



## Education Board

**Date:** THURSDAY, 8 NOVEMBER 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  
Tijs Broeke  
Lord Mayor-Elect Alderman Peter Estlin  
Stuart Fraser  
Caroline Haines  
Christopher Hayward  
Alderman William Russell  
Ruby Sayed  
Deputy Philip Woodhouse  
Tim Campbell (Co-Opted Member)  
Deborah Knight (Co-Opted Member)  
Veronica Wadley (Co-Opted Member)

**Enquiries:** Alistair MacLellan  
[Alistair.MacLellan@cityoflondon.gov.uk](mailto:Alistair.MacLellan@cityoflondon.gov.uk)

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

**John Barradell**  
**Town Clerk and Chief Executive**

# **AGENDA**

## **Part 1 - Public Agenda**

1. **APOLOGIES**

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

3. **MINUTES**

To agree the public minutes and summary of the meeting held on 13 September 2018.

**For Decision**  
(Pages 1 - 6)

4. **ACTIONS**

Report of the Town Clerk.

**For Information**  
(Pages 7 - 10)

5. **GOVERNOR APPOINTMENTS**

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

**For Decision**  
(Pages 11 - 12)

6. **EDUCATION ACTIVITIES**

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

**For Information**  
(Pages 13 - 14)

7. **EDUCATION BOARD BUDGET UPDATE FOR 2018/19 FINANCIAL YEAR**

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

**For Information**  
(Pages 15 - 16)

8. **EDUCATION BOARD REVENUE BUDGETS - 2019/20**

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

**For Decision**  
(Pages 17 - 20)

9. **ADDITIONAL ALLOCATION OF A SKILLS BUDGET FOR 2019/20**  
Report of the Strategic Director for Education, Culture and Skills.
- For Decision**  
(Pages 21 - 24)
10. **CULTURE MILE LEARNING UPDATE**  
Report of the Director of the Museum of London & Chair of Culture Mile Learning.
- For Decision**  
(Pages 25 - 26)
11. **EVALUATION OF CITY PREMIUM GRANT FUNDING FOR CITY ACADEMIES 2017/2018**  
Report of the Director of Community and Children's Services.
- For Information**  
(Pages 27 - 30)
12. **ONLINE FUNDING FOR CITY ACADEMIES**  
Report of the Strategic Director for Education, Culture and Skills.
- For Decision**  
(Pages 31 - 34)
13. **GOVERNOR CLERKING SURVEY RESULTS**  
Report of the Director of Community and Children's Services.
- For Decision**  
(Pages 35 - 38)
14. **LAND TRANSACTIONS - FORMER RICHARD CLOUDESLEY SCHOOL SITE**  
Report of the Town Clerk.
- For Decision**  
(Pages 39 - 44)
15. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
16. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
17. **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**

18. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 13 September 2018.

**For Decision**  
(Pages 45 - 48)

19. **NON-PUBLIC ACTIONS**

Report of the Town Clerk.

**For Information**  
(Pages 49 - 50)

20. **CITY OF LONDON ACADEMY SCHOOLS SCRUTINY MEETINGS**

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

**For Information**  
(Pages 51 - 58)

21. **CITY OF LONDON ACADEMIES TRUST, ACADEMIES DEVELOPMENT  
PROGRAMME - UPDATE**

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

**For Information**  
(Pages 59 - 62)

22. **CITY OF LONDON PRIMARY ACADEMY ISLINGTON (COLPAI) – TENDER  
AWARD**

Report of the City Surveyor.

**For Decision**  
(Pages 63 - 90)

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

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

**For Decision**  
(Pages 91 - 96)

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

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

## EDUCATION BOARD

Thursday, 13 September 2018

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor  
West Wing, Guildhall on Thursday, 13 September 2018 at 3.00 pm

### Present

#### Members:

Henry Colthurst (Chairman)	Christopher Hayward
Ann Holmes (Deputy Chairman)	Deputy Philip Woodhouse
Randall Anderson	Tim Campbell
Deputy Keith Bottomley	Deborah Knight
Alderman Peter Estlin	Veronica Wadley
Stuart Fraser	

#### Officers:

Alistair MacLellan	- Town Clerk's Department
Sufina Ahmad	- Town Clerk's Department
Chandni Tanna	- Town Clerk's Department
Mark Jarvis	- Chamberlain's Department
Emily Rimington	- Comptroller & City Solicitor's Department
Anne Bamford	- Strategic Education, Culture and Skills Director
Daniel McGrady	- Department of Community and Children's Services

#### 1. APOLOGIES

Apologies were received from Caroline Haines, Alderman William Russell and Roby Sayed. The Town Clerk noted that Chris Hayward would be arriving late.

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

There were no declarations.

#### 3. PUBLIC MINUTES

**RESOLVED**, that subject to some typographical amendments the public minutes and non-public summary of the meeting held on 19 July 2018 be approved as a correct record.

#### 4. ACTIONS

Members considered a report of the Town Clerk regarding actions arising from previous meetings and the following points were made.

#### Report on 2017/18 City Premium Grants

The Education Strategy Director noted that this report would be submitted to Members in November 2018.

## **Review of Local Governing Body Arrangements – City of London Academy Southwark**

The Education Strategy Director noted that this action should be included on the actions list going forward and was due in January 2019.

**RESOLVED**, that the report be received.

### **5. EDUCATION ACTIVITIES UPDATE**

Members considered a report of the Director of Community and Children's Services regarding Education Activities and the following points were made.

- In response to a request from a Member, the Education Strategy Director agreed to expand the report to a six-month lookahead document going forward.
- A Member recommended booking Guildhall venues such as the Great Hall up to two years in advance.
- The Chairman noted ongoing planning for the proposed July 2019 careers event and emphasised that the event would build on the work undertaken by the City of London Corporation to date. In response, a Member commented that the City should be mindful of emerging narratives in employability e.g. the emphasis on digital skills.
- A Member noted that, in his view, there was a need to change the narrative around the perception of apprenticeships as second rate to university degrees. He cited an example of a recent conversation with a Managing Director of a construction company who had found it difficult to recruit four apprentices.
- A Member suggested that the Education Strategy Director explore the possibility of securing royal patronage of the careers event.
- A Member noted that it was important to direct the careers narrative at parents as well as young people, and moreover take into account the approaches adopted by corporates in identifying and recruiting talent.

**RESOLVED**, that the report be received.

### **6. GOVERNOR APPOINTMENTS UPDATE**

Members considered a report of the Director of Community and Children's Services regarding Governor Appointments and the following points were made.

- The Director of Community and Children's Services noted that the Board of Trustees of the City of London Academies Trust had conducted its annual review of the terms of references of its Local Governing Bodies (LGBs) and had decided that the composition of LGBs could be varied in exceptional circumstances.

- The Chairman noted that a column detailing each Governor's end-date of appointment would be included in Governor Appointments reporting going forward.
- A Member commented that she would welcome persons with demonstrable cultural experience being appointed to LGBs to serve as Governors responsible for culture.
- Members debated the respective merits of large and small Governing Bodies.

**RESOLVED**, that the report be received.

**7. EDUCATION, SKILLS AND CULTURAL AND CREATIVE LEARNING STRATEGY ANNUAL ACTION PLAN 2018-19**

Members considered a report of the Strategic Education, Culture and Skills Director regarding the Education, Skills and Cultural and Creative Learning Strategy Annual Action Plan 2018/19 and the following points were made.

- The Strategic Education, Culture and Skills Director noted that the action plan was what underpinned the Education, Skills and Cultural and Creative Learning Strategy, and that a graphic representation of the action plan was in development to be shared with relevant stakeholders.
- In response to a comment from a Member, the Strategic Education, Culture and Skills Director agreed to discuss the issue of sports engagement with the Director of Communications, to ensure that City Schools were included in any City Sports engagement going forward.

**RESOLVED**, that the report be received.

**8. DIGITAL SKILLS STRATEGY FOR 2018-23**

Members considered a joint report of the Director of Community and Children's Services and the Director of Economic Development regarding the Digital Skills Strategy for 2018-23 and the following points were made.

- A Member welcomed the change in focus from digital skills qualifications towards ensuring young people were ready for the world of work.
- The Town Clerk noted that the Digital Skills Strategy complemented the existing Employability Strategy, and the Heads of City Schools were member of the officer-level Digital Skills Group.
- A Member requested that officers be mindful of the potential for the strategy to complement the work undertaken to combat cybercrime by the City of London Police and City businesses.

**RESOLVED**, that the report be received.

9. **BUDGET UPDATE FOR 2018/19 FINANCIAL YEAR**

Members considered a report of the Director of Community and Children's Services regarding the Budget Update for the 2018/19 financial year. The Chairman noted that the £43,000 saving referenced within the report was due to the underspend in salary for the Strategic Education, Culture and Skills Director's secondment to the City of London Academies Trust between April-July 2018.

**RESOLVED**, that the report be received.

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

There were no questions.

11. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT  
Education Board – September Meeting Date**

At the request of the Chairman, Members agreed that the September meeting date of the Education Board should be deferred by one week going forward.

12. **EXCLUSION OF THE PUBLIC**

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

13. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 19 July 2018 be approved as a correct record.

14. **NON-PUBLIC ACTIONS**

Members considered a report of the Town Clerk regarding non-public actions arising from previous meetings.

15. **SAFEGUARDING UPDATE**

Members considered a report of the Strategic Education, Culture and Skills Director regarding safeguarding.

16. **UN-VALIDATED 2018 RESULTS DATA FOR CITY FAMILY OF SCHOOLS**

Members considered a report of the Strategic Education, Culture and Skills Director regarding Unvalidated 2018 results data for the City Family of Schools.

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

Members considered a report of the Director of Community and Children's Services regarding progress on the provision of additional primary school places and social housing on the former Richard Cloudesley school site.

18. **GATEWAY 5 - GALLEYWALL PRIMARY SCHOOL - TENDER AWARD**

Members considered a report of the City Surveyor regarding Galleywall Primary School – Tender Award.



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

There were no questions.

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

There was no other business.

**The meeting ended at 4.55 pm**

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Chairman

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## Education Board – 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 November 2018 (2017/18 Grants) Due May 2019 (2018/19 Grants)
8 March 2018	Annual Evaluation of Additional Funding for City Academies to be submitted to Board	Strategic Education and Skills Director	On November 2018 Agenda
13 September 2018	City Schools to be factored into City Sports Engagement – to be raised with Director of Communications.	Strategic Education and Skills Director	Completed – update at November 2018 meeting.
13 September 2018	Education Activities Report include (at least) six-month lookahead.	Strategic Education and Skills Director	Completed
13 September 2018	Governor Appointments Report in include Governor terms end-dates.	Strategic Education and Skills Director	To be implemented in Board reporting from November 2018
13 September 2018	Review of Local Governing Body Arrangements at City of London Academies Southwark to be submitted to the Education Board	Strategic Education and Skills Director	Due January 2019

## Education Board – Public Outstanding Actions

Date	Action	Officer responsible	Progress Update
17 May 2018	Consideration be given to bringing Additional Funding Applications process forward by two months.	Strategic Education and Skills Director	Due January 2019
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	Due at March 2019 Board
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
19 July 2018	Consideration be given to inviting a Guildhall School scholarship recipient to future meeting of the Education Board.	Strategic Education and Skills Director	Update at November 2018 meeting
19 July 2018	Guildhall School Scholarship Outcome Report to be submitted to Education Board in September 2019.	Strategic Education and Skills Director	September 2019
19 July 2018	Terms of reference of Nominations Sub-Committee to be amended to include making recommendations for appointment to the City of London Academies Trust.	Town Clerk	Completed
19 July 2018	Education, Skills, Culture and Creative Learning Strategy to be submitted to Court of Common Council.	Town Clerk	To be submitted to Court of Common Council in December 2018

## **Education Board – Public Outstanding Actions**

<b>Date</b>	<b>Action</b>	<b>Officer responsible</b>	<b>Progress Update</b>
19 July 2018	Whole Court Briefing Meeting on Education, Skills, Culture and Creative Learning Strategy to be convened.	Town Clerk	To be convened by Policy Chairman in early 2019.
19 July 2018	Education Board Members to volunteer to serve on officer-level Careers Showcase Project Board.	All	Completed
19 July 2018	School Places Demand Projections Report to be annual item on Education Board agenda.	Director of Community and Children's Services	July 2019
19 July 2018	Officers to review delivering of clerking to City Schools and report back to the Education Board.	Strategic Education and Skills Director	On November 2018 Agenda

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<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Governor Appointments	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Decision</b>
<b>Report author:</b> Daniel McGrady	

## Summary

This report asks Members to approve the appointment of Rachel McGowan as Chair of Newham Collegiate Sixth Form governing body. Members are also asked to note that Sukhi Bath and Martin Gaskell have been appointed as governors at Newham Collegiate Sixth Form by the Chair of City of London Academies Trust (CoLAT). Members are asked to note that CoLAT Board of Trustees have amended their trust-wide terms of reference for Local Governing Bodies and to note the current governing body membership of City Corporation's schools attached at **Appendix 1**.

## Recommendations

Members are asked to:

- Approve the appointment of Rachel McGowan as Chairman of Newham Collegiate Sixth Form Local Governing Body.
- Note the appointment of Sukhi Bath and Martin Gaskell to Newham Collegiate Sixth Form Local Governing Body.
- Note that the CoLAT Board of Trustees updated their trust-wide Terms of Reference for Local Governing Bodies at their meeting on 5 September 2018.
- Note the members of the City schools governing bodies at **Appendix 1**.

## Main Report

### Approval of Rachel McGowan as Chair of Newham Collegiate Sixth Form

1. At the 20 July 2017 Education Board Meeting, Members approved the appointment of Rachel McGowan as the Chairman of the newly constituted permanent local governing body for Newham Collegiate Sixth Form which formally opened in September 2017. Rachel is Headteacher at Plashet School in Newham and has worked in other leadership roles at various schools for over twenty years. Rachel has extensive experience in curriculum development and student attainment, safeguarding, HR, and financial management and is a member of the Newham Association of Secondary Headteachers and the Association of School and College Leaders.
2. At their full Local Governing Body meeting on 4 October 2018, the Board of Governors carried out the process for annual re-election of the Chairman and nominated Rachel McGowan to continue as Chairman for another term of one year. In accordance with the Sponsorship Agreement, all Chairman appointments to CoLAT local governing bodies must be approved by the Education Board. Members are therefore asked to approve the nomination of Rachel McGowan as Chairman of the Newham Collegiate Sixth Form Local Governing Body.

## **Appointment of Sukhi Bath and Martin Gaskell to Newham Collegiate Sixth Form**

3. This report asks Members to note the appointment of Sukhi Bath and Martin Gaskell to the Newham Collegiate Sixth Form local governing body following approval by the Chairman of the CoLAT Board of Trustees under urgency procedure on 26 September 2018. Sukhi is currently employed as a Project Manager in the office of the Vice-Provost for Education and Student Affairs at University College London (UCL). Martin is a Past Master of the Worshipful Company of Educators and was nominated by Sponsor Governor, Caroline Haines. Martin has had a number of leadership roles in further and higher education, including being Rector of the University of Northampton and Chairman of HE European Social Fund.

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

4. At its meeting on 13 September 2018, Members of the Education Board noted that the CoLAT Board of Trustees reviewed its Terms of Reference for Local Governing Bodies. At its meeting on 5 September 2018, CoLAT Board Members approved a variation in the terms to allow that “under exceptional circumstances, the numbers, membership and nature of the Local Governing Body may be varied. Any variation must be submitted for consideration by the Trust Board who will decide whether, and for how long, the approval is given.” For clarity it is noted that the City Corporation’s co-sponsored academies are, unlike the Trust, single academy trusts with different constitutions and are not affected by this review.
5. Following the approval of the variation in the Terms of Reference, CoLAT Board Members provided approval to increase the number of governors on the local governing body at City of London Academy Highbury Grove to a total of sixteen governors, including up to twelve approved by the CoLAT Board. Following this, the Chairman of the Local Governing Body and the Executive Principal of Highbury Grove have been seeking and considering potential nominees for the additional four co-opted governors. Nominations are due to be presented for approval at the next CoLAT Board on 13 December 2018 and will be brought to the subsequent Education Board for information.

### **Current membership of City Corporation schools’ governing bodies**

6. The current governing body membership of City Corporation’s schools is attached at **Appendix 1**.

### **Conclusion**

7. Members are asked to approve the appointment of Chairman and note the appointment of two co-opted governors to Newham Collegiate Sixth Form Local Governing Body. Members are also asked to note variations to the CoLAT Terms of Reference for Local Governing Bodies, and to note the current governing body membership of City Corporation schools.

### **Appendix**

- Appendix 1 – Governing body membership of City Corporation’s schools

### **Daniel McGrady**

Lead Policy Officer (Education, Culture & Skills)

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<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Education Activities Update	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Daniel McGrady	

## Summary

This report updates Members on recent events and activities across the three strategies overseen by the Education Board: Education, Cultural & Creative Learning, and Skills. A calendar of upcoming events can be found at **Appendix 1**.

## Recommendation

Members are asked to note the report.

## Main Report

### Recent activities

#### Education

- Governor Training on School Finances – 19 September 2018
  - The City Corporation hosted a training session for school governors and staff on the role of governors in school finances. The training was led by the Strategy Director of Education, Culture and Skills and received positive feedback from the attendees.
- Scrutiny Meetings – 31 October 2018
  - City Corporation Academies, including City of London Academies Trust (CoLAT) and co-sponsored academies, attended scrutiny meetings to comply with the accountability framework overseen by the Education Board. The scrutiny process is a joint process between the CEO and CoLAT Trust Board Chair, and the Strategic Director for Education, Culture and Skills on behalf of the Education Board. Prior to the panel meetings, local governing bodies provided a review of statutory outcomes matched against targets, future predictions and progress compared with national averages.

#### Cultural & Creative Learning

- City of London School Conference – 4 October 2018
  - City of London School hosted a conference on Creativity and Innovation in Education. The conference included talks from speakers and a discussion on using creativity in the teaching and learning process. City of London School allocated free tickets to City Corporation Academies, and several school staff members from the academies attended the conference.

#### Skills

- Work Experience Roundtable – 18 September 2018
  - Education Board Member and Lord Mayor-Elect, Alderman Peter Estlin, chaired a roundtable with business leaders, digital innovators, and key education and skills partners to discuss ways of working collaboratively to upscale the provision of work experience in London. The attendees offered a 'commitment' from their organisation, and an 'ask' of the other organisations around the room.
- Ada Lovelace Day – 9 October 2018
  - Over 50 young women from City Corporation's Family of Schools attended an event hosted by Founders4Schools to mark Ada Lovelace Day 2018. The girls heard from a

diverse group of women from the world of science, maths and business speaking about their ambitions and careers stories across STEAM industries.

6. Careers Week Working Party – 16 October 2018

- Chairman of the Education Board, Henry Colthurst, chaired the first Careers Week Working Party, consisting of City Corporation staff and representatives from organisations across business, digital and cultural sectors. The Working Party will provide strategic direction, leadership and practical suggestions to ensure that the Careers Week in June 2019 is a success.

**Upcoming activities**

7. A full calendar of upcoming events is included at **Appendix 1**.

**Appendices**

**Appendix 1** – Calendar of Events (2017/18) linked to Education, Cultural & Creative Learning, and Skills Strategies.

**Daniel McGrady**

Lead Policy Officer (Education, Culture & Skills)

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<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Education Board budget update for 2018/19 financial year	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Daniel McGrady Mark Jarvis	

## Summary

1. This paper asks Members to note the latest forecast Outturn position for the 2018/19 Education Budget.

## Recommendation

2. Members are asked to note the report.

## Main Report

### Current Position

3. The forecast Outturn position for the 2018/19 financial year as of period 6 is outlined in the table on the next page. At this stage £1.653m of the overall £2.404m allocation has been spent and the local risk element of the budget is currently expected to be underspent by £36,321 by the end of the financial year. This underspend is primarily due to an underspend in salary for the Strategic Director post as a result of a secondment to City of London Academies Trust from April to July 2018. The underspend will be used to contribute towards the contracting of staff and the development of promotional materials to run the Careers Week 2019.

## Conclusion

4. Members are asked to note the spend to date and forecast outturn for the 2018/19 financial year.

## Appendices

- None

### Daniel McGrady

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<u>2018-19 Budget</u>		<u>Commitments 18/19</u>	<u>Actuals 18/19 to Sept18</u>	<u>Balance 18/19</u>	<u>Forecast Outturn 18/19</u>
£			£	£	
110,000	CEO/CFO/PA MAAT	0	110,000	0	110,000
110,000	<b>COLAT FUNDING</b>		110,000	0	110,000
122,000	Strategy Director	60,934	23,454	37,612	84,388 <sup>1</sup>
	Director of Academy				
100,000	Development	50,727	51,864	-2,591	102,591
46,000	Policy Officer	28,990	19,175	-2,165	48,165
36,000	Policy Support Officer	19,698	12,837	3,465	32,535
304,000	<b>Salaries</b>	160,349	107,330	36,321	267,679
	NESTA research study on fusion				
18,000	skills	0	14,760	3,240	18,000
30,000	School Visits Fund	30,000	0	0	30,000
48,000	<b>Culture Mile Learning</b>	30,000	14,760	3,240	48,000
138,000	<b>Partnership Activities</b>	0	35,279	102,721	138,000
13,000	<b>Training/legal fees/IT costs</b>		1,296	11,704	13,000 <sup>2</sup>
613,000		190,349	268,665	153,986	576,679
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	<b>Interventions/Leadership standards/ New schools</b>		0	200,000	190,744
61,000	Professional Fees (PIP)- Family of Schools Safeguarding Lead		0	61,000	61,000
1,791,000	<b>School Funding (Academies)</b>		1,384,970	406,030	1,791,000
2,404,000		190,349	1,653,635	560,016	2,367,679

<sup>1</sup> This would have been 121,946 but is less due to secondment to CoLAT from Apr – Jul 2018.

<sup>2</sup> This is reduced from 74,000 as 61,000 for Safeguarding Lead from PIP Funding has moved down to Central Risk.

<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Education Board Revenue Budgets – 2019/20	<b>Public</b>
<b>Report of:</b> The Chamberlain Director of Community & Children's Services	<b>For Decision</b>

## Summary

This report is the annual submission of the revenue budgets overseen by the Education Board. In particular it seeks approval for the provisional revenue budget for 2019/20 for subsequent submission to the Finance Committee. The budgets have been prepared within the resources allocated to the Director and although delegated to the Director, a detailed breakdown of the budget will be presented to this Committee in January 2019 similar to the process adopted in the last three years for the Board to have an oversight of expenditure. The provisional nature of the revenue budgets particularly recognises that further revisions may arise from the necessary realignment of funds resulting from corporate projects.

<b>Summary Of Table 1</b>	<b>Original Budget 2018/19 £'000</b>	<b>Latest Approved Budget 2018/19 £'000</b>	<b>Original Budget 2019/20 £'000</b>	<b>Movement Original 2018/19 to Original Budget 2019/20 £'000</b>
Expenditure	(2,325)	(2,405)	(2,642)	(317)
Total Net Expenditure	(2,325)	(2,405)	(2,642)	(317)

Overall, the 2019/20 provisional revenue budget totals £2.6m, an increase of £317,000 when compared with the Original Budget for 2018/19. The main reasons for this increase are:

- Additional funding in 2019/20 of £305,000 for Culture Mile Learning which was agreed by Policy & Resources Committee on 6 September 2018.
- 2019/20 local risk budgets include 2% increase for inflation which amounts to £12,000.

## Recommendations

The Committee is asked to:

- Review the provisional 2019/20 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;
- Authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to Academies and Central Support Services.

## **Main Report**

### **Introduction**

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate for the delivery of the City Corporation's vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition it will be responsible for the City academy schools and the City Corporation's role as a school sponsor.
2. This report sets out the proposed revenue budgets for 2019/20. The revenue budget management arrangements are to:
  - Provide a clear distinction between local risk and central risk.
  - Place responsibility for budgetary control on departmental Chief Officers.
  - Apply a cash limit policy to Chief Officers' budgets.
3. The budget has been analysed by service expenditure and compared with the latest approved budget for the current year.
4. The report also compares the current year's budget with the forecast outturn.

### **Strategic Objectives**

5. The Education Board has oversight over the delivery of three City Corporation strategies, namely: the Education Strategy 2019-2023, the Skills Strategy 2018-2023, and the Cultural and Creative Learning Strategy 2018-2023. Whilst standing alone as three distinct strategic areas, these strategies overlap and interconnect to deliver one vision for the City Corporation: To prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.
6. The strategies can also be broken down into their individual strategic objectives:

#### Education

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

#### Skills

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

#### Cultural and Creative Learning

- Integrate digital and creative ideas into the schools and creating more connected routes for pupils and teachers to access the cultural and heritage offer.

- Deliver a distinctive City Corporation education and skills offer that ensures that all learners receive a high quality and continuous education both in and through the arts.
- Support our cultural organisations to appeal to wider audiences through outreach and learning initiatives and working outdoors.
- Work towards achieving a diverse, creative workforce that mirrors the diversity of the community.

### Proposed Revenue Budget for 2019/20

7. The proposed Revenue Budget for 2019/20 is shown in Table 2 analysed between:
- Local Risk budgets – these are budgets deemed to be largely within the Chief Officer’s control.
  - Central Risk budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budgets of a corporate nature (e.g. interest on balances and rent incomes from investment properties).
8. The provisional 2019/20 budgets, under the control of the Director of Community & Children’s Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2 COMMUNITY & CHILDREN’S SERVICES SUMMARY – CITY’S CASH						
Analysis of Service Expenditure	Local or Central Risk	Actual 2017-18 £’000	Original Budget 2018-19 £’000	Original Budget 2019-20 £’000	Movement 2018-19 to 2019-20 £’000	Para Ref
<b>EXPENDITURE</b>						
Employees	L	(199)	(231)	(327)	(96)	
Supplies and Services	L	(287)	(364)	(585)	(221)	
Academy funding	C	(800)	(1,730)	(1,730)	0	
<b>TOTAL NET EXPENDITURE</b>		<b>(1,286)</b>	<b>(2,325)</b>	<b>(2,642)</b>	<b>(317)</b>	7

9. The variance relates to increased funding of £305k to cover costs associated with Culture Mile Learning along with additional funding of £12k to accommodate inflation.

### Revenue Budget 2018/19

10. The forecast outturn for the current year is in line with the Latest Approved Budget of £2,405k. Appendix 1 shows the movement between the Original Budget 2018/19 and the Latest Approved Budget 2018/19.

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## Appendix 1

	£'000
Original Budget 2018/19	(2,325)
Local Risk carry forward from Directors underspend in 2017/18	(18)
Additional budget in relation to a successful bid from the Priorities Investment pot. This was to fund a family of schools safeguarding lead	(62)
<b>Latest Approved Budget 2018/19</b>	<b>(2,405)</b>



<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Additional allocation of a skills budget for 2019/20	<b>Public</b>
<b>Report of:</b> Strategic Director for Education, Culture & Skills	<b>For Decision</b>
<b>Report author:</b> Anne Bamford	

## Summary

This report asks Members to endorse a recommendation to Policy and Resources Committee for increasing the Education Board Budget 2019/20 by £140,000 to deliver key aspects of the Skills Strategies as part of the Education Board's three main strategies: The Education Strategy, the Cultural and Creative Learning Strategy, and the Skills Strategy. The recommendation represents an annual increase from the current baseline, and a smaller increase from 2020/2021.

## Recommendations

Members are asked to:

- Endorse a recommendation to Policy and Resources Committee for increasing the Education Board Budget 2019/20 by £140,000.
- Endorse a recommendation to Policy and Resources Committee for increasing the Education Board Budget from 2020/21 by £85,000.

## Main Report

### Background

1. In July 2018, the Education Board approved three new strategies to be implemented from 2019-2023, namely, the Education Strategy, the Cultural and Creative Learning Strategy, and the Skills Strategy.
2. Prior to the development of these three strategies, there was a single strategy for education which included reference to culture. There was also a single budget for the Education Unit.
3. In line with the requirements of Education Board, the Education Unit have developed annual action plans with budget being reported under the three separate strategies. The Education Unit has a budget for the delivery of the Education Strategy; Culture Mile Learning has a budget as the delivery partner for the Culture and Creative Learning Strategy; but, currently, there is not a dedicated budget line to deliver on the Skills Strategy. Therefore, a request is being made for additional budget to cover the implementation of the new Skills Strategy 2019-2023.

### Current position

4. As per the standard process, the Chamberlain has submitted a report to the 8 November Education Board meeting on the annual submission of the revenue budgets overseen by the Education Board. The paper seeks approval for the provisional revenue budget for 2019/20 for subsequent submission to the Finance Committee. The report notes that the 2019/20 provisional revenue budget totals £2.6m, representing an increase of £317,000 when compared with

the Original Budget for 2018/19. The increase is due to additional funding in 2019/20 of £305,000 for Culture Mile Learning (now reported in the Education Board budget) which was agreed by Policy & Resources Committee on 6 September 2018, and 2% increase for inflation on the local risk elements of the budget.

### **Case for additional funding**

5. The additional budget for the implementation of the Skills strategy will enable the goals of:
  - a) Transform the lives of our diverse adult learners, through a unique educational experience
  - b) Deliver high quality adult education, training and apprenticeships
  - c) Continue working towards the achievement of a diverse workforce so that it mirrors the diversity of our community
  - d) High quality exposure to the world of work at all stages of education to enable pupils and learners to make informed career choices
6. The requested budget will be used to address goals c) and d) above and to expand the cross-cutting work (across the three strategies) on the development of fusion skills in children, young people and adult learners.
7. In 2019/20 a request is being made for an additional £140,000. This money will be applied to two major feature projects of the Skills Strategy, namely:
  - a) £60,000 will be allocated to the 2020 Careers Week event and the development of a 'business to schools' hub to provide services to enable schools to fulfil their statutory duties to provide career guidance and work experience to their pupils. This will also address the strategic aim to provide the pupils with frequent, high-quality exposure to the world of work and develop work-related skills as part of their lifelong learning.
  - b) £80,000 will be allocated in the 2019/20 financial year to design, develop, pilot test and implement a fusion skills assessment tracking tool. This will directly implement the cross-cutting fusion skills agenda across the three strategy areas. The development of the tool will include CPD and training for teachers and pupils and ensure that schools can clearly show the development of these skills and the progress towards producing talent. This action aligns closely with both the City Corporation's Digital and the Social Mobility Strategies and is a ground-breaking and innovative project which will bring high-profile attention to the exceptional nature of the City Corporation's education, skills and cultural and creative learning approaches. This will have immediate positive benefits for pupils, teachers and school leaders and over time is expected to have national and international benefits for employers and the future of work. It is anticipated that a budget of £80,000 will be required in the first, development year, but that this figure should drop to £25,000 per year as the development costs reduce.
8. This request for additional funding to implement the Skills Strategy represents large efficiency savings and value for money as savings have been made across several smaller careers-related expenditures that have traditionally occurred.

Moreover, the innovative nature of the proposals means that the City Corporation has already begun to leverage considerable external support for both projects and this means that we are getting excellent value for money from the City Corporation's expenditure through actual and in-kind contributions from others.

## **Conclusion**

9. This report asks Members to endorse a recommendation to Policy and Resources Committee for a modest increase the Education Board Budget 2019/20 by £140,000 to deliver key aspects of the Skills Strategies as part of the Education Board's three main strategies. The recommendation represents an annual increase from the current baseline, although a smaller increase has been predicted from 2020/2021 onwards.

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<b>Committee(s)</b> Education Board	<b>Dated:</b> 8 November 2018
<b>Subject:</b> Culture Mile Learning Update	<b>Public</b>
<b>Report of:</b> Sharon Ament, Director, Museum of London and Chair of Culture Mile Learning	<b>For Decision</b>
<b>Report author:</b> Frazer Swift, Head of Learning & Engagement, Museum of London	

## Summary

This report provides Members with a summary of the performance of the City of London School Visits Fund during the academic year 2017/18 and asks Members to approve a name change for the fund. The report also updates Members on Culture Mile Learning (CML) programme milestones and upcoming events. The report asks Members to approve a forward plan for future updates and evaluations to be submitted to the Education Board on Culture Mile Learning projects.

## Recommendation

Members are asked to:

- Approve a name change of the City School Visits Fund as well as note the findings from the evaluation report for the academic year 2017/18. The full report is at **Appendix 1**.
- Approve the forward plan of CML updates to the Education Board.
- Note the CML high-level programme milestones and upcoming events.

## Main Report

### City of London School Visits Fund Evaluation Report 2017/18

1. The highlights from the report are summarised below. The full report is provided at **Appendix 1**:
  - There was a total of 264 successful applications to the fund in 2017/18 (target 100), benefiting 11,918 pupils from 27 London boroughs.
  - The average Pupil Premium rate for applications was 47% (London average number of Pupil Premium pupils is 35%; national average 26%).
  - 100% of teachers said that their pupils learnt something new because of the visit.
  - 93% of teachers agreed or strongly agreed that the visits helped develop their pupils' skills (e.g. creative, digital, interpersonal and problem-solving).
  - 86% of teachers said that the visit increased pupils' confidence and motivation.
2. The School Visits Fund is now part of Culture Mile and any not-for-profit and non-school educational organisations that work with children and young people in disadvantaged areas of London are eligible to apply. CML recommend that the name of the fund should reflect these developments. Members are asked to approve that the fund should be called 'Culture Mile Learning Visits Fund'.

### CML Milestones

3. Work Experience
  - The Autumn Term pilot will be completed in the week commencing 26 November 2018 and the evaluation report will produced in January 2019.

- The Summer term pilot will be completed and evaluated by September 2019.
4. Culture Mile Fusion Prize
    - The Fusion Prize Judging Panel will be in place by March 2019.
    - The Launch event will be in April 2019.
    - The announcement of Challenge Prize Finalists will be in July 2019.
    - The awards and celebration event will take place in March 2020.
  5. City of London Corporation Careers Week
    - CML will lead a Cultural and Creative break-out day on 17 June 2019.
  6. Culture Mile Learning Bundle Days
    - Two pilots of the Bundle Days project will be delivered and evaluated by September 2019.
  7. Teacher CPD
    - Pilot complete and evaluation report will be produced by September 2019.
  8. Young City Poets
    - Project complete by April 2019 and evaluation report produced in July 2019.

### **Upcoming events**

9. Culture Mile Fusion Prize Briefing – Stakeholder briefing to be held on 9 November 2018 at the Charterhouse.
10. London Councils Summit – CML will be represented at the London Councils Summit Event on 17 November 2018.
11. City of London Corporation Careers Week – CML breakout day on 17 June 2019.

### **Education Board Reporting Forward Plan**

12. Members are asked to approve the following forward plan for CML updates to the Education Board:

Education Board (2019)	Primary reporting topic
January	Culture Mile Fusion Prize
March	N/A – Board Away Day
May	Work experience and careers week
July	Young City Poets
September	Teacher CPD
November	Culture Mile Learning school ‘Bundle Days’

### **Conclusion**

13. This report provides Members with a summary of the performance of the City of London School Visits Fund during the academic year 2017/18 and asks Members to approve a name change for the fund. The report also updates Members on CML milestones and upcoming events and asks the Board to approve a forward plan of CML updates to subsequent Education Board meetings.

### **Appendices**

- Appendix 1 – City of London School Visits Fund Evaluation Report 2017/18

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<b>Committee(s)</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Evaluation of City Premium Grant Funding for City Academies 2017/2018	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Daniel McGrady	

## Summary

This report provides Members with a summary of the impact evaluations for projects delivered by City Corporation Academies over 2017/18 using additional funding known as the City Premium Grant agreed by the Education Board.

## Recommendation

Members are asked to note the summary of the impact evaluations submitted by City Corporation academies for the projects funded by the 2017/18 City Premium Grant and delivered in the 2017/18 academic year.

## Main Report

### Background

1. At its meeting on 20 July 2017, the Education Board endorsed proposals to allocate additional funding to the City Corporation's academies to support projects identified by the academies to boost learning and improve the educational offer. The nine academies which received funding were sent an evaluation form to complete, asking them to focus on the impact of projects on attainment, aspiration, skills and wellbeing and to submit evidence of impact. This report highlights the main impact areas for Primary and Secondary schools and includes some commentary of the evaluative methods used.
2. At the time of writing this evaluation report, City of London Academy Southwark had not provided their impact analysis. That means that they remain ineligible for further City Premium Grants until such time as the reporting requirements have been met.

### Current Position

#### Secondary

A total of £600,000 was awarded to City Corporation secondary academies.

3. The most popular use of the funding was to pay for extra revision and exam preparation sessions, with an estimated total of £136,079 spent on this. The offer included residential revision weekends, half-term and Saturday sessions and one-to-one tutoring. The impact was on exam results at Key Stage 4, with many secondary schools attributing improved exam results on last year to extra revision sessions for pupils. In some cases, schools compared the performance of those pupils who received extra revision sessions with those who did not and noted some direct impact on attainment. For example, at City of London Academy Highgate Hill, the progress rate of Year 11 students who accessed one-to-one tutoring in English Literature and Maths was marginally higher than the Year 11 whole cohort. One common benefit of these sessions was the impact on pupil confidence and resilience, with one school noting that pupils who would otherwise give-up during exam papers demonstrated an improved determination to finish the paper.
4. Two secondary schools used their funding allocations to improve school inclusion and attendance, spending an estimated £68,685 of the total funding allocation. City of London Academy Islington used additional funding on bespoke Alternative Provision (AP) for vulnerable students at risk of exclusion and noted that the attainment of pupils whilst in alternative provision was significantly higher than their predictions had they remained in

mainstream education at the academy, and no pupils attending the provision were excluded. Whilst these provisions are expensive, the overall return on investment may be high due to the prevention of long-term negative outcomes of regular non-attendance and exclusion from school.

5. Music education, including instrumental lessons, orchestras and ensembles, was a popular use of the grant for Secondary Academies, with an estimated total of £59,382. Provision was focused primarily on pupils in Years 7 and 8 and included both universal offers and targeted offers at talented young people. The main areas of impact across these projects included an increased interest in music and improved attainment in music lessons. Academies also noted the demonstrably improved confidence and team-working capabilities of pupils who participated in groups or orchestras and who performed music to live audiences. Those academies who ran music programmes also noted the beneficial effect of pupils engaging in extra-curricular activities, both in terms of improved engagement in learning, and the opportunities for parents to be involved in pupil performances.
6. Some Secondary Academies used the additional funding to provide direct careers and work experience information, advice and guidance, spending an estimated total of £33,034 (this does not include projects which would have a wider impact on pupils' employability). These projects demonstrated some impact on pupils' knowledge and understanding of the requirements of specific careers, their forward thinking and career goals, and participation in work placements. In both examples of using the funding for these purposes, it was too early for the schools to show the long-term impact of these interventions on destination and NEET data.

#### Primary

A total of £75,000 was awarded to City Corporation primary academies.

7. A noteworthy alteration from the original funding bid was demonstrated by Redriff Primary School which originally bid for £50,000 to improve pupils' oracy skills, however used their total additional funding allocation of £50,000 on projects to improve pupils' performance in maths following a low progress score for maths in 2016/17. Redriff's interventions have shown impact on results, noting progress in maths at +4.7 compared with -0.6 for 2016/17. This represents an effective repurposing of the City Premium Grant to respond to school performance needs.
8. CPD for teachers was the most common use of the City Premium Grants across primary academies with primary schools spending an estimated £20,000 of the total allocation on CPD. The CPD was largely focused around innovative and alternative methods of teaching, such as using woodwork to teach maths, using phonics to teach reading and writing, and using oracy skills to develop maths skills. Whilst no comparative impact evaluations were carried out comparing pupils' performance of those who received an intervention and those who had not, CPD can be presumed to have contributed to a positive trajectory in results.
9. Parental engagement was a common theme across projects delivered by the primary academies. Parent workshops and learning at home resources to strengthen parental involvement in children's phonics and learning was a key aspect of City of London Primary Academy Islington's (COLPAI) nationally favourable results in reading and writing. Similar approaches were used by Redriff to boost achievement in mathematics which also positively impacted on results.

#### Areas for improvement in measuring impact

10. Where schools have used the City Premium Grant funding for projects which develop pupils' soft skills, or 'fusion skills' (e.g. Duke of Edinburgh, Instrumental Lessons, Team Building trip), the impact analyses are often focused on outputs rather than the pupils' demonstrable development of these skills. There are cases where schools have stated that 'pupils feel more confident' but not how this skill is then applied across the curriculum and becomes an accessible skill in that pupils' learning toolkit. This is a noticeable gap across all of the evaluations, and so points to the schools' limitations in tracking and assessing pupils' fusion skills.
11. Schools were most successful in demonstrating the impact of their interventions when they compared baselines before the project with the results afterwards and compared the progress



of pupils who participated in the project with non-participants. This approach more confidently demonstrated that the project had a direct impact on outcomes for pupils, rather than other unknown contributing factors which cannot be purposefully replicated.

12. Some secondary academies used City Premium Grant funding on school ICT projects, spending an estimated £71,006 of the total allocation. The desired outcomes of these projects were primarily to improve pupil engagement in learning by making it easier for pupils to access work at home and for parents to access updates on their children's learning. There is very little evidence of the impact of these projects on improving pupils' learning. Members may therefore want to ensure clear KPIs for ITC related projects in future bidding processes.

## **Conclusion**

13. This report provides Members with a summary of the impact evaluations for projects delivered by City Corporation Academies over 2017/18 using additional funding provided by the Education Board.

## **Appendices**

- Appendix 1 – Summary of 2017/18 proposals approved by the Board.
- Appendix 2 – School level summary of impact of City Premium Grant 2017/18 funding.

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<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Online funding for City Academies	<b>Public</b>
<b>Report of:</b> Strategic Director for Education, Culture & Skills	<b>For Decision</b>
<b>Report author:</b> Anne Bamford	

## Summary

This paper asks Members to note an initial options appraisal of City Corporation Academies using online fundraising platforms to increase school income to boost teaching and learning, and to raise funds for bespoke improvement projects. Members are asked to note the initial evaluation of the option and consider the recommendations contained within the report.

## Recommendation

Members are asked to note the initial evaluation of the option and consider the recommendations contained within the report.

## Main Report

### Background

1. Schools in London are currently experiencing considerable financial pressures. In 2019, the 'Fairer Funding Formula' is likely to be fully implemented and while there have been slight increases in the per pupil funding to schools, the rate of increase has not kept pace with several areas of raising expenditure and many schools are experiencing a real-terms reduction in school funding.
2. The general financial pressures on school budgets mean that schools are increasingly looking to alternate funding sources. As the Sponsor of Academies under the City of London Academies Trust (CoLAT) and a Co-Sponsor of two further academies, the Education Board has a strategic role to consider options which would positively benefit the financial position of any of its schools. This includes opportunities for increased income generation.
3. There are several alternative funding sources across a range of giving options and a comprehensive list of these can be found in **Appendix 1** as well as a list of the types of campaigns schools can run.
4. This paper specifically explores the option of City Corporation Academies generating income through online giving facilitated by online donation management websites (e.g. *Active Network* and *Just Giving*) by including links to online donation pages on school websites. The paper sets out the current position, an options appraisal, and provides recommendations for next steps.

### Current Position

#### City of London Academies – Income generation

5. Currently, City of London Academy Highgate Hill (COLAHH), City of London Academy Southwark (COLAS) and City of London Academy Highbury Grove (COLAHG) maximise lettings where possible. This year, Galleywall Primary and City of London Primary Academy Islington (COLPAI) have received support from parents for raising funds. Galleywall held a summer fete and one parent of a COLPAI pupil secured funding for a gardening project for the school. COLPAI also received a £5,000 donation in the year from a governor contact. City of London Academy Shoreditch Park (COLASP) received some small donations in 2017/18 and books were donated to the library through City Corporation contacts. In all schools, where teachers have capacity, they will apply for small amounts of funding for specific projects (e.g. Science). However, there is currently no notable income received to schools from online giving platforms.

## Comparative Multi-Academy Trusts

6. A desktop analysis was carried out of school websites within similar sized multi-academy trusts to CoLAT, including Herts for Learning, Williamson Trust (Kent) and Mossbourne Federation. One school, Sir Joseph William's Mathematic School in the Williamson Trust Foundation, has a page on the website dedicated to the 'RMSA' which is a parent teacher organisation for raising funds to purchase items for pupils' use or support school projects. The page includes a link to '[TheGivingMachine](#)' which is an online shopping portal enabling a small percentage of products bought through the website to be converted into donations to the RMSA. This was the only online giving link found in the initial desktop analysis and there were no examples of direct giving fundraising links on school or Trust websites.

## **Option Appraisal**

### Advantages

7. The advantages of using online giving to raise funds have been considered for the City Corporation and the individual academies. These are listed below:
- Additional resources and opportunities to boost teaching and learning.
  - The possible development of closer links between the community, businesses and the school to promote closer partnership working.
  - Targeted campaigns might result in capacity funding which can be leveraged to apply for bigger external grants, e.g. those bids requiring some form of matched funding.
  - The campaigns could promote philanthropy with a clear social purpose.

### Disadvantages

8. The disadvantages of using online giving to raise funds have been considered for the City Corporation and the individual academies. These are listed below:
- The City Corporation already actively solicits philanthropy for a range of projects and initiatives. If schools also collected funds, this could lead to conflicting messaging or 'over asking' the same funders.
  - Individual schools and the City Corporation more generally could suffer reputational risk from inappropriate giving, for example if donations came from inappropriate sources or were used for inappropriate purposes.
  - The Trust academies operate in areas of high deprivation and have a high proportion of Pupil Premium income, and so targeting parents and families would not be appropriate.
  - The City Corporation and its associated charities have a strong record of philanthropy, donating around £55 million per annum to charitable causes. Education is a recipient of significant funds including through grants and bursaries and considerable in-kind support. The City Family of Schools may not be considered as 'in-need' of increased giving to other schools.
  - Many of the Family of Schools ask the pupils, parents and even staff to contribute financially to many other charities and high impact causes. A giving site or facility to benefit the school may have an unintended negative impact of the giving to other charities and high value causes.
  - The set up and ongoing management costs, both actual and in terms of staff time, could outweigh the benefits.
  - There may be actual or perceived disreputable 'drivers' for giving. For example, companies might donate to create a more positive view of their organisation or individual might donate to presume this will give them preference of opportunities for their children or a group of children.
  - Income generation could lead to longer-term over-reliance on additional funding sources to 'prop-up' uneconomical budgets or poor budget planning.

### Operational issues to consider

9. Additionally, for the City Corporation, CoLAT, co-sponsored trusts and individual academies, there would be several operational factors to consider, including:
- The legal framework around school income generation, fundraising and use of donations.
  - Academy Financial Handbook guidance and rules, notably around related parties.
  - Administrative burdens.
  - Proprietary and probity.
  - VAT and Tax implications/Tax credits.
  - Data protection and GDPR compliance.
  - Measurement of return on investment and impact.

### **Recommendations**

10. Members endorse further investigation into the option of online funding to schools, including:
- a. Case studies of what other schools are doing in this area, weighing the overall net benefit.
  - b. Commissioning experts in the field to examine the overall net benefit to schools.
11. Following further analysis of the feasibility and net benefit of the option, if Members agree in principle that the option would benefit schools, Members would then need to engage with the CoLAT Board of Trustees and Senior Leadership Team, as well as the Co-Sponsors and Directors of the Co-sponsored Academy Trusts, to recommend this option.

### **Conclusion**

12. This report provides members with an options appraisal of City Corporation academies using online platforms for fundraising including for general budget increases and bespoke improvement projects. Members have been asked to note the initial evaluation and consider the recommendations.

### **Appendix**

- Appendix 1 – List of alternative funding sources and campaign types.

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<b>Committee</b>	<b>Dated:</b>
Education Board	8 November 2018
<b>Subject:</b> Governor Clerking Survey Results	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Decision</b>
<b>Report author:</b> Daniel McGrady	

## Summary

Members are asked to note the results of a survey on the current provision of governor clerking services across the City Corporation Family of Schools. This paper presents the key findings from the survey responses and makes recommendations. **Appendix 1** includes summary tables from the survey results.

## Recommendation

Members are asked to note the findings from the survey and consider and approve the recommendations contained within the report.

## Main Report

### Background

1. At the September 2018 Education Board meeting, Members endorsed a request for the Education Unit to develop and distribute a survey to the Family of Schools to map the current provision of governor clerking services for Full Governing Body (FGB) and Sub-committee meetings. The survey was distributed to the Family of Schools and focused on the current arrangements for governor clerking services, the costs to school budgets, whether the current arrangements are working, and what schools would like to receive and prioritise from clerking services. The survey also sought to identify whether governor clerking is an area for greater collaboration between schools and a potential area for cost-savings and improved quality. This report summarises the findings from the survey and offers recommendations.

### Key Findings

2. There were 9 respondents to the Governor Clerking Survey, covering 13 schools (1 response covered the tri-governing body model between City of London Academy Southwark, Redriff Primary, and Galleywall Primary).
3. Schools have an average of four FGB meetings and nine sub-committee meetings per year. The average for sub-committee meetings was elevated by the tri-borough model which has a greater number of sub-committees due to the Local Advisory Board meetings.
4. Most schools responded that less than 25 hours per annum (8 hours per term) was spent on clerking duties for LGB meetings. The majority answer for sub-committee meetings was 75-100 hours per year (25-33 hours per term).
5. Satisfaction rates across the nine responses:
  - 6 schools were 'completely satisfied' or 'somewhat satisfied' with their clerking service for FGB meetings.
  - 3 schools were 'somewhat dissatisfied' or 'completely dissatisfied'.
  - No schools were expressly dissatisfied with the governor clerking for sub-committee meetings.
6. Provision of clerking services for FGB meetings:
  - 3 schools use services provided by an external company.
  - 2 schools use Local Authority provided services in their local area.
  - 2 schools use City of London Corporation clerking services.
  - 1 school employs a staff member for clerking on a contractual basis.
  - 1 school uses an existing staff member who also has other roles within the school.

7. Provision of clerking services for sub-committee meetings:
  - 3 schools used the same external provider for sub-committee meetings as the FGB meetings.
  - 2 schools use City Corporation clerking for both FGB and sub-committee meetings.
  - 3 schools used a staff member with other roles in the organisation, usually the PA or Office Manager.
  - 1 school did not currently have regular sub-committee meetings due to the size of the school.
8. Estimated average cost of clerking services:
  - FGB meetings: £2,697 per year for 1 school. This does not include the costs for City of London Corporation Clerking to the Independent Schools as no estimates were provided.
  - Sub-committee meetings: £4,223 per year per school. However, 5/9 schools (including two Independent Schools) did not provide estimates for annual costs of clerking for sub-committee meetings.
9. Estimated average cost and satisfaction rates across types of provision:
  - Local Authority: This represented the most expensive type of provision averaging at £4,050 per year for FGB meetings. This type of provision also had consistently low satisfaction rates. No schools used Local Authority provision for sub-committee meetings.
  - External company: The average cost for using an external provider for governor clerking is £2,7527 per year for FGB meetings and £2,296 for sub-committee meetings. Satisfaction was either 'completely satisfied' or 'somewhat satisfied'.
  - Contracted staff: The average estimated cost is £2,100 per year for FGB meetings. There was low satisfaction with contracting a designated member of staff.
  - Existing staff member: The cheapest type of provision was using a school staff member with other roles. However, this was only used at City of London Primary Academy Islington which is a small school and it was noted in the survey response that this will not be a sustainable model as the school grows. Three schools used this provision for sub-committee meetings but did not provide cost estimates.
10. When asked what the three most important factors are for governor clerking, the most popular answers for both FGB meetings and sub-committee meetings were:
  - Quality of provision.
  - Cost effectiveness.
  - Using the same clerk for Full Governing Body and Sub-committee meetings.
11. Although using the same clerk for FGB meetings and Sub-committee meetings was one of the top three priorities, this is currently only happening where the school is using an external provider or City Corporation clerking services.
12. Eight out nine respondents answered 'yes definitely' or 'possibly' when asked if they would consider sharing clerking services with other schools for their FGB meetings. All respondents answered that they would consider sharing services for sub-committee meetings.

## **Recommendations**

13. Members and officers to share the findings of the survey with Local Governing Bodies to enable them to benchmark their own use of governor clerking services with other schools in the Family of Schools.
14. Commission further investigation into the cost and feasibility of a series of options. Based on the initial findings on cost and quality of those services currently provided across the Family of Schools, the main options for further analysis could include:
  - Obtain quotes from external providers based on 125 hours per year per school (FGB and sub-committee meetings) multiplied by the number of schools who may want to take part. The benchmark should be less than £6,920 per year per school for both FGB and sub-committee meetings.



- Explore options for creating a shared Framework Agreement for governor clerking services. In this case, and the option above, costs may be increased by the need for proper contract management.
- Compare the quote for an external supplier with the cost of around three (depending on number of school participants) full-time members of staff employed as designated clerks at an organisation and seconded to other participating schools. These organisations could include: A school; City of London Academies Trust Central Team; Education Unit Central Team; and City of London Committee Services. This comparison should use the same benchmark, £6,920.00 per school, to ascertain whether the option benefits from economies of scale.

## **Conclusion**

15. This report provides members with the key findings from a survey on governor clerking services across the Family of Schools and provides recommendations for building on these initial findings and taking the work forward. Members have been asked to consider and approve the recommendations.

## **Appendix**

- Appendix 1 – Summary tables from the Governor Clerking Survey responses.

## **Daniel McGrady**

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<b>Committee(s):</b>	<b>Date(s):</b>
Children and Community Services Education Board Policy and Resources Planning and Transportation	12 October 2018 8 November 2018 15 November 2018 30 October 2018
<b>Subject:</b> Land Transactions - Former Richard Cloudesley School Site	<b>Public</b>
<b>Report of:</b> Town Clerk	<b>For Decision</b>
<p style="text-align: center;"><b><u>Summary</u></b></p> <p>This report considers changes to the land transaction arrangements previously authorised by your Committees in order to ensure the land is held appropriately and to remove the risk of the scheme being impeded by injunction due to Right of Light infringements resulting from the scheme. The changes are identified in the report. The criteria for adopting the changed arrangements are evaluated and the report advises that the criteria are met. It is recommended that the resolutions in Recommendations 1,3 &amp; 4 be reaffirmed on the basis of the changed arrangements outlined in the report, that the resolution in Recommendation 2 be agreed in the amended form shown below, and that the new Recommendation 5 be agreed to address the interests of affected rights holders.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. That <b>Policy and Resources Committee</b> authorise the acquisition of the freehold title in the LBI Land for the purpose of a new primary Academy and social housing, with workshops to be located beneath part of the social housing in accordance with the powers set out in this report.</li> <li>2. That <b>Planning and Transportation Committee</b> authorise the appropriation of the City's Land from housing purposes to the planning purposes of facilitating the development of a new school and social housing.</li> <li>3. That <b>Policy and Resources Committee</b> and <b>Education Board</b> authorise the grant of a leasehold interest of all the LBI Land and City Land on which the school is to be constructed to the City of London Academies Trust</li> <li>4. That, in relation to functions within their respective Terms of Reference, <b>Policy and Resources Committee</b>, <b>Community and Children's Services Committee</b> and <b>Education Board</b> authorise the Director of Community and Children's Services to conclude negotiations and final terms of the acquisitions and disposal in accordance with the principles set out in this report, to take any other steps as required in connection with any related documentation and associated transactions as may be necessary to complete the steps at recommendations 1 to 3 and to implement the Development in accordance with the principles in this report, and to instruct the City Solicitor to enter into all necessary legal documents.</li> <li>5. That <b>Community and Children's Services Committee</b> instructs the Rights of Light advisers acting for the City as developer of the site to proactively approach affected rights holders to offer appropriate compensation for release of their rights of light on the basis in paragraph 14 of Appendix 1 of this report.</li> </ol>	

## **Main Report**

### **Background**

1. The principle of developing the former Richard Cloudesley School Site, (“RCS”) and adjacent areas of the Golden Lane Estate (“GLE”) (together, “the Site”) for a new school and social housing (“the Scheme”) has been agreed by relevant Committees. The Site is made up of the RCS which is in the London Borough of Islington’s (“LBI’s”) freehold ownership (“the LBI Land”), and adjacent garages, adult education centre, and adjoining land that forms part of the GLE which are in the City’s ownership (“the City’s Land”) (and which Community and Children’s Services Committee has resolved is no longer required for housing purposes).
2. Planning permission for the Scheme was granted by both local planning authorities in whose area the Site is located (LBI and the City) on 19 July 2018. Workspace was required to be provided by LBI underneath part of the social housing to make the development acceptable in planning terms, by providing an active frontage to Golden Lane.
3. In order to rationalise the land to form the Site, amalgamate it within the City’s ownership for the purpose of the Scheme, and enable the Scheme to proceed, the following land transactions are required: (i) Transfer of the LBI Land to the City; (ii) the GLE Land to be appropriated for the purposes of the Scheme; (iii) A lease in the part of the Site to be occupied by the school to be granted by the City to the City of London Academies Trust (“COLAT”).
4. In June 2018 the transactions were authorised on the basis that the LBI Land and was to be acquired by the City in its general corporate capacity and the appropriation of the City’s Land was to be for education. The transactions have not taken place. Since June 2018 it has been clarified that the proposed uses of the land and terms and conditions of the transfer of the LBI Land and funding make it appropriate for acquisition to be under education and housing powers.
5. In addition, the City’s Rights of Light (“RoL”) advisers identified that the Scheme will result in some actionable Rights of Light infringements which will mean that affected rights holders could seek injunctions to prevent or remove any structures causing the infringements, unless the statutory protection from injunction under Section 203 of the Housing and Planning Act 2016 (“S203”) is engaged.
6. However, the arrangements authorised in June do not engage S203 because this would require (i) the LBI land to be acquired by a local authority that could compulsorily acquire it (rather than acquired by the City in its general corporate capacity, as previously proposed); and (ii) the appropriation of adjacent GLE Land to be for planning purposes (rather than for education purposes).

### **Next Steps/Evaluation of Criteria**

7. The proposed transactions can proceed so as to ensure the land is held appropriately and so as to engage the S203 protection from injunction, as follows: (i) that part of the LBI Land to be occupied by the school to be acquired by the City under Section 7 of the City of London (Various Powers) Act 1958 (ii)

that part of the LBI Land to be occupied by social housing to be acquired by the City under Section 17 Housing Act 1985; (iii) the City's Land to be appropriated for planning purposes<sup>1</sup>; (iv) the lease of the new school premises to COLAT to be granted under Section 9 of the City of London (Various Powers) Act 1958.

8. The use of the statutory powers outlined in paragraph 6 require the relevant statutory criteria to be met. These are considered under "Legal Implications" below. In deciding whether or not to engage S203 the City must be satisfied that there is a compelling case in the public interest. The tests to be applied in deciding whether there is such a compelling case are explained under "Legal Implications" and evaluated at **Appendix 1**. The conclusion is that it is considered the tests are met and the powers should be engaged.

## **The Transactions & Terms**

### The Transfer of the LBI Land to the City

9. It is proposed that the freehold interest in that part of the LBI Land on which the school is to be located (shown edged in bold black on the **Proposed Site Breakdown Plan** annexed) be acquired by the City for the purposes of the new school under Section 7 of the City of London (Various Powers) Act 1958.
10. It is proposed that the freehold interest in all that part of the LBI Land on which the housing is to be located (shown hatched – and in respect of airspace, shown stippled - on the **Proposed Site Breakdown Plan** annexed) be acquired by the City in its capacity as housing authority for housing purposes under Section 17 Housing Act 1985.
11. The key terms on which the LBI Land is to be transferred to the City, and the covenants to which the City will be bound, are broadly as follows:
  - Nil consideration to be paid by the City to LBI for the LBI Land.
  - Amalgamation of the City's Land and the LBI Land is required, to allow for optimum use of the Site
  - The City to pay for development of the social housing using S.106 affordable housing contributions and Right to Buy receipts and to be responsible for construction of the social housing (with a contribution being made by LBI)
  - The City to be responsible for construction of the school (with an agreed estimated construction cost to be funded by the Education and Skills Funding Agency). LBI to have nomination rights to 50% of the new social housing units

### Appropriation

12. The City's Land is part of the GLE and was acquired and is held for housing purposes. (See two areas shown shaded grey on **Existing Site Breakdown Plan** annexed). The majority is within LBI's administrative area, and part is in the City's. Children and Community Services Committee resolved in June 2018

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<sup>1</sup> Court of Common Council 8/12/2016 delegated to Planning and Transportation Committee authority to determine whether appropriations for planning purposes in order to engage S203 should be authorised

that the City's Land was not required for housing purposes. It is proposed that the City's Land be appropriated to planning purposes. Given the provision of replacement housing land as part of the Scheme the Chamberlain is satisfied no payments are required to account for the appropriation.

#### Grant of Lease to COLAT

13. It is proposed that following its acquisition of the LBI Land and the appropriation of the City's Land for planning purposes, the City will grant a leasehold interest in all that land on which the school is to be constructed (to exclude the airspace to be occupied by the new social housing) to COLAT under its powers in Section 9 City of London (Various Powers) Act 1958.
14. The key terms on which the City will assign the lease are as follows:
  - The lease is for a term of 125 years
  - Nominal annual rent
  - Tenant's right to break every 25 years with SoS approval
  - Premises to be used for education and ancillary uses
  - Tenant to insure

### **Legal Implications**

#### Powers for Land Transactions

15. Appropriation – Section 12 of the City of London (Various Powers) Act 1949 provides that where land is no longer required for the purpose for which it was originally acquired it may be appropriated for any other purpose for which the Corporation is authorised to acquire land, and the accounts of the Corporation shall be adjusted as may be necessary. The power conferred by section 12 of the 1949 Act applies to land within Greater London other than an outer London Borough and therefore applies to land in the City and in Islington. As noted above the Corporation (under section 7 of the City of London (Various Powers) Act 1958) may for the purpose of any of their functions acquire by agreement land whether situate within or without the City. Under section 226(5) of the Town and Country Planning Act 1990, subject to the consultation requirements in section 226(6), the Secretary of State may authorise a local authority to acquire land outside its area. The appropriation is therefore for a planning purpose as defined by section 246(1) of the Town and Country Planning Act 1990.
16. Acquisition of Land for Education Purposes - Section 531 of the Education Act 1996 clarifies that making land available for the purposes of a school which the local authority has the power to assist<sup>2</sup> is a local authority function which engages its land acquisition powers<sup>3</sup>. The City may acquire that part of the LBI Land required for the school under Section 7 of the City of London (Various Powers) Act 1958 ("1958 Act").

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<sup>2</sup> Section 530 of the Education Act 1996 authorises local authorities to compulsorily purchase land within or outside their area which is required for the purpose of an Academy

<sup>3</sup> In this case, under Section 7 of the City of London (Various Powers) Act 1958

17. Acquisition of land for Housing Purposes – Section 17(1) of the Housing Act 1985 empowers the City to acquire land for the erection of houses. The City has power to provide housing, including outside its area, under Section 14 of the Housing Act 1985.
18. Use of housing for Workspace – Section 15 of the Housing Act 1985 authorises the use of land acquired for housing for commercial purposes with the Secretary of State's consent. (Consent has been sought and confirmation is awaited)
19. Grant of Lease to COLAT – Insofar as the land where the school is to be located has been acquired for education purposes under Section 7 of the 1958 Act, it may be leased to COLAT under Section 9 of the 1958 Act on such terms and conditions as the City thinks fit. Insofar as the land where the school is to be located has been appropriated from housing to planning purposes, it may be leased to COLAT under Section 233 of the Town and Country Planning Act 1990 in order to secure the best use of that land. The City may reasonably conclude that the grant of the lease to COLAT secures the best use of the land given the benefits of amalgamation of the Site and the proposed education use. The disposal must be at best consideration unless the Secretary of State's consent is first obtained. (Consent has been sought and confirmation is awaited)
20. It is not considered that the grant of the lease would make CoLAT subject to the influence of the City Corporation in its local authority capacity<sup>4</sup>. Under the current Academies Financial Handbook, CoLAT will need to ensure the requirements for managing related party transactions are followed, including avoiding real and perceived conflicts and promoting integrity and openness in accordance with the seven principles of public life. CoLAT will need to obtain the relevant approvals from the ESFA to take up the lease. CoLAT will also need to ensure that any lease maintains the principles of value for money, regularity and propriety (para 3.6.4) and disclose the lease in its audited accounts (para 3.1.2).

### Engagement of S203

21. Statutory Conditions - Appendix 1 sets out the statutory conditions which must be fulfilled in order to engage the provisions of S203, allowing easements to be overridden, and confirms that the recommended arrangements fulfil the statutory conditions.
22. Other criteria - Where land acquisition takes place for the purpose of engaging S203, public interest criteria should be evaluated. In this case, the acquisition is required in order to assemble the site and enable the development to proceed. However, it is acknowledged that the basis of the acquisition and the appropriation will result in S203 being engaged and, insofar as relevant, the public interest criteria are set out and evaluated in Appendix 1.

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<sup>4</sup> S.69 Local Government and Housing Act 1989. The relevant conditions for a company to be subject to local authority influence are not all met.

### **Financial Implications**

23. The appropriate accounting adjustments will be required to reflect the fair value of any donated assets within the transactions.

### **Conclusion and Reasons for Recommendations**

24. The recommended basis of the land transactions the subject of this report are proposed to ensure the land is held appropriately and to remove the risk of injunction impeding the scheme. If the risk remains in place the prudence of expending public monies in implementation is in doubt and the scheme in jeopardy. The recommended resolutions are required to enable the Scheme to proceed and the social benefits of the new school and social housing to be realised.

### **Appendices**

- **Appendix 1** – S.203 Evaluation
- **Annexure** – Existing Site Breakdown Plan and Proposed Site Breakdown Plan

### **Background Papers**

*Land Transaction Report June 2018*

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