



## Education Board

**Date:** THURSDAY, 7 DECEMBER 2023  
**Time:** 9.45 am  
**Venue:** COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

**Members:** Caroline Haines (Chair)  
Naresh Hari Sonpar (Deputy Chair)  
Alderman Robert Howard  
Joanna Tufuo Abeyie  
James Adeleke  
Bolu Faseun  
Steve Goodman OBE  
John Griffiths  
Deputy Shravan Joshi  
Nicholas Lyons  
Benjamin Murphy  
Mary Robey  
Ruby Sayed  
Floyd Steadman OBE  
Mandeep Thandi

**Enquiries:** Jayne Moore  
Jayne.Moore@cityoflondon.gov.uk

Accessing the public part of the meeting: Members of the public can observe all public meetings of the City of London Corporation by following this link:

<https://www.youtube.com/@CityofLondonCorporation/streams>

Or follow this link for the meeting:

[https://youtube.com/live/nPlmnpjG1\\_Ec?feature=share](https://youtube.com/live/nPlmnpjG1_Ec?feature=share)

A recording of the public meeting will be available via the above link following the end of the public meeting for up to one civic 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. Whilst we endeavour to livestream all of our public meetings, this is not always possible due to technical difficulties. In these instances, if possible, a recording will be uploaded following the end of the meeting.

**Ian Thomas CBE**  
**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**

### Governance

3. **PUBLIC MINUTES**  
To agree the public minutes of the meeting held on 17 October 2023.  
**For Decision**  
(Pages 7 - 14)
4. **CONSULTATION OPPORTUNITY FOR EDUCATION BOARD**  
**For Discussion**  
(Verbal Report)
5. **MEMBER DEVELOPMENT UPDATE**  
Report of the Clerk.  
**To Note**  
(Verbal Report)

### Education

6. **GOVERNOR APPOINTMENTS UPDATE**  
To receive the report of the Director of Community and Children's Services.  
**For Information**  
(Pages 15 - 30)
7. **REVENUE BUDGETS 2024/25**  
To consider the report of the Director of Community & Children's Services and the Chamberlain.  
**For Decision**  
(Pages 31 - 36)
8. **THE CITY EDUCATIONAL TRUST FUND MANAGEMENT UPDATE**  
To receive the report of the Managing Director of Bridge House Estates.  
**For Information**  
(Pages 37 - 46)

9. **EDI UPDATE**  
To receive the update of the Strategic Education & Skills Director

**For Information**  
(Verbal Report)

10. **CITY PREMIUM GRANT: EDUCATION, CULTURAL & CREATIVE LEARNING, AND SKILLS STRATEGIES 2024-2028**  
To consider the report of the Director of Community & Children's Services.

**For Decision**  
(Pages 47 - 96)

### **Cultural & Creative Learning**

11. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS STRATEGY HIGHLIGHTS 2019-2023**  
To receive the report of the Director of Community & Children's Services.

**For Information**  
(Pages 97 - 120)

12. **UPDATE ON 2024-29 STRATEGY**  
To receive an update on the 2024-29 strategy

**For Information**  
(Verbal Report)

13. **OUTDOOR LEARNING UPDATE**  
To receive an update on the outdoor learning strategy

**For Information**  
(Verbal Report)

### **Skills**

14. **LONDON CAREERS FESTIVAL UPDATE**  
Update on the LCF

**For Information**  
(Verbal Report)

15. **CITY OF LONDON CAREERS FESTIVAL - APPRENTICE AMBASSADOR SUPPORT**  
Report of the Strategic Education & Skills Director.

**For Information**  
(Pages 121 - 124)

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

17. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

18. **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**

19. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 17 October 2023.

**For Decision**  
(Pages 125 - 128)

20. **LONDON NAUTICAL SCHOOL AND THE CITY OF LONDON ACADEMIES TRUST**

To consider the report of the Director of Community and Children's Services.

**For Decision**  
(Pages 129 - 134)

21. **SPONSORSHIP AGREEMENT PROGRESS UPDATE**

**For Information**  
(Verbal Report)

22. **STANDARDS SCRUTINY MEETINGS OF CITY SPONSORED ACADEMIES**

To receive the report of the Director of Community and Children's Services.

**For Information**  
(Pages 135 - 142)

23. **UPDATE FROM INDEPENDENT SCHOOLS**

To receive an update on the Independent schools.

**For Information**  
(Verbal Report)

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

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

This page is intentionally left blank

## EDUCATION BOARD

Tuesday, 17 October 2023

Minutes of the meeting of the Education Board held at Committee Room 2 - 2nd Floor West Wing, Guildhall on Tuesday, 17 October 2023 at 11.00 am

### Present

#### Members:

Caroline Haines (Chair)	Ruby Sayed
Naresh Hari Sonpar (Deputy Chair)	James Adeleke
Steve Goodman OBE	Bolu Faseun
Alderman Robert Howard	Mary Robey
Deputy Shравan Joshi	Floyd Steadman OBE
Benjamin Murphy	Joanna Tufuo Abeyie

Catherine McGuinness (guest)

### In Attendance

#### Officers:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Mark Jarvis	- Chamberlain's Department
Jack Joslin	- The City Bridge Trust
Julia Megone	- Chamberlain's Department
Emily Rimington	- Comptroller and City Solicitor's Department
Torriano Stewart	- Community & Children's Services Department
Chandni Tanna	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Barbara Hamilton	- Community and Children's Services Department
Bob Roberts	- Deputy Town Clerk
Mark Emmerson	- City of London Academies Trust
Judith Finlay	- Executive Director, Community and Children's Services

#### Also present (from Goldsmith's College):

Alison Woolley, Director of Development and Alumni  
Dr Marl'Ene Edwin, Academic Lead for the Equity Awards  
Matthew Taryee-Laryea, Equity Awardee  
Melina Paesler, Equity Awardee  
Denzel Estrada, Equity Awardee  
Joquan Johnson, Equity Awardee

Kseniia Sheveleva, student photographer

1. **APOLOGIES**

Apologies for absence were received from the Rt Hon. The Lord Mayor Nicholas Stephen Leland Lyons, Mandeep Thandi, and John Griffiths.

The Chair moved that two former Members of the Board be thanked.

**RESOLVED**, That the Board agree to formally thank Alderman Sir Peter Estlin and Tim Campbell for their service to the Board.

The Chair thanked Alderman Sir Peter Estlin for his thoughtful, insightful and intelligent contributions to the work of the Education Board since he first joined back in 2014, noting that he continued to serve on the Board during his time both as Sheriff in 2016 to 17, and as the 691st Lord Mayor in 2018 to 19. The Chair thanked him grateful for his diligence and his direct no-nonsense approach across the decade – almost – of service. Among his many roles, Sir Peter was Treasurer at King Edward’s School Witley from 2006 to 2016, and as chair of the Association of Apprentices Sir Peter was instrumental in the Big Apprentice Meet Up becoming a core component of the City’s annual London Careers Festival. The Board noted in particular his banking and finance background that has been so helpful to our work, as well as his commitment to boosting digital skills in the UK.

The Chair thanked Tim Campbell MBE for his contributions to the Board as he steps back from his role after serving two terms. Tim attended his first Education Board meeting back in April 2015 during the mayoralty of Sir Alan Yarrow and during the chairmanship of Catherine McGuinness a decade after winning the BBC TV series The Apprentice. The Board noted his contributions since that time to support young people wanting to start their own business, particularly those from a disadvantaged background, including acting as Chair of Governors at the primary school he attended himself. The Board also noted his involvement in a wide range of educational initiatives across the past decade, earning him an MBE in 2012 for services to enterprise culture. The Board expressed its gratitude for his unique insight and understanding over the last 8 years, and looks forward to welcoming him to future meetings as a guest.

The Board welcomed these guests to the meeting (from Goldsmith’s College):

Alison Woolley, Director of Development and Alumni  
Dr Marl’Ene Edwin, Academic Lead for the Equity Awards  
Matthew Taryee-Laryea, Equity Awardee  
Melina Paesler, Equity Awardee  
Denzel Estrada, Equity Awardee  
Joquan Johnson, Equity Awardee

Kseniia Sheveleva, student photographer

Members and attendees confirmed their assent to being photographed during the Public part of the meeting.



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

There were no declarations.

3. **PUBLIC MINUTES**

The public minutes of the meeting held on 21 June 2023 were approved as a correct record.

4. **OUTSTANDING ACTIONS**

The Board received the report of the Clerk.

The Board agreed that the outstanding action was completed.

5. **RECOMMENDATIONS OF NOMINATIONS SUB-COMMITTEE**

The Board considered the update of the Nominations Sub-Committee of the Education Board on the meeting of 04 October 2023.

The Board heard that the Nominations Sub-Committee had considered five applicants at a meeting on 04 October 2023 to the position of external Member taking into account the specific skills and attributes candidates brought to the role, and had unanimously approved the appointment of Floyd Steadman OBE. The Board having approved the decision of the Sub-Committee, Floyd Steadman joined the meeting.

**RESOLVED**, That Floyd Steadman OBE be approved as an external Member of the Board for a four-year term expiring on 17 October 2027.

6. **MEMBER DEVELOPMENT STANDARDS FORUM**

The Board noted the verbal update of the Clerk on recent and upcoming member development and learning sessions.

7. **EDUCATION, CULTURAL & CREATIVE LEARNING, AND SKILLS STRATEGIES 2024-2028 UPDATE**

The Board noted the report on the current position regarding the development of the Education, Cultural & Creative Learning and Skills Strategies 2024-28, noting that these three reviews are in progress:

- a) Identify key learnings from the current strategies;
- b) Identify potential education opportunities across the range of departments within the City Corporation; and
- c) Consider the current external education landscape with key stakeholders and interested partners.

The Board also noted the update on the stakeholder engagement activity that has taken place to date.

8. **EDUCATION BOARD BUDGET UPDATE**

The Board received the report of the Director of Community and Children's Service.

9. **SUMMARY OF CHILD Q FINDINGS**

The Board viewed a 15-minute video ‘Child Q update report – why was it me?’ on the Child Q findings produced by the City and Hackney Safeguarding Board, noting that Members not at the meeting would be forwarded the link, noting also that it was the remit of other committees to discuss the findings and implementation thereof.

10. **GOVERNOR APPOINTMENTS UPDATE**

The Board received the report of the Director of Community and Children’s Service, noting that the City of London Academies Trust (CoLAT) Board of Trustees (BoT) had ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 22 September 2023.

The Board noted that the late Deputy Mark Bostock was showing as a Governor at CLSG as the list was retrospective, and paid tribute to his commitment and dedication. A minute’s silence was held in his memory.

11. **EDUCATION CULTURAL CREATIVE LEARNING AND WREN300 UPDATE**

The Board noted the update on events and activities delivered across the three strategies overseen by the Education Board: Education; Cultural and Creative Learning; and Skills, and noted also the calendar of meetings, forums and events for the 2023-24 academic year.

Referencing section 4 of the report, the Board noted that the London Compact 2030 – Bridge the Gap event has been moved from 16 November 2023 to 30 January 2024 at Guildhall in the morning, led by City of London Academy Trust in partnership with the Education Strategy Unit.

The Board noted that the Lord Mayor elect has asked the CoLC to work on a professional summer school in partnership with the Corporation, the University, and the livery companies among other partners.

12. **CULTURAL AND CREATIVE LEARNING FUND UPDATE**

The Board received the report of the Director of Community and Children’s Service providing Members with key information relating to the status of the Cultural and Creative Learning Projects following the implementation of the new funding model. 12 projects have now received funding. The combined associated cost of these projects is £184,315 of £190,000 available.

The Board noted that the Education Strategy Unit is now handling the Schools Visits Fund and applications have begun, and options for a new public-facing website are being explored. The Fund is being promoted through a range of channels. Since applications went live in September 2023, 41 applications from schools have been accepted and around 66 school trips are being facilitated for 2024. Virtual Schools across Greater London have been invited to apply for School Visits funding.

The Board noted that all Members would receive relevant information via email to support schools.

In response to a question on whether Dr Johnson's House was included in the visits, the Board noted that the list of venues is being reviewed and that a proposal will be submitted to the Board by early 2024 on expanding the venues encompassed by the Fund.

A Member asked whether the Fund could be promoted at the London Careers Festival (LCF). The Board noted that there was scope for further promotion at the LCF.

The Board asked whether unsuccessful applicants to the Cultural Learning Fund were given feedback. The Board heard that all applications were successful, with some adjustments to applications following feedback from the Education Strategy Unit.

**13. TRT UPDATE INCLUDING BLACK HISTORY MONTH ACTIVITIES**

The Strategic Education & Skills Director gave a verbal update on the Tackling Racism Taskforce.

Members heard that, in the light of Member feedback, further work is being undertaken to explore how bursaries could be more actively promoted to children in global majority families, alongside publicity from London Free Assistance Consortium, and outreach staff at the CoL independent schools who work proactively with a range of organisations to identify bursary students from disadvantaged families.

Members heard that Black History Month activities were taking place across all CoL schools, alongside a range of training sessions for staff.

**14. GOLDSMITHS EQUITY AWARDS PRESENTATION**

The Board welcomed staff and students from Goldsmith's College University of London to commemorate the Goldsmiths Equity Awards supported by the CoLC, and viewed a presentation on the awards delivered by the Director of Development and Alumni Relations.

The Board noted that 50% of students at Goldsmiths were from BAME backgrounds, and that 37% of those came from a financially disadvantaged background, leading to the development of the Equity Awards fundraising campaign (£3K pa across a 3-year undergraduate degree), with a target of £3M, of which £1.4M has been raised.

The Board also heard from the Academic lead for the Equity Awards and some of the beneficiaries on the impact of those Awards. The video produced by Goldsmith's is available on request.

**15. LONDON CAREERS FESTIVAL 2023 EVALUATION REPORT**

The Board received the report of the Director of Community and Children's Services, noting the outcomes of the London Careers Festival (LCF) 2023 which engaged primary, secondary and post-16 pupils across London in work-related and skills development activities, noting in particular the LCF 2023 evaluation report with key outcomes and achievements, and the recommendations for LCF 2024 and onwards.

16. **LONDON CAREERS FESTIVAL 2024**

The Board noted the report of the Director of Community and Children's Service on the 2024 iteration of the London Careers Festival (LCF), noting the proposed date change and the budget allocation implications.

Members noted that the only dates available in 2024 were in late February/early March, and that livery stakeholders had been expressing enthusiasm for a February date for some time in order to hold the event outside the exam period.

**RESOLVED,**

- That the new date for LCF 2024 be approved (26 Feb to 08 March 2024); and
- That the existing budget be reallocated, meaning that savings will need to be sought from existing or planned activities amounting to a total sum of £55,000 during financial year 2023-24

17. **ADULT SKILLS, EDUCATION AND APPRENTICESHIP SERVICE UPDATE**

The Board noted the report of the Director of Community & Children's Services that presented a programme update of the outcomes from the City of London Corporation's Adult Skills and Education Services activities, as well as providing a brief summary of its publicly funded programmes delivered during 2022/2023.

18. **CONNECTING COMMUNITIES**

The Board noted the report of the Director of Community and Children's Services setting out the outcomes and impacts of the City of London's Connecting Communities programme that ran between 1 January 2022 and 30 September 2023, noting also its recommendations.

In response to a question on what were the key outcomes, the meeting noted that the project had been difficult to run from a standing start in a short period of time, and that some lives were significantly positively impacted. The meeting also noted that many already-working people in poorly paid jobs needed support, as well as those not in employment that tended to be targeted by Government initiatives.

The meeting heard from one of the programme's beneficiaries Mohammad Hussain Mobarez who thanked the Board for their support of the programme in helping him into his job as constable at the City of London.

The Board noted the correction to the final paragraph of the report circulated to Members before the meeting, to read as follows:

***Some final measures***

*By end August 2023, the City of London Connecting Communities programme had supported 186 participants (56% of target) aged 25 and over, and 139*

*aged 18-24 (NEET) (87% of target) in addition 92 participants had secured employment (plus 1 self-employment).*

*Of those who had gained employment by 31 March 2023, 72% were still in employment at 30 September, exceeding the target sustainment rate (6 months in employment) by 32%.*

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

There were no questions.

**20. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

There were no items of urgent business.

**21. EXCLUSION OF THE PUBLIC**

**RESOLVED** – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for subsequent 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.

**The meeting ended at 1.10 pm**

-----  
Chairman

**Contact Officer: Jayne Moore  
Jayne.Moore@cityoflondon.gov.uk**

This page is intentionally left blank

<b>Committee(s)</b>	<b>Dated:</b>
Education Board	07/12/2023
<b>Subject:</b> Governor Appointments Update	Public
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	2, 3, 8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	N/A
<b>Report of:</b> Director of Community and Children’s Services	For Information
<b>Report author:</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This report updates Members on the recent appointments of governors across the City Family of Schools. An updated list of the governing body membership is attached in **Appendix 1**.

## Recommendation(s)

Members are asked to note:

- The City of London Academies Trust (CoLAT) Board of Trustees (BoT) are due to ratify new appointments to Local Governing Bodies (LGBs) at their meeting on 14 December 2023, as detailed in paragraph 2.

## Main Report

### Background

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

### Appointment of governors to CoLAT LGBs

2. As the Education Board Meeting has fallen before the CoLAT Board of Trustees meeting on 14 December 2023, there are no newly ratified governors to report on at this Meeting. However, the following appointments will be put forward for ratification at the next Trust Board meeting:

### **City of London Academy Highbury Grove**

- Charles Cohen (Trust governor)
- Akinbayo Akinboden (Trust governor)

- **City of London Academy Islington**

- Keith Maylor (non-teaching staff governor)

3. It is also useful to note that Parent Governor Georgia Dehn will be stepping down from City of London Primary Academy Islington at their next LGB meeting and the LGB will be re-recruiting in January 2024 for Georgia Dehns replacement.

### **Governing body membership across the City Family of Schools**

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

### **Proposals**

5. This report is for information only

### **Options**

6. This report is for information only

### **Key Data**

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

### **Corporate & Strategic Implications**

8. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies reflect the school communities that they serve.
9. Supporting good and effective governance practices across the Family of Schools is aligned the following strategies and plans:
  - The City Corporation's Corporate Plan 2018-23
  - The Education 2019-23 Strategy

### **Conclusion**

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



## **Appendices**

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

### **Scott Caizley**

Lead Policy Officer (Education, Culture and Skills)  
Department of Community and Children's Services  
E: [scott.caizley@cityoflondon.gov.uk](mailto:scott.caizley@cityoflondon.gov.uk)

## Governing Body Membership for the City of London Academies Trust

### *London Academy Highbury Grove<sup>1</sup>*

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
Claire Tunley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Nick Worsley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2023
Anisha Radia	Appointed by the Trust Board	4 years expiring 16 <sup>th</sup> May 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring 28 <sup>th</sup> February 2025
Nicholas Durack	Appointed by the Trust Board	4 years expiring August 2025
Ahlisha Tucker	Parent Governor	4 years expiring 31 <sup>st</sup> December 2025
Ria Holzerlandt	Parent Governor	4 years expiring 28 <sup>th</sup> February 2025
Nicola Davison	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2027
Charles Cohen	Awaiting ratification at the next Trust Board meeting on 14 December 2023	TBC
Akinbayo Akinboden	Awaiting ratification at the next Trust Board meeting on 14 December 2023	TBC

### *City of London Academy Highgate Hill<sup>2</sup>*

<sup>1</sup> LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

<sup>2</sup>Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal
Shireen Fraser	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2027
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring 31 <sup>s</sup> August 2024
Peter Bremner	Teaching staff governor	4 years expiring 31 <sup>s</sup> August 2024
Steven Mitchell	Parent Governor	4 years expiring 31 <sup>st</sup> December 2026
Vacancy	Parent Governor	VACANT
Vacancy	Non-teaching Staff Governor	VACANT

*City of London Academy Islington<sup>3</sup>*

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Russell Willmer (Chair)	Appointed by the Trust Board	4 Years expires 31 August 2025
Sonia Jacob	Principal	During term of office as Principal
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 31 <sup>st</sup> August 2026
Reema Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Peter Laurie	Appointed by the Trust Board	4 years expiring 31 August 2024
Samantha Hobbs	Parent Governor	4 years expiring May 2025
Andrew Hesketh	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> August 2026

<sup>3</sup> Part of the City of London Academies Trust effective from 1 September 2020

Hannah McHugh	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Richard Kottler	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> December 2026
Deborah Rafalin	Appointed by the Trust Board	4 years expiring 1 <sup>st</sup> October 2027
Peter Lisley	Appointed by the Trust Board	4 years expiring 1 <sup>st</sup> October 2027
Vacancy	Appointed by the Trust Board	VACANT
Keith Maylor	Staff Governor (non Teaching) awaiting ratification at the next Trust Board meeting on 14 December	TBC

#### City of London Academy Shoreditch Park<sup>4</sup>

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2024
Holly Arles	Principal – Ex officio	During term of office as Principal
Veronica Wadley	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2027
Rita Krishna	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring 5 <sup>th</sup> April 2025
Grant Aidoo Nash	Appointed by the Trust Board	4 years expiring 13 <sup>th</sup> September 2026
Preet Singh	Staff Governor (Teaching)	4 years expiring 2 <sup>nd</sup> October 2026
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring 19 <sup>th</sup> October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring 5 <sup>th</sup> April 2025
Darren Thompson	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2027

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

Dr Joanna Abeyie	Appointed by the Trust Board	4 years expiring September 2027

*Southwark Local Governing Body* <sup>5</sup>

<b>Name</b>	<b>Appointed as</b>	<b>Term of Office</b>
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Mike Baxter	Principal CoLAS – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Joanna James	Headteacher Redriff – Ex Officio	During term of office as Headteachers of Redriff Primary School
Martin Blain	Head teacher Galleywall – Ex Officio	During term of office as Headteacher of Galleywall Primary School
Shravan Joshi	Trust Governor	2 years expiring 31 <sup>st</sup> August 2024
Elaine Davis	Appointed by the Trust Board	4 years expiring 18 March 2025
Gurjeet Marway	Parent Governor at City of London Academy Southwark	4 years expiring 23 March 2026
Tim McNally	Trust Governor	4 years expiring 31 August 2026
Antony Smyth	Appointed by the Trust Board	4 years expiring 18 March 2025
Hilda Cheong, Vice Chair	Parent Governor at Rediff Primary	4 years expiring 31 <sup>st</sup> December 2026
Barbara Reichwein	Parent Governor at Galleywall Primary	4 years expiring 7 <sup>th</sup> June 2027
Greig Larsen	Staff Governor (non-teaching)	4 years expiring 7 <sup>th</sup> June 2027
Dr Naureen Bhatti	Trust Governor	4 years expiring 7 <sup>th</sup> June 2027
Dr Pam Yeow	Trust Governor	4 years expiring 7 <sup>th</sup> June 2027
Roberta Makoni	Trust Governor	4 years expiring 7 <sup>th</sup> June 2027

<sup>5</sup>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.

Vacancy	Staff governor	
---------	----------------	--

*City of London Primary Academy Islington*

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring 18 <sup>th</sup> May 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Paul Barry	Appointed by the Trust Board	4 years expiring 7 <sup>th</sup> September 2027
Sarah Matthias	Appointed by the Trust Board	4 years expiring 11 <sup>th</sup> December 2023
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring 21 <sup>st</sup> February 2026
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring 2 <sup>nd</sup> September 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring 2 <sup>nd</sup> December 2024 (stepping down at the next LGB)
Bethan Ferguson	Parent Governor (elected)	4 years expiring 18 <sup>th</sup> June 2024
Timothy Gittins	Appointed by the Trust Board	4 years expiring 7 <sup>th</sup> December 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring 8 <sup>th</sup> September 2025
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring 8 <sup>th</sup> September 2025
Flora McCormack	Trust Governor	4 years expiring 18 <sup>th</sup> September 2027

*Newham Collegiate Sixth Form College*

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 30 <sup>th</sup> September 2026
Anita Lomax	Principal – Ex officio	During term of office as Principal
Minesh Talati	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> January 2026
James Owolabi Adeleke	Appointed by the Trust Board	4 years expiring 20 <sup>th</sup> March 2026
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2026
Andria Vamadevan	Appointed by the Trust Board	4 years expiring 3 <sup>rd</sup> December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring 3 <sup>rd</sup> December 2023
Peter Greene	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
James Bounds	Staff Governor (Teaching)	4 years expiring 31 <sup>st</sup> January 2026
Joanne Leary	Staff Governor (Non Teaching)	4 years expiring 4 <sup>th</sup> November 2024
AFM Saiful Islam	Parent Governor	4 years expiring 16 <sup>th</sup> January 2024
Rosy Awwal	Parent Governor	2 years expiring 16 <sup>th</sup> January 2024
Amy Zambon	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> August 2026
Dhruv Patel	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> December 2026

*The City Academy, Hackney*<sup>6</sup>

<b>Name</b>	<b>Basis of Appointment</b>	<b>Term of Office</b>
Steve Goodman (Chair)	Appointed by the Trust Board	4 years expiring 5 <sup>th</sup> October 2026
Darren Thompson (Deputy Chair)	Appointed by the Trust Board	4 years expiring 31 <sup>st</sup> January 2024
Anna Sarchet	Principal	During term of office as Principal
Randall Anderson	Appointed by the Trust Board	4 years expiring 16 <sup>th</sup> July 2025
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> December 2025
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> June 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Oleander Agbetu	Parent Governor	4 years expiring 11 <sup>th</sup> July 2025
Olu Ladega	Staff Governor (Non-teaching)	4 years expiring 30 <sup>th</sup> November 2025
Toby Skales	Appointed by the Trust Board	4 years expiring 15 <sup>th</sup> December 2024
Debra Robinson	Appointed by the Trust Board	4 years expiring 5 <sup>th</sup> October 2026
Kate-Marie Travis	Appointed by the Trust Board	4 years expiring 14 <sup>th</sup> December 2026
Olivia Willis	Appointed by the Trust Board	4 years expiring 14 <sup>th</sup> December 2026
Ayla Brewer	Staff governor (Teaching)	4 years expiring 20 <sup>th</sup> June 2027

<sup>6</sup> Part of the City of London Academies Trust effective from 1 September 2020



**Governing Body Membership for the City Independent Schools**

**City of London School**

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Alderman Robert Howard (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	(term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	(term subject to Chairmanship of CLFS)
Alderman Vincent Keaveny	Alderman	4 year expiring July 2025
Alderman Tim Levene (Chair)	Alderman	4 years expiring July 2025
Deputy Keith Bottomley (Deputy Chair)	Commoner	4 years expiring July 2025
Florence Keelson-Anfu	Commoner	4 years expiring July 2026
Shahnan Bakth	Commoner	4 years expiring July 2026
Ian Seaton	Commoner	4 years expiring July 2026
Deputy James Thomson	Commoner	4 years expiring July 2026
Dominic Christian	Commoner	4 years expiring July 2024
Paul Madden	Co-Opted	4 years expiring July 2024
Rosie Gill	Co-Opted	4 years expiring July 2026
Andrew Jones	Co-Opted	4 years expiring July 2027
Lesley Cartmell	Co-Opted	4 years expiring July 2027
David Woodgate	Co-Opted	4 Years expiring July 2025
Timi Dorgu	Co-Opted	4 Years expiring July 2025
John Owen	Co-Opted	4 Years expiring July 2027

## City of London School for Girls

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	(term linked to Chairmanship of CLFS)
Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	(term linked to Chairmanship of CLS)
Alderman Robert Howard (Chairman)	Alderman	4 years expiring July 2025
Alderwoman Susan Pearson	Alderwoman	4 years expiring July 2025
Jamel Banda	Commoner	4 years expiring July 2027
The Honourable Emily Sophia Wedgwood Benn	Commoner	4 years expiring July 2026
Deputy Shravan Joshi	Commoner	4 years expiring July 2024
Anett Rideg	Commoner	4 years expiring July 2026
Jaspreet Hodgson	Commoner	4 years, expiring July 2027
Deputy Charles Edward Lord <sup>7</sup>	Commoner	4 years, expiring July 2026
Dr Stephanie K Ellington	Co-Opted	4 years expiring July 2024
Elizabeth Phillips	Co-Opted	4 years expiring July 2024
Mark James	Co-Opted	4 years expiring July 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
Nana Owusu-Ansah	Co-Opted	4 years expiring July 2026
Tanya Seghatchian	Co-Opted	4 years, expiring July 2027
Peter Bennett	Co-opted	4 years, expiring July 2027

<sup>7</sup> Subject to satisfactory completion of appointment procedures

## City of London Freemen's School<sup>8</sup>

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Alderman Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	(term subject to Chairmanship of CLS)
Alderman Robert Howard (Ex-Officio)	Ex Officio (Acting Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
Alderman Christopher Makin	Alderman	2 years expiring July 2024
Deputy Philip Woodhouse (Chairman)	Commoner	4 years expiring July 2026
Graham Packham	Commoner	4 years expiring July 2024
Michael Hudson	Commoner	4 years expiring July 2026
Jamel Banda (Deputy Chairman)	Commoner	4 years expiring July 2026
John Foley	Commoner	4 years expiring July 2026
Roy Anklesaria	Co-opted	3 years expiring July 2025
Clare Verga	Co-opted	3 years expiring July 2025
Nicholas Goddard <sup>9</sup>	Co-opted	1 year expiring July 2023
Andrew McMillan <sup>10</sup>	Co-opted	4 years expiring July 2023
Cllr Chris Townsend <sup>11</sup>	Co-opted	4 years expiring July 2023
Lady Gillian Yarrow <sup>12</sup>	Co-opted	4 years expiring July 2023

<sup>8</sup> Vacancies for two members of the Court of Common Council.

<sup>9</sup> For reappointment in Autumn Term 2023 (meeting 8 December 2023)

<sup>10</sup> For reappointment in Autumn Term 2023

<sup>11</sup> For reappointment in Autumn Term 2023

<sup>12</sup> For reappointment in Autumn Term 2023

## City Junior School

*Composition: up to 11 Governors:*

1. *Two ex-officio (Chairs of CLS and CLSG)*
2. *Up to four City Councillors/Aldermen:*
  - a. *Up to two CLS governors who are CCs/Aldermen*
  - b. *Up to two CLSG governors who are CCs/Aldermen*
3. *Up to 2 co-opted non-City Councillors/Aldermen*
  - a. *One from CLS*
  - b. *One from CLSG*
4. *Up to three additional members with experience relevant to the Board*

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Alderman Robert Howard	1	Term subject to Chair of CLSG
Tim Levene	1	Term subject to Chair of CLS
Deputy Keith Bottomley	2a	Term expires 31 July 2026
Deputy James Thomson	2a	Term expires 31 July 2026
Anett Rideg (Chair)	2b	Term expires 31 July 2027
Deputy Shravan Joshi	2b	Term expires 31 July 2026
Rosie Gill	3a	Term expires 31 July 2026
Mark James (Deputy Chair)	3b	Term expires 31 July 2026
Elizabeth Phillips	4	Term expires 31 July 2026
Catherine Gibaud KC	4	Term expires 31 July 2026
Her Honour Judge Anuja Dhir	4	Term expires 31 July 2027

**Governing Body Membership for the City of London Corporations Maintained School**

<b>Membership</b>	<b>Initials</b>	<b>Appointed by</b>	<b>Term of office</b>
Mr Anwar Akhtar	AAk	The Portal Trust	Four years expiring 28 April 2025
Ms Alex Allan	AA / HT	Ex-officio	While headteacher at The Aldgate School
Ms Jacqueline Greenlees	JG	The Portal Trust	Second four year term expiring 6 September 2025
The Rev'd Laura Jørgensen	LJ	Ex Officio	While Rector of St Botolph's Church
Ms Farah Lavin	FL	Teaching Staff Governor	Four years expiring 17 October 2024 or during term of employment at the school if this ends earlier.
Mr Robert Moye	RM	The Portal Trust	Four years expiring 21 April 2026.
Ms Temi Omooba	TO	LDBS	Four years expiring 21 March 2027
Mr Joe Tilley	MP / chair	St Botolph's Aldgate	Four year term expiring 21 July 2027
Mr Mohibur Rahman	MR	Parent Governor	Four years expiring 23 March 2026
Ms Beverley Ryan	BR	Deanery	Four years expiring June 2026
Mr Jonathan Webb	JW	Co-opted Governor	Four years expiring 4 Dec 2023
Ms Marianne Fredericks	MF	The Portal Trust	Four years expiring 13 July 2027
Mr John Fletcher	JF	Local authority	Four years expiring 12 September 2027

This page is intentionally left blank

# Agenda Item 7

<b>Committee(s):</b> Education Board	<b>Dated:</b> 07/12/2023
<b>Subject:</b> Revenue Budgets 2024/25	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3,7,8
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>Report of:</b> Director of Community & Children's Services and the Chamberlain	<b>For Decision</b>

## Summary

This report is the annual submission of the revenue budgets overseen by your Committee. It seeks approval to the provisional revenue budget for 2024/25, for subsequent submission to the Finance Committee. The proposed budget for 2024/25 has been prepared within the resource envelope allocated to each Director by Resource Allocation Sub Committee.

The provisional nature of the revenue budgets particularly recognises that further revisions may arise from the necessary realignment of funds resulting from decisions at Policy & Resources Committee.

<b>Table 1 Summary</b>	<b>Original Budget 2023/24</b>	<b>Latest Approved Budget 2023/24</b>	<b>Original Budget 2024/25</b>	<b>Movement Original 2023/24 to Original Budget 2024/25</b>
	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
Local Risk	(814)	(821)	(863)	(49)
Central Risk	(2,226)	(2,226)	(2,226)	-
Support Services	(2)	(2)	(2)	-
<b>Total Net Expenditure</b>	<b>(3,042)</b>	<b>(3,049)</b>	<b>(3,091)</b>	<b>(49)</b>

Overall, the 2024/25 provisional revenue budget totals £3.091m, an increase of £49,000 when compared with the Original Budget for 2023/24. The main reasons for this increase are:

- 2024/25 local risk budgets include a 3% inflation uplift amounting to £25,000;
- 2024/25 local risk budget was increased by £24,000 in relation to the July 23 pay award.

## Recommendations

Members are asked to:

- Review the provisional 2024/25 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;
- Authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to Academies and Central Support Services;
- Agree that minor amendments for 2023/24 and 2024/25 budgets arising during budget setting be delegated to the Chamberlain.

## Main Report

### Introduction

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition, it will be responsible for the City Corporation's role as an academy sponsor.
2. This report sets out the proposed revenue budgets for 2024/25. The revenue budget management arrangements are to:
  - Provide a clear distinction between local risk and central risk.
  - Place responsibility for budgetary control on departmental Chief Officers
  - Apply a cash limit policy to Chief Officers' budgets
3. The budget has been analysed by service expenditure and compared with the latest approved budget for the current year.
4. The report also compares the current year's budget with the forecast outturn.

### Strategic Objectives

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

#### Education

- Deliver a changed focus and approach to developing skills, knowledge and competencies based on harnessing talent and developing skills for 21st Century success.
- Deliver academic excellence in teaching and learning to improve academic attainment and progress.



- Drive equality of opportunity through a proactive approach to promoting social mobility and inclusion, as well as good health and wellbeing.
- Deliver a comprehensive strategy for skills and careers development in the Family of Schools.
- Provide a high quality cultural and creative offer for all pupils from early years to post-16, delivering sustained education in and through the arts and culture.

### Skills

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

### Cultural and Creative Learning

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

### **Proposed Revenue Budget for 2024/25**

7. The proposed Revenue Budget for 2024/25 is shown in Table 2 analysed between:
  - Local Risk budgets – these are budgets deemed to be largely within the Chief Officer’s control.
  - Central Risk budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budget/s of a corporate nature (e.g., interest on balances and rent incomes from investment properties).
  - Support Services– these cover budgets for services provided by one activity to another. The control of these costs is exercised at the point where the expenditure or income first arises as local or central risk.

8. The provisional 2024/25 budgets, under the control of the Director of Community & Children's Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2 COMMUNITY & CHILDREN'S SERVICES SUMMARY – CITY'S CASH						
Analysis of Service Expenditure	Local or Central Risk	Actual	Original	Original	Movement	Para Ref
		2022-23 £'000	Budget 2023-24 £'000	Budget 2024-25 £'000	2023-24 to 2024-25 £'000	
<b>EXPENDITURE</b>						
Employees	L	(448)	(424)	(415)	9	9
Employees	C	(185)*	-	-	-	
Premises Related Expenses	L	(3)				
Supplies and Services	L	(379)	(390)	(448)	(58)	
Fees and Services	C	-	-	-	-	
City Premium Grants	C	(1,414)	(1,458)	(1,458)	-	
Partnership Project Grants	C	(384)	(384)	(384)	-	
Strategic Project Grants	C	(384)	(384)	(384)	-	
Supplementary Revenue Project	C	14	-	-	-	
<b>INCOME</b>						
Other Contributions	L	2	-	-	-	
<b>SUPPORT SERVICES</b>						
Central Support Services		-	(2)	(2)	-	
<b>TOTAL NET EXPENDITURE</b>		<b>(3,181)</b>	<b>(3,042)</b>	<b>(3,091)</b>	<b>(49)</b>	

\* The 2022/23 actual included a £105,000 adjustment for costs relating to the flexible retirement pension strain costs, a £81,000 adjustment in relation to redundancy costs.

9. Increase of £58,000 in relation to Supplies and Services is largely due to two maternity leaves continue into 2024/25 with one of the posts having been covered at additional cost.

### Revenue Budget 2023/24

10. The forecast outturn for the current year is on budget when compared with the Latest Approved Budget of £3.049m. **Appendix 1** shows the movement between the Original Budget 2023/24 and the Latest Approved Budget 2023/24.

## Draft Capital and Supplementary Revenue Budgets

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

Project	Exp. Pre 01/04/23 £'000	2023/24 £'000	2024/25 £'000	2025/26 £'000	Later Years £'000	Total £'000
<b>Authority to start work</b>						
City of London Academy Islington New Build (Richard Cloudesley School)	(23,015)	(208)	-	-	-	(23,223)
<b>TOTAL EDUCATION BOARD</b>	<b>(23,015)</b>	<b>(208)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(23,223)</b>

2. This project has created an asset owned by the City of London Academy Islington.
3. The latest Capital and Supplementary Revenue Project forecast expenditure on approved schemes will be presented to the Court of Common Council for formal approval in March 2024.

### Appendices

- Appendix 1 – Movement between 2023/24 Original Budget and 2023/24 Latest Approved Budget

**Mark Jarvis**  
Chamberlain’s Department  
E: [Mark.Jarvis@cityoflondon.gov.uk](mailto:Mark.Jarvis@cityoflondon.gov.uk)

**Beatrix Jako**  
Chamberlain’s Department  
E: [Beatrix.Jako@cityoflondon.gov.uk](mailto:Beatrix.Jako@cityoflondon.gov.uk)

**Appendix 1: Movement between 2023/24 Original Book Budget and 2023/24 Latest Approved Budget**

	<b>£'000</b>
Original Budget 2023/24	(3,042)
Increase in Local Risk budget due to winter payment consolidated into the base pay for all employees from July 2023	(7)
<b>Latest Approved Budget</b>	<b>(3,049)</b>

# Agenda Item 8

<b>Committee(s):</b> Education Board – For Information	<b>Dated:</b> 7 December 2023
<b>Subject:</b> The City Educational Trust Fund (290840) Management Update	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly insofar as they are solely in the best interests of each charity to support?</b>	3, 8, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>No</b>
<b>If so, how much?</b>	<b>n/a</b>
<b>What is the source of Funding?</b>	<b>CETF unrestricted income funds</b>
<b>Has this Funding Source been agreed with the BHE &amp; Charities Finance Team (representing The Chamberlain’s)</b>	<b>Yes</b>
<b>Report of:</b> David Farnsworth, Managing Director of Bridge House Estate	<b>For Information</b>
<b>Report Author:</b> Veronica Pearce, Central Grants Unit	

## Summary

The City of London Corporation is the sole corporate trustee of the City Educational Trust Fund (“CETF”) (290840) which operates to further education for the public benefit.

At the Education Board in July 2021 Members agreed to Corporate Charities Review Recommendations that the CETF’s funds would be spent out on a high impact grant programme over a 3–5-year period and then be closed.

This paper details an update from A New Direction for the CETF. Following the decision to award A New Direction £650,000 across 14 months to deliver a pilot phase to build a cultural arts programme within London’s primary schools to enhance the teaching and education of cultural arts.

## Recommendation(s)

Members are asked, acting collectively for the City of London Corporation as Trustee of the City Educational Trust Fund (“CETF”) (290840) and, in relation to each decision, being satisfied that it is in the best interests of the charity concerned, to:

1. Note the updates of the pilot work from A New Direction.

## Main Report

### Background

1. As part of the Corporate Charities Review (CC Review) – as decided in July 2019 – the City Educational Trust (290840) (“CETF”) which operates to further particular educational purposes for the public benefit has undergone a review with a view to ensuring that the charity operates effectively and impactfully.
2. The City of London Corporation is the sole corporate Trustee of this charity and have in considering options for the charity’s good administration have resolved to develop proposals with a view to spending out the charity’s funds and closing the charity. This report sets out an update of the work-to-date with the decision to take a strategic funding approach, utilising the previously awarded development for Member information.

### The Charity

3. The charitable purposes of the CETF for the public benefit are:
  1. *for the advancement of the objects of The City University constituted by Royal Charter granted on 23 May, 1966, or any of such objects, or for other educational purposes connected with, or related to, the said university;*
  2. *without prejudice to the generality of the foregoing paragraph, for the advancement of education in science and technology, business management and commerce by the promotion of research, study, teaching and training in and of such subjects, or any of them, or, without prejudice to the generality of the foregoing, for the advancement of the study and teaching of biology and ecology, or for the advancement of research, study and teaching in and of the cultural arts.*

### Current Position

4. A New Direction was awarded a £650,000 grant from the CETF across 14 months in April 2023 to deliver a pilot phase to build a cultural arts programme across London’s primary schools.
5. This work will enhance the teaching and education of cultural arts, meeting the CETF’s charitable objects - namely, for the public benefit to advance research, study and teaching in and of the cultural arts by creating a well-designed and thought-out project that will enable exposure and experience to a varying range of arts opportunities for teachers and students.

## Proposals

### City Educational Trust Fund

6. Anticipated funds available for distribution by this charity remain in line with the forecast in October 2023. Available distribution is expected to sit at £3.8m before the date of the charity's closure once all funds are expended, noting that this is based on an assumption of nil gains or losses on investments held and may therefore be subject to revision depending on future investment performance.
7. Since the meeting of the Education Board in April 2023, in which the grant was awarded to A New Direction, work started with a research and development phase to develop programme proposals. Consultation has taken place with teachers to ensure interest and uptake during delivery, this will continue throughout the pilot phase.
8. Development costs sat at 7%, proportionate with sector averages for a project of this size, scale and innovation. Development activities further the CETF's purposes enabling full scale delivery.
9. Development of the governance and advisory element of the programme is underway following recommendations made during the research and development phase, this will include creation of a governance board and an advisory team to guide full-scale delivery. This aspect of delivery will ensure the objects of the CETF continue to be met and sit in accordance with a valued and considered offering throughout the programme's lifespan as well as enabling adaptivity.
10. The varying strands of programme delivery are at different stages of development – a full update of the work-to-date is provided in **Appendix 1**.
11. A New Direction has been in regular communication with Officers from the Central Grants Team, updating on delivery and ensuring the work remains in line with the CETF's objects and the grant agreement.
12. This phase is providing the building blocks for A New Direction to come back to the CETF in April 2024 with a fully constructed project plan for delivery across a further three academic years. A New Direction will provide a report on the results of the pilot work to-date.
13. This project will meet the objects of the CETF - for the public benefit for the advancement of research, study and teaching in and of the cultural arts - providing both primary school teachers and children with an opportunity to develop their study of and in the cultural arts, empowering teachers to develop and deliver a creative curriculum that enhances educational opportunities.
14. The full-length project will be completed in 2027/28 enabling the CETF to be closed once all monies have been spent in accordance with the previous decisions taken by the Trustee.

## **Conclusion**

15. This report is providing an update for Members as to the work-to-date of A New Direction's grant.

## **Appendices**

- Appendix 1 – A New Direction Primary Schools Programme Pilot Update

## **Background Papers**

- Report and Minute of the Community and Children's Services Committee, 9 February 2018.
- Report and Minute of the Education Board, 8 March 2018.
- Report and Minute of the Education Board, 1 July 2021.
- Report and Minute of the Education Board, 24 June 2022.
- Report and Minute of the Education Board, 20 October 2022.
- Report and Minute of the Education Board, 6 February 2023.
- Report and Minute of the Education Board, 24 April 2023.
- Report and Minute of the Education Board, 17 October 2023.

## **Veronica Pearce**

Funding Manager Central Grants Unit

E: [veronica.pearce@cityoflondon.gov.uk](mailto:veronica.pearce@cityoflondon.gov.uk)





This page is intentionally left blank

# Primary Schools Programme Pilot Update to CETF: November 2023

A New Direction is pleased to provide an update to CETF on progress with the pilot of our primary schools programme. For a detailed description of the programme please see page 3.

## Initial Research and Development

Our planning of the programme has been informed by an initial phase of research and development undertaken in the summer term 2023. During this phase, we developed a Theory of Change for the programme as a whole, and commissioned three freelance researchers to undertake R&D, looking at the following areas of the programme as outlined in our proposal:

- Teacher advisory and governance structures
- Leadership programme and masterclasses
- Touring and Go & See

The individuals that undertook this work have significant relevant experience.

- Sarah B Davies: school governor for several years, practicing artist delivering workshops in schools (advisory and governance)
- Hannah Joyce: primary school teacher (leadership/ masterclasses)
- Greg Klerkx: arts producer with significant touring experience working in and with schools, supports Paul Hamlyn Teacher Development Fund (touring/ go & see).

The team worked up proposals for approaches to each strand of the programme based on their personal expertise and on conversations with teachers. Their reports and proposals included feedback from teachers which were valuable in developing our final approach. Further development has been undertaken by the AND team based on the initial R&D, and these proposals have been road tested with primary teachers who have worked with the organisation in the past, as well as with two headteachers, one of whom is also an Ofsted inspector.

## Next steps around consultation and codesign

Our aim is to continue to consult with schools as we move through delivery of the pilot programme. This will involve:

- Evaluation of all programme strands
- A listening project enabling us to reflect on and interrogate our internal process and implementation, in order to continually improve
- The development of governance and advisory groups to hold us to account and to codesign the next iteration of the programme.

## Governance and advisory

We are working with Paul Jackson, a highly experienced primary headteacher, accredited Ofsted inspector and Local Leader of Education, to take forward the recommendations made during R&D around governance and

advisory groups. He will advise on the creation of a governance board (final name TBC) led by an educationalist who will also be part of/report to A New Direction's Board of Trustees. The governance board is likely to include headteachers from SEND and mainstream primaries, school improvement specialists, arts specialist organisations, and school-adjacent structures (cultural education partnerships, Music Education Hubs etc).

Alongside this Paul will work with us to develop an advisory team to shape and codesign the next iteration of the programme as we move towards full-scale delivery. This group is likely to include teachers participating in the pilot of the leadership programme and touring strand, as well as teachers who have not worked with A New Direction before. This group will be instrumental in our decision making around future programme content, themes, promotion and wider sharing.

### PROGRAMME UPDATE

As set out in our proposal to CETF, the programme comprises several strands, each of which are at a different stage of development, as summarised below:

- **Leadership Programme:** partnership established with UCL Institute of Education who will codeliver the programme from Jan 24. Programme content and requirements set. Applications close on 17 November, after which participants will be selected and confirmed onto the programme.
- **Touring:** experienced producer Liz Bate is working with us to produce the programme. We received 28 high quality applications to codeliver the programme from the cultural sector, of which five will be selected by 17 November. We have also recruited an SEND adviser to ensure the entire touring offer is fully accessible. The programme will be launched in January 2024.
- **Masterclasses:** we are agreeing final details on a partnership with the Centre for Literacy in Primary Education to codeliver 4 full-day masterclasses focused on issues in reader development (poetry, using texts, visual literacy, reading for pleasure). Launch Jan 24.
- **Go & See/ Come & Try (teachers and pupils):** experienced producer (and former arts college manager) Shermaine Slocombe is producing this programme, including tickets for pupils, tickets for teachers, and practical activities for teachers. Launching Jan 24.

### PLANNING FOR LONG-TERM IMPACT

Alongside the programme itself, we have been working to develop the following:

- **Evaluation plan & frameworks:** rolling out evaluation and monitoring to measure impact and success of the programme.
- **Listening project:** reflecting on our internal processes that drive success in the programme.
- **Comms:** developing a visual identity for the programme that sits within AND's brand identity and is appealing to primary schools. Establishing a communications strategy and plan to ensure successful recruitment of schools into the pilot.

As we progress into delivery of the pilot we will be using evaluation findings, listening feedback, consultation with schools through our advisory work to establish plans to ensure impact beyond the delivery timeframe for the programme.

## PROGRAMME OFFER

The pilot programme presents a menu of opportunities for primary settings (including SEND) across London, from Reception (EYFS) to Year 6 (end of KS2). Schools can choose to be part of as much of the offer as they like.

### Cultural Education Leadership Programme

- Delivered in partnership with UCL Institute of Education
- 6 month commitment (Jan – Jul)
- 6 days out of school for taught sessions (including visit to one cultural organisation and one school)
- 6 days of additional project work
- £1,500 per school contribution towards staff cover
- Supporting materials (including one text book) included

### In-Schools Touring Programme

- In-school 'show' for one year group (irrespective of size of cohort)
- In-class workshop for every class that experiences the 'show'
- Optional whole-school staff CPD session in advance (twilight)
- Promotional resources (eg flyer for parents)
- In-class preparation activity
- Box of creative materials to support in-class activity
- Teacher resources for further learning
- Box of books to support further learning
- SEND specialist support to all touring organisations to ensure the offer is as accessible as possible

### Masterclasses Programme

- Four full-day INSET sessions focussed on reader development:
  - Planning creatively using texts
  - Visual literacy
  - Fostering a culture of reading for pleasure
  - Poetry
- Each session will comprise:
  - Expert input (e.g. from writers, illustrators, educators)
  - Workshop element to explore best practice
  - Next steps session to plan for the classroom
  - Teacher resources to take away
  - Relevant books to take away

### Go & See/ Come & Try

- Ticket offer for pupils – central London and local venues
- Ticket offer for staff – central London and local venues
- Taster activities for staff – hands on, creative and supporting wellbeing.

This page is intentionally left blank

<b>Committee(s):</b> Education Board	<b>Dated:</b> 07 December 2023
<b>Subject:</b> City Premium Grant: Education, Cultural & Creative Learning, and Skills Strategies 2024-2028	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	2,3,8 &10
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>N/A</b>
<b>What is the source of Funding?</b>	<b>N/A</b>
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>N/A</b>
<b>Report of:</b> Director of Community & Children's Service	<b>For Decision</b>
<b>Report author:</b> Torri Stewart, Lead Strategy & Impact Manager	

## Summary

This report provides Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2022/23 academic year. The report:

- Presents key statistics across the 78 CPG funded projects that ran in 2022/23
- Highlights the most popular themes and areas of focus across projects
- Shares highlights from a selection of projects
- Notes observations on the new process’s first year of operation
- Highlights key learnings

## Recommendation(s)

Members are asked to:

- Note the findings shared in this report.
- Confirm the previous suggestion that schools may submit bids for projects lasting up to three years.

## Main Report

### Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23). The City Corporation is committed to deliver a tripartite of strategies focused on education and learning. These strategies share a common vision: “To prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.”
2. The City Premium Grant is an annual grant that provides financial support to the City of London Family of Schools, towards programmes and activities which will deliver the aims of the strategies.

3. As a basic principle, the City Premium Grant is provided to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing.
4. The City Premium Grant is divided into three separate funding streams: (1) **City Premium Grant: Disadvantaged Pupils Grant**; (2) **City Premium Grant: Partnerships Grant**; (3) **City Premium Grant: Strategic Grant**.
5. The Strategic Grant required bids to align with at least one of four strategic themes. For the 2022/23 academic year, these themes were:
  - Mental Health & Wellbeing
  - Oracy
  - Youth Voice
  - Parental Engagement
6. In the 2022/23 academic year, the bidding and evaluation process for all CPG projects was transitioned to a new online impact measurement platform called ImpactEd. This system was introduced to allow for more detailed impact data collection than in previous years, and to allow project leads across the Family of Schools to outline, monitor, and evaluate the impact of projects on specific groups of pupils and/or programmes.
7. For the academic year 2022/23, the City Premium Grant envelope was £2,182,000. Of this total, the Disadvantaged Pupils Grant accounted for £1,414,000, and the Partnerships Grant and Strategic Grant each accounted for £384,000.

## Current Position

8. The Education Strategy Unit (ESU) reports that 78 projects ran across the Family of Schools during the course of the 2022/23 academic year. In total, bids for these projects requested £2,162,293 of funding. Combined with the payments made to each school to cover their ImpactEd license fee, this resulted in all funding being fully utilised. Details of awards made to schools can be found in **Appendix One**. Summaries of the projects are available in **Appendix Two**.
9. The 78 projects were distributed across the three strategies as follows:
  - 62 projects (79%) aligned with outcomes in the Education Strategy
  - 10 projects (13%) aligned with outcomes in the Cultural & Creative Learning Strategy
  - 6 projects (8%) aligned with outcomes in the Skills Strategy
10. The projects were distributed across the three funding streams as follows:
  - 49 projects (63%) were funded by the Disadvantaged Pupils Grant.
  - 16 projects (20%) were funded by the Partnerships Grant.
  - 13 projects (17%) were funded by the Strategic Grant.

Within the Strategic Grant specifically, projects were distributed across the four designated themes as follows:

- 7 projects - Mental Health & Wellbeing
- 4 projects - Oracy
- 2 projects - Youth Voice
- 0 projects - Parental Engagement



Together, projects funded by the Partnerships Grant and the Strategic Grant resulted in the creation of 29 unique project partnerships across the Family of Schools. Nine of these partnerships were led by independent schools, and the remaining 20 led by non-independent schools. Every project involved at least one non-independent school.

11. 83% of projects targeted secondary-age learners and accounted for 85% of total spend, whilst 17% of projects targeted primary-age learners and accounted for 15% of total spend.
12. At the time of writing, the majority of schools had submitted evaluations for their projects. Two schools however did miss the submission deadline for final evaluations and in these two cases only minimal information was available at the time of writing.
13. Analysis of the project evaluations submitted has offered the ESU valuable insight, and highlighted common objectives and motivations from schools and teachers across the family of schools. Across the projects, some broad areas of focus emerged. These areas were, (in descending order of frequency):
  - Enrichment, (22 projects)
  - Attainment, (17 projects)
  - Skills development, (10 projects)
  - Future pathways, (10 projects)
  - Pastoral care, (9 projects)
  - Behaviour, (5 projects)
  - Continued Professional Development (CPD), (3 projects)
  - Rewards, (2 projects)
14. This suggests the majority of teachers were keen to boost attainment, create enriching experiences and build skills and employability – a strong reflection of the areas of focus central to the education strategies.
15. Positive results were reported for projects across all areas, and as has been the case historically, projects took a wide variety of different forms. Feedback from teachers combined with data from ImpactEd suggests the CPG continues to enable the Family of Schools to uniquely extend and enrich education experiences for learners of all ages. Some highlights include:
  - *'EAL Flash Academy', Galleywall*: Designed to support primary learners who are new to English or have English as a second language, to learn social and curriculum vocabulary, grammar, phonics, and handwriting. The project saw improvements in oracy confidence, written communication and school engagement.
  - *'Boxing Therapy', City of London Academy Highgate Hill*: Aimed to reduce the number of exclusions and negative peer interactions through pioneering boxing-based therapy. The pastoral team noted that this initiative had a notable impact on reducing student anxiety and improved motivation and wellbeing.
  - *'Enrichment', The City Academy Hackney*: Funding made additional enrichment opportunities available to students, including music tuition, an Outward Bound residential, Duke of Edinburgh Scheme, additional studies and female empowerment sessions. The project resulted in 50 music scholars in year 8 continuing to play an instrument, all year 12s successfully achieving the Bronze Duke of Edinburgh qualification, and Outward Bound participants reporting positive

impact on their confidence, resilience and leadership skills.

- *'Ivy League Programme - US SAT Preparation', Newham Collegiate Sixth Form:* Bespoke SAT support was provided for students applying to Ivy League and other competitive U.S. universities. As a result, 9 students applied to US universities, with 2 students receiving offers to Stanford and NYU, whilst one was waitlisted for Princeton.
- *'KS4 Pre-Apprenticeship Academy', City of London Academies Trust CoLAT:* Secondary learners most at risk of, or who are going through the process of permanent exclusion received additional support with the primary aim of reducing permanent exclusions in KS4 across CoLAT. The project has seen an improvement in attendance and all year 11 students applying for post-16 qualifications.
- *'DebateMate', Redriff:* Learners and teachers engaged in a 17-week programme developing debating and oracy skills, as well as their critical thinking and confidence. Following the project, Redriff pupils took part in two debates in the Urban Debate League 2, winning one of them. Additionally, two Redriff pupils won Best Speaker awards at the City Schools Debating Day, and successfully reached the finals.

16. Projects covered many different areas of interest, but the clearest single theme that emerged relating to desired outcomes, especially within 'Pastoral Care', 'Enrichment', 'Behaviour' and 'Rewards', was a desire for projects to positively impact the mental health and wellbeing of learners and teachers.

17. This was reflected in the types of impact measures teachers chose to assign to their projects. Across the 78 projects, 30 different impact measures were assigned. The impact measures assigned most frequently related to the following areas:

- Wellbeing
- Motivation
- Oracy
- Growth Mindset & Openness

18. The ESU's partners at ImpactEd have further analysed themes and outcomes that have emerged across the Family of Schools through a number of projects, and this information is available in **Appendix 3**.

19. It is important to note that delays with initial onboarding for schools meant that the vast majority of projects funded by the Disadvantaged Pupils Grant had to be added to the platform retrospectively. As a result, detailed statistical data is not available for all projects that fell within the 2022/23 academic year. Where this is the case, outcomes have been drawn from evaluation statements written by teachers.

20. With all schools now onboarded and trained to use ImpactEd, this situation will improve significantly moving forward. All projects for the 2023/24 academic year have been submitted in advance via ImpactEd, with impact measures assigned to every project. This will result in a far richer data set being available for consideration at the next annual review.

21. The 2022/23 academic year was the first year that the ESU partnered with ImpactEd to manage bid submissions and project evaluations across all schools. A number of positive observations have been made including.

- As planned, the ImpactEd platform has started to provide the ESU with more detailed outcome data which will enrich our understanding of the impact CPG funding is having on learners
- Having the live status of all projects accessible in a single location gives the ESU an entirely new way to monitor projects in real time.
- Teachers value the fact that ImpactEd helps them more closely consider the objectives of proposed projects, and offers more ways to measure their impact.
- Teachers have reported that despite challenges around initial onboarding the platform itself is easy to use, and when used effectively, helps demonstrate if a project delivered what was expected

22. Whilst establishing the new processes and ways of working, the ESU, ImpactEd and the schools did however face many challenges. Following several reflection sessions, a number of key learnings were noted across the process. The key learnings were:

- i. Every effort must be made to minimise the admin overhead associated with data collection. This is the biggest single challenge for teachers.
- ii. Support for schools to select the most useful impact measures is vital.
- iii. A simpler, streamlined version of the evaluation process should be available for small-scale projects that are either very short or very low cost.
- iv. Data collection surveys must be suitable for the participants completing them (e.g. learners for whom English is an additional language).
- v. Collecting end of project data from school leavers is often not possible and must be better considered in relevant projects.
- vi. Re-visiting guidelines around funding for staff costs may address a significant barrier for many schools looking to run projects.
- vii. Where schools employ staff who are dedicated to managing additionality, they are able to utilise CPG funding and manage the project tracking process far more effectively.
- viii. Schools and Members have collectively shared their desire to allow bids for projects that last more than a year.

23. Based on these learnings, improvements to many processes are either being developed or are already in place. Most notably, in relation to point (vii) above, based on Member approval at October's committee meeting, the City of London Academies Trust (CoLAT) is in the process of recruiting a Partnerships Co-Ordinator to assist academies with bid submissions and project monitoring.

24. To continually improve project data, the ESU will maintain an ongoing dialogue with schools and ImpactEd, and constantly refine processes as needed. This will improve the quality of insights developed by all parties, and help schools to constantly maximise the value of the funding they receive.

## **Options**

N/A

## **Proposals**

25. With respect to point (viii) in paragraph 22, which has been discussed previously by the Education Board, it is clear there is an appetite from schools and Members to allow projects to run for more than one year. As has been previously noted this would give schools the ability to set long-term plans in place, help them make iterative improvements to projects, and avoid time-waste when re-bidding for projects each year. Additionally, the introduction of long-term projects would provide richer longitudinal data, allowing a better

understanding of the impact of funding over longer periods of time. Given this, Members are asked to:

- Approve that schools may propose projects lasting up to three years, with awards for such projects transferred in instalments annually.

## **Corporate & Strategic Implications**

26. City Premium Grant funding is the main way in which the Education Board supports its sponsored academies to deliver the outcomes outlined in the Education Strategy. In particular, the grants support 'additionality' which enables academies to deliver projects and activities which are supplementary to the everyday teaching and learning funded by the academies' core budgets, instead focusing on holistic education, cultural and creative learning and skills development linked to the world of work.

## **Conclusion**

27. This report has provided Members with a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2022/23 academic year. It highlights key information relating to project distribution, and highlights key themes, outcomes and learnings which can be taken from this first year of activity. Projects appear to have delivered positive impact on the whole, and it is clear that the new level of understanding around project performance will quickly start to help schools maximise the value of the funding they receive.

## **Appendices**

- Appendix One: City Premium Grant 2022/23 - Allocations to the Family of Schools
- Appendix Two: City Premium Grant 2022/23 - Projects Overview
- Appendix Three: ImpactEd

## **Torri Stewart**

Lead Strategy & Impact Manager

T: 07935 514 463

E: [torriano.stewart@cityoflondon.gov.uk](mailto:torriano.stewart@cityoflondon.gov.uk)

**Appendix One:  
City Premium Grant 2022/23 - Allocations to the Family of Schools**

RECIPIENT	GRANT TYPE	AMOUNT
City of London Academy Southwark	Disadvantaged Pupils	£233,139.00
City of London Academy Highbury Grove	Disadvantaged Pupils	£215,642.00
City of London Academy Highgate Hill	Disadvantaged Pupils	£150,000.00
City of London Academy Islington	Disadvantaged Pupils	£187,500.00
City of London Academy Shoreditch Park	Disadvantaged Pupils	£129,185.00
City of London Primary Academy Islington	Disadvantaged Pupils	£30,000.00
Galleywall Primary School	Disadvantaged Pupils	£54,058.00
Newham Collegiate Sixth Form Centre	Disadvantaged Pupils	£112,500.00
Redriff Educational Trust	Disadvantaged Pupils	£74,250.00
The City Academy Hackney	Disadvantaged Pupils	£209,500.00
CoLAT	Disadvantaged Pupils	£18,226.00
		<b>£1,414,000.00</b>
CoLAT	Strategic	£120,000.00
City of London Academy Southwark	Strategic	£81,902.00
City of London Primary Academy Islington	Strategic	£26,500.00
Galleywall Primary School	Strategic	£3,270.00
Redriff Educational Trust	Strategic	£114,056.00
City of London School	Strategic	£8,275.00
City of London School for Girls	Strategic	£8,025.00
CoLAT	Strategic	£21,972.00
		<b>£384,000.00</b>
CoLAT	Partnerships	£12,900.00
CoLAT	Partnerships	£40,000.00
City of London Academy Highbury Grove	Partnerships	£204,300.00
City of London Academy Highgate Hill	Partnerships	£28,000.00
Galleywall Primary School	Partnerships	£2,000.00
City of London School	Partnerships	£2,975.00

City of London School for Girls	Partnerships	£10,961.00
Freemans	Partnerships	£14,299.00
Virtual School	Partnerships	£29,400.00
CoLAT	Partnerships	£19,165.00
Galleywall	Partnerships	£20,000.00
		<b>£384,000.00</b>

## Appendix Two: City Premium Grant 2022/23 - Allocations to the Family of Schools

**KEY:**

<span style="background-color: #008000; color: white; padding: 2px;">XXXXXX</span> Strong positive (measured data)	<span style="background-color: #008000; color: white; padding: 2px;">XXXXXX</span> Strong positive (teacher feedback)
<span style="background-color: #90EE90; color: black; padding: 2px;">XXXXXX</span> Moderate positive (measured data)	<span style="background-color: #90EE90; color: black; padding: 2px;">XXXXXX</span> Moderate positive (teacher feedback)
<span style="background-color: #FFA500; color: black; padding: 2px;">XXXXXX</span> Moderate negative (measured data)	<span style="background-color: #FFA500; color: black; padding: 2px;">XXXXXX</span> Moderate negative (teacher feedback)
<span style="background-color: #FF4500; color: white; padding: 2px;">XXXXXX</span> Strong negative (measured data)	<span style="background-color: #FF4500; color: white; padding: 2px;">XXXXXX</span> Strong negative (teacher feedback)

PROJECT TITLE	BUDGETING SCHOOL	STRATEGY STRAND	REMINDER SUMMARY	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Attendance Rewards	Highgate Hill	Education	Create a culture of reward and praise to promote excellent attendance and reduce persistent absence figures across all year groups.	Attendance	Pupil morale		
Boxing Enrichment	Highgate Hill	Education	Develop physical well-being, confidence, resilience and discipline through learning the sport of boxing.	Behaviour	High student uptake	Availability of space and support staff presented challenges	
COLAHH Boxing Therapy	Highgate Hill	Education	Reduce the number of exclusions and negative peer interactions through pioneering boxing-based therapy.	Lower student anxiety	Motivation	Wellbeing	Availability of support staff presented challenges
Debate Mate	Highgate Hill	Education	Help learners build their debating skills and give them the opportunity to attend Debate Mate competitions across London.	Critical Thinking	Openness	Oracy	Oracy Confidence
Reading Incentive programme	Highgate Hill	Education	To develop and enhance the 'reading for pleasure ethos', making reading meaningful, enjoyable and expanding the 'real readers' culture already embedded at COLAHH.	Confidence in reading	Listening, reading & writing skills		
Green House	Highgate Hill	Education	Students develop their physical wellbeing and are mentored and encouraged to engage positively with education through the sport of basketball. The programme also helps serious athletes develop their awareness of pathways into local Basketball clubs.	Anxiety	Growth mindset	Motivation	
Early Intervention - One to One	Highgate Hill	Education	Provide one to one support for students who are at risk of not meeting their targets in Maths and English	English Language	Maths	High absence for Maths 1-1	
GCSE revision Residential (Boarding School)	Highgate Hill	Education	Support key marginal and disadvantaged students by taking them on a residential for 10 days to provide a structured study environment during the GCSE period.	English Language	Maths		
Instrumental Programme	Shoreditch Park	Cultural & Creative Learning	Promote the school's creative agenda by providing instrumental tuition for 405 music students.	Creativity	Wellbeing		
Intervention Tutors	Shoreditch Park	Education	Ensure that all students meet their target grades and pass their English and Maths GCSE examinations.	Anxiety			
Interventions teacher	CoLPAI	Education	Increase attainment and challenge higher attaining pupil by employing an interventions teacher to run bespoke intervention sessions.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Communication Champion-Literacy and Communication interventions Rec & Y1	Galleywall	Education	Raise the profile of speech and language, and improve outcomes of students in Reception and Year 1.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info

Intervention Teacher-Pupil Premium KS2 (0.6)	Galleywall	Education	Close the gap between PP and NPP children in Literacy and Maths outcomes	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
City Year	Islington	Education	Support students at risk of disengagement, in all year groups from years 7 to 11, through specialist mentoring	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Access Project	Islington	Education	Support the academic progress and aspirations of students into higher education.	90% of cohort secured place at first choice university			
Think Forward	Islington	Skills	Prevent students ending up as NEET (not in education, employment or training) through a specialised coaching programme.	Successful transition for majority of students	English Language Attainment	Maths Attainment	
Battlefields Trip	Islington	Education	Enhance and enrich students' study of history, specifically WWI through an immersive overseas trip.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Wellbeing Fund	Islington	Education	Support staff and the most vulnerable students through child psychotherapy and mentoring via the R-U-N programme.	Ability & willingness to sit exams	Confidence navigating stress and adversity	Should increase number of participants	
Year 11 and 13 Intervention	Islington	Education	Support students to achieve excellent outcomes in their GCSE, A Level and BTEC courses through intervention classes, residential revision trips, revision workshops and breakfast clubs.	English language attainment	English literature attainment	Maths attainment	
Enrichment and Rewards Fund	Islington	Education	Enrich students' experience of education and to recognise and celebrate student successes in progress, attainment, attendance and/or citizenship through rewards, trips and enrichment activities.	Motivation	Aspirations		
Arts and Outdoor Learning Curriculum enhancement	Redriff	Cultural & Creative Learning	Ensure all children have equal access to enrichment offers, especially specialist, curriculum-aligned outdoor learning and arts.	Wellbeing (PASS)	Motivation (PASS)	Self worth	
Equipping Redriff boys to be future men	Redriff	Education	Help year 6 boys to develop the skills necessary to succeed as men of the future, and prepare them for the transition to secondary school.	Wellbeing (PASS)	Motivation (PASS)	Self worth	Responses to learning
Staff development	Hackney	Education	Provide high-quality CPD for Middle Leaders through a residential training weekend.	Expertise in teaching vocabulary	Staff confidence in anti-racist issues		
Out of hours Tuition	Hackney	Education	Provide specialist, high quality, small group tuition for A-Level and GCSE students who need extra support in order to make progress.	Strong GCSE results	A levels remained high		
Work related learning	Hackney	Skills	Offer high-quality work experience opportunities, support workshops, advice on preparing for work and hiring processes, and awareness of workplace skills for all students in line with Gatsby benchmarks.	Attendance	98% completion of placements	Confidence	Cultural Capital



Enrichment	Hackney	Education	Provide additional enrichment opportunities for students, including music tuition, an Outward Bound residential, Duke of Edinburgh, additional studies and female empowerment sessions.	26% of Y7 music tutees now Y8 music scholars	Confidence, Resilience & Leadership Skills	All 90 Y12's achieved DofE Bronze	
Curriculum Enhancement	Hackney	Education	To support the development of language learning through a subsidised residential experience in France and Spain	Spanish Attainment	French Attainment		
Personalised Tuition	Hackney	Education	Provide 1-1 or small group English, Maths and Art tuition for students in years 7-9 to support those who are underachieving.	English Attainment	Maths Attainment	Art Attainment	
TalkGreen	Southwark	Education	Improve environmental awareness in primary and secondary learners through a residential trip.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
School Journey	CoLPAI	Education	Improve physical wellbeing, develop skills, and promote the outdoors to primary learners through an educational and experientially rich, one week residential school trip	Growth mindset	Motivation	Wellbeing	Oracy confidence
Primary Author Visit	CLS	Cultural & Creative Learning	Build enthusiasm for reading and writing in primary learners by organising an author talk celebrating World Book Day.	Growth Mindset	Openness		
Primary Summer School	CLS	Education	Build confidence, skills and school readiness in primary learners by organising a 3 day, educationally and culturally rich summer school.	Growth Mindset	Openness	Oracy	Oracy confidence
Y12 Climate Conference	CLS	Education	Encourage interest in climate and sustainability issues in secondary learners by organising a one day climate conference.	Climate Change attitude	Voicing opinions	Critical thinking	Team working
Leadership Interactive Workshop	CLSG	Education	Secondary learners build their youth voice and oracy skills through a one day, interactive, externally led, leadership workshop.	Voicing opinion	Growth mindset	Oracy confidence	
National Literacy Trust	CLSG	Education	Upskill teachers through a cross-phase, bespoke training session illustrating how oracy is a key tool in pupils' progress.	Oracy teaching	Sharing of best practise		
KS4 Pre-Apprenticeship Academy	CoLAT	Education	Provide additional support to secondary learners at most risk of, or going through the process of permanent exclusion.	All Y11 students applying for post-16 qualifications	Provision, attendance & outcomes can constantly be improved		
EAL Flash Academy	Galleywall	Education	Help primary learners who are new to English or have English as a second language by giving them specialist support in social and curriculum vocabulary, grammar, phonics, and handwriting.	Oracy - confidence	Written communication	School engagement	Student voice
Tackling Play Poverty	Redriff	Education	Help primary learners develop key skills such as negotiating; sharing; problem solving; cooperation and collaboration, by providing a higher quality play offer.	Engagement in play	Improved negotiating, cooperation and problem solving skills	Reduced behaviour problems during playtime	
DebateMate	Redriff	Education	Support the development of critical thinking and confidence in primary learners and teachers through a 17-week programme developing debating and oracy skills.	Grit	Won a debating contest	Two 'Best Speaker' Awards	

Peer Mediation	Redriff	Education	Help primary pupils develop listening skills, learn about understanding and managing anger, as well as conflict resolution and then use these skills to help resolve minor conflicts of their peers.	Active listening	Analysis and evaluation	Social and emotional learning	
Access to BMAT	CLSG	Education	Help secondary learners achieve their aspirations by supporting them with their Higher Education applications.	Analysis and evaluation	Critical thinking	Problem solving	
Project 60	Highbury Grove	Skills	Deliver a full year of targeted support to secondary learners with the highest number of suspensions, the lowest attendance and the highest levels of underachievement.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
KS4 Masterclass	Highbury Grove	Education	Provide extra support to secondary learners who are significantly below targets across English, Maths, Science, and support the development of their Fusion skills.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Ivy league USA	Highgate Hill	Education	Build confidence and desire to apply in secondary students with a high chance of acceptance into top US universities through visits to institutions such as MIT and Harvard.	Cultural Capital	1 of 3 applying, 2 considering applying		
Berlin	Highgate Hill	Cultural & Creative Learning	Improve secondary students' confidence, open-mindedness and view of the world through a culturally and educationally rich trip to Berlin	Conscientiousness	Adaptability and flexibility	Critical thinking	Openness
Easter GCSE Booster Revision Course	Freemens	Education	Support secondary students attainment through a three-day residential GCSE Mathematics and English booster revision course at Freeman's campus	Metacognition	Motivation	Self-efficacy	
Oxbridge Interview Support Day	CLS	Education	Help to secondary learners prepare for Oxbridge interviews through a set of externally run workshops and individual, subject-specific mock interviews.	Critical thinking	Voicing opinions	Growth mindset	Oracy confidence
Latin Partnership Teaching	CLSG	Education	Support secondary learners with an interest in Latin, language, culture and history with weekly additional Latin learning sessions	Analysis and evaluation	Openness	Oracy confidence	
KS3 Pre-Apprenticeship Academy	CoLAT	Education	Secondary learners at most risk of permanent exclusion and managed moves receive additional support	Reduced likelihood of suspensions	Reduced likelihood of PEX	Reflection & self-regulation	
Music Partnership	Galleywall	Cultural & Creative Learning	Provide a higher quality music education experience for primary learners by engaging a specialist music service.	Creativity	Motivation		
Oracy	Virtual School	Cultural & Creative Learning	Help learners for whom English is an additional language develop their English speaking through the medium of Drama and Performing Arts.	Anxiety (school's bespoke measure)	Learning (school's bespoke measure)	Making friends	Oracy (school's bespoke measure)
City Sports	Virtual School	Education	Help unaccompanied Asylum-seeking boys develop their sporting skills and talents via excellent facilities and access expert coaches.	Anxiety (school's bespoke measure)	Making friends	Learning (school's bespoke measure)	
Beneath the Trees	Virtual School	Cultural & Creative Learning	Provide opportunities for learners to get out into nature - walking in the forests, building shelters and planting trees.	Lower anxiety	Calmness & happiness	Stronger & braver	

Year 6 Easter School	Galleywall	Education	Support pupil premium, vulnerable children and children at risk of not meeting their predictions by running a three day Year 6 revision course in small groups during the Easter break..	Goal orientation	Motivation	Test anxiety	
Voice21	Galleywall	Education	Develop oracy provision for learners across 3 schools. Oracy Champions in each school will benefit from an in-depth programme of professional development days and consultancy support (in school and online). Additionally, each school has access to a range of short courses, events and online learning for all staff in their school.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Trust-wide SEND Review	CoLAT	Education	Conduct an external review of SEN provision in each school, with funding allocated for follow-up actions.	Improvements within schools	Sharing of good practise		
Appointment of 2 X Family liaison officers Part 2	CoLAT	Education	Address issues of very high persistent absence, low attendance, and high suspension rates at Highbury Grove and CoLA Islington by appointing two family liaison officers.	Leveraging new officer to support a Trust-wide attendance drive	Best single day of attendance ever at Highgate Hill		
Coaching & Counselling Support Provision	NCS	Education	Provide coaching and counselling for staff and students who were identified as needing mental health support.	Maintained High attainment	Low staff turnover	Improved professional practise	Could improve effectiveness with more group sessions
Ivy league programme - US SAT Preparation	NCS	Education	Raise and broaden aspirations for students on where they can go and study, and provide bespoke SAT support for students applying to the IVY league and other competitive US universities.	9 applications, 2 offers, 1 waitlisted			
Additional musical instruments and peripatetic teaching.	Southwark	Cultural & Creative Learning	Provide music tuition for students from Years 7 to 13.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Additional Drama support to help with the main school drama production.	Southwark	Cultural & Creative Learning	Support an additional drama tuition and the school's main theatre production.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Academic Intervention to Support exceptional outcomes in Year 11 and 13	Southwark	Education	Support students and drive attainment through after-school, weekend and holiday interventions.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Enrichment opportunities for current CoLA students	Southwark	Education	Support students to attend a west end show, improve PSHE and RSE curriculum, bolster the school's rewards system, and double those participating in the Duke of Edinburgh Award.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Pastoral support for students whose behaviour is hindering their progress at the academy.	Southwark	Education	Decrease the number of suspensions through improved pastoral support for year 9 pupils whose behaviour is hindering their progress.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
New Year 7 Summer School	Southwark	Education	Support Year 7 students and parents to start the Academy smoothly and implement early.	Confidence when joining Year 7 full time	Understanding of academy expectations and values	Less school refusers	
Staff coaching	Southwark	Education	Increase staff retention by supporting staff beyond formal line management and HR structures with their work-related issues.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info

Access Project	Highbury Grove	Education	Raise aspirations, improve progress and support applications to top universities, through mentoring, tutoring, university visits, and access to a University Access Officer.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Activities Week	Highbury Grove	Education	Funding will allow the school to offer a broader and enhanced range of enriching opportunities to students during the activities week.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
MiSST	Highbury Grove	Cultural & Creative Learning	Encourages and supports pupils to learn a musical instrument through regular tuition, opportunities to perform, a residential and a programme of excellence.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Careers	Highbury Grove	Skills	Offer students appropriate careers guidance at key transition points in their education, and train staff to help them deliver their subject-specific curriculum with a clear careers learning strand.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Rewards	Highbury Grove	Education	Increase and motivate the number of students receiving rewards and also raise the profile of the whole school rewards system to improve behaviour.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Student Leadership Training	Highbury Grove	Skills	Build confidence and support student leaders to carry out their roles effectively, through a bespoke training programme.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Ambition Project	Highbury Grove	Education	Help regulate behaviour, and reduce the risk of suspension and permanent exclusion for at-risk students and school refusers.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Year 11 Support	Highbury Grove	Education	Ensure that all students are able to fully access the curriculum and make expected levels of progress in their subjects through a programme of activities and interventions	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Urban Hope	Highbury Grove	Education	Decrease the number of behaviour incidents, increase attendance and decrease persistent absenteeism through mentoring and one to one meetings	Rapport with Teachers	Behaviour	Self-Regulation	
Think Forward	Highbury Grove	Skills	Help students develop their readiness for work and achieve their full potential by focusing on improvements to their behaviour, attendance and attainment in school. Support included on-site workshops, an employability-skills programme, sourcing work experience opportunities, and a business mentoring programme	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Counselling	Highbury Grove	Education	Provide school counsellors for early intervention, and accessibility to families whom our clinic-based services find harder to reach.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info
Modern Foreign Language Academy	Highbury Grove	Education	Raise attainment at KS4 and increase recruitment from KS4 to KS5 to ensure that Ebacc targets are achieved.	Awaiting final info	Awaiting final info	Awaiting final info	Awaiting final info



This page is intentionally left blank

# City Premium Grant 2022-23 Impact report





# Contents

- About this research project 4
- Executive Summary 5
- Methodology 6
- Key Findings 8
  - Pupil outcomes 8
  - Innovation 14
  - Wider insights 18
- Lessons Learnt 22
- Closing Note 23
- Social and Emotional Outcome Measures 24
- Glossary 27







## About ImpactEd

ImpactEd is a social enterprise that exists to improve pupil outcomes by addressing the evaluation deficit in education. We support schools and education organisations to evaluate their impact, learn from it, and prioritise what is working best to improve outcomes for young people.

ImpactEd is a winner of the 2018 Teach First Innovation Award and the 2020 Fair Education Alliance's Scaling Award, and was named a finalist for 'Supplier of the Year' in the Education Resources Awards. We partner with a number of the UK's leading school groups and education organisations to support high-quality monitoring and evaluation.

### How we work



#### Platform

We use our unique digital platform to make monitoring and evaluation easier and more effective, providing access to reliable measures of impact on both academic and non-academic outcomes, and automating data analysis.



#### Partnership

We provide a tailored support and training programme that helps partners identify what it is they are trying to improve, how they are trying to do it, and ways in which they might measure this. Our training and ongoing consultation builds staff capacity for research and evaluation.



#### Impact

Through this process we help our partners – both schools and education organisations – to identify where and how they can make the biggest difference for young people, and prioritise accordingly to achieve the greatest impact.

# About this research project

In 2022-23 the City Premium Grant funded 78 programmes across the City of London Family of schools.. These programmes were funded by three grants:

- 49 projects (63%) were funded by the Disadvantaged Pupils Grant.
- 16 projects (20%) were funded by the Partnerships Grant.
- 13 projects (17%) were funded by the Strategic Grant.

All schools were given access to and training on using ImpactEd Evaluation's School Impact Platform, which has become the single place where schools can bid for the grant funding, evaluate the work they do and write reflections on the outputs, outcomes and impact of this funding on pupils.

This was the first year of a three-year project using the School Impact Platform to evaluate the outcomes of the work across the 78 projects.

This report is designed to give a broad overview of the data collected by the schools to give analysis and insight into:

- The outcomes and impact of programmes across the family of schools
- The key themes that have emerged in the data collected form 2022-23
- The next steps to ensure that the use of evaluation to support the work of the City Premium Grants continues to build in depth across all schools moving forward.

Over the next year the ImpactEd Evaluation team and the Education Strategy Unit (ESU) will create an interactive dashboard to enable Members of the Education Board to explore the full range of programmes and projects that ran.



# Executive Summary

1

## **What difference has the City Premium Grant funding had on pupil outcomes across the City of London Family of Schools?**

- There were increases in outcomes for Mental Health and Wellbeing across CPG programmes.
- Increases in Mental Health and Wellbeing were much larger for disadvantaged pupils.
- There were increases in oracy related measures across CPG programmes, especially confidence in oracy.
- Results for motivation were mixed. None of the programmes paid for by the CPG disadvantaged grant saw increases in motivation, however projects that focused more on experiences above and beyond the normal curriculum, such as residential and school trips, were more likely to see increases in motivation. This suggests that pupils are more motivated by enhanced experiences than in school interventions.
- There were increases in openness for pupils across the CPG programmes.

2

## **What examples are there of innovation and creative projects across the city family of schools?**

- Innovative projects, both in terms of in school long-lasting projects and short-term intensive courses, show increases in outcomes.
- The data collected so far suggests that innovative projects tended to have particularly strong outcomes for pupils, especially in terms of increasing their confidence.

3

## **What are the wider insights we can gain from the data collected in 2022-23?**

- Programmes aimed at tackling the four strategic areas set out for the Strategic Grant are ones that are likely to lead to more positive outcomes for pupils facing the most disadvantage. Particularly the focus on mental health and wellbeing.
- Where schools collaborated on projects and delivery was run separately at each school there were differences in the outcomes at each school. This suggests that

schools may want to consider how to ensure that programmes that are run in multiple schools meet the needs of each school.

# Methodology

Data has been gathered from a range of sources in order to evaluate the outcomes and impact of the work of the City of London Premium Grant project.

## Quantitative Research

The following types of quantitative data has been collected on the ImpactEd platform:

### Academically validated ImpactEd Evaluation surveys

These are pupil self-report questions using Likert scales. Where possible survey data was collected at the start and end of each programme to show change overtime.

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

1. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).
2. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
3. Test-retest validity. The results stay the same when tests are repeated.

A full list of measures used in this report is cited on page 25.

### Custom self-report questions

In order to evaluate aspects of specific projects, some customised questions have been used with pupils and staff.

### Existing school data

This looks at existing school data from a variety of sources including other school wellbeing data such as PASS, attainment data, behaviour and attendance data.

## Qualitative Research

Teacher comments and observations have been drawn from reports and reflections written by staff running programmes across the family of schools.

## Limitations

### Sample size

Due to the focus of some programmes and difficulties with data collection in some schools, some data sets explored in this report have small sample sizes. Where possible, pupils' outcomes have been grouped together to create a larger sample and enable broader analysis of the key themes. Where small data samples are used it is important to interpret these with caution. While it may not be possible to use small data sets to draw wider conclusions about themes across the programmes, it does still represent changes and impact on individual pupils. As a guideline, we suggest 20-30 pupils as a useful starting point for sample size. Where there are smaller groups, we are able to talk about the outcomes among those specific pupils. Schools are also encouraged to use the data to look at the outcomes for individual pupils, understand their journey, spot trends and provide support where needed. This will help them when they write their reports for the end of the year.

### School data

School attendance, behaviour and attainment data should be treated with caution and understood in conjunction with the wider commentary provided by schools in their reflections. Schools may measure in year attainment and behaviour differently.

It should also be noted that the national picture for attendance has been complicated this year, with low attendance being a national problem<sup>1</sup>. It is therefore important to interpret attendance data in the context of a national focus on attendance.

### Data collection

It is important to note that delays with initial onboarding for schools meant that the vast majority of projects funded by the Disadvantaged Pupils Grant had to be added to the platform retrospectively. As a result, detailed statistical data is not available for all projects that fell within the 2022/23 academic year.

## Definitions

### Disadvantaged pupils

For the purposes of this report we will be using receipt of free school meals as a proxy for pupils facing disadvantage.

---

<sup>1</sup> <https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/>

# Key Findings

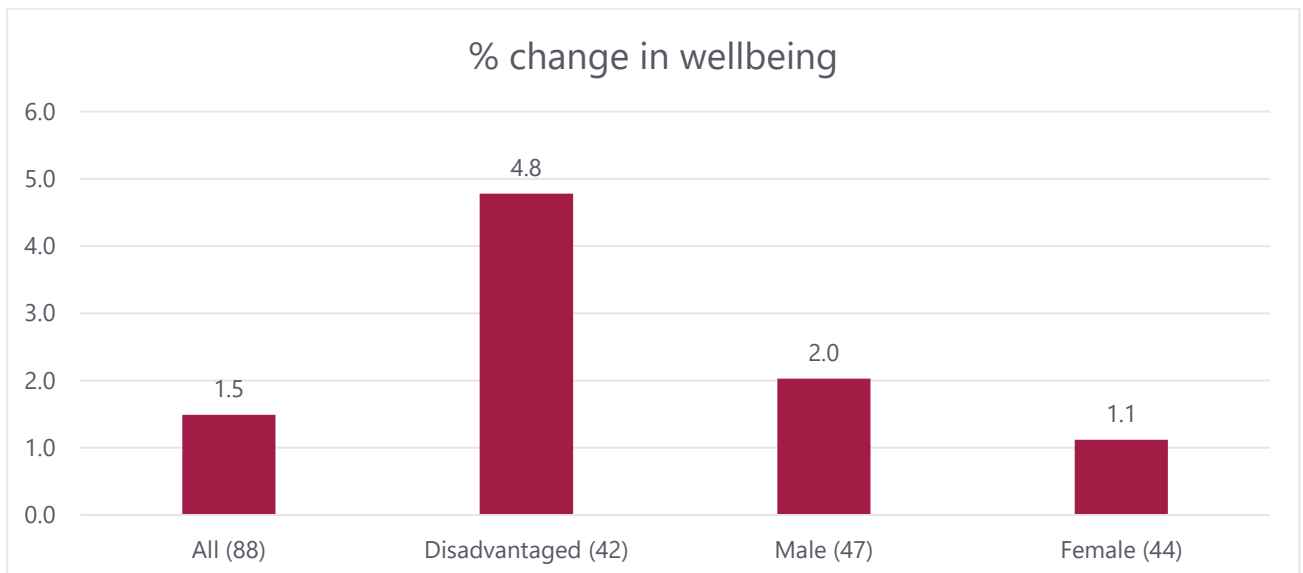
## What difference has the City Premium Grant funding had on pupil outcomes across the City of London Family of schools?

### City of London strategic priorities

In the next section we will examine social and emotional outcome measures that relate to the City of London strategic priorities in order to assess the impact that programme had on pupil outcomes.

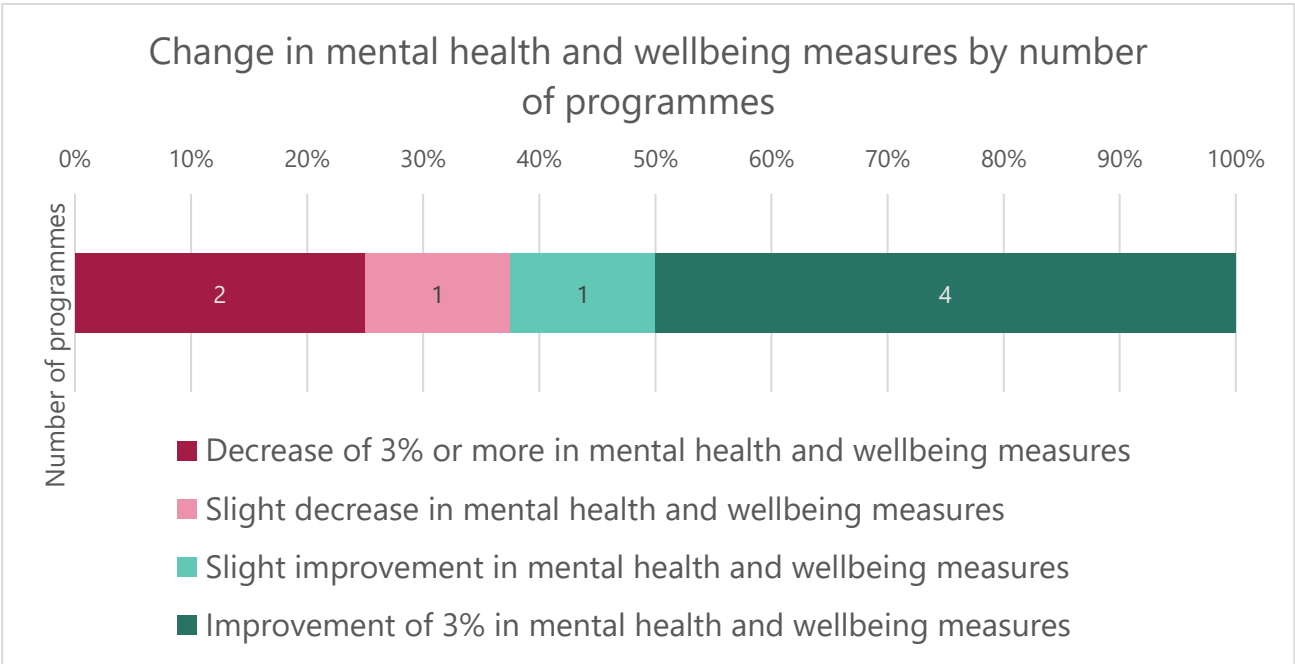
#### Mental Health and Wellbeing

Schools measured outcomes surrounding mental health and wellbeing in a variety of ways across the programmes. The majority of schools used our academically validated surveys on the School Impact Platform looking at wellbeing, anxiety and test anxiety, although some schools used existing wellbeing tracking systems such as PASS data. 11 projects measured pupils' wellbeing through wellbeing or anxiety related measures.



On average, pupils across CPG programmes who took the academically validated wellbeing measure saw increases in wellbeing (1.5%). However, when we look at the increase in wellbeing for the most disadvantaged pupils, there was a larger increase in wellbeing. This

suggests that there were better outcomes for the most vulnerable pupils as a result of these programmes.

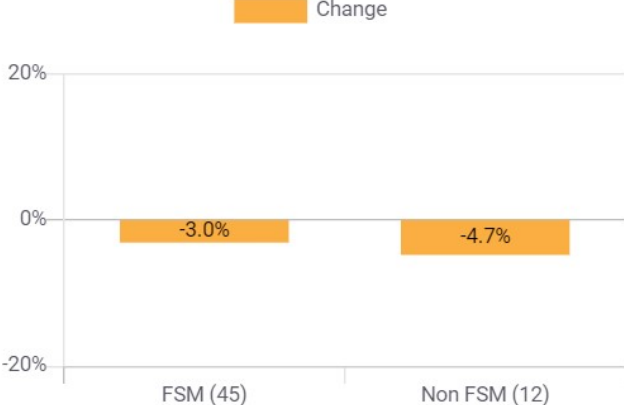


Of the programmes that collected data at the start and end of programmes for mental health and wellbeing data, we can see that half of those projects saw an increase in mental health and wellbeing of more than 3% for participating pupils.

**% Change in test anxiety in Year 6 pupils**



**% Change in wellbeing (PASS data)**



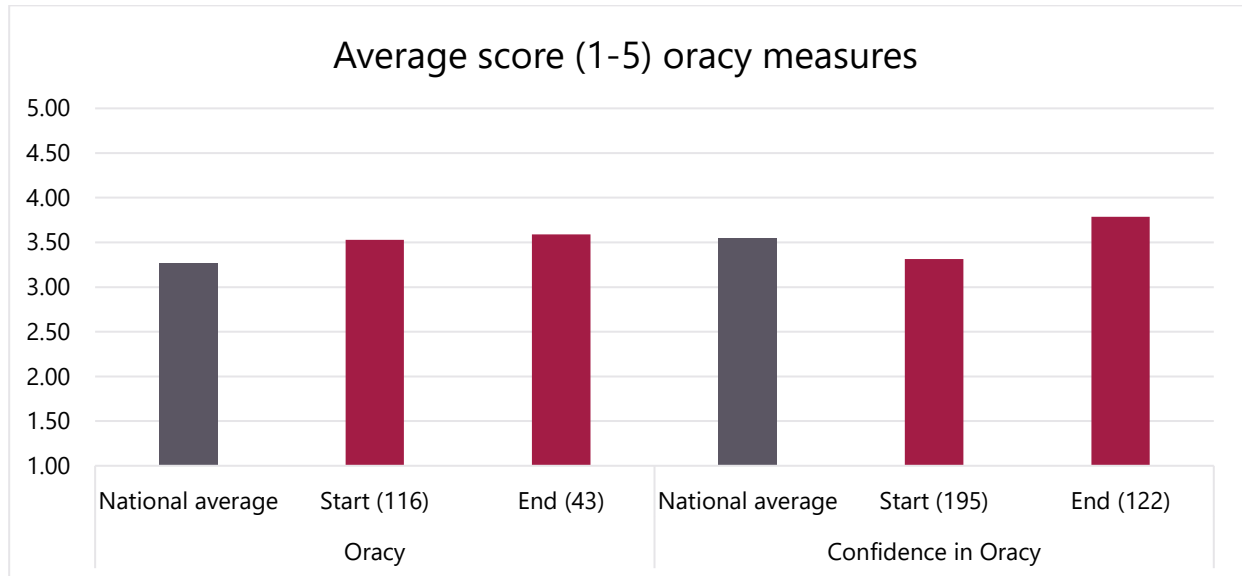
Where there was an increase in anxiety, this measured test anxiety in an exam year group following revision sessions. We can see that the increase in anxiety was lower among disadvantaged pupils.



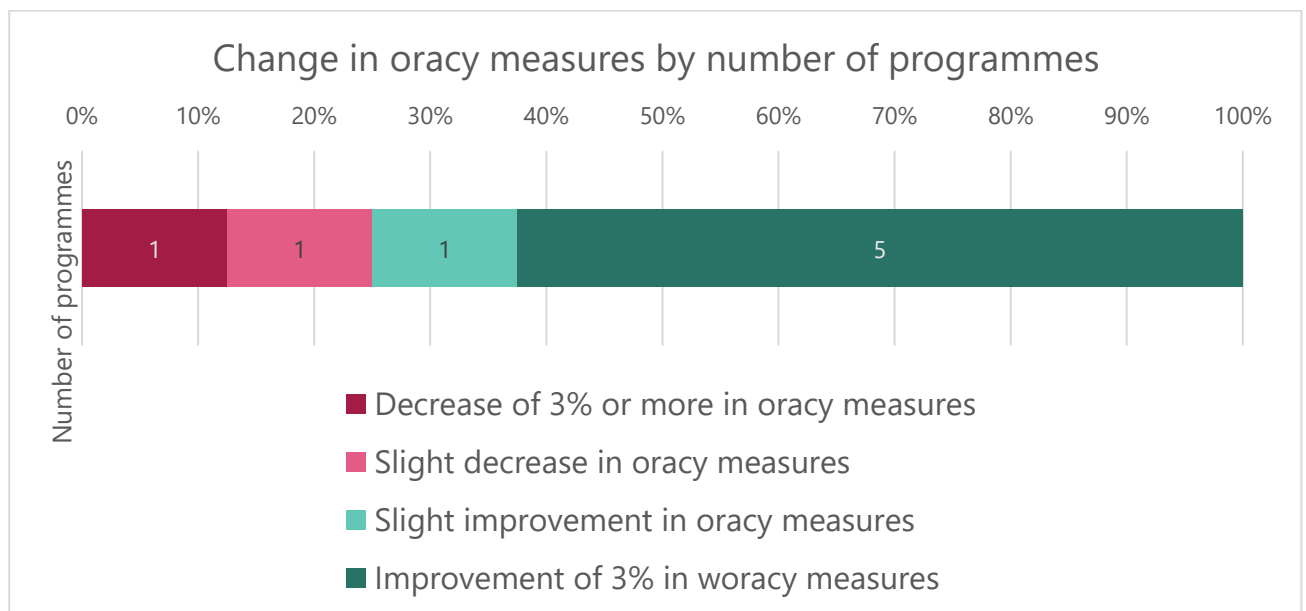
For the two programmes where there was a decrease in wellbeing, we can see that the decrease was lower among disadvantaged pupils.

## Oracy

10 projects tracked pupils' oracy and 1 project focused on teachers' confidence teaching oracy.



Pupils' oracy scores collected at baseline were above the national average, and only slightly lower than the average score for pupils at the end of their programme. However, pupils' confidence in oracy was well below the national average at baseline, and well above once they had completed their programme.



Six of the eight programmes saw an increase in oracy measures. One programme, Debate Mate saw variation in outcomes between different schools, with some schools showing

increases in confidence in oracy while others did not. We will explore this theme of in school variation between programmes in more detail later in this report.

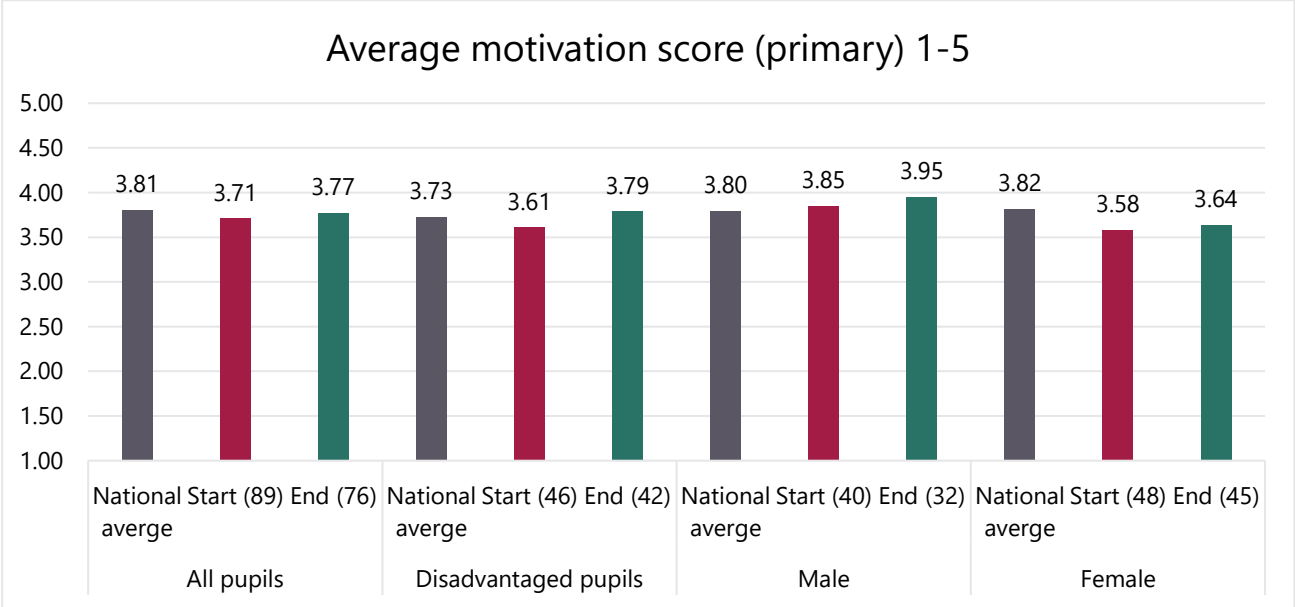
The other programme that saw a slight decrease in Oracy saw increases in other measures. The school may wish to consider whether this programme is the best fit for improving oracy, or look for ways to increase these skills throughout the programme.

## Popular social and emotional outcome measures

The next three measures have been selected as they were used by multiple programmes, allowing us to build up a clear picture of what is happening across the City of London Family of schools.

### Motivation

Seven programmes measured pupils’ motivation. The majority of schools used academically validated surveys on the School Impact Platform looking at motivation (one for primary pupils and one for secondary pupils), and some schools used existing motivation tracking systems such as PASS data.



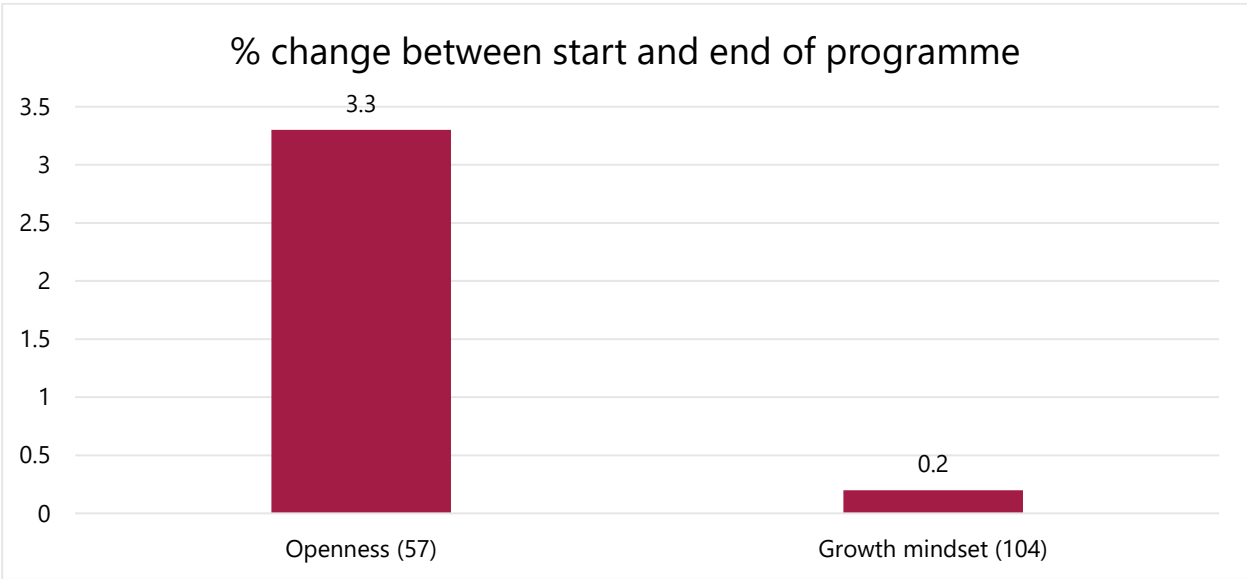
At primary pupil motivation remained largely unchanged between start and end of the programme. Female pupils’ motivation score at end and start were below the national average, while male pupils’ motivation scores were above the national average. There was

an increase (4%) between start and end for disadvantaged pupils bringing them in line with the national average for FSM pupils nationally.

At secondary level the results were more mixed. None of the programmes paid for by the CPG Disadvantaged Grant saw increases in motivation, while the Partnership and Strategic Grant funded programmes did. When we examine the output from these programmes, they tended to focus more on experiences above and beyond the normal curriculum such as residential and school trips. This suggests that pupils are more motivated by enhanced experiences than in school interventions.

### Openness and growth mindset

These two measures look at pupils' responses to new ideas, experiences and ways of looking at the world. Schools measured outcomes for pupil openness and growth mindset across the programmes. Progress was tracked in these schools using the academically validated measure on the School Impact Platform for openness and growth mindset. 10 projects measured at least one of these measures.



Pupils saw an increase in openness between the start and end of their programmes (3.3%), while there was almost no change in growth mindset (0.2% increase).

Openness increased in all but one project (where there was a slight decrease), while the results for growth mindset were much more varied from project to project. This may be a function of the way in which these outcomes differ. Openness allows pupils to reflect on their willingness to be open to new experiences, whilst growth mindset is about their beliefs about their ability to develop skills. Increases in growth mindset are more likely to

increase over a longer period of time due to longer exposure to new experiences and ways of looking at things. As the evaluations of the CPG programme build over time, we may get a clearer picture of the shift in mindset among pupils.

## Outcomes by project type

Programmes have been categorised into eight types. The next section of the report looks at outcomes within each programme type that showed improvements.

**Attainment:** Projects looking at attainment reported increases in English and Maths for pupils involved. There were increases across a range other skills areas including metacognition and oracy.

**Behaviour:** Projects looking at behaviour reported better self-regulation among pupils along with improvements in their behaviour.

**CPD:** Teachers reported increases in confidence in areas such as oracy and anti-racism as a result of these programmes.

**Enrichment:** These projects tended to see positive outcomes in openness, decreasing anxiety and increasing social confidence.

**Future Pathways:** These projects tended to see positive outcomes in pupils applying and being accepted for university places, there were also increases in pupils critical thinking skills.

**Pastoral:** These projects tended to report positive outcomes in pupils attendance and behaviour, as well as increases in pupils confidence applying to universities and sitting exams. Among these projects is the work COLAT has been doing focusing on pastoral care and behaviour. These projects have shown increases in attendance, especially among Year 10 pupils and support for pupils at risk of exclusion. The programmes have also formed part of the increased wellbeing across the schools. More detailed internal data has been collected to demonstrate the impact of this work.

**Rewards:** Staff reported increases in pupils' motivation.

**Skills Development:** These programmes covered a varied group of skills and tended to see increases in growth mindset, oracy and social skills such as active listening social learning.

- There were increases in outcomes for mental health and wellbeing across CPG programmes.
- Increases in mental health and wellbeing were much larger for disadvantaged pupils.
- There were increases in oracy related measures across CPG programmes, especially confidence in oracy.



# What examples are there of innovation and creative programmes across the city family of schools?

In this section of the report we will share some examples of creative or innovative programmes that have been funded by the City Premium Grant. These are activities that would be unlikely to be possible at all without the City Premium Grant funding and which provide opportunities above and beyond what you would find as part of a school enrichment programme.

In order to establish which programmes best fit the above description, we have categorised each programme into one of four categories, all of which can be seen in the CPG dashboard. The criteria for each group is listed below:

**A:** These are programmes that support pupils with academic achievement. Attainment is the most important outcome of this group of programmes.

**B:** These programmes have as key outcomes improvements in behaviour and attendance. They usually take the form of pastoral intervention and support

**C:** These represent conventional enrichment experiences and opportunities, such as school trips and clubs.

**D:** These are enrichment programmes that give opportunities *beyond* what we would normally expect to see within a school environment. Broadly speaking they are only possible because of the considerable funding available through the CPG.

Below are some examples of particularly innovative programmes:

## Green House

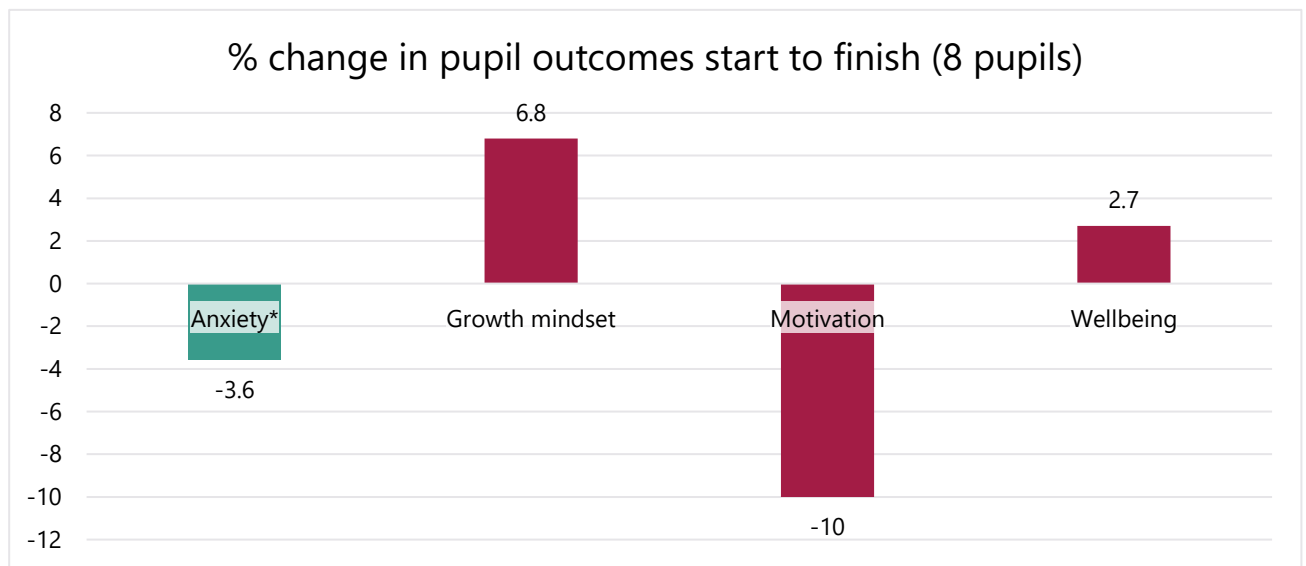
This programme is an example of how a longer-term programme embedded within a school can have positive outcomes for pupils. This programme develops pupils' physical wellbeing through basketball and they learn the skills and discipline needed within the sport

Intended Outcomes:

- Improved awareness of basketball pathways
- Raise confidence of students attending
- Teach discipline to students who attend



- Safe space to provide 1:1 mentoring with pupils



\*Anxiety is an inverse score a decrease in score is a decrease in anxiety level.

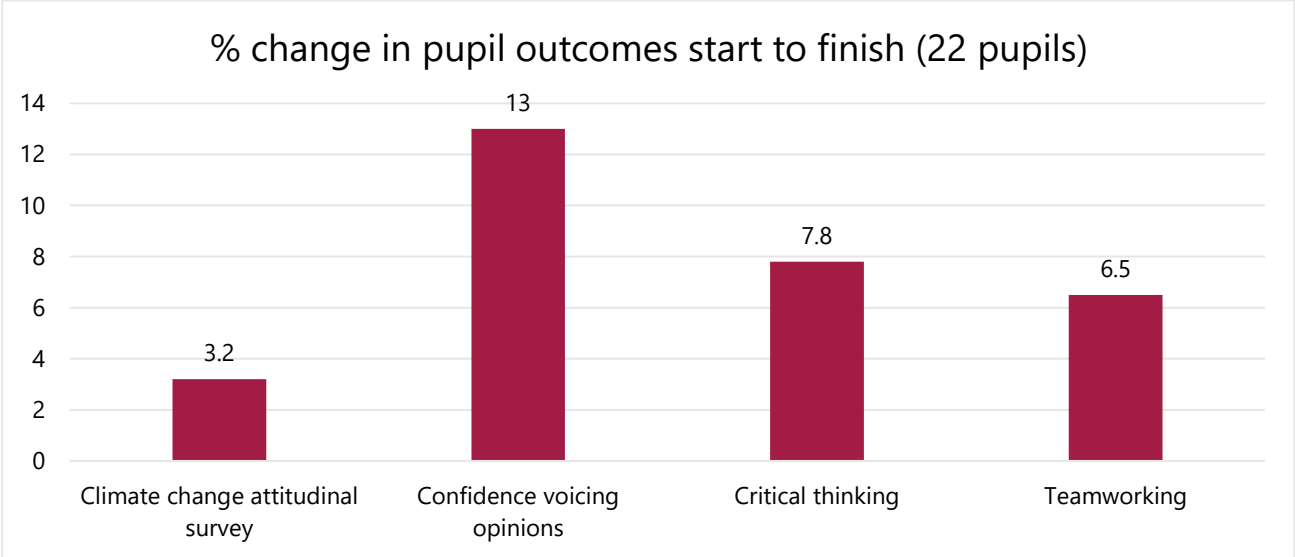
For pupils completing surveys at the start and end of the programme there were improvements in their mental health with a 2.7% increase in wellbeing and a 3.6% decrease in anxiety. There was also a 6.8% increase in growth mindset, the pupils' belief that they are able to learn new skills. This suggests the programme has had a positive impact on the confidence of young people, in believing they can learn new skills, and in their mental health. There was an overall decrease in motivation from the pupils. As previously discussed, many longer-term programmes have struggled to impact on motivation, compared to short-term more intensive experiences. It may be worth considering if motivation is the right outcome to evaluate for this type of programme- school engagement may be a better indicator of their engagement levels.

Teachers also reported:

- Participation in this sports activity has risen over the year, especially among female pupils who now make up 46% of the participants.
- Improvements in behaviour with notable reduction in the total behaviour points of participating pupils.

### Year 12 Climate Change conference.

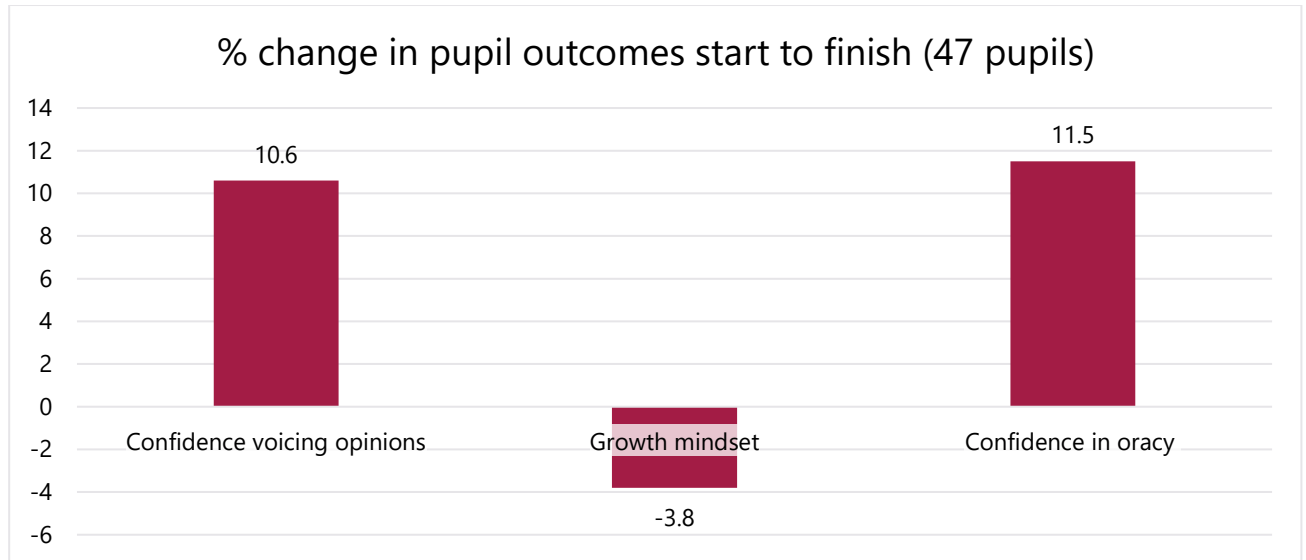
This is an example of a one-off innovative event. This gave Year 12 pupils the opportunity to attend a one-day climate conference featuring a key note speaker and a Mock Cop 27 led by Inter Climate Network.



The data suggests that the pupils who attended the conference had positive outcomes in critical thinking and voicing opinions. In particular the data suggests that pupils have become more confident sharing and analysing ideas in this kind of forum. There were also increases in their team working skills and their attitudes towards climate change (this examined their belief that they could have a positive outcome on climate change as well as understanding of the challenges of climate change).

## Leadership Interactive Workshop

Secondary learners attended a one day, interactive, externally led workshop on leadership, building youth voice and oracy skills.



There were notable increases in confidence in voicing opinions and oracy, but a decrease in growth mindset.

Staff also reported that pupils returned with a developed understanding of leadership.

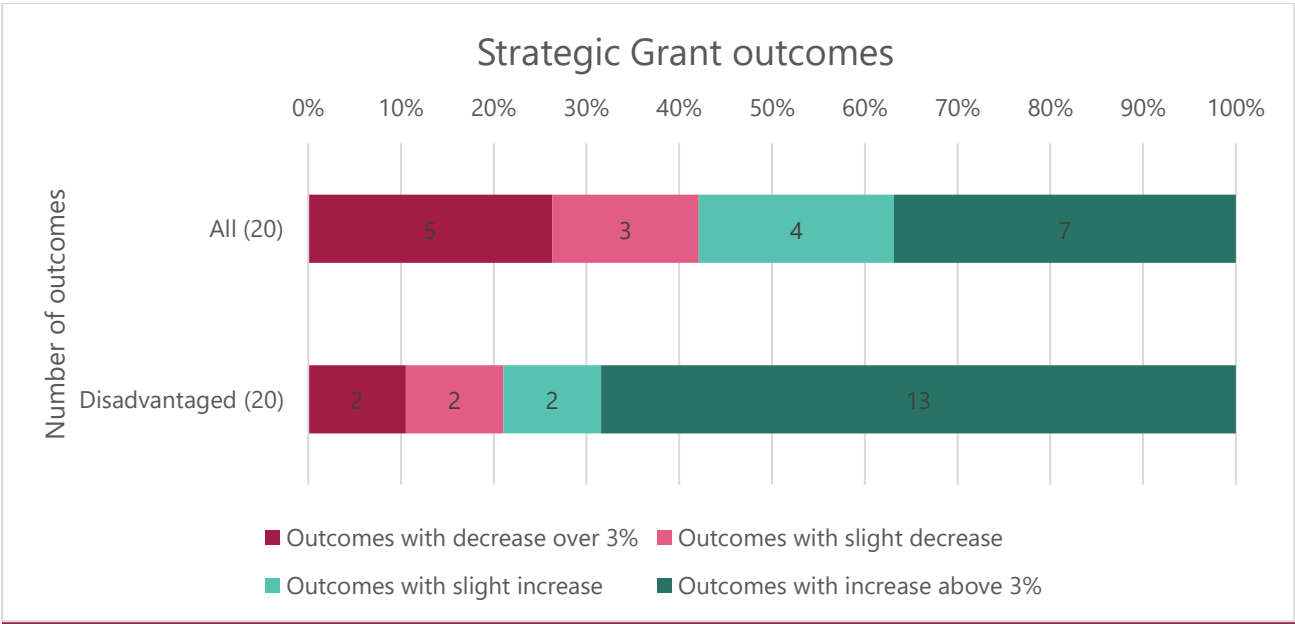
## Key Findings

- Innovative projects both in terms of in school, long lasting projects and short-term intensive courses show increases in outcomes.
- The data collected so far suggests that innovative projects tend to have particularly strong outcomes for pupils in terms of increasing their confidence.

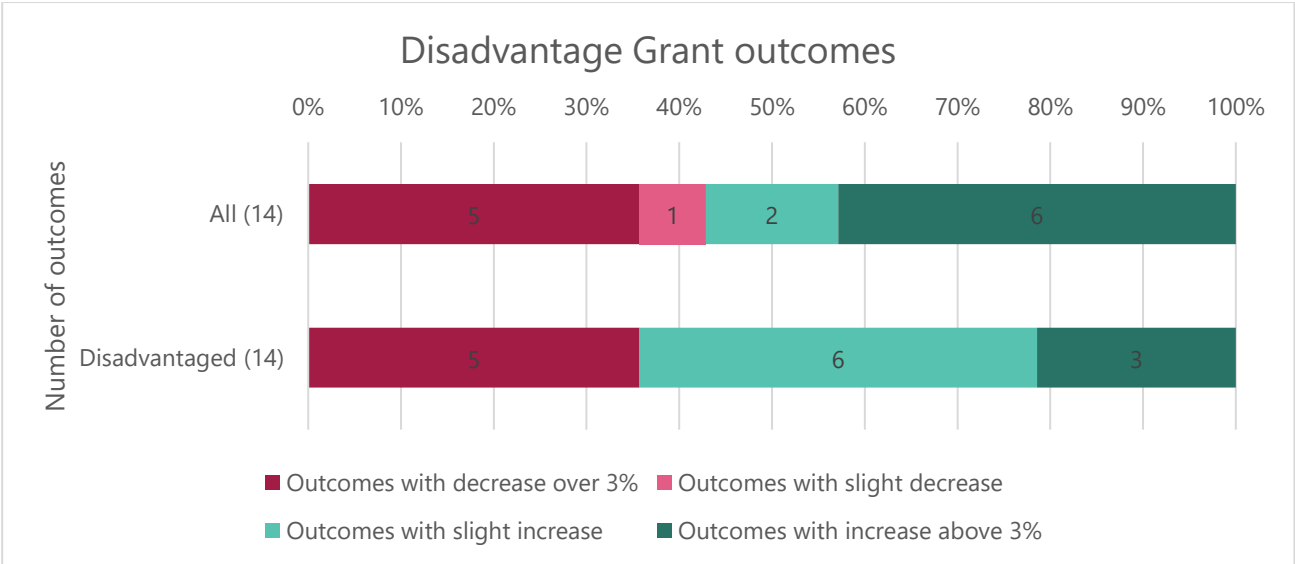
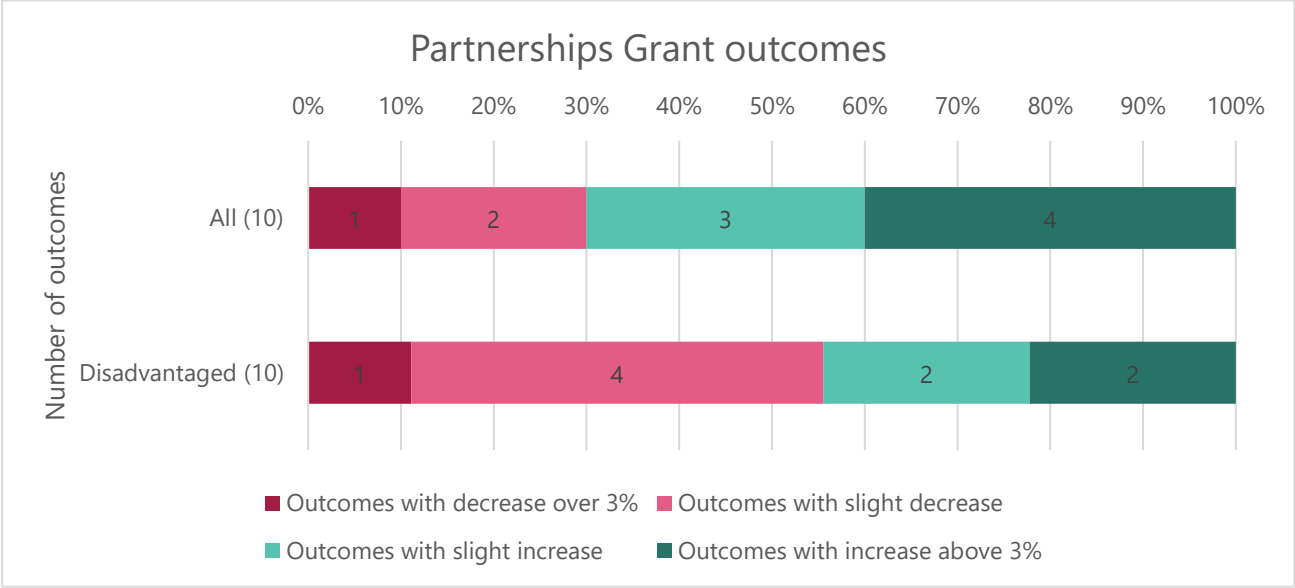
# What are the wider insights we can gain from the data collected this year?

## Disadvantaged pupils

In the above analysis we saw that the most disadvantaged pupils were the ones who saw the best outcomes across many of the programmes. This was particularly the case for the Strategic Grant programmes. The below section looks at every social and emotional outcome in which both disadvantaged and non-disadvantaged pupils have baseline and final data, and looks at the percentage change for those outcomes.



When we look at the Strategic Grant programmes, we can see that 13 outcomes saw increases of 3% of more for the most disadvantaged pupils, compared to just 7 for their peers. 5 outcomes saw overall decreases of more than 3% for non-disadvantaged pupils, compared to just 2 for disadvantaged pupils. This suggests that programmes aimed at tackling the strategic areas set out in the Strategic Grant are ones that are likely to lead to more positive outcomes for the most disadvantaged pupils, and that programmes in 2022-23 funded by this grant pot have had a positive impact on the most disadvantaged young people.

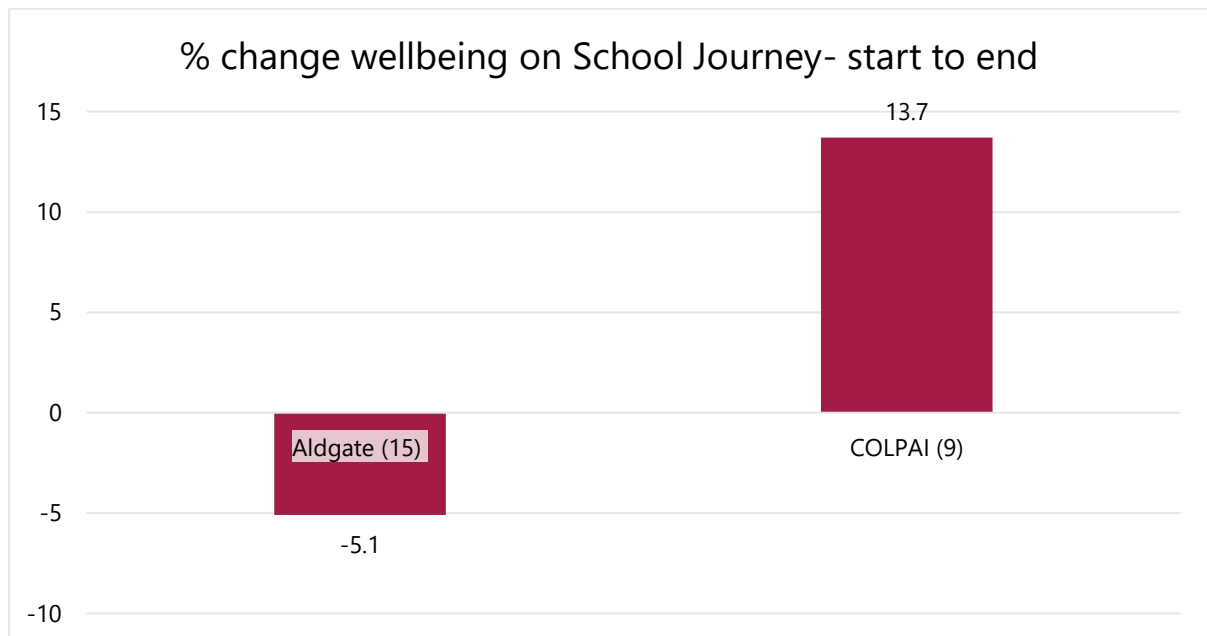


However, when we look at the Disadvantaged Pupils Grant and Partnerships Grant outcomes, we can see that the difference between outcomes for the most disadvantaged and their peers the picture is not as positive. Six outcomes in the disadvantaged grant saw increases above 3% for non-disadvantaged pupils compared to just three for the most disadvantaged pupils. For programmes in the Partnerships Grant, four outcomes in the disadvantaged grant saw increases above 3% for non-disadvantaged pupils compared to just two for the most disadvantaged pupils.

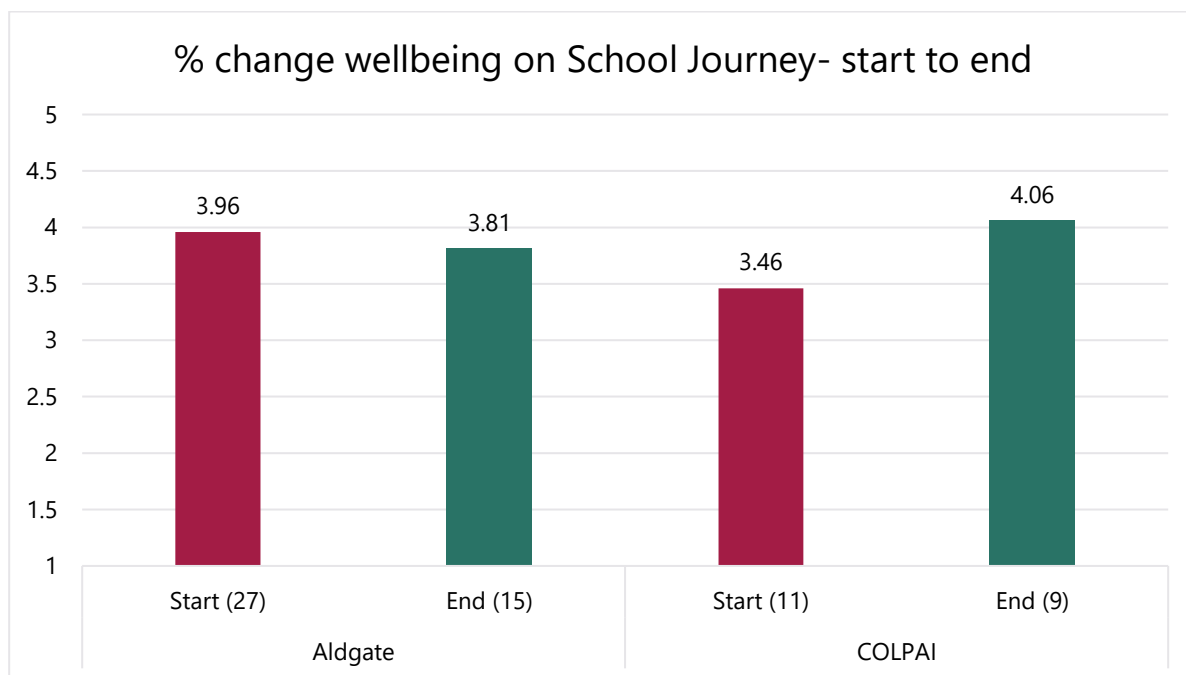
## School collaboration

One interesting finding from the data collection is that when a group of schools work together, they tend to have better outcomes on shorter programmes than longer-term programmes. Pupils who went on short retreats or away days showed more positive outcomes than those involved in more longer-term enrichment programmes. However, where schools collaborated between multiple schools on longer-term programmes, there was a high level of variation in outcomes between schools, with some pupils benefiting more than others, as demonstrated in the Debate Mate programme. This suggests that programme leads may need to do more to ensure consistency of experience between all programmes.

Another example of this can be found on the School Journey programme:



Pupils at City of London Primary Academy Islington (COLPAI) saw an overall 13.7% increase in wellbeing, compared to those at Aldgate who saw a 5.1% decrease.



However, the Aldgate pupils who took the surveys at the start of the trip had much higher wellbeing scores than the pupils at City of London Primary Academy Islington (12% above their peers). This demonstrates the different contexts of the schools who are working in partnership. Where schools collaborate it is important that delivery be tailored to the needs of the individual school.

## Key Findings

- Programmes aimed at tackling the strategic areas set out in the Strategic Grant are ones that are likely to lead to more positive outcomes for the most disadvantaged pupils.
- Programmes in 2022-23 funded by the Strategic Grant pot have had a positive impact on the most disadvantaged young people particularly in pupils' wellbeing.
- Where schools collaborated on projects and delivery was run separately at each school there were differences in the outcomes at each school. Page 87 suggests that schools may want to consider how to ensure that programmes that are run in multiple schools meet the needs of each school.

# Lessons Learnt

As this has been the first year using ImpactEd Evaluations' School Impact Platform to evaluate the outcomes and impact of the City Premium Grant there have been a number of important lessons and areas for development. The data collected in 2022-23 has formed a useful start in understanding and evaluating the impact of this work.

Schools have had difficulty collecting data for a number of reasons, including:

- Disadvantaged pupil grant programmes being added onto the platform late due to difficulties getting schools trained and onboarded in time
- Lack of access to computer room
- Volume of data that needs to be collected
- Accessibility of self-report surveys for some pupils.

In order to improve this for evaluations next year, ImpactEd Evaluation has sought to:

- Support schools with a streamlined data collection schedule early in the year
- Make data work harder by using more existing school data and looking at a smaller range of outcomes across multiple programmes
- Supporting schools with sampling pupils rather than full data collection
- Support and advise with paper and off-platform surveys
- Creation of accessible surveys aimed at younger pupils and those with lower reading ages

With these strategies in place we are confident that over time the volume, robustness and, usefulness of the data we collect will increase as schools build the evaluation cycle into their delivery programme.



# Closing Note

Reviewing the 2022-23 CPG data we can begin to see patterns and trends emerge in the data that can help to inform the Education Board about how funding can be used effectively to support pupils facing the most disadvantaged. It will also provide support for schools as they think about the best programmes to bid for, and how to ensure that funding is spent to maximise outcomes. As schools become more proficient in the use of the School Impact Platform, and evaluation practices, we should see this body of evidence of effective practice grow, enabling sharing of best practice, refinement of programmes and a rhythm of evidence-based reflection as part of programme delivery.

This year has seen a positive move in that direction. The data clearly demonstrates the value of programmes funded by the Strategic Grant, especially around oracy, and mental health and wellbeing. The programmes that have focused on these areas have shown increases in the pupil outcomes, especially for disadvantaged pupils. Programmes funded from the Strategic Grant pot were most likely to see increased outcomes for the most disadvantaged pupils.

The 2022-23 CPG programmes have enabled pupils to have new and diverse opportunities that might not otherwise have been available. The research findings show that where pupils have been given these opportunities for intensive experiences, this is more likely to increase their motivation than more standard curriculum or extra curricula activities. As part of this exposure to new experiences and opportunities, we have also seen increases in pupils' openness.

Within the CPG programme there are a number of innovative programmes which have offered pupils experiences that they would not have had opportunities to experience otherwise. These innovative programmes seem to have led to particularly strong outcomes in building pupils' confidence.

As we begin delivery of the next round of programmes it is worth considering how schools who work in partnership can ensure the best outcomes for all pupils within their different settings, especially on programmes which are delivered separately at each school.

For pupils facing the most disadvantage (those on FSM), programmes that have been funded from the Disadvantaged Pupils Grant and the Partnership Grant have tended to be less successful in improving their outcomes than for pupils who are not in receipt of FSM. It is worth reflecting on how pupils facing the most disadvantage can be supported further in these programmes, building on the success we have seen among pupils facing the most disadvantage who have taken part in Strategic Grant funded programmes.

As the use of the School Impact Platform becomes more normalised and streamlined in schools we can continue to plan a more impact driven evaluation model that will look at how evidence can be collected over time to make clearer links between the CPG programmes and the long term impact on pupils of the opportunities this money provides.

# Social & Emotional Measures

Programme leads selected from a variety of social and emotional measures, depending on the outcomes and impact they wanted their programme to have. Schools also asked some customised questions relevant to their settings.

The key measures highlighted in this report are set out below.

---

## Mental Health and Wellbeing measures

<b>Wellbeing</b>	<p>Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness.</p> <p>The measure of wellbeing used in this research programme (WEMWBS) is a self-report scale designed to measure wellbeing in UK populations and has also been validated for use with school pupils (Clarke et al., 2011). Its items have high internal consistency, at above 0.7 (Clarke et al., 2011).</p>
<b>Test Anxiety</b>	<p>Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.</p> <p>Test anxiety has been positively associated with meta-cognition and self-regulation (Pintrich and De Groot, 1990). However, test anxiety has also been shown to result in lower test scores (Cassady &amp; Johnson, 2001). The impact of test anxiety on motivation is mixed, with some studies indicating that test anxiety increases persistence, and other studies showing that it decreases persistence (Benjamin et al., 1981; but also see Hill &amp; Wigfield, 1984).</p>
<b>Anxiety</b>	<p>Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon &amp; Spence, 2018).</p> <p>The measure used in this research programme (GAD-7), is a short scale of 7 items, which assesses the severity of generalised anxiety disorder. It has shown excellent internal consistency (Spitzer et al., 2006) and has been validated for primary care patients, the general population as well as with adolescents.</p>

## Oracy Measures

<b>Oracy</b>	
<b>Confidence in Oracy</b>	

---

## Other Key measures

### Growth Mindset

Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008).

Students with a growth mindset think of their ability as something that they can develop through effort, practice and instruction. They don't believe that everyone has the same potential or that anyone can do anything, but they understand that even successful individuals wouldn't be successful without years of passionate and dedicated practice (Dweck 2009).

### Openness

Openness is the tendency to be open to new aesthetic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.

Openness to experience is a widely recognised personality feature, involving sub-categories such as imagination, sensitivity, attentiveness to feelings and intellectual curiosity. Openness in individuals is associated with the motivation to seek new experiences and to engage in self-examination (Almlund et. al., 2011).

### Motivation

Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task, and has positive effects on academic performance.

Motivation relates to the underlying goals that give rise to an action (Ryan & Deci, 2000). Motivation can be shaped externally by the environment, or driven internally by the individual - referred to as extrinsic and intrinsic motivation. Extrinsic motivation is driven by outcomes separate to the individual, while intrinsic motivation is linked to inherent enjoyment or interest (Deci & Ryan, 1985; Ryan & Deci, 2000).

### Voicing opinions

### Climate change

### Critical thinking

### Team working

## References

- Clarke, A., Friede, T., Putz, R., Ashdown, J., Martin, S., Blake, A., & Stewart-Brown, S. (2011). Warwick-Edinburgh Mental Well-being Scale (WEMWBS): validated for teenage school students in England and Scotland. A mixed methods assessment. *BMC Public Health*, 11, 487.
- Benjamin, M., McKeachie, W. J., Lin, Y. G., & Holinger, D. P. (1981). Test anxiety: Deficits in information processing. *Journal of Educational Psychology*, 73, 816-82.
- Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary educational psychology*, 27, 270-295.
- Hill, K., & Wigfield, A. (1984). Test anxiety: A major educational problem and what can be done about it. *Elementary School Journal*, 85, 105-126.
- Pintrich, P. R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Dweck, C.S., 2008. *Mindset: The new psychology of success*. Random House Digital, Inc..
- Dweck, C.S., 2009. *Developing Talent Through a Growth Mindset*. *Olympic Coach*, 21(1).
- Almlund, M., A. Duckworth, J. J. Heckman, and T. Kautz (2011). "Personality psychology and economics." In E. A. Hanushek, S. Machin, and L. Woessmann (Eds.), *Handbook of the Economics of Education*, Volume 4, pp. 1-181. Amsterdam: Elsevier.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
-

# Glossary

## Evaluation Terminology

### Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

### Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

4. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings).
5. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
6. Test-retest validity. The results stay the same when tests are repeated.

### Start

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

### Change over time

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

### Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we

recommend gathering data across multiple time points to ensure valid and reliable results are generated.

## **Evaluation Group(s)**

An evaluation will either cover one specific group of pupils, who all participate in the programme (e.g. a new programme trialled in one class, or an intervention with one small group). Or, the evaluation may cover multiple evaluation groups (e.g. as several small-group interventions, or with multiple classes carrying out the same programme). In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.

## **End**

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

## **Matched Pupils**

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

## **Outcomes**

We use outcomes to refer collectively to any social and emotional skills, behaviour, attendance and academic attainment scores that are being measured over the course of an evaluation.

## **Participating pupils**

The group of pupils participating in the evaluation, and not forming part of a control group.

## **Programme**

This could be any intervention, programme or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

## **Skills measures**

We use a set of academically validated skills measures to assess pupils' social and emotional skills.

## **Social and emotional skills**

The term 'social and emotional skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy

and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.



**ImpactEd is transforming how schools approach their programmes, embedding an impact culture across the education system.”**

**Dame Sue John**, Executive Director,  
Challenge Partners

## Partners and Supporters





<b>Committee(s)</b> Education Board	<b>Dated:</b> 07/12/2023
<b>Subject:</b> Education, Cultural and Creative Learning and Skills Strategy Highlights 2019-2023	Public
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	N/A
<b>Report of:</b> Director of Community and Children’s Services	For Information
<b>Report author(s):</b> Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This report provides Members with an overview of outcomes from the Education, Cultural and Creative Learning and Skills Strategies for 2019-2023.

## Recommendation(s)

Members are asked to:

- Note the report.

## Main Report

### Background

1. The City of London Corporation (CoLC) is a major provider and funder of education. The CoLC have Local Authority (LA) education duties in the Square Mile, are a proprietor of independent schools and the sole sponsor of academies managed by the City of London Academies Trust (CoLAT). In its entirety, this group of schools is called the City ‘Family of Schools’ (FoS).
2. The Education, Cultural and Creative Learning and Skills Strategies 2019-2023 were aimed at a variety of audiences, including: Lifelong learners in the City of London, residents, workers, visitors, leaders, teachers and all learners in the FoS, Culture Mile and Culture Mile Learning Partners, Adult Skills and Education Services (ASES) and Apprenticeships Team Staff in the CoLC.
3. In addition to the FoS and those just highlighted, the CoLC also maintains connections with several other educational institutions, and funds educational programmes and activities benefiting schools across London. These include:
  1. Bursary support - along with the four independent schools in the FoS, the CoLC provides bursary support to pupils at King Edward’s School, Witley and Christ’s Hospital School.

2. Governor links – the CoLC has the right to nominate governors to several other schools and educational bodies, including Emanuel School (of the United Westminster Schools Foundation group of schools) and Central Foundation Boys School.
  3. Historic links – the CoLC has historic links and partnerships with St Paul’s Cathedral School, Prior Weston School, Emanuel School in Wandsworth Local Authority, Treloars Special Education School in Alton and Central Foundation Boys’ School in Islington.
  4. Early Years - DCCS uses Early Years’ funding to provide grants to improve outcomes at early years and foundation stage and to support all the City Corporation’s Early Years provision. This is overseen by the DCCS committee.
  5. Guildhall School of Music and Drama (GSMD) – GSMD is jointly funded by the Higher Education Funding Council for England (HEFCE) and the City Corporation.
  6. Livery Companies - there is a rich tradition of the Livery Companies in the City supporting education and operating schools. Through the administration support provided by the ESU, the CoLC and Livery Companies formed ‘Liveries Education Network’.
4. Since its inception, the EB has remained committed to ensuring that the delivery of its Education, Cultural and Creative Learning and Skills strategies are focused on evidence-driven impact. To monitor progress and report impact, each year the Education Strategy Unit (ESU) brought to the EB an annual report which reported on the outputs, cost, evaluation and impact of each of the high-level actions within the annual action plans.

### **Key Highlights 2019-2023**

5. Since 2019, the ESU has worked in conjunction with its partners, aligning with the strategic direction set by the EB, to successfully achieve the goals and outcomes specified in the Education, Cultural and Creative Learning, and Skills strategies for 2019-23. Some key highlights over the years can be found below:
- Delivered, monitored and captured the impact of over £9.5 Million in City Premium Grant (CPG) monies to tens of thousands of pupils and teachers across the City Family of Schools (FoS).
  - Delivered five London Careers Festivals, reaching over 44,000 young Londoners in total.
  - Delivered over 200 activities, projects and programmes, reaching tens of thousands of children and young people across London with a focus on upwards social mobility and life outcomes.
  - Made significant contributions to the Annual Social Mobility Index reporting, positively influencing the City of London Corporations position in the overall rankings to date.
  - Facilitated and led over 50 Forums for Headteachers, Chair of Governors, Skills, Cultural and Creative Learning and Partnerships.
  - Commissioned, conducted and produced high-level and nationally acclaimed research in the education, cultural and skills sectors,

including: 'Transferable Skills in the Workplace Report (NESTA)', 'The City of London Family of Schools Parental Engagement Toolkit in collaboration with the Parenting Circle Charity', 'Widening Participation in the Cultural and Creative Industries APPG Creative Diversity Report' (House of Lords), 'Teachers Inspiring Lifelong Learning' (OECD) and the 'Music Education Review' (DfE) to name a few.

- Continued support for the FoS during the pandemic, including the provision of forums, briefings, and grant assistance, underscoring the CoLC's commitment to the well-being and educational success of pupils, especially those from disadvantaged backgrounds. The support also showed a strong commitment to the CoLC's wider focus on parent, carer and family support along with its ongoing commitment to supporting the health and well-being of staff across the FoS.
- Adopted an online system for project proposals, monitoring, and impact tracking through the implementation of the ImpactED platform. As a result, this has enabled the ESU to facilitate comprehensive evaluation and monitoring of the CPG's impact to ensure there remains a continuous alignment with strategic goals and the CoLC's broader plans. In December 2021, following the recommendations from the Tomlinson review<sup>1</sup>, the EB also agreed and approved the proposed changes to the allocation, management and accountability of the CPG.
- Participated in a number of national and global initiatives including the Department for Education's (DfE) school recovery group and the OECD's international forum on recovery curriculum models.
- Reviewed and remodelled the CoLC Cultural & Creative Learning Fund (CCLF) which is now an annual fund available to the City of London's cultural partners.
- Delivered a voluntary employment support and skills programme (Connecting Communities) funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the ESU received £669,000 to deliver the programme's outcomes and impacts over a 21-month period.
- Delivered a series of annual skills events, including the 'Fusion' events which were attended by over 400 attendees from 16 UK, EU and Global Cities. These events were part of a three-year commitment made by the CoLC 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.

---

<sup>1</sup> In 2019, Sir Mike Tomlinson was commissioned by the Policy & Resources Committee and Education Board to conduct a review into the City's spend on education provision.

## EDUCATION STRATEGY OVERVIEW

6. The commitment to education is rightly at the centre of the CoLC's Corporate Plan for 2018-23. It sets out the vision which is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Plan sets out three main aims, which the Education Strategy fulfils, namely to: contribute to a flourishing society, support a thriving economy and shape outstanding environments. Throughout its main objectives, it is clear that the Education Strategy aims at targeting all learners across the FoS and beyond.
7. The Education Strategy puts forward its commitment in recognising and embracing the diversity within the FoS and aims to champion the excellence and innovation that this brings. The Education Strategy also sets out to support broader initiatives which encourage London schools, especially in disadvantaged areas, to engage with the full economic and cultural life of the Square Mile. As part of its goals, by 2023, the strategy aimed at achieving the following six goals:
  - I. **Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive.**
  - II. **The Family of Schools deliver exceptional quality education that meets the challenges and skill requirements now, and in the future.**
  - III. **Education is safe, inclusive, supportive and empowering for all, regardless of age, background or circumstance.**
  - IV. **Pupils in the Family of Schools receive high quality exposure to the world of work at all stages of education so that they can make informed career choices.**
  - V. **Pupils in the Family of Schools receive an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer.**
  - VI. **The Education Strategy 2019-2023 has strong strategic oversight and delivery is focused on impact.**
8. The rationale behind the Education Strategy Goals was the CoLC's mission to want every pupil within the FoS to achieve their potential, flourish and thrive. Academic excellence was highlighted as a key term when setting the foundations for achieving these Goals, but outstanding academic results were not the only measure of success. The research and consultation with stakeholders when drafting the Education Strategy identified that Fusion Skills (a combination of creative, technical, cognitive and emotional skills) were also increasingly important in the workplace of the 21st Century.
9. The delivery and approach to achieving the six strategic goals was largely driven through a plethora of initiatives, activities, projects and programmes – all which included a mixture of academic, creative, technical and socio-emotional learning. It appeared that a key agent in successfully delivering against these aims was

made feasible through the monies provided by the City Premium Grant<sup>2</sup> (CPG). It is evident from the evaluations put forward to the EB of the CPG from 2019-2023 that this money (which is available through a bidding process for members of the FoS) has made significant contributions to the delivery of all Goals within the Education Strategy.

10. The provision of the CPG first began in 2014/15 when the then newly established Education Board agreed to financially support projects in the City Academies. At that time, each secondary academy was allocated a grant of £150,000 and Redriff Primary received £50,000. The grant allocated to each school was specifically intended as 'additional money' with the purpose of making "a difference and add value to the educational offer already provided at the school".
11. In the first year of the 2019-23 Education Strategies delivery (2019/20 academic year), the CPG was largely used to support schools to enhance and enrich teaching and learning across the academies. Academies were able to use the grant-funding to offset the negative impact of COVID-19 school closures on staff, pupils and families. Examples of this included:
  - Academic progress: whilst results were measured differently in the 2019/20 year, schools who implemented academic interventions in Autumn and Spring Terms reported improvements in academic performance.
  - Engagement: schools used the grants for engagement projects focused on developing pupils motivations. At secondary level, coaching programmes were reported as particularly effective for engagement.
  - Fusion skills development: some schools used the grant for projects aimed at developing pupils' fusion skills, ranging from arts projects, establishing debating teams, and setting up a student radio during lockdown.
  - The grant evaluations during the pandemic also reported an impact in improved health and wellbeing outcomes, improvements in behaviour, development of teaching practice, development of school leadership and supporting pupils to think about their futures.
12. It is clear that despite the difficulties which arose during the first year of the Education Strategies delivery, the ESU continued regular and sustained support to the FoS over the lockdown period. Through establishing forums, briefings and grant support to overcome such challenges, schools reported feeling well-supported by the CoLC during the pandemic, especially during the lockdowns which heavily impacted pupils, especially those from disadvantaged backgrounds.
13. It was also clear that the six Headteachers Forums which continue to be delivered through the ESU provided a platform for communication, identifying areas for collaboration, and connecting schools to relevant external partnerships. Since its formation, the Heads Forum has evolved into a discursive school-led platform and is now used as a way for Heads to share best practice and for them to become engaged in current affairs. Looking ahead, it is unclear to predict whether society will endure another pandemic. However, what is clear, in the event of this happening again, the CoLC would be in a good position to learn from what has

---

<sup>2</sup> The City Premium Grant' allows the FoS to excel beyond the national expected averages. The impact on outcomes is due to the support offered by the City of London Corporation as sponsor through governance, leadership ethos and through the extra resources provided that enable impactful raising achievement interventions.

worked and what worked best when delivering support to teachers, pupils and their families under such restrictive and difficult circumstances.

14. During the lockdown period, the ESU continued regular and sustained support and the following outcomes were achieved:

- Expanded provision of School Forum meetings including the Headteachers' Forum, Chair of Governors' Forum, Skills Forum, Cultural and Creative Learning Forum and Governor Training sessions to link school staff and leaders with the latest advice and guidance and to partners in the sector offering schools support.
- Provided regular policy briefings to schools on the latest Government announcements, and a detailed international review of school recovery plans was sent to school leaders and governors. The ESU also sent out topic-based briefing documents on risk assurance, staff wellbeing, equalities, recovery curriculum models and remote learning projects and opportunities.
- Collated a number of resources including guides for parents on supporting pupils' home learning, cultural and creative learning at home resources and skills and careers resources for the London Careers Festival.
- Participated in a number of national and global initiatives including the Department for Education's (DfE) school recovery group and the OECD's international forum on recovery curriculum models. The insights gained from these were shared with the Family of Schools and best practice from the Family of Schools has fed into our participation in these platforms.
- Commissioned research into the horizon scanning for education systems and the learning opportunities arising from COVID-19 which went on to inform the 2020/21 City Schools Conference by creating a framework for schools to plan their recovery and resilience building.
- Continued ongoing projects supporting the Family of Schools including the commission of an online school data dashboard to improve analysis and transparency of school data, the scoping of an online 'one-stop-shop' for schools to more readily access the cultural and work-related learning opportunities provided by partners.

15. Schools reported feeling very well supported by the City Corporation during the COVID-19 pandemic. The attendance at Forums improved from previous years representing the value placed on staying connected with each other and receiving support from the ESU during those difficult times. Encouraging the FoS to work together to deliver a shared ethos and commitment to excellence was at the heart of all Forums and termly meetings. More specifically, fulfilling Aim 4 of Goal One in the Education Strategy was also achieved through the delivery of the Chair of Governors Forum.

16. For example, each year, the ESU in collaboration with the Chair of the Education Board delivered three Chairs of Governors Forums throughout each academic year. An emphasis on governor succession, recruiting diverse governors, safeguarding, school standards and best practice in effective governance was a continuous theme throughout. The Chair of Governors Forum is now co-chaired by both the Chair of the Education Board and by the Chair of Trustees at CoLAT.

17. Furthermore, the ESU have played a key role in the reporting of governance across the FoS. Not only do ESU officers continue to report the Local Governing Bodies (LGBs) membership to the EB but also, officers have made recommendations which have since improved governor succession and underrepresented voices across LGBs.
18. Goal six of the Education Strategy 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 framework and appointment processes across the FoS.
19. The CoLC is an academy sponsor, proprietor of independent schools, and a local education authority and its relation to governor recruitment varies across these roles. A good example of achieving this goal was demonstrated in 2019 when the EB conducted a review of governance arrangements across the FoS with a view to ensuring governance compliance and governance best practice. At the EB meeting on 18 July 2019, Members of the EB approved a series of recommendations for relevant decision-making boards to consider seeking to clarify and simplify governance and ensure it is effective and of high quality. The Education Board's recommendations for CoLAT academies were then presented to the CoLAT Board of Trustees (BoT) for their consideration.
20. The CoLAT BoT subsequently approved a governor succession planning and recruitment cycle to enact these recommendations which was noted by the EB at their meeting on 5 March 2020. 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, it was clear that the recommendations further supported the delivery of Goal Six of the Education strategy and further enhanced the CoLC's commitment to ensuring that there is strong strategic oversight over education and that delivery is focused on impact.
21. As the delivery against the Education Strategy progressed into the years which were largely unaffected by the pandemic restrictions, activities, initiatives, projects and programmes began to operate 'business as usual' with only minor hindrances. Moreover, it was during the academic years of 2021/22 and 2022/23 where the evidence starts to build a more comprehensive overview to how the six strategic goals were delivered against their outcomes. For example, for 2021/22, the EB awarded £1,738,252 in CPG monies to the City of London Corporation's 10 sponsored academies. Having activities to resume as business as usual, schools were able to bid for monies with projects described below.
22. In December 2021, following the recommendations from the Tomlinson review<sup>3</sup>, the EB agreed and approved the proposed changes to the allocation, management and accountability of the CPG. At the same time, the EB also agreed to moving to a more streamlined online system for project proposals, monitoring, evaluation and for tracking the impact of the projects funded. To achieve this, the CPG monies were then divided into three separate funding streams: (1) City Premium Grant: Disadvantaged Pupils Grant; (2) City Premium Grant: Partnerships Grant; (3) City Premium Grant: Strategic Grant.

---

<sup>3</sup> In 2019, Sir Mike Tomlinson was commissioned by the Policy & Resources Committee and Education Board to conduct a review into the City's spend on education provision.

23. This new model of funding ultimately restructured the balance of funding between academies and independent schools with the rationale being the implications of the need-based funding policy for grant funding to CoLAT academies. Furthermore, following through with the Tomlinson Review recommendations, in the 2021/22 academic year, the ESU also implemented robust evaluation processes to ensure there remains clarity in regard to education funding which is aligned to impact and agreed goals. Through onboarding the platform 'ImpactED'<sup>4</sup>, the reporting against the impact of the CPG continues to pay dividends to the reporting and monitoring of the CoLC CPG monies – particularly useful when also evaluating activity against the CoLC Corporate Plan and Social Mobility Strategy.
24. Moving into the academic year of 2022/23, it was clear that new CPG funding model was able to demonstrate impact against delivery on the six strategic goals, especially in regards to achieving Goals 1, 2, 4 and 5. Some examples are evidenced below<sup>5</sup>:

- **Enrichment:** 19 projects focused on enrichment including music, sports & outdoor activities. The City of London Academy Islington delivered an 'Activities Week' project where students were given the opportunity to undertake activities they may not have had the chance to engage in previously and provided opportunity for students to take part in cultural and creative learning which increased resilience and creativity. City of London Primary Academy Islington delivered The Spitalfields Music project where pupils were afforded opportunities to develop Fusion Skills in creativity and collaboration and teamwork.
- **Interventions:** 15 projects focused on interventions for young people at risk of exclusion including one that concentrated particularly on early intervention and prevention. The impact reported on the alternative placements and support of pupils at risk of exclusion was very positive, with academies observing lower exclusion rates and improved behaviour. The observed impact of these interventions was positive. Not only did this suggest attainment and progress improved but confidence and wellbeing also increased. The City of London Primary Academy Islington brought in an Interventions Teacher for 3 days per week. This particularly helped to increase pupils' confidence, motivation, behaviour, and resilience. It also helped improve communication skills and confidence levels around presenting and expressing ideas orally. Staff found that it helped improve pedagogy by focusing on 'precision teaching' and increasing their ability to tailor learning to specific pupil needs.
- **Tuition:** 9 projects focused on Tuition including 1:1 support as well as extra after-school and weekend revision sessions. The City of London Hackney produced an 'Out of Hours Tuition' project where key highlights included improved attainment in GCSE and A-level/BTEC and more students being able to progress to high quality further education. An

---

<sup>4</sup> City Premium Grant supported projects are now logged and tracked via an online evaluation and impact measurement platform called ImpactEd. This system allows for better impact data collection than in previous years, and helps project leads across the Family of Schools to outline, monitor, and evaluate the impact of projects by specific groups of pupils and/or programmes.

<sup>5</sup> These are headline examples. For a more exhaustive list of outcomes, please refer to the Annual Action Plan Reports taken to the Education Board annually, as part of its public agenda.



additional benefit of the extra face to face teaching was that the additional support improved the confidence in the students during the uncertainty around the first set of public exams since 2019.

- **Continued Professional Development:** 3 projects focused on staff training including developing senior leadership. Redriff's Leadership project delivered a positive impact for the school with findings from their staff wellbeing survey showing how staff are significantly above national averages, with feedback highlighting evidence of a strong and supportive staff culture. It delivered a valuable opportunity for the school to reflect and plan, and as a result, will now continue to improve and deliver strong direction and better staff cohesion.
- **Mental Health and Wellbeing:** 3 projects focused on Mental Health and Wellbeing interventions including the recruitment of staff into wellbeing-focused roles as well as educating pupils about mental health. The impact observed by academies of their wellbeing interventions was consistently positive and saw increases in confidence and self-esteem in pupils. This led to improved attendance, engagement, behaviour and attitude to learning. The City of London Highbury grove delivered an 'Urban Hope' project which provided additional capacity to support students' mental health and anxiety, and aimed to improve behaviour. This has led to increased success for this intervention, with a reduction in repeat offending, an increase in confidence and ability to control emotions, and positive mental health reported.
- **Other:** The other 10 projects included pastoral support, work-related learning, family support, coaching, arts education and mentorship. In addition, many projects looked to improve a range of impacts through one project. For example, the 'Pre-Apprenticeship Pathway' project at City of London Academy Highbury Grove focused on Interventions, but the project also seems to have demonstrated an increase in engagement of parents/carers within the Somali and Turkish community.

25. The Education Strategy 2019-23 also committed to ensuring that pupils in the Family of Schools receive exceptional education to enable them to flourish and thrive. A key aim for achieving this is to support the FoS to "use effective communication and feedback to ensure pupils and their families are partners in children's learning".

26. There have been a number of projects and activities delivered or supported by the CoLC which have engaged parents in children's learning. These have been supplementary to the many and diverse ways in which the FoS engage pupils' parents.

27. The FoS have shown good practice in this area, for example, the community choir at Galleywall Primary School, the local area engagement at Redriff Primary School and parent liaison projects at City of London Primary Academy Islington are all part of a wider initiative to support and engage parents and carers.

28. Furthermore, the 2019 City Schools Conference for leaders and teachers across the FoS focused on pupil, staff and family wellbeing and included practical workshops on methods for parental, family and community engagement to support learning and wellbeing. During school closures, the ESU had also developed and commissioned a number of practical resources for parents/ carers and families to

use at home which were made available on the CoLC website and shared directly with families through the FoS.

29. There have also been CPG projects which have facilitated parental engagement activities. For example, Galleywall Primary School and Redriff Primary School submitted bids to use the 2020/21 CPG funding to run family support programmes aimed at working directly with families to support pupils who may have disengaged with learning during school closures, or where children and families may have been affected by bereavements due to COVID-19. Another example can be seen via City of London Academy Islington (CoLAI) who used the 2019/20 CPG to run early help services for disadvantaged and vulnerable pupils with a strong focus on working with families to support pupils' emotional and mental health and educational outcomes.
30. At its meeting in 2020, the Members of the EB clarified the Boards position by discussing the following:
  1. What is the role of the Education Board in supporting the effective practice of parental engagement in learning across its Family of Schools?
  2. How might the City Corporation ensure that its own parental engagement in learning projects/activities are effective and having a positive impact?
  3. What is the role of the Education Board and City Corporation in influencing broader research and policy in this area?
31. The links between parental engagement and pupils' learning is well established in research and practice and the EB highlighted these as key considerations for the fulfilment of the goals in the Education Strategy. Since then, a wealth of initiatives have continued to be delivered in this area.
32. In 2022, the ESU in collaboration with the Parenting Circle began a project which saw the delivery of a co-produced Parental Engagement Toolkit for Primary and Secondary Schools within the FoS. The Toolkit explores areas such as: education; school readiness; early help; health and well-being and many more topics to better prepare pupils, parents, carers, families and teachers across the FoS to improve outcomes and help learners maintain healthy and successful lives. In early 2023, the CoLC hosted the 2023 Parental Engagement Roundtable. Attendees included the City Corporation's Head of Education and Early Years, the Strategic Director of Education and Skills, Chair of the Education Board, CEO of CoLAT, Patrick Spencer (policy advisor to the Secretary of State for Education at the DfE), The Rt Honourable Lord Watson MP, Head of the Virtual School, Headteachers, Academics from the University of Oxford and Parents/ Carers.
33. The impact of the Roundtable went on to have a direct influence on the contents of the Parental Engagement Toolkit. The Toolkit was presented at the April EB Meeting in 2023. The Toolkit was well received and is now currently being prepared to enter a pilot scheme at two CoLAT schools. The findings from the pilot study will now go on to inform the Toolkits in preparation for their delivery in 2024 as part of the new Education Strategy.
34. It is also clear that the ESU remains committed to continuously improving parental engagement and in October 2023, the ESU commissioned Brunel University London to conduct research on parents' views on the purpose and role of education and future educational priorities. The research is focused on seeking the views of

parents from low-income families (those in receipt of Free School Meals). The data from the research will help shape the City of London's upcoming Education Strategies (2024-28) and will further contribute to our commitment on parental engagement.

### **Key Learnings from the Education Strategy:**

35. Moving forward, a more streamlined reporting process for the Education Strategy to the EB should be implemented. To achieve this, recommendations would be for each Annual Action Plan to deliver KPIs against each strategic goal and for the financial reporting to follow in this order. Currently, this is not how the Annual Actions have been evaluated and reported. This would further enhance the impact reporting and improve the strategic operations for impact measurement.
36. It is clear that all Forums bring a wealth of opportunity for all members and attendees. This was strongly evidenced during COVID-19 lockdown. However, to ensure the Forums are able to demonstrate impact, recommendations which could help maximise outcomes could be for each Forum to have a Terms of Reference (ToR) and to ensure these are co-produced with members and reviewed upon the new strategies being implemented.
37. It appears that in-house activities, especially those which occur on an annual basis (such as: the debating competition, maths challenge, chess competition and so on) bring a wealth of additionality to learners across the FoS. Likewise, they also contribute to the unique selling point of belonging to the FoS. However, in order to ensure that these activities and programmes are able to demonstrate impact against strategic goals, improved impact measurements should be put in place in order to examine their effectiveness against the CoLC's wider social mobility aims and objectives – similarly to the way the CPG monies are monitored and reported.
38. Governance across the City FoS is in a better position today than it was in 2019. Through reviewing and renewing the reporting processes, it is clear that governance in general has improved. However, in order to ensure the reporting of governance remains in line with national guidance and best practice, strategic reviews could take place to ensure the reporting reflects the CoLC's commitment to Equity, Diversity and Inclusion.

### **CULTURAL AND CREATIVE LEARNING STRATEGY OVERVIEW**

39. This Cultural and Creative Learning strategy supports the Education Strategy by enriching the education offer delivered by the FoS and encourages deeper collaboration and shared programmes between schools and cultural, heritage, and environmental organisations across London. The Cultural and Creative Learning Strategy also supports the Skills Strategy (see below) by focusing on the development of 21st Century Fusion Skills, and harnessing the creativity, innovation, and digital literacy which cultural and creative learning can develop and which are vital skills for the current and future labour market. As part of its goals, by 2023, the strategy aimed at achieving the following six goals:

- I. **Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution.**
- II. **Children and young people are empowered to realise their full potential in and through the arts.**
- III. **There are accessible opportunities for pupils at risk of not having access to the full range of cultural experiences (including pupils with SEND, disadvantaged pupils, and pupils who speak English as an additional language).**
- IV. **Cultural and creative experiences develop and enhance the Fusion Skills needed for employability in the 21st Century.**
- V. **Learners at all stages have high quality exposure to creative industries to make informed career choices, including careers in the arts, cultural, and hybrid sectors.**
- VI. **There is strong strategic oversight of cultural learning and it has real and lasting impact.**

40. To lead the delivery of the Cultural and Creative Learning Strategy, the ESU established a Cultural and Creative Learning Forum which is comprised of one staff representative and one governor representative from each of the FoS. The Forum acted as a meeting point between the FoS and Culture Mile Learning. It was clear that the establishment of a Cultural and Creative Learning Forum to lead the delivery of a Cultural and Creative Learning Strategy which is owned by governors, school teachers and cultural partners in a cultural-education partnership allowed all partners to:

- Share information about upcoming opportunities and events to encourage access and participation.
- Share examples of effective approaches to teaching, learning and curriculum design.
- Develop a shared approach to evaluating the impact of cultural and creative learning delivered in schools and in cultural organisations.
- Develop a collaborative continuing professional development (CPD) programme, both for arts teachers, and for non-arts teachers for using arts and creativity to boost learning and develop skills.
- Promote cultural and creative learning nationally and internationally, influencing the field and sharing best practice.

41. At a pupil-level, the collaborative opportunities provided by both the FoS and partners in the cultural-education partnership yielded effective cultural learning experiences for pupils. See below three case studies from the Cultural and Creative Learning offer during 2019-23 – all of which helped achieve Goals One, Three and Five of the CCL Strategies.

<b>Case study one: CCL at primary level</b>
---

<b>Galleywall Primary School, City of London Academy</b>
--

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Age range: 4-11</li> <li>• 380 pupils on roll</li> <li>• 42.9% pupil premium</li> <li>• Southwark, London</li> </ul> |
|---|

Galleywall primary school has a strong commitment to cultural learning, learning in the arts, and a creative curriculum. They recognised that pupils' knowledge of poetry, visual art and performance skills were areas for development. To address this, the school partnered with the Barbican to take part in their Barbican Box project which brings together schools and artists. Following a programme of CPD for teachers, the school then received a box from the Barbican which contained a range of items. The box was put together by the poet Michael Rosen who filled it with objects and trinkets from memories of his life. The objects in the box were the inspiration for opening up conversations with pupils in Year 2 about their own lives, including their families, their sense of identity and their heritage. Pupils talked about family memories, and memories from their families including what brought them to Bermondsey. The box continued to be the inspiration for poetry and art in the curriculum. The pupils used the poetry of Michael Rosen, together with the objects from his life and poetry in the box, as inspiration for creating their own poetry. Through this process, pupils could see themselves as poets, using inspiration from their own lives, heritage and memories to go on a poetic journey and produce poetry themselves. Pupils then had the opportunity to perform their poems on stage at the Barbican, enabling pupils to experience performing in a professional-quality venue, and experiencing the links between objects, art, poetry and performance. Pupils also performed their poems in the school and to parents sharing their stories and journeys with loved ones and the community. Building on the inspiration of the box and the process of being inspired by a poet, the school then partnered with a professional artist to develop pupils' skills in art and design through the same lens of personal identity, journey and memory. Pupils were asked to bring in photographs of themselves and their families which were then blown up on bigger canvases by the artist. During workshops in the school, pupils then worked with the artist to change the tones of the canvas and overpaint the photographs to turn their memories and sense of identity into their own artwork. The artist then supported to pull the canvases together into an installation in the shape of a bird, which was called "The Wishing Bird". Some of the poetry was included in the installation, tying together the box, the poetic journeys, and the artwork. Through this project, partnering with the Barbican, and working with professional poets and artists, pupils had the chance to write and perform poetry and contribute to an art installation. Pupils could also develop a sense of pride in their work and were able to see themselves as poets and artists, creating art through reflecting on their lives, identifies, memories and families. Pupils also had the chance to reflect on their sense of place and heritage, seeing themselves as part of a wider community and using this as inspiration for art and poetry.

**Case study two: CCL at secondary level**

**City of London Schools for Girls (CLSG)**

- Age range: 7-18
- 707 pupils on roll
- Independent day school for girls
- City of London

As a school in the heart of the Barbican and the City of London, CLSG have always sought to reach out and embrace the opportunities available to the girls in the local area. In the Music Department CLSG were keen to enhance the composing

curriculum by working with living composers, allowing them to model more authentically (and in more detail) the practices of working composers and enhance the quality of composing. Since 2015 the Music Department had regularly invited composers to work with students during one-off workshops. These worked well, but the process needed to be over a longer period of time if they were to genuinely enhance the quality of the composing curriculum in partnership with a composer. CLSG created two different opportunities for students to engage with a living composer over a sustained period of time. For Year 10 and 11, they extended their Visiting Postgraduate Scheme (where a postgraduate student at Guildhall School of Music and Drama works in the Music Department for a term) to include composers and appointed a PhD composer to provide tutorials. These took place in normal lesson times. For Year 12 and 13, they had a composer visit six times over the year, culminating in a live performance of their compositions. CLSG were keen to experiment with the two options: one weekly in shorter bursts, the other less often but with longer sessions. The weekly and more regular approach worked well for the Year 10 and 11. They valued their short tutorials and they enjoyed hearing from an experienced composer. The group sessions on generating ideas and developing material were useful, and these helped to build rapport with the composer and students. The Year 12 and 13 were enthused by the seemingly quirky sessions with the composer (some involved painting) and this injection of a very different type of working liberated their creativity. The pupils were also producing far more ambitious work, and the composer was able to challenge their ideas and help them focus these on the reality of performance at the end of the year.

### **Case study three: All Family of Schools**

#### **All Pupils across City Family of School**

- Age range: 8-13
- 230 pupils

To celebrate the 300th anniversary of the death of Sir Christopher Wren, a year long project has taken place in collaboration with City of London Corporation, Diocese, City of London School and St. Paul's Cathedral. This project involved music, visual art and creative writing, bringing together pupils from across the Family of Schools (and extended) to sing a new composition inspired by Wren's architecture and his achievements. Phase One of the project took place on Wednesday 28 September 2022 where teachers were invited to St Stephen Walbrook church to officially launch the project. Phase Two was delivered with full day workshops at St Stephen Walbrook & St James Garlickhythe on Monday 13 and 20 March 2023. Eight schools with over 200 pupils travelled between both sites for sessions which included: singing as part of a choir, creating paper-cuttings of the Walbrook dome and writing poetry inspired by the Garlickhythe architecture. During these two phases, feedback from the pupils highlighted how both the architecture from the churches and the atmosphere contributed to them feeling inspired and interested in knowing more about the history of Wren. Many pupils also stated that they wanted to revisit St Pauls Cathedral with their family members. On Monday 18 September 2023, the rehearsal for the final Wren300 concert took place at the City of London School. 230 pupils attended the rehearsal. To close the project, on Thursday 21 September 2023, 230 pupils came together at the Guildhall to have a full day of final rehearsals prior to the final concert in the Great Hall, Guildhall that evening. Pupils performed to over 430 of their family members in the evening – a celebratory showcase of their



artwork and singing. The specially composed Wren-inspired music was created by Richard Quesnel, Director of Music at the City of London School and the City of London School for Girls – as a collection, these compositions formed what was called ‘Raising the Roof’, a cycle of compositions grouped together to celebrate Wren’s achievements with lyrics drawing on historical facts, street names and famous London landmarks designed by Wren. Richard also especially wrote the libretto for the concert. To summarise, the concert was a huge success with positive feedback being received from parents/ carers, guests, staff and pupils.

42. Culture Mile Learning (CML) was the education and family learning focus of the Culture Mile partnership. Its aim was to establish a world-leading learning destination in the heart of the City of London, bringing together skills and expertise across 26 organisations to capitalise on Culture Mile’s profile, visitor experiences and collaboration so that the area is recognised as a world-leading centre of cultural learning. Furthermore, the ‘Schools Visits Fund’ which was launched in November 2015 to help schools in disadvantaged areas of London also offers visits to 21 cultural venues supported by the CoLC.
43. CML was originally commissioned to deliver the fulfilment of the Cultural and Creative Learning Strategy 2019-23 and aspects of the Education and Skills Strategies. To support the Education Strategy 2019-23, CML worked to encourage deeper collaboration with the FoS and also developed shared programmes and digital resources for greater impact on young learners. Likewise, in supporting the Skills Strategy 2019- 23, CML was directly involved in developing Fusion Skills programmes, supporting creative employment pathways and cultural and creative apprenticeship programmes.
44. As requested by the EB in February 2022, CML provided quarterly updates during the year on the School Visits Fund (reports are available publicly via the City Corporations democracy pages<sup>11</sup>), phased out their work with over 18s, ensured that their work aligns with the CCL Strategies and continued to work in close collaboration with the ESU in particular on the London Careers Festival. In general, the data provided by CML showed a year-by-year increase for demand for the School Visits Fund and also further demonstrated how programmes and projects were able to fulfil the strategic goals of the CCL Strategy.
45. This year (2022/23) marked the final year of the current CCL Strategy and also of the CML team and programme. For five years, CML played an important role in delivering key aspects of the CCL Strategy. Their mandate was to support schools, particularly the FoS, to embed CCL across their curricula and to pilot innovative models that enable young people to develop skills that underpin social mobility. This brief resulted in deep impact for pupils and teachers alike, and generated some exciting new ways of working. CMLs work was guided by five overarching principles and ways of working:
  1. Teaching with cultural artefacts and alongside creative practitioners and creative industry employers to enable students to develop the fusion of communication, collaboration, critical thinking and problem-solving skills that support their employability.
  2. Developing oracy skills – underpinned by training and consultancy from oracy specialists whose research shows the centrality of good oracy to social mobility.

3. The concept of 'Beautiful Work', the idea that young people deserve to work with high quality resources and to showcase their work to audiences.
  4. A further strengthening of the connections between teachers across schools and departments to share, co-create and reflect together on curriculum enhancement through creativity.
  5. A focus on providing opportunities and experiences for the least advantaged young people to cultivate their creativity, nurture their skills, and develop their cultural capital.
46. A cross-programme external evaluation of their work was brought to the EB in autumn 2022 and revealed key outcomes which highlighted: improved attainment, confidence, agency and self-belief, development of fusion skills and employability skills, improved sense of belonging and identity as well improved confidence, skills and knowledge for teachers.
47. The data presented by CML clearly indicated that their focus was on achieving desired outcomes and assessing the impact of their outputs. CML's key achievements during the period from April 2022 – May 2023 are outlined below:
- The recovery and further development of the School Visits Fund. The number of applications as last reported was close to pre-pandemic levels and CML were at capacity in terms of the number of grants which were given out. 79 grants were paid out between April 2022 and end March 2023 benefitting c2,370 children.
  - The development, piloting and roll out of a new oracy based cross partner programme, Culturally Speaking, for Year 8 pupils. Run in partnership with oracy experts The Speakers Trust and delivered by four CML partners - Keats House, Guildhall Art Gallery, The Museum of the Order of St John, and London Metropolitan Archives - the programme included a cultural visit and a full day oracy workshop. 17 schools booked onto the project.
  - Ten schools from the FoS engaged in tailor-made teacher CPD and curriculum development projects including visits and resources on topics including the Fire of London, Victorian Era, World War II, Sarah Forbes Bonetta, Windrush, Romans, crime and punishment and creative process skills. The majority of these initiatives have had oracy at their core.
  - CML also commissioned a Maths in Museums expert to support four CML partners to develop Maths focused visits and resources. Frame of Mind, the 2023 City Schools Art Project included c300 pupils from 11 of the FoS ranging from Years 1-10 take part in day-long workshops to co-create their own group artwork out of cardboard and paper, inspired by artworks from either the Museum of London or the Guildhall Art Gallery's (GAG's) collections, developing their creativity, critical thinking, problem solving and team working skills. 900 pupils from 30 classes in 25 schools across 12 London boroughs improved their literacy and developed their creativity and communication skills by taking part in Young City Poets, in collaboration with the National Literacy Trust. Five schools this year took part in a new module, Writing from Nature, designed with the RSPB to widen access to, deepen knowledge of, and increase appreciation of their local natural world.



- Eight pupils from the Pre-Apprenticeship Unit at City of London Academy Highbury Grove benefitted from a bespoke weekly work placement programme. Delivered in partnership with Museum of London Docklands, the programme significantly impacted pupils' confidence, as well as their communication and customer service skills.
- 29 pupils from City of London Academy Highbury Grove and City of London Academy Islington benefitted from a week-long fusion skills-orientated work experience placement in summer 2022 at the Museum of London, Barbican and Tower Bridge.
- Closing up, CML also continued to develop and deliver Fusion Futures, their flagship Key Stage 5 skills and employability project in partnership with Barbican Creative Learning and Foundation for Future London. The 5-week programme, co-delivered by artists and industry partners, helped pupils to apply fusion skills to real-world challenges through creative workshops. By end August 2023 c120 young people attended.

48. During the summer of 2023, the operations of CML concluded, leading to an opportunity to reallocate the funds. Consequently, there is now a shift in the implementation of the Cultural and Creative Learning Strategy, adopting a fresh approach in its delivery model. Key changes included:

- Funding now being secured via a competitive bidding process, with Cultural Partners submitting project proposals directly to the City of London Corporation.
- Cultural Partners are now encouraged, *but not obligated*, to work in collaboration with at least one of the other partners on any project.
- 50% of available funding will be reserved for projects aligned with specified areas of strategic focus (for 2023-24 these are, Oracy, Mental Health & Wellbeing, Environmental & Outdoor Learning, Youth Voice, Financial Literacy).
- Funding is targeted specifically at enrichment and additionality and cannot be used to fund routine activity, or any capital expenditure not directly related to project delivery.
- Partners are still be expected to evaluate their projects – the Education Strategy Unit supports with recommended evaluation frameworks.

49. The CoLC Cultural & Creative Learning Fund is now an annual fund available to the CoLC's cultural partners. Decisions regarding the fund are delegated to the EB with operational responsibility held by the ESU. Cultural partners now have the opportunity to secure funding via a competitive bidding process.

50. Bids are submitted directly to the CoLC via an online form. The EB is keen to support activity which promotes collaboration between the family of cultural partners. For this reason, cultural partners are encouraged, but not obligated, to work in collaboration with at least one other partner when developing project proposals. The funding available for cultural partners to bid for in the 2023/24 academic year is £190,000 with individual bids not able to exceed £20,000. However, cultural partners can submit as many bids as they desire.

51. This new funding approach will foster a more inclusive and collaborative environment among the CoLC's cultural partners, encouraging joint efforts in project development. By expanding funding opportunities and promoting collaboration, the strategy cultivates innovative initiatives that are more comprehensive and impactful for the young people the CCL strategy seeks to serve. With an emphasis on teamwork and shared expertise, this approach is poised to yield diverse, high-quality programmes on strategic themes that cater to the holistic development and enrichment of children and young people.

## **Key Learnings from the Cultural and Creative Learning Strategy**

52. The CoLC's focus on integrating cultural institutions with educational institutions has resulted in a symbiotic relationship and has fostered creativity and knowledge acquisition among pupils across the FoS.
53. Efforts to provide accessible cultural experiences to learners and pupils across the FoS, especially those at risk of limited exposure, including those with SEND or from disadvantaged backgrounds, have demonstrated a commitment to diversity and inclusion. However, a more strategic approach moving forward is needed to demonstrate the impact cultural and creative learning can have on these learners.
54. Emphasising the development of 21st-century Fusion Skills through cultural and creative learning has highlighted the importance of innovation, digital literacy, and creative thinking in preparing learners for the evolving job market.
55. Establishing strategic oversight and implementing comprehensive impact evaluation methods have facilitated continuous improvement and ensured that the initiatives align with the overarching goals of the Cultural and Creative Learning Strategy. CML did a good job with impact reporting and given the new system delivery, evidence reporting in this area will need to continue to be focused on impact and outcomes now it is being delivered through the Education Strategy Unit.

## **SKILLS STRATEGY OVERVIEW**

56. The Skills Strategy 2019-23 commits to providing, enabling and supporting a lifelong process of learning through the development and practical application of talents and skills which are needed for success in the 21st Century. As part of its goals, by 2023, the strategy aimed at achieving the following six goals:

- I. **The lives of our diverse adult learners are transformed through a unique educational experience.**
- II. **ASES deliver high quality adult education, training and apprenticeships.**
- III. **All partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community.**

- IV. **There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices.**
- V. **The City of London is home to a world-leading environment where partners can exploit the interconnectivity and collaboration between industry, school and business.**
- VI. **There is strong strategic oversight of skills delivery which is focused on impact.**

57. The development of the skills needed for the 21st Century economy is the result of a process of lifelong learning. Lifelong learning allows people to participate in high value employment opportunities and enables an environment where innovation, creativity and enterprise flourish. Just like the Education and Cultural and Creative Learning Strategies, the Skills Strategy is at the centre of the CoLC's Corporate Plan for 2018- 23 which sets out the vision to create a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK.
58. The Skills Strategy 2019-2023 aimed to contribute to a flourishing society and support a thriving economy by: Ensuring people have equal opportunities to enrich their lives and reach their full potential (Outcome 3 of the City Plan) and ensuring that London has access to the skills and talent it needs (Outcome 8 of the Plan).

### **Adult Skills and Education Service (ASES)**

59. The Adult Skills and Education Service (ASES) within the CoLC, was one of the key implementors of the Skills strategy. ASES is a learning and apprenticeship provider, as well as an assessor and promoter of lifelong learning pathways. The unit is responsible for delivering the City Corporation's statutory Adult Community Learning (ACL) services which includes family learning, English Language lessons for speakers of other languages (ESOL), training and employability courses for low-skilled and socially disadvantaged residents, as well as arts, crafts, and humanities-based learning.
60. ASES delivers the Apprentice Programme which recruits apprentices to the City Corporation, as well as brokering apprenticeships between local businesses and residents in the City of London and beyond. This latter function involves working closely with local businesses to understand their skills and talent requirements and matching these with suitable apprentices who receive work-based training at intermediate and advanced levels.
61. ASES have brokered apprenticeships with leading firms including Jones Lang LaSalle, Standard Bank, Virgin Holidays, Munich Re, and many more. As a basic principle, social mobility is stated to underpin all areas of ASES, both in its delivery of local authority community learning, and in its business and social functions as a provider of learning and apprenticeships. The table below offers some highlights from the impact made by ASES since 2019:

Year	Key Developments and Achievements	Impact
2019-20	<ul style="list-style-type: none"> <li>-Accredited training in food hygiene for Bangladeshi and Columbian women. - Designing a Food Hygiene course for Portsoken community residents.</li> <li>- 119 active apprenticeships.</li> <li>- Emphasis on labour market intelligence. - Key areas for improvement identified. - Independent review conducted. - Integrated recommendations. - COVID-19 response and shift to online learning.</li> <li>- 95% online delivery for Adult Learning courses. - 100% internal apprenticeship training online. - Phased return to hybrid and face-to-face teaching.</li> <li>- Increase in Functional Skills: Maths and English registrations. - Increased certified qualification achievements. - 175 active apprenticeships.</li> </ul>	<p>Improved employability, targeted training for barrier-facing groups, good progress in apprenticeships. Addressed improvement areas, implemented virtual learning, launched Digital Strategy Programme, reflected on Apprentice Levy, adapted to COVID-19 challenges.</p> <p>Transition to online learning, strategic review of curriculum, increased ACL registrations, successful apprenticeship outcomes.</p> <p>Positive outcomes in ACL, improved success rates in apprenticeships, increased progression into employment and further education.</p>
2021-22	<ul style="list-style-type: none"> <li>20% reduction in apprenticeship recruitment due to COVID-19 impact.</li> <li>- Changes in assessment arrangements. - Government White Paper "Skills for Jobs."</li> </ul>	<p>Recruitment challenges due to pandemic, adaptations in assessment, response to national policy changes.</p>
2022-23	<ul style="list-style-type: none"> <li>- Ofsted Inspection achieved a Good grade. - MATRIX application submitted.</li> <li>-30 apprentices enrolled in various courses. - 80% apprentices successfully completed apprenticeships.</li> <li>- Competitive bidding for funding, delivery of Community Learning and Adult Skills Budget. - Involvement in the GROW Project and Digital Bootcamp courses.</li> </ul>	<p>Recognition of quality, successful apprenticeship outcomes, diversified course offerings, sustainable employment for graduates.</p> <p>Funding diversification, support for employment through GROW Project, successful outcomes in Digital Bootcamp courses.</p>

**Table 1: Highlights from ASES**

## London Careers Festival

62. Since being founded in 2019, LCF today still provides valuable exposure to a variety of career and training paths for young Londoners. It is also clear that the original aim of achieving Goal Four of the Education Strategy is still upheld and achieved year-by-year. Since 2019, LCF has raised aspirations for its participants and has generated a wealth of new opportunities to young people - opportunities they would not have previously considered. LCF has also demonstrated its ability to help young people build transferrable skills such as networking, initiative, collaboration and communication.

Year	Key Developments and Achievements
2019	The LCF 2019 was the first week-long careers festival, uniting Apprentice 19 and Livery Showcase. 'Fringe Days' hosted pupils in workplaces, meeting Gatsby Benchmarks.
2020	Vision for LCF 2020 was a virtual festival due to COVID-19. Marketed to schools across London and involved organisations hosting webinars and online workshops. This was delivered online via Microsoft Teams, Zoom, and YouTube Live.
2021	LCF 2021 delivered virtually again due to COVID-19. Week-long virtual festival marketed to schools across London and the UK. In 2021 there was 20,365 bookings (619% increase from 2020).
2022	LCF 2022 ran without COVID-19 restrictions. Delivered both in-person and online with a blended approach. Over 6,140 young people attended; impact reporting showed increased confidence and positive feedback.
2023	LCF 2023 aimed to increase engagement with a blended delivery model. Over 12,000 young people attended, with 9,831 attending the virtual festival and 2,993 in-person. Positive evaluation results from participants, teachers, and facilitators.

**Table 2: London Careers Festival summary**

## Connecting Communities

63. Connecting Communities began in the CoL on February 14, 2022, and finished on September 30, 2023. The contract duration was 21 months, with 15 months for delivery and 6 months for the provision of in-work support and collection of evidence (sustained employment etc). Connecting Communities was match funded with the DWP funded JETS contract). Connecting Communities was a free-of-charge employment service that helped Londoners aged 18 and over to upskill, reskill and get into employment. Connecting Communities was an innovative work-focused pathway designed to support those furthest from the workforce to move into sustainable employment after the pandemic. The programme was for unemployed people and economically inactive people including groups with multiple and complex barriers (e.g., ex-offenders, individuals with drug/alcohol problems, individuals without literacy/numeracy skills, individuals facing

homelessness, NEET young people, lone parents and individuals with health and disability issues).

64. A detailed evaluation report was brought to the EB at its Meeting on 28 September 2023 and key data for the impact of the programme can be found in the report of that meeting.

### **Other Skills Activity**

65. Alongside ASES, LCF and Connecting Communities, other skills initiatives took place from 2019-23. For example, the termly Skills Forum which is comprised of one member of staff and one governor from each school in the Family of Schools which continued to run both during lockdown and post lockdown and continued to explore and give feedback on skills and career-related learning for pupils with SEND. The Forum also discussed upcoming skills and careers related opportunities for pupils including apprenticeship opportunities within the CoLC, LCF, online mentoring opportunity with CML, and higher education exploration events organised directly by City of London School for Girls. Each Skills Forum also facilitated one-to-two partner organisations to host and/or speak to members about opportunities relating to both pupils and teachers that support skills and careers programmes. Host organisations have included partners such as: 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.
66. Another activity was one based around Fusion Skills. Fusion 1 was delivered in 2019 and 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 were part of a three-year commitment made by the CoLC 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 aimed to draw people together to form systemic change to better skills education for all – again, fulfilling the strategic goals from not only the Skills Strategy but also, the Education and Cultural and Creative Learning Strategies. The third meeting, Fusion 3, took place as a virtual event on 7 June 2021.
67. As reported at the meeting of the EB on 28 January 2021, the ESU commissioned the development of a new website called 'Find Fusion' which was established with the aim of connecting 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 was aimed to 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 was also aimed to connect, and curate offers around themes such as learner type, age group, curriculum area and Fusion Skills. However, despite these aims, it appeared that Find Fusion needed to be reviewed in order to facilitate the delivery of the strategic goals for 2019-23 and those thereafter. As a consequence, the ESU are currently exploring all options to test and trial what works and what works best to continue the legacy of Find Fusion ahead of the new 2024-28 strategies.

68. Another activity to highlight was the Liveries Skills Initiative, hosted by the Livery Committee to drive employment support for young people. The pandemic has highlighted the need for young people, not just to reconnect with traditional school education, but also to be given additional opportunities to consider their career options, learn new skills, and discover again what is involved in life at work after lockdown. With hundreds of years of experience between the Livery Companies, Guilds, City & Guilds, the Livery Committee, and the City of London Corporation, a meeting was held to determine ways of collaboratively boosting skills development at this time. An initial survey was sent out to all Liveries and Guilds to gather information on their skills provision, which came back with an impressive 97% response rate. The survey showed the significant contribution the liveries are already making. For example, 76% of liveries spend over £10,000 per year on skills development with 19% of liveries spending more than £100,000 per year supporting skills. The estimated value of expenditure on skills development by the liveries is more than £7.9 million annually. The Livery Companies have more than 3,562 strong and regular links with business.
69. From these findings, a virtual event was hosted with an attendance of 165 attendees from 93 Liveries and Guilds. The Lord Mayor opened the event and focused on utilising challenging moments as a call to action to bolster and coordinate efforts to support skills and opportunities for young people. The Lord Mayor highlighted that the role of Liveries and Guilds is crucial. The event focused on the needs and grant possibilities, a breadth of existing options, and potential opportunities and recommendations which Liveries and Guilds could take forward. The enthusiasm, desire, and urgency to do more was very clear in the comments and suggestions coming through from attendees.

### **Key Learnings from the Skills Strategy**

70. It is clear that ASES is committed to promoting social mobility and lifelong learning through diverse education and apprenticeship programmes. Reporting of impact shows how they have year-by-year fulfilled the strategic goals of the Skills Strategy.
71. ASES faced challenges during the COVID-19 pandemic, transitioning to online learning and providing additional support for learners and as a consequence, numbers on programmes declined in certain areas but have since improved thereafter.
72. ASES has seen successful in delivering apprenticeships, with high completion rates and successful transitions to employment or higher education and as a result achieved positive outcomes from their 2022 Ofsted inspection.
73. Connecting Communities, funded by GLA and ESF, helped unemployed individuals find sustainable employment and provided tailored support for various disadvantaged groups. The programme further fulfilled the strategic goals of the Skills Strategy and proved to be a useful conduit for skills enhancement.
74. Fusion events and the Find Fusion website fostered partnerships between education, business, and cultural sectors to enhance Fusion Skills development. There remain challenges with the usability and accessibility of the Find Fusion website – something the ESU is currently reviewing ahead of the future strategies.

75. Liveries and Guilds contribute significantly to skills development and have strong links with businesses, supporting educational opportunities for young people. There is however an opportunity to further improve the relationship between the CoLC and the Liveries and Guilds to yield more outcomes for the CYP the Education, Cultural and Creative Learning and Skills strategies seek to serve.
76. There is a range of skills development activity across the City Corporation. Mapping activity is being undertaken to produce a single coherent picture. This will realise a flight path of skills develop, ensure people with special educational needs and care experiences have their bespoke needs well met, and reporting to Members is comprehensive.

### **Options**

N/A

### **Key Data**

Key data is embedded in the body of this report.

### **Corporate & Strategic Implications**

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

## **Conclusion**

78. The Education Board is committed to ensuring that the delivery of its Education, Cultural and Creative Learning and Skills strategies are focused on evidence driven impact. This report outlines the key highlights and provides an overview of impact from the Education, Cultural and Creative Learning and Skills strategies 2019-23.

### **Scott Caizley**

Lead Policy Officer (Education, Culture and Skills)  
Department of Community and Children's Services  
E: [scott.caizley@cityoflondon.gov.uk](mailto:scott.caizley@cityoflondon.gov.uk)



<b>Committee(s):</b> Education Board	<b>Dated:</b> 07 December 2023
<b>Subject:</b> City of London Careers Festival – Apprentice Ambassador Support - Adult Skills Education and Apprenticeship Service	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>N/A</b>
<b>What is the source of Funding?</b>	<b>N/A</b>
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>N/A</b>
<b>Report of:</b> Strategic Director – Education and Skills.	<b>For Information</b>
<b>Report author:</b> Barbara Hamilton – Department of Community and Children’s Services	

## Summary

This report summarises the contribution of City’s Apprentice Ambassadors to the City of London Careers Festival.

Central to many careers festivals is a job fair in which employers promote their organisation’s opportunities and interact with potential candidates. Job seekers, meanwhile, can explore potential careers and vacancies, submit CVs, and learn about different companies and industries.

While taking a similar approach, the City of London Careers Festival provides a far more comprehensive offer attended by a vast number of small, medium, and large City firms/business. Our Apprentice Ambassadors provide a warm welcome to all visitors, and guide individuals and groups of business visitors through the festival. Ambassadors also introduce school groups to relevant stalls and events, discussing potential careers and advising on job vacancies and apprenticeships.

We promote current employment opportunities and job vacancies throughout the festival. Potential school leavers are encouraged to introduce themselves to firm representatives, express their interest in job vacancies, internships, and career pathways, and apply for suitable roles.

### **Recommendation:**

Members are asked to:

Note the report:

## **Main Report**

### **Background:**

#### **Networking opportunities:**

1. The City of London's Apprentice Ambassadors perform the key function of engaging visitors in the festival's many opportunities to network with professionals, industry experts, and representatives from various organisations. They encourage school visitors to network with stall holders, explaining how these connections often lead to valuable support and mentorship opportunities, while providing insights into specific industries.

#### **Panel discussions:**

2. Ambassadors learn the agenda for each day's activities so they can encourage and direct visitors to relevant discussion panels featuring professionals from different fields. Panellists discuss current trends, challenges, and opportunities within their industries, enabling individuals to explore career options.

#### **Information booths:**

3. Ambassadors are also responsible for guiding school groups to information booths. Set up by businesses, educational institutions, City of London departments, and careers service providers, information booths offer details about specific programs, courses, and services.

4. In previous years, our festivals have offered careers assessment tools or services to help individuals identify their strengths, skills and interests, and guide them toward suitable career paths. With the support of the Apprentice Ambassadors, we can and will continue this service.

#### **Current position:**

5. The City of London Careers Festival often includes interactive activities, simulations and demonstrations for specific industries or professions. The Animal Reception Centre, for instance, introduced potential animal care apprentices to a few of their many interesting reptile residents. Interactive Information Technology and Digital Skills/Artificial Intelligence activities have also proved very popular.

6. In the early stages of our Apprentice Ambassador programme, we worked with approximately 25 volunteers recruited from many different internal departments. As news of the Ambassador opportunities spread throughout the corporation, additional departments became involved too.

7. The aims and objectives of the festival were explored at our apprentice focus group, following which apprentices could express their interest in becoming Apprentice Ambassadors.

8. An email was then sent to each engaged apprentice's line manager to request permission for their support of the festival. Line managers were provided with information and background on the festival and the apprentice's respective duties and commitments. All line managers have thus far supported the event and welcomed their apprentices' involvement. Where possible, evidence was collected on the Ambassadors' duties in practice, enabling the assessment of Ambassador activities and how these contributed to their course credits.

9. All participating apprentices completed Customer Service training sessions to prepare them for Ambassador duties. The number of apprentices from Customer Service and Business Administration programs far exceeded those from any other City of London Corporation's apprentice training areas.

Corporate and strategic implications:

- Strategic implications – festival activities and the role of Apprentice Ambassador are aligned with and support the delivery of the Corporate Plan.
- Financial implications – none
- Resource implications – none
- Legal implications – none
- Risk implications – none
- Equalities implications – the festival and the role of Apprentice Ambassador comply with our Public Sector Equality Duty 2010. The project will not have any negative impact on people protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- Climate implications – none
- Security implications – none.

Conclusion:

10. The Apprentice Ambassadors are responsible for promoting the benefits of apprenticeships to both potential apprentices and employers. This has thus far involved meeting with specific employers to discuss their apprenticeship experience and demonstrate their skills and abilities.

11. Apprentice Ambassadors will continue to support a variety of festival objectives and activities. They play a key role in promoting festival events and providing work-related demonstrations for visitors. They also contribute to specialised workshops and seminars on topics such as CV building, interview skills, industry trends, professional

development, and adapting to employer need, providing valuable insights, and supporting school students to improve their career prospects.

12. Apprentice Ambassadors are also responsible for guiding visitors to information, stalls, workshop/seminars, and scheduled events within the Guildhall, ensuring visitors arrive at the correct venue on time.

13. Overall, our Apprentice Ambassadors benefit from building and maintaining relationships with new businesses, educational institutions and other stakeholders who may be interested in employing apprentices. They provide useful support and guidance to school students considering the apprenticeship programme, helping them understand and navigate the training arrangements, discussing the application process, connecting them with resources, and addressing any concerns or anxieties they may have. Where relevant, Apprentice Ambassadors also share information about current apprenticeship opportunities.

**Appendix:**

None:

**Barbara Hamilton**  
**Head of Adult Skills Education and Apprenticeships**  
**Department of Community and Children's Services**

T: 020 7332 1755

E: [Barbara.Hamilton@cityoflondon.gov.uk](mailto:Barbara.Hamilton@cityoflondon.gov.uk)

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank