

Annual Action Plan
September 2018-July 2019
Education, skills and cultural and creative learning

Introduction

Across the areas of Education, skills and cultural and creative learning strategy there are **five** areas which will be the focus of activity for the 2018/19 academic year. These are:

- 1) Delivery of exceptional quality of education in the Family of Schools.
- 2) High quality exposure to the world of work for all pupils in the Family of Schools at all stages of education to enable them to make informed career choices.
- 3) An educational experience in the Family of Schools that enriches and inspires through the learning opportunities which the City's cultural, heritage and environmental assets offer.
- 4) Delivery of high quality adult education, training and apprenticeships.
- 5) Learning experiences promote 21st century 'fusion skills', through programmes that offer a mix of academic, creative, digital and emotional learning.

The following table outlines the key actions across the year associated with these five focus areas and includes an overview of the key events, activities and milestones aligned to budget and reporting for each of the areas.

Overall Action	Key Actions	Key events/milestones	Budget Allocation
Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and in the future.	Classroom lessons inspire and challenge pupils.	Annual data collection ensures exceptional progress for all pupils (E) ¹	800K
	Benchmarking of best practice across London to improve the City School education offer and ensure quality.	Annual monitoring and reporting of school exclusions with desired performance to always be zero (E)	
	High levels of lifelong learning are evidenced by leaders, teachers and pupils.	Annual monitoring of place planning to ensure that school places are being provided in areas of need (E)	
	A framework of clear accountability, challenge and support exists for the Family of Schools and standards are reported to the Education Board.	Annual external scrutiny meeting for all academies (E)	10K
	Governors are up to date with latest statutory requirements and good practice and advice and training is provided for Governors to ensure that our schools are compliant with the arrangements	A training programme for middle and senior leadership (E)	10K
		Termly Headteachers' Forum and annual conference (E)	
		(At least) termly school visits/impact visits to all academies (E)	
		Application through PIP bids for a specialist data officer (E)	TBC

¹ The letter in brackets indicates the lead area of responsibility (E) = Education; (C) = Culture; and, (S) = Skills

	necessary for good governance and accountability within our schools.	<p>Ofsted inspections reported to Education Board (E)</p> <p>Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities (E)</p> <p>A time-limited position/contract to audit, map, review and quality assure the safeguarding strategy across all DCCS policy areas and ensure that the implementation and reporting processes are fit for purpose, compliant and thorough (E)</p> <p>A link governor is appointed for safeguarding at all our schools and attends training (E)</p> <p>Participate in a social mobility pilot</p> <p>Participate in a pilot project of the Mental Health and Schools Link Programme² to improve the mental health of young people (E)</p> <p>A termly forum occurs for the Chairs of Governors and co-sponsors to meet to share information and develop working practice and expectations across the family of schools (E)</p> <p>Termly governor training events have occurred, and they are well attended and relevant (E)</p>	<p>30K</p> <p>10K</p> <p>1K</p> <p>10K</p>
High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices	<p>A comprehensive creative careers strategy is delivered to all pupils in the Family of Schools.</p> <p>Work with the Livery Companies and businesses to build on the work they are doing in the skills area to establish an education to business hub to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools.</p> <p>Work experience is a sequential induction to the world of work from Early Years, becoming more formalised as pupils get older.</p>	<p>Careers Week event to be held (E)</p> <p>Establish an education to business hub (S)</p> <p>A link governor for skills and employability is on each governing body of the Family of Schools to ensure that they have a published careers policy and curriculum and regularly scrutinise implementation and impact (E)</p> <p>Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal connections to businesses (E)</p>	<p>10K</p> <p>10K</p> <p>10K</p>

² Anna Freud National Centre for Children and Families This opportunity supports the mental health and wellbeing of children and young people by improving the way that mental health services and schools and colleges work together.

	<p>Pupils are exposed to professionals working in the creative and cultural industries including dancers, musicians, writers, makers, designers, and the range of production and post production entrepreneurs and creatives.</p> <p>All pupils in the Family of Schools will be able to hear from and be inspired by artists and creative professionals across a range of fields in each year of their schooling.</p>	<p>Work placements are well-planned and ensure pupils are engaged in interesting tasks and get experience that they can apply when they start looking for employment (E)</p> <p>Self-employment and 'solopreneurs' trends are reflected in work experience offers (S)</p> <p>Clear progression routes exist for talented arts pupils into cultural and creative employment, including apprenticeships (S)</p> <p>Governors for Schools Enterprise governor training programme developed and implemented (E)</p>	11K
<p>Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity.</p>	<p>To ensure that pupils have a voice in arts and cultural decision making including the participation of the Family of Schools' pupils in Youth panels (e.g. the Barbican Youth Panel, Museum of London Youth Panel, City of London Youth Board).</p> <p>Create an ambitious programme for progressive music education in all our schools, and performing arts education programme, to support London's Music Hubs and local Cultural Education Partnerships, in preparing the ground for the proposed Centre for Music, Museum of London and wider Culture Mile Learning ambitions.</p> <p>Develop relationships with other local Cultural Education Partnerships and cultural destinations to join-up resources, deliver shared ambitions, and maximise the cultural and heritage assets of the City of London.</p> <p>Creative Enterprise Zones provides opportunities for local creative industry jobs for the pupils in the Family of Schools and beyond.</p>	<p>A Culture Forum meets three times per year - including the appointment in each school of both a cultural governor and a cultural lead teacher/adviser (C)</p> <p>Review and develop talent pathways for pupils in the Family of Schools ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills (C)</p> <p>Expand the young musical leaders programme to promote further outreach to Primary Schools (C)</p> <p>Children and young people perform in professional quality venues at least three times per year to encourage sharing with families (E)</p> <p>Convene an annual meeting of other London, national and international cultural venues and cities of innovation (C)</p> <p>Research has been conducted and reported into feasibility of Creative Enterprise Zones (C)</p>	<p>12K</p> <p>8K</p> <p>10K</p> <p>10K</p> <p>18K</p> <p>5K</p>
<p>Deliver high quality adult education,</p>	<p>ASES to continue to improve the learning experience and the success of learners, the</p>	<p>Successfully deliver apprenticeships for the City of London Corporation and others (S)</p>	160K

<p>training and apprenticeships.</p>	<p>services and resources to promote wellbeing amongst learners, while delivering academic excellence in learning, teaching and knowledge exchange.</p> <p>Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.</p> <p>Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction, and by ensuring that our learners are partners and co-creators in academic activity and governance.</p> <p>Continue to excel in providing progression routes.</p> <p>Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.</p> <p>Improve the learning experience and learning outcomes for learners impacted by disadvantage.</p>	<p>Annual monitoring to continue the outstanding apprenticeship completion rates, remaining above 95% (S)</p> <p>Annual reporting of achievement of an 100% destination and progression pathway for apprentices (S)</p> <p>Annual monitoring of an increase in the uptake of adult education courses by City of London residents (S)</p> <p>Baseline assessment of the current use of ICT in the ASES curriculum with annual monitoring of an increase the effective use of ICT in teaching, learning and assessment (S)</p> <p>Annual monitoring to assess an increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds by 20% (S)</p> <p>Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities (S)</p>	<p>20K</p>
<p>Learning experiences promote the development of 21st century ‘fusion skills’, through programmes that are a mix of academic, creative, digital and emotional learning.</p>	<p>Reception through to post school age, City Corporation schools provide the pupils with sustained vocational education throughout the school day, building core behaviours and fusion skills that businesses want.</p> <p>Pupils in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring Fusion Skills.</p>	<p>Five high profile digital and fusion skills influencing events are held during the year (C)</p> <p>Three fusion skills pilots have been established in the Family of Schools – Years 1 and 2; years 5 and 6; and, Years 7 and 8 – including development of an assessment and reporting tool (E)</p> <p>A high-level audit conducted of the current skills, expertise, existing practice around fusion skills to understand needs and alignment, and to use this knowledge to create CPD for teachers, artists, and cultural practitioners to improve leadership across Culture Mile Learning partners in fusion skills and to deliver a learning programme across the Family of Schools for fusion skills development (C)</p>	<p>15K</p> <p>15K</p> <p>10K</p>

	Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City Corporation's educational offer.	A Challenge Prize has been conducted to identify and explore further models to pilot how fusion skills can be most effectively developed (C)	50K
	Additional funding is available to develop 'fusion' skills - the so-called higher order, 'soft' skills needed for future world of work and society more generally.	CPD training ensures that teachers of non-arts subjects have approaches and methods for including the arts and culture in lessons to enhance innovation, interest, practical leaning, enjoyment to boost the pupils' enjoyment of learning and success (C)	30K
	The City Family of Schools are innovative and inspiring places to learn where practices are research informed, and where the schools take risks and to pilot new and original approaches.	Pupils in the City Family of schools attend high profile functions including prefects' dinner, subject dinner, debating, sporting and leadership days, City No. 3 breakfasts, chess competitions, essay competitions, Lord Mayor's parade, concerts, and other events (E)	46K