



## Community & Children's Services Committee

**Date:** FRIDAY, 14 SEPTEMBER 2018

**Time:** 11.00 am

**Venue:** COMMITTEE ROOMS, WEST WING, GUILDHALL

<b>Members:</b>	George Abrahams	Deputy Henry Jones
	Munsur Ali	Angus Knowles-Cutler
	Rehana Ameer	Deputy Catherine McGuinness
	Randall Anderson (Chairman)	Benjamin Murphy
	Tom Anderson	Deputy Joyce Nash
	Matthew Bell	Barbara Newman
	Peter Bennett	Dhruv Patel OBE (Deputy
	Mary Durcan	Chairman)
	John Fletcher	Susan Pearson
	Marianne Fredericks	William Pimlott
	Alderman John Garbutt	Henrika Priest
	Alderman Prem Goyal OBE JP	Jason Pritchard
	Alderman David Graves	James de Sausmarez
	Caroline Haines	Ruby Sayed
	Deputy the Revd Stephen Haines	Mark Wheatley
	Graeme Harrower	Deputy Philip Woodhouse

**Co-opted Members:** Laura Jørgensen and Matt Piper

**Enquiries:** Natasha Dogra tel. no.: 020 7332 1434  
Natasha.Dogra@cityoflondon.gov.uk

Lunch will be served in Guildhall Club at the rising of the Committee.

N.N. Part of this meeting may be the subject of audio visual recording.

John Barradell  
Town Clerk and Chief Executive

# AGENDA

## Part 1 - Public Reports

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **MINUTES**  
To agree the minutes of the previous Committee meeting.  
  
**For Decision**  
(Pages 1 - 10)
4. **DCSS BUSINESS PLAN: QUARTER 1 UPDATE**  
Report of the Director of Community and Children's Services.  
  
**For Information**  
(Pages 11 - 28)
5. **CHILD CARE SUFFICIENCY AUDIT**  
Report of the Director of Community and Children's Services.  
  
**For Information**  
(Pages 29 - 40)
6. **ANNUAL OUTTURN REPORT - HRA**  
Report of the Director of Community and Children's Services.  
  
**For Decision**  
(Pages 41 - 48)
7. **THE GENERAL DATA PROTECTION REGULATION**  
Report of the Director of Community and Children's Services.  
  
**For Information**  
(Pages 49 - 56)
8. **DRAGON CAFÉ**  
Report of the Director of Community and Children's Services.  
  
**For Information**  
(Pages 57 - 72)
9. **FINAL EDUCATION SKILLS STRATEGY**  
Report of the Director of Community and Children's Services.  
  
**For Information**  
(Pages 73 - 166)

10. **DECENT HOMES UPGRADE WORKS TO AVONDALE SQUARE ESTATE, HOLLOWAY ESTATE AND WILLIAM BLAKE ESTATE**  
Report of the Director of Community and Children's Services.

**For Decision**  
(Pages 167 - 172)

11. **HOUSING REGISTER AND ALLOCATIONS**  
Report of the Director of Community and Children's Services.

**For Information**  
(Pages 173 - 196)

12. **HOUSING GOVERNANCE - BRIEFING PAPER**  
Report of the Director of Community and Children's Services.

**For Information**  
(Pages 197 - 198)

13. **STRONGER COMMUNITIES GRANT**  
Report of the Director of Community and Children's Services.

**For Information**  
(Pages 199 - 218)

14. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

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

16. **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 Reports**

17. **NON-PUBLIC MINUTES**  
To agree the non-public minutes of the previous Committee meeting.

**For Decision**  
(Pages 219 - 226)

18. **HOUSING DELIVERY PROGRAMME - PROVISION OF SOCIAL HOUSING ON THE SYDENHAM HILL ESTATE, LEWISHAM**  
Report of the Director of Community and Children's Services.

**For Decision**  
(Pages 227 - 240)

19. **HOLLOWAY ESTATE**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 241 - 324)
20. **PROGRESS REPORT OF THE PROVISION OF ADDITIONAL PRIMARY SCHOOL PLACES AND SOCIAL HOUSING ON THE FORMER RICHARD CLOUDESLEY SCHOOL SITE**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 325 - 330)
21. **COMPLIANT COMMITTEE REPORT**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 331 - 336)
22. **HRA COMMERCIAL ARREARS**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 337 - 352)
23. **HOUSING DELIVERY PROGRAMME -PROVISION OF SOCIAL HOUSING ON THE AVONDALE SQUARE ESTATE**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 353 - 362)
24. **HOUSING DELIVERY**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 363 - 370)
25. **POLICE ACCOMMODATION STRATEGY - DECANT CAR PARKING GATEWAY 3 ISSUES REPORT**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 371 - 384)
26. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**
27. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

**Part 3 - Members Only**

28. **DIRECTORATE LEADERSHIP TEAM RESTRUCTURE - CONFIDENTIAL REPORT  
CIRCULATED TO MEMBERS ONLY.**

**For Decision**

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## COMMUNITY & CHILDREN'S SERVICES COMMITTEE

**Friday, 8 June 2018**

Minutes of the meeting of the Community & Children's Services Committee held at  
Committee Rooms, West Wing, Guildhall on Friday, 8 June 2018 at 11.30 am

### **Present**

#### **Members:**

Randall Anderson (Chairman)  
Matthew Bell  
Peter Bennett  
Mary Durcan  
John Fletcher  
Marianne Fredericks  
Alderman John Garbutt  
Alderman Prem Goyal  
Deputy the Revd Stephen Haines

Deputy Henry Jones  
Deputy Catherine McGuinness  
Benjamin Murphy  
Deputy Joyce Nash  
Barbara Newman  
William Pimlott  
James de Sausmarez  
Ruby Sayed  
Mark Wheatley  
Deputy Philip Woodhouse

#### **Officers:**

Andrew Carter	- Director, Community & Children's Services
Jacquie Campbell	- Community and Children's Services Department
Natasha Dogra	- Town Clerk's Department
Mark Jarvis	- Chamberlain's Department
Sukhjot Gill	- Community and Children's Services Department
Gerald Mehrtens	- Community and Children's Services Department
Paul Murtagh	- Community and Children's Services Department
Chris Pelham	- Community and Children's Services Department
Will Norman	- Community and Children's Services Department
Kamal Giwa	- City Surveyor's Department
Ann Bamford	- Community and Children's Services Department
Amelia Ehren	- Town Clerk's Department

A Member raised a concern over some reports marked as non-public items on the agenda. Members agreed that in future should a report include a non-public case study or appendix the committee report should be made public and the appendix containing private information would form part of the non-public agenda.

### **1. APOLOGIES**

Apologies had been received from Caroline Haines, Henrika Priest, Angus Knowles-Cutler, Alderman David Graves, Susan Pearson, Dhruv Patel, Jason Pritchard,

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

Barbara Newman declared an interest in item 27. Peter Bennet declared an interest in item 16. John Fletcher, Deputy Henry Jones, Laura Jorgensen and

Matt Piper declared interests in item 25 as they served as Governors on the Sir John Cass's Foundation Primary School.

3. **MINUTES**

Resolved – that the minutes were agreed as an accurate record.

4. **PRESENTATION: TOWER HAMLETS YOUTH SERVICES**

The Committee received a presentation regarding the Tower Hamlets Youth Service and noted that the focus of the service was to:

- Build relationships with young people
- Build links with the community
- Address teething problems
- Build programmes based on young peoples' feedback
- Draw in wider LBTH resources
- Build links with other City of London services
- Community development.

There were 2 City of London youth service sessions per week. The sessions were 2 hours each and held on Thursday at Greenbox and Friday at Artisan Library. The service enjoyed a £4m per year investment and 65 FTE staff who performed 430 hours a week of delivery. 7,500 young people per year accessed services provided and Members were very happy with the uptake.

A Member said the young people were extremely engaged and the staff were very enthusiastic. The Committee passed on their thanks to the staff. Members agreed that every effort must be made to engage with young women. Officers said sessions dedicated to young women only was an aspiration of the service. Thought was being given to run a Women's Leadership Programme during the summer this year. Delivery hours should also be revised to ensure after school hours sessions were run for young women, rather than sessions later in the evenings.

Resolved – that the presentation be received.

5. **ESTABLISHMENT OF A HOMELESSNESS AND ROUGH SLEEPERS SUB COMMITTEE**

Members considered the establishment of a sub committee focussing on tackling the issues of rough sleeping and homelessness within the Square Mile. The principal function is to examine and keep under review the City Corporation's efforts to tackle rough sleeping and evaluate the work undertaken with partner organisations to prevent rough sleeping in the City of London.

**Resolved** – that Members of the Community and Children's Services Committee considered the creation of the sub committee and agreed the remit for the group. The following Members were appointed:

Marianne Fredericks

Mark Wheatley

Henrika Priest

William Pimlott



Benjamin Murphy  
Mary Durcan  
Randall Anderson (Chairman  
Dhruv Patel (Deputy Chairman)

6. **DRAFT EDUCATION, SKILLS AND CULTURAL AND CREATIVE LEARNING STRATEGY**

The current Education Strategy, which includes outcomes for culture and skills, runs from 2016 to 2019. The key outcomes of this strategy have been met or are moving towards being met. The Education Board held a strategic planning away day on 19 January 2018 to determine priority areas for the development of coherent Education, Skills and Culture strategies for the future. As a result of these discussions, Education, Skills and Cultural and Creative Learning Strategies have been developed to establish the overall direction, goals and key performance indicators for the period 2019–2023.

Members agreed to submit any comments on the strategy to Officers via email.

Resolved – that the report be received.

7. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) CITY OF LONDON LOCAL AREA INSPECTION OUTCOME - MAY 2018**

The report provided an update to Members on the outcome of the City of London Local Area Inspection letter – May 2018.

Her Majesty's Chief Inspector of Education, Children's Services and Skills gave notification on 5 March 2018 to the City of London local area that we were going to be inspected, under section 20 of the Children Act 2004, from 12 to 16 March 2018. The inspection provided an independent external evaluation of how well the City of London local area carries out its statutory duties in relation to children and young people with special educational needs and /or disabilities (SEND) to support their development.

Due to its small geographical size, the City of London local area faces significant challenges as a large proportion of children and young people who have SEND are educated in schools outside the local area. However, leaders have effectively mobilised resources and staffing, and used joint commissioning to manage these challenges effectively. Inspectors reviewed several examples where leaders commissioned a personalised package to support children and their families.

Resolved – that the report be received.

8. **FREE SCHOOL MEALS FOR ALL CHILDREN ATTENDING SIR JOHN CASS'S FOUNDATION PRIMARY SCHOOL**

Members noted the proposals to extend the offer of free school meals to all pupils attending Sir John Cass's Foundation Primary School. Currently all pupils attending the School in Reception, years 1 and 2 receive a school lunch as part of the Government-funded universal infant free school meals funding allocation to the school.

The proposal is to fund a pilot scheme for the pupils in years 3 to 6 to receive the offer of a free school meal in the financial year 2018/19. The total cost of this is approximately £72,600 for the year 2018/19. The funding will be allocated on the number of pupils taking up the offer of a free school meal each day, so this may vary.

If the pilot is a success, Sir John Cass's Foundation Primary School will evaluate the impact of all pupils receiving free school meals in the spring term 2019 so that a decision can be made on the sustained funding for this proposal. This initiative fits in with one of the City of London's key strategic aims of 'Enabling children, young people and adults to learn, thrive and achieve their full potential'.

Resolved – that the report be received.

**9. REGIONAL ADOPTION AGENCY**

In April 2018, the Department for Education (DfE) approved the Ambitious for Adoption project proposal for a new RAA to be developed with Harrow as lead local authority, along with Coram Capital Adoption as a strategic partner, with participating local authorities including CoL, Redbridge, Slough Children's Services Trust and Bromley, the latter two authorities having joined more recently. As a result, the CoL withdrew from the London-wide RAA discussion and is seeking to continue to be part of the new RAA Ambitious for Adoption proposal. This will mean that the CoL will be part of a new RAA in place by November 2018. During this development phase, the CoL will continue to commission Coram Capital Adoption under the current contractual arrangements. These arrangements required an extension of 12 months to the current contract, agreed under a waiver that expired on 31 May 2018. This will enable the CoL to continue with the current provider during the regionalisation process.

Resolved – that Members approved the plan to continue to be part of the development and implementation of a new RAA, ready for implementation from November 2018. The final proposed model will be presented to Members for approval prior to the implementation date.

**10. LEASEHOLDER DISCRETIONARY LOAN ARRANGEMENTS - OPTIONS FOR AMENDMENT**

In September 2017, the Committee approved a revision to the support offered by the City to help its leaseholders with the costs of major works. The support includes a discretionary provision to offer an interest-free period of up to three years on loans to leaseholders who are owner-occupiers.

At the request of Members, officers have looked at the potential for restricting eligibility for the interest-free period to lower-income households only. The Committee were in agreement that the report would be more useful if a conclusion were included for Members to consider.

Resolved – that Members agreed to leave eligibility as it currently stands and requested Officers to submit a report with a clear conclusion in the autumn of this year to enable a decision to be made going forward.

**11. BUSINESS PLAN: QUARTER 4 UPDATE**

Members noted the Department of Community and Children's Services (DCCS) performance during 2017/18 in relation to its Business Plan 2017–2022.

The Committee noted the report identified that leaseholders currently displayed a 45% satisfaction with their neighbourhood. Officers stated that when the survey was undertaken a number of national events such as a general election and the fire at Grenfell Tower occurred. The comments on the survey were directed towards maintenance work and not about the service provided by staff. An in-depth report was considered by the Housing Management and Almshouses Sub Committee to explain the data. Officers informed the Committee that levels of satisfaction were falling across London as expectations of stakeholders rise.

Resolved – that the report be received.

**12. REVENUE OUTTURN 2017/18 - COMMUNITY AND CHILDREN'S SERVICES COMMITTEE**

Members noted the 2017/18 revenue outturn for the non-Housing Revenue Account (HRA) services overseen by your Committee with the final agreed budget for the year. The Director of Community and Children's Services local risk budget was underspent by £43,000 with an underspend on all risks of £46,000.

The Director of Community and Children's Services is proposing to carry forward £32,000 of his local risk underspend for identified purposes of this Committee. These proposals will be considered by the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resource Allocation Sub-Committee and, if agreed, will be added to the Director's budgets for 2018/19.

Resolved – that the report be received.

**13. TOWARDS A SUSTAINABLE FUTURE: THE CITY OF LONDON CORPORATION'S RESPONSIBLE BUSINESS STRATEGY, 2018-23**

Members noted the current draft version of 'Towards a Sustainable Future: The City of London Corporation's Responsible Business Strategy, 2018-23'.

Resolved – that the report be received.

**14. CORPORATE VOLUNTEERING STRATEGY, 2018-23**

Members noted the proposed final version of the Corporate Volunteering Strategy 2018-23 for Members' information.

Resolved – that the report be received.

**15. RESPONSE TO WARDMOTE RESOLUTION - GOLDEN LANE**

At its meeting on 21 March 2018 Members of the Ward of Cripplegate, Within & Without passed a resolution regarding the condition of the windows and other fabric of the Grade II Listed Golden Lane Estate. The Committee received an update regarding the situation and noted that the Corporation is investing nearly £25million over the next 3 to 4 years in a Major Works Programme that will transform the Golden Lane Estate. Around £5million of this investment is specifically earmarked for Crescent House and will provide for the maintenance of, and significant improvements to, the structure and fabric of the building as well as, the quality of the accommodation for residents living there. In response to a query regarding the completion of works, Officers informed the Committee that the works would begin in Spring 2020 and information regarding the completion would be sent via email to the Member. Officers would investigate if the work could be delivered sooner. The Committee noted that the Major Works Programme did not encompass the pillars but Officers undertook to investigate whether any work required on the supporting pillars could be undertaken simultaneously to avoid longer disruption.”

Resolved – that the response be received.

**16. RESPONSE TO WARDMOTE RESOLUTION - TUDOR ROSE COURT - TO FOLLOW**

Members noted that the head lease granted to Network Housing Association Limited on 3<sup>rd</sup> February 1998 and vested in Hanover Housing Association following its transfer with the City’s consent on 24<sup>th</sup> February 2014 enables Hanover House to grant long leases or tenancy agreements in the forms annexed to the head lease. The standard tenancy agreement makes no mention of the service charge that the occupiers are to pay. Clear guidelines were, however, agreed with Network and subsequent individual tenancy agreements were completed in accordance with those guidelines by Network. The head lease goes on to say that the standard documents may be varied by the head lessee in the interests of good estate management with the consent of the City, such consent not to be unreasonably withheld or delayed.

Resolved – that the response be received.

**17. LAND TRANSACTIONS - FORMER RICHARD CLOUDESLEY SCHOOL SITE**

The Committee considered this report with the non-public progress report regarding the site. As reported to Community and Children’s Services Committee in April 2018, planning applications for the provision of a new primary school and 66 social housing units on the Site were approved by LBI’s Planning Committee on 1 March 2018 and by the City’s Planning and Transportation Committee on 26 March 2018, subject to Section 106 obligations, planning conditions, and GLA approval. The discussion took place in the non-public part of the agenda.

Resolved – that Members resolve that the adjoining City’s Land (other than the Housing Airspace) is no longer required for the purpose for which it was acquired and held, and authorise the Director of Children’s and

Community Services to conclude negotiations and final terms of the acquisitions and disposal in accordance with the principles set out in this report, to take any other steps as required in connection with any related documentation and associated transactions as may be necessary to complete the steps to implement the Development in accordance with the principles in this report, and to instruct the City Solicitor to enter into all necessary legal documents

**18. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were none.

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

The Committee were invited to appoint up to four Members to the Education Charity Sub Committee.

Resolved – the following Members were appointed:

Philip Woodhouse

Ruby Sayed

The Chairman reminded Members that the July Committee meeting had been cancelled.

**ALLOCATION OF SECTION 106 FUNDS TO THE SIR JOHN CASS'S FOUNDATION PRIMARY SCHOOL**

This report was moved from the non-public part of the agenda and was considered in the public section.

The report updated Members on the Section 106 funding for education from the Minorities development and the proposal to allocate this funding for use by the governing body of Sir John Cass's Foundation Primary School. The purpose of transferring this funding is to support the provision of education facilities at the school.

Resolved – that Members agreed:

1. that the S106 funds provided for education purposes be allocated to the Sir John Cass's Foundation Primary School for the provision of education facilities

2. that authority be delegated to the Director of Community and Children's Services, to agree appropriate projects for expenditure and make the necessary payments to secure their delivery

3. that authority be given to the Director of Community and Children's Services to instruct the City Solicitor to enter into any necessary agreement in relation to any payments made under (2) above.

A Member who served as a Governor of Sir John Cass's Foundation Primary School thanked the Committee for their decision to provide S106 funding for education purposes at the school.

**20. 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.

21. **NON-PUBLIC MINUTES**

Resolved – that the minutes of the previous meeting be agreed as an accurate record.

22. **YOUTH SERVICES UPDATE**

The Committee received a report of the Director of Community and Children's Services.

23. **PRIMARY AND SECONDARY SCHOOL ADMISSIONS OF CITY OF LONDON PUPILS 2018/19**

The Committee received a report of the Director of Community and Children's Services.

24. **PROGRESS REPORT OF THE PROVISION OF ADDITIONAL PRIMARY SCHOOL PLACES AND SOCIAL HOUSING ON THE FORMER RICHARD CLOUDESLEY SCHOOL SITE**

The Committee received a report of the Director of Community and Children's Services.

26. **ROUGH SLEEPING UPDATE**

The Committee received a report of the Director of Community and Children's Services.

27. **LEASEHOLDER RECHARGES FOR FIRE SAFETY IMPROVEMENT WORKS**

The Committee received a report of the Director of Community and Children's Services.

28. **HOUSING DELIVERY PROGRAMME - REQUIREMENT TO COMMISSION A MULTI-DISCIPLINARY DESIGN TEAM TO DELIVER A CITY OF LONDON HOUSING DESIGN GUIDE**

The Committee received a report of the Director of Community and Children's Services.

29. **HOUSING DELIVERY PROGRAMME - PROVISION OF SOCIAL HOUSING ON THE SYDENHAM HILL ESTATE, LEWISHAM**

The Committee received a report of the Director of Community and Children's Services.

30. **CONVERSION OF NINE PODIUM-LEVEL SHOP UNITS AND A MESS ROOM FOR RESIDENTIAL USE ON THE MIDDLESEX STREET ESTATE**

The Committee received a report of the Director of Community and Children's Services.

31. **RENEWAL OF ROOF COVERINGS AT 1-48 BLAKE HOUSE, WILLIAM BLAKE ESTATE**

The Committee received a report of the Director of Community and Children's Services.

32. **RATIONALISATION OF CHARITIES: THE CITY OF LONDON CORPORATION COMBINED RELIEF OF POVERTY CHARITY (1073660) & CORPORATION OF LONDON BENEVOLENT ASSOCIATION (206643)**

The Committee received a report of the Director of Community and Children's Services.

33. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

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

There was no urgent business.

**The meeting ended at 1.30 pm**

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Chairman

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Natasha.Dogra@cityoflondon.gov.uk**

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<b>Committee:</b>	<b>Dated:</b>
Community and Children's Services Committee	14/09/2018
<b>Subject:</b> DCSS Business Plan: Quarter 1 update	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For information</b>
<b>Report author:</b> Marcus Roberts, Head of Strategy and Performance	

## Summary

This report sets out the progress made during Quarter 1 (Q1) – April to June 2018 – to deliver the 2017– 2022 Department of Community and Children's Services (DCCS) Business Plan. It also comments on the departmental risk register and the DCCS budget.

## Recommendations

Members are asked to:

- Note the Q1 report and progress of the DCCS Business Plan.

## Main Report

### Background

1. Progress against the departmental Business Plan is monitored and reported against a set of 41 Key Performance Indicators (KPIs). The KPIs are aligned to the plan's priorities and provide evidence of achievement of outcomes. A full list of KPIs and recommended targets are listed in Appendix A.

### Business Plan KPI performance

2. Overall performance in 2018/19 shows that, of the *reported* departmental KPIs:
  - 20 (80%) achieved or exceeded the target set (rated GREEN)
  - one (4%) was performing within 10% of the target set (rated AMBER)
  - four (16%) were more than 10% outside of their target (rated RED).

Sixteen KPIs were not reported on this occasion (annual or bi-annual measures).

RAG status	Traffic light description	Total KPIs
Green	KPIs for which the set target was achieved or exceeded	20
Amber	KPIs within the tolerance of 10% of the set target	1

<b>Red</b>	KPIs that are below the tolerance of 10% of the set target	4
<b>N/A</b>	KPIs where there is no update for the quarter report – these will be reported in subsequent quarters	16

3. There have been three changes to the 2018/19 KPIs.

<b>Remove</b>	<b>Reason</b>	<b>Replaced by:</b>
Stability of placements (foster care) for looked after children	The small number of Children in Care means that any change can notably impact on the KPI	% of assessments for children's social care carried out within 45 working days of referral
Libraries Soft Outcome Learning (SOUL) measures	Changes in management system mean this KPI can no longer be collected	% of people who attended an event at the library and felt that services and activities had a positive impact on their family's health and wellbeing
Number and proportion of families taking up the free early learning offer for two-year-olds	The small number of eligible families means that any change can notably impact on the KPI	Percentage of children achieving a good level of development in foundation stage profile (FSP) and percentage of inequality gap in achievement across all the Early Learning Goals

4. Performance for RED or AMBER rated indicators for Q1 of 2018/19 is set out below.

### **Red performance indicators**

5. **BP3A – Reduction in delayed transfers of care discharges from hospital (DTOCs) – NHS.** A high number of DTOCs where the cause of delay was attributed to the NHS were reported in June (65), following satisfactory performance in the first two months of Q1. By contrast, only one DTOC was reported in June where a delay was attributed to Adult Social Care, with such delays well within target in this quarter overall and maintaining their green RAG rating.

We continue to work with NHS colleagues through the integration programme to reduce DTOCs. Work is progressing with City and Hackney Clinical Commissioning Group (CCG) and London Borough of Hackney to develop a neighbourhood model and a new model for commissioning Continuing Health Care and Adult Social Care packages through a pooled budget. We have been building relationships with Tower Hamlets CCG to establish links with their health providers and integrated models for City residents who are registered with Tower Hamlets GPs.

6. **BP10 – Proportion of residents taking up an NHS Health Check.** A total of 71 health checks were undertaken (14 NHS and 57 in the community) against a target of 132 (54%). The number of NHS health checks (14) was significantly lower than the amount completed in the same quarter last year (126). The provider is meeting with the Neaman practice and some reasons for the low number have been identified, including some checks being undertaken but not recorded. An action plan has been agreed with the Neaman practice to rectify these issues. The commissioning team plan to meet with the Neaman practice. A communications and engagement plan has been developed to promote health checks in the east of the City to generate more referrals. Nationally there was a lower figure towards the end of the five-year cycle. A cancellation fee is being considered to avoid people not attending booked health check sessions.
7. **BP11 – Number and proportion of participants in the exercise on referral programme who are still active after six months.** In Q1 only six participants were recorded as completing the programme against a quarterly target of 12. There have been some staff changes at the provider; however, they have now recruited a new member of staff and are able to offer evening and weekend appointments, which we anticipate will improve the completion rate. We are also considering a cancellation fee for this programme to improve compliance.
8. **BP20 – Percentage of assessments for children's social care carried out within 45 working days of referral.** Of the 11 Child and Family Assessments during Q1, five were not completed within this period. The five assessments were for two sibling groups. One of these groups (three children) were escalated to Child Protection investigation in Q1 due to new information being available.

#### **Amber performance indicators**

9. **BP30 – Percentage of primary school offers meeting first choice.** The data reported here is for the Primary National Offer Day 2018 for reception entry. There were 34 on time, online applications made for reception places in September 2018. Twenty-nine children (85.3%) were offered their first choice, and the other five were offered their second choice (14.7%), so all the children were offered their first or second preference. While City was ranked 22nd for first place offers in London, it was ranked first for both second place and top three preference offers.

#### **Departmental Strategic Risk Register**

10. A summary of the Departmental Risk Register is provided in Appendix 2. In Q1 the rating of three risks reduced.

**DCCS ED 001 – Failure to deliver City of London Academy expansion programme.** The risk rating has reduced from Red to Amber as Final Planning Approval was granted on 19 July 2018.

**DCCS HS 002 – Failure to carry out and review effective fire risk assessments for residential and commercial accommodation.** The risk score has reduced from 12 to 8 as all residential fires risk assessments for 2018 have been completed. An action plan approved by this committee in May is being implemented across the residential estate.

**DCCS CP 002 – City of London Community Education Centre site redevelopment.** The risk rating has reduced from Amber to Green. Building works to the Golden Lane Community Centre have been completed and it is anticipated that the premises will be available for Adult Skills and Community Learning to be delivered there for the new academic year in September 2018.

### **Complaints and compliments**

11. The Adult Social Care Team received one complaint in Q1 which was partially upheld in respect of the guidance provided to the client about his individual budget. One complaint was received regarding Children's Social Care and the actions taken in respect of a child. The complaint was investigated and was not upheld.
12. In Q1, 26 complaints were received in respect of commissioned services, 23 related to Golden Lane Health and Fitness. An analysis of complaints has identified issues relating to the poor state of some of the equipment, and the centre itself. To resolve these issues, repairs are being undertaken by the City to remedy water penetration into the Centre and Fusion will be installing new equipment valued at £100,000 in August 2018.

### **Financial and Risk Implications**

13. The Budget Information and Charts for Q1 are included as Appendix 3 and provide a summary of the departmental local risk and central risk.

### **Appendices**

- Appendix 1 – 2018/19 Q1 Key Performance Indicators (KPIs) Update
- Appendix 2 – Quarter 1 Departmental Risk Register Summary
- Appendix 3 – 2018/19 Q1 Budget Information and Charts

### **Background Papers**

- Departmental Business Plan 2018–19 Report to Community and Children's Services Committee – 7 March 2018
- DCCS Business Plan 2017–2022 Report to Community and Children's Services Committee – 11 May 2017.

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## Appendix 1: 2018/19 Q1 Key Performance Indicators (KPIs) Update

### QUARTER 1 – DCCS PERFORMANCE SUMMARY

CORPORATE PROJECT		KEY MEASUREMENTS	TARGET	2018/19 KPIs	2018/19 COMMENTARY	
				Q1	Q1 RAG	Q1
Delivering an outstanding education offer through the City of London (CoL) family of schools	BP1	School Ofsted ratings	All schools rated good or outstanding by Ofsted	All academies rated outstanding in three years of joining the CoL Academies Trust	G	No new Ofsted inspections since the previous reports.
	BP2	Progress and attainment at school stages (KS2) that is considerably above national levels	Above national level			Unvalidated results to be reported in Q2 when the national data is first available, validated results to be reported Q3.
Securing efficiencies and better outcomes through the integration of health and social care commissioning across the City of London and Hackney (and with other partners)	BP3A	Reduction in delayed transfers of care (discharge) from hospital – NHS	182 (annual)	April:0 May:24 June: 65	R	For the first two months of the quarter, NHS attributed DTOCs were on track with a total of 24 delayed days against a target of 30. However, all delayed days were in May, taking it over the monthly target of 15. In June, there were a record number of 65 delayed days recorded (more than double the monthly target).
	BP3B	Reduction in delayed transfers of care (discharge) from hospital – Adult Social Care	73 (annual)	April:0 May:9 June: 1	G	For the first two months of the quarter, performance was on track with a total of nine delayed days against a target of 12. However, all delayed days were in May, taking it over the monthly target of six. June had only one recorded day of delayed transfer, which meant that the overall quarterly figure for Adult Social Care was well within the target range.

	BP4	Reduction of average cost of residential social care				Annual measure (in development).
	BP5	Proportion of people who require less support following a period of reablement (help on discharge from hospital to regain independence)	78% (2016/17 National Average)	99.1%	G	
Promoting effective transitions and progression through education and fulfilling employment	BP6	Proportion of completions of City apprenticeships and positive destinations (employment or further training)	In development			Annual measure.
	BP7	Percentage of City young people not in education, employment or training (NEET & unknown) (16- to 17-year-olds)	Below London Average (5.3%)	3.7%	G	The monthly average of people Not in Education, Employment or Training (NEET) and Not Known 16- and 17-year-old City residents was 3.7%. This was two young people NEET in period. Prospects (an education, employment, skills and care company) engaged with both young people and one was EET by early June, and the other by early July. Prospects continues to monitor and support the two people.

	BP8A	Enrolments and passes of adult skills courses (accredited and non-accredited)	2,500	437	G	On course to reach enrolment target – in Q1 there were 62 accredited and 375 non-accredited enrolments. Pass rates will be available after the end of the 2017–18 academic year.
	BP8B	Percentage of people who pass adult skills courses (annual)	87%			Annual measure
Promoting equality in health through outreach to all the City communities	BP9	Percentage of people engaging in City smoking cessation programmes who quit smoking	42%	51%	G	The number of clients who commenced treatment and set a quit date in Quarter 1 is 102. The number of clients who successfully completed the programme (12 weeks) was 52.
	BP10	Proportion of residents taking up an NHS health check	Currently working with provider to set targets	71 health Checks (of which 14 were NHS checks)	R	A total of 71 health checks were undertaken (14 NHS and 57 community) against a total target of 132 (54%). The number of NHS health checks (14) was significantly lower than the amount completed in the same quarter last year (126). The provider has met with the Neaman practice as a matter of urgency and reasons for the low number have been identified, including some checks being undertaken but not recorded. Ongoing discussions are taking place with the surgery to rectify issues.
	BP11	Number and proportion of participants in the exercise on referral programmes who are still active after six months	Quarterly: 20 starters and 12 completers Annual: 100 starters and 65 completers	6	R	The data provided is for people who complete following a referral

Increasing access to and effectiveness of pan-London sexual health services through the mobilisation of e-healthcare services	BP12	Take up of e-services for sexual health testing - % and number people who return a kit and receive their results within 21 days of ordering it	70%	77%	G	16,555 kits dispatched of which 12,680 were returned providing a return rate of 76.6% for results within 21 days of ordering.
Delivering more homes to better meet social housing needs	BP13 A	Number of planning consents	3	0		There are annual targets. The figures for this quarter were as expected and in line with Q1 in 2017/18.
	BP13 B	Number of construction starts	92	0		
	BP13 C	Number of completions	13	0		
Improving outcomes and services for children and young people with special education needs and disabilities (SEND)	BP14	Education outcomes for children with SEND	Tbc			
	BP15	Take up of Youth Services	Increase in participation of target groups	3	G	These figures are for children and young people with SEND to have access to information, advice and guidance services. It should be noted this is a relatively small population. Previously no SEND children and young people were accessing these services, so this is an encouraging start.
	BP16	Use of the Golden Lane Sport and Fitness Centre by young people	7,282 visits	1,773 visits	G	Attendance for Q1 by young people (under 19s) was up year on year. Based on last year's trend, an increase in participation in Q2 is expected, which will ensure that service is on track to meet the annual target.



Improving outcomes and experience for Adult Social Care users	BP17	Adult Social Care service user and carer reported quality of life (survey outcome)	Above London average			City completes the Adult Social Care Service as well as the Survey of Adult Carers in England (SACE) returns biannually so the upcoming 2018/19 returns will provide the necessary figures and commentary for these KPIs.
	BP18	Proportion of Adult Social Care Service users who say services have made them feel safe and secure (survey outcome)	Above London average			
Safeguarding children, young people and adults at risk	BP19 A	Reduced duration of Children in Need and Child Protection Plans Increase % at lower rates of duration/below the Inner London rate for two years or more				
		Reduced duration of children on a Child in Need plan at quarter/year end <sup>1</sup>				
		3 months or less - Number (%)	25%	0%	G	At 30 June 2018, eight children were subjects of Child in Need plans. Only two had been on plans for over a year, and they were both also open to the SEND team and on Education, Health and Care (EHC) plans.
		More than 3 months but less than or equal to 6 months - Number (%)	13%	3 (37.5%)		
		More than 6 months but less than 1 year - Number (%)	16%	3 (37.5%)		
		1 year but less than 2 years - Number & %	16%	2 (25%)		
		2 years - Number & %	31%	0%		

<sup>1</sup> Please note: this differs from the Children in Need (CIN) census which reports on duration from referral to case closure, whether No Further Action (NFA), Child Protection Plan (CPP), Looked After Children (LAC) or CIN.































Safeguarding children, young people and adults at risk	BP19 B	Reduced duration of Child Protection Plans (CPP) – those on a Child Protection Plan at quarter/Year end				
		3 months or less - Number (%)	20%	6 (60%)	G	At 30 June 2018, 10 children (including three sibling groups) were subjects of Child Protection Plans. Six of these children (two families) began Child Protection Plans during Q1. No plans ended in the quarter. Only one child was on a subsequent plan.
		More than 3 months but less than or equal to 6 months - Number (%)	10%	2 (20%)		
		More than 6 months but less than 1 year - Number (%)	39%	2 (20%)		
		1 year but less than 2 years - Number & %	27%	0%		
		2 years - Number & %	5%	0%		
	BP20	Percentage of assessments for children’s social care carried out within 45 working days of referral.	Above the Inner London average (2017) - 74.7%	54.5%	R	Of the 11 Child and Family Assessments completed during Q1, five were not completed within 45 working days from referral. These five assessments were for two sibling groups and one of these groups (three children) escalated to Child Protection investigation in Q1 due to new information. (Not included in this measure are subsequent assessments completed on open cases).
	BP21	Number and % of adults referred for safeguarding whose expressed outcomes are fully or partly met.	Below the 2017/18 London Average	100%	G	During Q1 2018/19, two SAC enquiries concluded and, of the two, both respondents felt their outcomes were fully achieved.



Delivering and enhancing “accommodation pathways” and health services for rough sleepers	BP22	Increased proportion of new rough sleepers who sleep out just once	76%	76%	G	
	BP23	Reduced number of people deemed ‘living on the streets’	Less than 46	34	G	
Delivering a programme of major works to maintain and improve our existing homes	BP24	Increase in average energy efficiency rating for our housing stock	69	69	G	
	BP25	Proportion of City housing stock meeting ‘decent homes’ standard	89% (2016/17 London average)	Q4		This is a year-end target and so will be populated in Q4 as in previous years.
Maintaining safe homes that comply with advances in fire safety requirements	BP26	Annual fire risk assessments	100%	Q4		This is a year-end target and so will be populated in Q4.
Supporting City businesses and the Corporation to improve their employee’s health and wellbeing	BP27	Participation in Business Healthy programme	1,400 newsletter subscribers (1,200 individual organisations ) by December 2018	Newsletter subscribers (Q1): 1,064; individual organisations (Q1): 766	G	There has been a growth in the number of members and the organisations they represent. However, this has been impeded by General Data Protection Regulation (GDPR), with a higher number of members unsubscribing from the newsletter (this does not include key City contacts). The Business Healthy sign-up process is GDPR compliant. New ways of lead generation are being trialled and work is ongoing to explore new opportunities to identify potential members.

Supporting the development of skills and learning for all ages in the community through a range of activities, resources and support, and enhancing the art and culture offer in the City.	BP28	Worker take up of City smoking cessation programmes	Tbc	Provider not currently collecting this information		Total referrals/clients setting a quit date = 102. Currently provider service data only records place of abode and not where the client works.
	BP29 A	Percentage of children achieving good level of development in foundation stage profile	% above London Offer			Unvalidated data available Q2 when Pan-London data also available, validated data Q3.
	BP29 B	Percentage inequality gap in achievement across all the Early Learning Goals	% below London Offer			Unvalidated data available Q2 when Pan-London data also available, validated data Q3.
	BP30	Percentage of primary school offers meeting first choice	% above Pan-London (Pan-London first preference offers: 86.55%)	City for 2018 entry 85.3%	A	This data is for the Primary National Offer day for September 2018 entry. There were 34 on time online applications made for reception places: 29 (85.3%) were offered their first choice; the other five were offered their second (14.7%). Although the number of children offered their first choice was below the Pan-London average of 86.55%, we performed well above the Pan-London average of 7.2% for second place offers. City was ranked 22nd in London for first preference offers and first for second preference offers. City was ranked first for top three preference offers (100%). All 10 children offered places at Cass selected it as their first preference. The second-largest cohort (8) were offered places at the new CoL Primary Academy Islington, of which six had selected it as their first preference. The third-largest cohort (5) were offered places at Prior Weston, all from a first preference selection.

Promote and champion inclusion, diversity, accessibility and social mobility for all the communities we support.	BP31	Percentage of people who attended an event at the library and felt that services and activities had a positive impact on their family's health and wellbeing	86%	94% (30 out of 32 responses agree)	G	These figures exceeded the target of 86%. Dragon Café in the City and activities at Shoe Lane Library have greatly impacted (positively) on the attendee numbers for health and wellbeing activities and this has been reflected in the responses.
	BP32	Take up of services matches make up of community	Work to develop appropriate measures for this is in progress			
	BP33	Percentage of participants involved in community activities and volunteering reporting an improved quality of life	60%	95%	G	63 people responded to the survey. This is an annual survey and, therefore, there will be no reports in Q2–Q4.
	BP34	Proportion of residents involved in community activities who are new to volunteering	30%	35%	G	
	BP35	25% of Portsoken Pavilion Café employees from the local community	25%-		G	

## Appendix 2: Quarter 1 Departmental Risk Register Summary

Risk Code	Title	Current Risk Rating	Risk Score	Actions Assessment	Target Date	Risk Trend
DCCS ED 001	Failure to deliver City of London Academy expansion programme	A 	12		01/04/20	
DCCS ED 002	Failure of the City of London Academies to meet the high performance and financial expectations of the City of London	A 	12		01/09/19	
DCCS HS 003	Lone Working	A 	12		30/06/18	
DCCS HS 002	Failure to carry out and review effective fire risk assessments for residential and commercial accommodation	A 	8		31/03/19	
CR17	Safeguarding	A 	8		31/03/19	
DCCS 001	Departmental Emergency Response	A 	8		31/03/19	
DCCS CL 001	Loss of IT systems at public-facing sites	G 	6		31/03/19	
DCCS CP 002	City of London Community Education Centre site redevelopment	G 	4		01/09/18	
DCCS HS 004	Housing Finance Changes	G 	4		31/03/19	
DCCS HS 001	Health and Safety Procedures	G 	4		31/03/19	

Actions Assessment:  Actions to mitigate the risk are in place and are being delivered to anticipated timescales.  : Risk trend unchanged since last report

### Risk Score key:

		Impact			
		Minor (1)	Serious (2)	Major (4)	Extreme (8)
Likelihood	Likely (4)	4	8	16	32
	Possible (3)	3	6	12	24
	Unlikely (2)	2	4	8	16
	Rare (1)	1	2	4	8

Red (Severe)
Amber (Significant)
Green (Manageable)

Urgent action required to reduce rating

Action required to maintain or reduce rating

Action required to maintain rating

## Appendix 3: 2018/19 Q1 Budget Information and Charts

### DCCS Budget Monitoring period 3

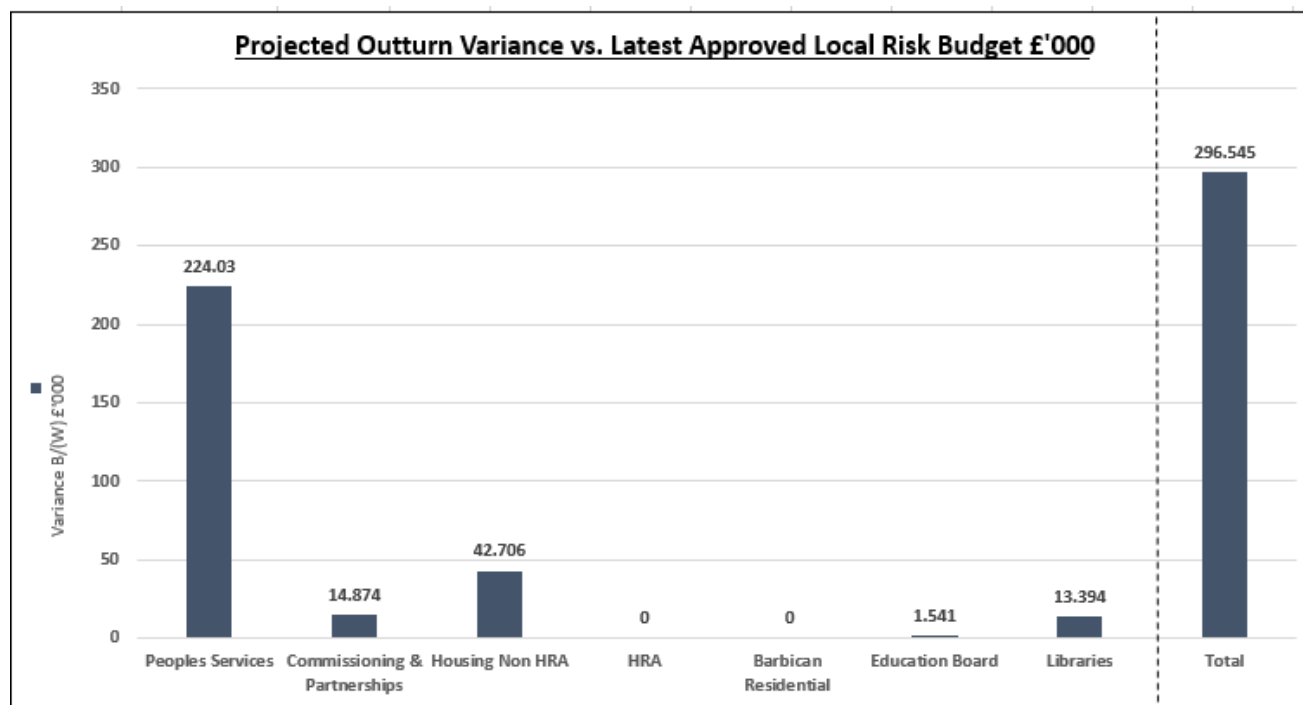
Local risk	Budget 2018/19 £'000	YTD Budget £'000	Actual to date £'000	Projected outturn £'000	Variance £'000	Notes
Peoples Services	7,591	1,054	668	7,367	(224)	1
Commissioning & Partnerships	2,595	142	6	2,580	(15)	
Housing Non HRA	898	249	203	855	(43)	2
HRA Gross Income	(15,705)	(3,900)	(4,150)	(15,705)	0	
HRA Gross Expenditure	11,228	3,277	2,683	11,228	0	
HRA transfers to/from reserves	2,778	-	-	2,778	0	
Barbican Residential	(1,983)	(550)	(2,345)	(1,983)	0	
Education Board	656	193	134	654	(2)	
Libraries	2,401	619	682	2,388	(13)	
	10,459	1,083	(2,120)	10,162	(297)	

Central Risk	Budget 2018/19 £'000	YTD Budget £'000	Actual to date £'000	Projected outturn £'000	Variance £'000	
Peoples Services	474	(18)	(410)	474	0	
Commissioning & Partnerships	(140)	496	486	(140)	0	
Housing Non HRA	67	(206)	22	67	0	
HRA	(250)	(30)	(0)	(250)	0	
Barbican Residential	(1,035)	(164)	(148)	(1,035)	0	
Education Board	1,730	0	1,385	1,730	0	3
Libraries	336	85	85	336	0	
	1182	162	1,420	1,182	-	

#### Notes

Brackets indicate income or a favourable variance

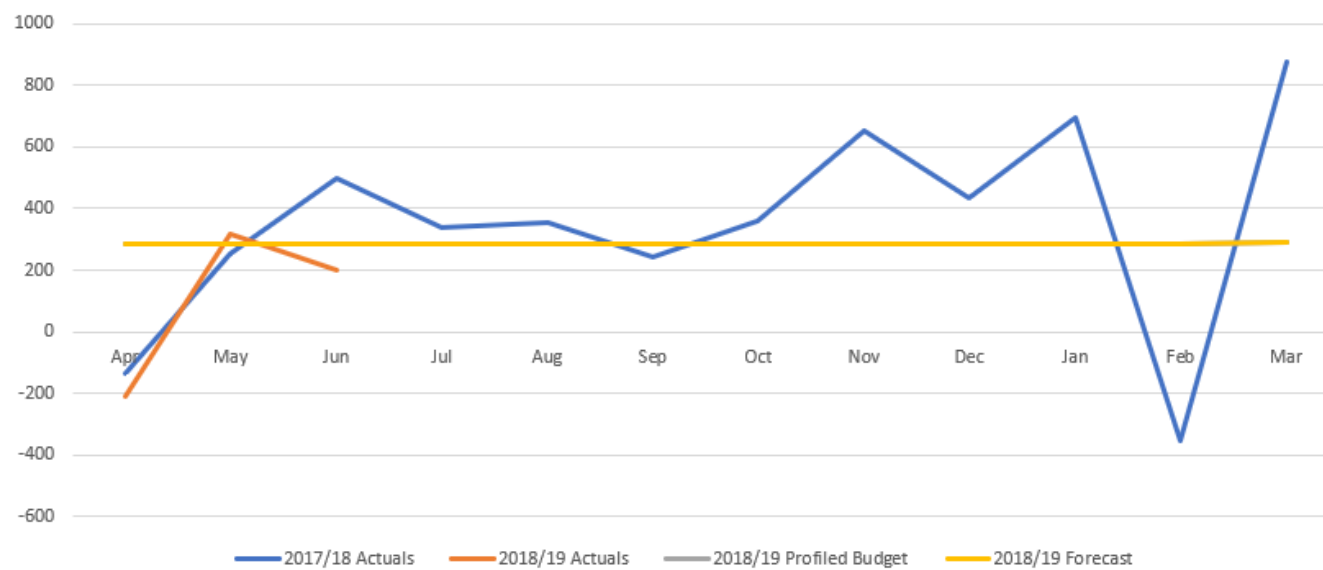
- 1 - client movement since budgets were set. a number of clients have passed away resulting in savings due to decreased care costs however this area is very volatile and any change in client circumstances can have a major impact on the outturn.
- 2 - Small underspend due to vacant posts not yet filled
- 3 - the year to date variance relates to grants paid to schools which were originally forecast to be spent in September 2018 but was paid early



Project Outturn Variance vs Latest Approved Local Risk	Latest Approved budget for year £'000			Forecast for Year £'000	Variance B/(W) £'000
People's Services	£7,591			£7,367	£224
Commissioning and Partnerships	£2,595			£2,580	£15
Housing Non-HRA	£898			£855	£43
HRA	(£1,699)			(£1,699)	£0
Barbican Residential	(£1,983)			(£1,983)	£0
Education Board	£656			£654	£2
Libraries	£2,401			£2,388	£13
<b>Total</b>	<b>£10,459</b>			<b>£10,162</b>	<b>£297</b>



**HRA R&M**  
**Net Local Risk Performance - 2018/19 with 2017/18 Comparator**



	2017/18 Actuals £'000	2018/19 Actuals £'000	2018/19 Profiled Budget £'000	2018/19 Forecast £'000
Apr	(£137)	(£211)	£290	£290
May	£254	£318	£290	£290
Jun	£497	£199	£290	£290
Jul	£340		£290	£290
Aug	£355		£290	£290
Sept	£243		£290	£290
Oct	£360		£290	£290
Nov	£650		£290	£290
Dec	£433		£290	£290
Jan	£696		£290	£290
Feb	(£351)		£290	£290
Mar	£877		£291	£291
<b>Total</b>	<b>£4,217</b>	<b>£306</b>	<b>£3,481</b>	<b>£3,481</b>

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<b>Committee</b>	<b>Dated:</b>
Community and Children's Services Committee	16/09/2018
<b>Subject:</b> Childcare Sufficiency Assessment 2018	<b>Public</b>
<b>Report of:</b> Andrew Carter, Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Theresa Shortland, Head of Service – Education and Early Years	

## Summary

The Childcare Sufficiency Assessment is an analysis of the supply and demand of childcare provision in the local area of the City of London. It reports on the provisions of the local childcare market.

The Education and Early Years Service undertook a Childcare Sufficiency Assessment for the City of London. This assessment report is for the period April 2017 to March 2018 and provides an analysis of the early years and childcare provision in the City of London. It also considers the impact of legislative changes across the early years and childcare sector following the introduction of free childcare for working parents and free childcare for two-year-olds in September 2017.

The findings of the Childcare sufficiency Assessment will be published in full as part of the Children's Centre Services Review which will come to members in 2019.

The report provides members with an update on the findings of the Childcare Sufficiency Assessment 2018 as set out the Executive Summary (Appendix 1)

The Childcare Sufficiency Assessment for 2018 identified that there is sufficient childcare within the local area and makes recommendations to consider within the wider review of Children's Centre Services in the City as the provision of good-quality childcare is part of the core offer of Children's Centre Services.

Recommendation

Members are asked to:

- Note the report.

## **Main Report**

### **Background**

1. The Department for Education's report, *Early education and childcare: Statutory guidance for local authorities* (March 2018) outlines guidance for English local authorities on their statutory duties under section 2 of the Childcare Act 2016 and sections 6, 7, 7A, 9A, 12 and 13 of the Childcare Act 2006.
2. The Childcare Sufficiency Assessment (CSA) 2018 outlines how the City of London is meeting the duty to secure sufficient childcare in the local area and records the requirements outlined in the statutory guidance.
3. The Childcare Sufficiency Assessment for 2018 has been undertaken as part of a wider review of Children's Centre Services. The provision of good-quality childcare is part of the core offer of Children's Centre Services. The recommendations from the Childcare Sufficiency Assessment will be considered further as part of this review.

### **Childcare sufficiency assessment – summary findings**

4. In April 2018, there were eight early education and childcare providers in the City of London, offering a maximum of 359 places for children aged 4 years and under. The number of early education and childcare places available in the City has remained stable over recent years. All the Early Years providers in the City of London local area are judged 'Outstanding or Good' by Ofsted. The quality of childcare in the City is of a high standard. Children achieving a good level of development on the Early Years Foundation Stage Profile at Sir John Cass's Foundation Primary School are year-on-year higher than both the London and National scores.
5. According to 2016 Greater London Authority population estimates, the population of children in the City of London aged 5 years and under is 417. There are currently 359 childcare places provided by six nurseries, one independent and one maintained primary school with nursery places. Approximately 20% of parents who participated in the CSA consultation stated that they currently use nannies. Families that use nannies and those looking after their own children are not included in the data for take-up of childcare places.
6. The childcare providers in the City that are registered by Ofsted to care for children in the early years age group are subject to the legal provisions for the regulation and inspection of provision for children. However, many City families do not use registered childcare; they use nannies as their choice of childcare. Childcare providers who are not eligible for compulsory registration are not required to register with Ofsted, but they may

choose to register on the voluntary Ofsted Childcare Register if they can meet the requirements.

7. The City had one childminder registered with Ofsted at the time of the Childcare Sufficiency Assessment who was not operating and providing childcare places. It is highly likely that the demand for childminders in the City local area is mitigated by the higher number of families that choose to use nannies.

### **Free childcare hours**

8. In September 2017 working parents in England with children aged 3 and 4 years became eligible for 1,140 hours of government-funded childcare each year – the equivalent of 30 hours per week over 38 weeks of the year during term time. The City of London has a 95% take up of this offer, which is higher than the Inner London and London averages of 90% and 88% respectively.

9. In March 2018 there were 19 parents eligible for the 30 hours free childcare entitlement – 18 of these parents have taken up this offer. Of the 30 hours free childcare places being taken up by families in the City, nine of these had childcare places at the Cass Child and Family Centre.

10. Parents confirm that the 30 hours free childcare for children aged 3 and 4 years old has been helpful in supporting low-income working families. The 30 hours has changed some families' work patterns as additional childcare has enabled them to work more hours. Early Years providers confirm that the implementation of the 30 hours free childcare had also increased the demand for childcare for children aged 3 and 4 years old.

11. The primary reason parents gave for using childcare was to enable them to go to work, and so their children can take part in educational activities. Just over half (56%) of parents said the reason they chose not to use formal childcare was because they wanted to look after their children themselves. This is consistent with previous childcare sufficiency assessments. Less than half (39.5%) of parents said that they do not use formal childcare because it is too expensive.

12. Consistent with previous research, this consultation identified that women from the Bangladeshi community are more likely to stay at home to look after children until they are ready for school, irrespective of any financial incentive available to use childcare.

### **Childcare for children with special educational needs and disabilities (SEND)**

13. Local authorities have a duty to provide a short breaks service. Parents of children with SEND use the short breaks service as both childcare and a respite service. Families who have children with disabilities and/or health conditions sometimes benefit from a break from their caring responsibilities. Short breaks services in the City of London are currently commissioned from the London Borough of Hackney.

14. Parents of disabled children would ideally like to access their short breaks service in the City. These services are currently being recommissioned and the commissioners are working closely with the SEND Parent Carer Forum to establish provision that is accessible locally. This group of parents also identified that they would like childcare services – particularly After School Clubs and Holiday Play Schemes – to be more inclusive so that children with SEND can attend too.

15. It was evident from the consultation that children with Education, Health and Care plans (EHCP) generally have at least one parent who is not currently working and stays home to look after their child. All parents of children with SEND said their choice of childcare would depend largely on the complexity of the child's needs and the ability of the provider to look after them.

### **Affordability of childcare**

16. Childcare costs in the City of London are higher than the rest of London and England averages. The cost of childcare for five days for a 2-year-old in the City is on average £486 compared to £342 in Inner London, and £236 in England. Household income will more than often determine the use of childcare. It is evident from the consultation with parents that higher earners are the largest users of childcare.

17. The average weekly pay in the City of London (£989) is higher than the London average of £692 and England average of £552. The consultation suggested that parents living in the City of London are mostly able to afford the higher childcare costs in the area.

18. Childcare providers generally offer various forms of discounts to families with more than one child. The City of London Education and Early Years Service also administers a Childcare Affordability Scheme that is designed to enable City families earning less than £55,000 per annum to access a childcare subsidy. Ten families were funded from the scheme from April 2017 to March 2018. Mansell Street and Middlesex Street are the areas identified in the City of London, with a high concentration of families on low incomes. The Cass Child and Family Centre also offers low-cost and affordable childcare for these families.

19. Sir John Cass's Foundation Primary School is the only maintained primary school in the City local area. It provides an After School Club, Breakfast Club and Holiday Club during school holidays. The school provides 30 childcare places for all school-aged children (aged 5 to 11 years old) in the City.

20. It is apparent that the City of London has sufficient childcare for the children in the local area. Some City parents access childcare in neighbouring areas, and children from these areas also access childcare in the City. This does not impact on the childcare sufficiency on the area. Parents said that nurseries and After School Clubs in the City of London have similar opening hours to their workplaces, so the provision is responsive to their work pattern.

### **Recommendations & Actions**

21. The overall assessment of the sufficiency of childcare in the City of London confirms that there are sufficient childcare places for children in the Early Years, and for Holiday and After School places. However, the assessment did identify some gaps in childcare provision, particularly for children with SEND.

22. City parents were also satisfied with the overall quality of information that they can access regarding childcare. However, they wanted more information on childcare options in neighbouring authorities, especially for older children attending school.

23. There is the need to raise the level of awareness of the varied and different forms of financial incentives available to parents using childcare. The Family Information Service should continue to promote the availability of the Local Offer to enable local families to make informed choices.

24. To improve accessibility for local SEND families, the City are considering the viability of expanding the capacity for providing short-break services in the local area, and the services available in special schools out of the area. The City should explore with special schools how to increase their capacity to provide childcare and After School provision for City families.

25. The City of London should continue to work and collaborate with the local childcare providers to support the expansion and extension of their service provision to meet the needs of local parents.

### **Corporate & Strategic Implications**

26. These recommendations support the outcomes of the Corporate Plan, to contribute to a flourishing society and supporting a thriving economy.

### **Conclusion**

27. The Childcare Sufficiency Assessment for 2018 identified that there is sufficient childcare within the local area and makes some recommendations. These will be incorporated in the review of Children's Centre Services, as the provision of good-quality childcare is part of the core offer of Children's Centre Services. The outcome of the review of Children's Centre Services, including the recommendations, will be presented to Members at a future Committee meeting.

### **Appendices**

- Appendix 1 – The Childcare Sufficiency Assessment – Executive summary 2018

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## **City of London - Executive Summary**

### **Childcare Sufficiency Assessment – 2018**

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#### **Introduction**

1. This childcare sufficiency assessment (CSA) is an analysis of the supply and demand of childcare provision in the City of London and of how well the childcare needs of local parents are being met. It measures the effectiveness of the City's childcare market by identifying gaps and makes recommendations as to how the City of London should plan to address them.
2. Early education and childcare: Statutory guidance for local authorities (March 2018) outlines the statutory requirements for English local authorities on their duties pursuant to section 2 of the Childcare Act 2016 and sections 6, 7, 7A, 9A, 12 and 13 of the Childcare Act 2006.
3. This CSA outlines how the City is meeting its duty to secure sufficient childcare and highlights the requirements outlined in the guidance.

#### **Methodology**

4. An approach combining qualitative and quantitative methods was utilised to provide a robust and in-depth analysis of the emerging gaps for this childcare sufficiency assessment. This approach is based on the premise that each family is unique and in search for childcare that would meet their needs, values, cultural requirements and personal circumstances. The Childcare Sufficiency Assessment methodology was a combination of the following:
  - a desktop exercise - collating secondary sources of data, from Ofsted, Office for National Statistics ONS and Family Youth information Service (FYi) database(s) to analyse childcare supply in the City of London Corporation,
  - quantitative (structured questionnaires administered) and qualitative (consultation interviews conducted) surveys of local parents, practitioners and partners to assess the demand, quality, affordability and provision of childcare. For comparative purposes, we have adopted the Greater London Authority (GLA) CSA framework in 2018,
  - identification of significant national and local initiatives and changes that may impact on the supply of, and demand for childcare.

- analysis of emerging gaps, key issues for provider and parents, and mitigating actions that could be taken to address the gaps.

### **Supply of Childcare**

5. The childcare providers in the City that are registered by Ofsted to care for children in the early years age group are subject to the legal provisions for the regulation and inspection of provision for children.
6. Some City families do not use registered childcare; they use nannies as their choice of childcare. Childcare providers who are not eligible for compulsory registration are not required to register with Ofsted, but they may choose to register on the voluntary Ofsted Childcare Register if they can meet the requirements.
7. All the Early Years providers in the City of London local area are judged 'Outstanding or Good' by Ofsted. (See Table 1.)

<b>Childcare places in Nursery/Playgroup</b>					
<b>Setting name</b>	<b>Ofsted</b>	<b>Postcode</b>	<b>Type</b>	<b>Sector</b>	<b>Places</b>
<b>Barbican Playgroup</b>	Good	EC2Y 8AX	Sessional pre-school	Private	28
<b>City Child - Bright Horizons Nursery</b>	Good	EC2Y 8AH	Day nursery	Private	54
<b>Hatching Dragons Nursery</b>	Good	EC1Y 0AA	Day nursery	Private	34
<b>Newpark Childcare Centre</b>	Outstanding	EC2Y 8DU	Day nursery	Private	26
<b>Smithfield House Nursery</b>	Good	EC1Y 9HA	Day nursery	Private	100
<b>The Children's Centre Nursery at Goldman Sachs (workplace nursery)</b>	Outstanding	EC4A 2BE	Workplace nursery	Private	19
<b>School Nursery places</b>					
<b>Setting name</b>	<b>Ofsted</b>	<b>Postcode</b>	<b>Type</b>	<b>Sector</b>	<b>Places</b>
<b>Sir John Cass's Foundation primary School &amp; Cass Child &amp; Family Centre</b>	Good	EC3A 3DE	Nursery class	Maintained	46
<b>Charterhouse Square School nursery class</b>	Outstanding	EC1M 6EA	Nursery class (8.30 – 3.30)	Independent school	52
<b>Total</b>					<b>359</b>

*Table 1. Early Education & Childcare Places in the City of London.*

8. In the City of London, 75% of childcare providers offer places for the free 2-year-old early education entitlement and the universal 15 hours free childcare during term time for 3 and 4-year olds.
9. In March 2018 there were 19 parents eligible for the 30 hours free childcare entitlement. 18 of these parents had taken up this offer.
10. Parents confirm that the 30 hours free childcare for children aged 3 and 4 years old has been helpful in supporting low-income working families. The 30 hours has changed some families' work patterns as additional childcare has enabled them to work more hours.
11. Early Years providers confirm that the implementation of the 30 hours free childcare had also increased the demand for childcare for children aged 3 and 4 years old.
12. Nine of those parents eligible for free 30 hours childcare are taking up a place at Sir John Cass's Foundation Primary School.
13. One childminder was registered with Ofsted at the time of the Childcare Sufficiency Assessment, however, they were not operating and providing childcare places.
14. Since the last Childcare Sufficiency Assessment in 2014 there has been an average increase of £31 per week in the cost of childcare for children under two in the City of London.
15. Childcare providers in the City also provide childcare which is suitable for disabled children or children with special education needs.

### ***Demand for childcare***

16. About 70% of parents who participated in the survey confirmed that childcare is available when they need it.
17. The survey identified that informal childcare is also used by families, 31% of participants confirmed that they have friends and family that look after their children.
18. Parents confirmed their main reason for using childcare is so they can work, and so their children can take part in educational activities. Some parents highlighted that another reason they use childcare is, so they can attend appointments, go shopping and socialise.
19. Some parents choose not to use formal childcare because they look after their children themselves. This was confirmed by 56% of respondents. This is consistent with the findings of the 2014 CSA when (54%) of those interviewed confirmed they did not access formal childcare as they looked after their children themselves.
20. Just over 39% of respondents said that they do not use formal childcare as it is too expensive.
21. 50% of parents surveyed agreed it is easy to find information about early years provision in the City.
22. This survey revealed that women from Bangladeshi community are more likely to stay at home to look after the children until the children are ready for school, irrespective of any financial incentive available. This is consistent with previous surveys.
23. Sir John Cass's Foundation primary school is the only primary school in the area. It has an afterschool club, breakfast club and holiday club with 30 childcare places for all school aged children (5-11-year olds) in the City.

### **Childcare for special education needs and disabilities (SEND) Parents**

24. Parents of SEND children use 'Short Breaks' services to access a range of breaks, during the day, weekends and during the school holidays. The choice to use childcare depends

largely on the complexity of their child's needs. Parents that live in the City would like to access these services locally, however, they currently access many services in the neighbouring authorities of Hackney, Islington and Tower Hamlets.

25. Parents would like local Afterschool Clubs and Holiday Playschemes to be more inclusive so SEND children with complex needs can attend.
26. Overall, most parents of children on an education health care plan (EHCP) plan have at least one parent who is not currently working and looks after the child.
27. Targeted information about services for children and young people with special education needs and disabilities is available on the 'Local Offer'. There are regular updates to keep parents engaged with services and to raise their awareness about new services, support and incentives available to families.

### **Free 30 hours Early Education Entitlement**

28. Four early years providers, including Sir John Cass's Foundation Primary School currently offer places for those entitled to 30 hours free childcare. One of the providers is not able to offer the entitlement as they are a sessional provider. The City of London has sufficient childcare places for families eligible for the offer.
29. Parents confirm that the 30 hours free childcare for 3 and 4-year olds has been helpful in supporting low-income working families. The 30 hours has changed some families' work patterns and increased the use of childcare.

### **Childcare providers**

30. Providers in the City are more likely to report they have no childcare vacancies. Providers confirmed there has been an increase in demand for places since the implementation of the 30 hours free early education entitlement.
31. When asked if there are plans to increase childcare costs, some of the childcare providers say this is subjective to other factors such as growth and expansion costs, however, none of the providers confirmed any imminent price increases.
32. When asked if they would still be able to provide childcare services for families in the City for the next five years, all the providers interviewed confirm they hope to still be in business and none confirmed a sustainability issue. Providers experiencing a high demand for childcare confirmed they may have to investigate expanding their business to meet up with the growing demand for childcare in the area.

### **Geographical gaps**

33. Based on childcare provision across the City of London, geographical gaps were measured by the population of children and the number of registered childcare places in each local area.
34. The highest population of children was recorded for Barbican and Golden Lane. The number of registered childcare places in childcare settings in both areas suggests that there is sufficient childcare when compared to the overall population of children.
35. The lowest population of children was recorded for the Queenhithe area which is mainly made up of offices and banks. Although there may be some childcare settings within the reach of these areas, they are not accessed by families living in the area.
36. Carter and Temple areas have been identified as areas without sufficient childcare. Families in both areas access childcare provision in the Independent schools – St Pauls

and Charterhouse Square or can travel to Smithfields Nursery for a place. Families also have the choice of accessing services in neighbouring authorities.

37. Across the City of London, childcare providers advised they rarely have vacancies and have waiting lists for all age groups. This signifies that demand for childcare is quite high in the City of London. However, City parents do use childcare in neighbouring local authority areas and childcare places in City settings are being taken up by families living outside the City.

### **Income gaps**

38. Childcare costs are higher in the City of London than the London and England averages for all ages suggesting there could be affordability issues for those on low income, especially in areas where there are expensive independent settings only. Cost of childcare for 2-year olds in the City is £486 compared to £342 in Inner London, and £236 in England.
39. Household income is a key determinant of the use of childcare. Higher earners tend to be the highest users of childcare, and the lowest users tend to be those on a low income who are not able to afford childcare costs.
40. The average weekly pay in the City of London (£989) is higher than the London average of £692 and England average of £552. This would suggest that parents living in the City of London are able to afford the high childcare costs in the area. However, this also raises the issue of affordability of childcare for families on low income who also live in the City.
41. Mansell Street and Middlesex Street are areas identified as the most deprived in the City of London, with a high concentration of families on low income. Families in these areas if not eligible to claim the free entitlement may not be able to afford the high costs of childcare in the City. Sir John Cass's Foundation Primary school and the Cass Child and Family Centre offer affordable childcare for families in this area. Neighbouring authorities of Tower Hamlets also offer childcare facilities that families can access.
42. Awareness of financial incentives is high and parents who are eligible confirmed they are receiving support. Childcare providers also offer various forms of discounts to support families with more than one child or those using more hours of childcare. The City of London Corporation also offers the Childcare Affordability Scheme to families earning less than £55,000 working in the City of London.

### **Special Needs Gap**

43. Parents of children with special educational needs and disabilities (SEND) who do not attend Sir John Cass's Primary School confirm they find it difficult to access childcare that meets their child's needs. These are children with complex needs.
44. Parents would like their children to access inclusive services in the City of London. They currently travel to other neighbouring boroughs to access short break services.
45. Parents who have been able to secure a place in special schools in neighbouring authorities say there are few after school facilities at these settings. The City of London Short Breaks Service will consider this when commissioning services.
46. The survey revealed that parents of SEND children are more likely to say childcare is not available at a location that is accessible to them, and they are more likely to say sessions are not available when they require it.
47. The overall assessment of the sufficiency of childcare in the City confirms that there is sufficient childcare places for children aged 0-4 years. The assessment, however

identified some gaps in childcare provision which should be considered. These are included in the recommendations.

48. The findings from the Childcare Sufficiency assessment will be used within the review of Children's Centre Services.

## **Recommendations to the Children's Centre Services Review Board**

### **To improve accessibility to childcare and Short Breaks for local SEND families**

- The City Corporation should consider the viability for providing short break services in the City.
- The City Corporation should consider the services available in special schools and explore with them how they could increase their capacity to provide childcare and after school provision

### **To develop childcare provision in the City and ensure there is sufficient childcare to meet the demand for the universal and free childcare entitlement in the future**

- The City of London should continue to work and collaborate with the local childcare providers to support the expansion and extension of their service provision to meet the needs of local parents.
- The City Corporation should consider the possibility of the developing childminding services to provide flexible childcare during atypical hours for working families in the future.

### **Working with City Early years providers based in the City.**

- The City of London Corporation will continue to offer training events and access to early years activities for all local early years providers in the City.
- The City should also consider how it might support the registration of nannies that want to register on the Ofsted voluntary registration scheme.
- The provision of good-quality childcare is central to the core offer of Children's Centre Services.

<b>Committee(s)</b>	<b>Dated:</b>
Community and Children's Services Committee	14/9/2018
<b>Subject:</b> Housing Revenue Account - Outturn 2017/18	<b>Public</b>
<b>Report of:</b> Peter Kane, The Chamberlain and Andrew Carter, Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Mark Jarvis, Head of Finance, Chamberlains	

## Summary

- This report compares the outturn for the Housing Revenue Account (HRA) in 2017/18 with the final agreed budget for the year.
  - The total net transfer from reserves for the year was £3.671m, £0.827m higher than the final agreed budget of £2.844m, mainly as a result of a higher than expected repairs and maintenance costs and lower than expected service charge income. Revenue Reserves ended the year with a balance of £4.468m.
  - The Major Repairs Reserve (MRR) ended the year with a balance of £8.515m, £7.334m higher than budgeted, due to significant slippage in the capital expenditure programme.

<b>Table A - Summary Comparison of 2017/18 Outturn with Final Agreed Budget</b>			
	<b>Final Agreed Budget</b>	<b>Outturn</b>	<b>Variation Underspend / (Overspend)</b>
	<b>£000</b>	<b>£000</b>	<b>£000</b>
<b>HRA Revenue (see Table B)</b>			
Expenditure	(13,026)	(13,484)	(458)
Income	15,082	14,743	(339)
Other	100	70	(30)
Transfer to MRR	(5,000)	(5,000)	0
(Deficit) for year	(2,844)	(3,671)	(827)
Opening Reserves	8,139	8,139	0
Closing Reserves	<u>5,295</u>	<u>4,468</u>	<u>(827)</u>
<b>Major Repairs Reserve (see Table C)</b>			
Opening reserve	6,497	6,497	0
Net Capital exp in year	(10,316)	(2,982)	7,334
Transfer from Revenue	5,000	5,000	0
Closing Reserves	<u>1,181</u>	<u>8,515</u>	<u>7,334</u>

### **Recommendation(s)**

2. It is recommended that this outturn report for 2017/18 is noted.

### **Main Report**

#### **Housing Revenue Account**

3. The HRA is ringfenced by legislation which means that the account is financially self-supporting. Although the "Capital" Account is not ringfenced by law, the respective financial positions of the HRA and the City Fund has meant that capital expenditure is financed without placing a burden on the use of City Fund resources. All HRA related capital expenditure continues to be funded from the HRA, including the Major Repairs Reserve and certain capital receipts from sales of HRA assets, with homeowners making their appropriate contributions. In practice, therefore, the capital account is also ringfenced.

#### **HRA Revenue Outturn for 2017/18**

4. The HRA revenue outturn has a net deficit of £3.671m, £0.827m larger than the expected deficit in the budget, mainly due to higher than expected repair and maintenance cost and lower than expected service charge income. Comparison of the 2017/18 Outturn with Latest Revenue Budget is shown in Table B below.



Table B

	Original Budget 2017/18 £000	Final Agreed Budget 2017/18 £000	Revenue Outturn 2017/18 £000	Variation Underspend / (Overspend) 2017/18 £000	Paragraph Number
<b>Expenditure</b>					
Repairs, Maintenance & Improvements					
Breakdown and Emergency Repairs	(2,057)	(1,980)	(2,510)	(530)	
Contract Servicing	(962)	(921)	(874)	48	
Cyclical and Minor Improvements	(360)	(657)	(834)	(177)	
Supplementary Revenue	(1,936)	(1,158)	(518)	640	
Technical Services and City Surveyor's					
Costs	(762)	(762)	(1,152)	(390)	
Total Repairs, Maintenance & Improvements	(6,077)	(5,478)	(5,888)	(410)	5
Supervision and Management	(4,869)	(4,990)	(5,168)	(178)	6
Specialised Support Services					
Central Heating	(308)	(314)	(263)	51	
Estate Lighting	(241)	(246)	(268)	(22)	
Caretaking and Cleaning	(1,459)	(1,436)	(1,532)	(96)	
Community Facilities	(83)	(34)	(10)	24	
Welfare Services	(115)	(292)	(171)	121	
Garden Maintenance	(263)	(236)	(184)	52	
<b>Total Expenditure</b>	(13,415)	(13,026)	(13,484)	(458)	
<b>Income</b>					
Rent					
Dwellings	10,309	10,618	11,012	394	7
Car Parking	475	520	473	(47)	
Baggage Stores	116	127	128	1	
Commercial	1,080	1,263	1,212	(51)	
Community Facilities	65	84	97	13	
Service Charges	2,228	2,418	1,783	(635)	8
Other	52	52	38	(14)	
<b>Total Income</b>	14,325	15,082	14,743	(339)	
Interest Receivable	100	100	70	(30)	
Net Operating Income	1,010	2,156	1,329	(827)	
Transfer to Major Repairs Reserve	(10,000)	(5,000)	(5,000)	0	
	(8,990)	(2,844)	(3,671)	(827)	
Opening Reserves	11,049	8,139	8,139	0	
Closing Reserves	2,059	5,295	4,468	(827)	

5. Repairs, Maintenance and Improvements costs were overspent by £410k. Increased expenditure was due to increased demand for breakdown and emergency repairs.
6. Supervision and Management had an adverse variance by £178k. This was mainly due to the fire risk assessments carried out after the Grenfell Tower fire.
7. Dwellings had a favourable variance in income mainly due to an under estimate of commercial estate income in the budget. This will be reviewed in the revised estimates for 2018/19.
8. Service Charge income had an adverse variance by £636k compared to the latest budget profiled, this is mainly due to overestimate of budgeted income and lower than budgeted supplementary revenue projects carried out in the year, which resulted in lower amounts recoverable.
9. Comparison of 2017/18 Major Repairs Reserves Outturn with Agreed Budget is set out in Table C below.

**Table C**

<b>Table C</b>	<b>Latest Budget</b>	<b>Revenue Outturn</b>	<b>Variation (Underspend)/ Overspend</b>	<b>Notes</b>
	<b>£000</b>	<b>£000</b>	<b>£000</b>	
<b>HRA Reserves</b>				
<b>Major Repairs Reserve</b>				
Balance Brought Forward	(6,497)	(6,497)	0	
Transfer from HRA	(5,000)	(5,000)	0	Table B
Capital Expenditure	23,382	6,974	(16,408)	Annex A
Section 106 funding	(9,062)	(1,517)	7,545	
Capital Receipts applied	(1,188)	(546)	642	
Community Infrastructure Levy	0	(407)	(407)	
Reimbursements from Homeowners	(2,816)	(1,522)	1,294	
<b>Major Repairs Reserve Balance Carried Forward</b>	<b>(1,181)</b>	<b>(8,515)</b>	<b>(7,334)</b>	

10. The net underspend of £7.334m in the balance on the Major Repairs Reserve was mainly due to significant slippage in capital expenditure, as detailed in Annex A.
11. Members note the reasons for the underspend set out in the report above.

## **Appendices**

- Annex A - CAPITAL PROJECTS

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	<b>CAPITAL PROJECTS</b>	Forecast Budget 2017/18 £000	Actual 2017/18 £000	Variance Overspend/ (Underspend) £000	Comments on main variations
29100036	<b>Avondale Square Estate</b> Decent Homes Upgrade works	34	2	(32)	Delayed planning permission for the development. Works on site at present so this spend will increase. Delayed as forms part of development project
29100042	Avondale Sq Redevelopment of Community Centre	0	65	65	
29100070	Avondale repairs/Redecs/Windows	335	0	(335)	
29100080	George Ellison & Eric Wilkins New flats	3,685	155	(3,530)	
29100083	Decent Homes Avondale	537	41	(496)	
29100081	George Ellison & Eric Wilkins Windows	246	0	(246)	40 properties on hold as Great Arthur House cladding contractor still on site  Completion of community centre in July 2018 and so some capital expenditure occurred 18/19 Delayed on site work to start in Sept 2018
		4,837	263	(4,574)	
	<b>Dron House</b>				
29100043	Conversion - New Flat	1	0	(1)	
29100091	Dron House Decent Homes	93	2	(91)	
		94	2	(92)	
	<b>Golden Lane Estate</b>				
29100010	Great Arthur House Windows & Cladding	2,792	2,734	(58)	
29100032	Door Entry	17	19	2	
29100049	Refurbishment of Lifts	753	680	(73)	
29100050	Heating & Hot Water Golden Lane Estate	440	198	(242)	Final valuation and account being agreed August 2018
29100085	Great Arthur House New Flats	30	8	(22)	
29100086	Golden Lane Community Centre	1,083	834	(249)	
29100093	Golden Lane Decent Homes	313	2	(311)	
		5,428	4,475	(953)	
	<b>Holloway Estate</b>				
29100033	Electrical Rewiring	566	180	(386)	
29100038	Decent Homes Upgrade Works	37	33	(4)	
29100047	Refurbishment Works to Door Entry Systems	11	7	(4)	
		614	220	(394)	
	<b>Isleden House</b>				Works started on site August 2018 Works tendered and awaiting award  Works out to tender August 2018 Work to start on site on 20 august 2018
29100079	Isleden House provision of Additional Social Housing	30	37	7	
		30	37	7	
	<b>Middlesex Street Estate</b>				
29100060	Middlesex St External/Internal Refurbishment	1,000	0	(1,000)	
29100071	Refurbishment of Lifts	511	1	(510)	
29100074	Petticoat Tower Replacement Windows & Balcony Doors	788	1	(787)	
29100075	Middlesex Street Shop Conversion	450	42	(408)	
		2,749	44	(2,705)	

29100078	<b>Richard Cloudesley Site</b>	3,759	51	(3,708)	Delays in project.
29100098	Richard Cloudesley Site (Affordable Housing)	0	1,178	1,178	
	Richard Cloudesley Residential Design	3,759	1,229	(2,530)	
	<b>Southwark Estate</b>				Works carried out as revenue cost.
29100019	Door Entry Sumner Buildings	104	0	(104)	
29100020	Pakeman Door Entry	59	0	(59)	
29100058	Refurbishment of Lifts	31	11	(20)	Delays in project.
29100046	Door Entry Stopher House	78	0	(78)	
29100094	Decent Homes Southwark	635	2	(633)	
		907	13	(894)	
	<b>Sydenham Hill</b>				
29100067	Sydenham Hill Provision of Social Housing	0	100	100	
29100095	Sydenham Hill Decent Homes	87	2	(85)	
		87	102	15	
	<b>William Blake Estate</b>				
29100037	Decent Homes Upgrade Works	53	46	(7)	
29100059	Refurbishment of Lifts	30	12	(18)	
29100088	William Blake CCTV	19	11	(8)	
		102	69	(33)	
	<b>Windsor House</b>				
29100097	Windsor House Decent Homes	250	20	(230)	Delays in works on site.
		250	20	(230)	
	<b>York Way Estate</b>				
29100048	York Way Estate Refurbishment Works to Door Entry Systems	8	4	(4)	
29100092	York Way Decent Homes	304	390	86	
		312	394	82	
	<b>Decent Homes (various estates)</b>				Delays in the Gateway process.
29100035	CCTV	127	0	(127)	
29100044	Boiler Replacement Programme 2014/15	53	0	(53)	
29100062	Decent Homes Various Estates	7	18	11	Delays within the Design team, the project is now proceeding
29100082	Decent Homes Additional Properties	241	88	(153)	
29100084	Sydenham Hill Social Housing	1,535	0	(1,535)	
	Roof Replacements	2,000	0	(2,000)	Delays in the Gateway process.
29100087	Golden Lane Lighting	250	0	(250)	
		4,213	106	(4,107)	
	<b>Total 2017/18</b>	<b>23,382</b>	<b>6,974</b>	<b>(16,408)</b>	

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<b>Committee:</b>	<b>Dated:</b>
Community and Children's Services Committee	14/09/2018
<b>Subject:</b>	<b>Public</b>
The General Data Protection Regulation	
<b>Report of:</b>	<b>For Information</b>
Andrew Carter, Director of Community and Children's Services	
<b>Report author:</b>	
Simon Cribbens, Assistant Director of Commissioning and Partnerships	

## Summary

This report sets out activities undertaken by the Department of Community and Children's Services (DCCS) to ensure compliance with the General Data Protection Regulation (GDPR).

## Recommendation

Members are asked to:

- Note the report.

## Main Report

### Background

1. The GDPR is based on a European Union directive to standardise data privacy laws across Europe. It came into effect on 25 May 2018 and applies to any organisation located within the EU that processes personal data. It substantially updates existing data protection law, setting out measures to:
  - ensure that personal data is used legitimately and fairly
  - provide greater protection and rights for individuals whose personal data is held
  - put in place accountability, governance and security protocols to safeguard data.
2. The GDPR has been introduced in response to significant changes to IT and ways that organisations now process and share data. It is a further compelling requirement when set against the backdrop of wider societal data security concerns and cyber resilience. It is enshrined in UK law through the Data Protection Act 2018.
3. In the DCCS and wider local government, use of personal data is increasingly relied on to inform service demand and strategic decision-making. The DCCS stores and processes significant personal data, much of it sensitive information

on vulnerable service users. Sharing data with partners and providing data to external organisations for analysis and storage is becoming a more common, business-as-usual requirement. It is highly likely that these practices will continue to increase in regularity and scale.

4. In Autumn 2017 the Comptroller's office set out a project plan to review the Corporation's information governance practices and policies and embed new GDPR protocols. This was to ensure that the necessary technical IT and information security systems are GDPR compliant.
5. A DCCS work programme was developed in line with the Comptroller's plan, with a focus on ensuring that all personal data sets held by the department are compliant with the GDPR.
6. A departmental audit of personal data sets was undertaken in December 2017 and provided a baseline to establish existing departmental compliance with the GDPR.
7. Using the outcomes of the audit, a gap analysis exercise was undertaken to establish non-compliance of personal data sets held across the department. This then informed unique action plans to ensure compliance across all DCCS divisions.
8. The Strategic Education division of the DCCS ran a seminar for the City of London (CoL) family of schools offering insight and guidance on the GDPR in an educational context. Guidance on data retention procedures has also been circulated to the CoL family of schools.

### **Activities undertaken to meet GDPR requirements**

9. Appendix 1 sets out corporate and departmental activities to meet key requirements of the GDPR.

### **Current activities**

10. A departmental lead officer has been nominated to ensure continued compliance with the GDPR. Key activities of this role are to:
  - delete personal data that is no longer needed, including data that has been archived
  - develop an updated departmental retention schedule



- maintain a schedule of ongoing compliance activities, including (but not limited to):
  - periodic review and update of the departmental Record of Processing Activities
  - periodic review of the retention schedule.
- finalise data-sharing agreements with Government departments to reflect the GDPR and Data Protection Act 2018 requirements
- finalise a departmental GDPR 'toolbox' for DCCS staff.

## **Conclusion**

11. The GDPR substantially updates data protection law, including changing conditions for processing and strengthening privacy and other rights. The Comptroller's office and DCCS have delivered a programme of work to ensure that personal data sets held comply with GDPR requirements and that staff comply with policies that reflect the new ways of working.

## **Appendices**

- Appendix 1 – Activities undertaken to meet GDPR requirements

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## **Appendix 1 – Activities undertaken to meet GDPR requirements**

<b>Ensure that personal data is used legitimately and fairly</b>	
<b>GDPR requirement</b>	<b>Departmental/corporate activity</b>
<p><b>Ensuring a legal basis for processing personal data</b> Local authorities now have more limited scope to rely on consent or legitimate interests and must have a valid lawful basis in order to process personal data, as below:</p> <ul style="list-style-type: none"> <li>i. <b>Consent</b> – the individual has given clear consent to process their personal data for a specific purpose</li> <li>ii. <b>Contract</b> – the processing is necessary for a contract with the individual, or because they have asked the CoL to take specific steps before entering into a contract</li> <li>iii. <b>Legal obligation</b> – the processing is necessary for the CoL to comply with the law (not including contractual obligations)</li> <li>iv. <b>Vital interests</b> – the processing is necessary to protect someone's life</li> <li>v. <b>Public task</b> – the processing is necessary for you to perform a task in the public interest or for the CoL's official functions, and the task or function has a clear basis in law</li> <li>vi. <b>Legitimate interests</b> – <u>This basis cannot apply for public authority processing data to perform official tasks.</u></li> </ul>	<p>Following review and gap analysis, all personal data held across the department now complies with at least one lawful basis for processing personal data.</p>
<p><b>Review and implement new privacy notices</b> The GDPR sets out greater emphasis on making privacy notices understandable and accessible. Information that needs to be provided when collecting personal data includes: The purposes for processing personal data; how long the data will be retained for; and who it might be shared with.</p>	<p>A corporate privacy notice template has been developed and circulated to all departments. It is set out on the CoL website at:  <a href="http://www.cityoflondon.gov.uk/about-our-website/Pages/privacy-notice.aspx">www.cityoflondon.gov.uk/about-our-website/Pages/privacy-notice.aspx</a></p> <p>All DCCS divisions have identified requirements to amend or create new privacy notices specific to the requirements of the service provided. There are 20 DCCS privacy notices published on the CoL website at:  <a href="http://www.cityoflondon.gov.uk/about-our-website/Documents/dccs-privacy-notice.pdf">www.cityoflondon.gov.uk/about-our-website/Documents/dccs-privacy-notice.pdf</a></p>

<b>Provide greater protection and rights for individuals whose personal data is held</b>	
<b>GDPR requirement</b>	<b>Departmental/corporate activity</b>
<p><b>Additional rights for individuals</b> This requires new and updated Council procedures to respond to enhanced citizen rights, including the right:</p> <ol style="list-style-type: none"> <li>to be informed about the collection and use of their personal data</li> <li>of access to their personal data and supplementary information</li> <li>to rectification of inaccurate personal data</li> <li>to erase personal data</li> <li>to restrict processing of personal data</li> <li>to data portability, which allows individuals to obtain and reuse their personal data for their own purposes across different services</li> <li>to object to processing</li> <li>in relation to automated decision-making and profiling.</li> </ol>	<p>The Comptroller's office has developed a series of corporate policies that set out a commitment and procedures to meet all enhanced citizen rights. Also published is an overall Data Protection Policy at:  <a href="http://www.cityoflondon.gov.uk/about-the-city/access-to-information/Documents/data-protection-policy.pdf">www.cityoflondon.gov.uk/about-the-city/access-to-information/Documents/data-protection-policy.pdf</a></p> <p>The DCCS complies with the policies and procedures set out by the Comptroller.</p>
<p><b>Data Protection Impact Assessment (DPIA)</b> A DPIA identifies and minimises a project's data protection risks. A DPIA is advisable for certain listed types of processing, or any other processing that is likely to result in a high risk to individuals' interests. The DPIA must:</p> <ul style="list-style-type: none"> <li>describe the nature, scope, context and purposes of the processing</li> <li>assess necessity, proportionality and compliance measures</li> <li>identify and assess risks to individuals</li> <li>identify any additional measures to mitigate those risks.</li> </ul>	<p>The DCCS worked with the Comptroller to design and pilot a DPIA that has now been rolled out across the Corporation for use by all departments.</p>

<b>Put in place accountability, governance and security protocols to safeguard data</b>	
<b>GDPR requirement</b>	<b>Departmental/corporate activity</b>
<p><b>Third-party contracts</b> We will need to have contracts with bodies we share data with, and those that process data on our behalf. Whenever the Corporation uses a data processor it needs to have a written contract in place enabling both parties to understand their responsibilities and liabilities.</p>	<p>A standard contract template that sets out clauses to meet Corporation GDPR requirements was developed and circulated in March 2018.</p> <p>The Information Audit undertaken in December 2017 identified third parties that process personal data on behalf of DCCS. Contract amendments setting out an updated Data Protection Schedule have been circulated to all identified third parties.</p>
<p><b>Less time for Subject Access Requests (SARs)</b> The time limit for responding to SARs will be reduced from 40 days to one month, and the information which must be provided will be extended.</p>	<p>The DCCS is compliant with new corporate procedures and guidance.</p>
<p><b>New breach notification rules</b> Breaches will have to be notified to the Information Commissioner's Office (ICO) within 72 hours where feasible, unless the breach is unlikely to result in risk to individuals. Where a high risk to individuals arises the ICO will also have to be notified, unless an exception applies.</p>	<p>The DCCS will comply with procedures set out by the Comptroller, including use of a breach notification form.</p>
<p><b>Deliver staff GDPR training</b> Training provided to raise awareness of changes to data protection law and set out responsibilities for CoL staff.</p>	<p>All staff completed online GDPR training.</p> <p>A bespoke training package has been developed for staff that have limited web and/or English language skills.</p>
<p><b>Increased enforcement powers</b> Fines for breaches of the Data Protection Act 1998 were limited to £500,000. This will be increased to £10 million or 2% of annual turnover or £20 million or 4% of annual turnover, depending on the nature of the breach, with the latter applying to breaches of the data protection principles and data subject rights.</p>	<p>Comptroller to oversee measures to respond to data breaches and potential fines.</p>

<p><b>Appointment of a Data Protection Officer (DPO)</b>  All public authorities will have to appoint a DPO to:</p> <ul style="list-style-type: none"> <li>• provide information, training and advice about GDPR compliance and other data protection laws</li> <li>• monitor compliance with the GDPR and other data protection laws</li> <li>• be the first point of contact for supervisory authorities and for individuals whose data is processed (employees, customers, and so on).</li> </ul>	<p>The Comptroller is the Corporation's data protection officer.</p>
<p><b>Record of Processing Activities (RoPA)</b>  A RoPA will need to be held by the Corporation. The information required includes the purposes of the processing, categories of data subjects, personal data, those to whom data will be disclosed, and the general technical and security measures in place.</p>	<p>DCCS have now completed the RoPA.</p>

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<b>Committees:</b>	<b>Dated:</b>
Community and Children's Services Health and Wellbeing Board Culture, Heritage and Libraries	14/09/2018 21/09/2018 22/10/2018
<b>Subject:</b> Dragon Café in the City	<b>Public</b>
<b>Report of:</b> Andrew Carter, Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Rachel Levy, Principal Librarian Community Libraries Department of Community and Children's Services	

## Summary

Dragon Café in the City was launched at Shoe Lane Library on 8 February 2018. The aim of project was to engage City workers and residents with their mental wellbeing through a varied programme of activities taking place in the library. It was funded by the Wellcome Trust and Carnegie UK Trust's Engaging Libraries programme, with additional funding from the Department of Community and Children's Services. The project was particularly aimed at (but not exclusive to) male City workers aged 25-55, a group of people who are often less able than others to engage with their mental wellbeing.

The project was co-produced by Barbican & Community Libraries, Mental Fight Club and Business Healthy, with additional input from Output Arts.

A total of 14 fortnightly Dragon Café in the City sessions were held, running from 12pm to 8.30pm. More than 6,000 people visited Shoe Lane Library on the Dragon Café in the City days and 320 people signed up to be members of the café. A wide programme of activities was offered, including creative workshops, chess strategy, stress management "lunch & learn" sessions, free massage, yoga and mindfulness. The project has been evaluated through feedback forms, focus groups, case studies and informal feedback. Response to the project has been very positive: 91% of respondents said the Dragon Café in the City met their expectations and 80% of respondents said they felt more inclined to engage with their mental wellbeing after attending. The project is also being evaluated by Wellcome Trust and Carnegie UK Trust, with particular focus on what the wider public library profession can learn from it.

The project partners are currently seeking funding to run the project again and will use the feedback to inform the format of future sessions.

## **Recommendation**

Members are asked to:

- Note the report.

## **Main Report**

### **Background**

1. Building on the City of London Corporation's suicide prevention campaign, "Release the Pressure" – led by the Public Health team, Barbican & Community Libraries bid for £14,667 of funding from the Carnegie UK Trust and Wellcome Trust's Engaging Libraries programme. The objective was to pilot new ways of engaging city workers and residents with their mental wellbeing through a programme of activities in Shoe Lane Library, a sanctuary in the heart of the City.
2. Barbican & Community Libraries was one of only 14 library services (out of 120 applicants) selected for the Engaging Libraries programme. Our project was co-produced with Mental Fight Club, who run the very successful Dragon Café in Southwark: "an open, welcoming group which puts on exciting, well-organised and inspirational creative events and programmes as well as simply being a place to be"<sup>1</sup> to support people affected by mental illness. Other partners include the City Corporation's Public Health team and Business Healthy, Monitor Deloitte (who have provided evaluation support), Output Arts, and various health and wellbeing providers.
3. Barbican & Community Libraries has a unique demographic of users because of the 450,000 workers who travel into the city every day, with a large population of male users aged between 25-54. It is this demographic that we were particularly aiming to target with this project. This audience is often considered "hard to reach" in terms of mental health and wellbeing, as they are less likely to talk about their stresses and concerns. This was the main premise for the "Release the Pressure" campaign. Our approach was to offer a wide programme of engagement, including practical workshops, creative workshops, art installations, mindfulness, body movement and massage.
4. Having successfully secured funding for the project from Carnegie UK Trust and Wellcome Trust, the Department of Community and Children's Services provided additional funding through Public Health Commissioning and Barbican & Community Libraries. This helped to enhance the pilot and extend the programme from monthly to fortnightly activities. Specific outcomes and objectives were set and aligned to the funding. These can be found in Appendix 1.
5. The benefits to the City of London of extending the funding and the scope of the project were:

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<sup>1</sup> Dragon Café website: <https://dragoncafe.co.uk/about-us/>



- Supporting the first and fifth priorities of the Joint Health and Wellbeing Strategy: “Good mental health for all” and “Promoting healthy behaviours”. It also supported the first priority of the City Corporation’s 2015-18 Mental Health Strategy around prevention.
- Promotion of the City’s existing commissioned public health services to workers and residents, such as the smoking cessation/substance and alcohol misuse service, health intervention service and advice service.
- As a pilot project, Release the Pressure will be used as a case study by Carnegie UK Trust and the Wellcome Trust across the UK. The project illustrates an alternative approach to clinical mental health support, particularly targeting lower levels of poor mental health. It is also an exploration of how library services can actively engage communities with personal health and wellbeing matters.
- The project provided free support for the improved mental wellbeing of residents and workers. Most (99%) of the businesses in the Square Mile are small to medium enterprises (SMEs), employing half of the 450,000 workforce. Many of these companies are not able to put health-related support in place for their staff. For residents, who can access the commissioned service from East London NHS Foundation Trust, Dragon Café in the City presented a different form of support and an alternative to clinical approaches to addressing common mental health issues, such as depression and anxiety.

## **Current Position**

6. The Release the Pressure campaign launched in the summer of 2017. It is a separate project to Dragon Café in the City, but it did inspire elements of the pilot. The Dragon Café in the City pilot was officially launched on 8 February 2018.
7. In total, there were 14 Dragon Café in the City sessions, running from 12pm to 8.30pm. This attracted a total of 6,525 people to Shoe Lane Library on these days. On average across the pilot, this represented a 92% increase in the number of people visiting Shoe Lane Library on Dragon Café in the City Thursdays, compared with Thursdays without the Dragon Café in the City sessions.
8. A total of 320 people signed up to be members of the Dragon Café in the City. This ensured that they were kept informed about all Café activities and sessions. Registrations also allowed the project team to collect data for evaluation purposes.
9. In total, the Cafe offered:
  - 60 free 15-minute massage sessions to help emphasise the importance of self-care
  - 17 “Lunch & Learn” talks and other workshops on a variety of topics, including stress management, ThriveLDN Problem Solving Booths, and using apps for good mental health awareness. This attracted more than 130 participants.

These workshops were run by professional health and wellbeing trainers. Most of these trainers offered their skills on a pro bono basis because they felt it was important to support the wellbeing of people living and working in the City and could see the value of the project.

- 14 game-playing sessions, including regular chess strategy sessions. These were designed to create new connections, support the development of community and help people learn new skills. This attracted a regular audience of participants, most were men aged between 25 and 54.
- 28 hours of free mindfulness and body movement (including four sessions specifically tailored to support cardiac health) and two hula-hooping sessions. These sessions attracted a regular, mixed gender and age range audience of approximately 15 participants per session.
- 23 workshops which allowed participants to explore their creative potential. These included terrarium making, pickling, watercolour painting, mask making, magic tricks and singing. Approximately 200 people participated in these workshops, a mixture of residents and workers dependent on the time of day the session was offered.

10. The delivery model for all these sessions was to work in partnership and co-produce with other organisations and individuals who are already involved in developing activities to support good mental wellbeing. Partners included ThriveLDN, which is led by the London Health Board to improve the mental health and wellbeing of all Londoners and is supported by the Mayor of London. Through this partnership, we provided Problem Solving Booths on all of the Dragon Café in the City days. The booths consisted of two chairs and signage, encouraging members of the public to sit and take the role of either the 'helper' or 'helped' and have a conversation. The idea was to get Londoners talking and starting to think about some small ways they can improve everyone's wellbeing: *"I've heard from City residents that the Problem-Solving Booth is useful and valuable"* was a comment recorded at a Focus Group.

11. We also worked in collaboration with Output Arts, an art collective that makes site-specific, interactive and participatory audiovisual artworks and experiences. They engaged with the public through the theme of "releasing the pressure". They interviewed members of the public about how they relax, recorded these interviews and embedded them into an art installation comprising a bath, rubber ducks and copper piping. This was a fun and innovative way to get people talking and thinking about how they manage stress: *"On other days I tried and enjoyed the installations and read about the reasons/inspiration behind the plumbing, ducks etc."* (Dragon Café in the City user feedback).

12. City of London commissioned providers and other organisations were also invited to attend the library on Dragon Café in the City days to promote their services. This included: The Advocacy Project, which is currently setting up a user-led service, City & Hackney Mental Health Voice which enables genuine and constructive involvement from people with mental illnesses in City & Hackney; City of London LivingWise, which promoted NHS health checks for those aged between 40 and 74; and WDP Square

Mile Health, supporting people with drug and alcohol problems and smoking cessation.

13. As this was a pilot project, we undertook extensive evaluation to assess its success against the objectives set through the funding application to Wellcome Trust/Carnegie UK Trust, and those required by the City of London. This evaluation consisted of feedback forms handed out at every session since 19 April, two focus groups, five case studies and a post-it note comments board at every session. We have also analysed the data given on the sign-up forms. The findings of the evaluation are:

- 35% of attendees were male and 65% were female
- Approximately 75% of male attendees were City Workers and approximately 75% of these were aged between 25-55
- 40% of respondents who gave feedback were male and 69% of these were City workers
- 91% of respondents felt strongly or very strongly that the Dragon Café in the City met their expectations
- 97% of respondents would recommend Dragon Café in the City to friends or colleagues
- 76% of respondents felt that their mental wellbeing had improved by attending
- 80% of respondents felt more inclined to engage with their mental wellbeing after attending
- 77% of respondents felt more able to engage with their mental wellbeing after attending
- 77% of respondents felt a strong sense of community at the Dragon Café in the City.

(See Appendix 2 for a graphic presentation of the analysis of some of the feedback data.)

14. We have received many comments from participants through the focus group, feedback forms, case studies, the post-it note comments boards, as well as people emailing us their views. This includes the following examples:

- *"I believe strongly that initiatives like the Dragon Cafe can be hugely beneficial for individuals and therefore the community. I was hesitant to try it myself as I am an introvert and find social situations stressful. Having dipped my toe in the water, I have broken through a barrier and know that I could attend many more sessions without undue stress. My confidence has certainly been boosted and my mood improved."*
- *"Little oasis – time out to focus on self. Nice people. Skilled speakers."*
- *"The range of events and activities on offer. Key was the atmosphere, though. Warm and welcoming and accepting."*
- *"Dragon Cafe in the City works well in the library, particularly the element around engaging the community."*

- *“Library settings are nice, especially the sofas. It offers the ability to relax in a free and public space without having to buy anything, like a coffee. It’s a really good space and conducive to wellbeing.”*
  - *“I think this has been a fantastic and much-needed initiative in the City and have really enjoyed the sessions I managed to attend. I will certainly miss it and look forward to hearing of its return. It prompted me to return to and use Shoe Lane.”*
  - How do you feel leaving today? *“Much better. Released. More informed. Hopeful.” “I feel strong!” “Positive and inspired.” “Feeling relaxed!”*
15. The Dragon Café in the City pilot had a high profile with the Wellcome Trust and Carnegie UK Trust. It was chosen as one of four projects to showcase at the annual conference of Libraries Connected (previously The Society of Chief Librarians). In June 2018, it was presented at two workshops, with an audience that included Heads of Service from across the country, the new Chief Executive of Libraries Connected, Isobel Hunter, and the Chief Executive of the Reading Agency, Sue Wilkinson.
16. We were also asked to jointly present a workshop on the project with Carnegie UK Trust and the London Borough of Redbridge at the annual conference of the Chartered Institute of Library and Information Professionals, which is the main conference for library professionals across the country and represents all library sectors.
17. One of the main aims for the Wellcome Trust/Carnegie UK Trust in funding the Engaging Libraries programme was that projects should forge strong, successful collaborations with a range of partners. All four of the main partners – Barbican & Community Libraries, Mental Fight Club, Business Healthy and Output Arts – have jointly reviewed the experience of running the project together and concluded that it has been a successful partnership with clearly defined roles, good communications and matching aims and priorities. Wellcome Trust/Carnegie UK Trust will be producing their own evaluation of the project later in the year, which will further explore the co-production element and the way this may be replicated across the public library sector.

## Proposals

18. Overall, the evaluation of the project shows that our aim of engaging City workers and residents with their mental wellbeing through a programme of activities in a safe and supportive environment has been successful. Given the positive feedback from participants and partners, the Dragon Café in the City team is currently exploring future funding options to extend the project for at least another six months.
19. We will use the pilot project evaluation to inform any changes to the format for future Dragon Café in the City sessions, including the possibility of shortening some of the sessions, offering more simultaneous sessions,

changing the day the sessions are offered on, and taking on some suggestions for different activities we could offer.

20. Although the project was fairly successful in reaching male City workers, the project team still feels there is more that could be done to engage this group with their mental wellbeing. We are therefore exploring changes to publicity and activities to appeal more to this demographic.

## **Corporate & Strategic Implications**

21. The Release the Pressure project was designed to encompass multiple aspects of:

- The City of London Corporate Plan 2018–2023:

People enjoy good health and wellbeing. We will...

- a. promote equality and inclusion in health through outreach to our working, learning and residential communities and better service design and delivery.
- b. raise awareness of factors affecting mental and physical health.
- c. provide advice and signposting to activities and services.
- d. provide inclusive access to facilities for physical activity and recreation.

- Department of Community and Children's Services Business Plan 2018–2019:

Priority objective: Health and Wellbeing People of all ages enjoy good health and wellbeing. Outcomes:

- Health inequalities in our communities are reduced
- Residents and workers live healthier lives
- Public Health, including Business Healthy, will promote healthy behaviours (i, ii, iii, vi)
- Community engagement, volunteering and targeted provision will promote social inclusion and increase social connections
  - Public Health, health partners and services, including adult social care and libraries, will deliver initiatives to raise awareness, provide support, prevent and support self-management of mental ill health.

## **Implications**

22. No risks have been identified.

## **Health Implications**

*"It helps to put things into perspective. If you are having a crazy day, it puts things into perspective, dials down the drama. When you are at work and you don't have a break and get caught up, going to Dragon Café in the City breaks the bubble. It also lets me connect with other people who are working in the City who have similar experiences. It creates a sense of connection and you feel less alone."* – **Jessica, 36, City Worker**

23. The evaluation of the Dragon Café in the City shows that it has had a significant positive impact on the health and wellbeing of the people who participated, with three-quarters of participants reporting that their mental wellbeing had improved. The majority of participants also reported that they are now more inclined and more able to engage with their mental wellbeing.

## **Conclusion**

*“After the massage I feel I am standing up straighter. I feel more positive. Refreshed. I am not fazed by what happens for the rest of the day... I feel invincible!” – Vincent, 43, City worker*

24. The Release the Pressure project has created a successful formula to support City residents and workers to engage with their mental health through the Dragon Café in the City programme.
25. The regular sessions of the Dragon Café in the City have also greatly increased the number of visitors to Shoe Lane Library. The evaluation and learning from the project will be shared with colleagues across the public library sector through Wellcome Trust/Carnegie UK Trust's report on the Engaging Libraries programme. The project partners will use the evaluation to make adjustments to the programme offer and seek further funding to ensure the continuation of the Dragon Café in the City in order to benefit everyone in the City of London.

## **Appendices**

- Appendix 1 – Dragon Café in the City; funding and objectives
- Appendix 2 – Graphic representations of the feedback findings

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## Appendix 1

### Outcomes and objectives

The City Corporation is keen to demonstrate impact and value for money, outlined in the following objectives. These are in addition to and align with Shoe Lane Library's desired objectives, which are:

- To increase engagement with the library
- To demonstrate a model for how the library can host events on mental health going forward
- To promote the library as a sanctuary and engage with people at a service level

Based on the breakdown of costs, the agreed contribution from Commissioning, Public Health and the Libraries would support the following specific areas:

- Enhancing the range of wellbeing- and health-promoting activities on offer, e.g. mindfulness, dance, tai-chi, massage (actual activities are TBC)
- Programming and coordination (Dragon Café staff time)
- Communications engagement with City residents, GP, workers and employers (marketing and promotional materials)

Objective	Outcome	Details/ Update
Support the health and wellbeing of City workers and residents	Use the Café as a space to promote (passive promotion, i.e. leaflets and printed materials) CoLC-commissioned health and wellbeing services and other partners, including City Advice, the Vulnerable Victims' Advocate, WDP Square Mile Health, City LivingWise, Business Healthy and Samaritans	Complete. Also some active promotion was also carried out, e.g. stalls for Private Fostering Week, Club Soda, etc.
	Ensure consultation process and evaluation can record qualitative and quantitative information on visitors' opinions on the impact of the Café	Several different methods were used to continuously capture visitor and provider feedback, information, in-depth individual case studies and quotes throughout the pilot, including feedback forms, online surveys and focus groups. More details, including footfall and visitor demographic below.
	Gather 10 case studies/ quotes from users on the impact the Café has had on them	
	Employ a registration process for the Café to record the number of people using it, whether they are City residents/ workers/ other, and who is visiting the Café on a repeat basis	
Contribute to and support the Thrive LDN initiative	Hold Thrive LDN problem-solving booths (PSBs) in the Café	<ul style="list-style-type: none"> <li>- There were Thrive LDN PSBs at every DCC session and Dr Alex Belsey from Thrive LDN also delivered a session on 22 February.</li> <li>- Shoe Lane Library staff and DCC volunteers received training from the Thrive LDN team to facilitate the PSBs.</li> </ul>
	Record number of PSBs hosted throughout the pilot	
Find out what City worker and resident needs are relating to mental health support and where the City of	Use information collected through the consultation process and evaluation of the pilot through various means, e.g. a "voting box"	As above. The offering of a free, drop-in space to support mental wellbeing in City workers and residents was well-received. See below for more details on individual activities offered.

London Corporation can provide support		
Establish whether the pilot can feasibly become a permanent and long-term offering	Identify appetite among City businesses and other potential sponsors to help fund the Dragon Café in the City model past the pilot phase	Work is currently underway to identify ongoing funding opportunities, using the business case and model drawn up from data collected during the pilot. The data point to a strong case for Dragon Café in the City supporting the mental wellbeing of local populations, as well as a free and effective offering for the local business community to their workforce.
Make the Dragon Café in the City model appealing to City workers, residents and employers	Use information gathered during the consultation phase and evaluation to: determine the look, feel and offerings of the Café and match this with relevant providers; and ensure communications and marketing are targeted and effective, using a range of new and existing platforms	Feedback collected continuously from users and providers throughout the pilot helped inform the programming, timings, communications and marketing materials (posters, flyers, bookmarks, digital resources, etc.) This included Google Analytics, A/B testing, the analysis of the effect of targeted social media adverts and the leveraging of local networks to spread the word about Dragon Café in the City. The Dragon Café in the City offering was adjusted (timings, duration of sessions, type of sessions, etc.) according to feedback over the course of the pilot.



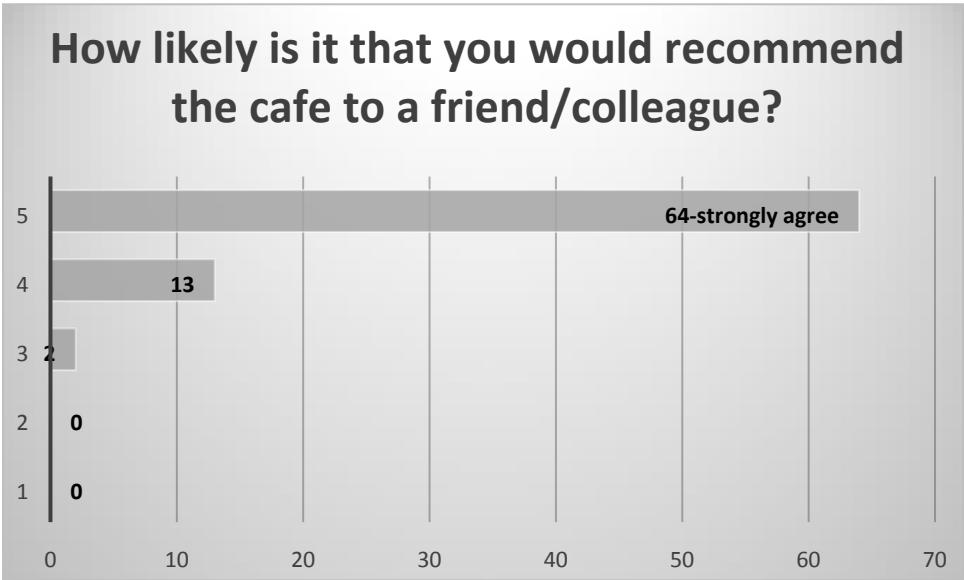
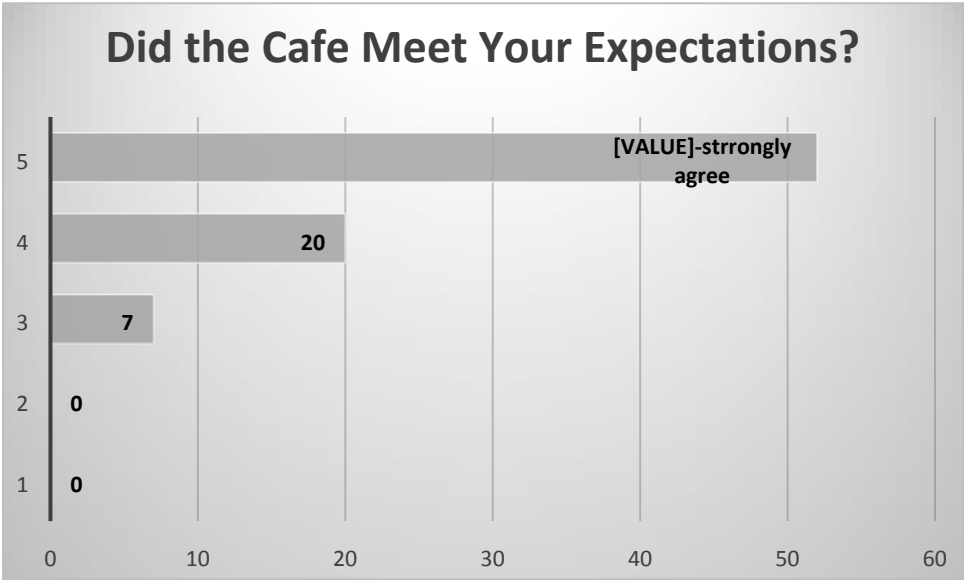
## How the money was spent

Item	Carnegie UK Trust	Additional funding	Notes
Wellbeing Activities (massage, mindfulness, dance, tai-chi, chess, evening talks)	£2,595	£2,595	Costed by hour based on existing Dragon Café activity provider costs. Request for funding includes additional £1,000 to enhance range of activities on offer
Programming and coordination	£3,150	£3,150	Dragon Café staff time
Communications	£3,000	£3,000	Marketing and promotional materials. Request for funding includes additional £3,000 for comms/networking with City businesses and residents
Volunteers	£222	£0	Travel and t-shirts
Evaluation	£1,680	£0	Evaluation will be enhanced by Carnegie Trust UK own evaluation and support from Deloitte Monitor BeyondMe team
Insurance/Finance/Admin	£900	£0	
Rent	£0	£0	No charge for rent from library. Request for funding includes £20 per hour out-of-hours overhead contribution to extend timeframe of activities on offer
Cost modelling and development of long-term business case	£0	£0	Pro bono resource from the Deloitte Monitor Beyond Me Team
<b>Total</b>	<b>£11,547</b>	<b>£8,745</b>	

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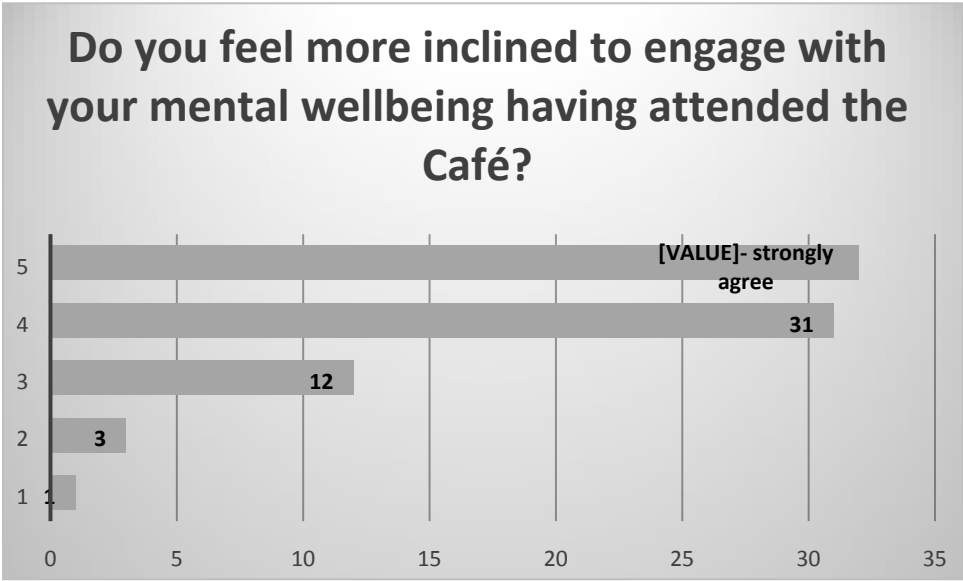
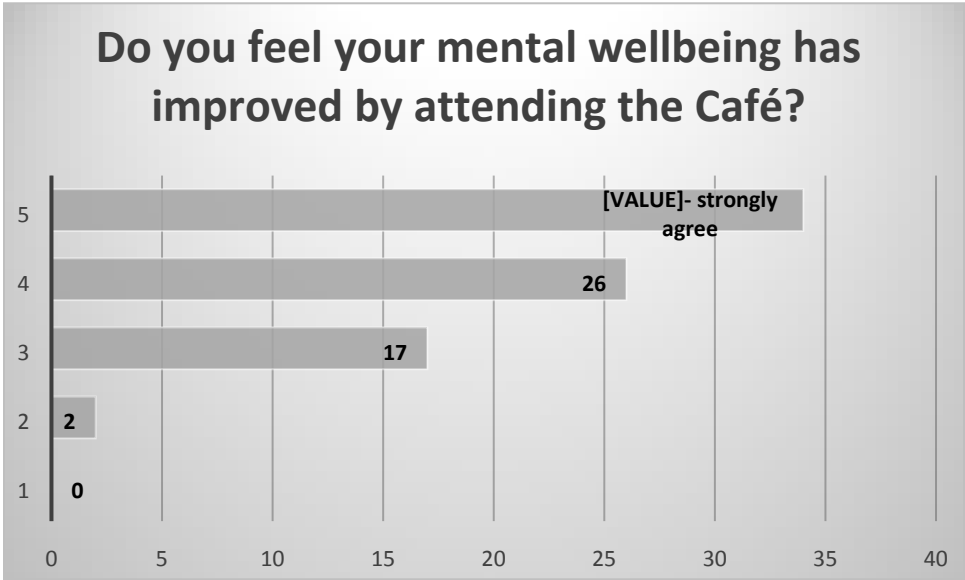
Appendix 2- Graphic Representation of Feedback on the Impact of the Dragon Café in the City

Scale 1- strongly disagree to 5- strongly agree



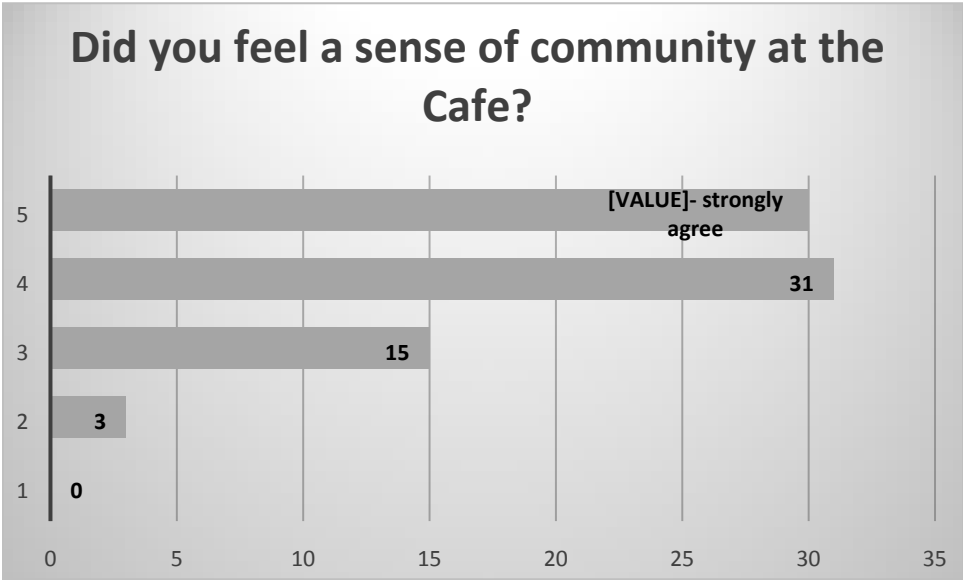
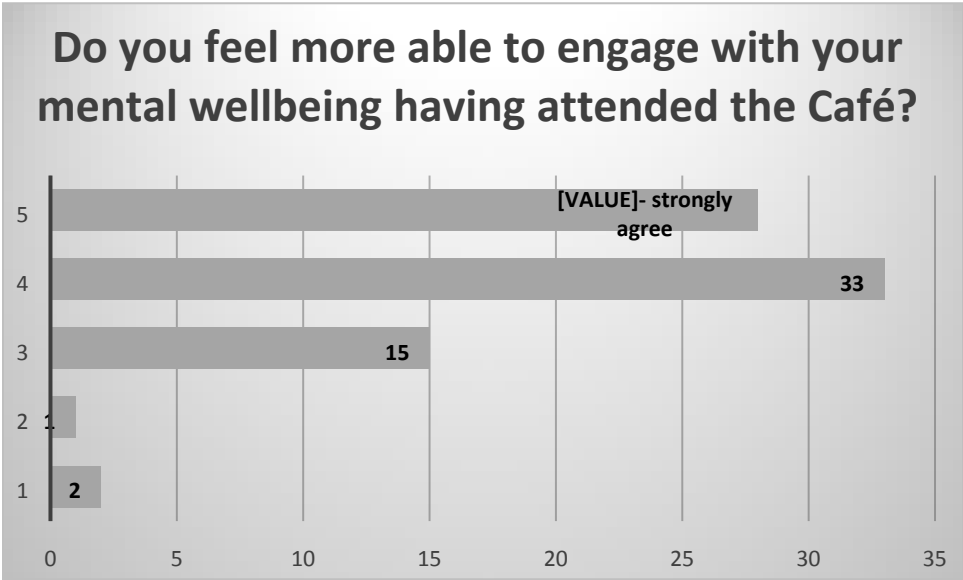
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Scale 1- strongly disagree to 5- strongly agree



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<b>Committee:</b>	<b>Dated:</b>
Community and Children's Services Committee Grand Committee	14/09/2018
Education Board	19/07/2018
<b>Subject:</b> Education, Skills and Cultural and Creative Learning Strategy (final)	<b>Public</b>
<b>Report of:</b> Anne Bamford, Strategic Education, Culture and Skills Director, Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Anne Bamford, Strategic Education, Culture and Skills Director, Community and Children's Services	

## Summary

The current Education Strategy, which includes outcomes for culture and for skills runs from 2016-2018. The key outcomes of this strategy have been met or are moving towards being met. The Education Board held a strategic planning away day on January 19, 2018 to determine priority areas for the development of coherent Education, Skills and Culture strategies for the future. Following these discussions, in May 2018, draft Education, Skills and Cultural and Creative Learning Strategies were developed and distributed widely for consultation. More than 70 individual and group consultations responses to the drafts were received. The three strategies have been sent to the following departments for consultation:

- EDO
- DCCS
- Open Spaces
- Barbican
- Culture Mile
- Museum of London
- Culture Mile Learning
- Corporate Strategy Team

The draft strategies went to Community and Children's Services Grand Committee. Taking consideration of the comments made, the final version of the suite of three strategies was developed to establish the overall direction, goals and key performance indicators for the period 2019-2023.

Education Board approved these strategies at the July 19, 2018 meeting. The final approved versions of these strategies are attached in Appendix one to three. A summary and graphic model were developed, and these are also attached as Appendix four and five.

## Recommendation

Members are asked to note the strategies.

## Main Report

### Background

1. The Education Board held a strategic planning away day on January 19, 2018 to determine priority areas for the development of coherent Education, Skills and Cultural and Creative Learning strategies for the future.

### Strategic Priority areas

2. The Members and officers at the Away Day identified several cross-cutting themes. It was noted that the three areas of policy – education, culture and skills - must work in a joined-up manner and promote a continuous pathway of lifelong learning. It was also emphasised that there needs to be a clear strategy that defines scope and scale of activities.
3. The City Corporation has limited resources therefore needs clear spending priorities. The strategy needs to focus on partnerships, working at the local level and then influencing at the London-wide, national and international levels. The impact of Education Board initiatives/programmes/events must be measured and reported. This will occur on the basis of an annual action plan with aligned budget.
4. The Members and officers noted that there were key overarching principles that must be evident across strategy, policy and activities. These included safeguarding, employability, social mobility, creative placemaking, digital/fusion skills and aspiration and the pursuit of excellence.
5. It was acknowledged that in writing these strategies there are complementary links between education, skill development and cultural and creative learning. It is possible to have significant influence by the combined working of these three areas. The following table summarises the way each of the areas are contributing in an aligned manner to the deliver of the key identified activities.

Key Focus	Education	Skills	Cultural and Creative Learning
Excellence and exceptionality	Harness talent by enabling people to learn and to flourish as innovative, confident and creative individuals.	Improve the prestige of adult education and apprenticeships so apprenticeships are a high quality and prestigious pathway to successful careers, and are available across all sectors of the economy and at all levels, up to and beyond first degree level.	Nurture talent enabling children and young people to find their creative and artistic voice.



Broad and balanced curriculum	Ensure that the City Corporation's outstanding cultural and historical resources enrich the creative experience of London's learners.	Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for including cultural and historical resources enrich the creative experience of London's.	Every cultural institution in the City is a learning institution and every educational institution in the City family of schools is a cultural institution.
Fusion learning	A pilot has introduced fusion skills into the curriculum at all key stages in the City Schools.	Broad-based digital and technical literacy combined with 'fusion skills' embedded in lifelong learning and our apprenticeship programme.	Enhance capacity and leadership around fusion skills including the delivery of a distinctive City Corporation education and skills offer where all learners receive systematic development of fusions skills.
Aspiration building and links to the world of work	Ensure a more comprehensive strategy for skills development and careers support in the City Family of Schools.	Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.	Equip young people with the knowledge, skills and networks to prepare them for careers and training in the arts, cultural, creative and hybrid sectors.
Accessibility and social mobility	Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage.	Improve the learning experience and learning outcomes for learners impacted by disadvantage.	Stimulate an accessible cultural offer that reaches a range of people and promotes social mobility.

6. The committee management, decision making, resource allocation, monitoring and reporting strategy for various types of schools and cultural organisations within the City Corporation is complex. Therefore, the aim of the Education, Skills and Cultural and Creative Learning Strategies is not to be prescriptive, but rather to capture collective goals

and activities in a collegiate manner to ensure that within the various levels of decision making, autonomy and collaboration, there is a sense of agreed focus.

7. In addition to the links across the three strategies, each strategy also includes direct contribution into the Corporate Vision and outcomes and also cross cutting links to other Departments and strategies including Economic Development Office (EDO), City Bridge Trust and philanthropic funding, Human Resources, Open Spaces and Culture.
8. Within DCCS, these strategies have also been aligned to other areas of the Departmental business plan including with health, SEND, early years, social care and community services.

### **Implementation and monitoring**

9. The combined three strategies will begin to be implemented from September 1, 2018 with communication and training activities with the view that phased full implementation will begin in January 2019.

### **Conclusion**

10. The development of coherent Education, Skills and Cultural and Creative Learning strategies establishes the overall direction, goals and key performance indicators for the period 2019-2023.

### **Appendices**

- Appendix One: Education Strategy
- Appendix Two: Skills Strategy
- Appendix Three: Cultural and Creative Learning Strategy
- Appendix Four: Strategy short summary
- Appendix Five: Strategy diagram

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

Contents

1. Vision ..... 2

2. Introduction..... 2

3. Corporate mission ..... 4

4. Target learners ..... 4

5. Teacher recruitment and retention..... 6

6. Working with others..... 6

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

8. Financial Projections..... 13

9. Evaluation and Impact measurement ..... 14

Appendix One: Glossary of terms..... 15

Appendix Two: Current strategies and policies in the City of London Corporation that are relevant to the Skills Strategy 2018-2023 .....16

Appendix Three: Accountability Framework..... 16

Appendix Four: City Corporation Family of Schools Governance Structure .....19

## 1. Vision

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

## 2. Introduction

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

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

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

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

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

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

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

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

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

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

### 3. Corporate mission

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

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

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

Appendix One contains a glossary of useful terms

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

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

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

### 4. Target learners

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

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

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

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

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

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

## 5. Teacher recruitment and retention

There are serious shortages of teachers nationally and in London. The capacity to attract and retain high quality teachers is crucial for the ongoing success of the Family of Schools. There are difficulties recruiting to initial teacher education and poor retention rates within the teaching profession. There are low levels of job satisfaction in the profession<sup>1</sup>.

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

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

## 6. Working with others

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

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

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

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<sup>1</sup> Menter et al. 2010; Zgaga 2013



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

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

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

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

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

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

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

background or circumstance.	<p>Protect the rights of children to protection, regardless of age, gender, race, culture, background or disability.</p> <p>Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage.</p> <p>Ensure that the health, safety and welfare of pupils are of paramount importance to all the adults who work in the Family of Schools.</p> <p>Provide a safe environment for children to learn in.</p> <p>Work in core partnership with schools, parents and carers, and community and youth groups to build a commitment to the principles of safeguarding all our children.</p> <p>Promote healthy, active lifestyles in the City Family of Schools including healthy eating, participation in sport and social activities to enable pupils to live healthily, have positive mental wellbeing and develop resilience.</p>	<p>Improvement in the progress of pupils at risk of educational disadvantage so that it exceeds the progress of those pupils not at risk and surpasses national and local averages.</p> <p>Continued provision of enhanced and efficient learning support services, to support pupils and improve social mobility.</p> <p>Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities.</p> <p>A time-limited position/contract to audit, map, review and quality assure the safeguarding strategy across all DCCS policy areas and ensure that the implementation and reporting processes are fit for purpose, compliant and thorough in terms of legal and ethical responsibilities.</p> <p>Appoint a link governor for safeguarding at all our schools.</p> <p>Improve services and resources to promote wellbeing amongst pupils, including counselling services.</p> <p>Participate in a pilot project of the Mental Health and Schools Link Programme<sup>2</sup> to improve the mental health of young people.</p>	<p>School and system leaders, Teachers</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>DCCS, Education unit</p> <p>Family of Schools</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools</p>
	<p>High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices</p> <p>Ensure a more comprehensive strategy for skills development and careers support in the City Family of Schools to excel in providing employment pathways and support, and to improve the transition of learners at critical stages in the education</p>	<p>A comprehensive careers strategy has been written for all Key Stages.</p> <p>Enhanced school completion and retention rates to achieve a 100% destination and progression pathway for pupils (i.e. No NEET pupils).</p>	<p>Family of schools, Education unit</p> <p>Family of Schools</p>

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

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

		There is a direct link between school education, IAG and the apprenticeship programme.	Education unit
Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity.	<p>Ensure that the Square Mile's outstanding cultural and historical resources to enrich the creative experience of London's learners.</p> <p>A high quality cultural and creative offer is provided for all pupils at the Family of School from early years through to post 16, to deliver sustained education in and through the arts and culture.</p> <p>Every cultural institution in the City is a learning institution and every school in the Family of Schools is a cultural institution.</p> <p>Digital and creative ideas are integrated into the Family of Schools to create more connected routes for pupils and teachers to access the cultural and heritage offer.</p>	<p>A high quality cultural and creative offer for exists for all pupils in the Family of Schools from early years through to post 16, with sustained education in and through the arts and culture, including strengthening the role of music and the performing arts across the Family of Schools.</p> <p>Co-creation is core to creating more inclusive and participatory communities, including co-creation with children and young people in the Family of Schools to ensure that the cultural offer provides experiences at a range of levels and is accessible, interesting and relevant.</p> <p>An online portal has been developed to create a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets being developed.</p> <p>Opportunities occur at least three times per year for pupils in the Family of Schools to perform in professional quality venues, encouraging sharing with families.</p> <p>A formalised Culture Forum meets three times per year - including the appointment in each school of both a cultural link governor and a dedicated school liaison officer (member of the teaching staff) for cultural work and engagement in each of the Family of Schools.</p> <p>Maximise access to the City Corporation's cultural venues by London's pupils through a School Visits Fund<sup>3</sup> with improved</p>	<p>Culture Mile Learning, Culture Mile, Education team</p> <p>Family of Schools, Culture Mile Learning, Education team</p> <p>Family of Schools, Culture Mile Learning, Education team</p> <p>Culture Mile Learning, Education team, Family of Schools School and system leaders, Teachers</p> <p>Education team, Family of Schools</p> <p>Culture Mile Learning, Education unit</p>

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

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

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

## 8. Financial Projections

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

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

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

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

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

## 9. Evaluation and Impact measurement

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

Assessment data, evaluation, performance management and evidence are presented to Education Board on a regular basis throughout the year to enable Board members to monitor activity and to increase the likelihood that the actions achieve the desired outcome and that the positive impact of activities is experienced by all. A framework has developed for overseeing the City Corporation's education offering<sup>4</sup>. Part of the role the Education Board is to scrutinise the performance of the co- sponsored City academies and to oversee the performance of CoLAT, as well as influencing the City Corporation – and its partners – more widely to support the strategic objectives. The Education Board, along with officers, staff, governors and school leaders, ensure that there is the capacity to sustain excellence, with the correct accountability procedures in place to support excellent educational standards, high levels of probity, and the development of schools and colleges that reflect the interests and values of the City Corporation.

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<sup>4</sup> See Accountability Framework in Appendix Two.



## Appendix One: Glossary of terms

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix Three: Accountability Framework

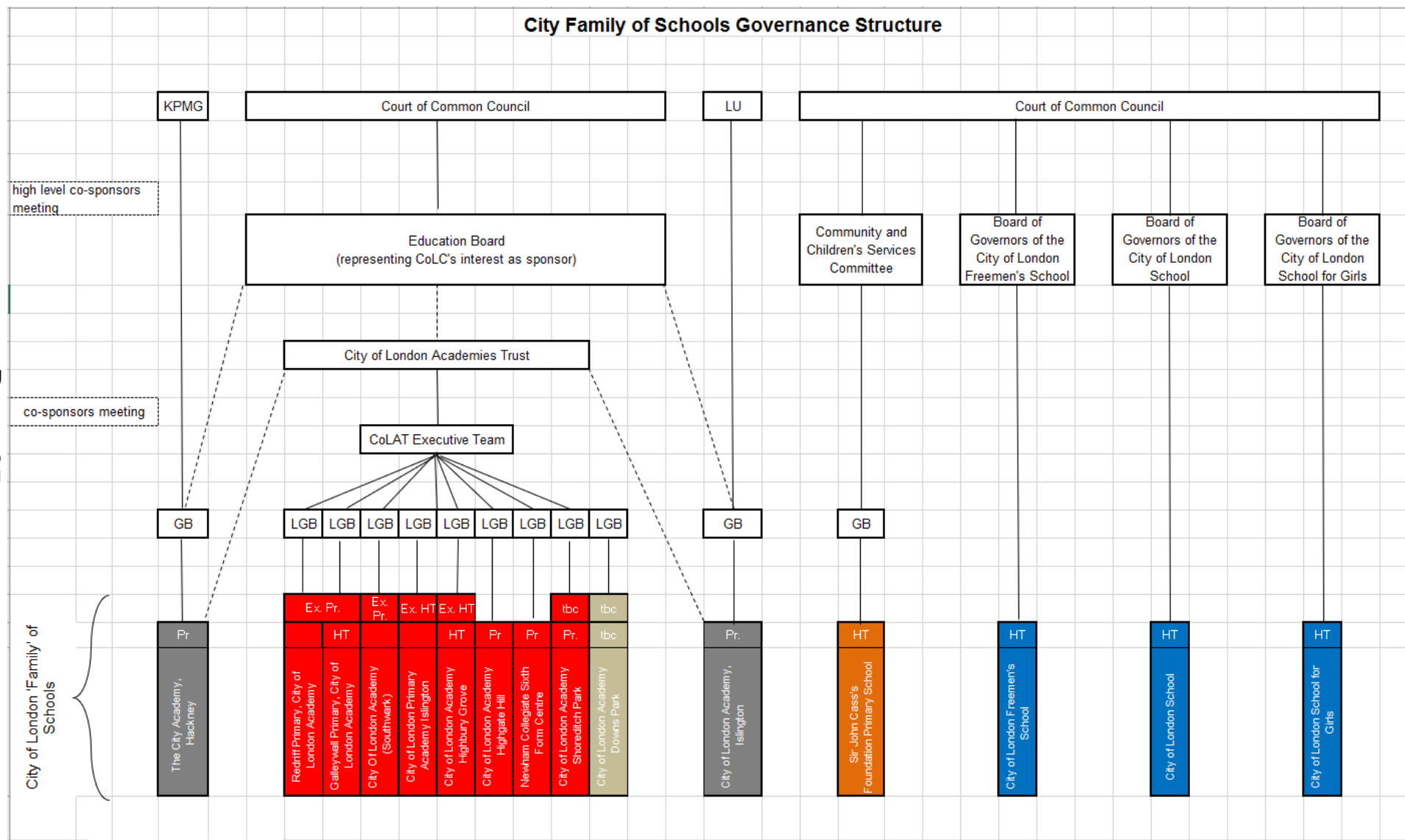
The tables below set out the reporting requirements and timetable for the Family of Schools to provide data about their academic performance.

CoLAT Schools	Results/Performance	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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

<b>Education Unit</b>	Central collation of results against targets	Organisation of scrutiny meetings Collation of work related learning and destination data	ESD monitoring visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	ESD monitoring visit
<b>Reporting Arrangements</b>	Test/exam results report to the Education Board	Outcomes of scrutiny meetings reported to Education Board	ESD monitoring report to the Education Board	Annual Safeguarding Audit Report	Report to the Education Board	ESD monitoring report to governors submitted to Education Board
<b>Data Collection and Information Sharing - Independent and maintained schools</b>						
<b>Independent Schools</b>	<b>Results</b>	<b>Targets</b>	<b>Keeping in Touch</b>	<b>Safeguarding</b>	<b>Progress</b>	<b>Keeping in Touch</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Information Sharing</b>	Timely reporting of unvalidated results	Examination Targets		Annual Safeguarding Audit Report	Progress to target grades with any adjustments	
<b>Education Unit</b>	Collation of results against targets	Collation of work related learning and destination data	ESD KIT visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	ESD KIT visit
<b>Reporting Arrangements</b>	Exam results report to the Education Board			Annual Safeguarding Audit Report	Report to the Education Board	

## Page 95



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# Skills Strategy 2018-2023

Department of Community and Children’s Services (DCCS)

## Contents

1. Vision .....	2
2. Introduction.....	2
3. Corporate mission .....	2
4. Target learners .....	4
5. Industry analysis .....	5
6. Competitive analysis and marketing .....	5
7. Goals, aims and key performance indicators (KPI’s) .....	6
8. Our approach.....	12
9. Financial Projections.....	15
10. Evaluation and Impact measurement .....	15
Appendix One: Current strategies and policies in the City of London Corporation that are directly relevant to the Skills Strategy 2018-2023.....	16
Appendix Two: Background information and contextual analysis .....	17
Appendix Three: Glossary of useful terms .....	20
Appendix Four: Working with others .....	21

Page 97

## 1. Vision

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

## 2. Introduction

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

## 3. Corporate mission

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

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

The impact of the Skills strategy will:

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

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



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

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

ASES has two main functions:

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

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

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

Appendix Three contains a glossary of useful terms.

Appendix Four contains a list of partner organisations.

#### 4. Target learners

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

Page 100

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

The ASES adult education offer will continue to provide an accredited pathway for 16-24-year olds with Education, Health and Care plans. These pathway courses provide the necessary skills and experience for people to progress into an apprenticeship or other paid employment, through an extended work placement and further study. ASES will support more young people who are unemployed or at risk of not being in employment, education or training (NEET) into apprenticeships. Similarly, most young people with SEND<sup>1</sup> can be given the right support to undertake and successfully complete pathways of learning, including apprenticeships. The marketing of adult education and skills will be designed to target diverse learners. Similarly, training is already underway to support managers to recruit diverse learners. The skills development programme will focus on “those not yet in work”, “those out of work” and “those who have left work”. Some programmes are also directed “those in work”. Different programmes will target and prioritise different groups of learners.

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

## 5. Industry analysis

Raising productivity and workforce training requires a concerted effort across all occupations and all sectors of business. Higher level apprenticeships will be offered By ASES as part of the more general pathways into lifelong learning. There will be around five million new and replacement openings for high-skilled jobs (including management and professional roles) and 3.6 million openings for medium-skilled jobs (including skilled trades and associate professional/technical

roles).<sup>2</sup> Nobody understands the skills that employers need better than the employers themselves. The City Corporation is uniquely placed to design apprenticeships that focus on the skills, knowledge and behaviours that are required of the workforce of the future. The City Corporation already has many well-developed partnerships with businesses. We will continue to work with City businesses to provide direct support to address skills gaps, but also to provide information, support and a hub to enable access to high quality education and training providers, or to provide assessment, planning and accreditation support services to support businesses who want to train their apprentices themselves. We value a rich and sustained engagement with our industry partners. This drives our practice-based approach to learning and teaching.

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

Apprenticeships represent an excellent investment for employers. It is likely that if the Government's reforms prove successful, far more employers will offer apprenticeships. It is important that they all have the knowledge and capacity to support and mentor these apprentices in the workplace. Currently, most businesses with apprentices are small<sup>3</sup>. Employers say that they plan to start offering apprenticeships, but then appear to not take this step.<sup>4</sup> By addressing the barriers reported by those who say they do not plan to start offering apprenticeships, we should be able to further grow the programme.

## 6. Competitive analysis and marketing

Changes to the apprenticeship programme and the introduction of devolved adult education functions to the Mayor of London's office provides a significant opportunity for ASES to position itself as a crucial support function for employers navigating the system, alongside seeking to sell their services. The Government has introduced an apprenticeship target<sup>5</sup> for the public sector. To take advantage of these opportunities, it is important to focus on quality, not just quantity, and to

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

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

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

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

ensure that programmes are linked to areas of skills shortage. To achieve this, there will be a continued focus on improving the quality of training, addressing the needs of employers and making apprenticeships a prestigious alternative to the traditional academic route. Once again, the City Corporation is well placed to take advantage of these new opportunities. Not only does the City Corporation have strong links to the business and creative assets of London, it also is a direct provider of schools, providing pathways and progression routes for young people into apprenticeships.

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

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

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

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

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

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

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



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

## 8. Our approach

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

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

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

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

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

## 9. Financial Projections

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

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

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

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

## 10. Evaluation and Impact measurement

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

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

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

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

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

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

Education Strategy 2018-2023

Cultural and Creative Learning Strategy 2018-2023

Employability Strategy 2017-2020

Cultural Strategy 2018-2022

Social Mobility Strategy (Currently in draft)

Digital Skills Strategy 2018-2023

Corporate Plan 2018-2023

## Appendix Two: Background information and contextual analysis

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

Page 113

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

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

The Enterprise Act 2016<sup>6</sup> introduced legal protection for the term ‘apprenticeship’ and established the *Institute for Apprenticeships* (the Institute) which is an employer-led, independent body to support the integrity of the reformed apprenticeships system, with a mandate to assure quality and to provide objective advice. It is the intention that the Institute will publish an annual ‘strategic guidance’ document which will outline the policy parameters. The Institute has a set of core functions established through legislation<sup>7</sup>, including:

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

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

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

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

The Government is conducting a programme of Area Reviews of post-16 education and training. The London Area Review<sup>8</sup> ran from February to November 2016 and was an opportunity for London to take a strategic view across post-16 provision and begin establishing the infrastructure needed in London to commission skills under a future devolved system. The report made several recommendations including:

- Greater connection to needs and priorities identified by sub-regional skills and employment boards

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

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

<sup>8</sup> London Adult Community Learning Review Final Report March 2017



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

Over the last two decades there has been a large increase in the number of people undertaking apprenticeships. While figures are not directly comparable due to changes in how the term 'apprenticeship' is defined, apprenticeship starts rose from 65,000 in 1996/97 to 509,400 in 2015/16<sup>9</sup> There was also an emphasis on the need for colleges and providers to increase apprenticeship delivery. Providers, including The City Corporation's ASES, are at the forefront of these changes. They are using innovative approaches to meet the challenges and in doing so, exploiting opportunities to benefit learners and apprentices, the businesses that they support and the nation. ASES has been delivering high quality adult education and apprenticeships for a long time. They have strong relationships with employers and the community and are invested in training and widening opportunities. ASES thinks holistically about how they support employers and learners and this has helped ASES to be successful over a sustainable period.

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

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

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

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

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

### Appendix Three: Glossary of useful terms

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

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

<sup>11</sup> HM Government, English Apprenticeships: Our 2020 Vision, December 2015, foreword

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

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

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

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

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

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

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

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

#### Appendix Four: Working with others

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

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

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

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

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# Cultural and Creative Learning Strategy 2018-2023

Department for Community and Children’s Services (DCCS)

## Contents

Page 121

1. Vision .....	2
2. Introduction.....	2
3. Corporate mission .....	4
4. Target learners .....	7
5. Goals, aims and key performance indicators (KPI’s) .....	7
6. Our approach.....	12
7. Working with others.....	17
8. Creative Learning.....	20
9. Fusion .....	21
10. Culture Mile.....	23
11. Culture Mile Learning (CML).....	23
12. School Visits Fund.....	25
13. Competitive analysis and marketing .....	25
14. Evaluation and Impact measurement .....	26
Appendix One: Related strategies and policies .....	27
Appendix Two: Glossary of terms.....	28
Appendix Three: Information on outcomes of school visit fund 2017-18.....	29
Appendix Four: Current partners and activities .....	34

## 1. Vision

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

## 2. Introduction

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

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

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



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

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

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

Investing over £100m every year, the City Corporation is the fourth largest funder of culture in the UK. The City Corporation supports 19 diverse cultural venues, including the Museum of London, The Barbican Centre, Guildhall Art Gallery, Guildhall School of Music and Drama, the Monument, London Metropolitan Archives, and five public libraries, including three of regional importance<sup>1</sup>. Beyond the Square Mile, City Corporation also supports other inspiring destinations for learning such as Tower Bridge, Keats House, Hampstead Heath and Epping Forest. Collectively, these venues represent a remarkable educational resource that can enrich the learning of children and adults, whether in families, early years settings, schools, universities or colleges. The venues provide safe, supportive environments for families and intergenerational groups to learn together; contribute to attainment and creativity across the full spectrum of the National Curriculum at all Key Stages; and equip young people with the motivation, skills, knowledge and confidence to move into further study or employment.

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

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<sup>1</sup> See full list of partner organisations in Appendix Two

A broad definition of culture has been applied to this strategy and it includes art, music, literature, drama, dance, design, heritage, open spaces, architecture and film and technology. It also involves creative processes and the development of fusion skills<sup>2</sup>. The embedding of fusion learning aims to make the pupils in the Family of Schools more open, creative, resilient and entrepreneurial. We will work collaboratively with cultural partners to drive social and economic change and contribute to a thriving city, acknowledging that culture and heritage are the enablers of innovation, nurturing and inspiring creative talent and entrepreneurial ideas. The creative industries make a major contribution to the London economy, but the development of creative talent requires high quality learning experiences. At the heart of this strategy is the knowledge that innovation and creativity can generate both financial and social wealth for people and communities in a long term, sustained way. This is evidenced in the City Corporation's history where the Livery Companies and businesses have shown that commerce and culture are intertwined. The Square Mile is rapidly becoming a leading centre of the digital and creative economy and to continue to nurture talent, we need to unlock the creative potential and resilience of individuals and businesses.

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

### 3. Corporate mission

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

- Outcome 1: People are safe and feel safe

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<sup>2</sup> See Appendix Two: Glossary of terms, for more detail.

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

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

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

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

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

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

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

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

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

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

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

#### 4. Target learners

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

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

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

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

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

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

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



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

## 6. Our approach

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

including exposure to the 'backstage' and associated creative industries including those using technology as the medium. As part of this approach, the pupils and their teachers are exposed to the full extent of the creative industries which flourish in London. This includes, and is not limited to the fashion industry, film industry, production industry, advertising, design, architecture, and crafts. We know that pupils in our London schools have a strong preference for engagement in the arts both in school and out of school as a recent study (2017<sup>3</sup>) shows:

### FAVOURITE SUBJECTS AT SCHOOL

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

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

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

### ACTIVITIES AT SCHOOL

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

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

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

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

## ACTIVITIES AT HOME

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

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

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

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

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

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

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

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

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

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

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

## 7. Working with others

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

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

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

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

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

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

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



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

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

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

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

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

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

## 8. Creative Learning

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

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

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

## 9. Fusion

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

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

Fusion skills include:

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

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

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

## 10. Culture Mile

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

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

## 11. Culture Mile Learning (CML)

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

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

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

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

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

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

In the 2017/18 academic year, the learning of over 383,000 children and young people was enhanced by the cultural organisations that are supported by the City Corporation and comprise CML. CML will deliver in fulfilment of the Cultural and Creative Learning Strategy and aspects of the Education and the Skills strategies. Against the Education Strategy, Culture Mile Learning will work to encourage deeper collaboration and develop shared programmes and digital resources for greater impact. In terms of the Skills Strategy, Culture Mile Learning will be directly involved in the development of fusion skills, creative employment pathways and creative and cultural apprenticeships programme.

## 12. School Visits Fund

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

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

## 13. Competitive analysis and marketing

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

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

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

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

#### 14. Evaluation and Impact measurement

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

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

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

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

#### Appendix One: Related strategies and policies

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



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

## Appendix Two: Glossary of terms

**Aesthetics:** The philosophy of the idea of beauty.

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

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

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

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

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

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

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

**Participation:** The act of taking part.

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

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

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

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

#### School types

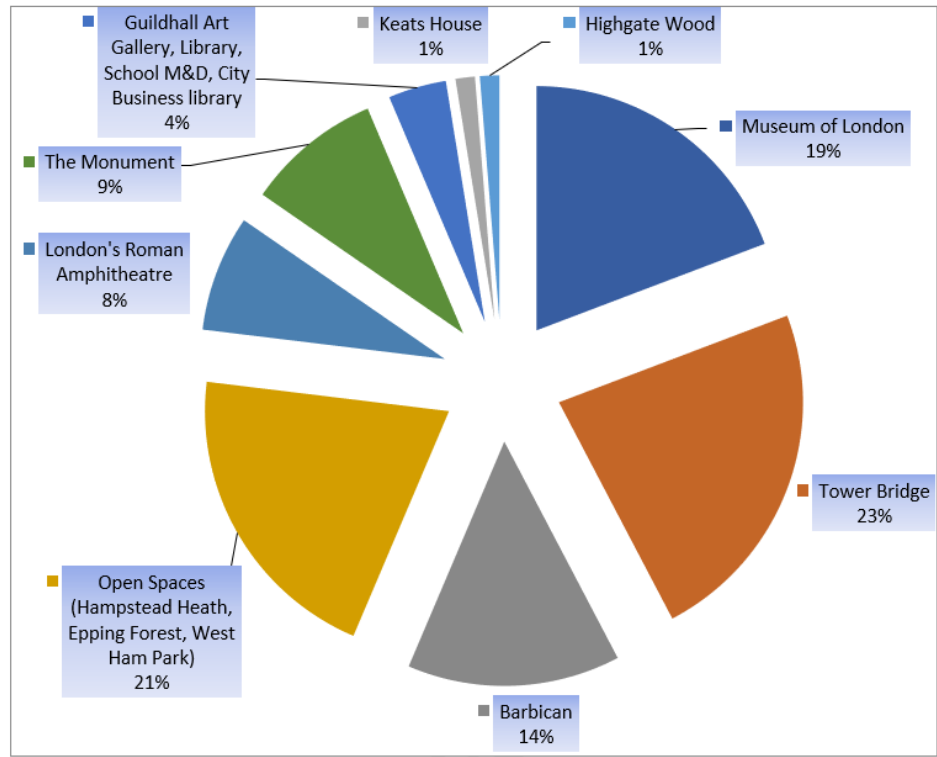
	Local authority	Academy	Free	Other
Applications	172	37	10	17

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

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

Where are schools visiting?

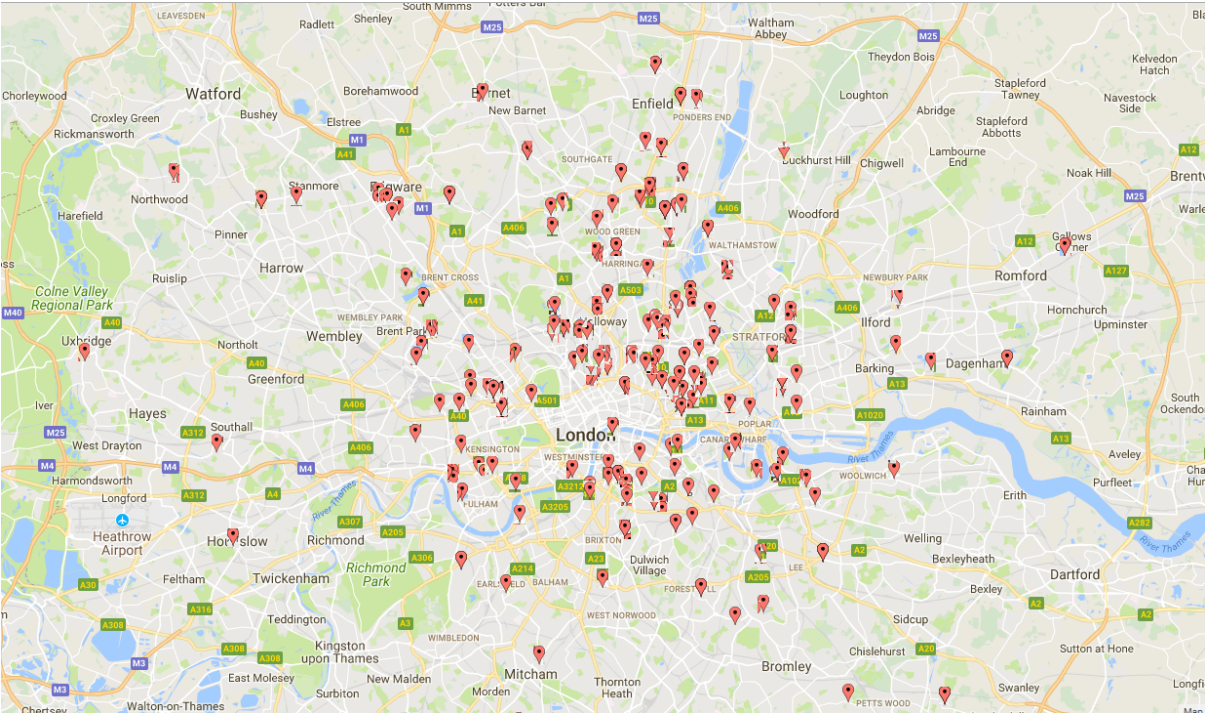


Applications by venue

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

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

Location of schools that have applied to the School Visits Fund

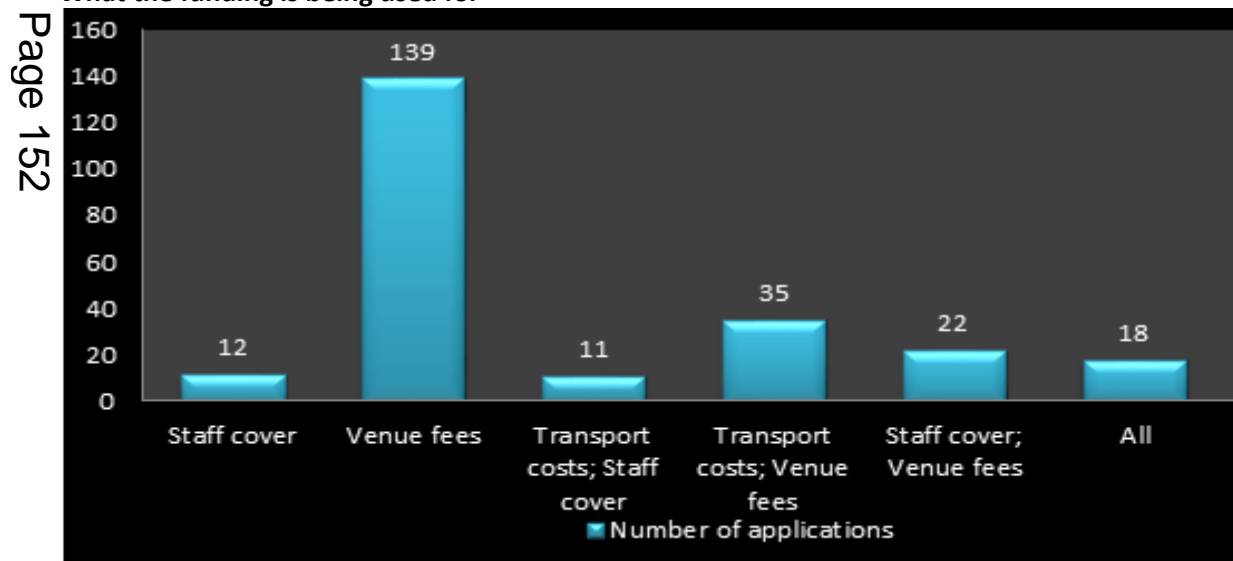


Breakdown of applications by London borough

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

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

#### What the funding is being used for



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

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

### Appendix Four: Current partners and activities

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

#### *Aldgate Square Crowdfunded Animation Project*

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

#### *Collaborative Learning workshops*

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

#### *Barbican Box programme*

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

### *Barbican and Community Libraries*

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

### *Billingsgate Bath House*

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

### *Challenge Prize*

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

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

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

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



### *The Charterhouse*

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

### *The City Centre*

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

### *City of London Police Museum*

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

### *Collaborative Learning*

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

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

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

### *Culture Forum Meetings*

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

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

#### *Guildhall Art Gallery and London's Roman Amphitheatre*

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

#### *Guildhall Library*

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

#### *Guildhall School for Music & Drama (GSMD)*

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

#### *Jolly Music*

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

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

#### *Keats House*

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

#### *London Metropolitan Archives*

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

#### *London Symphony Orchestra*

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

#### *The Monument*

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

#### *Museum of London*

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

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

#### *Open Spaces Programmes*

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

#### *St Paul's Schools and Family Learning Department*

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

#### *Sculpture in the City*

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

### *Spitalfields Music*

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

### *Tower Bridge*

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

### *Other offers*

Page 159

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

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

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

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

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

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

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

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

## **Education, Skills and Culture and Creative Learning Strategies, 2018-23**

<b>Vision</b>	Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work.
<b>Who we are and what we do</b>	The City of London Corporation is committed to providing education and learning opportunities through its Family of Schools and its cultural, heritage and environmental assets offer. Our educational experiences combine creativity, innovation and enterprise, alongside tradition and continuity. These activities develop the talent of Londoners to reinforce the City's competitiveness and to support London's communities. Through the Family of Schools, we provide world class education opportunities as demonstrated by consistently strong academic results and a broad and balanced curriculum linked to the world of work. Within the Family of Schools there are three independent, one maintained primary, two co-sponsored academies and eight academies which are part of multi-academy trust. We also provide a range of adult learning and skills programmes, including apprenticeships within our own organisation and support businesses to set up their own apprenticeship programmes through our Adult Skills and Education Services (ASES). The City of London Corporation is a long-term custodian of heritage, including the Museum of London, Guildhall Art Gallery and the Barbican Centre, and a facilitator of innovation, creative talent and entrepreneurial ideas. Culture Mile is a great example of both - it has a wealth of culture, heritage and artistic excellence which is shared for the benefit of its local communities and wider London. Collectively, our cultural institutions ensure that children and adults benefit from receiving a wide-ranging, adventurous, creative and cultural education.
<b>Who this strategy targets</b>	Our pupils, our lifelong learners (residents, workers, visitors) and hardest to reach groups. This includes over 8000 pupils in the Family of Schools, over 100 apprentices at the City Corporation, over 9000 residents, and over 400,000 people who work in the City of London.
<b>Principles (or values) we apply in our work</b>	<ul style="list-style-type: none"><li>• Excellence and exceptionality</li><li>• Broad and balanced curriculum</li><li>• Fusion skills</li><li>• Aspiration building and links to the world of work</li><li>• Accessibility and social mobility</li></ul>
<b>Operating context</b>	The City Corporation is operating in a climate of reduced funding for education and cultural institutions. Within the world of work, there is a growing skills gap within London and across the UK. The UK is consistently listed one of the worst performers in the OECD for social mobility.
<b>Our aims</b>	The commitment to education is rightly at the centre of the City Corporation's Corporate Plan for 2018-23 (The Plan) which sets out the vision of creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Plan lists 12 outcomes, and the Education, Skills and Culture and Creative Learning Strategies, 2018-23 contributes to the following outcomes: <ul style="list-style-type: none"><li>• Outcome 1: People are safe and feel safe</li><li>• Outcome 3: People have equal opportunities to enrich their lives and reach their full potential</li><li>• Outcome 8: We have access to the skills and talent we need</li></ul>

- Outcome 10: We inspire enterprise, excellence, creativity and collaboration

#### Education

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

#### Skills

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

#### Culture and Creative Learning

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

### **Our outcomes**

#### Education

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

#### Skills

- High levels of lifelong learning are evidenced.
- ASES is recognised as an outstanding adult education, training and apprenticeships provider.
- Learners from all backgrounds get the preparation they need for the world of future work
- Learners and apprentices educated through ASES are recognised as being highly skilled.



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

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

Impact on learners from Skills Strategy actions

Learners at different stages:

Early Years

KS1

KS2

KS3&4

GCSE

A Level

Graduate Level

Adult Learner

Impact on learners from Cultural and Creative Learning Strategy actions

Impact on learners from Education Strategy actions

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<b>Committees:</b>		<b>Dates:</b>
Corporate Projects Board Community and Children's Services Committee Projects Sub		21 August 2018 14 September 2018 12 September 2018
<b>Subject:</b> Decent Homes upgrade works to Avondale Square Estate, Holloway Estate and William Blake Estate.	<b>Gateway 7 Outcome Report Regular</b>	<b>Public</b>
<b>Report of:</b> Director of Community & Children's Services <b>Report Author:</b> David Downing		<b>For Decision</b>

## Summary

### Dashboard

Programme status	Works complete. Pending approval of Gateway 7 and project closure
Overall Project Risk	Green/Low
Project Status compared to Gateway 2	Budget: Red Specification: Red (98 properties omitted post G5) Time: Green
RAG Status against last approved	Budget: Green Specification: Green Time: Green
Approved budget at Gateway 5	Works: £3,879,134.85 Fees & Staff Costs: £484,891.86 Total: £4,364,026.71
Approved budget at post Gateway 5 Issues Report	Works: £4,234,658.54 Fees & Staff Costs: £129,368.17 Total: £4,364,026.71
Total Out-turn Cost at Gateway 7	Works: £4,234,658.54 Fees & Staff Costs: £72,712.57 Total: £4,307,370.57

### Summary of project completed

Wates Construction Ltd were appointed to conduct kitchen, bathroom and heating system upgrades to City of London tenanted flats on the Avondale Square, Holloway and York Way Housing Estates to bring them up to the Decent Homes standard. Upgrades to 403 tenanted properties were completed under this contract. As detailed in the post-Gateway 5 Issues Report (as approved at Projects Sub Committee 23/11/2016 and

DCCS Grand Committee 09/12/2016) works to a further 98 properties were omitted from the programme due to the additional expense of unforeseen works which were required to many of those properties which were completed. A contract for these omitted properties has been tendered as a separate project (incorporating lessons learnt) within the Gateway process with works now being delivered by the appointed contractor.

### **Recommendations**

1. It is recommended that the lessons learnt be noted and the project be closed.

### **Main Report**

<b>1. Brief description of project</b>	Upgrade of kitchens, bathrooms and heating systems to City tenanted flats where works were identified as required at Avondale Square, Holloway and York Way Estates to bring these properties up to the Decent Homes standard.
<b>2. Assessment of project against SMART Objectives</b>	<p>No SMART objectives were set for this project at the time of inception (2014). However, in retrospect these would be as follows:</p> <p>Specific &amp; Realistic: tenanted flats requiring upgrades to kitchens, bathrooms and heating systems were brought up to the appropriate standard.</p> <p>Measurable &amp; Achievable: the standard of refurbished flats meets or exceeds that prescribed by legislation.</p> <p>Timely: works to flats included in the programme to be completed within defined project timescale. As stated, the full programme of works was not completed within this contract.</p>
<b>3. Assessment of project against success criteria</b>	<p>1.403 tenanted properties across the three housing estates covered by this project have been brought up to Decent Homes standard.</p> <p>2. 98 tenanted properties on the Avondale Square Estate where works were required were however omitted from the programme due to additional unforeseen expenses accrued when completing many of the 403 flats which were upgraded.</p>
<b>4. Key Benefits</b>	<p>1. Compliance with statutory Decent Homes requirements.</p> <p>2. Improved and modernised facilities for the residents living in the properties where works are completed.</p> <p>3. Improved energy efficiency for properties where heating systems were modernised.</p>

<p><b>5. Was the project specification fully delivered (as agreed at Gateway 5 or any subsequent Issue report)</b></p>	<p>Yes, as per the Issues Report approved at Projects Sub Committee 23/11/2016 and DCCS Grand Committee 09/12/2016.</p>												
<p><b>6. Programme</b></p>	<p>The project was completed within the agreed programme</p> <p>However, as work progressed it became evident that significant additional works were required over and above those identified during the initial pre-tender survey process. The main elements of these additional works were full electrical rewires, plastering work following removal of tiling, asbestos removals and the addition of mechanical extraction fans to reduce the risk of condensation. Accommodating the cost of these additional works led to the early exhaustion of the project budget and the necessary early curtailment of the programme, whereby, as detailed above, 98 properties where works were required were omitted from the programme. This change of project scope was approved by Issues Report at Projects Sub Committee 23/11/2016 and DCCS Grand Committee 09/12/2016.</p> <p>The required works to the omitted properties have subsequently, with Committee approval, been the subject of a separate project within the Gateway process with works now being delivered by the appointed contractor.</p>												
<p><b>7. Budget</b></p>	<p>The project was completed within the agreed budget.</p> <p>The aforementioned post-Gateway 5 Issues Report authorised the amendment of the Gateway 5 budget to allocate £355,523.69 of the approved Fees budget to meet the cost of the additional works required within the tenanted flats. The overall project budget remained unchanged.</p> <table border="1" data-bbox="646 1570 1401 1648"> <tr> <th colspan="2">Estimated Budget at Gateway 2</th></tr> <tr> <td><b>Total</b></td><td>£4,071,000.00</td></tr> </table> <table border="1" data-bbox="646 1718 1401 1870"> <tr> <th colspan="2">Approved Budget at Gateway 5</th></tr> <tr> <td>Works</td><td>£3,879,134.85</td></tr> <tr> <td>Fees and staff costs</td><td>£484,891.86</td></tr> <tr> <td><b>Total</b></td><td>£4,364,026.71</td></tr> </table>	Estimated Budget at Gateway 2		<b>Total</b>	£4,071,000.00	Approved Budget at Gateway 5		Works	£3,879,134.85	Fees and staff costs	£484,891.86	<b>Total</b>	£4,364,026.71
Estimated Budget at Gateway 2													
<b>Total</b>	£4,071,000.00												
Approved Budget at Gateway 5													
Works	£3,879,134.85												
Fees and staff costs	£484,891.86												
<b>Total</b>	£4,364,026.71												

Final Account Verification		

Revised budget following Issues Report	
Works	£4,234,658.54
Fees and staff costs	£129,368.17
<b>Total</b>	<b>£4,364,026.71</b>

Out-turn cost at Gateway 7	
Works	£4,234,658.54
Fees and staff costs	£72,712.57
<b>Total</b>	<b>£4,307,370.57</b>

Not Verified

Verification by Chamberlains not required as project does not exceed risk or budgetary thresholds.

**\*Please note that the Chamberlain's department Financial Services division will need to verify Final Accounts relating to medium and high risk projects valued between £250k and £5m and all projects valued in excess of £5m.**

### **Review of Team Performance**

<b>8. Key strengths</b>	The works which were completed were finished to a high quality.
<b>9. Areas for improvement</b>	<p>1. A more robust specification and more comprehensive series of pre-contract condition surveys would have identified the nature and extent of the additional works which were required and allowed for them to be included in the tender package.</p> <p>2. The earlier appointment of a Quantity Surveyor would have allowed greater control over costs during the initial stages of project delivery.</p> <p>3. Up to date periodic electrical surveys carried out in advance of the refurbishment works would have given a clearer picture of the extent of the electrical works required.</p>
<b>10. Special recognition</b>	N/A



## **Lessons Learnt**

<b>11. Key lessons</b>	<p>This was the first major contract of this kind let under the City of London's current Decent Homes Programme. There have been a number of lessons learned from this including:</p> <ol style="list-style-type: none"><li>1. More rigorous analysis of submitted tenders and subsequent awarding of the contract.</li><li>2. Increased quality of specifications and other contract documentation to reduce the potential for disputes, variations and claims for additional works.</li><li>3. Improved processes and procedures for contract management to ensure contracts are managed effectively and we get value for money.</li><li>4. Closer alignment of the various programmes of work contained within the Decent Homes Programme to ensure effective co-ordination and programming, minimise disruption for our residents, cost reductions and value for money through economies of scale.</li></ol>
<b>12. Implementation plan for lessons learnt</b>	<p>Experience gained from this project will be implemented in other similar future projects. The lessons learnt and areas identified for improvement have already been implemented into three similar Decent Homes projects currently being delivered by DCCS Property Services.</p>

## **Appendices**

None

## **Contact**

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<b>Committee:</b> Community and Children's Services Committee	<b>Dated:</b> 14/09/2018
<b>Subject:</b> Housing Register and Allocations	<b>Public</b>
<b>Report of:</b> Andrew Carter, Director of Community and Children's Services	<b>For Information</b>
<b>Report authors:</b> Liam Gillespie, Head of Estates Martin Goodwin, Housing Needs Manager Department of Community and Children's Services	

## Summary

This report has been written to provide detailed information about the City's Housing Register in response to Member interest. To provide context, comparison is made with other boroughs and details given about their social housing waiting lists.

The City's stock of social housing is small. One-third of the original supply has been sold under Right to Buy legislation and is now in private ownership. Inevitably, some applicants in low housing need will face a significant wait for a property to be allocated to them. Unlike many local authorities, the City accepts applicants with low, or no housing need onto its register, and these are the households that face the longest wait. Despite this, the City compares favourably to many other boroughs. Those in the greatest housing need are housed by the City more quickly than in most other London boroughs.

## Recommendation

- Members are asked to note the report.

## Main Report

### Background

1. By law, local authorities must clearly set out procedures and priorities by which social housing will be allocated. Part VI of the Housing Act 1996 states that local authorities must give "reasonable preference" to certain categories of people. These are prescribed by the Act and are as follows:
  - People who are legally classed as homeless (or threatened with homelessness)
  - People living in unsanitary, overcrowded or otherwise unsatisfactory housing
  - People who need to move for medical or welfare reasons
  - People who need to move to a particular area (for example, to be nearer to special medical facilities) and who would suffer hardship if they were unable to do so.

2. A local authority Housing Register does not just cover its own properties, but also includes those of other housing providers to which it has nomination rights. In the City, this includes a number of properties owned by Guinness South, at Mansell Street.

### **Current Position**

3. The City Corporation has 1,803 general needs properties as part of the Housing Revenue Account. Approximately 25% of these are in the City of London itself. Table 1 in Appendix 1 gives a breakdown of the size and numbers of properties.
4. There are 642 social housing properties in the Square Mile: 448 are managed by the City of London; and 194 are managed by Guinness South.
5. There is only one general needs housing association in the City – Guinness South – which has an estate in Portsoken (the Mansell Street Estate). This consists of 194 properties (38 studio flats, 70 one-beds, 38 two-beds and 48 three-beds). The City gets nomination rights on 50% of studios and one-bedroom properties, and at least 75% of other units at this location.
6. The City of London has nomination agreements with several housing associations based outside the City. Most of these nomination agreements cover specific properties, so the City will nominate a replacement tenant when a property becomes vacant. Nominations in recent years are shown in Table 3 in Appendix 1.
7. This report covers general needs housing only, as this is where there is most demand. However, there is data in Appendix 1 (Tables 11–13) relating to sheltered housing properties and demand. In brief, the City has a total of 81 sheltered housing units, and nomination rights to a further 19 at Tudor Rose Court, run by Hanover Housing Association. Most applicants for sheltered properties want specific schemes, and many apply well before they have a housing need, in case their circumstances change. The entire waiting list for sheltered properties, including Tudor Rose Court, currently totals 39.

### **The City's Housing Register (or 'Waiting List')**

8. The City of London operates a points-based system for its Housing Register. This considers applicants' level of housing need and other priorities – for example, medical or welfare needs, in accordance with the "reasonable preference" definition. The higher the level of housing need and priority, the higher the number of points awarded.
9. Unlike in many local authorities, acceptance onto the City's Housing Register is not confined to those with reasonable preference. The City allows anyone who is eligible under Housing Law (and who has a local connection) to register, subject to certain conditions. A local connection, in the City, means anyone who lives or works more than 16 hours a week in the Square Mile (provided they have done so for the last two years), or is the son or daughter of a secure City Corporation tenant.

10. There are currently 695 households on the City's Housing Register.

**Table 1. Applicants on the Housing Register**

Year	Number on Housing Register at end of year
2014-15	693
2015-16	815
2016-17	853
2017-18	656
2018-19	(as at 01/07/18) 695

**Table 2: Property size needs of those on Housing Register**

Size of property	Total number on Housing Register	% of total Register	Applicants who are existing tenants wishing to transfer
Studio	293	42%	0
1 bed	105	15%	38
2 bed	201	29%	60
3 bed	82	12%	37
4 bed	14	2%	8
Total	(Including transfers) 695		143

11. Of those who are registered:

- 231 applicants have reasonable preference
- 185 of these applications show the household is moderately overcrowded (that is, lacking one bedroom)
- 32 households are severely overcrowded (that is, lacking two bedrooms)
- nine are homeless households living in temporary accommodation for over 12 months
- eight households either require management moves or will be made a direct offer (for example, care leavers or other applicants for whom a quota of properties is allocated).

12. The remaining applicants who do not have reasonable preference are already City tenants:

- 19 households wish to downsize to a smaller property
- 27 households are tenants aged over 45 years who live in a studio but wish to move to a one-bedroom property.

**Table 3: Current housing need (shading shows those applicants who meet the “reasonable preference” criteria)**

Level of need	Studio	1 bed	2 bed	3 bed	4 bed	Total
‘Unpointed’ (awaiting allocation of points as application incomplete or needs further checks)	30	13	19	6	0	68
Currently adequately housed (includes tenants wishing to downsize or move from a studio to a 1-bed, those with low-priority need and applicants who are eligible solely on the grounds of low income or being sons and daughters of tenants)	223	79	81	12	1	396
Moderate overcrowding (needing one extra bedroom)	35	12	80	53	5	185
Severe overcrowding (needing two extra bedrooms)	0	0	16	8	8	32
Homeless and in temporary accommodation	4	0	4	1	0	9
High-priority need	1	1	1	2	0	5
<b>TOTAL</b>	<b>293</b>	<b>105</b>	<b>201</b>	<b>82</b>	<b>14</b>	<b>695</b>

13. The Allocations Scheme also acknowledges that most private rented sector housing is unaffordable for people on a low income by giving priority to people who earn less than £30,000 per annum, even where they have no other housing need. This includes people who are in receipt of benefits. This accounts for 208 applications (30% of the Register).
14. Anyone who lives or works in the City but earns over £30,000 p.a. and has no other housing need is still able to register for housing. This accounts for 96 applications – currently 14% of the Register.
15. More than 60 of the applicants are not yet fully registered, as they either have not provided all their information, or are not yet eligible to start bidding.
16. The length of time on the Register does not automatically entitle households to higher priority. Need is considered to be more important than length of time on the list, and it would not be appropriate for an applicant with no particular need to be given a social home above an applicant with high need. However, if two households have the same level of priority, then the offer is made to the one who has been waiting the longest.
17. Some applicants may have no housing need but are in tied accommodation that they know will eventually come to an end, so they register as an insurance for their future. Applicants whose housing situation worsens during their time on the Register may see their priority increase. Someone may have registered many

years ago but their health, or the overcrowding in their property, may worsen. As long as their bedroom need does not change, their Registration date would remain the same, but their priority may increase.

## Lettings

18. The number of households on the Housing Register that can be offered a property each year depends, of course, entirely on the number of properties that become vacant during the year.

**Table 4. Number of applicants successfully housed each year from the City's waiting list**

Year	Applicants housed
2012-13	113
2013-14	150
2014-15	92
2015-16	145
2016-17	86
2017-18	74

19. The number of housed households includes a small number of nominations from other boroughs into City-managed housing and special projects (for example, care leavers, hostel move on). Most of these would not have been part of the waiting list.
20. The length of time that the successfully housed applicants will have waited on the Housing Register will depend on many factors, including the size of the property they need, their priority and whether they are open to being housed on a number of estates, or wish to restrict their options to only one estate.
21. Of the 74 applicants housed in 2017–18, the average number of days they had been waiting was as follows:

**Table 5. Average number of days on Housing Register for successful applicants in 2017–18**

Size of property	Number of days on Housing Register
Studio	681
1 bed	815
2 bed	666
3 bed	1641
4 bed	N/A

22. On average, successful applicants for studio and two-bedroom properties had waited less than two years on the Housing Register. Applicants for one-bedroom properties had waited less than three years. Applicants for three-bedroom properties had waited approximately four-and-a-half years, because of the low turnover in these flats.
23. No four-bedroom properties became available in 2017–18. Because of the scarcity of these properties (only three have become available in the last five years) applicants have waited an average of just over eight years for them.
24. Further data on the number of lettings each year, the locations and size of properties, is available in Tables 4, 5 and 6 of Appendix 1.
25. An article in *City Matters* (July 2018) quoted a Shelter figure of only 26 social housing lettings available in 2016–17. However, this figure related only to those properties let in the Square Mile in that year. The actual number of properties let by the City in that year across all its estates was 86.
26. The Shelter report stated that the City was found to be the third-worst in England for the number of lettings. Again, this was based solely on lettings in the Square Mile. When the true lettings figures are taken into account, the City performs significantly better than other London boroughs.
27. One measure used by Shelter is the number of applicants on the Housing Register, divided by the number of homes available in any one year. In 2016–17, using just the 26 lettings in the Square Mile, the figure quoted by Shelter was 33 applicants per available property. However, when the true figure of 86 lettings is used, the total is just 10 applicants per available property. This actually puts the City at the top of the comparator group.
28. Another measure used is the percentage of total stock let each year. The City's performance for this is 4.77%. Using the comparators used by Shelter, the City performs better than other London boroughs, and only local authorities outside London perform better than the City. Tables 7 and 8 in Appendix 1 give the comparative figures to demonstrate this.

### **Choice-based Letting (CBL) and Bidding for Properties**

29. Most properties are let via CBL. This is a system used throughout the UK, whereby applicants bid for vacant properties, based on the number of points they have.
30. The properties available are advertised each week. The advertisements detail the property, its location, floor level, rent payable, type of heating, and so on. Applicants can bid for any properties suitable in size for their housing need. The bidder with the highest points when bidding closes is offered the property the following day. They have a window of opportunity to view and accept the offer, or to refuse it.



31. Certain categories of applicants do not bid for properties, but are made a direct offer of housing. These include some people in nominated hostels, management transfers for City Tenants, care leavers and people leaving supported housing.
32. The low number of properties in the City's stock and the existence of only two housing associations within our area (the Guinness Partnership and Hanover) means that it is difficult for us to house people with low priority. Most people housed via CBL are in one of the reasonable preference categories.
33. Most of the City's properties are accepted by the household that won the bid – if they decline the property for any reason, it is then offered to the next-highest bidder.
34. We do not compel applicants to bid. However, we make sure that all applicants are supported to do so, if they wish. We provide detailed instructions on how to bid to all applicants who can also access training from the Housing Needs team. If an applicant has difficulty in bidding – for example, if they have no access to IT, or cannot use a computer, the Housing Needs team will bid for suitable properties on their behalf. This means that those who are registered and who have never bid are likely exercising a choice rather than not being able to do so.
35. Some applicants want to live on a specific estate, or in a particular block, and will only bid on properties that match their criteria. Often, people who are registered to downsize are only prepared to bid for properties on the estate where they already live. This is understandable, but may mean they face a lengthy wait for a property.
36. Of the 695 households currently on the Housing Register, 227 general needs applicants (which is 33% of the Register) have never placed a bid. Obviously, this affects the amount of time they are on the waiting list – if they never make a bid, they will be waiting indefinitely, or until they are no longer eligible and are removed from the list.

**Table 6. Waiting times for applicants who have never placed a CBL bid**

Waiting time	Total number of applicants on list	Never bid	Percentage of applicants waiting for this time who have never bid	Percentage of total Register
Over 10 years	39	14	35%	2%
5-10 years	95	32	33%	5%
2-5 years	238	57	24%	8%
1-2 years	164	62	38%	9%
0-1 years	159	62	39%	9%
Total	695	227		33%

37. Table 9 in Appendix 1 shows the reasonable preference of applicants who have never bid for a property. Almost half (43%) of those who are suffering severe overcrowding have never bid for a property and half of them have been waiting

more than two years. While those who need a four-bedroom property will have a significant wait, due to the lack of stock and the small number of empty properties that become available, there have been several two- and three-bedroom properties available during this time.

38. An example of how non-bidding can affect an applicant's waiting time is as follows: one household has been registered for a four-bedroom property since 2005. They have bid only four times since then. They have been made three offers of properties, including a new-build property. They have turned down all three, either on the grounds that they were "too small" or "in the wrong area". They have, therefore, now been on the Housing Register for 13 years, which on paper reflects badly on the City but is, in fact, their own choice.

### Current Waiting Times

39. Most applicants (81%) have been waiting for housing for less than five years.

**Table 7. Waiting times by bed size requirement**

Waiting time	Total number of applicants on list	Studio	1 bed	2 bed	3 bed	4 bed
Over 10 years	39	15	8	7	5	4
5-10 years	95	40	11	34	8	2
2-5 years	238	105	36	66	27	4
1-2 years	164	66	23	48	23	4
0-1 year	159	67	27	46	19	0
Total	695	293	105	201	82	14

40. Of households in reasonable preference categories, 78% have been waiting for less than five years. The majority of those are moderately overcrowded – that is, lacking one bedroom.

**Table 8. Waiting times by priority (shading shows "reasonable preference" categories)**

Level of need	10+ years	5-10 years	2-5 years	1-2 years	<1 year
Currently adequately housed (includes tenants wishing to downsize or move from a studio to a 1-bed, those with low-priority need and applicants who are eligible solely on the grounds of low income or being sons and daughters of tenants)	30	75	156	106	96
Moderate overcrowding (needing one extra bedroom)	4	19	79	40	44
Severe overcrowding (needing two extra bedrooms)	5	1	2	14	10

Homeless and in temporary accommodation	0	0	1	4	4
High-priority need	0	0	0	0	5
TOTAL	39	95	238	164	159

## Removal from the Register

41. The Housing Needs team undertakes regular reviews of all applications on the Register. A census of all registered applicants takes place, on average, every 18 months, to ensure that all information we hold is up to date. The census identifies applicants who have lost their local connection or who have become ineligible for some other reason. It also identifies applicants who have not informed us of a change of circumstances (such as a disability or drop in income) which means their priority has increased. In addition, it allows us to give a level of scrutiny that can identify fraudulent applications and remove these from the list.
42. In 2017–18, a total of 114 applicants were removed from the list: most were because they no longer had a connection to the area; some cancelled their application; and a few were identified as fraudulent. Table 10 in Appendix 1 shows the number of applicants removed from the register in previous years.
43. In 2015, Camden Council reduced its Housing Register by more than 20,000 households. According to a spokesperson at the time, “60% of applicants on our waiting list of 30,000 never bid and 6,000 people don’t even currently live in Camden”.

## Local Connection for Applicants

44. As outlined in paragraphs 8 and 9, the City does not restrict eligibility for the Housing Register to those with a reasonable preference. It also allows people with no housing need to register if they have a local connection.
45. The City’s main local connection criterion is that the applicant has lived in the Square Mile for the last two years. Most London boroughs require a period of between three and five years before they will consider an application from a resident.
46. The City is one of only three London boroughs that allows people working within its boundaries to apply to the Housing Register. The other two boroughs also insist that the applicant must have a housing need, such as overcrowding. The City does not require this – only that the applicant has worked in the Square Mile for more than two years.
47. The City also accepts applications from sons and daughters of existing tenants. We have 41 applicants registered under the “sons and daughters” priority. Three of these live in the Square Mile.

## Comparisons with other London Boroughs

48. If we compare the City with some other London boroughs (see Appendices 2 and 3 for data) we can see that all face similar challenges regarding the average waiting times for social housing. The eligibility criteria for the City Housing Register is more inclusive; we allow two years' employment within the Square Mile as sufficient local connection, irrespective of housing need. No other London borough allows this.
49. Hammersmith & Fulham has 12 times more social housing than the City, and has almost twice the number of people on the Housing Register, but sets stricter eligibility criteria for their waiting list. Applicants must be resident for at least five years, and their bedroom standard does not recognise moderate overcrowding. Therefore, they are only likely to rehouse people who are in a reasonable preference group. Their average waiting times are slightly better than the City's for most sizes, but significantly better for four-bedroom properties.
50. Westminster has more than 12 times the amount of public housing, has almost five times the quantity of households on the Register, and significantly longer waiting times for most of its social housing.
51. Croydon has twice the amount of social housing, and nearly six times the amount of people on the Housing Register compared to the City. Redbridge has over four times the amount of social housing and nearly 10 times the amount of people on their Housing Register.

**Table 9. Average waiting times for Croydon, Hammersmith & Fulham, Redbridge, Westminster and City of London (2016–17)**

Borough	Number on Housing Register	Number of social homes	Average waiting times (in years)				
			Studio	1 bed	2 bed	3 bed	4+ bed
City of London	853	1997	1.33	1.92	2.25	2.2	8
Croydon	5,052	26,410		2.26	3.96	4.22	6.88
Hammersmith & Fulham	1,577	25,760		1	1.92	2	3.42
Redbridge	8,335	9,300	5.7	7.1	8.1	11.1	9.5
Westminster	4,222	27,440		1	10	16	34

## Conclusion

52. While some households on the City of London's Housing Register will face a long wait for housing – especially those who are currently adequately housed – our statistics show that those in the greatest need are being housed faster than in

many other London Boroughs. We recognise that households on low incomes are disadvantaged by the current housing market and our Allocations Scheme attempts to assist those who find the current private rented sector to be unaffordable.

53. Our criteria for accepting applicants onto the Housing Register are less restrictive than some other councils' conditions for entry onto the register. This results in some households, which are currently adequately housed, appearing in statistics as experiencing long waits for accommodation.

## **Appendices**

- Appendix 1 – City of London Housing Register data tables
- Appendix 2 – Comparative Housing Register statistics for all London Boroughs 2016-17
- Appendix 3 – Waiting times for a sample of London Boroughs

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## Appendix 1.

### City of London Waiting List – Detailed Data

**Table 1. City Corporation properties by size across all estates**

Size	Number
Studio	371
1 bed flat	437
1 bed maisonette	6
2 bed flat	476
2 bed maisonette	101
2 bed house	3
3 bed flat	266
3 bed maisonette	105
3 bed house	11
4 bed flat	9
4 bed maisonette	17
5 bed maisonette	1
Total	1803

**Table 2. City Corporation Properties in the Square Mile**

Golden Lane		Middlesex St		Total
Studio	126	Studio	40	166
1 bed flat	74	1 bed flat	46	120
2 bed flat	13	2 bed flat	30	43
2 bed maisonette	62	2 bed maisonette	24	86
3 bed maisonette	13	3 bed maisonette	20	33
Total	288	Total	160	448

**Table 3. City of London Nominations to Housing Associations:**

	2013-14	2014-15	2015-16	2016-17	2017-18
Guinness South	4	5	5	4	10
Providence Row HA	1	0	0	0	0
Islington & Shoreditch HA	0	1	1	0	0
One Housing Group	1	2	4	1	2
Peabody Trust	8	6	2	0	0

**Table 4: Properties let from City of London General Needs Stock**

	Studio	1 bed	2 bed	3 bed	4 bed	Total
2010-11	48	43	35	23	0	149
2011-12	38	37	34	15	0	124
2012-13	26	44	31	10	2	113
2013-14	52	36	41	18	3	150
2014-15	29	26	25	12	0	092
2015-16	33	42	41	29	0	145
2016-17	20	18	36	11	1	86
2017-18	28	19	24	3	0	74

**Table 5. Location of let City Corporation properties**

	City	Southwark	Islington	Tower Hamlets	Hackney	Lewisham	Lambeth
2010-11	30	71	29	1	10	2	6
2011-12	20	62	22	2	2	4	4
2012-13	27	41	21	3	1	2	5
2013-14	39	60	22	4	8	4	8
2014-15	31	34	28	2	6	5	1
2015-16	33	79	23	4	3		3
2016-17	20	42	16	1	4	1	2
2017-18	21	21	25	1	2	0	4

**Table 6: Average waiting times in days for let properties**

	2013-14	2014-15	2015-16	2016-17	2017-18
Studio	1185	1562	2066	494	681
One bed	627	686	597	701	815
Two bed	813	546	836	805	666
Three bed	1518	1021	1037	777	1641
Four bed	3040	*N/A	*N/A	2949	*N/A

\* Not applicable because there were no four-bedroomed properties vacant in that year



**Table 7. 2016-17 Shelter statistics with addition of actual City lettings figure (not just Square Mile) to those of other boroughs**

Local authority	Number of households on the waiting list (2017)	Number of social rent lettings available (2016/17)	Gap of homes	Number of households to a single home
Newham	25,729	588	25,141	44
Merton	9,581	270	9,311	35
City of London (Square Mile only)	853	26	827	33
Actual City of London figures (not including HA properties)	853	86	767	10
Kingston upon Thames	9,732	300	9,432	32
Redbridge	8,335	318	8,017	26
Brighton and Hove	24,392	949	23,443	26
Fylde	5,024	214	4,810	23
Medway	19,905	965	18,940	21
Islington	18,033	884	17,149	20
Dacorum	12,419	689	11,730	18

**Table 8. 2016-17 Comparative lettings as a percentage of total stock, showing actual City figures**

Local authority	Total stock	Number of social rent lettings available	Percentage of stock available for letting
Newham	30,340	588	1.94
Merton	11,400	270	2.37
City of London	1,803	86	4.77
Kingston	7,400	300	4.05
Redbridge	9,300	318	3.42
Brighton and Hove	18,270	949	5.19
Fylde	2,930	214	7.3
Medway	8,370	965	11.53
Islington	41,200	884	2.15
Dacorum	13,130	689	5.25

**Table 9. "Reasonable preference" of those who have never bid for a property on Choice based Lettings**

Reasonable preference	Number	Percentage of total applicants in category	Waiting time 0-1 year	1-2 years	2-5 years	5-10 years	10+
Homeless	2	22%	1	1	0	0	0
Severe overcrowding	14	43%	2	5	5	1	1
Moderate overcrowding	44	24%	17	13	12	1	1

**Table 10 . Applicants removed from the City's waiting list each year for reasons other than being housed by the City**

Year	Waiting list at year end	Removed over the year
2012-13	1341	244
2013-14	0984	141
2014-15	0693	479
2015-16	0815	74
2016-17	0853	268
2017-18	0655	114

**Table 11. City of London Sheltered properties**

Harman Close		Isleden House	
Studios	39	Studios	10
One bed flat	8	One bed cottage	12
Two bed flat	1	One bed flat	11
Total	48	Total	33

**Table 12. Sheltered Waiting List**

	Studio	One bed
Harman	6 (2 not yet fully registered)	5
Isleden	12 (3 not fully registered)	3
Tudor Rose Court	13 total	

**Table 13: Waiting times – sheltered housing**

	<b>0-1 years</b>	<b>1-2 years</b>	<b>2-3 years</b>	<b>3-5 years</b>	<b>More than 5 years</b>
<b>Harman studio</b>	2	-	3	1	-
<b>Harman one bed</b>	1	-	2	-	2
<b>Isleden studio</b>	-	3	4	-	5
<b>Isleden one bed</b>	-	-	2	1	-

**Table 14. Sheltered properties let**

	<b>Harman</b>			<b>Isleden</b>		<b>Mais</b>	
	Studio	One bed	Two bed	studio	One bed	Studio	One bed
<b>2013-14</b>	8	0	0	0	2	4	0
<b>2014-15</b>	2	0	0	0	3	2	1
<b>2015-16</b>	7	2	1	1	3	0	0
<b>2016-17</b>	1	2	0	1	1	Decant	Decant
<b>2017-18</b>	7	1	0	6	0	Decant	Decant

## Appendix 2.

### Comparative Housing Register statistics for all London Boroughs 2016-17

	Eligibility for Register	Length of residence	Number on list at year end	Public Housing Stock
Barking & Dagenham	residence	3 years	6,795	22,970
Barnet	residence	5 years	2,683	18,550
Bexley	residence	5 years	6,022	13,640
Brent	residence	5 years	3,274	26,550
Bromley	residence	5 Years	3,777	19,010
Camden	residence	5 from last 7 years	2,967	34,300
City of London	Residence / employment	2 years	853	1,997
Croydon	residence	3 years	5,052	26,410
Ealing	Not on website	Not on website	12,684	23,590
Enfield	unclear	Not on website	3,246	18,550
Greenwich	residence	5 years	12,826	36,120
Hackney	residence	3 years	12,372	45,760
H&F	residence	5 years	1,577	25,760
Haringey	residence	3 years	9,194	27,370
Harrow	residence	Not stated	1,637	9,130
Havering	residence	6 years	2,204	10,130
Hillingdon	residence	10 years	1,826	18,210
Hounslow	residence	5 years	3,376	26,560
Islington	residence	3 from last 5 years	18,033	41,200
K&C	residence	3 years	2,718	19,550
Kingston	residence	5 years	9,732	7,400
Lambeth	residence	2 years	20,438	48,070
Lewisham	residence	5 years	9,596	37,300
Merton	residence	1 year	9,581	11,400
Newham	Work / live	2 years	25,729	30,340
Redbridge	residence	2 years	8,335	9,300
Richmond	residence	3 years	3,068	9,970
Southwark	Work (conditions apply) / live	5 years	6,665	55,720
Sutton	residence	2 years	1,375	11,900
Tower Hamlets	residence	3 years	18,616	43,180
Waltham Forest	residence	2 years	8,795	22,250

Wandsworth	residence	3 years	4,400	27,830
Westminster	residence	3 years	4,222	27,440

Statistics on numbers on waiting list from DHCLG website: LAHS returns.

Information on eligibility criteria from individual Local Authority websites.

### Appendix 3.

#### Waiting times for a selection of London Boroughs:

##### Brent (as of March 2018)

	Longest wait	Average wait
Sheltered	26 years	30 months
Studio	21 years	3 years
1 bed	26 years	26 months
2 bed flat or maisonette	27 years	4 years
2 bed house	20 years	3 years
3 bed flat or maisonette	23 years	7 years
3 bed house	24 years	4 years
4 bed	26 years	6 years
5 bed	25 years	5 years

##### Croydon

#### Average waiting time for lets by bedroom and band

	Housing and Homeless Registers	Average wait (years)	Maximum wait (years)	Transfer Register	Average wait (years)
<b>1 Beds</b>	<b>Band 1</b>	0.86	6.2	<b>Band 1</b>	0.96
	<b>Band 2</b>	1.65	5.6	<b>Band 2</b>	1.68
	<b>Band 3</b>	2.63	18.3	<b>Band 3</b>	0.63
	<b>All Bands</b>	<b>2.26</b>		<b>All Bands</b>	<b>0.94</b>
<b>2 Beds</b>	<b>Band 1</b>	3.18	9.9	<b>Band 1</b>	1.28
	<b>Band 2</b>	3.37	14.2	<b>Band 2</b>	2.02
	<b>Band 3</b>	4.39	17.0	<b>Band 3</b>	1.13
	<b>All Bands</b>	<b>3.96</b>		<b>All Bands</b>	<b>1.25</b>
<b>3 Beds</b>	<b>Band 1</b>	1.55	3.5	<b>Band 1</b>	0.81
	<b>Band 2</b>	3.33	16.1	<b>Band 2</b>	3.35
	<b>Band 3</b>	5.17	18.1	<b>Band 3</b>	1.95
	<b>All Bands</b>	<b>4.219</b>		<b>All Bands</b>	<b>1.77</b>
<b>4 Beds</b>	<b>Band 1</b>	1.95	3.2	<b>Band 1</b>	3.71
	<b>Band 2</b>	7.60	13.2	<b>Band 2</b>	4.56
	<b>Band 3</b>	6.53	15.4	<b>Band 3</b>	4.66
	<b>All Bands</b>	<b>6.876</b>		<b>All Bands</b>	<b>4.50</b>
<b>Sheltered</b>				<b>Sheltered</b>	
	<b>Band 1</b>	0.70	1.5	<b>Band 1</b>	0.62
	<b>Band 2</b>	1.31	3.4	<b>Band 2</b>	0.00
	<b>Band 3</b>	1.55	8.0	<b>Band 3</b>	0.95
	<b>All Bands</b>	<b>1.34</b>		<b>All Bands</b>	<b>0.80</b>

## Hammersmith & Fulham

Property type	average waiting time
Studio/1 Bedroom	12 months
2 Bedrooms	23 months
3 Bedrooms	24 months
4 Bedrooms or more	43 months
Sheltered Housing	16 months

To qualify to join the housing register with Hammersmith & Fulham, applicants must satisfy all three conditions below.

- be 'eligible' for assistance (i.e. someone with the right to make an application for 'recourse to public funds' in the UK)
- have lived in the borough for a continuous period of five years
- meet defined income and resource criteria

And must also meet at least one of the conditions below:

- their accommodation is overcrowded and two bedrooms short of their defined housing need
- they suffer from a medical condition or other disability that is severely affected by current living conditions
- they are homeless and H&F have accepted a statutory duty to secure accommodation

## Hillingdon:

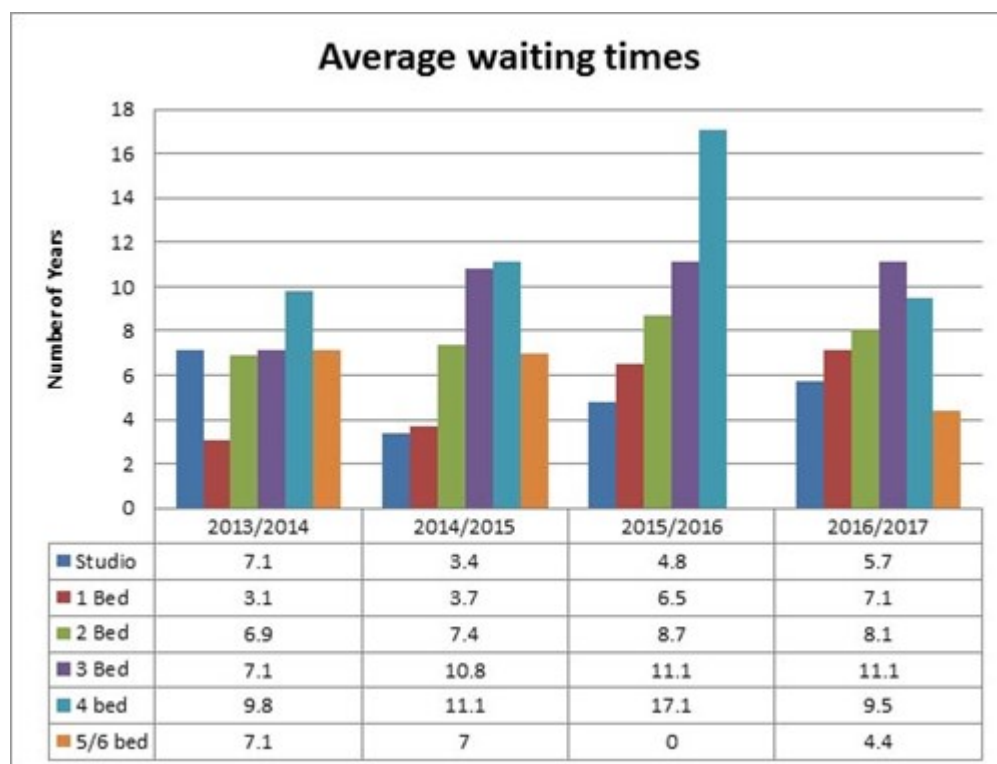
Waiting time for people on the housing register

Currently have 1,940 applicants waiting on the housing register. These figures are from January 2015 to date.

	Band A			Band B			Band C			Band D		
	Let	Average wait	Longest wait	Let	Average wait	Longest wait	Let	Average wait	Longest wait	Let	Average wait	Longest wait
Studio	3	4 mths	6 mths	21	3 mths	18 mths	3	2 years	35 mths	0		
1 bed	91	7 mths	10 years	253	6 mths	4 years	11	3 years	9 years	3	3 mths	4 mths
2 bed flat	126	4 mths	4 years	143	22 mths	4 years	5	3 years	8 years	1	5 mths	5 mths
2 bed house	67	10 mths	5 years	7	30 mths	5 years	0			0		
3 bed flat	5	7 mths	21 mths	8	3 years	5 years	0			0		
3 bed house	4	15 mths	4 years	6	34 mths	4 years	1	13 years	13 years	0		

4 bed house	9	22 mths	4 years	0			1	7 years	7 years	0		
5 bed house	0			0			0			0		

## Redbridge



## Tower Hamlets

2016: Applicants Currently Waiting

The table below shows the length of time in years applicants are currently waiting on the Housing List.

Bedroom(s) required	1 bed	2 bed	3 bed	4 bed	5 bed +	Total
<b>Up to 1 Year</b>	2,147	1,133	823	125	14	4,242
<b>2 Years</b>	1,072	628	512	109	11	2,332
<b>3 Years</b>	1,120	612	635	113	17	2,497
<b>4 Years</b>	858	356	513	132	20	1,879
<b>5 Years</b>	759	319	459	147	17	1,701
<b>6 Years</b>	612	227	379	142	16	1,376
<b>7 Years</b>	506	163	340	95	14	1,118
<b>8 Years</b>	341	154	254	112	14	875
<b>9 Years</b>	309	131	198	109	13	760
<b>10 Years</b>	225	78	164	74	12	553



<b>11 Years</b>	141	77	120	63	8	409
<b>12 Years +</b>	370	323	381	196	24	1,294
<b>Total</b>	<b>8,460</b>	<b>4,201</b>	<b>4,778</b>	<b>1,417</b>	<b>180</b>	<b>19,036</b>

## Westminster

Current average waiting time for re-housing				
Studio	1 bed	2 bed	3 bed	4+ bed
2.5 years	1 years	10 years	16 years	34 years

All statistics from individual Local Authority websites.

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<b>Committee:</b> Community and Children's Services	<b>Date:</b> 14/09/2018
<b>Subject:</b> Housing Governance Review	<b>Public</b>
<b>Report of:</b> Andrew Carter, Director of Community and Children's Services	<b>For Information</b>
<b>Report authors:</b> Jacquie Campbell, Assistant Director, Housing and Neighbourhoods Paul Murtagh, Assistant Director, Barbican and Property Services	

## Summary

This paper informs Members of proposals for reviewing the current governance of Housing and Barbican matters and alerts them to a paper on this subject which will come before the Committee in October 2018.

## Recommendation

Members are asked to note the report.

## Main Report

### Background

1. The City's housing governance arrangements were last reviewed in 2011. At that time, consideration was given to setting up a new committee to oversee the management of all the City's housing activity, including the Barbican Estate. However, it was decided instead to retain a separate Committee for the Barbican Estate (the Barbican Residential Committee) and to set up a Housing Management and Almshouses Sub-Committee of the Community and Children's Services Committee.

### Current Position

2. The Housing Management and Almshouses Sub-Committee works well. However, a number of concerns have been expressed about the Barbican Residential Committee. These are, principally, that it struggles to attract Members to fill the non-resident vacancies, which is essential to ensure that meetings are quorate and to protect the Committee from conflicts of interest.
3. In January 2018 the Standards Committee resolved its belief that the present operation of the Barbican Residential Committee gives rise to a perception of a conflict of interest and suggested that the Policy and Resources Committee may wish to review this.
4. The Policy and Resources Committee has agreed to set up a new Working Party to oversee the delivery of 3,700 new homes as part of the City's commitment to affordable housing. The issue of housing governance was raised as part of this discussion, with particular reference to the concerns about the Barbican Residential Committee.

5. The issue of housing governance was also raised and discussed at the meeting of the Court of Common Council in June 2018.
6. A paper was subsequently taken by the Town Clerk to the Policy and Resources Committee in July 2018. The paper set out options for Members to consider, ranging from maintaining the status quo to establishing a new Housing Committee.
7. It was agreed by the Policy and Resources Committee that a report setting out the current position and the options should be presented to relevant service committees to seek their views as to a potential future model and to inform further consideration.
8. The proposed timetable for the report to be presented to the various committees is as follows:
  - Property Investment Board – 12 September 2018
  - Barbican Residential Committee – 17 September 2018
  - Housing Management and Almshouses Sub-Committee – 24 September 2018
  - Community and Children's Services Committee – 12 October 2018

## **Conclusion**

9. This paper is to alert Members of the Community and Children's Services Committee to the discussions that have taken place to date, and to the plans to present a paper on housing government to relevant services committees over the next few months.

## **Appendices**

- None

## **Background Papers**

Review of Housing Governance – paper to Policy and Resources Committee 5 July 2018

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<b>Committee:</b>	<b>Dated:</b>
Community and Children's Services	14/09/2018
<b>Subject:</b>	<b>Public</b>
Stronger Communities and Small Grants Programme	
<b>Report of:</b>	<b>For Information</b>
Andrew Carter, Director of Community and Children's Services	
<b>Report Author:</b>	
Jack Joslin, Senior Grants Officer, Central Grants Unit	

## Summary

The Stronger Communities grant funding round – part of the Central Grants Programme (CGP) – closed to applications on 29 June 2018. Applications were assessed by an officer panel and recommendations made to the Director in consultation with the Chairman and Deputy Chairman of this Committee for approval. Four projects were successful and have, in total, received just under £27,000 in grant funding. One project was considered as a small grant, with three projects considered under the main grants programme.

The integration of the Small Grants Programme into the Stronger Communities Programme has been reviewed after the first round. The Central Grants Unit (CGU) is devising a new online application form for the Small Grants Programme, with a lighter touch but still robust assessment process for the November deadline of the Stronger Communities Programme.

## Recommendations

Members are asked to:

- Note the grants approved for Stronger Communities funding
- Note the changes to the criteria to include a specific small grants process for applications of £3,000 or less.

## Main Report

### Background

1. The Stronger Communities theme is a strand of the City of London Corporation's (CoLC) CGP that awards up to £10,000 to projects or services that are being delivered for the benefit of communities or beneficiaries within the City of London and its housing estates across London. It is funded from City's Cash and the CoLC Combined Relief of Poverty Charity.
2. Members of this Committee agreed in May 2016 that the award of grants will be determined by Officers of Community and Children's Services, in consultation with the Chairman and Deputy Chairman of the Grand Committee.

3. The grant assessment process for this and other themes in the programme is overseen by the CGU and draws on the unit's expertise in the field of grant-making and demonstrates good practice.
4. Grant applications were subject to a series of due diligence checks by the CGU to ensure compliance with the established eligibility criteria and passed a financial assessment by the Head of Charity and Social Investment Finance (Chamberlain's Department). All eligible applications were then considered by a panel of expert officers.
5. In February 2018, the Community and Children's Services Committee agreed to combine the Department's Small Grants Programme into the Stronger Communities Programme.

## **Stronger Communities**

### *Grant allocation*

6. In July 2018 the Chamberlain, in consultation with the Chairman of the Finance Committee, approved that a City's Cash underspend of £26,000 from financial year 2017/2018 could to be allocated to the 2018/2019 Stronger Communities funding programme. The overall funding pot available this financial year is £132,000.
7. For this financial year's funding round, the CGU received nine applications totalling £166,763.
8. Applications to this round were assessed by a panel of officers representing a range of Community and Children's Services functions and the CGU, chaired by the Assistant Director of Commissioning and Partnerships.
9. The officer-led Grants Panel proposed seven grants totalling £56,999 be awarded. The recommendations were put to, and agreed by, the Chairman and Deputy Chairman of this Committee.
10. Summary assessment reports of all recommended applications to the Stronger Communities grant scheme are provided in the appendices of this report, along with all the applications that were recommended for rejection. The successful applications are:

<b>Organisation Name</b>	<b>Approved</b>
Age UK East London	£9,270
Aldgate Community Events	£8,000
Little Angel Theatre	£8,615
Portoken Ward Club	£1,000
<b>Total</b>	<b>£26,885</b>

## **Small Grants Programme**

11. In February 2018, the Community and Children's Services Committee agreed to combine the Department's Small Grants Programme into the Stronger Communities Programme.
12. A proportion of the Stronger Communities funding was agreed to be allocated to smaller projects.
13. In the recent grant round, one application was received that could be considered a small grant. The organisation applying for this small grant provided feedback to the CGU during the assessment process which related to the complexity of the application form and financial information required, which was not considered proportionate for a small organisation applying for a small grant.
14. The CGU is developing a new application form for small grants of £3,000 or less and is agreeing a 'lighter touch' financial assessment with the Chamberlain's Department. All future applicants using the Small Grants form will be required to provide basic financial information depending on the size and structure of the organisation. This will include a recent set of accounts showing 12 months' income and expenditure and a budget for the organisation's current financial year. Due diligence checks are in line with grant-making best practice and to protect against fraud.

## **Corporate & Strategic Implications**

15. The CGP Stronger Communities funding strand was created to promote a fair system of grant-giving by the CoLC.
16. The recommendations of the panel support the funding criteria and, in turn, the CoLC's Corporate Plan.

## **Conclusion**

17. The Stronger Communities and Small Grants allocations will support four diverse projects working in the City's communities.

## **Appendices**

- Appendix 1 – Stronger Communities: Criteria for funding
- Appendix 2 – Stronger Communities: Project outlines and grants awarded.
- Appendix 3 – Stronger Communities: Table of grants declined, deferred or withdrawn

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# Stronger Communities

## 1. Types of projects and activity to be supported

Grants issued through the 'Stronger Communities' theme will be awarded to projects or services that are being delivered for the benefit of communities or beneficiaries within the City of London and its [Housing Estates](#) across London.

The Stronger Communities funding theme has been separated into three sub themes:

- **Developing stronger neighbourhoods and communities**

This sub theme has been developed to actively support local community based projects within the City of London and its Housing estates across London. The projects you put forward should enable more people to become involved in their communities and encourage a broader understanding of the diverse needs of these communities. Projects may either promote a higher take up of existing projects or services or encourage new and innovative ones.

- **Promoting community health and wellbeing**

The activities supported through this sub theme should contribute to the health and wellbeing of communities and should be able to demonstrate positive outcomes that address the Health and Wellbeing priorities set out in the Joint Health and Wellbeing Strategy (Details of which can be found on the City of London Corporation (CoLC) website).

- **For the relief of poverty**

The activities supported through this sub theme should provide support for communities or individuals who find themselves in need for reason of poverty, old-age, ill-health, accident or infirmity. If you are applying under this theme, then please contact a Grants Officer to discuss your application in advance.

## 2. Who can apply for a City of London Corporation Grant?

The CoLC Central Grants Programme is open to organisations that fall into one of the following categories:

- Registered charity
- Registered Community Interest Company
- Registered Charitable Incorporated Organisation
- Charitable company (incorporated as a not-for-profit)
- Exempt or excepted charity
- Registered charitable industrial and provident society or charitable Cooperative (Bencom)
- Constituted voluntary organisation

Proposals that support individuals can be accepted under this theme. However, if you are an individual wanting to make an application, we ask that you apply for funding through a City-based constituted group or organisation, residents association or a charity who will be able to support and countersign your application and thus have "ownership" of the project.



Should you be a resident on one of the CoLC Housing Estates and would like to consider establishing a Residents Association (should there not be one already operating in your area), you should contact your local Estates Manager who will be able to provide you all the necessary advice and guidance on how to proceed. Their contact details can be found on the CoLC website.

Your local Council for Voluntary Service would be able to provide you advice and guidance in constituting any other type of organisation.

### **3. Opening Dates**

Two grant rounds will take place each year. This year there will be a deadline on 29<sup>th</sup> June and the 16<sup>th</sup> November 2018. Decisions will be made within 12 weeks of the application deadline.

### **4. What is the minimum and maximum Grant that can be applied for?**

The minimum grant award permitted will be £500, and the maximum £10,000 for projects that take place over a 12-month period.

#### **How do you apply for a grant?**

To apply for a CoLC grant you will need to complete an online application form by the corresponding deadline and submit this electronically with your supporting documents to the CoLC Central Grants Unit.

You should send your application to us well before the stated deadline to allow us to process your application in time. We will only consider one application from your organisation at any one time.

All application forms should be completed through the online CoLC grants web portal. Application forms in large print, Braille or audio tape would be offered to applicants by special request.

### **5. How are applications assessed?**

Once the CoLC has received your online application and all supporting documents it will be passed to one of the City Corporation's Grant Officers for assessment. As part of this process a Grants Officer may contact you for more information.

We will acknowledge receipt of your application within 10 working days of it being received. If your application is not complete it will be returned to you and you will have a further 10 working days to send us the missing information.

A Grants Officer may also arrange to visit your organisation as part of the assessment process. Once a full assessment has been completed your request will be referred to an appropriate Committee.



The timescale to process your application will vary; however, we will endeavour to ensure your application is assessed within 12 weeks of the closing date. You should take account of this when planning your project.

#### **6. How do we monitor and evaluate grant recipients once an award has been made?**

If we fund your project we will need you to complete an end of grant monitoring report to confirm how the grant has been spent and what you achieved. Please make sure that you keep receipts for all the items or services you buy with the grant and that you keep them somewhere safe as we may ask you to provide them.

We may also visit you to check how the grant has been spent.

Please keep us up to date if your project or any of your contact details change at any stage during the period of your grant.

#### **7. If your grant application is successful**

If your application is successful, an initial offer letter detailing the level of grant awarded will be issued. This may contain special conditions relating to the grant award or pre-agreement grant conditions.

Grant acceptance terms and conditions will be subsequently issued which should be signed and returned within 20 working days.

Once all documentation has been received and approved you would be asked to formally request payment of your grant award.

Note: You cannot start your project until we have received, checked and approved all information that we have requested.

#### **8. If your grant application is unsuccessful**

Due to the limited budget available and the number of applications for funding we receive, the CoLC unfortunately cannot provide funding to every applicant that applies for a grant. Grants are therefore issued on a discretionary basis, there is no appeal process and the decision of the CoLC is final.

#### **9. Support with your application**

We urge all applicants that are unsure about whether to submit an application to read all available eligibility criteria on our website and attend one of our Grant Officer led workshops; dates for which will be publicised on our website throughout the year.

If you have an enquiry that is not covered within the online guidance, please contact the City of London Central Grants Unit directly, who will be able provide answers to general queries regarding the application process.

### **10. Can you reapply for funding?**

You may reapply for funding to deliver a continuation of the same project however; organisations cannot hold more than one of our grants at any one time

If you are a current grant holder, you will need to have satisfactorily met all our grant monitoring requirements before applying again.

### **11. What do we not fund?**

Some things we are unable to pay for are shown below.

- activities that have already taken place or start before we confirm our grant
- any costs you incur when putting together your application
- fundraising activities for your organisation or others
- items that are purchased on behalf of another organisation
- loans or interest payments
- projects that actively promote religious or political activities
- purchase of alcohol

### **12. Further information**

If you have questions about how to apply or about the status of an application, you can contact us on 020 7332 3712, email us at [grants@cityoflondon.gov.uk](mailto:grants@cityoflondon.gov.uk), or visit our website [www.cityoflondon.gov.uk/centralgrantsprogramme](http://www.cityoflondon.gov.uk/centralgrantsprogramme) to find out more.

## Appendix 2 – Approved for Funding



# Stronger Communities

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## Assessment Reports

Joslin, Jack

## **CENTRAL GRANTS PROGRAMME**

### **ASSESSMENT CATEGORY – Stronger Communities**

**Age UK East London**

**Amount requested: £9,270**

**Amount recommended: £9,270**

**Purpose of grant request:** Enabling housebound people in the City of London to get out and enjoy activities in their community.

#### **The Applicant**

Age UK East London (AUKEL) was formed in 2011 from the merger of three organisations: Age UK Hackney, Age UK Tower Hamlets and Age UK Newham. The three organisations have over 90 years of combined experience in their boroughs. The driver for the merger was to increase operational efficiency together with adding value to older people by having a wider range of services on offer. A brand partner of Age UK, AUKEL operates as an independent charity with its own independent fundraising, and service development responding to local need.

#### **Background and detail of proposal**

Older people face real issues in their daily lives, often having diminished contacts and networks. Socially isolated older people in the City of London can be housebound or have failing mobility. This can lead to mental health problems and a feeling un-connected to the area that you live in. This project is looking to improve the mental health of older City residents who are housebound or have failing mobility. This project addresses these barriers by recruiting and training volunteers to take housebound and frail (predominantly) older people out into the City each month. Together they will enjoy companionship and the many amenities on offer. AUKEL already have an established relationship with many City residents through their Friend at Home scheme and this project has arisen out of informal consultation with older residents.

Funding is being sought to cover the volunteer recruitment and maintenance costs, the befriending managers time and overheads over a 12 month period. AUKEL will recruit volunteers among the City Workforce and residents and train them in two cohorts using the Charities established training programme. 12 volunteers will be recruited and will need to commit to a whole year. Each volunteer will then be matched with an older person and will carry out 10 monthly outings, allowing the older person to connect with the community that they live in. At assessment it was clear that this programme has been well planned and all of the safeguarding requirements are in place.

### **Financial Information**

AUKEL deliver a range of commissioned services across East London and have a variety of income streams. Reserves are in a healthy position and are generally on target. Cost of Raising funds was not listed in the audited and draft accounts. This was raised with the Charity at assessment and a figure provided for the budget figures for year ending March 2019.

### **Recommendation**

AUKEL have a good track record for delivering work with older people in East London. This project is looking to develop on some of the work that they already deliver in the City with older residents. At assessment it was clear that this was additional to any commissioned work that the Charity carries out and will add real value to the lives of the older people, improving their mental health and wellbeing. Funding is approved as follows:

**£9,270 to cover the cost of volunteer recruitment, staff time, and project overheads for a project that enables housebound people in the City of London to get out and enjoy activities in their community.**

## **CENTRAL GRANTS PROGRAMME**

### **ASSESSMENT CATEGORY – Stronger Communities**

#### **Aldgate Community Events**

**Amount requested: £8,000**

**Amount recommended: £8,000**

**Purpose of grant request:** To support the costs of the Aldgate Lantern Parade and Winter Fair in 2018. A multi-cultural community event bringing resident together.

#### **The Applicant**

Aldgate Community Events (ACE) formed in October 2014 as a Constituted Voluntary Organisation and recently registered as a Community Interest Company. The purpose of ACE is to bring people in Aldgate and the surrounding area together, combat social isolation and promote unity, friendship and a strong sense of community through organising arts, culture and learning activities, as well as information exchange between all groups connected to, and by, the Aldgate area. Run primarily by volunteers that are passionate about their community ACE produces events to celebrate the past, present and future of the Aldgate area and the people who live work and play there.

#### **Background and detail of proposal**

The Aldgate Lantern Parade and Winter Fair were run for the first time in 2017, with significant demand for the project to be run again in 2018. The project will provide residents in Aldgate, school children and businesses the opportunity to come together to connect the community. The newly improved Aldgate Square will be focal point for the Lantern Festival and the Winter Fair. The Parade will last for around 45 minutes and culminate with the Winter Fair, which will have dance and music performances from local schools and groups. There will be a range of stalls selling seasonal food.

The Lantern Parade and Winter Fair will take place on December 7<sup>th</sup> but a range of workshops in schools and the local community will take place in the lead up to the event. Throughout the Autumn term workshops will take place with the Sir John Cass, Cannon Barnett, English Martyrs and Christchurch Spitalfields primary schools. The workshops will work with the schools art departments to come up with designs and concepts for lanterns for the parade. Professional facilitators with lantern making experience will work alongside teachers to make creative lantern designs. Additional workshops will be held with a range of community groups which include the City Carer's Network, Mansell Street Estate Bengali Women's Group, Toynbee Hall Wellbeing Group and groups from the East London Mosque.

#### **Financial Information**

The organisation has been dormant for several years as they save for the major project in 2018. In December 2016, they received a grant from the City of London (Community Development) of £30,000 to seed fund the community play and work of



the artistic director. Much of the organisations activity will begin in the financial year ending March 2019, including the previous grant awarded by this committee. Now the organisation is registered as a Community Interest Company they are exploring training for the Directors and Treasurer and recruiting an Independent Examiner.

### **Recommendation**

Funding is being sought to contribute to the overall project cost of delivering the Lantern Parade, Winter Fair and the workshop sessions in the build up to the event. At assessment it was clear that this project will develop a stronger community in the Aldgate area and all of the budget costs are justified. ACE will contribute to the event from its own reserves with the rest of the balance made up from contributions from local businesses and commercial stalls. ACE currently hold a grant and release of funding will be subject to receipt of a satisfactory report. Funding is awarded as follows:

**£8,000 towards the total cost of delivering the Aldgate Lantern Parade and Winter Fair in 2018.**

## **CENTRAL GRANTS PROGRAMME**

### **ASSESSMENT CATEGORY – Stronger Communities**

**Little Angel Theatre**

**Amount requested: £8,615**

**Amount recommended: £8,615**

**Purpose of grant request:** To develop relationships and genuinely relevant projects for the Isleden House community, breaking down barriers to arts engagement.

#### **The Applicant**

Little Angel Theatre (LAT) is a registered charity and a home for puppetry in Islington. The Theatre opened in 1961 and has been dedicated to creating and sharing inspiring stories. Alongside delivering both in house shows and international tours the Charity also delivers community, education and participation programmes throughout the year with the local community.

#### **Background and detail of proposal**

LAT promote the work they do locally as they believe that no one should miss out on creative and inspiring live art. LAT is located directly opposite Isleden House, a City of London Housing Estate. LAT and Isleden House are situated in Islington, London's most polarised borough which has the third highest level of child poverty in England. Funding is being sought to deliver a targeted project to the residents of Isleden House and promote opportunities for families to engage in the work of LAT. The project will promote the uptake of existing LAT projects as well as developing new bespoke programmes with the Isleden House residents. The project will work in consultation with residents to promote social cohesion, creativity and well-being. At assessment the applicant has outlined how they have already done some initial scoping with residents and been discussing this project with the estate teams.

LAT are proposing a broad programme of work across the year which include: monthly crafternoon sessions in Isleden's communal lounge, weekly crafternoon sessions at the LAT studios which is located 5 minutes walk from the estate, free Puppet for All tickets for Isleden residents and weekly crib sessions for young parents and their families. LAT have experience delivering community engagement projects in the local area and this project will allow them to focus on the Isleden House estate and its residents. All of the projects are carried out by facilitators and all of the appropriate safeguards are in place.

#### **Financial Information**

LAT receives income from a variety of sources, the majority of which is generated through ticket sales for the theatre. The Charity also have Investment Property, which is the theatre itself. Reserves are below the policy target, which has been acknowledged and plans are being put in place to increase the unrestricted free reserves.

**Recommendation**

This is a well thought out project that will be focused on improving community cohesion and increasing access to the creative arts for residents of the Iselden House estate in Islington. This project meets the criteria of the Stronger Communities programme and will clearly make a difference to the community living in the estate. Additional funding for the programme has been secured from the Chapman Charitable Trust. Funding is awarded as follows:

**£8,615 towards the costs of weekly and monthly workshops, tickets and a performance for residents of the Iselden House estate.**

## **CENTRAL GRANTS PROGRAMME**

### **ASSESSMENT CATEGORY – Stronger Communities**

#### **Portsoken Ward Club**

**Amount requested: £1,000**

**Amount recommended: £1,000**

**Purpose of grant request:** £1,000 towards the annual Coach trip for residents of Portsoken Ward to Boulogne.

#### **The Applicant**

The Portsoken Ward Club is a non-profit-making club made up of residents, workers and friends of the Ward of Portsoken in the City of London. The Ward Club has been in existence for 90 years organising social events for its members. The club is a membership organisation made up of Members, Life Members, Honorary Life Members and Corporate Representatives. Membership is paid on a subscription basis.

#### **Background and detail of proposal**

Funding is being sought by the Portsoken Ward Club to pay for the coach costs for residents of the Portsoken ward to go on a day coach trip to Boulogne in France. The trip will be offered to all residents in the ward and places on the coach provided on first come first serve basis. Previous coach trips have attracted a wide spectrum of the community. Each member of the community who would like to attend the trip will pay a £15 towards the total cost. The Coach has its own insurance for passengers. The application has made a partial case that this will be good for the local community.

#### **Financial Information**

No Financial Information provided. At assessment the applicant informed us that this information was not kept by the organisation. It is a requirement of this funding programme that organisations regardless of size can provide basic financial information, when requested. Any funding awarded will be subject to receipt of this information.

#### **Recommendation**

This application is for a £1,000 contribution to the coach costs for a group of members of the Portsoken community to go on a trip to Boulogne. The trip itself will have a benefit for those residents involved and will bring together a variety of different members of the community. At the officer panel it was decided that the trip met the criteria of the Stronger Communities programme but in order to draw down funds the Ward Club would need to supply appropriate financial information. Funding is agreed as follows:

**£1,000 towards the annual Coach trip for residents of Portsoken Ward to Boulogne. Funding is conditional on the Central Grants Unit receiving appropriate financial information to be approved by the Chamberlain's Department.**

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### Appendix 3 – Rejected Applications

ID	CoL Programmes	Organisation Name	Project Description	Request Amount
14862	a) Stronger Communities	Core Arts	This application is looking for support to purchase a Shipping Container to turn into a thriving creative hub in a residential area of Hackney Wick. This application will not be targeting City residents or communities based in City of London Housing estates in Hackney. The applicant has not demonstrated how this application meets the criteria of the Stronger Communities programme. Funding is recommended for rejection.	£9,972
14861	a) Stronger Communities	Lord's Taverners	This application is to support the setup of Cricket activities in deprived areas of Leyton. The applicant has clearly not read the criteria of this programme and this application falls out of the geographic range of the Stronger Communities theme. Funding is recommended for rejection.	£8,500
14859	a) Stronger Communities	Ronald McDonald House Charities	This project is looking to provide access to practical and compassionate care for families with children with serious illnesses being treated in Hospital. The application is seeking a contribution to the overall programme that works with three Children's Hospitals in Wandsworth, Lambeth and Southwark. This applicant has clearly not read the guidance to the Stronger Communities programme and made no endeavour to target this to towards City residents. Although a worthy cause this application is not eligible under the Stronger Communities programme. Advice can be provided on how a more targeted application could be supported. Funding is recommended for Rejection.	£10,000
14857	a) Stronger Communities	Youth Direct	This application is to offer a two-week summer play scheme for up to 100 children and young people from North Hackney and Haringey. The application has not demonstrated how any of the children and young people will be City residents or part of the community in one of the Hackney based City Housing Estates. The applicant has not demonstrated how they meet the criteria of the 'Stronger Communities' programme. Funding is recommended for rejection.	£4,500
14856	a) Stronger Communities	Huntington's Disease Association	This application is for £106,906 is to provide funding for a full-time staff member to provide advice to people affected by Huntington's Disease in London. This applicant has clearly not read the guidance to the Stronger Communities programme and made no endeavour to target this to towards City residents. Funding is recommended for rejection.	£106,906

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