

Committee(s) Education Board	Dated: 07/12/2023
Subject: Education, Cultural and Creative Learning and Skills Strategy Highlights 2019-2023	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(s): Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

Summary

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

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

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

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

Key Highlights 2019-2023

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

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

- Continued support for the FoS during the pandemic, including the provision of forums, briefings, and grant assistance, underscoring the CoLC's commitment to the well-being and educational success of pupils, especially those from disadvantaged backgrounds. The support also showed a strong commitment to the CoLC's wider focus on parent, carer and family support along with its ongoing commitment to supporting the health and well-being of staff across the FoS.
- Adopted an online system for project proposals, monitoring, and impact tracking through the implementation of the ImpactED platform. As a result, this has enabled the ESU to facilitate comprehensive evaluation and monitoring of the CPG's impact to ensure there remains a continuous alignment with strategic goals and the CoLC's broader plans. In December 2021, following the recommendations from the Tomlinson review¹, the EB also agreed and approved the proposed changes to the allocation, management and accountability of the CPG.
- Participated in a number of national and global initiatives including the Department for Education's (DfE) school recovery group and the OECD's international forum on recovery curriculum models.
- Reviewed and remodelled the CoLC Cultural & Creative Learning Fund (CCLF) which is now an annual fund available to the City of London's cultural partners.
- Delivered a voluntary employment support and skills programme (Connecting Communities) funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the ESU received £669,000 to deliver the programme's outcomes and impacts over a 21-month period.
- Delivered a series of annual skills events, including the 'Fusion' events which were attended by over 400 attendees from 16 UK, EU and Global Cities. These events were part of a three-year commitment made by the CoLC to form an influential network of people, organisations and 'places' where there is a clear link between education, business and the cultural and creative sector to develop and enhance Fusion Skills within an ethical context of social mobility and sustainability.

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

EDUCATION STRATEGY OVERVIEW

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

made feasible through the monies provided by the City Premium Grant² (CPG). It is evident from the evaluations put forward to the EB of the CPG from 2019-2023 that this money (which is available through a bidding process for members of the FoS) has made significant contributions to the delivery of all Goals within the Education Strategy.

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

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

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

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

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

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

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

17. Furthermore, the ESU have played a key role in the reporting of governance across the FoS. Not only do ESU officers continue to report the Local Governing Bodies (LGBs) membership to the EB but also, officers have made recommendations which have since improved governor succession and underrepresented voices across LGBs.
18. Goal six of the Education Strategy commits to ensuring that there is strong strategic oversight of education and that delivery is focused on impact. One of the key outcomes under this goal is a strong governance framework and appointment processes across the FoS.
19. The CoLC is an academy sponsor, proprietor of independent schools, and a local education authority and its relation to governor recruitment varies across these roles. A good example of achieving this goal was demonstrated in 2019 when the EB conducted a review of governance arrangements across the FoS with a view to ensuring governance compliance and governance best practice. At the EB meeting on 18 July 2019, Members of the EB approved a series of recommendations for relevant decision-making boards to consider seeking to clarify and simplify governance and ensure it is effective and of high quality. The Education Board's recommendations for CoLAT academies were then presented to the CoLAT Board of Trustees (BoT) for their consideration.
20. The CoLAT BoT subsequently approved a governor succession planning and recruitment cycle to enact these recommendations which was noted by the EB at their meeting on 5 March 2020. Based on these decisions and the agreement on governor succession planning and recruitment outlined in the CoLAT Articles of Association, the Sponsorship Agreement, the CoLAT Scheme of Delegations, and the CoLAT Terms of Reference for LGBs, it was clear that the recommendations further supported the delivery of Goal Six of the Education strategy and further enhanced the CoLC's commitment to ensuring that there is strong strategic oversight over education and that delivery is focused on impact.
21. As the delivery against the Education Strategy progressed into the years which were largely unaffected by the pandemic restrictions, activities, initiatives, projects and programmes began to operate 'business as usual' with only minor hindrances. Moreover, it was during the academic years of 2021/22 and 2022/23 where the evidence starts to build a more comprehensive overview to how the six strategic goals were delivered against their outcomes. For example, for 2021/22, the EB awarded £1,738,252 in CPG monies to the City of London Corporation's 10 sponsored academies. Having activities to resume as business as usual, schools were able to bid for monies with projects described below.
22. In December 2021, following the recommendations from the Tomlinson review³, the EB agreed and approved the proposed changes to the allocation, management and accountability of the CPG. At the same time, the EB also agreed to moving to a more streamlined online system for project proposals, monitoring, evaluation and for tracking the impact of the projects funded. To achieve this, the CPG monies were then divided into three separate funding streams: (1) City Premium Grant: Disadvantaged Pupils Grant; (2) City Premium Grant: Partnerships Grant; (3) City Premium Grant: Strategic Grant.

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

23. This new model of funding ultimately restructured the balance of funding between academies and independent schools with the rationale being the implications of the need-based funding policy for grant funding to CoLAT academies. Furthermore, following through with the Tomlinson Review recommendations, in the 2021/22 academic year, the ESU also implemented robust evaluation processes to ensure there remains clarity in regard to education funding which is aligned to impact and agreed goals. Through onboarding the platform 'ImpactED'⁴, the reporting against the impact of the CPG continues to pay dividends to the reporting and monitoring of the CoLC CPG monies – particularly useful when also evaluating activity against the CoLC Corporate Plan and Social Mobility Strategy.
24. Moving into the academic year of 2022/23, it was clear that new CPG funding model was able to demonstrate impact against delivery on the six strategic goals, especially in regards to achieving Goals 1, 2, 4 and 5. Some examples are evidenced below⁵:

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

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

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

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

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

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

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

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

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

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

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

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

Key Learnings from the Education Strategy:

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

CULTURAL AND CREATIVE LEARNING STRATEGY OVERVIEW

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

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

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

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

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

Case study one: CCL at primary level

Galleywall Primary School, City of London Academy
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| <ul style="list-style-type: none"> • Age range: 4-11 • 380 pupils on roll • 42.9% pupil premium • Southwark, London |
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Galleywall primary school has a strong commitment to cultural learning, learning in the arts, and a creative curriculum. They recognised that pupils' knowledge of poetry, visual art and performance skills were areas for development. To address this, the school partnered with the Barbican to take part in their Barbican Box project which brings together schools and artists. Following a programme of CPD for teachers, the school then received a box from the Barbican which contained a range of items. The box was put together by the poet Michael Rosen who filled it with objects and trinkets from memories of his life. The objects in the box were the inspiration for opening up conversations with pupils in Year 2 about their own lives, including their families, their sense of identity and their heritage. Pupils talked about family memories, and memories from their families including what brought them to Bermondsey. The box continued to be the inspiration for poetry and art in the curriculum. The pupils used the poetry of Michael Rosen, together with the objects from his life and poetry in the box, as inspiration for creating their own poetry. Through this process, pupils could see themselves as poets, using inspiration from their own lives, heritage and memories to go on a poetic journey and produce poetry themselves. Pupils then had the opportunity to perform their poems on stage at the Barbican, enabling pupils to experience performing in a professional-quality venue, and experiencing the links between objects, art, poetry and performance. Pupils also performed their poems in the school and to parents sharing their stories and journeys with loved ones and the community. Building on the inspiration of the box and the process of being inspired by a poet, the school then partnered with a professional artist to develop pupils' skills in art and design through the same lens of personal identity, journey and memory. Pupils were asked to bring in photographs of themselves and their families which were then blown up on bigger canvases by the artist. During workshops in the school, pupils then worked with the artist to change the tones of the canvas and overpaint the photographs to turn their memories and sense of identity into their own artwork. The artist then supported to pull the canvases together into an installation in the shape of a bird, which was called "The Wishing Bird". Some of the poetry was included in the installation, tying together the box, the poetic journeys, and the artwork. Through this project, partnering with the Barbican, and working with professional poets and artists, pupils had the chance to write and perform poetry and contribute to an art installation. Pupils could also develop a sense of pride in their work and were able to see themselves as poets and artists, creating art through reflecting on their lives, identifies, memories and families. Pupils also had the chance to reflect on their sense of place and heritage, seeing themselves as part of a wider community and using this as inspiration for art and poetry.

Case study two: CCL at secondary level

City of London Schools for Girls (CLSG)

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

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

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

Case study three: All Family of Schools

All Pupils across City Family of School

- Age range: 8-13
- 230 pupils

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

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

42. Culture Mile Learning (CML) was the education and family learning focus of the Culture Mile partnership. Its aim was to establish a world-leading learning destination in the heart of the City of London, bringing together skills and expertise across 26 organisations to capitalise on Culture Mile’s profile, visitor experiences and collaboration so that the area is recognised as a world-leading centre of cultural learning. Furthermore, the ‘Schools Visits Fund’ which was launched in November 2015 to help schools in disadvantaged areas of London also offers visits to 21 cultural venues supported by the CoLC.
43. CML was originally commissioned to deliver the fulfilment of the Cultural and Creative Learning Strategy 2019-23 and aspects of the Education and Skills Strategies. To support the Education Strategy 2019-23, CML worked to encourage deeper collaboration with the FoS and also developed shared programmes and digital resources for greater impact on young learners. Likewise, in supporting the Skills Strategy 2019- 23, CML was directly involved in developing Fusion Skills programmes, supporting creative employment pathways and cultural and creative apprenticeship programmes.
44. As requested by the EB in February 2022, CML provided quarterly updates during the year on the School Visits Fund (reports are available publicly via the City Corporations democracy pages¹¹), phased out their work with over 18s, ensured that their work aligns with the CCL Strategies and continued to work in close collaboration with the ESU in particular on the London Careers Festival. In general, the data provided by CML showed a year-by-year increase for demand for the School Visits Fund and also further demonstrated how programmes and projects were able to fulfil the strategic goals of the CCL Strategy.
45. This year (2022/23) marked the final year of the current CCL Strategy and also of the CML team and programme. For five years, CML played an important role in delivering key aspects of the CCL Strategy. Their mandate was to support schools, particularly the FoS, to embed CCL across their curricula and to pilot innovative models that enable young people to develop skills that underpin social mobility. This brief resulted in deep impact for pupils and teachers alike, and generated some exciting new ways of working. CMLs work was guided by five overarching principles and ways of working:
 1. Teaching with cultural artefacts and alongside creative practitioners and creative industry employers to enable students to develop the fusion of communication, collaboration, critical thinking and problem-solving skills that support their employability.
 2. Developing oracy skills – underpinned by training and consultancy from oracy specialists whose research shows the centrality of good oracy to social mobility.

3. The concept of 'Beautiful Work', the idea that young people deserve to work with high quality resources and to showcase their work to audiences.
4. A further strengthening of the connections between teachers across schools and departments to share, co-create and reflect together on curriculum enhancement through creativity.
5. A focus on providing opportunities and experiences for the least advantaged young people to cultivate their creativity, nurture their skills, and develop their cultural capital.

46. A cross-programme external evaluation of their work was brought to the EB in autumn 2022 and revealed key outcomes which highlighted: improved attainment, confidence, agency and self-belief, development of fusion skills and employability skills, improved sense of belonging and identity as well improved confidence, skills and knowledge for teachers.

47. The data presented by CML clearly indicated that their focus was on achieving desired outcomes and assessing the impact of their outputs. CML's key achievements during the period from April 2022 – May 2023 are outlined below:

- The recovery and further development of the School Visits Fund. The number of applications as last reported was close to pre-pandemic levels and CML were at capacity in terms of the number of grants which were given out. 79 grants were paid out between April 2022 and end March 2023 benefitting c2,370 children.
- The development, piloting and roll out of a new oracy based cross partner programme, Culturally Speaking, for Year 8 pupils. Run in partnership with oracy experts The Speakers Trust and delivered by four CML partners - Keats House, Guildhall Art Gallery, The Museum of the Order of St John, and London Metropolitan Archives - the programme included a cultural visit and a full day oracy workshop. 17 schools booked onto the project.
- Ten schools from the FoS engaged in tailor-made teacher CPD and curriculum development projects including visits and resources on topics including the Fire of London, Victorian Era, World War II, Sarah Forbes Bonetta, Windrush, Romans, crime and punishment and creative process skills. The majority of these initiatives have had oracy at their core.
- CML also commissioned a Maths in Museums expert to support four CML partners to develop Maths focused visits and resources. Frame of Mind, the 2023 City Schools Art Project included c300 pupils from 11 of the FoS ranging from Years 1-10 take part in day-long workshops to co-create their own group artwork out of cardboard and paper, inspired by artworks from either the Museum of London or the Guildhall Art Gallery's (GAG's) collections, developing their creativity, critical thinking, problem solving and team working skills. 900 pupils from 30 classes in 25 schools across 12 London boroughs improved their literacy and developed their creativity and communication skills by taking part in Young City Poets, in collaboration with the National Literacy Trust. Five schools this year took part in a new module, Writing from Nature, designed with the RSPB to widen access to, deepen knowledge of, and increase appreciation of their local natural world.

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

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

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

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

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

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

Key Learnings from the Cultural and Creative Learning Strategy

52. The CoLC's focus on integrating cultural institutions with educational institutions has resulted in a symbiotic relationship and has fostered creativity and knowledge acquisition among pupils across the FoS.

53. Efforts to provide accessible cultural experiences to learners and pupils across the FoS, especially those at risk of limited exposure, including those with SEND or from disadvantaged backgrounds, have demonstrated a commitment to diversity and inclusion. However, a more strategic approach moving forward is needed to demonstrate the impact cultural and creative learning can have on these learners.

54. Emphasising the development of 21st-century Fusion Skills through cultural and creative learning has highlighted the importance of innovation, digital literacy, and creative thinking in preparing learners for the evolving job market.

55. Establishing strategic oversight and implementing comprehensive impact evaluation methods have facilitated continuous improvement and ensured that the initiatives align with the overarching goals of the Cultural and Creative Learning Strategy. CML did a good job with impact reporting and given the new system delivery, evidence reporting in this area will need to continue to be focused on impact and outcomes now it is being delivered through the Education Strategy Unit.

SKILLS STRATEGY OVERVIEW

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

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

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

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

Adult Skills and Education Service (ASES)

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

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

Table 1: Highlights from ASES

London Careers Festival

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

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

Table 2: London Careers Festival summary

Connecting Communities

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

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

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

Other Skills Activity

65. Alongside ASES, LCF and Connecting Communities, other skills initiatives took place from 2019-23. For example, the termly Skills Forum which is comprised of one member of staff and one governor from each school in the Family of Schools which continued to run both during lockdown and post lockdown and continued to explore and give feedback on skills and career-related learning for pupils with SEND. The Forum also discussed upcoming skills and careers related opportunities for pupils including apprenticeship opportunities within the CoLC, LCF, online mentoring opportunity with CML, and higher education exploration events organised directly by City of London School for Girls. Each Skills Forum also facilitated one-to-two partner organisations to host and/or speak to members about opportunities relating to both pupils and teachers that support skills and careers programmes. Host organisations have included partners such as: Structural Learning (who enable educators to get the best out of their pupils by developing tools and frameworks that gets everyone thinking for themselves), and PwC who presented their Digital Fitness App accessible to both teachers and pupils.
66. Another activity was one based around Fusion Skills. Fusion 1 was delivered in 2019 and the second meeting in the three-year cycle, Fusion 2, took place on 9 October 2021. Fusion 2 was attended by 235 attendees from 16 UK, EU and Global Cities. Fusion events were part of a three-year commitment made by the CoLC to form an influential network of people, organisations and 'places' where there is a clear link between education, business and the cultural and creative sector to develop and enhance Fusion Skills within an ethical context of social mobility and sustainability. The meetings aimed to draw people together to form systemic change to better skills education for all – again, fulfilling the strategic goals from not only the Skills Strategy but also, the Education and Cultural and Creative Learning Strategies. The third meeting, Fusion 3, took place as a virtual event on 7 June 2021.
67. As reported at the meeting of the EB on 28 January 2021, the ESU commissioned the development of a new website called 'Find Fusion' which was established with the aim of connecting schools, businesses, cultural organisations and training providers for the mutual benefit of sharing their learning opportunities in a one-stop-shop of 'Fusion' learning opportunities. Find Fusion was aimed to enable schools and learners to find resources, events, training and projects which are relevant to them and for partner organisations to list, promote, amplify and share their offers. Find Fusion was also aimed to connect, and curate offers around themes such as learner type, age group, curriculum area and Fusion Skills. However, despite these aims, it appeared that Find Fusion needed to be reviewed in order to facilitate the delivery of the strategic goals for 2019-23 and those thereafter. As a consequence, the ESU are currently exploring all options to test and trial what works and what works best to continue the legacy of Find Fusion ahead of the new 2024-28 strategies.

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

Key Learnings from the Skills Strategy

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

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

Options

N/A

Key Data

Key data is embedded in the body of this report.

Corporate & Strategic Implications

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

Conclusion

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

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