



Education Board

Date: THURSDAY, 18 MARCH 2021
Time: 11.00 am
Venue: VIRTUAL MEETING - ACCESSIBLE REMOTELY

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

Enquiries: Emily Garland
emily.garland@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/lp62R4VkTkM>.

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 28 January 2021.
For Decision
(Pages 1 - 12)
4. **OUTSTANDING ACTIONS**
Report of the Town Clerk.
For Information
(Pages 13 - 14)
5. **NOMINATIONS SUB-COMMITTEE MINUTES**
To receive the draft public minutes and non-public summary of the Nominations Sub-Committee meeting held on 16 February 2021.
For Information
(Pages 15 - 16)
6. **COVID-19 UPDATE**
The Director of Community and Children's Services to be heard.
For Information
7. **EDUCATION ACTIVITIES UPDATE**
Report of the Director of Community and Children's Services.
For Information
(Pages 17 - 26)
8. **EDUCATION BOARD BUDGET UPDATE 2020/21**
Report of the Director of Community and Children's Services.
For Information
(Pages 27 - 30)
9. **TACKLING RACISM TASKFORCE - EDUCATION WORKSTREAM UPDATE**
Joint report of the Town Clerk and Director of Community and Children's Services.
For Discussion
(Pages 31 - 42)

10. **TOMLINSON REVIEW UPDATE**

The Chair to be heard.

For Information

Education

11. **GOVERNOR APPOINTMENTS UPDATE**

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

For Information
(Pages 43 - 52)

12. **GOVERNOR SUCCESSION PLANNING AND RECRUITMENT**

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

For Discussion
(Pages 53 - 60)

13. **COMMUNITY AND PARTNERSHIPS REPORTS OF CITY INDEPENDENT SCHOOLS**

For Information

- a) City of London School - Working in Partnership 2020 (Pages 61 - 92)
Report of the Head of the City of London School.
- b) City of London School for Girls - Working in Partnership 2020 (Pages 93 - 118)
Report of the Headmistress of the City of London School for Girls.
- c) City of London Freeman's School - Community and Partnerships Report 2020
(Pages 119 - 130)
Report of the Headmaster of the City of London Freeman's School.

To be read in conjunction with the following publication:

https://issuu.com/freemens/docs/community_and_partnerships_2020

14. **ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

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

To be read in conjunction with the non-public appendices at item 27 on the agenda.

For Information
(Pages 131 - 138)

Cultural & Creative Learning

15. **REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**

Report of the Principal of the Guildhall School of Music & Drama.

To be read in conjunction with the non-public appendix at item 28 on the agenda.

For Decision
(Pages 139 - 140)

16. **CULTURE MILE LEARNING UPDATE**

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

For Information
(Pages 141 - 168)

Skills

17. **SKILLS STRATEGY UPDATE**

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

For Information
(Pages 169 - 176)

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

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

20. **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

21. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 28 January 2021.

(Pages 177 - 180)

22. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 181 - 182)

23. **NOMINATIONS SUB-COMMITTEE MINUTES**
To receive the draft non-public minutes of the Nominations Sub-Committee meeting held on 16 February 2021.
- For Information**
(Pages 183 - 184)
24. **APPOINTMENT OF A CO-OPTED MEMBER OF THE EDUCATION BOARD**
Report of the Town Clerk.
- For Decision**
(Pages 185 - 188)
25. **UPDATE ON COLAT SIXTH FORM STRATEGY**
The Chair to be heard.
- For Information**
26. **GW6: COLPAS GALLEYWALL PRIMARY ACADEMY**
Report of the City Surveyor.
- For Decision**
(Pages 189 - 198)
27. **NON-PUBLIC APPENDICES: ACADEMIES DEVELOPMENT PROGRAMME UPDATE**
Report of the Director of Community and Children's Services.
- To be read in conjunction with item 14 on the agenda.*
- For Information**
(Pages 199 - 202)
28. **NON-PUBLIC APPENDIX: REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**
Report of the Principal of the Guildhall School of Music & Drama.
- To be read in conjunction with item 15 on the agenda.*
- For Decision**
(Pages 203 - 206)
29. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
30. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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EDUCATION BOARD

Thursday, 28 January 2021

Minutes of the meeting of the Education Board held at Virtually on Thursday, 28 January 2021 at 11.00 am

Present

Members:

Caroline Haines (Chairman)
Randall Anderson
Tijs Broeke
Alderman Sir Peter Estlin
Shravan Joshi
Alderman Nicholas Lyons

Benjamin Murphy
Ruby Sayed
Deputy Philip Woodhouse (Deputy
Chairman)
Rachel Bower
Tim Campbell
Deborah Knight

In Attendance

Officers:

| | |
|--------------------|-------------------------------------------------|
| Polly Dunn | - Town Clerk's Department |
| Antoinette Duhaney | - Town Clerk's Department |
| Chandni Tanna | - Town Clerk's Department |
| Kate Smith | - Town Clerk's Department |
| Chris Oldham | - Town Clerk's Department |
| Mark Jarvis | - 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 |
| Andrew Russell | - Department of Community & Children's Services |
| Sheila Cohring | - Department of Community & Children's Services |

Observers:

| | |
|-----------------|--------------------------------|
| Mark Emmerson | City of London Academies Trust |
| Sonia Blandford | Achievement for All |
| Stefan Burkey | Achievement for All |

1. APOLOGIES

Apologies for absence were received from the Rt Hon the Lord Mayor William Russell. Alderman Sir Peter Estlin and Tim Campbell issued apologies in advance for departing the meeting early.

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

There were no declarations.

The Board agreed to take item 4 on the agenda, before returning to item 3.

3. **ELECTION OF CHAIRMAN**

Members elected a Chair in accordance with Standing Order 29.

RESOLVED, that – being the only Member willing to serve, Caroline Haines be elected as Chair for the ensuing year.

As Caroline Haines was previously the Deputy Chair, the Board then moved to elect a Deputy Chairman in accordance with Standing Order 30.

RESOLVED, that – being the only Member willing to serve, Deputy Philip Woodhouse be elected as Deputy Chairman for the ensuing year.

4. **PUBLIC MINUTES**

a) **19 November 2020**

RESOLVED, that the public minutes and summary of the meeting held on 19 November 2020 be approved as a correct record.

b) **30 November 2020**

RESOLVED, that the public minutes and summary of the meeting held on 30 November 2020 be approved as a correct record.

5. **VARIOUS APPOINTMENTS**

The Town Clerk was heard with respect to the Board's appointments to its various Sub-Committees and the follow appointments were agreed:

Nominations Sub-Committee (1 vacancy)

In addition to the Chair and Deputy Chair, who have ex-officio rights to this Sub-Committee, and Tijs Broeke (appointed in July 2020) there were no further expressions of interest. Any Members who were interested in this Sub-Committee could email the clerk ahead of the next meeting.

Education Charity Sub-Committee (2 vacancies)

In addition to the Chair and Deputy Chairman, who have ex-officio rights to this Sub-Committee, Randall Anderson and Benjamin Murphy were appointed to the Education Charities Sub-Committee.

NB: after the meeting concluded it was noted that both Mr Anderson and Mr Murphy had already been appointed to this Sub-Committee by the Community & Children's Services Committee. Consequently, the vacancies were carried over.

City of London Academies Trust

The Clerk explained that the Chair and Deputy Chair of the Board may serve as Company Member and as a Trustee of the City of London Academies Trust, (or a representative/nominee of each where the original candidate is not able to serve). The newly elected Chair and Deputy Chair were invited to put to the Board their intentions in this respect.

The Chair, Caroline Haines, wished to exercise her right to appointment to the COLAT Board of Trustees and as Company Member.

The Deputy Chair, Deputy Philip Woodhouse, noted a conflict of interest given his involvement in the Mossbourne Federation. Given his inability to serve on COLAT either as a Trustee or Company Member, he proposed Alderman Robert Howard as his nominee as Trustee, leaving the Company Member vacancy vacant. The appointment of a Company Member would be brought back to the Board for endorsement at its next meeting.

RESOLVED, that the Deputy Chairman's nomination of Alderman Robert Howard to the COLAT Board of Trustees, be endorsed.

6. **PUBLIC OUTSTANDING ACTIONS**

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

- 7/2020/P – Following necessary approvals at the meeting, the Tomlinson Working Party would be called to learn more about the bursary arrangements at the City of London's independent schools.
- 8/2020/P – Some the City of London Primary Academy Islington (CoLPAI) project had experienced difficulties due to COVID-19. The current planned completion date would enable the School to move into the new build for the autumn 2021 term.
- 11/2020/P – The matter had moved. There was increased pressure to prioritise the protection of key workers against the risks of COVID-19.
- 15/2020/P – The Education Services Company considerations had been shared with the Livery Committee.

RESOLVED, that the report be noted.

7. **ANNUAL REVIEW OF TERMS OF REFERENCE**

Members received a report of the Town Clerk relative to the annual review of the Board's Terms of Reference.

RESOLVED, that Members –

- Approve, subject to any comments, the terms of reference of the Board to be submitted to both to the Policy & 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 Chair and Deputy Chair.

8. COVID-19 UPDATE

The Director of Community & Children's Services was heard relative to the COVID-19 update. The following points were noted:

- The Prime Minister stated that the date of 8 March is the earliest that it is sensible to set for schools to go back and it is the hope that all schools will go back, but this date will depend on a continued fall in the incidence of the disease. This means that the current state of lockdown operations in schools and our Further Education provision will continue.
- The lockdown has resulted in significantly less confirmed covid 19 cases amongst staff and pupils.
- In person attendance at school has been higher on average than in the other lockdown periods, including a higher proportion of disadvantaged pupils attending.
- Schools are offering a comprehensive online and remote learning offer with a combination of live, timetabled teaching and learning and remote learning packs (both online and in hard copies where this is appropriate for the families).
- Schools remain under considerable pressure as they create both high-quality in person education and equal quality online learning.
- Continued investment and deployment of laptops, tablets and dongles and/or enhanced data packages means that most if not all pupils are able to fully access online learning.
- CML is working with schools to develop innovative learning packages support (both hard copy play packs and virtual resources) to support teachers' planning.
- Lateral Flow Testing has been paused for pupils but is continuing for staff. It is currently being rolled out for staff in primary schools as well.
- An Ofqual consultation underway regarding the shape and nature of any formal assessments and exams for GCSE and A-Levels.
- Ofsted have also announced that from 25th January they are re-starting section 8 inspections remotely. Ofsted's longstanding powers to respond to specific concerns where needed.

The Board thanked everyone involved in ensuring the continued provision of education within the City's Family of Schools.

RESOLVED, that the update be received.

9. TACKLING RACISM TASKFORCE

The Town Clerk was heard with respect to the Tackling Racism Taskforce (TRT). It was noted that the TRT went to Policy & Resources Committee last week and the recommendations were approved. The recommendations would soon filter through working practices either directly through officers or through committees in instances where Member approval was required. Progress would be monitored from an Education Board perspective, and a detailed follow-up

would be brought to the next Board meeting. A copy of the report could be sent to Board Members on request.

RESOLVED, that the update be received.

10. TOMLINSON REVIEW UPDATE

Members considered a report of the Town Clerk with respect to the Tomlinson Review Update. The Town Clerk explained some proposed changes to the drafted composition, as proposed and agreed by the Policy & Resources Committee.

The new composition was suggested as:

Composition

- *The Chair and Deputy Chair of the Education Board*
- *The Chair of the Policy & Resources Committee*
- *Up to two further Members of the Policy & Resources Committee*
- *Up to two further Members of the Education Board*
- *One Member of the Finance Committee*
- *Up to two Co-Opted Members (to be appointed by the Education Board and Policy & Resources Committee)*

The Chair of the Education Board will act as Chair of the Working Party

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

It was noted that Policy & Resources Committee had agreed the co-opted appointment of Henry Colthurst and Alderman Alistair King to the Working Party. This was supported by the Board.

The Board wished to encourage the Finance Committee's re-appointment of Jamie Ingham-Clark.

RESOLVED, that Members –

- note the progress made to date by the Working Party and relevant departments;
- endorse seeking approval for the reconstitution of the Working Party, noting that the Policy & Resources Committee prescribed a 3-month delivery time;
- agree the refreshed Terms of References and Membership of the Working Party, as amended by the Policy & Resources Committee.

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

Members received a report of the Director of Community & Children's Services relative to the Education Cultural and Creative Learning and Skills 2019/20 Annual Report.

Very few events had been cancelled in response to COVID-19, as the majority were delivered virtually. There has been increased attendance at some events and school engagement Forums which proved to be successful. Overall, the City had been progressing well in terms of activity and impact against its three strategies.

RESOLVED, that the report be noted.

12. EDUCATION BOARD BUDGET UPDATE 2020/21

Members received a report of the Director of Community & Children's Services relative to the Education Board Update 2020/21.

RESOLVED, that the report be noted.

13. REVENUE BUDGETS 2021/22

Members considered a joint report of the Chamberlain and the Director of Community & Children's Services relative to the Revenue Budgets 2021/22.

RESOLVED, that Members

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

14. EDUCATION ACTIVITIES UPDATE

Members received a report of the Director of Community & Children's Services relative to an Educational Activities Update.

As the Board was halfway through the delivery of its strategies, it was a good time to connect with the City's various partners to highlight best practice and identify areas for improvement. In this vein, a mid-term strategy review had been commissioned and would be reported to the Education Board in due course. An invitation was extended to Members of the Board to contact Daniel McGrady, should they wish to be interviewed or to provide comments to contribute towards the findings of the review.

Members were invited to the annual chess tournament and debating competition.

For certain events that had arguably proven more successful over a virtual platform, the Education Unit would consider hosting these virtually after the impacts of the COVID19 pandemic had subsided.

A Member requested for some oversight of markets schemes, e.g. apprenticeships, cooking schools etc, to ensure the City was working strategically with them. Work in these areas held exciting prospects.

RESOLVED, that Members

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

15. EDUCATION MEDIA PLAN

Members received a report of the Director of Community & Children's Services relative to the Education Media Plan. Members were informed that the media plan was a step-by-step process on how the corporate media team supported the Family of Schools, and how the media team asks schools to share proactive stories of effective practice.

RESOLVED, that the report be noted.

16. CULTURAL AND CREATIVE LEARNING STRATEGY UPDATE

Members received a report of the Director of Community & Children's Services relative to the Cultural and Creative Learning Strategy Update. A presentation was heard with respect to the strategy for 2020/21.

Members commended the initiatives underway and the work to create effective partnerships between the Family of Schools and with cultural venues in supporting pupils to engage in cultural and creative learning.

RESOLVED, that the report and presentation be noted.

17. PARENTAL ENGAGEMENT IN LEARNING

Members received a report of the Director of Community & Children's Services relative to Parental Engagement and Learning.

A presentation on Achievement for All was heard from the organisation's Founder and CEO. Achievement for All was rooted in the Lamb Enquiry and addressed the needs of the most vulnerable children. The Chair explained that the City would draw on a number of examples of practice in this strategic area to inform its own initiatives and programmes..

RESOLVED, that the report and presentation be noted.

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

Members received a report of the Director of Community & Children's Services relative to the Evaluation from the City of London Academies Trust on the Head Start Summer Catch-up Project.

Thanks were issued by Education Board Member and Chairman of the COLAT Board of Trustees, to the Corporation for enabling this project to happen. Learnings from the project would be shared.

RESOLVED, that Members note the evaluation report submitted by COLAT on the Head Start Summer catch-up programme funded from the City Corporation's COVID-19 Contingency Fund.

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

Members received a report of the Director of Community & Children's Services regarding the Virtual School for Looked After Children Annual Report for 2019/20. The following points were noted:

- the cohort was looked-after young people, many refugee young people with almost no English language ability, and therefore a key focus was ensuring the students' language abilities were at a suitable level to engage with the curriculum;
- the shift to virtual learning due to COVID-19 was challenging as many students had minimal IT skills or experience with laptops. Making sure students were engaged on a daily basis was challenging;
- lockdown had an impact on the mental health of the cohort, particularly due to worries about family abroad and limited access to communication with family;
- the Quorum project helped children with sleep patterns, and this was beginning to show some impact but there was not much detail.

RESOLVED, that the report be noted.

20. GOVERNOR APPOINTMENTS UPDATE

Members received a report of the Director of Community & Children's Services relative to the Governor Appointments Update.

It was noted that some appointments had terminated terms and that a request had been made to CoLAT to provide up to date information on the governing body membership of its Local Governing Bodies. Where terms of office had expired and terms would not be renewed, the Education Unit would continue to provide support in governor recruitment. Concern was raised in relation to the deputy chair vacancy at The City Academy Hackney. Members were asked to advertise this vacancy amongst other Members and their own networks.

RESOLVED, that the report be noted.

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

Members received a joint report of the Chief Grants Officer & Director of City Bridge Trust, Director of Innovation & Growth, and the Director of Community & Children's Services regarding the Joint Annual Report for Social Mobility and Digital Skills Strategies, Social Mobility Employer Index Rating and Strategic Focus for 2020-21.

It was noted that the Education Board had delivered on some key successes of these joint strategies, notably the Culture Mile Learning School Visits Fund, COVID19 Play Packs and Virtual London Careers Festival.

RESOLVED, that Members

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

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

There was one question.

Members expressed concern regarding the amount of screen-time children had with teachers, as it appeared that a lot of school work was independent, and requested statistics be provided going forward. Officers noted that this varied between schools, with differing opinions amongst the parental bodies.

The CEO of COLAT explained that whilst at times the virtual teaching delivery had not been perfect, there had been a steep learning curve with continued improvements. The City's academies had developed a protocol which involved live teaching, with time for pupils to take work away, complete it and come back to the screen.

In the first lockdown, engagement was at 40-50%, this had increased to 70-80%. Each school was going through a process of remote learning monitoring, to assess the quality of what is being delivered and that each child is getting the best possible experience. Extra efforts were being made with those pupils who were not engaging.

Whilst 1500 devices had been distributed across the academies, it was considered that there was less of an issue of access to IT, more issue with engagement with the child and their family.

23. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

24. 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.

25. NON-PUBLIC MINUTES

a) 19 November 2020

RESOLVED, that the non-public minutes of the meeting held on 19 November 2020 be approved as a correct record.

b) 30 November 2020

RESOLVED, that the non-public minutes of the meeting held on 30 November 2020 be approved as a correct record.

26. NON-PUBLIC OUTSTANDING ACTIONS

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

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

Members considered a report of the Director of Community & Children's Services.

28. CITY PREMIUM GRANT 2020/21 JANUARY FUNDING ROUND

Members received a report of the Director of Community & Children's Services.

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

Members received a report of the Director of Community & Children's Services.

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

The non-public appendix was received in conjunction with the report of the Director of Community & Children's Services at item 11.

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

The non-public appendix was received in conjunction with the report of the Director of Community & Children's Services at item 18.

Members resolved to suspend SO40 and extend the meeting by 10 minutes.

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

There were no questions.

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

There was one item of urgent business.

The meeting ended at 1.01 pm

Chairman

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

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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 | Complete |
| 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 | Completion due by autumn 2021 |
| 11/2020/P | 24 Sept 2020 | Informally explore the possibility of a request for funding of provision of vaccinations for COLAT school employees. | Clerk | Complete |
| 15/2020/P | 24 Sept 2020 | Education Services Company considerations to be shared with Livery Committee | Clerk/Members | Complete |
| 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 |
| 19/2021/P | 28 January 2021 | Update on progress of the Tackling Racism Taskforce in relation to the Education Board. | Town Clerk | Report due in March 2021 |

Education Board – Public Completed Actions

| Action Number | Action | Date Completed |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 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 |

NOMINATIONS SUB (EDUCATION BOARD) COMMITTEE

Tuesday, 16 February 2021

Minutes of the meeting of the Nominations Sub (Education Board) Committee held virtually at 9.00 am

Present

Members:

Caroline Haines (Chair)
Tijs Broeke

Deputy Philip Woodhouse (Deputy Chairman)

Officers:

Polly Dunn
Emily Garland

- Town Clerk's Department
- Town Clerk's Department

1. APOLOGIES

There were no apologies.

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

There were none.

3. MINUTES

RESOLVED, that the public minutes of the meeting held on 12 April 2019, be approved as an accurate record.

4. TERMS OF REFERENCE

Members received the terms of reference appointing the Sub-Committee for the ensuing year.

RESOLVED, that the terms of reference be noted.

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

There were none.

6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There was no other urgent business.

7. EXCLUSION OF THE PUBLIC

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

8. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting held on 12 April 2019 be approved as an accurate record.

9. **APPOINTMENT OF A CO-OPTED MEMBER OF THE EDUCATION BOARD**
Members considered a report of the Town Clerk regarding the appointment of a co-opted Member of the Education Board.

09.31 - Deputy Philip Woodhouse left the meeting. As per SO 36 the meeting was declared inquorate and dissolved.

The meeting closed at 9.31 am

Chairman

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

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Committee(s) Education Board | Dated: 18/03/2021 |
| 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 over three strategies: Education, Cultural and Creative Learning, and Skills (2018-23).

Current Position

Education

1. Schools Reopening – from 8 March 2021

The Government announced that all pupils in all schools and further education settings can return to the schools from 8 March 2021. The Family of Schools have been updating risk assessments and equalities monitoring to ensure that the return to school is as safe as can be made possible for all pupils and staff. Schools have reported that they are looking forward to welcoming most pupils back to school (noting that for many schools, there has been a consistent in-

school contingent during the national lockdown). The schools are working with parents and pupils to ensure that the information and advice on testing, masks, arrival and end-time, school transport, corridor protocols, handwashing, etc. are clearly communicated and understood. Government also announced that the statutory Key Stage 1 and Key Stage 2 tests for Summer 2021 have been cancelled and primary schools will use internal assessment data to be shared with secondary schools during transitions. Furthermore, GCSE and A-Level examinations have also been cancelled and grades will be awarded based on teacher assessments. Recent updates state that teachers will be provided with detailed guidance on assessment procedures by exam boards.

2. PAPYRUS Suicide Prevention Awareness Session - 19 January and 25 February 2021

Suicide Prevention Awareness sessions were organised by the City Corporation Public Health Team and hosted by the suicide prevention charity, PAPYRUS. The sessions were well attended by staff from the Family of Schools who were encouraged to share the learning with staff from their schools who could not attend. Participants were encouraged to consider the question 'should we talk about suicide?' and to peel away the attitudes and beliefs around this question to address the stigma that can surround suicide. They were also asked to examine personal and societal beliefs around suicide and to consider how we can all contribute to suicide prevention. The session was open, honest, and engaging. It resulted in a crucial discussion about the importance of this topic for schools and the wider community.

3. Chess Tournament and Workshops (Virtual) - Wednesday 3 March 2021

The Education Unit alongside Chess in Schools and Communities (CSC) hosted the annual Family of Schools' Chess Tournament as an online event on Wednesday 3 March 2021 at 13:00-15:30. Two training sessions for the pupils took place prior to the tournament. Over 80 pupils joined the Tournament on the day facilitated by the online platform Chess Kid and between games, CSC facilitated discussions, tips and techniques and interactive conversations on past games and historic check mates. Pupils conducted themselves in a professional manner showcasing their extensive knowledge and passion as well as being enthusiastic players. All pupils who took part in the tournament received a year's free subscription of a gold Chess Kid account. The Chess Tournament also provided an opportunity for Fusion Skills development including problem solving, initiative, critical thinking, resilience and analysis and evaluation skills.

4. Family of Schools' LGBTQ+ month activities

The City of London Family of Schools have been celebrating LGBTQ+ Month in a variety of ways including through cultural and creative learning, resources, inspirational talks, literature, discussions, newsletters, assemblies, and lessons. Two featured examples include:

- The City of London Academy Hackney have been sharing examples of their pupils Art and Design creations made at home. Pupils were challenged to use their creativity to design a comic book character who fights for social issues to celebrate LGBTQ+ History Month.
- The City of London Academy Southwark produced resources on social media, highlighting the LGBTQIA activities for pupils running throughout

the month. This included virtual Q&A sessions with prominent figures Wes Streeting, MP, and Chris Kenna, both of whom are part of the LGBTQ+ community.

5. Livery Education Network – 2 March 2021

The Livery Education Network met on 2 March 2021 to discuss, collaborate, and share best practice on education, cultural learning, and experiences of the world of work. Several synergies are emerging across the network including a commitment to school improvement and innovation, a priority around social mobility and fusion skills, school governance, and teacher recruitment and retention. At the March meeting, attendees shared approaches for effective remote learning, COVID catch-up projects, plans for schools reopening, and the upcoming London Careers Festival 2021.

Skills

6. National Apprenticeship Week 8-12 February 2021

National Apprenticeship week took place between 8-12 February 2021 and this year's theme focused on how employers train, retain and help apprentices achieve. There were over 16 City of London events across the week for apprentices, managers and CoL employees which included live interviews, guest speakers and an 'Inclusion for all' talk with Shaun Dellenty. The celebrations were also an opportunity to promote the City Corporation's London Careers Festival which will feature webinars and resources focused on the opportunities and access routes across a range of apprenticeships offered by the City Corporation and partners.

7. Livery Skills Council

The Livery Skills Network, under the oversight of the Livery Committee, are meeting on 21 April 2021 where most (if not all) liveries will gather to discuss the urgent need for skills offers for young people and also longer term 'skills support'. This is an opportunity to engage the liveries around skills development with a far-reaching commitment to more joined-up and substantial livery support. In some ways it is bringing the liveries back to their founding principles but reinvigorating these for the future. Regardless of the size and resources of the livery, they are supporting this urgent work. Initial conversations have occurred, and these have already resulted in great support and interest. A survey has been distributed to all liveries to gather their current activities and to identify targeted priorities going forward.

Proposals

Upcoming activities

8. Debating Tournament and Workshops (Virtual) - Tuesday 27 April 2021

The Education Unit alongside the International Churchill Society (ICS) and the English-Speaking Union (ESU) have moved the Family of Schools' Debating Tournament to Tuesday 27 April at 12:30-15:30 so as not to coincide with the reopening of schools from 8 March 2021. Two training sessions for the pupils have already occurred, which saw high attendance, and

the Education Unit has been impressed with the pupils' passion, engagement, knowledge and professionalism that they have shown throughout the workshops. Judges from the ISC, ESU and the Education Board will award prizes and provide feedback to each pupil during the tournament. Members of the Education Board are invited to attend the Debating tournament and should RSVP to Vasima.Patel@cityoflondon.gov.uk.

9. Find Fusion Platform - March 2021

As reported at the Education Board meeting on 28 January 2021, over January and February, an externally commissioned web development agency has been building 'Find Fusion', an online one-stop-shop to connect schools, businesses, cultural organisations and training providers for the mutual benefit of sharing and curating their learning opportunities. The website is now live and is currently in an initial launch phase with a small audience of teachers and partner organisations to test the site. A more formal launch across the Family of Schools is planned for after the Easter Holidays and a detailed update on the site will be shared with the Education Board at their meeting on 20 May 2021.

10. Mid-term Strategy Review

On behalf of the Education Unit, the Centre for Education and Youth (CfEY) have been carrying out a Mid-term Strategy Review to understand how the vision of the Education, Cultural and Creative Learning and Skills strategies is being collectively realised across its partnerships 2.5 years into delivery. CfEY are in the process of drafting the reports which will be submitted to the Education Board at the meeting on 20 May 2021.

11. 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.

Appendices

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

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

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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 | 08:15 - 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 | CANCELLED | CANCELLED | CANCELLED |
| 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 |
| Governor Training - Finance | 10/03/2021 | 08:30 - 10:30 | Virtual |
| Headteachers Forum (Spring 2) | 17/03/2021 | 08:15 - 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 | Virtual |
| Debating Tournament | 27/04/2021 | 12:30 – 15:30 | Virtual |
| LCF Working Group | 27/04/2021 | 14:00 – 15:30 | Virtual |
| CoLAT Standard and Accountability meeting | 29/04/2021 | 09:00 – 11:00 | Virtual |
| Cultural and Creative Learning Forum (Summer) | 29/04/2021 | 08:30 - 10:30 | Virtual |

May

| | | | |
|--------------------------------------|------------|---------------|---------|
| Headteachers Forum (Summer 1) | 06/05/2021 | 08:15 - 09:30 | Virtual |
| Chair of Governors Forum (Summer) | 11/05/2021 | 08:30 - 10:30 | Virtual |
| Education Board | 20/05/2021 | 11:00 - 13:00 | Virtual |
| Livery Skills Network Launch meeting | 21/05/2021 | TBC | Virtual |
| LCF Working Group | 25/05/2021 | 10:00 - 11:30 | Virtual |
| Partnership Forum | 27/05/2021 | 08:30 – 10:00 | Virtual |

Half Term

June

| | | | |
|-------------------------------------------------|------------|---------------|---------|
| Fusion 3 meeting | 07/06/2021 | 09:00 - 17:00 | Virtual |
| City Schools Conference | 14/06/2021 | 13:00 - 16:00 | Virtual |
| Governor Training - School data and performance | 16/06/2021 | 08:30 - 10:30 | Virtual |
| Scrutiny Meetings (Finance) Day 1 | 17/06/2021 | All day | Virtual |
| Scrutiny Meetings (Finance) Day 2 | 18/06/2021 | All Day | Virtual |

| | | | |
|---------------------------------|------------|-----------|-----------|
| 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 |
| London Careers Festival - Day 4 | 01/07/2021 | All day | Virtual |
| London Careers Festival - Day 5 | 02/07/2021 | All day | Virtual |
| Barbican Art Exhibition | CANCELLED | CANCELLED | CANCELLED |

July

| | | | |
|---------------------------------------|------------|---------------|---------|
| CoLAT Finance, Audit and Risk Meeting | 01/07/2021 | 09:00 – 11:00 | TBC |
| Headteachers Forum (Summer 2) | 09/07/2021 | 08:15 - 09:30 | Virtual |
| 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

| | | | |
|------------------------|------------|---------|-----|
| Results Day (A levels) | 10/08/2021 | All day | N/A |
| Results Day (GCSE) | 12/08/2021 | All day | N/A |

| | |
|---------------------------------------------------------------------------------------------------------------------------|------------------------|
| Committee(s) | Dated: |
| Education Board | 18/03/2021 |
| 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 11 (P11) is outlined in the table on the next page. As of P11, £3m of the overall £3.2m allocation has been spent.
3. At P11, the forecast outturn predicts an underspend of £52K at the end of the Financial Year, £17K of which will be automatically carried forward to the 2021/22 Academic Year as it relates to PIP funding. The underspend is predominantly attributed to unspent venue and catering costs where planned face-to-face events were delivered online due to COVID-19.

Proposals

4. This report is for information only.

Options

5. 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 | 391,580 | -580 | 437,360 |
| 43,000 | Leadership, governance and projects | 47,403 | -4,403 | 47,403 |
| 25,000 | Enrichment (Fusion) Events for Pupils | 5,000 | 20,000 | 5,000 |
| 68,000 | EDUCATION STRATEGY | 52,403 | 15,597 | 57,403 |
| 45,000 | Leadership, governance and projects | 19,553 | 25,447 | 23,553 |
| 70,000 | Fusion Skills Programme | 31,113 | 38,887 | 38,113 |
| 10,000 | London Careers Festival ² | 11,754 | -1,754 | 18,754 |
| 50,000 | Fusion, Culture and Careers Hub | 32,996 | 17,004 | 47,996 |
| 175,000 | SKILLS STRATEGY | 95,416 | 79,584 | 128,416 |
| 75,000 | Leadership, governance and projects | 45,034 | 29,966 | 58,449 |
| 275,000 | Culture Mile Learning | 274,500 | 500 | 274,500 |
| 10,000 | Support to pupil performances and exhibitions | 0 | 10,000 | 0 |
| 360,000 | CULTURAL & CREATIVE LEARNING STRATEGY | 319,534 | 40,466 | 332,949 |
| 13,000 | CENTRAL EDUCATION UNIT | 16,552 | -3,552 | 16,552 |
| 1,127,000 | | 995,485 | 131,515 | 1,092,680 |
| <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 | 85,877 | 284,123 | 85,877 |
| 2,060,000 | CITY PREMIUM GRANTS (ACADEMIES) | 2,060,000 | 0 | 2,060,000 |

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.

| | | | | |
|------------------|-----------------------------------|------------------|----------------|------------------|
| 7,000 | Safeguarding Review (PIP Funding) | 0 | 7,000 | 0 |
| 10,000 | Feasibility Study (PIP Funding) | 0 | 10,000 | 0 |
| 17,000 | PIP FUNDING | 0 | 17,000 | 0 |
| <hr/> | | | | |
| 2,077,000 | | 2,060,000 | 17,000 | 2,060,000 |
| <hr/> | | | | |
| 3,204,000 | | 3,055,485 | 148,515 | 3,152,680 |

Corporate & Strategic Implications

6. 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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Head of Finance

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| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Committee(s): Education Board | Dated: 18/03/2021 |
| Subject: Tackling Racism Taskforce, Education Workstream | Public |
| Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly? | 1, 2, 3, 4, 5, 8 |
| Does this proposal require extra revenue and/or capital spending? | Not at this stage. |
| 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 |
| Report of: Town Clerk and Director of Community and Children's Services | For Discussion |
| Report author: Emma Cunnington, Head of Chairmen's Support Services, Town Clerks Anne Bamford, Strategic Director of Education and Skills, DCCS | |

Summary

The Tackling Racism Taskforce (TRT) was set up in June 2020 and tasked to consider what the City of London Corporation currently does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through the Corporation's activities, including any historical issues with a view as to how they could be addressed.

This report sets out the findings and recommendations of the Tackling Racism Taskforce's Education workstream and covers a summary of actions that the Taskforce have discussed should be taken forward by the Education Board to tackle racism. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed all the recommendations in the Tackling Racism Taskforce, subject to further approvals from relevant committees.

In **Appendix 1**, a full list of recommendations across this workstream can be found. The Taskforce would urge Members of the Education Board on the importance of this work and for it to be carried out at speed. Therefore, it is strongly recommended that the timeline for delivery of all these recommendations need to be completed as soon as possible or at least within 24 months to show real appetite for change and to keep up the momentum of this important work.

To support this timeline, the Tackling Racism Taskforce would like to continue to meet quarterly to review the progress of these recommendations and flag any issues into the Policy & Resources Committee.

Recommendation(s)

Members of the Education Board are asked to:

- Consider the full list of recommendations of the Tackling Racism Taskforce's Education Workstream outlined in **Appendix 1** and agree for work to be carried out to implement these recommendations.

Main Report

Background

1. The City of London Corporation has been looking at improving diversity within its spheres of influence for some time. However, the death of George Floyd and the Black Lives Matter protests that followed in the US and the UK have highlighted again the issue of racism that sadly still exists in society.
2. At the Policy and Resources Committee on 11 June 2020, Members discussed the establishment of a joint Working Party to consider what the City of London Corporation currently does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through our activities, including any historical issues with a view as to how we might respond to them. It was agreed that this Working Party would report its findings to the Policy and Resources Committee and the Establishment Committee.
3. At its first meeting, the Working Party changed its name to the Tackling Racism Taskforce to show its commitment to act quickly, radically and with determination, and elected Caroline Addy and Andrien Meyers to serve as its Co-Chairs.
4. At its first meeting, the Tackling Racism Taskforce agreed to structure its workstreams around the following themes:
 - a) Staffing
 - b) Culture
 - c) Governance
 - d) Education
 - e) Police
 - f) Business
5. Health and wellbeing tended to be a consistent theme that linked across all six of the above workstreams.
6. Throughout the last six months, the Taskforce have been explicit that the findings of this report should create action from the City Corporation. Therefore, the Taskforce would like to continue meeting quarterly in 2021 to review the status of all the recommendations in this report.
7. The events of the last six months have begun a catalyst, around the world, for proactive understanding of the issues of racism, and for action towards tackling racism. For the City Corporation, the Tackling Racism Taskforce believe that the recommendations and initiatives for action in this report are just the start to creating a more inclusive, diverse, and anti-racist organisation. It is vital that the City Corporation continues to monitor its progress in this area, and, if agreed, follow up all the recommendations at pace.

8. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed all the recommendations across all the workstreams of the Tackling Racism Taskforce, subject to further approvals from relevant committees.
9. This report now sets out more detail of the recommendations concerning the Education Board.

Current Position

10. The Taskforce had three detailed sessions on the Education workstream. These sessions detailed recommendations around the City Corporation's state-funded schools, the independent schools, adult skills, and cultural and creative learning.
11. For the relevant sessions on education, the Taskforce were joined by the Chair and Deputy Chair of the Education Board, the Chair of the City of London Academies Trust, the Chairs of the Board of Governors of the three independent schools (City of London School, City of London School for Girls, City of London Freeman's School), as well as the Strategic Education and Skills Director and the CEO of the City of London Academies Trust.
12. The Taskforce found that, again, some really important work was being undertaken in the education sphere. The Education Strategy commits to safe, inclusive, supportive, and empowering education for all, regardless of age, background or circumstance. The Skills Strategy commits to ensuring all partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community. The Cultural and Creative Learning Strategy aims to provide accessible opportunities for those at risk of not having access to the full range of cultural experiences. These strategic goals are actively applied to tackling racism in the City of London's Family of Schools, Adult Skills and Education Service (ASES) and cultural institutions offering learning programmes.
13. The City of London Family of Schools have a strong record of achievement and impact in relation to equalities issues as is evidenced in national data, destinations and in extensive media coverage. The focus is on removing barriers faced by pupils and staff who have any of the protected characteristics listed in the Equalities Act, and ensuring inclusivity, promotion of diversity and equal access.
14. The Taskforce noted the work of the Tomlinson Review and the work that is being undertaken to ensure there is fair distribution of funding to all the schools, especially to the City of London Academies. The Taskforce endorsed the work of this Review and looks forward to seeing this progress.
15. With their similar locations, histories, commitment to inclusion and diverse pupil demographics, City of London School (CLS) and City of London School for Girls (CLSG) have commissioned a Race Equality Review, which will report to their Boards of Governors by the end of 2020. The scope of that review is attached to this document in **Appendix 2**.

Comments from the Education Strategy Unit

16. The Education Strategy Unit have been closely involved with the Education workstream of the Tackling Racism Taskforce, providing data, sharing messages with key stakeholders, consideration recommendations and now developing a programme of activity to implement the recommendations with speed and impact. The promotion of diversity, equality and inclusion is at the heart of the Education,

Cultural and Creative Learning and Skills Strategies (expressly mentioned in Goal Three of each Strategy) and is a prominent feature in the subsequent action plans.

17. Engagement with schools and other learning partners is now swiftly underway. The recommendations of the Taskforce were discussed in detail by the Family of Schools' Chair of Governors' Forum on 2 March 2021 and discussed by the Headteachers' Forum on 17 March 2021. The recommendations will also be shared with the Culture Mile Learning Steering Group and ASES Steering Group for their planning and implementation. It is important to note that the governance and accountability for actions across the Education workstream is not solely within the remit of the Education Board (and Education Strategy Unit) and a key role for the Unit is therefore to maximise the use of established partnerships, grant-funding arrangements, and some levers of governance to support the work delivered across the City of London Academies Trust (CoLAT), Independent School Governing Bodies, Cultural Venue Committees and other relevant decision-making bodies.
18. *Table 1* below provides a high-level summary of the actions being undertaking to address the recommendations of the Education workstream and a more detailed update will be submitted to the Education Board at the meeting on 20 May 2021.

Table 1 – Education Strategy Unit, High-Level Actions

| | Topic | Progress Update |
|---|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Staff and Governors | <ul style="list-style-type: none"> Identifying and evaluating access to teaching routes. Identifying and planning training opportunities for staff and school leaders. Engagement with CoLAT and schools through the Chair of Governors and Headteachers' Forums. Proactively seeking opportunities and networks to diversify governing bodies so that they represent the school communities that they serve. Using data collection to target underperformance. |
| 2 | Curriculum | <ul style="list-style-type: none"> Producing and sharing curriculum resources building on existing good practice. Supporting extra-curricular opportunities through partnership work and City Premium Grant funding. Exploring support at various stages of transition e.g. home to entering reception/nursery, primary to secondary school. |
| 3 | Partnership Working | <ul style="list-style-type: none"> Maximising partnerships with Culture Mile Learning and 30+ cultural institutions, businesses, liveries and further education and training providers. |
| 4 | Bursaries | <ul style="list-style-type: none"> Implementing the recommendations of the Tomlinson Review to ensure that resources meet the greatest areas of need and education spending is aligned with Strategy. |
| 5 | Work Experience | <ul style="list-style-type: none"> Supporting the Family of Schools to meet their statutory requirements through a Skills Forum and work-related learning opportunities, e.g. the London Careers Festival, focusing on pupils who are at risk of missing out on opportunities. |

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| | | <ul style="list-style-type: none"> Improving access to learning opportunities through web presence (e.g. Find Fusion). Proactively finding and funding opportunities for role models, mentorship and skills programmes. |
| 6 | Adult Skills / Lifelong Learning | <ul style="list-style-type: none"> Close working with resident communities to respond to community need and labour market changes Delivering Family Learning programmes, reaching out to families from diverse background and encouraging community cohesion and empowerment. Proactively recruiting apprentices from a diverse range of backgrounds. |

Corporate & Strategic Implications

19. Strategic implications – The recommendations outlined in this report align fully with the following outcomes of the Corporate Plan:
- People are safe and feel safe
 - People enjoy good health and wellbeing
 - People have equal opportunities to enrich their lives and reach their full potential.
 - Communities are cohesive and have the facilities they need.
 - Businesses are trusted and socially and environmentally responsible.
 - We have access to the skills and talent we need.
20. Financial implications – If the principle of these recommendations are approved, further work will be undertaken to ascertain the full scale of the financial implications. In particular, it is envisaged that the recommendations under the Culture workstream could be costly (i.e. removal of statues and commissioning of replacement artwork), particularly as the Guildhall is a Grade I listed building. At this stage, the report is asking for political endorsement on the direction of travel of this work. Any initiatives that need to be funded will need to be reported back to the relevant Committee in the usual way.
21. Resource implications – The work of the Tackling Racism Taskforce to date has been absorbed within existing resource in the Committee & Members Services team with support from Remembrancers', HR, Communications, Community & Children's Services, City of London Police, Innovation & Growth & Cultural Services.
22. Legal implications - None
23. Risk implications – There may be some reputational risks for the City Corporation for not approving the recommendations set out in Appendix 1.
24. Equalities implications – The Tackling Racism Taskforce believe this report complies with our Public Sector Equality Duty 2010. The proposals in this report have a positive impact on staff and the communities that it serves who are Black, Asian or Minority Ethnic, to improve equality and inclusion for all.
25. Climate implications – None.
26. Security implications – None.

Conclusion

27. This report summarises the work and discussions of the Tackling Racism Taskforce's Education Workstream for the Education Board to consider how to take forward. The Tackling Racism Taskforce would underline the importance to the

City Corporation to show its commitment by acting quickly, radically and with determination to tackle racism in all its forms.

Appendices

- Appendix 1 – Education Workstream Recommendations
- Appendix 2 – City of London Schools Race Equality Review

Background Papers

- [*Findings and recommendations of the Tackling Racism Taskforce*](#) – Report of the Tackling Racism Taskforce approved by the Policy & Resources Committee on 21 January 2021 and the Establishment Committee on 27 January 2021.

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Strategic Director of Education and Skills

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Appendix 1

Education Workstream Key Recommendations

| | <u>Objective</u> | <u>Recommendation</u> |
|---|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Diversity | <ul style="list-style-type: none">• The Schools needed to ensure recruitment and retention of a diverse range of staff and governors, as well as career progression. Consideration should be given to the introduction of teacher apprenticeships.• There should be a focus on work experience placements and consider not always giving the most ‘capable’ student a placement, but those where there would be most impact. In particular, one of the Co-Chairs, Andrien Meyers had personally worked on a programme called the “Catalyst After School Programme” (CASP) which looks to make the investment and savings profession more diverse and inclusive. This has been supported by the Lord Mayor, and whilst the City Corporation do not sponsor the programme, the Taskforce is keen for the City Corporation to continue to show support. |
| 2 | Educate | <p>It was felt important that the curriculum did not portray black and minority ethnic people as ‘victims’ but tell a positive story. As part of this, the Tackling Racism Taskforce would encourage the schools to build on its strong Continual Professional Development (CPD) offer for teachers on ways to use cultural resources in learning and to reinvigorate curriculum with culturally diverse content.</p> <p>Focus on culture and creative learning, and adult skills/life-long learning:</p> <ul style="list-style-type: none">○ The Co-Chair concluded the discussion to underline how the Taskforce will build on a fantastic foundation of work in this area. In particular, the Taskforce could look at what support could be offered to children at risk of exclusion and to offer and promote mentoring by Members and officers to young people. The Taskforce also highlighted the important work of the Culture Mile Learning team to help children access and be exposed to cultural institutions |
| 3 | Engagement | <ul style="list-style-type: none">• The Taskforce would encourage more joined up partnership working, e.g. between the City of London Police and the family of schools. <p>Bursaries at the independent schools could be advertised to academies and change the conversation, so it was less about ‘class’ or ‘race’ and more about education itself.</p> <p>It was also felt important to ensure that equality and inclusion training, as well as difficult conversations training, was rolled out to all staff.</p> |

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| | | It is recommended that the City Corporation should support the Academies by creating and promoting an alumni network, of which members could be encouraged to stand as a governor to contribute towards a more representative governing body for each of the Schools. |
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Appendix 2

City of London Schools Race Equality Review

In the wake of the Black Lives Matters protests and in recognition of the ongoing challenges that students of colour face in education, City of London School and City of London School for Girls have commissioned a joint race equality review to examine all aspects of race at the schools. The review will give staff, students and alumni an opportunity to contribute their views and experiences. The review will build on work already underway by staff and make recommendations for further changes. The leadership of both schools are committed to building an anti-racist school community and believe the review will foster diversity and inclusivity for current and future generations of students and staff.

The review will explore the following areas:

- (i) Admissions and attainment
 - Diversity of the current student body, including monitoring of student diversity
 - Schools' admissions policies, including bursaries and widening access initiatives
 - Attainment for students of colour
- (ii) Recruitment and retention
 - Diversity of current school staff, including monitoring of staff diversity
 - Recruitment and retention policies and practice
 - Staff experience of inclusivity
- (iii) Behaviour and discipline
 - Schools' behaviour policies and the potential for discriminatory impact
 - How the schools tackle allegations of racism
 - Connections between safeguarding and anti-racism
- (iv) Curriculum
 - Teaching of Black history, literature and culture
 - How the schools study and celebrate leaders, artists and scholars of colour
 - How anti-racism is taught as part of the curriculum

- (v) Beyond the curriculum
 - Diversity of extra-curricular activities, including drama, music, art and school clubs
 - What symbols, art and monuments feature in the schools
 - How the schools commemorate and celebrate their alumni
 - Diversity of external speakers and topics
- (vi) School culture
 - How students of colour experience school life, including experiences of racism
 - How well understood, included and integrated students of colour feel in school
 - Diversity of student leadership and representation of students of colour in student bodies
- (vii) School communications
 - Accessibility and inclusivity of the school's internal and external communications, including on its website
- (viii) Challenging racism
 - Adequacy of the schools' policies on reporting race discrimination
 - Understanding and identification of racism in school
 - How confident staff and students feel that concerns about racism will be addressed
 - How the schools strike the balance between permitting freedom of expression and intellectual discovery and protecting students from harm
- (ix) Community engagement
 - How the school engages with the wider school community, including parents and alumni of colour
 - How the schools develop relationships with other schools and organisations to increase awareness of race

The Review team

The Review team includes:

- Elizabeth Prochaska is a barrister specialising in equality and human rights law and founder of a human rights NGO. She was recently Legal Director of the Equality and Human Rights Commission where she led investigations into discrimination in the

workplace and developed guidance on discrimination for schools. She has also been Deputy Counsel at the Independent Inquiry into Child Sexual Abuse, where she led the investigation into abuse in schools.

- Katie Fudakowski is a barrister and now partner of Farrers with a decade of litigation experience in employment and safeguarding law built up while a tenant of Old Square Chambers. Katie has been instructed by employers and employees in every type of employment case, in particular multi-day discrimination and whistleblowing cases in the education sector. Katie has acted in personal injury abuse claims in the county court, Teaching Regulation Authority prosecutions, the Independent Inquiry into Child Sex Abuse (IICSA) and Special Educational Needs and discrimination cases brought before the First Tier Tribunal.
- Shehna Amin is an Associate at Farrer & Co. Shehna acts for both employees and employers on a wide range of employment matters, both contentious and non-contentious. Shehna advises a variety of clients, including schools, universities, charities, businesses and individuals. Shehna is also a member of the firm's Safeguarding Unit and has experience in advising on a number of issues linked to safeguarding for a range of clients. She also advises clients involved in the Independent Inquiry into Child Sexual Abuse (IICSA), clients facing discrimination claims in the Special Educational Needs and Disability in the First Tier Tribunal, and clients involved in the Teaching Regulatory Authority process.

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|-----------------------------------------------------------------------------------------------------------|-----------------|
| Committee(s) | Dated: |
| Education Board | 18/03/2021 |
| 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 appointment of one governor 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 Randall Anderson to the LGB of The City Academy Hackney.

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) are consulted on governor vacancies and are notified of governor appointments.

Appointment of governors to CoLAT LGBs

1. At the CoLAT Board of Trustees meeting on 25 February 2021, the following governing body appointments were ratified:
 - i. Randall Anderson to the LGB of The City Academy Hackney. The Board of Trustees also ratified a temporary extension to the LGB to 16 governors which will reduce to 15 (the former size of the LGB) at the end of the academic year.
2. Under the CoLAT standard terms of reference of LGBs, newly ratified governors serve 4-year terms aligning with the academic year.

Governing body membership across the Family of Schools

3. An updated list of governing body membership across the Family of Schools is included in **Appendix 1**.

Proposals

4. This report is for information only

Options

5. This report is for information only

Key Data

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

Corporate & Strategic Implications

7. This report is for information only.

Appendices

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

Conclusion

8. 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

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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 |
|------|----------------------|----------------|
|------|----------------------|----------------|

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.

| | | |
|-------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Antony Smyth | Appointed by the Trust Board | Re-appointment of 4-year term due to be considered for ratification by the Board of Trustees on 19 March 2021. |
| Elaine Davis | Appointed by the Trust Board | Re-appointment of 4-year term due to be considered for ratification by the Board of Trustees on 19 March 2021. |
| 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 |

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

| Name | Basis of Appointment | Term of Office |
|--------------------------|------------------------------|------------------------------------|
| 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 |

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 Mehrtens 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

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

| 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 |
| 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 (Deputy 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 |
| Randall Anderson, CC | Appointed by the Trust Board | Term of office to be confirmed by CoLAT |
| 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) | Dated: |
| Education Board | 18/03/2021 |
| Subject: Governor Succession Planning and Recruitment | 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 Discussion |
| Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) | |

Summary

Goal six of the Education Strategy 2019-23 commits to ensuring that there is strong strategic oversight of education and that delivery is focused on impact. One of the key outcomes under this goal is a strong governance frameworks and appointment processes across the City Family of Schools. The City Corporation is an academy sponsor, proprietor of independent schools, and a local education authority and its relation to governor recruitment varies across these roles. This report focuses on governor succession planning and the recruitment of governors on Local Governing Bodies (LGBs) of the ten academies in the City of London Academies Trust (CoLAT) in line with the Education Board's role for this area.

Recommendation(s)

Members are asked to note the governor recruitment and succession planning processes for CoLAT LGBs and the key recommendations which will be shared with the CoLAT Board of Trustees and Chairs of Governors Forum.

Main Report

Background

1. According to its Terms of Reference, the Education Board is 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." The City Corporation's roles as an academy sponsor are set out in CoLAT's Articles of Association and the Sponsorship Agreement. The relevant remit of the Education Board in relation to CoLAT governance personnel are summarised in *Table 1* below.

Table 1 – Education Board remit in relation to CoLAT governance personnel

| Governance Personnel | Remit of the Education Board |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Company Members | <ul style="list-style-type: none"> Chair and Deputy Chair of the Education Board (or their representatives) to act as ex-officio Company Members. |
| Trustees | <ul style="list-style-type: none"> Chair and Deputy Chair of the Education Board (or their representatives) to act as ex-officio Directors/Trustees. Appoint up to two Directors/Trustees nominated by the Education Board. |
| Governors on LGBs | <ul style="list-style-type: none"> Agree to the appointment or removal of a Chair of a CoLAT LGB. Be consulted on changes to CoLAT's Scheme of Delegations. Be consulted on appointments to CoLAT LGB vacancies. Be informed of changes to CoLAT's committees/LGB terms of reference. |

- The Education Board's strategic approach to these roles is outlined in Goal Six of the Education Strategy 2019-23 which commits to ensuring that strong governance frameworks and recruitment processes are in place.
- The Governing Bodies of the City's three independent schools are committees of the Corporation and the succession planning and recruitment of governors to these committees has been included in the City's Corporate Governance Review. The Governing Body of The Aldgate School was recently reconstituted and the City's role as a local education authority is within the remit of the Community and Children Services Committee.

National Guidance and Best Practice

- The Department for Education's Governance Handbook¹ outlines the following considerations for Sponsors, Academy Trusts and Governing Bodies in relation to succession planning and governor recruitment:
 - The membership of the board should focus on the skills required and primary consideration in appointment decisions should be acquiring the skills, experience, and diversity the board needs to be effective.
 - Boards should identify the skills they need having regard to the department's Competency Framework for Governance² that sets out the knowledge, skills and behaviours required for effective governance.
 - It is important that boards reflect the diversity of the school/trust communities that they serve. Consideration should be given to all the protected characteristics.
 - Where a vacancy needs filling, boards and other appointing bodies should move to fill the vacancy as soon as possible to prevent it impacting on the board's effectiveness.
 - In filling vacancies, boards, and others responsible for nominating or appointing to the board, should make use of all available channels to identify suitable people.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

- e) The board should use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective.
5. There are a number of organisations, charities and NGOs which support schools and Governing Bodies to recruit governors with the skills, characteristics and backgrounds to be an effective decision-making body for the school which it serves. A snapshot of some of these supporting organisations is included in *Appendix 1*.

Roles, Responsibilities and Processes

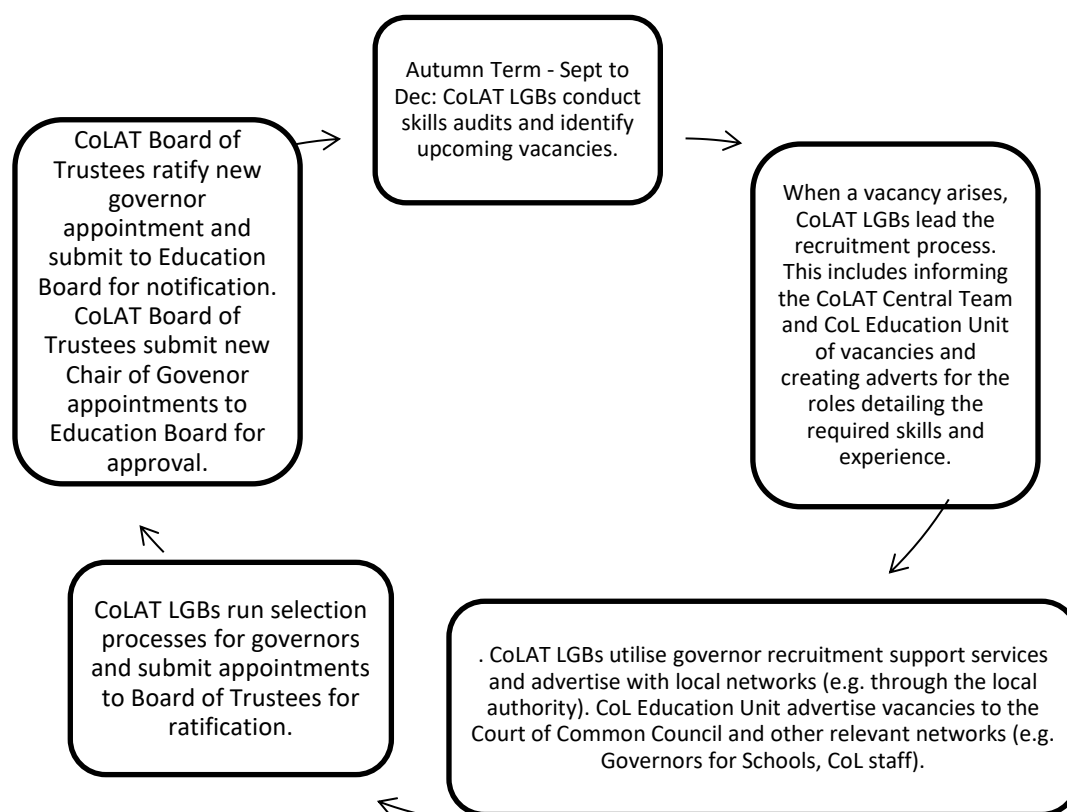
6. At the Education Board meeting on 18 July 2019, Members endorsed a series of recommendations to be made to the relevant decision-making committees of the Family of Schools regarding their governance arrangements. At their meeting on 12 December 2019, the CoLAT Board of Trustees discussed the recommendations relating to CoLAT LGBs and approved the implementation of the following actions relating to governor succession planning and recruitment:
 - a) Establish a formal process for consulting the Sponsor on nominations to LGB vacancies.
 - b) Establish a regular cycle for annual governance reviews (e.g. schemes of delegation and terms of reference), skills reviews and reporting to the Sponsor.
 - c) Adopt a guideline template of no more than 12 individuals on LGBs selected based on required skills.
 - d) Adopt terms of office which run for a four-year term coinciding with the academic year (beginning in August/September and ending in July/August) up to a maximum of two four-year terms.
7. At the same meeting, the CoLAT Board of Trustees approved a governor succession planning and recruitment cycle to enact these recommendations which was subsequently noted by the Education Board at their meeting on 5 March 2020.
8. Based on these decisions and the agreement on governor succession planning and recruitment outlined in the CoLAT Articles of Association, the Sponsorship Agreement, the CoLAT Scheme of Delegations, and the CoLAT Terms of Reference for LGBs, *Table 2* below summarises the responsibilities of the Education Board, CoLAT Board of Trustees and each Governing Body in governor succession planning and recruitment. *Diagram 1* summarises the resulting process exercised by these roles.

Table 2 – Roles and responsibilities in CoLAT LGB governor succession planning and recruitment

| Education Board | CoLAT Board of Trustees | CoLAT LGBs |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> The Education Board are consulted when governor vacancies arise so they can make nominations. | <ul style="list-style-type: none"> The CoLAT Board of Trustees have overall accountability for the membership and constitution of LGBs including to ensure that LGBs have the skills, | <ul style="list-style-type: none"> CoLAT LGBs are responsible for succession planning and leading the process for governor recruitment. LGBs are responsible for conducting regular skills audits and using the findings to target recruitment strategies. |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is fulfilled by the Education Unit sharing details of governor vacancies with the Court of Common Council to attract nominations.</p> <ul style="list-style-type: none"> The Education Board approve the appointment of Chairs of Governors. | <p>knowledge and attitudes outlined in the Governance Competency Framework.</p> <ul style="list-style-type: none"> The CoLAT Board of Trustees ratify the appointments of governors to CoLAT LGBs and ensure that these are notified to the Education Board. The CoLAT Board of Trustees submit Chair of Governors appointments to the Education Board for their approval. | <ul style="list-style-type: none"> LGBs are responsible for leading the recruitment process when vacancies arise including informing the CoLAT Central Team and Education Unit (for promotion to Court of Common Council) and utilising governor recruitment support services nationally and in the local area LGBs are responsible for interviewing and choosing appropriate new governors and submitting governor appointments to the CoLAT Board of Trustees for ratification. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Diagram 1 – CoLAT LGB governor succession planning and recruitment process



9. It should be noted that *Diagram 1* applies to vacancies which are identified at the start of the academic year (e.g. where governors' terms are due to expire in August of the Academic Year) and to vacancies which might occur mid-year where a governor resigns or is no longer able to serve the full-term.

Key Areas for Development

10. Whilst much work has been underway since 2019 to streamline governance processes and align to best practice, there are still areas for improvement. *Table 3* below summarises the key recommendations for continual development and have been developed in consultation with the Chair of the CoLAT Board of Trustees. These recommendations have been shared with the CoLAT Board of Trustees and will be discussed in an upcoming Chair of Governors' Forum.

Table 3 – Areas for development in governor succession planning and recruitment to CoLAT LGBs

| Action | Recommendations for Development |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifying the skill requirements of the Governing Body | <ul style="list-style-type: none"> CoLAT Board of Trustees (BoT): Ensure that the DfE's competency framework informs a standardised approach to annual governor skills audits. Education Strategy Unit (ESU): Make available governor templates which may be used for governors' skills audits. LGBs: Take ownership of annual skills audits and ensure that the results inform governor recruitment. |
| Finding the right governors | <ul style="list-style-type: none"> BoT: Develop templates for advertising governor vacancies and recruitment packs which can be shared with national and local recruitment support services (including local authorities). ESU: Promote the sharing of skills and experience between the City's independent schools and CoLAT LGBs including governors and school staff serving as governors on other governing bodies across the Family of Schools. LGBs: Make effective use of national and local governor recruitment services, focusing on addressing skills needs and attracting diversity. |
| Attracting governors from a diverse range of backgrounds which reflects the school community | <ul style="list-style-type: none"> BoT: Consider the City Corporation's Tackling Racism Taskforce Recommendation of establishing a CoLAT alumni network to support governor succession planning and recruitment. LGBs: Develop strong links with local community organisations and local authorities which can support with governor recruitment. |
| Training and development of governors | <ul style="list-style-type: none"> BoT: Encourage more governors to access Education Unit provided training in Safeguarding, School Finance and School Performance. These are the statutory training requirements and governors need to have refresher training in these three areas every two years. Additional training is also offered on topics of relevance for governors including safer recruitment training, mental health first aid training, and others. BoT: Ensure that statutory governor training is undertaken across CoLAT LGBs including the two-year cycle of update training. |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> LGBs: Ensure that there are appropriate records of governor training for the governing body and that these are monitored to ensure that governors are up to date with the statutory requirements. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

11. The processes and impact of governor recruitment and succession planning will continue to be reported in the Annual Action Plan as key outcomes aligned to the Education Strategy 2019-23.

Proposals

12. This paper has been shared with the CoLAT Central Team and Board of Trustees for their input, the final report, and the minutes of the discussion of the Education Board will be shared to inform continual improvement.

Options

13. N/A

Key Data

14. N/A.

Corporate & Strategic Implications

15. Successful governor succession planning and recruitment is a strategic outcome aligned to Goal Six of the Education Strategy 2019-23 which commits to ensuring that there is strong strategic oversight over education and that delivery is focused on impact.

Conclusion

16. This report updates Members on governor succession planning and recruitment arrangements for CoLAT LGBs. Members are asked to note the current framework and processes for governor recruitment and key areas for development.

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)
Department for Community and Children's Services

T: 020 7332 1864

E: Daniel.McGrady@cityoflondon.gov.uk

Appendix 1 – Snapshot of governance support organisations

| Governance Theme | Supporting Organisations |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifying the skill requirements of the Governing Body | <ul style="list-style-type: none">• The National Governors' Association have a comprehensive skills audit framework for Governing Bodies to use to understand the breadth and depth of skill requirements on the Board and which is based on the DfE's Competency Framework for Governors. |
| Finding the right governors | <ul style="list-style-type: none">• Governors for Schools, Academy Ambassadors and Inspiring Governance all find and match governors to schools and Boards of Trustees based on experience, skill requirements and connections to the local area. |
| Attracting governors from a diverse range of backgrounds which reflects the school community | <ul style="list-style-type: none">• The National Governors' Association are running a campaign called Everyone on Board aimed at increasing diversity on school Governing Bodies with a focus on ethnic minorities and representation from young people. |
| Training and development of governors | <ul style="list-style-type: none">• Modern Governor, Governors for Schools and The Key provide online training for school boards through e-learning modules, training, resources and guidance materials. |

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City of
London
School

Working in Partnership

2020

Our partnerships in numbers

£32,555 raised for charity Switchback in 2020 by the pupil-led Charity Appeal

90% of pupils actively involved in raising money for the Charity Appeal

Over 6,000 hours voluntary service invested by pupils in 2020

250+ pupils actively involved each week in community service projects

55 pupils on full-fee means-tested bursaries

250 visiting pupils from the the London Youth Choir are hosted in our school building each week.

Our economic impact

Total fee-remission assistance to families of CLS pupils:
£1,916,720

Total savings to the UK Taxpayer as a result of pupils attending CLS:
£8,729,770

Total UK Tax contributed by CLS and its supply chain:
£5,041,280

Total amount of UK tax supported by CLS Activities:
£8,745,955

Total sum contributed to UK GDP:
£29,928,808

Total sum contributed to City of London GDP:
£14,762,744

Number of jobs supported by CLS supply chain:
371

Value of the external use of our facilities by charitable organisations:
£67,720

Source: ISC Economic Impact Assessment Tool



Working in partnership is at the very heart of the School's Strategic Vision for the coming years. It enriches the experiences of all members of our community, staff and pupils, and is a central part of the holistic education that the School is seeking to provide.

To that aim, and notwithstanding the obvious challenges associated with Covid-19, 2020 has been an exciting year for our partnership work. With the launch of our joint Partnership Strategy with City of London School for Girls, we then welcomed our first Director of Partnerships in September. A Partnership Form has been established across the City Family of Schools, to enable and embed powerful, long-term relationships. Already, this has led to the

development of new and exciting projects, and we have been delighted to work alongside cultural and employment leaders to create and facilitate access to inspiring opportunities for young people, beyond our immediate school communities. I do hope that this report provides you with a flavour of some of this work.

We continue to be committed to further developing these links, and we are proud to take a facilitating role in sector-leading collaboration between schools, for the benefit of all pupils.

Alan Bird

Head

City of London Corporation Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools. In its pursuit of educational excellence, the City of London Corporation has drawn these schools together, collectively known as The City of London Family of Schools. These schools are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City Schools'.

The Family of Schools include:

- The Aldgate School (formerly Sir John Cass's Foundation Primary School)
- Galleywall Primary, City of London Academy
- Redriff Primary, City of London Academy
- City of London Primary Academy, Islington
- City of London Academy, Southwark
- City of London Academy, Highgate Hill
- City of London Academy, Highbury Grove
- Newham Collegiate Sixth Form, City of London Academy
- The City Academy, Hackney
- The City of London Academy, Islington
- City of London School
- City of London School for Girls
- City of London Freeman's School
- The Guildhall School of Music & Drama

'A key feature of the City of London family of schools has been the way they work in partnership and collaboration activity. This is with each other, and with the many businesses and the range of world-leading cultural institutions in and around the City. These partnerships include both formal and informal programmes and involve schools of different phases and types working together. The impact evidence points to partnership working as being a case of 'all good things go together'. There are strong positive consequences of inter-school collaboration for everyone involved. Partnerships help the pupils, teachers, and school leadership. They improve morale and commitment of all involved and can lead to innovations in ways of working.'

Professor Anne Bamford, OBE
Strategic Director of Education and Culture
City of London Corporation



This year we have collaborated with the City of London Corporation's Family of Schools in the following ways:

- » Extensive support for pupils from Newham Collegiate Sixth Form applying to North American universities.
- » Reciprocal interview support and guidance for pupils aspiring to Oxford and Cambridge with Newham Collegiate Sixth Form.
- » Subject networking to enhance collaboration at Sixth Form, facilitated by CLS and CLSG teaching staff.
- » Higher Education evening and careers events attended by pupils from the Family of Schools.
- » Linklaters Communications Webinar attended by over 100 pupils from the Family of Schools.
- » 'How to Change the World Conference' with access brokered by CLS and attended by significant numbers of pupils from the Family of Schools.
- » CLS hosted the fifth City Schools' Concert with all 14 of the City of London's Family of Schools involved in a spectacular musical partnership event.
- » Subject networking at Key Stage 2 in Geography focusing on curriculum, assessment and the sharing of best practice.
- » Visits from The Aldgate School to take part in a range of educational workshops.
- » CLS hosted an annual debating workshop delivered by the English Speaking Union, in which teams of pupils from the Family of Schools participated.
- » The Head Librarian at CLS has worked with the Family of Schools to promote and celebrate reading.

Future Plans

We are excited at the momentum building in these partnerships with the Family of Schools. In 2021 CLS, CLSG and CoLA Southwark are working together on a significant pilot Oxbridge and Medicine Applicants Scheme, involving pupils, staff and alumni from all the three schools.

Case Study: Promotion and Celebration of Reading

In March 2020, CLS proudly hosted the Trinity Schools Book Awards, facilitated and co-ordinated by our Head Librarian, David Rose. CLSG, City Academy Hackney, CoLA Highgate Hill and CoLA Highbury Grove all participated. A pupil from CoLA Highgate Hill was a runner-up for the Book Review prize. To facilitate their participation in this celebration of reading, CLS gave financial support for the academies to take part and also provided sets of books for them.

During the lockdown period, we hosted a virtual author event for pupils from CLS, The Aldgate School and Ark Bentworth Academy. Award-winning writer Stewart Foster gave an excellent talk about his book *Check Mates*. In advance of the event, CLS also provided the pupils from our partner schools with copies of the book to help them get the most out of the event.



"My favourite part was when Stewart told the attendees that he suffered from ADHD. It was nice of him to share his personal experiences from this disorder, which helped him be inspired and create Felix. Could you please pass on my thanks to City of London School for organising this event. Thank you."

Yassin (year 6)
The Aldgate School



“The Fourth Form volunteers have been supporting our newly initiated virtual Reading Club with the primary students of The Aldgate School. By using technology at both ends, the 10 pupils have been able to read remotely on a one-to-one basis with a range of pupils in Year 5. The first book is *Oliver and the Seawigs*. All involved have found the process really enjoyable, and it has been great to see CLS pupils sharing their love of reading with younger children and growing so much through the process. A big thank you to Ms Khan and all the staff at Aldgate School is due for helping make this possible. We are very excited about how we can expand this program in future.”

James Innes
Head of Geography, CLS

Case Study: The Aldgate School

Despite the current restrictions on physical volunteering, we are pleased to report on our successful virtual approach to mentoring at The Aldgate School. Fourth Form pupils have taken on the challenge of being Reading Mentors. In this role, our pupils regularly meet with The Aldgate School pupils in years 4-6 via virtual meetings, to read a children's book. Mentors take turns along with the pupils to read, whilst also sharing their experiences of books to celebrate reading.

Pupils are also acting as Learning Leaders. In this leadership role, CLS pupils work to create curriculum aligned pre-recorded media and resources which class primary teachers can integrate into their lessons. For example, the first resources will be looking to model good debating skills and focus on content evolution and Shakespeare. Our pupils are enormously enjoying the job of creating challenging and interesting content and working with younger pupils.

Charity

The values of social responsibility and individual contribution to the lives of others are priorities which are fundamental to our pupils and to our staff at CLS. Our annual Charity Appeal is testament to this valued aspect of school life and this year, pupils have chosen to offer their ongoing support to the charity Switchback which conducts important and inspiring work supporting young offenders to alter course and change their role in and relationship with society after prison.



We are proud of our fundraising efforts in recent years:



2016-17

£78,079



2017-18

£84,062



2018-19

£69,232

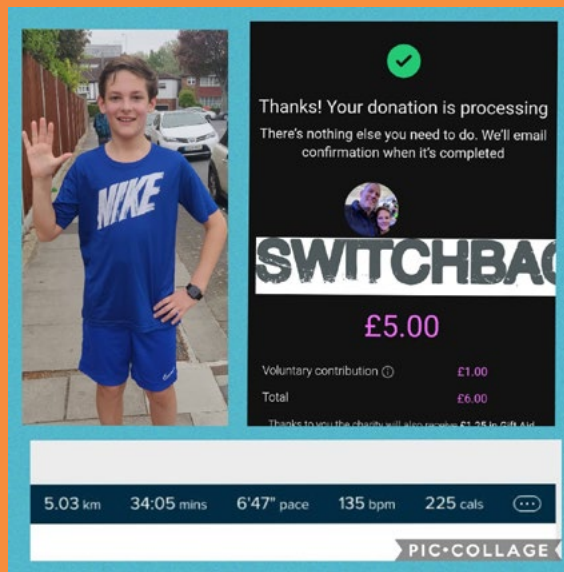


2019-

£32,555*

*current total

Page 68



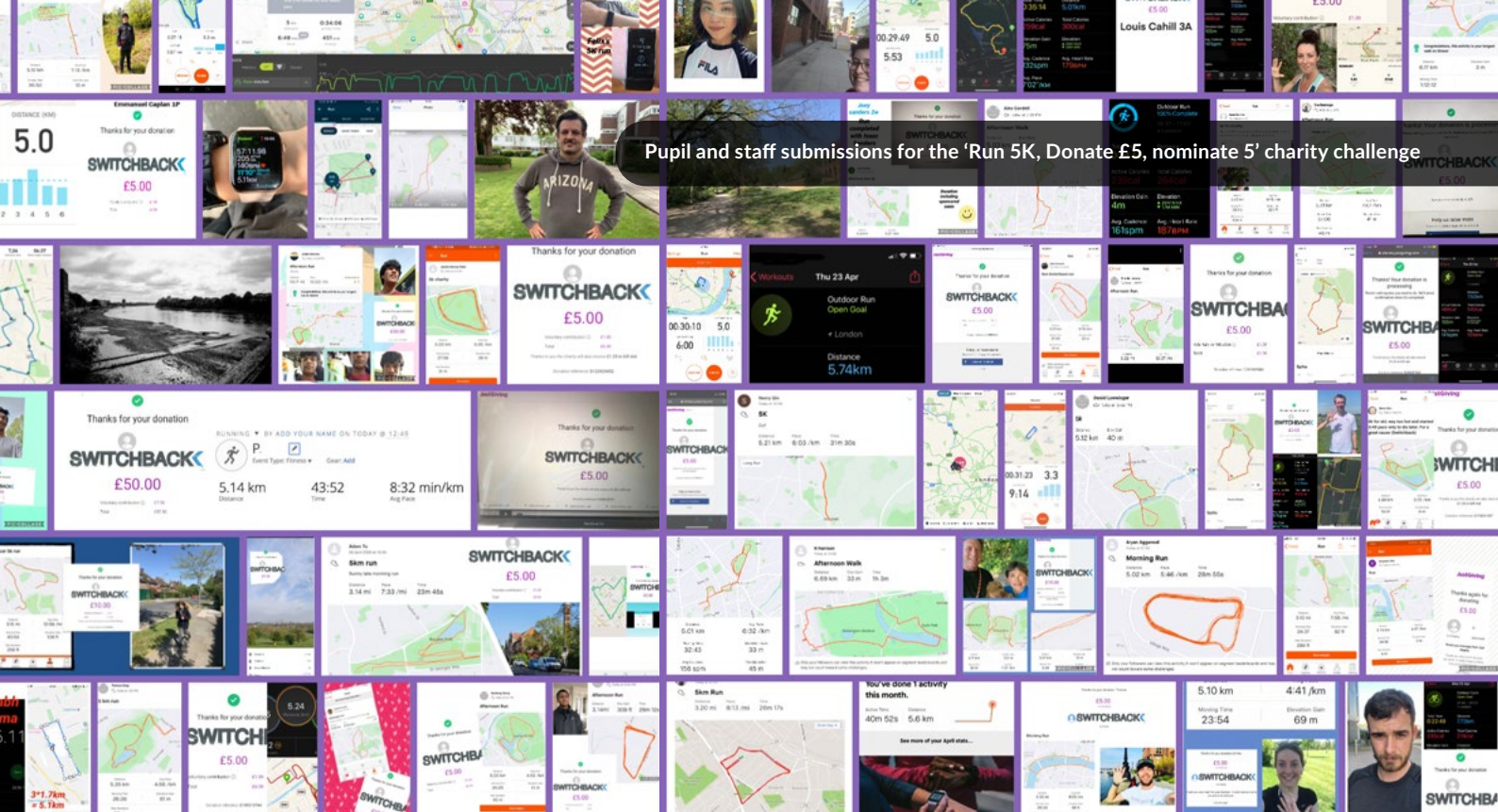
Fundraising during lockdown

Whilst lockdown significantly affected the ability to accumulate funds in the normal way, our resourceful pupils and staff found innovative ways to raise money for Switchback such as Run 5k, Donate £5, Nominate 5; an online quiz for parents; The Climb Mount Snowdon (in your home) Sponsored Challenge; an online Puzzle Tournament; The Great CLS Bake-Off and a Virtual Marathon.

A wide range of solo challenges were also undertaken by pupils. For example, Josh (Third Form) raised £250 by cycling the length of the UK, Khrisnan and Seb (Senior Sixth Form) raised £700 by running 100 miles in 10 days and Patrick (Third Form) was sponsored £1,380 for running 24 miles in 24 hours. The Senior Prefect Team also all ran a half-marathon raising over £2,000.

Switchback is proud to be a partner of CLS. We are blown away by the enthusiasm of staff and students through every layer of the School to truly engage with our work. CLS understands the value of raising funds for Switchback as an independent charity, but beyond that there is a real consideration of the shared humanity of young Londoners forging their way in the world. Humanity and generosity shine through our relationship with CLS from educational assemblies to sharing of facilities and inventive lockdown fundraising. We really hope to continue our relationship in the long-term so that together, we can help more young Londoners build stable, rewarding lives they can be proud of.

Alison Dawnay
Founder and CEO, Switchback



Continued efforts for charity

Since returning to the school site in September, pupils have devoted significant time to charity events including raffles, pizza sales and bike-a-thons. Two members of staff recently completed the virtual London Marathon raising £2,000 in doing so.

The School Charity continues to support the work of other organisations on a permanent basis, for example they help the Salvation Army with their food bank collections. The Friends of CLS, our parents' association, continue to make a meaningful contribution to the charity appeal, running and supporting a range of events.



Community Service and Volunteering

A significant part of a CLS education is contribution to our local communities via the Community Service Organisation (CSO) in the Fourth Form, volunteering as part of the Duke of Edinburgh's Award Scheme and through our partnerships with external organisations and other schools.

We are a licensed provider of the **Duke of Edinburgh's Award Scheme** and this year over 150 pupils are completing their Gold, Silver or Bronze Award. The awards require them to undertake and complete extensive volunteering. Overall, this amounts to approximately 3,000 hours of volunteering.

As part of the **Community Service Organisation**, pupils in the Fourth Form chose to participate in a wide range of service activities, volunteering for 60 hours across the academic year. Activities vary and included tennis, football and cricket coaching; volunteering at local libraries, churches and temples; fundraising for a charities, working at City Farms, food banks, and Parkrun UK. Before lockdown, pupils also made a significant contribution to The Salmon Youth Centre, Maggie's Cancer Centre, Barnardo's and Oxfam.

Salmon Youth Centre

Our relationship with the Salmon Youth Centre in Bermondsey is long-standing. The Centre has been supporting young people in inner city London for over a hundred years, seeking to inspire young people to reach their potential and contribute positively to their local communities. In 2020, nine pupils volunteered at the Salmon Youth Centre as part of the CSO programme. They supported others in a variety of ways including helping with art clubs, football training sessions, tennis sessions, music and drama as well as homework clubs.

In 2020, the number of combined hours of voluntary service invested by the pupils in CSO and Duke of Edinburgh was over **6000 hours**.

During lockdown, hundreds of hours were invested by pupils in supporting their local community.

Maggie's Centre

CLS's partnership with Maggie's Barts Cancer Centre continues to flourish. Located on the grounds of NHS cancer hospitals, each Maggie's Centre provides free support and information to people with cancer and their family and friends, following the ideas of cancer care originally laid out by Maggie Keswick Jones. Pupils are completing a number of virtual tasks with ongoing support from, and interaction with, the Maggie's team. Activities have included a focus on raising awareness about Maggie's and procuring corporate support.

We are especially proud of the fundraising efforts of Maxim (Fourth Form) who raised an extraordinary £5,476 during lockdown for Maggie's by completing a sponsored bike ride, cycling 260km over 20 days.

"Maxim is our top individual fundraiser for this year – no one has yet been able to beat his fundraising total! It is support like this which has truly helped us through this incredibly difficult year and enabled us to continue to be there for those with cancer."

Vanessa Trippick
Fundraising Organiser, Maggie's Centre, Barts



Volunteering during lockdown

During lockdown, we encouraged pupils of all ages to volunteer time to support their local communities. The response was extraordinary with thousands of hours being invested in a range of endeavours. Pupils made and delivered PPE, worked in food banks, did online tutoring, contributed to anti-racist campaigns, and helped in churches, mosques and synagogues, to name but a few. Our pupils also raised significant sums of money for a range of charities.

A selection of organisations for whom our pupils have volunteered:

- St John's Wood Library
- Barnardo's Charity Shop
- St John's Church
- Messy Café
- Hackney City Farm
- GIFT

Praise for our pupils:

"Maxim's hard work has allowed Maggie's to provide a one-hour support session with a Psychologist or Cancer Support Specialist for 140 individuals, couples or families." Vanessa Trippick, Maggie's

"Tomos is very much an enthusiast of everything we are doing at Woodcroft and is always a delight to work with." Bob, Woodcroft

"Aadityaa has clearly been an asset to our volunteering team. His ability to organise events and volunteers to create an exciting and educational experience for many children has increased our reputation in the local community, and I can confidently say that out 27% rise in children visiting per week has been significantly caused by him." Rhian, Gants Hill Library

"I have been impressed with Joseph's professionalism, pleasant demeanor and great attitude towards his work." Miranda, Salmon Youth Centre.

"2020 has been a difficult year for all, especially those with cancer and their loved ones. Despite the challenges this year has provided we are so grateful for our relationship and support from CLS to grow. We have also had huge help from the CLS volunteers who have so far done an amazing job raising awareness for us throughout the School and taking on the paperclip challenge to get us some amazing raffle prizes. This is just the start of the help and support from the volunteers and we are so excited to continue working together over the upcoming weeks as their help and time to us is making a huge impact for those with cancer and their loved ones."

Vanessa Trippick, Centre Fundraising
Organiser, Maggie's Cancer Centre

Partnerships

Despite the particular challenges that 2020 has provided, we are delighted to have both maintained existing partnerships and developed new ones.

IntoUniversity

We are proud to continue our partnership with IntoUniversity, winner of the 2019 Lord Mayor's Dragon Awards Community Partners Award. IntoUniversity is an organisation which supports young people from disadvantaged backgrounds to achieve their aspirations of university study or other ambitions through a structured and innovative programme academic support and mentoring in local centres.

Over 20 Junior Sixth Form pupils volunteered at IntoUniversity centres for an average of two hours per week after school, providing academic mentoring in IntoUniversity centres including Kennington and Islington. Oscar (Senior Sixth Form) commented on the skills of "kindness, clarity and understanding" as part of the personal benefits gained as a result of volunteering with IntoUniversity.



This year, in the absence of physical volunteering, we are continuing our relationship with IntoUniversity, sharing their work and the impact it has had on CLS pupils via an assembly with the Junior Sixth Form, and developing a virtual mentoring model in which pupils develop focused and targeted academic support resources which are shared with pupils at IntoUniversity. 30 pupils are involved in this venture.

IntoUniversity continue to make use of our facilities for events.



Since 2017, 59 pupils from CLS have volunteered for IntoUniversity

In 2020, 21 Junior Sixth Form pupils volunteered an average of two hours per week in 8 of IntoUniversity's centres.

"I genuinely loved the experience. It never felt like a chore, the staff at the centre were warm and welcoming, and the pupils were great."

Louis (Junior Sixth Form)

"I think it helped a lot with patience and understanding of needs, and catering to the strengths and weaknesses of different pupils - I'd have to adjust the way I'd help depending on the pupil."

Zachary (Junior Sixth Form)

"IntoUniversity has been lucky to have the support of CLS throughout this academic year in what continues to be a keen and fruitful partnership. We were thrilled to see so many pupils interested in volunteering as Academic Support Tutors in our centres and our staff have been greatly impressed by the dedication and enthusiasm shown by each volunteer, as well as the high quality support they have been able to offer our young people. The School's commitment to the partnership has been further demonstrated by their kind offer to host various events for the charity, enabling us to provide valuable experiences for our young people in a new setting, helping them to develop their professionalism, communication and networking skills. We know that the support that CLS offers us will be more important than ever as we head into a new academic year and address the lost learning that our young people have experienced, and we greatly look forward to another year working together."

Claire Standcliffe
IntoUniversity

Eastside Young Leaders' Academy

Eastside Young Leaders' Academy (EYLA) works to enable young people with leadership potential to develop their skills through a structured programme of enrichment and learning opportunities.

During lockdown, CLS staff provided a wide range of virtual sessions for EYLA students in response to the need for high quality, enriching and ongoing learning during the period of school closure. Sessions ranged from an Introduction to Philosophy to sessions on Politics, Maths, Leadership and Art. The pupil editorial team of The Citizen also ran a session on student journalism.

Since the return to school, our teachers continue to run virtual Saturday sessions including History, Classics, Biology and Art, which are designed to be wide-ranging and enriching. These sessions challenge EYLA students to reflect and explore new areas of learning.

When circumstances allow, we are looking forward to providing our facilities for the EYLA Saturday programme. This will enable 180 young leaders to visit CLS every week.

12 CLS teachers ran sessions during lockdown

25 sessions were offered during the period of lockdown



"We are very excited to be working in partnership with CLS as we share a vision of developing young people who are comfortable in their own skin, empathetic and outward-looking and a commitment to preparing them for adulthood in this rapidly changing 21st century.

We are grateful to the team of teachers who have volunteered their time on Saturdays to contribute to our leadership programme through dynamic, inspiring and thought-provoking online lessons. We are looking forward to transferring our Saturday leadership programme to CLS in 2021 where our young leaders will enjoy the benefits of learning in such an iconic location – in the shadow of St. Paul's, overlooking the Thames, next to the Millennium Bridge, opposite the Tate Modern!"

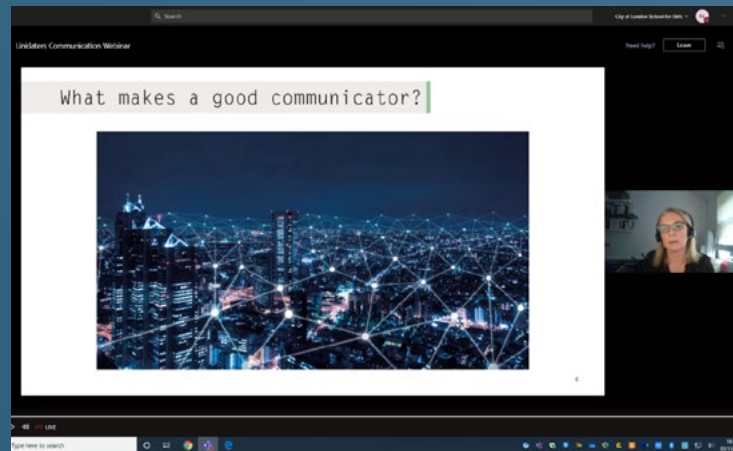
Anne Collard, Co-founder & Chief of Staff
Eastside Young Leaders' Academy

Partnerships with Industry and Cultural Leaders

Linklaters

In Autumn 2020, CLS has forged a partnership with leading law firm Linklaters to provide learning and development opportunities for pupils from the Family of Schools.

In November 2020, over 100 pupils in the Junior Sixth Form (year 12) attended a bespoke webinar designed by the Learning and Development team in partnership with CLS and CLSG focusing on communication, presentation and vocabulary skills. Pupils from a range of schools attended including CLS, CLSG, Newham Collegiate Sixth Form, CoLA Southwark and Christ's Hospital. We are enormously grateful to our partners at Linklaters for their time and resource in planning and delivering this session, supporting fusion skills and the development of young people's confidence as they prepare for the next stage of their education and employment.



"I really enjoyed the Linklaters talk on communication skills. Both engaging and interesting, I learnt a lot about how to improve my public speaking abilities. In particular, I found the point about the way we talk about our feelings a fascinating one. By saying you are excited before giving a talk, or by adopting a 'power pose', you are more likely to speak more fluently and more passionately; this idea really piqued my interest and is one I will definitely bear in mind the next time I give a talk."

Raphi (Junior Sixth Form)

City of London Corporation Virtual School

The partnership between City of London Corporation Virtual School and CLS continues to thrive. The Virtual School supports and educates young people living in care who, predominantly in our context, are young asylum seekers, and has, alongside CLS, worked in partnership to create meaningful opportunities for pupils in both schools to share their experiences and learn from each other.

Following previous programmes welcoming the Virtual School pupils into school to learn alongside our pupils in the Junior Sixth Form, in November 2020, we were delighted to host Andrew Russell (Headteacher of the Virtual School) to lead a series of assemblies with our Third and Fourth Form pupils, focusing on the lives and experiences of young asylum seekers. He was joined by a young care leaver who was able to give a valuable and enriching insight into the experience of young asylum seekers and answered thoughtful and sensitive questions raised by our pupils. We are planning to further develop our partnership with Virtual School in 2021 with a new group of pupils joining us at CLS for learning and enrichment sessions with our Junior Sixth Form in the Summer term.



"The young people in the care of the City of London Corporation have had their educational experience hugely enriched by the project run by the CLS with the Virtual School. The students involved previously still talk about how much they benefitted from it."

Andrew Russell
Headteacher
City of London Virtual School



Bushra





How To Academy

We are also proud to have brokered access to an inspiring set of speeches through our partnership with the How To Academy, who generously enabled us to co-ordinate access to talks ranging from John Kerry to Sarah Gilbert and James Lovelock as part of over 30 speeches in the 'How to Change the World Conference.' Our pupils and those from our partner schools enormously valued this enriching cultural experience, which was accessed by x number of schools/ pupils. How to Academy also generously granted free access to pupils from across the Family of Schools to an online talk on gender bias in artificial intelligence, given by Tabitha Goldstaub on the topic of *How to Talk to Robots – a Girl's Guide to a Future Dominated by AI*. We look forward to further developing our relationship with How To Academy to support the enrichment and cultural capital of young people.

Page 80

King's
College
London

KING'S
College
LONDON

For over twenty years, CLS has worked with King's College London to provide placements for PGCE students. Every year, aspiring teachers are mentored by CLS staff in a range of subjects, including Modern Languages, Religion & Philosophy, English and Chemistry.

Higher Education

CLS proudly provides bespoke support to pupils from a range of other secondary schools as they prepare their applications to university. Pupils are invited to attend a range of Higher Education and Careers events to support their applications and to demystify the options open for their future.

In 2020 CLS provided Oxbridge and Medical School support, including mock interviews, for pupils from a range of schools, including Oasis Academy, Southbank and Newham Collegiate Sixth Form (NCS) We are delighted to be preparing for an Oxbridge pilot programme working alongside our partner school CoLA Southwark to provide bespoke, structured and sustained support for pupils who aspire towards studying at Oxbridge.

Pupils from the City of London Corporation Academies take part in the annual US Universities Forum, which helps prepare pupils for applications to US universities. We are delighted that four NCS pupils received five offers to study at elite North American universities. In addition, pupils from the Family of Schools participate in our series of Careers talks with expert speakers leading sessions on a wide range of careers, from Maths to journalism. A recent Careers in Maths talk was attended by 85 young people from across the Family of Schools, keen to learn more about opportunities open to them.

In Autumn 2020, CLS also worked with NCS to create a pilot programme of reciprocal Oxbridge interviews in a range of subjects.

"The US University support we have received from Mrs Hill at CLS has been superlative. Our students and staff have benefitted greatly from her expertise and knowledge of the US application system. CLS has run several sessions where she presented to students on how to make a competitive application, provided detailed advice on SAT/ACT preparation and spent a whole day taking students through the US Common Application. Furthermore, the session on how to write an effective US essay was also extremely well received by students. We are all immensely grateful for your support with our US university programme, which this year saw four students receive 5 offers to Harvard, Princeton and MIT all on full financial aid. It is not exaggeration to say without support and good counsel from CLS I am not sure whether this would have been possible."

Mouhssin Ismail
Headteacher
Newham Collegiate Sixth Form



Case Study: Support for Russell Group, Oxbridge and Medical School Applicants from Oasis Academy, South Bank



Since 2019, CLS has supported pupils from a new Sixth Form in Lambeth with their university interview preparation. Oasis Academy South Bank is a secondary school serving a community historically underrepresented at the UK's top universities. In 2020, over half of Oasis Academy's Sixth Form won places at Russell Group institutions.

This year, we have adopted a more systematic approach to the partnership with sessions delivered to pupils at the end of Year 12 on the application process, personal statements, aptitude tests and supra-curricular commitments. This was followed with interview practice, feedback and further advice in the run-up to the real interviews in November and December. We are delighted that 2 Oasis pupils received Oxbridge offers, a significant breakthrough for the School.

"City of London School has supported students from Oasis Academy South Bank with mock interviews over the last two years to help put them on an even footing with their more advantaged peers at Oxford, Cambridge and Med Schools. The teachers at CLS are both knowledgeable in their subject, savvy about preparing teenagers for university interview techniques, and go out of their way to help others when they can. Our school has a wide spread of academic talent, and the top

attainers benefit hugely from being exposed to the mock interviews that they have organised for us – they realise that they are a small fish in a big pond and always come out of the mock interviews with practical tips for how to improve. At a time when resources are stretched and school logistics are more complex and fraught than ever, this collaboration between the private and state sector is a significant aid to us.'

Michael Slavinsky
Assistant Associate Principal
Oasis Academy South Bank

"Dr Pearce gave me a mock interview for Medicine which helped me hugely. He was kind and encouraging, but he also gave me some really solid advice: I have to stay abreast of the news in medicine beyond just Covid 19! He pushed me on my answers, and he was never satisfied with general points – he made me really think and I had to expand on my answers which is something I can now take into my real interview. He made me defend things from my personal statement and forced me to consider what I would do if the interviews disagreed with my views. I definitely think I know how to prepare for my next interview better – whether it's how to act on camera or how to talk about my passions in the subject in a more eloquent way."

James
Year 13 student, Oasis Academy South Bank

Music

Our wide range of valued musical partnerships is a source of great pride at CLS where we recognise music as a vehicle to support and share opportunities with young people from many backgrounds.

London Youth Choir

We are proud to partner with London Youth Choir (LYC), a family of five choirs established in 2012 by Suzy Digby OBE and Rachel Staunton. Their mission is to give young people the opportunity to achieve exceptional standards in choral singing, musicianship and vocal production. This is truly an inspiring organisation which enriches the lives and talents of young people from a diverse variety of backgrounds across London. CLS has supported the work of LYC through the sharing of our facilities which, prior to lockdown, were used by 250 visiting singers each week. Since September, LYC has resumed its use of our facilities, though on a smaller scale. We look forward to a full resumption of shared facilities with LYC next year.

Number of young people who visited CLS weekly as part of the London Youth Choir until March 2020: **250**

Number of pupils involved in City Schools Concert hosted by CLS: **200+**



"Over 300 children from across the capital gather at the City of London School each week to sing together. As well as seeking the highest standards of musical training, these young people also seek positivity and encouragement in a safe and caring place; an environment which enables them to focus, to excel and to feel just a little bit special. The City of London School provides all of this and more. London Youth Choirs is so grateful to the City of London School for its on-going support and very much looks forward to continuing its work together in the years to come."

*Nina Camilleri
Executive Director, London Youth Choir*

City Schools Concert

In January 2020, CLS proudly hosted an incredible musical partnership event, featuring performances from pupils from across the Family of Schools. Pupils played instruments, performed as part of choirs and ensembles and danced to jointly create a spectacular event and demonstrate their exceptional musical and performance abilities across all Key Stages. We are delighted to have been asked to host this wonderful cultural and creative learning event and for our pupils to have actively participated alongside their peers in the Family of Schools.

Given the appetite for musical collaboration, we are excited at the prospect of continuing to develop our musical partnerships with pupil events linked to our spectacular organ and working closely with the London Youth Choir to develop our existing links.



"The event was a lovely celebration of the focus in our schools on culture, with instrumental playing, a massed choir and dancers. It was joyful to see the younger and the older children enjoying creating music together and they were so supportive of one another. The event ran like clockwork, which is not an easy thing to achieve with more than 200 performers all on stage! It was wonderful to see a 'full house' of parents and families watching the talent of their children and even participating in the singing at the end."

Dr Anne Bamford OBE

Strategic Education and Skills Director, City of London Corporation



Temple Church Choir

The long-established partnership between CLS and Temple Church Choir continues to flourish with six current CLS pupils singing at Temple Church. The Temple Church choristers are able to benefit from their education at CLS alongside a cathedral-style education living at home, including exceptional musical training within a tradition which dates to the twelfth century. CLS is proud of our positive and valued partnership with Temple Church, enabling choristers to develop and thrive both academically and musically.

The Choir of Her Majesty's Chapel Royal, St James's Palace

CLS educates the choristers who sing in the Choir of Her Majesty's Chapel Royal, St James's Palace. We currently have 10 full choristers in the lower school, and 11 boys who are Pre-Probationers (years 4-6) who rehearse together. Rehearsals take place at CLS during the week, and the Sunday service and rehearsal takes place at St James's Palace.

Partnership work with children's choirs and churches and recruitment of choristers who would not ordinarily be able to afford education at CLS is a vital element of this musical partnership.



Bursaries

At CLS, we view bursaries as a route to enable talented young people to access what we believe to be a transformational education as a central route to enabling social mobility for individuals and for communities. In so doing, our guiding principle is the desire to play our part in facilitating social mobility through education.

10% of our 2020 intake is in receipt of a transformative bursary.

We have received **250** 11+ bursary applications for the 2021 intake from applicants at 200 schools.

We have a very supportive parent body who choose CLS for its progressive outlook and diverse pupil body

Over **£500,000** was donated to the Bursary Fund by parents, alumni and friends of the School last year and was generously matched by City of London Corporation

We are proud that in each of the last three years, 10% of our First Form intake benefitted from full, means-tested bursaries, enabling them to access an exceptional education and future. We are very grateful to our alumni, parents and other donors, as well as the City of London Corporation, for the financial support given to facilitate and sustain bursary places for academically able pupils who would not otherwise be able to access a CLS education. We simply could not provide transformational bursaries without them.



Recommendations from the Sutton Trust Elitist Britain Report 2019:



1. School admissions processes need to tackle social segregation in schools. High performing comprehensives, grammar schools and independent schools should all do more to increase the numbers of pupils from lower socio-economic backgrounds.
2. High quality teaching is the most important factor for the attainment of disadvantaged young people, providing them with the basis for success later in life. A more even spread of students from different social backgrounds across the system could help to tackle inequalities in access to quality education.
3. Given the advantages they confer to their pupils, opening independent schools up to pupils from a wider range of backgrounds is crucial. This can, in part, be done in part by increasing the number of full, means-tested bursaries on offer in independent schools.

Diversity & Inclusive Education



At CLS, we are enormously proud of our diverse and inclusive school community and seek to create opportunities in our curriculum, pastoral and co-curricular provision to ensure that pupils can discuss and reflect on issues of identity, culture and belonging.

This is especially significant as we explore and discuss systemic issues of inequality most poignantly raised this year by the death of George Floyd. As such, we have active societies including the Afro-Caribbean Society to enable pupils to have a space to discuss issues pertaining to race. Staff have undertaken reflective training in Diversity and Inclusion in the Autumn term.

The Amos Bursary exists to ensure talented young men of African and Caribbean descent have the opportunity to excel in education and beyond by recruiting high quality students and mentors, running development programmes with peer and professional mentors, parental engagement and cultural and networking opportunities. The pupils of the Afro-Caribbean Society were lucky enough to have a Zoom meeting with some of the current Amos Bursary students, who come from a variety of schools from across London. The Amos Bursary and CLS hope to work in partnership over the coming months, and look forward to exploring how we can learn from and enrich each other.

Our pupil-led societies also include an active Jewish Society, Islamic Society, a Christian Union and Hindu

Society. Increasingly, we are connecting our societies with their counterparts at CLSG to further enrich our discussions and experiences. We are aiming to broaden this collaboration to the Family of Schools next year.

We also have an active LGBT+ society which hosts a range of speakers, delivers assemblies and celebrates Pride and LGBT History Month. In 2020, senior pupils from LGBT+ society consulted with Assistant Headteachers from Redriff Primary on inclusive education. They talked about their experiences at CLS, the setting up of the society, assemblies, PSHE and changes in culture to enable a welcoming and inclusive culture.

CLS is also part of a network of London independent schools who discuss issues concerning LGBT+ and support the provision of inclusive education in schools more widely beyond our immediate network. Our Head continues to sponsor the City of London Pride Network and we are proud to be a Stonewall School Champion.

The Future

Despite the limitations created by lockdown, we believe that CLS pupils and staff rose to the challenge of innovating and developing Partnership work, as a strategic priority of the school. We are proud to partner with a diverse and impressive range of organisations and to play a part in the Family of Schools as a community of learning. We recognise the power of collaborative working and seek to harness our strengths to share exceptional and transformative educational opportunities for our pupils and our wider community.

As we look ahead to the future, we are excited to be developing our partnership with the City of London Virtual School and look forward to hosting pupils, predominantly young asylum seekers, in the Summer Term. Our pupils are excited to welcome their peers to CLS and to share a range of learning opportunities with them, learning from each others' experience and skillset. We also intend to return to offering our facilities more widely to external organisations and to provide some face to face teaching, interview preparation and enrichment opportunities to pupils from our partner organisations and the Family of Schools, ensuring diversity and inclusion are focused upon as part of our partnership offer and evaluation.

We are continuing to develop our partnership with Eastside Young Leaders' Academy and intend to facilitate sessions at CLS in the coming year with our teachers continuing to offer some enriching content in Saturday sessions. We are also excited to be creating a pilot programme of

sustained Oxbridge support with our partners at CoLA Southwark to further enable young, talented pupils to engage with aspirational educational futures. We are also further developing our virtual volunteering programmes and creating bespoke experiences for pupils alongside our cultural and employer leader partners, including Linklaters and How to Academy. We are also committed to enabling access to a transformational CLS education to talented and able young people through our bursary programme.

Partnership remains a strategic priority at CLS at we are proudly committed to playing our part in developing and building upon a foundation of excellent working relationships, for the benefit of our pupils, our staff and our wider community.

Beyond the development of specific projects, in 2021 we will be focusing on how to meaningfully measure the impact of our activities and use this information to refine our approach to existing partnerships and to develop new ones in a more strategic fashion.

Andrew McBroom

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Laura Hynes

Director of Partnerships

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CITY OF LONDON
SCHOOL FOR GIRLS

Working in Partnership

2020

Our partnerships in numbers

Amount raised by Charity Appeal for Street Child since our partnership began in 2011: **£189,318**

100% of girls actively raised money for the Charity Appeal

3,241 hours community service carried out by our pupils in 2020

300+ pupils actively involved in community service projects organised or facilitated by CLSG

100 pupils in receipt of financial assistance

80 girls at CLSG on full means-tested bursaries

Our economic impact

Total financial assistance:

£1,888,390

Total sum contributed to UK GDP:

£22,565,061

Total savings to the UK taxpayer as a result of pupils attending CLSG:

£7,500,000

Total amount of UK tax supported by CLSG activities:

£5,853,075

Number of jobs supported by CLSG supply chain:

328

Source: ISC Economic Impact Assessment Tool

Can there have been a year in which the importance and benefits of working together have been felt more acutely? We navigated being together apart in our lives and learning at CLSG, finding shared purpose within the City family of schools and with other institutions and businesses in our community to recognise and mitigate new challenges and hardships under lockdown. This was always to have been an important year for CLSG's partnership work, as we welcome our new Director of Partnerships CLSG and CLS, Laura Hynes, who works closely with our Deputy Head Co-curricular and Partnerships at CLSG, Rosie Lockyear (and with her equivalent at CLS). This new team have hit the ground running, tackling restrictions thrown up by Covid with resourcefulness and turbo-charging this key element of our school's vision of 'Finding Space to Pioneer'.

We are very proud of the service pupils across the school offered in their local communities during lockdown, some examples of which you will find in this report, and of the way in which the school's charitable fundraising continues apace in the face of C19 restrictions.

This year was also, of course, informed by the urgent cry for durable cultural change in the wake of the BLM movement. The opportunities and challenge of this movement will find expression in the race equality review which we are undertaking with CLS. The principles of equality and anti-racism, or in John Amaechi's words, 'anti-incivility' inclusion, are closely aligned to our partnership work.



Our commitment to the Bursary programme remains important: we celebrate the large number of transformative bursaries we offer, which have such an important impact on pupils' lives.

Partnership is about shared space. We celebrate and enjoy the immense values of shared learning space, shared City space, shared workspaces and the harmony and excitement of learning from others beyond our school walls, whether in person or through digital space. Our teaching and student mentoring at Shoreditch Park, for example, remains a mutually enriching enterprise in person or online. So while the 20:20 vision we had at the start of the year had to adapt, this report shows how much we can accomplish together, whether in person, or apart, and I thank our staff, our partners and our pupils for their commitment and contribution to partnership throughout the year.

Jenny Brown

Headmistress

Developing Our Partnerships

With the appointment of our joint Director of Partnerships at City of London School and City of London School for Girls, a key part of the development of partnership work has involved greater collaboration with the family of schools. We have created a Partnership Forum to enable the building of powerful relationships across our partner schools. This has enabled us to share a range of enrichment opportunities brokered by CLS and CLSG, working alongside cultural and employment leaders to create and facilitate access to inspiring opportunities for young people beyond our immediate school communities.

We continue to be committed to developing further these links and are proud to be facilitating a sector-leading collaboration between schools as we share educational opportunities.

"The mentees reported thoroughly enjoying the opportunity to build a real academic partnership with an older role model, since there is no opportunity to do so at Shoreditch Park for our founding cohort. At the end of the project, pupils on both sides were sad to say goodbye. The biggest impact on the COLASP pupils was undoubtedly their confidence in the classroom, thanks to the homework and class work support given from their mentors."

Charlotte Pincher
Assistant Principal, Shoreditch Park



City of London Corporation Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools.

In its pursuit of educational excellence, the City Corporation has drawn these schools together, collectively known as 'the City of London family of schools'. These schools are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City schools'.

The family of schools includes:

- **The Aldgate School (formerly Sir John Cass Foundation Primary School)**
- **Galleywall Primary, City of London Academy**
- **Redriff Primary, City of London Academy**
- **City of London Primary Academy, Islington**
- **City of London Academy, Southwark**
- **City of London Academy, Highgate Hill**
- **City of London Academy, Highbury Grove**
- **Newham Collegiate Sixth Form, City of London Academy**
- **The City Academy, Hackney**
- **The City of London Academy, Islington**
- **City of London School**
- **City of London School for Girls**
- **City of London Freeman's School**
- **The Guildhall School of Music & Drama**

26% of CLSG teachers were involved in partnership work in 2020

"A key feature of the City of London family of schools has been the way they work in partnership and collaboration activity. This is with each other, and with the many businesses and the range of world-leading cultural institutions in and around the City. These partnerships include both formal and informal programmes and involve schools of different phases and types working together. The impact evidence points to partnership working as being a case of 'all good things go together'. There are strong positive consequences of inter-school collaboration for everyone involved. Partnerships help the pupils, teachers, and school leadership. They improve morale and commitment of all involved and can lead to innovations in ways of working."

Professor Anne Bamford OBE
Strategic Director of Education and Culture, City of London Corporation

In 2019-2020, we have collaborated with the City of London family of schools in the following ways:

- We led the teaching of Latin at two of the CoL academies in a variety of ways;
- We have supported the English department, including Newly Qualified Teachers, at **CoLA Shoreditch Park**, building on an excellent existing partnership;
- Twelve of our pupils have mentored Y9 pupils in English and Maths at **CoLA Shoreditch Park**, developing excellent working relationships and providing invaluable support;
- CLSG pupils are now providing Maths and English curriculum support remotely via fortnightly virtual mentoring;
- The Careers Department has provided bespoke interview support and guidance for 18 pupils from the family of schools aspiring to Oxbridge;
- CLSG's **Higher Education Evening** and careers events continue to be opened up to the family of schools and were attended by 30 pupils last year;
- Subject networking has been established to enhance collaboration at Sixth Form facilitated by CLS and CLSG teaching staff;
- The first in a series of webinars designed by law firm **Linklaters** was attended by over 100 of Year 12 pupils from 6 schools;
- The sharing of best practice in coaching with **Galleywall Primary School**;
- Subject networking at Key Stage 2 in Music focusing on curriculum, assessment and the sharing of best practice;
- Subject networking in Drama with **CoLA Shoreditch Park**, developing a range of opportunities for pupils and teachers to share best practice, including acting as a virtual audience and contributing to remote performances;
- A pupil-led group **Geography Film Club** for sharing and discussing significant examples of geography related films with accompanying talks from their producers to further enrich geographical understanding beyond the core curriculum;
- Four sixth formers volunteered at **The Aldgate School** to assist with the delivery of a Robotics Club for Year 5 and 6 pupils.



Charity Appeal

Charity and fundraising are a critical part of school life at CLSG. Our pupils have an acute sense of social responsibility and use their time and resource constructively and collaboratively to fundraise for their valued causes. We have a long-standing relationship with Street Child, a charity which focuses on the 125 million school-age children across the world who are currently out of education. Street Child works in 14 countries, including Afghanistan, Sri Lanka and Uganda, combatting educational injustice at a local and meaningful level. Student fundraising was curtailed during C19, but now that we have returned to school, pupils have resumed their efforts and, led by the Sixth Form Mission Committee, will continue this academic year.



£189,318 raised for Street Child since 2011

CLSG is proud to report that over the course of our nine-year partnership with Street Child, CLSG has raised £189,318 for this important cause thanks to the hard work and dedication of our pupils.

From January 2020 City girls have taken part in various fundraising events for a range of charitable causes. Our annual RAG week (raising and giving week) takes place in the spring term. During this week events took place daily and included an Australian themed bake sale where the money was donated to the Australian Red Cross, Staff Mr and Mrs, Bingo, our annual talent show – City's Got Talent, and staff University Challenge.

We would also like to highlight some examples of pupils' independent fundraising during the Lockdown period:

- As part of the 2.6 Challenge, Molly (Y8) completed 26 challenges (e.g burpees, jump squats) repeating them 26 times. She then completed a 2.6 mile run! Molly's family managed to raise £3000 for Jewish Care. Marie (Y9), cartwheeled 2.6km in her back garden (325 laps). Marie managed to raise just under £400 for Marie Curie, Dogs Trust, and the NHS Fund North London.
- In July 2020, Evie in Year 13 wrote a play during the lockdown period and she and some others performed it over Zoom. Money raised went to Women's Aid and pupils raised an impressive £1,504 through this virtual event. In recognition of the pupils' efforts, Flora from Women's Aid said "This will make such a huge difference to our work supporting women and children. We can't thank you enough for all your hard work and support."

"Fundraising at CLSG has always been an exciting and integral part of the school community. We are conscious of the incredibly fortunate position we are in, and therefore there is a strong sense of duty to give back where we can. Not only can fundraising harness the drive and competitiveness many City girls have, it also provides an opportunity to de-stress, in a fun and rewarding way."

Miya Heap

Year 13 Mission Committee Chair



“Street Child is incredibly proud of our partnership with City of London School for Girls which continues to go from strength to strength. Our shared educational values, passion and commitment have enabled a real impact for children in some of the toughest parts of the world.”

Tom Dannatt

Street Child CEO & Founder

- In February 2020, pupils also held a charity food and donations drive in aid of the charity Care4Calais, with form Mission representatives organising and collecting generous donations of the most needed items to send to Calais to support asylum seekers.
- In October 2020, as part of our annual Black History Month celebrations, we raised £420 for the Stephen Lawrence Charitable Trust. CEO Sonia Watson wrote “I wanted to write to extend our sincere gratitude to all at City; we are privileged that you have chosen to support our important work in tackling inequality in all its forms.”



Community Service

Through our community service programme, all pupils in Year 12 undertake about an hour a week of community service. Their activities are certainly wide-ranging, from offering their help on a dairy farm to tutoring younger pupils and creating clubs to promote the role of women in STEM subjects.

Pupils also impressed with their volunteering during lockdown demonstrating initiative and a palpable sense of social responsibility, supporting others during a time of significant need.

Here are a few of the many stories which demonstrate our pupils' efforts:

Matilda: My sisters and I volunteered weekly at a youth centre that is helping to provide meals to families who are part of the community. We would sort and pack the bags with food that provide a meal for each family member.

Anna: The volunteering that I was doing with KEEN London to support children with disabilities before lockdown moved to an online session. We met through Zoom and ran activities such as a talent show or a group workout.

Gemma: I volunteered with the Felix Project before and during the lockdown, as now more than ever, food banks and charities are in need of food. The Felix Project aims to distribute food that would have otherwise been wasted.

The Duke of Edinburgh Award:

DofE is a key component of City girls' education and includes a significant requirement for volunteering, ranging between three months for the Bronze Award and 12 months for the Gold Award. The Award recognises that "the volunteering section of a DofE programme is often the most rewarding, uplifting and memorable part of a young person's DofE adventure."

Since 2019, 180 pupils have enrolled in the Duke of Edinburgh Award with wide ranging volunteering activities at the core of their experience.



Following pupils' volunteering with the Felix Project during lockdown, we were delighted to welcome Jane Byam Shaw, founder of the Felix Project, to talk to sixth formers in the autumn term to share the charity's mission with our pupils. The charity was set up in 2016 in memory of Jane's son Felix. In collaboration with The Evening Standard, the charity has provided over 12 million meals this year alone to hungry and homeless people in London. More CLSG pupils have since volunteered to support this work and we look forward to reporting further on this partnership in the future.

"For my community service I volunteered for a charity called Team Up where I tutored Year 7 pupils in Maths. Team Up works in disadvantaged schools where some pupils are not achieving their potential. I was taught how to plan lessons and teach effectively. Each week I would go through different topics as well as to write a mini report at the end of each week for each pupil to track their progress. This was so rewarding because I was able to clearly see their progress."

Izzy

"During lockdown, I volunteered at my local general practice, making lunch for the doctors, nurses and all the other staff working there throughout the pandemic. Both of my parents are NHS doctors who often have too much work or too little time to eat or have a break for lunch."

Amber

Partnership Case Studies

City of London Academy Shoreditch Park

Our partnership with CoLA Shoreditch Park is one of which we are especially proud. Over time, we have developed a powerful partnership between our schools. This includes the teaching of Latin with a significant teaching commitment of two visiting CLSG teachers who regularly teach a Latin class at CoLA Shoreditch Park in order to prepare them for the GCSE examination as well as deliver a Year 8 Latin Enrichment class, which we hope in time will be supported by sixth form volunteers.

Last academic year, 12 CLSG pupils mentored Year 9 pupils at CoLA Shoreditch Park focusing on supporting younger pupils with their English and Maths. Pupils developed strong relationships with their mentees and were able to provide meaningful academic support, as well as being prompted to think carefully about their communication, questioning and skills of explanation. We have developed the programme of academic mentoring alongside teachers at Shoreditch Park to create a virtual mentoring model. Every week, pupils create academic support short films to consolidate and extend Year 9 pupils' knowledge and understanding of Maths and English, closely linked to their lessons and homework. We are delighted that our relationship with COLA Shoreditch Park continues to grow and thrive and look forward to working alongside them in future.



"Teachers reported seeing increased confidence from those pupils involved in the mentoring scheme, and this is the first step to building the resilience needed to succeed in their GCSEs in year 11. Furthermore, it was noticeable that the mentees demonstrated a much more mature attitude to their learning, which demonstrated to themselves, their peers and to staff their commitment to their progress."

Charlotte Pincher
Assistant Headteacher, CoLA Shoreditch Park

"Last year it was great to build personal relationships with the pupils and be able to see them improve in real life. We have tried to adapt to a remote environment by making content that feels more personal and less formal than their teaching to continue to build on this."

Sixth Form Mentor

"The experience has been valuable in terms of how to articulate ideas and key skills. Having to teach has helped us consolidate our knowledge and writing skills, whilst also forcing us to think quickly and flexibly. Simultaneously, it has been especially valuable to see the effect this has had on the pupils' progress and confidence."

Sixth Form Mentor

Musical Partnerships

Young Leaders

2020 was the third year of running the Young Leaders Programme, involving a total of 20 students from CLSG and the City of London Academies (Shoreditch Park, Highgate Hill and Highbury Grove). The students worked with the Voces8 Foundation, learning to lead warm-ups and to teach songs to primary school children. They spent a day at Galleywall Primary School leading workshops with classes from Reception to Year 3 and interacting with the children with confidence, enthusiasm and great positivity.



Annual Joint Concert with City of London Freeman's School

As well as proudly participating in the annual City Schools Concert in January, St James's Church Piccadilly was the venue for our annual Joint Chamber music concert in March 2020, when 27 of our talented instrumentalists from Years 7-13 joined players from the City of London Freeman's School. Players performed a challenging programme, including Haydn's Gypsy Rondo and Mendelssohn's Octet, with outstanding musicianship and professionalism. The two schools joined forces for an impressive Brass Ensemble, an elegant eight-piece cello ensemble, and an exhilarating finale from the joint string ensemble playing Holst, Fauré, and McLean.





Corporate Partnerships

In Autumn 2020, CLSG alongside CLS forged a partnership with leading Law firm Linklaters to provide learning and development opportunities to Year 12 pupils from the family of schools.

In November 2020, over 100 Year 12 pupils attended a bespoke webinar designed by Linklaters' Learning and Development team in partnership with CLS and CLSG focusing on communication, presentation and vocabulary skills. Pupils attended from CLSG, CLS, Newham Collegiate Sixth Form, CoLA Southwark and Christ's Hospital. We are enormously grateful to our partners at Linklaters for their time and resource in planning and delivering this session, supporting Fusion Skills and the development of young people's confidence as they prepare for the next stage of their education and employment.

"The webinar was very informative, well-paced and structured. It was interesting to hear about the relative effectiveness of the actual content of a speech compared to the physical delivery, the latter having a bigger impact than I realised! It was also useful when the speaker related the talk to interview advice and provided practical tips. I enjoyed the interactive parts of the webinar too which meant it closely resembled an in-person talk!"

Tejal

We are also proud to have brokered access to an inspiring set of speeches through our partnership with 'How To Academy,' who generously enabled us to co-ordinate access to talks ranging from John Kerry to Sarah Gilbert and James Lovelock as part of over 30 speeches in the 'How to Change the World Conference.' Our pupils and those from our partner schools enormously valued this enriching cultural experience.

Arts and Culture Network Partnership

We offer our thanks to the arts and culture network who supported Moatfest online this year. This was a three-day online celebration of women in the Arts.

"It was all so brilliant to watch! Everyone's monologues were so different and interesting!"

"Wow! What fantastic entertainment on a rainy day. Not only was the standard of writing exceptionally good all round, but the performance of it was so enjoyable."

International Partnerships

Pupils at CLSG are from a range of social and cultural backgrounds. The international dimension in our curriculum and partnership offering are planned to recognise and make use of this. Following an annual audit of international activities, teachers from every curriculum subject develop activities with an international dimension for every year group and we offer a range of opportunities for international partnership, enabling our pupils to develop a wider understanding on the world.

- CLSG has permitted a member of staff to take a sabbatical to go and work with a school in Colombo to support them and plan collaborative activities.
- Our Global Perspectives programme is planned so there is an international dimension in the PSHCE programme in every year group. Where possible, we try to enrich these activities by collaborating with partner schools overseas.
- Staff appreciate the importance of the international curriculum and are interested in developing activities. Staff attended an eTwinning conference in Armenia and then implemented collaborative activities with a school in Italy. This year, others are attending a workshop at school to learn how powerful eTwinning can be.
- We have expanded our curriculum exchanges to include Australia, Argentina, Canada and New Zealand. Pupils learn the same subjects while at the school. On their return they disseminate their learning with other students and teachers.
- Whole school events with an international focus happen each year celebrating UN days, such as Women and Girls in STEM. We have long established partnerships with European schools, involving language and cultural exchanges. Pupils in 2019/20 visited Canada, Buenos Aires and Australia; CLSG pupils in Melbourne created short films on global climate issues, sharing expertise with our international partner schools.
- Pupils in the sixth form took part in the European Youth Parliament debating competition, with three CLSG pupils selected to go to the international session in Austria.
- Pupils learned about the D'Hondt system of proportional representation in relation to the European elections, through our whole school assembly programme
- Visiting teachers from schools overseas take part in workshops to share teaching and learning experiences; most recently we hosted teachers from China, Iceland and Denmark.



European Youth Parliament

"Following the CLSG team's success in the regional and national rounds of the competition, Evie and I took part in the Austrian international session of the European Youth Parliament (EYP). We spent eight days getting to know young people from 27 European countries, discussing resolutions to European issues and then debating them. The issues discussed varied from the EU's Space Programme to how the Common Agricultural Policy could be updated to include the risks of Climate Change. My topic was the refugee crisis - the range of views that people had was eye opening and a bit of a shock. Working as a team, making friendships across Europe and being forced to be confident of our opinions made EYP an incredible experience."

Sibby, Year 12

iGEM



Competing against 65 schools and almost 200 university research teams across the globe, this year CLSG and CLS entered the prestigious international engineering competition as a joint project. Their submission impressed the judges so much that they were awarded a silver medal. The team was

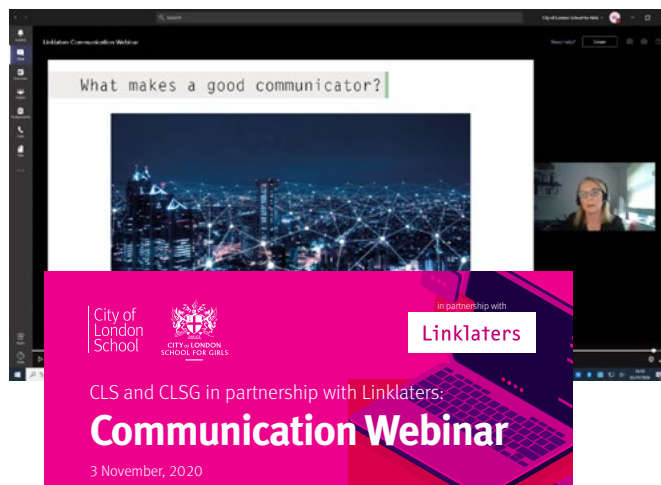
nominated for best presentation, best poster, best wiki and best inclusivity.

"iGEM has been an incredible opportunity and it was great to be able to join forces with CLS to develop our understanding of molecular biology and to apply it to try and solve a real-life issue. Our team chose a project on the critically endangered European Eel by creating a biological circuit which would remove pollutants from the River Thames. It has been great to learn about using synthetic biology and how to use scientific technology to tackle world problems, which will be useful for a career within STEM."

Lucza, Year 13

Higher Education and Academic Support

At CLSG, we are proud of the support provided to our pupils and pupils from the family of schools to support and develop their education and career ambitions. Our Higher Education provision includes a wide variety of events and programmes which are designed to ensure that our pupils maximise their potential.



Higher Education and careers events and programmes in 2020 have included:

- Bespoke interview support and guidance for 18 pupils aspiring to Oxbridge from the family of schools
- External mock interviewers, including governors and parents, to support specialist interview practice.
- Virtual Oxbridge preparation talks attended by CLSG pupils
- alongside pupils from the family of schools
- Higher Education Evening and careers events attended by 30 pupils from the family of schools
- Linklaters Communications Webinar attended by over 100 of pupils from the family of schools
- Facilitated access to BMAT and UCAT preparation sessions for pupils within the family of schools
- Arts and STEM careers committee speed dating events led by 32 experts in a wide variety of fields

In 2021 we plan to widen access to our academic enrichment sessions to pupils from the family of schools even further and look forward to further collaboration in Higher Education provision.



Bursaries

80 girls on full means-tested bursaries (12%)

20 girls on partial bursaries (3%)

At CLSG, we see bursaries as a critical way of ensuring that our school and the education we provide is accessible to all on merit, regardless of financial and social background. Our bursary provision and uptake is part of what makes CLSG such a diverse, inclusive and dynamic school and is a central part of our pioneering vision for the future.

"My parents have always done their best for me, but tough circumstances meant I would not have been able to attend a school like City without full financial support. I could not have dreamt of the opportunities this would lead to. As a Bermondsey girl living in social housing, I am also struck by the difference in my social horizons. I have friends from every walk of life, across the UK and the World."

Sarah
former bursary recipient
now studying at the niversity of Oxford

We are grateful to the organisations and individuals who support us to facilitate our bursary provision including:

- City of London Corporation
- Individual donors
- Castle Baynard Educational Fund
- Farrington Ward Trust
- Mitchell Trust
- Parasol Foundation Trust
- SIG Education Fund
- Tower Hill Trust
- The Worshipful Company of Carpenters
- The Worshipful Company of Cutlers
- The Worshipful Company of Environmental Cleaners
- The Worshipful Company of Founders
- The Worshipful Company of Glovers
- The Worshipful Company of Grocers
- The Worshipful Company of Horners
- The Worshipful Company of Innholders
- The Worshipful Company of Ironmongers
- The Worshipful Company of Needle makers
- The Worshipful Company of Pattenmakers
- The Worshipful Company of Pewterers
- The Worshipful Company of Salters
- The Worshipful Company of Scriveners
- The Worshipful Company of Tallow Chandlers
- The Worshipful Company of Wax Chandlers
- CLOGA

70 families gave over £50,000 to the Covid-19 Appeal. With matched funding from the City of London, this will enable Bursary support for an additional 6 families.

Individual Success Stories

"Coming from a local comprehensive, I had never experienced the type of teaching and learning that can take place in small classes where everyone is engaged and willing to learn. This focus and determination is something that runs through the school and which has had a profound impact on me personally. Being surrounded by young women who are ambitious and motivated but also incredibly supportive of each other has been amazing and is something which I believe distinguishes the culture at City."

Rania
former bursary student

"Our location in the heart of London opens up so many opportunities. For instance, last year I had the opportunity to attend the annual Tacitus lecture held in the Guildhall by the World Traders, about the potential future impacts of Artificial Intelligence [...] Following the lecture, I was part of the school team that went on to win the subsequent public speaking competition on the same theme of artificial intelligence. Representing the school in this way was a great experience, which improved both my academic knowledge and my teamwork and confidence."

Megan
former bursary recipient

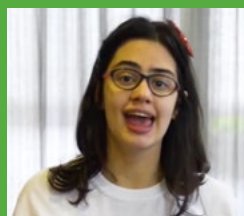


"Our daughter has made deep connections with girls from a huge range of social backgrounds. For me, that's one of the most powerful things about CLSG, and bursaries and scholarships are a crucial component of that. We want our daughter in a school that reflects the London, Britain and world into which she will emerge"

Parent
Taken from Case for Support

Bursary Busk 2020

With significant parental support working in partnership with our Development Office, in Summer 2020, CLSG pupils planned, adapted and performed the Big Bursary Busk on June 25th. Having originally planned to busk in their local area to fundraise for bursaries, pupils worked alongside an expert team of parent supporters to create an exciting trailer and marketing campaign. As a result of lockdown, pupils were unable to carry out their original plans but instead twelve main acts put on an impressive virtual show including yodelling and the lovely harmonies of the junior choir. The Friends generously matched pound for pound the first £5000 raised.



"It must be really nerve wracking sending these events out into the void remotely but it is a great morale boost to all of us in the audience."

Year 11 parent

Match-funding Black Lives Matter

In the month of July 2020, a CLSG family anonymously donated £75,000 in match funding to the Bursary Fund. Here they explain why:

"Our donation to the Bursary Fund is in recognition of the important role that CLSG occupies in addressing issues of racial and economic inequality in our society, and is made in honour of the Lockdown Leavers

Class of 2020. The resilience and commitment of this group of students is inspirational and we are hopeful that our gift will foster future generations of CLSG students to tackle the systemic issues recently highlighted by the Black Lives Matter movement and evidenced in the disparate effects that the virus has had on our community"

Anonymous family donor

Diversity and Inclusive Education



As a school, we are enormously proud of our diverse pupil body. As such, we strive to ensure that there are a number of student-led opportunities to discuss, promote and celebrate diversity and inclusion in our school, our community and our society as a whole. Through a number of mixed year group societies, CLSG pupils confidently and sensitively explore issues of belonging, identity and culture as we seek to create and celebrate a diverse and inclusive environment for learning.

Our societies include: **Chatback**, our African Caribbean Society, **Islamic Society**, **LGBTQ+ Society**, **Christian Union**, and **Jewish Society**.

We have a very active sixth form-led **Amnesty International group** which works hard to raise awareness about human rights abuses across the globe. As well as raising awareness through regular assemblies, this year the group held petition signing and letter writing sessions. They also held a staff drawing competition as part of our 2019 Summer Fair, and in lockdown they held a school-wide art competition under the theme of "VOICE", in celebration of our freedom of expression.

Our **Mental Health committee** is led by 28 Sixth Formers who this year have held events to raise awareness around mental health issues such as eating disorders and have facilitated groups for younger pupils to aid the transition process to senior school. The Committee meets regularly with the Senior Team

and Staff Wellbeing Committee in order to collaborate. In the future the Committee plans to introduce wellbeing mentors for each year and to invite more speakers to the school to further destigmatize the conversation surrounding mental health at City.

We continue to play our part in a network of London independent schools who discuss issues concerning LGBTQ+, finding ways to support the provision of inclusive education in schools outside our immediate network. We celebrate Pride and LGBT History month, hosting speakers and delivering assemblies linked to our LGBTQ+ society, and are proud to be a Stonewall Champion.

We are delighted to report that we plan to work more collaboratively with CLS, both with our planned General Studies sixth form collaborative programme and by linking our societies and committees to further enrich discussion around diversity and inclusion within and beyond our school life.

The Future

As we look ahead to the future, CLSG is proud of its strong foundation of partnership work both locally and internationally, which is built on positive working relationships with other schools, our community and leaders in industry and culture. We place partnership at the heart of a pioneering future.

We look forward to hosting pupils from City of London Virtual School who are Looked After and predominantly young asylum seekers. We also anticipate working evermore closely with the primary and secondary schools within the family of schools with a co-curricular as well as an academic focus. We will also be facilitating further opportunities for sixth form collaboration as we seek to share best practice. We are also seeking to facilitate further enrichment opportunities for our pupils with pupils from CLS and the family of schools alongside our cultural and employment leader partners, including Linklaters and How To Academy. We are also further developing our virtual volunteering

programmes as well as our bursary support to enable the brightest of girls to benefit from a transformative CLSG education, irrespective of financial background.

Overall, we are excited and proud of our partnership strategy and envisage the many ways in which partnerships can support and develop our pioneering vision for the future both within and beyond our school community.

Rosie Lockyear

Deputy Head Co-curricular and Partnerships

Laura Hynes

Director of Partnerships





City of London
School for Girls

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City of London Corporation

| Committee(s) | Dated: |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Board of Governors of the City of London Freeman's School | 4 February 2021 |
| Education Board | 18 March 2021 |
| Subject: Community and Partnerships | Public |
| Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly? | 1(d); 2(a)(b)(c)(d); 3(a)(b)(c)(d); 4(a)(b); 5(d); 9(a)(b). |
| 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: Roland Martin, Headmaster | For Information/Discussion/ Decision |
| Report author: Catherine Bennett, Community and Partnerships Officer | |

Summary

This paper outlines:

- a) Partnership work with City of London schools
- b) Activities involving other schools
- c) Charitable work undertaken by the school community
- d) Other community and partnership successes
- e) Future collaborations and events currently being planned

This report aims to provide a comprehensive account of the extent to which the school engages with schools, charities, and other organisations, along with events planned for 2021.

Recommendation(s)

Members are asked to:

- 1. Note the contents of this report
- 2. Give approval to send a copy of this report to The Education Board.

Background

In 2008-9, the Board of Governors requested that the Headmaster provide an annual account of its charitable and community activities that could be considered as advancing 'public benefit'. Although the City of London Freeman's School is not a charity itself and is therefore not bound by the 'public benefit' test that applies to fee-paying schools which are, the Governors have rightly expressed a clear desire to monitor the School's public benefit, partnership and community activities, given the charitable origins and founding

ethos of the School. Given the pressure that the independent schools' sector is under politically (nationally and internally at Guildhall), community and partnership work is especially important.

Community and partnership work is one of the most valuable ways in which Freeman's students can demonstrate the school mission, 'To Learn, To Lead and To Make a Difference'. Against a backdrop of constant change and a huge amount of uncertainty, the Freeman's community in 2020 truly demonstrated their enthusiasm and willingness to Make a Difference in order to benefit communities both locally and further afield.

Main Report

Partnership work with City of London schools

1. Some of the annual events held jointly with other City of London schools in previous years were unable to go ahead in 2020. The unprecedented environment prevailing for much of the year did, however, present a range of alternative opportunities to work more closely with the other City schools. Termly Partnership Forum meetings with all City of London schools and other City organisations commenced in September, providing a forum to enable greater sharing of knowledge and resources in the future.

| Name of school / City event | Details of activity |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| City of London School for Girls | A group of students from CLSG attended the Cambridge University presentation held at Freeman's in February. |
| | Annual joint Chamber Music Concert held at St James' Church in Piccadilly in February. Freeman's students from L3 to U6 joined together with CLSG to form a brass ensemble, a cello octet, and a string orchestra of more than forty players. |
| | Virtual meeting with music department staff to share knowledge and resources. |
| | Introduction to A Levels and Preparation for University bridging courses, created by Freeman's Heads of Department and covering a wide range of subjects, were shared with hundreds of Year 11 and Year 13 students across the City family of schools during the summer term. The primary aim of the courses was to provide further opportunities for our students, and those in our partner schools, to increase their skill sets in preparation for the next stage of their academic life. |
| City of London School | Virtual meeting with music department staff to share knowledge and resources. |
| | Shared Year 11 and Year 13 bridging courses. See above for further details. |
| City of London Academy Islington | Shared Year 11 and Year 13 bridging courses. See above for further details. |
| City of London Academy Highgate Hill | |

| | |
|------------------------------------------|--|
| City of London Academy Highbury Grove | |
| City Academy Hackney | |
| City of London Academy Southwark | |
| Newham Collegiate 6th Form | |

| Name of school / City event | Details of activity |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Galleywall Primary, City of London Academy | Member of the Freeman's Music Partnership. Weekly pre-recorded music lessons in the autumn term, culminating in the combined music performance with over 200 students singing 'Bring Back The Snow', an original song composed by Old-Free Timothy Peters. Partnership to continue throughout 2021, with joint performances in March and July. |

Activities involving other schools

- The school is working with an increased number of local state primary and secondary schools than in previous years, most notably forming closer relationships with Epsom Primary, West Ashted Primary and The Beacon School in Banstead. Once schools fully re-open and are allowed to engage face-to-face, teachers across all schools will have more opportunities to share experiences for the benefit of all students.
- Weekly Enrichment sessions continued during the early part of the year, younger students taking part in activities on site, whilst the older students helped in local schools, care homes and other establishments in a wide variety of ways.

| Infant, Junior and Primary schools | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of school | Details of activity |
| St Martin's Primary | Over 100 swimmers from eight schools competed in an IAPS qualifying gala hosted by Freeman's in January. |
| The Royal School | |
| Reigate St Mary's Prep | |
| Parkside | |
| High March | |
| Wimbledon High Junior | |
| The Mall | |
| Epsom Primary | £500 book voucher donated to Epsom Primary, as a result of commission from our World Book Day book fair. |
| | Member of Freeman's Music Partnership. See City of London schools section for more information. |
| | Music scholars from Freeman's performed for children at Epsom Primary, as part of their 'Just Because' day - when local independent schools were invited to contribute something to the school 'just because...' |
| West Ashtead Primary | A group of Freeman's string musicians performed for children at West Ashtead as part of West Ashtead's efforts to increase the number of students playing a string instrument. |
| | Participated in a joint music performance with Woodlands and Freeman's students, featuring a song written, composed and produced by Timothy Peters, entitled 'Even Apart We're Together' |
| Ewell Castle | Hosted an indoor netball mini-tournament, bad weather prevented matches taking place outside. |
| Ibstock Place | |
| Newland House | Eleven schools (junior and senior) came together with students from Freeman's to take part in the 10th anniversary 'MFL Love Languages' event, held at Freeman's School. The day-long event involves student performances (singing, dancing, and acting) in a variety of languages. Prizes are awarded by external judges. |
| Manor House | |
| Ashford Prep | |
| Notre Dame | |
| Avenue Primary | |
| Lanesborough Prep | Freeman's Musician-in-Residence (and Old-Free) Timothy Peters adjudicated a House music competition at Lanesborough. |
| Woodlands | Participated in a joint music performance with West Ashtead and Freeman's students, featuring a song written, composed and produced by Timothy Peters, entitled 'Even Apart We're Together'. |
| | Member of the Freeman's Music Partnership. See City of London schools section for more information. |
| Walton-on-the-Hill | As part of the Counterpoint programme, the Deputy Head spent a morning at Freeman's in February sharing ideas and resources with a group of teachers, as well as planning a number of joint activities. The activities sadly had to be postponed due to the first lockdown, however we will continue as planned as soon as it is safe to do so. |
| | Member of the Freeman's Music Partnership. See City of London schools section for more information. |

| Secondary schools | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of school | Details of activity |
| St David's | MFL Love Languages event attended by 11 schools. See Infant, Junior and Primary section above for more details. |
| Nonsuch High School for Girls | |
| The Raleigh | |
| Box Hill | |
| Therfield | |
| Kingswood House | |
| Streatham & Clapham High | As part of the Counterpoint programme, Catherine Bennett visited another Counterpoint hub to share knowledge and ideas with the Counterpoint lead at Streatham & Clapham. |
| Chesham Prep, Langley Grammar, Kingswood House, Surbiton High, Abbey Gate College, The Marist, Emmanuel, Elthorne Park High, Coloma Convent Girls, Reading Blue Coat, Villiers High, The Quest Academy, St Christopher's, Claremont Fan Court, Bethany, Box Hill, Luckley House, Chilworth House Upper, Virgo Fidelis Convent Senior, St George's International (Luxembourg) | Maths teachers and Heads of Department from twenty schools attended a maths workshop in the Recital Hall at Freeman's organised by The Society of Heads in association with Oxford University Press. The workshop, led by guest speaker Andrew Jeffery, focussed on KS3 problem solving. |
| Prior's Field | Thinking About Cambridge talk given by Dr Bullimore from Cambridge University, to students from Freeman's and four other schools. |
| Notre Dame | |
| Glyn | |
| St Andrew's | |
| Rosebery | As part of the Counterpoint programme, Freeman's launched 'Teacher Link'- connecting 15 teachers from a variety of subject areas with their counterpart at Rosebery, to share knowledge, ideas, and resources. Initial contact between teachers in both schools was made during the summer term, however due to pressures of home learning the scheme has been postponed until a more normal learning environment has resumed. |
| | Bridging courses for Year 11 and Year 13 students shared with Rosebery School. More information about the bridging courses can be found under the City of London Schools section. |
| | A group of 15 students attended a drama workshop organised by Freeman's and led by an external provider. |
| The Beacon | A large quantity of old library books and French textbooks no longer needed by Freeman's was donated to The Beacon school. |

Charitable work undertaken by the school community

4. Last year clearly demonstrated the extent to which the School's Mission is embedded in the Freeman's community; when everyone – students, staff, parents, and alumni, came together to Make A Difference.
5. Ongoing voluntary commitments by staff included: Chair and Vice Chair for the Society of Heads; serving for the Independent School's Inspectorate; serving on the ASCL Council; governorships at other schools; coaching for Harlequins Rugby Club Developing Player Programme.
6. Some of the principal community activities undertaken by the school:

| Name of organisation | Details of activity |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Air Ambulance - Kent, Surrey & Sussex | Boxes of crisp packets donated, to be converted into cash. |
| Books2Africa | Four boxes of science textbooks sent to Books2Africa, no longer needed by Freeman's due to a change in exam board. |
| Children In Need, Jeans for Genes, Sport Relief, British Legion poppy appeal | Over £2,700 was raised for these nationwide annual charity events. |
| Epsom and Ewell Foodbank | Boarding House donated boxes of food when the school closed in March. |
| | The annual Harvest collection of food and toiletries weighed a total of 698kg. |
| Epsom Hospital | Group of 6th form students visited a paediatric ward at Epsom Hospital to read to children during their lunch hour, as part of World Book Day. |
| Griffin Court sheltered housing | As part of Enrichment, students participated in a variety of activities at these care homes, prior to the first lockdown in March. |
| Harrison's Fund (Duchenne Muscular Dystrophy) | £1,168 raised for this local charity from the proceeds of the Christmas Fair 2019. |
| | A student in L6 organised a virtual summer concert involving students and family members, which raised £1,696 for Harrison's Fund. |
| Leatherhead Start - Meeting Room | Meals prepared by students and given to local homeless people, as part of student's weekly Food Tech Enrichment sessions. |
| Leatherhead Youth Project | Youth worker led an assembly for Freeman's students. A number of students subsequently volunteered to participate in a crowdfunding project, sadly cancelled due to lockdown. |
| Medecins Sans Frontieres | Over 50 students continued to participate in the Missing Maps project throughout the year, including during both lockdowns, as part of Enrichment. The project maps |

| | |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | the most vulnerable parts of the world for the benefit of MSF, the Red Cross, and local people. |
| Movember | 51 people donated a total of £1,332 towards men's health projects around the world. |
| Princess Alice Hospice | Medical Centre donated gowns, masks, and aprons when school partially closed in March. |
| Royal National Institute of Blind People | 800g of stamps were donated to the RNIB, to be sold by weight as a means of fundraising. |
| Samaritan's Purse | Items donated by students filled 106 shoeboxes for Samaritan's Purse - to be sent to children in disadvantaged communities around the world. |
| Sightsavers, Sight for Surrey and Challengers | A total of £11,552 was raised for the three 20/20 Vision charities. Fundraising activities included a Shrove Tuesday Pancake Tea, Junior School Sponsored Read, a whole school Virtual Walk from Land's End to John O'Groats. |
| The Hygiene Bank | 24 bags of toiletries were donated to the local Hygiene Bank, following a collection in school. |
| The Red House Care Home | As part of Enrichment, students participated in a variety of activities at these care homes, prior to the first lockdown in March. |
| The Sunnybank Trust | Delivered craft boxes on behalf of this local charity, to 20 care homes in the Epsom area. |
| Vision Aid Overseas | 90 pairs of glasses were donated by the Freeman's community. |
| Walton Heath Care Home | As part of Enrichment, students participated in a variety of activities at these care homes, prior to the first lockdown in March. |
| | Junior School students wrote letters to the Care Home residents and sent pictures of rainbows for inclusion on their NHS Rainbow Wall, during the summer term. |

7. Acknowledging the isolation felt by many people around the world, older members of Freeman's Alumni were invited to become Pen Pals with Freeman's Scholars. Letters were received from countries including Hawaii, USA, Israel, and Canada.
8. This year, the pandemic provided an additional focus for staff wishing to volunteer: staff became NHS Volunteers, a teacher provided tutoring (via Zoom) for a neighbour's child, a staff member handled calls for the local Community Coronavirus Care helpline. Unsurprisingly, the local hospital became a focal point for many people's efforts: teachers made scrubs, the Medical Centre team made wash bags and ear savers for face masks for hospital staff, and a number of students used 3D printers at home to make face shields for the staff on ICU wards.
9. Two projects stand out, due to the volume of work undertaken and the number of beneficiaries. One project was led by a student, the other by members of staff.

10. Freeman's Face Shields campaign involved the DT department using equipment (provided by the FSA) to produce over 1400 face shields and 17 protective sneeze screens for the benefit of many local organisations, including those run by Freeman's parents. A fundraising campaign to purchase materials raised a total of £2,655 generously donated by 81 members of the Freeman's community, including many alumni.

11. 'Out Of The Comfort Zone' challenges undertaken by the Headmaster and the Head of Boarding and Co-Curricular helped to support the fundraising effort.

12. PPE created by Freeman's staff was donated to the following organisations:

| 1400 face shield donations: | 500 ear savers for face masks: |
|-----------------------------------------------------|-------------------------------------------------------|
| Care homes | Epsom Hospital |
| Walton Heath Manor | Queen Mary's Hospital |
| Homelea | Eastwick Park Medical Centre |
| Home Instead Care Homes | Burgh Heath Care Home |
| Hospitals | Swallowfields Care Home |
| Epsom | Ashlea Medical Centre |
| St Helier | Wash bags and scrubs |
| St George's, Tooting | Epsom Hospital |
| Queen Mary's | Croydon University Hospital |
| Other medical establishments / organisations | Protective sneeze screens |
| Heathcote Medical Centre | Local Physiotherapist |
| Eastwick Park Medical Centre | Orchard Cottage Dental Surgery |
| South East Coast Ambulance Service | Rosehill Clinic, St Helier Hospital |
| Ashlea Medical Centre | NHS Child Development Clinic, Brighton |
| Adult Social Care team, Epsom & Ewell | Child and Adolescent Mental Health Services, Brighton |
| Adult Social Care team, Tandridge | The Sunnybank Trust |
| District & Community Nursing, Surrey | |
| The Meeting Room, Leatherhead | |
| The Sunnybank Trust | |
| River Mole Dental Practice | |

13. The student-led project of particular note, 'Cakes 4 Key Workers', was set up by a student in U5, initially to provide cakes for staff at St George's Hospital where his Aunt worked. Within a couple of months, the student had organised the production and distribution of 1200 cakes baked by 20 Freeman's families. The cakes were given to staff at Epsom, Charing Cross, St George's, and East Surrey Hospitals, along with GP surgeries in Ashted and Leatherhead and two local Care Homes.

Other community and partnership successes

Counterpoint

14. The two key strands of the Counterpoint programme continued throughout 2020. The increased focus on parent and carer engagement for a particular cohort of students continued, albeit in a remote capacity for part of the year. The two partner schools Walton-on-the-Hill Primary and Rosebery benefitted from knowledge-sharing opportunities during the early part of the year, with some work able to continue remotely from April onwards. As the two-year pilot draws to a close, an evaluation report produced by Achievement for All will be shared with all schools in February 2021, including feedback from staff at Freeman's, Walton-on-the-Hill, and Rosebery schools.

Royal National Children's SpringBoard Foundation

15. Full boarding bursaries for students from disadvantaged backgrounds in inner-city London continue to be provided, via the SpringBoard Foundation. Five SpringBoard students benefitted from a Freeman's education during 2019-20. Four students left during 2020 and were replaced by three students who joined the Lower Sixth in September. One of our most recent SpringBoard students successfully received a place at Cambridge to read medicine.

Bursaries

16. The number of students in receipt of bursaries has continued to increase each year, in line with our aim to provide 5% of pupils with a significant bursary. 2.56% of students in 2019/20 rose to 3% of students in receipt of a bursary for the current academic year. In recognition of the significant contribution made by Livery Companies, efforts have been made to increase communication, including the production of a quarterly publication 'Freeman's Connect' as a means of sharing relevant information and news about the school with members of the Livery Companies. Students in receipt of a Livery Company bursary sent Christmas cards to the Livery Companies early in December.

Duke of Edinburgh's Award

17. Despite the challenges of virus-related restrictions, a total of 135 students achieved awards during 2019-20, either directly through the school or via the Combined Cadet Force. 68 students gained a Bronze award, 46 Silver and 21 Gold.
18. The completed awards represent approximately:
- 3400 hours of voluntary service
 - 2800 hours of physical activity
 - 2800 hours of learning new skills
 - 720 days on expedition
 - 100 days of residential activities
 - A further 156 students are currently working towards an award.

Combined Cadet Force (CCF)

19. Freeman's employs a full-time Contingent Commander, who leads a CCF unit involving students from Freeman's and Glyn schools, predominantly based at Freeman's.
20. The contingent comprises 75 cadets and 10 members of staff from Freeman's and 21 cadets and 4 staff members from Glyn.
21. One of the CCF leavers from Freeman's in 2020 passed out of Officer training at The Royal Military Academy at Sandhurst in November and will shortly be taking up her first posting as a regular army officer.

Future collaborations and events currently being planned

Freeman's Music Partnership

22. Pre-recorded music lessons will continue to be shared during the spring and summer terms with local and City partner schools, leading to joint performances in March and July. The original aim was to hold a concert at Freeman's in July involving all participating schools. The concert will now be carried forward to 2022 as it is extremely unlikely to take place this year.

Pass It On – laptop and tablet donation scheme

23. Members of the Freeman's community have been invited to donate unwanted laptops and tablets, which will undergo a data clean by our IT department before being passed on to a partner school. One of our partner schools has got a waiting list of families, who have typically got two, three or even four children sharing one device.

Strength in Numbers – online maths support

24. Sixth form students studying maths A level will be invited to support a targeted group of younger students during designated 'homework hours' after school. Support is provided via an app downloaded onto a smartphone or laptop/tablet. The programme was successfully rolled out last year with St Paul's and St Paul's Girls schools providing support to their partner schools. Local partner schools and City of London schools will be given the opportunity to invite their sixth-form students and younger students needing support, to join the programme.

Strength in Physics, Strength in Chemistry, Strength in Biology

25. Using the same approach as above, support will also be offered for science subjects later in the year.

Virtual Model United Nations Conference

26. A virtual MUN Conference will take place this year involving two local partner schools, with around 100 students participating virtually from their own school.

Visually impaired cricket

27. The visually impaired cricket event planned for last summer to coincide with the Paralympic Games, has been re-scheduled for 3rd July 2021. Government guidelines permitting, students from local schools will be invited to take part with Freeman's students in fun visually impaired cricket games, followed by a cricket match between Freeman's staff and a team of visually impaired cricketers.

Appendices

Nil.

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| Committee: | Dated: |
| Education Board | 18/03/2021 |
| Subject: Academies Development Programme - Update | Public |
| Contribute to a flourishing society | 3 & 4 |
| 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? | |
| Report of: Andrew Carter, Director of Community and Children's Services | For information |
| Report authors: Gerald Mehrtens, Director of Academy Development | |

Summary

This report is to update the Education Board on the progress of the Academies Development Programme, through the City of London Corporation's (CoLC) sponsorship of CoLAT and provide a summary of the overall programme to date.

In 2003 CoLC first became an academy sponsor, co-sponsoring a further 2 academies in 2006 and 2008 respectively. In December 2013, a report to Community and Children's Service Committee was approved to consider opening a primary school in Islington, which led the way to the CoLC submitting a total of six successful Free Schools application to the Department for Education (DfE) between 2014-16, supporting 4 surrounding local authorities in addressing the projected increasing need for school places across London.

10 academies are now sponsored by CoLC, all of which fall under CoLAT from a mixture of Free School applications, an existing academy joining, an academy conversion, and the two previously City co-sponsored academies joining in September 2020.

£96.5m of capital investment is projected to be injected into City academies, which may increase further as two of these capital developments progress on to Contractor's Proposals being agreed and the contracts is signed. This figure excludes the significant amount of temporary accommodation funding and the annual capital allocation from the DfE to CoLAT. **Appendix 1 (non-public)** of this report provide members with a financial overview of the capital build programmes and projected completion dates, with Appendix 3 **(non-public)** providing a more detailed summary of progress on these builds.

9,000 plus pupils will attend City academies each academic year when the current planned capital developments are completed, and academies are operating at full capacity. **Appendix 2** provides an overview of pupil numbers by academy.

Opening events are presently being explored for the two City academy new builds which complete in May and June 2021. City of London Academy Shoreditch Park has a projected completion date of 17 May 2021 with a possible opening event in November, and City of London Primary Academy Islington (COLPAI) has a projected completion date of 25 June 2021 with a possible opening event in October.

Recommendations

Members are asked to:

- Note the progress of the academy's development programme to date.

Main Report

Background

1. CoLC first became a sole academy sponsor in 2003 with the City Academy (Southwark). This was followed by CoLC becoming a co-sponsor for City of London Academy Islington in 2006 (with City, University of London), and the City Academy Hackney in 2008 (with KPMG). In 2014, Redriff Primary School in Southwark, already an academy, joined as a City academy under The City Academy (Southwark) Master Funding Agreement.
2. Since 2010-11, the total number of school age pupils in London has increased more than in any region across the country. Between 2010-11 and 2018-19, London saw an increase in pupils of 13.8% across the capital, compared to 8.8% nationally. London local authorities have collectively forecast that between 2019-20 and 2022-23, the number of new school places needed to meet demand across the capital will increase by 7,553, with 68% of the expected shortfall to be in secondary schools.
3. The increasing need for school places from 2010 onwards, and conversations between CoLC and 4 surrounding local authorities, led to CoLC submitting 2 DfE Wave 8 Free School applications for primary academies in Southwark and Islington in 2014 which were confirmed as successful in 2015. This was followed by four Free School applications for academies in Wave 13 of the DfE application process in 2016, in Hackney (2 secondary academies), Newham (Sixth Form academy) and Islington (secondary academy), all of which were successful. However, following further projections on pupil numbers in Hackney a decision was made in 2019 not to proceed with the second secondary academy.
4. In January 2016, the CoLC Court of Common Council approved the establishment of a multi-academy trust which all 'new' City academies would fall under. In addition, in March 2017 the CoLC Policy and Resources committee approved CoLC becoming the sponsor for a failing secondary school, following a request for support from the London borough of Islington.
5. On the 17 May 2018, the CoLC Education Board reiterated its decision of March 2016 to limit the sponsor exposure through the expansion of the CoLAT to a maximum of 12 schools in the next few years. On 16 January 2020 Members of the Education Board supported the recommendation to the expansion of CoLAT

by the transfer of TCAH and COLAI to CoLAT, consent required from the CoLC under the CoLAT/CoLC Sponsorship Agreement.

Current Position

6. There are now 10 CoLC sponsored academies, all within CoLAT, which are listed below along with their date of opening within CoLAT.

| | |
|--------------------------------------------------------|----------------|
| • The City of London Academy (Southwark) | September 2003 |
| • Redriff Primary – City of London Academy | September 2014 |
| • Galleywall Primary, City of London Academy | September 2016 |
| • City of London Primary Academy Islington | September 2017 |
| • City of London Academy Highgate Hill | September 2017 |
| • City of London Academy Shoreditch Park | September 2017 |
| • City of London Academy Highbury Grove | December 2017 |
| • Newham Collegiate Sixth Form, City of London Academy | January 2018 |
| • City of London Academy Islington | September 2020 |
| • The City Academy Hackney | September 2020 |

7. There are 6 academy capital builds within the academies development programme with present projections showing an increase in capital investment for these developments since it was previously reported to this board from circa £80m, to £96.5m. This invest is from a variety of funding sources, notably the DfE, LB Hackney, LB Islington and CoLC. This figure does not include the significant funding for temporary accommodation for COLA Shoreditch Park and COLPAI. In addition, this projected capital investment may increase further when the two capital builds still at planning approval stage progress to Contractor's Proposals being agreed and the contracts signed later this year.

8. Members will also note the capital builds for COLA Highbury Grove and Galleywall Primary completed in 2019, with two further builds due for completion on 17 May 2021 (COLA Shoreditch Park) and 25 June 2021 (COLPAI), both of which having been in temporary accommodation since opening in September 2017. In the case of COLA Shoreditch Park, the length of time spent in temporary accommodation was largely anticipated with the cost being met by Hackney Council and the DfE. In the case of COLPAI, the capital build has been plagued with continued delays both at pre-planning, planning and construction stage, resulting in CoLC presently funding additional temporary accommodation costs in excess of £1m.

9. Regarding the capital builds for Sixth Form provision at COLA Highgate Hill and Newham Collegiate Sixth Form, these are presently projecting completion for Quarter 3, 2022. Attached as **Appendix 1 (non-public)** is a table showing a financial overview of the capital build programme for all academies.

10. On completion of these capital builds and when these academies reach their full capacity, City sponsored academies will be providing in excess of 9,000 pupil places across its schools each year, mainly in areas of London which are disadvantaged. **Appendix 2** of this report shows a breakdown of pupil numbers in each school.

11. For the 4 capital builds still to complete the key areas of potential risk are;

- a. For COLPAI, any continued delays as a subsequent impact of the Coronavirus pandemic, planning conditions being discharged, and the completion of S278 works on Baltic Street West being completed by 2021. In addition, this will be a partial completion of the site, meaning the school will be operating alongside the building contractor while construction works continues on the housing element of the development until quarter 2 of 2022.
 - b. For NCS, it may take longer than anticipated to agree scope, programme and cost with the contractor, which may then impact on the practical completion (PC) date. Similarly, unforeseen obstacles may present themselves at some point during the build which will impact on the PC date. If this happens then adjustments will need to be made overall in order to ensure minimal disruption to NCS (e.g. sectional completion). There is a chance that running both sets of building works concurrently is too disruptive to NCS, in terms of the impact on its supervised study area. In this case, the programme will either have to be lengthened, or a temporary supervised study area (e.g. in the Town Hall adjacent) would need to be sourced.
 - c. For COLA Highgate Hill, the main risk currently is around planning approval and confirmation it will go to planning committee in April. The projected completion date is presently July August 2022 and any delay in planning approval will obviously impact on this and the ability to accept pupil in September 2022.
12. A more detailed summary of the CoLAT capital builds showing a summary of key dates, potential risks, and next steps is attached as **Appendix 3 (non-public)**.
13. In terms of the broader risks, the number of surplus places at primary level across London has become a pressing issue in many local authority areas. In part this drop in demand has been driven by declining birth rates across the capital. Between 2012-13 and 2018-19, the number of live births across London decreased by 10%. In comparison the rest of England has experienced a marked drop in the live birth rate four years after London's birth rate first started to decline. This means that London's schools and local authorities are grappling now with reducing capacity in the capital's primary schools, ahead of the rest of the country. This pressure is set to continue, with a predicted drop in the 0-4 population across London boroughs of over 6,000 between 2020 and 2024. However, in the case of London borough's where the City sponsors primary academies, Southwark reductions in primary schools have already been implemented while Redriff Primary School presently provides 3 bulge classes. In the case of Islington primary pupil projections, these continue to show the level of need for school places aligns with the provision available in Planning Area 6 where COLPAI geographically sits. In due course these decline in primary school numbers will feed through to the demand in secondary school places.

Corporate & Strategic Implications

14. Strategic implications

This proposal delivers on the following strategic objectives of the CoLC:

- a. to contribute to the outcomes within the CoLC's Corporate Plan to 'Promote effective progression through fulfilling education and employment', and 'to contribute to a flourishing society' as its aim.

- b. the CoLC Education Strategy for pupils in the CoLC's family of schools to have access to transformative education, enabling them to achieve their potential, flourish and thrive.
- c. the Department of Community and Children's Services Business Plan's priority objective 'Potential', which states: "People of all ages can achieve their ambitions through education, training and lifelong learning", with the outcome to be achieved by "Delivering an outstanding education offer through the CoLC's family of schools."

15. Legal implications

Contained within the report

16. Financial implications

All free schools are funded directly by the Education and Skills Funding Agency, with any 'new' academies joining CoLAT requiring 'new' Supplementary Funding Agreements falling under the CoLAT Master Funding Agreement(s). There is no direct financial liability to the CoLC in respect to the CoLAT sponsored academies, which is a separate legal entity (being a charitable company limited by guarantee). However, the CoLC remains accountable to the DfE as sponsor for the on-going successful operation of CoLAT and the delivery of high-quality education at each of the academies sponsored by the CoLC, and this will be of strategic importance to the CoLC.

17. Risk implications

The risks are detailed in paragraphs 11-13 of the report,

Conclusion

- 18. The academy development programme through the CoLC's sponsorship of CoLAT continues to be an ambitious expansion of the City's support for education consistent with the CoLC's commitment in its Education Strategy. These ambitions remain consistent with those of CoLAT and are being successfully progressed as noted in this report. The board will note the potential risks to the capital builds and broader issue of reducing need for school places in future years.

Appendices

- Appendix 1 - CoLAT Capital Builds Financial summary (**non-public**)
- Appendix 2 - CoLAT academy pupil numbers on completion of capital builds
- Appendix 3 - Detailed summary of capital developments (**non-public**)

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CoLAT academies projected pupil numbers on completion of capital builds and when fully occupied

| Name | CoLAT opening date | Nursery | Primary | Secondary | 6 th Form |
|----------------------------------------|--------------------|---------------------------------------------|---------|-------------|----------------------|
| COL Primary academy Islington | September 2017 | 38 plus 16 part-time (8 FTE) places for 2YO | 420 | - | - |
| Galleywall COLA | September 2016 | - | 420 | - | - |
| Redriff COLA | September 2014 | 50 | 420 | - | - |
| COLA Highbury Grove | December 2017 | - | - | 1,100 | 150 |
| COLA Highgate Hill | September 2017 | - | - | 700 | 200 |
| COLA Islington | September 2020 | - | - | 825 | 100 |
| COLA Shoreditch Park | September 2017 | - | - | 900 | 200 |
| COLA Southwark | September 2003 | - | - | 1,200 | 400 |
| The City Academy Hackney | September 2020 | - | - | 950 | 300 |
| Newham Collegiate 6 th Form | January 2018 | - | - | - | 800 |
| Totals | - | 88 | 1260 | 5675 | 2150 |
| | | | | Grand total | 9173 |

Note; Redriff currently has three bulge classes so operating presently at 510

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| Committee(s) | Dated: |
| Education Board Policy and Resources Committee | 18 March 2021 |
| Subject: Review of funding to the Guildhall School of Music & Drama for Scholarships | Public |
| Report of: The Principal, Guildhall School of Music & Drama | For Decision |
| Report authors: Group Accountant, Guildhall School Head of Development, Guildhall School | |

Summary

This report reviews the City Corporation's payment of £30,000 per annum to the Guildhall School of Music and Drama (the School), as part of the implementation of the City Corporation's Grants Service Based Review. This payment has historically been used to fund scholarships. This report demonstrates the impact of the funds on the School and on the scholarship recipients in 20.21. Members are asked to agree to continue the annual payment for the financial years 2021/22 & 22/23 and to review the payment again in two years' time in the context of the City Corporation's wider education offering.

Recommendations

Members are asked to:

- Review and approve as satisfactory the submission of the School's impact report on the use of the £30,000 grant in 20/21;
- Approve the grant continuation to 21/22 on the basis of this satisfactory submission.

Main Report

Background

1. A one-off grant payment of £30,000 for 2005/06 was approved by the Finance Grants Sub-Committee in May 2005 to The Guildhall School Trust (the Trust) (Charity No. 1082472, Company No. 04041975) to go towards the cost of UK and EU bursaries. A £30,000 payment has been made annually for scholarships since then, into the School's account via journal payment, rather than the Guildhall School Trust's account.
2. The annual payment has been used for scholarships, going into the School's scholarships account and was awarded as an unrestricted award to help attract the best artists to the School and London.

Current position

3. The environment in which the School operates has changed significantly since 2005. Tuition fees for home students are now three times higher at £9,250 and the School has closer to 1,100 FTE when compared to around 800 in 2005. The School's competitors are in a position where they can offer both full fee and maintenance scholarships in order to attract and secure the best talent.
4. The Covid-19 pandemic and Brexit has had a negative impact on recruitment from the EU and around the world, making the need for Scholarship funding greater than ever. While the grant from the City is clearly targeted at students from the UK and will be a significant support to them, having this will enable the

School to free up funds from other donors to support other students in genuine need.

5. The School awards Scholarships of over £3m to students in both fee and maintenance awards based on merit. In a highly competitive market place any Scholarship offer is an important one.

Proposal

6. This report requests that the City Corporation approves the continuation of the 2-year funding commitment to the School of £30,000 p.a. for scholarships for the financial year 2021/22 following the submission of the impact report for 2020/21 (Appendix 1) as previously agreed by the Education Board in 2020.
7. After this further one year of funding, it is proposed that the payment is reviewed again in the context of the City Corporation's education priorities at that time.
8. It is also proposed that the School reports back annually to the Education Board on the number of Scholarships awarded and the impact of the £30,000 grant.

Implications

9. As the £30,000 payment is made from the City's Cash Finance account, and would continue to be made out of that account, there are no financial implications for the Education Board's budget.

Conclusion

10. This paper reviews the Guildhall School's use of the £30,000 grant from the City's Cash for UK Scholarship support in 2020/21 and asks Members to agree to release the previously agreed grant for 2021/22, having received a satisfactory impact report on 2020/21. Next year the payment will be reviewed again within the wider context of the City Corporation's education offering.

Appendices

- Appendix 1 – Use and impact of the 2020/21 allocation & recommendations

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| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Committee(s) Education Board | Dated: 28/01/2021 |
| Subject: Culture Mile Learning 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): Frazer Swift, Head of Learning & Engagement, Museum of London Beth Crosland, Senior Programme Manager (Culture Mile Learning) | |

Summary

The Education Board have oversight over the Cultural and Creative Learning Strategy 2019-23. At its meeting on 14 November 2019, the Education Board endorsed a three-year investment (2020-2023) in Culture Mile Learning from the Education Board's Budget to deliver goals in the Cultural and Creative Learning Strategy 2018-2023 subject to annual impact reporting. The Education Board's grant to Culture Mile Learning is delivered over Financial Years and so the 2020/2021 Action Plan is concluding, and the 2021/22 Action Plan will commence from April 2021. Culture Mile Learning submitted detailed impact evaluations for activity delivered over April to November 2020 and this report updates Members on activity continued over December 2020 to March 2021. Members are asked to note the update report submitted by Culture Mile Learning included in **Appendix 1**.

Recommendation(s)

Members are asked to note the final update report for the 2020/21 Financial Year from Culture Mile Learning included in **Appendix 1**.

Main Report

Background

1. The Education Board has oversight over the Cultural and Creative Learning Strategy 2019-23. At its meeting on 14 November 2019, the Education Board endorsed a three-year investment (2020-2023) in Culture Mile Learning from the Education Board's Budget to deliver goals in the Cultural and Creative Learning Strategy subject to annual impact reporting. At the same meeting, Members approved the release of £274,500 to Culture Mile Learning in the 2020/21 Financial Year which is near completion.

2. At its meeting on 19 November 2020, the Education Board received impact reports for the 2020/21 activity delivered to date as well as the case for investment to further funding from April 2021. At meeting, Members approved the investment of £247,000 from the Education Board's budget to Culture Mile Learning in the 2021/22 Financial Year to deliver an approved Action Plan.

Current Position

3. The final update for 2020/21 submitted by Culture Mile Learning is included in **Appendix 1** which builds on the previously received impact reports. Members are asked to note the report.
4. Culture Mile Learning propose to report again in November 2021 on the impact of the 2021/22 Action Plan delivered to date and a request for funding for the 2022/23 Financial Year.

Proposals

N/A

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

5. The Culture Mile Learning 2020/21 Action Plan delivered against multiple outcomes in the Culture and Creative Learning Strategy 2018-2023 as well as strong connections with cross-Corporation Strategies including the Social Mobility Strategy, Digital Skills Strategy, and Culture Mile Strategy.

Conclusion

6. Members are asked to note the final Culture Mile Learning update for the 2020/21 Financial Year included in **Appendix 1**.

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| Committee(s) | Dated: |
| Education Board | 18/03/21 |
| Subject: Culture Mile Learning Update | |
| Report of: Sharon Ament, Director, Museum of London | |
| Report author: Frazer Swift, Head of Learning & Engagement, Museum of London Beth Crosland, Senior Programme Manager (Culture Mile Learning) | |

Summary

This report provides an update on the activities of Culture Mile Learning (CML) since the previous report at the 19 November 2020 meeting. The report includes:

1. Key programme updates
2. Wider strategic developments
3. A reporting timeline
4. Evaluation report by Bop Consulting of the Fusion Prize process in **Appendix 2**.

Main Report

Key programme updates

1. Fusion Prize

Work is well underway with the Fusion Prize winners, Play Nice. Their project, The Pattern, is an alternative curriculum in cultural production for aspiring creatives from underrepresented groups including climate justice advocates, Black gender nonconforming voices, Muslim womxn and Black, Indigenous and People of Colour. It supports them to develop key creative employability skills and then to develop ambitious community projects with some of Culture Mile's (CM) partners. The four-week online curriculum was launched on the 22nd February with 22 participants aged 18-25.

The Pattern has been generating huge interest from young Londoners and media outlets alike. Almost 12,000 people visited the project website and Instagram page during the two-week recruitment phase. Of those, 214 eligible young people completed their application. The project also received coverage in i-D Magazine, Hype Beast, and Stutthaus, as well as numerous blogs and Run The Check Instagram page, which alone has a reach of 25,000 followers. Further information is available at <https://playnice.london/>. The Evaluation report by Bop Consulting of the Fusion Prize process is provided in **Appendix 2**. A separate evaluation of The Pattern as the winning project has also been commissioned.

2. Culture Mile Play Packs

Due the impact of COVID-19, cultural venues and schools have largely been closed since early January 2021. Subsequently, the CML Steering Group took the decision to support the Culture Mile Play Packs scheme with a further £5k contribution in quarter 4 from the School Visits Fund budget. This financial support, along with funding from other sections of the CM budget, has enabled 2,000 activity packs to be distributed through 23 organisations, including four

schools, and a range of community centres and foodbanks. The packs provide creative activities for families developed by artist Kiran Chahal and Islington Play Association who have been working closely with CM on everyday creativity initiatives, as well as art materials.

The next step for Play Packs, of which there have been 12,000 distributed since their inception last April, will be a billboard campaign, taking a selection of imaginative Play Prompts to the streets around CM for passers-by to engage with on their way to work, school or home.

3. Online Mentoring

The Online Mentoring programme continues to grow with 20 young people currently speaking with creative professionals, including a fashion designer, an actor, a video editor, and a well-known painter. Most mentees have been referred through Islington's Looked After Children's Services or the City of London secondary academies. Though the project was developed as a temporary alternative to the CML work experience programme, an unforeseen outcome has been the offer of work experience following on from the mentoring sessions. Prior to the third lockdown, several site visits were made, including to a screenwriting studio and a goldsmith's workshop. When lockdown eases, the young people will be visiting a high-fashion design studio and a music video shoot. Working with a slightly older cohort during a period of transition, whether just leaving full-time education or living independently for the first time, is working well, providing optimism, encouragement, and tangible advice at a pivotal time

4. Fusion Futures

A training programme for young people which provides a series of workshops to help them identify and apply fusion skills to tackle a real-world challenge. The workshops are led by a creative practitioner in partnership with an industry employer and culminate in a half-day challenge workshop tackling an entrepreneurial mission set by the industry employer. CML are now in the development stage with the first cohort of creative practitioners and industry employers, which includes a spoken word poet, a visual artist, an architecture firm, and a global video commissioning platform. COVID-19 restrictions permitting, the first six schools will participate in the workshop programme in the summer term. The initiative builds on a submission to the Fusion Prize and is a collaboration between CML, Barbican Creative Learning, and Foundation for Future London with all partners contributing financially. The longer-term plan is to develop a version of the course for apprenticeship training providers and employers.

5. Teacher CPD

The teacher CPD programme has continued remotely with:

- a. A four-part course for primary schools in the City Family of Schools on developing historical enquiry skills to teach the Romans, including exploring how historical concepts around civilisation and empire can be used to discuss contemporary issues.
- b. A session for secondary art teachers led by Barbican Creative Learning to support the Fusion Futures programme and their ability to incorporate careers provision into their teaching.

- c. Ongoing development work to identify how we can share learning across schools in the City Family of Schools.

6. #mood

#mood is a partnership project with the City Family of Schools to support a joint art project which will culminate in a collaborative digital artwork displayed on the Culture Mile website. CML has commissioned the media artist, Stuart Bachelor, through the studio Art in Flux, to work with the schools. Taking inspiration from artists such as Andy Warhol and Barbara Kruger, students will create digital memes with a hashtag ('#') describing how they are feeling at this pivotal moment in history. The project has been designed flexibly to enable schools to participate as best suits their needs and provides opportunities for practising a wide range of skills, as well as supporting discussions around wellbeing and online safety. At least 10 of the 14 schools have signed up to participate. CML anticipate an online launch of the artwork at the beginning of the summer term and will invite all Education Board members to attend.

Wider strategic developments

7. CML, through Professor Anne Bamford, has been asked to apply by Arts Council England (ACE) to be a Creativity Collaborative (CC). Setting up an England wide network of CCs was a key recommendation of the Durham Commission report on Creativity and Education (www.dur.ac.uk/creativitycommission/report). CCs will be existing networks of schools that will test a range of innovative practices in teaching creativity across the curriculum to establish what conditions help creativity to thrive in schools. The initiative clearly overlaps strongly with CML's remit and CML are currently exploring with the City Family of Schools, as well as Foundation for Future London, might shape its expression of interest, which would need to be submitted by 6 May 2021.

Reporting timeline

8. *Table 1* below outlines a proposed reporting timeline.

| Education Board Date (2020/21) | Primary reporting topic |
|--------------------------------|---------------------------------------------------------------------------------|
| November 2021 | Annual report on 2021/22 programme to date and request for funding for 2022/23. |
| March 2022 | Final update on 2021/22 programme. |

Appendices

- **Appendix 2** – Evaluation report by Bop Consulting of the Fusion Prize process

Contact(s)

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Culture Mile Learning

Fusion Prize Process Evaluation

Page 147

December 2020

| **BOP**
Consulting



Image credit: Culture Mile Learning

Summary findings

Who engaged with the prize and what were their experiences of the different points of engagement?

- The Prize received applications from 66 teams, comprising a total of 271 individuals from a broad range of professional backgrounds
- The pre-submissions events created networking opportunities, stimulated creativity
- Stronger applicants had a greater level of overall engagement with the Prize

What is the wider impact of the Prize and to what extent did the Prize cultivate a community of practice among those who engaged?

148

- Unsuccessful applicants, non-applicants, and the judging panel all reported benefits arising from their involvement with the prize
- Research participants were open to continued engagement and support from the Fusion Prize team

Did the Prize offer value for money?

- There was a sense from stakeholders and judges that the Fusion Prize achieved a lot for relatively little money
- The Culture Mile Learning team are commissioning an evaluation to understand the value for money of the £50,000 direct investment

What were the outcomes and lessons learned from the partnership between Culture Mile Learning and the Foundation for Future London?

- The partnership was a valuable learning experience for both FFL and CML. Both organisations were able to access new audiences and develop new approaches to creative learning and skills development
- More clarity around expectations from the partnership at the outset would have helped both organisations in planning for the Prize

How did the prize help to evolve the strategies of Culture Mile and Culture Mile Learning?

- Engagement with the Prize has contributed a positive case and higher profile for Culture Mile's work around social mobility and creative learning, and has helped to advance strategy in this area

What is the coherence of the prize and how does it all fit together?

- The Fusion Prize was understood as a unique proposition by applicants, judges and stakeholders, especially within the cultural and creative sector
- However, the complexity and/or novelty of the model caused challenges when it came to communicating and publicising the Prize

The Fusion Prize

Culture Mile and Foundation for Future London launched the inaugural Fusion Prize in June 2019. It was a 'Challenge Prize', putting out a public call for solutions with a prize of £50,000 awarded to help the winners pilot their proposal. The prize aimed to use creativity to upskill future generations and develop 'fusion skills' for the modern workplace: communication, thinking, organisational and creative skills.

The challenge statement presented for the prize was:

'What new ideas can demonstrate how engagement with creativity and culture can help young Londoners develop the skills they need for the 21st century workplace?'

The prize was open to any UK-based team or individual. Interested parties were invited to three symposia events which took place September – November 2019.

The events were designed to introduce the prize, stimulate ideas, and facilitate networking between potential applicants.

The prize received 66 applications, from which six finalists were selected. Finalists received £1,000 each to develop their proposals in advance of pitching to the judging panel in October 2020. Due to the advent of the pandemic, pitching took place online, five months later than originally planned.

Alongside symposia events, applicants were offered proposal advice sessions and workshops throughout the process.

The prize was awarded to *The Pattern*, an alternative curriculum for young people aged over 18 and no longer in full time education to access the creative and cultural industries.



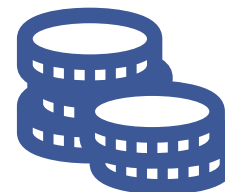
3 symposia events



67 applications



6 finalists



£56,000 direct investment

Evaluation

Research Aims

In March 2020, BOP Consulting was appointed to evaluate how effectively the delivery process of the Fusion Prize has met its objectives. The research aims to answer the following questions:

- Who engaged with the prize and what were their experiences of the different points of engagement?
- What is the wider impact of the Prize and to what extent did the Prize cultivate a community of practice among those who engaged?

Page 150 Did the Prize offer value for money?

What were the outcomes and lessons learned from the partnership between Culture Mile Learning and the Foundation for Future London?

- How did the prize help to evolve the strategies of Culture Mile and Culture Mile Learning?
- What is the coherence of the prize and how does it all fit together?

Methodology

The evaluation is based on the following data sources:

- Application forms and shortlisting data
- Event attendee data
- Symposia attendee focus groups x 2 (1 x applicant focus group, 1 x non-applicant focus group)
- Symposia attendee survey (n = 7)
- Strategic stakeholder interviews x 3
- Fusion Prize judges interviews x 3
- Finalist interviews x 3

Who applied for the Fusion Prize?

The Prize received applications from **67 teams**, comprising a total of **271 individuals**.

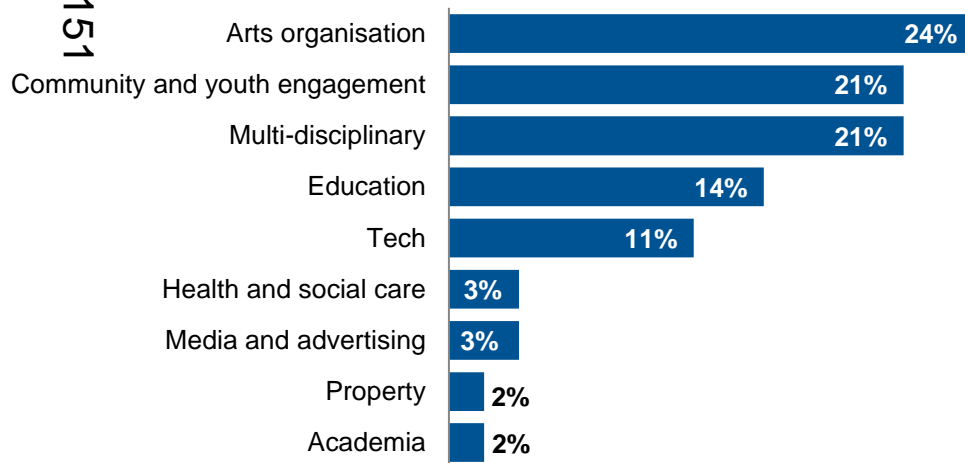
The **average team size was 4**, and teams ranged from **1 to 20 team members**.

Fusion Prize teams came from a variety of sectors.

The figure below summaries the occupational backgrounds described by teams in their applications.

Page 151

Figure 1 Occupational backgrounds of applicant teams



- 48% teams had been working together for at least two years prior to their application
- 18% of teams were newly established in order to enter the Prize and a further 21% of teams were less than two years old
- 13% first stage applications were from individuals rather than teams

Amongst the finalists, all had experience of working together prior to their application, although this varied between experience of working on their specific initiative, working collaboratively on other projects, and working as colleagues for different organisations.

Who engaged with the Fusion Prize events?

Between June – December 2019, the Fusion Prize hosted a launch event, three major symposia events, and some focused proposal advice sessions. All events were free to attend. The table below shows the number of sign-ups and attendees to each event:

Figure 2 Event Attendance

| Event | Sign ups | Attendees | Attendance rate |
|-------------------------|----------|-----------|-----------------|
| Prize launch | 69 | N/A* | N/A* |
| THE NEED | 269 | 219 | 81% |
| THE HOW | 130 | 105 | 81% |
| THE TEST | 120 | 90 | 75% |
| Proposal advice session | 22 | 22 | 100% |

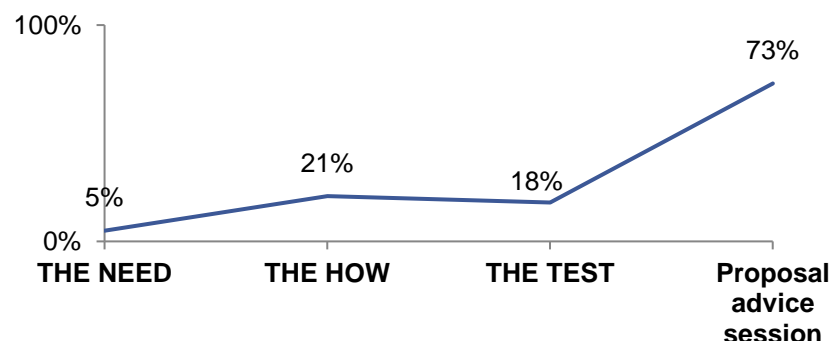
Source: BOP Consulting 2020

The proportion of symposia attendees who went on to apply for the Prize rose considerably between the initial and subsequent two symposia events, despite a drop in overall numbers of attendees.

This trend continued at the proposal advice sessions. All 22 sessions were filled with a 100% attendance rate. Just under three quarters of attendees at these sessions proceeded to apply for the Prize.

This suggests that the process cultivated a smaller but more focused community of engagement through the series of pre-submission events.

Figure 3 Percentage of attendees who applied for the prize



Source: BOP Consulting 2020

While the overall objective behind the events was to garner and develop proposals for the Prize, feedback from event attendees indicated that the symposia were also valuable to those who didn't apply (see page 14). Therefore failure to submit an application should not necessarily be considered a negative outcome.

Light-touch demographic data collected at the point of sign-up would help the Fusion Prize team to get a better understanding of which groups engaged with the pre-submission events and how applicant journeys may have differed between groups.



How effective were the Fusion Prize symposia?

Page 154

- Symposia created beneficial networking opportunities – but participants would have liked more time to network
- Opportunities to get feedback on proposals – especially from young people – was valuable
- Symposia increased understanding of the Prize and what it was looking for
- Events were described as diverse and welcoming to people from all backgrounds, although they could have been more widely publicised
- Judges and panellists also benefitted through attendance
- Programmes were 'full' and 'vibrant' – but some participants felt the programme could have been simplified

Feedback regarding the symposia events was broadly positive from both applicants and non-applicants. Participants particularly welcomed the opportunity to network and share ideas with a broad range of attendees.

Several participants would have liked more time set aside to meet and speak to (both formally and informally) other potential applicants during the events.

“ I think the diversity of people who were at the events was actually very impressive. I think there was a really wide range of organisation and individuals and different sorts of organisations and lots of ideas bouncing around.

The opportunity to get feedback on ideas and proposals, both from Fusion Prize judges and from the youth panel, was appreciated. The presence of young people was highlighted as particularly beneficial. This was the group that applicants most commonly identified as needing support to reach and connect with.

“ There was a youth group there, I told them what my project was about and I got really good feedback from them. So that was the most useful.

Participants reported developing a better understanding of what the prize was looking for through attending the symposia and being able to focus their proposals as a result.

“ The events definitely helped me to develop my idea. Before, it was about 50% there but it was through the symposiums mainly and through people's feedback that helped me to refine it and simplify it.

How effective were the Fusion Prize symposia?

Participants who addressed the range of people at the events were positive about the diversity and inclusivity of the symposia. Participants spoke of feeling comfortable and welcome.

“ One young person in particular was from an underrepresented group [...] she came up to me and said she felt really, really welcomed, she said she felt incredibly comfortable, considering she suffers with mental health issues. She actually felt that she got a lot out of it herself.

Page 15
I saw other people of colour, I saw the diversity. I've been to events where I've been the only person of colour. These things matter. I felt comfortable.

The symposia events succeeded in attracting both a broad spectrum of attendees and a diverse group of speakers and other stakeholders.

Similarly, event programmes were described as ‘well-organised’, ‘vibrant’ and ‘full of vitality’ with a wide range of topics, meaning there was plenty to offer attendees from different backgrounds.

However, this did at times pose challenges when it came to the messaging around the symposia, as well as making sure that the events were appropriate for a range of experience levels and professional perspectives.

Some participants said they would have liked more clarity around the aims of the events and within the programme (e.g. greater distinction and communication between ‘general interest’ sessions and more focused application advice sessions). There were also suggestions that some of the practical details regarding the application process could have been shared in a different format outside of the events.

Alongside prospective applicants, the symposia were an opportunity to engage a wide range of stakeholders in the Prize process. For example, members of the Fusion Prize-winning team *The Pattern* first found out about the Prize when they were asked to host a panel at one of the symposia events, which led to them becoming interested in applying.

Similarly, a number of Fusion Prize judges attended the symposia in an advisory capacity, which they found to be a valuable experience. From the judges' point of view, the symposia helped them to get a sense of who the Prize was attracting and to gain a deeper understanding of the Prize's aims and approach. Judges also felt that their attendance at the Prize helped it to feel more accessible to prospective applicants, who were able to approach the judges and ask for feedback on their ideas.

“ It made us more approachable through attendance – we weren't just a face behind the scenes.

How did symposia attendance impact applications?

Shortlisting for the Fusion Prize took place in two stages. Firstly, Fusion Prize staff did an initial sift of applications into ‘Red, Amber and Green’ categories. These categories were then used as a guide for the judges when undertaking a ‘longlisting’ process, however the judges were not bound to these categories and in some instances moved applications from red or amber into the longlist.

This figure below looks at the relationship between symposia attendance and shortlisting status of applications.

Page 156
Figure 4 Shortlist status and symposia attendance

| Shortlist status | % teams with members who attended at least one of the symposia |
|------------------|----------------------------------------------------------------|
| All applications | 44% |
| Red | 40% |
| Amber | 40% |
| Green | 52% |
| Judges longlist | 52% |

Source: BOP Consulting 2020

- The strongest applicants (shortlisted ‘green’) were more likely to have attended symposia than weaker applicants (shortlisted ‘amber’ and ‘red’)
- Over half of the teams who were longlisted by the judges attended at least one of the symposia
- Almost one third (27%) of participants at the proposal advice sessions went on to be part of teams that were longlisted by the judges

This suggests that stronger applicants had a greater level of overall engagement with the Prize.

Qualitative evidence from a sample of applicants shows that in some cases engagement with events helped applicants to further develop their ideas ahead of applying to the Prize.

“It was useful to have a sounding board for our application, it helped us to formulate more succinct and concise answers to the application questions.”



How effective was the Challenge Prize process?

- The extension of the Prize process due to the pandemic did not negatively affect proposal development
- Participants coming to the Prize at a later stage said they would have liked more time between symposia events
- The application form and interview format were understood as fair and proportionate

Page 158

Applicants were positive about the application process and felt it was well-managed, despite some frustration about the technical process for uploading the application forms.

“ The questions on the form were relevant. I liked that they really delved into how we can make use of what we already have and what we already do.

For some who were introduced to the Prize in the Autumn, the time between symposia did not give them enough to develop their ideas and, in some cases, find collaborators. It was also noted that more publicity around the launch may have helped them find the Prize sooner.

Communication between the Fusion Prize team and finalists was highlighted as strong. Some non-finalists said they would have liked to have been kept more in the loop with regards to COVID-19 delays.

“ I wasn't confused about what was going on. We weren't ever left asking when / who / what?

Despite an unplanned extension to the proposal development stage of the process, finalists generally found the extra time either neutral or beneficial when it came to refining their idea.

Finalists said the interview format gave them an fair opportunity to present their proposal, despite taking place virtually. For some, this format was more egalitarian than a traditional in-person pitch.

To what extent did the Prize cultivate a community of practice?

- Focus group participants were open to continued engagement with the Fusion Prize / Culture Mile Learning
- Clear messaging and a clear sense of purpose would help to sustain networks created through the Prize
- Feedback regarding the use of the Slack channel was mixed

Page 159 Focus group participants recognised the richness of knowledge and experience across Fusion Prize applicant teams and were receptive to the idea of a continued community of practice that exists beyond the lifetime of the Prize.

However, there was an acknowledgement that without the shared purpose that responding to the Fusion Prize challenge brief offered, extra stimulus would be needed to maintain a community of Prize engagees. This additional input would need to offer clarity of purpose.

“ I'd be interested in continuing to be part of that community. It would be great for them to send out a communication about how we can keep in touch. Some allowing people to connect with previous attendees and regain touch with people.

“ [I'd be interested] if the notion of what a community of practice is sufficiently articulated to be useful. If it's just email addresses no, if it's open calls where, for example, we could work with another team then yes. It would need to have champions and active facilitation for this to work.

Slack Channel

During the prize period, applicants had access to a Slack Channel where they could discuss their proposals and put questions to the Prize administrators.

For some participants, an open-forum that was not time sensitive was a helpful tool to network and refine ideas. One participant reported regular use of the channel from November through to February.

Others, however, felt the platform was underutilised and would have liked the channel administrators to have a more active role in facilitating networks and community building.

“ Engagement fell down a little bit with the Slack channel. It lacked someone taking the role of a community manager.

“ I would have also liked an opportunity to connect to attendees before the event. The Slack channel could have been established beforehand, with a community manager or moderator.

What kinds of support would participants like in future?

Participants highlighted a range of support topics that they felt could be beneficial.

Some of these were focused on their immediate experience, particularly in relation to the impact of the COVID-19 pandemic.

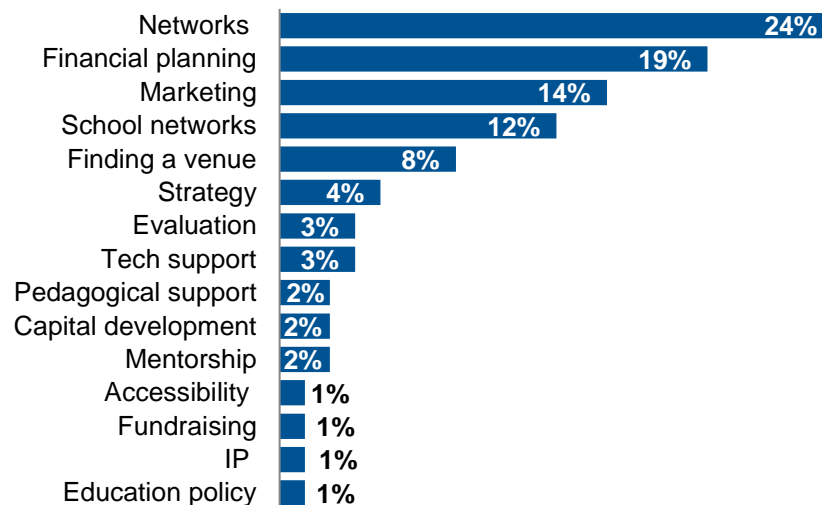
More widely, participants wanted opportunities for collaboration and concept development, including advice on how to find collaborations and how to connect with organisations.

Additionally, both participants and strategic stakeholders identified a possible need for ongoing support for applicants to develop their projects and to share their learnings around the Fusion skills and prize process,

“ It was a valuable experience and perhaps something that could be smaller scale and ongoing as a hub for connecting valuable projects, funds and skills.

Some participants also felt that they would have benefitted from more direct involvement from some of the Culture Mile partners and/or the opportunity to work with these organisations.

Figure 5 Support requested in application forms



Access to networks was the most frequently requested form of support within application forms, along with support for financial planning and marketing.

Focus group participants agreed that there could be a potential facilitative role for the Fusion Prize to play in making connections between applicant teams, partner organisations, youth groups and other stakeholders, ‘connecting the dots’.

What is the wider impact of the Prize?

The impact of the Prize was not confined to finalists and the winners. Unsuccessful applicants, non-applicants, and the judging panel all noted different ways they had felt benefits from being involved with the Prize:

- **Non-applicants** gained confidence, connections and developed their ideas through their engagement with Fusion Prize symposia

Unsuccessful applicants used their applications as a starting point to seek support and investment elsewhere

Fusion Prize judges appreciated the chance to connect with other judges and organisations through their involvement. Judges also saw the Prize as an opportunity to promote their work and further their/their organisation's mission

“One of the projects we put forward got funding directly afterwards. The Prize helped us to road test ideas and we wouldn't have thought of applying if it wasn't for the Fusion process.

Unsuccessful applicant

“It was great to be connected to the judging panel. It was excellent for my organisation. It elevated what we do and it aligned with our vision, mission and values.

Judge



Did the Prize offer value for money?

Page 162

- Total expenditure across the different metrics is just over £126,000, including £9,000 seed funding and the final prize grant of £50,000. Culture Mile contributed an additional £25,000 of marketing spend from its own budget.
- Additionally, around 1,130 hours of staff time were required to deliver the prize, equivalent to six months full time work
- Around 600 individuals were in some way engaged with the Prize, with 66 applications made
- Offers of support were taken up by a third of applicants
- Fusion Prize content on the website was viewed 81,225 times, with 71,011 unique page views
- Fusion Prize content had higher levels of engagement than Culture Mile content, introducing new users to the organisation
- The Prize has received senior staff buy-in at a range of stakeholder organisations, providing additional advocacy opportunities

Key metrics relating to value for money can be found on Figure 6 overleaf.

In general there was a sense amongst stakeholders and judges that the Fusion Prize achieved a lot on a very limited budget.

“ I think it was astonishing value for money.

“ It feels like it is value for money; the events sound expensive but actually they were relatively reasonable and [value] has really come around the advocacy.

Where questions were raised about increasing value, this was in relation to the communications spend of the Prize, although it was recognised that marketing is often highlighted in such conversations.

“ In retrospect are there things we poured lots of time and energy into that were incidental, and could we have spent that money on promoting the prize?

There was also a question around the extent to which the final investment is sufficient to allow real innovation, particularly for projects with a focus on innovation.

“ Innovation is difficult for £50,000 if you're talking about technology. Anything that was an app was shut down because the money wouldn't go far enough.

Did the Prize offer value for money?

Figure 6 Fusion Prize inputs and outputs

| | Component | Resource (£ and hours) | Process | Reach # | |
|----------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | | | |
| External | 1) Marketing | £25,000 ('19 – '20 CM marketing budget) c. 30 hours of staff time £5,000 on Fusion Prize Film £6,000 freelance PR support from Foundation for Future London | <ul style="list-style-type: none"> Delivered creative identity for Fusion Prize in keeping with Culture Mile brand Created all branded assets for social and digital channels, as well as printing for live events, including 47 artwork files and 12 Fusion Prize-branded pieces of social media content Devised and delivered campaign that a) built engagement with potential young person Fusion Prize applicants and b) drove awareness amongst education professionals Paid social and Google Display Network campaigns around Symposia Paid placements (e-shots, website advertising, print advertising) with The Educator magazine, Governing Matters, Voice, CYP Now, Educate and Education Today | <ul style="list-style-type: none"> 81,225 page views for Fusion Prize content on website 71,011 unique page views for Fusion Prize content, with an average dwell time of 3 mins 4 seconds 8 emails designed and sent from Culture Mile account to over 4,000 individual contacts from August 2019 – January 2020. Average open rate 52% compared to 43% average for CM branded emails overall On average Symposium promoted events on Facebook delivered a strong CTR of 1.85% - compared to a 0.51% benchmark Above average engagement with Google Display Network programmatic digital campaign (targeting education professionals and public policy interests) | |
| | 2) Support for applicants | £42,000 for launch and symposia costs £11,000 workshops, webinars, and advice for finalists £9,000 seed funding for applicants c. 1, 000 hours of staff time | <ul style="list-style-type: none"> 3x symposia events including over 20 different support sessions. 1-1 Advice sessions provided to 22 applicant teams. Seed fund of £1,500 for finalists. 8 optional workshops providing skills and business development support. | c.550 attendees | |
| | 3) Application and pitching | £3,500 judging events and stipend for judges' charitable organisation | | 66 applicants, 6 finalists, 5 pitches | |
| | 4) Award | £50,000 grant £600 on guest speaker c. 40 across six different teams . | <ul style="list-style-type: none"> Hour-long award ceremony with approximately 140 attendees | <ul style="list-style-type: none"> 1 team of two people 140 attendees of ceremony | |
| | 5) Alumni and/or cohort offer | | <ul style="list-style-type: none"> Judges informed each team of outcome in half hour phone call providing some feedback. Written feedback was collated and sent to each team. 1 hour long Next Steps session offered to each seed-fund recipient. Longer-term Fusion Prize community to be fostered with offer of free office space, networking events, and workshops. | <ul style="list-style-type: none"> 5 finalist teams supported with advice and feedback. Connections fostered by the panel. Wider community includes a potential 600 individuals who engaged along the Prize process | |
| Internal | 6) Positioning / alignment | c.25 hours for internal meetings to advocate for and explain the Prize | | East Bank and CML partners engaged and committed to some involvement with the Prize. Barbican to work with winning solution | |
| | 7) Management | c.40 hours from 3 senior members of staff involved in steering the Prize. | | Museum of London, Culture Mile, Barbican. | |

How did the Challenge Prize format work?

- The Fusion Prize was understood as a unique proposition by applicants, judges and stakeholders, especially within the cultural and creative sector
- The Prize helped to further the Fusion Skills agenda for partners
- However, the complexity and/or novelty of the model caused challenges when it came to communicating and publicising the Prize

Page 10 of 14

Across the research, participants, stakeholders and judges recognised the Prize as unique opportunity, not a 'typical prize' with 'normal solutions. The objectives for the Prize were seen to play a role in advocating for the importance of creative skills to all sectors of work.

“The challenge prize was something that was a bit different in the field of creativity. There was something about the process that made people invest in the process.

However, the complexity of the Prize model posed some challenges in terms of communication, including confusion around the aims of the Prize.

While the Prize incentive was enough to encourage a large number of applications, there was some confusion around expectations for the winners (i.e. the concept of the pilot was missed or misunderstood).

“This whole journey, it is quite unusual – it required a lot of explaining.

Participants also reported being unsure of the geographical scope of the Prize, given the London focus of the two major partners. Given these challenges, the Prize could have benefitted from more time and resource invested into communications planning and press engagement from the outset.

Finalists with a tech element (e.g. app development) in their proposal were understood as having a higher risk profile by the judging panel. This raised some questions about to what extent the Prize supported *technological* innovation, although it was acknowledged that there is naturally some tension when designing an application process that is open to a wide range of projects and applicants from a range of backgrounds.

What were the strategic outcomes of the Prize?

- The partnership between FFL and CML helped both organisations to access new audiences and further their strategic approach to learning and skills development
- More clarity around expectations from the partnership at the outset would have helped both organisations in planning around the Prize
- Engagement with the Prize from both applicants and stakeholders has contributed a positive case and higher profile for partners' work around social mobility and creative learning, and has helped to advance strategy in this area

The Fusion Prize was delivered through a collaborative partnership between Culture Mile Learning and the Foundation for Future London.

The decision to enter into the partnership was taken after the project began, and has generally been perceived as a success for both teams, with positive outcomes for each organisation. The partnership provided opportunities to access new and different audiences, with key lessons learnt in relation to working with new communities, especially youth communities.

There is clear desire to continue to work together and build the opportunities for further collaboration and recognition of the growing significance of the Prize aims in a time of economic crisis. However, both partners felt that the project could have benefitted from more clarity around what was expected from the partnership at its inception.

“ I think it seems very clear that the two cultural districts' main alignment is around skills development and wanting to help young people to thrive, and that being focussed around skills development and social mobility.

For the Foundation for Future London, the organisation is taking lessons from working with schools and educational institutions and sharing and expanding that learning across potential grantees. The Prize was also an opportunity to put the organisation's commitment to learning and skills development through culture as a central part of their narrative.

“ We've been able to engage through our directors, talking about Fusion Skills. We're also funding a range of projects looking at these skills and these impacts

Similarly, for Culture Mile, the Prize has helped the organisation to make the case for creative learning and entrepreneurship and to communicate this mission to their stakeholders.

Findings and recommendations

Page 166

- The Fusion Prize process, especially the symposia events, stimulated creativity and facilitated collaboration amongst those who engaged.
- The Prize succeeded in engaging people from a diverse range of professional and personal backgrounds.
- The Prize helped to advance the strategies and profiles of partners, especially in relation to the Fusion skills agenda.
- Unsuccessful applicants who participated in the research were open to continued engagement and support from the Fusion Prize team.
- The Fusion Prize format was understood as new and innovative, although it was difficult to communicate at times.
- Involvement from young people through the Youth Advisory Board was appreciated by applicants and other stakeholders. For future project, the Fusion Prize team should explore opportunities to involve young people throughout the process.
- Communications and PR were highlighted across the research as an area for additional investment. The Fusion Prize team should work with the Prize winners to maximise publicity surrounding the pilot project.
- Providing multiple platforms (e.g. the Slack channel) for applicants to engage with has strengths, but it needs to be carefully facilitated and moderated to ensure tools are useful, not burdens.
- Monitoring and evaluation processes (e.g. collection of demographic data) in place from the beginning of the project would have helped to get a fuller understanding of applicants and their journeys.
- Partnership working needs to have clearly defined expectations and roles at the start of the process, to avoid mixed messages and any one side feeling like they “bear the brunt” of activity.

BOP Consulting is an international consultancy specialising in culture and the creative economy.

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| Committee(s) | Dated: |
| Education Board | 18/03/2021 |
| Subject: Skills 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) Fatema Chowdhury, Skills Project Officer Barbara Hamilton, Head of Adult Education and Apprenticeships | |

Summary

The Education Board has oversight over the Skills Strategy 2018-2023. The strategy ensures that there is high-quality exposure to the world of work at all stages of education, there is interconnectivity and collaboration between education and industry, and there is high quality delivery of adult learning and apprenticeships. Members are asked to note the update on delivery of the Skills Strategy over the 2020/21 Academic Year.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

- At its meeting on 23 July 2020, the Education Board approved the 2020/21 Action Plan which included the following high-level actions to deliver the goals of the Skills Strategy:
 - Ensure a comprehensive strategy for skills development and careers support is delivered in the Family of Schools
 - Link learning at all stages of education with the world of work
 - Establish an education to business 'hub'
 - Provide high quality exposure to creative and cultural industries

- Develop the critical skills, knowledge and competencies to provide adult learners with the skills to meet the world of work
 - Develop innovative approaches to teaching industry-relevant courses and apprenticeships
 - Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing
 - Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage
2. At its meetings on 24 September 2020 and 28 January 2021, the Education Board received detailed updates on the outcomes and impact of activities delivered over the 2019/20 Academic Year. This report updates Members on the progress of activities being delivered to date in the 2020/21 Academic Year.

Current Position

Skills Forum – Supporting careers and skills programmes across the Family of Schools

3. The termly Skills Forum is comprised of one member of staff and one governor from each school in the Family of Schools. These Forums are currently being delivered online and have been well-attended since the start of the academic year.
4. The forum explores and gives feedback on skills and career-related learning for pupils with SEND and discusses upcoming skills and careers related opportunities for pupils including apprenticeship opportunities within the City of London Corporation, London Careers Festival, online mentoring opportunity with Culture Mile Learning, and higher education exploration events organised directly by City of London School for Girls.
5. Each Skills Forum also facilitates one-to-two partner organisations to host and/or speak to members about opportunities relating to both pupils and teachers that support their skills and careers programme. Previous host organisations include Structural Learning (who enable educators to get the best out of their pupils by developing tools and frameworks that gets everyone thinking for themselves), and PwC who presented their Digital Fitness App accessible to both teachers and pupils.

London Careers Festival – Working with business and organisations across London to connect learning to the world of work

6. The London Careers Festival (LCF) is an annual event which seeks to connect pupils (primary, secondary and post-16) with the world of work. In 2020, LCF ran virtually from Monday 29 June – Friday 3 July 2020 and offered schools and pupils the opportunity to engage with employers via live webinars and online based resources. Over 2,800 bookings were made by schools for live webinars delivered by over 30 partner organisations. Following a detailed evaluation of the festival, a commitment was made to make several improvements for LCF 2021.
7. LCF 2021 is focusing on the quality of experiences it offers to schools and pupils. The objective is to ensure that all LCF offers engage young people in skills and career exploration in a meaningful way. Some examples of webinars to be delivered for LCF 2021 include:

- ELSA Education, Artificial Intelligence (for pupils with SEND). This engaging, interactive and fun workshop will ask pupils to design a robot pet
 - Education and Employers, Becoming an Influencer (Marketing & Social Media). In this webinar, pupils will be exploring the essential skills that go into effective marketing and social media
8. This year, LCF 2021 will also feature targeted opportunities for pupils with special educational needs and disabilities (SEND) noting that pupils with SEND can face multiple barriers to careers and can require additional support to access careers provision during school. This will include at least two 'live sessions' for primary and secondary pupils which will be specifically targeted at SEND schools, PRU's and other relevant educational institutions and delivered in partnership with a specialist organisation to ensure that sufficient support is in place to meet specific support needs.
9. Members wanting to attend LCF sessions should contact:
fatema.chowdhury@cityoflondon.gov.uk.

Industry and Livery Partnerships – Establishing a partnership 'hub' of organisations which support careers, skills and work-related learning initiatives

10. LCFs 2019 and 2020 were delivered successfully through the development of strong partnerships with numerous organisations who hosted webinars/workshops, virtual talks and curated online resources. For LCF 2021, those partnerships will continue to play a key role in ensuring that all offers engage young people in skills and career exploration and enable them to make informed career choices. Organisations who will continue to be key partners for LCF 2021 include Education and Employers, Role Models, PwC, NatWest, Culture Mile Learning, Apprentice Futures, CISI and many others.
11. A partnership with CISI (Chartered Institute for Securities & Investment) has now been extended until 2024 (subject to annual performance review) which will enable up to 40 Year 12 pupils from the Family of Schools to gain a Level 2 Award in Fundamentals of Financial Services. Successful applicants/pupils will attend 25 online teaching sessions, culminating in students taking the CISI Level 2 exam.
12. The Livery Skills Network is currently exploring the need to build momentum and bring about lasting and sustainable systemic change to bridge the gap between school and the world of work from a skills perspective. Liveries are in a unique place to enable cross sector collaboration and all Liveries can contribute regardless of size or resource. The Livery Skills Network is looking to provide a joined-up approach to helping people get the skills and advice they need.

Fusion Skills Programme – Maximising the collaboration of education, culture and business sectors to develop skills which link to the world of work

13. Following the success of the Fusion 1 on 7 June 2019, the second meeting in the three-year cycle, Fusion 2, took place on 9 October 2021. Fusion 2 was attended by 235 attendees from 16 UK, EU and Global Cities. Fusion events are part of a three-year commitment made by the City of London Corporation to form an influential network of people, organisations and 'places' where there is a clear link between education, business and the cultural and creative sector to develop and enhance Fusion Skills within an ethical context of social mobility and sustainability. The meetings aim to draw people together to form systemic change to better skills education for all.

14. The focus of Fusion 2 was to gather the key thinkers, influencers, and actors in the fields of education, business, technology, the arts and culture, philanthropy, NGOs, and policy makers to energise action around addressing the fusion gap.
15. The third meeting, Fusion 3, will take place as a virtual event on 7 June 2021.
16. As reported at the meeting of the Education Board on 28 January 2021, the Education Unit have commissioned the development of a new website called 'Find Fusion' which will be connect schools, businesses, cultural organisations and training providers for the mutual benefit of sharing their learning opportunities in a one-stop-shop of 'Fusion' 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. Find Fusion is an important next step in the partnership working around the promotion and development of Fusion Skills, enabling sharing between education, cultural and business sectors.

Adult Learning and Apprenticeships - Develop the critical skills, knowledge and competencies to provide adult learners with the skills to meet the world of work

17. Due to COVID-19, the provision of adult education and apprenticeship training has been delivered online since the start of the Academic Year 2020/21. In the case of Adult Community Learning (ACL), there is a reduction in enrolments which is in line with the London-wide reduction due to COVID-19. A review of the curriculum took place in March 2020 to identify the courses which could not be practically delivered online, such as: physical activities e.g. Jewellery Making and Ballroom Dancing; and teaching which requires greater clarity and body language such as early level ESOL and some family learning programmes. The course review also identified the requirement to pay close attention to the skills gaps, training and re-training due to the labour market and employment 'fall-out' from COVID-19. The revised course file works towards preparing unemployed learners to secure jobs in areas such as the Care Sector, Customer Service, Administration and Bookkeeping. There continues to be an increase in demand for courses such as ESOL, Functional Skills Maths and English. These courses are reflected in the course file for Summer and Spring 2021 and will take place online. ACL have also responded to the rapid requirement for upskilling of digital skills by providing online IT support and by increasing the number of Online Digital Skills Training courses such as the National Digital Functional Skills Qualifications at Levels 1 and 2. A small laptop loan project is also being developed. to support adult learners who have access to the Internet but do not have a laptop to access online learning.
18. The delivery of the Apprenticeship programme has experienced a slight reduction in its recruitment numbers. External businesses who would normally recruit apprentices have been reluctant to do so since the start of March 2020. There was a 20% reduction in apprenticeship recruitment between March and November 2020. This meant that although 100% of the enrolled training delivery continued, the numbers joining new programmes during that period reduced. For some apprentices there has been changes to assessment arrangements. Qualification awarding bodies gave permission for some exams to be sat remotely, including for Functional Skills, Maths and English. For some qualifications, such as Finance and Accounting, assessments were postponed . Arrangements for assessment are

regularly monitored and reviewed by the service in response to developing national guidance. Recognising the challenging circumstances of completing an apprenticeship during a pandemic, ASES are making efforts to ensure that all apprentices are contacted by a member of ASES Service at least once per week and that additional support is available where required, including for mental and emotional health and wellbeing.

19. The recently released Government White Paper “Skills for Jobs”¹ focusses on post-16 education reform including adult education and apprenticeships. It includes a £1.5 billion capital funding commitment to improve the condition of further education colleges, a further £291 million to support 16-19-year-olds and £375 million to deliver a Lifetime Skills Guarantee as a four-year Loan Entitlement to post-18 education similar to Student Loans. ASES have developed initial responses to the five main areas of the White Paper and will continue to monitor the impact of national policy changes for the provision of adult learning and apprenticeships. The initial response is included in **Appendix 1**.

Proposals

20. Following the completion of the 2020/21 Academic Year, a detailed update on the outcomes and impact of activities to deliver the Skills Strategy will be included in the 2020/21 Annual Report.

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

21. The Skills Strategy 2019-23 is closely connected to other cross-Corporation strategies including the Corporation Plan, the Education Strategy 2018-2023, the Cultural and Creative Learning Strategy 2018-2023, the Digital Skills Strategy and the Social Mobility Strategy.

Conclusion

Members are asked to note an update on activities and work streams being delivered over the 2020/21 Academic Year in the delivery of the Skills Strategy 2018-23. The work areas include: the development of careers and skills offers in the Family of Schools; partnerships with Livery and employer organisations to provide work-related learning opportunities for learners across London; the continual promotion and championing of Fusion Skills; and the delivery of exceptional adult education and skills provision which is industry-relevant and linked to the labour market. A further update on the progress against the strategy will be provided in the 2020/21 Annual Report due to be submitted to the Education Board in November 2021.

Background papers

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version.pdf

- Education Board – 24 September 2020 – Adult Education, Skills and Apprenticeships Update
- Education Board – 24 September 2020 – London Careers Festival 2020 Evaluation Report
- Education Board – 28 January 2021 – Education, Cultural and Creative Learning and Skills Annual Report 2019/20.

Appendices

- Appendix 1 – Government White Paper “Skills for Jobs”: ASES Initial Response.

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Appendix 1 - Government White Paper “Skills for Jobs”: ASES Initial Response

| Key area of White Paper | ASES actions underway or in planning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Putting employers at the heart of the system so that education and training leads to jobs that can improve productivity and fill skills gaps. | The service has initiated effective working links with employers in the Health and social Care sectors and the NHS service. The partnership delivers a range of training to address the identified skills gaps in the sectors. Opportunities are also made available to provide upskilling and advanced level training for those individuals who are already employed. |
| Investing in higher-level technical qualifications that provide a valuable alternative to a university degree. | Working with external FE colleges, specialist training institutions and universities to ensure that higher level technical and professional level qualifications are real options for ASES learners/employees. For example: delivering the joint Apprenticeship and CIPs qualifications for Procurement Levels 3 and 4 working in partnerships with private sector organisations and departments in the National Health Trust. |
| Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support. | Developing an effective range of Digital Skills training options for local residents and employees. ASES has secured the accreditation to deliver the Essential Digital Skills award Levels 1 and 2. Digital skills training is available as a first step support for learners with low skills levels and available for individuals as they progress into higher level courses and can be delivered without the accreditation. The training offer is available in areas such as Bookkeeping, Food and Hygiene, Customer Services. More specialist courses are available for more advance learners in areas such as Excel, Word and non-apprenticeship/Diploma in Association of Accounting Technicians (AAT qualifications). |
| This Government will help everyone to get the skills they need at every stage in their lives. | Continue to integrate Family Learning into the school curriculum to be the start of the Lifelong Learning journey for both adults and children. Working with parents and their children to better understand the process of learning, for example delivering working and learning together through art classes and language learning. Delivery courses such as ‘working with families to make better use of online learning’. Deliver weekend storytelling courses in languages such as Bengali, Portuguese, French and Spanish. Families are encouraged to ‘dip in and out’ of learning options and develop a personal lifetime learning log. The ‘Strengthening Families Strengthening Communities’ course promotes a whole family approach to access new skills, training, learning and employment. |

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| Ensure everyone has access to education and training that will help them to get good work. | Working with City academies and schools to promote the Apprenticeship programme and a pre-apprenticeship programme. Employability programmes are in place to provide CV writing and interview preparation activities to learners who have completed particular courses or those who need independent employment support and advice. Developing a series of Summer 2021 courses as short courses to respond to immediate skill needs, for example: refresher Digital skills, Money Management/Bookkeeping or AAT. Security Skills plus short courses in line with further needs of the Health and Social Care sector. Discussions are currently taking place to agree the summer curriculum for 2021. |
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