



Education Board

Date: MONDAY, 5 FEBRUARY 2024
Time: 11.00 am
Venue: COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

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

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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 of 07 December 2023.

For Decision
(Pages 5 - 10)

4. **REVIEW OF TERMS OF REFERENCE**
To note the report of the Clerk.

For Discussion
(Pages 11 - 14)

5. **GOVERNOR APPOINTMENTS UPDATE**
To receive the report of the Director of Community and Children's Services

For Information
(Pages 15 - 30)

6. **MEMBER DEVELOPMENT UPDATE**
Verbal update of the Clerk.

For Information
(Verbal Report)

Education

7. **CITY PREMIUM GRANT 2023/24 ROUND 2 APPLICATIONS**
To consider the report of the Director of Community and Children's Services

For Decision
(Pages 31 - 42)

8. **UPDATE ON PARENTAL INVOLVEMENT**

For Information
(Verbal Report)

9. **EDUCATION BOARD BUDGET UPDATE**
To receive the report of the Director of Community and Children's Services.

For Decision
(Pages 43 - 46)

10. **EDUCATION STRATEGY UPDATE**
To consider the report of the Director of Community and Children's Services.

For Decision
(Pages 47 - 62)

Cultural & Creative Learning

11. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE**
Report of the Director of Community and Children's Services.

For Information
(Pages 63 - 74)

Skills

12. **UPDATING THE LIST OF CULTURAL AND CREATIVE LEARNING PARTNERS**
To consider the report of the Director of Community and Children's Services
Department.

For Decision
(Pages 75 - 80)

13. **UPDATE ON THE LONDON CAREERS FESTIVAL**

For Information
(Verbal Report)

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

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

16. **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

17. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting of 07 December 2023.

For Decision
(Pages 81 - 84)

18. **UPDATE ON PARENTAL TOOLKIT**

For Information
(Verbal Report)

19. **FINANCE UPDATE: THE CITY EDUCATIONAL TRUST FUND & CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY**

To consider the report of The Chamberlain.

For Decision
(Pages 85 - 134)

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

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

EDUCATION BOARD

Thursday, 7 December 2023

Minutes of the meeting of the Education Board held at Committee Room 2 - 2nd Floor West Wing, Guildhall on Thursday, 7 December 2023 at 9.45 am

Present

Members:

Caroline Haines (Chair)
Naresh Sonpar (Deputy Chair)
Ben Murphy
John Griffiths
Floyd Steadman OBE

Also in attendance:

Luis Tilleria

Officers:

Deborah Bell
Mark Jarvis
Judith Finlay
Alice Rogers
Torri Stewart
Scott Caizley
Jack Joslin
James Tibbles
Jayne Moore
Barbara Hamilton

Also in attendance:

Judith Fremont-Barnes	Head of St Paul's Cathedral School
Sir Alan Wood CBE	Chair, What Works for Children's Social Care
Roland Martin	Headmaster, City of London Freeman's School
Rachel Thompson	Head teacher, City Junior School
Simon Reid	Head teacher, Christ's Hospital School (item 9)
Mya Francis	Apprentice ambassador (item 15)
Mutisunge Edwards	EDI lead, Christ's Hospital School
Vicky Fisher	School partnerships officer, ImpactEd
Mark Emmerson	CEO of CoLAT (items 20-21)
Mouhssin Ismail	Dir. of Secondary Standards, CoLAT (items 20-21)
Steve Moffitt	CEO, A New Direction (item 8)
Rebecca Branch	Director of Education, Culture & Place, A New Direction (item 8)

1. **APOLOGIES**

Apologies for absence were received from Alderman Robert Howard, Deputy Shравan Joshi, James Adeleke, Bolu Faseun, Steve Goodman and Mary Robey.

Ruby Sayed and Catherine McGuinness observed the meeting remotely.

The Chair thanked Mandeep Thandi for his contributions to the Board following his resignation from the Board, and welcomed Luis Tilleria to the meeting in anticipation of his formal appointment to the Board at the Court of Common Council meeting of 07 December 2023.

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

There were no declarations.

3. **PUBLIC MINUTES**

RESOLVED, That the public minutes of the meeting of 17 October 2023 be approved as a correct record of the proceedings.

4. **CONSULTATION OPPORTUNITY FOR EDUCATION BOARD**

The meeting noted that Sir Alan Wood CBE has been asked by the Town Clerk & Chief Executive to work with the City of London Corporation (CoLC) on a consultancy basis (one day a week for approximately 12 months) to ensure that the CoLC's interests and investments in education across the Corporation as a vehicle for social mobility is delivered as effectively as possible.

5. **MEMBER DEVELOPMENT UPDATE**

The meeting heard an update on Member Development from the Clerk.

6. **GOVERNOR APPOINTMENTS UPDATE**

The Board received the report of the Director of Community and Children's Services that included an update on Governors at the City Family of Schools.

The meeting heard that governor training on finance was recently delivered and well received.

7. **REVENUE BUDGETS 2024/25**

The Board considered the report of the Director of Community & Children's Services.

Members noted that some realignment might be needed once a strategy was finalised in early 2024.

Referencing the £49K increase shown in the table 1 summary and the maternity leave figures set out in paragraph 9 of the report, a Member asked whether that was an acceptable position given the current inflation figures. The meeting heard that the same position was being faced across the CoLC, noting that efficiencies were being sought in order to maintain the CoLC's service provision.

RESOLVED, That the provisional revenue budget for 2024/25 be approved for subsequent submission to the Finance Committee, recognising that further revisions may arise from the necessary realignment of funds resulting from decisions at Policy & Resources Committee.

8. **THE CITY EDUCATIONAL TRUST FUND MANAGEMENT UPDATE**

The Board received the report of the Managing Director of Bridge House Estates updating the Board on A New Direction for the City Educational Trust Fund (CETF) (290840) for which the Board acts as Trustee on behalf of the City of London Corporation. The update follows 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.

The Education Board recalled the agreement in July 2021 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.

The meeting viewed a presentation from A New Direction, noting that the programme comprised four main strands working with teachers and students: cultural education leadership, touring, masterclasses, and 'Go and See', with 22 schools confirmed onto the programme and 6 learning sessions planned.

In response to a Member question, the meeting heard that primary schools in the wider City family of schools (aside from CoLAT schools) would be invited to be involved in the project and that further vacancies for pilot schools were available.

The meeting noted (in response to a Member question) that the project's sustainability and impacts were carefully measured, noting that further evaluation details would be submitted to the Board alongside other updates to enable the Board to track the spend-out.

A Member commented that there was merit in working alongside other City of London entities including Destination City and the Natural Environment Board for some areas of the work.

CoLAT primary schools are welcome to join the programme and A New Direction will reach out to them.

9. **EDI UPDATE**

The Board heard an update on Equity Diversity & Inclusion at Christ's Hospital School, noting in particular its support for children from under-resourced backgrounds noting that 678 children (of about 900 in total) are on means-tested bursaries, and that the school has an extensive community and outreach programme.

The Board congratulated Christ's Hospital on their commitment and dedication to EDI.

A Member suggested there might be a role within the Corporation to ensure consistency across the City's schools and organisations, noting that a need for renewed focus on EDI would be beneficial across the Corporation.

10. **CITY PREMIUM GRANT: EDUCATION, CULTURAL & CREATIVE LEARNING, AND SKILLS STRATEGIES 2024-2028**

The Board considered the report of the Director of Community & Children's Services that included a summary of outcomes and learnings relating to projects funded by City Premium Grant (CPG) in the 2022/23 academic year, noting in particular:

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

The Board noted that ImpactEd reports would be shared across the City family of schools, noting also that parental engagement work would be coming online in 2024.

Members noted the significant benefit to schools of the partnership co-ordinator role at CoLAT recently approved for funding and recruitment, noting that the role would be expected to ensure that primary schools (which have a lower participation rate) are more greatly involved in programmes.

A Member asked whether any bids were rejected, and asked whether data collection was built into the bid process. The meeting heard that not all schools had sufficient resources to roll out an appropriate bid mechanism, though the new partnerships role was expected to mitigate that. The Board noted that three bids were unsuccessful within the last year, and that these were from one school whose bids focussed heavily on overseas trips, noting that other overseas trips were undertaken by that school in any case. Some schools had been asked to scale down their bid in order to deliver a wider spread of projects.

The Board noted that the volume and type of data being collected was being examined (noting the benefits of asking schools to focus on outcomes) and that lessons were being learned from the application process on an ongoing basis.

RESOLVED, That the Board confirm that schools may submit bids for projects lasting up to three years.

11. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS STRATEGY HIGHLIGHTS 2019-2023**

The Board noted the report of the Director of Community & Children's Services that included an overview of outcomes from the Education, Cultural and Creative Learning and Skills Strategies for 2019-2023.

The Board noted the significant levels of support provided during a particularly challenging period of time (mainly due to the pandemic and lockdown).

On paragraphs 75 and 76, a Member asked whether the CoLC could be doing more to promote and invest in apprenticeships. The Board noted that wider apprenticeship and skills activity was to be mapped and co-ordinated by the Education Strategy Unit.

Referencing paragraphs 42-44, the Board noted that a report was expecting to be submitted to the Board in early 2024 on cultural partners.

12. UPDATE ON 2024-29 STRATEGY

The Board noted that consultation activities are currently under way including external education and potential education opportunities, and a wide range of stakeholders and pupils have been engaged in a consultation exercise, from which the main themes identified have been wellbeing, EDI, and parental engagement.

13. OUTDOOR LEARNING UPDATE

The Board received an update on environmental learning activity.

14. LONDON CAREERS FESTIVAL UPDATE

The Board received an update on the London Careers Festival and confirmed the revised timeframe: 26 February 2024 to 08 March 2024, noting also that all London schools were welcome to attend.

Members heard that a pre-launch awareness campaign has been run (particularly in view of the earlier date), and bookings for the first week have been launched, with 2041 students booked so far (compared to a total of 2900 for 2023). The online week (the second week) has received 17K school registrations (a gain on the total figures for 2023). Further industry partners have been added including sports and engineering entities, noting the popularity of business start-up sessions. The Board noted that the delivery partner is Pathway CTM.

15. CITY OF LONDON CAREERS FESTIVAL - APPRENTICE AMBASSADOR SUPPORT

The Board noted the report of the Strategic Director, Education & Skills summarising the contribution of City's Apprentice Ambassadors to the City of London Careers Festival.

The Board heard from an apprentice ambassador who detailed the significant benefits of the London Careers Festival.

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

There were no questions.

17. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

The Board noted that a proposal was expected to be submitted to the Corporation imminently to the effect that experience of care be confirmed as a protected characteristic. The Board was supportive of the initiative.

18. 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 12.15pm

Chairman

**Contact Officer: Jayne Moore
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DRAFT

Committee(s): Education Board	Dated: 05 February 2024
Subject: Annual Review of the Committee's Terms of Reference	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 10
Does this proposal require extra revenue and/or capital spending?	N/A
If so, how much?	
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	
Report of: Town Clerk	
Report author: Committee and Member Services Officer	For Decision

Summary

The Annual Review of the Committee's Terms of Reference enables any proposed changes to be considered in time for the annual reappointment of Committees by the Court of Common Council. The Terms of Reference for the Community and Children's Services Committee are attached at Appendix 1.

Members are invited to note the recent amendment to the Terms of Reference of the CoL's Community & Children's Services Committee (CCS) as follows, approved at that Committee's meeting of 25 January 2024, noting that general oversight of Aldgate School will remain with the CCS:

- i. Education - to include attendance/admissions for the Aldgate School, Children Centre matters and Special Educational Needs and Disability (SEND), which are also scrutinised by the Safeguarding Sub Committee. to include the nomination/appointment of Local Authority Governors; as appropriate.*

Recommendations:

1. The terms of reference of the Committee (**set out at Appendix 1**) be approved with suggested amendments shown in red, subject to any comments, for submission to the Court in April 2024; and,
2. Members to consider whether any change is required to the frequency of the Committee's meetings.

Contact: jayne.moore@cityoflondon.gov.uk

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LYONS, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 27 th April 2023, doth hereby appoint the following Committee until the first meeting of the Court in April, 2024.
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EDUCATION BOARD

1. **Constitution**
A Non-Ward Committee consisting of,
 - 10 Members elected by the Court of Common Council, at least two of who shall have fewer than five years' service on the Court at the time of their appointment
 - Up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights)
 - One member appointed by the Policy & Resources Committee
 - One member appointed by the Community & Children's Services Committee

2. **Quorum**
The quorum consists of any three Common Council Members and one of the four external representatives, except for the appointment of external representatives, when the quorum consists of any three Common Council Members.

4. **Terms of Reference**
 - (a) To monitor and review the City of London Strategies for Education, Cultural and Creative Learning, and Skills and to oversee their implementation (including skills and work related learning, and cultural and creative learning) in consultation, where appropriate, with Policy and Resources Committee and the relevant Service Committees; referring any proposed changes to the Court of Common Council for approval;
 - (b) To oversee generally the City of London Corporation's education activities (including, where relevant, the City Corporation's commitment to ensuring education promotes healthy lifestyles); consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors; post school learning providers, and cultural organisations but excluding Gresham College and any responsibilities of the Gresham (City Side) Committee;
 - (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees **and the nomination/appointment of Local Authority Governors where appropriate (including Aldgate School).**
 - (d) Except for those matters reserved to the Court of Common Council or which are the responsibility of another Committee, the Committee will be responsible for all aspects of the City of London Combined Education Charity (312836) and City Educational Trust Fund's (290840) day-to-day management and administration of the charity. The Committee may exercise any available powers on behalf of the City Corporation as trustee under delegated authority from the Court of Common Council as the body responsible for exercising the powers of the City Corporation as trustee. This includes, but is not limited to, ensuring effective operational arrangements are in place for the proper administration of the charities, and to support expedient and efficient delivery of the charities' objects and activities in accordance with the charities' annual budget, strategy and policies;
 - (e) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;
 - (f) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools**;
 - (g) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
 - (h) To assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

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

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Committee(s)	Dated:
Education Board	05/02/2024
Subject: Governor Appointments Update	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	2, 3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Director of Community and Children’s Services	For Information/Decision
Report author: Scott Caizley, Lead Policy Officer	

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) ratified the appointments outlined in this report to Local Governing Bodies (LGBs) at their meeting on 14 December 2023, as detailed in paragraph 2; and
- The City of London Academies Trust (CoLAT) Board of Trustees (BoT) approved at their 14 December 2023 Board meeting the term extension of co-opted Trustee Lucas Green to 31 July 2024, and endorsed the renewal of the term of Roy Blackwell (Vice-Chair) for a further four years.

As Roy Blackwell is appointed by the City of London Corporation, the Education Board is also asked to:

- Endorse the appointment of Roy Blackwell

Main Report

Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approves the appointment of Chairs to Local

Governing Bodies (LGBs) and is consulted on governor vacancies and notified of governor appointments.

Appointment of governors to CoLAT LGBs

2. At the CoLAT BoT meeting on 14 December 2023, the following governor appointments were ratified:

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. Please note that there are two expired parent governor terms at Newham Collegiate Sixth Form College and CoLAT are now advertising for these positions.

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 City 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

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Appendix One: Family of Schools Local Governing Body Membership

Governing Body Membership for the City of London Academies Trust

City of London Academy Highbury Grove¹

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

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

City of London Academy Highgate Hill²

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

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

City of London Academy Islington

Name	Basis of Appointment	Term of Office
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 st 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 st August 2026
Hannah McHugh	Appointed by the Trust Board	4 years expiring 31 st August 2026
Richard Kottler	Appointed by the Trust Board	4 years expiring 31 st December 2026
Deborah Rafalin	Appointed by the Trust Board	4 years expiring 1 st October 2027
Peter Lisley	Appointed by the Trust Board	4 years expiring 1 st October 2027
Keith Maylor	Staff Governor (non Teaching)	4 years expiring 31 st December 2027
Vacancy	Appointed by the Trust Board	VACANT

City of London Academy Shoreditch Park³

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

³ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

Southwark Local Governing Body ⁴

Name	Appointed as	Term of Office
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 31 st 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 CC	Trust Governor	2 years expiring 31 st 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 CC	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 st December 2026
Barbara Reichwein	Parent Governor at Galleywall Primary	4 years expiring 7 th June 2027
Greig Larsen	Staff Governor (non-teaching)	4 years expiring 7 th June 2027
Dr Naureen Bhatti	Trust Governor	4 years expiring 7 th June 2027
Dr Pam Yeow	Trust Governor	4 years expiring 7 th June 2027
Roberta Makoni	Trust Governor	4 years expiring 7 th June 2027
Vacancy	Staff governor	VACANT

⁴The 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.

City of London Primary Academy Islington

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

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 30 th September 2026
Anita Lomax	Principal – Ex officio	During term of office as Principal
Minesh Talati	Appointed by the Trust Board	4 years expiring 31 st January 2026
James Owolabi Adeleke	Appointed by the Trust Board	4 years expiring 20 th March 2026
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2026
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring 3 rd December 2027
Catherine Danner	Appointed by the Trust Board	4 years expiring 3 rd December 2023
Peter Greene	Appointed by the Trust Board	4 years expiring 31 st August 2026
James Bounds	Staff Governor (Teaching)	4 years expiring 31 st January 2026
Joanne Leary	Staff Governor (Non Teaching)	4 years expiring 4 th November 2024
Amy Zambon	Appointed by the Trust Board	4 years expiring 31 st August 2026
Dhruv Patel	Appointed by the Trust Board	4 years expiring 31 st December 2026
Vacancy	Parent Governor	VACANCY
Vacancy	Parent Governor	VACANCY
Vacancy	Appointed by the Trust Board	VACANCY

The City Academy, Hackney

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

Governing Body Membership for the City Independent Schools

Governing Body Membership for the City Independent Schools (January 2024)

City of London School

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 2024
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

Governor	Basis of Appointment	Current Term Ends
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	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

City of London Freemen's School⁵

Governor	Basis of Appointment	Current Term Ends
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
Luis Tilleria ⁶	Commoner	Appointed until end April 2024
Roy Anklesaria	Co-opted	3 years expiring July 2025
Clare Verga	Co-opted	3 years expiring July 2025
Nicholas Goddard ⁷	Co-opted	4 years expiring July 2027
Andrew McMillan	Co-opted	17 months expiring April 2025 ⁸
Lady Gillian Yarrow	Co-opted	17 months expiring April 2025

⁵ Vacancy for one member of the Court of Common Council and two co-opted governors.

⁶ Subject to satisfactory completion of appointment procedures

⁷ Mr Goddard, Mr McMillan and Lady Yarrow were reappointed as co-opted governors at the Board of Governors' meeting on 8 December 2023.

⁸ Mr McMillan and Lady Yarrow have been appointed for 17-month terms of office until the end of April 2025, at which point they will have reached the maximum permitted length of service on the Board.

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*

Governor	Basis of Appointment	Current Term Ends
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

The Aldgate School

Membership	Appointed by	Term of office
Beverley Elizabeth Ryan (Chair)	Appointed by foundation/Trust	Term expires June 2026
Alexandra Allan	Ex-officio by virtue of office as headteacher/principal	While HT at the Aldgate School
Anwar Akhtar	Foundation/sponsor members	Term expires April 2025
Farah Hai-Lavin	Elected by school staff	Term expires September 2024
Jacqueline Greenlees	Appointed by foundation/Trust	Term expires September 2025
John Fletcher	Appointed by LA	Term expires September 2027
Joseph Tilley	Nominated by other body and appointed by GB	Term expires July 2027
Laura Jorgensen	Ex-officio foundation governor (appointed by foundation by virtue of the office they hold)	While Rector at St Botolph's Church
Marianne Fredericks	Appointed by foundation/Trust	Term expires July 2027
Mohibur Rahman	Parent Governor	Term expires March 2026
Robert Moye	Appointed by foundation/Trust	Term expires April 2026
Temi Omooba	Nominated by other body and appointed by GB	Term expires-March 2027
Zarina Lawley	Parent Governor	Term expires March 2026

Agenda Item 7

Committee(s): Education Board	Date: 05 Feb 2024
Subject: City Premium Grant 2023/24 Round 2 Applications	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
What is the source of Funding?	Education Board
Has this Funding Source been agreed with the Chamberlain's Department?	Y
Report of: Director of Community and Children's Services	For Decision
Report author: Torri Stewart, Lead Strategy & Impact	

Summary

This report updates Members with key information relating to the second round of City Premium Grant applications for 2023/24. The amount of funding still available to the Family of Schools for the 2023/24 academic year is £526,500.

Applications for 41 projects have been received and reviewed. Nearly all proposed projects were eligible to be considered for funding. The combined associated cost of eligible projects is £894,777.

The report asks Members to delegate authority to the Chair and the Strategic Education and Skills Director to distribute awards from the City Premium Grant to fund the highest scoring projects.

The report further proposes that remaining eligible bids from this round be considered for 2024/25 Round 1 funding, in April of 2024, should the schools which have bid wish to re-enter the Spring 2024 bidding round with the same proposals.

An outline of the administration process for the City Premium Grant is contained in **Appendix One**. An overview of all proposed projects is available in **Appendix Two**.

Recommendation

1. Members are asked to:

- Delegate authority to the Chair and the Strategic Director of Education and Skills to distribute Round 2 awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant, and the City Premium Grant: Strategic Grant to the schools.

Main Report

Background

2. 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.”
3. The City Premium Grant is an annual grant that provides financial support to academies and schools within the Family of Schools to deliver programmes and activities which will deliver the aims of the strategies.
4. 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, school meals or routine school staffing. This was agreed by the Court of Common Council following the Tomlinson Review. Further detail is available in Appendix 3.
5. 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**.
6. City Premium Grant supported projects are 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.

Current Position

7. The City Premium Grant 2023/24 Round 2 bidding window was open between November and December of 2023. Applications for funding have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit reports that:
8. 41 applications were submitted from 8 schools. This is 32 more applications than received at this point in the previous cycle.
9. Of the 41 applications received, 2 requested City Premium Grant: Disadvantaged Pupils Grant funding, 27 requested City Premium Grant: Partnerships Grant funding and 12 requested City Premium Grant: Strategic Grant funding. Applications across the last two categories represent the creation of 39 proposed project partnerships between schools.

- 10.39 of the 41 project applications were eligible to be considered for City Premium Grant funding. 2 proposed projects were ineligible for consideration as their focus was on basic school needs rather than additionality.
11. Collectively the applications reference 14,179 learner beneficiaries. This translates to an average of 346 learner beneficiaries per project. The average project cost per beneficiary is £623.
12. Following the distribution of Round 1 awards, £566,500 of funding was available for Round 2 applications. In response to Members approval at the October 2023 committee meeting, a further £40,000 (split equally across the Partnerships Grant, and the Strategic Grant) was committed to support the City of London Academies Trust (CoLAT) in the recruitment of a Partnerships Co-Ordinator to assist academies with the management of bids and project monitoring.
13. The amount of funding now available for City Premium Grant 2023/24 Round 2 bids is £526,500. The total cost associated with eligible bids is £894,777. This strong increase in demand demonstrates the value that schools continue to place on utilising this funding. It also illustrates an improved level of school-led collaboration taking place between all members of the Family of Schools – a key objective of the City Premium Grant.

Proposals

14. All Round 2 projects have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit (ESU) proposes that the highest scoring eligible bids receive their awards as soon as possible to allow schools to start delivering their projects.
15. After fully funding as many eligible bids as possible, a small surplus will remain in each grant pot. To ensure each surplus is also utilised, the ESU proposes that surpluses are offered to part-fund bids falling at this boundary.
16. The ESU further proposes that in response to the high level of demand, eligible bids that could *not* be funded are saved for future consideration in April 2024 for 2024/25 Round 1 funding, assuming that bidding schools which their previous bids to be considered in the next round.
17. An overview of all proposed projects is available in **Appendix Two** The colour-key indicates bids proposed for full funding, part-funding, and future consideration.

Conclusion

18. This report has updated Members with key information relating to the second round of City Premium Grant funding applications for 2023/24. It has then asked Members to delegate authority to the Chair and the Strategic Education and Skills

Director to distribute awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant; and the City Premium Grant: Strategic Grant, in order that schools can begin delivery of their second round projects as soon as possible.

Appendices

Appendix One: City Premium Grant FAQ and Funding Cycle

Appendix Two: City Premium Grant 2023/24 – Round 2 Project Proposals Overview

Torri Stewart

Lead Strategy and Impact Manager

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Appendix One: City Premium Grant FAQ and Funding Cycle

What is the City Premium Grant?

The City Premium Grant is an annual grant to the City Corporation's sponsored academies, and special grants around strategic and partnership projects across the Family of Schools. Decisions on the grant are delegated to the City Corporation's Education Board with operational responsibility owned by the Education Strategy Unit.

What is the purpose of the City Premium Grant?

The City Corporation is committed to deliver a tripartite of strategies¹ 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".

The City Premium Grant is an annual grant to provide financial support to academies towards programmes and activities which will deliver the aims of the strategies, in particular:

- Developing pupils' Fusion Skills (e.g. oral communication, collaboration and teamwork, initiative, problem solving, creativity)
- Improving teaching and learning practices
- Driving equality of opportunity by promoting social mobility and good health and wellbeing
- Providing opportunities for pupils to experience the world of work
- Providing opportunities for pupils to access culture, and for teachers to use culture and creativity as tools in teaching and learning

¹*The Education Strategy 2019-23, The Skills Strategy 2019-23 and The Cultural and Creative Learning Strategy 2019-23.*

What can the City Premium Grant be used for?

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. For example: building works, computer hardware, software and telephony, staffing, basic stationary such as paper and pens, and school meals cannot be included in a school's bid.

Instead, the grant should be used for resources or activities which are '**additional**' to those already provided under regular day-to-day circumstances, for example: bespoke projects for targeted groups of pupils, trips and visits, Continued Professional Development (CPD) for teachers, additional staffing for revision sessions, additional arts and cultural provisions, offers to broaden the curriculum, and resources to enrich aspects of the curriculum.

How are the funds received?

As of March 2022, the City Premium Grant has been divided into **three** separate funding streams.

1) City Premium Grant: Disadvantaged Pupils Grant

- This is an amount based on the number of pupil premium or equivalent (PP) pupils in each sponsored academy.
- The amount per school is calculated each December based on the census return for the school. Note that this will be calculated on the current year's number of PP and applied to the funding agreed in March each year for the following academic year. So, for example, if the 2021 census showed that school X had 220 PP in December 2021, this figure would be used to calculate the amount that the school will be allocated for the 2022-23 academic year.
- Schools will be informed of their allocation in February and have to present a costed plan for how the money will be used for the next academic year in March. A digital form will be provided for this purpose.
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- The funds should be in the school's account by May or June, before the start of the new academic year.

2) City Premium Grant: Partnerships Grant

- Every December, a single amount will be agreed and released as a competitive Partnerships Grant.

- Across the Family of Schools (including academies, schools and independent schools) , collaborations will be encouraged to apply for grants on a digital form.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.
- Proposals can be designed to address particular skills, issues, needs, priorities, subject/s, learning phase/s, projects, staff development goals, youth generated learning, curriculum goals and so on.
- Bids can be small or up to the full amount of the grant for any one year.
- We warmly welcome bids developed by teachers or even by students.
- A panel will judge the bids and make recommendations to Education Board
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- Depending on the nature of the bid, the funds should be in CoLAT's or the schools' accounts by May or June before the start of the new academic year.

3) City Premium Grant: Strategic Grant

- Every December, a single amount will be agreed and released as a Strategic Grant.
- The strategic grant will be linked to a core general priority or priorities identified across all the Family of Schools (including academies, schools and independent schools) and directly linked to the tripartite group of strategies. For example, pupil wellbeing could be identified as a priority, or SEND, or the performance of boys, or environmental education and so on.
- The strategic priority area will be based on a combination of need identified, the views of the Heads and other forums, and through evidence from the Education Strategy Unit.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.
- A paper will make recommendations to Education Board.
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and of the strategies and if so, will approve the release of funds.
- Depending on the nature of the proposal agreed, the funds may be held centrally to support delivery, released to CoLAT, or to the schools' accounts by May or June before the start of the new academic year.

How much can I receive?

The size of the grants will vary from year to year in each of the three grants, but the overall envelope of funds will be the same or greater.

Based on PP numbers some schools may receive more than they have in previous years and others may receive less.

All schools in the Family of Schools can apply to the Partnerships and Strategic grants as well as their dedicated school grant.

Do we need to be accountable?

Yes, no matter what grant you are applying for you will be required to complete the digital application forms and also answer fully the digital impact reporting and evaluation.

Failure to be accountable or to evidence outcomes and impact may result in the school being ineligible for applying for additional funds the following year. Support will be provided to assist with ensuring schools focus on impact and value for money in their decision making and reporting.

What happens if we change our minds or don't spend all the money?

If it is necessary to change the scope and nature of what you proposed in your bids, there will be a digital form to complete to indicate the changes. You will need to complete this variation form for any significant changes.

The grant money should have separate account references in your accounts to make reporting easier.

Any unspent monies will be re-claimed centrally and reallocated to areas of need following the final reporting.

The City of London also reserves the right to claw-back significant underspends against the grants at the end of each financial year.

Who can I contact for support?

If you have any queries on the City Premium Grant process, and/or require support completing your application, and/or evaluating the impact of your school's activities or projects, please contact the Education Strategy Unit which can support you to benefit from external expertise if required.

What is the timeline of the process?

Grant type	Who can apply?	When to apply?	When will I know the results?	When do I need to finalise the impact evaluation/s?
City Premium Grant: Disadvantaged Pupils Grant	Academies only	February 2023 , when you will be told the total amount for your school. You will have four weeks to complete the online application form.	April 2023 , following the decision by Education Board. You should receive the funds in your school's account by May or June 2023	October 2024
City Premium Grant: Partnerships Grant	The Family of Schools	February 2023 , when you will be told the overall grant size that can be applied for. You will have six weeks in total to form a collaborative partnership and complete the online application form.	April 2023 , following the decision by Education Board. You should receive the funds via CoLAT or via direct transfer to the school's account by May or June 2023	October 2024
City Premium Grant: Strategic Grant	The Family of Schools	February 2023 , when you will be told the overall grant size that can be applied for, and also the strategic themes. You will have six weeks in total to form a collaborative partnership and complete the online application form.	April 2023 , following the decision by Education Board. You should receive the funds via CoLAT or via direct transfer to the school's accounts by May or June 2023 . Alternatively the grant may be held and delivered centrally depending on the nature of projects proposed.	October 2024

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Appendix Two: City Premium Grant 2023/24 – Round 2 Project Proposals Overview

To be Fully Funded ■

To be Part-Funded ■

For Future Consideration (2024/25 Round 1) ■

Ineligible for Funding ■

PROJECT TITLE	PARTICIPATING SCHOOL/S	PARTICIPANTS IMPACTED	TOTAL COST	REMINDER SUMMARY	
Duke of Edinburgh	Highgate Hill Shoreditch Park	14	£1,725	The Duke of Edinburgh Award offers a transformative experience for students, providing opportunities to develop interests and skills for life and work, recognized by employers as a mark of achievement. The proposed funding aims to purchase essential expedition equipment, ensuring accessibility for all students and facilitating joint expeditions with partner schools in the trust, benefiting current and future year groups.	
Coding Course KS4&5	Shoreditch Park Highgate Hill	60	£18,000	Empowering A Level and high-achieving GCSE students in coding, computing, and maths, the project aims to teach advanced coding skills, enhancing university access and employability. This opportunity bridges educational gaps, providing crucial skills for diverse career paths.	
Iceland Trip- A-Level Geography	Shoreditch Park Highgate Hill	20	£23,000	A Level Geography students will win their place on an educational trip to Iceland through an essay competition, focusing on deepening their understanding of exam topics. The experience aims to foster academic success, inspiring university study, and provide cultural capital for broader applications.	
Year 6 Easter Revision Courses	CoLPAI Galleywall Redriff	85	£9,000	a collaborative three-day Year 6 revision course with Galleywall and Redriff during Easter. Targeting pupil premium and vulnerable students, the sessions aim to improve reading, math, and SPaG attainment, fine-tuning encouraging academic resilience through targeted sessions and team-building exercises.	
Year 6 Enrichment	CoLPAI Galleywall Redriff	162	£15,000	COLPAI, Redriff, and Galleywall aim to address the cultural capital deficit caused by the pandemic for Year 6 students through post-SATs enrichment. Offering geography fieldwork, Forest School sessions, adventure experiences, and cultural trips, the plan aims to enhance mental health, reduce test anxiety, inspire learning, and improve attendance.	
Climate Change and sustainability education programme	Highgate Hill Shoreditch Park Highbury Grove CoLA Islington CoLA Southwark City Academy Hackney Freemens NCS CLS CLSG	40	£49,900	The Climate education project aims to impact Governors, SLT, staff and pupils across the Family of Schools. The project includes workshops, carbon footprint training, and a Climate Change course, with the goal of creating a consistent, systematic approach to climate education. Intended outcomes involve institutional compliance with net zero targets, upskilling staff and providing students with a deeper understanding of climate change and sustainability.	
Family of Schools Family Fun Day	Galleywall Redriff Aldgate CoLPA Islington CLSG	200	£5,000	CLSG plans a summer family event for Reception to Year 2 pupils, emphasizing oracy, cultural capital, and parental engagement. Led by CLSG pupils, the event offers free activities like storytelling, magic, and crafts, fostering a sense of belonging within the Family of Schools.	
Oracy cross-phase CPD	Galleywall Redriff CoLA Southwark Highgate Hill CoLA Islington CLS CLSG Aldgate	15 Teachers	£2,700	This proposal aims to conduct two oracy-focused CPD sessions in Spring and Summer 2024 for teachers within the Family of Schools. Led by Talk the Talk, sessions will cover oracy strategies, metacognition, and collaborative action research, fostering enhanced understanding and sharing of best practices among participants in the FOS Oracy Network.	
Family of Schools Sixth Form Readiness Conference	CLS CLSG Highgate Hill	60	£1,490	a post-GCSE event for approximately 60 pupils. The day features workshops on successful Sixth Form transition, independent learning, and post-18 study options, including a pupil panel sharing insights. The event targets higher-ability Pupil Premium students, aiding their transition to A Level study and post-18 planning.	
MFL Partnership with COLAS	Galleywall CoLA Southwark	205	£3,000	This proposal uses CoLA-S MFL language assistants to enhance language teaching at Galleywall and upskill both Galleywall and COLAS staff. It will provide high-quality MFL teaching, curriculum progress, and collaborative planning, fostering long-term impacts on children's language skills, cultural awareness, cognitive development, and effective communication in a diverse world.	
GTL Programme	NCS Highgate Hill	150	£15,000	MIT undergraduates will provide NCS and Highgate Hill students with an enriching program to elevate knowledge, aspirations, and skills. Encompassing academic lectures, bespoke projects, targeted intervention for A* students, and workshops on Ivy League applications, the initiative aims to enhance students' competitiveness for Russell Group and Ivy League universities.	

KS3 Respite at Pre-Apprenticeship Academy	Highbury Grove City Academy Hackney CoLAI Highgate Hill Shoreditch Park CoLA Southwark	6	£40,000	Providing up to 3 places for KS3 pupils who are at risk of failing managed moves as an alternative to PEX. Aims are to 1. Reduce permanent exclusions in KS3 across CoLAT (6 -22/23) 2. To reach a target of zero from the KS3 respite (0-22/23) 3. To ensure all reintegrate to mainstream (100%-22/23)
R2 pre-apprenticeship Academy KS4 23-24	Highbury Grove City Academy Hackney CoLA Islington Highgate Hill Shoreditch Park CoLA Southwark	17	£120,000	Providing up to 20 places for KS4 pupils who are at risk of, or going through the process of PEX. Aims are to 1. Reduce permanent exclusions in KS4 across CoLAT (8 -22/23) 2. To reach a target of zero PEXs from the AAcad (1-22/23) 3. To ensure zero NEETs from the AAcad (0-22/23) 4. To improve KS4 outcomes above admission levels (tbc 22/23)
Maths and Science 1-2-1 and small group intervention	Highbury Grove City Academy Hackney CoLA Islington Highgate Hill Shoreditch Park CoLA Southwark	120	£80,000	KS4 centrally deployed intervention teachers to provide targeted one to one and small group tuition for support in Maths and Science in year 11 post mock examinations to final GCSE exams in June and year 10 through to their end of year examinations.
Building Sports Capital Across the Family of Schools	The Aldgate School City Junior School Galleywall COLPAI Freemens	180	£12,000	This projects aims to allow the primary schools within the family to participate in high quality inter school sports competitions. Funding would enable the curation a programme of interschool competitions which build pupils sporting capital, allowing them to develop key fusions skills such as collaboration and teamwork; resilience; critical thinking and analytical skills.
Cultural Visits and Enrichment	Redriff Galleywall CoLPAI	1000	£24,000	An enrichment programme ensuring year-round cultural and heritage visits for all pupils, enhancing curriculum knowledge through workshops led by specialists. The calendar will foster engagement, personal growth, and foster a lifelong passion for learning.
Forest School	Redriff Galleywall Aldgate CoLPAI City Junior School	240	£24,022	Redriff wishes to run a Forest School for EYFS and KS1 children, fostering nature-based learning, play, and risk-taking. This will include weekly off-site sessions, supported by on-site learning. It will aim to benefit vulnerable pupils and enhance social, emotional, physical, and intellectual development for long-term resilience and creativity.
Mitigating the Reading Gap for Disadvantaged Pupils in the Early Years	Redriff Galleywall	120	£7,600	Lexia, a research-proven program, accelerates pupil progress and effectively engages early language development. With a focus on mitigating the widened early literacy gap for disadvantaged pupils post-pandemic, the program aims to raise attainment and significantly impact early years reading skills, crucial for future success.
Sharing Stories	Highbury Grove CoLA Islington Highgate Hill	21 Learners 4 Teachers	£10,000	The 'Sharing Stories' project guides year 12 students in creating portfolios for arts courses based on their own identities, emphasizing digital portfolios, commercial photography, and project management skills. Through a series of workshops and culminating in a group exhibition, the project aims for increased collaboration, teacher CPD, and cross-curricular initiatives with national archives, fostering students' project management and presentation skills.
GCSE Berlin Trip with Shoreditch Park	Highgate Hill Shoreditch Park	60	£31,200	COL Highgate Hill proposes a History School Trip to Berlin for Year 10 GCSE history students. The experience will explore key historical landmarks, including the Berlin Wall and Holocaust Memorial. The week-long trip in aims to enhance understanding of GCSE topics, fostering critical thinking, empathy, and historical awareness. Immersion in Berlin's rich history is expected to deepen appreciation and provide a broader perspective on German culture and society.
African Kingdoms trip to Benin	Shoreditch Park Highgate Hill	20	£31,500	Through an essay competition, A-level history students from Highgate Hill and Shoreditch Park will be selected to embark on a transformative educational trip to Benin, exploring African Kingdoms. The experience promises enriched cultural and historical understanding, improved exam performance, and significant cultural capital growth.
Residential Trips	CoLA Southwark Galleywall	300	£67,440	Two outdoor residential experiences benefitting 5 and 7 students. COLAS' year 7s will build resilience and peer trust, while Galleywall's year 5 will engage in skill-building activities, fostering friendships, resilience, and transformational growth. The impact includes heightened interest in the green society, Duke of Edinburgh, improved relationships and strengthened fusion skills.
Guildhall Partnership Enrichment Programme	CoLA Hackney	150	£20,000	In collaboration with the Guildhall School of Music and Drama, this program targets talented students, offering music, drama, and production workshops led by GSMD practitioners. Including mentoring, masterclasses, and project-based activities, it aims to develop creative skills, provide cultural opportunities, and offer pathways to careers in the arts for students in KS4&5.
A Christmas Carol	Highbury Grove	100	£5,000	100 students (50 from each school) to a December 2024 performance of 'A Christmas Carol.' Tickets at £50 per student go on sale in January 2024. The trip targets Pupil Premium and achievement focus group students, offering them a valuable on-stage experience of their GCSE text, aiding revision by enhancing understanding of character, plot, and theme.

French Exchange	Shoreditch Park	40	£21,200	A school trip to France for Y10 French students at COLA, aiming to boost motivation. The plan includes a penpal exchange, involving 40 students at a cost below £600 per child, covering flights, meals, and pocket money for language practice. The intended outcomes are improved writing and speaking skills, cultural enrichment, long-term language engagement and cultural knowledge
Institute of France	Highgate Hill Shoreditch Park	60	£1,800	To address the UK's language deficit, COL Highgate Hill plans a day out to the Institut français for 60 KS3 French students. The day will include watching a French movie and workshop, fostering cultural enrichment. A penpal exchange will also be set up for writing skills improvement. The visit aims to motivate students to learn about France, establish links, practice listening skills, and enhance linguistic and grammar progress. The impact includes motivation, cross-cultural connections, and improved PSHCE skills.
Sixth Form Berlin	Highgate Hill Shoreditch Park	20	£14,000	The Berlin project aims to explore the city's rich cultural and historical significance, offering an ideal destination for many academic subjects. The trip will expose pupils to historical landmarks including the Berlin Wall, Brandenburg Gate, Jewish Museum, Reichstag, providing insights into Germany's recovery from economic challenges and its societal and psychological transformations. The trip seeks to ignite curiosity and offer an academically rigorous, eye-opening experience for students.
Ski Trip	Highgate Hill Shoreditch Park	60	£34,200	The School Ski Trip aims to provide a unique and enriching experience for students, fostering teamwork skills, resilience, and personal growth. The trip seeks to enhance skiing abilities, cultivate friendship, resilience, and outdoor appreciation, fostering valuable life skills and educational engagement.
Spanish Exchange	Highgate Hill Shoreditch Park	40	£24,000	A school trip to Spain for Y10 Spanish students at COLA, aiming to boost motivation. The plan includes a penpal exchange, involving 40 students at a cost below £600 per child, covering flights, meals, and pocket money for language practice. The intended outcomes are improved writing and speaking skills, cultural enrichment, long-term language engagement and cultural knowledge.
Y11 French Meal	Highgate Hill Shoreditch Park	46	£1,500	Highgate Hill plans a day trip to Central London for selected Y11 students, focusing on a penpal exchange and a French restaurant visit. The initiative aims to enhance their productive skills, provide cultural enrichment, and motivate students to excel in language learning.
Sixth Form Induction Programme	Highgate Hill Shoreditch Park	140	£20,000	COLAI proposes a collaborative sixth form induction with Highbury Grove, focusing on skills development like leadership and team building through a pre-summer residential visit. The program aims to enhance student experience, support academic attainment, and boost sixth form recruitment.
Large Hadron Collider Switzerland Trip	Highgate Hill	30	£23,000	Physics A Level students will go on a trip to CERN, promoting academic understanding and enthusiasm for STEM careers. The experience, directly linked to the Physics A Level course, includes interactions with scientists to elevate students' career aspirations, particularly benefiting those from underrepresented groups.
RE Workshops Statutory Content	Highgate Hill	66	£1,000	A Candle Conferences event, open to all year 12 and 13 students from two sixth forms, fulfills statutory RE requirements in an engaging manner. The conference enhances students' philosophical understanding, social and emotional engagement, fostering well-rounded individuals for their future educational phases.
Primary Summer School 2024	Redriff Aldgate Galleywall CoLPAI (tbc)	25	£4,500	A summer school aimed at enhancing pupils' academic, social, and cultural capital. features primary-led sessions in English and maths, secondary enrichment, and a cultural day, all emphasizing oracy development. The initiative targets more able Pupil Premium students, aiming to enrich curriculum learning.
PE Partnership with COLA S	CoLA Southwark Galleywall	312	£5,000	Galleywall aims to enhance PE teaching and extracurricular activities with CoLA-S and third party specialists. The proposal includes collaborating on PE curriculum design, engaging specialists, and exploring suitable spaces. Intended outcomes focus on high-quality teaching, increased extracurricular options, and long-term impacts on pupils' physical confidence, health, fitness, character, and values.
Chess in Schools	Galleywall CoLPAI	90	£15,000	30-week after-school chess program for KS1 and KS2 pupils across three schools. Chess in School's tutors will teach from basics to strategy, with clubs open to all. The project includes purchasing chess equipment and providing online access to "Chess Kids Academy," promoting academic, social skills and building resilience.
Improving Speech and Language Provision by Unlocking Potential Partnership	CoLPAI Galleywall	75	£59,000	This school-wide project aims to address Speech and Language needs at Redriff by adding 3 days a week of SaLT support through Unlocking Potential. Anticipated outcomes include increased capacity, allowing more children to access qualified therapists, and improved long-term provision for growing speech and language needs.
Improving staff and student wellbeing, knowledge and strategies through high quality CPD	CoLPAI Galleywall	1183	£30,000	CPD programme aimed at enhancing staff skills and wellbeing through including Trauma Informed, Team Teach, Equaliteach, Big 8, Voice 21, SEND, SEMH, and Crisis Prevention training. Anticipated outcomes include improved staff and student wellbeing, reduced behavior issues, increased curriculum engagement, and improved progress and attainment.
Tackling Play Poverty Through Partnership - Continued	CoLPAI Galleywall	1183	£24,000	This bid is a proposed extension of the OPAL project bid in round 1. It would allow Redriff to acquire specialised water and sand play equipment to promote creative, cognitive, and physical development. It will also nurture fusion skills such as negotiation and problem-solving. This project aims to positively impact behavior, confidence, and classroom learning.
Muga	Highgate Hill Shoreditch Park	1000	£120,000	Repairing Highgate Hill's Muga to be able to play sport against other COL schools.

Every Child a Swimmer

Redriff

420

£5,865

Funding would facilitate the hire an onsite swimming pool so all KS1 and KS2 children, including vulnerable children, can learn to swim and learn water safety

Agenda Item 9

Committee(s)	Dated:
Education Board	05/02/2024
Subject: Education Board Budget Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Scott Caizley, Lead Policy Officer	

Summary

This report asks Members to note the latest forecast outturn position for the 2023/24 Education Board Budget.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

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

Current Position

2. The local risk forecast outturn for the current year is in line with the latest approved budget of £840,000.
3. The central risk budget of £2,226M is projected to be fully spent by 31 March 2024.

Proposals

1. This report is for information only

Options

2. This report is for information only

Key Data

3. The full current Education Board budget update for Period 9 is available in **Appendix 1**.

Corporate & Strategic Implications

4. This report is for information only.

Conclusion

5. Members are asked to note the spend to date and forecast outturn for the 2023/24 financial year.

Appendices

- **Appendix 1** – Education Board Budget P9

Scott Caizley

Lead Policy Officer

Department of Community and Children's Services

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Appendix 1 – Education Board Budget P9

<u>2023/24 Budget Period 9</u>			<u>Actuals and</u>	<u>Current</u>	<u>Outturn</u>
<u>Local Risk</u>			<u>Commitments</u>	<u>Balance</u>	<u>2023/24</u>
£			<u>2023/24</u>		
450,000	SALARIES		338,164	111,836	415,153
23,000	CENTRAL EDUCATION UNIT		7,873	15,127	17,054
35,000	EDUCATION STRATEGY		10,090	24,910	18,209
65,000	SKILLS STRATEGY		47,932	17,068	105,584
267,000	CULTURAL & CREATIVE LEARNING STRATEGY		181,229	85,771	284,000
840,000			585,288	254,712	840,000
<u>Central Risk</u>					
£					
50,000	PARTNERSHIP AND STRATEGIC FEES AND SERVICES		0	50,000	50,000
2,176,000	GRANTS TO ACADEMIES/OTHER ORGANISATIONS		1,699,499	476,501	2,176,000
2,226,000			1,699,499	526,501	2,226,000
3,066,000			2,284,787	781,213	3,066,000

LIST OF GRANTS ALLOCATED TO ACADEMIES/OTHER ORGANISATIONS TO DATE	ACADEMIES	PARTNETSHIPS	STRATEGIC	TOTAL
	(Disadvantaged Pupils)			
	£	£	£	£
CoLAT (ImpactEd)	6,450	3,225	3,225	12,900
City of London Academy Southwark	290,332	-	-	290,332
City of London Academy Highbury Grove	211,000	-	-	211,000
City of London Academy Highgate Hill	128,533	20,200	19,400	168,133
City of London Academy Islington	199,759	-	-	199,759
City of London Academy Shoreditch Park	129,185	-	-	129,185
City of London Primary Academy Islington	20,050	8,381	6,726	35,157
Galleywall Primary School	60,174	28,180	-	88,354
Newham Collegiate Sixth Form	83,925	-	-	83,925
Redriff Educational Trust	55,238	13,047	27,227	95,512
The City Academy Hackney	220,000	5,000	-	225,000
CoLAT (Partnership Co-Ordinator)	-	20,000	20,000	40,000
The Aldgate School	-	450	450	900
City of London School	-	6,150	10,025	16,175
City of London School for Girls	-	27,642	20,775	48,417

City of London Freemen's School	-	41,925	12,825	54,750
TOTAL ALLOCATION TO DATE	1,404,646	174,200	120,653	1,699,499

Agenda Item 10

Committee(s): Education Board	Date: 05/02/2024
Subject: Education Strategy Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2,3,8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Decision
Report author: Torri Stewart, Lead Officer, Strategy & Impact	

Summary

This report updates Members on development work for the 2024-29 Education Strategy. The report:

- Explains that background work is now complete, including reviews of the internal and external education landscapes and a review of the previous strategies. Additionally, extensive stakeholder engagement has taken place including engagement with learners and parents from the Family of Schools.
- Provides an update on the potential priorities that have emerged and illustrates how these have been considered along with Member preferences to inform the working draft of the new strategy document (included in **Appendix 1**) which is presented for information.
- Asks Members to decide between two options regarding the final structure of the new strategic document.

Recommendation(s)

Members are asked to note the updates shared in this report and select one of the two options shared in paragraph 10.

Main Report

Background

1. As noted in the February 2023 meeting of the Education Board, the Education, Cultural & Creative Learning and Skills Strategies 2019-23 expired at the end of the 2023 calendar year. As this fell in the middle of an academic year, to minimise disruption to schools and learners, the Education Strategy Unit (ESU) continues to deliver against these strategies until the end of the 2023/24 academic year. The existing strategies have 84 actions and 109 outcomes.
2. Development work for the new strategic framework started in 2023 through multiple workstreams. The ESU conducted desk research, which looked at three areas: (1) An analysis of the previous strategies; (2) Current and future challenges identified by research in education; and (3) Identifying opportunities within the Corporation. The intention is to commit to fewer actions and outcomes than the 2019-23 strategies in the interests of realistic and sustainable delivery and impact.
3. Parallel to this, extensive stakeholder engagement took place. In all, 121 people were engaged from groups including: teachers, headteachers, Trust CEOs, governors, education charities, education researchers, employers, arts & culture professionals, skills development specialists, the City of London Family of Schools, governors, local authority officers and Livery Companies & Guild Members.
4. Additionally, over 350 pupils across the Family of Schools were engaged via a pupil survey, and a group of parents from the City of London Family of Schools were engaged through a bespoke research project developed in collaboration with Brunel University.

Current Position

5. During engagement sessions Members of the Education Board shared their preferences regarding the structure of the new strategy. Members felt that the new document should be less complicated, less siloed, and far more streamlined. Members also expressed their desire that the strategy focus only on aspects of education that the City Corporation can actually deliver or meaningfully influence.
6. After processing the findings of desk research and stakeholder engagement, seven areas have emerged as options for the priorities which will be central to the new strategy. These are (in no particular order):

Educational Excellence
Health, Safety & Wellbeing
Equity, Diversity & Inclusion (EDI)
Personal Development
Employability
Culture, Creativity & The Arts
Technology

7. With these seven areas in mind the ESU has developed an initial working draft of the strategy document, which is available in Appendix 1. The draft gives an indication of direction of travel based on research, stakeholder engagement and Member input.
8. The draft is not complete but gives Members an opportunity to provide initial feedback. The draft references all seven potential priorities, but the number to be included in the final document is to be decided. The final number of actions per priority is still to be confirmed, and the actions as they stand are indicative only. At the next stage, along with general revisions, outcomes and impact measures will also be included for each priority, and a summary outlining Implementation and Delivery will be added. A full draft of the new strategy will be brought to the April Education Board committee meeting.

Options

9. During engagement sessions Members shared their preferences regarding the structure of the new strategy. Members felt that the new strategy should focus only on aspects of education that the City Corporation can actually deliver or meaningfully influence. Members also expressed their desire that the strategy be less complicated, less siloed, and far more focused.
10. Based on this input a proposed structure was developed and shared with Members at an online engagement session. Through Member discussion, two schools of thought emerged that translated into two different options regarding structure. Members are asked to select one of the two following options to inform the structure of the final document:
 - 1) Include all seven priorities. This widens overall focus and allows for a more explicit commitment in each area but will result in a smaller number of actions and outcomes per priority.
 - 2) Specify only five priorities, by removing 'EDI' and 'Technology', and instead integrate these two areas across all activity. This tightens overall focus and allows for more actions and outcomes per priority but reduces how explicitly 'EDI' and 'Technology' are referenced.
11. Environmental and outdoor learning will be interwoven throughout each of the priorities agreed by Members, not as an explicit priority in its own right.

Corporate & Strategic Implications

12. Strategic Implications - This work is aligned to the goals and outcomes of the City Corporation's Corporate Plan 2018-23 and will be aligned to the new Corporate Plan which is currently in development by the Corporate Strategy and Performance Team. Adherence to the emerging 'golden thread' of strategies development is assured through the ESU's engagement with Corporation strategy development work.

Conclusion

13. This report has highlighted the work that is currently in progress to support the development the 2024-29 Education Strategy and asked Members to decide the structure of the final strategy document by determining the number of priorities.

Appendices

- **Appendix 1:** Working Draft - Education Strategy 2024-29

Torri Stewart

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CITY OF LONDON CORPORATION
WORKING DRAFT - EDUCATION STRATEGY 2024-29
(v5 January 2024)

FOREWORD

[To be completed once the 2024-2029 Corporate plan is confirmed].

INTRODUCTION (About the City Corporation and the Corporate Plan)

The City of London Corporation (City Corporation), established in its current form in 1189, holds a unique status as a local government body and a historic institution within London. We have played a pivotal role in governing the historic centre of London, preserving our autonomy through various monarchies and governments, and maintaining a distinct governance structure separate from the Greater London Authority.

Today the City Corporation is the governing body of the Square Mile, dedicated to a vibrant and thriving City, supporting a diverse and sustainable London within a globally-successful UK. The Square Mile is the proud home to 8,600 residents, 614,500 workers, and 24,000 businesses. Alongside this, a collection of Further Education (FE) and Higher Education (HE) institutions operate within the Square Mile, as well as numerous training providers, and a number of world-renowned creative and cultural institutions.

To support our continued focus on social mobility, a key outcome of our 2024-29 Corporate Plan is the provision of excellent services that *'help people live healthy, independent lives, and achieve their ambitions'*. Central to this is our commitment to support outstanding education and lifelong learning.

This strategy sets out a framework of ambitions, actions and outcomes that illustrate how the City Corporation will continue to extend and enrich education experiences to help learners realise their full potential – regardless of their personal circumstances, age, gender, ethnicity, ability or socio-economic status.

CONTEXT (The education landscape, and the role CoL can play)

The City Corporation is a major provider and funder of education. We have local authority 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**’.

Beyond school-age education, the **Adult Skills and Education Service** (ASES) delivers the City Corporation’s statutory Adult Community Learning (ACL) services. ASES also delivers our Apprenticeship Programme which recruits apprentices at the City Corporation and brokers apprenticeships for local businesses and residents in the Square Mile and beyond.

This strategy will leverage our links to the Square Mile’s world-class business community, learning and cultural institutions, and environmental assets. Our ambition is that this, along with our philanthropic commitments, will offer all ‘City-linked learners’ unique education experiences that inspire an appetite for excellence, creativity and innovation, and expand their opportunities to progress.

For this strategy to deliver meaningful impact, it must look beyond today’s educational needs and account for the critical factors of the near future. Our evolving relationship with technology, our responses to local and global environmental issues, and the ways we can improve equity, diversity and inclusion are just a few examples of factors that will grow in significance in the near future. This strategy acknowledges this future landscape to start preparing learners for it now.

Delivery of this strategy is a cross-Corporation endeavour. Strategic oversight, including monitoring and evaluation of the strategy will be conducted by the **Education Board**, with day to-day operational oversight delivered by the **Education Strategy Unit**. City Corporation departments that will be key in delivery of this strategy are:

- Town Clerk & Chief Executive
- Department of Community & Children’s Services
- Environment Department
- Innovation & Growth

VISION (the scenario we are working to realise)

Every young person is entitled to an outstanding education which enables them to achieve the best academic results that they can, whilst also helping them to develop and flourish as a person. The City Corporation is committed to supporting the delivery of world-class education. We define this as the development of academic excellence, cultural knowledge, work-readiness and a lifelong love of learning. This provides the foundation of our vision for education:

“Preparing people to flourish in a rapidly changing world through -----”. [To be completed once the final selection of priorities is confirmed]

At the heart of this vision is our continued commitment to social mobility. Fundamentally, education at all stages and all levels should help all learners develop skills or knowledge that help them access new opportunities and move forward in life. However, today’s education landscape is incredibly

complex, with a wide range of inter-connected factors influencing education outcomes. The City Corporation is uniquely positioned to help educators navigate this complexity through our ability to fund, influence and facilitate unique education initiatives across this spectrum.

To achieve breadth and balance, the Education Strategy is driven by a diversified set of strategic priorities:



These priorities act as a set of lenses. Viewing learner journeys through each will help us develop a suite of well-considered, broad and balanced education initiatives that acknowledge a richer definition of the education landscape and better support upward social mobility.

PRIORITIES

The City Corporation is uniquely placed to extend and enrich education experiences for learners in and around the Square Mile. We will support our pledges to champion outstanding education, promote lifelong learning and support upward social mobility by focusing on the following priorities:

● 'SUPPORTING EDUCATIONAL EXCELLENCE'

Context:

The City of London Corporation defines educational excellence as a combination of academic attainment, achievement, and personal growth - a bedrock for holistic development. High attainment remains a crucial component for success in many spheres and the City Corporation remains passionate in its commitment to support academic excellence in all City-linked learning settings. Alongside attainment we will continue to promote the importance of achievement as a learner-centred way to track progress and motivate pupils who are less academically driven.

Research increasingly tells us however, that focusing on academic attainment and achievement alone will no longer meaningfully prepare learners to be work-ready *and* world-ready. The identification and development of personal skills and competencies, is now a critical factor in improving career opportunities, and equipping learners to navigate life in a constantly changing world. For this reason, the City Corporation will increase its drive to see skills and personal development integrated into all learning experiences.

Importantly, educational excellence is dependent on teaching excellence. Outstanding teaching can cater for diverse learning styles, foster engagement and improve comprehension, helping to build knowledge and skills, whilst also inspiring curiosity, creativity and a broader love of learning. Supporting the professional development of educators, especially where it involves innovation and creativity will be an important component of our drive for educational excellence.

Actions (what we will do):

- **Maintain our constant drive for excellence by continuing to assure and enhance the standards and quality of the Family of Schools and ASES.**
- **Reinvigorate the concept of the Family of Schools, reiterating its benefits to member schools and reinforcing the aspiration for a shared ethos and commitment to excellence.**
- **Continue to excel in providing adult learners with progression routes, covering informal and formal learning opportunities, across all levels of qualification**
- **Support the Family of Schools to become nationally recognised for a wide-reaching, well structured commitment to Environmental & Outdoor Learning**
- **Help drive innovation across all City-linked learning environments by working with educators to identify and introduce innovative tools and approaches that they believe will add value**
- **Further improve the education experiences, learning outcomes and future pathways available to disadvantaged learners at the Family of Schools through effective management of the City Premium Grant**
- **Continue to offer City-linked learners unique on-site enrichment experiences by leveraging our access to the City Corporation's physical assets and venues**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

● 'CHAMPIONING EQUITY DIVERSITY & INCLUSION'

Context:

The fundamental right of all learners to access equitable education experiences underpins Equity, Diversity, and Inclusion (EDI) efforts in education settings. It involves creating environments free from all forms of discrimination where every learner, regardless of their background, identity, or ability, feels acknowledged, safe and supported to thrive and reach their full potential.

By supporting equity in education, we can narrow achievement gaps and provide equitable opportunities for all learners, regardless of their background, ability or circumstances. Alongside this, when learners and educators acknowledge the diversity of their classrooms and communities, they create the opportunity to boost engagement, understand different perspectives and enhance skills such as critical thinking and problem-solving. Furthermore, studies indicate that inclusive educational environments will more effectively equip learners to navigate the intricacies of a globalised workforce and interconnected societies.

The City Corporation will support its educators and learning organisations to introduce exemplary practise around EDI and commit to making City-linked learning environments leaders in this space. EDI will be woven throughout all activity borne of this strategy to ensure that at all times, *all* learners are acknowledged and supported to maximise the benefits of every educational opportunity.

Actions (what we will do):

- **Champion the adoption of EDI best practise across all City-linked learning environments, supporting educators with the sharing of knowledge and tools.**
- **Galvanise SEND expertise across the Family of Schools by launching a new SEND network that helps SEND leads better support each other through the sharing of knowledge and best practise.**
- **Meaningfully acknowledge the perspectives of all learners in the future support we offer by establishing and facilitating a City Schools Youth Forum**
- **Work with the Natural Environment learning team to increase the number of learners that access outdoor experiences in the City Corporation's open spaces, especially those with SEND or from disadvantaged backgrounds.**
- **Make the Family of Schools leaders in the field of parental engagement by establishing and promoting a bespoke parental engagement toolkit.**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

● 'PROTECTING SAFETY, HEALTH & WELLBEING'

Context:

Good physical and mental health, combined with positive learning environments and effective safeguarding provide the foundation for learners to thrive and develop. These responsibilities are all critical aspects of a duty of care for learners and form the basis of our focus on Health and Wellbeing. Studies (conducted by Public Health England and the Education Policy Institute (PHE / Education Policy Institute) also) emphasise the link between health, wellbeing, and educational outcomes. Their findings highlight the fact that learners' physical and mental health significantly influences their academic achievement. Improved health and wellbeing positively impact attendance rates, concentration levels, cognitive abilities, and social-emotional development, thereby enhancing learning outcomes.

Schools play a crucial role in promoting the wellbeing of pupils, and those that prioritise learner wellbeing through initiatives such as mental health support, physical activity programs, and healthy eating interventions observe improved educational attainment among their learners. We also know that exposure to natural environments can benefit the mental health and wellbeing of learners, making Environmental and Outdoor Learning a crucial tool in this area.

The City Corporation continues to acknowledge health and wellbeing as a critical aspect of effective education. We will maintain our commitment to promoting and facilitating exemplary safeguarding practise throughout all City-linked learning settings, and continue to support efforts that strive to improve mental and physical health via specialist programmes, creative endeavours, innovative interventions and a bold new drive around Environmental and Outdoor Learning.

Actions (what we will do):

- **Work in partnership with schools, communities, parents, carers, and youth groups to maintain a universal commitment to safeguarding for all City-linked learners.**
- **Support improved internet safety and digital wellbeing across the Family of Schools by developing digital wellness toolkits for primary and secondary learners**
- **Help leaders across the Family of Schools pro-actively manage the health and wellbeing of their staff and pupils by comprehensively mapping the landscape of health and wellbeing support available for them.**
- **Work with the Natural Environment learning team to encourage schools to maximise the use of Environmental and Outdoor Learning to benefit the health and wellbeing of learners - especially those with SEND and those from disadvantaged backgrounds.**
- **Encourage City-linked cultural and creative learning educators to pilot programmes designed to benefit the health and wellbeing of learners.**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

● 'PROMOTING PERSONAL DEVELOPMENT'

Context:

The pairing of academic education with personal development is crucial for the overall growth of individuals. Personal development involves the building of principles and values such as respect, responsibility and citizenship as well as the development of skills and competencies that are valuable both personally and professionally. Central to this are Fusion Skills - a mix of creative, social, and interpersonal competencies as well as cognitive skills such as decision making, critical thinking and problem-solving. Fusion Skills have been identified as a set of skills that are highly likely to support success in tomorrow's world, especially with respect to the workplace.

Research tells us that access to opportunities for skills development varies substantially - particularly among underrepresented groups. The City Corporation believes that personal development is an essential component of a holistic education and should be available to all learners – especially those challenged by disadvantage. We can and will play an important role in making this a reality for City-linked learners. We will increase our drive to see skills development acknowledged in all City-linked learning settings and support key initiatives designed to help learners focus on their personal development.

Actions (what we will do):

- **Establish a 'City Mentors' program that gives City-linked learners exceptional access to mentors from the City's professional and Member communities.**
- **Promote and support the development of knowledge, skills and competencies in all City-linked learning environments so that school-leavers feel both work ready, and world-ready.**
- **Identify and engage delivery organisations specialising in personal development, and support the Family of Schools in the creation of a shared toolkit for personal development**
- **Support creative and cultural partners to develop learning experiences with a strong focus on personal development.**
- **Work with outdoor learning specialists to develop bespoke personal development programs for Family of Schools.**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

● 'IMPROVING EMPLOYABILITY'

Context:

Education plays a pivotal role in preparing individuals for the workforce. A *meaningful* integration of employability into education however, requires a multifaceted approach that goes beyond everyday classroom practice. It must also encompass the development of key skills such as problem-solving, communication, resilience and adaptability—essential qualities sought by employers. Alongside this, education experiences should build an appetite for lifelong learning – an essential component to succeed in the constantly changing workplace of future. Finally, and most critically, education can play a crucial role in exposing learners to the world of work, and connecting them with employers. Doing so better equips learners to navigate the complexities of the workplace, enhancing their prospects for meaningful employment and future career progression.

The City Corporation is uniquely positioned to provide learners with a world-leading offer in this respect. Along with an increase in our drive to see skills development acknowledged in City-linked learning environments, we will utilise our long-standing networks with key industries in the Square Mile and beyond to connect learners with workplace opportunities. These will include apprenticeships, work experience, volunteering, continued professional development, informal learning, traineeships, work placements, 'direct to employment' programmes and university pathways.

Actions (what we will do):

- **Better leverage the City Corporation's links with employers to help all City-linked learners – including those with SEND, and especially those from disadvantaged backgrounds – access world class careers opportunities, and develop professional networks as early as possible.**
- **Respond to learner appetite for apprenticeships by giving the Family of Schools unparalleled access to the 'apprenticeships map' of the Square Mile.**
- **Map the landscape of Green Careers to help ASES and the Family of Schools offer City-linked learners the most comprehensive overview of the space, and connect them with career pathways and green skills development opportunities**
- **Support the Family of Schools in adopting a digital destinations platform to help their learners independently explore career opportunities and navigate the pathways best suited to them**
- **Engage the City's creative community to connect learners with independent artists and creative practitioners that can help them pursue an independent creative career.**
- **Better support school-leavers and adult learners interested entrepreneurship, creativity and innovation through collaborative work with SBREC and ASES.**
- **Continue to promote the development of Fusion Skills to equip learners with the competencies that will make them attractive to employers when they enter the workplace.**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

● 'LEVERAGING TECHNOLOGY'

Context:

The transformative impact that technology can have on education is accelerating. When effectively utilised, technology can enhance learning outcomes by improving operational efficiency, and enabling personalised, adaptive, and inclusive educational experiences.

In particular, AI-powered tools such as Adaptive Learning Platforms (ALPs) can analyse student performance, providing tailored content and targeted interventions. This in turn enables customised learning paths, catering to diverse student needs and promoting better equity in education. Additionally, technology can provide significant support to educators in administrative tasks such as lesson planning and marking - allowing them to focus more on teaching and less on paperwork.

Alongside this sits the growing need to equip learners with the digital skills. Doing so empowers learners to effectively navigate an increasingly digital society, and enhances employability by preparing them for the demands of the future workforce.

The City Corporation will play a pivotal role in both of these arenas, identifying partners and providers that can support the development of digital skills across all learning settings and supporting educators to access these opportunities. We will also work with educators to identify and introduce value additive digital tools that address the specific needs of different learning environments and provide demonstrable benefits to both learners and teachers.

Actions (what we will do):

- **Establish robust relationships between the City Corporation and the Square Mile's (tech) employers to support learners and educators in the development of their baseline digital skills.**
- **In partnership with the Family of Schools and sector specialists, identify where digital tools and platforms will deliver the most impact, and support the introduction of EdTech that significantly benefits teachers and learners.**
- **Work with specialist partners to identify and promote the ways in which technology can be used to improve education experiences for City-linked learners with SEND**
- **Create and maintain a unique dialogue between AI specialists in the Square Mile and City-linked educators to help City-linked learners become experts in constructively utilising AI, both now and in the future.**
- **Help City-linked educators access tech-focused CPD and help them establish a network of digital leads that can share skills, knowledge and best practise throughout their individual learning environments.**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

● 'EMBRACING CULTURE, CREATIVITY & THE ARTS'

Context:

Access to cultural and creative learning nurtures imagination and creativity, and significantly contributes to the development of skills, knowledge, and well-being in learners. Moreover, research emphasises the growing importance of creative skills such as problem-solving and innovation in the future workplace. Despite the acknowledged value of arts subjects however, there is a noted lack of recognition for arts education within the state education system. Aligning with this issue, it is often the case that learners have limited access to arts and culture.

The City of London is home to a wide range of high-quality cultural venues and inspiring green spaces, within historically and culturally significant geographical areas. This presents a remarkable educational resource that can enrich the learning of children and adults.

As well as these cultural venues, the Square Mile is neighbour to many of London's richest creative communities. Through our arts institutions and resident creative practitioners, there is an opportunity to create meaningful connections between aspiring creatives and established artists.

We will unlock the potential in both of these areas, building stronger links with, and easy access to cultural venues and creative communities to support high quality cultural and creative learning experiences both within learning settings, and also within the inspiring cultural and creative communities we are connected to.

Actions (what we will do):

- **Work with the local creative community to introduce the first City Schools artist in residence to directly inspire and work with creatively driven learners.**
- **Utilise the City's wider, resident creative community to deepen and enrich cultural and creative experiences for children and young people, inspiring them to explore their creative potential and to love the arts and culture.**
- **Support creative CPD training that equips non-arts teachers to use culture and creativity to enhance learning across the curriculum**
- **Create and maintain connections between creative partners and the Family of Schools' network of eco leads to ensure learners can explore culture and creativity via Environmental & Outdoor Learning.**
- **Strengthen knowledge and skills across cultural and creative learning partners so they are confident in working with learners from disadvantaged backgrounds, and offers are accessible and compelling to a variety of participants including learners with SEND and learners from disadvantaged backgrounds.**
- **Create more connected routes for pupils and teachers to access the cultural and heritage offer.**

Outcomes (what we will achieve):

[To be completed once actions have been confirmed]

IMPLEMENTATION, DELIVERY & MEASUREMENT

[To be completed once outcomes have been finalised, but this will be an annual action plan that references all outcomes and then reports against each].

Committee(s) Education Board	Dated: 05/02/2024
Subject: Education, Cultural and Creative Learning and Skills Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N/A
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Georgie Stewart-Smith, Business Administrator and Events Apprentice Alice Rogers, Projects Officer	

Summary

This report updates Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education, Cultural and Creative Learning, and Skills. A calendar of meetings, forums and events for the 2023-24 academic year is included in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Note the update on events and activities across the three strategy areas.
- Note the calendar of forums and events over the 2023-24 academic year in **Appendix 1**.

Main Report

Background

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

Current Position

2. Lord Mayor's Silent Ceremony

On Friday 10 November 2023, ten pupils from City of London Academy Highgate Hill and City of London Academy Shoreditch Park attended the Silent Ceremony for the new Lord Mayor, Michael Mainelli. The pupils were able to go into the Great Hall and experience the whole ceremony. Once finished, they waited outside to see The Lord Mayor leave the Great Hall and watch the trumpeters play.

3. Chess Training Workshops

On the afternoon of Tuesday 23 January and Thursday 1 February 2024, pupils from the Family of Schools joined online to take part in the annual Chess Training Workshops in collaboration with Chess in Schools and Communities (CSC).

CSC has kindly provided ChessKid accounts for each participant - an online platform that allows children to learn through instructional videos, interactive lessons, and by playing other children from across the world. The system is designed for use by children of KS2 and early KS3 and has many features to ensure online safety.

4. London Compact 2030 – Bridge The Gap

On the morning of Tuesday 30 January 2024 at the Guildhall, the annual City Schools Conference took place. The conference this year, delivered by CoLAT, aims to

- recruit diverse local talent
- explore new ways of addressing recruitment challenges
- improve the life chances of disadvantaged young Londoners.

5. Environmental and Outdoor Learning

At the Education Board Dinner in May 2023, the Royal Commonwealth Society agreed to donate trees to commemorate the Coronation. These trees are the *Betula Papyrifera* and match those in Westminster Abbey.

Four trees have now been delivered to King Edward School Witley, City of London School, Redriff Primary School and Christ's Hospital School. There are an additional two trees currently awaiting delivery to Freeman's School and The City Academy Hackney.

Upcoming

6. Chess Tournament.

This year's annual Chess Tournament, in collaboration with Chess in Schools and Communities (CSC), will take place at Guildhall on Thursday 22 February 2024. Primary, Secondary and Sixth Form schools from within our Family of Schools are invited to enter a team of up to 15 players. The tournament is aimed at those pupils who are new to competitive chess but have an enthusiasm to improve and play against new players.

The morning of the event will consist of coaching sessions and other chess activities delivered by CSC tutors. The tournament will then start from midday where every competitor will play six games of chess. There will be trophies for the schools with the highest team scores and medals for the pupils with the highest individual scores.

7. Maths Challenge.

On Thursday 8 February 2024, in collaboration with Christ Hospital School, Year 5 pupils from all over London are invited to Guildhall for a morning of challenging maths. The young mathematicians will participate in different mathematical tasks gaining points as they go along. At each of the stations, they will have opportunities to solve puzzles using calculators, pentominoes, playing cards, tangrams, dominoes. The final round brings all the mathematicians together where they are tasked with lateral thinking questions which brings the event to an exciting conclusion.

8. London Careers Festival.

The London Careers Festival 2024 will build on the success of previous years by offering a blended approach to careers education, with an in-person festival at the Guildhall the week beginning 26 February and a virtual fair the week beginning 4 March. The programme of events has been carefully curated to offer pupils and teachers the chance to explore a wide range of careers and skills development opportunities, to take part in practical career-focused activities, and to hear directly from experts and businesses. Find more information on: www.londoncareersfestival.org.uk

9. Environmental and Outdoor Learning.

There will be a tree planting ceremony held at King Edward's Witley to establish the tree in the grounds and to celebrate the role that tree-planting plays in tackling climate change, inviting Caroline Haines CC and the Rt. Hon Andrew Wigmore to speak at the event.

Three schools came to Guildhall to showcase their projects at the reception of the inaugural Natural Environment Board Dinner on 29th January 2024. King Edwards School Witley, City of London Academy Southwark, and City Academy Hackney attended, showcasing the various student-led outdoor learning and environmental initiatives happening across the schools respectively. There was a dance performed by pupils from City of London School and City of London School for Girls.

The Environmental and Outdoor Learning Network has agreed to collaborate on a pilot initiative named Global Social Leaders. The initiative aims to cultivate a global movement of socially conscious young leaders who are well-equipped to lead positive social change. With a bespoke focus on the UN sustainability goal of climate action, the programme will bring pupils together from across the Family of Schools to take part in a nature challenge launch event, before supporting pupils to take part in long-term team projects aimed at tackling climate change. Pupils from participating schools will then come together at a cross-school celebration event to showcase the various projects that have been delivered in schools. The Environmental and Outdoor Learning Network will be working towards securing funding for this via the City Premium Grant when it reopens in April 2024, with a view to beginning projects during the Academic Year 2024/25.

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

Members of the Education Board have been updated on recent events and activities across their three strategy areas as well as upcoming events and activities over the 2023-24 academic year.

Appendix 1 – Calendar of Forums and Events over the 2023-24 Academic Year

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2023-24

Calendar of forums, committee meetings and events



- Best practice and strategy forums
- Events for pupils
- Events for school leaders and teachers
- Forums & training for Governors
- Education Board Members



Last updated – 19 January 2024

Please note, all dates, times and venues are subject to change

For more information, please contact COLEducationStrategyUnit@cityoflondon.gov.uk

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

Events and Meetings 2023-24	Date	Time	Location
September			
Wren300 second rehearsal	18/09/2023	09:00 – 15:00	City of London School
Wren300 final rehearsal + Concert	21/09/2023	11:00 – 19:00	Great Hall, Guildhall
CoLAT Trust Board	22/09/2023	11:00 – 13:00	TBC
Education Board Away Day 3	27/09/2023	09:00 – 12:00	City of London Academy, Shoreditch Park
October			
CoLAT Finance & Operations / Audit Risk	04/10/2023	09:00 – 11:00	TBC
Partnerships Forum (Autumn)	05/10/2023	08:30 – 10:00	Committee Room 1, West Wing
CoLAT Scrutiny Meeting	12/10/2023	09:00 – 16:00	Meeting Room 12, North Wing
CoLAT Scrutiny Meeting	13/10/2023	09:00 – 16:00	Meeting Room 12, North Wing
Education Board	17/10/2023	11:00 – 13:00	TBC
Autumn Half Term (Between 16 October 2023 - 27 October 2023) - School dates vary			
November			
Cultural and Creative Learning Forum (Autumn)	02/11/2023	08:30 – 10:00	London Metropolitan Archives
Liveries Education Network (Autumn)	06/11/2023	13:30 – 16:00	Grocer's Hall
Headteachers Forum (Autumn)	07/11/2023	10:00 – 13:00	Committee Room 1, West Wing
Partnerships Forum (Autumn)	09/11/2023	08:30 – 10:00	COL Room 8, North Wing
CoLAT Standards and Accountability	14/11/2023	14:00 – 15:00	TBC
Skills Forum (Autumn)	21/11/2023	08:30 – 10:00	Committee Room 2, West Wing
CoLAT People, Equality and Inclusion	22/11/2023	10:00 – 11:00	TBC
Governor Training - Finance	28/11/2023	08:30 – 10:00	Virtual
CoLAT Remuneration Committee	29/11/2023	10:00 – 12:00	TBC
December			
CoLAT Finance & Operations / Audit & Risk	06/12/2023	09:00 – 11:00	TBC
Education Board	07/12/2023	10:00 – 12:00	TBC
Education Board Away Day 4	12/12/2023	09:00 – 12:00	Guildhall School of Music & Drama
CoLAT Trust Board	14/12/2023	09:00 – 11:00	TBC
Christmas Holidays Between 14 December 2023 - 5 January 2024 - School dates may vary			
January			
Chair of Governors Forum (Spring)	16/01/2024	08:30 – 10:00	Virtual
Chess Training Workshop 1	23/01/2024	13:30 – 15:30	Virtual
Headteachers Forum (Spring)	TBC	10:00 – 13:00	Committee Room 1, West Wing
London Compact 2030 Conference	30/01/2024	TBC	Guildhall
February			
Education Board	05/02/2024	11:00 – 13:00	TBC
Partnerships Forum	20/02/2024	08:30 – 10:00	TBC



Last updated – 19 January 2024

Please note, all dates, times and venues are subject to change

For more information, please contact COLEducation@cityoflondon.gov.uk

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

Christ Hospital Maths Challenge	08/02/2024	08:00 – 12:00	Livery Hall, Guildhall
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Spring Half Term

Between 12 February 2024 - 16 February 2024 - School dates may vary

Chess Tournament	22/02/2024	09:00 – 15:00	Livery Hall, Guildhall
London Careers Festival	26/02/2024	All day	Guildhall Complex
London Careers Festival	27/02/2024	All day	Guildhall Complex
London Careers Festival	28/02/2024	All day	Guildhall Complex
London Careers Festival	29/02/2024	All day	Guildhall Complex
CoLAT Standards and Accountability	29/02/2024	09:00 – 10:00	TBC

March

Liveries Education Network (Spring)	05/03/2024	13:30 – 16:00	Leatherseller's Hall
London Careers Festival	01/03/2024	All Day	Virtual
London Careers Festival	04/03/2024	All Day	Virtual
London Careers Festival	05/03/2024	All Day	Virtual
London Careers Festival	06/03/2024	All Day	Virtual
London Careers Festival	07/03/2024	All Day	Virtual
London Careers Festival	08/03/2024	All Day	Virtual
CoLAT People, Equality and Inclusion	06/03/2024	10:00 – 11:00	TBC
CoLAT Finance & Operations	07/03/2024	09:00 – 11:00	TBC
CoLAT AGM	14/03/2024	09:00 – 11:00	TBC
Skills Forum (Spring)	19/03/2024	08:30 – 10:00	Committee Room 1, West Wing
CoLAT Trust Board Meeting	21/03/2024	09:00 – 11:00	TBC

Easter Holiday

Between 28 March 2024 - 12 April 2024 - school dates may vary

April

Education Board Dinner	18/04/2024	TBC	Ironmonger's Hall
Education Board	22/04/2024	11:00 – 13:00	TBC
Chair of Governors Forum (Summer)	23/04/2024	08:30 – 10:30	Virtual
Governor Training - Basic Safeguarding	30/04/2024	08:30 – 09:45	Meeting Room 1-2, North Wing
Governor Training - Advanced Safeguarding	30/04/2024	10:00 – 12:00	Meeting Room 1-2, North Wing

May

Cultural and Creative Learning Forum (Summer)	09/05/2024	08:30 – 10:00	Cultural venue - TBC
CoLAT Standards & Accountability Committee	16/05/2024	09:00 – 10:00	TBC
Skills Forum (Summer)	21/05/2024	08:30 – 10:00	Committee Room 1, West Wing

Summer Half Term

27 May 2024 – 31 May 2024 - School dates may vary

June

Education Board	18/06/2024	11:00 – 13:00	TBC
Headteachers Forum (Summer)	06/06/2024	10:00 – 13:00	Committee Room 1, West Wing
Partnerships Forum (Summer)	11/06/2024	08:30 – 10:00	Family of Schools - TBC
Liveries Education Network (Summer)	11/06/2024	13:30 – 16:00	Goldsmiths, University of London



Last updated – 19 January 2024

Please note, all dates, times and venues are subject to change

For more information, please contact COLEducation@strategyunit@cityoflondon.gov.uk

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board Members

CoLAT People, Equality and Inclusion	12/06/2024	10:00 – 11:00	TBC
Governor Training- School Data and Performance	13/06/2024	08:30 – 10:00	Virtual
A-Level Alumni Event	21/06/2024	17:00 – 19:00	Livery Hall, Guildhall

July

CoLAT Members' Meeting	03/07/2024	09:00 – 11:00	TBC
CoLAT Finance and Operations/ Audit Risk	11/07/2024	09:00 – 11:00	TBC
CoLAT Trust Board	18/07/2024	13:00 – 15:00	TBC

Summer Holidays

19 July 2024 onwards - School dates may vary

August

Primary Results Day	TBC	N/A	N/A
Results Day (GCSE)	TBC	N/A	N/A
Results Day (A Levels)	TBC	N/A	N/A

Guildhall is formed by a number of buildings and has multiple entrances. Please use the appropriate entrance when arriving for your meeting or event. <https://www.cityoflondon.gov.uk/about-us/find-us>



Last updated – 19 January 2024

Please note, all dates, times and venues are subject to change

For more information, please contact COLEducationStrategyUnit@cityoflondon.gov.uk

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Committee(s): Education Board	Dated: 05/02/2024
Subject: Updating the list of Cultural and Creative Learning Partners	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	3, 7 & 10
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Director of Community and Children’s Services Department	For Discussion + Decision
Report author: James Tibbles, Cultural & Creative Learning Coordinator, Community and Children’s Services Department	

Summary:

This report presents Members with key information relating to the existing relationships developed by the Education Strategy Unit (ESU) with Cultural and Creative Learning (CCL) partners who receive core funding from the City of London Corporation (CoLC), or are located in the Square Mile.

The report also asks Members to approve the update to the list of Cultural and Creative Learning Partners that are eligible to apply for financial support from the CCL budget for the academic year 2024/25 to deliver specific projects on behalf of pupils. As part of the recommendations, the report also proposes that schools should be able to apply to the School Visits Fund to visit any partner on the updated list.

Recommendations:

Members are asked to:

- Approve the new criteria and list of CCL partners, so that all the partners listed in **Appendix 1** are eligible to access financial support from the CCL budget for specific projects for children, based on an evaluated bidding system which Members approve.
- Approve updating the list of cultural destinations in the School Visits Fund portfolio to include all the partners in the new list.

Background:

1. The Education Board has oversight over the Cultural and Creative Learning Strategy 2019-23. The strategy commits to ensuring that every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution; learners at all stages should have high quality exposure to creative industries to make informed career

choices, including careers in the arts, cultural, and hybrid sectors. These strategic goals require sustained partnership working between schools, and between schools and cultural and creative organisations, so that curriculum and progression pathways are enriched and informed by artists and creative industry professionals.

2. The City of London Corporation (CoLC) has a rich and varied set of cultural partners, all of whom attract new visitors to the City. Some of these partners are located within the Square Mile; other partners are located outside this locality but are funded by the CoLC.
3. The School Visits Fund currently provides grants for trips to 18 destinations, all of which are core-funded by the CoLC. This list was agreed by the Culture Mile Learning Steering Group in 2018 when the fund was first set up. The ESU has a strategic relationship with nine other partners that are not currently in the School Visits Fund portfolio.
4. In 2023, 27 partners were invited to apply for financial support from the CCL budget for projects running in the academic year 2023/24.
5. Dr Johnson's House has requested to join the list of partners to qualify for the School Visits Fund portfolio and be eligible for financial support from the CCL budget. Dr Johnson's House is located in the Square Mile and offers educational workshops for students of all ages.
6. Gresham College, of which the CoLC is a founding sponsor, has requested to join the list of partners for the School Visits Fund. The college has a dedicated Schools' Outreach Officer who is responsible for improving the educational provision of the college for school-aged children.
7. Temple Bar London, whose charitable objectives include Education in respect of the architecture and history of the City of London, has agreed to join our portfolio of partners. The premises of the trust are in the City of London, and it has a dedicated Education and Outreach Officer.

Current Position

8. Following the handover of the School Visits Fund from Culture Mile Learning to the ESU in June 2023, the ESU recommends that now is an opportune time to review the eligibility criteria for cultural partners to be included in our portfolio of destinations.
9. Next month in March 2024, the ESU will begin taking applications for financial support from the CCL budget. Ratifying the updated list of partners will ensure funding is available to support a wider range of projects and encourage a more competitive round of bidding for the academic year 2024/25.
10. The updated list will expand the range of opportunities available to school-aged children from disadvantaged backgrounds and ensure the CoLC continues to be an accessible, world-leading destination for cultural and creative learning.
11. To achieve this, the report suggests the following criteria for updating the list of Cultural and Creative Partners.

Partners must be:

- I. Core-funded by the City of London Corporation **or** have premises located in the Square Mile;
 - II. **And** have a dedicated learning lead or team, whose main purpose is to facilitate the learning and development of school-aged children on school trips or through dedicated projects.
12. Core-funded is taken to mean any partner that receives financial support for basic “core” organisational costs, such as salaries, equipment, utilities.
13. The new criteria would clarify eligibility for the ESU to include new partners who meet the criteria in CCL opportunities in the future.

Proposals

14. In considering the above, the report asks Members to choose one of the following options:
- I. Approve the new criteria to allow all new eligible partners to join the portfolio of cultural partners for **both** the School Visits Fund and access to funding from the CCL budget.
 - II. Keep the existing list of CCL partners who are eligible for financial support from the CCL budget and include only those in the portfolio of partners for the School Visits Fund. This option would exclude any prospective partners who have recently requested to join.
 - III. Keep all activity as usual, maintaining the separate lists of CCL partners and the School Visits Fund portfolio. This option would exclude any prospective partners who have recently requested to join.

Corporate & Strategic Implications

15. If approved, updating the list of CCL partners will ensure that Members continue achieving the strategic goal that every cultural institution should be a learning institution by widening access to cultural experiences in the City of London. Revising the criteria for CCL partnerships will enable more world-leading institutions to cultivate the creativity, skills and knowledge of the next generation in line with the CoLC’s Education, CCL and Skills strategies.

Conclusion

This report has presented Members with key information relating to the existing relationships the ESU has developed with CCL partners who receive core funding from the CoLC and/or who are located in the Square Mile.

The report has asked Members to approve the recommendation to update the list of CCL partners who are eligible to apply for financial support from the CCL budget for the academic year 2024/25. As part of the recommendations, the report also proposes that schools should be able to apply to the School Visits Fund to visit any partner on the updated list.

Appendices: Appendix 1: (Table of Cultural & Creative Learning Partners)

James Tibbles

Cultural & Creative Learning Coordinator

Department for Community and Children's Services

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Appendix 1: Table of Cultural & Creative Learning Partners

This table provides an overview of the proposed updated list of cultural partners. The new criteria in the report **Updating the list of Cultural and Creative Learning Partners** would allow all partners in this table to:

1. Apply for funding from the Cultural and Creative Learning budget for projects taking place for the academic year 2024/25 and have access to financial support in any future initiatives.
2. Be listed on our portfolio of destinations for the School Visits Fund.

Current School Visits Fund Destinations	CCL Project Partners currently not on the list for the School Visits Fund	
<ul style="list-style-type: none"> • Barbican • Barbican Library • Billingsgate Roman House and Baths • The Charterhouse • Epping Forest • Guildhall Art Gallery • Guildhall Library • Guildhall School of Music and Drama • Hampstead Heath • Keats' House • New London Architecture • London Metropolitan Archives • London's Roman Amphitheatre • London Symphony Orchestra • The Monument • Museum of London • Museum of London Docklands • Tower Bridge • West Ham Park 	<ul style="list-style-type: none"> • Bank of England Museum • Barts Heritage • Small Business Research and Enterprise Centre • Goldsmiths' Centre • London Mithraeum Bloomberg Space • Museum of the Order of St John • St Paul's Cathedral • Salter's Institute 	
	Partners that currently do not have access to any funding from the Cultural and Creative Learning Fund	
		<ul style="list-style-type: none"> • Dr Johnson's House • Gresham College • Temple Bar London

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