

Education Strategy 2019-2023

Department of Community and Children’s Services (DCCS)

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1. Vision

Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.

2. Introduction

Every young person deserves an outstanding education which enables them to flourish and to achieve the best academic results that they can. The City of London Corporation (City Corporation) is committed to supporting the delivery of world-class education. This education is based on a broad and balanced approach aimed at developing the whole child, with an emphasis on creating a lifelong love of learning.

The Education Strategy 2019-2023 establishes the City Corporation's vision for education. It encompasses the City Corporation Family of Schools, and the Square Mile's cultural, heritage and environmental assets, and has a strong focus on employability and skills. The Education Strategy 2019-2023 is overseen by the Education Board, which is part of the City Corporation. The Education Board has an ambitious vision for the future of education in London. The City Corporation and its schools should be thought leaders and influencers, sharing knowledge and experience locally, nationally and internationally encouraging innovation and prosperity for all. The Education Strategy 2019-2023 aligns with the City Corporation's Employability Strategy that emphasises that better prepared Londoners secure more jobs.

The City of London Corporation is a major provider of education. As a Local Authority, the City Corporation has one voluntary aided school, Sir John Cass's Foundation Primary School (Est. 1748). Sir John Cass's Foundation Primary School is the one state-maintained school within the City. The City Corporation is the co-sponsor of two secondary school academies, The City of London Academy, Hackney (TCAH, co-sponsored with KPMG, Est. 2009) and City of London Academy Islington (CoLAI, co-sponsored with City University, Est. 2008). The City of London Academy Trust (CoLAT) is a multi-academy trust and it has eight academies - four secondary schools, three primary schools and one Sixth Form College. The three primary schools in CoLAT are Galleywall (Est. 2016), Redriff Primary (Est. 2014) and Primary Academy Islington (CoLPAI, Est. 2017). The Secondary schools in CoLAT are City of London Academy Southwark (CoLAS, Est. 2003), Shoreditch Park (Est. 2017), Highbury Grove (Est. 2017) and Highgate Hill (Est. 2017). The Sixth Form College in CoLAT is Newham Collegiate Sixth Form (NCS, Est. 2018). The City Corporation is the proprietor of the following independent schools: City of London School (Est. 1442); City of London School for Girls (Est. 1894); City of London Freeman's School (Est. 1854). The City Corporation is responsible for academic performance, premises management and personnel in these three schools. In its entirety, this group of schools is called the "City Corporation Family of Schools" and will henceforth be referred to in this strategy as the "Family of Schools". Collectively, they work in close partnership with each other, enabling staff to share best practice and expertise, and provide new opportunities for pupils. Each school is a unique entity yet together share a common purpose and aims.

The City Corporation provides bursary support to pupils at its independent schools and to pupils at King Edward's School, Witley (Est. 1553) and, Christ's Hospital School (Est. 1552). Additionally, it has the right to nominate governors to several other schools and educational bodies, including Emanuel School (part of the United

Westminster Schools Foundation group of schools) and Central Foundation Boys School. In addition to this Family of Schools, the City Corporation maintains connections with several other educational institutions, generally ones with which it has had historic links, for example, St Paul's Cathedral School, Prior Western School, Emanuel School in Wandsworth Local Authority, Treloars (Special Education School) in Alton and Central Foundation Boys' School in Islington. For example, Emanuel School has an old association with the City and falls within the remit of the Court of Aldermen. Treloars was established by the Lord Mayor in 1907 and it still has strong links with the City of London which bring the school tremendous benefits in terms of profile and fundraising. Each Lord Mayor of the City of London automatically becomes a trustee of Treloar Trust. There is also a rich tradition of the Livery Companies in the City supporting education and operating schools. The Livery Movement is justifiably proud of its many and varied contributions to all forms and levels of education. Its bursaries are generous, support for schools and academies in time and donations is well publicised. The main connection to this broader group of schools is through governors and events. Throughout the year, the Education Unit offers a series of events and training opportunities for pupils, school leaders, teachers, bursars and governors. All these events are offered to participants across the broader group of schools and they are all free of charge to the attendees.

The Guildhall School of Music & Drama (GSMD) is jointly funded by the Higher Education Funding Council for England (HEFCE) and City's Cash and reports to its board as well as the City Corporation's Education Board

There are clear benefits of having both independent and state schools, and specialist and general provisions at all levels of education. The Family of Schools are committed to: developing partnerships; sharing best practice; learning from each other; and exploring opportunities to become more efficient through greater collaboration. There is a wealth of experience and practice across the Family of Schools. There is great potential in further developing partnership working between schools to establish mutually beneficial relationships and to share learning. Therefore, Education Strategy 2019-2023 promotes supporting and working with colleagues, both within the City Corporation and outside, to ensure alignment of objectives and mutual benefits for all the Family of Schools.

The City of London Corporation also offers educational programmes through its cultural institutions and its open spaces programmes such as at Epping Forest and Hampstead Heath. The Department for Community and Children's Services uses Early Years' funding to provide grants to improve outcomes at early years and foundation stage and to support all the City Corporation's Early Years provision. This is overseen by the Community and Children's Services Committee. The Education Board has supported the establishment of Culture Mile, which is a partnership between the City of London Corporation and four leading art, culture and learning institutions – The Barbican Centre, the Museum of London, Guildhall School of Music and Drama, and the London Symphony Orchestra. Culture Mile Learning aims to ensure that the pupils of London schools all gain the opportunity to participate in high quality arts and cultural experiences and learning. Culture Mile Learning capitalises on Culture Mile's profile, visitor experiences, and collaboration so that the area is recognised as a world-leading learning destination, aims to specialise in the fusion of creative, technical, educational and emotional skills needed for 21st Century success.

Young people deserve high quality and reliable careers advice and information to ensure that their future working lives are not determined by chance and personal circumstances. The City Corporation is committed to providing opportunities that can lead to employment for young people in the City, in neighbouring boroughs and across London by understanding their goals and supporting them to develop the skills they need. The Family of Schools has a strong career focus and challenge conventional ideas about the world of work. From 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. The City Corporation supports a range of skills and employability programmes for young people in schools linking them to City businesses and through having link governors for enterprise. When the Apprenticeship Levy was introduced in April 2017, the City Corporation made a commitment to establish 100 apprenticeships and support young Londoners into the work force. There are also successful programmes and activities in place to support transition from education to employment, including working with businesses and livery companies.

3. Corporate mission

The commitment to education is rightly at the centre of the City Corporation's Corporate Plan for 2018-23 (The Plan). It sets out the vision which is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Plan sets out three aims, which this strategy fulfils, namely to: contribute to a flourishing society, support a thriving economy and shape outstanding environments. The Plan lists 12 outcomes, and this strategy contributes to the following outcomes:

- Outcome 1: People are safe and feel safe
- Outcome 3: People have equal opportunities to enrich their lives and reach their full potential
- Outcome 8: We have access to the skills and talent we need
- Outcome 10: We inspire enterprise, excellence, creativity and collaboration

We will be able to do this locally, regionally, nationally and internationally through collaboration and innovation.

Appendix One contains a glossary of useful terms

Appendix Two contains a list of current strategies and policies that are relevant to the Education Strategy 2019-2023

Appendix Three contains the education accountability framework for City Corporation Family of Schools

Appendix Four contains an organogram of the City Corporation Family of Schools

4. Target learners

The Family of Schools has a positive impact on issues of social disadvantage and skills development. The Education Strategy 2019-2023 targets all the children and young people in the Family of Schools. The Education Strategy 2019-2023 also supports broader initiatives that encourage London schools, especially in disadvantaged

areas, to engage with the full economic and cultural life of the Square Mile. We recognise and embrace the diversity within the Family of Schools and champion the excellence and innovation that this brings. The Education Strategy 2019-2023 focuses on inclusive and equitable practice to encourage individual and community empowerment. The Family of Schools are required to track the progress and attainment of different groups of pupils who may be at educational disadvantage. Formally this includes pupils who may identify with one or more of the following groups:

- Ethnic groups
- Gender groups
- Pupils with Special Education needs and/or Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Looked After Children (LAC)
- Pupil Premium pupils (PP)
- Children of Service personnel
- 'Summer born' pupils
- Young carers
- Learners with low levels of literacy and/or numeracy

Disadvantaged groups within schools may also be children and young people who experience a higher risk of poverty, social exclusion, discrimination and violence than the general population. The Family of Schools has a good historical record of making exceptional progress for disadvantaged pupils experiencing disadvantage. Many of the practices which benefit all pupils also have a benefit for learners experiencing disadvantage, including:

- Exciting and engaging teaching and learning to encourage curiosity and wonder
- Challenging targets which encourage diligence and persistency
- A learning climate which encourages risk taking and sees failure as an essential part of the learning process
- Effective scaffolding that ensures that new knowledge fits with what the learner already knows
- An openness to questioning as good learners are never satisfied with how much they know about anything
- Opportunities to share and perform learning - to write about it, talk about it, translate it, paraphrase it, and find examples

5. Teacher recruitment and retention

There are serious shortages of teachers nationally and in London. The capacity to attract and retain high quality teachers is crucial for the ongoing success of the Family of Schools. There are difficulties recruiting to initial teacher education and poor retention rates within the teaching profession. There are low levels of job satisfaction in the profession¹.

A key aspect of teacher retention is the provision of training and resourcing support. Teacher development and continued up-skilling in all areas is vital, providing teachers with the skills and the tools they need to excel. The Family of Schools could work more closely and collaboratively to provide opportunities for teachers, including developing Continuing Professional Development across the Family of Schools. Some initiatives currently being developed include:

- A combined Teaching School initiative with Islington to include initial teacher education and preparation for newly qualified teachers
- An investigation of the potential for teachers' housing plans
- Subject Leader conferencing across the Independent and Academy schools
- Masters in Teaching and Learning Programme with Kings College

6. Working with others

The City Corporation will be responsive to, and influence, the changing education landscape, welcoming appropriate opportunities to work in partnership with neighbouring boroughs, businesses, livery companies and interested parties to realise excellent educational opportunities. The Education Strategy 2019-2023 supports open and collaborative working and provides a space for joined-up thinking and sharing with both internal and external stakeholders. There are already a range of partnerships including in:

- Leadership development
- Building a strong shared vision and aligned action plans
- Resource sharing
- Sharing practice
- Peer support, including 'critical friends', forum and peer mentors
- Developing skills and sharing opportunities for action research and professional development

Comprehensive training for governors is generally provided by Local Authorities. In addition, *Governors for Schools* and the *National Association for School Governors* provide excellent resource for Chairmen. As there are also other providers in this field, the Education Unit does not wish to duplicate the comprehensive services provided elsewhere and encourages schools to buy into the local offer. However, the Education Unit will provide training sessions on critical issues as required by the

¹ Menter et al. 2010; Zgaga 2013

Family of Schools. Chairmen of governing bodies have been asked to identify areas most in need and to advise the strengths of their governing body. An audit of governing bodies will identify training needs as the basis of the central training programme. The following topics are examples of areas that are critical for governors that could be centrally offered - for example, safeguarding, school finance, and school standards.

Through the Headteachers’ Forum and a Chairmen of Governors’ Forum, the City Corporation has increased information sharing and accountability. In addition, the work of the Education Unit has enabled the City Corporation’s schools to increase the exchange of best practice, partnership working, and school-to-school support. Activities include a programme of A-Level subject workshops, governor training, and termly Directors of Sixth Form meetings.

Many of the actions to achieve this vision will be delivered in close working with, or through, our partners. The Education Strategy 2019-2023 will be owned by all stakeholders and we will work across agencies to learn from each other, maximise our resources and create a joined- up system that can be easily navigated. As far as possible, rather than the Education Unit delivering events and activities, it will partner with the Family of Schools or other providers to deliver these activities. An audit has begun to determine the lead schools and participants from across the schools. It is the intention that better use can be made of social and mobile media and digital tools to spread messages and connect with schools and the broader stakeholder community.

This is an overarching plan that provides a summary of intentions and the strategic framework to guide thinking and decision-making for all services affecting children and young people in the Family of Schools over the next five years. We have kept this plan simple and focused, concentrating on six priorities and setting out manageable actions and key performance indicators (KPIs) for each one.

7. Goals, aims and key performance indicators (KPI’s)

Goals	Aims	KPI’s	Responsibility
Pupils in the Family of Schools have access to and enjoy transformative education, enabling them to achieve their potential, flourish and thrive.	<p>Deliver a “Step-change” in the development of skills, knowledge and competencies to provide the necessary skills to meet the challenges of the rapidly changing world.</p> <p>Harness talent by enabling pupils in the Family of Schools to learn and to flourish as innovative, confident and creative individuals.</p>	<p>Provocative and dynamic learning environments exist.</p> <p>Classroom lessons inspire and challenge pupils.</p> <p>High levels of lifelong learning are evidenced by both teachers and pupils.</p> <p>Learning experiences promote the development of 21st century ‘fusion skills’, through programmes that are a mix of academic, creative, technical and emotional learning.</p>	<p>School and system leaders, Family of Schools Teachers</p> <p>Family of Schools, teachers</p> <p>Education unit, Family of Schools</p>

	<p>Encourage the Family of Schools to work together to deliver a shared ethos and commitment to excellence.</p> <p>Model educational exceptionalism beyond Ofsted outstanding including providing the same level of a rich curriculum in academies as in the independent schools and ensuring accessibility and progress for all pupils.</p>		
<p>Deliver exceptional quality education that meets the challenges and skills requirements now and in the future.</p>	<p>Continue to improve the learning experience engendering success of pupils.</p> <p>Deliver academic excellence in learning and teaching to improve academic attainment and progress.</p> <p>Develop innovative approaches to learning and teaching to ensure learning is engaging, fun and challenging.</p> <p>Our pupils and their families are partners in learning through the provision of effective communication and feedback.</p>	<p>The Family of Schools are recognised locally, nationally and internationally as outstanding.</p> <p>Pupils are stretched so that they build on their prior achievement by studying at higher levels.</p> <p>A framework of clear accountability, challenge and support exists for the Family of Schools and standards are reported to the Education Board.</p> <p>Pupils educated in the City Family of Schools are widely recognised and respected as being highly skilled.</p> <p>Data collection is used to ensure exceptional progress for all pupils.</p> <p>An outstanding 6th Form offer has been developed across the Family of Schools</p> <p>Effective use is made of ICT in teaching, learning and assessment.</p>	<p>Education unit, Family of Schools, School and system leaders</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>School and system leaders, Teachers</p>
<p>We will work in partnership to deliver education that is safe, inclusive, supportive and empowering for all – regardless of age,</p>	<p>Drive and celebrate equality of opportunity through a proactive approach to promote social mobility and inclusion.</p>	<p>Annual monitoring and reporting of school exclusions with desired performance indicate to always be zero.</p> <p>Annual monitoring of local authority place planning to ensure that school places are being provided in areas of need.</p>	<p>Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools</p>

<p>background or circumstance.</p>	<p>Protect the rights of children to protection, regardless of age, gender, race, culture, background or disability.</p> <p>Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage.</p> <p>Ensure that the health, safety and welfare of pupils are of paramount importance to all the adults who work in the Family of Schools.</p> <p>Provide a safe environment for children to learn in.</p> <p>Work in core partnership with schools, parents and carers, and community and youth groups to build a commitment to the principles of safeguarding all our children.</p> <p>Promote healthy, active lifestyles in the City Family of Schools including healthy eating, participation in sport and social activities to enable pupils to live healthily, have positive mental wellbeing and develop resilience.</p>	<p>Improvement in the progress of pupils at risk of educational disadvantage so that it exceeds the progress of those pupils not at risk and surpasses national and local averages.</p> <p>Continued provision of enhanced and efficient learning support services, to support pupils and improve social mobility.</p> <p>Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities.</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 in terms of legal and ethical responsibilities.</p> <p>Appoint a link governor for safeguarding at all our schools.</p> <p>Improve services and resources to promote wellbeing amongst pupils, including counselling services.</p> <p>Participate in a pilot project of the Mental Health and Schools Link Programme² to improve the mental health of young people.</p>	<p>School and system leaders, Teachers</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>DCCS, Education unit</p> <p>Family of Schools</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools</p>
<p>High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices</p>	<p>Ensure a more comprehensive strategy for skills development and careers support in the City Family of Schools to excel in providing employment pathways and support, and to improve the transition of learners at critical stages in the education</p>	<p>A comprehensive careers strategy has been written for all Key Stages.</p> <p>Enhanced school completion and retention rates to achieve a 100% destination and progression pathway for pupils (i.e. No NEET pupils).</p>	<p>Family of schools, Education unit</p> <p>Family of Schools</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>and training system and from education to employment.</p> <p>Link learning at all stages with real-world application to connect the pupils in the Family of Schools to innovators, professionals and practitioners at the cutting edge and to exploit interconnectivity and collaboration between industry, schools and business.</p> <p>Ensure that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers.</p> <p>Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City Corporation's educational offer.</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>All pupils at City schools can hear from, and be inspired by, employers and apprentices to promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.</p> <p>Clear progression routes are mapped through technical and professional education and into skilled employment, including apprenticeships.</p> <p>Destination data is used to improve outcomes for young people, mapping the different destinations of young people from the City academies – for example: Schools promote and support access to higher education, further education, apprenticeships, employment and that impact is reported annually.</p> <p>Appoint a link governor for skills and employability at each of the Family of School to ensure that they have a published careers policy and curriculum and regularly scrutinise implementation and impact.</p> <p>A pilot project has introduced fusion skills into the curriculum at all key stages in the Family of Schools so that pupils exhibit the skills, knowledge and behaviours that employers are looking for.</p> <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>Education unit, EDO, ASES, HR</p> <p>Family of Schools, ASES, EDO</p> <p>Family of Schools, ASES</p> <p>Family of Schools, Education unit, EDO</p> <p>Family of Schools, Education unit</p> <p>Family of Schools, Education unit</p> <p>Culture Mile Learning/Education unit, Family of Schools</p>
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		There is a direct link between school education, IAG and the apprenticeship programme.	Education unit, EDO
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>Ensure that the Square Mile's outstanding cultural and historical resources to enrich the creative experience of London's learners.</p> <p>A high quality cultural and creative offer is provided for all pupils at the Family of School from early years through to post 16, to deliver sustained education in and through the arts and culture.</p> <p>Every cultural institution in the City is a learning institution and every school in the Family of Schools is a cultural institution.</p> <p>Digital and creative ideas are integrated into the Family of Schools to create more connected routes for pupils and teachers to access the cultural and heritage offer.</p>	<p>A high quality cultural and creative offer for exists for all pupils in the Family of Schools from early years through to post 16, with sustained education in and through the arts and culture, including strengthening the role of music and the performing arts across the Family of Schools.</p> <p>Co-creation is core to creating more inclusive and participatory communities, including co-creation with children and young people in the Family of Schools to ensure that the cultural offer provides experiences at a range of levels and is accessible, interesting and relevant.</p> <p>An online portal has been developed to create a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets being developed.</p> <p>Opportunities occur at least three times per year for pupils in the Family of Schools to perform in professional quality venues, encouraging sharing with families.</p> <p>A formalised Culture Forum meets three times per year - including the appointment in each school of both a cultural link governor and a dedicated school liaison officer (member of the teaching staff) for cultural work and engagement in each of the Family of Schools.</p> <p>Maximise access to the City Corporation's cultural venues by London's pupils through a School Visits Fund³ with improved</p>	<p>Culture Mile Learning, Culture Mile, Education team</p> <p>Family of Schools, Culture Mile Learning, Education team</p> <p>Family of Schools, Culture Mile Learning, Education team</p> <p>Culture Mile Learning, Education team, Family of Schools School and system leaders, Teachers</p> <p>Education team, Family of Schools</p> <p>Culture Mile Learning, Education unit</p>

³ Schools, especially those in disadvantaged areas and the outer boroughs, face financial barriers to visiting the cultural venues supported by the City Corporation, including the cost of transport, staff cover and admission/session fees. Established in November 2015, the School Visits Fund (www.cityschoolvisitsfund.org.uk) offers schools with at least 30% of pupils in receipt of Pupil Premium, who have not visited their chosen venue in the last three years, with grants of up to £300 to help with the cost of visiting any of our venues. The fund is managed by the Museum of London.

		<p>publicity, staff development and targeting of schools who have not used the fund previously. Including that at least 100 schools per year use the fund; and that 90% of schools using the School Visits Fund have not visited their chosen venue in the last 3 years.</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.</p> <p>Expand the young musical leaders programme to promote further outreach to Primary Schools.</p>	<p>Culture Mile Learning, Education unit, Family of Schools, School and system leaders, Teachers</p> <p>City of London School for Girls, Education unit</p>
Strengthen strategic oversight and focus on impact of the Education Strategy 2019-2023.	<p>Continue to assure and enhance the standards and quality of our schools to achieve academic excellence in delivery.</p> <p>Explore opportunities to expand the City's education portfolio and its influence on education throughout London, nationally and internationally.</p> <p>Review education funding to ensure impact against the agreed goals.</p> <p>Ensure that the City Family of Schools have the buildings, resources, space and teaching models to deliver exceptional education.</p> <p>Build an applied research and knowledge exchange culture that drives change, prioritises collaboration, and underpins learning and teaching.</p>	<p>Improve approaches to income generation within the City Family of Schools.</p> <p>Investigate the potential for sharing the model and expertise of City schools.</p> <p>More sharing of the combined diverse assets of the wider family of schools, including schools with livery links.</p> <p>A clearer focus of vision in terms of being in the City Corporation's Family of Schools, both in relation to mission and processes.</p> <p>Benchmarking of best practice across London to improve the City School education offer and ensure quality.</p> <p>Evidence influence in the field through partnerships, and reporting participation in key committees and networks.</p> <p>Clarity of roles and training for governors through the further integration of the governance network and support governors'</p>	<p>Family of Schools, Education unit, School and system leaders</p> <p>Family of Schools, Education unit</p> <p>Family of Schools, Education unit</p> <p>Family of Schools, Education unit</p> <p>Education unit</p> <p>Family of Schools, Education unit</p> <p>Education unit</p>

	Respond with agility and inventiveness to policy and funding changes to be open to emerging opportunities.	<p>capacity, including clarifying the role of governors in capital building projects.</p> <p>A regular 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.</p> <p>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 necessary for good governance and accountability within our schools</p> <p>Strong governance frameworks and appointment processes are in place</p> <p>Monitoring of schools ensures transparency and an honest relationship with schools’ practice and policy alignment.</p>	<p>Education unit</p> <p>Education unit</p> <p>Education unit</p> <p>Family of Schools, Education unit</p>
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8. Financial Projections

A detailed annual action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals outline in Section 7 and describe how these projects will be completed. Each project will have a champion and a lead. A detailed annual budget will be aligned to the action plan.

The City of London Corporation is a major funder of education. It provides both money and in-kind support directly and through a range of partnership initiatives, research, pilot projects, events, and training and learning opportunities. Money is provided directly to educational institutions while in-kind support is available to all the Family of Schools and often to schools and education providers across London, nationally and even internationally. Finance and budgets should serve the Education, Culture and Skills strategies, enabling the vision of the City Corporation to be enacted. At the heart of the City Corporation’s mission in education is the commitment to disadvantaged children and young people. Historically, funds have been used, and are still being used, to boost social mobility, equality and inclusivity.

The Family of Schools promote a culture of aspiration and achievement. To that end, additional educational grant making is designed to provide an exceptional provision, based on the needs of the children. This includes enrichment to enable a broad and balanced curriculum, including culture and education in and through the arts for all pupils. Additional funding is also made available to ensure careers and enterprise education occurs at all levels of the school from early years to post-

school age. This includes the development of 'fusion' skills - the so-called higher order, 'soft' skills needed for future world of work and society more generally. Moreover, the City Corporation acknowledges that to be innovative and inspiring, schools need to be research informed, to take risks and to pilot new and original approaches. Funding is provided to stimulate innovative ways of working and to encourage good partnership working, which is at the heart of being part of the Family of Schools.

Schools in London are currently experiencing considerable financial pressure. Funding for education is an ongoing concern for school management, parents and the general community. In 2019, the 'Fairer Funding Formula' is likely to be fully implemented. This impacts on the per pupil funding which is available to schools. While there have been slight increases in the per pupil funding to schools, the rate of increase has not kept pace with several areas of rising expenditure, including: Pension contributions; the apprenticeship levy; salary creep; and inflation. This means that many schools are experiencing a real terms reduction in school funding. Concurrently, there has been a general move to reallocate a higher percentage increase in funds to outer London boroughs and to more regional, 'challenge' areas. The City Corporation academies have not been immune to the more general pressures on school finance. This will mean that the implementation of the Education Strategy 2019-2023 will need to occur largely within the current financial projections for the City schools.

9. Evaluation and Impact measurement

The impact of Education Board initiatives, programmes and events must be measured. In delivering the objectives of the Education Strategy 2019-2023 the focus will be on the impact of what is achieved over the short and long term, by collecting real-time feedback and high-quality data from the people we work with showing their personal characteristics and their views on the quality of the interventions and activities they have been involved in. We will ask these individuals to assess the impact of the City of London Corporation's role in reaching their full potential, and the reasons for this.

Assessment data, evaluation, performance management and evidence are presented to Education Board on a regular basis throughout the year to enable Board members to monitor activity and to increase the likelihood that the actions achieve the desired outcome and that the positive impact of activities is experienced by all. A framework has developed for overseeing the City Corporation's education offering⁴. Part of the role the Education Board is to scrutinise the performance of the co-sponsored City academies and to oversee the performance of CoLAT, as well as influencing the City Corporation – and its partners – more widely to support the strategic objectives. The Education Board, along with officers, staff, governors and school leaders, ensure that there is the capacity to sustain excellence, with the correct accountability procedures in place to support excellent educational standards, high levels of probity, and the development of schools and colleges that reflect the interests and values of the City Corporation.

⁴ See Accountability Framework in Appendix Two.

Appendix One: Glossary of terms

Digital skills: Digital skills, sometimes referred to as cyber skills, and a key element of fusion skills and 'DQ™', are the set of skills, attitudes and values which enable people to thrive and flourish in future technologically mediated environments.

Fusion: Fusion is a person-centric approach, equipping future and current workers with technical expertise that is necessary for success. Fusion brings together different industries and technologies to spark innovation and create economic growth. Fusions skills use interdisciplinary work as a driver for creativity and innovation. Fusion skills are about the so-called 'soft skills' as well as the technical skills. Fusion is not just a set of qualities or outcomes but is importantly process led. It relies on close cooperation between schools (education), businesses, the creative and cultural sectors, and further and higher education.

Looked After Children (LAC): A child who is being looked after by their local authority is known as a child in care. They might be living: with foster parents, at home with their parents under the supervision of social services, or in residential children's homes. Under Department for Education definitions, this also includes children who have ever been in care for example, children who have been adopted or those who are no longer in care.

Not in Education, Employment or Training (NEET): A young person who is no longer in the education system and who is not working or being trained for work.

Pupils with English as an Additional Language (EAL): A pupil whose first language is other than English.

Pupil Premium (PP): The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Pupil premium funding is available to:

- schools maintained by the local authority, including, special schools, for children with special educational needs or disabilities, pupil referral units (PRUs), and for children who can't go to a mainstream school
- academies and free schools, including special academies, for children with special educational needs or disabilities and alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section 342 of the Education Act 1992

Social mobility: The ability and opportunity for individuals, families or groups to move in a society and harness and reach their full potential – in terms of income, education, employment, general social standing, housing and/or postcode.

Special Educational Needs and Disability (SEND): A child or young person with special or additional educational needs and/or any health and social care needs.

Appendix Two: Current strategies and policies in the City of London Corporation that are relevant to the Skills Strategy 2018-2023

There are several strategies and policy documents in the City of London Corporation that are relevant to the Skills Strategy 2018-2023:

- Adult Skills and Learning
- Children and Families Threshold of Needs
- Children and Young People's Plan 2018– 2021
- Corporate Plan 2018 – 23
- Cultural and Creative Learning Strategy 2019-2023
- Cultural Strategy 2018-2022
- Department of Community and Children's Service's Business Plan
- Digital Skills Strategy 2018-2023 (Currently in draft)
- Early Help Strategy
- Early Years Strategy 2015-2018
- Employability Strategy 2017-2020
- Joint Health and Wellbeing Strategy: All children have the best start in life
- Mental Health Strategy
- SEND Joint Strategy
- Skills strategy 2018-2023
- Social Mobility Strategy, 2018 – 43: Potential today, success tomorrow (Currently in draft)

Appendix Three: Accountability Framework

The tables below set out the reporting requirements and timetable for the Family of Schools to provide data about their academic performance.

CoLAT Schools	Results/Performance	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trust Requirements	Timely reporting of unvalidated results	Principal and CoG present exam analysis at CoL scrutiny meeting. (Partner sponsor to attend for Co-Sponsored Academies)	Academy performance monitoring	Annual Safeguarding Audit Report	Progress to target grades with any adjustments	Academy performance monitoring
Executive Function	Central collation of results against targets CEO/Principal /Headteacher performance review with CoGs	Organisation of scrutiny meetings Collation of work related learning and destination data	CEO / Executive monitoring visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	CEO / Executive monitoring visit
Reporting Arrangements	Test/exam results report to the Trust Board and then to the Education Board	Outcomes of scrutiny meetings reported to Trust and Education Board	CEO monitoring report to governors submitted to CoLAT and then Education Board	Annual Safeguarding Audit Report	Report to the Trust Board and then to the Education Board	CEO monitoring report to governors submitted to CoLAT and then Education Board
Accountability Framework for co-sponsored academies						
Co-sponsored academies	Results	Scrutiny Meetings	Monitoring	Safeguarding	Progress	Monitoring
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Sponsor Requirements	Timely reporting of unvalidated results	Principal and CoG present exam analysis at CoL scrutiny meeting. (Partner sponsor to attend for Co-Sponsored Academies)	Academy performance monitoring	Annual Safeguarding Audit Report	Progress to target grades with any adjustments	Academy performance monitoring
Education Unit	Central collation of results against targets	Organisation of scrutiny meetings Collation of work related learning and destination data	ESD monitoring visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	ESD monitoring visit
Reporting Arrangements	Test/exam results report to the Education Board	Outcomes of scrutiny meetings reported to Education Board	ESD monitoring report to the Education Board	Annual Safeguarding Audit Report	Report to the Education Board	ESD monitoring report to governors submitted to Education Board
Data Collection and Information Sharing - Independent and maintained schools						
Independent Schools	Results	Targets	Keeping in Touch	Safeguarding	Progress	Keeping in Touch
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Information Sharing	Timely reporting of unvalidated results	Examination Targets		Annual Safeguarding Audit Report	Progress to target grades with any adjustments	
Education Unit	Collation of results against targets	Collation of work related learning and destination data	ESD KIT visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	ESD KIT visit
Reporting Arrangements	Exam results report to the Education Board			Annual Safeguarding Audit Report	Report to the Education Board	

Appendix Four: City Corporation Family of Schools Governance Structure

