

# CITY OF LONDON CORPORATION EDUCATION STRATEGY 2016 – 2019

## Executive Summary

### Vision

*The City of London Corporation (the City Corporation) is committed to providing access to 'world class' education and learning opportunities. It will maximise the educational opportunities that the cultural, heritage and environmental assets offer to City residents, its schools, and residents throughout London.*

*The City Corporation will ensure that every child resident in the City has access to high quality education, enabling them to reach their full academic and personal potential. Furthermore the City Corporation's schools will provide outstanding education that enriches and inspires students. It will also be responsive to and influence the changing education landscape, welcoming appropriate opportunities to expand its education portfolio and extend educational opportunities.*

### Strategic Objectives

The objectives and actions described below are a result of, and follow on from, the original objectives and recommendations contained in the Education Strategy 2013-2015.

#### **1. Ensuring that the City Corporation's outstanding cultural and historical resources enrich the creative experience of all London's learners.**

Prioritised Actions:

- Maximise access to the City's cultural venues by London's pupils through a school visits fund.
- Provide further opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond.
- Establish a City of London Cultural Education Partnership.
- Promote the national STEM (science, technology, engineering and maths) education agenda through working in partnership across our venues.

#### **2. Ensure that all education providers are deemed 'outstanding' within 3 years and there is continued development of excellent further, adult and higher education opportunities. Any new school, academy or other providers are expected to be 'outstanding' within 3 years of joining the City Corporation's education portfolio.**

Prioritised Actions:

- Implement an agreed governance and accountability framework.
- Implement systems and structures that enable the City schools to become 'world class' in education.
- Organise school clustering arrangements by geographical location.
- Work with the Guildhall school and other higher education providers to secure excellent provision and pathways for students at the City schools.

#### **3. Develop excellent employment opportunities and pathways**

Prioritised Actions:

- Work-related learning and work interactions.
- Access to quality and reliable careers advice.
- Using destination data to improve outcomes for young people.

## Strategic Objective 1

### ***Ensuring that the City Corporation's outstanding cultural and historical resources enrich the creative experience of all London's learners.***

The City of London is unique in being home to such a wide range of high quality cultural venues within such a small and historically significant geographical area. This provides a powerful opportunity to make a real impact on the lives of learners, not only those living in or visiting the City, but also people across London and beyond through outreach programmes online resources, and our inspiring green spaces. By maximising access to our cultural venues and bringing together their internationally important collections and expertise, we can help create engaged, active and creative citizens of the future who wish to make London a better place to live.

#### Context

The City Corporation supports 19 diverse cultural venues including the Museum of London, Barbican, Guildhall Art Gallery, Guildhall School of Music & Drama, the Monument and London Metropolitan Archives. Beyond the City, it also supports other inspiring destinations for learning such as Tower Bridge, Keats House, Hampstead Heath and Epping Forest. Collectively, our venues represent a remarkable educational resource that can enrich the learning of children and adults, whether in families, early years settings, schools, universities or colleges.

In 2014-15 the venues' educational programmes engaged over 10,000 children under 5, 60,000 people in family groups, 170,000 school pupils, 23,500 adult learners and 2,300 higher education students. Together, they provide safe, supportive environments for families and intergenerational groups to learn together; contribute to attainment and creativity across the full spectrum of the National Curriculum at all key stages; and equip young people with the motivation, skills, knowledge and confidence to move into further study or employment.

Through the City Corporation's Learning & Engagement Forum, its cultural venues and partners are now working together to develop a number of educational initiatives which are helping to lay the foundation for even closer collaboration in the future. This collaborative approach has already led to meaningful activity which no one organisation could have developed alone, and is an active demonstration of the rich potential of the proposed Cultural Hub to make a major contribution to cultural education in London and nationally.

#### Prioritised Actions

##### **1. Maximise access to the City's cultural venues by London's pupils through a school visits fund**

Schools, especially those in disadvantaged areas and the outer boroughs, face a number of financial barriers to visiting the cultural venues supported by the City Corporation, including the cost of transport, staff cover and admission/session fees. From November 2015 we will provide a school visits fund ([www.cityschoolvisitsfund.org.uk](http://www.cityschoolvisitsfund.org.uk)) that provides schools with at least 30% of their students in receipt of Pupil Premium, and which have not visited their chosen venue recently, 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.

#### Success Criteria

- At least 100 schools per year use the fund.
- 100% of schools have not visited their chosen venue in the last three years.
- 75% of teachers say that they are likely to take a group to the venue again in the future.

## **2. Provide further opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond.**

The Learning & Engagement Forum will continue to initiate and lead a number of learning projects by building on collaborations in 2015 such as:

- Young City Poets, a project in partnership with, and funded by, the National Literacy Trust to develop learning resources and teacher training programmes inspired by our cultural venues to develop literacy skills in primary and secondary schools. We hope that this will become a model for other cultural venues throughout London.
- City Stories – a day of creative activities for the City Corporation's sponsored/co-sponsored academies in Hackney, Islington and Southwark, that is delivered by a range of venues at the Museum of London and Barbican, engaging pupils who rarely or never visit the City with its rich heritage.
- Celebrating the City festival, a weekend of inspiring poetry, craft, music, drama, storytelling and other activities at the Museum of London, for children and their families, delivered by the London Symphony Orchestra, Barbican, Barbican Library, Tower Bridge, London Metropolitan Archives, Open Spaces, and other venues.

Particular priorities are:

- Hard Education – a programme of in-school performances and workshops, teacher training and online resources, led by the London Metropolitan Archives, Museum of London and Barbican, to help secondary schools tackle challenging issues such as homophobia, sexism and substance abuse.
- A new interactive website for schools and the general public to mark the 350<sup>th</sup> anniversary in 2016 of the Great Fire of London of 1666 that will draw on the Museum of London and London Metropolitan Archives' remarkable collections relating to this iconic City of London event. The launch of this website will also complement and help enhance the major Artichoke Great Fire event in September 2016, driving new audiences and visitors to the City for the first time.
- The Shakespeare Weekender – a multi-activity, two day family event at the Barbican, in March 2016, curated and delivered in partnership with the Museum of London and Royal Shakespeare Company.
- A major headteachers' event at the Barbican and Museum of London in 2016 to celebrate the work the City Corporation is doing to support education across London, promote a City of London Cultural Education Partnership, and launch the Great Fire website.
- An initiative engaging young people with the variety of STEM subjects and careers across our venues, led by Open Spaces and Tower Bridge, in celebration of British Science Week in March 2016.

### Success Criteria

- 90% of participating teachers and pupils report that the Hard Education programme had a positive impact on their school and on attitudes and behaviours.

- The new Great Fire website becomes the recognised 'go to' website for the subject and receives at least two million page views in the first year after launch.
- The profile of our learning work is raised through the headteachers' event, resulting in increased participation at City cultural venues.
- 25% of people attending the Celebrating the City and Shakespeare Weekender events are first time visitors to the host venues.
- The City Corporation's investment in learning initiatives enables at least the same level of funding to be secured from other sources.

### **3. Establish a City of London Cultural Education Partnership**

Collectively, our venues represent the full scope of cultural education and are ideally placed to deliver Darren Henley's vision as set out in his 2013 report, 'Cultural Education: A summary of programmes and opportunities':

*'...all children can and should benefit from receiving a wide-ranging, adventurous and creative cultural education. For many young people, cultural activities form a vital part of their everyday lives. These activities are academically, physically and socially enriching, whether they take place in-school or out-of-school.'*

The report of the Warwick Commission on the future of cultural value, 'Enriching Britain: Culture, Creativity and Growth' (2015), also highlights the success of the creative and cultural industries sector in creating jobs, economic investment and profile.

In October 2015, Arts Council England (ACE) launched its Cultural Education Challenge and announced the creation of 150 cultural education partnerships across the country. These bring local authorities, schools, universities and cultural venues together to facilitate cultural learning. This, together with the work that is taking place to realise the vision of the City to become a Cultural Hub, makes this an ideal time to work with ACE and A New Direction, the bridge organisation for London, to formally establish a City of London Education Partnership.

#### Success Criteria

- A City of London Cultural Education Partnership, including the City schools, is established by 2018.
- This Partnership is seen as a key strand of the Cultural Hub.
- The City of London Cultural Education Partnership achieves national recognition as a model partnership of museums, libraries, archives, cinemas, galleries, performing arts venues, historic buildings, green spaces, conservatoires and local authorities working together to provide access to high quality cultural experiences for learners through a single destination.
- The creation of the Partnership results in the City Corporation's education work benefitting a greater number and diversity of learners across London.

### **4. Promote the national STEM (science, technology, engineering and maths) education agenda through working in partnership across our venues**

- Investigate opportunities to support and enhance STEM education for schools in London at our wide range of cultural venues, celebrating the breadth of education and stimulus provided.
- Support the British Science Association's 'British Science Week' activities through providing a range of learning opportunities across our venues.

- Promote the contribution that our cultural venues make to STEM education to schools and the public.
- Actively encourage and support girls and young people in under-represented groups wishing to pursue a science based career.
- Provide insights into applied science in the workplace across our venues.

### Success Criteria

- 90% of teachers attending a British Science Week activity at one of our venues reports learning something new about STEM in a cultural setting.
- The profile of our work on STEM learning is raised through the headteachers' conference resulting in greater participation in STEM education at our venues.

### **Wider Influence**

The City Corporation's cultural education offer currently benefits a huge number of learners of all ages and abilities in the City and across London. By building on this work through the priorities outlined above, we can reach even more people and have a greater impact on their lives. And by providing access to our collections and expertise online, for example through a Great Fire website and technologies such as webinars and live streaming, we can also reach out nationally and internationally.

## Objective 2

***Ensure that all education providers are deemed 'outstanding' within three years and there is continued development of excellent further, adult, and higher education opportunities. Any new school, academy or other providers are expected to be 'outstanding' within three years of joining the City Corporation's education portfolio***

### Supporting the City Corporation's Education Vision

In its pursuit of educational excellence the City Corporation has drawn together the schools it has close connections with and established a family of schools, collectively known as *the City schools*.

These schools are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations' of the City schools. The City schools are committed to developing partnerships; sharing best practice; learning from each other; and exploring opportunities to become more efficient through greater collaboration.

The City is committed to supporting the wider delivery of 'world class' education across London while ensuring there is the capacity to sustain excellence and that the correct accountability procedures are in place to ensure excellent educational standards, high levels of probity, and the development of schools and colleges which reflect the interests and values of the City Corporation.

### Context

There are currently three independent schools, four academies, and one maintained school within the City Corporation's immediate education portfolio. One of the independent schools is located outside London and two of the academy schools are co-sponsored with other organisations. The majority of these schools operate in different local authorities. The schools have varying relationships with the City Corporation – with Sir John Cass's Foundation Primary School it is as the local authority, with the independent schools it is proprietor, and with the academy schools it is the sponsor or co-sponsor. Each school is proud of its association with the City Corporation.

The City Corporation provides bursary support to pupils at its independent schools, and also to pupils at King Edwards School, Witley, and Christ's Hospital School. Additionally, it has the right to nominate governors to a number of other schools and educational bodies, including Emanuel School, part of the United Westminster Schools Foundation group of schools, and Central Foundation Boys School.

There is currently disparity of funding, accountability, governance, and coordination arrangements across the City schools and the City Corporation's wider education activities. The recommendations of the original Education Strategy 2013 - 2015, progress against those recommendations, and remaining challenges are outlined below:

#### *Recommendation 1 - Develop a framework for overseeing the City's education offering*

- The Education Board was formed with agreed terms of reference and has provided resources to support the Education Strategy 2013 - 2015. A further rationalisation of accountability and scrutiny frameworks, particularly those relating to sole sponsored academies, is now required.

*Recommendation 2 - Encourage the City schools to work together as a family with a shared ethos and commitment to excellence*

- By establishing a 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 schools to increase the sharing 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. This work needs to be developed in the coming years.

*Recommendation 3 – Review the City's expenditure across its educational portfolio to ensure that it is directed to the City's objectives and fairly distributed; and*

*Recommendation 5 - Clarify the relationship between the City of London and the schools associated with it, recognising the historic links that exist between them*

- The Education Board actively reviewed the financing, resourcing, and monitoring of the City academies, and identified appropriate funding arrangements to provide long-term central education support for educational outreach.

*Recommendation 4 - Identify educational best practice across London and beyond to benchmark and improve the City school education offer*

- Through the Headteachers' Forum practice has been shared and best practice discussed. This is a function of the Headteachers' Forum and more formal scrutiny structures will be introduced during academic year 2015/'16.

## Prioritised Actions

### **1. Implement an agreed governance and accountability framework**

#### Success Criteria

- Multi-Academy Trust established, assuming the scrutiny and accountability role for sole sponsored academies.
- Executive functions identified, and posts recruited, enabling the MAT to fulfil its statutory and legal responsibilities.
- All providers to support the City Corporation's agreed accountability framework.
- All providers 'outstanding' within three years.

### **2. Implementing systems and structures that enable the City schools to become 'world class' in education**

#### Success Criteria

- The Headteacher's Forum becomes a central vehicle for driving the sharing of practice, the consideration of new ideas, and the establishment of common approaches.
- Secured leadership and support of the Forum from the MAT executive team.
- National and international educational best practice is regularly considered.
- The Forum fulfils the reporting, consultative, and proposal forming functions on behalf of the Education Board.

### **3. Organise school clustering arrangements by geographical location**

#### Success Criteria

- Three clusters established. The South, East and North.

- Clusters are cross phase and involve at least one of the City Corporation independent schools as a partner.
- On-going improvement projects are established in each cluster.

#### **4. Work with the Guildhall School and other higher education providers to secure excellent provision and pathways for students at the City schools**

##### Success Criteria

- Further and Higher education partners attend one identified Headteachers' Forum.
- Partnerships with the Guildhall School and other institutions established, with lead schools identified.
- Projects implemented with positive outcomes.

## Objective 3

### ***Develop excellent employment opportunities and pathways***

#### Supporting the City of London Educational Vision

The City Corporation is committed to providing opportunities for young people in the City of London and neighbouring boroughs to experience the world of work and increase their chances of getting a job. Our focus will be on the City schools, but will also benefit other schools in our neighbouring boroughs and wider London.

#### Context

The youth unemployment rate (for 16-24 year olds) in London stands at 18.4%, significantly higher than the national average (15%)<sup>1</sup>. Despite young Londoners gaining better than average GCSE's they are more likely to be unemployed than young people in the rest of England, regardless of their qualification levels<sup>2</sup>. Recent research suggests that this is due to the characteristics of young people in London with high levels of poverty and disadvantage and the intense competition for jobs in the capital making it harder for young people, particularly from disadvantaged backgrounds, to find work. We know that young people who have more contact with employers (e.g. careers talks or work experience) whilst still at school are statistically less likely to become NEET<sup>3</sup> and earned on average 16% more than peers without such interactions<sup>4</sup>.

The City Corporation is committed to providing opportunities for young people to develop the skills that will help them into employment in the City and elsewhere and to achieve their goals. This commitment to young people extends beyond the City boundary into neighbouring boroughs and throughout London.

The City Corporation is also supportive of the London Ambitions Career Offer, commissioned by London Councils and the London Enterprise Panel, which acknowledges some of the challenges facing young people when making career choices and sets out ways of addressing these.

The role of the Education Board under this theme is to scrutinise the performance of the City academies in this area actively and to influence the City Corporation more widely – and its partners – to support the objectives of this theme.

#### Prioritised Actions

### **1. Work-related learning and work interactions**

We know that young people who have several interactions with the world of work whilst still at school are less likely to be NEET once they leave school. Providing opportunities for young people to have first-hand experiences with employers, in the City and elsewhere, from an early age, will help develop awareness of career pathways and future job prospects as well as helping them to acquire the soft skills and attributes necessary to succeed. The City Corporation supports a range of work-related learning activities and work interactions which are available to schools across its neighbouring boroughs and also open to the City schools.

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<sup>1</sup> [http://www.ons.gov.uk/ons/dcp171778\\_407073.pdf](http://www.ons.gov.uk/ons/dcp171778_407073.pdf)

<sup>2</sup> Census 2011

<sup>3</sup> NEET; Not in Education, Employment or Training

<sup>4</sup> Education and Employers Taskforce (2012), *"It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults."*

## Success criteria

- Working with the City academies, agree a programme of relevant work interactions, and access to opportunities for development of the soft skills necessary for work, for pupils as part of an annual careers workplan working towards ensuring that pupils have completed 100 hours of experience of the world of work by the time they reach 16, in line with the London Ambitions proposals.
- Consider comparative, transparent reporting on the impact on pupils of careers workplans.
- Encourage the City schools to work together and share links and expertise to benefit all pupils.
- Maintain an overview of the breadth of the City Corporation's work-related activities offered to schools and young people as part of the broader London offer, ensuring the City academies also benefit from them.

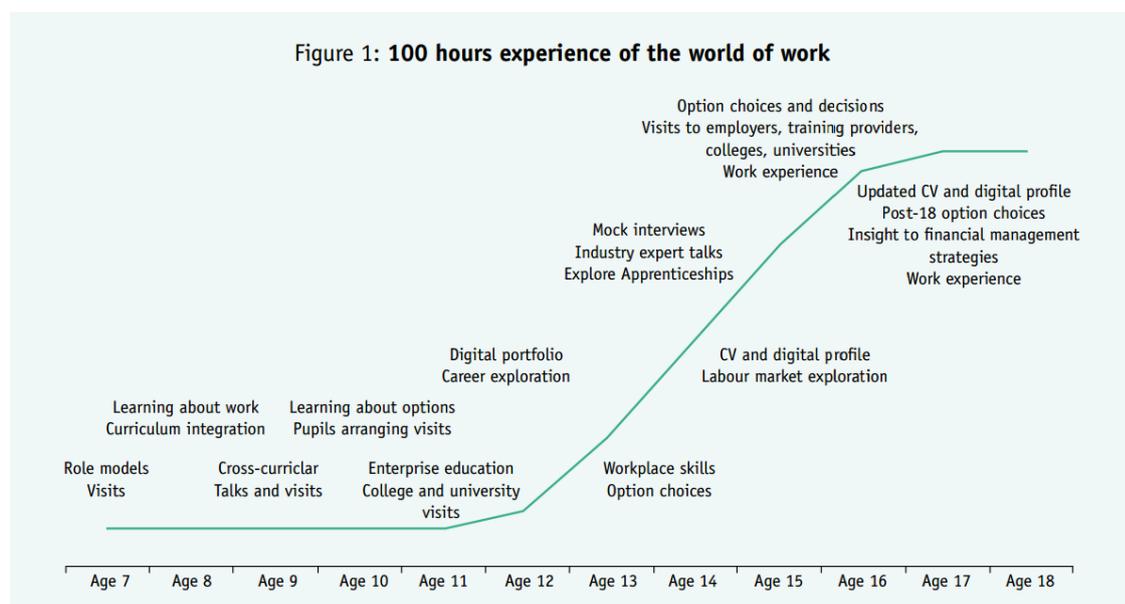


Figure 1: 100 hours experience of the world of work<sup>5</sup>

## **2. Access to quality and reliable careers advice**

Young people deserve to have access to quality and reliable careers advice and information to ensure that their future working lives are not determined by chance and personal circumstances. In London in 2014 the proportion of young people in apprenticeships and jobs with training was half of the England average<sup>6</sup> and there is an alarming rate of young people who drop out of the qualifications they started post 16<sup>7</sup>. Our sponsorship/co-sponsorship of the City academies allows us to support the provision of quality careers advice in those institutions.

## Success criteria

- Work with the City academies to ensure that each has a published careers policy and careers curriculum and undertake regular scrutiny of the implementation and impact of this.
- Ensure that each City academy has a governor on the governing body with responsibility to oversee this activity in the academy.

<sup>5</sup> London Enterprise Partnership, (2015), *London Ambitions: shaping a successful careers offer for all young Londoners*.

<sup>6</sup> Hodgson, A & Spours, K (2014) *17+ Participation, attainment and progression in London*, London Councils.

<sup>7</sup> [http://www.local.gov.uk/media-releases/-/journal\\_content/56/10180/6951000/NEWS](http://www.local.gov.uk/media-releases/-/journal_content/56/10180/6951000/NEWS)

- Ensure that the City Corporation is participating actively in, and promoting, the London Ambitions Career Offer.
- Ensure students at City academies have access to up-to-date labour market information.

### **Objective 3: Using destination data to improve outcomes for young people**

Every young person deserves a good education and to achieve the best academic results that they can. However, young people also need to be prepared to succeed and achieve their goals after they leave school. Information on where pupils go when they leave school is now published on a regular basis and is helping us understand what pupils go onto after school. This allows us to have a useful conversation with schools, colleges and other partners about how we can improve destinations for young people, especially those not destined for university or at risk of dropping out. Our position as sponsor/co-sponsor of the City academies requires us to play a role in the future destinations of our pupils and how we can improve these outcomes.

#### Success criteria

- Work with the City academies to understand where pupils go after leaving school, particularly the sustained rather than immediate destination, and consider the annual data showing performance of the City academies and other schools, working with the relevant institution to address any issues identified.
- Consider further the different destinations of young people from the City academies – university, further education, apprenticeships, employment, or NEET – to identify areas where additional support or opportunities may be required.

#### Wider influence

We are keen to foster success for all of the schools we work with and the pupils they support. There is great potential to develop partnership working between schools further to establish mutually beneficial relationships and to share learning. We will work with the City academies and other schools to support and facilitate this. In addition, this theme does not sit in isolation from other programmes and activities already in place to support a successful transition from education to employment. Therefore, we will continue to work with colleagues, both within the City Corporation and outside, to ensure that our efforts align with and benefit from other activity underway or in development.

## Priorities for 2016

Objective 1	Actions	Success Criteria	Miles Stones	Progress
Ensuring that the City Corporation's outstanding cultural and historical resources enrich the creative experience of all London's learners.	Maximise access to the City's cultural venues by London's pupils through a school visits fund	At least 100 schools per year use the fund		
		100% of schools have not visited their chosen venue in the last three years		
		75% of teachers say that they are likely to take a group to the venue again in the future		
	Provide further opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond	90% of participating teachers and pupils report that the Hard Education programme had a positive impact on their school and on attitudes and behaviours.		
		The new Great Fire website becomes the recognised 'go to' website for the subject and receives at least 2 million page views in the first year after launch.		
		The profile of our learning work is raised through the head teachers' event, resulting in increased participation at City cultural venues.		
		25% of people attending the Celebrating the City and Shakespeare Weekender events are first time visitors to the host venues.		
		The City Corporation's investment in learning initiatives		

		enables at least the same level of funding to be secured from other sources		
	Establish a City of London Cultural Education Partnership	A City of London Cultural Education Partnership, including the City academies, is established by 2018.		
		This Partnership is seen as a key strand of the Cultural Hub.		
		The City of London Cultural Education Partnership achieves national recognition as a model partnership of museums, libraries, archives, cinemas, galleries, performing arts venues, historic buildings, green spaces, conservatoires and local authorities working together to provide access to high quality cultural experiences for learners through a single destination.		
		The creation of the Partnership results in the City Corporation's education work benefitting a greater number and diversity of learners across London		
	Promote the national STEM (science, technology, engineering and maths) education agenda through working in partnership across our venues	90% of teachers attending a British Science Week activity at one of our venues reports learning something new about STEM in a cultural setting		
		The profile of our work on STEM learning is raised		

		through the head teachers conference resulting in greater participation in STEM education at our venues		
<b>Objective 2</b>	<b>Actions</b>	<b>Success Criteria</b>		<b>Progress</b>
Ensure that all education providers are deemed 'outstanding' within three years and there is continued development of excellent further, adult, and higher education opportunities. Any new school, academy or other providers are expected to be 'outstanding' within three years of joining the City Corporation's education portfolio.	Implement an agreed governance and accountability framework	Multi-Academy Trust established, assuming the scrutiny and accountability role for sole sponsored academies.		
		Executive functions identified, and posts recruited, enabling the MAT to fulfil its statutory and legal responsibilities.		
		All providers to support the City Corporation's agreed accountability framework.		
		All providers 'outstanding' within three years.		
	Implementing systems and structures that enable the City schools to become 'world class' in education	The Headteacher's Forum becomes a central vehicle for driving the sharing of practice, the consideration of new ideas, and the establishment of common approaches.		
		Secured leadership and support of the Forum from the MAT executive team.		
		National and international educational best practice is regularly considered.		
The Forum fulfils the reporting, consultative, and				

		proposal forming functions on behalf of the Education Board		
	Organise school clustering arrangements by geographical location	Three clusters established. The South, East and North.		
		Clusters are cross phase and involve at least one of the City Corporation independent schools as a partner.		
		On-going improvement projects are established in each cluster.		
	Work with higher education providers to secure excellent provision and pathways for students at the City schools	Further and Higher education partners attend one identified Headteachers' Forum.		
		Partnerships with the Guildhall and other insitutions established,lead schools identified.		
		Projects implemented with positive outcomes.		
<b>Objective 3</b>	<b>Actions</b>	<b>Success Criteria</b>		<b>Progress</b>
Develop excellent employment opportunities and pathways	Work-related learning and work interactions	Working with the City academies, agree a programme of relevant work interactions, and access to opportunities for development of the soft skills necessary for work, for pupils as part of an annual careers workplan working towards ensuring that pupils have completed 100 hours of experience of the world of work by the time they reach 16, in line with the London		

		<p>Ambitions proposals.</p>		
		<p>Consider comparative, transparent reporting on the impact on pupils of careers workplans.</p>		
		<p>Encourage the City academies and family of schools to work together and share links and expertise to benefit all pupils.</p>		
		<p>Maintain an overview of the breadth of the City Corporation's work-related activities offered to schools and young people as part of the broader London offer, ensuring the City academies also benefit from them.</p>		
	<p>Access to quality and reliable careers advice</p>	<p>Work with the City academies to ensure that each has a published careers policy and careers curriculum and undertake regular scrutiny of the implementation and impact of this</p>		
		<p>Ensure that each City academy has a governor on the governing body with responsibility to oversee this activity in the academy</p>		
		<p>Ensure that the City Corporation is participating actively in, and promoting, the London Ambitions Career Offer</p>		
		<p>Ensure students at City academies have access to up</p>		

		to date labour market information.		
	Using destination data to improve outcomes for young people	Work with the City academies to understand where pupils go after leaving school, particularly the sustained rather than immediate destination, and consider the annual data showing performance of the City academies and other schools, working with the relevant institution to address any issues identified.		
		Consider further the different destinations of young people from the City academies - university, further education, apprenticeships, employment, or NEET - to identify areas where additional support or opportunities may be required		