

Committee: Education Board	Dated: 8 March 2018
Subject: Scoping themes for the Education, Culture and Skills Strategy	Public
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Summary

The current Education Strategy, which includes outcomes for culture and for skills runs from 2016-2019. The key outcomes of this strategy have been met, or are moving towards being met. The Education Board held a strategic planning away day on January 19, 2018 to determine priority areas for the development of coherent Education, Skills and Culture strategies for the future.

Recommendation

Members are asked to note the report.

Main Report

Background

1. The Education Board held a strategic planning away day on January 19, 2018 to determine priority areas for the development of coherent Education, Skills and Culture strategies for the future.
2. There is an existing Education strategy that includes outcomes for culture and for skills and a Culture Mile Learning plan that outlines the ambitions for this programme. There is a business plan for the adult education and apprenticeship service (ASES) but not an existing more general lifelong learning and skills strategy.

Current Position

3. The current Education Strategy runs from 2016-2019. The key outcomes of this strategy have been met or a moving towards being met, including:
 - a) Ensuring that the City Corporation's outstanding cultural and historical resources enrich the creative experience of London's learners.
 - b) Ensuring that all existing education providers are deemed 'outstanding' within three years and that there is continued development of excellent further, adult and higher education opportunities.
 - c) Ensuring that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers.
4. Culture Mile Learning aims to capitalise on Culture Mile's profile, visitor experiences and collaboration so that the area is recognised as a world-leading learning destination, specialising in the fusion of creative, technical, educational and emotional skills needed

for 21st Century success. There are three key programmes that begin to realise the learning destination vision:

- a) Partnership infrastructure
- b) Collaborative Learning
- c) Culture Mile Challenge Prize.

5. The City of London Corporation (CoL) confirmed its commitment to delivering the first 100 apprentices across its departments during 2017/18. The City of London Corporation currently has 96 apprentices. There is also an active and robust adult education offer.

Strategic Priority areas

6. The Members and officers at the Away Day identified several cross-cutting themes. It was noted that the three areas of policy – education, culture and skills - must work in a joined-up manner and promote a continuous pathway of lifelong learning. It was also emphasised that there needs to be a clear strategy that defines scope and scale of activities. The City Corporation has limited resources therefore needs clear spending priorities. The strategy needs to focus on partnerships, working at the local level and then influencing at the London-wide, national and international levels. The impact of Education Board initiatives/programmes/events must be measured and reported.
7. The Members and officers noted that there were key overarching principles that must be evident across strategy, policy and activities. These included safeguarding, employability, social mobility, creative placemaking, digital/fusion skills and aspiration and the pursuit of excellence.
8. Within **education**, the following priority areas were identified:
- a) Enabling more sharing through the combined diverse assets of the wider family of schools, including schools with livery links
 - b) Ensuring a clearer focus of vision in terms of being a City School, both in relation to mission and processes
 - c) Embedding and consolidating the family of schools, including transparency in monitoring and reporting
 - d) Modelling educational exceptionality beyond Ofsted outstanding including striving to provide rich curriculum in academies as in the independent and ensuring accessibility and progress for all children, including analysis school admission arrangements to ensure we are reaching the target communities
 - e) Embedding vocational education and career education throughout all the schools and at all phases of education, including the 'fusion' and digital skills
 - f) Exploring the potential of a strategy for international franchise of City schools
 - g) Continuing to ensure sharing of best practice and clarity of roles and training for governors through the further integration of the governance network
 - h) Appointing link governors for safeguarding and employability at all our schools
9. Within **cultural learning**, the following priority areas were identified:
- a) Defining the Culture Mile and Culture Mile Learning in an inclusive manner and communicating the offer so it is well known, relevant and accessible
 - b) The Culture Mile to be regarded as a successful learning destination, with cultural education activity being integral to other Culture Mile activities, including programming and public realm activity

- c) Embedding a high quality cultural and creative offer for all pupils of City schools from early years through to post 16, with sustained education in and through the arts and culture
- d) Providing an accessible cultural offer that reaches a range of people and promotes social mobility
- e) Considering programming to ensure the offer provides experiences at a range of levels and is accessible to a variety of communities, interesting and relevant
- f) Ensuring that co-creation is at the core to create more inclusive and participatory communities, including co-creation with children and young people and school communities
- g) Establishing clearer lines of governance, accountability and business planning for Culture Learning Mile
- h) Ensuring that the heritage offer, including green spaces, is integrated into the Culture Learning Mile
- i) Establishing the role of a dedicated school liaison officer for cultural work and engagement in each City of London school

10. Within **skills strategy** (including adult education and apprenticeships), the following priority areas were identified:

- a) Ensuring a more comprehensive strategy for all our skills offers, with lifelong career pathways, starting with early exposure to the world of work, through structured work experience, careers support, adult education and training, apprenticeships, graduate placements, and outreach and return to work programmes
- b) Facilitating cross-departmental working to ensure there is a balance of demand-led, supply-led opportunities and apprenticeships at a range of levels from Level 2 to Level 7
- c) Ensuring that technical and employability skills, including digital, future, and fusion skills are integral to the 'City Skills Offer'
- d) Commissioning a pilot for developing digital skills, and potentially with DQ
- e) Working with the Livery Companies and building on the work they are doing in the skills area
- f) Working with City of London Police on potential cybercrime apprenticeships

Conclusion

The Education Board can influence and inspire the strategic plans. It also has a dedicated role in resourcing, guiding implementation, and monitoring the outcomes and impact of the strategies. The draft Education, Culture and Skills strategies will be presented at Education Board on 24 May 2018.

Appendices

- None

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