



# **Education Board**

## **APPENDICES PACK**

**Date:** THURSDAY, 17 MAY 2018

**Time:** 3.00 pm

**Venue:** COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

**Members:** Henry Colthurst  
Ann Holmes  
Deputy Keith Bottomley  
Alderman Peter Estlin  
Stuart Fraser  
Caroline Haines  
Christopher Hayward  
Alderman The Lord Mountevans  
Alderman William Russell  
Ruby Sayed  
Deputy Philip Woodhouse  
Tim Campbell  
Deborah Knight  
Veronica Wadley

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**NB: Part of this meeting could be the subject of audio video recording.**

**John Barradell**  
**Town Clerk and Chief Executive**

## **AGENDA**

10. **EDUCATION, SKILLS AND CULTURE STRATEGY (20 MINUTES)**

Report of the Strategic Education, Culture and Skills Director.

**For Information**

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14. **CITY OF LONDON ACADEMIES TRUST EXPANSION (5 MINUTES)**

Report of the Director of Community and Children's Services.

**For Information**

(Pages 81 - 84)

23. **ANALYSIS OF THE CITY'S SPENDING ON EDUCATION RELATED ACTIVITIES  
(20 MINUTES)**

Report of the Strategic Education, Culture and Skills Director.

**For Decision**

(Pages 85 - 102)

24. **GOVERNANCE ARRANGEMENTS IN RELATION TO CITY OF LONDON  
ACADEMIES TRUST EXPANSION**

Report of the Director of Community and Children's Services.

**For Information**

(Pages 103 - 110)

25. **COLPAI CAPITAL BUILD - INTERIM PROGRESS REPORT**

Report of the Director of Community and Children's Services.

**For Information**

(Pages 111 - 112)

Education Strategy 2019-2023  
Department of Community and Children’s Services (DCCS)

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## 1. Introduction

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

The Education Strategy 2019-2023 establishes the City Corporation's vision for education. It encompasses the City's schools, and the City's cultural, heritage and environmental assets, and has a strong focus on employability and skills. The Education Strategy 2019-2023 is overseen by the Education Board. The Education Board has an ambitious vision for the future of education in London. The City Corporation and its schools should be thought leaders and influencers, sharing knowledge and experience locally, nationally and internationally.

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

The City Corporation provides bursary support to pupils at its independent schools and to pupils at King Edward's School, Witley (Est. 1553); and Christ's Hospital School (Est. 1552). Additionally, it has the right to nominate governors to several other schools and educational bodies, including Emanuel School (part of the United Westminster Schools Foundation group of schools) and Central Foundation Boys School. In addition to this Family of City Schools, the City Corporation maintains connections with several other educational institutions, generally ones with which it has had historic links, for example, St Paul's Cathedral School, Prior Western School, Emanuel School in Wandsworth Local Authority, Treloars (Special Education School) in Alton and Central Foundation Boys' School in Islington. For example, Emanuel School has an old association with the City and falls within the remit of the Court of Aldermen. Treloars was established by the Lord Mayor in 1907 and it still has strong links with the City of London which bring the school tremendous benefits in terms of profile and fundraising. Each Lord Mayor of the City of London automatically becomes a trustee of Treloar Trust. There is also a rich tradition of the Livery Companies in the City supporting education and operating schools. The

Livery Movement is justifiably proud of its many and varied contributions to all forms and levels of education. Its bursaries are generous, and its support for schools and academies in time and donations is well publicised. The main connection to this broader group of schools is through governors and events. Throughout the year, the Education Unit offers a series of events and training opportunities for pupils, school leaders, teachers, bursars and governors. All these events are offered to participants across the broader group of schools and they are all free of charge to the attendees.

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

There are clear benefits of having a mixed family of schools containing both independent and state schools, and specialist and general provisions at all levels of education. 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. There is a wealth of experience and practice across our schools. There is great potential in further developing partnership working between schools to establish mutually beneficial relationships and to share learning. Therefore, Education Strategy 2019-2023 promotes working with colleagues, both within the City Corporation and outside, to ensure alignment of objectives and mutual benefits for all schools.

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

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

Young people deserve high quality and reliable careers advice and information to ensure that their future working lives are not determined by chance and personal circumstances. The City Corporation is committed to providing opportunities for young people in the City, in neighbouring boroughs and across London to develop the skills that will help them into employment in the City and elsewhere and to achieve their goals. The City Family of Schools have a strong career focus and challenge conventional ideas about the world of work. From Reception through to post school age, City schools provide the pupils with sustained vocational education

throughout the school day, building core behaviours and fusion skills that businesses want. The City Corporation supports a range of skills and employability programmes for young people in schools linking them to City businesses and through having link governors for enterprise. When the Apprenticeship Levy was introduced in April 2017, the City Corporation made a commitment to establish 100 apprenticeships and to support young Londoners into the work force. There are also successful programmes and activities in place to support transition from education to employment, including working with businesses and livery companies.

## 2. Corporate mission

The commitment to education is rightly at the centre of the City Corporation's vision. The City Corporation is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful United Kingdom. Specifically, the Education Strategy 2019-2023 contributes to a flourishing society and supports a thriving economy, and meets the outcomes in the Corporate Plan that:

- People have equal opportunities to enrich their lives and reach their full potential
- We have access to the skills and talent we need
- We inspire enterprise, excellence, creativity and collaboration

The impact of the Education Strategy 2019-2023 will particularly:

- Ensure that people are safe and feel safe
- Promote and champion diversity, inclusion and the removal of institutional barriers and structural inequalities
- Provide access to world-class heritage, culture and learning to people of all ages, abilities and backgrounds
- Promote effective progression through fulfilling education and employment
- Cultivate excellence in academia, sport and creative and performing arts
- Cultivate excellence in achievement
- Strengthen local, regional, national and international collaboration and innovation

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

Appendix Two contains the education accountability framework for City Family of Schools.

Appendix Three contains an organogram of the City Family of Schools.

Appendix Four contains a glossary of useful terms.

### 3. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
Transform the lives of the pupils in the City Family of Schools through a unique educational experience which provides excellent opportunities and enabling pupils to achieve their potential, flourish and thrive.	<p>Deliver a "Step-change" in the development of skills, knowledge and competences to provide the necessary skills to meet the challenges of the rapidly changing world.</p> <p>Harness talent by enabling people to learn and to flourish as innovative, confident and creative individuals.</p> <p>Encourage the City schools to work together as a family with a shared ethos and commitment to excellence.</p> <p>Model educational exceptionality beyond Ofsted outstanding, including striving to provide rich curriculum in academies as in the independent schools and ensuring accessibility and progress for all children.</p>	<p>Provocative and dynamic learning environments exist in the Family of Schools.</p> <p>Classroom lessons inspire and challenge pupils.</p> <p>High levels of lifelong learning are evidenced by both teachers and pupils.</p> <p>Learning experiences promote the development of 21st century 'fusion skills', through programmes that are a mix of academic, creative, technical and emotional learning.</p>	<p>School and system leaders, Family of Schools</p> <p>Teachers</p> <p>Family of schools, teachers</p> <p>Education unit, Family of Schools</p>
Deliver exceptional quality education in City Family of Schools	<p>Continue to improve the learning experience and the success of pupils.</p> <p>Deliver academic excellence in learning and teaching.</p> <p>Develop innovative approaches to learning and teaching.</p> <p>Ensure that our pupils and their families are partners in learning and enhance mechanisms enable effective communication and feedback.</p>	<p>City Family of Schools are recognised locally, nationally and internationally as outstanding.</p> <p>Pupils are stretched so that they build on their prior achievement by studying at higher levels.</p> <p>A framework of clear accountability, challenge and support exists for the City schools and standards are reported to the Education Board including the performance of the schools within the City Family of Schools.</p> <p>Pupils education in the City Family of Schools are widely recognised and respected as being highly skilled.</p> <p>Data collection is used to ensure exceptional progress for all pupils.</p>	<p>Education unit, Family of Schools, School and system leaders</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools, School and system leaders</p> <p>Education unit, Family of Schools, School and system leaders</p>

		<p>An outstanding 6th Form offer has been developed across the Family of Schools</p> <p>Effective use is made of ICT in teaching, learning and assessment.</p>	<p>Education unit, Family of Schools, School and system leaders</p> <p>School and system leaders, Teachers</p>
<p>We will work in partnership to provide a safe, inclusive and supportive environment where all children and young people, regardless of background and circumstance, feel they belong.</p>	<p>Drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion.</p> <p>Protect the right of children to protection, regardless of age, gender, race, culture, background or disability.</p> <p>Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage.</p> <p>Ensure that the health, safety and welfare of all our children are of paramount importance to all the adults who work in our schools.</p> <p>Provide a safe environment for children to learn in.</p> <p>Work in partnership with parents/carers to build a commitment to the principles of safeguarding all our children.</p> <p>Promote healthy, active lifestyles in the City Family of Schools including healthy eating, participation in sport and social activities to</p>	<p>Annual monitoring and reporting of school exclusions.</p> <p>Annual monitoring of local authority place planning to ensure that school places are being provided in areas of need.</p> <p>Improvement in the progress of pupils at risk of educational disadvantage which exceeds the progress of those pupils not at risk and surpasses national and local averages.</p> <p>Continued provision of enhanced and efficient learning support services, to support pupils and improve social mobility.</p> <p>Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities.</p> <p>Appointed a time-limited position/contract to audit, map, review and quality assure the safeguarding strategy across all DCCS policy areas and ensure that the implementation and reporting processes are fit for purpose, compliant and thorough in terms of legal and ethical responsibilities.</p> <p>Appoint a link governor for safeguarding at all our schools.</p> <p>Improve services and resources to promote wellbeing amongst pupils, including counselling services.</p>	<p>Family of Schools</p> <p>Education unit, Family of Schools</p> <p>School and system leaders, Teachers</p> <p>School and system leaders, Teachers</p> <p>Education unit, Family of Schools</p> <p>DCCS, Education unit</p> <p>Family of Schools</p> <p>Education unit, Family of Schools</p> <p>Education unit, Family of Schools</p>



	enable pupils to live healthily, and develop resilience.	Participate in a pilot project of the Mental Health and Schools Link Programme <sup>1</sup> .	
High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices	<p>Ensure a more comprehensive strategy for skills development and careers support in the City Family of Schools.</p> <p>Link learning at all stages with real-world application.</p> <p>Continue to excel in providing employment pathways and support.</p> <p>Improve the transition of learners at critical stages in the education and training system and from education to employment</p> <p>Exploit interconnectivity and collaboration between industry, schools and business.</p> <p>Connect the pupils to innovators, professionals and practitioners at the cutting edge.</p> <p>Ensure that young Londoners in the City's schools and beyond have access to the information, advice and experiences that will help them progress into fulfilling careers.</p> <p>Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the 'City Schools Offer'.</p>	<p>A comprehensive careers strategy for all Key Stages.</p> <p>Enhanced completion and retention rates to achieve a 100% destination and progression pathway for pupils (i.e. No NEET pupils).</p> <p>Work with the Livery Companies to build on the work they are doing in the skills area.</p> <p>All pupils at City schools can hear from, and be inspired by, employers and apprentices.</p> <p>Clear progression routes are mapped through technical and professional education and into skilled employment, including apprenticeships.</p> <p>Destination data is used to improve outcomes for young people, mapping the different destinations of young people from the City academies – for example: university, further education, apprenticeships, employment are reported annually.</p> <p>Appoint a link governor for skills and employability at all our schools.</p> <p>Schools promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.</p> <p>There is a direct link between school education, IAG and the apprenticeship programme.</p>	<p>Family of schools, Education unit</p> <p>Family of Schools, EDO, ASES</p> <p>Family of Schools</p> <p>Education unit, Family of Schools</p> <p>Family of Schools, ASES, EDO</p> <p>Family of Schools, ASES</p> <p>Family of Schools, ASES, EDO, Education unit</p> <p>Family of Schools</p> <p>Family of Schools, ASES</p> <p>Education unit, EDO</p>

<sup>1</sup> Anna Freud National Centre for Children and Families This opportunity supports the mental health and wellbeing of children and young people by improving the way that mental health services and schools and colleges work together.

		<p>A pilot has introduced fusion skills into the curriculum at all key stages in the City Schools.</p> <p>A coordinated programme exists of work placements for school pupils and school teachers.</p> <p>Pupils understand and can exhibit the skills, knowledge and behaviours that employers are looking for.</p> <p>Schools promote and support access to higher education.</p> <p>Pupils are exposed to professionals working in the creative and cultural industries including dancers, musicians, writers, makers, designers, and the range of production and post production entrepreneurs and creatives.</p> <p>The schools have a published careers policy and careers curriculum and regularly scrutinise implementation and impact.</p>	<p>Culture Mile Learning/Education unit, Family of Schools</p> <p>Education unit, Family of Schools, EDO</p> <p>Family of Schools</p> <p>Family of Schools</p> <p>Culture Mile Learning/Education unit, Family of Schools</p> <p>School and system leaders</p>
Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity.	<p>Ensure that the City Corporation's outstanding cultural and historical resources enrich the creative experience of London's learners.</p> <p>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.</p> <p>Every cultural institution in the City is a learning institution and every educational institution in the City Family of Schools is a cultural institution.</p> <p>Integrating digital and creative ideas into the schools and creating more connected</p>	<p>Embed 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, including strengthening the role of music and the performing arts across the Family of Schools.</p> <p>Co-creation is core to creating more inclusive and participatory communities, including co-creation with children and young people and school communities.</p> <p>The cultural offer provides experiences at a range of levels and is accessible, interesting and relevant.</p> <p>An online portal has been developed to create a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets.</p>	<p>Culture Mile Learning, Culture Mile, Education unit</p> <p>Family of Schools, Culture Mile Learning, Education unit</p> <p>Family of Schools, Culture Mile Learning, Education unit</p> <p>Culture Mile Learning</p>

	routes for pupils and teachers to access the cultural and heritage offer.	Opportunities occur at least three times per year for children and young people to perform in professional quality venues, encouraging sharing with families.	Culture Mile Learning, Family of Schools
		Review and develop the relationship between Culture Mile and the City of London Family of Schools through a formalised Culture Forum and the appointment in each school of both cultural link governor and a dedicated school liaison officer for cultural work and engagement in each City of London school.	Culture Mile Learning, Family of Schools
		Maximise access to the City Corporation's cultural venues by London's pupils through a school visits fund <sup>2</sup> with improved publicity, staff development and targeting of schools who have not used the fund previously. Including that at least 100 schools per year use the fund; and that 90% of schools using the school visits fund have not visited their chosen venue in the last 3 years.	Culture Mile Learning, Education unit
		Develop the principle of 'proximity partners' that would be aligned geographically, economically or intuitively to address social disadvantage in London as a whole.	Culture Mile Learning, Education unit
		Review and develop talent pathways for pupils in our schools ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills.	Culture Mile Learning, Education unit, Family of Schools
		Expand the young musical leaders programme to promote further outreach to Primary Schools.	City of London School for Girls, Education unit
Strengthen strategic oversight and focus on impact of the Education Strategy 2019-2023	Continue to assure and enhance the standards and quality of our schools to achieve academic excellence in delivery.	Improved approaches to income generation within the City Family of Schools.	Family of Schools, Education unit  Family of Schools, Education unit

<sup>2</sup> Schools, especially those in disadvantaged areas and the outer boroughs, face financial barriers to visiting the cultural venues supported by the City Corporation, including the cost of transport, staff cover and admission/session fees. Established in November 2015, the school visits fund ([www.cityschoolvisitsfund.org.uk](http://www.cityschoolvisitsfund.org.uk)) offers schools with at least 30% of pupils in receipt of Pupil Premium, who have not visited their chosen venue in the last three years, with grants of up to £300 to help with the cost of visiting any of our venues. The fund is managed by the Museum of London.

	Explore opportunities to expand the City's education portfolio and its influence on education throughout London, nationally and internationally.	Investigated the potential for sharing the model and expertise of City schools.	Family of Schools, Education unit
	Review education funding to ensure impact against the agreed goals.	More sharing of the combined diverse assets of the wider family of schools, including schools with livery links.	Family of Schools, Education unit
	Ensure that the City Family of Schools have the buildings, resources, space and teaching models to deliver exceptional education.	A clearer focus of vision in terms of being a City School, both in relation to mission and processes.	Education unit
	Build an applied research and knowledge exchange culture that drives change, prioritises collaboration, and underpins learning and teaching.	Benchmarking of best practice across London to improve the City School education offer and ensure quality.	Family of Schools, Education unit
	Respond with agility and inventiveness to policy and funding changes and to be open to emerging opportunities.	Evidence influence in the field through partnerships, and participation in key committees and networks.	Education unit
		Support governors' capacity, including clarifying role of governors in capital building projects.	Education unit
		Monitoring of schools ensures transparency and an honest relationship with schools' practice and policy alignment.	Family of Schools
		Embedded and consolidated the family of schools rather than over-expansion of the number of schools.	Education unit
		Clarity of roles and training for governors through the further integration of the governance network.	Education unit
		An enhanced sense of belonging to the City Family of Schools through collaborative learning and social interaction and through regular events and forums that share good practice and raise standards across the Family of Schools.	Education unit
		A regular forum occurs for the Chairs of Governors and co-sponsors to meet to share information and develop working practice and expectations across the family of schools.	

		Governors are up to date with latest statutory requirements and good practice and advice and training is provided for Governors to ensure that our schools are compliant with the arrangements necessary for good governance and accountability within our schools	Education unit
		Strong governance frameworks and appointment processes are in place.	Education unit

#### 4. Target learners

The City Corporation's Family of Schools have a positive impact on issues of social disadvantage and skills development. The Education Strategy 2019-2023 targets all the children and young people in our schools and focuses on social mobility and engendering a sense of community. The Education Strategy 2019-2023 supports initiatives that encourage London schools, especially in disadvantaged areas, to engage with the full economic and cultural life of the City. We recognise and embrace the diversity within the City's schools and champion the excellence and innovation that this brings. The Education Strategy 2019-2023 will focus on inclusive and equitable practice to encourage individual and community empowerment. Schools are required to track the progress and attainment of different groups of pupils who may be at educational disadvantage. Formally this includes pupils who may identify with one or more of the following groups:

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

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

- Exciting and engaging teaching and learning to encourage curiosity and wonder
- Challenging targets which encourage diligence and persistency

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

## 5. Teacher recruitment and retention

There are serious shortages of teachers nationally and in London. The capacity to attract and retain high quality teachers is crucial for the ongoing success of the City's schools. There are difficulties recruiting to initial teacher education and poor retention rates within the teaching profession. There are low levels of job satisfaction in the profession<sup>3</sup>.

Teacher development in all areas is vital. A key aspect of teacher retention is the provision of training. The Family of Schools could work more closely and collaboratively to provide opportunities for teachers, including developing Continuing Professional Development across the City Family of Schools. Some initiatives currently being developed include:

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

## 6. Working with others

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

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

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<sup>3</sup> Menter et al. 2010; Zgaga 2013

- Developing skills and sharing opportunities for action research and professional development

Comprehensive training for governors is generally provided by Local Authorities. In addition, *Governors for Schools* and the *National Association for School Governors* provide excellent resource for Chairmen. There are also several other providers in this field. The Education Unit does not wish to duplicate the comprehensive services provided elsewhere and encourages schools to buy into the local offer. However, the Education Unit will provide training sessions on critical issues as required by the schools. Chairmen of governing bodies have been asked to identify areas most in need and to advise the strengths of their governing body. An audit of City Schools' Governors will identify training needs as the basis of the central training programme. The following topics are examples of areas that are critical for Governors that could be centrally offered - for example, safeguarding, school finance, and school standards.

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

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

The Education Strategy 2019 – 2023 is supported by an overarching plan that provides a summary of intentions and the strategic framework to guide thinking and decision-making for all services affecting children and young people over the next three years. We have kept this plan simple and focused, concentrating on five priorities and setting out manageable actions and objectives for each one. This plan will be supported by a detailed delivery plan with clear and measurable actions and indicators for each priority.

The detailed action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals and how these projects will be completed. Each project will have a champion and a lead. A detailed budget will be aligned to the strategic plan. The following section provides an overview of the financial projections in terms of general funding sources to deliver the strategy.

## 7. Financial Projections

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

All the City Family of Schools promote a culture of perfectionism. To that end, additional educational grant making is designed to provide an exceptional provision, based on the needs of the children. This includes enrichment to enable a broad and balanced curriculum, including culture and education in and through the arts for all pupils. Additional funding is also made available to ensure careers and enterprise education occurs at all levels of the school from early years to post-school age. This includes the development of 'fusion' skills - the so-called higher order 'soft' skills needed for future world of work and society more generally. Moreover, the City Corporation acknowledges that to be innovative and inspiring, schools need to be research informed, to take risks and to pilot new and original approaches. Funding is provided to stimulate more innovative ways of working and to encourage good partnership working, which is at the heart of being part of the City Family of Schools.

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

## 8. Evaluation and Impact measurement

The impact of Education Board initiatives, programmes and events must be measured. In delivering the objectives of the Education Strategy 2019-2023 the focus will be on the impact of what is achieved. Assessment data, evaluation, performance management and evidence are presented to the Education Board on a regular basis throughout the year to enable board members to monitor activity and to increase the likelihood that the actions achieve the desired outcome and that the positive impact of activities is experienced by all. A framework has developed for overseeing the City's education offering<sup>4</sup>. The role of the Education Board is to scrutinise the

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<sup>4</sup> See Accountability Framework in Appendix Two.



performance of the City academies and to influence the City Corporation – and its partners – more widely to support the strategic objectives. The Education Board, along with officers, staff, governors and school leaders, ensure that there is the capacity to sustain excellence, with the correct accountability procedures in place to support excellent educational standards, high levels of probity, and the development of schools and colleges that reflect the interests and values of the City Corporation.

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

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

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

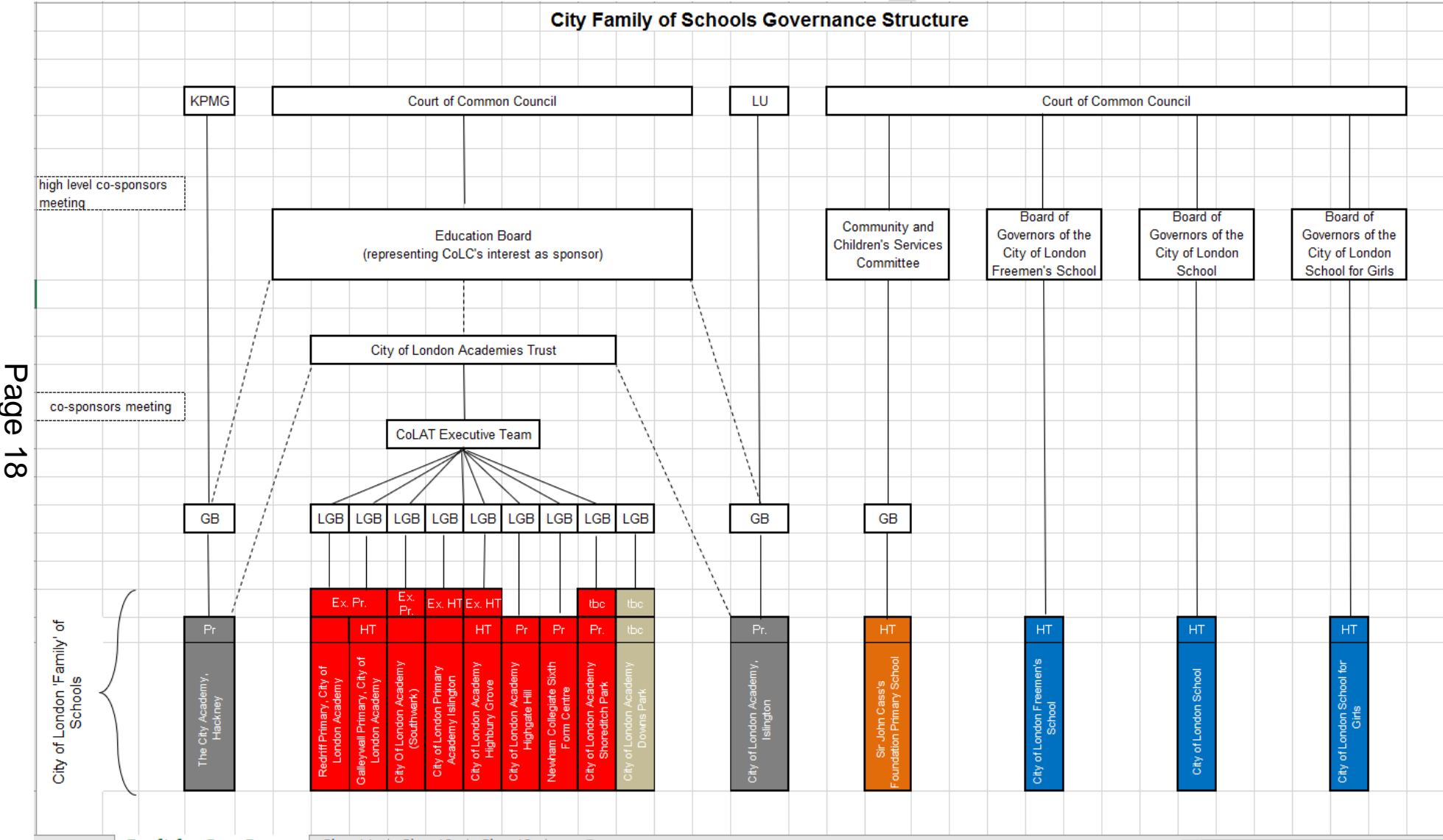
### Appendix Two: Accountability Framework

The table below sets out the reporting requirements and timetable for CoLAT schools to provide data about their academic performance. The subsequent tables provide information about the reporting arrangements and/or information sharing across the wider family of schools.

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

<b>Education Unit</b>	Central collation of results against targets	Organisation of scrutiny meetings Collation of work related learning and destination data	Strategic Director for Education, Skill, and Culture monitoring visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	Strategic Director for Education, Skill, and Culture monitoring visit
<b>Reporting Arrangements</b>	Test/exam results report to the Education Board	Outcomes of scrutiny meetings reported to Education Board	Strategic Director for Education, Skill, and Culture monitoring report to the Education Board	Annual Safeguarding Audit Report	Report to the Education Board	Strategic Director for Education, Skill, and Culture monitoring report to governors submitted to Education Board
<b>Data Collection and Information Sharing - Independent and maintained schools</b>						
<b>Independent Schools</b>	<b>Results</b>	<b>Targets</b>	<b>Keeping In Touch</b>	<b>Safeguarding</b>	<b>Progress</b>	<b>Keeping in Touch</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Information Sharing</b>	Timely reporting of unvalidated results	Examination Targets		Annual Safeguarding Audit Report	Progress to target grades with any adjustments	
<b>Education Unit</b>	Collation of results against targets	Collation of work related learning and destination data	Strategic Director for Education, Skill, and Culture KIT visit	Annual Safeguarding Audit Report	Collation of report showing final predictions, adjustments to targets	Strategic Director for Education, Skill, and Culture KIT visit
<b>Reporting Arrangements</b>	Exam results report to the Education Board			Annual Safeguarding Audit Report	Report to the Education Board	

Appendix Three: City Family of Schools Governance Structure



## Appendix Four: Glossary of terms

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

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

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

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

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

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

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

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Skills Strategy 2018-2023  
Department of Community and Children’s Services (DCCS)

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## 1. Introduction

A nation prospers when it realises the full potential of its people. The development of the skills needed for the 21st century economy is the result of a process of lifelong learning. Lifelong learning enables people to realise their potential and to participate in high value employment opportunities, creating an environment where innovation, creativity and enterprise flourish.

## 2. Corporate mission

The commitment to skills development is rightly at the centre of the City of London Corporation's (City Corporation) vision. The City Corporation is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful United Kingdom. Specifically, the Skills Strategy 2018-2023 contributes to a flourishing society and supports a thriving economy. The Skills Strategy 2018-2023 meets the outcomes in the Corporate Plan of:

- People have equal opportunities to enrich their lives and reach their full potential
- Attracting and nurturing relevant skills and talent

The impact of the Skills strategy will particularly:

- Promote and champion inclusion, diversity and social mobility
- Provide world class education and learning opportunities
- Promote effective transitions through education and into fulfilling employment
- Persuade more employers to open opportunities to a more diverse talent pool
- Advocate for the removal of institutional barriers and structural inequalities
- Cultivate excellence in achievement
- Champion business growth, diversity and sustainability
- Strengthen local, regional, national and international collaboration and innovation
- Nurture a relevant and sustainable skills pipeline

The development of skills is not a responsibility that rests solely with one department, service or area of work. The Economic Development Office (EDO) has a crucial role to play in identifying demand and working with businesses to research and report intelligence about skills shortages. The Skills Strategy 2018-2023 is both informed by and linked to the *Enterprise Strategy 2017*. Similarly, *Culture Mile* and its partners have a vital part to play in identifying new and emerging creative skills and fusion skills and the way these might inform future employment patterns. The Human Resources (HR) department is responsible for the skills development within the City Corporation's employees and has instigated a major strategic drive to attract and maintain 100 apprentices across the organisation. Therefore, it has a key role as an industry partner, but also as an exemplar model of the impact of apprenticeships on the talent pipeline. The Skills Strategy 2018-2023 also has connections



with the *Volunteering Strategy* and the City's various philanthropic giving and development programmes. The Skills Strategy 2018-2023 should support open and collaborative working and provide a space for joined-up thinking and sharing with both internal and external stakeholders.

The skills offer within the City Corporation is well placed to take advantage of these opportunities and to provide a valuable hub of service skills development in the City and beyond. Within the Department of Community and Children's Services (DCCS), the Skills Strategy 2018-2023 links specifically to the *Education Strategy* (including the Family of City schools) and to the *Culture Strategy* (including Culture Mile and Culture Mile Learning) and is more broadly grounded in the statutory and more general functions of DCCS to support both the local and wider population. Within DCCS, the Adult Skills and Education Services (ASES) is both a learning and apprenticeship provider and an assessor and a promoter of lifelong learning pathways. Social mobility underpins all areas of ASES's delivery. The work of ASES is directly linked to the work of the local authority functions and its external business and social needs. It is the need for the delivery of a skills, lifelong learning and education agenda that forms the main areas of ASES's work. The ASES areas of responsibility are legitimately involved with many different aspects of the local authority's functions, including education, early years, schools, apprenticeships and skills. This is not simply an approach that is taken by ASES, it is a sectoral approach for the delivery of this type of service. ASES has two main functions. The first is Adult Skills and Community Learning (ACL) which focuses on the community-based skills and lifelong learning activities. ACL focuses on inclusive activity with low-waged, educational and socially disadvantaged people, the low-skilled and those with little or no English language. ACL also provides learning for children and families. Family Learning is an integral part of Community Learning. ACL works with local businesses to reduce their 'non-apprenticeship' skills gaps. The second delivery arm of ASES is centred on the delivery of both Levy and Non-Levy Apprenticeships and Traineeships and ASES has secured national delivery contracts for these services. The provision of professional apprenticeship advice is ongoing, and a very detailed apprenticeship service is available through ASES to businesses.

Appendix One contains a list of current strategies and policies that are directly relevant to the Skills Strategy 2018-2023.

Appendix Two contains an overview of the major policy drivers impacting upon the Skills Strategy 2018-2023.

Appendix Three contains a glossary of useful terms.

Appendix Four contains a list of partner organisations.

### 3. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
Transform the lives of our diverse adult learners, through a unique educational experience.	<p>Deliver a “Step-change” in the development of critical skills, knowledge and competences to provide the necessary skills to meet the challenges of the rapidly changing world of work.</p> <p>Enhance our capacity to meet national and regional skills needs.</p> <p>Harness talent by delivering the skills that enable people to flourish as innovative, self-sustaining practitioners.</p> <p>Improve the prestige of adult education and apprenticeships so people see apprenticeships as a high quality and prestigious pathway to successful careers, and for these opportunities to be available across all sectors of the economy and at all levels, up to and beyond first degree level.</p>	<p>Effectively use labour market intelligence to increase the subject choice for learners including development of post-digital/hybrid cross-disciplinary portfolios.</p> <p>Provide provocative, dynamic learning environments where learners are challenged to become the capable and visionary professionals of the future.</p> <p>High levels of lifelong learning are evidenced.</p> <p>Extend opportunities to an increased number of learners, supporting the learning journey of 1,000 people by 2022.</p> <p>Drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion.</p> <p>Develop a marketing and communication strategy and measure its impact in attracting more learners through the number and quality of apprenticeship applications.</p> <p>Ensure that the marketing campaign on youth employment includes targeted material for BAME audiences.</p>	<p>Family of schools/ASES</p> <p>ASES, Family of schools, HR (for CoL employees)</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES, HR (for CoL employees)</p> <p>ASES</p>

		Pilot test a supply chain strategy model within one industry group.	ASES/EDO/HR
Deliver high quality adult education, training and apprenticeships.	<p>Continue to improve the learning experience and the success of learners.</p> <p>Continue to improve services and resources to promote wellbeing amongst learners.</p> <p>Deliver academic excellence in learning, teaching and knowledge exchange.</p> <p>Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.</p> <p>Ensure that our learners are partners and co-creators in academic activity and governance and to continue to develop and enhance mechanisms that enable effective response to feedback.</p> <p>Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction.</p> <p>Continue to excel in providing progression routes covering informal and formal learning opportunities and across all Levels of qualifications from Levels 2 to 7.</p>	<p>ASES is recognised as an outstanding adult education, training and apprenticeships provider.</p> <p>Increase the effective use of ICT in teaching, learning and assessment.</p> <p>People from all backgrounds get the preparation they need to be high quality candidates for apprenticeships.</p> <p>Increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds by 20%.</p> <p>Develop a model of learner peer-to-peer mentoring and collaboration.</p> <p>Widen the spread of areas that take apprentices and increase the Level of apprentices undertaken including Levels 4, 5, 6 and 7.</p> <p>Learners are stretched so that they build on their prior achievement by studying at higher levels.</p> <p>Continue the outstanding apprenticeship completion rates with an aim to remain above 95%.</p>	<p>ASES</p> <p>ASES/ Family of schools</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p> <p>ASES</p>

	Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.	Achieve a 100% destination and progression pathway for apprentices.  Apprentices being educated through ASES will be widely recognised and respected as being highly skilled.	ASES  ASES
Continue working towards the achievement of a diverse workforce so that it mirrors the diversity of our community.	Improve the learning experience and learning outcomes for learners impacted by disadvantage.	Improve the progress of learners at risk of educational disadvantage.  Continue to provide enhanced and efficient learning support services, to support all our learners and maintain our strong social mobility profile.	ASES/ Family of Schools  ASES
High quality exposure to the world of work at all stages of education to enable pupils and learners to make informed career choices	Create a stronger focus on entrepreneurship, creativity and innovation.  Bridge gaps and move with agility between industry and education.  Link learning at all stages with real-world application.  Continue to excel in providing employment pathways and support.  Improve the transition of learners at critical stages in the education and training system.	A comprehensive careers strategy for all ages.  All pupils at City schools will be able to hear from, and be inspired by, employers and apprentices.  There will be clear progression routes through technical and professional education and into skilled employment, including apprenticeships.  Young people and adults are inspired and supported to make the right career choices, including on apprenticeships.  Schools promote apprenticeship opportunities and can give well-informed and impartial advice about apprenticeship options.	ASES/ Family of Schools/ EDO  Family of Schools  ASES/ Family of Schools  Family of Schools  Family of Schools  ASES

		<p>There is a direct link between school education, IAG and the Apprenticeship programme.</p> <p>A coordinated programme exists of work placements for school students and school teachers.</p>	<p>ASES/EDO</p> <p>ASES/ Family of Schools</p>
Strengthen strategic oversight and focus on impact	<p>Continue to assure and enhance the standards and quality of our provision to achieve academic excellence in delivery.</p> <p>Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities.</p> <p>Ensure that the staff voice (ASES) continues to play an active part in the implementation of our strategy and the evolution of our offers.</p> <p>Ensure that the Strategy is fully embedded in DCCS and the Corporation's operational, business and academic planning.</p> <p>Ensure we have the resources, space and teaching models to deliver our distinctive portfolio of courses and teaching styles.</p>	<p>Improve approaches to commerciality.</p> <p>Re-align the adult education offer towards pre-apprenticeship courses.</p> <p>Using data collection to ensure wages increase because of completing apprenticeships and other training.</p> <p>Ensure more long-term economic sustainability of ASES through less reliance on single grants or on project funds.</p>	<p>ASES</p> <p>ASES/ Family of Schools</p> <p>ASES</p> <p>ASES</p>
Build an applied research and knowledge exchange culture that drives change, prioritises industry collaboration, and underpins learning and teaching.	To continue to respond with agility and inventiveness to policy and funding changes and to be open to opportunities in our specialist industries, and ensure our innovation work is sustainable, affordable and realisable.	Engage large corporates, SME's, micro-businesses and start-ups in the design and delivery of courses to increase the influence of the employer voice in course development.	ASES/EDO/HR (for City of London Corporation employees)

<p>Create a world-leading environment that allows us and our partners to exploit interconnectivity and collaboration between industry, schools and business.</p>	<p>To forge and maintain dynamic relationships with our City, UK and international partners in industry, in higher education, further education and in the cultural sector and with the locality and our alumni.</p> <p>To strengthen our external facing functions, enabling us to maximise opportunities around partnerships, commercial activity, marketing, public relations, fundraising and alumni, careers and industry liaison.</p> <p>To strengthen our internal and external facing functions, enabling us to share our successes and have a higher profile within the skills development arena in London, nationally and internationally.</p> <p>To work with our locality and local authorities, securing effective partnerships with corporations, SMEs, Livery Companies and the London Enterprise Panel (LEP).</p> <p>To connect our learners to innovators, professionals and practitioners at the cutting edge.</p>	<p>To undertake, in conjunction with our staff and our existing and potential partners, a fundamental and cross-departmental review of all our partnerships, the objective of which is to develop a more strategic, professional and proactive approach to the development, due diligence and management of our partnerships.</p> <p>Evidence influence in the field through partnerships, and participation in key committees and networks.</p>	<p>DCCS/EDO/HR/Culture and other departments</p> <p>ASES/EDO</p>
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#### 4. Target learners

The Skills Strategy will continue to target those people furthest away from work; those people in low paid employment; people without basic skills; and/or with health or wellbeing issues. Under the remit of DCCS, we will continue to make apprenticeships accessible to the widest possible range of people. Not only will this benefit many individuals, but it will help to grow apprenticeships in a way that helps businesses draw on diverse skills and talents. Some people will need additional support

during their apprenticeship and we will identify and, where possible, remove barriers that stop people from accessing and starting apprenticeships. We particularly want to address any barriers faced by groups including women, care leavers, people from Black, Asian and Minority Ethnic (BAME) backgrounds and people with Special Educational Needs and Disability (SEND). Care leavers may face additional challenges, and government support is available to care leavers to improve their life chances through apprenticeships.

The community-based skills and learning activities of ASES focus on working with low-waged, educational and socially disadvantaged, low-skilled and those learners with little or no English language communication. We also provide learning for children and families. Family Learning is an integral part of Community learning. Recently arrived migrant communities and their educational and skills needs are a key focus of adult and community learning. The ASES team will continue to focus on language and other learning support for migrant families.

The ASES adult education offer will continue to provide an accredited pathway for 16-24-year olds with Education, Health and Care plans. These pathway courses provide the necessary skills and experience for people to progress into an apprenticeship or other paid employment, through an extended work placement and further study. ASES will support more young people who are unemployed or at risk of not being in employment, education or training (NEET) into apprenticeships.

Similarly, most young people with SEND<sup>1</sup> can be given the right support to undertake and successfully complete pathways of learning, including apprenticeships. The marketing of adult education and skills will be designed to target diverse learners. Similarly, training is already underway to support managers to recruit diverse learners.

## 5. Industry analysis

Raising productivity and workforce training requires a concerted effort across all occupations and all sectors of business. Higher level apprenticeships will be offered as part of the more general pathways into lifelong learning. There will be around five million new and replacement openings for high-skilled jobs (including management and professional roles) and 3.6 million openings for medium-skilled jobs (including skilled trades and associate professional/technical roles).<sup>2</sup> Nobody understands the skills employers need better than the employers themselves. The City Corporation is uniquely placed to design apprenticeships that focus on the skills, knowledge and behaviours that are required of the workforce of the future. The City Corporation already has many well-developed partnerships with businesses. We will continue to work with City businesses to provide direct support to address skills gaps, but also to provide information, support and a hub to enable access to high quality education and training providers, or to provide assessment, planning and accreditation services to support businesses who want to train their apprentices themselves. We value a rich and sustained engagement with our industry partners. This drives our practice-based approach to learning and teaching.

<sup>1</sup> To support this wider access, people aged 16 and over can apply for *Access to Work* funding for adjustments to the workplace.

<sup>2</sup> OECD Skills Outlook 2013: First results from the survey of adult skills, Figure 0.3 (OECD 2013). Data is for England and Northern Ireland.

We will continue to target the sectors facing skills shortages and where apprenticeships produce the highest wage returns. Regular analysis of skills requirements is conducted in close partnership with EDO (especially in terms of City businesses and the financial sectors) and with Culture Mile and Culture Mile Learning in terms of the creative, cultural and innovation sectors. HR are developing its own strategy and offers to support organisational skills development for the City Corporation.

Apprenticeships represent an excellent investment for employers. It is likely that if the Government's reforms prove successful, far more employers will offer apprenticeships. It is important that they all have the knowledge and capacity to support and mentor these apprentices in the workplace. Currently, most businesses with apprentices are small<sup>3</sup>. Employers say that they plan to start offering apprenticeships, but then appear to not take this step.<sup>4</sup> By addressing the barriers reported by those who say they do not plan to start offering apprenticeships, we should be able to further grow the programme.

## 6. Competitive analysis and marketing

Changes to the apprenticeship programme and the introduction of devolved adult education functions to the Mayor of London's office provides a significant opportunity for ASES to position itself as a crucial support function for employers navigating the system, alongside seeking to sell their services. The Government has introduced an apprenticeship target<sup>5</sup> for the public sector. To take advantage of these opportunities, it is important to focus on quality, not just quantity, and to ensure that programmes are linked to areas of skills shortage. To achieve this, there will be a continued focus on improving the quality of training, addressing the needs of employers and making apprenticeships a prestigious alternative to the traditional academic route. Once again, the City Corporation is well placed to take advantage of these new opportunities. Not only does the City Corporation have strong links to the business and creative assets of London, it also is a direct provider of schools, providing pathways and progression routes for young people into apprenticeships.

A comprehensive marketing plan will be developed that uses an integrated communications campaign to promote the benefits of apprenticeships and traineeships to young people, their influencers and employers. Models will be developed to show how apprenticeships can lead to various chosen careers and we will work with learners and potential learners as co-producers to navigate their education and training accordingly.

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<sup>3</sup> Apprenticeship Evaluation: Survey of Employers (2014)

<sup>4</sup> UKCES Employer Perspective Survey (2014)

<sup>5</sup> Apprentices must make up 2.3% of the headcount of most public-sector bodies with 250 or more employees, averaged over a four-year period beginning in April 2017.



## 7. Our approach

Our approach is based on a whole of life, lifelong learning. This strategic approach brings all the key contributors together – education and training providers, teachers, employers, careers professionals and parents – so that every person, no matter where they live or what school they go to, has access to top quality careers advice, guidance and inspiration. It is essential that, from early on in their school career, all young people have access to quality advice and guidance on the full range of career routes and are inspired by the prospect of an apprenticeship. Schools now have a statutory duty to ensure that all their Year 8-13 pupils have access to independent careers guidance, including on apprenticeships. That means that the concept of skills development for work occurs in different ways across different stages as is outlined in the following table:

Stage	Outline of offers
Key Stage One	<ul style="list-style-type: none"> <li>Introduction to the world of work</li> <li>Visiting workplaces</li> <li>Talks from/activities with various workers</li> <li>Fusion skills programme</li> <li>Early enterprise exposure</li> <li>Enterprise governor in all schools</li> <li>Parent information and development programmes</li> <li>Family learning opportunities</li> </ul>
Key Stage Two	<ul style="list-style-type: none"> <li>Entrepreneurial training</li> <li>Orientation to future pathways</li> <li>Fusion skills programme</li> <li>Early enterprise exposure</li> <li>Enterprise governor in all schools</li> <li>Parent information and development programmes</li> </ul>
Key Stage Three and Four	<ul style="list-style-type: none"> <li>Unpaid work experience (200-hour commitment)</li> <li>Fusion skills programme</li> <li>Livery Schools Link</li> <li>Enterprise governor in all schools</li> <li>Communicate the benefits of apprenticeships</li> <li>Parent information and development programmes</li> <li>Taster sessions to introduce pupils to different careers</li> <li>Leaders of Tomorrow mentoring</li> </ul>
GCSE level	Level 2 and 3 apprenticeships

	<ul style="list-style-type: none"> <li>Fusion skills programme</li> <li>Careers fair</li> <li>Work finder app</li> <li>Traineeships</li> <li>Apprenticeships advice and support tailored at a local level.</li> <li>High quality careers advice</li> <li>Enterprise governor in all schools</li> <li>Communicate the benefits of apprenticeships</li> <li>Parent information and development programmes</li> <li>Work placements</li> </ul>
A-Level	<ul style="list-style-type: none"> <li>Paid post school work internships</li> <li>Fusion skills programme</li> <li>Level 3 and 4 apprenticeships</li> <li>Careers fair</li> <li>Work finder app</li> <li>Apprenticeships advice and support tailored at a local level.</li> <li>High quality careers advice</li> <li>Enterprise governor in all schools</li> <li>Work placements</li> <li>Communicate the benefits of apprenticeships</li> <li>Encouraging employers to advertise their degree apprenticeships in advance so young people can plan as they would for university</li> <li>Parent information and development programmes</li> </ul>
Graduate level	<ul style="list-style-type: none"> <li>University internships</li> <li>Fusion skills programme</li> <li>Higher level apprenticeships</li> <li>Graduate placements</li> <li>Adult education</li> <li>Graduate tracking</li> <li>Apprenticeships advice and support tailored at a local level</li> <li>International apprenticeships</li> <li>Apprenticeship competitions</li> <li>Communicate the benefits of apprenticeships</li> </ul>

Adult learner	Level 2-7 apprenticeships Fusion skills programme Adult education Package of work preparation training Transform the career prospects of young people most in need of support Academic and professional mentorship support Apprenticeships advice and support tailored at a local level International apprenticeships Apprenticeship competitions Widen access to the professions Develop higher level technical skills Research the links between apprentices and productivity Drive up the supply of higher and degree apprenticeships Establish an Apprenticeship Ambassadors Network to promote apprenticeships Spread the apprenticeship model through supply chains and networks Provide advice and support to smaller businesses starting apprenticeships Provide front-line support to employers as they prepare for and hire apprentices Develop innovative solutions to engaging small employers in the apprenticeship programme Communicate the benefits of apprenticeships Back to work programmes Basic skills training
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A detailed action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals and how these projects will be completed. Each project will have a champion and a lead. A detailed budget will be aligned to the strategic plan and there will be business plan for ASES on its delivery of elements of this strategic plan. The following section provides an overview of the financial projections in terms of general funding sources to deliver the strategy.

## 8. Financial Projections

The current systems for funding skills development, including apprenticeships are complex and changing. At the time of writing this strategy there are uncertainties in several areas, including:

- Allocating individual apprenticeship standards to funding bands, both for new standards and in the context of Technical Education (T-Level) route reviews

- Additional support payments, including additional payments for English and maths training and apprentices requiring greater learner support, such as those for younger apprentices; and those with SEND or other high needs
- How the allocation of apprenticeship standards to funding bands might be undertaken in the future
- Different funding rates depending on the age of the apprentice
- Funding for STEM framework pathways
- Possible waiving of the co-investment rate for small companies (those with fewer than 50 employers) “for apprentices aged 16–18 years of age, 19–24-year-old care leavers and those who have an Education, Health and Care Plan”

Currently, there are 15 funding bands, with the upper limit of these bands ranging from £1,500 to £27,000 per learner. The bands set the maximum amount of digital funds a levy-paying employer can use towards an individual apprenticeship and the maximum level to which the Government will co-invest. Flexibility going forward will be key. As greater clarity emerges, it will be necessary to use the annual action plans and budgets to reassess the affordability of certain strands of work and to adjust to new funding systems. Also, as it is strongly discouraged that services make a profit by delivering services. Careful consideration will need to be given to the financial modelling for the Service and long-term sustainability through greater levels of recurrent funding and diversification of the funding base. This is particularly the case as employers have up to two years to use funding in their voucher accounts. There is also a current discussion that levy-paying employers should be allowed to transfer unused funds to other firms within their supply chain or sector. Similarly, although not currently possible, there have been moves from some businesses to use their levy contribution to pay for apprenticeship training for apprentices that are not their employees. This is encouraging as it shows that these employers recognise that they have a collective responsibility for creating the apprenticeship training that the economy needs to grow and prosper.

However, this also adds a further potential complication to an already complex funding model.

## 9. Evaluation and Impact measurement

The benefits of a strategic approach to the development of skills will only be realised if we can ensure high quality. ASES is currently rated as “good” by Ofsted and so the aim must be that the service becomes outstanding. We will continue to implement a process of continuous improvement and publish performance information. We will focus on the holistic success of each learner, from entry into the skills programme through to career success and personal and collective flourishing. The strategy will include new outcome-based success measures, focusing on progression, employment and learning destinations. External evaluations are also reflecting this greater level of rigour. For example:

- Apprenticeships results for 16-18-year olds will also be published as part of schools’ performance tables
- Ofsted inspects and reports on apprenticeship training provision up to Level 3
- Ofqual regulates any qualifications included in higher level apprenticeships
- Apprenticeships delivered with higher education (HE) institutions will be covered by the HE quality regime

- Apprentices must demonstrate professional skills and attributes, as signalled by their completion certificate

In addition to these regulatory measures, there will be a range of other external measures of quality and impact including:

- The active support of professional bodies and other partners
- Apprentices are recognised for the quality preparation to operate in each sector
- Professional recognition for ASES and its learners such as technical or chartered status
- Membership of professional bodies
- Businesses making use of apprenticeships as a key part of their workforce development strategies.
- The system proposed via the strategy is recognised as providing an effective service for learners and employers
- Outcome data robustly verifies learner success measures
- Businesses advocate for apprenticeships among their partners, peers and supply chain
- Young people and parents are aware of the benefits that apprenticeships bring and are willing to consider a range of skill development options post-school
- Apprentices are successful in achieving awards and signs of recognition
- Strong data reports on progression into employment, employment promotion and earnings

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

Education Strategy 2018-2023

Cultural and Creative Learning Strategy 2018-2023

Employability Strategy 2018-2022

Cultural Strategy 2018-2022

Social Mobility Strategy (Currently in draft)

Digital Skills Strategy 2018-2023

Corporate Plan 2018-2023

## Appendix Two: Background information and contextual analysis

The areas of lifelong learning including both formal and informal adult education, training and development, and apprenticeships have changed considerably in recent years. The benefits of adult education and training and apprenticeships are becoming increasingly broad - beyond providing a solid basis for moving into work but also promoting social mobility, lifelong learning, progressing careers and plugging key skills gaps. Increasingly, people's journeys into employment can be along many pathways. While school provides an outstanding basis for beginning the journey, volunteering, work experience, adult education, informal learning, traineeships, work placements, apprenticeships, direct into employment programmes and university pathways may all play a valuable part in enhancing a person's employability and lifelong learning and development. Concurrently, work-based training and continuing professional development programmes can enhance skills leading to higher skilled jobs, greater skills transferability, higher wages, and personal and professional satisfaction. This enhances both recruitment and retention of staff.

Successive governments have acknowledged the need to enhance skills and productivity and to proactively promote a variety of pathways into employment. In recent years, apprenticeship pathways have become an area of focus. For example, the *Richard Review* (2012) into apprenticeships emphasised the importance of employers, both large and small, playing a major role in improving the quality of apprenticeships. In 2015, the Government set a target of three million new apprenticeship starts by 2020 and announced that a new Apprenticeship Levy on large employers would be introduced in April 2017. Approximately 20,000 businesses across the United Kingdom (UK) now pay the levy. This has dramatically increased the amount of funding for apprenticeships. It is expected that by 2020, the levy will raise more than £2.8 billion a year across the UK which is more than twice what was spent in 2010 in cash terms. The levy also signalled a fundamental change in the positioning of the employers and the providers, with the new levy putting employers in the driving seat and providers needing to be responsive to the demands of employers.

In June 2016, the UK voted to leave the European Union. The nature of the UK's future relationship with the EU is unclear, but possible restrictions on the ability of UK employers to recruit skilled employees from European Union member states may further increase the importance of high quality technical and professional education to the country's future economic success.

The Enterprise Act 2016<sup>6</sup> introduced legal protection for the term 'apprenticeship' and established the *Institute for Apprenticeships* (the Institute) which is an employer-led, independent body to support the integrity of the reformed apprenticeships system, with a mandate to assure quality and to provide objective advice. It is the intention that the Institute will publish an annual 'strategic guidance' document which will outline the policy parameters. The Institute has a set of core functions established through legislation<sup>7</sup>, including:

- Setting, reviewing, approving or rejecting quality criteria on all apprenticeship standards and assessment plans at all levels

<sup>6</sup> Enterprise Act 2016, section 22 and 25

<sup>7</sup> Strategic Guidance for the Institute for Apprenticeships – 2017/18

- Ensuring all end-point assessments are quality assured
- Advising on the maximum level of Government funding available for individual standards
- Assume responsibility for all technical education – whether work-based or classroom-based – to sit within the framework of 15 routes to skilled employment

The Institute has also published a series of frameworks covering the requirements for apprentices including that qualifications must:

- Contain substantial and sustained training for a minimum of 12 months, involving at least 20% off the job training
- Develop transferable skills, including maths and English
- Lead to full competency and capability in an occupation, demonstrated by the successful achievement of an apprenticeship standard
- Train the apprentice to the level required to apply for professional recognition where that recognition exists, including up to Level 7
- Be co-designed by employers to meet their needs and the needs of their organisations
- Be assessed through a single end-point assessment after the apprentice has completed their training

Furthermore, there is a requirement on providers to ensure that the assessment methods are interesting, varied and engaging and that the learner possesses the knowledge, skills and behaviours to be fully competent in the occupation. Assessment must be externally moderated. For degree level apprenticeships, assessment is embedded within the degree qualification because the curriculum is based on the standard, which is designed to achieve occupational competence. This applies to bachelor's and master's degrees specifically.

The Government is conducting a programme of Area Reviews of post-16 education and training. The London Area Review<sup>8</sup> ran from February to November 2016 and was an opportunity for London to take a strategic view across post-16 provision and begin establishing the infrastructure needed in London to commission skills under a future devolved system. The report made several recommendations including:

- Greater connection to needs and priorities identified by sub-regional skills and employment boards
- Enhanced community delivered adult education and skills
- Developing a set of pan-London policies for adult education
- The establishment of an overarching post-16 education and skills board, which should liaise with sub-regional skills and employment boards
- The establishment of a centralised data portal to improve understanding of Londoners' needs and Labour Market Intelligence
- Providers should develop their skills and education plans to ensure identified need is met

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<sup>8</sup> London Adult Community Learning Review Final Report March 2017

- The curriculum offer should concentrate on Basic English including ESOL, maths and digital skills programmes, health and wellbeing, family learning, and retraining and enrichment programmes
- To fund providers through an agreed plan underpinned by a block grant.
- To create an innovation fund for new developments.
- to support the development of sub-regional community education hubs

Over the last two decades there has been a large increase in the number of people undertaking apprenticeships. While figures are not directly comparable due to changes in how the term ‘apprenticeship’ is defined, apprenticeship starts rose from 65,000 in 1996/97 to 509,400 in 2015/16<sup>9</sup> There was also an emphasis on the need for colleges and providers to increase apprenticeship delivery. Providers, including The City Corporation’s ASES, are at the forefront of these changes and are using innovative approaches to meet the challenges and in exploiting opportunities for the benefit of learners and apprentices, for the businesses that they support and for the nation. ASES has been delivering high quality adult education and apprenticeships for a long time. They have strong relationships with employers and the community and are invested in training and widening opportunities. ASES thinks holistically about how they support employers and learners and this has helped ASES to be successful over a sustainable period.

Despite the increased focus on lifelong learning and apprenticeships and the excellent positioning of ASES to meet these needs, several challenges remain. For example, there is a lack of broad industry take-up of apprenticeships. Some of the innovative and emerging industries are not currently offering apprenticeship options. In 2015/16 more than two thirds of apprenticeship starts were in three sectors: Health, Public Services and Care; Business, Administration and Law; and, Retail and Commercial Enterprise. By contrast, the number of starts in the Construction, Planning and the Built Environment and Engineering and Manufacturing Technologies was much lower, less than a fifth of all starts. Some emerging employment areas, especially those in the creative and cultural sector are distinctly underrepresented. There is also currently a disproportionate number of lower level apprenticeships compared to higher level apprenticeships, although the greatest increase in growth is coming in the higher level offers. For example, over half of all apprenticeships were Level 2 programmes and a third at Level 3. While there has been a dramatic increase in the number of higher level starts over the last five years, this was from a very low base and they remain a fraction of total starts.<sup>10</sup> Amongst learners and businesses alike there is an increasing interest in higher and degree apprenticeships. The Government’s vision is for apprenticeships “to be available across all sectors of the economy, in all parts of the country and at all levels”.<sup>11</sup> Strong professional and technical lifelong learning systems are critical elements in increasing productivity. Quality of apprenticeships is crucial, both in terms of filling current skills gaps but also by supporting greater social mobility

<sup>9</sup> Cabinet Office, Queen’s Speech 2015: background briefing notes, May 2015. There were 509,400 Apprenticeship starts in the 2015/16 academic year.

<sup>10</sup> DfE, FE data library: apprenticeships, January 2017

<sup>11</sup> HM Government, English Apprenticeships: Our 2020 Vision, December 2015, foreword



through a ladder of opportunity based on quality apprenticeships. It is important that there is a broad provision of high-quality apprenticeships, ranging from Level 2 through to Level 7.

While the past few years have seen unprecedented change in the governance of apprenticeships, there have also been significant structural changes in the economy. Changes to the economy have reduced the number of large firms, many of whom had traditionally supported extensive apprenticeship programmes. There has been a rapid growth in SME's, microbusinesses and 'solopreneurs'. This provides an opportunity for the City Corporation's apprenticeship service as small and medium sized businesses may lack the capacity—in facilities, staff time or institutional memory—to sustain independent schemes and may seek external partners. They may also operate to shorter time horizons making the long-term investment required to train an apprentice less attractive. Collaboration could help to address these challenges. Moreover, advances in technology are changing the way the world works. Broad-based digital and technical literacy (referred to as 'DQ') combined with 'fusion skills' are integral to future employment and the success of businesses. To this end, DQ, fusion skills and technical literacy must be embedded in lifelong learning and our apprenticeship programme. To address these changes, the government has proposed up to 20 new technical and professional learning routes, which will lead young people from compulsory schooling into employment and the highest levels of technical competence (*T-Levels*).

### Appendix Three: Glossary of useful terms

**Apprenticeship agreement:** The contract of service between the apprentice and employer confirming the apprentice is undertaking an apprenticeship and the standard they are following.

**Apprenticeship framework:** The agreed work-based training programme that employees can follow to become competent at a job. It includes time learning at work and studying for a relevant qualification outside of work.

**Apprenticeship standard:** Sets out in simple terms the knowledge, skills and behaviours needed for an apprentice to be competent and capable in their role, as determined by employers.

**Assessment plan:** Describes the end-point assessment for an apprenticeship standard: What will be assessed and how, who will carry out the assessment, who will make the final decision on competency and grading, and quality assurance arrangements to ensure reliability and consistency.

**Digital Apprenticeship Service:** The online end-to-end service which enables employers to find an apprentice candidate, choose a training provider and pay for apprenticeship training and assessment.

**End-point assessment:** The assessment at the end of the apprenticeship to test that the apprentice is fully occupationally competent in that role.

**Statement of Commitment:** This supplements the apprenticeship agreement and sets out the expectations, roles and responsibilities of each party involved in the apprenticeship and is signed by the employer, provider and apprentice.

## Appendix Four: Working with others

Both within the City Corporation and with our many partners, we will work collaboratively and purposefully - approaching our endeavours with a mind-set that is open and receptive. We value and promote co-production and working in partnership to create the future. These partnerships both drive and reflect the professional and collaborative nature of our staff and the employability of our learners. The following list includes just some of the many partners who currently work with us to design, deliver and evaluate our skills programmes:

- Apprenticeship Board
- Apprenticeship Diversity Champions Network
- Association of Colleges
- Association of Employment and Learning Providers
- Association of School and College Leaders
- Barclays
- British Chambers of Commerce
- British Film Institute
- Businesses (local and international)
- Careers and Enterprise Company
- Centre for Vocational Education Research, London School of Economics
- Charities
- Chartered Insurance Institute
- City and Guilds
- Creative Industries Federation
- Creative Skillset
- Crossrail
- Cultural organisations
- Deloitte LLP
- Department for Business, Innovation and Skills
- Department for Education
- Digital sectors
- Education and Training Foundation

- Education and Skills Funding Agency (ESFA)
- EY
- Federation of Small Businesses
- Fintech sectors
- Greater London Authority
- Institute of Chartered Accountants in England and Wales
- Jobcentre Plus
- Leaders of Tomorrow
- Livery Companies Skills Council
- Local Authorities
- Local Enterprise Partnerships
- London collaborative partnerships
- Microsoft
- Ofqual
- Open University
- Other skills providers
- Pearson Education
- Queen Mary University of London
- Tech Partnership
- TechUK
- The 5% Club
- The National Careers Service
- The Prince's Trust
- The Worshipful Company of Goldsmiths
- University Vocational Awards Council

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# Cultural and Creative Learning Strategy 2018-2023

Department for Community and Children’s Services (DCCS)

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## 1. Introduction

Culture is at the heart of a thriving community and it is a vital element in the daily life of London, enriching experiences, providing outstanding learning opportunities, and helping us gain a better understanding of the world in which we live. The City of London Corporation (City Corporation) is committed to providing access to world-class education and learning opportunities. This includes the educational opportunities that its cultural, heritage and environmental assets offer. The City Corporation provides educational experiences that combine creativity, innovation and enterprise, alongside tradition and continuity. These activities develop the talent of Londoners to reinforce the City's competitiveness and to support London's communities.

The City is a centre of world class culture with millions of people enjoying performances, events and opportunities every year. However equally important, it is the site of possibly the largest collection of cultural learning opportunities for people of all ages. The City's cultural institutions are building audiences, artists and creative experiences. As a network, the City's cultural partners reach millions of people through school visits, large-scale off-site participatory events, learning resources, on-site classes and workshops, and world-class conservatoire education. Our School Visits Fund provides travel grants to enable schools in London to visit cultural organisations in the Square Mile. The Museum of London and Barbican-Guildhall Creative Learning have well-respected schools' programmes, outreach events and concerts, the Guildhall School for Music and Drama has the largest under-18s offer for specialist music training of any organisation in the UK, and the LSO has pioneered high quality music education in the ten east London boroughs, setting the standard for music hubs around the country. These organisations work with the Family of City Schools and with schools in the surrounding boroughs, spreading their professional excellence and expertise.

Cultural and Creative Learning Strategy 2018-2023 supports the City of London's Education Strategy, encouraging deeper collaboration and developing shared programmes and digital resources for greater impact. The strategy enhances the delivery of the City of London's Education Strategy by nurturing an exemplary cultural education partnership, Culture Mile Learning, and enabling our world-leading institutions to cultivate the creativity, skills and knowledge of the next generation. Heritage and cultural and creative learning is at the heart of enabling children and young people to flourish. It is important that they receive education both in and through the arts and that creative teaching and learning enables everyone to realise their potential.

Cultural and Creative Learning Strategy 2018-2023 is aimed at providing clarity around vision and to, in conjunction with the action plan, provide a framework for shared values and approaches and for the provision of activities, including the scope and scale of cultural learning provisions. This policy covers the broad curriculum content related to culture and creativity and the range of formal and informal learning opportunities beyond the curriculum. The policy is designed to be responsive and is reviewed and reported annually. Based on this cycle of evaluation, modifications are incorporated.

London is a global, flexible and cosmopolitan city with a strong sense of pride in its place, history, neighbourhoods and identity. 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 will create engaged, active and creative citizens of the future who wish to make London a better place to live.

Investing over £100m every year, the City Corporation is the fourth largest funder of culture in the UK. The City Corporation supports 19 diverse cultural venues, including the Museum of London, Barbican, Guildhall Art Gallery, Guildhall School of Music & Drama, the Monument, London Metropolitan Archives, and five public libraries, including three of regional importance<sup>1</sup>. Beyond the City, it also supports other inspiring destinations for learning such as Tower Bridge, Keats House, Hampstead Heath and Epping Forest. Collectively, these 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. The venues 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.

Alongside the cultural opportunities, Cultural and Creative Learning Strategy 2018-2023 focuses on an ambitious programme of lifelong learning, highlighting the development of fusion skills. Fusion learning approaches combines the creative, technical, educational and emotional skills needed for success in the 21st century. Arts and cultural activity can serve as inspiration where the most interesting and progressive work is already taking place (including innovation, different mind-sets and behaviours, new relationships). Sustained cultural and creative learning equips people to participate in high-value employment opportunities, creating an environment where innovation, creativity and enterprise flourish.

A broad definition of culture has been applied to this strategy and it includes art, design, heritage, open spaces, architecture and film and technology. It also involves creative processes and the development of fusion skills<sup>2</sup>. The embedding of a focus on fusion learning aims to make the pupils in the City family of schools more open, creative, resilient and entrepreneurial. We will work collaboratively with cultural partners to drive social and economic change and contribute to a thriving city, acknowledging that culture and heritage are the enablers of innovation, nurturing and inspiring creative talent and entrepreneurial ideas. The creative industries make a major contribution to the London economy, but the development of creative talent requires high quality learning experiences. At the heart of this strategy is the knowledge that innovation and creativity can generate both financial and social wealth for people and communities in a long term, sustained way. This is evidenced

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<sup>1</sup> See full list of partner organisations in Appendix Two

<sup>2</sup> See Appendix Two: Glossary of terms, for more detail.

in the City Corporation's history where the Livery Companies have shown that commerce and culture are intertwined. The City is rapidly becoming a leading centre of the digital and creative economy and to continue to nurture talent, we need to unlock the creative potential and resilience of individuals and businesses.

Above all, we want to champion excellence and innovation in all that we do. To achieve the aims of the Cultural and Creative Learning Strategy 2018-2023, there is an exemplary partnership, Culture Mile Learning, which enables our world-leading institutions to cultivate the creativity, skills and knowledge of the next generation. With the unique creative, educational, and business expertise based in the area, Culture Mile Learning is well placed to support improved pathways for disadvantaged young Londoners to benefit from arts and cultural activities, training, development and employment opportunities. Culture Mile Learning engages with headteachers and provide simple and effective routes for support. Through this unique partnership offer, the schools have access to cultural partners which are open, flexible, communicative, responsive and welcoming. It is also a priority to offer world-leading higher education and training to future performers, creative professionals, technicians, leaders and teachers, fulfilling their potential as creative citizens and enabling them to have the confidence, freedom and agency to discover their possibilities and potential.

## 2. Corporate mission

The City Corporation is dedicated to a creative, vibrant and thriving City, supporting a diverse and sustainable London within a globally-successful United Kingdom. The commitment to cultural and creative learning development is rightly at the centre of this vision. Commerce and culture are intertwined throughout the City Corporation's history and it recognises the power of innovation and creativity to generate wealth for people and communities in a long term, sustained way. The City is rich in world leading cultural institutions who are deeply committed to education. The City is becoming a hub for creative businesses. Specifically, the Cultural and Creative Learning Strategy 2018-2023 contributes to a flourishing society and supports a thriving economy and meets the outcomes of:

- People enjoy good health and wellbeing
- People have equal opportunities to enrich their lives and reach their full potential
- We have access to the skills and talent we need
- We inspire enterprise, excellence, creativity and collaboration

The impact of the Cultural and Creative Learning strategy will particularly:

- Contribute to a flourishing society
- Support a thriving economy
- Provide access to world-class heritage, culture and learning to people of all ages, abilities and backgrounds
- Promote effective progression through fulfilling education and employment
- Cultivate excellence in academia, sport and creative and performing arts



- Promote London for its creative energy and competitive strengths
- Promote the City, London and the UK as attractive and accessible places to live, learn, work and visit
- Protect, curate and promote world-class heritage assets, cultural experiences and events
- Promote and champion inclusion, diversity and social mobility
- Provide world class cultural education and learning opportunities
- Promote effective transitions through education and into fulfilling employment in the creative industries and in all industries looking for innovative talent
- Develop fusion skills for future working and employability
- Advocate for the removal of institutional barriers and structural inequalities in participation in arts and cultural activity
- Cultivate excellence through models of practice
- Champion new and emerging artforms and hybrid arts, while continuing to provide talent pathways into more traditional art forms
- Strengthen local, regional, national and international collaboration and innovation in arts, cultural and creative learning
- Nurture a relevant and sustainable cultural and creative learning pipeline
- Maximise the opportunity for all children and young people to have age appropriate, high quality participation in the arts and culture
- Develop the teachers to enable them to continue to expand creative teaching and learning methods in schools

The development of cultural and creative learning is not a responsibility that rests solely with one department, service or area of work. The cultural and creative learning offer within the City Corporation is well placed to take advantage of integrated departmental working. The has a broad Culture Strategy covering an extensive range of objectives and activities aimed at boosting artistic production and participation. Through Culture Mile and Culture Mile Learning, the collaboration of the world leading cultural institutions in the City of London and beyond are ensuring that the cultural offer provided is relevant and far reaching, in both scope and scale. The richness of the City's cultural heritage is available to all and can be easily accessed to ensure it enriches education. Through the City's Open Spaces, children and young people can experience a multitude of offers. The City's libraries are rich in cultural and creative learning activities. The City Corporation continues to proactively promote local and community arts through a range of participatory events, activities, spaces, initiatives and opportunities and is investing in infrastructure to boost the provision of spaces for creative activity. The City is already rich in architecture, sculptures and art works. A regular programme of musical events is offered in a range of places, beyond the excellent programmes at our major theatres and cultural venues. The Barbican and the Guildhall School of Music & Drama are both actively committed to cultural and creative learning and have highly experienced and innovative learning units.

The Cultural and Creative Learning Strategy 2018-2023 is both informed by and linked to the *Enterprise Strategy 2017*. Similarly, *Culture Mile* and its partners have a vital part to play in identifying new and emerging creative and cultural opportunities and the way these might inform future employment patterns. Within the Department for Community and Children's Services (DCCS), the Cultural and Creative Learning Strategy 2018-2023 links specifically to the *Education Strategy* (across

the Family of City schools) and to the *Skill Strategy* (including adult education, community learning, apprenticeships and training) and is more broadly grounded in the number of functions the DCCS perform in both its statutory and more general functions to support both the local and wider population.

The Cultural and Creative Learning Strategy 2018-2023 also has connections with the *Volunteering Strategy* and the City's *Philanthropy Strategy*. Importantly, the Cultural and Creative Learnings Strategy 2018-2023 should support open and collaborative working and provide a space for joined-up thinking and sharing with both internal and external stakeholders.

Appendix One contains current strategies and policies that are directly relevant to the Cultural and Creative Learning Strategy 2018-2023.

Appendix Two contains a glossary of terms used in this strategy.

Appendix Three contains information on the outcomes of the 2017/18 School Visits Fund.

Appendix Four contains a full list of partner organisations in Culture Mile Learning and other cultural and creative activities for schools and outlines some of the existing activity.

### 3. Goals, aims and key performance indicators (KPI's)

Goals	Aims	KPI's	Responsibility
Every cultural institution in the City is a learning institution and every educational institution in the City family of schools is a cultural institution.	Integrating digital and creative ideas into the schools and creating more connected routes for pupils and teachers to access the cultural and heritage offer.	An online portal is developed to create a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets.	Culture Mile Learning/Culture Mile/Education team
	Create a unified digital strategy that amplifies and enhances the world-class offer available to schools and families across the City's cultural organisations and programmes	To provide opportunities at least three times per year for children and young people to perform in professional quality venues and encouraging sharing with families.	Family of schools/ Culture Mile Learning/Education team
	To deepen and enrich the artistic experience as audience and as participant and co-producer so that there are high levels of participation and relevance	Review and develop the relationship between Culture Mile and the City of London family of schools through a formalised Culture Forum and the appointment in each school of both cultural governor and a cultural lead teacher.	Family of schools/ Culture Mile Learning/Education team
	To provide both formal and informal (in school and out of school) pathways for creative and		

	<p>cultural experiences for children and young people</p>	<p>Maximise access to the City Corporation's cultural venues by London's pupils through a school visits fund through improved publicity, staff development and targeting of those schools who have not used the fund previously. Including that at least 100 schools per year use the fund; and that 90% of schools using the school visits fund have not visited their chosen venue in the last three years.</p> <p>Establishing the role of a dedicated school liaison officer for cultural work and engagement in each City of London schools</p> <p>Convene 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.</p>	<p>Family of schools/ Culture Mile Learning/Education team</p> <p>Culture Mile Learning/Education team</p> <p>Culture Mile Learning/Culture Mile/Education team</p>
Empowering children and young people to realise their full potential	<p>Deliver a distinctive City Corporation education and skills offer that ensures that all learners receive a high quality and continuous education both in and through the arts.</p> <p>Inspire children and young people and their teachers to discover and love the arts</p> <p>Develop children and young people as artistic and cultural citizens enriching their lives and the lives of others.</p> <p>Nurture talent enabling children and young people to find their creative and artistic voice.</p> <p>Deepen and enrich cultural experiences for children and young people inspiring them to discover their creative potential and to love the arts and culture of others.</p>	<p>To ensure that pupils have a voice in arts and cultural decision making including the participation of City's Family of Schools' pupils in Youth Culture panels (e.g. the Barbican Youth Panel).</p> <p>Review and develop talent pathways for pupils in our schools ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills.</p> <p>The policy acknowledges that creative and cultural learning begins in the early years. There will be joined -up working with the City's early years providers and also a focus on and network of families.</p> <p>Embedding a sequential, 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</p>	<p>Culture Mile Learning/Education team</p> <p>Family of schools</p> <p>Early years team/ Family of schools/ Education team</p> <p>Family of schools/ Education team</p>

		<p>arts and culture, including strengthening the role of music and the performing arts across the Family of Schools.</p> <p>Create a strengthened music and performing arts education programme to support London's Music Hubs and local Cultural Education Partnerships, in preparing the ground for the proposed Centre for Music, Museum of London and wider Culture Mile Learning ambitions.</p>	Family of schools/Culture Mile Learning/Education team
To provide accessible opportunities for those pupils at risk of not having access to the full range of cultural experiences, included activity with SEND, EAL and Ever 6 (pupil premium) pupils.	<p>Support our cultural organisations to appeal to a wider audience base through outreach and learning initiatives and working outdoors.</p> <p>Strengthen skills in working with disadvantaged learners.</p> <p>Ensure the offer provides experiences at a range of levels and is accessible to a variety of communities, interesting and relevant.</p> <p>Co-creation is at the core, creating more inclusive and participatory communities, including co-creation with children and young people and school communities.</p> <p>Stimulate an accessible cultural offer that reaches a range of people and promotes social mobility.</p>	<p>Annual tracking that experiences are equitable across the identified groups of pupils and across age ranges and gender, including impact on local communities in London</p> <p>CPD to improve skills in working with learners from challenging circumstances</p> <p>Culture Mile Learning is communicated in an inclusive manner, so it is well known, relevant and accessible</p> <p>A stronger link in terms of curriculum and local offers is developed between community and adult learning and Culture Mile Learning.</p> <p>Proactively support and evidence initiatives that encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the City; for instance, the Schools Visits Fund.</p>	<p>Culture Mile Learning/Education team</p> <p>Culture Mile Learning/Education team</p> <p>Culture Mile Learning</p> <p>Culture Mile Learning/ASES</p> <p>Culture Mile Learning/Education team</p>
Use cultural and creative experience to develop and enhance the fusion skills needed for employability in the 21 <sup>st</sup> Century and where arts, culture and creativity will be at the forefront of economic success	<p>Continue working towards the achievement of a diverse workforce so that it mirrors the diversity of our community.</p> <p>Raise understanding and awareness of the value and importance of fusion skills in terms of tackling disadvantage.</p>	<p>Define 'Fusion Skills' and develop the understanding of these across Culture Mile Learning partners – including businesses, schools, and young people and involving initial research and consultation with key stakeholders.</p> <p>Implementation of a learning programme across the City Family of Schools that will deliver on shared objectives in terms of fusion skills development.</p>	<p>Culture Mile/ Culture Mile Learning/Education team/ ASES</p> <p>Family of schools/ Education team</p>

	Enhance capacity and leadership around fusion skills including the delivery of a distinctive City Corporation education and skills offer where all learners receive systematic development of fusions skills.	To raise awareness and understanding around fusion skills and fusion skills leadership and to map relevant practice and activities amongst partners and stakeholders.	Culture Mile Learning/Education team
	To empower teachers to enhance learning by promoting an integrated approach where culture and creativity are used to enhance learning across the curriculum including in language learning, STEM subjects, IT and technology learning and mathematics.	Audit current skills, expertise, existing practice around fusion skills to understand where needs overlap and align, and to use this knowledge to create CPD to improve leadership across Culture Mile Learning partners in fusion skills.	Culture Mile Learning/Education team
		Develop the necessary wider physical and digital infrastructure that will enable access to cultural experiences and progression of fusion skills	Culture Mile/ Culture Mile Learning
		Establish a joint CPD programme to source external training in response to collective need and priorities.	Family of schools/ Education team/ Culture Mile Learning
		Provide CPD training to ensure that teachers of non-arts subjects have approaches and methods for including the arts and culture in lessons to enhance innovation, interest, practical leaning, enjoyment and ultimately learning success.	Family of schools/ Education team/ Culture Mile Learning
		Establish a digital hub of learning and communication to enable knowledge and skills exchange and the development of a change community of peer learning.	Family of schools/ Education team/ Culture Mile Learning
High quality exposure to the creative industries at all stages of education to enable learners to make informed career choices, including within the arts and cultural sector and emerging hybrid practices.	Ensure pupils within the City of London family of schools have access to pathways into the world class training programmes offered by the cultural institutions in the City and beyond and into creative apprenticeships, higher education and employment routes.  Equip young people with the knowledge, skills and networks to prepare them for careers and	A comprehensive creative careers strategy for all ages.  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, including in the creative industries.  All pupils in the City's schools will be able to hear from and be inspired by artists and creative professionals across a range of fields in each year of their schooling	Education team  Culture Mile Learning/Education team  Culture Mile Learning/Education team

	<p>training in the arts, cultural, creative and hybrid sectors.</p> <p>Enhance the links between education and artists and cultural workers for the mutual benefit and growth of both sectors.</p> <p>Continue to excel in providing employment pathways and support into the creative and cultural industries, creating a stronger focus on entrepreneurship, creativity and innovation.</p> <p>Link learning at all stages with real-world application.</p> <p>Provide career guidance to meet the needs for skilled and talented people for the creative and cultural industries now and in the future.</p>	<p>There will be clear progression routes for talented arts pupils in the City's schools into cultural and creative employment, including apprenticeships.</p> <p>Exposure to professional working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and post production entrepreneurs and creatives.</p> <p>Research into feasibility of Creative Enterprise Zone and to connect with pupils in the City's schools.</p> <p>Develop a single 'front door' for under-18s offering a mix of formal and informal high quality vocational training across creative skills and performing arts areas.</p> <p>Provide targeted talent pathways for young people aged 14-25 years, especially for groups under-represented in the creative and cultural sectors.</p>	<p>Family of schools/ Education team/ Culture Mile Learning/ASES</p> <p>Family of schools/ Education team/ Culture Mile Learning/ASES</p> <p>Family of schools/ Education team/ Culture Mile</p> <p>Family of schools/ Education team/ Culture Mile Learning/ASES</p> <p>Family of schools/ Education team/ Culture Mile Learning/ASES</p>
Strengthen strategic oversight of cultural learning with a specific focus on impact.	<p>Continue to assure and enhance the standards and quality of our cultural provision to achieve excellence in delivery and impact.</p> <p>Develop clear leadership on culture: working in collaboration with cultural partners.</p> <p>Review planning and resource allocation so that cultural experiences are accessible and provide exceptional value for money while ensuring a closer alignment between priorities.</p> <p>Ensure that the Cultural and Creative Learning Strategy is fully embedded in DCCS and Corporation operational, business and academic planning.</p>	<p>Re-aligning the classroom offer towards sequential and 'curated' arts and cultural offers.</p> <p>Ensure more long-term economic sustainability through less reliance on single grants or on project funds for cultural learning activities in Culture Mile Learning</p> <p>Increase the effectiveness of collective activity and greater recognition of Culture Mile as a Learning Destination, with cultural education activity being integral to other Culture Mile activities, including programming and public realm activity.</p> <p>The City Corporation's investment in cultural learning initiatives enables at least the same level of funding to be secured from other sources.</p>	<p>Family of schools/ Education team</p> <p>Culture Mile Learning</p> <p>Culture Mile/Culture Learning Mile</p> <p>Culture Mile/Culture Learning Mile</p> <p>Culture Mile/Culture Learning Mile</p>

		Culture Mile to be regarded as a successful learning destination.	Education team/Culture Mile Learning/ Culture Mile
		Establish clearer lines of governance, accountability and business planning for Culture Mile Learning.	Education team/Culture Mile Learning/ Culture Mile
		Ensure that the heritage offer, including the Open Spaces Department, is integrated into the Culture Mile Learning.	Open Spaces/ Culture Mile Learning/ Culture Mile
Build applied research and knowledge exchange that drives quality practice in arts and culture learning and teaching.	To continue to respond with agility and inventiveness to policy and funding changes and to be open to opportunities for cultural and creative experiences which are sustainable, affordable and realisable.	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.	Culture Mile Learning/Education team

#### 4. Target learners

The Cultural and Creative Learning Strategy will continue to target those people with the least access to arts and culture. Through a focus on social mobility and engendering a sense of community, the Cultural and Creative Learning Strategy 2018-2023 continues to support initiatives that encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the City; for example, through the Schools Visits Fund. We recognise and embrace the diversity of London's culture and champion the excellence and innovation that this brings. The cultural offer is inclusive providing opportunities for disadvantaged pupils, building social and cultural capital and contributing positively to wellbeing, health, social cohesion and lifelong learning. To achieve these aims a partnership approach will be used to promote open, communicative, responsive approaches which are welcoming to a diverse range of people, businesses and visitors. Through co-production processes, the cultural partners will continue to work with local socially disadvantaged residents, addressing issues of mental health, wellbeing, social cohesion and lifelong learning. The aim of the learning and engagement programmes is to bring together people from all walks of life and help support social mobility as well as engender a sense of community. The Cultural and Creative Learning Strategy will focus on inclusive and equitable practice to encourage individual and community empowerment.

#### 5. Creative Learning

Creative learning is sometimes termed as education **through** the arts, where aesthetic and multi-sensory approaches are used to improve learning for all pupils and to develop fusions skills. Creative learning can include using drama to teach languages, sculpture and visual literacy to teach mathematics and science, and so on. It is not about another thing for schools to do, but rather using creative, collaborative and artistic approaches to improve approaches to classroom learning and to enhance the general functioning of schools. Creative learning in schools builds resilience and promotes transformation. Schools can be reinvigorated through creative

educational regeneration. Creative learning is about opening-up the school and working in partnerships. It requires clear vision, careful and planned involvement of the cultural partners, and systems of support and advocacy. The arts become the medium for encouraging an exchange of ideas, solutions and forging new relationships with local communities, businesses, artists, cultural organisations and sector actors with the aim of rapidly boosting achievement. Performances, events and ‘pop-ups’ are crucial aspects of creative learning. Fusion learning becomes a medium for school transformation and a by-product of the transformation process. Creative learning also increases the engagement of pupils in and out of school. A rich offer of creative opportunities can assist in reaching disengaged pupils and providing opportunities for character development and social learning. Creative learning is most effective when it is treated as a school-wide approach, occurring at all levels in a school, and both in curriculum programmes and in extracurricular and cross-curricular programmes. Adopting creative learning approaches also takes time and it is therefore important that there is staff training and that programmes are embedded in the schools. The City is uniquely placed to exploit the potential of creative learning, having a centre for Creative Learning at the Barbican. Several of the City’s schools, especially the City’s independent schools, already have well developed, embedded creative learning models. Furthermore, through Culture Mile partnerships with A New Direction and other agencies, the City schools have unprecedented access to artists and creative business who can assist in developing and supporting creative learning programmes. The focus of creative learning development within this strategy is centred on upskilling teachers in cross-curricula tools that can be used to make teaching and learning more creative. Specific attention will be on the role of teaching assistants to support creative learning. The Culture Forum will also be an opportunity to share good practice and tools between teachers.

Creative learning will also be stressed as part of the development of fusion skills. In the latter Key Stages in the Family of City Schools, this will include direct links to the Skills Strategy through creative work experience, fusion skills employability training. Regular analysis of cultural and creative learning requirements is conducted in close partnership with Economic Development Office (especially in terms of City businesses and sectors) and with Culture Mile and Culture Mile Learning in terms of the creative, cultural and innovation sectors.

## 6. Fusion

Our research over the past year has identified Fusion Skills (a combination of creative, technical, educational and emotional skills) as increasingly important in the workplace of the 21st Century. Many of London’s learners lack access to these fusion skills or the means to develop them, particularly those living in London’s most disadvantaged communities. Fusion is a person-centric approach, equipping future and current workers with technical expertise that is necessary for success. Fusion brings together different industries and technologies to spark innovation and create economic growth. Fusions skills use interdisciplinary work as a driver for creativity and innovation. Fusion skills are about the so-called ‘soft skills’ as well as the technical skills.

Fusion is not just a set of qualities or outcomes but is importantly process led. It relies on close cooperation between schools (education), businesses, the creative and cultural sectors, and further and higher education. Fusion itself means different things to different people and the creative media industries are often defined by differing terms. Soft skills are important for anyone who wants to achieve in life, as well as for the success of our economies. Fusion skills combine arts, design, technology and business, reflecting how future life is transformed by the fusion of these disciplines, generating opportunities for new businesses, products and



services. It is the fusion of creative invention and technological innovation which is so distinctive of the UK's Creative and Digital Industries, and which underpins its competitive advantage – particularly with regards to the digital media industries and business.

Fusion skills include:

- Collaboration, cooperation and teamwork
- Development of multi-modal communication
- Fusing together business and educational institutions, for mutual benefit
- Innovation and problem solving
- Combining arts and science
- Inter-personal skills: The ability to communicate and listen well; being a good coach; possessing insights into others; having empathy toward others
- Higher-order cognitive skills including: Deductive and inductive reasoning; critical thinking; problem-solving; making connections across complex ideas; and, the ability to learn actively
- Analysis and evaluation skills, the ability and flexibility to learn new technologies quickly
- Creativity and imagination
- Flexibility and adaptability
- Global and cultural awareness
- Information literacy
- Leadership, trust, civic literacy and citizenship
- Oral, visual and written communication skills
- Social responsibility, perceptiveness and ethics
- Technological literacy
- Initiative
- Fluency of ideas, responsiveness, agility and adaptability
- Curiosity, ability to question and to research
- The ability to connect and develop own networks
- Designing and making
- Understanding and use of data
- Entrepreneurship/social entrepreneurship, leadership, ability to explore/let others explore new ideas,
- Coping with and learning from failure
- Autonomy, learning to learn, and lifelong learning

Culture Mile Learning is developing a programme of collaborative practice and cross-organisational learning centring on fusion skills leadership to increase shared capacity and expertise.

## 7. Culture Mile

The City has a unique collection of arts, cultural and educational organisations and assets in the Square Mile that compliments its world class business sector. Culture Mile is an ambitious initiative stretching over the next decade and beyond to create a major destination for culture, creativity and learning in the heart of the Square Mile ([www.culturemile.london](http://www.culturemile.london)). Stretching from Farringdon to Moorgate, Culture Mile will support its extraordinary range of creative businesses to flourish, as a global leader in creativity as well as commerce. Culture Mile will transform the area into a vibrant and welcoming destination for all, maximising the benefits for residents, workers and visitors of the City, London and beyond. As part of this, we aim to ensure that the area continues to attract and retain creative businesses, enabling enterprise to thrive. A Creative Enterprise Working Group has therefore been established to further explore this, consisting of representatives across the City Corporation, Barbican Centre, Guildhall School of Music & Drama, Museum of London and London Symphony Orchestra.

The aim is that over time Culture Mile develops into a major learning destination and that the creative sector fully harnesses its assets - specifically the experience and expertise across our organisations - for greater collective impact on London's learners. Moreover, Culture Mile is about harnessing the value from arts activity so there is a dividend, to individuals in terms of happiness, health and wellbeing and to communities in terms of social cohesion, community spirit and creating stimulating and pleasurable places to live and work. Culture Mile Learning takes this forward by maximising the benefits from joining together and enhancing the world class education and learning capacity in the City's cultural institutions. This remit extends beyond the Culture Mile and the City to impact London more widely.

## 8. Culture Mile Learning

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. Culture Mile Learning provides further opportunities for the City Corporation's cultural venues to work together to offer innovative programmes and resources that benefit learners across London and beyond. There are three key programmes that begin to realise the learning destination vision:

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

Culture Mile Learning (CML) establishes a world-leading learning destination in the heart of the City of London, bringing together skills and expertise across organisations. The depth of commitment to learning amongst Culture Mile Learning partners is clear in their organisational missions, well-established learning programmes and in the wealth of expertise and skills within their teams. Building on existing practice and the achievements of the Learning Engagement Forum, CML is uniquely placed to take a strategic lead on fusion skills development as a cultural education partnership and through their cross-sector networks. The following organisations are members of CML:

- Barbican Centre
- Barbican & Community Libraries
- City of London Police Museum
- Guildhall Art Gallery & London's Roman Amphitheatre
- Guildhall Library
- Guildhall School of Music & Drama
- Keats House
- London Metropolitan Archives
- London Symphony Orchestra
- Museum of London
- Open Spaces Department
- St Paul's Cathedral
- The Charterhouse
- The City Centre
- The Monument
- Tower Bridge

In the 2017/18 academic year, the learning of over 383,000 children and young people was enhanced by the cultural organisations that are supported by the City Corporation and comprise CML. CML will deliver in fulfilment of the Cultural and Creative Learning Strategy and aspects of the Education and the Skills strategies. Against the Education Strategy, Culture Mile Learning will work to encourage deeper collaboration and develop shared programmes and digital resources for greater impact. In terms of the Skills Strategy, Culture Mile Learning will be directly involved in the development of fusion skills, creative employment pathways and creative and cultural apprenticeships programme.

## 9. School Visits Fund

Schools, especially those in disadvantaged areas and the outer boroughs, face financial barriers in visiting the cultural venues supported by the City Corporation, including the cost of transport, staff cover and admission/session fees. Established in November 2015, the School Visits Fund ([www.cityschoolvisitsfund.org.uk](http://www.cityschoolvisitsfund.org.uk)) offers schools with at least 30% of students in receipt of Pupil Premium, who have not visited their chosen venue in the last three years, with grants of up to £300 to help with the cost of visiting any of our venues. Schools must be within Greater London (within M25). The fund is managed by the Museum of London.

Appendix Three contains details of the outcomes and distribution of the School Visits Fund for the 2017/18 academic year.

## 10. Competitive analysis and marketing

The City of London is a long-term custodian of heritage but also a facilitator of innovation, creative talent and new entrepreneurial ideas. 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. The City Corporation research carried out by BOP Consulting (2013) found that the City's culture cluster generated £291m Gross Value Added for the London economy and support more than 6,700 FTE jobs. Culture Mile is home to a significant proportion of this cluster with a wealth of extraordinary cultural and creative industries. In addition to this, Culture Mile is increasingly attracting businesses seeking innovation, creative thinking and the new hybrids of industry – many because of the disruption caused by advances in technology. Co-working spaces are increasingly prevalent within Culture Mile, and research tells us that businesses within these are often attracted by the collision of sectors that these spaces enable; encouraging creative thinking and innovation. Creative thinking is also increasingly critical within a broad range of sectors, for example financial and professional services businesses within Culture Mile are known to employ curators, in-house staff to encourage creative thinking in the workforce and explore CPD around creative leadership and skills. The City Corporation is well placed to take advantage of these new creative and cultural opportunities. Not only does the City Corporation have strong links to the business and creative assets of London, it also is a direct provider of schools, providing pathways and progression routes for young people into apprenticeships.

Initial research is underway to create and expand Creative Enterprise Zones (CEZ) within the City. CEZ can act as a geographic magnet where businesses are creative and innovative. CEZ can be an incubator for creativity and a zone where artistic endeavours are legitimised as viable career paths. As a focal point, CEZ prioritises and imbues the fusion skills imperative for future employability

Culture Mile has a wealth of culture and artistic excellence which is shared for the benefit of its local communities and wider London Collectively, our venues represent the full scope of cultural education and are ideally placed to ensure that all children can and should benefit from receiving a wide-ranging, adventurous and creative cultural education. To strengthen our external facing functions, enabling us to maximise opportunities around partnerships, a comprehensive marketing plan will be developed that uses an integrated communications campaign to promote the benefits of cultural and creative learning. Culture Mile will forge and maintain dynamic relationships in the cultural sector and continue to build a world-leading cultural and creative environment that promotes collaboration with each other and across schools, businesses and communities.

## 11. Working with others

The Cultural and Creative Learning Strategy aligns with the other corporation strategies (see Appendix One) to promote a range of deep collaborations including partnerships around:

- Leadership development
- A strong shared vision and aligned action plans
- Resource maximisation and sharing
- Collective action and influence

- Communication
- Organisational agendas and capacity
- Language - particularly across sectors, as the lack of shared language can be a barrier to building a truly collaborative vision
- Collective advocacy
- Creating space (both physical and digital)
- Sharing practice
- Peer support, including 'critical friends', forum and peer mentors
- Develop skills and shared opportunities for action research and professional development

Joined-up thinking increases the capacity to influence the future and expand our lifelong learning cultural and creative offers (early years, through schools, to work experience, apprenticeship, adult education, HEIs and so on). The City Corporation has number of enthusiastic partners. Both within the City Corporation and with our many partners, we work collaboratively and purposefully - approaching our endeavours with an open and receptive mind-set. We promote co-production and working in partnership which both drive and reflect the professional and collaborative nature of our schools and cultural organisations. Appendix Four includes just some of the many partners who currently work with us to design, deliver and evaluate our cultural and creative learnings programmes and some samples of the activities which are already occurring to build and strengthen partnerships between schools and cultural organisations.

Through Culture Mile and Culture Mile Learning there is a strong strategic vision and an existing record of collaboration. At its most successful, partnership working is about collaborative change and a desire to address complex problems, develop innovative solutions, find new ways of working, put competition aside, work more strategically and deliver deeper impacts than we could alone. The City Corporation's cultural venues and partners are now working together to develop several educational initiatives that are helping to lay the foundation for even closer collaboration in the future. This collaborative approach has already led to meaningful activity which no single organisation could have developed alone and is an active demonstration of the rich potential of CML to make a major contribution to cultural education in London and nationally. CML can facilitate joint working and new programming ideas to capitalise on the potential of Culture Mile and other opportunities.

The following list outlines just a few of the current benefits of working more collaboratively:

- Sharing resources and working together to create an internationally renowned, distinct, welcoming and vibrant centre for arts, heritage and learning
- Collaborative Learning workshops
- Termly partnership meetings
- Building our capacity to be more than the sum of our parts
- Knowledge-sharing and cross-organisational learning
- Closer links between the Culture Mile partners and the City of London family of schools

- Programme of Collaborative Learning in Action - a distinctive, blended programme of action-learning to develop collaborative practice and enable CML partners to create strategic change across their organisations
- A framework of support ranging from tried and tested change models, tools, methodologies and other resources to surgeries with consultants and an online hub of learning and digital collaboration tools
- Positive dialogue looking for opportunities and growth
- The development and delivery of an action plan, ensuring all existing and planned cultural activity aligns with strategy objectives
- Identification of opportunities for collaboration and joint working across a range of functions (marketing, HR, programming, non-learning roles)
- Alignment with other partnership projects (including Culture Mile Challenge consultations)

The partners within Culture Mile are reaching beyond school programmes to provide a range of cultural experiences and events to inspire parents and families to engage as partners in a child's artistic and cultural development. The City Corporation's Culture Strategy, Education Strategies and Open Spaces Strategy, alongside the City's libraries are active in communicating to families and carers upcoming events and to provide low-threshold ways for families to engage. Through a range of approaches across almost all the City Corporation's departments, activities are occurring to promote local community arts projects as an access point for the arts for families and children. The Cultural and Creative Learning Strategy also specifically aims to incentivise youth led arts projects in both the primary and secondary schools. These are supported through the Challenge Prize, a crowd funding platform and a range of small grants.

It is also important to strive for meaningful partnerships with a range of other external stakeholders. Currently, CML has good partnerships with other cultural organisations and providers but could further develop its partnerships with the various agencies involved with supporting young people and its partnerships with the business and commercial sector. Better use could be made of our collective convening power to encourage more networking and collaboration between cultural organisations and businesses, including engaging with local, national and international stakeholders such as the Mayor of London's Office, the Arts Council and DCMS on existing support and opportunities for potential future collaboration. It is important to continue to reinforce the partnership of cultural, creative and corporate organisations within and outside Culture Mile. While prioritising areas under our direct control, we should be mindful of our responsibility to work with others to support the wider needs of the capital and beyond and to break down traditional barriers (such as, us/them, London/Non-London, art sector/non-arts sector, high art/crafts, amateur/professional).

We are currently exploring a range of more formal partnerships, including with the London Borough of Islington, to build capacity and to combine resources to create greater impact. A review is being conducted to ensure there is clear alignment with the Culture Strategy, Culture Mile and CML and the developing partnerships with Islington and with the Mayor of London's culture strategy for London.

CML also needs to learn from other sectors and engage with existing networks (i.e. Livery Companies, Housing Associations, health and social care, adult and community education, Open Spaces, and so on). The Livery Companies have a special place in encouraging awareness of the creative industries and crafts. Such a multi-factorial approach is likely to increase the scope and scale of the work around cultural and creative learning and bring capacity, resources, and innovative future partnerships to enrich the cultural offer to our schools. The following is a list of some of the external partners currently involved in aspects of the Cultural and Creative Learning Strategy:

- Nesta
- Mercers
- Goldsmiths
- A New Direction (AND)
- Greater London Authority
- Centre for London
- RSA
- Virgin Start-up
- Tech City
- Amazon
- UAL Agency 2030
- Innovation Warehouse
- Saatchi & Saatchi

## 12. Our approach

The Cultural and Creative Learning Strategy is based on the approach that pupils will progressively be exposed to a wide range of art forms throughout their time in school and be encouraged and enabled to develop advanced skills and knowledge in at least one chosen artform. This involves both taking culture to the pupils in the school (e.g. visits, events, career talks) and taking the pupils to cultural experiences including galleries, museums, theatres, cinemas and studios. The annual programmes will be joined-up to provide a consistency of experiences and encourage exposure to, and participation in, high quality arts and including exposure to the 'backstage' and associated creative industries including those using technology as the medium. As part of this approach, the pupils and their teachers are exposed to the full extent of the creative industries which flourish in London. This includes, and is not limited to the fashion industry, film industry, production industry,

advertising, design, architecture, and crafts. We know that pupils in our London schools have a strong preference for engagement in the arts both in school and out of school as a recent study (2017<sup>3</sup>) shows:

### FAVOURITE SUBJECTS AT SCHOOL

- ❖ 'What are your favourite subjects at school? (Please select as many as apply)'
- ❖ Survey completed by 88 students, 11 – 13 years old.

SUBJECT	
Art	69%
Food Technology	65%
Maths	64%
PE (Physical Education)	63%
DT (Design & Technology)	45%
Music	42%
Chemistry	41%
History	39%
IT (Information Technology)	35%
English	32%
Biology	28%

### ACTIVITIES AT SCHOOL

- ❖ Which of the following activities have you taken part in during the past two weeks? [At school?]
- ❖ Survey completed by 88 students, 11 – 13 years old.

ACTIVITY	YES	NO
Drawing	84%	16%
Painting	76%	24%
Participating in sport	75%	25%
Cooking	70%	30%
Reading a book (not for school work)	62%	38%
Practicing a musical instrument, or playing just for fun	60%	40%
Listening to recorded music (on the radio, CD, iPod or online)	59%	41%
Taking a photograph	55%	45%
Crafts (e.g. knitting, sewing; making birthday cards; decorating a room for a party)	52%	48%
Watching a music video	51%	49%
Looking at paintings, sculptures, drawings, or historical objects / artefacts	49%	51%
Writing a story	49%	51%
Writing a poem	45%	55%
Making a film / video	38%	62%
Dancing	37%	63%
Playing a game you made up / a friend made up	37%	63%
Singing on your own	37%	63%

<sup>3</sup> Wilson N and Gross, J (2017) *Caring for Cultural Freedom: An ecological Approach to supporting young people's cultural learning*. Barbican Centre, November.



## ACTIVITIES AT HOME

❖ Which of the following activities have you taken part in during the past two weeks? [At Home?]

❖ Survey completed by 88 students, 11 – 13 years old.

Watching a film	92%
Listening to recorded music (on the radio, CD, iPod or online)	86%
Watching a music video	86%
Playing a computer game / video game	85%
Taking a photograph	83%
Watching a TV programme	83%
Reading a book (not for school work)	80%
Cooking	76%
Drawing	74%
Participating in sport	63%
Singing on your own	63%
Watching sport on TV	60%
Crafts (e.g. knitting, sewing; making birthday cards; decorating a room for a party)	55%

The approach for the delivery of this strategy is to work in partnership to develop teachers and senior leadership team's capacity for cultural leadership including in partnership with the New Direction's Cultural Leaders Programme and through subsidised places on Guildhall's new MA programme for socially engaged and cross-disciplinary arts practice and leadership. Through promoting and developing the Cultural Forum, selected teachers from each of the broader Family of schools will be encouraged to meet, network and receive advance communication about the range of cultural and creative offers. To encourage each school, governing bodies will have a nominated governor for culture who will monitor arts, cultural and creative programmes across the school. The culture governor will receive annual training, so they have a detailed understanding of the evaluation of high quality arts, cultural and creative offers.

While quality is always the focus, opportunities will be available for the development of more radical artistic practice and for ground-breaking creative and cultural experiences. The cultural partners will enable 'supported autonomy', creating safe spaces for creative exploration, new collaborations, playful experimentation and exchanging of ideas. Alongside this more experimental and developmental space, the cultural partners will review and explore potentials for digitalisation of collections and experiences, and for online learning activities to be developed. Based on consultation and co-design, the anticipated virtual systems would need to offer multiple engagement opportunities for group-based learning, remote access and 'on-demand' cultural experiences.

This strategic approach brings all the key contributors together – education and training providers, teachers, employers, careers professionals and parents – so that every single person, no matter where they live or what school they go to, has access to top quality careers advice, guidance and inspiration. The approaches promote sharing of information, co-produced knowledge, and the development of local leadership. The focus is on the development of creative citizenship and enabling the

development of social, creative and cultural capital to boost young people's social mobility. Our approach is based on a whole of life, lifelong learning approach. That means that the concept of cultural and creative learnings development for work occurs in different ways across different stages as is outlined in the following table:

Stage	Outline of offers
Key Stage One	<ul style="list-style-type: none"> <li>Introduction to the world of arts and culture through play-based arts learning</li> <li>Pre-musicianship and early music programme</li> <li>Talks from/activities with various creative industry workers</li> <li>Fusion cultural and creative learnings programme</li> <li>Visits to museums and specially produced children's theatre and dance (minimum of three per year)</li> <li>Cultural governor in all schools</li> <li>Parent information on creativity at home</li> <li>Family learning opportunities</li> <li>Performance opportunities with family and friends (minimum of three per year)</li> <li>Early years creative learning programme (Reggio Emilian approach)</li> <li>Curriculum arts</li> </ul>
Key Stage Two	<ul style="list-style-type: none"> <li>Instrumental music lessons</li> <li>Specialist visual arts and dance lessons</li> <li>Fusion cultural and creative learning programme</li> <li>Extra-curriculum 'arts' clubs</li> <li>Broad exposure to a range of art making experiences</li> <li>Cultural governor in all schools</li> <li>Pupil-led arts and cultural groups in schools</li> <li>Singing with young choral leader programme</li> <li>Visits to Culture Mile partners (minimum of three per year)</li> <li>Integrated creative learning programme</li> <li>Family learning opportunities</li> <li>Introduction to Creative Industries (studio visits, HEI partners, apprenticeships, meet the artist)</li> <li>'Professional' performance opportunity (minimum of three per year)</li> <li>Art exhibition</li> <li>Curriculum arts</li> </ul>
Key Stage Three and Four	<ul style="list-style-type: none"> <li>Unpaid work experience (200-hour commitment) – encourage creative and cultural placements</li> <li>Fusion cultural and creative learning programme</li> </ul>

	<p>             Livery cultural and creative learning Link              Young Cultural Leaders programme              Summer schools for talented musicians              Creative careers information and development programmes              Taster sessions to introduce pupils to different creative and cultural careers              Instrumental music lessons              Specialist dance lessons (Step into dance)              Fusion cultural and creative learning programme              Extra-curriculum 'arts' clubs, including connection to holiday programmes              Talent development programme in the arts              Cultural governor in all schools              Pupil-led arts and cultural groups in schools              Young choral leader programme              Visits to Culture Mile partners (minimum of three per year)              Integrated creative learning programme, special focus on language learning, mathematics and science              Youth arts events/arts festivals              Curriculum arts           </p>
GCSE level	<p>             Level 2 and 3 apprenticeships              Fusion cultural and creative learning programme              Creative careers fair              Work finder app              Livery cultural and creative learning Link              Young Cultural Leaders programme              Summer schools for talented musicians and other artists              Creative careers induction programmes (including portfolio development)              Elective arts intensive 'summer' schools              Instrumental music lessons              Specialist dance lessons (Step into dance)              Extra-curriculum 'arts' clubs, including connection to holiday programmes              Talent development programme in the arts              Cultural governor in all schools              Pupil-led arts and cultural groups in schools           </p>

	<p>Young culture leader programme</p> <p>Arts and cultural student councils</p> <p>Visits to Culture Mile partners (minimum of three per year)</p> <p>Integrated creative learning programme, special focus on improving subject attainment and progress through the arts</p> <p>Youth arts events/arts festivals</p> <p>Creative learning and boys programme</p>
A-Level	<p>Paid post school work internships in creative and cultural institutions and industries (especially for under-represented groups)</p> <p>Fusion cultural and creative learning programme</p> <p>Level 3 and 4 creative and cultural apprenticeships</p> <p>Careers fair with Arts HEI's and creative industries</p> <p>Arts mentor programme</p> <p>Livery cultural and creative learning Link</p> <p>Young Cultural Leaders programme</p> <p>Summer schools for talented artists</p> <p>Creative careers induction programmes (including portfolio development)</p> <p>Elective arts intensive 'summer' schools</p> <p>Talent development programme in the arts</p> <p>Cultural governor in all schools</p> <p>Pupil-led arts and cultural groups in schools</p> <p>Young culture leader programme</p> <p>Arts and cultural student councils</p> <p>Integrated creative learning programme, special focus on improving subject attainment and progress through the arts</p> <p>Youth arts events/arts festivals</p>
Graduate level	<p>University internships in creative and cultural institutions and industries (especially for under-represented groups)</p> <p>Higher level apprenticeships with HEI partners</p> <p>Graduate placements in creative and cultural institutions and industries</p> <p>Creative and cultural learning adult and community education offers</p> <p>Graduate tracking</p> <p>Cultural Leadership Master's Degree</p>
Adult learner	<p>Level 2-7 apprenticeships in creative and cultural institutions and industries</p> <p>Package of work preparation training including Fusion cultural and creative learning programme</p>

	Academic cultural and creative mentorship support Widen access to the creative professions Creative Enterprise Zone
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A detailed action plan (in the form of a Gantt chart) will identify each of the individual projects that achieve these larger goals and how these projects will be completed. Each project will have a champion and a lead. A detailed budget will be aligned to the strategic plan and there will be business plan for delivery of elements of this strategic plan.

### 13. Evaluation and Impact measurement

Arts development is about harnessing the value from arts activity so there is a dividend, to individuals in terms of happiness, health and wellbeing and to communities in terms of social cohesion, community spirit and creating stimulating and pleasurable places to live. The activities outlined in the Cultural and Creative Learning Strategy 2018-2023 promote a future where businesses are creative and innovative and where artistic endeavours are legitimised as viable career paths. Moreover, the wealth of culture is shared for the benefit of its local communities and wider London, making the Culture Mile and the City Family of Schools places which act as incubators for creativity and which prioritises and imbues children and young people with the fusion skills needed for future success.

The benefits of a strategic approach to the development of cultural and creative learning will only be realised if we can ensure high quality. The Cultural and Creative Learning Strategy 2018-2023 is underpinned by a strong commitment to excellence and impact. A refreshed and shared central toolkit and framework will be developed for evaluation across the cultural and creative offer. This will provide both quantitative and qualitative information and enable clarity of analysis, reflection and exploration. Evaluation will measure the impact through a tracking matrix that focuses on personal, social, educational, cultural, economic and ethical impact. It will also track negative loss impact in terms of opportunity costs. A focus for evaluation will be the needs of the community, improved access, and increased impact. Outcomes and objectives will be reviewed and reported on an annual basis. There will be other external measures of quality and impact including:

- Teachers make active use of creative approaches and culture to improve teaching and learning
- The policy of an arts-rich, holistic education for all pupils is evident in the practices in the schools
- Schools have sequential and high quality offers for education in and through the arts including both curriculum and extra-curriculum offers
- The active support of professional bodies and other partners
- Recognition by the Arts Council England and other funders
- Artists are recognised for their quality by the sector
- National and international recognition
- Keenness of major cultural institutions to join the Culture Mile Learning partnership

- Culture Mile Learning is recognised as providing an effective service for schools
- Outcome data robustly verifies KPI's
- Businesses support for arts and cultural learning increases
- Young people of talent can develop fully through a supportive system
- Diverse young people can access robust career advice and support to become successful in the creative and cultural industries
- Arts and cultural apprentices are successful in achieving awards and signs of recognition
- Strong data reports on progression into cultural and creative employment, employment promotion and earnings

## Appendix One: Related strategies and policies

City of London Cultural Strategy 2018-2022

Visitor Strategy 2018-2022

Social Mobility Strategy (Still in draft)

Digital Skills Strategy 2018-2023

Department of Community and Children's Service's Business Plan 2015-2017

Early Years Strategy 2015-2018

The Children and Young People's Plan

The Early Help Strategy

Corporate Plan 2018-2023

The Local Plan

Open Spaces Strategy 2015

Cultural Hub Brand and Identity Strategy

Cultural Hub Property Strategy

Culture Mile Look and Feel Strategy

## Appendix Two: Glossary of terms

**Aesthetics:** The philosophy of the idea of beauty.

**Art:** Art has the capacity to release imaginations, to model and experiment with new ideas, and to instigate and exemplify social change.

**Collaboration:** The action of working with someone to produce something. Collaboration does not mean individuals negate their own area of experience or expertise but rather it means finding ways to work that celebrate the history, knowledge and skills everyone brings to the table.

**Cultural Capital:** The knowledge, skills and experiences that serves as a currency that alters the opportunities available to us, in our education, lives and work.

Cultural competence may be acquired through family socialisation and formal schooling which ensures access to resources, including verbal capacity, aesthetic preferences, educational credentials, social class attributes...and so on and so forth that are denied to others.<sup>4</sup>

**Culture:** Culture is the practices and objects through which we express and understand ourselves and others. Our definition of culture is broad and inclusive; it exists in both the buildings and heritage of our great institutions as well as our streets and the informal cultural spaces in between. It is for everyone, not just a narrow elite, and is a powerful driver of social mobility.

**Fusion:** Cyber skills, digital literacy, DQ and fusion skills are all terms frequently used to describe the sets of qualities, attitudes and values which enable people to thrive and flourish in future technologically mediated environments. Fusion skills combine arts, design, technology and business, reflecting how future life is transformed by the fusion of these disciplines, generating opportunities for new businesses, products and services. It is the fusion of creative invention and technological innovation which is so distinctive of the UK's Creative and Digital Industries, and which underpins its competitive advantage – particularly with regards to the digital media industries and business.

**Participation:** The act of taking part.

**Values:** The principles or standards we hold to and act in accordance with.

**Under-represented groups/disadvantaged groups:** Those individuals or groups who are inadequately represented in a cultural activity. If a type of person is under-represented in a group (e.g. people who attend galleries) or an organization (e.g. people on the youth board) and/or where there are not enough of a type of person (e.g. not enough children from outer London attend theatre events) they may be described as belonging for that activity or at that point of time, in an under-represented group. Disadvantaged groups are groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population. Disadvantaged groups include, but are not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children.

### Appendix Three: Information on outcomes of school visit fund 2017-18

There has been a total of 238 successful applications to the fund since its launch in 2015, which are set to benefit 12,196 pupils. £50,624 of funding has been committed to date. Of the schools attending, there was a pupil premium rate of 51%. Only 7% of all applications have had a Pupil Premium rate of between 30-35% (17 applications).

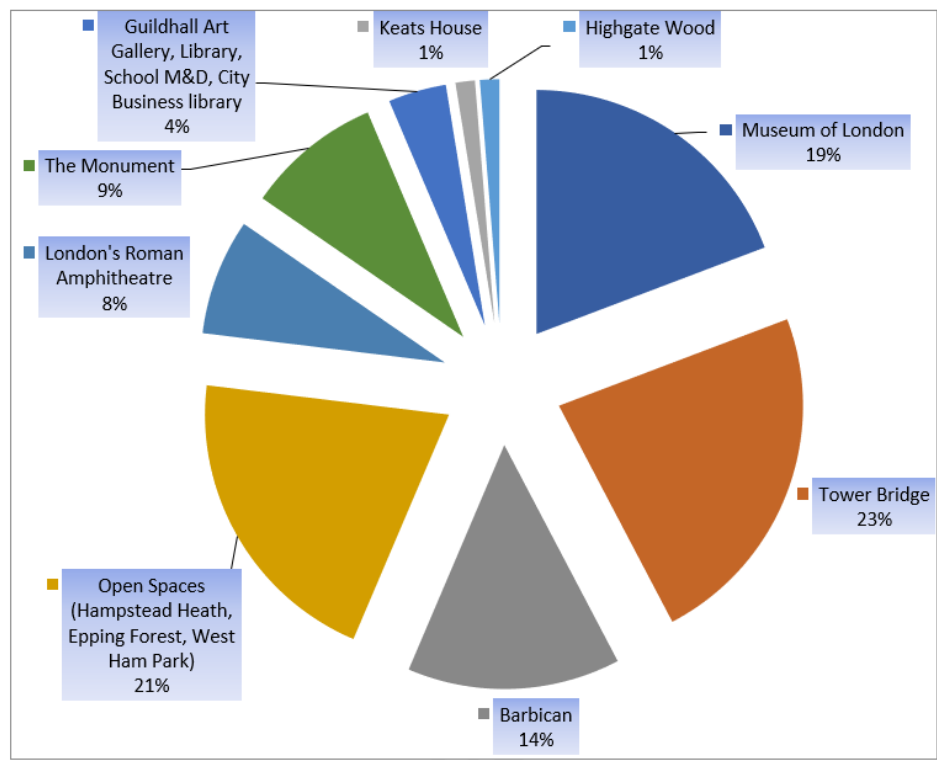
#### School types

	Local authority	Academy	Free	Other
Applications	172	37	10	17

<sup>4</sup> Kawashima, Nobuko (2000) Beyond the division of attenders vs. non-attenders: a study into audience development in policy and practice.

	Primary	Middle	Secondary	Special
<b>Applications</b>	<b>166</b>	<b>1</b>	<b>56</b>	<b>13</b>

Where are schools visiting?



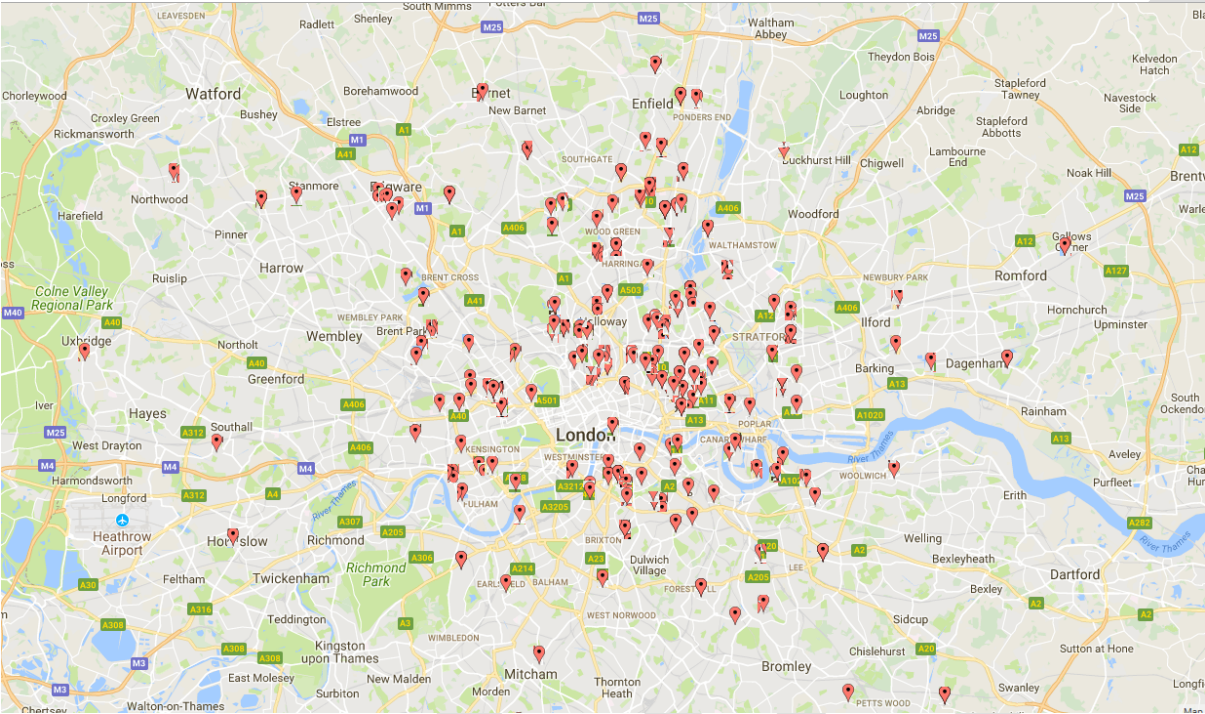
Applications by venue

The table below shows the total number of times each venue has appeared on the original application form. Schools may choose up to 3 venues to visit in one trip - often listing multiple venues and then completing a single venue visit. Certain venues lend themselves to inclusion on a trip to another venue because of proximity (e.g. The Monument is stated in 19 applications but is the sole venue just twice). Conversely Hampstead Heath, is usually the sole intended venue for a visit.



Venue	Applications (including multiple venues listed)	Where venue is only one stated on form	
1	Museum of London	68	35
2	Tower Bridge	47	35
3	Barbican	40	33
4	Hampstead Heath	24	20
5	London's Roman Amphitheatre	21	15
6	The Monument	19	2
7	Epping Forest	17	13
8	Museum of London Docklands	9	8
9	Guildhall School of Music and Drama	9	1
10	Guildhall Art Gallery	8	4
11	City Gardens	8	3
12	Museum of London Archaeological Archives	7	1
13	Keats House	5	4
14	The City Centre	5	4
15	Highgate Wood	4	2
16	Guildhall Library	4	2
17	Barbican Library	3	1
18	London Metropolitan Archives	2	2
19	West Ham Park	1	0
20	City of London Police Museum	1	1
21	City Business Library	0	0

Location of schools that have applied to the School Visits Fund



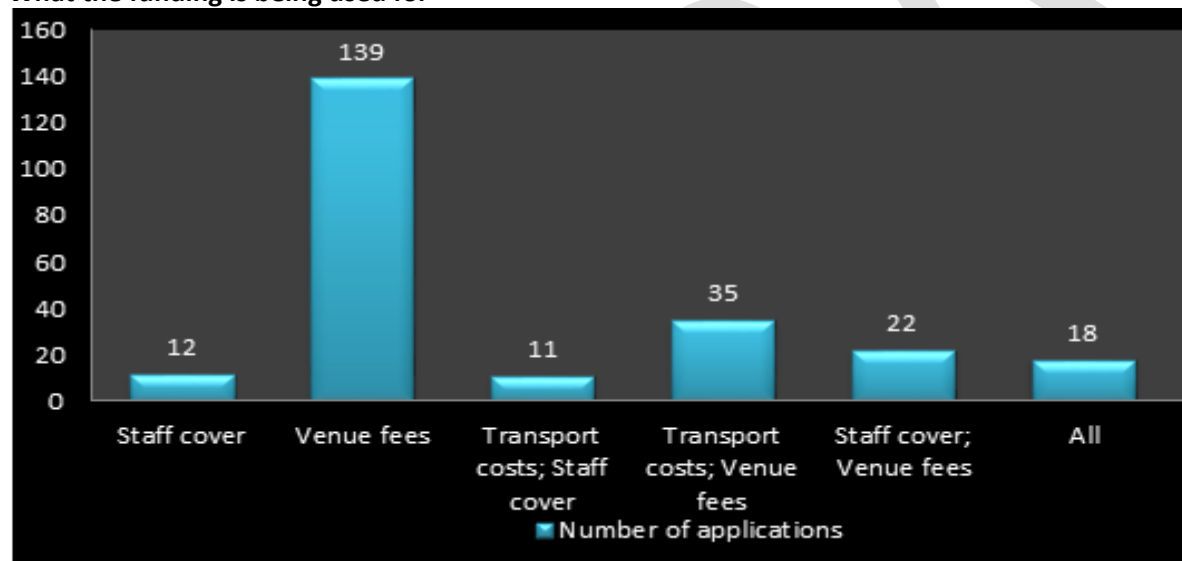
Breakdown of applications by London borough

Borough	Applications	Borough	Applications
Hackney	25	Kensington and Chelsea	5
Tower Hamlets	25	Lewisham	5
Southwark	22	Harrow	3
Barnet	19	Bromley	2
Haringey	19	Hounslow	2
Enfield	13	Sutton	2
Camden	12	Croydon	1

Islington	11	Ealing	1
Westminster	10	Havering	1
Greenwich	9	Merton	1
Lambeth	9	Redbridge	1
Waltham Forest	8	Richmond upon Thames	1
Brent	6	Bexley	0
Hammersmith and Fulham	6	City of London	0
Newham	6	Hillingdon	0
Wandsworth	6	Kingston upon Thames	0
Barking and Dagenham	5	<b>TOTAL</b>	<b>236</b>
		Inner Boroughs 75%	178
		Outer Boroughs 25%	58

#### What the funding is being used for

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### What are the usual barriers for your school in relation to conducting school trips?

Overall cost (transport, venue, staff cover etc.)	96%
Having enough adult help	35%
Transport costs	34%
Arranging staff cover	34%

### Appendix Four: Current partners and activities

The Culture Mile Learning partners aim to maximise access to the City Corporation's cultural venues by London's pupils through the School Visits Fund. Programmes also exist for the public and for families including open-access of curated, facilitated talks and events. It also provides for 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 following sections provide insight into a sample of the cultural learning opportunities that are available to our children, families and schools in the City of London.

#### *Aldgate Square Crowdfunded Animation Project*

To deliver a crowdfunding platform specifically to bring forward a range of community-led projects in the Aldgate area that may be adapted and developed to the benefit of all City communities in later years. The project aims to explore new funding and community-led methods to support and encourage cultural and arts events which add to the cultural offer of the Square Mile and link with the creation of the Cultural Mile and other major cultural programmes. It is hoped that a crowdfunding approach will forge stronger links to community groups operating within the City and foster positive relationships and build capacity and knowledge within the voluntary and community sector, including a diversification of fundraising strategies.

#### *Collaborative Learning workshops*

There will be a series of collaborative learning workshop events for Culture Mile Learning partners. The first series is exploring definitions of fusion skills.

#### *Barbican Box programme*

Barbican Box launched in 2011 as a theatre education programme for secondary schools and FE colleges in east London. Barbican Box has expanded to work in music, theatre and the visual arts across 40 secondary, SEN schools and FE colleges in east London. Inspired by Barbican's world-class arts programme, the Barbican Box is, literally, a portable box filled with the ingredients for making and creating original theatre, photography or music. Participating schools receive the box and accompanying resources, CPD and mentoring for teachers, visits to the Barbican to see performances/exhibitions and opportunities to showcase their work at the end of the process.

#### *Barbican and Community Libraries*

The Barbican Library is the City of London's leading public lending library with books, spoken word recordings, DVDs, CDs and scores available

for loan. There are sections in the Library on music (including listening facilities and practice pianos), arts, children's material and finance. The library has an active events programme which includes literature events, monthly art exhibitions, children's activities and reader development promotions. Barbican Children's Library runs a weekly, term time Code Club in partnership with the national Code Club organisation. Professionals from firms based in the City volunteer their time to teach children coding languages.

### *Challenge Prize*

Challenge prizes are an effective way of addressing real-life problems. They operate successfully at different levels from global to very local and across different sectors. We are working with NESTA to develop the prize and their initial feedback is very positive regarding the subject of the prize and the City's unique potential to create something exciting and impactful. The Culture Mile Challenge would focus on how to better develop fusion skills, particularly by disadvantaged learners. The working theme for the challenge is:

"Given the high levels of long term unemployment amongst young Londoners, create a new solution, product, technology or service that will measurably improve the ability of 16-24-year-old Londoners - targeting those from disadvantaged groups - to develop the fusion of skills (creative, technical, educational and emotional skills) required for success in London's future workforce."

The Challenge Prize is a flagship programme of Culture Mile Learning. The Challenge has four main objectives:

- 1) To engage London's learners from a variety of backgrounds and stimulate their creativity and innovation to drive change.
- 2) To develop new solutions for how the related sectors can contribute to fusion skills delivery that will have practical relevance to CML partners and City businesses, encouraging collaboration across normal boundaries.
- 3) To better connect City business, cultural and learning sectors.
- 4) To promote Culture Mile as a place of innovation in learning.

### *The Charterhouse*

The Charterhouse has been living the nation's history since 1348. Founded as a medieval monastery of the Carthusian order, the site became a Tudor mansion, a boys' school, and an alms-house, which it remains to this day. Working in partnership with the Museum of London, this remarkable site now houses a brand-new museum, public square and the Sir John Cass's Foundation Learning Centre. The Charterhouse offers a dedicated programme for families which runs during school holidays and in connection with larger, family festivals. The learning programme aims to inspire creativity through the stories of the Charterhouse and to inspire curiosity about the people who have lived, worked and studied here.

### *The City Centre*

The learning programme is a pioneering new collaboration between New London Architecture (NLA) and The City Centre to inspire the next generation about London's built environment, promote the huge range of careers available, and empower young people by giving them a voice in the future shape of their city.

### *City of London Police Museum*

The City of London Police Museum tells the story of policing the Square Mile from its early days of the Watch, through to present day cybercrime. It looks at how the City Police have developed working practices and dealt with major cases over the past 175 years. Highlights include: the story of Catherine Eddowes (the fourth victim of Jack the Ripper), the police response to the Blitz, and the use of technology to counter terrorism. The museum offers a flexible programme of workshops for schools, colleges, universities and youth groups.

### *Culture Forum Meetings*

These are termly meetings involving school staff 'culture lead', school culture governors and the Culture Mile Learning partners. This is an opportunity to communicate about upcoming opportunities, determine current and future professional development needs, feed into the development of the Culture Mile Learning programme and to be a monitoring meeting to determine the implementation and impact of the Cultural and Creative Learning Strategy in schools. This group will also be supported and resourced to coordinate performance and cultural events and exhibitions throughout the year and will allocate resource to the pupil-led projects and report on their impact.

### *Guildhall Art Gallery and London's Roman Amphitheatre*

Established in 1886 as 'a Collection of Art Treasures worthy of the capital city,' the Guildhall Art Gallery holds works dating from 1670 to the present, including 17th-century portraits, Pre-Raphaelite masterpieces and a range of paintings documenting London's dramatic history, as well as the ruins of London's 2,000-year-old Roman Amphitheatre.

### *Guildhall Library*

Guildhall Library is the Library of London History with the largest collection in the world devoted to the history of a single city. Originally founded in the 1420s, Guildhall Library is now a public library open to everyone without formality and offering unrivalled resources on the history of London, its people and its trade. The library has an active events programme offering weekly free lectures on aspects of London history and evening events, including talks, performances, book launches and walks. The library engages with school pupils at key stages 1–4 and at sixth form level and offers workshops to undergraduate and post graduate students as well as family history related workshops.

### *Guildhall School for Music & Drama (GSMD)*

Over 12,500 young people are reached each year via GSMD's Creative Learning, Junior Guildhall, Centre for Young Musicians, and short courses. GSMD is committed to ensuring access for all, and offers over £2million in scholarships each year, and works with 250 schools in East London to encourage a wider range of applications to the School's programmes. The Centre for Young Musicians (CYM) provides high quality progression in music training for children under 18 years of age across the country. Over 800 young musicians aged 7 to 18 attend the centres for 32 weeks of the school year, each following an individual programme of study across a range of styles and genres. Still more children benefit from CYM holiday courses, ranging from junior and intermediate courses to participation in ensembles such as the internationally renowned London Schools Symphony Orchestra and the London Youth Wind Band. The CYM London Saturday provision is a Centre for Advanced Training within the Department for Education's Music and Dance Scheme.

### *Jolly Music*

Jolly Music is a creative, well-planned and inspiring music curriculum that promotes musicianship through teaching singing in a fun way. It provides a comprehensive system of music education which enables young children to become active and instant music makers, developing self-confidence and self-esteem. It is designed for Key Stage One and Two pupils and puts the spirit of singing at the heart of music education. It is a resource of teaching tools and a CPD programme for teachers which uses tried and tested principles with easy-to-follow lesson plans and accessible content to build singing ability and simple rhythmical understandings in a fun and engaging manner. The programme emphasises the ‘inner hearing’ of children and helps them to pitch accurately.

### *Keats House*

Keats House provides a wonderful setting for a range of educational visits for ages 3-21 to explore the written and spoken word, art, history and the natural surroundings. Most activities focus on poetry study and creative writing, but it also runs workshops on local history, citizenship, art, and a garden study session for Key Stages 1 and 2.

### *London Metropolitan Archives*

London Metropolitan Archives (LMA) is the largest local authority archive in Britain and works flexibly and creatively with teachers to provide exciting and enriching learning experiences. The free programme for schools covers many areas of the National Curriculum, particularly history, literacy, humanities, science, citizenship and art. LMA currently holds the Sandford and Crest Awards for excellence in heritage education and science activities.

### *London Symphony Orchestra*

LSO Discovery, the London Symphony Orchestra’s education and community programme, is one of the world’s leading music education programmes. Founded in 1990, it brings people of all ages and backgrounds into inspiring contact with the Members of the Orchestra. Family and schools’ concerts at the Barbican Centre are designed to engage and excite young people and open the door to the diverse music performed by the LSO. Community activities, a choral programme and family concerts take place at LSO St Luke’s, the LSOs music and education centre; complemented by outreach visits to special needs schools, adult day centres, children’s centres and hospitals. LSO On Track is a partnership with the music services in 10 East London boroughs which works with young instrumentalists and offers teacher CPD. The orchestra’s artist development programme supports and trains young composers, instrumentalists and conductors emerging into the music profession.

### *The Monument*

Every year over 230,000 visitors climb the 311 spiral steps to The Monument’s observation gallery, 160 feet (48.7 metres) above the ground, to enjoy unique and exhilarating views of the capital. The Monument’s learning programme enables schools to dig deeper into the story of the Great Fire, its commemoration, and the history of The Monument itself. A character-led facilitated session ‘Meet Robert Hooke’, allows pupils to interrogate the structure’s co-designer to find out more about the Fire and the memorial which commemorates it, whilst a self-guided school resource available to download from the website highlights the learning opportunities the site can offer.



### *Museum of London*

With over 1 million visitors each year and more than 2 million objects in its collections, the Museum is uniquely placed to tell the remarkable story of London and its people. The learning programmes aim to connect learners with their city and the experiences of others, developing a deeper sense of identity as Londoners. One of the museum's five strategic objectives is to engage every school pupil in London, through a cross-curricular schools programme consisting of over 140 different workshops and study days for all key stages and abilities, delivered at the Museum and in schools. The programme is particularly suitable for history, geography, English, citizenship and STEM subjects. The Museum has dedicated programmes for special schools and supplementary schools. There are over 2,500 members of the Museum's Teachers' Network. The museum runs a programme of creative weekend and holiday events and festivals for families that are often developed and delivered in partnership with communities and London organisations and have become recognised as a sector leader in early years provision and recently won a Family Arts Festival award for one of our 'baby raves'.

### *Open Spaces Programmes*

Under the Open Spaces programme, 23 million people visit the 11,000 acres of green space in and beyond the City of London each year, including Hampstead Heath, Epping Forest and Burnham Beeches. The Open Spaces programme provides engaging opportunities to connect people, particularly from deprived and urban communities. The Open Spaces education programmes are concerned that London's children are becoming increasingly disconnected from the natural world, and that children in deprived areas of London face more barriers than most to accessing nature. Open spaces offer a range of school visits, play programmes, community engagement projects and volunteer opportunities.

### *St Paul's Schools and Family Learning Department*

St Paul's Schools and Family Learning Department seeks to tell its story in ways that are creative, accessible, engaging, and inspiring. Its aim is to be collaborative and connected, offering curriculum-based learning opportunities for schools both on-site and through online resources, and delivering engaging and value for money activities and workshops through its innovative Family Learning Programme. The Learning Department's goal through its Outreach Programme is to extend its reach to schools, families, and young people who have not visited St Paul's before, whilst maintaining the high quality of its existing core programme.

### *Sculpture in the City*

Sculpture in the City offers exciting opportunities for young people to engage with the City of London through Open City's education programme. This extensive educational programme is a significant element of the overall Sculpture in the City project, and benefits students aged 10-14 years old from neighbouring borough schools. These schools have students from under-represented communities, many of whom have never visited the City and/ or are unlikely to consider the city, art or the built environment as career and cultural pathways. Sculpture in the City creates multiple learning opportunities for pupils, based on developing an understanding of public spaces and the impact that public art can have on them. By visiting and analysing existing sculptures made by professional artists, local architecture and spaces without public art and then installing their own artwork within areas, pupils learn about the impact that sculptures have on public spaces and surrounding architecture through practical, and first-hand experience. The programme also enables pupils to test public reactions of their creative responses to the



sculptures in location, and to showcase their artwork at the Sculpture in the City Launch. The sculpture workshop series encourages pupils to explore an area of the City of London that they would not otherwise have had the opportunity to experience.

#### *Spitalfields Music*

Spitalfields Music aims to change lives and aspirations through music. Spitalfields Music brings together world class artists and local people in one of the most unusual and creative corners of London. Drawing inspiration from the area, Spitalfields Music produces an annual festival and runs creative music projects throughout the year in the local community. In an area often seen to be full of challenges, Spitalfields Music runs an extensive programme in Tower Hamlets offering around 250 workshops. The Learning and Participation Programme focuses activities working with pupils, teachers and parents to put music at the heart of school life.

#### *Other offers*

**Change Makers:** Increasing the diversity of senior leadership in art and culture by helping to develop a cohort of leaders who are Black, minority ethnic and/or disabled by means of a targeted senior leadership training and development programme funded by Arts Council England.

**City Stories:** A day of creative activities for the City Corporation's sponsored/co-sponsored academies in Hackney, Islington and Southwark, delivered by a range of venues at the Museum of London and Barbican, engaging pupils who rarely or never visit the City to learn from its rich heritage.

**Celebrating the City Festival:** A weekend of inspiring poetry, craft, music, drama, storytelling and other activities for children and families, at the Museum of London, delivered by the London Symphony Orchestra, Barbican, Barbican Library, Tower Bridge, London Metropolitan Archives, the City of London's Open Spaces Department, and other venues.

**Sky Arts Art 50:** Sky Arts launched Art 50 to invite artists of all kinds, from all walks of life, from all artistic genres, to create a piece of work which says something important about what it will mean to be British after we leave the European Union.

**Step into Dance:** Step into Dance is the largest on-going, inclusive secondary school dance programme in the UK. Through the delivery of regular classes, performances, creative and professional development, Step into Dance provides the opportunity and structure for young dancers to progress and excel. Step into Dance is a Royal Academy of Dance programme in partnership with the Jack Petchey Foundation.

**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.

**Youth Manifesto:** To expand the definition of poetry so that it is open to everyone living in London and everyone who needs it. Inspiring young people's passion for poetry and spreading knowledge around poetry and pathways into poetry as we can.

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# City of London Academies Trust - Due Diligence Report

School/Academy:

Appraiser:

Date:

Criteria	Risk			Required information	Answers/Evidence
	L	M	H		
Current position of the family of schools				1. Ofsted ratings 2. Strengths 3. Weaknesses 4. Needs	
Position of City of London Academies Trust				1. Resources 2. Income: <ul style="list-style-type: none"> <li>3-year history</li> <li>3-year projection</li> </ul> 3. Expenditure <ul style="list-style-type: none"> <li>3-year history</li> <li>3-year projection</li> </ul> 4. Needs	
School applying to join the Trust				1. Ofsted rating/next inspection 2. Admissions projections (3 to 5 years) 3. Current budget, 3-year history and 3-year projections 4. Pupil numbers and vacancies 5. Maintenance and capital works 6. Strengths 7. Weaknesses 8. Needs	

Criteria	Risk			Required information	Answers/Evidence
Impact on Trust/City of London Family of Schools				1. Threat/disadvantages to existing academies 2. Synergies/benefits to existing academies 3. Income uplift to Trust 4. Cost/resources implications for Trust central management team	
Issues for Education Board/City of London Corporation				1. Support from local authority 2. Numbers/vacancy projections for the next 3-5 years 3. Number of school places in the relevant local authority 4. Proposed governance arrangement 5. Expected requirements for City Corporation governors to serve on governing bodies 6. Long-term income/expenditure review of school 7. Synergies/benefits for Education Board objectives 8. Key risks (including reputational	

Criteria	Risk			Required information	Answers/Evidence
Summary				1. Any other points that officers consider Education Board members should be aware of	

#### Final Checklist

1. Was CoLAT invited by another local authority?	Yes/No/NA	4. Have school leaders and governors been consulted?	Yes/No/NA
2. Could the new school be part of another MAT?	Yes/No/NA	5. Are parents/staff in support?	Yes/No/NA
3. Do we have an existing school in the locality?	Yes/No/NA		
Considering all factors is the recommendation that the school becomes part of the City of London Academies Trust?			Yes/No
Director of Academy Development, City of London Corporation:			Date:
Chief Executive Officer, City of London Academies Trust:			Date:

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