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| Committee: | Dated: |
| Community and Children's Services Committee Grand Committee | 14/09/2018 |
| Education Board | 19/07/2018 |
| Subject: Education, Skills and Cultural and Creative Learning Strategy (final) | Public |
| Report of: Anne Bamford, Strategic Education, Culture and Skills Director, Community and Children's Services | For Information |
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Summary

The current Education Strategy, which includes outcomes for culture and for skills runs from 2016-2018. The key outcomes of this strategy have been met or are moving towards being met. The Education Board held a strategic planning away day on January 19, 2018 to determine priority areas for the development of coherent Education, Skills and Culture strategies for the future. Following these discussions, in May 2018, draft Education, Skills and Cultural and Creative Learning Strategies were developed and distributed widely for consultation. More than 70 individual and group consultations responses to the drafts were received. The three strategies have been sent to the following departments for consultation:

- EDO
- DCCS
- Open Spaces
- Barbican
- Culture Mile
- Museum of London
- Culture Mile Learning
- Corporate Strategy Team

The draft strategies went to Community and Children's Services Grand Committee. Taking consideration of the comments made, the final version of the suite of three strategies was developed to establish the overall direction, goals and key performance indicators for the period 2019-2023.

Education Board approved these strategies at the July 19, 2018 meeting. The final approved versions of these strategies are attached in Appendix one to three. A summary and graphic model were developed, and these are also attached as Appendix four and five.

Recommendation

Members are asked to note the strategies.

Main Report

Background

1. The Education Board held a strategic planning away day on January 19, 2018 to determine priority areas for the development of coherent Education, Skills and Cultural and Creative Learning strategies for the future.

Strategic Priority areas

2. The Members and officers at the Away Day identified several cross-cutting themes. It was noted that the three areas of policy – education, culture and skills - must work in a joined-up manner and promote a continuous pathway of lifelong learning. It was also emphasised that there needs to be a clear strategy that defines scope and scale of activities.
3. The City Corporation has limited resources therefore needs clear spending priorities. The strategy needs to focus on partnerships, working at the local level and then influencing at the London-wide, national and international levels. The impact of Education Board initiatives/programmes/events must be measured and reported. This will occur on the basis of an annual action plan with aligned budget.
4. The Members and officers noted that there were key overarching principles that must be evident across strategy, policy and activities. These included safeguarding, employability, social mobility, creative placemaking, digital/fusion skills and aspiration and the pursuit of excellence.
5. It was acknowledged that in writing these strategies there are complementary links between education, skill development and cultural and creative learning. It is possible to have significant influence by the combined working of these three areas. The following table summarises the way each of the areas are contributing in an aligned manner to the deliver of the key identified activities.

| Key Focus | Education | Skills | Cultural and Creative Learning |
|-------------------------------|---|--|--|
| Excellence and exceptionality | Harness talent by enabling people to learn and to flourish as innovative, confident and creative individuals. | Improve the prestige of adult education and apprenticeships so apprenticeships are a high quality and prestigious pathway to successful careers, and are available across all sectors of the economy and at all levels, up to and beyond first degree level. | Nurture talent enabling children and young people to find their creative and artistic voice. |

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| Broad and balanced curriculum | Ensure that the City Corporation's outstanding cultural and historical resources enrich the creative experience of London's learners. | Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for including cultural and historical resources enrich the creative experience of London's. | Every cultural institution in the City is a learning institution and every educational institution in the City family of schools is a cultural institution. |
| Fusion learning | A pilot has introduced fusion skills into the curriculum at all key stages in the City Schools. | Broad-based digital and technical literacy combined with 'fusion skills' embedded in lifelong learning and our apprenticeship programme. | Enhance capacity and leadership around fusion skills including the delivery of a distinctive City Corporation education and skills offer where all learners receive systematic development of fusions skills. |
| Aspiration building and links to the world of work | Ensure a more comprehensive strategy for skills development and careers support in the City Family of Schools. | Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for. | Equip young people with the knowledge, skills and networks to prepare them for careers and training in the arts, cultural, creative and hybrid sectors. |
| Accessibility and social mobility | Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage. | Improve the learning experience and learning outcomes for learners impacted by disadvantage. | Stimulate an accessible cultural offer that reaches a range of people and promotes social mobility. |

6. The committee management, decision making, resource allocation, monitoring and reporting strategy for various types of schools and cultural organisations within the City Corporation is complex. Therefore, the aim of the Education, Skills and Cultural and Creative Learning Strategies is not to be prescriptive, but rather to capture collective goals

and activities in a collegiate manner to ensure that within the various levels of decision making, autonomy and collaboration, there is a sense of agreed focus.

7. In addition to the links across the three strategies, each strategy also includes direct contribution into the Corporate Vision and outcomes and also cross cutting links to other Departments and strategies including Economic Development Office (EDO), City Bridge Trust and philanthropic funding, Human Resources, Open Spaces and Culture.
8. Within DCCS, these strategies have also been aligned to other areas of the Departmental business plan including with health, SEND, early years, social care and community services.

Implementation and monitoring

9. The combined three strategies will begin to be implemented from September 1, 2018 with communication and training activities with the view that phased full implementation will begin in January 2019.

Conclusion

10. The development of coherent Education, Skills and Cultural and Creative Learning strategies establishes the overall direction, goals and key performance indicators for the period 2019-2023.

Appendices

- Appendix One: Education Strategy
- Appendix Two: Skills Strategy
- Appendix Three: Cultural and Creative Learning Strategy
- Appendix Four: Strategy short summary
- Appendix Five: Strategy diagram

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