make decisions, take the initiative and originate action.
- Politically aware and sensitive, with the ability to make progress in complex policy areas, and the intellectual capacity and stamina to deliver an ambitious and diverse education programme.
- Committed to self-development and development of others.
- Able to adapt successfully to changing requirements, constraints and resources.

Appendix 2

PERSON SPECIFICATION	
Job Title	Strategic Education and Skills Director
Department	Community and Children's Services
Grade & Level	Grade I Level: 5
Location	Guildhall
Responsible to	Director of Community and Children's Services
Responsible for	Education Unit

Please find below the key skills, experience and core behaviours required to undertake this post.

Technical Skills / Professional Qualifications / Relevant Education & Training

- Extensive and demonstrable management ability at a strategic level in the Education sector
- A deep and thorough understanding of educational issues across all sectors, including a comprehensive knowledge of any relevant legislation, policy direction and advisory guidance, and regulatory and performance management frameworks, and the ability to provide proactive and clear information and advice on any of these to top-level management, elected Members, and external partners and colleagues
- An extensive knowledge of approaches to leadership and management in schools, adult learning and apprenticeships, including the ability to implement and instil a high-performance culture and to set targets in accordance with organisational goals and any prevailing external guidance or requirements, and to strategically direct the meeting of such targets and the prevention and tackling of underperformance in different educational contexts and at all levels
- Proven strengths as an excellent advocate and relationship-builder, able to

develop and maintain a range of effective partnership arrangements with providers and stakeholders both internal and external to the organisation (including other local authorities, DfE and other government agencies) across a very wide spectrum of educational programmes and requirements in different sectors

- A very high level of political awareness and sensitivity, with the ability to develop and drive complex policy in a multifaceted organisation, and to translate this to strategic delivery of an ambitious and diverse programme for education, apprenticeships and related services for children and young people
- Excellent interpersonal, presentation and communication skills with the presence and credibility to inspire confidence and engage with a wide range of audiences
- Excellent organisational skills and expertise that would enable high-quality management of a diverse education programme involving multi-disciplinary stakeholders/groups, incorporating expert understanding of primary, secondary and adult education in areas of social deprivation
- Very good understanding of the unique role of the City of London Corporation in its educational offer, particularly in relation to its independent schools and London Academies

Experience Required

- Experience of proactively working in a large and complex organisation in partnership with external stakeholders, providing expert educational advice to Senior Officers and external partners and overseeing the successful delivery of corporate strategy
- A broad base of successful experience across a range of educational establishments and sectors, including senior leadership at a school, local authority or academy trust
- Significant experience of working effectively with Headteachers and Principals to provide support and challenge, and to encourage collaboration and school-to-school support
- Experience of identifying needs for, strategically directing and leading cultural and organisational change to deliver educational improvement in challenging circumstances in a complex environment
- Experience of controlling and managing significant budgetary and other resources and successfully delivering educational excellence within these

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Other Relevant Information eg. working hours or desirables (only if applicable)

- Qualified Teacher Status is desirable.
- Direct senior management experience in one or more of the services relevant to the Children and Young People's Service is desirable.

Core Behaviours

Thinking

Planning and Organising... Managing time, competing priorities and resources in a structured way.

Takes collective ownership for challenging and shaping clear and innovative strategies for CoL.

Ensures vision, strategies and change initiatives are cascaded to all staff.

Takes an active role in contributing to long-term financial and business planning Processes.

Establishes clear internal and external success criteria for education plans and initiatives, and reviews progress against these rigorously – addressing issues as required.

Analysis and Problem Solving... Analysing information logically, drawing on one's knowledge and experience base and calling on other references and resources as necessary to generate appropriate and/or creative solutions.

Plans both strategic and tactical approaches to minimise organisational obstacles and resistance when implementing change.

Encourages autonomy, and creates a culture where staff have the freedom and space to think differently.

Fosters cooperative problem solving approaches across the department and beyond.

Organisational Understanding... Continually building one's understanding of CoL's structures, priorities and processes. Being sensitive to the work environment and personalities and understanding the impact of our own decisions and activities on other parts of the organisation.

Astute political acumen and awareness gained in complex organisations either within the public or private sector with diverse stakeholders.

Recognises unspoken organisational and departmental limitations at CoL - what change is and is not possible at certain times.

Uses understanding of organisational subcultures to break down silos and 'them and us' mentalities and promote corporate understanding and working.

Accurately reads key power relationships with key stakeholders, members and partners

Understands the reasons for ongoing ineffective organisational behaviour; recognises and articulates potential issues or problems and implements specific changes in functions, or structure to address them.

Building Relationships

Communication and Influence... Presenting information and arguments verbally or in writing to improve understanding, influence outcomes and foster engagement and support.

A firm commitment to consultation and communication both internally and externally supported by an inspirational personality and excellent communication skills.

Ability to establish positive relationships and fruitful partnerships between elected Members, senior managers, key players in the City of London and in London local government.

Works effectively with members and key stakeholders and influences behind the scenes to reach desired outcomes.

Presents in a highly skilled, engaging and confident way; commanding respect
Able to present complex information prepared by others, and handles queries and challenges with confidence.

Encourages open appropriate and transparent communication through establishing and participating in top-down, bottom-up and cross-organisational frameworks, forums and networks.

Team Working... Using appropriate interpersonal skills and working cooperatively to contribute to the development and management of positive and cohesive teams and partnerships within CoL and beyond.

Promotes greater cross-departmental working, building links with key players across departments – fostering a ‘one department’ approach.

Identifies potential strategic partners cross borough, commercially, nationally and where appropriate internationally.

Works to ensure partnerships are collegial and mutually beneficial, addressing performance or communication issues swiftly.

Confronts and resolves organisational conflict, entrenched positions and major relationship breakdowns.

Self-Managing

Accountability... Being responsible for one’s own actions, seeing things through, doing what we say we will.

Sets the tone for department through role-modelling ethical behaviour, and personal accountability for delivering on promises made to members, customers, stakeholders, partners and staff.

Takes active steps to develop a culture where individuals at all levels take responsibility for their own actions and for seeing things through.

Puts systems in place to ensure self and colleagues are answerable to all key stakeholders when introducing policy initiatives or major organisational change.

Takes collective accountability (with senior colleagues) for sponsoring, supporting and driving change and corporate initiatives.

Learning Focus... Continually learning and improving own knowledge and understanding. The ability to assimilate and apply new information and the lessons of experience.

Establishes systems and processes to facilitate the sharing of knowledge, information and expertise across the department and beyond.

Links benchmarking and ideas from other sectors with learning and continuous organisational improvement.

Ensures organisational systems are in place to evaluate learning/performance improvement/value-for-money from major initiatives, organisational change, past successes and failures.

Acknowledges own areas for improvement and those of members – encouraging organisational performance improvement through continual learning ‘at the top’.

Change Orientation... Being open to new ways of doing things; adapting behaviour and work methods in response to new information, changing conditions, or unexpected obstacles.

Drives far-reaching, long-term and multi-faceted organisational change initiatives, engaging and empowering key players to share ownership and accountability.

Sets the tone for organisational change, is positive, upbeat and optimistic.

Personally communicates the reasons for complex or major organisational change at all Levels.

Ensures organisational support structures and coping mechanisms are in place to support staff through change.

Achieving

Customer Focus... Understanding and responding to customer needs (either internal or external customers), demonstrating a passion for high quality customer service and placing the customer at the very heart of what we do at CoL.

Places the City’s diverse customer needs at the heart of business strategy ensuring real returns are derived.

Works tirelessly to engage with the user community in order to understand needs, issues and requirements – adjusting plans accordingly.

Actively creates a customer-focused culture across the organisation, challenging poor or out-dated practices.

Fosters a climate of transparency, trust, and respect across the department and beyond.

Drive and Perseverance... Maintaining a high degree of motivation and commitment to producing work of the highest possible standard at CoL, finishing what we start even in the face of challenging obstacles.

Isolates key organisational and departmental challenges channelling energy, time and resources appropriately.

Sets the highest possible organisational standards for work quality and adherence to deadlines, standards, agreements and promises.

Maintains (and demands) a relentless sense of purpose and focus on delivering outcomes for key stakeholders.

Benchmarks CoL's performance against a wide range of international, cross-sector standards of excellence.

Leading

Leading and Empowering... Creating a compelling future for colleagues; motivating and encouraging commitment and involvement through delegation, support and coaching.

An experienced, energetic and inspirational leader who has been an instigator and champion of change able to gain the commitment of others to the organisation's vision and strategic objectives and maintain an excellent team spirit.

Is a visible presence conveying with passion a compelling vision and clarity of purpose for all staff, commanding respect.

Astute political acumen and awareness gained in complex organisations and with diverse stakeholders.

Through both words and actions is able to create, manage and inspire change across the department and CoL.

Empowers key players and talented staff from across the department to take on a greater role in driving performance improvement.

A firm commitment to consultation and communication both internally and externally supported by excellent communication skills. Able to promote the organisation effectively.

Developing and Recognising Others... Nurturing the skills, behaviours, talent and potential of individuals and teams through training, development, coaching and feedback – acknowledging and valuing the contribution they make.

Looks ahead to understand how strategic challenges impact upon the skills and behaviours required across CoL.

Puts talent management as a departmental and organisational priority.

Develops clear reward and recognition strategies, and takes time to recognise staff at all levels and in all CoL locations for the contribution they make.

Managing Business Performance... Setting and managing clear and stretching

performance expectations for individuals, teams and partners – accepting accountability for own results and those of the team.

A strong champion of performance management and the crucial role of a high calibre, committed, motivated and diverse workforce for the delivery of excellence.

A strong track record of performance improvement in a large complex organisation delivering excellence in customer service. A keen business mind able to provide vision and strategic direction.

Sets ambitious targets to drive performance, organisational pace and efficiency over the medium to long term.

Changes organisational strategies and structures to improve performance and provide greater focus and alignment with organisational goals.

Develops organisational contingencies and forecasts once potential problems have been identified.

Ensures sufficient financial flexibility is retained within budgets to meet changing organisational needs.

Recruitment – Note to Applicants

These key skills and core behaviours will be used in the decision making process for recruitment. Please give examples of how you have exhibited these behaviours in your previous role(s). It is essential you address each of these on the application form on the section for supporting information.

Be as specific as possible, we cannot guess or make assumptions, but will assess your application solely on the information provided. Try to provide evidence, by examples, where possible, of skills, knowledge and experience contained in this person specification.

Job Title: Head Teacher/Head of Education

Rank: 1

Basic Pay in Sterling Per Year

Selection Criteria	Lower Decile	Lower Quartile	Median	Upper Quartile	Upper Decile
National Range	43193	50992	59991	72589	89986
Turnover £50M-£100M	43193	50992	59991	72589	89986
Employees 1001-4000	46649	55071	64790	78396	97185
Industry Public Administration	42761	50482	59391	71863	89086
Region North East	41465	48952	57591	69685	86387
County Central London	50104	59151	69589	84203	104384

Average of all completed ranges including and excluding National Salary

Including	44561	52607	61890	74887	92836
Excluding	44834	52930	62270	75347	93405

Typical level of bonus in addition to Basic Pay

Bonus	1703	3546	7036	12206	19708
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Typical % of employees at this level with a bonus
36%
Croner Reward Rank 1 - Medium Sized Companies

Annual Turnover of between £25 million and £200 million

BENEFIT

PROVISION

COMPANY CARS

Car provided to:	53% of job holders
Typical make and model (Diesel):	Audi A4 2.0 TDi S Line 4 Door
Typical list price:	£29,260
Average monthly lease value:	£520
Median mileage allowance for private car on company business:	
1000cc	28p per mile
1500cc	30p per mile
2000cc	37p per mile
2500cc	30p per mile

COMPANY PENSIONS

92% of job holders are in a scheme		Typical Contribution Rates	
Type of Scheme %		Employee	Employer
Defined Benefit	38.3%	7.0%	14.9%
Defined Contribution	61.7%	5.0%	9.5%

HEALTH SCHEMES

Private Health Insurance :	Offered by 71% of companies
Permanent Health Insurance :	Offered by 47% of companies
Life Assurance (x annual salary):	Offered by 80% of companies
	Typically x 4 salary

HOURS OF WORK

Typical weekly hours of work:	37.5
Flexitime (% of companies with):	21%

HOLIDAYS

Annual holiday entitlement - Excl Bank Holidays (most common indicated): 25 days (37% with)

Percentage of companies offering a long service increment: 58%

SUBSISTENCE ALLOWANCES

Subsistence allowance (median):

Breakfast	£6.00
Lunch	£7.00
Dinner	£18.00
Overnight	£70.00

Where benefits information is selected (or provided automatically in a product), the data presented are National Averages, tailored to the size of the job and the organisation's turnover (if selected).

This analysis has been produced from data which was current on 1/11/2016 from Croner Reward's constantly updated pay and benefits database. Our database has data on over 200,000 employees in 4000 organisations with a combined workforce of 5,000,000. For more information about Croner Reward's surveys and participant discounts, click on the hyperlink to the Croner Reward Website or visit us at www.croner-reward.co.uk.

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Committee	Dated:
Education Board	12 January 2017
Subject: School Partnership Events	Public
Report of: Director of Community and Children's Services	For Information
Author: Tizzy Keller, Policy Support Officer, Community and Children's Services	

Summary

This report provides Members with an update on recent partnership events and activities and an overview of forthcoming events that they may wish to note for their diaries. Invitations for each event will be circulated in due course.

Main Report

This report provides Members of the Education Board with an update on recent and upcoming City school partnership events.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

1. This report provides Members with an update on recent events and an overview forthcoming events that they may wish to note for their diaries.

Partnership events for the City schools

Recent Events

1. Quit Rents Ceremony – Students from The City Academy Hackney, The City of London Academy Islington and the City of London Academy Southwark attended the Quit Rents Ceremony at the Royal Courts of Justice in October 2016. Students enjoyed lunch on a boat ride down the River Thames before hearing a speech from the Lord Chief Justice and witnessing the Quit Rents Ceremony.

2. Prefects Dinner- The Chairman of the Education Board hosted a dinner on 29 November for prefects from all the City secondary schools. This provided an opportunity for the prefects to meet their peers from other City schools and engage with Members of the City Corporation. The theme of the evening was employability; guests heard speeches from a CLSG alumni about her path since school and one from CLS who discussed the benefits of apprenticeships. The prefects also gave their opinions on how well they believe their schools prepare them for the world beyond education and how they could improve at this.
3. Basketball Tournament- The City of London Academy Southwark hosted a Basketball event on Wednesday 7 December 2016. Students from The City of London Academy Southwark and The City of London Academy Islington took part in a coaching clinic run by sixth form students followed by two competitive games played in front of a crowd.

Forthcoming events

4. Exceptional Schools, Creative Schools Conference- The inaugural City schools education conference will take place on 20 January 2017. There will be a key note speech on the importance of creativity from Will Gompertz (BBC Arts Correspondent), which will be followed by breakout sessions by teachers at the City schools on engaging creativity in the curriculum between teachers and pupils. Teaching staff will be given the opportunity to engage with their peers and Corporation representatives; share best practice; and hear more about the City of London's Education Strategy.
5. City Schools' Concert- The second annual concert will be taking place on 30 January at Milton Court. Each of the City schools will perform two musical items which include choirs, orchestras and dance. The finale will be the performance of an original piece of music, produced by a group comprising of students from all the schools, during workshops in the lead up to the concert. This creative collaboration is being led by Paul Griffiths from the Guildhall School of Music and Drama.
6. Year 10 debating event- 27/28 March 2017
7. Careers Fair- 24 April 2017

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Committee(s)	Dated:
Education Board – For Information	12 January 2017
Culture, Heritage and Libraries Committee – For Information	6 February 2017
Community and Children’s Services Committee – For Information	17 February 2017
Subject: Barbican and Community Libraries Services for Children and Families	Public
Report of: Director of Culture, Heritage and Libraries	For Information
Report author: Carol Boswarthack – Culture, Heritage and Libraries	

Summary

Barbican and Community Libraries comprises the City’s three lending libraries; Barbican Library, Shoe Lane Library and Artizan Street Library and Community Centre. Our libraries all do far more than simply loan books. They also provide a range of innovative activities and services for children and families which positively impact education and literacy, socialisation/social isolation, health and wellbeing/child development and fun and play. Many of these services and activities are the product of successful partnership working and they also provide a variety of opportunities for the City’s communities to engage in volunteering. City parents consistently rate the services provided by the libraries very highly and consequently, the Department of Community and Children’s Services has commissioned Barbican and Community Libraries to deliver a range of Children’s Centre services on its behalf.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. The Society of Chief Librarians (SCL) comprises the head of service of every library authority in England, Wales and Northern Ireland. SCL has endorsed “The Children’s Promise” which sets out the experience children and young people should have through public library services i.e.:
 - Every child and young person visiting a public library is inspired by an exciting accessible environment which makes reading for pleasure irresistible.
 - They have the opportunity to engage with imaginative digital opportunities through public libraries, building their skills, knowledge and creativity.

- They will find a range of inclusive and diverse fiction and non-fiction books and other information resources to support growing confidence in literacy and formal and informal learning.
- They are able to take part in a wide range of literacy and cultural experiences including reading and book-based activities.
- They are actively involved in decisions about service developments and are offered opportunities to volunteer.
- They are supported through library services and activities to improve their health and wellbeing.

The full Children's Promise is attached at Appendix 1.

Current Position

2. The Mission Statement of Barbican and Community Libraries is:
 - To support and promote learning, reading and literacy, facilitate participation in community and cultural life and meet the needs of all our customers – current and potential.
 - Barbican Library houses a dedicated Children's Library and there are children's sections in the two smaller libraries. Services to children from all three libraries are coordinated by the Children's Services Librarian who is professionally qualified.
3. In addition to comprehensive fiction and non-fiction stock for children of all ages and all abilities, our libraries offer a range of innovative and successful services to support children and their families to enjoy, achieve and live healthy lives. Currently, there are 2892 Children's Library members.
4. Barbican and Community Libraries has recently been commissioned by The Department of Community and Children's Services to offer a range of Children's Centre services from all our libraries. These are listed at Appendix 2.
5. **Support for Education (including cultural education) and Literacy.**
Our libraries support children's formal and informal learning in the following ways:
 - Barbican Children's Library currently provides 25 teachers from local schools with project loans to support National Curriculum subjects. The Libraries also visit/receive scheduled visits from 12 school classes and 9 under 5s groups.
 - ***Read to Succeed***, our own literacy support programme for primary school aged children, operates from Barbican Library and partners children with a trained volunteer who will listen to the child read once a week. The volunteers are recruited from all sections of our local communities including City Workers. Currently, there are 17 children enrolled in the scheme and they are supported by 9 volunteers. Since its inception in 2012, 84 children and 44 volunteers have taken part.
 - All of our Libraries operate the national Summer Reading Challenge. This is run in partnership with (among others) Arts Council England and The Reading Agency. Children aged 4 – 11 years are encouraged to read six books throughout the school holidays. They are rewarded with small prizes along the way and completers are invited to a ceremony at the Great Hall where they receive a medal and certificate from a published author. In 2016, we recorded 5% more finishers than in 2015.

- A STEM (Science, Technology, Engineering and Maths) club operates from Barbican Children's Library during the summer holidays. It is run by a STEM Ambassador who is also a Barbican resident. This year, children enjoyed participating in a range of different experiments linked to the Summer Reading Challenge and learnt about a number of concepts such as exploring density, size and perspective whilst making lava lamps, rod puppets and creating rainbows.
- Barbican Children's Library runs a weekly, term-time Code Club in partnership with the national Code Club organisation <https://www.codeclub.org.uk/>. 2 volunteers from City firms teach children the coding languages Scratch and Python and this term they are experimenting with Micro:bits <http://microbit.org/>. One young participant recently won a Google award for the design of a new app.
- Barbican Children's Library partnered with Sparks <http://www.sparks-ignite.com/courses>, an organisation which runs film and media courses for children and teenagers. Funded by a successful Lottery bid, 14 workshops have been run to date, each one attended by 15 children. 14 films based on books and reading were made by the children, 2 of which were animated films. Two of the courses were for 5 – 7 year olds, the rest were aimed at children aged between 8 – 10 years and 11 – 14 years. A grant application for further funding has recently been submitted.
- Barbican Children's Library provides a monthly creative writing workshop for 10 children aged 8 and above, run by a volunteer who is a published author and journalist.
- Every month, the Barbican Children's Library provides 4 one-hour book groups for children aged 7–9 years, 10-11 years, 12 – 13 years and 14 – 16 years of age.

6. Socialisation/tackling social isolation

The City can be a very lonely place for new parents, especially if their support networks are far away - in many cases, in other countries. Our libraries all offer a variety of fun, social activities for children aged under 5 and these activities also give parents and carers the opportunity to make friends, create support networks and socialise. Regular activities include:

- Barbican Children's Library and Artizan Street Library and Community Centre staff provide weekly Rhymetime sessions for under-fives and their parents/carers. They comprise 30 minutes of stories and songs. Attendance is particularly high at Barbican Library where it is not unusual to have more than 40 children attending (numbers are growing at Artizan Street) and staff responded by introducing a second weekly session.
- Stay and Play sessions comprising 1 hour (2 hours at Shoe Lane Library) of stories, songs and play with age-appropriate toys and crafts are provided at Artizan Street and Shoe Lane Libraries.
Baby Bounce, a similar session for children aged 2 and under, is also provided at Shoe Lane Library.
Artizan Street Library also provides a monthly 1.5 hour Stay and Play session specifically for nannies and au pairs
- Monthly 1 hour Messy Play sessions are provided at Shoe Lane Library. These sessions give young children the opportunity to play, be creative and get messy in the library. Activities usually include sand play, painting, and a

range of different fun, sensory experiences (e.g. large trays of cornflakes, jelly, cold porridge) for children to explore.

- Weekly 30 minute Storytime sessions take place at Barbican and Shoe Lane Libraries.
- Once a month, Barbican Children's Library provides a Dads' Saturday morning Rhymetime session. This is particularly popular with fathers who do not live with their children but have weekend access to them and seek activities which are entertaining, low cost and safe.
- Shoe Lane parents (who are particularly isolated as residential accommodation in the locality is very fragmented), set up their own babysitting circle having met at the Library's Stay and Play sessions.

7. Health and Wellbeing/Child Development

Our libraries regularly provide events and services to support the health and wellbeing of children and families. These include/have included:

- Dental examinations in libraries in partnership with a City dental practice.
- Toddler Talk – sessions designed to improve speech development in 2 year olds.
- Paediatric first aid for parents sessions in libraries.
- Talks for parents in libraries, most recently on the new City Primary Academy.
- Staff from the Department of Community and Children's Services' Family and Young People's Information Service attending library Stay and Play/Rhymetime sessions to offer parents support and advice and/or early intervention.
- Treasure Baskets – a collection of sensory items to help babies learn and discover in all libraries.
- Comprehensive bookstock in all libraries, covering all aspects of child development and parenting skills.
- Signposting to other services, internal and external, by staff who are trained in answering enquiries.
- All library staff are trained in safeguarding and are regularly updated on how to report any concerns.

8. Fun and Play

Throughout the year, our libraries provide multiple opportunities for children of all ages to have fun and play via a programme of staff-led craft activities, professional storytellers and children's entertainers.

In addition to those activities mentioned under other headings, there is also:

- A monthly Secret Film Club at Barbican Children's Library.
- Every summer, one major event takes place when staff from all of our libraries come together to provide the "Summer Reading Challenge Conservatory Event" (in partnership with the Barbican Centre). This year, 150 children accompanied by 130 adults enjoyed crafts, face-painting, a treasure hunt and storytelling.
- The Monster Club at Barbican Library. This is a weekly, 1 hour social club providing board games and art and craft activities for children aged 5 – 11 years.

9. Volunteering opportunities

Our services and activities provide multiple opportunities for volunteering. The following examples are in addition to the opportunities mentioned previously

- Reading Hacks - opportunities for 14 – 18 year olds, funded by the Cabinet Office's social Action Fund. Since 2015, we have benefitted from the efforts of 47 Reading Hacks who have gained valuable life skills and grown in confidence by assisting with events and running their own activities with children.
- Duke of Edinburgh volunteers gain work experience in our libraries.
- Work experience opportunities for young people. We give preference to applicants from the City's Academies.
- Headstart, The Challenge <https://www.headstart-thechallenge.org/> provides local volunteering opportunities for young people along with a guaranteed job interview to participants who give up 16+ hours of their time over a period of three months. Currently, we are supporting 8 Headstart volunteers.

Proposals

10. Our libraries will continue to work closely with colleagues in the Family and Young People's Information Service along with other internal and external partners, explore new opportunities and seek out new partnerships to enhance the current offer to children and their families.

Corporate & Strategic Implications

11. Our work with Children and their families supports the City of London Corporation's strategic aims:
 - To provide modern, efficient and high quality local services, including policing, within the Square Mile for workers, residents and visitors.
 - To provide valued services, such as education, employment, culture and leisure, to London and the nation.
12. It also supports the Department of Culture, Heritage and Libraries' strategic aim 1: To transform activities through best use of technology and community engagement, to improve customer service and increase efficiency and effectiveness.

Implications

13. The work outlined in this report makes good use of spaces, staff, volunteers, partnerships, commissioning and grant funding opportunities and is therefore cost-effective. Appropriate licences are in place, there is a Volunteer Policy which is strictly followed, risk assessments are in place and volunteers are DBS checked so it is also low risk.
14. There are no property implications.

Conclusion

15. Barbican Library, Shoe Lane Library and Artizan Street Library and Community Centre provide a wide and varied range of services and activities for children and their families which go far beyond the basic library functions and which enhance

their lives and their opportunities. These services are innovative, cost-effective and offer people from all our communities a range of volunteering opportunities.

Appendices

- Appendix 1 – The Children's Promise
- Appendix 2 - Services to Under 5s and families

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Children and Young People's Promise in Public Libraries

This Children's Promise sets out the experience children and young people should have through public library services

Vision:

- *Every child and young person visiting a public library is inspired by an exciting accessible environment which makes reading for pleasure irresistible.*
- *They have the opportunity to engage with imaginative digital opportunities through public libraries, building their skills, knowledge and creativity.*
- *They will find a range of inclusive and diverse fiction and non-fiction books and other information resources to support growing confidence in literacy and formal and informal learning.*
- *They are able to take part in a wide range of literacy and cultural experiences including reading and book-based activities.*
- *They are actively involved in decisions about service developments and are offered opportunities to volunteer.*
- *They are supported through library services and activities to improve their health and wellbeing*

Children's Library Journeys

Public Libraries welcome children from the very earliest months of life, helping parents and carers to support them as they grow and learn. Working with schools, school library services and school librarians, local and national partners, libraries provide a range of activities, programmes and initiatives which introduce, extend and refresh the library experience to children and support automatic library membership programmes. ASCEL have drawn these together into a single '[library journey](#)' that every child can enjoy– all focused on the best outcomes for the child.

Appendix 1

At what stage in a Child's Journey?	What does this look like?	Outcome
Pre-natal to birth	Involvement in pre-natal projects and programmes. Inspiring parents to read with their baby	<ul style="list-style-type: none"> Enhancing life outcomes for children aged 0-2 Supporting attachment, resilience, emotional health and wellbeing, speech and language
Pre-school	<p>Inspiring parents to read and rhyme with their child and form a lifelong reading habit, Bookstart</p> <p>Giving parents space and time to spend time bonding with babies and building parental confidence</p>	<ul style="list-style-type: none"> Enhancing life outcomes for children aged 0-2 Supporting attachment, resilience, emotional health and wellbeing building resilience and character, speech, language communication development; early literacy and school readiness
Transition to primary school	Partnerships with schools, including class visits to libraries and digital offer	<ul style="list-style-type: none"> Supporting literacy and language development, reducing the literacy gap in poverty hotspots. Tackling rural isolation Providing opportunities for looked after children/young carers
Out of school engagement with primary aged children	Children have the opportunity to take part in the Summer Reading Challenge and other reading, learning, digital and cultural activities throughout the year	<ul style="list-style-type: none"> Supporting literacy and language development raising aspiration Closing the literacy gap in poverty hotspots. Tackling rural isolation Providing opportunities for looked after children/young carers Building community and family cohesion. Reducing digital inequalities Digital fluency –(citizenship, STEM Agenda and supporting combating extremism) Supporting emotional and mental health and wellbeing
Transition to secondary school	<p>Supporting learning including new digital resource</p> <p>Helping nurture a lifelong love of learning that may impact positively on exam success.</p> <p>Providing an opportunity for young people to engage with libraries via a digital platform.</p>	<ul style="list-style-type: none"> Need for young people to improve their technical skills – STEM agenda National Curriculum - IT curriculum / digital fluency Tackling rural isolation Contributes to raising young people's aspiration and achievement, supporting GCSE /A level success and has a long term economic impact Supporting transition Character education

At what stage in a Child's Journey?	What does this look like?	Outcome
Out of school engagement with secondary school children	Participation in volunteering opportunities and accreditation, Reading Hack activities.	<ul style="list-style-type: none"> • Boosting self-esteem and aspiration, increasing confidence, improving employability skills and reducing NEETS • Reducing inequality and improving economic wellbeing • Community engagement /participation/social cohesion • Improving and supporting young people's mental health and wellbeing?

Our partners

Libraries work with a range of local and national partners to deliver the Children and Young People's Promise. National partners include The Reading Agency, Booktrust, National Literacy Trust, Arts Council England, The School Library Association and CILIP Youth Libraries Group and School Libraries Group and Inclusive Minds.

We work closely with the Society of Chief Librarians (SCL) and the Children's Promise links to SCL's Universal Offers:-

Reading Offer: Books and reading focused promotions for under-fives and older children linking to the calendar spikes of the reading offer

Learning Offer and Digital Offer: Space and resources for formal and informal learning including digital skills and creativity and e: safety

Health Offer: Health information and support for children's well-being, social and emotional development and children and young people's mental health lists

Information Offer: Access to Information and signposting for parents

Six Steps: Provision of accessible resources for children in public libraries

The Children and Young People's Promise also reflects the principles of Arts Council England's [7 Quality Principles](#) for work with children and young people.

- striving for excellence
- emphasising authenticity
- being inspiring, and engaging
- ensuring a positive child-centred experience
- actively involving children and young people
- providing a sense of personal progression
- developing a sense of ownership and belonging

See Children and Young People's Promise in Public Libraries 2015 mapped against ACE 7 Quality Principles

Delivering on the Children's Promise

ASCEL's work to deliver on this promise includes:

Marketing and advocacy

Developing the skills of library staff

Sharing best practice

Research and development

In 2015 -2016 ASCEL will

- Develop a national marketing strategy linked to Children's Library Journeys
- Explore skills development for library staff
- Seek funding to develop digital offers
- Work with Society of Chief Librarians and The Reading Agency to develop the Children and Young People's Mental Health lists

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**Barbican and Community Libraries
Services for Under 5s and their families**

Name of activity	Description	Location	Duration	Audience	Notes
Rhymetime	Stories and songs	Barbican Children's Library	30 minutes. 2 sessions pw	Friday session for children aged 0-18 months and their carers Monday session for children aged 18months – 3 years and their carers	The provision of Rhymetime is part of our contract with Bookstart http://www.bookstart.org.uk/
Rhymetime	Stories and songs	Artizan Street Library	30 minutes. 1 session pw	Under 5s and their carers	The provision of Rhymetime is part of our contract with Bookstart http://www.bookstart.org.uk/
Stay and Play	Stories, songs and play	1. Portsoken Health and Community Centre 2. Artizan Street Lib 3. Shoe Lane Lib	1. 1 hour. 1 pm 2. 1 hr 30 mins. 1 pw 3. 2 hours. 1pw	Under 5s and their carers	
Baby Bounce	Stories, songs and play	Shoe Lane Library	1 hour. 1 pw	Under 2s and their carers	
Messy Play	Sessions to give under 5s the opportunity to get creative and messy in the library	Shoe Lane Library	1 hour. 1 pm	Under 5s and their carers	

Appendix 2

	(sand/water/paint).				
Storytime	Storytelling	1. Barbican Library 2. Shoe Lane Lib	1. 30 minutes. 1 pw 2. As above	3 -5 year olds and their carers	
Dads' Rhymetime	Stories and songs	Barbican Library	30 minutes. 1 pm	Under 5s and their dads	
Nannies' Stay and Play	Stories, songs and play	Artizan Street Library	1 hour 30 minutes. 1 pw	Under 5s and their nannies/au pairs	DCCS run

All activities (above) are supported by a minimum of 2 library staff unless otherwise stated.

Purpose

To provide opportunities for young children to sing, listen to stories, play and socialise
 To provide children with an early introduction to culture and literacy (especially via rhyme)
 To provide parents and cares with opportunities to socialise and build community networks
 To provide children and their carers with an introduction to the library

Expected outcomes

Socialisation (children and adults)
 Improved co-ordination and motor skills
 Improved speech and language skills
 Introduction to reading for pleasure and a lifelong love of books
 Parents and carers feel they are part of a local community

Committee(s)	Dated:
Policy & Resources Committee Open Spaces Committee Education Board – For Information	17 November 2016 5 December 2016 12 January 2017
Subject: Open Spaces Learning Programme – Short Term Funding Arrangements	Public
Report of: Director of Open Spaces and the Chamberlain	For Decision
Report author: Esther Sumner, Open Spaces	

Summary

This report addresses the funding of the new Open Spaces Learning Programme.

In 2015, Open Spaces developed an entirely new Learning Programme which supports the City's broader London agenda. The Learning Programme aims to engage over 30,000 people with green spaces over the next 3 years, creating positive impacts in five main areas; understanding, confidence, involvement, wellbeing, and connection. The programme takes an outcomes-based approach to deliver tangible change in under-represented communities, provides a robust evaluation framework to measure this change, and defines strong legacies for all the projects undertaken.

It had originally been anticipated that the new programme would in part be supported from property income. As the powers to generate additional income are not yet in place, it is proposed that the £200,000 originally intended to be delivered through property income be met directly by City's Cash, rather than via hypothecated property income. As property income comes "on-stream" this call on City's Cash would be reduced.

Recommendations

Members are asked to:

- To allocate up to £200,000 per year to support the Learning Programme for the years 2017/18 and 2018/19.

Main Report

Background

1. Following the end of the previous City Bridge Trust grant, it was agreed that a completely new approach to learning would be taken. As a result an entirely new, people centred and outcome focused, programme was developed. This new team is centrally coordinated within the Open Spaces Directorate and delivers an exciting new programme of projects across the open spaces.
2. When the programme was being developed and the current bid submitted to the City Bridge Trust, it was proposed that £200,000 of hypothecated property income would be used to support the programme. Some Members may be aware that a number of legislative changes are in progress, which are required to support this programme. Unfortunately these changes have not happened to the timescale originally anticipated.

The Learning Programme

3. In 2015, Open Spaces developed an entirely new Learning Programme which supports the City's broader London agenda.
4. The Learning Programme aims to engage over 30,000 people with green spaces over the next 3 years, creating positive impacts in five main areas; understanding, confidence, involvement, wellbeing, and connection. The programme takes an outcomes-based approach to deliver tangible change in under-represented communities, provides a robust evaluation framework to measure this change, and defines strong legacies for all the projects undertaken.

What we are trying to do Make a positive impact on the communities, who use, or border, our green spaces through learning activities				
By positive impact we mean...				
Understanding People understand and value the importance of our green spaces	Confidence People are confident to use our green spaces, as part of our activities or independently	Involvement People take positive action for, and get involved with, our green spaces	Wellbeing People have restorative and meaningful experiences in our open spaces	Connection People develop a sense of place with our open spaces, and pass this down through generations

5. In the first 6 months of the programme, over 5000 people including school children, parents with under-5s, young people, volunteers and families have benefited from this work.
6. This programme has been generously funded by the City Bridge Trust to the sum of £400,000 over three years but does not meet the full costs of the programme which are illustrated in this table:

	2016/17	2017/18	2018/19
Programme Cost	£483,000	£421,000	£419,000
CBT Grant	£220,000	£130,000	£50,000
Schools Income	£21,000	£24,000	£27,000
Sponsorship target	0	£25,000 ²	£100,000
City Non-Cash Contribution	£32,000	£32,000	£32,000
RSPB Non-Cash Contribution	£10,000	£10,000	£10,000
City Cash Contribution (originally hypothecated property income)	£200,000 ¹	£200,000	£200,000

1. The City's cash contribution was met this year by department SBR savings which were brought forward from 2017/18 to 2016/17. There was therefore no call on additional City Cash funding
2. The Learning team has submitted a funding bid to Esmée Fairbairn for £52,000 over two years starting in 2017/18. If this is achieved, this would reduce the call on City's cash contribution in 2017/18 by £25,000.

7. When funding arrangements were being considered prior to the grant application, it was proposed that in addition to the CBT grant and other grant applications made by the department, money generated from the letting or sale of surplus property would be used to fund the programme to a maximum of £200,000 per annum. It was anticipated that this funding would be hypothecated and come directly from property income. Unfortunately due to the longer than expected Parliamentary timetable this has not yet been possible.
8. When planning budgets for 2016/17, the department was able to make up the shortfall in the funding for the programme by bringing forward other SBR savings. This will not be possible for next year due to pressure already exerted by other projects being delayed.

Current Position

9. The Department of Open Spaces had expected some level of delay in the enabling legislation and was able to substitute the property income in 2016/17 for SBR savings brought forward from 2017/18. Unfortunately this is not possible again for next year or the following year, as the uncertainties of the legislative process have meant slower progress than anticipated requiring the department to substitute proposals for delivering agreed income targets. This report therefore requests that an additional £200,000 of City's Cash be allocated for the years 2017/18 and 2018/19. The call on this funding would reduce as the expected property income comes on stream.

Proposals

10. It is proposed that up to £200,000 per year is allocated to support the Learning Programme and that a full evaluation of the Learning Programme is undertaken in 2018, so that consideration can be given to appropriate long term funding.

Corporate & Strategic Implications

11. The Learning Programme has introduced a completely new model of learning provision to Open Spaces; focusing in particular on a people centred, outcomes based approach. This experience has been important in spreading the understanding of impacts and outcomes of the services across the Department and to other parts of the organisation. As the City of London continues to seek to demonstrate its impact and contribution to London and the nation, this outcomes based approach will become increasingly significant. The Learning Programme is a demonstration of the City's commitment to engaging with and improving the lives of disadvantaged communities.
12. The Learning Programme is a major mechanism for delivering the departmental objective of 'enriching the lives of Londoners by providing a high quality and engaging educational and volunteering opportunities'. The achievement of these strategic outcomes also contributes to our charitable objectives of "recreation and enjoyment".
13. The Learning Programme supports the City of London's Education Strategy 2016-19 which states:
The City of London Corporation (the City Corporation) is committed to providing access to world class" education and learning opportunities. It will maximise the educational opportunities that the cultural, heritage and environmental assets offer to City residents, its schools, and residents throughout London.
14. The programme also supports: *KPP4 – Maximising the opportunities and benefits afforded by our role in supporting London's communities and KPP5 – Increasing the outreach and impact of the City's cultural, heritage and leisure contribution to the life of London and the nation.*

Implications

15. The learning framework and programme aims to develop a robust evidence base for the impact of learning activities; to enable more effective fundraising, involve volunteers in the creation and management of learning activities, and work with new and existing partners; all to the furtherance of our charitable objectives of “recreation and enjoyment” for the public. There is a longer term aim for the project to increasingly achieve financial sustainability. However, it is likely that a core of City funding will remain necessary.
16. The Learning Programme is currently partially funded by the CBT. Without the expected property income or substitution funding, the programme will not be able to continue.

Conclusion

17. At the time of the CBT bid, it was intended that the Learning Programme would also be supported through hypothecated property income. The powers to enable this are not yet in place and there is therefore a funding shortfall. It is proposed that short term funding of up to £200,000 is allocated from City's Cash for the years 2017/18 and 2018/19. It is further proposed that the success of the Learning Programme be evaluated in 2018 and if appropriate, a bid for a permanent increase in resource base be submitted.

Appendices

None

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Open
Spaces

Registered Charity

Green Spaces, Learning Places

Visit. Volunteer. Join in.

We want more people to get outdoors and experience the good feelings and health benefits that we all know come from spending time in green spaces.

The City of London owns and manages green spaces in and around London for public recreation and health including Epping Forest, Hampstead Heath, Burnham Beeches, City Commons, City Gardens, City of London Cemetery and Crematorium and West Ham Park. Our green spaces, most of which are charitable trusts, are provided at little cost to the communities that they serve and are funded by the City of London.



We believe that green spaces are good for people. We also know that not everyone uses green spaces, even when they live next door to them. We want to change this through providing opportunities that break down barriers to using green space - and we are passionate about doing this. Green Spaces, Learning Places is the innovative programme of play, education and volunteering projects and services across the green spaces aiming to get more people outdoors.

Green Talent Project

Working with our partners, we provide opportunities for long term unemployed young people to explore careers in the environmental and green spaces sector. However, we have a hidden agenda - we want them to love our green spaces as much as we do, and realise their role in the future of green spaces in London.

Green Space Friendly Schools

Did you know that 30% of schools in London have no nature in their school grounds? Not even a hedge or a tree! We want to work closely with our local schools to get them using our green spaces to teach their lessons, so that all young Londoners grow up experiencing nature!

The Wild East Project

Often people use green spaces but don't know the stories behind them. Through the Wild East Project we want to tell these incredible stories using mobile interpretation tricycles (think ice cream bikes with fun games and activities instead) at West Ham Park and Wanstead Flats.

Playing Wild Project

From experience we know that it doesn't take much for a child to want to play outdoors – they love it. We also know that many children under 5 don't have the opportunity to play outside regularly. Our Playing Wild project works with parents and community groups to take children outdoors on Hampstead Heath.

Schools Service

What better way to learn about science, geography and history than seeing, hearing, smelling and feeling it first hand. Our school sessions on Hampstead Heath and Epping Forest are the perfect introduction to green spaces, while hitting some learning objectives at the same time!

Play Service

Our popular staffed play areas on Hampstead Heath are the first stepping stone to getting outdoors for many local young people and their parents. We provide family-friendly, nature-focused activities that inspire our visitors to take that next step into nature and green spaces.

Meeting:	Date:
Education Board – For Decision CoLAT Board – For Decision	12 January 2017 5 April 2017
Subject: Financial Scrutiny of CoLAT Academies	Public
Report of: Chief Executive Officer, City of London Academies Trust	For Decision
<p style="text-align: center;">Summary and Recommendations</p> <p>This report sets out a set of financial scrutiny recommendations for the City of London Academy Trust and the academies sponsored and co-sponsored by the City.</p> <p>This is necessary to ensure that CoLAT and the academies maintain a strong financial position in the context of flat budgets, increasing staff costs and a potential national funding formula, which will re-direct resources away from urban schools.</p> <p>In addition increased financial scrutiny is now expected by central government to ensure the best use of public funds in an era of greater independence through the widespread development of multi-academy trusts.</p> <p>Recommendation(s)</p> <p>The Education Board is asked to:</p> <ul style="list-style-type: none"> • Endorse the proposal to formalise the central financial scrutiny of the City's academies as described in this report • Ask the CoLAT Board to finalise, ratify and share the recommendations they adopt 	

Main Report

Background

1. The re-constitution of the City of London Academies Trust (CoLAT) in January 2016 involved setting an expectation that from September 2017 each school in the CoLAT would have 2% of their direct funding from the government top sliced to support the central CoLAT function.

2. The CoLAT will grow to 7 schools in 2017. These are:

City of London Academy...

- Southwark
- Redriff Primary
- Galleywall Primary

- Shoreditch Park (New)
 - Highgate Hill (New, formerly Mount Carmel RC Girls School)
 - Islington Primary (New)
 - Newham Collegiate Sixth Form (Existing without a legal status at present)
3. The current expected limit of academies sponsored by the City is 12 schools which would provide a critical mass of CoLAT schools in order to make economies of scale.
 4. The City as sponsor expects rigorous and transparent financial scrutiny of the City of London Academies Trust and the academies which the City sponsors, directly or through the Trust. This has also been the subject of increased central government concern.
 5. Central government is now expecting greater financial and procedural scrutiny of multi-academy trusts. This has been reinforced in the revised academies financial handbook for 2016.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/535870/Academies_Financial_Handbook_2016_final.pdf
 6. It was further re-inforced by a letter from Lord Nash sent to all multi-academy trusts in October 2016. **Appendix 1.**

Current Position

7. The academy financial year runs from September to September.
8. Each school currently manages its own finances. Operating different accounting systems which are all subject to external audit.
9. Each school has a finance committee which regularly reviews finances budget and contributes to the end of year audit and published accounts.
10. CoLAT has recently appointed a new Chief Financial Officer and holds a series of Finance, Audit and Risk meetings through the year to examine individual school and central corporate financial matters.
11. The Trust is subject to independent external audit currently undertaken by Buzzacotts. It is intended that this contract will be re-tendered this financial year.
12. CoLAT carried forward a total reserve fund of approximately 3million in August 2016 which currently sit with the two founder schools.
13. However, there are increasing financial pressures caused by flat budgets being allocated to schools who have had to absorb increases in on-costs, recommended pay increases of 1% and staff yearly incremental pay rises.
14. The proposed National funding formula is intended to redirect resources away from the well-funded inner-city areas to areas where there has been underfunding. It is expected that this will deplete the resources available to London schools disproportionately.

15. Up to 1/3 of schools nationally are predicting they will run deficits in 16/17
16. At the same time there are greater expectations on MAT and individual schools to manage their finances independently of LA or external support.
17. While the City as sponsor does not carry a risk of financial exposure as the EFA do operate recovery plans for Trusts or schools in difficulty it does carry significant reputational risk.
18. In a number of high profile cases the EFA has taken schools away from Trusts and either closed them or re-allocated them to a new Trust.

Purpose

19. The aim of providing a financial scrutiny process is to mitigate the reputational risk to the City of a school, or CoLAT failure due to financial difficulty.

Recommendations

20. The actions that follow are implemented and reviewed in 12 months.
21. CoLAT should consider independent external membership of the Finance, Audit and Risk Committee.
22. CoLAT will re-tender the independent auditor contract as Buzzacotts have retained that contract unchallenged for over 7 years.

CoLAT will set up financial scrutiny meetings with each school in the Trust and (subject to consultation with the joint sponsors) with the co-sponsored academies. These meetings would involve the Headteacher, Chair of Governors and Business Manager of each school presenting key financial documents to the Chief Financial Officer, The Chief Executive and the Chair of CoLAT Finance, Audit and Risk Committee.

CoLAT audit takes place in November each year so it is important that the financial scrutiny check happens prior to the audit procedure and following the EFA funding letter and budgeting process. For this reason it is proposed that this would happen in June/July each year.

The school/academy would be required to present an analysis of financial risk incorporating the following documentation:

- A projected budget out-turn for that year
- A 3 year budget forecast
- A 12 month (Sept-Aug) cash flow forecast
- A breakdown of current reserves and an explanation of proposed use

Mark Emmerson

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Appendix 1. Letter from Lord Nash regarding MATs and robust financial management



Lord Nash

Parliamentary Under Secretary of State for the School System
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

21 October 2016

Dear Chair,

I want to thank you directly for the vital role you play as chair of the board in overseeing the success of your trust.

In an increasingly school-led education system, good governance is crucial to ensuring the best possible education for all children and young people. Effective boards provide strategic direction and control to schools and create robust accountability, oversight and assurance not just for their educational outcomes but also for their financial performance.

We are making good progress in raising awareness of the importance of good governance but we cannot be complacent. Where there is weak governance this can lead to a lack of oversight and failure to provide appropriate challenge, including for financial transactions. Certain types of transactions rightly attract scrutiny such as those with related parties; excessive salaries for senior staff which are not linked to their performance; and excessive or inappropriate expenses payments to employees or trustees. As well as safeguarding the use of public funds, sound financial management and governance is essential to retaining the confidence of parents and the wider public.

I want to stamp out any instances of public funds not being used for the purpose intended. I am therefore writing to emphasize the key issues that I would be grateful for you as chair to be focussing on to ensure that the governance of your trust and its use of money are as robust as possible:

Is there robust oversight of financial management?

Academy trusts have a significant level of autonomy but this brings a responsibility for the board to consider the regularity, propriety and value for money of all aspects of trust business – including the actions of the leadership team itself. **You should establish and monitor policies, particularly on related party transactions and executive salaries and expenses**, so that you and your trustees would be confident to expose them to public scrutiny.

The Department provides information for academy trusts on financial benchmarking which helps boards to question whether their resources could be used more efficiently, for example, how executive salaries compare to those similar trusts. Of

either recruitment or training. Alongside the ongoing [Academy Ambassadors](#) programme helping MAT boards recruit senior business leaders, the Department has recently re-tendered and awarded funding for trustee recruitment support to all schools and academy trusts from [Inspiring Governance](#). Both services are focused on helping boards find trustees with the specific skills they need.

To support you in addressing any training needs you have identified in relation to using data and building financial skills, we provide funding for up to 3 trustees or governors in your academy trust to attend workshops on **RaiseOnline**, **Understanding and Using Performance-Related Pay** and **Improving Financial Efficiencies**.

Alongside ensuring and developing the skills of your board, please do not neglect your own development needs – I would urge you to actively build your network of relationships with other chairs to share experience and learning and to make the most of every available professional development opportunity.

You may want to consider attending our *Chairs of Governors Leadership Development Programme* which aims to develop your skills in leading effective governance; strategic leadership and influencing skills; leading change and continuous improvement. A limited number of scholarships towards the full cost of the programme will be available until March 2017.

You can find a list of the organisations licensed to offer the [workshops and the development programme](#) on GOV.UK.

In addition, there are several courses for existing and aspiring MAT CEOs and senior leaders wishing to develop their leadership skills. The content of many of these courses is equally relevant to you in your role as chair. You can find the details of the [Executive Educators programme and other courses and providers](#) on GOV.UK.

Is responsibility for governance clearly assigned?

It is essential that all trusts, but particularly MATs that have appointed local governing bodies, explicitly define, document and publish on their website a scheme of delegation to set out the precise role and function of each tier of governance below the board to which they have delegated functions. This is a requirement under the Academies Financial Handbook to ensure trusts develop coherent governance arrangements that are transparent to everyone both within and outside the trust.

Conclusion

You should by now also have received a copy of [the letter](#) that Peter Lauener, EFA's chief executive, sent to academy trust accounting officers on 6 October. In his letter, he too reflected on some of the key issues that have impacted on the strength of financial management and governance in academy trusts over the past year and provided some useful links to [tools and guidance](#) available to support you. As with that letter, please share this letter with your trustees and senior management team.

course, the circumstances of all trusts differ but use of benchmarking information in this way can be an important basis for scrutiny and challenge.

Does your board of trustees have sufficient independence and diversity of perspectives?

The most robust governance structures will have a significant degree of separation between the individuals who are members and those who are trustees. This enables more objective oversight of the board's performance and decision-making.

The board itself should be made up of a diverse range of people that bring a range of perspectives to bear to enable robust decision making. There should be clear separation between the role of the board in providing strategic leadership and oversight and that of senior executives providing operational leadership. I would not expect those in a senior leadership position to occupy a board position where this could reduce the scope for independent scrutiny. For example, it is prohibited for a finance director, or any other employee, to also be a member of the Audit Committee. It is also no longer a requirement in our model articles that the Principal/ CEO is a trustee – this is rightly a decision for the members who may decide that in line with common practice in the charity sector they want complete separation between the board and its executive.

The board should also avoid other concentrations of power that might limit independence and objectivity. This means that **employees should not be members of the trust** – this is a requirement in the articles of association for new trusts and strongly recommended for all trusts. It also means that the board should give careful consideration as to whether related or connected parties collectively exercise significant influence at board level or create inappropriate conflicts of interest – for example through close family relationships between trustees, members or senior executive leaders. Please take the lead in reviewing the composition of your own board with regard to these matters and ensure that any potential interests that remain are recorded and published as is required.

Do your trustees have the right skills and experience to discharge these duties?

It is enormously important for those in governance to have the right knowledge and skills to carry out their role effectively. The Department will soon publish a competency framework for governance setting out the skills, knowledge and behaviours required for effective governance.

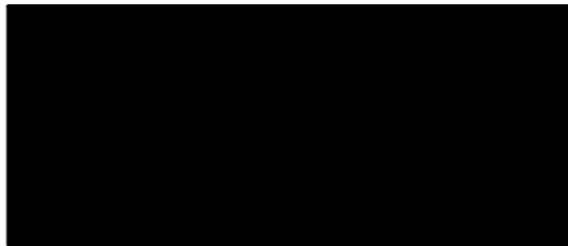
In relation to finance, all trustees should have an understanding of the statutory and contractual requirements around financial accountability and the principles of good financial management. In addition, you should consider what specialist financial expertise your board requires and recruit or provide training as appropriate: of course, all trustees should have an understanding of the pupil performance data of the trust and its schools so they can effectively hold the executive to account.

Boards should carry out regular audits of trustees' skills, as now required by the Academies Financial Handbook, and actively seek to address any gaps through

I know there are many examples of outstanding governance across the system. I look forward to recognising and celebrating this when I present the National Governors' Association Outstanding Governance Awards in May next year. Please do consider entering by the closing date of 31 December so that we can showcase the very best of academy governance.

Thank you again for the vital role you play in the academy system. I wish you every success in the year ahead.

Yours sincerely



Lord Nash
Parliamentary Under Secretary of State for the School System

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Committee(s)	Dated:
Education Board	12 January 2017
Subject: City of London Academies Trust Potential Financial Risks	Public
Report of: Department of Community and Children's Services	For Information
Report author: Mark Emmerson Education Strategy and Skills Director	

Summary

This report shows the relatively low level of financial reserves held by the City of London Academies Trust and acknowledges that any unforeseen costs arising over the initial years of its operation may require additional funding for specific events by the City of London Corporation

Recommendation(s)

Members are asked to: Note the report

Main Report

Background

1. The re-constitution of the City of London Academies Trust (CoLAT) in January 2016 involved setting an expectation that from September 2017 each school in the CoLAT would have 2% of their direct funding from the government top sliced to support the central CoLAT function.

Current Position

2. In the initial period of the Trust operation 2016/17 the central team function has been supported by the education budget to ensure that leadership and central services can be provided in advance of the 2% top slice in September 2017.
3. As the trust assumes a self-financing capability it will build reserves over the coming years that will provide an annual contingency fund that could be drawn upon if there was an unforeseen educational or financial event.
4. However, in the initial years of the Trust while the reserves are growing this contingency will be relatively small, increasing the impact of risks associated with destabilising events.

5. Examples of the risks that might be needed to mitigate:

- The need to remove/replace a Headteacher/Principal for any reason.
- The need to provide immediate intervention and/or support in response to immediate performance concerns.
- The need to respond to urgent OFSTED recommendations.
- Providing support and/or professional advice for an academy facing an unforeseen legal, safeguarding or prevent crisis.
- Providing immediate support in the event of a critical incident affecting students or the Academy building.
- An unforeseen financial crisis in an Academy meaning that the 2% top slice could not be collected.

Proposals

6. It is proposed that the City of London Corporation is asked to acknowledge these risks and that there may be requests arising in future periods for additional funding for specific events should any of these risks materialise. Such a request would be made in exceptional circumstances where inaction in response to an immediate risk would otherwise lead to an educational or safeguarding crisis.

Corporate & Strategic Implications

7. The acknowledgement of the potential for the need for additional funding in specific circumstances would in effect be an allocation set against any potential corporate risk to the City that could be envisaged by the operation of the Trust.

Conclusion

8. This paper proposes that the City of London Corporation acknowledges the low level of financial reserves held by COLAT in its first few years of operation and that further funding requests may be made in the future in the event of the realisation of unforeseen risks.

Appendices

Appendix 1. CoLAT 5 year Projected Budget and Contingency

Mark Emmerson

Interim Education Strategy and Skills Director

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Appendix 1

Indicative Revenue Streams at 2% of funding agreement allocation								
		Opening	16/17	17/18	18/19	19/20	20/21	21/22
North								
North	<i>Islington Primary</i>	9/17	31	10	16	20	24	28
North	<i>Highgate hill</i>	9/17	5	80	100	120	140	160
North								
South								
South	COLAS	Open	0	200	200	200	200	200
South	Galleywall	Open	0	16	20	24	28	32
South	Redriff	Open	0	40	40	40	40	40
South								
East								
East	<i>NCS</i>	9/16	0	0	0	0	0	0
East	<i>Shoreditch Park</i>	9/17	87	50	60	70	80	90
East	<i>Downs Park</i>	9/19	0	0	0	50	50	60
East								
Traded Services			0	0	0	0	0	0
Total Revenue			123	396	436	524	562	610
Total Grant Funding			241	125	100	75	50	50
Total Central Staff Cost			345	468	512	583	641	653
Central Function/Staffing Contingency			19	53	24	16	-29	7
Potential Reserve			19	72	96	112	83	90

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Committee(s)	Dated:
Education Board	12 January 2017
Subject: City of London Academies Trust Endowment	Public
Report of: Director of Community and Children's Services	For Decision
Report author: Mark Emmerson Education Strategy and Skills Director	

Summary

This report seeks to make the case for a £250K endowment to be allocated to the City of London Academies Trust by the City of London to provide a sensible and realistic reserve for its activities over the first 5 years of operation.

Recommendation(s)

Members are asked to:

Endorse the request as described for consideration by the Chamberlain.

Main Report

Background

1. The re-constitution of the City of London Academies Trust (CoLAT) in January 2016 involved setting an expectation that from September 2017 each school in the CoLAT would have 2% of their direct funding from the government top sliced to support the central CoLAT function.

Current Position

2. In the initial period of the Trust operation 2016/17 the central team function has been supported by the education budget to ensure that leadership and central services can be provided in advance of the 2% top slice in September 2017.
3. As the trust assumes a self-financing capability it will build reserves over the coming years that will provide an annual contingency fund that could be drawn upon if there was an unforeseen educational or financial event.

4. In the initial years of the Trust while the reserves are growing this contingency will be relatively small, increasing the impact of risks associated with destabilising events.
5. It is proposed that the City of London Corporation consider providing an endowment to CoLAT which would be held as a reserve against these risks.

Options

6. The reserve could be in the form of an actual allocation held with or for the Trust or more simply as a draw down agreement which could be invoked at some time in the case of any potential crisis.

Proposals

7. It is proposed that a reserve of the order of £250K would be needed to mitigate key risks in the years before the Trust is able to realise an annual carry-over and create its own operational reserve.
8. A reserve of this order would provide CoLAT with a degree of resilience and agility to address urgent concerns promptly.
9. It is envisaged that this reserve would only be used in exceptional circumstances where inaction in response to an immediate risk would lead to a financial, educational, or safeguarding crisis.
10. Examples of the risks that the reserve would be held to mitigate:
 - The need to remove/replace a Headteacher/Principal for any reason.
 - The need to provide immediate intervention and/or support in response to immediate performance concerns.
 - The need to respond to urgent OFSTED recommendations.
 - Providing support and/or professional advice for an academy facing an unforeseen legal, safeguarding or prevent crisis.
 - Providing immediate support in the event of a critical incident affecting students or the Academy building.
 - An unforeseen financial crisis in an Academy meaning that the 2% top slice could not be collected.

Corporate & Strategic Implications

11. Securing a sum or drawn down facility would in effect be an allocation set against any potential corporate risk to the City that could be envisaged by the operation of the Trust.

Conclusion

12. This paper proposes that a sum of money is used to provide insurance against potential unforeseen risks. If agreed the method of securing and drawing down those funds will need to be established in negotiation with the Chamberlain.

Appendices

Appendix 1. CoLAT 5 year Projected Budget and Contingency

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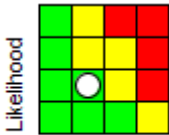
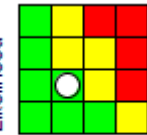
Appendix 1

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Committee(s):	Date(s):
City of London Academies Trust - For information	6 December 2016
Education Board - For information	12 January 2017
Subject: Academies Risk Register	Public
Report of: Director of Community and Children's Services	For Information
<p style="text-align: center;">Summary</p> <p>This report asks members to note that the Department of Community and Children's Services (DCCS) has included two risks regarding City of London academies on the departmental risk register, the progress of which will be reported to the Education Board, and City of London Academies Trust (COLAT) should there be any significant change in the status of any risk.</p> <p>There have been numerous incidents involving academies receiving unwanted local/national attention for stories such as misuse use of expenses, not following financial or procurement rules leading to favouritism and value for money not being realised, poor academic results, high salaries paid to senior leadership teams as well as failure of overall governance, any of which might impact on the reputation of an academy trust.</p> <p>The City of London Corporation as sponsor has high expectations on the performance of its academies, and by monitoring risks within the Department for Community and Children's Services Risk Register, it is envisaged any potential issues would be identified early, as well as escalated to the Corporation's Chief Officer Risk Management Group should the level of risk increase to a point where it could affect the reputation of the corporation.</p> <p>The key areas of risk for an academy trust are no different to any other multi-million pound company, these being the areas of leadership and governance, financial management, and academic performance, as well as in the case of expanding academy trusts, the progress being made on opening new academies through the Pre-opening Development Stage. The risks that have been developed reflect these areas and are attached as Appendix 1. They identify the causes of risk, the potential effects, and the actions being undertaken to minimise these risks occurring. Should any further strategic risk arise, these can be added to the register if the Board wishes to do so.</p> <p>Recommendation(s)</p> <p>Members are asked to:</p> <ul style="list-style-type: none"> • Note the report. 	

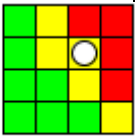
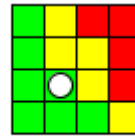

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Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score	Risk Update and date of update	Target Risk Rating & Score	Target Date	Current Risk score change indicator
DCCS 00 Failure of the City of London Academies to meet the high performance expectations of the Corporation 21-November-2016 Education Strategy Director	Cause(s): (As a result of) <ul style="list-style-type: none"> Inadequate MAT governance and financial management arrangements Ineffective leadership/management/oversight of the MAT Ineffective /inadequate teaching standards and management of the curriculum Event: (there is a risk that) the MAT does not deliver outstanding teaching and a learning curriculum to students as well as an efficient and well run organisation. Effect: (which results in) <ul style="list-style-type: none"> Poor academic results in one or more of the City's academies Poor Ofsted inspection judgement Reputational damage to one or more of the City's academies, and in turn the City of London Corporation 	 4	City of London academies have achieved an exceptional set of year 11 results. Across all City of London Secondary Academies 77% of students achieved 5A*-C with English and mathematics, and all judged as either Good or Outstanding by Ofsted. Redriff Primary Academy also judged as Outstanding by Ofsted. 21 Nov 2016	 4	01-Sep-2019	↔ No change

Action no, Title,	Description	Latest Note	Managed By	Latest Note Date	Due Date
DCCS 002a Standards & Accountability Scrutiny meetings	An 'Accountability Framework' has been established with a rigorous cycle of; examination analysis, performance review, actions to address under-performance, school leader performance management, target setting, school monitoring visits and final predicted results collection prior to examination results. This process provides a clear line of accountability through to school leaders. CoLAT	Standards & Accountability Scrutiny meetings were schedule for November to review projected attainment of pupils. A report is to be taken to the education Board in January together with data on progress and added value. Spring 2017 will see the next stage of the accountability process which is a series of school visits by the CEO.	Mark Emmerson	15-Nov-2016	01-Dec-2016
DCCS 002b Governance,	Articles and governance framework provide the mechanisms to intervene if the trust or an individual	The CoLAT Articles we re-set in January 2016 as a result of re-structuring to allow better oversight and clearer representation of the interests of the	Members of CoLAT	15-Nov-2016	1 Dec 2016

Accountability and Financial Risk Management	<p>school is not performing to the required standard.</p> <p>Chairs of Governors must be approved by the city as sponsor. They can be removed by the Trust and the City can remove Trustees through the control of the company exercised by members, one of which is the Corporation represented by the Town Clerk.</p> <p>Clear policies and procedures operate around financial risk management with the Trust being independently audited.</p>	<p>Corporation.</p> <p>A new Chief Financial Officer has been appointed to the Trust, starting in January 2017. Annual audit due to be completed by December 2016</p>	Board-The Town Clerk		
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Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score	Risk Update and date of update	Target Risk Rating & Score	Target Date	Current Risk score change indicator
DCCS 002 Failure to deliver City of London Academy expansion Programme 31-May-2016 Director of Children's Services	<p>Cause Expansion Programme not delivered</p> <p>Event Building projects not completed, and/or academies not approved for opening by the DfE</p> <p>Effect Need to secure temporary accommodation / alternative school place provision leading to increased pressure on school budgets and reputational damage. Academies opening deferred for a further year resulting in failure to deliver school places and reputational damage.</p>	<p>Likelihood</p>  <p>Impact</p> <p>12</p>	<p>A project to increase the number of academies sponsored by the City of London has commenced. 3 applications have been approved by the Department for Education to pre-grant development stage. A further application is due for decision by the end of December 2016</p> <p>15 Nov 2016</p>	<p>Likelihood</p>  <p>Impact</p> <p>4</p>	01-Sep-2019	 No change

Action no, Title,	Description	Latest Note	Managed By	Latest Note Date	Due Date
DCCS 002a Programme Board	A Programme Board has been established to oversee the work of project boards and take high level decisions	The Programme Board meetings are in place in the Autumn Term to sign off progress made against each of the schools in Pre-opening Development Grant phase, with a progress report going to the January 2017 meeting of the Education Board. .	Ade Adetosoye	15 Nov-2016	01-Sep-2019

DCCS 002b Project Boards	Project boards for the three schools in Pre-opening Development Grant phase have been established and meet monthly	A number of critical decisions need to be taken over the coming months, including: heads of terms, funding agreements, land transfers, designs, planning applications and communications, as well as governance staffing, finance, and applications for the schools. These will be monitored by projects boards with key risks highlighted in reports and, where appropriate, escalated to the Programme Board.	Ade Adetosoye	15 Nov-2016	30-Sep-2017
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Committee(s)	Dated:
Education Board	12 January 2017
Subject: Examination Scrutiny Meetings	Public
Report of: Director of Community and Children's Services	For Information
Report author: Jeanne Barnard	

Summary

Scrutiny meetings for the City of London Academies were held in November 2016, in accordance with the City of London Corporation's accountability framework. These meetings provided an opportunity for the City Corporation to ensure each academy has effective processes in place to analyse their exam results. It also provided the opportunity for the academies to outline strategic actions for improvement, and risks their schools are facing. There were some common themes among the academies regarding risks around recruitment, specifically of Maths and Science teachers. The Education Unit alongside the City of London Academies Trust are working on a joint approach to support academies with recruitment.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

1. As part of the City of London Corporation's accountability framework, the Education Unit convened exam scrutiny meetings for the City's primary academy and secondary academies in November 2016.

Current Position

2. Scrutiny meetings were attended by the four City academies: The City Academy Hackney (co-sponsored by KPMG), the City of London Academy Islington (co-sponsored by the City University London), the City of London Academy (Southwark), and Redriff Primary.
3. Each meeting was attended by the relevant head teacher and Chair of Governors, to represent their schools. Representatives from the City Corporation included the Chair of the Education Board, Education Strategy Director, and the Education Policy Officer. Representatives from the co-sponsors were also present at the relevant meetings. Each school presented their key successes arising from the 2016 examination results, areas of improvement and strategic actions to address these, targets for 2017, and risks. Academies were also invited to identify areas where the City Corporation could provide further support.
4. Following the meetings it was suggested finance and budget risks should be added as a separate item on the agenda for future meetings.

5. Overall, the results from the academy schools were very strong, with particularly strong Progress 8 scores. A brief summary of the matters discussed at each meeting follows.

The City Academy Hackney:

6. Key successes for Hackney included an excellent Progress 8 score, which placed the Academy 7th in the country for progress. It also celebrated its best ever results in Maths and English in GSCE at 82%. The average attainment score was a B, which provides students with the opportunity to get into any school for 6th form they choose.
7. An area for improvement is the 6th form. This was the first year Hackney offered A levels. Scores sit around national average, however the Alps score was in the bottom 25% of the country. Therefore the school will be focusing on improving performance at the 6th form level. This includes aligning internal assessment better with external exams, addressing issues in writing skills, and helping students deal with the pressure of A levels.
8. In terms of risks, Hackney is facing a deficit in its account from the previous school year. To mitigate this, budget control will be an on-going focus. The school is also working with its co-sponsor, KPMG, on a recovery plan to break even at the end of the year. The recruitment of Maths and Science teachers was also identified as a risk for the school.

The City of London Academy Islington (co-sponsored with The City University London)

9. Successes for Islington include a Progress 8 score of 0.81 at GSCE level, which places it 15th in the country and 6th in London for progress. It also had very strong results in English, with 93% A* to C. At A level, Islington had a 99% pass rate, with an overall grade of a D+. It also performed very well in vocational subjects, with an average grade of Distinction*.
10. An area for improvement at both GSCE and A level is Science. The schools expressed a lot of concern for their Science department, and recruiting strong teachers will be crucial in this area. The school will also focus at increasing progress for higher attaining students, and retention from year 12 to year 13 for its 6th form.
11. The school will continue its mentoring and tutoring programmes to support students. It will also maintain a culture of 'nothing less than the best' by setting aspirational targets. It will also make use of Student Impact Reports to track the performance of underachieving students. Appointment of curriculum leads in various subject areas will also support better teaching.
12. A major risk factor for the school is recruitment and retention of staff, especially Science and Maths teachers. It is also facing financial pressures, which has already resulted in cuts to staffing numbers, intervention programmes, and reductions in back office support. Islington is also facing a deficit, and is considering how to manage this.

The City of London Academy (Southwark)

13. Key successes for Southwark include increasing its EBacc score from 17% in 2015 to 27% in 2016. Student attainment at GSCE has also entered the top 10% of schools, and the school is ranked 4th for attainment in Southwark.
14. Areas for improvement include lifting the achievement of the most able students. Progress 8 scores were also below target, and will be a particular area of focus.
15. Actions to improve performance include embedding quality first teaching, linking appraisal targets with students' achievement, and improving teaching at key stage 3. An ambitious progress 8 target has been set (increased from 0.3 to 0.5). This score will be reached through observing teaching and refining methods at key stage 4.
16. Risk factors for the school include pressure on its budget due to the Fairer Funding formula, and the CoLAT top slice. It also identifies the recruitment of Maths and Science teachers as an on-going risk.

Redriff Primary Academy

17. Redriff primary achieved very strong key stage 1 results, including a 84% pass rate in Phonics, which is above the national average. Reading, Writing and Maths scores were also above national average. Performance at key stage 2 was also very strong, with attainment scores across all key stage 2 subjects above national average. Progress scores were also very strong, with 2.5 for Reading and 5.2 for Writing.
18. The main area for improvement for the school is Maths. Redriff had a -0.09 progress score for Maths at key stage 2. To address this, the school will continue the roll-out of its Maths Hub, which will be in its second year in 2017. It is also exploring investing in a Maths Mastery Programme. A year 5 and Early Years Foundation Stage (EYFS) teacher will also be receiving specialist Maths training, and the school will ensure Maths interventions enable children to make accelerated progress.
19. Risks faced by the school include unstable numbers at EYFS. There has also been a lot of pressure on staff, with two teachers moving to Galleywall. The school is also facing changing demographics, with increasing number of EAL and Any Other White Background students.

Strategic support for the academies regarding recruitment

20. All the academies noted concerns around recruitment, in particular recruiting quality Science and Maths teachers. The Education Unit and CoLAT are working with the academies to explore ways to address the challenges around recruitment. Proposals are being discussed with the schools, with an aim to provide some level of central support. We are also exploring ways the City Schools can support each other through sharing best practice and sharing resources.

Conclusion

21. The scrutiny meetings were a useful exercise to gain insight into the successes and challenges the schools are facing. Overall, the City Corporation academies have performed very well, with very strong results across all the academies.

Areas of improvement have been identified, with all schools identifying strategic actions to improve their performance in areas of concern. The Education Unit and CoLAT are working with the schools to explore ways to address risks around recruitment, particularly of Maths and Science teachers.

Appendices

- Appendix 1 – Examination results 2016 and 2017 targets for City Academies
- Appendix 2 – Scrutiny meetings protocol
- Appendix 3 – Glossary of terms for examination results

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Examination results 2016 and targets for 2017The City Academy Hackney

Key stage 4 outcomes:

Yr 11 2016	%EM	%EBACC	Att 8	Prog 8	Rank
National Av 2016	59	23	48.2 (D+)	0	50
Targets 2017	90	70 (55)			
Actual	83	43	59 (B)	1.03	1
Target	85%	55%	B+	1.3	1
Predicted	79%	56%	B-	1.1	1

A Level outcomes:

	No of Students	Av Pts Sc/ A level	Av Grade	At Least 3 A Levels A*-E %	% Students AAB in 2 facilitating subjects	Progress Av A level grade above Av	Alps Score	Percentile Rank
National Averages	NA	216	C+	78	15			
Targets 2017							3 (4)	Top 20% (Top 30%)
Actual 2016	69	211	C+	96	12		7	Top 75%
Predicted Jul 2016		229	C+			0.3	4	Top 30%
Target Nov 2016		240	B			0.2	3	Top 20%

The City of London Academy Islington

Key stage 4 outcomes:

Yr 11 2016	%EM	%EBACC	Att 8	Prog 8	Rank %
National Av 2016	59	23	48.2 (D+)	0	50
Targets 2017	55	30	40	0.3	20
Actual 2016	68	31	54.3 (C)	0.81	1
Target	63	29	C	0.88	
Predicted	55-60	23	C+	0.7	

A Level outcomes:

	No of Students	Av Pts Sc/ A level	Av Grade	At Least 3 A Levels A*-E %	% Students AAB in 2 facilitating subjects	Progress Av A level grade above Av	Alps Score	Percentile Rank
National Averages	NA	216	C+	78	15			
Targets 2017	41	28.4	C	49%	2%	N/A	N/A	N/A
Actual 2016	55	24.65	D+	40%	0%	-0.03	N/A	N/A
Predicted Jul 2016		200	C-			0.2	4	Top 30%
Target Nov 2016		189	D+			0.2	4	Top 30%
Actual 2015	37	188	D+	41	3	-0.13	5	

The City of London Academy Southwark

Key stage 4 outcomes:

Yr 11 2016	%EM	%EBACC	Attainment 8	Progress 8	Rank
National Av 2016	59	23	48.2 (D+)	0	50
Targets 2017	80 (82)	40	59 (C+)	0.3 (0.5)	30
Actual	78	27.1	57.3 (C+)	0.16	40
Target	75	28	C	0.2	
Predicted	77	23	C+	0.2	

A Level outcomes:

	No of Students	Av Pts Sc/ A level	Av Grade	At Least 3 A Levels A*-E	% Students AAB in 2 facilitating subs	Prog Av AL above Nat Av	Alps Score	Percentile Rank
National Av 2016		216	C+	78%	15%			
Target 2017	150	30.2	C+	55%*	12%	0.2	3	Top 20%
Actual 2016	147	211	C	52.8%	11%	0.07	4	Top 30%
Predicted Jul 2016		218	C-			0.2	3	Top 20%
Target Nov 2016		200	C-			0.2	3	Top 20%
Actual 2015	73	210	C	68	5	0.1	4	Top 30%

*There are more students currently on mixed pathways of vocational and academic subjects

Redriff Primary Academy

Key stage 2 data:

Reading	National Expected	National High Score	Redriff Expected	Redriff High score
2016	66	19	88	29
Target 2017			82	30

SPAG (Spelling, punctuation and grammar)	National Expected	National High Score	Redriff Expected	Redriff High score
2016	72	23	77	23
Target 2017			80	30

Maths	National Expected	National High Score	Redriff Expected	Redriff High score
2016	70	17	75	21
Target 2017			80	30

R,W&M	National Expected	National High Score	Redriff Expected	Redriff High score
2016	53	5	63	15
Target 2017			65	20

Writing TA	National Expected	National High Score	Redriff Expected	Redriff High score
2016	74	15	92	50
Target 2017			82	50

Scrutiny Meetings Draft Protocol 2017

Background

1. The Education Board and CoLAT have an agreed accountability framework for all City schools and academies.
2. At the Education Board on 5th September 2015 it was agreed that for co-sponsored academies accountability and scrutiny would be carried out by the CoLAT on behalf of the sponsor in order to ensure the sponsor discharges its responsibilities in a simple, co-ordinated and efficient way across all academies.

Timing

3. The meetings will take place early in the second half term which should give enough time for schools to analyse their internal data with governors and assimilate the outcomes of the RAISE report.

The Panel

4. The panel will include the Education Board Chairman and Deputy Chairman the Director of CCS, CoLAT CEO, and where appropriate a co-sponsor and LA representative.

Academy Representation

5. The Academy will be represented by the Principal and Chair of Governors.

Outcomes

6. To reduce workload the panel will only require the analysis that has already been provided to governors.

This would normally include a review of statutory outcomes against targets, predictions and national averages at KS2, KS4 and A level. For 2016/17 this will be:

KS2	KS4	A Level
Reading	English and Maths A*-C	%age A*-A
Writing	5A*-C Eng + Maths	%age A*-B
Mathematics	English Baccalaureate A*-C	%age A*-E
SPAG	Attainment 8	Av Pts Sc
Reading, Writing and Maths	Progress 8	Av Pts Sc (+Vocational)
Relevant RAISE data	Relevant RAISE data	Relevant Alps/Alis data

7. In addition the school will be expected to draw the panel's attention to any pertinent data which supports their evaluation of the strengths and areas for improvement.

Agenda

8. The meeting will follow the broad agenda outlined below:
 - i. Strategic analysis of successes and areas for improvement
 - ii. Strategic actions to improve performance
 - iii. Targets for 2017
 - iv. Risk factors

Glossary of examination results terms

Attainment	Attainment measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
Progress 8	Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
Alps score	Alps measures the performance of a student at Level 3 against their predicted performance based on their GCSE achievement. The students' prior achievement is calculated from their GCSEs. The Alps score then takes a snapshot of the performance at a school against national benchmarks.

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Committee(s):	Date(s):
Education Board	12 January 2017
Subject: Prioritisation	Public
Report of: Mark Emmerson CEO CoLAT	For Decision
<p style="text-align: center;">Summary</p> <p>This paper notes the decision taken at the Education Board in March 2016 to limit the sponsor exposure through the expansion of the City of London Academies Trust to a maximum of 12 schools in the next few years.</p> <p>It also notes the recent meeting of the 14 November 2016 which was called in line with the agreed sponsor prioritisation process and attended by representatives of the Education Board, DCCS, Town Clerk and CoLAT.</p> <p>At the meeting requests from a number of sources that 3 primary schools join CoLAT were discussed.</p> <p>All three schools are situated within boroughs in which CoLAT currently operates, or will operate a number of successful schools. The schools are all situated in locations that would ensure that they are, or will be, feeders for our Secondary schools in Islington, Southwark and Hackney.</p> <p>The stakeholder meeting felt that all three schools would be strong members of the Trust both helping to secure student numbers for our secondary academies and helping us deliver outstanding education in disadvantaged areas.</p> <p>Recommendation(s)</p> <p>The Education Board is asked to:</p> <ul style="list-style-type: none"> • Support CoLAT in undertaking the agreed due diligence process on the 3 identified Primary schools. 	

Main Report

Background

1. In March 2016 the expansion of CoLAT was considered by the City of London and it was agreed that to ensure judicious expansion and the preservation of leadership capacity The Corporation would put an upper limit of 12 schools on CoLAT until further notice.
2. It was also recognised that as opportunities came to the Trust they would be considered on a case by case basis following the agreed prioritisation and due diligence process which was agreed in July 2016.
3. The first stage in this process is to be a meeting where all stakeholders consider the proposals and seek agreement to proceed to due diligence. This took place on the 14 November with representation from The Corporation, the Education Board, CoLAT and the DCCS.
4. It was agreed to give all the three Primary schools due consideration.
5. From a CoLAT perspective each of these schools will be feeder schools for our secondary schools. They all have very good building stock and as far as we know healthy finances.
6. All of the schools see the long term benefit of aligning themselves with a very good Trust that is developing the capacity to provide support and efficiency savings across their local areas.

Current Position

7. All stakeholders have not been engaged as yet and so the primaries are not named at this stage.

Conclusion

Considering the potential benefits of bringing in existing schools in to the Trust the proposal is to ensure that all stakeholders are aligned and then move to due diligence in 2017.

Appendices

- Appendix 1 – Prioritisation Process
- Appendix 2 – City Schools Diagram

Background Papers:

- Education Board paper: Prioritisation July 2016
- Education Board paper: Academy Expansion March 2016

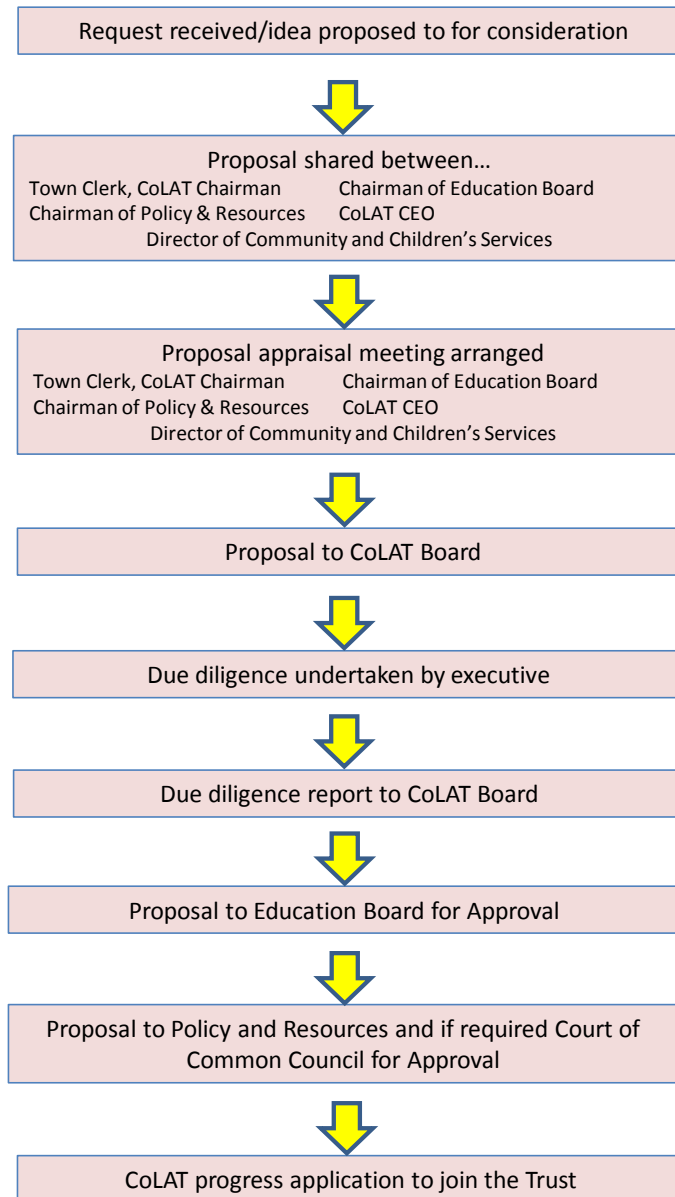
Mark Emmerson

CEO City of London Academies Trust

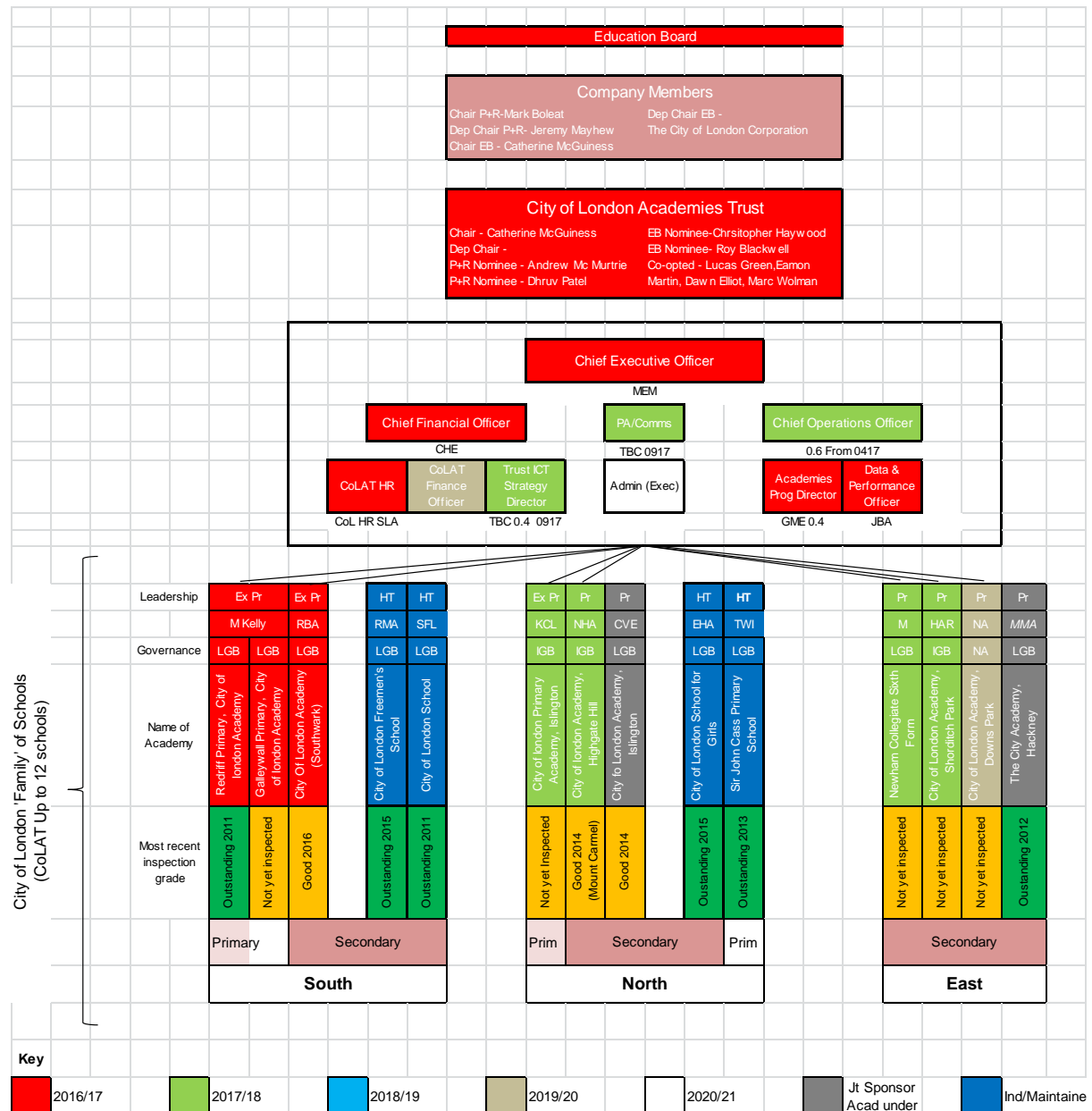
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Appendix 1 - Prioritisation Process



Appendix 2 – City Schools



Committee(s)	Dated:
Education Board	12 January 2017
Subject: Local Governing Body Governance for City of London Academies Trust Schools	Public
Report of: Director of Community and Children's Services	For Decision
Report author: Jeanne Barnard	

Summary

The Board of the City of London Academies Trust Board (the Trust) has approved governance documentation for Local Governing Bodies (LGBs). These documents are attached for your information and, as relevant, for your endorsement.

This report also reiterates the City's role as Sponsor of the Trust regarding appointing governors to the Trust's LGBs. The City approves the Chair of every LGB of the Trust, will be notified of the establishment, terms of reference, constitution and membership of any LGB of the Trust; and will be invited to nominate suitable candidates to be appointed as members of such LGBs. The City will also be consulted by the Trust when it appoints any LGBs (or other committees) under Article 100 of its Articles of Association

Going forward, the Education Unit will provide an update on governor membership as a standing item at Education Board meetings. Updates will either be for information or for decision if any new governors are being appointed.

A list of all current governors for City Schools is also attached for your information, including the interim governors for the City of London Academy Shoreditch Park, Highgate Hill, and Islington Primary (opening in September 2017).

Recommendation(s)

Members are asked to:

- Note, and otherwise as set out in the report, consider and endorse the governance documentation for the Trust's LGBs including the appointment process for governor appointments to the Trust's LGBs **(at Appendix 3)**.
- Note the Trust has approved governance documentation for Local Governing Bodies for academies in the Trust.
- Note the City's role as Sponsor regarding LGB appointments.
- Note the Education Unit will provide an update on governor membership to the Education Board as a standing agenda item.
- Note the current governors for the City Schools.

Main Report

Background

1. The Trust's LGB governance structures and the City's role in the appointment of the Trust's LGB governors was discussed at the Education Board meeting on 10 November 2016, and at previous meetings throughout the year. The Education Board made a number of comments and resolved that a final paper regarding LGB governance would be brought to this meeting after LGB governance documentation was approved by the Trust at their 6 December 2016 Board meeting.

Current Position regarding the City of London Academies Trust

2. The governance documentation (**at Appendix 1 to 4**) has been approved by the Trust, and is now presented to your Committee.
3. Previous feedback from the Education Board has been incorporated into the governance documentation, which includes:
 - Governance model for LGBs.
 - Governance structure of Trust schools.
 - Process for appointing governors to LGBs.
 - Terms of Reference for LGBs.
4. The process for governor appointments to the Trust's LGBs (**at Appendix 3**) only applies to the seven governors who are not parents or staff.
5. The documentation complies with the requirements set out in the Sponsorship Agreement agreed by the Trust and the City as Sponsor, as well as the Trust's Articles of Association. The Sponsorship Agreement requires:
 - the Trustees will consult with the City when appointing any LGBs or committees under Article 100 of the Trust's Articles of Association;
 - the establishment, terms of reference, constitution and membership of any such LGB or committee shall be notified to the City;
 - the City will be invited to nominate suitable candidates to be appointed as governors to LGBs; and
 - the Chair of every LGB must be approved by the City Corporation.
6. The Articles provide that membership and proceedings of any committee (including LGBs) shall be determined by the Trustees. The only requirement set out in the Articles is that there are at least two parent governors on each LGB. There is no requirement that LGB governors must be Common Councilmen, nor are there any additional requirements for LGB governors. The Trustees also have the power to intervene and request a governor to stand down, or in extreme cases, remove a governor if necessary.
7. The City as Sponsor of the Trust has the right to appoint the Trust's Members, as well as being a corporate Member itself. It also appoints the majority of Trustees (who need not all be Common Councilmen) to the Trust. The Chair of the Trust must, however, be a Common Councilman. Sponsor-appointed Trustees must be in the majority of all Trustees present and entitled to vote on any particular business of the Trust. Therefore, the Sponsor's main source of influence on the success of the Trust, its schools and the LGBs, is through its Trustee appointments, noting the Trustees have an obligation to act independently and in the best interest of the Trust. The Members can also remove Trustees from the Trust Board. Except as listed in paragraph 4 above, the City does not have any rights to make decisions about Trust LGB governance or appointments.

8. The process for appointing governors to the Trust's LGBs (**Appendix 3**) sets out the City's role in that process. It also aims to address any concerns the City as Sponsor may have about not being directly involved in the appointment of LGB governors. Through nominating strong candidates and being consulted during the appointment process, the City should feel reassured that the appropriate governors are being appointed to ensure the success of the Trust's schools and thereby to protect the interests of the City as sponsor..
9. It is expected that the Trust and the City as Sponsor will continue to work together to ensure the success of the Trust's academies, and their interests will remain aligned. Therefore, conflicts of interests are expected to arise rarely, if at all, for individuals who the City either appoints to the Trust, or who are otherwise appointed with the City's approval to the LGBs. Trustees appointed by the City are responsible for managing their own interests and a register of interests for all Trustees is held by the Trust and a conflict management procedure is in place, as is the case for those appointed to the LGBs.

Appointments to the other City Schools

10. A list of all current governors for City Schools is attached for your information, including the interim governors for the City of London Academy Shoreditch Park, Highgate Hill, and Islington Primary (opening in September 2017) **at Appendix 5**. Please note that the composition of some of the Trust's LGBs reflect legacy arrangements.
11. The Education Board also has a role in appointing governors to the co-sponsored academies, the City Academy Hackney (co-sponsored with KPMG) and the City of London Academy Islington (co-sponsored with The City University). The Education Board can appoint up to 4 governors to the governing body of the City of London Academy Islington, and up to 5 governors to the governing body of the City Academy Hackney. It should be noted that the co-sponsored academies are, unlike the Trust, single academy trusts with different constitutions and the governors are also company directors and trustees.
12. The appointment process **at Appendix 3** that your committee is being asked to endorse today only applies to governor appointments to the Trust's LGBs. It is proposed that a revised policy and procedure for the appointment by the City of company directors and members to the Trust and the City's co-sponsored academies will be presented in the new year.
13. Governors of the Boards of Governors of the City Corporation's three independent schools are made by the Court of Common Council not the Education Board in accordance with the City Corporation's usual appointment procedures.
14. The Education Unit will provide an update on governor membership as a standing item at Education Board meetings. Updates will either be for information or for decision if any new governors are being appointed.
15. The Education Unit will also be exploring an annual governor conference. The conference will be for new and existing governors of all City schools. The conference will be in addition to governor training, and will cover what it means to be a governor at a City school. An update on the conference will be provided at your next meeting.

Conclusion

16. The Trust has approved governance documentation to support the operation of Trust which is presented to your committee, including to endorse the appointment process for governor appointments to the Trust's LGBs (**at Appendix 3**). The report also clarifies the role of the City as Sponsor in the appointment of the Trust's LGB governors and provides a list of all current governors for the City Schools.

Appendices

- Appendix 1 –LGB governance model for all new schools which join the Trust.
- Appendix 2 – Trust schools governance structure
- Appendix 3 – Process for appointing new governors to LGBs.
- Appendix 4 – Terms of Reference for LGBs
- Appendix 5 – Governor membership for City schools

Background Papers

- i. Education Board paper and minutes: City of London Academies Trust Local Governing Body governance structures, and appointing governors (10 November 2016)
- ii. Education Board paper and minutes: Proposed model governance structure for local governing bodies of City of London Academies Trust (15 September 2016).
- iii. Education Board paper and minutes: Proposed model governance structure for local governing bodies of City of London Academies Trust (12 May 2016).

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LGB governance model for City of London Academies Trust academies

- 2 elected parent governors
- 1 Headteacher/Principal
- 1 teacher governor
- 1 non-teaching staff governor
- Up to 7 further governors nominated by the LGB or the City of London Corporation and approved by the CoLAT Board, to include the Chair (whose appointment is approved by the City of London Corporation as Sponsor) and Vice Chair.

City of London Schools Governance Structure

Chair of Gvs Approval
Terms of Reference
Headteacher/Principal

Chair (Approved by Sponsor) and Vice Chair
LGB/CoL Appt governors
Co-opted governors
Parent governors
Teaching governors
Non- Teaching governors
Community governors
Local Authority governors
Other
Total

Secondary

CoLA Southwark*	CoLAT	Y	1
CoLA Shoreditch Park	CoLAT	Y	1
CoLA Highgate Hill	CoLAT	Y	1
CoLA Downs Park	CoLAT	Y	1

2	6**	0	2	2	0				19
2	5	0	2	1	1				12
2	5	0	2	1	1				12
2	5	0	2	1	1				12

Primary

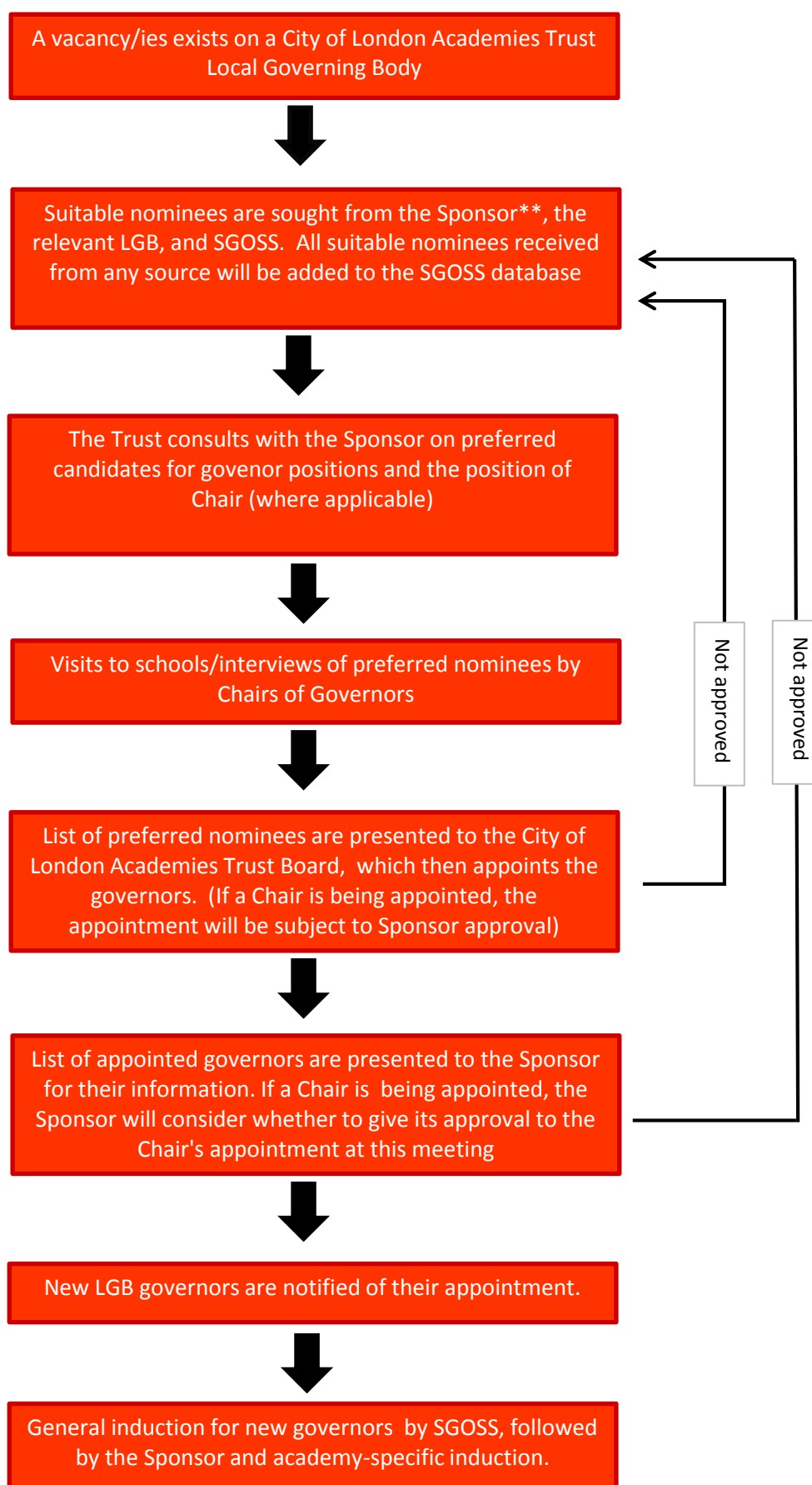
Redriff CoLPA*	CoLAT	Y	1
Galleywall CoLPA	CoLAT	Y	1
CoLPA Islington	CoLAT	Y	1

1	5	3	3	1	1				15
2	5	0	2	1	1				12
2	5	0	2	1	1				12

*These schools have legacy boards. The preferred structure is 12 governors.

**Reflects the historical arrangements: Currently, the 8 Governors appointed by the CoLAT Board to the LGB are required to be nominated from Sponsor Directors/Trustees appointed to the CoLAT Board. There are no longer 8 Sponsor Directors/Trustees on that Board and the arrangements for the Southwark LGB are to be reviewed by the CoLAT Board.

Process for appointing governors* to LGBs of Trust schools



*Who are not parent or staff governors

**Currently the Sponsor acts by its Education Board

City of London Academies Trust

Local Governing Bodies

Terms of Reference 2016-17

Preamble

The City of London Academies Trust (the Trust), has agreed to establish a local governing body for each school within the Trust, which will oversee the performance of individual schools against the key performance indicators set by the Trust Board as well as establish its own identity, and strengths and weaknesses, and how best to address them.

The Local Governing Bodies (LGBs) have responsibility for the functioning of their schools, within the overall strategic direction and framework of delegation set by the Trust.

Responsibilities:

- A commitment to providing outstanding education that enriches and inspires students, enabling them to reach their full academic and personal potential.
- To work within the scheme of delegation established on an annual basis, and to review effectiveness each year.
- Recommend an LGB budget plan for the financial year, and monitor the budget at least termly.
- Set targets/objectives for academy and executive principals/headteachers with the CEO of the Trust, and monitor these targets.
- Recommend the appointment of principals/headteachers and approve vice principal/deputy headteacher appointments.
- Propose staff, HR, pay, performance and disciplinary policies.
- Approve the school development plan and review progress against the development plan.
- Establish and implement a curriculum policy.
- Propose targets for student achievement and monitor targets.
- Approve pupil behaviour policies and monitor implementation of these policies.
- Propose academy admissions policy.
- Approve academy safeguarding/Prevent policies.
- Approve academy premises related policies.
- Approve and implement health and safety policies.
- Any other responsibilities as listed in the scheme of delegation (attached).
- Propose expansion opportunities for the Trust.

Membership:

LGB membership will be structured as follows:

- 2 elected parent governors
- 1 Headteacher/Principal
- 1 teacher governor
- 1 non-teaching staff governor
- Up to 7 further governors nominated by the LGB or the City of London Corporation and approved by the CoLAT Board, to include the Chair (whose appointment is approved by the City of London Corporation as Sponsor) and the Vice Chair

LGB governors are appointed by the City of London Academies Trust Trustees, in consultation with the City of London Corporation as Sponsor. The Chair of the LGB is appointed by the Trustees, with the approval of the Sponsor. The Trustees also have the power to intervene and request a governor to stand down, or in extreme cases, remove a governor if necessary.

LGB advisory groups

Each LGB will set up advisory groups, depending on the needs of the individual schools. Groups will provide advice to the LGB on areas such as finance, accountability, staffing and curriculum. LGBs will make final decisions on any matters advised on by the groups.

Quorum

A minimum of 5 governors in attendance, with the majority being governors who are not parent or staff governors, constitutes a quorum.

If the number of Governors assembled for a meeting of the Local Governing Body does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the Local Governing Body the number of Governors present ceases to constitute a quorum, the meeting shall be terminated forthwith.

Chair and Vice-Chair

The Chair is appointed by the Trust Board, but requires approval from the City Corporation as Sponsor.

Meetings

The Local Governing Body shall meet at least once in every term, and shall hold such other meetings as may be necessary. All meetings shall be convened by the Clerk to the Local Governing Body, who shall send to the Governors written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.

Clerking

The LGBs have responsibility for appointing their own clerks.

Current Local Governing Body membership of City Schools

City of London Academies Trust academies:

City of London Academy Southwark Governing Body

Name	Appointed as	Group, Company or Skill Set
Andrew McMurtrie	Chairman	Common Councillor
Antony Smyth	Vice-Chairman	Partner at Ernst and Young
Simon Atkinson	Sponsor Governor	Assistant Chief Executive at Ipsos MORI
William Fraser	Sponsor Governor	
Jenny Rodericks	Sponsor Governor	
Gillian Walsh	Sponsor Governor	
Keith Bottomley	Sponsor Governor	
Elaine Davis	Parent Governors	
Bolatito Bello	Parent Governor	
Sasha Fraser	Teaching Staff	
Stephen Burgess	Non-Teaching staff	
Richard Bannister	Principal	Principal
Mickey Kelly	Co-opted Governor	Executive principal
Margaret Bruce	Clerk and Finance Director	

City of London Primary Academy Redriff Governing Body

Name	Appointed as	Group, Company or Skill Set
Mickey Kelly	Executive head teacher	Head teacher
Sheila Cohring	Associate Headteacher	Associate Head teacher
Lucas Green	Co-opted	Chair of Local Governing Body, governance
Lorraine Baker	Co-opted	Joint Vice-Chair LGB
Stephanie Cryan	Co-opted	Finance and resources
Robert Juritz	Co-opted	Breadth and Balance Chair
Eddie Langdown	Co-opted	Safeguarding governor
Hilda Cheong	Parent	Finance and resources
Susie Clements	Parent	Joint Vice-Chair LGB
Berni Giantsos	Parent	Breadth and Balance, aspiration
Bethan Buck	Co-opted	Breadth and balance
Jeremy Simons	Sponsor Governor	Chair of finances and resources
Ada Fekete	Co-opted	
Richard Bannister	Associate Principal	
Staff vacancy		

City of London Primary Academy Galleywall Governing Body

Name	Appointed as	Group, Company or Skill Set
Lucas Green	Chair	Governance, Head of Development at Thames TV
Andrew McMurtrie	Common Council	Common Council
Antony Smyth		Partner at Ernst and Young
Richard Bannister		Head teacher

Mickey Kelly	Executive head teacher	Executive head teacher
Victoria Mills		Governance, community and education
Catherine Dale		Programme manager at Guy's and Thomas' NHS Foundation Trust
Harvey McEnroe		Senior leader at NHS in South London
Clare Muid		Education
Sheila Cohring	Head teacher	Head teacher

City of London Academy Shoreditch Park Interim Governing Body (opening in September 2017)

Name	Appointed as	Group, Company or Skill Set
Mark Emmerson	Sponsor Governor	CoLAT (Vice Chair)
Mark Malcolm	Sponsor Governor	Head teacher
Barbara Hamilton	Sponsor Governor	Apprenticeships/Adult Ed
Ukpong	Sponsor Governor	JP Morgan
Ryan Shorthouse	Sponsor Governor	Brightblue
Shiela Scales	Sponsor Governor	Community
Rita Krishna	Sponsor Governor	Community
Sue Roberts	Sponsor Governor	Hackney learning Trust
Holly Arles	Principal	Principal Designate
To be appointed		
Chair		
Teaching staff		
Non-teaching staff		
Parent		
Parent		

City of London Academy Highgate Hill Interim Governing Body (opening in September 2017)

Name	Appointed as	Group, Company or Skill Set
Pamela David	Co-opted Governor	Chairman & SEND
Nicole Haynes	Head Teacher	Head Teacher
Peter Bremner	Staff Governor	Staff Governor
Judith Oscar	Parent Governor	
Norma Dews	LA Governor	Local Government & Community Engagement
Valerie Bossman-Quarshie	Foundation Governor	
Claudette Igiehon	Foundation Governor	
Kristin Baumgartner	Foundation Governor	
Gerald Mehrtens	Sponsor Governor	HR, Recruitment
Mark Emmerson	Sponsor Governor	Education & Governance
Joshua Burton	Sponsor Governor	Policy
To be appointed		
Parent Governor		

City of London Primary Academy Islington Interim Governing Body (opening in September 2017)

Name	Appointed as	Group, Company or Skill Set
Ann Holmes	Sponsor Governor	Chairman & SEND
Nick Bensted Smith	Sponsor Governor	Vice Chairman & Finance
Ena Harrop	Member appointment	Education Leadership & Teaching & Learning
Mary Robey	Member Appointment	Recruitment & Safeguarding
Norma Dews	LA Governors	Local Government & Community Engagement
Gerald Mehrtens		Programme Management
Joyce Nash	Sponsor Governor	Education & Governance
Andrew Boyes	Co-opted appointment	Education Leadership & Community engagement
Kim Clapham	Staff Governor/ Headteacher	Teaching and Learning & Leadership and management
Frazer Swift		Education & Education Partnerships
To be appointed		
Staff Governor		
Parent Governor		
Parent Governor		

City of London Co-Sponsored academies

City of London Academy Islington Governing Body

Name	Appointed as	Group, Company or Skill Set
Henry Colthurst	Chair	Common Councillor
Eamon Martin	Deputy Chair	City University
John Betteridge	CoL Sponsor governor	Dean Royal Society of Medicine
Lady Helen Curran	City University Sponsor governor	Chair, Curriculum and Community Committee City University
Judge Nicholas Richard Maybury Hilliard QC	CoL Sponsor governor	Judge
Marion O'Hara	City University Sponsor governor	
Dr Arti Agrawal	Co-opted	
Past Master Michael Laurie	Co-opted	
Richard Verrall	Co-opted	
Pauline Ewin	Community Governor	
Councillor Joe Caluori	Local Authority	London Borough of Islington
Clare Verga	Principal	
Angela Davies	Staff governor	
Ruth Johal	Staff governor	
Maria Larrain	Parent governor	
Amy Hulley	Parent governor	

The City Academy Hackney

Name	Appointed as	Group, Company or Skill Set
Virginia Rounding	Chair	
Dawn Elliot	Vice Chair	
Anntoinette Bramble	Local Authority	
Amanda Brown	KPMG sponsor governor	
Nigel Challis	CoL Sponsor governor	
Sophie Conway	Parent	
Lola Malaolu	Parent	
Stephen Webster	Parent	
Katie Dowbiggin	CoL Sponsor governor	
Rita Krishna	Community	
Catherine McGuinness	CoL Sponsor Governor	
Shamus Rae	KPMG sponsor governor	
Sheila Scales	KPMG sponsor governor	
Mhairi Stewart	Staff	
Emily Vicary	Staff	
Anant Suchak	KPMG sponsor governor	

City of London Independent Schools

City of London School

Name	Appointed as	Group, Company or Skill Set
Ian Seaton	Chair	
Giles Shilson	Common Councillor	
Keith Bottomley	Common Councillor	
W.H. Dove OBE JP	Common Councillor	
Deputy Roger Chadwick	Common Councillor	
Rev Stephen Haines	Common Councillor	
M Fredericks	Common Councillor	
Clare James	Common Councillor	
Deputy James Thompson	Common Councillor	
Alderman Vincent Keaveney	Common Councillor	
Deputy Joyce Nash OBE	Common Councillor	
Edward Lord JP	Common Councillor	
Sylvia Moys ex officio	Common Councillor	
Ronel Lehmann	Co-opted	
Lorde Levene of Portsoken KBE	Co-opted	
Christopher Martin	Co-opted	
Dame Mary Richardson DBE	Co-opted	
Professor Michael Whitehouse	Co-opted	

City of London School for Girls

Name	Appointed as	Group, Company or Skill Set
Clare James	Chairman	
Nicholas Michael Bensted-Smith JP	Deputy Chairman	
Professor Anna Sapir Abulafia	External member	
Randall Keith Anderson	Common Councillor	
Professor D J Betteridge	External member	
Deputy Roger Arthur Holden Chadwick	Ex officio Member	
Nigel Kenneth Challis	Common Councillor	
Dennis Cotgrove	Common Councillor	
Emma Edhem	Common Councillor	
Dr Stephanie Ellington	External Member	
John Garbut	Alderman	
Christopher Hayward	Common Councillor	
Tom Hoffman	Common Councillor	
Ann Holmes	Common Councillor	
Sylvia Doreen Moys	Common Councillor	
Elizabeth Phillips	External Member	

Sheriff William Russell	Alderman	
Ian Seaton	Ex officio member	
Richard Sermon	External member	
Sir Michael Snyder	Common Councillor	

City of London Freemen's School

Name	Appointed as	Group, Company or Skill Set
Roger Chadwick	Chair	
Stuart Fraser CBE	Deputy Chair	
Deputy John Bennett	Common Councillor	
Nicholas Goddard	Co-opted	
Timothy Hailes	Alderman	
Brian Harris	Common Councillor	
Michael Hudson	Common Councillor	
Vivienne Littlechild	Common Councillor	
Andrew McMillan	Co-opted	
Hugh Morris	Common Councillor	
Graham Packham	Common Councillor	
Matthew Richardson	Alderman	
Elizabeth Rogula	Common Councillor	
Ian Seaton	Ex-officio	
Clare James	Ex-officio	
Councillor Chris Townsend	Co-opted	
Philip Woodhouse	Common Councillor	
Gillian Yarro	Co-opted	

Local Authority Maintained School

Sir John Cass's Foundation Primary School

Name	Appointed as	Group, Company or Skill Set
Rev Laura Jorgensen	Chair	
Anna Godas	Parent	
John Fletcher	Local Authority	
Henry Jones	Local Authority	
Edward Keene	Foundation Governor	
David Hogben	Foundation Governor	
Tony Mullee	Foundation Governor	
Dominic Alexander	Foundation Governor	
David Williams	Sir John Cass's Foundation Governor	
Jo Welsh	Staff Governor	
Hasina Khan	Staff Governor	
Calvin Henry	LDBS Governor	
Tim Wilson	Head teacher	
Andy Wright	LDBS Governor	
Matthew Piper	St Botolph's PCC Governor	

Committee(s)	Dated:
Education Board	12 January 2017
Subject: Appointment of Governor to The City Academy, Hackney	Public
Report of: Director of Community and Children's Services	For Decision
Report author: Jeanne Barnard	

Summary

The term of Katie Dowbiggin on the City Academy, Hackney (Hackney) Local Governing Body has expired. Ms Dowbiggin has made a valuable contribution to Hackney, and Members are asked to approve her reappointment to the Hackney Governing body.

Recommendation(s)

Members are asked to approve the appointment of Katie Dowbiggin to the City Academy, Hackney Local Governing Body.

Main Report

Background

1. Katie Dowbiggin's term on Hackney's local governing board expired in September 2016. She has expressed interest in being reappointed for another term.

Current Position

2. Due to Ms Dowbiggin's term expiring, there is a vacancy on the Hackney Governing body. The skills gap left by this vacancy includes HR and links to City business.
3. Ms Dowbiggin has confirmed she would like to be considered for reappointment for another term. She fulfils the skill requirements, as she has experience in HR and is connected to the business sector. She has also made a valuable contribution to Hackney throughout her first term. Her application form is attached as **Appendix 1**.

Proposal

4. Members are asked to approve the reappointment of Katie Dowbiggin for another term.

Conclusion

5. The term of Katie Dowbiggin on the Hackney local governing body has expired. Members are asked to approve the reappointment of Ms Dowbiggin for another term, as she would continue to make a valuable contribution to Hackney.

Appendices

- Appendix 1 – Katie Dowbiggin application form

Jeanne Barnard

Education Policy Officer

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APPLICATION FORM FOR
APPOINTMENT ON THE BOARD OF GOVERNORS OF
CITY ACADEMY HACKNEY

1. Name(s) (in full): Katherine Sarah Dowbiggin (married name Lovén)

2. Current business/occupation and/or consultancy (ies) work:

Leadership Development professional at Goldman Sachs International

3. Summary of past professional/business career:

From my bio:

Katie is a Vice President in the Pine Street Leadership Development Group, where she focuses on strengthening the leadership performance of partners and select managing directors. She also leads the Data Analytics practice for Pine Street globally.

Katie joined Goldman Sachs in 2007 in the Human Capital Management Division in London. She joined Pine Street in 2010. Prior to joining Goldman Sachs, Katie worked at the University of Cambridge Admissions office.

Katie holds a Masters degree in Theology from the University of Cambridge, and is currently completing a MSc in Organisational & Social Psychology from the London School of Economics.

4. Please indicate your specific area(s) of expertise and give details thereof:

In my role I coach leaders on their leadership skills, including governance best practices; I hold a number of qualifications in psychometric assessments; I lead our Data Analytics efforts globally for Pine Street so am familiar with data analysis; I manage a team of three and have experience of performance management; I was recently a Trustee of a charity in Islington (St Mary Islington Community Partnership), during the course of which I have been involved in handling complaints, including one which went to employment tribunal; during the course of my career, I've been involved in HR, including recruitment; I have been a Trustee of the City Academy Hackney since before the school opened so I know the school and staff very well; I was a resident of Hackney for six years (I have since moved to Tower Hamlets) so I know the local area well; I have completed the Islington Council Safeguarding level 1 qualification.

5. Please give particulars of your interests in education and any governor appointments inside and outside the City of London Corporation:

Prior to joining Goldman Sachs, I was a Schools Liaison Officer at the University of Cambridge, where I worked to encourage students aged 11-18 to aim for University. Ever since then, I have felt passionate about helping young people to achieve their potential, no matter what their background. I am proud to be involved with a School like City Academy, Hackney, that sets such high standards for its students and enables them to achieve their academic potential.

I have no other governor appointments at present.

Signed; 

Date 21 December 2016

Please note that this application may be made publicly available to the Education Board.

Background Information

<http://thecityacademyhackney.org/>

The current composition of the Governing Body is:

- 4 CoLC Governors (+ 1 CoLC vacancy)
- 4 KPMG Governors (+1 KPMG vacancy)
- 1 Community Governor
- 1 Co-opted Governor (+1 Co-opted vacancy)
- 1 Local Authority Governor
- 3 Parent Governors
- 2 Staff Governors (1 teaching/1 support staff)
- The Principal

The minimum time commitment is 3 Full Governing Body meetings a year, and 2 sub-committee meetings a term. These are all generally held on Wednesday evenings at 6pm. In addition, Governors are expected to be linked to a particular subject area & to make a visit to the relevant department during the spring term & submit a brief report. Governors are also expected to visit the Academy about once a term. There are two sub-committees – Resources and Curriculum – and all Governors are expected to be on one of them

Please return this form by email to alistair.maclellan@cityoflondon.gov.uk or by post to

Alistair MacLellan
Town Clerk's Department
PO Box 270
Guildhall
London
EC2P 2EJ

Committee: Education Board	Date: 12 January 2017
Subject: Mental Health in City Schools	Public
Report of: Director of Community and Children's Services	For Information
Officer: Tizzy Keller, Policy Support Officer, Community and Children's Services	

Summary

This report provides Members with an update on the work being undertaken by the Education Unit regarding Mental Health in the City schools. It highlights the importance of addressing mental health issues within schools and informs Members about the Mental Health audit currently being undertaken and how this information will be used to produce a proposal for what the Education Board can do to support and enhance the Mental Health provisions in the City Schools.

Recommendations

Members are asked to note the report.

Main Report

Background

1. There is a large evidence base for the importance of addressing Mental Health issues in schools. One in ten children aged between 5 and 16 years has a mental health problem and 75% of mental ill health has developed by the age of 18. Children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age. Additionally, a child's ability to learn and take in new information is highly dependent on the state of their mental health. The increasing recognition of the effect of mental health issues on academic attainment, and the unique platform that schools can offer in access to and support for children with psychological difficulties, has resulted in an increased focus of Mental Health in the educational environment nationally.
2. There is a growing awareness of the stressful environment that teachers face due to the high pressure nature of the role and a large workload. This has resulted in an increase in Mental Health issues amongst teachers. A 2016 survey of teacher wellbeing in England revealed that 60% of teachers stated that the job had adversely affected their mental health in the last 12 months.
3. The mental health of students and staff has been identified as a growing concern in all the City schools (Trust, Co-sponsored and Independent) and

discussions around the Mental Health have arisen in a number of meetings with City school staff and governors. However, a full audit of what Mental Health issues exist in City schools and what is being done to address them has never been undertaken. At Education Board on 15 September 2016 Members requested that a full audit of Mental Health related activity is undertaken to ensure this issue is being addressed and determine how the City of London Education Board support the schools in this area.

Current position

1. A Mental Health Audit table has been produced (Appendix 1) which is being used to collect information on what the main mental health issues are for staff and students at the City schools, what Mental Health activities and support schools currently offer and what additional resources the school would find beneficial.
2. This table has been sent to the schools to complete. Once returned, the feedback will be collated and analysed. This information, together with national guidance, will be used to produce a proposal for what the Education Board can offer to supplement and support Mental Health related activities in schools. The aim of this work is to ensure that the City schools promote positive mental wellbeing and have the knowledge and resources to provide swift treatment when mental health issues do arise in staff and pupils.
3. The Education Board will receive the full Mental Health report at the meeting on ... March.

Conclusion

1. Nationally there is an increased focus on the importance of addressing mental health in the educational environment and the City schools have identified this as a grown concern. Therefore the Education Unit are undertaking an audit of Mental Health issues in city schools and how they are currently being addressed. This information will be used to create a proposal of what the Education Board can do to support and enhance the Mental Health provisions in the City Schools. Members are asked to note the report.

Appendices

Appendix 1- Mental Health Audit spread sheet.

Tizzy Keller

Policy Support Officer

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Mental Health Support and Activities

What mental health issues have you identified at your school	
Issue:	Who it effects (students & year group / teaching staff/ other staff)

Support and activities offered to <u>students</u> to manage MH issues and improve wellbeing (e.g. Counselling, mindfulness)	
Support/ Activity:	Which students it is offered to:

Training for staff (on MH issues for students and staff)	
Training:	Number of staff trained:

Useful Contacts and Resouces (e.g. speakers, websites etc)	
Resource/ Contact (Name, email address)	Brief explanation

Support/ Activities offered to <u>staff</u> to manage MH issues and improve well being	
Support/ Activity:	Number of staff who participate:

MH events or information for parents	
Event/Information resource:	Which parents it is targeted at:

Any other MH activity/support/training/information:

Any MH activity/support/training you would like at your school:

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Committee(s)	Dated:
Education Board	12 January 2017
Subject: City Bridge Trust projects supporting young Londoners into employment	Public
Report of: Chief Grants Officer, City Bridge Trust	For Information
Report author: Shegufta Rahman, City Bridge Trust	

Summary

This report provides an overview of projects currently supported by City Bridge Trust (CBT) with the objective of supporting young Londoners into employment.

Strategic Objective 3 of the City of London Corporation's Education Strategy 2016 – 2019 is – “to ensure that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them into fulfilling careers”.

In order to bring to light any potential synergies between work of the Education Board and the CBT funded employability programmes, this report is provided with the intention of maximising impact and reach of employability programmes to young Londoners of school age.

Recommendations

Members are asked to note the report.

Main Report

Background

1. Every five years, CBT undertakes a Strategic Review. This review takes a fresh look at the ever-changing needs of Londoners to align its funding priorities based on evidence of need for the next five years. There is a review currently underway which will establish the funding strategy for 2018 – 2023 (refer to point 14 of this report).
2. CBT does not currently have an employability-focused funding priority that allows London based organisations to apply for funding. However, CBT does fund a number of strategic initiatives that support young Londoners into employment.

3. These employability programmes have built on the work of previous strategic initiatives such as the 'Getting Young People Working – the Youth Offer' which awarded £3.2m over two years to each of the 32 local authorities in 2013. These grants supported programmes of activities supporting young NEETs, between the ages of 14 – 24.
4. Organisations currently in receipt of an employability-related grant supporting young Londoners (11 – 19) are The Prince's Trust (PT), London Youth and the Mayor's Fund for London. These grants have been issued based on their alignment with the previous Strategic Review (2013 – 2018) and the evidence of need of Londoners.

The Prince's Trust

5. In 2015, £10m over a 10 year period (£1m/year) was awarded to The Prince's Trust (PT) to enable PT to impact some of the most socially deprived areas of London, and allow the City of London Corporation, through its corporate trusteeship of the charity Bridge House Estates, to ensure more work is done across London to assist young people from challenging backgrounds. The vast majority of young people supported through the PT grant are aged 13-25. They have been engaged through PT's community-based Outreach teams and core range of Education, Training & Development programmes – which provide essential support to young people who are underachieving in education or at risk of underachieving; and young people who are unemployed and not yet ready for work.
6. PT previously had a low level presence in London schools. Using the evidence that came out of a recent external evaluation into its old 'xl' schools programme, the PT launched its new 'Achieve' schools programme in mid-2016. Whilst this new programme saw positive improvements in behaviour (e.g. 50% reduction in exclusions) the programme is presented to young people as a way to develop employability skills. This programme is currently being delivered in The City Academy Hackney, with further invitations to grow the programme across London.
7. Funding from CBT has allowed the PT to develop a London Growth Plan, which aims to see the number of young people supported in the capital double in the next five years. This rate of growth would not have been possible were it not for this grant from CBT.

London Youth

8. In January 2016, £279,000 was awarded to London Youth – the infrastructure/support charity for the capital's voluntary managed youth organisations. This funding supports the City Leaders project which aims to support the development and sustainability of the voluntary youth sector in London through training and supporting a cohort of disadvantaged young people to develop their leadership skills and to become City Leaders.

9. The initiative aims to tackle some barriers to opportunity faced (or perceived) by disadvantaged young people, as well as to provide more opportunities for them to take a more positive role in London's civic society. It derives from research in 2013 which showed that in the 50 largest charities only 6% of senior management personnel and 8% of trustees were from a BAME background.¹
10. As well as providing a range of support to other organisations, London Youth runs a series of front-line projects and services – all designed to meet its mission 'to support and challenge young people to be the best they can be'. Its membership comprises 400 diverse youth organisations (attended by 75,000 young people a year) across every London borough, and offers an alternative entry-point into support from mainstream schools.

Mayor's Fund for London

11. Most recently, in November 2016, £500,000 was awarded to the Mayor's Fund for London over two years to deliver the Enterprise Advisor Programme: creating powerful lasting connections between businesses and schools, improving student understanding of the world of work.
12. As well as delivering the Enterprise Advisor Programme, the Mayor's Fund for London will provide additional programme enhancements :
 - a. Sectoral focus, specialism and expertise to be developed within the Enterprise Advisor teams that reflects key opportunity sectors e.g. construction, science, technology and engineering, creative and hospitality;
 - b. An Employability Passport provided to each young person as a record and evidence of their journey and achievements.
13. The programme will engage 65 London schools over the two years, each with a fully embedded career strategy that involves all year groups. Senior Leadership in schools will have a better understanding of the careers offer across the whole of their schools. There will be an increase in the number of employer interactions in each school, and students will gain an increased understanding of the world of work.

City Bridge Trust Strategic Review

14. Since its inception in 1995, CBT's grant-making has been rooted in the evidence of need in London, gathered through consulting with Londoners on a regular basis, with a pattern of comprehensive review every five years (the CBT Strategic Review). The current funding strategy 'Investing in Londoners', which the grants discussed in this report fall under, was based on this formal process of the strategic review. The process for planning CBT's 2018-2023 funding strategy began in September 2016.

¹ "Elitist Britain? Commission on Social Mobility and Child Poverty Commission, 2013

15. Three pieces of research have been commissioned by CBT as part of the review – analysing needs in London; funding best practice; and scoping CBT’s role in London’s funding ecology. Working collaboratively on the review, the process has and will continue to involve speaking to as wide an audience as possible, including colleagues within the City of London Corporation, the funding sector, grantees, civil society organisations and many more. This evidence-based approach will underpin the funding strategy for the five year period to commence from 2018. Dedicated sessions for Members, focussing on the review, are being organised for the New Year. More details are available at <http://www.citybridgetrust.org.uk/strategic-review/> and input is welcomed.

Central Grants Programme

16. CBT has currently seconded a Grants Officer into the Central Grants Programme (CGP) for a six month period. The CGP is overseen by the Chief Grants Officer (CGO) and the intention is that best practice from CBT is instilled into the CGP ensuring a robust and transparent approach. Both the City Educational Trust Fund (290840) and The City of London Corporation Combined Education Charity (312836) provide ‘Education and Employment’ funding and form part of the CGP.
17. The first round of grant applications was considered by the Education Charity Sub-Committee on Monday 12th December 2016. A full list is available in the papers provided to the Education Charity Sub-Committee and on the City of London Corporation online portal. Examples include: £3,000 to The City Academy, Hackney to provide musical opportunities through close partnership with the Guildhall School of Music and other professional musicians to 29 pupils (classified as Pupil Premium) at the Academy; and £2,000 towards the fees for BSc Information Systems at the University of Greenwich for an applicant with an annual household income below the Minimum Income Standards as defined by the Joseph Rowntree Foundation.

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Committee(s)	Dated:
Education Board – For Information	12 January 2017
Subject: City of London Apprenticeships	Public
Report of: DCCS	For Information
Report author: Mark Emmerson Education and Training Strategy Director	

Summary

This report outlines the scope and range of the City of London’s apprenticeship programme and on going delivery strategy.

Recommendation(s)

Members are asked to:

- To note the report and the significant contribution to delivering the employability strand of

Main Report

Background

1. The City of London Corporation and departmental officers have agreed to fully support the internal delivery of the apprenticeship levy.
2. The Adult Skills and Education Service (ASES) will work with CoL’s internal departments to engage 100 apprentices in 2017/18.
3. There are four recruitment cohorts throughout the first twelve months of delivery. They are April, July, September and January. Each recruitment cohort will recruit 27, 26, 26 and 26 apprentices.
4. The ASES team within DCCS will be responsible for delivering this service. The team will be responsible for delivering the following:
 - Discussing and agreeing the content of the vacancy
 - Recruitment and joint selection of all apprentices (within and agreed timescale).
 - Jointly selecting apprentices with departmental managers
 - Advertising and promoting job vacancies.
 - All initial assessment activities and Induction procedures.
 - Sourcing and agreeing the training options with line managers
 - Allocating the agreed training with all training options with managers

- Discussing and agreeing the apprentice training agreement
- Organising the delivery of additional training/educational support that may be needed
- Agreeing the process for the end point assessment
- Securing all qualifications awards (working with the Qualifications Awarding Body)
- End Point Assessment, Work based assessment and ongoing reviews.
- Providing termly workshop support and ongoing one to one support to all line manager/supervisors.
- Submitting monthly ILR returns to Skills Funding Agency
- The Welfare and Safeguarding of all apprentices

Current Position

5. There are a number of key processes are being put in place to ensure that the anticipated number of April start is achieved. The key preparation work being undertaken is:

- Recruitment of training managers in December/January 2017
- Recruitment of Recruitment and Selection Officer
- Agree with line managers their vacancy requirements for the April 2017 starts
- Agree training requirements and training starts, venue location, registration with appropriate awarding body.
- Process and systems needed to support all apprentice employment contracts

Proposals

6. The existing staff team will be used to support some of the new levy delivery. One of the three Training Managers will have responsibility for responding to the internal delivery needs of both apprentices and employers.
7. Each line manager/department will have a single point of contact for all apprentice enquiries.
8. Apprentices will also have a personal one-to-one relationship with specialist staff and tutors.

Corporate & Strategic Implications

9. Following the CoL skills internal audit, it became clear that departments are requesting a complete range of training and qualification. These clearly reflect their departmental business needs.
10. To ensure that the training and apprentices' recruitment targets are met within an agreed timescale, a team of external training providers, consisting of local FE colleges, Universities and specialist organisations will be assigned to deliver some of the training.

Implications

11. The funding for this programme is largely drawn from the apprenticeship levy. However the Corporation is providing an extra £250K over the next 10 years to provide extra support for the programme.
12. This extra funding will provide extra capacity for pastoral, human resources and training provision to ensure that these apprenticeship programmes are both highly desirable and successful in delivering well qualified apprenticeships into sustainable employment.

Conclusion

13. The apprenticeship programme is a major initiative which will have far reaching implications across the corporation. It will also be a major contribution to the education strategy as a whole.

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Committee(s)	Dated:
Education Board	12 January 2017
Subject: Economic Development Update - Employability	Public
Report of: Director of Economic Development	For Information
Report author: Sophie Hulm, Economic Development	

Summary

This report provides an overview of projects currently supported by the Economic Development Office with the objective of supporting young Londoners into employment.

Strategic Objective 3 of the City of London Corporation's Education Strategy 2016 – 2019 is – “to ensure that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them into fulfilling careers”.

Recommendations

Members are asked to note the report.

Main Report

Background

1. At November's Board meeting, Members were updated on progress of Strategic Objective 3 of the Education Strategy. All City schools aside from City of London Academy Islington and Sir John Cass provided students over 100hrs on average of work related learning before the age of 16.
2. Having assessed current activity the next stage was identified as; work with City Academies to measure the impact of careers provision through long-term destination data, ensure activity is linked to up-to date labour market information including apprenticeship opportunities, maximise access to City of London Corporation (CoLC) grant funding for work-related learning, assign work-related learning to specific Governors, and publish and review careers policies and curricula.
3. The work with City schools sits alongside the wider objective of 'maintaining an overview of the breadth of the CoLC's work-related activities offered to schools and young people as part of the broader London offer, ensuring the City academies also benefit from them'.

Head's Forum

1. The Education to Employability strand of the Education Strategy was discussed at the Heads' Forum on 1st December 2016. Discussion largely centred on the benefits and challenges of keeping in touch with alumni in order to track their long term employment destinations. Longitudinal measurement provides an opportunity to assess the impact of careers and work related learning activity. The Heads suggested approaching Future First, a charity which helps state schools and colleges to build alumni communities, track destinations, and invite alumni to inspire current students.
2. The Heads discussed access to labour market Information. Unifrog was suggested as a good software provider and a joint subscription will be explored.
3. Discussion also centred on Governors taking responsibility for careers, as only one school had this in place. The Heads were overwhelmingly positive but suggested that Governors be accountable for this action. This will be tabled at the next Governors' Forum.

Employee Volunteering

4. In October 2016, the CoLC's employee volunteering programme launched a mentoring programme with 14 Year 12 City of London Academy (Southwark) students. Mentors provide advice on study skills, exam skills, time management, UCAS applications and other academic related issues.
5. In December 2016, the CoLC hosted 40 Year 12 students from three schools; St Michael's Catholic College Southwark, Westminster Academy and London Academy, Edgware as part of Career Ready: A Capital Experience. The event involved a session with six CoLC volunteers on great communication and networking.
6. In January 2017, CoLC volunteers will support an events management visit to Mansion House as part of City Academy Hackney's City Conferencing Business Programme. 15 students with an interest in an event management career will get tips on the type of skills/experience needed, as well as an insight into the duties involved.

Teen Tech City

7. The CoLC has funded Teen Tech (TT) £10k to invite 500 mixed ability year 8 and 9 students and 30 teachers from schools in the City's neighbouring boroughs to a careers event 'Teen Tech City' in January 2017. The City's Academies have been invited. TeenTech City is an opportunity for students to participate in a day of lively challenges and hands on experiments alongside over 200 scientists, technologists and engineers. The event highlights the different STEM career entry routes including apprenticeships, technician and graduate levels. TT will also run pre- and post-event Continuing Professional Development sessions, encompassing hands-on activities and workshops for teachers.

8. This is the third and final year of sponsorship. Previous impact is demonstrated below:
- In 2013, on arrival 27% girls said they were fairly or very interested in a career in engineering but by the end of the day this increased to 71%.
 - In 2014, on arrival 41% girls said they were fairly or very interested in a career in engineering, but by the end of the day this increased to 73%.

Future First

9. Following a successful pilot project, Future First was awarded a grant of £50,000 to deliver the bespoke 'Inspiring City Role Models' project across 2 years. The project came to a close in August 2016. The aim of the project was to increase the number of City workers signed up to their former school's alumni network, with a particular focus on those whose schools are located in the City's neighbouring boroughs. The alumni served to inspire current students of their schools. 15 schools were selected to participate, all of which were located in a neighbouring boroughs.
10. Project outputs included:
- a. 17 City employer partners: supporting partners encouraged their employees to join their alumni network to give back to their old school by acting as positive role models for current students.
 - b. 955 City alumni signed up, of which 177 were from City fringe borough schools
 - c. 2079 students engaged, of which 343 were at risk of becoming NEET

City Careers Open House

11. In 2016 the delivery of the City Careers Open House Programme was awarded to The Brokerage Citylink, who will receive a maximum budget of £100,000 to deliver the programme from 1st June 2016 to 31st July 2017. City Careers Open House aims to:
- Introduce 2,250 primary and secondary students to a typical City firm and improve their understanding of the working environment, the wide range of job opportunities available and possible routes into these opportunities;
 - Give students an opportunity to meet role model employees and to recognise their own potential to work in the City through 80 City career insight days; and
 - Increase students' awareness, interest and enthusiasm for working in the City.

Subjects in the City

12. Inspire! EBP were awarded £20,700 in January 2016 to facilitate 25 pairings over 10 months, between City business volunteers and teachers from neighbouring boroughs, for the purpose of creating a tailored classroom session related to City business practices. The programme also provided teachers with the opportunity to develop knowledge of the careers available in the City and their ability to give up-to-date information on career options to their students.
13. The Subjects in the City programme exceeded its target by facilitating 30 pairings with volunteers from City firms including: Sapien, Metrobank and Deutschebank.

Subject areas covered included: Business planning, Commercial Dispute Law and Creative & Digital Media. In October 2016 the Subjects in the City programme came to an end.

City Business Traineeship Programme

14. The City Business Traineeship programme is the CoLC's flagship paid internship programme, for bright A-Level leavers from the City's neighbouring boroughs. In 2015 a three year contract worth £270K was awarded to The Brokerage Citylink, who are now in their 16th year of delivering the programme.
15. In 2016 the City Business Traineeship programme placed 95 Year 13 students into paid placements and provided 213 students with at least three hours of work-related learning support covering: producing a professional CV and how to tailor it to a particular job; interview skills; an introduction to City industries. These outcomes are against targets of 110 and 400. The shortfall was as a result of an internal restructure at The Brokerage Citylink and targets for the 2017 programme have been increased to account for the 2016 target shortfall.
16. The programme was awarded a Bronze accolade at The Training Journal Awards in December 2016, under the best not-for-profit category.

City Action

17. City Action is the CoLC's volunteer brokerage for City businesses and community partners in the City's neighbouring boroughs. On-going volunteering is taking place with The Brokerage Citylink, Futureversity and Elatt. In addition, City Action facilitated a long term partnership between Tower Hamlets EBP and IHS Markets who are supporting the Getting Ahead Employability Skills Conference. As a new initiative, City Action is working closely with the Education Policy Manager at Sir John Cass primary school, to develop a series of career talks as part of their assembly programme.

Conclusion

18. To fulfil objective 3 of the Education Strategy, the Economic Development Office and Education Department are working with City Academies to measure the impact of careers provision through long-term destination data, utilize up-to date labour market and CoLC grant funding, assign work-related learning to specific Governors, and publish and review careers policies and curricula.
19. The work with City schools sits alongside the wider objective of 'maintaining an overview of the breadth of the CoLC's work-related activities offered to schools and young people as part of the broader London offer, ensuring the City academies also benefit from them'. Seven projects are listed which demonstrate the Economic Development Office's work in this area.

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