



Education Board

Date: THURSDAY, 19 JULY 2018

Time: 3.00 pm

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

Members: Henry Colthurst (Chairman)
Ann Holmes (Deputy Chairman)
Randall Anderson
Deputy Keith Bottomley
Alderman Peter Estlin
Stuart Fraser
Caroline Haines
Christopher Hayward
Alderman William Russell
Ruby Sayed
Deputy Philip Woodhouse
Tim Campbell
Deborah Knight
Veronica Wadley

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

APPENDICES ARE CIRCULATED AS AN ACCOMPANYING PACK

**John Barradell
Town Clerk and Chief Executive**

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **MINUTES**

To agree the public minutes and non-public summary of the meeting held on 17 May 2018.

For Decision
(Pages 1 - 8)

4. **ACTIONS SHEET**

Report of the Town Clerk.

For Information
(Pages 9 - 10)

5. **MINUTES - NOMINATIONS SUB-COMMITTEE**

To receive the public minutes and non-public summary of the meeting held on 5 July 2018.

For Information
(Pages 11 - 12)

a) **Terms of Reference - Nominations Sub (Education Board) Committee**

(Pages 13 - 14)

Report of the Town Clerk.

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

Report of the Strategic Education, Culture and Skills Director.

For Information
(Pages 15 - 18)

7. **REVENUE OUTTURN 2017/18**

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

For Information
(Pages 19 - 22)

8. **BUDGET UPDATE FOR 2018/19 FINANCIAL YEAR**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 23 - 24)
9. **EDUCATION ACTIVITIES UPDATE**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 25 - 28)
10. **SCHOOL PLACES DEMAND PROJECTIONS**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 29 - 32)
11. **CITY SCHOOLS SKILLS REVIEW, CITY OF LONDON ACADEMIES TERMS OF REFERENCE REVIEW, AND APPOINTMENTS UPDATE**
Report of the Director of Community and Children's Services.
- N.B. Appendix 1 features on the non-public side of the agenda.*
- For Information**
(Pages 33 - 36)
12. **LIVERY SCHOOLS LINK UPDATE**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 37 - 38)
13. **CLOSURE OF CITY CAREERS OPEN HOUSE (CCOH) AND CITY OF LONDON BUSINESS TRAINEESHIP (CBT) PROGRAMMES**
Report of the Director of Economic Development.
- For Information**
(Pages 39 - 44)
14. **UPDATE ON GOVERNORS FOR SCHOOLS (CO NO 03879854) (CHARITY NO 1078330) EMPLOYABILITY PROJECT**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 45 - 48)

15. **CULTURE MILE LEARNING - CASE FOR INVESTMENT 18/19 AND 19/20**

Report of the Director of the Museum of London.

For Decision
(Pages 49 - 50)

16. **REPORT ON GUILDHALL SCHOOL OF MUSIC & DRAMA SCHOLARSHIP GRANT**

Report of the Principal, Guildhall School of Music and Drama.

For Decision
(Pages 51 - 54)

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

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

19. **EXCLUSION OF THE PUBLIC**

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

For Decision

Part 2 - Non-Public Agenda

20. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 17 May 2018.

For Decision
(Pages 55 - 60)

21. **NON-PUBLIC ACTIONS**

Report of the Town Clerk.

For Information
(Pages 61 - 62)

22. **MINUTES - NOMINATIONS SUB-COMMITTEE**

To receive the non-public minutes of the meeting held on 5 July 2018 and approve the recommendations set out therein.

For Decision
(Pages 63 - 66)

23. **NON-PUBLIC APPENDIX TO ITEM 11 - CITY SCHOOLS SKILLS REVIEW**

To be read in conjunction with Item 11 (City Schools Skills Review).

For Information

24. **CITY OF LONDON ACADEMIES FINANCIAL SCRUTINY MEETINGS**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 67 - 70)
25. **ACADEMY EXPANSION PROGRAMME - SHOREDITCH PARK PRIMARY SCHOOL DUE DILIGENCE UPDATE REPORT**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 71 - 74)
26. **OPEN SPACES LEARNING PROGRAMME LONG TERM FUNDING**
Report of the Director of Open Spaces.
- For Decision**
(Pages 75 - 82)
27. **CITY OF LONDON CORPORATION'S GOVERNANCE AUDIT OF THE CITY'S ACADEMIES**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 83 - 84)
28. **PUBLISHED ADMISSION NUMBER FOR CITY OF LONDON ACADEMY SHOREDITCH PARK**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 85 - 92)
29. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
30. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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EDUCATION BOARD

Thursday, 17 May 2018

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor
West Wing, Guildhall on Thursday, 17 May 2018 at 3.00 pm

Present

Members:

Henry Colthurst	Alderman The Lord Mountevans
Ann Holmes	Ruby Sayed
Deputy Keith Bottomley	Deputy Philip Woodhouse
Alderman Peter Estlin	Tim Campbell
Caroline Haines	Veronica Wadley
Christopher Hayward	

In Attendance:

John Scott (Chief Commoner)

Officers:

Chandni Tanna	- Town Clerk's Department
Leanne Murphy	- Town Clerk's Department
Emily Rimington	Comptroller and City Solicitor's Department
Anne Pietsch	- Comptroller and City Solicitor's Department
Dr Anne Bamford	- Department of Community & Children's Services
Jeanne Barnard	- Department of Community & Children's Services
Gerald Mehrstens	- Department of Community & Children's Services
Frazer Swift	- Head of Learning and Engagement (Museum of London)

1. APOLOGIES

Apologies for absence were received from Stuart Fraser, Alderman William Russell and Deborah Knight.

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

There were no declarations.

3. ORDER OF THE COURT OF COMMON COUNCIL

The Order of the Court of Common Council dated 19 April 2018 appointing the Board for the ensuing year was received.

4. ELECTION OF CHAIRMAN

An election of Chairman was conducted in line with Standing Order 29. Henry Colthurst, being the only Member indicating a willingness to serve, was elected Chairman for the ensuing year.

The Chairman gave thanks to outgoing Members Ian Seaton, Deputy John Bennett, Deputy Catherine McGuinness and Helen Sanson for their hard work and support and welcomed new Members Ruby Sayed, Deputy Philip Woodhouse, Deputy Keith Bottomley and Randall Anderson to their first meeting. He also welcomed Chief Commoner John Scott.

5. **ELECTION OF DEPUTY CHAIRMAN**

An election of Deputy Chairman was conducted in line with Standing Order 30. Ann Holmes, being the only Member indicating a willingness to serve, was elected Deputy Chairman for the ensuing year.

6. **PUBLIC MINUTES**

RESOLVED, that the public minutes of the meeting held on 8 March 2018 be approved as a correct record.

7. **ACTIONS SHEET**

The Board received a report of the Town Clerk setting out the outstanding actions list and noted the various updates and additions.

The action regarding the report on Shoreditch Park Primary Due Diligence was considered to be a non-public matter and would be discussed alongside item 14 under the non-public session of the meeting. The Chairman requested that the Town Clerk provide separate public and non-public action sheets at meetings going forward.

With regards to actions concerning GSMD, Members were advised that despite numerous requests the Board was yet to receive an impact report regarding funding.

RESOLVED – That the Education, Culture & Skills Director liaise with the Chamberlain's department to request the overdue impact report from GSMD.

8. **APPOINTMENT OF SUB COMMITTEES**

Members considered a report of the Town Clerk on the appointment of Sub Committees for 2018/19.

RESOLVED, that Members:-

- Approve the terms of reference and composition of both the Nominations Sub Committee and the Education Charity Sub Committee.
- Appoint Caroline Haines and Philip Woodhouse to the Nominations Sub Committee.
- Appoint Veronica Wadley and Tim Campbell to the Education Charity Sub Committee.

9. **EDUCATION BUDGET UPDATE - FINAL 2017/18**

Members received a report of the Director of Community and Children's Services providing the final outturn position for the 2017/18 Education Budget.

It was noted that there was an underspend of £18,409 due to vacant posts not being filled at the start of the financial year. Officers have applied to have the underspend carried over to the 2018/19 Education Budget.

RECEIVED.

10. **EDUCATION, SKILLS AND CULTURE STRATEGY**

Members considered a report of the Strategic Education, Culture & Skills Director regarding the Draft Education, Skills and Cultural and Creative Learning Strategy. The following points were made.

- The Strategic Education, Culture & Skills Director advised Members that following discussions at the Board's strategic planning away day on 19 January 2018, Education, Skills and Culture strategies for the future have been developed to establish the overall direction, goals and key performance indicators for the period 2019-2023. If approved at the July Board meeting, it is planned that this strategy would start soft implementation including some training with the aim that it should become fully functional in January 2019.
- Members were asked to provide feedback to the Strategic Education, Culture & Skills Director on the Strategy and to indicate which strands they might be interested in leading on. Alderman Estlin indicated he was interested in the "Skills" strand. The Strategic Education, Culture & Skills Director advised the Board that the draft strategy documents could be shared widely and that the deadline for feedback was 22 June 2018. Electronic versions of the strategy can be made available upon request.
- The Chairman congratulated the Strategic Education, Culture & Skills Director for pulling together the priorities for schools, cultures and skills and hoped the new plan would help to strengthen activity with existing and new Partnerships which would be critical to its success.
- In response to a query regarding the limited focus on the importance of adult learning outside of schools, Members were advised that this focus was repeated in all three strategies at different points of the life scale. Members agreed it was important to ensure the whole broad spectrum of learning was covered adequately.
- A Member found the strategies to be very forward thinking and highlighted data regarding millennials and how it was likely that they might experience nine different types of career across their working life.
- A Member noted that there was a blank space in the table summarising how each key area delivers the key identified activities for "Skills" in providing a broad and balanced curriculum.
- With regards to the key focus "aspiration building and links to the world of work", a Member suggested including broad business engagement. He noted that Germany was a leading country for technology

engagement and saw an opportunity to involve employers to inform the curriculum, especially at the academies. It was agreed that it was crucial to increase links between business and education.

- A Member stated that the section on culture was very dry and felt that it would have greater impact if it was more directive and exciting. It was noted that primary schools were a key place for cultural learning.
- It was noted that there had been a discussion at the Community & Children's Services Committee regarding the different perceptions of culture and that social mobility was changing. Members agreed that the strategy must reflect the benefits of a diverse culture.

RESOLVED – That Members note the report and comment on the draft strategies.

11. **EDUCATION ACTIVITIES UPDATE**

Members considered an update report of the Director of Community and Children's Services regarding education activities. The following points were made.

- Members were advised that the next Education Board Dinner would take place at Grocers' Hall on Wednesday 13 February 2019.
- A Member queried whether the cancelled Education Schools Career Day on 2 March 2018 would be rescheduled. The Board were advised that there were plans to include additional employer and Livery partners and turn the event into a two-day event in the Great Hall to showcase accessible skills, apprenticeships and work experience opportunities. More details would follow in due course.
- Members were advised that a Politics Dinner would take place on 20 June 2018 giving year 12 students the opportunity make contacts, get inspired on up to date issues, build career aspirations and show how skills can be used.
- The Education Policy Officer agreed to send calendar invites to the Board for all dinners and career days.

RECEIVED.

12. **CITY OF LONDON ACADEMIES TRUST (04504128) AND THE CITY ACADEMY, HACKNEY (06382192) GOVERNOR APPOINTMENTS**

Members considered a report of the Director of Community and Children's Services regarding Governor Appointments for the City of London Academies Trust and The City Academy, Hackney.

RESOLVED – That Members:-

- Approve the appointment of Vladimir Savic as a Director/Trustee to The City Academy, Hackney governing board;
- Note the appointment of Mark Lowman to the local governing body of the City of London Academy Shoreditch Park on 8 March 2018, and that the appointment means the local governing body will have more governors than prescribed by the Trust Terms of Reference;
- Note the members of the City schools governing bodies at Appendix 1.

13. **ADDITIONAL FUNDING APPLICATIONS**

Members considered an update report of the Director of Community and Children's Services regarding additional funding applications and the following points were made.

- It was noted that the report was for decision and not for information.
- The Education, Culture & Skills Director advised Members that additionality was a key feature of the applications and that there was a process of extensive bidding with schools.
- The Education, Culture & Skills Director drew Members attention to a table giving the totals required by schools noting that not all schools required the full amount available and that secondary bidding was available in January for targeted applications on an area of need. The Chairman felt that the process was more transparent than in earlier years but thought that it should be brought forward by two months.
- It was noted that it had been made clear that some funds from the budget could potentially be held back for a strategy priority project across some or all schools.
- A Member noted that there were insightful initiative ideas from schools that were not struggling and wondered if there could be an opportunity to introduce such ideas across all schools to cross-fertilise good practice. The Education, Culture & Skills Director advised that coaching was available for the newer/less successful schools to share successes. Quantitative and qualitative results on impact would be brought to the September Board meeting. It was accepted that there was still work to be done to develop further the quality of applications and share best practice/learning
- A Member queried if other sources of funding outside the limited pot available were being explored and suggested Education Endowment Funding which was available for children aged 3-18 years. The Education, Culture & Skills Director explained that the City of London Corporation historically had not bid externally for funding but offered to explore this option and bring a paper on funding opportunities to the next meeting.

- The Chairman concluded that it was important for the City of London Corporation to be rigorous and continue to ensure that funding applications were justified on reasons of additionality and impact.

RESOLVED – That Members:-

- Note that Policy and Resources had approved an increase in the maximum amount of funding for the City’s academies from £150,000 for secondary academies to £250,000, and from £50,000 for primary academies to £100,000;
- Approve additional funding for the eight schools in the City of London Academies Trust and the City’s two co-sponsored academies as per the schedule in the report.

14. CITY OF LONDON ACADEMIES TRUST EXPANSION

Members considered a report of the Director of Community and Children’s Services regarding the City of London Academies Trust expansion which was moved from the public session and discussed under the non-public session of the meeting.

15. FORMER RICHARD CLOUDESLEY SCHOOL SITE

Members considered a report of the Director of Community and Children’s Services regarding the former Richard Cloudesley School Site.

RECEIVED.

16. MENTAL HEALTH PROVISION IN CITY SCHOOLS

Members considered a report of the Director of Community and Children’s Services providing an update on mental health provision and the following points were made.

- It was noted that primary schools work with local authorities regarding mental health provision.
- A Member felt that it would be useful for the Board to know what the sense of demand was from primary schools, e.g. if more was needed than currently provided then the Board would know if this area required more investment.

RECEIVED.

17. APPRENTICESHIP UPDATE

Members received a verbal update from the Economic Development Office regarding progress on the employability strategy.

Members were advised that that the three-year employability strategy was still in its infancy and would be dovetailed to link with other strategies. Its aim was to instil good practice including: an apprentice programme, enterprise employability in all schools, promotion of apprenticeships to businesses, social

mobility support across all years, promotion of the importance of digital skills and working with Boroughs to secure funding for residents with barriers.

Members were advised that the strategy also included rigorous assessment of where activity was needed, e.g. it was noted that internships were beneficial for diversity. There were also plans to pilot new ideas in partnership with other organisations.

18. CULTURE MILE LEARNING UPDATE

Members received a verbal update from the Head of Learning and Engagement (Museum of London) regarding Culture Mile learning. The following comments were made.

- A partnership of 26 Partners were working together on the Culture Mile project to identify skills and enterprise and a survey of these Partners had been completed to identify areas of excellence.
- Work was continuing with National Endowment for Science Technology and the Arts (Nesta) and an application was planned for match funding from the Challenge Funding Trust on 13 July.
- Working opportunities were being explored between the City of London Corporation and Islington partnership.
- Ongoing and new projects include: Smithfield on 50, City Stories, City of London Academy Southwark project, Young City Poets and the School Visits Fund.
- Members were advised that the team were preparing a case for investment which would come to the next Board meeting for comment.

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

There were no questions.

20. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

21. 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.

22. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting held on 8 March 2018 be approved as a correct record.

23. ANALYSIS OF THE CITY'S SPENDING ON EDUCATION RELATED ACTIVITIES

Members considered a report of the Strategic Education, Culture & Skills Director providing an analysis of the City of London Corporation's spending on education related activities in the financial year 2017/2018.

24. GOVERNANCE ARRANGEMENTS IN RELATION TO CITY OF LONDON ACADEMIES TRUST EXPANSION

Members received a report of the Director of Community and Children's Services regarding governance arrangements in relation to City of London Academies Trust expansion.

25. COLPAI CAPITAL BUILD - INTERIM PROGRESS REPORT

Members considered a report of the Director of Community and Children's Services providing Members with an update on the progress being made on the delivery of the City of London Primary Academy Islington (COLPAI) permanent site.

26. PROVISION OF ADDITIONAL PRIMARY SCHOOL PLACES AND SOCIAL HOUSING ON THE FORMER RICHARD CLOUDESLEY SCHOOL SITE - GATEWAY 4C ISSUE REPORT

Members considered a report of the City Surveyor regarding the provision of additional primary school places and social housing on the former Richard Cloudesley School Site.

27. OUTREACH - CITY OF LONDON SCHOOL

Members received a report of the Head of the City of London School regarding outreach and partnership at the City of London School.

28. REPORT OF ACTION TAKEN BETWEEN MEETINGS

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

29. NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There was one question from the Chairman.

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

There were no items of urgent business.

The meeting ended at 4.51 pm

Chairman

Contact Officer: Leanne Murphy
leanne.murphy@cityoflondon.gov.uk

Education Board – Non-Public Outstanding Actions

Date	Action	Officer responsible	Progress Update
9 November 2017	Report on 2017/18 City Premium Grant interventions and planned 2018/19 City Premium Grant interventions to be submitted to a future meeting.	Strategic Education and Skills Director	Due Sept 2018 (2017/18 Grants) Due May 2019 (2018/19 Grants)
20 July 2017	GSMD to submit annual reports on number of scholarships/bursaries and their impact during funding round 2018/19 and 2019/20.	Strategic Education and Skills Director	Report on July 2018 Agenda Due at March 2019 Boards
20 July 2017	Report on review of funding to Guildhall School Trust and GSMD to be submitted to Board in 2019.	Strategic Education and Skills Director	Report to March 2019 Board
8 March 2018	Report on Shoreditch Park Primary Due Diligence to be submitted to the Board (N.B. to include school place demographics etc)	Director for Academy Development	Due July 2018
8 March 2018	Annual Evaluation of Additional Funding for City Academies to be submitted to Board	Strategic Education and Skills Director	Due September 2018
17 May 2018	Overdue GSMD Impact report to be requested for submission to the Board.	Strategic Education and Skills Director	Completed – on July 2018 agenda
17 May 2018	Board Members to feedback their comments on Strategy outside of the meeting.	Strategic Education and Skills Director	Completed

Education Board – Non-Public Outstanding Actions

Date	Action	Officer responsible	Progress Update
17 May 2018	Members to receive further detail on Schools Careers Day at a future meeting.	Strategic Education and Skills Director	Update at July 2018 meeting
17 May 2018	Calendar invites for all Board Dinners and Events to be issued to Board Members	Strategic Education and Skills Director	Update at July 2018 meeting
17 May 2018	Consideration be given to bringing Additional Funding Applications process forward by two months.	Strategic Education and Skills Director	Update at July 2018 meeting

NOMINATIONS SUB (EDUCATION BOARD) COMMITTEE

Thursday, 5 July 2018

Minutes of the meeting of the Nominations Sub (Education Board) Committee held at the Guildhall EC2 at 8.00 am

Present

Members:

Henry Colthurst (Chairman)

Caroline Haines

Ann Holmes (Deputy Chairman)

Deputy Philip Woodhouse

Officers:

Alistair MacLellan

- Town Clerk's Department

1. APOLOGIES

There were no apologies.

2. DECLARATIONS

There were no declarations.

3. TERMS OF REFERENCE

Members received the terms of reference appointing the Sub-Committee for the ensuing year. The Chairman noted that the terms of reference should be amended to include the consideration of Education Board appointments to the City of London Academies Trust. The Town Clerk agreed to put this amendment to the Education Board for approval.

RESOLVED, that the terms of reference be received.

4. MINUTES

4.1 29 November 2016

RESOLVED, that the public minutes and non-public summary of the meeting held on 29 November 2016 be approved as a correct record.

4.2 15 February 2018

RESOLVED, that the public note of the inquorate meeting held on 15 February 2018 be received.

5. QUESTIONS

There were no questions.

6. ANY OTHER BUSINESS

There was no other business.

7. **EXCLUSION OF THE PUBLIC**

RESOLVED, that under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Act.

8. **MINUTES**

8.1 **15 February 2018**

RESOLVED, that the non-public note of the inquorate meeting held on 15 February 2018 be received.

9. **APPOINTMENT OF A CO-OPTED MEMBER OF THE EDUCATION BOARD**

Members considered a report of the Town Clerk regarding the appointment of a Co-Opted Member of the Education Board.

10. **APPOINTMENT OF A SPONSOR DIRECTOR TO THE CITY OF LONDON ACADEMIES TRUST**

Members considered a report of the Town Clerk regarding the appointment of a Sponsor Director of the City of London Academies Trust.

11. **NON-PUBLIC QUESTIONS**

There were no non-public questions.

12. **ANY OTHER BUSINESS THAT THE SUB-COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There was no other business.

The meeting closed at 8.30 am

Chairman

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

Nominations Sub (Education Board) Committee

Terms of Reference

Constitution

- Chairman and Deputy Chairman of the Education Board.
- At least two members of the Education Board, who are also members of the Court of Common Council.

Quorum

- Any three members.

Terms of Reference

- Review the skills audit of the Education Board's membership and identify areas in which the Board would benefit from the addition of expertise;
- Review supporting statements from interested parties who wish to be considered as external members of the Education Board;
- Make recommendations on the appointment of external candidates to the Education Board.

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Agenda Item 6

Committee:	Dated:
Education Board	19 July 2018
Subject: Education, Skills and Cultural and Creative Learning Strategy	Public
Report of: Anne Bamford, Strategic Education, Culture and Skills Director, Community and Children's Services	For Information and Comment
Report author: 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 2016-2019. 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 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 the following Committees for comment:

- Education Board – 17 May 2018
- Community and Children's Services Committee – 8 June 2018
- Summit Group – 27 June 2018
- Resource Allocation Sub-Committee – 5 July 2018

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. The drafts of these strategies are attached in Appendix one to three. It was also suggested that a summary and graphic model were developed, and these are also attached as Appendix four and five.

After the Board's consideration and approval of these strategies, a detailed annual action plan with aligned budget will be presented to the September meeting of the Education Board. Officers will also work with the Town Clerk's officers to develop a more graphic summary of the strategies to be produced in a manner suitable for broad distribution to our partners.

Recommendation

Members are asked to approve 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 Culture strategies for the future.
2. There is an existing Education Strategy that includes outcomes for culture and for skills and a Culture Mile Learning plan that outlines the ambitions for this programme. There is a business plan for the adult education and apprenticeship service (ASES) but not an existing more general lifelong learning and skills strategy.
3. The City of London Corporation (CoL) confirmed its commitment to delivering the first 100 apprentices across its departments during 2017/18. The City of London Corporation achieved this outcome.

Strategic Priority areas

4. 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.
5. 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.
6. 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.
7. 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	Nurture talent enabling children and young people to find their creative and artistic voice.

		careers, and are available across all sectors of the economy and at all levels, up to and beyond first degree level.	
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.

8. 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.
9. 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.
10. 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

11. 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.
12. It is expected that the goals of strategies can be achieved within the current resource allocations. Each year, at the September Education Board meeting a detailed annual action plan and budget aligned to the Key Performance Indicators and activities will be presented to Board Members.
13. Reporting of impact based on evaluations will occur annually and be reported at the September Education Board.

Conclusion

The Education Board can influence and inspire the strategic direction of education for the City Family of Schools and for the broader educational landscape. It has a dedicated role in resourcing, guiding implementation, and monitoring the outcomes and impact of the strategies.

Appendices

- Appendix One: Education Strategy
- Appendix Two: Skills Strategy
- Appendix Three: Cultural and Creative Learning Strategy
- Appendix Four: Strategy Summary
- Appendix Five: Strategy Diagram

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Agenda Item 7

Committee	Dated:
Education Board	19 July 2018
Subject: Revenue Outturn 2017/18	Public
Report of: The Chamberlain and the Director of Community and Children's Services	For Information
Report author: Louise Said, Chamberlain's Department	

Summary

This report compares the 2017/18 revenue outturn for the Education Board with the final agreed budget for the year. Total net expenditure during the year was £1.286m which is an underspend of £18,000 when compared to the Final agreed budget of £1,304m. This is summarised in the table below.

Summary Comparison of 2017/18 Revenue Outturn with Final Agreed Budget – Education Board			
	Final Agreed Budget £000	Revenue Outturn £000	Variations (Increase)/ Reduction £000
Local Risk	(504)	(486)	18
Central Risk	(800)	(800)	0
Overall Totals	(1,304)	(1,286)	18

The Director of Community and Children's Services is proposing to carry forward £18,000 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.

Recommendation

It is recommended that this revenue outturn report for 2017/18 is noted together with the Director of Community and Children's Services' proposal to carry forward £18,000 to 2018/19.

Main Report

Revenue Outturn for 2017/18

- Actual net expenditure for your Committee's services during 2017/18 totalled £1.286m. A summary comparison with the final agreed budget for the year of £1.304m is tabulated below. In the tables, figures in brackets indicate expenditure or adverse variances.

Comparison of 2017/18 Revenue Outturn with Final Agreed Budget				
	Final Agreed Budget	Revenue Outturn	Variations (Increase) / Reduction	Paragraph
	£000	£000	£000	
Local Risk				
Employee expenses	(217)	(199)	18	2
Supplies & Services	(287)	(287)	0	
Total Local Risk	(504)	(486)	18	
Central Risk				
Grants to Academies	(800)	(800)	0	
Overall Totals	(1,304)	(1,286)	18	

Reasons for significant variations

- The employee's budget was underspent by £18k due to a vacant post not filled at the start of the year.
- The 2017/18 Original Budget totalled £1,300k and was increased by £4k in the year to compensate for the increase in employers pension contributions.

Local Risk Budget Carry Forward to 2018/19

- Chief Officers can request underspends of up to 10% or £500,000 (whichever is the lesser) of the final agreed local risk budget to be carried forward provided the underspending is not fortuitous and the resources are required for a planned purpose. Such requests are subject to the approval of the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resources Allocation Sub Committee.
- The Director of Community and Children's Services' is able to request a total carry forward of £18,000 to 2018/19 for this Committee, in accordance with the budgetary arrangements for local risk resources.
- The Director is proposing to allocate £18,000 of his carry forward to this Committee, for a one off project conducting a research study with NESTA on

fusion skills (the soft skills children and young people need to get during school to make them employable in the future). It was hoped that this would be completed during 2017/18 however due to delays with the proposal stage was not possible.

7. These requests will be considered by the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resource Allocation Sub Committee and, if agreed, added to the budgets for 2018/19. All requests for carry forwards are currently being consolidated into a report to be submitted before the summer recess

Peter Kane

Chamberlain

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**Director of Community &
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Committee	Dated:
Education Board	19 July 2018
Subject: Budget update for 2018/19 financial year	Public
Report of: Director of Community and Children's Services	For Information
Report author: Jeanne Barnard	

Summary

1. This paper asks Members to note the latest forecast Outturn position for the 2018/19 Education Budget. Members are also asked to note that Education Board budget has increased by £79k to £2.404m because of the agreement of a Priorities Investment Pot bid for a safeguarding lead role and carry forward bid for a NESTA research project.

Recommendation

Members are asked to note the report.

Main Report

Current Position

2. The forecast Outturn position for the 2018/19 financial year is outlined in the table on the next page. At this stage £1.474m of the overall £2.404m has been spent and the budget is expected to be fully spent by the end of the financial year.
3. The Education Board 2018/19 budget has increased by £79k from the original £2.325m to the current £2.404m because of the agreement of a Priorities Investment Pot bid for £61k around a safeguarding lead role and a successful carry forward bid of £18k for a NESTA research study on fusion skills.

Conclusion

4. Members are asked to note the increased budget, spend to date and forecast Outturn for the 2018/19 financial year.

Appendices

- None

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Education 2018/19 Finances

<u>2018-19</u> <u>Budget</u>		<u>Actuals</u> <u>18/19</u> <u>to Jun18</u>	<u>Balance</u> <u>18/19</u>	<u>Forecast</u> <u>Outturn</u> <u>18/19</u>
£		£	£	
110,000	CEO/CFO/PA MAAT	0	110,000	110,000
110,000	COLAT FUNDING	0	110,000	110,000
122,000	Strategy Director	30,052	91,948	122,000
	Director of Academy			
100,000	Development	26,501	73,499	100,000
46,000	Policy Officer	9,687	36,313	46,000
36,000	Policy Support Officer	12,084	23,916	36,000
304,000	Salaries	78,324	225,676	304,000
	NESTA research study on			
18,000	fusion skills	0	18,000	18,000
30,000	School Visits Fund	0	30,000	30,000
48,000	Culture Mile	0	48,000	48,000
138,000	Partnership Activities	10,066	127,934	138,000
74,000	Training/legal fees/IT costs	251	73,749	74,000
674,000		88,640	585,360	674,000
250,000	COLAS	250,000	0	250,000
250,000	COLAI	232,830	17,170	250,000
250,000	COLAH	250,000	0	250,000
100,000	Redriff	100,000	0	100,000
40,000	Galleywall	42,256	-2,256	42,256
20,000	COLPAI	20,000	0	20,000
140,000	Highgate Hill	142,000	-2,000	142,000
80,000	Shoreditch Park	85,000	-5,000	85,000
250,000	Highbury Grove	249,784	216	250,000
150,000	NCS	13,100	136,900	150,000
200,000	Interventions/Leadership standards/ New schools	0	200,000	190,744
1,730,000	School Funding (Academies)	1,384,970	345,030	1,730,000
2,404,000		1,473,610	930,390	2,404,000

Committee	Dated:
Education Board	19 July 2018
Subject: Education Activities Update	Public
Report of: Director of Community and Children’s Services	For Information
Report author: Jeanne Barnard	

Summary

This report updates Members on recent education activities, including a short summary of each event. It also lists upcoming education events. Events are listed as they relate to the Education Strategy: Education, culture and skills.

Recommendation

Members are asked to note the report.

Main Report

Recent activities

Culture

1. Culture Mile Learning Collaborative Learning Workshop – 23 April 2018
 - This was a day-long workshop exploring three key definitions; Social Mobility, Learning Destination, and Fusion Skills. All partners within Culture Mile Learning had representatives at the event held at the Museum of London.
2. City Schools Arts Exhibition – 2 to 5 July 2018
 - The City’s Schools had the opportunity to exhibit their pupils’ art work in the Guildhall Ambulatory from 2 to 5 July 2018. Ten of the City’s Schools exhibited, and they all brought groups of pupils to view the art work as well as visit the Guildhall Art Gallery. To celebrate the art work, a reception was held on the evening of 4 July which parents and Members the opportunity to view the art work as well.

Education

3. General Data Protection Regulations Seminar – 24 April 2018
 - The City Corporation hosted a seminar for City school governors and staff about the new General Data Protection Regulations 2018 that are coming into force on 25 May 2018. Speakers from the City Corporation, the City of London Academies Trust, Harrison Clark Rickerbys Solicitors, and Lee Bolton Monier-Williams. Presentations covered practical steps for schools to take to prepare, and there was a questions and answer session.
4. Leadership training by Sir Michael Wilshaw
 - Sir Michael Wilshaw provided leadership training to the City Family of Schools’ headteachers over a period of six months. A report produced by Sir Michael Wilshaw on the training is attached as **Appendix 1**.

5. Rising Youth: Youth, Peace and Trust Dinner

- On 20 June the City Corporation hosted a dinner for the City's sixth form students, with the theme Rising Youth: Peace, Trust and Democracy. Attendees included academics, politicians, people from business, local government and City Members. The Lord Mayor opened the event, after which 10 speakers discussed their careers and how studying politics helped them on their path. The students appreciated the insight the speakers provided and thoroughly enjoyed the evening.

Skills

6. CISI Fundamentals of Finance Level 2 course

- The Economic Development Office (EDO) is running a pilot Fundamentals of Finance Level 2 course for 6th form students at Guildhall. The Level 2 course is an introduction to financial services, and it recognised by the industry. 13 students are taking part in the course. EDO is currently looking at doubling the intake for the course in the 2018/19 academic year.

7. Careers Day – 2 March 2018

- The City Schools Careers Day was unfortunately cancelled due to poor road conditions caused by snow.

Upcoming activities

Culture

8. City Schools Concert – 15 March 2019

Education

9. Prefects Dinner – November 2018

10. Basketball Tournament – 22 November 2018

11. Education Board Dinner – 13 February 2019

Skills

12. CISI Fundamentals of Finance Level 2 course – ongoing

13. Careers event – March 2019

- A careers event for the City's Family of Schools is being planned in conjunction with Livery Schools Link, the Stationers and business partners to be held at Guildhall. Details will be shared as plans are confirmed.

Conclusion

14. This report updates Members on recent education activities. It also provides a list of upcoming events through to the end of the 2017/18 academic year.

Appendices

- Appendix 1 – Sir Michael Wilshaw Leadership report

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Report to City of London Academies Trust Board

Leadership Support in the Family of Schools

Sir Michael Wilshaw

The City of London Academies Trust is a high-performing multi-academy trust. Children and young people across the age and ability range do very well in its schools.

The CEO, Mark Emmerson sets high standards, and inspires the headteachers to hold ambitious targets for their schools and their pupils. As a result, the academies are generally achieving above national norms at the various key stages. The CEO effectively monitors the performance of each academy through half termly impact meetings and has a clear picture of each school's strengths and areas for development. This includes consideration of the areas of development and strengths of the leadership teams at the schools. Some staff have been deployed across the academy network and there are three executive headship positions currently operating to oversee the work of more than one school. This executive leadership model is under review and development and the impact of the leadership structure is being evaluated. Executive heads have a difficult job to achieve the right balance between support, challenge and intervention.

Impressive work is underway to foster closer links between the headteachers of the academies and those in the independent schools in the family of schools. Both pupils and staff from the different sectors visit each other and work together to share good practice. This is a good example to other trusts and systems with a similar mix of state and independent schools. The responses during the headteacher coaching sessions suggests that the relationship between the headteachers of the state schools and independent schools is positive and reinforces the sense of a 'City of London Corporation' identity both within the Trust and more broadly across the family of schools.

The leadership seminars and headteacher coaching sessions commissioned were well-attended with the participants representing both independent schools and academies. They all expressed great enthusiasm for their jobs and enjoy working for the City of London Corporation. They are fully aware of the City Corporation's and the COLAT's high expectations for each of its schools and understand the drive for all pupils to progress and achieve. The Headteachers who participated in this leadership development process feel that there is a supportive climate within the City Family of Schools and CoLAT.

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Committee(s): Education Board City of London Academies Trust Board	Date(s): 19/07/2018
Subject: School places demand projections	Public
Report of: Director of Community and Children’s Services	For Information
Report author: Gerald Mehrtens, Director of Academy Development	

Summary

This report is to inform members of the projected levels of demand for primary and secondary school places across the London local authorities where there are existing City of London academies, and/or potential academies. These projections are based on Greater London Authority data. The data shows;

- By 2020 it has been identified an additional 60,000 primary places and 105,000 secondary places will be needed in the capital.
- Primary demand is expected to peak at 704,900 in 2018/19 (an increase of 7,000 over current levels), but over the following ten years it is projected primary demand will fall by approximately 12,000 places than currently needed.
- Despite the projected fall in demand for primary across all London boroughs, except for Galleywall, local authority wards where City academies Redriff, COLPAI, and Shoreditch Park Primary are situated are showing growth in demand for primary school places over the next decade of an average of 11.5%.
- Secondary demand is expected to peak at 479,900 places in 2023/24 (an increase of 77,700 over current levels).
- By 2027/28 London will require an additional 65,200 secondary places, equivalent to roughly 2,200 classes, or 54 standard 1,200-place secondary schools, with every London borough seeing growth in secondary demand.
- Demand for secondary school places in the boroughs of Islington, Hackney, Southwark are increasing by an average of 10.8% with Newham at 15% growth over the period.

Attached as **Appendix 1** are projections for primary school places demand for wards in relation to City academies Galleywall, Redriff, COLPAI, and Shoreditch Park Primary.

Attached as **Appendix 2** are projections for secondary school places demand for the London local authorities of Southwark, Islington, Hackney, and Newham.

Recommendation(s)

Members are asked to:

- Note the demand for school places for Primary and secondary schools in relation to existing City of London academies, and potential further academy growth.

Main Report

Background

1. London has seen rapid growth in the number of children living in the city over the last decade. Between 2001/2 and 2011/12, annual births in London rose by almost 30,000 (28 per cent), with many individual authorities seeing much larger increases. The financial crisis of 2008 had a dramatic impact on London's patterns of migration. Outflows from London to the rest of the UK fell sharply in the aftermath of the crisis, with young families moving to the surrounding counties particularly affected. The combined impact of these factors was a rapid growth in the number of children living in London. This growth put immediate pressure on primary school places, necessitating a huge expansion in capacity. A decade on, local authorities now face a rising demand for secondary school places.

Current Position

Demand for primary school places

2. The National Pupil Database (NPD) recorded 697,937 children attending mainstream state-maintained primary schools in London in 2016/17. Primary school demand is closely linked to the birth rate and 2012 saw a peak in births in London. Those born in the year to mid-2012 entered the school system in 2016/17 and so a similar peak is projected in 2018/19 when 705,000 children will require a primary place. Demand will then fall gradually to a low of 683,000 in 2024/25 before stabilising towards the end of the projection period. Demand is not projected to fall any lower than the level seen in 2014/15. However, by 2027/28, London will require 12,000 less primary school places than are currently needed. This constitutes a fall in demand of around 1.7 per cent.
3. Although overall London is projected to see a fall in demand for primary places in future years, this is not the case in all London local authority wards, as around 40 per cent of wards (a total of 255) will see an increase in demand over the decade.
4. Attached as **Appendix 1** are projections for primary school place demand in London Local authorities where the City has academies. This shows except for Galleywall where there is 9% decline in demand, local authority wards where City academies Redriff, COLPAI, and Shoreditch Park Primary are situated are showing growth of an average 11% demand for primary school places over the next decade.

Demand for secondary school places

5. The NPD recorded 402,266 children in mainstream state-maintained secondary school in London in 2016/17. Over the next five years every London borough will see growth in secondary, which is projected to rise on a steep trajectory for much of the projection period to 2023/24, before peaking and falling back slightly. This peak in secondary demand projected by 2023/24 means London schools will face demand for 479,900 places. This is an increase of 77,700 over current levels, a growth of 19 per cent. The growth in secondary places is fuelled by the cohorts of the recent period of high birth rates (2006-2012) moving through into secondary school and continues the increases in demand seen since 2014/15.
6. Attached as **Appendix 2** are projections for the boroughs of Southwark, Hackney, Islington, and Newham, where there are existing City of London academies. This shows demand for secondary school places in the boroughs of Islington, Hackney,

Southwark are increasing by an average of 10.8% with Newham at 15% growth over the period.

Conclusion

7. London's pupil population projections indicate that more schools will be needed over the next decade, with greatest demand for secondary schools, and delivering on this will require close collaboration between a range of stakeholders.

Appendices

- *Projected demand for state-funded primary school places 2016/17 to 2027/28*
- *Projected demand for state-funded secondary school places 2016/17 to 2027/28*

Background Papers

- *None*

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Committee	Dated:
Education Board	19 July 2018
Subject: City Schools Skills review, City of London Academies Terms of Reference review, and appointments update	Public
Report of: Director of Community and Children’s Services	For Information
Report author: Jeanne Barnard	

Summary

This report provides Members with an update of school governing body governance matters. It asks Members to note that officers carried out a skills audit of the governing bodies of the City’s maintained primary, co-sponsored and sponsored academies. Members are also asked to note the City of London Academies Trust will be reviewing the Trust-wide Terms of Reference for its local governing bodies. The current members of the City schools’ governing bodies are also attached at **Appendix 1**.

Recommendations

Members are asked to:

- Note that officers carried out a skills audit of the governing bodies of the City’s maintained primary, co-sponsored and sponsored academies;
- Note that the City of London Academies Trust will be reviewing its Terms of Reference for Trust local governing bodies as outlined in Article 101 of the Articles of Association. Any changes to the Terms of Reference will be notified to the Education Board at the next appropriate meeting.
- Note the members of the City schools governing bodies at **Appendix 2**.

Main Report

Background

1. The City of London Academies Trust (the Trust) approved its Trust-wide Terms of Reference for local governing bodies (LGBs) for all new schools joining the Trust at its meeting on 6 December 2016. It was subsequently endorsed by the Education Board at its meeting on 12 January 2017. The Terms of Reference have not been reviewed since their approval but have been varied in three instances in respect of schools where local governing bodies had an extra governor appointed, and in the case of the Southwark LGB where the Terms of Reference was updated as part of a pilot on combining the three LGBs for the academies in Southwark.
2. Since September 2017, five schools joined the Trust. The interim local governing bodies of these academies were reconstituted, with the final membership of the local governing bodies approved by the Education Board at their meeting on 20 July 2017. The membership of these academies LGBs requires review by the Trust Board annually.

Review of skills on City Schools governing bodies

3. Officers asked the members of the local governing bodies of the academies in the Trust, the governing bodies of the two co-sponsored academies, and the City's maintained primary school to fill out skills audit forms. The purpose was to review the spread of skills on each governing body and to see where there are any skills gaps.
4. This audit found there is a good mix of skills across the Trust academies, the co-sponsored and the maintained primary. One area where there is a lack of skills is special education needs and disability (SEND) and safeguarding. Officers will offer SEND and safeguarding training for all governors in the 2018/19 academic year. The mix of skills on each local governing body is outlined in tables at **Appendix 1**. Some governors have not returned their skills audit in time to be included in this report, however officers will follow up with those governors to ensure their skills audit is completed. We also expect the Trust, co-sponsored academies and maintained primary school, through their Chairs of governing bodies, to do their own reviews of their governing bodies' performance going forward.
5. Some governing bodies have governors appointed to fulfil particular skills needs that are not included in the tables at Appendix 1. For example, the City of London Academy Shoreditch Park appointed Mark Lowman with knowledge of building projects as the school is building new school premises.

Review of the Trust-wide Terms of Reference for local governing bodies

6. Article 101 of the Trust's Articles of Association provides that the establishment, Terms of Reference (ToR), constitution and membership of any Committee of the Trust Board must be reviewed every 12 months.
7. The Trust Board approved standard ToR for LGBs for all new schools joining the Trust at its meeting on 6 December 2016 which were endorsed by the Education Board at its meeting on 12 January 2017. The standard ToR provides for a membership of one Chair appointed by the Trust Board and approved by the Education Board, six governors appointed by the Trust Board, the headteacher/principal, two parent governors and one teaching and one non-teaching staff member, 12 in total. The standard ToR have not been reviewed since they were approved by Trust Board at its meeting on 6 December 2016.
8. In practice, the standard ToR have been varied for most of the Trust's new LGBs to accommodate the local needs of the individual schools. There is one additional Trust appointed governor on the City of London Academy Highgate Hill, the City of London Academy Highbury Grove, and the City of London Academy Shoreditch Park LGBs. These three LGBs therefore all have 13 governors rather than the prescribed 12. These additional governor appointments were approved by the Trust Board and notified to Education Board.
9. The Trust has also created one joint LGB (the Southwark LGB), with revised ToR, for The City of London Academy Southwark, Redriff Primary School City of London Academy and Galleywall Primary, City of London Academy. This joint LGB model will be monitored and kept under review over a 12-month pilot period from September 2018 to July 2019.

10. The Trust has also recently been approached by the Chairman of the Highbury Grove LGB asking to appoint two further governors to its local governing body, as the Chairman considers they do not have the requisite skills on their governing body. The Trust has also been approached by Newham Collegiate Sixth Form Centre's local governing body with a request to decrease the number of governors that have to be at a meeting for it to be quorate from four to five.
11. The DfE Governance Handbook 2017 advises that all boards should be tightly focused and no larger than they need to be to have all the necessary skills to carry out their functions effectively, with everyone actively contributing relevant skills and experience. In general, the DfE considers that smaller boards are more likely to be cohesive and dynamic, and able to act more decisively.
12. Best practice suggests that local governing bodies have no more than 12 governors, which includes two parent governors, one teaching and one non-teaching staff member, and the headteachers/principal. As outlined in paragraph 5, this is governance model adopted in the Trust-wide ToR.
13. At its meeting on 18 June 2018 the Trust Board agreed to review the ToR to see whether the current governance structure is working for local governing bodies. The review will take the matters raised in paragraph 9 in this report into account and will include a discussion at the next Chairs of Governors forum in September 2018. This will provide the Chairmen of the Trust LGBs with an opportunity to consider make recommendations to the Trust Board for their consideration. Any changes to the standard or individual LGB ToR or membership of the local governing bodies will be notified to the Education Board.
14. For clarity it is noted that the City Corporation's co-sponsored academies are, unlike the Trust, single academy trusts with different constitutions and will not be affected by this review.

Officers serving on Trust local governing bodies

15. Officers may serve on Trust LGBs in a professional capacity with reference to their employment at the City Corporation or in a personal capacity as a volunteer. In both cases, the consent of the employee's Chief Officer will be required.
16. In rare cases, an Officer may be asked to become a governor of a City associated Trust school in connection with their employment. For example, when setting up an interim governing body for a new academy school at pre-opening stage for the purposes of delivery, management and integration of the new school into the Trust to manage risk. In the same way that one would expect this arrangement to be agreed by the Trust Board in collaboration with the City Corporation, it is expected that City Officers would also step away or be removed from such Trust governorships at a suitable point on the same basis.
17. At its meeting on 3 March 2016, the Education Board resolved that Officers of the City of London Corporation, with the appropriate experience and skills, should be eligible to be nominated or appointed to fill appropriate governor vacancies on the City of London Academies Trust local governing bodies where the vacancy does not require the appointee to be an elected Member of the Court of Common Council.
18. Officers therefore may be nominated or voluntarily apply for Trust LGB vacancies. Their applications would then be considered in accordance with the

governor appointment process approved by the Trust Board and endorsed by the Education Board on 6 December 2016 and 12 January 2017 respectively. An Officer who is appointed as a governor must obtain their Chief Officer's consent as appropriate.

19. An Officer nominated by the City (or otherwise appointed by the Trust) would be appointed as a governor in a personal capacity and would not represent the interests of the City Corporation on that LGB. This will not affect the obligations the Officer has to the City Corporation as an employee which extend to their behaviour and activities outside their employment (for example not to bring the City Corporation into disrepute, not to disclose confidential information, etc).
20. Conflicts of interest which might arise in the Officer sitting on that LGB would need to be managed in accordance with the Trust's and/or LGB's own conflicts of interest policies and procedures. To the extent that a conflict arises in the Officer's employment at the City, those conflicts will be managed in accordance with the City Corporation's own Employee Code of Conduct and Employment Policies, which may prevent the Officer, due to the nature of their employment at the City, being eligible to apply to serve on a Trust LGB.

Current membership of City Corporation schools' governing bodies

21. Tables setting out the school governors for each school associated with the City Corporation are attached at **Appendix 2**.

Conclusion

22. This report updates Members on school governing body governance matters and asks Members to note that officers asked governors on the City's maintained primary, co-sponsored and sponsored academies governing bodies to fill out a skills audit. Members are also asked to note that the City of London Academies Trust Board will be reviewing its standard Terms of Reference for local governing bodies and that any changes to the standard or individual LGBs Terms of Reference or membership of governing bodies will be notified to the Education Board. The current membership of each governing body for the City's family of schools is attached at **Appendix 2**.

Appendices

- Appendix 1 – Skills audits for City schools' governing bodies
- Appendix 2 – Governing body membership of City Corporation schools

Background Papers

- i. Education Board paper and minutes: City of London Academies Trust (04504128) governor appointments and overview of appointment processes for City Corporation associated schools (14 September 2017)
- ii. Education Board paper and minutes: Governance of Southwark Academies (9 November 2017)
- iii. Education Board paper and minutes: City of London Academies Trust (04504128) and The City Academy, Hackney (06382192) governor appointments (17 May 2018)

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Committee	Date
Education Board	19 July 2018
Subject: Livery Schools Link update	Public
Report of: Director of Community and Children's Services	For Information
Report author: Jeanne Barnard DCCS	

Summary

Livery Schools Link has provided a report updating Members on its recent activities, as well as future plans for an expanded careers event.

Recommendation

Members are asked to:

- Note that Livery Schools Link report attached at Appendix 1.
- Note that Livery Schools Link will be working with Members and officers on organising a larger careers event early in 2019.

Main Report

Background

1. Livery Schools Link have been hosting a Career's Showcase at Guildhall for the last three years. These events have been attended by the City of London academies and have always been highly successful.

Current Position

2. Livery Schools Link is working with Education Board Members and officers to create a larger careers event. The event would involve the Livery Companies and businesses and will be open to all the City Corporation's Family of Schools.
3. Further updates on Livery Schools Link can be found in its report attached at **Appendix 1**.

Conclusion

4. Members are asked to note the report from Livery Schools Link at Appendix 1, and that Members and officers are working with Livery Schools Link to create a careers event to be held early next year.

Appendices

- Appendix 1 – Report from Livery Schools Link

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Committee(s)	Dated:
Public Relations & Economic Development Sub Committee – For Information Policy & Resources – For Decision Education Board – For Information	28 June 2018 7 July 2018 19 July 2018
Subject: Closure of City Careers Open House (CCOH) and City of London Business Traineeship (CBT) programmes	Public
Report of: Damian Nussbaum, Director, Economic Development Office	For Information
Report author: Sarah Jane Enson, Senior Policy & Programmes Manager, Economic Development Office	

Summary

The City of London Corporation has supported the employability of Londoners for many years. As a leading voice in financial and professional services, a significant employer and funder via City Bridge trust and other programmes, we have supported many individuals into employment. We have also supported businesses to secure the talented workforce they need.

Two employability programmes: City Careers Open House (CCOH) and City of London Business Traineeship (CBT) have been delivered since 2006 and 2000 respectively, when there was little to support the access of talent to the FPS sector.

As part of our ongoing programme management, we have undertaken rigorous analysis of the impact of these funded programmes. Over their lifetime, both programmes have delivered many positive outcomes, but in recent years, have struggled to achieve targets or deliver significant impact for students or businesses, leading to a lack of return on investment. At the same time, the landscape of similar employability programmes has evolved and expanded and businesses capacity to administer such activity themselves has improved.

Given the above, we propose the closure of the CCOH and CBT programmes from the end of the current contract cycle (October 2018), enabling a shift in focus towards innovative solutions for businesses on talent and skills issues which support our strategic objective to ensure businesses have access to the skills and talent they need.

Recommendations

Members of the Policy & Resources Committee are asked to:

- Agree to the closure of the CCOH and CBT programmes at the end of the current contract cycle.

Members of the Public Relations and Economic Development Sub Committee are asked to:

- Note the report.

Main Report

Background

City of London Business Traineeship

1. The City of London Business Traineeship programme was launched in 2000 to provide paid summer internships for students who lack connections to the City and may not otherwise find an FPS internship independently. When launched there were very few programmes of this type available.
2. Over 18 years, the programme has provided internships to over 1,400 students, and been linked to some positive outcomes, for example, 50% of participating students expected to work in FPS before their placement, but over 90% expected to work in FPS after their placement.
3. However, long-term tracking shows just over 56% went on to work within FPS, and of these, 24% reported that they think they will leave the sector within 2 years (above the industry average of 18.6%), suggesting the programme increases interest in the sector, but does not increase the number of students pursuing careers in FPS or their likelihood of staying in the sector.
4. Since 2016 it has been increasingly difficult to engage businesses in the programme and secure placements within companies, this is despite the efforts of officers and the delivery partner. Just 28 businesses have participated in the past two years and over 50% of interns have been placed in 5 companies.
5. The annual target for this programme is to secure 110 internships. However, in 2017, only 55 internships were secured. For summer 2018, 66 placements have been confirmed. Currently, the delivery partner expects to deliver 64% of the target for the current contract.

City Careers Open House

6. City Careers Open House provides classes of Year 6 and Year 10 students with tours of FPS business offices, this incorporates talks by professionals on working in the sector and Q&A sessions. The programme has run since 2006 and has an immediate impact in increasing student's confidence levels in business settings. However, it is not known if there is any longer-term impact on raising aspirations.
7. Our conversations with schools have shown that workplace visits are not highly prioritised, as schools are increasingly focused on engaging with businesses to establish work experience placements.

8. Similarly to CBT, CCOH has struggled to engage businesses. Since 2013, over 50% of all tours have taken place within just 5 large corporates and there are a large number of similar programmes offered in the market. Businesses have turned down the opportunity to host tours, owing to being engaged in other similar offerings. In the past two years, the contract has been extended to enable delivery partners to reach the contract targets.

Current Position

9. The demand among schools for these programmes has changed. CBT and CCOH launched when the Corporation had few education outreach programmes. In the interim period, we have increased our interactions with students from the City and neighbouring boroughs and beyond. Today the Corporation supports a range of high-impact and successful aspiration raising, skills development and career insights programmes, through our cultural institutions, charitable programmes, apprenticeships, Liveries and as a sponsor of the growing City of London Academies. See appendix 1.
10. Feedback from schools shows a shift to focus to 100-hours of quality work related learning for students. Schools are prioritising work-experience, meaning interest in the CCOH and CBT programmes has fallen. Some schools will miss the service, but we are concerned about the number of schools who are not engaging with the service – numbers are dropping – and the number of schools who are not ‘repeat customers’. Uptake among our own academies is low.
11. Under the proposed new skills strategy, activities will be occurring from Key Stage One through to post school leaver phases and will be part of a spiral development of introduction to the world of work through to bespoke careers guidance and advice and beyond into pre-employability programmes. Going forward, we intend to move away from direct delivery, working more closely with a range of partner organisations to pilot an activity within the City Family of Schools. Following pilot delivery, activity and impact would be evaluated and results used to influence others to enable scale and scope of future activities.
12. The demand among businesses for these programmes has declined. Since 2013, many businesses who were historically involved in the programmes are no longer participating, having created their own similar programmes in-house, or using of the 90+ similar programmes in this market. A range of high-impact access-to-work programmes are now available which fill the space that CCOH and CBT helped create. See appendix 2.
13. We have spoken to several businesses about the reasons for their lack of uptake of the programmes, and have received feedback that:
 - a. CBT reduces the number of graduate summer internships that can be offered, which will then increase graduate recruitment costs as businesses cannot transfer a graduate intern into a full-time employee
 - b. Businesses have developed CCOH-type school/student outreach programmes in-house and lack capacity to support other programmes

- c. Businesses lack capacity to host a paid intern for 6-13 weeks
 - d. Many businesses now sponsor academies and invest their time in supporting those schools
14. The ongoing difficulties in engaging businesses, the difficulty in achieving the targets of the programmes in recent years, and the large number of similar programmes on offer to employers, suggests that CCOH and CBT are operating in an increasingly crowded and competitive market place, and are complicating, rather than supporting the employability agenda.
 15. There is also concern that as many Education Business Partnerships have started offering businesses this type of activity through a subscription model. It is possible that our programmes may be undercutting their work.
 16. Improving access for talent is now supported by a substantial number of providers, and analysis suggests CoLC would be able to deliver more impact by supporting the progression and retention of talent in the sector, which has high drop-out rates for women, BAME and individuals from lower socio-economic backgrounds. Working on this agenda would allow CoLC to build on our current Social Mobility, Diversity and Inclusion and Apprenticeship activities.
 17. Closing these programmes would also allow us to focus on piloting innovative approaches to the talent and skills issues that FPS faces. This year we have piloted delivery of the 'Fundamentals of Financial Services' course, delivered by the Chartered Institute of Securities & Investments. This course is being delivered to 18 students, (11 from CoLC Academies) and is providing students with an industry-led qualification and a fuller insight into careers in the sector. Transitioning away from previous models and towards the space in which we can add the most value will enable us to deliver programmes with impact and be a leader in this space.
 18. There is much to celebrate in the legacy of the CCOH and CBT programmes. They have helped forge the space for 90+ similar programmes which now operate in this market and serve business needs. If closure is agreed, we would seek to communicate and celebrate the outcomes of these programmes with participants, and sign-post to schools and businesses to similar provision in the market.

Conclusion

19. In recent years, the CCOH and CBT programmes have been operating in an increasingly crowded marketplace and have been unable to meet targets. This has led to a substantial lack of return on investment.
20. Many of the finance sectors talent and skills issues are not currently served by programmes in the market. Closing the CCOH and CBT programmes will enable us to focus on delivering innovative and high-impact solutions, which strategically align our work to our objectives.

Appendices

- Appendix 1 – CoLC Programmes which support young people
- Appendix 2 - Similar FPS focused work experience programmes in the market

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Committee	Dated:
Education Board	19 July 2019
Subject: Update on Governors for Schools (Co No 03879854) (Charity No 1078330) employability project	Public
Report of: Andrew Carter, Director of Community and Children's Services	For Information
Report author: Jeanne Barnard, Community and Children's Services	

Summary

This report provides Members with an update on the employability project Governors for Schools is working on which the Education Board has funded. A report by Governors for Schools on the project's progress is attached at **Appendix 1**.

Recommendation

Members are asked to note the report.

Main Report

Background

1. At its meeting on 9 November 2017, the Education Board approved funding to Governors for Schools (formerly SGOSS) of £24,340 from City's Cash for an employability project. Further approval for the project was provided under urgency after more information was provided by Governors for Schools.
2. The project's objective is to create a suite of high-quality, e-learning modules covering the subject of employability, as well as establishing Link Governors for Employability across London schools with supporting resources.

Current Position

3. The progress report by Governors for Schools (GfS) attached at **Appendix 1** provides an overview of the progress of the project. GfS has made good progress towards the KPI's of the project, including a successful launch event in February 2018 which was opened by the Chairman of the Education Board.
4. GfS has also launched its first suite of e-learning modules in mid-June, which provides training for primary and secondary school governors on how they can drive employability in their schools. Next steps include further engagement events to increase awareness of the project and hosting a webinar for schools on employability in the autumn term.

Conclusion

5. This report provides Members with a progress report on the employability project run by Governors for Schools, which has been funded by the Education Board.

Appendices

- Appendix 1 – Progress report from Governors for Schools

Background Papers

Education Board report – Funding approval for Governors for Schools (Co No 03879854) (Charity No 1078330)

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Progress report for the City of London: 29th June 2018

Prepared by: William Durham – Project Lead at Governors for Schools

Background to project:

Aims and Objectives:

- To provide the business case to support the importance of engagement between schools and businesses.
- To identify opportunities for governors to drive employability outcomes through their schools and encourage them to open up employability opportunities for students.
- To provide resources that help prepare governors for their role in driving engagement between businesses and schools.
- To up-skill governors to be able to help students understand the world of work and what they need to do to get a job.
- To provide opportunities that will impact on the outcomes of young people.

KPIs

1. Aim to engage a minimum of ten employers to work with governors/schools to provide work-related opportunities to students.
2. Aim to engage a minimum of 100 governors to actively look to open up employability opportunities for students.
3. Aim to engage a minimum of 50 schools to actively engage with businesses.
4. Produce a suite of online resources to support the aims and objectives of this proposal. These materials will be produced using input from all stakeholders and subject matter experts. All materials will be quality assured and agreed with the City of London Corporation.

What have we done?

On Monday 19th February 2018 we held a successful launch event at Guildhall Art Gallery to announce that our website support section for Employability Link Governors had gone live.

In keeping with the original aims and purpose, these resources included:

- The Business Cases for employer engagement at primary and secondary level – and the importance of governors opening up their own links within their networks
- Role descriptions for governor responsible for employer engagement – primary and secondary
- Information on existing employability services that can be accessed, and links to these
- Suggestions and examples of best practise for linking careers to the curriculum
- Case studies from schools, volunteers and corporates showcasing existing work

We have collaborated with a number of organisations to strengthen these resources, including:

- Schools across London
- Founders4Schools
- Team London – and London Enterprise Advisor Network. The resources and e-learning have been shared with schools with Enterprise Advisors
- London Councils – e-learning shared with all councillors by their Head of Careers
- Accenture, HMRC, Lloyds Banking Group (advice), Allen & Overy, Cicero Group,
- Careers and Enterprise Company

We have also developed an E-Learning module designed to help governors provide challenge and support to schools with delivering their careers strategy. This was launched in mid-June 2018.

We held a webinar for primary school governors on 23rd April with a school leader and a link governor

sharing their expertise.

We have written to over 800 schools across London to share our resources and encourage them to provide feedback and engage with us about the work they are doing in this field. We wrote to them once in October, with the agreed flyer, and then more recently in June with the e-learning module and requesting feedback.

Progress towards targets:

Google Analytics of website:

Since going live on 19/02/18 the Employability resources section of our website has been visited 636 times, with 507 of these being unique users.

E-learning starts and completions:

37 people have started the module so far, with 14 completions, over a 3 week period.

We have collected 7 **case studies** across our three main stakeholder categories. As the project continues we will continue to request and collect these to help build a stronger library of good practice and build towards the stated aim of 10 per stakeholder category (schools, volunteers, employers.)

Comment on KPI's in original proposal:

Governors have been inspired to realise their own potential in helping open up business and have been signing up via organisations such as Founders4Schools to help others.

Over a 100 serving governors have engaged with the campaign – from launch party, to webinars and helping provide feedback on resources/provision in their schools. These governors are at different schools across London.

A suite of online resources has been produced – and will be reviewed in Summer 2018 to update with new developments in sector.

The feedback that has been collected is positive and people are appreciative of the increased focus on the governor role and support provided

What's next?

The Autumn term will include:

- A webinar for secondary level governors
- A networking event with notable speakers – to be held in second half of September
- Further collaboration eg. Louise Cooper (CEO) to meet with Claudia Harris (CEO of Careers and Enterprise Company)
- Exploring working with EY Foundation on their work in this field and combining strengths and audience
- Chasing up case studies to strengthen this section of the website

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Committee(s)	Dated:
Education Board - For approval and recommendation Policy & Resources - For funding allocation	19/07/2018
Subject: Culture Mile Learning - Case for Investment 18/19 and 19/20	Public
Report of: Sharon Ament, Director, Museum of London	For Decision (Education Board)
Report author: Frazer Swift, Head of Learning & Engagement, Museum of London Victoria Patrick and Rosemara Mather-Lupton, Culture Mile Learning	For Funding Allocation (Policy & Resources)

Summary

The following document and appendices outline the activity that the current funding for the Culture Mile Learning (CML) partnership has supported to date and includes a budget request for the next funding period. It also outlines the activity that will be undertaken using this funding.

CML is working to fulfil many of the priorities in the Education Board's Cultural and Creative Learning Strategy but funding is allocated from the Policy & Resources Committee. CML also delivers the learning strand of the Culture Mile Strategy. CML will align with the wider Culture Mile funding cycle in April 2020 but until then we will bring regular progress reports to Education Board. Our first report will be brought to the September 2018 Board.

CML aims to tackle four **evidence-based needs**:

- 1) Shortage of desirable fusion skills in job applicants
- 2) Disadvantaged Londoners lack opportunities to develop fusion skills
- 3) The City faces challenges in accessing talent and greater workforce diversity
- 4) Benefits of strategic collaborative working across City's cultural institutions

Education Board previously approved the release of £150,000 to CML for the funding period (September 2017- August 2018). The current CML funding has primarily been used on activity for the development of the partnership and capacity building. Our next funding request is slightly increased as it responds to the new **Cultural and Creative Learning Strategy** and is required to enable us to deliver a range of new activities and to increase our reach and impact.

This paper seeks **approval to release £360,000** to support the activities of CML over the academic years 2018/19 and 2019/20. We will also be carrying forward an underspend of £76,550 into the next funding period.

In addition to developing the partnership, our collaborative programmes have benefited over 13,000 learners since September 2017, for example through Young

City Poets, City Stories, the City Schools Visits Fund and the major Culture Mile event Smithfield 150.

Funding for 2018/19 and 2019/20 will be spent on dedicated staffing and a range of activities that reflect our strategic priorities; Social Mobility, Fusion Skills and Learning Destination (see Appendix 1).

CML will focus on the following **areas of activity**:

- 1) Delivering fusion skills pathways for London's learners, particularly disadvantaged groups, by developing interventions that draw on our unique assets, expertise and strengths as a partnership.
- 2) Establishing Culture Mile as a learning destination for London by investing in collaborative planning and delivery models that align resources and enhance our collective impact
- 3) Developing the skills and methodologies to understand, capture and communicate our collective impact on London's learners.

Key projects that will deliver against these areas include:

- **City School Visits Fund** – promote the fund to schools and not-for-profit educational organisations in disadvantaged areas across London
- **CPD for teachers from the City family of schools** – work with City Family of Schools to deliver a CPD programme for teachers to enhance fusion skills and creative learning across the curriculum
- **Shared work experience programme** – deliver a pilot work experience programme across CML partners for students from the City family of schools and Islington schools
- **Fusion Skills Challenge Prize** – drive change and cross-sector collaboration through a seed-funding innovation prize in order to unlock opportunities for young Londoner's to gain the fusion skills required for success in the 21st century workforce.

Recommendation(s)

Members are asked to:

- Approve the continued development of CML
- Recommend to the Policy & Resources Committee **the release of £360,000** to fund the work of CML until March 2020. This includes funding for the City School Visits Fund.

Appendices

1. Case for Investment Full Report
2. Culture Mile Learning Delivery Plan 2018-20
3. Culture Mile Learning Budget 2018-20
4. City School Visits Fund Update

The CML Case for Investment 2017/18, approved at the November 2017 Education Board meeting, is included for background information.

Committee Education Board	Dated 19 July 2018
Subject: Report on Guildhall School of Music & Drama scholarship grant	Public
Report of: Principal, Guildhall School of Music and Drama	For Decision
Report author: Sarah Wall, Chamberlains and Sean Gregory, Director of Learning and Engagement.	

Summary

At its meeting on 20 July 2017, the Education Board agreed to continue the City Corporation's payment of £30,000 per annum to the Guildhall School of Music and Drama (the School) to fund scholarships for the 2018/19 and 2019/20 financial years, subject to the School reporting back annually to the Education Board on the numbers of scholarships awarded and the impact of the grant. This report demonstrates how the grant was used in 2017/18 and sets out proposals for how the grant is used in 2018/19 so the scholarship awards are aligned with the Education Board's Cultural and Creative Learning Strategy.

Recommendations

Members are asked to:

- Note the number of scholarships awarded by the School in 2017/18.
- Consider the proposals outlined in the report and agree to either:
 - Continue to use the grant for unrestricted scholarships.
 - Make the grant restricted, so it is only used for scholarships that focus on supporting skills development in performance, production arts and creative enterprise, provide support where the need is greatest, particularly students from a broad cultural and socio-economic demographic, and to strengthen progression opportunities to the Guildhall School, and its associated Young Artist programme, for City of London Academies pupils.

Main Report

Background

1. The Guildhall School of Music & Drama (the School) is one of the world's leading conservatoires and drama schools, offering musicians, actors, stage managers and theatre technicians an inspiring environment in which to develop as artists and professionals.
2. The School is a global leader of creative and professional practice and promotes innovation, experimentation and research. Rated the top conservatoire in the UK by the Guardian University Guide in three out of the past four years, it has 1279

students (1070 fte) in higher education, drawn from 60 countries around the world. The School is also the UK's leading provider of specialist music training at the under-18 level with 2,500 students in Junior Guildhall and the Centre for Young Musicians.

3. At its meeting on 20 July 2017, the Education Board agreed to continue the City Corporation's payment of £30,000 per annum to the Guildhall School of Music and Drama (the School) to fund scholarships for the 2018/19 and 2019/20 financial years, subject to the School reporting back annually to the Education Board on the numbers of scholarships awarded and the impact of the grant.

Report back on how many scholarships awarded

4. In the academic year 2017/18 cash scholarships totalling £2.1m were awarded to 567 students (53% of senior population). These scholarships come from two types of funding 1) restricted sources, such as scholarships awarded based on nationality, instrument etc and 2) unrestricted, which is down to the discretion of the School.
5. The £30k granted by this Board went into the unrestricted fund. This means that individual students cannot be named, as the unrestricted fund is a combination of various grants, and scholarships are then awarded from this general pool of funding. On average scholarships of £4k were awarded this year which means approximately seven students benefited from the grant from the Education Board.

Proposals

6. For the next round of scholarships, the School can either continue to allocate the grant into the unrestricted fund for scholarships, or it can be restricted to align with the Cultural and Creative Learning Strategy.
7. Through its new 5-year strategic plan the Guildhall School is committed to providing training for young people, across a diverse range of social backgrounds, to provide the skills and confidence needed to progress in today's arts, cultural and creative industries.
8. This includes courses such as a BA (Hons) in Performance and Creative Enterprise, delivered in association with the Barbican Centre. This degree, which has a strong focus on entrepreneurship, is aimed at all artists who want to develop their performance, production, collaboration and leadership skills.
9. The Guildhall School has also continued to grow its portfolio of production arts courses, including video projection mapping. Students on the BA (Hons) Video Design for Live Performance work on live, artistically innovative and technically ambitious events both within the City of London and beyond.
10. Officers' preferred option is to restrict the grant, so it is only used for scholarships that focus on supporting skills development in performance, production arts and creative enterprise, provides support where the need is greatest, particularly students from a broad cultural and socio-economic demographic, and to strengthen progression opportunities to the Guildhall School, and its associated Young Artist programme, for pupils from the City of London Academies.
11. Providing greater support for Guildhall Students on pathways such as those mentioned above would help to ensure greater alignment between the School's

own Widening Participation strategy and the City of London's Education, Skills and Creative and Cultural Learning strategies.

Conclusion

12. This report provides Members with an update on how the £30k grant from the Education Board for scholarships at the School was spent. It also asks Members to agree to either continue to allocate the grant to the unrestricted scholarship fund at the School, or to restrict the grant so scholarships are given on a more focused basis. Officers' preferred option is to restrict the grant.

Appendices

- None

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