



Education Board

Date: THURSDAY, 28 JANUARY 2021
Time: 11.00 am
Venue: VIRTUAL MEETING – ACCESSIBLE REMOTELY

Members: Randall Anderson
Tijs Broeke
Alderman Sir Peter Estlin
Caroline Haines (Deputy Chairman)
Alderman Robert Howard
Shravan Joshi
Alderman Nicholas Lyons
Benjamin Murphy
The Rt Hon. the Lord Mayor, Alderman William Russell
Ruby Sayed
Deputy Philip Woodhouse
Rachel Bower
Tim Campbell
Deborah Knight

Enquiries: Polly Dunn
polly.dunn@cityoflondon.gov.uk

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link: <https://youtu.be/rYm2UH3m6kQ>

Meeting Recordings

This meeting will be a virtual meeting and therefore will not take place in a physical location following regulations made under Section 78 of the Coronavirus Act 2020. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

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. **PUBLIC MINUTES**
To agree the public minutes and summary of the meeting held on

For Decision

 - a) **19 November 2020** (Pages 1 - 6)
To agree the public minutes and non-public summary of the meeting held on 19 November 2020.
 - b) **30 November 2020** (Pages 7 - 8)
To agree the public minutes and non-public summary of the meeting held on 30 November 2020.
4. **ELECTION OF CHAIRMAN**
To elect a Chairman in accordance with Standing Order No. 29.

Subject to the outcome of this election, it may be necessary to conduct an election of Deputy Chairman in accordance with Standing Order No. 30.

For Decision
5. **VARIOUS APPOINTMENTS**
The Town Clerk to be heard.

For Decision
6. **PUBLIC OUTSTANDING ACTIONS**
Report of the Town Clerk.

For Information
(Pages 9 - 12)
7. **ANNUAL REVIEW OF TERMS OF REFERENCE**
Report of the Town Clerk.

For Decision
(Pages 13 - 16)
8. **COVID-19 UPDATE**
The Director of Community and Children's Services to be heard.

For Information

9. **TACKLING RACISM TASKFORCE**

The Town Clerk to be heard.

For Information

10. **TOMLINSON REVIEW UPDATE**

Report of the Town Clerk.

For Decision

(Pages 17 - 24)

11. **EDUCATION CULTURAL AND CREATIVE LEARNING AND SKILLS 2019/20 ANNUAL REPORT**

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

To be read in conjunction with a non-public appendix at item 30.

For Information

(Pages 25 - 30)

12. **EDUCATION BOARD BUDGET UPDATE 2020/21**

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

For Information

(Pages 31 - 34)

13. **REVENUE BUDGETS 2021/22**

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

For Decision

(Pages 35 - 40)

14. **EDUCATION ACTIVITIES UPDATE**

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

For Information

(Pages 41 - 48)

15. **EDUCATION MEDIA PLAN**

Report of the Director of Communications.

For Information

(Pages 49 - 58)

Cultural and Creative Learning

16. **CULTURAL AND CREATIVE LEARNING STRATEGY UPDATE**

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

For Information

(Pages 59 - 62)

Education

17. **PARENTAL ENGAGEMENT IN LEARNING**

Report of the Director of Community and Children's Services and presentation from Achievement for All.

For Information
(Pages 63 - 72)

18. **EVALUATION FROM THE CITY OF LONDON ACADEMIES TRUST ON THE HEAD START SUMMER CATCH-UP PROJECT**

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

To be read in conjunction with a non-public appendix at item 31.

For Information
(Pages 73 - 74)

19. **VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN - ANNUAL REPORT FOR 2019/20**

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

For Information
(Pages 75 - 84)

20. **GOVERNOR APPOINTMENTS UPDATE**

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

For Information
(Pages 85 - 96)

Skills

21. **JOINT ANNUAL REPORT FOR SOCIAL MOBILITY AND DIGITAL SKILLS STRATEGIES, SOCIAL MOBILITY EMPLOYER INDEX RATING AND STRATEGIC FOCUS FOR 2020-21**

Joint report of the Chief Grants Officer & Director of City Bridge Trust, Director of Innovation and Growth, and Director of Community and Children's Services.

For Information
(Pages 97 - 122)

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

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

24. **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

25. NON-PUBLIC MINUTES

For Decision

- a) **19 November 2020** (Pages 123 - 126)
To agree the non-public minutes of the meeting held on 19 November 2020.
- b) **30 November 2020** (Pages 127 - 128)
To agree the non-public minutes of the meeting held on 30 November 2020.

26. NON-PUBLIC OUTSTANDING ACTIONS

Report of the Town Clerk.

For Information
(Pages 129 - 130)

27. PROPOSED ITEMISED EDUCATION BOARD BUDGET FOR THE 2021/22 FINANCIAL YEAR

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

For Decision
(Pages 131 - 136)

28. CITY PREMIUM GRANT 2020/21 JANUARY FUNDING ROUND

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

For Information
(Pages 137 - 146)

29. CITY OF LONDON ACADEMIES TRUST SIXTH FORM STRATEGY AND BUSINESS CASE

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

For Information
(Pages 147 - 168)

30. NON-PUBLIC APPENDIX - EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS 2019/20

Non-public appendix to be read in conjunction with item 11 on the agenda.

For Information
(Pages 169 - 190)

31. NON-PUBLIC APPENDIX - EVALUATION FROM THE CITY OF LONDON ACADEMIES TRUST ON THE HEAD START SUMMER CATCH UP PROJECT

Non-public appendix to be read in conjunction with item 18 on the agenda.

For Information
(Pages 191 - 194)

32. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
33. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

EDUCATION BOARD

Thursday, 19 November 2020

Minutes of the meeting of the Education Board held virtually on Thursday, 19 November 2020 at 11.00 am

Present

Members:

Ann Holmes (Chair)	Alderman Nicholas Lyons
Caroline Haines (Deputy Chairman)	Benjamin Murphy
Henry Colthurst	Ruby Sayed
Randall Anderson	Deputy Philip Woodhouse
Tijs Broeke	Dr Ioan Davies
Alderman Sir Peter Estlin	Deborah Knight
Shravan Joshi	

In Attendance

Officers:

Polly Dunn	- Town Clerk's Department
Antoinette Duhaney	- Town Clerk's Department
Tim Jones	- Town Clerk's Department
Chandni Tanna	- Town Clerk's Department
Mark Jarvis	- Chamberlain's Department
Aqib Hussain	- Chamberlain's Department
Anne Pietsch	- Comptroller and City Solicitor's Department
Emily Rimington	- Comptroller and City Solicitor's Department
Anne Bamford	- Department of Community & Children's Services
Gerald Mehrtens	- Department of Community & Children's Services
Daniel McGrady	- Department of Community & Children's Services
Emily Garland	- Remembrancer's Department

Observing:

Sharon Ament	- Director of the Museum of London (Items 1-7)
Frazer Swift	- Museum of London (Items 1-7)
Beth Crosland	- Museum of London (Items 1-7)
Mark Emmerson	- CEO, City of London Academies Trust

1. APOLOGIES

Apologies for absence were received from the Rt Hon. The Lord Mayor William Russell and Rachel Bower.

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

Tijs Broeke noted that he was Chair of the City of London Academies Trust Board of Trustees.

3. **PUBLIC MINUTES**

A small group of Members from the Education Board, Policy & Resources Committee and Finance Committee were due to meet to discuss a draft funding model created in light of the Tomlinson Review. It was requested that Members at that meeting also take a broader look at all the Review recommendations.

RESOLVED, that the public minutes and summary of the meeting held on 24 September 2020, were approved as an accurate record.

4. **PUBLIC OUTSTANDING ACTIONS**

Members received a report of the Town Clerk regarding the Board's outstanding actions.

- 10/2020/P – This was completed at the September 2020 meeting.
- 16/2020/P – The Chair clarified that Achievement for all *might* be invited to a future meeting but only providing the focus was on parental engagement during the COVID-19 pandemic.

RESOLVED, that the report be noted.

5. **COVID-19 UPDATE**

Members received a verbal update regarding the impact of COVID-19 on the City's Family of Schools.

Guidance had changed in relation to those identified as critically vulnerable but the schools continued to provide programmes, such as the continuation of the school day, which allowed parents to search for work, training or educational opportunities.

The Government's Holiday Activity and Food Programme for 2021 will be provided after the Winter Grant Scheme which is set to until the end of March 2021.

This week, the Department for Education (DfE) had announced the intention to proceed with exams in 2021 contrary to the Welsh devolved government decision to cancel them. These would start three weeks later than they would usually.

Pupils in year 7 and above were now required to wear facemasks when moving outside the classroom on the School site.

RESOLVED, that the report be noted.

6. CULTURE MILE LEARNING ANNUAL REPORT AND CASE FOR INVESTMENT 2021/22

Members considered an annual report of the Director of Community and Children's Services regarding the Culture Mile Learning impact evaluations for 2020/21 and case for investment for 2021/22.

The Chair had invited the Director of the Museum of London, as lead on Culture Mile Learning (CML), to make a presentation on this item.

Members discussed the valuable work of CML, the high-quality resources it provides, its vital importance to schools and Continuing Professional Development (CPD) for teachers.

Following a question, it was confirmed that the lower limit of the Fusion Prize entrant age restrictions would not be lowered. CML do, however, provide multiples offers and opportunities for younger audiences.

It was suggested that a focus for the next three years could be to get greater involvement from businesses in the City, both in terms of funding and participation. It was noted that businesses were already engaged with Culture Mile, and that CML were thinking about how to link in with that pool of stakeholders.

RESOLVED, that Members

- Approve the investment of £247,000 from the Education Board's budget to Culture Mile Learning in the 2021/22 Financial Year to deliver the activity proposed in Appendix 1 (Case of Investment and Appendix 2 (Action Plan).
- Approve the proposal that Culture Mile Learning take a flexible approach in delivery of activities in light of changing restrictions around COVID-19, with the flexibility to repurpose funds up to a value of £10k providing it is only used to meet the specified objectives.
- Approve that delegated authority be granted to the Town Clerk in consultation with the Chair and Deputy Chair of Education Board, to consider any proposal from Culture Mile Learning on the repurposing of funds beyond a value of £10k; and
- Note the impact evaluations of Culture Mile Learning projects delivered over 2020/21 in accordance with the Action Plan approved by the Education Board on 14 November 2019. These are included in Appendices 3-7.

7. CULTURE MILE LEADING THE CULTURAL RECOVERY

Members received a report of the Town Clerk regarding Culture Mile leading the cultural recovery.

Culture Mile Team were in the process of drawing up the recommendations on what core thematic areas should be in focus for the next two years. The Education Board had a key interest particularly in the skills and learning agenda.

There was continued interest from Members on how businesses could get involved. There was a Culture Mile Network, which was an alliance of 50 organisations from a number of sectors including commercial, academic, Livery and non-profit, who were supportive of the transformation of the City into a cultural destination. Culture Mile needed to be more self-sustaining in the long term and it was hoped that this network, alongside a more entrepreneurial and mixed economy model, would help deliver that. A consultancy process was underway to assist with this.

RESOLVED, that the report be noted.

8. EDUCATION BOARD BUDGET UPDATE 2020/21

Members received a report of the Director of Community and Children's Services regarding the Education Board's Budget update 2020/21.

RESOLVED, that the report be noted.

9. GOVERNOR APPOINTMENTS UPDATE

Members received a report of the Director of Community and Children's Services regarding governor appointments.

Since the report was published, the Chair had resigned as Chair of the City of London Primary Academy Islington.

It was noted that Alderman Robert Howard had been appointed by the Chair, with the endorsement of the Education Board, to the vacancy on the City of London Academies Trust.

There was a brief discussion about the size of the Independent School Boards, which were deemed too large following the Tomlinson Review.

Ahead of every Court of Common Council Meeting, Court Members were encouraged to get in touch with the Education Unit if they were interested in sitting on one of the COLAT LGBs.

RESOLVED, that the report be noted.

10. EDUCATION ACTIVITIES UPDATE

Members received a report of the Director of Community and Children's Services regarding Education Activities at the City of London.

It was noted that the dates for the London Careers Festival 2021 had been moved to the 28-30 June and would be taking place virtually. The shift in date had been made to avoid the rescheduled public examinations.

RESOLVED, that the report be noted.

11. HOLIDAY MEAL SUPPORT TO CITY OF LONDON SPONSORED ACADEMIES

Members received a report of the Director of Community and Children's Services regarding holiday meal support to City of London sponsored academies.

It was noted that since the report was published, the Government had announced the Winter Grant Scheme would run to March 2021 alongside the Holiday Activities and Food Programme. At the present time the City Corporation needed to wait until further information regarding the Local Authorities' role in delivering those schemes became clearer.

When asked about a possible cost implication in the delivery of these schemes, it was reported that there may be cost for the School if those eligible for free school meals were isolating, as during the isolation period the expectation was that they would receive an equivalent meal or food parcel delivered to them (as opposed to a food voucher). This might be covered by the additional amount per pupil received from the winter supplement.

RESOLVED, that the report be noted.

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

There were no questions.

13. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

14. 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.

15. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting held on 24 September 2020, were approved as a correct record.

16. NON-PUBLIC OUTSTANDING ACTIONS

Members received a report of the Town Clerk regarding the Board's non-public outstanding actions.

17. STANDARDS SCRUTINY MEETINGS OF CITY SPONSORED ACADEMIES

Members received a report of the Director of Community and Children's Services regarding the standards scrutiny meetings of City Sponsored Academies.

18. **CITY PREMIUM GRANT EVALUATIONS 2019-20**

Members considered a report of the Director of Community and Children's Services regarding the City Premium Grant Evaluations 2019-20.

19. **REVIEW OF SIXTH FORM PROVISION**

Members considered a report of the Director of Community and Children's Services regarding Sixth Form Provision.

RESOLVED, that this item was deferred to a future special meeting of the Board to be held as soon as possible.

20. **COLAT APPRENTICESHIP ACADEMY**

Members received a report of the Town Clerk regarding the COLAT Apprenticeship Academy.

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

There were no questions.

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

There were no items of urgent business.

The meeting ended at 1.16 pm

Chairman

Contact Officer: Polly Dunn
polly.dunn@cityoflondon.gov.uk

EDUCATION BOARD

Monday, 30 November 2020

Minutes of the meeting of the Education Board held virtually on Monday, 30 November 2020 at 4.00 pm

Present

Members:

Ann Holmes	Alderman Nicholas Lyons
Caroline Haines (Deputy Chairman)	Benjamin Murphy
Randall Anderson	Ruby Sayed
Tijs Broeke	Deputy Philip Woodhouse
Henry Colthurst	Rachel Bower
Alderman Sir Peter Estlin	Deborah Knight
Shravan Joshi	

In Attendance

Officers:

Polly Dunn	- Town Clerk's Department
Gregory Moore	- Town Clerk's Department
Angela Roach	- Town Clerk's Department
Anne Pietsch	- Comptroller and City Solicitor's Department
Andrew Carter	- Director of Community and Children's Services
Anne Bamford	- Community & Children's Services
Gerald Mehrtens	- Community & Children's Services
Daniel McGrady	- Community & Children's Services

In Attendance

Mark Emmerson	- City of London Academies Trust
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1. APOLOGIES

Apologies for absence were received from the Rt. Hon. The Lord Mayor William Russell.

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

There were no declarations.

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

There were no questions.

4. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

5. **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.

6. **CITY OF LONDON SCHOOLS - SIXTH FORM STRATEGY**

Members considered a report of the Director of Community and Children's Services regarding the City of London Family of Schools' Sixth Form Strategy.

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

There were no questions.

8. **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 16:51

Chairman

Contact Officer: Polly Dunn
polly.dunn@cityoflondon.gov.uk

Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
7/2020/P	5 March 2020	Information about the number of bursaries and more general information about what qualifies an individual for a bursary award to be provided to Board Members.	Town Clerk	In progress – subject to outcomes of Tomlinson Review Recommendations
8/2020/P	5 March 2020	Projects Sub-Committee to be requested to undertake a case study on the COLPAI project in light of the significant issues and delays.	Clerk	To be taken forward when the COVID-19 shutdown ends.
11/2020/P	24 Sept 2020	Informally explore the possibility of a request for funding of provision of flu vaccinations for COLAT school employees.	Clerk	In progress
15/2020/P	24 Sept 2020	Education Services Company considerations to be shared with Livery Committee	Clerk/Members	In progress
17/2020/P	24 Sept 2020	Newly proposed schedule of meeting dates to be adopted for the 2021-22 academic year – subject to feedback from Board Members.	Clerk	In Progress – dates agreed and to be diarised

Education Board – Public Completed Actions

Action Number	Action	Date Completed
9/2019/P	Three City Independent School Boards be invited to consider commissioning their annual Partnership reports in March of each year.	5 March 2020
10/2019/P	GSMD be invited to submit a similar “partnerships” report as those submitted to the Board by the City’s Independent Schools.	5 March 2020
11/2019/P	Schools be encouraged to approach their contractors (catering, cleaning etc) to request details of those contractors’ BREXIT contingency plans	16 January 2020
12/2019/P	Detail on the number of Livery Schools that were involved in the London Careers Festival 2019 to be circulated to the Board.	Withdrawn
13/2019/P	Two page summary evaluation report of the 2019 London Careers Festival, including media summary, to be sent to the Court of Common Council	Completed
14/2019/P	Copy of Culture Mile presentation to be circulated	Completed
15/2019/P	Corporate Strategy and Education Unit to work together on how education and learning may be better represented within the COL draft Sports Strategy	16 January 2020
6/2019/P	Produce a full evaluation report on the Summer Enrichment Programme.	5 March 2020
2/2020/P	A report on Pupil Numbers to be submitted for the May 2020 meeting	23 July 2020
3/2020/P	Information on the vacancies and skills requirements of the various LGBs to be collated and shared with Members to enable them to make nominations.	Action for COLAT
4/2020/P	City Grants Unit to provide an update on the channels through which the charities were advertised at the next meeting of the Charity Sub-Committee.	Completed
5/2020/P	The Benefices Sub-Committee to be included in the programme of work involving NEETs (those not in education, employment or training).	Completed
6/2020/P	A revised Guildhall School of Music and Drama for Scholarships report to be submitted to the May 2020 meeting which aligns with the approved criteria for the grant and includes the impact report for the 2019/20 grant allocations.	Completed under Urgency (May 2020)
1/2020/P	Necessary approvals be sought from Policy & Resources and the Court of Common Council, to ensure that CoLAT Board appointments are made in line with the academic year.	Completed September 2020
9/2020/P	Interim update on the action plans in place at the City’s family of schools to address issues raised by the validated 2018/19 results be submitted at the May 2020 Board meeting.	Completed
14/2020/P	Report to be submitted to the Education Board and COLAT regarding a Sixth Form provision strategy.	Completed
16/2020/P	Achievement for all to be invited to present to the Board about actions taken to address parental engagement during the COVID-19 pandemic.	Completed
13/2020/P	Resolution to be submitted to RASC regarding notice for the inclusion of the new Schools funding model in the next budgeting exercise.	Completed
12/2020/P	Tomlinson Review to be made public subject to approval by the P&R Chair and Deputy Chairman	Complete

Education Board – Public Completed Actions

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Committee(s) Education Board	Dated: 28/01/2021
Subject: Annual Review of Terms of Reference	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: The Town Clerk	For Decision
Report author(s): Polly Dunn, Senior Committee and Member Services Officer	

Summary

This report calls for the annual review of the Board's own Terms of Reference.

Recommendation(s)

Members are invited to:

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

Main Report

1. Each grand committee of the Court of Common Council is obliged to review its terms of reference annually and in good time for any changes to be considered before committees are reappointed by the Court in April each year.
2. The terms of reference of the Education Board are attached as an appendix for your consideration. Suggested deletions have been struckthrough and additions underlined.
3. Following more substantial changes in recent years, there is little proposed by way of amendment for 2021/22. The changes that do appear have been made to reflect the change of name of *Sir John Cass Foundation Primary School* to *the Aldgate*

School, and the assumption of the City's two co-sponsored schools into the City of London Academies Trust.

4. The Board is also required to review the frequency of its meetings and constitution. At present the Board is scheduled to meet on five further occasions in 2021. These do not currently include any informal Board Away Days.
5. Note that the Membership as it appears in Appendix 1 is correct as of July 2020. Any changes made to the membership after this time will be incorporated in the final Court Report for 2021.

Corporate & Strategic Implications

6. Members should consider the current scope of the Board's Terms of reference, and bear in mind the impact of any proposed changes, particularly resource, legal and equalities implications.

Conclusion

7. Amendments to the Terms of Reference are put forward for the consideration of Members.

Appendix 1 – Draft Terms of Reference 2021/22

Polly Dunn

Senior Committee and Member Services Officer

E: Polly.Dunn@cityoflondon.gov.uk

RUSSELL, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 16 th July 2020, doth hereby appoint the following Committee until the first meeting of the Court in April, 2021.
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EDUCATION BOARD

1. **Constitution**
A Non-Ward Committee consisting of,
 - 10 Members elected by the Court of Common Council, at least two of who shall have fewer than five years' service on the Court at the time of their appointment
 - Up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights)
 - One member appointed by the Policy & Resources Committee
 - One member appointed by the Community & Children's Services Committee
2. **Quorum**
The quorum consists of any three Common Council Members and one of the four external representatives, except for the appointment of external representatives, when the quorum consists of any three Common Council Members.
3. **Membership 2020/21**
 - 7 (4) Henry Nicholas Almroth Colthurst
 - 3 (3) Caroline Wilma Haines, *for three years*
 - 3 (3) Benjamin Murphy, *for three years*
 - 3 (3) Keith David Forbes Bottomley, Deputy
 - 7 (3) William Anthony Bowater Russell, Alderman, the Rt Hon The Lord Mayor
 - 3 (3) Ruby Sayed
 - 3 (3) Philip Woodhouse, Deputy
 - 7 (1) Sir Peter Estlin, Alderman
 - 5 (1) Ann Holmes
 - 2 (1) Nicholas Stephen Leland Lyons, Alderman

Together with four external representatives:-

 - Deborah Knight (*appointed for a term expiring July 2022*)
 - Rachel Bower (*appointed for a term expiring April 2023*)
 - Tim Campbell (*appointed for a term expiring July 2023*)
 - Vacancy*

And together with the appointed Members referred to in paragraph 1 above.

Terms of Reference

- (a) To monitor and review the City of London Strategies for Education, Cultural and Creative Learning, and Skills and to oversee their implementation (including skills and work related learning, and cultural and creative learning) in consultation, where appropriate, with Policy and Resources Committee and the relevant Service Committees; referring any proposed changes to the Court of Common Council for approval;
- (b) To oversee generally the City of London Corporation's education activities (including, where relevant, the City Corporation's commitment to ensuring education promotes healthy lifestyles); consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors; post school learning providers, and cultural organisations but excluding Gresham College and any responsibilities of the Gresham (City Side) Committee;
- (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees;
- (d) To manage of The City of London Corporation Combined Education Charity (registered charity no. 312836), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (e) To manage of the City Educational Trust Fund (registered charity no. 290840), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (f) To constitute Sub-Committees in order to consider particular items of business within the terms of reference of the Board, including:-
 - Education Charity Sub (Education Board) Committee*
- (g) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;

- (h) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools**;
- (i) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
- (j) Assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

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

**The expression "the City Family of Schools" means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.

Committee(s)	Dated:
Policy and Resources Committee Education Board Finance Committee	21 January 2021 28 January 2021 16 February 2021
Subject: Tomlinson Review Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8 and 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the Chamberlain's Department?	n/a
Report of: The Town Clerk	For Decision
Report author: Polly Dunn, Senior Committee and Member Services Officer	

Summary

This report seeks to update Members on the work undertaken by the City Grants Education Spending (CGES) Working Party in response to the review conducted by Sir Mike Tomlinson and invites Members to consider how the City ought to progress with these recommendations.

Recommendation(s)

Members of the **Policy & Resources Committee and Education Board** are invited to:

- Note the progress made to date by the Working Party and relevant Departments;
- Consider how remaining work on the recommendations is continued, be that with the oversight of a Working Party or otherwise; and
- If a Working Party is considered the best way to progress recommendations of Sir Mike Tomlinson, agree the refreshed Terms of Reference and Membership of said body.

On the event a Working Party is approved with the Membership as proposed, the **Finance Committee** is invited to appoint **two** of its Members to the Working Party.

Main Report

Background

1. In 2019, Sir Mike Tomlinson was commissioned by the Policy & Resources Committee and Education Board to conduct a review into the City's spend on education provision. The scope was agreed as follows:

- i) To review grant funding provided by the City of London Corporation for its Family of Schools, consulting the affiliated Working Party, Members, officers, Chairs of Governors and Principals of those schools as necessary;
 - ii) To assess and report on the impact of such funding and how it correlates to the City of London Corporation's strategic priorities;
 - iii) To provide recommendations to the Working Party on the method of City grant funding that will optimise impact for recipient children whilst respecting the City of London Corporation's historical links; and
 - iv) To report to Policy & Resources and the Education Board the recommendations as approved by the Working Party.
2. A joint Working Party was constituted to consult on the independent review and to approve the final recommendations of the review, for reporting to the Policy & Resources Committee and Education Board. It included Members from the Policy & Resources Committee, Education Board and Finance Committee. The Terms of Reference of this Committee were:

Composition:

- *The Chair of Policy & Resources Committee*
- *The Chair and Deputy Chair of the Education Board*
- *Three further Members of the Policy & Resources Committee*
- *Two further Members of the Education Board*
- *One Member of the Finance Committee*

Quorum:

The quorum shall be the Chairman and any three Members.

Terms of Reference:

The Joint City Education Grant Funding Working party will:-

- (i) *Consult on the independent review of City Education Grant Funding being conducted by the Chair of the review; and*
 - (ii) *have power by a simple majority of those present and voting at a meeting of the Working Party to approve the final recommendations of the review, for reporting to the Policy & Resources Committee and Education Board.*
3. The final Review was submitted to the Education Board in January 2020 and to the Policy & Resources Committee in February 2020. All recommendations were supported, and a number were able to be implemented immediately by the relevant departments (listed later in the report). However, the more substantive issue within the review concerned the the need for a comprehensive policy and funding model to underpin the City Corporation's grant funding of schools.

Current Position

4. The 'donut' funding model proposed within the Review, was supported in principle by P&R and the Education Board. In early 2020, officers were tasked with producing a draft working model to eventually bring back to Committee. Members of the existing Working Party were consulted as this work initially developed, with Henry Colthurst (then Education Board Chairman) taking the lead.
5. Unfortunately, in Spring 2020, the Covid-19 pandemic caused much of this work to be put on hold until the autumn. In addition to this delay, the Working Party was not re-established at the start of the municipal year due to oversight. As a consequence, when work on the funding model was ready for sharing with Members in late 2020, a view was taken by the Chair of P&R and the acting Chair of the Education Board to hold an informal 'sounding board' type meeting of those previously elected to the Working Party, on 8 December 2020.
6. The purpose of this meeting was to consider the progress made and what the next steps should be. It was also felt necessary to meet as there had been a significant change in the Education Board's representation at the Working Party following the resignation of the former Chairman, and current Chair from the Board in November 2020. Discussion at the meeting focussed on the need to develop a policy that fed into and helped determine the output of the proposed donut model.

Proposals

7. It was the view of those present that the best way to do this would be to reconstitute the Working Party but with updated Terms of Reference and Membership, and allow this body to continue to work on the issues at hand before finally presenting both the funding model and policy to the Education Board, Policy & Resources Committee and possibly to the Court of Common Council.
8. It was agreed that this report be submitted to formally update the committees concerned, to seek their endorsement of this way forward.

Options

9. The following options are available to the Policy & Resources Committee and Education Board:
 - a) Reconstitute the Working Party (in a revised form) to continue to work on the outstanding recommendations of the Review, with a focus on a new funding model and policy that informs it, making a recommendation to Grand Committee for formal approval in due course;
 - b) Do not reconstitute the Working Party and have all matters concerning the Tomlinson Review reported directly to Grand Committee; or

- c) Do not progress with work on a revised funding model or other remaining recommendations from the Review that require further Committee engagement.
10. If a) is the preferred way forward, new Terms of Reference and Membership would need to be approved. As such, a draft has been set at **appendix 1**, in light of comments made at the meeting held on 8 December.
11. Previous membership was as follows:
- Deputy Catherine McGuinness (P&R)
 Randall Anderson (P&R)
 Alderman Timothy Hailes (P&R)
 Andrew McMurtrie (P&R)
 Henry Colthurst (EB)
 Ann Holmes (EB)
 Tijs Broeke (EB)
 Deputy Philip Woodhouse (EB)
 Deputy Jamie Ingham Clark (Finance)
12. If the composition remains as it was in 2019, Henry Colthurst and Ann Holmes would not be eligible to stand for appointment as they no longer sit on the Education Board. Having led much of the work to date, Members are invited to consider whether there should be some flexibility in the Working Party's composition in respect of the former Chairs of the Education Board, to allow for some continuity in the work.
13. Interest in reappointment has been expressed by all other Members of the Working Party with the exception of Andrew McMurtrie, who stepped back following the conclusion of his term as Chair of the City of London Academies Trust (COLAT).
14. It is proposed that the Chair of the Education Board act as Chair of the Working Party.

Key Data

15. Here is a table that summarises the recommendations of the independent review and provides an update on progress in respect of each.

Recommendation	Lead Department(s)	Progress
Change the method of funding the Family of Schools to a three-tiered 'donut' model. Including consideration on the balance of funding between academies and independent schools.	Education Unit (DCCS) / Chamberlain's	A working version of the proposed model has been created. A policy on the funding balance is required in order to commence the process for any implementation.

Review the subvention system for the provision of services by the COL, allowing schools more autonomy in the purchase services from suppliers offering the best quality and price.	Chamberlain's / Town Clerk's / Independent Schools	To be considered within the work undertaken in response to the COL's Governance Review.
Change the means by which the impact of funding is evaluated and involve the CEO of COLAT within the process.	Education Unit (DCCS) / Chamberlain's / COLAT	This is already now successfully occurring.
Review of data collected from schools to ensure that they are capable of answering the questions of the Education Board/Unit in relation to outcomes and expenditure. To be systematic and consistent.	Education Unit (DCCS) / Chamberlain's / COLAT	This is already now occurring. The Education Unit is working closely with Chamberlain's and the COLAT Director of Finance around tracking and reporting.
Closer alignment of school priorities and their bids for funding with the COL Strategic Plan to be an increasing requirement over time.	Education Unit (DCCS) / COLAT / Independent Schools	This is already now occurring. The Education Unit is working closely with Chamberlain's and the COLAT Director of finance around tracking and reporting. Independent schools are also working towards more aligned reporting.
Single point of reference for all education spending by the Corporation to avoid duplicate funding of activities and to ensure no school seeks such funding which should be part of their core curriculum.	Education Unit (DCCS) / Chamberlain's	This is occurring informally between the Education Unit, Chamberlain's, City Bridge and Education Charity and Culture Mile Learning working closely to ensure there is not double-ups of spending.
Education Board to be responsible for the funding given to the independent schools.	Chamberlain's / Town Clerk's / Independent Schools	To be considered within the work undertaken in response to the COL's Governance Review.
Review of Post-16 offer, given size of some sixth forms, to ensure a better offer that uses resources more efficiently.	Education Unit (DCCS) / COLAT / Independent Schools	A Review of Sixth Form provision was undertaken in 2020 and reported to the Education Board in November.
This review to include the provision of a high-quality technical pathway.	Education Unit (DCCS) / COLAT	As above.
Additional funding/infrastructure for partnership work across the Family of Schools.	Education Unit (DCCS) / Independent Schools	A Partnership Officer has been appointed by the CoL girls and Boys school to start to progress this work. The Education Unit has made a temporary appointment at this stage around partnership working with the view of trialling this for longer term adoption.

Review thresholds for the award of bursaries funded entirely by the COL to ensure the most disadvantaged, but able students, receive them.	Chamberlain's / Independent Schools	Plans for the thresholds to be reviewed this year.
Funding provided by the COL for bursaries in the three independent schools should be accounted for in reports to the Education Board.	Chamberlain's / Town Clerk's / Independent Schools	Request to be considered by the three respective Governing Bodies.
A more systematic programme to make known to parents and children in the Family of Schools, the availability of the bursaries and support provided to pupils and assist in preparation for entry tests.	Education Unit (DCCS) / Independent Schools / COLAT	Work being undertaken by the Schools' Partnership Officer(s).
Changes to the governance arrangements for schools (most notably the independent schools – but not exclusively). Inc. limits to the number of terms a Governor can serve and reduce the number on each Local Governing Body to 12-15.	Town Clerk's	In the case of independent Schools - to be considered within the work undertaken in response to the COL's Governance Review. The matter for academies was addressed by the Education Board's own 'internal' governance review in 2019.
Mechanism on how the Heads and Chairs can inform Court of skills gaps for vacancies.	Town Clerk's / Independent Schools	Skills audits of the Independent Schools are conducted annually and/or on the arising of a vacancy. Nomination Committees for each independent school have been established and these bodies consider skills gaps and how this can be fed into communications when committee vacancies are routinely advertised to Court Members.
Education Board and COL to produce an annual report on the "state of education in the City" to showcase some of the work to be found in the Family of Schools.	Education Unit (DCCS)	The Education Unit has produced the first of the Annual reports of Education activity and this went to Education Board. Tomlinson was keen for this to eventually be a glossier publication which could really highlight and amplify the great work happening across the City in Education. Although not happened yet, this could easily be developed from the report already completed.
Display work from the Family of Schools within and around Guildhall.	Education Unit (DCCS) / City Surveyor	No progress – delayed until further notice in light of COVID-19.

Corporate & Strategic Implications

16. This report has no immediate financial, legal or other implications, but seeks to establish a way forward on a matter that will in due course. Once a direction is agreed, these implications will be captured and reported back at the relevant stage(s).

Conclusion

17. This report seeks a clear steer from Members on how to proceed with work in response to the recommendations made by Sir Mike Tomlinson within his *Report of Inquiry into the funding of education by the City of London*.

Appendices

- Appendix 1 - Revised Draft Terms of Reference and Membership of the Joint City Education Grant Spending (Tomlinson) Working Party

Background Papers

- Report of Inquiry into the funding of education by the City of London, Sir Mike Tomlinson

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Appendix 1

Revised Draft Terms of Reference and Membership of the Joint City Education Grant Spending (Tomlinson) Working Party

Composition

- The Chair of the Policy & Resources Committee
- The Chair and Deputy Chair of the Education Board
- Three further Members of the Policy & Resources Committee
- Two further Members of the Education Board
- Two Members of the Finance Committee

The Chair of the Working Party will have the authority to invite Members and Officers to Working Party meetings in a consultative capacity.

Quorum:

The quorum shall be the Chairman and any three Members.

Terms of Reference

The Joint City Education Grant Spending (Tomlinson) Working Party will:

- (i) Act as a sounding board to advise on the implementation of recommendations made within the *Report of Inquiry into the funding of education by the City of London*, with a focus on the proposed funding model and funding balance between independent schools and academies; and
- (ii) Have power by a simple majority of those present and voting at a meeting of the Working Party, to make recommendations to the Policy & Resources Committee and Education Board for decision.

Committee(s) Education Board	Dated: 28/01/2021
Subject: Education, Cultural and Creative Learning and Skills 2019/20 Annual Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

At its meeting on 18 July 2019, the Education Board approved the Annual Action Plan for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2019/20 Academic Year. At that meeting, Members resolved to receive an Annual Report at the end of the academic year outlining how the Action Plan was delivered and the impact of the year's activities. This report provides the highlights from a detailed Annual Report included in **Appendix 1**.

Recommendation(s)

Members are asked to note the highlights from the detailed Education, Cultural and Creative Learning and Skills Strategies Annual Report included in **Appendix 1**.

Main Report

Background

1. The Education Board have strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills Strategies. The Annual Report reports on the outputs, cost, evaluation and impact of each of the high-level actions in the 2019/20 Annual Action Plan.

Annual Report Summary

2. The Annual Report includes indicative costs for each strategic area from both Local Risk (service budget) and Central Risk (grant funding to City sponsored academies). The costs do not include the salaries of permanent staff in the Education Unit but do include fixed-term staff working on time-limited projects. It should be noted that the 2019/20 Academic Year straddles two financial years (2019/20 and 2020/21).

3. Strategic Goal: Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and, in the future

Outputs	Summary of impact
<p>Leadership and Accountability (£30,988)</p> <ul style="list-style-type: none"> • 6 Headteachers' Forums for Headteachers in the Family of Schools. • 129 members of staff from the Family of Schools attended the City School's Conference in November 2019. • Completion of school performance and finance scrutiny meetings, as well as termly impact meetings with sponsored academies. • Continued expert support for safeguarding practices across the Family of Schools. • Implemented school data and target-setting dashboards for state-funded City schools, City of London Academies Trust (CoLAT) and the Education Strategy Unit (ESU). • Monitored school place planning and admission arrangements. 	<ul style="list-style-type: none"> • The Education Strategy Unit (ESU) continued regular and sustained support to the Family of Schools over the lockdown period including through forums, briefings and grant support. Schools reported feeling well-supported by the City Corporation during the COVID-19 pandemic. • The Headteachers' Forum provides a platform for communication, identifying areas for collaboration, and connecting schools to relevant external partnerships. The Forum has evolved into a discursive school-led platform. • The City Schools' Conference had relevant and applicable content and 91% of attendees stated that they agreed that they could apply the content to their work in the school. • The Scrutiny Meeting process is enabling effective challenge and support to City sponsored academies and informs grant-funding processes.
<p>Teaching and Learning (£1.734m)</p> <ul style="list-style-type: none"> • £180,699 of City Premium Grant spent on exceptional teaching and effective leadership outcomes. This is 129% increase from 2018/19. • £386,706 of City Premium Grant (CPG) spent on Pupil Engagement; £312,368 of CPG spent on improving pupils' progress; £249,299 of CPG spent on developing pupils' fusion skills; £161,428 of CPG spent on supporting schools to meet the challenges of COVID-19; £62,633 of CPG spent on building pupils' aspirations and destinations; £56,485 of CPG spent on improving pupils' behaviour and personal development; £48,512 of CPG spent on pupils' wellbeing • Pupils across the Family of Schools were supported to take practice Medic and Law examinations to 	<ul style="list-style-type: none"> • Academies are being supported to use data effectively and for school-improvement initiatives. The implementation of school data dashboards enabled greater monitoring of impact and improved target-setting and intervention planning. • School census data for 2019/20 shows that City state-funded schools are reaching target communities and supporting pupils from a diverse range of backgrounds and starting points. • The CPG is supporting schools to enhance and enrich teaching and learning across the academies. Academies were able to use the grant-funding to offset the negative

support entry into university for these courses.	impact of COVID-19 school closures on staff, pupils and families.
Governance (£100) <ul style="list-style-type: none"> 53 governor bookings across 4 governor training sessions in school performance, finance and safeguarding. 6 Chair of Governors Forums to drive best practice in school governance. Twice the number of the previous year. 	<ul style="list-style-type: none"> There is evidence of continued professional development (CPD) being used to effectively to ensure teachers engage in lifelong learning and the proportion of CPG funding on this area increased since the previous year. Governors who attended governor training are up to date with latest statutory requirements and good practice.

4. Strategic Goal: High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

Outputs	Summary of impact
Strategic Leadership (£13,273) <ul style="list-style-type: none"> 3 Skills Forum meetings delivered. 11/14 schools have a staff representative and 9/14 Schools have a governor representative on the Skills Forum. 	<ul style="list-style-type: none"> The Skills Forum enables sharing best practice, leadership development, and partnership building to ensure there is a clear strategy for work-related learning delivered in the Family of Schools.
World-of-work Experiences for Pupils (£52,784) <ul style="list-style-type: none"> Delivery of the virtual London Careers Festival 2020. <ul style="list-style-type: none"> 2,834 pupil bookings onto events over the week. 72 different schools and sixth form colleges registered for the Festival. 65 webinar style sessions were delivered. Over 140 different career and skills-related resources were shared with schools and pupils via the LCF website. 8 young people took part in the Culture Mile Learning Online Mentoring Programme. 	<ul style="list-style-type: none"> The Virtual London Careers Festival provided a platform for Livery Companies, businesses, cultural organisations, and a multitude of professionals across a range of sectors to connect with pupils in the Family of Schools and across London. 87% of young people said LCF helped them to think about their future and 84% of young people said they enjoyed joining the festival online. Culture Mile Learning (CML) delivered an Online Mentoring Programme proving that pupils who have barriers to everyday learning can be inspired by employers and build their skills and aspirations through online mentoring.
Industry Partnerships (£0 additional spend) <ul style="list-style-type: none"> 92 organisations hosted webinars or provided resources for the London Careers Festival. A new City of London and Liveries Education Network meeting has been established. 	<ul style="list-style-type: none"> The reach and impact of partnership-working continues to exceed expectations which can be seen from the levels of engagement in London Careers Festival, the Education Board Dinner, the Prefects Dinner and the City Schools' Conference.

5. Strategic Goal: Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer

Outputs	Summary of impact
Strategic Leadership (£12,095) <ul style="list-style-type: none"> 3 Cultural and Creative Learning Forum meetings delivered. 14/14 schools have a staff representative and 11/14 schools have a governor representative on the Cultural and Creative Learning Forum. 	<ul style="list-style-type: none"> The Cultural and Creative Learning Forum provides a platform for the Family of Schools and Culture Mile Learning to work in partnership to lead the delivery of cultural and creative learning. The Forum is an effective information point for schools to hear about upcoming opportunities. The Family of Schools responded creatively to the challenges of COVID-19 and remotely engaged several pupils in cultural and creative learning during school closures. There is strong progress towards a Cultural Curriculum across the Family of Schools supported by Culture Mile Learning. Three Schemes of Work have been developed with associated CPD as a pilot model which can now scale and grow. Culture Mile Learning are providing opportunities for London's learners, especially those experiencing disadvantage, to access the cultural life of the Square Mile. Pupils and teachers in the Family of Schools are benefiting from the cultural and creative industries in the City of London
Cultural Learning Experiences for Pupils (£294,500) <ul style="list-style-type: none"> 9,355 Play Packs were distributed to families during the COVID-19 lockdown. 3 Cultural Curriculum schemes of work were developed as a collaboration between Culture Mile Learning and the Family of Schools. 877 pupils took part in the Young City Poets Programme delivered by the National Literacy Trust. 	
Sector Partnerships (£0 additional spend) <ul style="list-style-type: none"> The Fusion Prize attracted 66 applications received from 271 individuals working within teams. 9 organisations in the Creative Industries hosted online careers events as part of the London Careers Festival. Professionals working in the creative industries participated in other events including the City Schools' Conference, the Education Board Dinner and the City Schools' Concert. 	

6. Strategic Goal: Deliver high quality adult education, training and apprenticeships.

Outputs	Summary of impact
<ul style="list-style-type: none"> 103 adult learning courses delivered benefiting 964 learners. 175 apprentices accessed training 	<ul style="list-style-type: none"> From the start of lockdown, the Adult Skills and Education Services (ASES) delivered 71% of all ACL courses (103 out of 145) online and 100% of internally provided apprenticeship training, which were due to be delivered over the 2019-20 academic year.

(of which 130 were City Corporation employees and 45 are non-City employees).	<ul style="list-style-type: none"> 95% of adult learners enrolled on courses remained on the course throughout its full duration which is a marginal increase from last year (94.5%). 84% of adult learners achieved a pass in their final assessments. There has been an increase in the number of apprentices who are completing their apprenticeship training from the previous year.
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7. Strategic Goal: Learning experiences promote the development of 21st century Fusion Skills through programmes that are a mix of academic, creative, digital and emotional learning

Outputs	Summary of impact
Fusion Skills Development for Pupils (£17,813) <ul style="list-style-type: none"> There were 411 pupil bookings onto Education Board funded events over 2019/20 which represents only a 30% decrease from the previous year (591) which exceeds expectations given that three events were cancelled due to COVID-19. 	<ul style="list-style-type: none"> Pupils in the Family of Schools have been able to use and develop their Fusion Skills through a range of Education Board funded events. Over 2019/20, the Fusion Prize engaged and developed creative entrepreneurs. 18% of teams were newly established in order to enter the Prize. The Prize winner, The Pattern, are due to create a team of trained cultural producers ('Patterners'), with the know-how of how to put their creativity to use and galvanise their communities to explore their creative skills. The impact of this initiative will be continually monitored and reported in full. Fusion has galvanised interest and supported partners to develop their own responses to the Fusion Programme and its aims. Partners across sectors have engaged in the design of a Fusion website which connects learners to learning opportunities across education, cultural learning and work-related learning. This have paved the way for development over 2020/21. The level of enthusiasm and interest from partners to drive the Fusion Skills agenda forward continues to surpass expectations.
Sector Partnerships and Influencing (£30,100) <ul style="list-style-type: none"> 66 applications to the Fusion Prize and a network of entrepreneurs and creatives championing fusion skills. Fusion has a unique brand and identity which is being shared across the Fusion network and partnerships. Partners were engaged and enthusiastic about the development of an online one-stop-shop website connecting schools, businesses and the cultural sector. 	

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

8. N/A. This report is for information only.

Conclusion

9. The Education Board are committed to ensuring that the delivery of its strategies is focused on impact (Goal Six of the Education Strategy). The findings from the Annual Report will inform the ongoing activity in the 2020/21 Action Plan and the planning for the 2021/22 Action Plan.

Appendices

Appendix 1 – Education, Cultural and Creative Learning and Skills Strategies Annual Report (Non-Public).

Daniel McGrady

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Committee(s)	Dated:
Education Board	28/01/2021
Subject: Education Board Budget Update 2020.21	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) Mark Jarvis, Head of Finance	

Summary

This paper asks Members to note the latest forecast outturn position for the 2020/21 Education Board Budget.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

1. The latest forecast outturn position is submitted to the Education Board at each committee meeting.

Current Position

2. The forecast outturn position for the 2020/21 financial year as of Period 9 (P9) is outlined in the table on the next page. As of P9, £2.8m of the overall £3.2m allocation has been spent.

Proposals

3. This report is for information only.

Options

4. This report is for information only.

Key Data

<u>2020/21</u> <u>Budget</u>		<u>Actuals</u> <u>20/21</u>	<u>Current</u> <u>Balance</u>	<u>Outturn</u> <u>20/21</u>
<u>Local Risk</u>				
£		£	£	£
120,000 ¹	COLAT FUNDING	120,000	0	120,000
391,000	SALARIES	319,941	71,059	409,424
43,000	Leadership, governance and projects	35,863	7,137	48,353
25,000	Enrichment (Fusion) Events for Pupils	5,000	20,000	15,000
68,000	EDUCATION STRATEGY	40,923	17,077	63,353
45,000	Leadership, governance and projects	10,500	34,500	45,000
70,000	Fusion Skills Programme	22,405	47,595	50,000
10,000	London Careers Festival ²	13,887	-3,887	13,887
50,000	Fusion, Culture and Careers Hub	7,704	42,296	50,000
175,000	SKILLS STRATEGY	54,496	120,504	158,887
75,000	Leadership, governance and projects	11,221	63,779	65,000
275,000	Culture Mile Learning	274,500	500	274,500
10,000	Support to pupil performances and exhibitions	0	10,000	10,000
360,000	CULTURAL & CREATIVE LEARNING STRATEGY	285,721	74,279	349,500
13,000	CENTRAL EDUCATION UNIT	5,970	7,030	9,500
1,127,000		826,991	300,009	1,110,664
<u>Central Risk</u>				
£				
250,000	COLA Southwark	320,000	-70,000	250,000
250,000	COLA Islington	295,000	-45,000	250,000
250,000	The City Academy, Hackney	315,000	-65,000	250,000
100,000	Redriff	110,000	-10,000	100,000
60,000	Galleywall	64,676	-4,676	60,000
40,000	COL Primary Academy Islington	44,514	-4,514	40,000
200,000	COLA Highgate Hill	224,823	-24,823	200,000
140,000	COLA Shoreditch Park	115,200	24,800	140,000
250,000	COLA Highbury Grove	309,910	-59,910	250,000
150,000	Newham Collegiate Sixth Form	175,000	-25,000	150,000
370,000 ³	Leadership and standards	0	370,000	40,000
2,060,000	CITY PREMIUM GRANTS (ACADEMIES)	1,974,123	85,877	2,060,000
7,000	Safeguarding Review (PIP Funding)	0	7,000	7,000
10,000	Feasibility Study (PIP Funding)	0	10,000	10,000
17,000	PIP FUNDING	0	17,000	17,000
2,077,000		1,974,123	102,877	2,077,000

¹ Includes £70K uplift approved by Education Board under urgency for the City of London Academies Trust (CoLAT) Summer Provision to address COVID-19 learning loss.

² The London Careers Festival budget does not include staff expenses which are represented in Salaries.

³ Includes £330K uplift approved by Education Board on 23/07/2020 as supplementary City Premium Grant funding to City sponsored academies to address educational gaps caused by COVID-19 school closures.

3,204,000

2,801,114

402,886

3,187,664

Corporate & Strategic Implications

5. This report is for information only.

Conclusion

Members are asked to note the spend to date and forecast outturn for the 2020/21 financial year

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Committee(s)	Dated:
Education Board	28th January 2021
Subject: Revenue Budgets 2021/22	Public
Does this proposal require extra revenue and/or capital spending?	No
Report of: The Chamberlain Director of Community & Children's Services	For Decision

Summary

This report is the annual submission of the revenue budgets overseen by your Committee. In particular it seeks approval to the provisional revenue budget for 2021/22, for subsequent submission to the Finance Committee. The proposed budget for 2021/22 has been prepared within the resource envelope allocated to each Director by Resource Allocation Sub Committee, including the Department's Target Operating Model (TOM) efficiency savings of 12%.

A detailed breakdown of the budget will be presented to this Committee in February 2021 similar to the process adopted in the past 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.

Table 1 Summary	Original Budget 2020/21 £'000	Latest Approved Budget 2020/21 £'000	Original Budget 2021/22 £'000	Movement Original 2020/21 to Original Budget 2021/22 £'000
Expenditure	(2,782)	(3,204)	(2,516)	266
Total Net Expenditure	(2,782)	(3,204)	(2,516)	266

Overall, the 2021/22 provisional revenue budget totals £2.5m, a decrease of £266,000 when compared with the Original Budget for 2020/21. The main reasons for this decrease are:

- 2021/22 local risk budgets include 2% increase for inflation amounting to £21,000 which has been offset by 2% efficiency savings.
- Fundamental review savings of £140,000 have been deducted from the 2021/22 local risk budget

- Incremental savings of 12% have been included in the 2021/22 local risk budget in order to address the damage to our budgets as a result of the current COVID 19 pandemic.

Recommendations

Members are asked to:

- Review the provisional 2021/22 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;
- agree that minor amendments for 2020/21 and 2021/22 budgets arising during budget setting be delegated to the Chamberlain,

Main Report

Introduction

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on 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 Corporation's role as an academisponsor.
2. This report sets out the proposed revenue budgets for 2021/22. 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

- Deliver a changed focus and approach to developing skills, knowledge and competencies based on harnessing talent and developing skills for 21st Century success.
- Deliver academic excellence in teaching and learning to improve academic attainment and progress.
- Drive equality of opportunity through a proactive approach to promoting social mobility and inclusion, as well as good health and wellbeing.
- Deliver a comprehensive strategy for skills and careers development in the Family of Schools.
- Provide a high quality cultural and creative offer for all pupils from early years to post-16, delivering sustained education in and through the arts and culture.

Skills

- Deliver a changed approach for adult learners, focused on the development of critical skills, knowledge and competencies to meet the challenges of the rapidly changing world of work.
- Continue to improve the quality of teaching and learning in adult education, training and apprenticeships.
- Improve the learning experience and learning outcomes for adult learners impacted by educational and social disadvantage.
- Link learning at all stages with real-world application, improving the transition of learners at critical stages in education and training.
- Forge and maintain dynamic relationships with our City, UK and international partners in industry, higher education, further education, the cultural sector and local communities.

Cultural and Creative Learning

- Create connected routes for pupils and teachers to access the cultural and heritage offer in the City, providing opportunities for creative and cultural experiences to enrich learning.
- Support our cultural organisations to appeal to wider audiences through outreach and learning initiatives and working outdoors.
- Deliver a distinctive City Corporation education and skills offer based on the development of Fusion Skills, in part developed through creative learning and participating in arts and culture.
- Ensure young people have the knowledge, skills and networks to prepare them for careers in the arts, cultural, creative and hybrid sectors.

Proposed Revenue Budget for 2021/22

7. The proposed Revenue Budget for 2021/22 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 2021/22 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 2019-20 £'000	Original Budget 2020-21 £'000	Original Budget 2021-22 £'000	Movement 2020-21 to 2021-22 £'000	Para Ref
EXPENDITURE						
Employees	L	(396)	(341)	(340)	1	
Supplies and Services	L	(569)	(711)	(446)	265	
City Premium Grants	C	(1,892)	(1,730)	(1,730)	0	
TOTAL NET EXPENDITURE		(2,857)	(2,782)	(2,516)	266	9

9. The variance comprises £140,000 of Fundamental review savings as agreed in 2019 along with a further 12% savings required from 2021-22 base budget to address the damage to our budgets as a result of the current COVID 19 pandemic amounting to £126,000. Appendix 2 shows the agreed savings which have been taken out of the 2021-22 budget.

Revenue Budget 2020/21

10. The forecast outturn for the current year is inline with the Latest Approved Budget of £3,204k. **Appendix 1** shows the movement between the Original Budget 2020/21 and the Latest Approved Budget 2020/21.

Draft Capital and Supplementary Revenue Budgets

11. The latest estimated costs of the Committee's current approved capital and supplementary revenue projects are summarised in the Table below.

Project	Exp. Pre 01/04/20 £'000	2020/21 £'000	2021/22 £'000	2022/23 £'000	Total £'000
Authority to start work					
City of London Academy Southwark	5,642	90	-	-	5,732
City of London Academy Islington New Build	8,411	11,991	1,341	-	21,743
City of London Academy Islington Temporary School	-	350	233	-	583
TOTAL EDUCATION BOARD	14,053	12,431	1,574	-	28,058

12. Both academy school projects are to be funded by the Department for Education, although some of the Islington cost increases are currently underwritten from City's Cash pending confirmation of grant. The costs of the temporary school in Islington are being met by the City (from City's Cash reserves).

13. The latest Capital and Supplementary Revenue Project forecast expenditure on approved schemes will be presented to the Court of Common Council for formal approval in March 2021.

Appendices

- Appendix 1 – 2020/21 Original Budget and Latest Approved Budget
- Appendix 2 – 2021/22 Agreed savings (12%)

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Appendix 1: Movement between 2020/21 Original Book Budget and 2020/21 Latest Approved Budget

Original Budget 2020/21	£'000 (2,782)
Increase in budget as agreed by Policy & Resources (£330k for City premium grants and £70k for Summer Programme)	(400)
Increase in Central risk base budget due to the Priorities Investment Pot carry forward from 2019/20	(17)
Increase in budget for contribution pay	(5)
Latest Approved Budget	(3,204)

Appendix 2: 2021/22 Savings (12%)

Short Description	Long Description	2021/22 Estimated £'000 Saving	Impact	Risk Level
Education Strategy	Governor Training	1	Medium	Medium
Education Strategy	School Leadership Development	10	Medium	Medium
Skills Strategy	World of work & Fusion Hub Development	35	Medium	Medium
Skills Strategy	Skills Forum	14	Low	Low
Cultural & Creative Strategy	Cultural & Creative Learning forum	14	Low	Low
Cultural & Creative Strategy	Cultural Access	20	Medium	Medium
Cultural & Creative Strategy	Culture Mile Learning	28	Medium	Low
Central Education Budget	Printing/Office supplies	4	Low	Low
		126.0		

Committee(s) Education Board	Dated: 28/01/2021
Subject: Education Activities Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Catherine McGovern, Business Administration and Events Apprentice Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report updates Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education, Cultural and Creative Learning, and Skills. A calendar of meetings, forums and events for the 2020/21 academic year is included in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Note the update on events and activities delivered since the last meeting;
- Note the calendar of forums and events over the 2020/21 academic year in **Appendix 1**.

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).

Current Position

Education

2. Introduction to Safeguarding and Advanced Safeguarding Governors' Training (virtual) - 9 December 2020

The Introduction to Safeguarding and Advanced Safeguarding training took place on 9 December 2020 and was attended by governors and Designated Safeguarding Leads across the Family of Schools. The training sessions were delivered by an independent Safeguarding Consultant who encouraged

participants to ask questions and discussions the training materials in the context of their schools. Certificates of attendance were provided to all attendees.

Proposals

Upcoming activities

3. Find Fusion Platform - To be launched late February/early March 2021

In line with the 2020/21 Action Plan approved by the Education Board at their meeting on 23 July 2020, the Education Unit have commissioned the development of an online one-stop-shop, to be named 'Find Fusion', which will connect schools, businesses, cultural organisations and training providers for the mutual benefit of sharing their learning opportunities. Find Fusion will enable schools and learners to find resources, events, training and projects which are relevant to them and for partner organisations to list, promote, amplify and share their offers. Find Fusion will also connect, and curate offers around themes such as learner type, age group, curriculum area and fusion skills. In the initial launch scheduled for mid-February, a warm audience of teachers and organisations will be able to search, find and share opportunities. It will be a substantial resource for teachers in supporting virtual learning during lockdown and then will contain both virtual and actual events once lockdown restrictions are eased.

4. Mid-term Strategy Review

The City Corporation launched its Education, Cultural and Creative Learning and Skills Strategies two and a half years ago and the Education Unit have commissioned The Centre for Education and Youth (CfEY) to carry out a Mid-term Strategy Review to understand how the vision of the strategies is being collectively realised across its partnerships. This Mid-term Strategy Review will explore: the status of the strategies' visions; stakeholders' sense of connection to the strategies; where impact is occurring and good practice; and how we should continue to work together over the next two and a half years to support our mutual aims. Members will be invited to take part in the review and the final reports will be submitted to the Education Board on 20 May 2021.

5. Chess Tournament and Workshops (Virtual) - Wednesday 3 March

The Education Unit alongside Chess in Schools and Communities (CSC) will deliver the annual Family of Schools' Chess Tournament as an online event on Wednesday 3 March 2021 at 13:00-15:30. Two training sessions as well as resources will be provided prior to the tournament to help pupils prepare. Members of the Education Board are invited to attend the Chess tournament and should RSVP to Vasima.Patel@cityoflondon.gov.uk to receive login details.

6. Debating Tournament and Workshops (Virtual) - Tuesday 9 March 2020

The Education Unit alongside the International Churchill Society (ICS) and the English-Speaking Union (ESU) will deliver the annual Family of Schools' Debating Tournament as an online event on Tuesday 9 March 2020 at 12:30 – 15:30. Two training sessions as well as resources will be provided prior to the tournament to help pupils prepare. Judges from the ISC, ESU and the Education Board will award prizes and provide feedback to each pupil. Members of the

Education Board are invited to attend the Debating tournament and should RSVP to Vasima.Patel@cityoflondon.gov.uk to receive login details.

7. Culture Mile Learning- Online Mentoring programme

Culture Mile Learning are conducting their annual Mentoring Programme online. The mentoring sessions will focus on helping to develop individual's key employability skills, such as creativity, communication, problem-solving and adaptability, and help them to prepare for the world of work. At the end of the programme participants will have more insight into career options and an idea of next steps on their journey towards a creative career.

8. The calendar of forums and events over the 2020/21 academic year is included in **Appendix 1**.

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

Members of the Education Board have been updated on recent events and activities across their three strategy areas as well as upcoming events and activities over the 2020/21 academic year

Appendix 1 – Calendar of Forums and Events over the 2020/21 Academic Year

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Business Administration and Events Apprentice

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Calendar of forums and events over the 2020/21 academic year

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums/training for governors

Events and Meetings 2020/21	Date	Time	Location
September			
CoLAT Trust Board meeting	03/09/2020	09:00 - 11:00	Virtual
Headteachers Forum (Autumn 1)	17/09/2020	08:00 - 10:30	Virtual
LCF Working Group	22/09/2020	10:00 - 11:30	Virtual
Risk Assurance Training	23/09/2020	09:00 - 10:30	Virtual
Education Board	24/09/2020	11:00 - 13:00	Virtual
October			
CoLAT Finance, Audit and Risk Meeting	02/10/2020	TBC	Virtual
Skills Forum (Autumn)	06/10/2020	08:00 - 10:30	Virtual
Fusion Cities 2 Meeting	09/10/2020	All day	Virtual
Cultural and Creative Learning (Autumn)	15/10/2020	08:00 - 10:30	Virtual
LCF Working Group	CANCELLED	CANCELLED	CANCELLED
Half Term			
November			
City Schools virtual conference	03/11/2020	14:00 - 16:00	Virtual
Scrutiny meeting (Results)	04/11/2020	All day	Virtual
CoLAT Standard and Accountability meeting	12/11/2020	09:00 – 11:00	Virtual
LCF Working Group	17/11/2020	14:30 - 16:00	Virtual
Education Board	19/11/2020	11:00 - 13:00	Virtual
Prefects Dinner	CANCELLED	CANCELLED	CANCELLED
Headteachers Forum (Autumn 2)	25/11/2020	08:30 - 09:30	Virtual
December			
Chair of Governors Forum (Autumn)	01/12/2020	08:30 - 10:30	Virtual
CoLAT Finance, Audit and Risk Meeting	03/12/2020	09:00 – 11:00	Virtual
Governor training: Introduction to Safeguarding	09/12/2020	08:30 - 09:45	Virtual
Governor Training: Advanced Safeguarding	09/12/2020	10:00 – 12:00	Virtual
CoLAT Trust Board meeting	11/12/2020	09:00 - 11:00	Virtual
LCF Working Group	15/12/2020	10:00 - 11:30	Virtual
Christmas Holidays			
January			
Skills Forum (Spring)	12/01/2021	08:30 - 10:30	Virtual
LCF Working Group	19/01/2021	10:00 - 11:30	Virtual
Headteachers Forum (Spring 1)	21/01/2021	08:30 - 09:30	Virtual
Education Board	28/01/2021	11:00 - 13:00	Virtual

February

Cultural and Creative Learning Forum (Spring)	02/02/2021	08:30 - 10:30	Virtual
Chess Tournament workshop 1	02/02/2021	14:30 – 15:30	Virtual
Partnerships Forum	04/02/2021	08:30 – 10:00	Virtual
CoLAT Standard and Accountability meeting	04/02/2021	09:00 – 11:00	Virtual
Debating Tournament workshop 1	04/02/2021	13:30 – 15:30	Virtual
Debating Tournament workshop 2	09/02/2021	13:30 – 15:30	Virtual
Chess Tournament workshop 2	11/02/2021	14:30 – 15:30	Virtual

Half Term

LCF Working Group	23/02/2021	10:00 - 11:30	Virtual
CoLAT Finance, Audit and Risk Meeting	25/02/2021	09:00 – 11:00	Virtual

March

Chair of Governors Forum (Spring)	02/03/2021	08:30 - 10:30	Virtual
Chess Tournament	03/03/2021	13:00 – 15:30	Virtual
Debating Tournament	09/03/2021	12:30 – 15:30	Virtual
Governor Training - Finance	10/03/2021	08:30 - 10:30	Virtual
Headteachers Forum (Spring 2)	17/03/2021	08:30 - 09:30	Virtual
Education Board	18/03/2021	11:00 - 13:00	Virtual
CoLAT Trust Board meeting	19/03/2021	09:00 – 11:00	Virtual
Christ's Hospital Maths Challenge	23/03/2021	09:30 – 11:15	Virtual
LCF Working Group	25/03/2021	10:00 - 11:30	Virtual

Easter Holidays

April

City Schools Music listening session	TBC	TBC	Virtual
Skills Forum (Summer)	20/04/2021	08:30 - 10:30	West Wing – Committee Room 2
LCF Working Group	27/04/2021	14:00 – 15:30	Virtual
CoLAT Standard and Accountability meeting	29/04/2021	09:00 – 11:00	TBC
Cultural and Creative Learning Forum (Summer)	29/04/2021	08:30 - 10:30	West Wing – Committee Room 2

May

Headteachers Forum (Summer 1)	06/05/2021	08:30 - 09:30	West Wing – Committee Room 2
Chair of Governors Forum (Summer)	11/05/2021	08:30 - 10:30	West Wing – Committee Room 2
Education Board	20/05/2021	11:00 - 13:00	TBC
LCF Working Group	25/05/2021	10:00 - 11:30	TBC

Half Term

June

Fusion Cities 3 meeting	07/06/2021	09:00 - 17:00	Great Hall
City Schools Conference	14/06/2021	09:00 - 17:00	Livery Hall
Governor Training - School data and performance	16/06/2021	08:30 - 10:30	West Wing – Committee Room 3
Scrutiny Meetings (Finance) Day 1	17/06/2021	All day	TBC
Scrutiny Meetings (Finance) Day 2	18/06/2021	All Day	TBC
London Careers Festival - Day 1	28/06/2021	All day	Virtual
London Careers Festival - Day 2	29/06/2021	All day	Virtual
London Careers Festival - Day 3	30/06/2021	All day	Virtual

Barbican Art Exhibition	TBC	TBC	Virtual
July			
CoLAT Finance, Audit and Risk Meeting	01/07/2021	09:00 – 11:00	TBC
Headteachers Forum (Summer 2)	09/07/2021	08:30 - 09:30	West Wing – Committee Room 2
CoLAT Trust Board meeting	08/07/2021	09:00 – 11:00	TBC
LCF Working Group	27/07/2021	10:00 - 11:30	TBC
Summer Holidays			
August			
Primary Results Day (raw scores)	TBC	All day	N/A
Results Day (A levels)	12/08/2021	All day	N/A
Results Day (GCSE)	19/08/2021	All day	N/A

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Committee(s): Education Board	Dated: 28/01/21
For information/discussion	
Subject: Education Media Plan	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8, 9 and 10
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Bob Roberts, Director of Communications	For Information
Report author: Chandni Tanna, Media Officer	

City's Corporate Plan

Contribute to a flourishing society

1. *People are safe and feel safe.*
2. *People enjoy good health and wellbeing.*
3. *People have equal opportunities to enrich their lives and reach their full potential.*
4. *Communities are cohesive and have the facilities they need.*

Support a thriving economy

5. *Businesses are trusted and socially and environmentally responsible.*
6. *We have the world's best legal and regulatory framework and access to global markets.*
7. *We are a global hub for innovation in finance and professional services, commerce and culture.*
8. *We have access to the skills and talent we need.*

Shape outstanding environments

9. *We are digitally and physically well-connected and responsive.*
10. *We inspire enterprise, excellence, creativity and collaboration.*
11. *We have clean air, land and water and a thriving and sustainable natural environment.*
12. *Our spaces are secure, resilient and well-maintained*

Summary

The City of London Corporation's media plan sets out the way in which the media team will communicate the work of the Education Board and the City of London Academies Trust Board to the media, subject to further consultation with the Chairs of both Boards.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

The Education Media Plan was drafted following the successful elections of the Chairs of the Education and City of London Academies Trust Board (CoLAT).

The purpose of the plan is to highlight in the media the work that the City of London Corporation is doing to:

- (i) provide access to world-class education and learning opportunities for all Londoners
- (ii) contribute to a flourishing society and support a thriving economy

Current Position

Currently the City of London Corporation's media team highlights key events in the education calendar. For example, A-Level results day, GCSE results day, the London Careers Festival, the annual chess competition and the annual debating competition. It also supports the Family of Schools in handling any reputational issues, positive or negative. The media team has a good relationship with all the Family of Schools. The Education Board has oversight of the Cultural and Creative Learning Strategy 2019-23, which commits to enriching learning through culture and the arts. The Cultural Mile Learning team has been delivering projects to support this vision. The team has well established working relationships with the City's Family of Schools which will drive this vision, as well the goals in the Education Strategy 2019-23 on the effective practice of cultural and creative learning delivered in the Family of Schools. Media interventions around Cultural Mile Learning will be overseen by the corporate media team and the head of media.

Proposals

Given the unique nature of the relationship with our Family of Schools the aim of the media plan is for the Family of Schools to be free to promote and market their activities simply sighting the corporate media team for information. The corporate media team will support this activity and amplify audiences where resources allow. The corporate media team should become more directly involved where there could be a reputational impact – either positive or negative – on the wider City of London Corporation. The corporate media team will always try to assist in any crisis communications. The proposed plan is to be developed further following feedback from members and the Chairs of the Education and CoLAT Board.

Corporate & Strategic Implications – none

Conclusion

The media plan sets out the way in which the media team will highlight the work of the City of London Corporation's Education Board. Any media interventions made by the corporate media team will be signed off by the head of media and the director of communications.

Appendices

- Appendix 1 – Education Media plan

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Media Plan: Education

Chandni Tanna

City of London Corporation –August 2020

Overview

This plan sets out the way in which the Media Team will communicate the work of the Education Board and the City of London Academies Trust Board to the media.

It is intended as a guide for the remainder of the academic year although it is subject to change to reflect the impact of COVID-19 and the recovery from the pandemic.

The Media Plan

Purpose

The purpose of the plan is to highlight in the media the work the City of London Corporation is doing to:

- (i) provide access to world-class education and learning opportunities for all Londoners
- (ii) contribute to a flourishing society and support a thriving economy

This plan also states which opportunities and milestones the Media Team can use to deliver media interventions through print, broadcast or digital/social media. See **Appendix 1**

Key messages:

- The City of London Corporation is committed to providing access to world-class education and learning opportunities for Londoners of all backgrounds
- The City Corporation's family of schools provide educational experiences that enrich and inspire
- The City Corporation aims to ensure that young Londoners in its schools have access to the information, advice and experiences that will help them to progress into fulfilling careers
- The City of London Corporation's family of schools has one maintained primary school and 10 sponsored academies across Hackney, Newham, Islington and Southwark. It also supports three independent schools.
- The City of London Academies Trust is a leading multi-academy chain which runs the City Corporation's sponsored academies. It has twice been named by social mobility charity Sutton Trust as the UK's best academy sponsor for empowering pupils from disadvantaged backgrounds to perform above the national average, and the leading academy sponsor for Progress 8 and Attainment 8, which track pupil progress and achievement.
- The City of London Corporation is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally successful United Kingdom. It is committed to offering educational programmes and opportunities through the creative, and cultural and skills and employability arenas to ensure people have equal opportunities to enrich their lives and reach their full potential.

Target Audiences

1. Media
2. Londoners and the wider public
3. Parents
4. Educational establishments

Communications Methods

The plan will use several media communications methods including:

1. News releases, authored articles and media statements
2. Social/digital media

Roles and Responsibilities

The City of London Corporation's corporate media team is responsible for overseeing all print, broadcast and digital communications of the City Corporation.

Given the unique nature of the relationship with our family of schools and the level of resources, schools should be free to promote and market their activities simply sighting the corporate media team for information with reasonable notice. Subject to similar sighting, the Education Board and City of London Academies Trust chairs can make statements to local press.

The corporate team will be happy to support this activity and amplify audiences where resources allow.

The corporate media team should become more directly involved where there could be a reputational impact – either positive or negative – on the wider City of London Corporation.

The corporate media team will always try to assist in any crisis communications.

The media officer responsible for education has a responsibility of handling media matters also relating to:

- The City of London Corporation's Police Authority Board
- Housing
- Health and Wellbeing
- Homelessness
- Employability and Skills
- Barbican Residential Committee
- Community and Children Services

Current role and responsibilities relating to the media plan are as follows:

Name	Responsibility
Chairman of the Education Board	Spokesperson
Chairman of the City of London Academies Trust Board	Spokesperson
Media Officer	Print, broadcast, and digital/social media
Head of Media	Oversees print, broadcast, and digital/social media
Director of Communications	Responsible for all City Corporation communications
Committee Clerk	Member communications

Education media focus 2021

	<u>Story</u>	<u>Detail</u>	<u>Date</u>	<u>Media plan status</u>	<u>Spokesperson</u>
1	Tackling the attainment gap	The media team will use appropriate City of London Corporation committee reports and policy developments agreed by the Education Board, along with appropriate statements by the Chair, on matters relating to tackling the attainment gap. The team will also line up appropriate features and case studies.	On going	Dependent on the plan outlined in column two (detail)	Caroline Haines
4	Improving partnership working	The media team will use appropriate City of London Corporation committee reports and policy developments agreed by the Education Board, along with appropriate statements by the Chair, on matters relating to improving partnership working. The team will also line up appropriate features and case studies.	On going	Dependent on the plan outlined in column two (detail)	Caroline Haines
5	Skills and apprenticeships	The media team will use appropriate City of London Corporation committee reports and policy developments agreed by the Education Board, along with appropriate statements by the Chair. The team will also line up features and case studies on the City of London Corporation's apprentices.	On going	Dependent on the plan outlined in column two (detail)	Caroline Haines Case study
6	Culture Mile Learning (CML)	The Education Board have oversight of the Cultural and Creative Learning Strategy 2019-23 which commits to enriching learning through culture and the arts. CML have been delivering projects to support this vision. CML has well established working relationships with the City's Family of Schools which will drive this vision, as well the goals in the Education Strategy 2019-23 on the effective practice of cultural and creative learning delivered in the Family of Schools. The media team will use appropriate City of London Corporation committee reports and policy developments agreed by the Education Board, along with appropriate statements by the Chairs of both the Education and CoLAT Boards.	On going	Dependent on the plan outlined in column two	Caroline Haines and Tijs Broeke
7	London Careers Festival	The City of London Corporation hosts an annual London Careers Festival. The festival connects students from the City Corporation's Family of Schools and schools in wider London to the career opportunities offered in the City and across the capital, fuelling their	05/07/21 to 07/07/21	News release, media interviews, social media campaign.	Caroline Haines

		imaginations and helping to shape their futures. The team will also line up appropriate features and case studies.			
8	A-Level results day	Students from the City of London Academy Islington, City Academy Hackney, City of London Academy Highbury Grove, City of London Academy Southwark and Newham Collegiate Sixth Form receive A-Level results. The team will also line up appropriate features and case studies.	12/08/21	News release, media interviews with headteachers, images and social media.	Tijs Broeke
9	GCSE results day	Students from the City of London Academy Islington, City Academy Hackney, City of London Academy Highbury Grove, City of London Academy Southwark, City of London Academy Highgate Hill and the City of London Academy Shoreditch Park receive GCSE results. The team will also line up appropriate features and case studies.	19/08/21	News release, media interviews with headteachers, images and social media.	Tijs Broeke

Committee(s) Education Board	Dated: 28/01/2021
Subject: Cultural and Creative Learning Strategy Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

The Education Board have oversight over the Cultural and Creative Learning Strategy 2019-23. The strategy commits to engendering a collective ethos whereby every learning destination in the Family of Schools is also a cultural destination and education in and through the arts is a foundational part of each curriculum. To achieve these aims, the Education Strategy Unit have commissioned additional support from Sheila Cohring, the former Headteacher at Galleywall Primary School, and a patron of cultural and creative learning in schools. At the invitation of the Chair, Sheila will share details of the current and upcoming cross-school collaboration projects.

Recommendation(s)

Members are asked to note and discuss current and upcoming projects supporting cultural and creative collaboration across the Family of Schools.

Main Report

Background

1. The Education Board has oversight over the Cultural and Creative Learning Strategy 2019-23. The Strategy commits to supporting an embedded culture of culture, creativity and the arts in every one of the Family of Schools. Culture Mile Learning (CML) have formed a strong network of partnerships across cultural venues, working towards shared aims and collaborative projects. To compliment the cultural partnerships, the Education Strategy Unit have commissioned support in education and school leadership to encourage a similar partnership between schools in the Family of Schools.

Current Position

2. This year, the Education Strategy Unit have been fortunate to commission the support of Sheila Cohring to lead the development of school-to-school partnerships in cultural and creative learning and drive forward the aims of the Cultural and Creative Learning Strategy.
3. Sheila is the former Headteacher of Galleywall Primary, City of London Academy. Opening in temporary accommodation, the build programme for the school spanned over three years. The school is now very well established in the local community and was judged Outstanding by Ofsted in May 2019. Sheila's career in primary education has spanned thirty years. She has a proven track record of being able to instigate and sustain school improvement. In addition, she has experience of carrying out a number of Ofsted Inspections, and has extensive experience of being a school Governor. Sheila continues to support the team at Galleywall as Leadership Coach. She has been accredited by the European Mentoring and Coaching Council through the Guildhall school of Coaching and Mentoring. Sheila is passionate that 'creativity' remains at the heart of the school curriculum. In 2020, Sheila was honoured to receive the Master's Award for Outstanding Leadership in Education, from The Worshipful Company of Educators.
4. Sheila provides an update on:
 - a. The strategic coordination of the Primary and Secondary Curriculum Leaders Network to develop shared schemes of work enriched by culture and creativity. Currently, this Network are developing a shared curriculum on Roman History.
 - b. The management of the Young Leaders' Project which develops young people in secondary schools as musical mentors, exercising their leadership skills with younger musicians in primary schools.
 - c. The leadership of the Art Leads Forum which brings together curriculum leaders of Art and Design across the Family of Schools. The Forum have planning a cross-school Art Exhibition and plans for upcoming and future shared projects.
5. This is the Education Unit's second year of commissioning teachers and school leaders to drive collaborate between schools which is proving to be an effective model of partnership development. A similar model is being considered for skills and work-related learning projects in the Education and Skills Strategies.

Proposals

N/A

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

6. Members are asked to discuss current and upcoming projects supporting cultural and creative collaboration across the Family of Schools.

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Committee(s) Education Board	Dated: 28/01/2021
Subject: Parental Engagement in Learning	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

The Education Strategy 2019-23 commits to enabling pupils in the Family of Schools to flourish and thrive which includes working with parents and families to support parental engagement in learning. At their meeting on 24 September 2020, Members received an initial discussion paper on the evidence-base for parental engagement in learning as well as examples of current cross-Corporation projects focused on these outcomes. Members suggested that to move the discussion forward, some examples of effective approaches should be presented and discussed in a future meeting. Towards this aim, Professor Sonia Blandford, Founder and CEO of Achievement for All and Visiting Professor of the UCL Institute of Education, has been invited to attend the meeting on 28 January 2021 to share the approach of Achievement for All. Professor Blandford's presentation slides are attached in **Appendix 1**.

Recommendation(s)

Members are asked to note that following an invitation from the Chair, Professor Sonia Blandford will share a presentation on Parent and Carer Engagement included in **Appendix 1**.

Main Report

Background

1. The Education Strategy 2019-23 commits to ensuring that pupils in the Family of Schools receive exceptional education to enable them to flourish and thrive. A key aim for achieving this is to support the Family of Schools to "use effective communication and feedback to ensure pupils and their families are partners in children's learning."¹ At the meeting on 24 September 2020, Members of the Education Board discussed a paper on the research around parental engagement in learning and the City Corporation's strategic and operational

¹ City of London Corporation, Education Strategy 2019-23, 2019
<https://www.cityoflondon.gov.uk/assets/Services-DCCS/city-of-london-education-strategy-2019-23.pdf>

efforts to support and facilitate effective practice in this area. Members asked to see examples of effective practice and resolved to invite a further paper focused on practical approaches to support parents and carers in their children's learning.

Current Position

2. Achievement for All is a not-for-profit organisation that works in partnership with early years settings, schools and colleges to improve outcomes for children and young people². Professor Sonia Blandford is the Founder and CEO as well a Visiting Professor at the UCL Institute of Education.
3. The details of Achievement for All's approach to Parent and Carer Engagement is included in **Appendix 1**.
4. The examples provided by Achievement for All provide a useful discussion point for Members to consider the strategic and operational support they might offer to the Family of Schools to meet its strategic aims.

Proposals

N/A

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

5. Members are asked to note the presentation by Professor Sonia Blandford, Founder and CEO of Achievement for All and Visiting Professor of the UCL Institute of Education, in **Appendix 1**.

Appendix 1 – Parent and Carer Engagement Presentation by Professor Sonia Blandford

Background paper – Parental Engagement in Learning Discussion Paper. Meeting of the Education Board, 24 September 2020

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² <https://afaeducation.org/about-us/>

Parent and Carer Engagement

Professor
Sonia Blandford

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Achievement for All

Page 66



Achievement for All dramatically enhances the outcomes for vulnerable and disadvantaged pupils, framed by four key interrelated areas:

- * Leadership
- * Teaching and learning
- * Wider outcomes and opportunities
- * Parent and carer engagement

An Interrelated Approach



Parents and Carers as Expert Partners

- ▶ Communication and interaction
- ▶ Cognition and learning
- ▶ Social, emotional and mental health
- ▶ Sensory and/or physical needs
- ▶ Young people at risk of exclusion
- ▶ Young people at risk of offending
- ▶ Bereavement
- ▶ Wellbeing

Structured Conversations

- ▶ Four stages of conversations allow progressive widening of focus or on specific detail
- ▶ Young person is present in most cases, but in every case the aspirations and views of the young person are included
- ▶ Positive engagement of parents and carers, making them partners in learning

Impact

- ▶ Increase in teacher-reported parental engagement from a baseline score of 1 out of 10 to 8 out of 10 at the end of programme (AfA)
- ▶ *“The impact of the increased parental engagement on the Achievement for All children is striking. The children are now much more engaged with school, motivated, proud of their efforts and achievements and proud of their parent’s involvement in school life.”* (AfA Headteacher)
- ▶ Vastly increased school understanding of parental / carer / family context and norms - increases in young people’s outcomes, attendance, and behaviour (PWC case study)
- ▶ Vastly increased parental / carer understanding of school context and expectations - increases in young people’s outcomes, attendance, and behaviour (PWC)

Research

Achievement for All is evidence-driven and promotes a culture of research

Recent notable projects carried out by Achievement for All staff:

- ▶ Research Institute of Social Mobility & Education (Interview-based research project 2020)
- ▶ Local Government Association (Key literature review on impact of COVID-19 on CYP 2020)
- ▶ Evaluation of the National SENCO Award for the early years and post 16 sectors (DfE, 2017)
- ▶ National research project on the Teaching Excellence Framework (Department for Business, Innovation and Skills, 2016)
- ▶ National review of good practice early years and primary maths (Fair Education Alliance, 2016)



ACHIEVEMENT FOR ALL

www.afaeducation.org

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Committee(s) Education Board	Dated: 28/01/2021
Subject: Evaluation from the City of London Academies Trust on the Head Start Summer Catch-up Project	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to note an evaluation report on the Head Start summer catch-up programme by the City of London Academies Trust (CoLAT) for August 2020. This project was funded by the City Corporation from the COVID-19 Contingency Fund. Members are asked to note the evaluation report included in **Appendix 1**.

Recommendation(s)

Members are asked to note an evaluation report submitted by CoLAT on the Head Start Summer catch-up programme funded from the City Corporation's COVID-19 Contingency Fund. The report is included in **Appendix 1**.

Main Report

Background

1. In July 2020, the Town Clerk in consultation with the Chair and Deputy Chair of the Education Board, approved the provision of £70K from the COVID-19 Contingency Fund to support City of London Academies Trust (CoLAT) to deliver a 10-day summer catch-up programme to be delivered over August 2020. The programme aimed to focus on addressing learning gaps in English and Maths for pupils in Years 6 and 10 to support transitions into secondary school and GCSEs respectively. CoLAT submitted an interim evaluation report at the meeting on 24 September 2020 to be followed by a more detailed evaluation report completed in December 2020.

Current Position

2. The project was established to address potential or actual learning loss and the engagement of pupils in Years 10 and 5 from CoLAT schools. The funding was allocated to schools for a two-week programme over summer 2020 where pupils

were invited into school for onsite tuition in core subjects with ancillary pastoral and well-being support.

3. The report updates Members that the academic progress of the students who attended the provision was measured against the average for the whole cohort at the November half term assessment point and in every school there was a positive progress outcome compared to the average achievement of students in the same cohort.
4. The full evaluation report is included in **Appendix 1**.

Proposals

N/A

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

5. Members are asked to note an evaluation report submitted by CoLAT on the Head Start Summer catch-up programme funded from the City Corporation's COVID-19 Contingency Fund. The report is included in **Appendix 1**.

Appendix 1 – Head Start Summer Catch-up Programme Evaluation Report. Submitted by Mark Emmerson, CEO of City of London Academies Trust (Non-Public).

Background papers – Education Activities Update. Meeting of the Education Board on 24 September 2020.

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Committee:	Date:
Education Board Safeguarding Sub (Community & Children's Services) Committee	28/01/21 8/2/2021
Subject: Virtual School for looked after children: Annual Report for Academic Year 2019-2020	Public
Report of: Andrew Carter, Director of Children's and Community Services	For Information
Report author: Andrew Russell, Virtual School Headteacher	

Summary

Background and context:

This report presents an overview of the activities and impact of the City of London Virtual School for the academic year September 2019 to July 2020. Compared with other Virtual Schools across England, the City of London Virtual School is very small and almost all the learners arrived in the City as refugees seeking asylum with very limited English language skills. The vast majority are males aged between 17-19. Some are still waiting for their legal status to be confirmed whilst they are on their education journey with us.

A small cohort means a small VS team – just the VS Headteacher (VSHT) for two days a week. The VSHT is part of the Children's Senior Management Team, with influence in both the Education and Social Care parts. The VSHT also sits on the board of the National Association of Virtual School Headteachers.

Covid-19 has had a huge impact on the learners and the work of the VS. This continues to be the case. The pandemic necessitated a rapid shift to on-line learning, a move which was only partially successful. KS4/5 learners spent only half their time engaged in on-line learning. Overall, on-line learning does not fully meet the needs of looked after children sufficiently.

Highlights

The City of London VS continues to maintain the high standards reported by Ofsted in March. The majority of learners are well supported and make good progress. Challenges in measuring the progress and attainment for this unique group of learners has been greatly hampered by Covid. Progress is measured individually, comparing a learner's attainment at the beginning of the year with their attainment at the end. Almost all learners show good progress across the year.

Overall engagement with education has been higher than the previous year at 92% with instances of consistently high attendance. No looked after children or care leavers have been excluded this year.

There is good partnership work in place to ensure that young people remain in education, employment or training. This work remains a priority for the coming year. The VSHT role in national fora for children looked after directly benefits the work of

the City of London Virtual School. An effective new partnership has started between the VSHT and an experienced headteacher and Ofsted inspector, acting as an independent 'School Improvement Partner' to provide an extra layer of support and challenge.

Challenges in the year included the planned expansion of enrichment and improving looked after children's much needed IT skills. More optimistically, the VSHT has firm plans in place for the coming to take these matters forward

Despite disruptions, PEP activity has remained at a good level and quality. Indeed, the PEP process has provided a focus to plan on-line learning.

Priorities for next year

The focus this year will be to continue to develop the effectiveness of PEPs both online and face to face. Setting up a procedure to provide IT support will also be a priority. The VSHT will continue to adapt and develop links with City schools to provide enrichment opportunities for a wide range of learners as well as improving the offer around career progression pathways.

Recommendation

Members are asked to:

- Note the report.

Main Report

1. Background and the role of Virtual School

This report presents an overview of the activities and impact of the City of London Virtual School for *the academic year September 2019 to July 2020*.

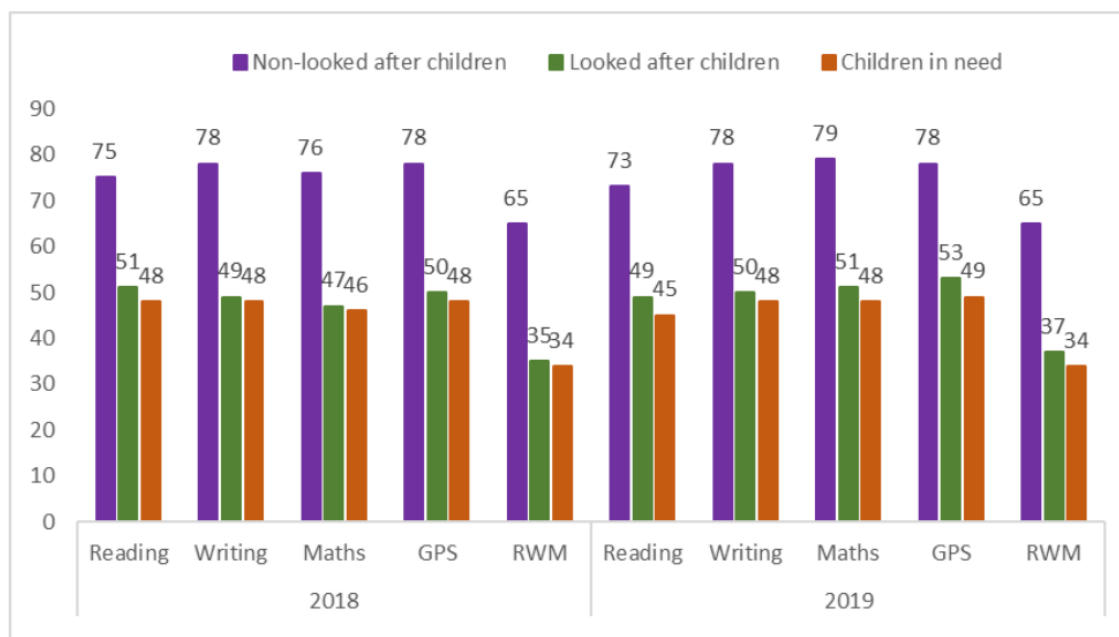
The Virtual School supports all children in care and relevant care leavers regardless of their length of time in care. The age range for this year covers children in secondary school through to those in college and university.

Every local authority has a responsibility to promote the educational achievement of children looked after. In February 2018, the government released updated guidance '*Promoting the Education of Looked After and Previously Looked After Children*' which reinforces the local authority's duty to safeguard and promote the welfare of children looked after and previously looked after, and promote the child's educational achievement, wherever they live or are educated.

There is a clear ambition, at national and local level, to narrow the attainment gap between children looked after and their non-looked after peers. The attainment gap remains high, nationally as this data shows:

*[Note, data for 2020 will not be published until March 2021 **Please also note there are no children in the care of the City of London in this national data as we have not had any taking KS2 or KS4 exams this year.**]*

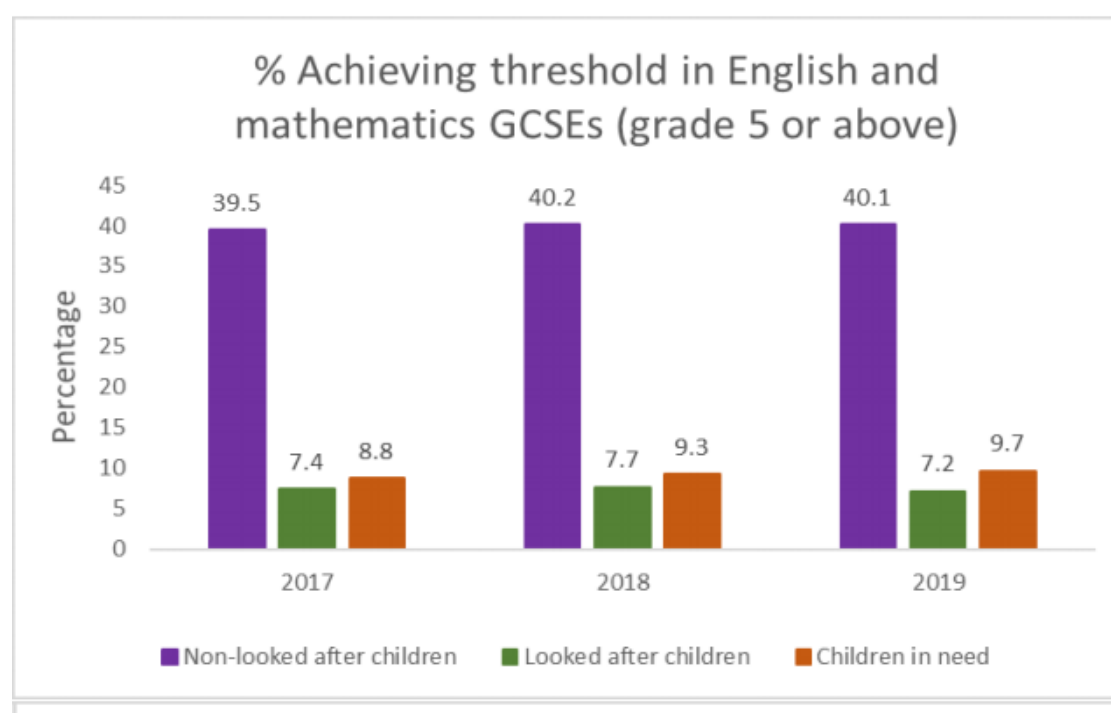
Outcomes at KS2 (end of Primary / Year 6) – National Data (there is no City data as there are no children in care at this age)



Source: CLA-NPD, CIN-NPD

As shown above, in 2019, 37% of looked after children reached the expected standard in the headline measure reading, writing and maths, which is much lower than the 65% for non-looked after children. However, 58% of looked after children at the end of key stage 2 have a special educational need (SEN) identified, as do 49% of children in need. In comparison, only 18% of non-looked after children have a SEN.

Outcomes at KS4 (end of Secondary / Year 11) – National Data (there is no City data as there are no children in care at this age)



Again, it is very clear that there is a large attainment gap between 'all children' and Looked after Children (and Children in Need).

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual Schools have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory. The City of London Virtual School is responsible for ensuring that children looked after and care leavers fulfil their potential at all stages of their learning journey so that they can go on to be successful in higher education, apprenticeships and employment.

The City of London Virtual School strives to achieve this by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs).
- Monitoring and challenging schools and colleges to make effective use of additional resources such as the Pupil Premium for Looked After Children.
- Tracking the academic progress, attendance and exclusions of Looked After Children.
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately, including applications for statutory assessment if necessary.
- Ensuring effective transition between schools, colleges, Higher Education or specialist providers and between such providers when a learner moves to a new placement.

The City of London Virtual School has only one member of staff, the Virtual School Headteacher, (VSHT) Andrew Russell. He is a former secondary school Headteacher and has been the Virtual School Headteacher in two other London boroughs. He works two days a week, term time only. Outside of this work Andrew works with the National Association of Virtual School Headteachers (NAVSH) planning and organising their annual national conference. He is also a mentor / coach working with other Virtual School Headteachers as well as leading training with school staff and foster carers. This training specialises in promoting the education achievement of young people in care as well as training about how to overcome the impact of trauma and attachment on behaviour and achievement in school. This work has direct benefits on the work of the City of London Virtual School.

The wider team that supports the education of young people in care also includes:

- Six social workers and their Team Manager
- Lead Education Advisor
- Looked After Children's nurse
- City & Hackney Children's Health (CAMHS)
- Information, Advice and Guidance Advisor, Prospects
- Children in Care Council (CICC) Coordinator
- Two Independent Reviewing Officers (IROs)
- Head of Adult Learning, City of London Corporation

2. Governance and organisation

The VSHT is part of the senior leadership structure in the People's Directorate. This brings the added value of bridging the two key areas of Education and Social Care under a single

management structure. The VSHT has a standing item in the Children's Senior Management Team (CSMT) meetings. The VSHT also meets directly with the DCS regularly.

The VSHT reports into the Safeguarding Sub Committee which acts as the Corporate Parenting Board and provides additional scrutiny and challenge.

One development this year came at the request of the VSHT. This was to have a 'School Improvement Partner' as an independent person to provide challenge and support. This relationship started in the summer term of 2020 with the first formal meeting in the Autumn of 2020. This partner will regularly report to the Assistant Director (People). The relationship has started very positively.

3. Cohort characteristics

The nature of the City of London Virtual School cohort is unique compared with other local authorities and London boroughs. It is very small which means it is dynamic – any changes have a big impact. One learner in a cohort of around 30 learners can change statistics by 3%. Compare this with a 'normal' Virtual School cohort of 300 learners where one makes a difference of 0.3% in the statistics.

At the end of the 2019-20 academic year, the demographic of the cohort was:

Key Stage	Number on roll	Number in school / college / uni	Tuition class	Working or training	NEET	Missing
EYFS	0	0				0
KS1	0	0				0
KS2	0	0				0
KS3	0	0				0
KS4	9	5	3		0	1
KS5	24	19	3	1	1	0
18-25	23	17	0	2	4	0
Total	56	41	6	3	5	1

Arrivals since start of academic year = 9 (22 the previous year)

- NEET = Not in education, employment or training
- The '18-25' group = Care Leavers
- Of the 56 young people above, 52 are male. This is very different to an average Virtual School. [Update September 2020 we now have two new girls in care.]
- Of the 56 in the cohort, 53 (94%) came to the UK as refugees. The majority arrive with almost no English and initially study ESOL at Entry Level 1. This is a much higher percentage than all other local authorities.
- Missing – many of the cohort arrive in debt to people traffickers. Once they are here, some disappear because they must go away to pay off the debts owed. This can often be against their own will.

The majority have Arabic as their first language, but we have many other first languages in the cohort, including:

Pushto	Amharic	Farsi	Tigrinya
Vietnamese	Dari	Oromo	Albanian

In some cases, we have an interpreter present in meetings. During the year it is pleasing to see the need for interpreters reduces as the young people improve their skills in English.

As well as limited skills in English, the UASC young people arrive with varying amounts of education in their home countries. A few have had almost no formal education. Others have only had 3-4 years. Others might have had more. In all cases however, we must focus on their English skills first so they can then progress onto vocational courses.

In most local authorities, the majority of the Looked After Children live within the local area. This is not the case in the City of London. 95% of the cohort live outside the City, scattered across London with a cluster in Luton.

This has several impacts on the work of the Virtual School. Education provision must be sourced from the local area and meetings will be held locally therefore involving a lot of travel. It makes it harder to gather the cohort together locally for activities and events such as the celebration event. The VSHT attends almost all the Personal Education Plan (PEP) meetings wherever the young person lives. This is a key commitment to our young people. Covid has had a huge impact on PEP meetings – see the section later in this report.

4. Attainment and Progress

The VSHT monitors attainment and progress throughout the academic year. This is usually through the PEP meetings which take place every term. I also gather end of year attainment data directly from schools and colleges. For young people who have extra tuition and those in our tuition class, we receive monthly reports from the tutors.

Measuring attainment and progress in this unique cohort is very different from other schools and Virtual Schools where attainment can be tracked from one Key Stage to another and compared with national statistics. In this current cohort there are no young people with a previous Key Stage result so I can't compare them with the national cohort. In addition, there is no national comparative data for ESOL attainment. So, attainment can be measured when the learners take assessments, but progress can only be measured individually, comparing a learner's attainment at the beginning of the year with their attainment at the end. In PEP meetings this is a question asked of the school or college often in the context of 'is the learner making expected progress to reach their end of year target?'

Only two in the cohort were in a school five days a week at the start of the year. The majority are in colleges local to where they live studying a variety of courses. More recent arrivals have individual tuition until they can start a school or college in September. Another group attend a tuition class that we set up locally which runs five days a week – an increase on last year when it was three days a week.

The table below shows the rates of progress for the whole cohort, however long they have been with us and includes those Looked After and Care Leavers. The progress measure is based on attainment results and feedback from schools and colleges and the tutors. It is based on the expectation for each individual as it is not possible to relate progress to any national data with this group. The data has been severely impacted by Covid which meant that most end of year assessment data was diminished.

Making Expected Progress	%
Too recently arrived / too little data	2%
Limited data from school / college (Covid)	50%
Below expected	15%
Expected	33%
Above expected	0%

5. Attendance

With such a diverse cohort, making sense of attendance data is a challenge. We use a company called Welfare Call to contact schools and colleges daily to monitor the attendance of 24 of the cohort. Once lockdown started it became much harder to gather meaningful data on how fully engaged the learners were with their online learning. The VSHT and social workers contacted carers and key workers weekly to find out how well the learners were engaging with their online learning. 23 of the KS4/KS5 cohort were engaging for at least 50% of the time with their online learning.

These are the attendance figures for the half year to the February half term, after which lockdown started:

Total attendance 2019-20 (half year)	91.7%
Total attendance 2018-19 (full year)	88.25%

It is worth noting that 15 of the cohort have attendance above 90% - an increase on the figure of 9 last year.

It is impossible to accurately analyse the attendance against previous years due to the huge change once lockdown started.

6. Exclusions

There were no exclusions or behaviour issues reported this year.

7. The City tuition class

Following the success of the tuition class in the previous year, plans were set to run the class again. At the beginning of the school year new arrivals can be placed into local colleges. As the school year progresses it gets harder to join courses at college. The demand this year wasn't as high as last year, so I decided to run the class with some learners from the Islington Virtual School joining City learners. I charged them for this service, £50 per week per learner. We had two learners from Islington and initially three from the City.

Working with the head of the adult education service we created the class at the Golden Lane Community Centre again. This year I wanted to run a daily class instead of the three days a week we ran last year. Another change this year was that we planned for the learners to stay on the course through to the end of the school year to get them ready to start colleges in September.

The class started in January with two tutors sharing the weekly sessions. In March lockdown meant the class had to move online. This took a few weeks to arrange as we had to get laptops for the learners and get everyone proficient at using Zoom. Moving online was never a 100% satisfactory replacement for the face to face classes. The tuition class caters for the most recent arrivals with limited English language skills and limited experience of using IT kit. Even once they were set up and able to connect, some learners were unreliable in logging into classes consistently and on time.

8. Enrichment

The successful enrichment project with the City of London School in 2019 was planned to be repeated in the summer of 2020. Unfortunately, like many things, this was cancelled due to the lockdown. Plans are being made to develop and expand the range of enrichment opportunities for the new academic year.

9. PEPs

One of the main ways of engaging with education settings is through the termly PEP (Personal Education Plan) meeting. These take place when the young person arrives or comes into care to the City of London. An initial PEP is carried within two weeks of coming into care. This is followed by termly reviews, three times a year. If there is a change of education setting there will be another PEP within two weeks of the move. PEPs took place as normal until lockdown in March. After that they were done using a specially designed form emailed to the key participants. This form focussed on the wellbeing of the student and their engagement with the online learning.

Since changing the PEP forms and process last year the quality of the PEPs has improved. There is still room for more improvement to ensure that each social worker (and school) understands what makes a good SMART target and to ensure they chase up all the actions that were agreed in the meeting.

PEPs cover students aged 3-18. For students older than 18 the VSHT monitors the education section of the Pathway Plans, giving feedback and coaching to social workers around targets, where necessary.

10. Budget

The operating budget for the Virtual School is £14,000 (not including the VSHT salary). In addition, there is a variable amount of Pupil Premium for Looked After Children. This is determined by the number of young people in care aged 4-16 in January each year. This year the additional figure was just over £9,000.

The vast majority of this is spent on tuition – either individual or the local tuition class. Some also goes on resources. This year extra laptops were purchased before the Department for Education scheme was able to be used.

11. Celebration event

Due to lockdown it was not possible to run the event this year.

12. Ofsted

Ofsted carried out an inspection of Children's Services in March 2020. The report was very positive regarding the work of the Virtual School. These are the relevant paragraphs:

22. The virtual school is creative, relentless and effective in its work with other professionals and external partners to ensure that the growing cohort of children in care do well. Children make good progress in their learning and grow in confidence. This is due in no small measure to the careful and timely attention paid to their individual needs and the excellent support they receive, for example at the weekly local tuition and enrichment classes. This paves the way for meaningful engagement with education, employment and training opportunities. The majority have good attendance at all education and enrichment classes, and they engage in their learning. The low drop-out rate in college reflects the secure grounding they have had, the effective support they receive and their own commitment to learning.

23. Children enjoy a rich range of opportunities which open the doors to the arts, culture and sport. Some opportunities are noteworthy, such as the joint project with boys from a local independent school. This has had a palpable impact on both groups of children, who get to learn from each other's experiences and cultures. Personal education plans are of good quality and are purposeful. The vast majority of care leavers are in education or employment, and the local authority is ambitious for them and supports those who wish to attend university.

13. COVID

The impact of Covid-19 and the subsequent lockdown on the Virtual School and the learners has been mentioned above. In summary:

Before lockdown	During lockdown	VS actions
All learners attending school or college	All learners at home accessing lessons online	<ul style="list-style-type: none">• Ensure learners have access to laptops / purchase laptops as required• Work with DfE to order required laptops• VSHT deals with numerous issues relating to DfE laptops (logins / access to software etc)• VSHT contacts learners by text to check in with them about their learning.• Regular emails to key workers to encourage engagement with online learning
Tuition class at Golden Lane Community Centre	Tuition class closed and moves online	<ul style="list-style-type: none">• Work with class tutors to ensure they can deliver lessons to learners
PEP meetings were taking place in all schools and colleges	PEP meetings became 'virtual'	<ul style="list-style-type: none">• Design a new proforma and process for 'virtual' PEPs• Chasing social workers to complete PEP paperwork and upload PEPs
Enrichment project with City of London School		Cancelled
Celebration event		Cancelled
Refugee week activity was planned		Postponed to 2020/21

14. Priorities for 2020-21

Celebration event: This had to be cancelled for the 2019-20 academic year due to the national lockdown. It is a priority to run the event this year, either online, or preferably face to face if it is later in the year.

PEPs: Investigate implementation of an electronic PEP platform and VS Information Management System

Data: Effective data collection and reporting-develop an improved dashboard.

IT: Investigate a qualification young people can take as well as extension courses on programming.

Covid: Identifying the vulnerabilities of this cohort related to the impact of Coronavirus.

Career Information Advice and Guidance: Ensure that the cohort receives aspirational advice from all partners.

Enrichment: Seek ways to expand the enrichment programme both within the partner school and geographically to cover more learners.

Projects: Consider how to promote COL led best practice projects

Andrew Russell, Virtual School Headteacher

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November 2020

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Committee(s)	Dated:
Education Board	28/01/2021
Subject: Governor Appointments Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to note the appointments of seven governors to the Local Governing Bodies of City of London Academies Trust. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

Recommendation(s)

Members are asked to note that the City of London Academies Trust (CoLAT) Board of Trustees have ratified the following new appointments to Local Governing Bodies (LGBs) since the last meeting:

- The appointment of Josephine Tupman to the Local Governing Body of the City of London Academy Shoreditch Park
- The appointment of Caroline Addy to the Local Governing Bodies of the City Academy Southwark, Galleywall City of London Academy and Redriff City of London Academy
- The appointment of Tim Gittins to the Local Governing Body of the City of London Primary Academy Islington
- The re-appointment of Georgia Dehn to the Local Governing Body of the City of London Primary Academy Islington be ratified; and,
- The appointments of Stephen Hall, Toby Skailes and Simran Sarkaria to Local Governing Body of The City Academy Hackney through delegated authority of the Chair of the Board of Trustees.

Main Report

Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approve the appointment of Chairs to Local Governing Bodies (LGBs) and are consulted on governor vacancies and are notified of governor appointments.

Appointment of governors to CoLAT LGBs

1. At their meeting on 11 December 2020, the CoLAT Board of Trustees ratified the appointments of:
 - i. Josephine Tupman to the Local Governing Body of the City of London Academy Shoreditch Park
 - ii. Caroline Addy to the Local Governing Bodies of the City Academy Southwark, Galleywall City of London Academy and Redriff City of London Academy
 - iii. Tim Gittins to the Local Governing Body of the City of London Academy Islington
 - iv. Georgia Dehn to the Local Governing Body of the City of London Primary Academy Islington be ratified; and,
2. The CoLAT Board of Trustees also approved delegated authority to the Chair of the Board to ratify three appointments at The City Academy Hackney. The appointments of Stephen Hall, Toby Skailes and Simran Sarkaria were ratified by email on 12 January 2021.
3. All of the newly ratified governors will serve 4-year terms aligning with the academic year.

Governing body membership across the Family of Schools

4. An updated list of governing body membership across the Family of Schools is included in **Appendix 1**.
5. To support succession planning, officers in the Education Strategy Unit have regularly reminded Chairs of Governors where governor appointments are due to expire within the academic year or there are long-standing vacancies. This has been communicated via the Chair of Governors' Forum and direct emails to the Chair of Governors, Clerks to governing bodies and the CEO of the City of London Academies Trust. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies are a reflection of the school communities that they serve.

Appendices

Appendix 1 – Governing body membership of the Family of Schools.

Proposals

6. This report is for information only

Options

7. This report is for information only

Key Data

8. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

Corporate & Strategic Implications

9. This report is for information only.

Conclusion

10. This report updates Members on new appointments to CoLAT LGBs. The updated list of governors across the Family of Schools is included in **Appendix 1**.

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)

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Appendix 1 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

Name	Basis of Appointment	Term of Office
Peter Bennett	Education Board appointee	4 years expiring 3 August 2022
Rehana Ameer	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 12 January 2023
Edward Benzecry	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 March 2023
Tijs Broeke (Chair)	Policy and Resources Committee appointee	4 years expiring 1 May 2023
Roy Blackwell	Education Board appointee	4 years expiring 13 January 2024
Lucas Green	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 January 2024
Dawn Elliott	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 8 July 2024
Deputy Edward Lord	Policy and Resources appointee	4 years expiring 8 July 2024
Alderman Robert Howard	Education Board appointee	4 years expiring September 2024
Professor Richard Verrall	Co-opted Trustee (appointed by the Board of Trustees)	4 years expiring January 2025
Caroline Haines	Education Board appointee	Ex officio.

City of London Academies Trust (04504128) Academies:¹

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Celia Orford	Staff Governor (Teaching)	3 years expiring 1 April 2021
Paul Barry	Appointed by the Trust Board	4 years expiring 30 August 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring December 2023
Naureen Bhatti	Appointed by the Trust Board	4 years expiring December 2023
Neela Moorghen ²	Staff Governor (Non-Teaching)	4 years expiring December 2023
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Ann Holmes	Appointed by the Trust Board	4 years expiring July 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring July 2024
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring July 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring July 2024
Tim Gittins	Appointed by the Trust Board	4 years expiring July 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher

Southwark Local Governing Body³

Name	Basis of Appointment	Term of Office
Antony Smyth	Appointed by the Trust Board	3 years expiring 12 January 2021
Elaine Davis	Appointed by the Trust Board	3 years expiring 12 January 2021

¹ The Trust appoints all members of the LGB in consultation with the City Corporation, with the exception of the Chair who is appointed with the approval of the Education Board. The Trust's Articles of Association require that there are at least two parent governors on each LGB.

² At their meeting on 12 December 2019, the City of London Academies Trust Board of Trustees approved the request to vary the constitution of the City of London Primary Academy Islington to allow a second member of the teaching staff to join the Local Governing Body for the period of one term.

³ The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School, City of London Academy and Galleywall Primary, City of London Academy.

Fiona Edlin	Parent Governor (elected)	3 years expiring 16 January 2021
Maya Pursani	Staff Governor (non-teaching)	3 years expiring 26 January 2021
Keith Bottomley, CC	Appointed by the Trust Board	4 years expiring 24 January 2022
Ann Chuyi Wang	Parent Governor (elected)	3 years expiring 19 March 2021
Hilda Cheong (Vice-Chair)	Appointed by the Trust Board	4 years expiring June 2022
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Shravan Joshi, CC (Chair)	Appointed by the Trust Board	4 years expiring 30 August 2023
Leanne Werner	Appointed by the Trust Board	4 years expiring August 2023
Caroline Addy	Appointed by the Trust Board	3 years expiring August 2024
Mike Baxter	Principal – Ex Officio	During term of office as Principal
Charlotte Heath (Joanna James maternity cover)	Head teacher Redriff – Ex Officio	During term of office as Head teacher of Redriff Primary School
Sarah Parbhu (Sabrina Townsend maternity cover)	Head teacher Galleywall – Ex Officio	During term of office as Head teacher of Galleywall Primary School
VACANCY	To be appointed by the Trust Board	
VACANCY	Staff Governor (teaching)	
VACANCY	Staff Governor (non-teaching)	
VACANCY	Parent Governor (elected)	

City of London Academy Shoreditch Park⁴

Name	Basis of Appointment	Term of Office
Liam Smyth	Staff Governor (Teaching)	3 years expiring 20 November 2021
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
Sheila Scales	Appointed by the Trust Board	4 years expiring July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring July 2024
Alderman Robert Howard	Appointed by the Trust Board	4 years expiring July 2024
Josephine Tupman	Appointed by the Trust Board	4 years expiring July 2024
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring in October 2024
Holly Arles	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	
VACANCY	Parent Governor (elected)	

City of London Academy Highgate Hill⁵

Name	Basis of Appointment	Term of Office
Kathryn Spencer	Non-teaching staff governor	3 years expiring 21 October 2021
Donaleen Johnson	Parent Governor (elected)	3 years expiring 31 December 2021
Katerina Jenkins	Parent Governor (elected)	3 years expiring 31 December 2021
Shireen Fraser	Appointed by the Trust Board	4 years expiring December 2023
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring August 2024
Valerie Bossman-Quarshie	Appointed by the Trust Board	4 years expiring August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring August 2024
Simon Turner	Appointed by the Trust Board	4 years expiring August 2024
Peter Bremner	Teaching staff governor	4 years expiring August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal

⁴ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

⁵ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

City of London Academy Highbury Grove⁶

Name	Basis of Appointment	Term of Office
Lady Helen Curran	Appointed by the Trust Board	3 years expiring 30 August 2020 (Term expired – awaiting update from CoLAT)
Neale Coleman	Parent Governor	3 years expiring 30 August 2020 (Term expired – awaiting update from CoLAT)
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley ⁷	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring July 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring July 2024
Rachel Sherman	Appointed by the Trust Board	4 years expiring July 2024
Colette Bowe	Appointed by the Trust Board	4 years expiring July 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
VACANCY	Non-teaching staff governor	3 years expiring 30 August 2020
VACANCY	Teaching Staff Governor	3 years expiring 11 October 2021
VACANCY	Parent Governor	3 years expiring 7 October 2021

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Caroline Haines (Chair)	Appointed by the Trust Board	3 years expiring 31 December 2021
Gerald Mehrstens ⁸	Appointed by the Trust Board	3 years expiring 31 December 2021
Matthew Squire	Staff Governor (Teaching)	3 years expiring 31 December 2021
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring 12 December 2022
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring December 2023
Anna Foreshaw	Appointed by the Trust Board	4 years expiring December 2023
Nadia Forde	Appointed by the Trust Board	4 years expiring July 2024
Megan Gerrie	Appointed by the Trust Board	4 years expiring July 2024
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	
VACANCY	Parent Governor (elected)	

City of London Academy Islington⁹

Name	Basis of Appointment	Term of Office
Russell Wilmer (Chair)	Appointed by the Trust Board	4 Years expiring 31 August 2021
HH Philip Katz	Appointed by the Trust Board	4 Years expiring 31 August 2021
Ron Zeghibe	Appointed by the Trust Board	4 Years expiring 31 August 2021
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 30 September 2022
Natasha Lloyd-Owen, CC	Appointed by the Trust Board	4 years expiring 11 March 2023

⁶ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

⁷ Corporation employee

⁸ City Corporation employee.

⁹ Part of the City of London Academies Trust effective from 1 September 2020

Henry Colthurst, CC	Appointed by the Trust Board	4 Years expiring 31 August 2023
Ruth Johal	Staff Governor (Non-teaching)	3 years expiring 31 August 2023
Cllr Vivien Cutler	Appointed by the Trust Board	4 Years expiring 31 August 2023
Reema Khan	Appointed by the Trust Board	4 years expiring 20 May 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Professor Sanowar Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Peter Lawrie	Appointed by the Trust Board	4 years expiring 31 August 2024
Sonia Jacob	Principal	During term of appointment as Principal
VACANCY	Parent Governor	
VACANCY	Parent Governor	
VACANCY	Staff Governor	

*The City Academy, Hackney*¹⁰

Name	Basis of Appointment	Term of Office
Tijs Broeke, CC (Vice Chair)	Appointed by the Trust Board	4 years expiring 12 July 2021
Oleander Ogbetu	Parent Governor	4 years expiring 12 July 2021
Mark Essex	Appointed by the Trust Board	4 years expiring 27 September 2021
Anant Suchak	Appointed by the Trust Board	Expiring 30 April 2022
Cllr Anntoinette Bramble	Appointed by the Trust Board	4 years expiring 1 September 2022
Tamas Kiss	Staff Governor (Non-teaching)	4 years expiring 1 October 2022
Darren Thompson	Appointed by the Trust Board	4 years expiring 24 September 2023
Dawn Elliot (Chair)	Appointed by the Trust Board	4 years expiring 26 Sept 2023
Nina Kuh	Staff Governor	4 years expiring 1 October 2023
Roisin Sharkey	Appointed by the Trust Board	4 years expiring 1 October 2023
Stephen Webster	Parent Governor	4 years expiring 10 November 2023
Stephen Hall	Appointed by the Trust Board	4 years expiring August 2024
Toby Skales	Appointed by the Trust Board	4 years expiring August 2024
Simran Sarkaria	Appointed by the Trust Board	4 years expiring August 2024
Mark Malcolm	Principal	During term of office as Principal

¹⁰ Part of the City of London Academies Trust effective from 1 September 2020

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
Alderman Vincent Keaveny	Alderman	1 year expiring April 2021
Tim Levene (Chair)	Commoner	4 years expiring April 2021
Alexander Barr	Commoner	4 years expiring April 2021
Deputy Keith Bottomley	Commoner	4 years expiring April 2021
Edward Lord OBE JP, Deputy	Commoner	4 years expiring April 2021
Lord Levene (Co-Opted)	Co-Opted	1 year expiring June 2021
Paul Stein (Co-Opted)	Co-Opted	3 years expiring June 2021
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	1 year expiring June 2021 (term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	1 year expiring June 2021 (term subject to Chairmanship of CLFS)
James Thomson	Commoner	4 years expiring April 2022
Rosie Gill (Co-Opted)	Co-Opted	4 years expiring June 2022
Ronel Lehmann (Co-Opted)	Co-Opted	4 years expiring June 2022
Marianne Fredericks	Commoner	4 years expiring July 2023
Sylvia Moys	Commoner	4 years expiring July 2023
Ian Seaton	Commoner	4 years expiring July 2022
Andrew Jones	Co-Opted	4 years expiring July 2023
Lesley Cartmell	Co-Opted	4 years expiring July 2023
John Cloughton	Co-Opted	4 years expiring July 2023
Paul Madden (Co-Opted)	Co-Opted	4 years expiring June 2024
Caroline Haines	Commoner	4 years expiring July 2024
Dominic Christian	Commoner	4 years expiring July 2024

City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
Soha Gawaly (Co-Opted)	Co-Opted	3 years expiring December 2020
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	1 year expiring June 2021 (term linked to Chairmanship of CLFS)
Tim Levene	Ex officio (Chairman of the Board of the CLS)	1 year expiring June 2021 (term linked to Chairmanship of CLS)
Deputy Clare James (Deputy Chair)	Commoner	4 years expiring July 2021
Alderman Emma Edhem	Alderman	4 years expiring July 2021
Mary Ireland (Co-Opted)	Co-Opted	3 years expiring July 2021
Dhruv Patel OBE	Commoner	3 years expiring July 2021
Mary Durcan	Commoner	2 years expiring July 2021
Nick Bensted-Smith (Chair)	Commoner	4 years expiring July 2022
Peter Gordon Bennett	Commoner	3 years expiring July 2022
Mark Bostock	Commoner	3 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Randall Anderson	Commoner	4 years expiring July 2023
Deputy Tom Hoffman	Commoner	4 years expiring July 2023
Sylvia Moys	Commoner	4 years expiring July 2023
Dr Stephanie K Ellington (Co-Opted)	Co-Opted	4 years expiring July 2024

Elizabeth Phillips (Co-Opted)	Co-Opted	4 years expiring July 2024
Rehana Ameer	Commoner	4 years expiring July 2024
Deputy Richard Regan	Commoner	4 years expiring July 2024
Shravan Joshi	Commoner	4 years expiring July 2024
1 x Co-opted Vacancy	Board of Governors to appoint	

City of London Freeman's School

Governor	Basis of Appointment	Current Term Ends
Alderman Susan Langley	Alderman	1 year expiring April 2021
Alderman Bronek Masojada	Alderman	1 year expiring April 2021
Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	1 year expiring June 2021 (term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	1 year expiring June 2021 (term subject to Chairmanship of CLSG)
Deputy Roger Chadwick (Deputy Chair)	Commoner	4 years expiring July 2021
Hugh Morris	Commoner	4 years expiring July 2021
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2022
Tracey Graham	Commoner	3 years expiring 2022
Deputy Elizabeth Rogula	Commoner	4 years expiring July 2022
Nicholas Goddard (Co-Opted)	Co-Opted	1 year expiring February 2023
Andrew McMillan (Co-Opted)	Co-Opted	4 years expiring February 2023
Cllr Chris Townsend (Co-Opted)	Co-Opted	4 years expiring February 2023
Lady Gillian Yarrow (Co-Opted)	Co-Opted	4 years expiring February 2023
John Bennett	Commoner	4 years expiring July 2023
Kevin Everett	Commoner	4 years expiring July 2023
Michael Hudson	Commoner	4 years expiring July 2023
Graham Packham	Commoner	4 years expiring July 2024
3 x Common Councillor vacancies	CCC to appoint	
2 x Co-opted Vacancy	Board of Governors to appoint	

Local Authority Maintained School

The Aldgate School

Name	Appointed By	Term of Office
Jacqueline Greenlees	Sir John Cass Foundation	4 years expiring 6 September 2021
David Williams	Sir John Cass's Foundation	4 years expiring 7 September 2021
Sally Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Isabell Culpan	Parent Governor	4 years expiring March 2022
Zarina Lawley	Parent Governor	4 years expiring March 2022
Beverley Ryan	Deanery	4 years expiring June 2022
Munsur Ali	LA Governor	4 years expiring 8 January 2023
Matt Piper (Chair)	St Botolph Aldgate	8 years expiring 31 August June 2023
Jonathan Webb	Co-opted Governor	4 years expiring 3 December 2023
Farah Lavin	Staff Governor	4 years expiring 17 October 2024
The Revd. Laura Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Ms A Allan	Headteacher	During term of office as Headteacher
VACANCY	Sir John Cass's Foundation	
VACANCY	Sir John Cass's Foundation	

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Committee(s) Establishment Committee Education Board Policy and Resources Committee	Dated: 27 January 2021 28 January 2021 18 February 2021
Subject: Joint Annual Report for Social Mobility and Digital Skills Strategies, Social Mobility Employer Index rating and strategic focus for 2020-21	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 5, 8, 9
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: David Farnsworth, Chief Grants Officer & Director of City Bridge Trust Damian Nussbaum, Director of Innovation and Growth Andrew Carter, Director of Community & Children's Services	For Information
Report authors: Kate Smith, Head of Corporate Strategy & Performance Chris Oldham, Corporate Strategy & Performance Officer	

Summary

This report presents three pieces of work in support of the Social Mobility and Digital Skills Strategies. These are:

- A combined Annual Report of the Social Mobility and Digital Skills Strategies for 2019-20;
- The City Corporation's Social Mobility Employer Index rating and accompanying comments;
- A proposal for the strategic direction for 2021/22.

These three pieces of work reflect the progress of both strategies to date and the future strategic direction which will be reflected in the 2020-21 Action Plans for the Social Mobility and Digital Skills Strategies.

Recommendations

Members are asked to:

- Note the progress made in the delivery of both strategies in 2019-20;
- Note the City Corporation's rating on the Social Mobility Employer Index; and
- Note the proposed future direction of the strategies.

Main Report

Background

1. The [Social Mobility Strategy 2018-28](#) and the [Digital Skills Strategy 2018-23](#) were both approved by Policy and Resources Committee in September 2018.

Current Position

2. Last year, separate annual reports were presented for [Social Mobility](#) and [Digital Skills](#), as is the case for all corporate strategies. However, it has been noted that this process contributes towards 'silo-working' and leads to duplication of work as many of the same issues are covered in multiple corporate strategies. It was identified that this was the case for the Social Mobility and Digital Skills Strategies so the Annual Report for 2019-20 has been combined to cover both strategies. If Members are content with this approach, further agglomeration of reports is proposed in future.

Proposals

2019-20 Annual Report for the Social Mobility and Digital Skills Strategies

3. The combined Annual Report for the Social Mobility and Digital Skills Strategies shares the key highlights, case studies, performance data and partnerships that are involved for each of the Social Mobility Strategy's four outcomes and the Digital Skills Strategy's three priorities. It recognises the achievements for the year September 2019 to September 2020, the learnings from the COVID-19 crisis and reaffirms the City Corporation's commitment to the Social Mobility Strategy 2018-28 and the Digital Skills Strategy 2018-2028. It can be found at **Appendix 1**.

Social Mobility Employer Index 2020 rating

4. The Social Mobility Employer Index is run annually by the Social Mobility Foundation. It was seed funded by the City of London Corporation in 2017. It is an important bench-marking initiative that ranks Britain's employers on the actions they are being taken to ensure that they are open to accessing and progressing talent from all backgrounds. It showcases employers' progress towards improving social mobility, a key aim of the Social Mobility and Digital Skills Strategies. The Index now includes 172 employers across 18 different sectors, collectively representing 1.5 million employees in the UK. The City Corporation has been rated in 50th place for social mobility, an improvement on its previous rating of 56th in the 2019 Index. The full report can be found at **Appendix 2**.
5. The City Corporation was praised for targeting its outreach work at schools with above average levels of Free School Meals/low levels of attainment. However, it was noted that we did not provide any data on whether or not we are tracking students from our outreach work when they go on to apply for recruitment programmes (e.g. internships) or permanent roles.

6. We are one of a small number of Index organisations to offer higher apprenticeships, rather than only level 2 and 3 apprenticeships.
7. An area for improvement is to enhance the recruitment section of our website with a clear overview of our whole recruitment process, with examples of effective applications and practice tests.
8. Although the City Corporation has minimum academic requirements for advertised roles, our requirements are lower than for many Index organisations. This is positive, as there is a lack of evidence to suggest that there is a connection between prior attainment and performance in role, and those from higher socio-economic backgrounds are more likely to have higher prior attainment. To progress, we could begin measuring the numbers of successful applicants who met but did not exceed the stated minimum grade requirements, to establish whether or not successful applicants are always exceeding them.
9. Our use of standardised interview questions was praised but it was noted that we are not currently monitoring our recruitment process to identify whether there are particular stages at which those from lower socio-economic backgrounds fall down.
10. The City Corporation currently values 'work experience within your sector' as part of our application process, and it was suggested that we may want to reconsider this as work experience is particularly difficult for students from lower socio-economic backgrounds to access, and is often predominantly available in London.
11. We do not currently publish our data on the socio-economic background of our workforce. Changing this would increase transparency and encourage a more open dialogue about social mobility.
12. The Social Mobility Foundation was happy that we are encouraging employees to share their stories of having come from a different background. They were also pleased to note that we have recruitment targets in place which are reviewed at senior level, and that we are encouraging our supply chains to take action on social mobility.
13. The Social Mobility Foundation's recommendations will be reviewed in due course at the Social Cross Corporation Working Group and the Corporate Equality and Inclusion Board, which share responsibility for implementing the Social Mobility Strategy. The Corporate Equality and Inclusion Action Plan is currently being updated to include future Social Mobility initiatives. Members will be kept updated on which recommendations will be implemented, with an aim to improve on the City Corporation's Social Mobility Employer Index rating in future years.

Proposed strategic direction for 2021

14. Building upon the lessons learned in 2020, in 2021 we will continue to raise digital inclusion as a key focus area, with regards to the continuing impacts of COVID-19 upon everyday life and the need for digital skills to access services and career options, all of which affect social inclusion and mobility.
15. We will use a joined up strategic approach to drive social mobility through all of our work, collaborating across our other strategic workstreams such as City recovery, philanthropy, health and wellbeing, and climate action. Part of this collaboration will involve building social mobility considerations into our corporate strategies, alongside Equality Impact Assessments as standard practice to support stakeholders with protected characteristics. We will strengthen links with neighbouring London boroughs to enhance our strategic impact on targeting health inequalities, particularly with the London Borough of Hackney in our work on the Joint Health and Wellbeing Strategy. This joined up approach will recognise the interconnectivity of social and digital exclusion with education, financial and cultural poverty. Through this extended collaborative approach, we will ensure we keep digital inclusion in mind when reviewing the many services and cultural offerings which have changed so drastically during 2020.
16. Within our own workforce, we will pursue the recommendations of the Social Mobility Commission and The Bridge Group, based upon their recent research into socio-economic diversity, regarding how best to highlight and remove barriers to social mobility and use the opportunity provided by the new operating model to identify and develop the digital skillset the City Corporation needs.

Options

N/A

Key Data

See Appendix 1 for KPIs.

Corporate & Strategic Implications

17. Strategic implications - These workstreams will deliver on the Social Mobility and Digital Skills Strategies, as well as elements of the Responsible Business Strategy. The proposed strategic direction will deliver on the following Corporate Plan outcomes: 3: People have equal opportunities to enrich their lives and reach their full potential; 5: Businesses are trusted and socially and environmentally responsible; 8: We have access to the skills and talent we need; 9: We are digitally and physically well-connected and responsive.
18. Financial implications – There are no financial implications relating to the proposals set out in this report.
19. Resource implications - Combining the officer level governance and reporting for the Social Mobility and Digital Skills strategies has reduced the resource requirement. This has meant that the joint report could be delivered despite reduced resources in the Corporate Strategy and Performance Team due to Covid-related secondments and savings requirements.

20. Legal implications - There are no legal implications relating to the proposals set out in this report.
21. Risk implications - There are no risk implications relating to the proposals set out in this report.
22. Equalities implications - The Social Mobility Strategy includes strategic aims to overcome barriers for people with protected characteristics and socioeconomic disadvantage, and will promote equality of opportunity.
23. Climate implications - The strategic focus on green jobs and investment reflects the commitments and aims of the Climate Action Strategy.
24. Security implications - There are no security implications relating to the proposals set out in this report.

Conclusion

25. This report presents three key pieces of work in support of the Social Mobility and Digital Skills Strategies. The Joint Annual Report and the Social Mobility Employer Index rating reflects the achievements and progress made in 2019-20 towards the delivery of the Social Mobility and Digital Skills Strategies, and the proposed future direction indicates the priorities for 2020-21.

Appendices

Appendix 1: 2019-20 Annual Report for the Social Mobility and Digital Skills Strategies

Appendix 2: Social Mobility Employer Index 2020 rating and feedback report

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Social Mobility and Digital Skills Strategies Annual Report 2019-20

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Foreword

We are delighted to present this combined 2019-20 annual report on our Social Mobility Strategy 2018-28 and Digital Skills Strategy 2018-23.

2019 may now seem a long time ago, but it is fitting to highlight some of the outstanding work done to progress the Social Mobility and Digital Skills Strategies by our staff and partners prior to the outbreak of COVID-19, and to thank them for their continued commitment. COVID-19 has caused severe disruption to UK businesses and public services, including for our residents, students and workers in the Square Mile. Sadly, the pandemic has been a major set back for social mobility and increased the digital divide. Enabling fairer access to skills and employment has never been more urgent and critical.

The economic impacts of COVID-19 have also had a significant negative effect on the ways in which we, with our partners, work to promote social mobility and digital skills, such as closures and the shift to virtual provision at schools, the Barbican Centre, the Museum of London, and our other cultural institutions.

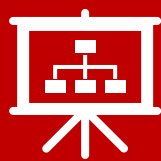
We have had to become more resilient and adaptable when delivering our strategic activities, making use of online tools instead of face-to-face interactions. This new approach has presented both challenges and opportunities in terms of delivering both strategies, and has raised digital inclusion as a key focus area. These challenges have been an opportunity to broaden our reach into all aspects of social and digital inclusion, taking into consideration mental and physical wellbeing and seeking to overcome inequality for people with protected characteristics. We have done this by targeting those audiences who are most at risk, such as young care leavers and older people without digital skills, and expanding our collaboration with external partners in government and industry to overcome resource constraints.

To maximise our impact, we have started combining our efforts across these two strategies and linking them more closely with our other work to contribute to a flourishing society. Digital skills can act as an enabler and present an opportunity to overcome some of the challenges of social mobility. Having the right digital skills is particularly important as those without the necessary digital skills are more likely to find themselves without a job, or with fewer job prospects. By harnessing the interaction between digital skills and social mobility we can enable a workforce that is prepared for the future market and support greater economic inclusivity. The main benefits to moving towards this new approach are that this will preserve and redirect resources to the COVID-19 recovery effort, promote more streamlined ways of working and will encourage strategic synergy with [our Corporate Plan](#).

Alderman Sir Peter Estlin
Lord Mayor of London 2018-2019

Catherine McGuinness
Chair of the Policy and Resources Committee

John Barradell
Town Clerk and Chief Executive



Annual Report 2019-20

Executive Summary

What do we mean by Social Mobility and Digital Skills?

Social mobility is the ability and opportunity for individuals, families or groups to progress within a society to reach their full potential – in terms of income, education, employment, perceived social status, housing and place/postcode.

Digital skills are the set of skills, attitudes and values which will enable people to thrive and flourish in current and future digital environments.

Why this needs highlighting

Social background is not currently a protected characteristic under the definitions set out in the Equalities Act 2010. Organisations can appear to be diverse and may be able to demonstrate that they comply with the Equalities Act 2010 without giving people with similar potential but from different socio-economic backgrounds equal chances to succeed.

Household income is the key determinant of whether a person has access to the internet and the opportunity to develop the digital skills that are needed to be included and thrive in 21st century society.

As with the characteristics protected in the Equalities Act 2010, we see differences in how people progress and need to delve into personal experiences, organisational processes and data to gain insight into why and how this happens in order to work out how to change it.

What this report covers

This report shares the key highlights, case studies, performance data and partnerships that are involved for each of the City of London Corporation's (the 'City Corporation') Social Mobility Strategy's four outcomes and the Digital Skills Strategy's three priorities. It recognises our achievements for the year September 2019 to September 2020, the learnings from the COVID-19 crisis and reaffirms our commitment to the Social Mobility Strategy 2018-28 and the Digital Skills Strategy 2018-2028. This report combines the annual reporting for the Social Mobility and Digital Skills Strategies, reflecting the strong links between the strategies and using our resources more efficiently.

Given the period covered, this has been a year of two halves. Whilst digitally enabled economies and communities adapted quickly, others did not and many are suffering the effects of being disconnected.

Social Mobility Strategy – at a glance

For the first half of the year, we focused heavily on working with young people, particularly through our cultural and educational outreach work. This year, the Culture Mile School Visits Fund continued to provide access to schools with high levels of disadvantaged to cultural learning in the City and beyond. We hosted the Social Mobility Commission's Employer toolkit launch, Tomorrow's Company's first Financial Inclusion Summit and the launch of the Bridge Group's Social Mobility Research.

For the second half, our focus shifted to alleviating the negative effects of COVID-19 on social mobility. The Culture Mile School Visits Fund shifted to the provision of hardcopy Play Packs distributing through food banks for children and families to engage in cultural and creative learning at home. Our achievements also included the delivery of a Virtual London Careers Festival, a move towards blind recruitment and a strong focus on apprenticeships. Our key lesson learned is that we need to adapt our activities so that they are more resilient within the context of COVID-19 and its wide-reaching economic impacts.

Overall, we delivered 23 out of the 69 actions set out in our action plan against our four outcomes, with a further 44 actions either on track or ongoing. Collectively, we have had a strong year, despite the COVID-19 pandemic.

Digital Skills Strategy - at a glance

The COVID-19 pandemic has shone a spotlight on the value of a digital economy and a community that is adaptable and resilient. This has been a hugely challenging year, with an exponential acceleration in the digitisation of everyday life and an accompanying risk of catastrophic consequences for those not equipped to make the switch. The City Corporation has continued to look at what the Financial and Professional Services (FPS) sector can do to ensure that it has the digitally skilled workforce it needs. We have also worked hard to support young people through raising awareness of jobs in tech and connecting our young people with employers via the London Careers Festival. This was delivered virtually at short notice due to COVID-19 and, despite Officers' best efforts, did not attract the same number of students as in previous years so many students missed out on this opportunity. Through our continued funding of digital transformational projects for the charitable sector we have sought to accelerate their work to address social issues. We have learnt that the performance of our activities must be more stringently measured and ambitious targets set. Next year, we will increase the number of actions and performance measures to widen the strategy's impact.

In 2019/20 we delivered against 30 activities to improve digital skills for people and businesses. Of these 30 actions, 8 are complete and 28 are ongoing.

Social Mobility Strategy, 2018 – 28: Potential today, success tomorrow

Executive Summary

Our definition of social mobility

The ability and opportunity for individuals, families or groups to progress within a society to reach their full potential – in terms of income, education, employment, perceived social status, housing and place/postcode.

Why us

The City of London Corporation is committed to championing social mobility throughout our work internally and with our unique combination of stakeholders spanning the private, public, charitable and community sectors across the Square Mile, the City, London, the UK and beyond. Social mobility is a key organisational priority outlined in our Corporate Plan (CP) for 2018-23, which will help to deliver our aims to contribute to a flourishing society and support a thriving economy.

Who we will work with

Our resident and worker population, businesses in the City, the charities and good causes we support through our charitable giving, our learners across our family of schools and cultural institutions, government and policy makers.

Our Vision

People enjoy a society where individuals from all socio-economic backgrounds can flourish and reach their full potential.

Our Aim

To bridge and reduce the social and economic divides that may be experienced by people during their lifetime, by maximising and promoting social mobility within businesses, organisations, central and local government and educational and cultural institutions.

Our Outcomes

Everyone can develop the skills and talent they need to thrive.

Links to CP Outcome 3

Opportunity is accessed more evenly and equally across society.

Links to CP Outcome 3

Businesses and organisations are representative and trusted.

Links to CP Outcome 8

We role model and enable social mobility in the way we operate as an organisation and employer.
Links to CP Outcome 5

Our Activities

- Prepare our learners for the jobs of the future.
- Raise educational and employment aspiration and attainment.

- Remove barriers, overcome gaps and improve access and participation in order to improve attainment.
- Support and deliver social action, social integration, networking and understand the impact of conscious and unconscious biases.

- Promote and encourage the need for and benefits of social mobility across business and government.
- Support organisations, government and policy makers to improve their own practices and leadership to facilitate social mobility.

- Identify and address barriers to employment and progression inclusively.
- Review our organisational working practices to ensure that these do not act as barriers to social mobility.
- Champion equality, diversity and inclusion.

Our Success Measures

Over the next 10 years, we will be a valued advocate and thought leader for social mobility, committing to collaboration, partnership work, innovation and longitudinal evaluation, to ensure equality of opportunity for all and the removal of structural inequalities and barriers within our own organisation and beyond.

We won't just work to level the playing field, we will make it fairer too.

EXECUTIVE SUMMARY: Digital Skills Strategy at the City of London Corporation, 2018 – 23

Shaping tomorrow's City today

About us:

The City Corporation's reach extends far beyond the boundaries of the Square Mile and the City, across the private, public, charitable and community sectors. Our digital skills strategy supports the aims set out in our Corporate Plan for 2018-23 to contribute to a flourishing society, support a thriving economy and shape outstanding environments.

Our Vision:

People and businesses, across the City, London and beyond, are equipped to take full advantage of digital technologies and innovations to help themselves and their economies thrive.

Our Outcomes:

1. The City, London and the UK have the skills, talent and digital expertise they need to drive digital productivity and competitiveness.
2. People and businesses have the digital skills they need to thrive in all aspects of their lives.

Who will we work with:

- The residents, learners and workers we work with directly.
 - The businesses we support in the City, London and beyond and local, regional, central and global governments.
- The communities we support through our charitable giving, distributed mainly via City Bridge Trust.

Our priorities:

Digital Competitiveness

Digital Creativity

Digital Citizenship

Our activities:

Working with businesses we will explore the ways in which we can:

- Support digital innovation and enterprise.
- Fill the digital skills gaps and shortages that businesses identify.
- Prevent and safeguard against cyber-attacks and cyber terrorism.

[Links to Corporate Plan Outcomes 5, 6, 7, 8.](#)

Working with businesses, educators and civil society, we will consider how we can:

- Raise educational aspiration and attainment in terms of digital skills.
- Prepare our learners, for the jobs of the future, in terms of the necessary digital skills, behaviours, attitudes and competencies.

[Links to Corporate Plan Outcomes 3, 8, 10.](#)

Working with individuals and communities, we will consider how we can:

- Use digital skills to address barriers and gaps to improve access and participation.
- Use digital skills to connect the capital, enable positive transitions and provide advice and support.
- Improve cyber, digital and financial inclusion and safety.

[Links to Corporate Plan Outcomes 1, 2, 3, 4.](#)

Implementing this strategy:

We will embed collaboration, thought leadership and innovation across all aspects of our digital skills work, in order to deliver the vision, priorities, outcomes and activities set out in this strategy, developing responses and interventions to the issues and opportunities that digital skills present society and the economy. We will promote and share our learning, championing the DQ™ digital intelligence framework as part of this. We will look outwards to identify where we want to intervene and track our impact.

Definition of digital skills:

Digital skills are the set of skills, attitudes and values which will enable people to thrive and flourish in current and future digital environments.

Social Mobility and Digital Skills Strategies Annual Report 2019-20

Annual action plan

In developing the strategies, we created annual action plans to ensure our visions for Social Mobility and Digital Skills are converted into concrete, attainable and measurable steps. We review progress to drive efficiency and accountability within the organisation and to share ideas, opportunities and learning. The City Corporation's actions are designed to be long-term, methodical, interventions that deliver the most impact possible.

The actions for the Social Mobility Strategy are set in the context of our daily efforts to work towards our vision of 'People enjoy a society where individuals from all socio-economic backgrounds can flourish and reach their full potential' but also our broader commitments to supporting a diverse and sustainable London within a globally-successful UK.

The actions for the Digital Skills Strategy we take are set in the context of our daily efforts to work towards our vision of 'People and businesses, across the City, London and beyond, are equipped to take advantage of digital technologies and innovations to help themselves and their economies thrive' but also our broader commitments to promoting London as a global leader with a flourishing society.



COVID-19

Social Mobility Strategy

Our activities during this period sought to safeguard and build on our existing work, reframing our priorities to serve businesses and the community in recovering from the impacts of COVID-19. We worked hard to transition activities online where possible from our London Careers Festival, adult education, and library provision. We also worked to minimise and mitigate learning loss and have also commissioned research into the horizon for education systems and the learning opportunities arising from COVID-19.

We moved to expand provision of school forum meetings and provided regular policy briefings to schools on the latest Government announcements, resources and opportunities. We participated in a number of national and global initiatives including the Department for Education's School Recovery Group and the OECD's International Forum on Recovery Curriculum Models.

Digital Skills Strategy

The COVID-19 pandemic has acted as a catalyst in the role digital plays in our life and has clarified both the scale and legitimacy of digital in the modern world.

We sought to continue to recommend the funding of digital skills training initiatives and organisations through our role as a founding partner in future.now and the Financial Services Skills Commission.

We ran our second London Careers Festival virtually and our 14 schools and academies were quick to innovate and prevent disruption to learning, using specialised video conferencing to deliver lessons.

We also supported families and young people with the provision of digital devices, 23 preloaded dongles and hotspot devices.

The City Corporation will continue to focus on digital as a key component of COVID-19 recovery and welcomes the announcement of a new digital strategy from the Government this autumn. We also helped feed into the Digital Skills APPG's latest report on the impact of COVID-19 and lessons learned for improving digital skills.

Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes

Outcome 1 – Everyone can develop the skills and talent they need to thrive

- Libraries – In 2019-20 there were 442,174 visitors to the libraries. There were 68 adult reading sessions with 473 participations and 62 children reading sessions attended by 22 people. Free and inclusive access to space and materials is provided and reading programmes, classes and courses that encourage skills development and lifelong learning are delivered, including Only Connect IT training, Let's Talk English Conversation Classes, Writing workshops, CV Workshops along with 279 one-to-one IT sessions.
- Unaccompanied Asylum Seeker Classroom Project – The aim of this project was to support the development of English language and literacy skills to enable progress into further education, vocational education and employment.
- The Family of Schools Creative Response – The City of London Academy Highgate Hill (CoLAHH) have collaborated with Culture Mile Learning (CML) and the London Metropolitan Archives to develop a series of CPD webinars for English teachers to inspire creative teaching methods and schemes of work. The City of London Academy Highbury Grove (CoLAHG) have been running a photography module called 'The Hidden City' about Lockdown. At the Aldgate School (formerly Sir John Cass's Foundation Primary School), staff have used Google Classrooms to post different Art challenges each week with resources for home learning.
- CISI & Think Investments programmes – We have partnered with the Chartered Institute of Securities and Investment and The Investment Association's Investment20/20 scheme to understand whether an entry level financial services qualification, sector specific expert employability support, or a combination of both, has the greatest impact on young people accessing the sector.

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Outcome 2 – Opportunity is accessed more evenly and equally across society strategy

- Culture Mile Learning – Although COVID-19 necessitated the closure of cultural venues across London, CML provided 9,355 hard copy Play Packs of creative activities and resources for primary school-aged children who were most in need.
- Business Healthy – This year, the Business Healthy network delivered masterclasses covering subjects including cancer in the workplace, COVID-19, and the health and wellbeing benefits of volunteering. This is in addition to signposting people to a range of free support services and resources, including Dragon Café in the City, Thrive LDN's "Coping Well during COVID-19" webinars, and the work of the Lord Mayor's Appeal's This Is Me campaign.
- Online Mentoring Programme – CML worked with a group of Islington-based young care leavers, to explore their career aspirations and matching them with relatable and inspirational mentors working in sectors that they aspire to. Three of the young people have already had an offer of some kind of real-world progression.



Above: The Dragon Café in the City is one of several offers from the Business Healthy Network to promote mental wellbeing.

Strategic Priorities/Outcomes

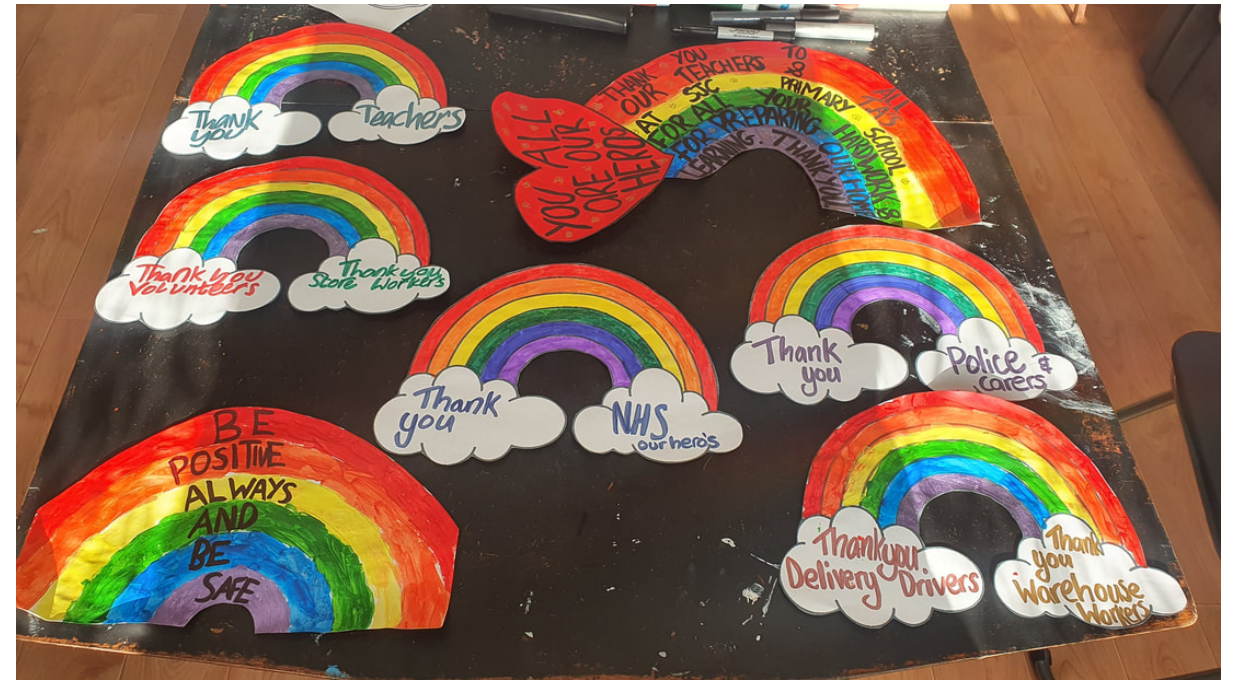
Social Mobility Strategy: Outcomes

Outcome 3 – Businesses and organisations are representative and trusted

- Financial Inclusion Summit 'Addressing in Work Poverty' – Low pay and in work poverty are major barriers to social mobility, affecting 4 million people in the UK. As a result, we delivered the first 'In Work Poverty' summit in partnership with Tomorrow's Company, which called on 200 UK employers to help the working poor.
- Bridge Group Research – The City Corporation has supported research undertaken by the Bridge Group to explore whether and how socio-economic background (SEB) affects access, performance and progression in financial services.



Above: The Bridge Group research explored whether socioeconomic background can be a barrier to careers in the financial services sector.



Above: Pupils at the Aldgate School have been using Google Classrooms to complete online Art challenges..

Outcome 4 - we role model and enable social mobility in the way we operate as an organisation and an employer

- Creation of the new Tackling Racism Taskforce – in response to the Black Lives Matter Movement, the City Corporation has created a new Tackling Racism Taskforce, consisting of elected Members and Officers. It is committed to acting quickly, radically and with determination to tackle racism.
- Staff Diversity Networks – Our six staff diversity networks continue to provide our employees with particular protected characteristics or from a lower socio-economic background a collective voice. In 2019, we joined the Stonewall Diversity Champions Programme, made a submission to the Workplace Equality Index and signed the Business in the Community (BITC) Race at Work Charter.
- Looking for potential – In 2019/20, 3.8% of our workforce were apprentices, exceeding the Government's public sector target of 2.3%. We have also developed further our careers site, video and branding approach to encourage people from more diverse backgrounds to apply for our roles.

Strategic Priorities/Outcomes

Digital Skills Strategy: Priorities

Priority 1 – Digital Competitiveness

The City Corporation has significant insight on the skills challenge facing the FPS sector through its involvement in the Financial Services Skills Commission and the Professional and Businesses Services Council. Our City Business Library also provides critical support to SMEs in digital transformation through a range of digital courses available, such as digital marketing.

- CAP Talent – This pilot programme offered 10-12 week internships paid at London living wage for students with tech start-ups to improve post-graduate employability. The project resulted in 45 internships for students from 17 universities, hosted by 39 start-ups (leading to 9 lasting hires).

Page 1
"Students have told us how they are given real responsibility for projects that make a real difference to the business"

Page 1
Hilidh Macdonald, Industry Employability Champion, Goldsmiths, University of London

- Sector Deal for Professional & Business Services (PBS) (Industrial Strategy) – A sector deal proposal was submitted to BEIS in July 2019, with strong City Corporation contribution to the developing talent (apprenticeships) workstream in the sector deal proposals. This agenda has progressed via collaboration with the new Financial Services Skills Commission.
- Cyber Griffin – The project is now engaged with over 350 companies, 10,000 people and run over 360 events since its foundation in 2017. In response to the COVID-19 pandemic the City of London Police created a number of new digital services, including a 'home working video series' which delivered key security advices.

"The overall exercise provided us with an independent review of our current control landscape and is a process I would recommend to other organisations"

Cyber Capability assessment for Zurich

Priority 2 – Digital Creativity

- Adult Skills and Education (ASES) – A series of short digital skills 'taster sessions' were delivered at a number of our social housing estates, in addition to plans to establish a computer teaching suite at the Avondale Community Centre. ASES have continued to provide adult learning courses to residents and workers as well as accredited apprenticeship training, moving rapidly to online teaching and learning.
- School delivery – At Newham Collegiate Sixth Form Centre there has been an exceptionally high take up with their curriculum delivered via Microsoft Teams. At Rediff Primary and Galleywall Primary schools, they deployed a rapid digital development in learning delivery, with a high take-up across the schools, including children from disadvantaged communities.

Priority 3 – Digital Citizenship

- The role of libraries – our network of libraries are a vital lifeline for digital access and training, providing free public computers and librarians trained to deliver 1-1 digital skills support. Libraries restarted our 'Only Connect' project in October 2020, delivered with Age Concern and comprising of weekly drop-in sessions focused on assisting older people with digital skills, tackling social isolation.
- Tech Takeback – The City Corporation Recycling Team, in partnership with SONECS, hosted a series of pop-up tech takeback events which engaged with 156 people and received over 900 tech items, with the intention of donating the tech to charities and the local community.
- She can be – The Lord Mayor's Appeal's She Can Be... changes the perception held by 67% of young women that men have better career opportunities (Girlguiding Girls' Attitudes Survey 2018). At this year's event, over 250 young women discovered roles in over 30 City organisations and the digital skills required to excel in them.
- Superhighways – The Datawise London programme supports charities and community groups to use data to better shape their services for the benefit of Londoners. COVID-19 has meant that it has needed to adapt the programme from face-to-face to online provision and supporting frontline organisations to adapt their service provision to online medium and make better use and access of data.

Performance & Future Delivery

Performance

Social Mobility Strategy

We are committed to measuring the effectiveness and impact of our work against key performance indicators (KPIs), aligned to our four outcome areas. We will continue to build on our performance framework and our journey to collecting baseline and benchmarking data, with an ambition for future reports to provide baseline and benchmark data for all 37 KPIs and our targets.



Digital Skills Strategy

Last year we designed a performance framework that committed us to measuring the effectiveness and impact of our work against key performance indicators (KPIs) in our Corporate Performance Framework (CPF) and also the KPIs of the Financial Services Skills Commission. The performance framework also enables us to clearly demonstrate our impact against our Corporate Plan for 2018-23.

In addition, strategy-specific indicators will be identified to demonstrate the strategy's impact. The key measure of success is that our stakeholders will have the digital skills they need in order to thrive in a digital economy and society.



Future Delivery

Social Mobility Strategy

Taking a ten-year approach to the strategy is vital to ensure that the lasting impacts of the interventions planned are fully realised through a sustainable commitment. There remains much to do in order not only to level the playing field, but to make it fairer too, ensuring that everyone can participate, compete and succeed.

Whilst many of the activities in our action plan will continue and develop, we will also spend the next year focusing on:

- Considering socio-economic background as a 10th protected characteristic and seeking to create a culture of inclusivity at the City Corporation
- Exploring the links between social mobility and health and wellbeing
- Promoting and championing the development of fusion skills across work, learning and cultural sectors so that everyone can flourish and thrive
- Embedding a corporate approach to our external communications, influencing and thought leadership activities on social mobility
- Identifying and developing new activities that we can deliver in this space
- Fully implementing the strategy's performance framework so we can learn as we go and hone the interventions that have most impact.

Future Delivery, Oversight & Responsibility

Future Delivery continued

Digital Skills Strategy

Digital skills and inclusion is a major policy objective of local and central government and we are therefore pleased to demonstrate our continued commitment to our strategy, in pursuit of our vision where people and businesses across the City, London and beyond are equipped to take full advantage of digital technologies and innovations, to help themselves and their economies thrive.

The next stage of our work will continue to address the digital skills gap for both the economy and community but also with a focus on our roadmap of post-COVID recovery. There also remains much work needed to address financial and health inequalities, social isolation, and digital inclusion, such as addressing digital devices, data and know-how poverty.

Whilst many of the activities in our action plan will continue and progress, we will also spend year 3 focusing on:

- In partnership with KPMG, running a legal tech innovation pilot in November 2020
- Collaborating with the FCA on the pilot of a 'digital sandbox' to support innovative firms tackling challenges caused by the coronavirus (COVID-19) pandemic
- Seeking to widen access to devices and connectivity, working with partners such as the Good Things Foundation and Tomorrow's Company
- Taking part in 'Get Online Week' on 19-25 October 2020
- Developing meaningful digital and tech work experience placements.



Oversight and responsibility

Social Mobility Strategy

David Farnsworth, the Director of City Bridge Trust and the City Corporation's Chief Grants Officer, is the senior responsible officer for this strategy.

Digital Skills Strategy

Andrew Carter, Director of the Department for Community and Children's Services, and Damian Nussbaum, Director of Innovation and Growth, are the chairs for this strategy.

Social Cross-Corporation Working Group

David Farnsworth, Andrew Carter and Damian Nussbaum are supported in the delivery of both strategies by the Social Cross-Corporation Working Group (SCCWG), which meets on a six-weekly basis and also incorporates delivery of [the Responsible Business Strategy](#).

The SCCWG was established to replace the previous separate Implementation Groups for the Social Mobility and Digital Skills Strategies, in response to the COVID-19 epidemic and also with a view to producing a single annual report for our corporate strategies.

The SCCWG is co-chaired by Divindy Grant and Chris Oldham and is made up of officers from the following teams:

- Corporate Strategy and Performance
- Corporate Philanthropy and Volunteering
- City Bridge Trust
- Community and Children's Services
- Strategic Education, Skills and Culture Unit
- Innovation and Growth
- Human Resources
- Town Clerk and Chief Executive's Office.
- The Lord Mayor's Appeal
- Culture Mile Learning
- The City of London Police

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Feedback on your Social Mobility Employer Index submission

Thank you for making a submission to the Social Mobility Employer Index 2020. Below is your individual feedback report which highlights where your organisation is performing well, benchmarks you against other organisations and suggests areas for improvement. Please read this in conjunction with the main Index Key Findings report which will be published alongside the top list and will provide further context to the information given here.

Given new organisations will enter the Index each year, in the interest of fair and consistent treatment we have assessed each employer based on the information we have received in this year's submission only; generally speaking, we have not compared this submission with any data received in 2019, but have taken notice where organisations have explicitly highlighted improvements on last year or have provided data from previous years.

Please note that we will not be publishing the 2019 ranking alongside the 2020 ranking and so if your organisation is lower than it was in 2019, this will not be known unless anyone specifically looks for last year's Top 75.

In addition to using this feedback, we would also strongly advise reading the 2021 guidance notes before starting your next submission - these will be published when the next version of the Index is launched early next year. The [Employer Toolkit](#) from the Social Mobility Commission and The Bridge Group also provides helpful guidance.

If you have any queries regarding the Index or your feedback please contact employerindex@socialmobility.org.uk.

City of London Corporation

Overall ranking: 50

Congratulations on making it into the list of Top 75 employers in the 2020 Social Mobility Employer Index. The Top 75 recognises the organisations that are taking the most action to ensure they are open to accessing and progressing talent from all backgrounds. Your organisation is benefitting from accessing talent from a wide range of backgrounds, and working to ensure employees progress based on effectiveness in role, rather than by background – but as you'll know, there is still more to do. We hope that your organisation will use its position in the Top 75 to advocate for social mobility, implementing new approaches that challenge others to do more over the next 12 months.

It's positive that City of London Corporation is targeting its outreach work at schools with above average levels of Free School Meals/low levels of attainment and is working with a fairly high proportion of children that are eligible for Free School Meals (2019) and without existing relationships with employers.

As the Social Mobility Commission's ['State of the Nation 2018-19'](#) report demonstrated, the biggest gap in access to opportunity is no longer the 'north/south' divide, but that between London and the rest of the country. We would therefore encourage you to continue targeting your support at the areas of the country where the need is greatest and to ensure you are reaching those young people that will benefit the most from your support.

Your organisation has a fairly strong link between the outreach work you do and your recruitment pipeline, in particular reference to the 'Think Investments' programme.

Your organisation did not provide any data on whether or not it is flagging students from its outreach work when they go on to apply for recruitment programmes (e.g. internships) or permanent roles. It is likely that the young people you encounter through your outreach are often from backgrounds which are under-represented in your workforce. If you are not already doing so, we would strongly encourage you to collect this data as part of evaluating the impact of your outreach work and to assess whether it is having the desired effect. If the number of applicants or successful applicants is low, it highlights a missed opportunity for you given the resources you devote to your outreach activity.

The student feedback on the work experience programme is positive, and suggests that the programme is improving students' confidence and understanding of the sector. It is also good that you are tracking the career outcomes of the young people on these activities. We would encourage you to use this information to support your follow-up activity.

Yours is one of a small number of Index organisations to offer higher apprenticeships and is bucking the general trend, which sees the majority of organisations offering apprenticeships at levels 2 and 3. We were pleased to see in last year's Index that an increasing number of organisations are offering apprenticeships at a higher level. This is important, as these can

provide a genuine route into the organisation that is comparable with graduate routes and allows for ongoing career progression.

Whilst very few organisations are publishing what they know about the profile of successful applicants, it is important information for you to know as it should shape your strategy and help you know whether what you communicate to candidates about applying to you is the only information they should know. There are two approaches organisations can take here:

- Be honest with applicants about the types of people you prefer in the selection process, it's in no-one's interests to encourage more applications from people who are highly likely to be unsuccessful – including the applicant's

Or

- Review your selection processes so that they are more inclusive, and in particular assess how your existing screening processes relate to job performance.

Section 4: Attraction

Decile: 3

The recruitment section of your website has some good information about applying for roles, but does not give a clear overview of the whole process, and has no examples or practice tests. An end-to-end overview, with examples where applicable, would make the process more transparent. Some good examples are provided below:

- [Capgemini](#)
- [Enterprise Rent-A-Car](#)
- [Linklaters LLP](#)

We were also particularly impressed with the [mock case study guide](#) from Capital One, which offers candidates helpful tips on case study based interviews and step-by-step examples of this type of interview.

It is good to see that you have initiatives in place to target people from low socio-economic backgrounds. Significant resources are often invested in initiatives to attract those from lower socio-economic groups and it is important that organisations know what they are supporting is effective and leads to change in the diversity of the applicant pool/hires; if it doesn't we encourage organisations to find an alternative initiative that might be more successful.

Section 5: Recruitment and selection

Decile: 2

Whilst your organisation has minimum academic requirements, it does have lower requirements than many Index organisations. This is positive, as there is a lack of evidence to suggest there is a connection between prior attainment and performance in role and those from higher socio-economic backgrounds are more likely to have higher prior attainment. Therefore, your approach could broaden the socio-economic demographic of the applicant pool, but we would recommend analysing your application data to see if that is the case.

Based on your submission, the organisation is not currently measuring how many successful applicants met, but did not exceed, the stated minimum grade requirements. We would encourage you to collect this data, in order to establish if the minimum requirements are being used as intended, or whether successful applicants are always exceeding them. If the latter is the case, we would recommend revising the published minimum requirements, in order to more accurately reflect the reality of the application process.

It's positive that the City of London Corporation has removed candidates' grades and the university attended from most stages of the recruitment process, as it could be the case that the name, academic grades or university attended of candidates have an unduly adverse impact on the success rates of certain demographics.

It is positive that your organisation uses standardised questions for its interviews. Whilst there is a degree of variation in every interview, where standardised questions are not used it allows each individual interviewer too much leeway to look for what they personally want and not what the organisation as a whole is looking for, and means that candidates are not all being judged on the same criteria. Strengths-based interviewing has also been proven to have a positive impact on diversity as opposed to competency-based. More information on this can be found in SMF's guide for students [here](#).

Your organisation is not currently monitoring its recruitment process to identify whether there are particular stages at which those from lower socio-economic backgrounds fall down. The employers that have made the most progress with adjusting their recruitment process have all started by assessing exactly which stage candidates from particular backgrounds are being disproportionately rejected and then changing/removing the parts of the process that seem to disadvantage those candidates, in order to level the playing field. Monitoring the process in this way is something that should be done on an ongoing basis to ensure that one year's results are not an anomaly and also because different employers have different experiences e.g. some think video interviews have improved their process and others have found female candidates do disproportionately badly in them.

The organisation currently scores ‘Work experience within your sector’ as part of the application process, and may want to reconsider this. Work experience is particularly difficult for students from lower socio-economic backgrounds to access, and is often predominantly available in London. Across the board, many more work experience placements go to the relatives of employees and clients than do the best people from less privileged backgrounds, giving the former a natural advantage in your scoring

There can be a case for scoring extra-curricular activities depending on what the activities are, but often the activities that are being scored by organisations are those not available to many socio-economically disadvantaged young people; we would encourage the organisation to review this part of the recruitment process with those students in mind. A related point is that some young people are restricted in the extra-curricular activities they can participate in due to family, or have often experienced a bigger ‘step-up’ to university and therefore are not pushing to be captain of the netball team or social secretary for a society because they are focussing on their studies. Evidence of these activities being accessed disproportionately by those from higher socio-economic backgrounds can be found in the Bridge Group’s report on graduate outcomes [here](#).

There is increasing evidence – for example in The Class Ceiling (Friedman/Laurison) – that those from lower socio-economic groups can suffer a ‘double disadvantage’ if they are also female or BAME. Access and progression are unequal by socio-economic background (in its own right) and evidence also indicates that this characteristic is also correlated with some aspects of race (i.e. Black employees are often more likely to be from lower socio-economic background compared to other races), and that it has a compounding effect. Evidence of this can be found in research done by The Bridge Group with [law firms](#) and the [Civil Service Fast Stream](#). Whilst not every organisation will have enough data to make definitive conclusions, looking at how candidates do if they are in more than 1 under-represented category can help you work out where you most need to focus your efforts.

Section 6: Data collection

Decile: 6

It is very positive that the City of London Corporation is collecting 4 data points for current employees. Over half of Index employers are now collecting socio-economic background data from their new employees and over 40% are collecting this for existing employees, predominantly using the metrics of type of school attended, eligibility for Free School Meals and being the first in the family to attend university. This data collection is key and provides a solid foundation on which to base your social mobility strategy. Some employers have begun to enquire about whether those who attended an independent school did so with the support

of a bursary (and then often categorising this group as lower SEB). We advise caution here, since a great proportion of those in receipt of a bursary may a) in fact be on a non means-tested scholarship or b) be in receipt of a means-tested bursary that is a relatively small proportion of the overall fee (therefore still typically requiring significant financial contributions from parents / carers.)

More generally, we found that completion rates for socio-economic background questions were mixed, with some close to 100% and some as low as 10%. High response rates are important because they help to ensure that the data collected provides accurate monitoring of the recruitment and retention of staff, and a better understanding of areas for action. Strategies for increasing completion rates include:

- Placing the questions in the context of other diversity monitoring, and underlining that people can opt not to answer them;
- Providing staff with a detailed explanation of why the data is being collected and how the organisation plans to use it;
- Senior leadership regularly emphasising the importance of collecting this data;
- Linking the collection of the data to the business case for being open to all talent, regardless of background; and
- Using case studies to illustrate how other organisations have used their data collection exercises to improve recruitment practices.

Again this year we have seen an increase in the number of organisations able to provide workforce data broken down by background, which is a positive trend. However, it is still the case that less than half of Index organisations have that data, and so it's very positive that your organisation was able to provide this.

Your organisation is not currently publishing the data it collects on the socio-economic background of the workforce. Whilst we understand that the publication of this data has some organisational risk, we would encourage all employers to collect and publish detailed data on the socio-economic make-up of their workforce to increase transparency and encourage a more open dialogue about social mobility.

Section 7: Progression, culture and experienced hires

Decile: 9

It is very positive that your organisation is collecting data on retention, progression, professional exams/qualifications, pay and appraisal grades. The increasing number of studies of pay, progression and retention in the workplace show that those from lower socio-economic backgrounds can progress at a slower rate than those from more privileged backgrounds and

the only way to know if that is true at your organisation is to record the data on what happens in your workplace. We look forward to reading these findings in next year's submission.

Section 8: Advocacy

Decile: 9

It has been welcome to see the growth of organisations encouraging employees to share their stories of having come from a different background and in particular if senior employees are involved in this. Junior colleagues can often feel their senior colleagues are all from the same background given the degree of assimilation that takes place the longer someone works somewhere. More and more organisations now run social mobility weeks and/or have social mobility networks of employees. It is good to see City of London Corporation is also doing this.

Less than half of Index organisations are encouraging their supply chains to take action on social mobility so it's positive that your organisation is taking action on this area of social mobility. Employers like yours have significant purchasing power, and can create a positive chain-reaction by asking suppliers about their approach to social mobility as part of your contracting process, or working with them to build joint initiatives to tackle the problem.

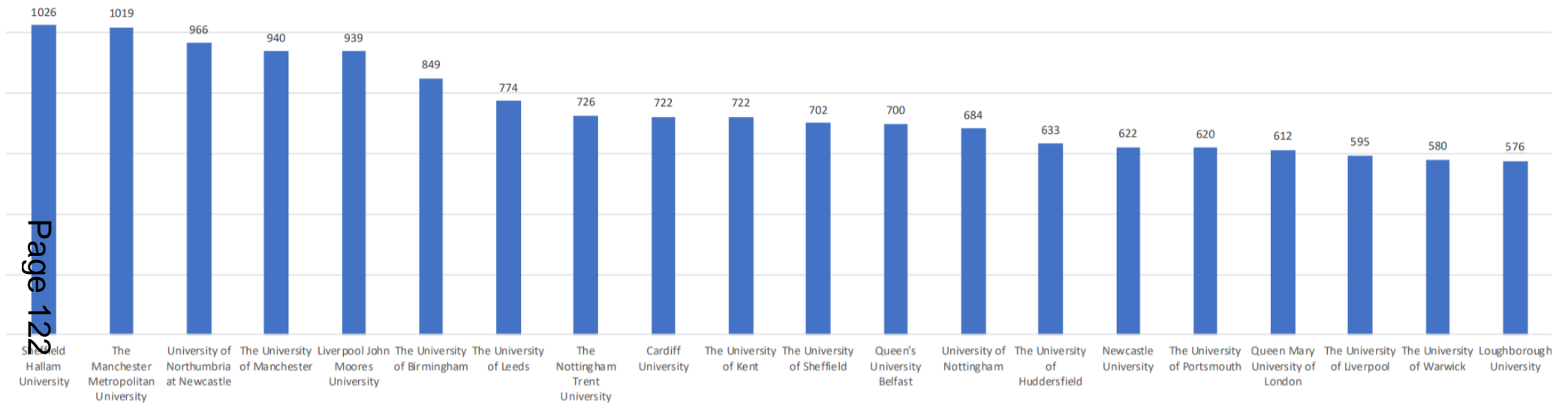
It's good to see you have targets in place, especially that these are reviewed at senior level. Based on the latest good practice, we would recommend setting targets (rather than quotas), since they are a helpful expression of success and typically the organisation's ambitions in this area. However, any such target should be well informed, so consider diversity within the talent pools you are drawing from, the way in which such a target might differ based on the occupational area within your organisation and seniority, and how the target may change over time.

Employee survey

Your organisation did not participate in the employee survey this year. An overview of the survey results will be provided in the key findings report.

Appendix A:

Lower SEB with BBB+ by institution



Top 20 institutions by the number of students from lower socio-economic backgrounds with 300+ UCAS points (graduating next summer). Please note the above data does not include courses allied to medicine or veterinary studies and only includes UK/HOME students.

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