



Education Board

Date: THURSDAY, 5 MARCH 2020
Time: 10.00 am
Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

SUPPLEMENTARY AGENDA

APPENDICES PACK

5. **GOVERNOR APPOINTMENTS UPDATE**
Report of the Director of Community and Children's Services.
For Information
(Pages 1 - 10)
7. **CULTURE MILE LEARNING UPDATE**
Report of the Director of Community and Children's Services.
For Information
(Pages 11 - 16)
8. **REVIEW OF FUNDING TO THE GUILDHALL SCHOOL TRUST AND THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**
Report of the Chamberlain.
For Decision
(Pages 17 - 18)
9. **ANNUAL PARTNERSHIPS REPORT**
Report of the Town Clerk.
For Information
 - a) City of London School - Working in Partnership 2019 (Pages 19 - 42)
 - b) City of London Freeman's School - Community and Partnerships Report 2019 (Pages 43 - 50)
 - c) City of London School for Girls - Working in Partnership 2019 (Pages 51 - 70)
 - d) Guildhall School Partnerships Report 2018/19 (Pages 71 - 74)

10. **SUMMER ENRICHMENT PILOT 2019 EVALUATION REPORT**

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

For Information
(Pages 75 - 92)

12. **CITY OF LONDON ACADEMIES TRUST - EXPANSION BY THE TRANSFER OF THE TWO CO-SPONSORED ACADEMY TRUSTS**

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

NB – this report has two Non-Public Appendices which can be found at item 25 on the Agenda.

For Decision
(Pages 93 - 94)

13. **VALIDATED 2018/2019 RESULTS**

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

For Decision
(Pages 95 - 98)

15. **MUSIC EDUCATION CALL FOR EVIDENCE**

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

For Information
(Pages 99 - 124)

16. **EDUCATION ACTIVITIES UPDATE**

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

For Information
(Pages 125 - 126)

24. **NON- PUBLIC APPENDIX: CITY OF LONDON ACADEMIES TRUST, ACADEMIES DEVELOPMENT PROGRAMME - UPDATE**

Non-Public Appendix to item 11 on the Public Agenda.

For Information
(Pages 127 - 128)

25. **NON-PUBLIC APPENDICES: CITY OF LONDON ACADEMIES TRUST - EXPANSION BY THE TRANSFER OF THE TWO CO-SPONSORED ACADEMY TRUSTS**

Non-Public Appendices to item 12 on the Public Agenda.

For Decision

a) City of London Academy Islington Due Diligence Report (Pages 129 - 142)

b) The City Academy Hackney Due Diligence Report (Pages 143 - 150)

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John Barradell
Town Clerk and Chief Executive

Appendix 1 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

Name	Basis of Appointment	Term of Office
Dawn Brook (nee Elliott)	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 5 July 2020
Ann Holmes	Education Board appointee	4 years expiring 24 May 2021
Clare James	Education Board appointee	4 years expiring 7 March 2022
Peter Bennett	Education Board appointee	4 years expiring 3 August 2022
Rehana Ameer	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 12 January 2023
Edward Benzecry	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 March 2023
Tijs Broeke	Policy and Resources Committee appointee	4 years expiring 1 May 2023
Roy Blackwell	Education Board appointee	4 years expiring 13 January 2024
Andrew McMurtrie (Chair)	Policy and Resources appointee	4 years expiring January 2024
Lucas Green	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring January 2024

City of London Academies Trust (04504128) Academies:¹

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Ann Holmes, CC (Chair until 19/12/2019)	Appointed by the Trust Board	3 years expiring 30 August 2020
Nick Bensted Smith, CC	Appointed by the Trust Board	3 years expiring 30 August 2020
Mary Robey (Interim Chair from 20/12/2019)	Appointed by the Trust Board	3 years expiring 30 August 2020
Frazer Swift	Appointed by the Trust Board	3 years expiring 30 August 2020
Georgia Dehn	Parent Governor (elected)	3 years expiring 17 December 2020
Jillian Jones	Parent Governor (elected)	3 years expiring 17 December 2020
Celia Orford	Staff Governor (Teaching)	3 years expiring 1 April 2021
Paul Barry	Appointed by the Trust Board	4 years expiring 30 August 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring December 2023
Naureen Bhatti	Appointed by the Trust Board	4 years expiring December 2023
Neela Moorghen ²	Staff Governor (Non-Teaching)	4 years expiring December 2023
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher

Southwark Local Governing Body ³

Name	Basis of Appointment	Term of Office
Lucas Green (Vice Chair)	Appointed by the Trust Board	Expired 14 May 2019 ⁴ (standing down in January 2020)

¹ The Trust appoints all members of the LGB in consultation with the City Corporation, with the exception of the Chair who is appointed with the approval of the Education Board. The Trust's Articles of Association require that there are at least two parent governors on each LGB.

² At their meeting on 12 December 2019, the City of London Academies Trust Board of Trustees approved the request to vary the constitution of the City of London Primary Academy Islington to allow a second member of the teaching staff to join the Local Governing Body for the period of one term.

³ The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School, City of London Academy and Galleywall Primary, City of London Academy.

⁴ The Chair of the Local Governing Body has requested an extension to the term for formal approval at the next Local Governing Body Meeting.

Hilda Cheong (Vice-Chair)	Appointed by the Trust Board	Expired 3 June 2019 (continued by acclimation)
Steve Burgess	Staff Governor (teaching)	Expired 4 October 2019 (standing down January 2020)
Keith Bottomley, CC	Appointed by the Trust Board	2 years expiring 24 January 2020
Simon Atkinson	Appointed by the Trust Board	Starting from 13 December 2017 (term of office unstated)
Antony Smyth (Chair)	Appointed by the Trust Board	3 years expiring 12 January 2021
Elaine Davis	Appointed by the Trust Board	3 years expiring 12 January 2021
Fiona Edlin	Parent Governor (elected)	3 years expiring 16 January 2021
Maya Pursani	Staff Governor (non-teaching)	3 years expiring 26 January 2021
Ann Chuyi Wang	Parent Governor (elected)	3 years expiring 19 March 2021
Shavran Joshi	Appointed by the Trust Board	4 years expiring 30 August 2023
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Leanne Werner	Appointed by the Trust Board	4 years expiring 30 August 2023
Mickey Kelly	Executive Principal – Ex officio	During term of office as Executive Principal of Galleywall Primary School and Redriff Primary School
Mike Baxter	Principal – Ex Officio	During term of office as Principal of City of London Academy, Southwark
VACANCY	To be appointed by the Trust Board	
VACANCY	To be appointed by the Trust Board	
VACANCY	Parent Governor (elected)	

City of London Academy Shoreditch Park⁵

Name	Basis of Appointment	Term of Office
Robert Howard, Ald. (Chair)	Appointed by the Trust Board	3 years expiring 30 August 2020
Barbara Hamilton ⁶	Appointed by the Trust Board	3 years expiring 30 August 2020
Mark Malcolm	Appointed by the Trust Board	3 years expiring 30 August 2020
Ryan Shorthouse	Appointed by the Trust Board	3 years expiring 30 August 2020
Sheila Scales	Appointed by the Trust Board	3 years expiring 30 August 2020
Rita Krishna	Appointed by the Trust Board	3 years expiring 30 August 2020
Sue Roberts	Appointed by the Trust Board	3 years expiring 30 August 2020
Rebecca Couper	Parent Governor (elected)	3 years expiring 29 September 2020
Mark Sullivan	Parent Governor (elected)	3 years expiring 29 September 2020
Mark Lowman	Appointed by the Trust Board	Starting 8 March 2018 (term of office unstated) ⁷
Liam Smyth	Staff Governor (Teaching)	3 years expiring 20 November 2021
Maria Dennis-Waters	Staff Governor (Non-Teaching)	3 years expiring 29 September 2021
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Holly Arles	Principal – Ex officio	During term of office as Principal

City of London Academy Highgate Hill⁸

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	3 years expiring 30 August 2020
Kristin Baumgartner	Appointed by the Trust Board	3 years expiring 30 August 2020
Valerie Bossman-Quarshie	Appointed by the Trust Board	3 years expiring 30 August 2020
Josh Burton	Appointed by the Trust Board	3 years expiring 30 August 2020
Julie Robinson	Appointed by the Trust Board	3 years expiring 30 August 2020

⁵ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

⁶ Corporation employee

⁷ City of London Academies Trust Board approval on 8 March 2018

⁸ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

Name	Basis of Appointment	Term of Office
Simon Turner	Appointed by the Trust Board	3 years expiring 30 August 2020
Peter Bremner	Teaching staff governor	3 years expiring 30 August 2020
Kathryn Spencer	Non-teaching staff governor	3 years expiring 21 October 2021
Donaleen Johnson	Parent Governor (elected)	3 years expiring 31 December 2021
Katerina Jenkins	Parent Governor (elected)	3 years expiring 31 December 2021
Shireen Fraser	Appointed by the Trust Board	4 years expiring December 2023
Prince Gennuh	Principal – Ex officio	During term of office as Principal

City of London Academy Highbury Grove⁹

Name	Basis of Appointment	Term of Office
Mark Boleat (Chair)	Appointed by the Trust Board	3 years expiring 30 August 2020
Cllr Joe Caluori	Appointed by the Trust Board	3 years expiring 30 August 2020
Helen Curran	Appointed by the Trust Board	3 years expiring 30 August 2020
Maggie Elliott	Appointed by the Trust Board	3 years expiring 30 August 2020
Rachel Sherman	Appointed by the Trust Board	3 years expiring 30 August 2020
Michael Simpson	Appointed by the Trust Board	3 years expiring 30 August 2020
Richard Verrall	Appointed by the Trust Board	3 years expiring 30 August 2020
Sarah Counter	Non-teaching staff governor	3 years expiring 30 August 2020
Neale Coleman	Parent Governor (appointed)	3 years expiring 30 August 2020
Stella McAteer	Teaching Staff Governor	3 years expiring 11 October 2021
Jonny Shipp	Parent Governor (elected)	3 years expiring 7 October 2021
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley ¹⁰	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021
Colette Bowe	Appointed by the Trust Board	Starting from 6 September 2017 (length of term unstated) ¹¹
Clare Verga	Executive Principal	During term of office as Executive Principal (attendee)

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Caroline Haines, CC (Interim Chair)	Appointed by the Trust Board	3 years expiring 31 December 2021
Gerald Mehrtens ¹²	Appointed by the Trust Board	3 years expiring 31 December 2021
Matthew Squire	Staff Governor (Teaching)	3 years expiring 31 December 2021
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring 12 December 2022
Reshma Bhudia	Parent Governor (elected)	3 years expiring 2 December 2022
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring December 2023
Anna Foreshaw	Appointed by the Trust Board	4 years expiring December 2023
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	

⁹ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

¹⁰ Corporation employee

¹¹ City of London Academies Trust Board approval on 6 September 2017

¹² City Corporation employee.

Co-Sponsored Academies¹³:

The City Academy, Hackney (6382192)

Name	Basis of Appointment	Term of Office
Amanda Brown	KPMG sponsor governor	4 years expiring 20 April 2020
Anant Suchak	Co-opted Governor	4 years expiring 30 April 2020
Sheila Scales	Community Governor	4 years expiring 20 May 2020
Anne Fairweather	CoL Sponsor Governor	4 years expiring 28 Sept 2020
Anntoinette Bramble	Local Authority Governor	4 years expiring 1 September 2020
Katie Dowbiggin (Loven)	CoL Sponsor Governor	4 years expiring 6 Nov 2020
Rita Krishna	Community Governor	4 years expiring 11 November 2020
Stephen Webster	Parent Governor (elected)	4 years expiring December 2020
Anuja Dhir	CoL Sponsor Governor	4 years expiring 3 February 2021
Tijs Broeke (Vice Chair)	CoL Sponsor Governor	4 years expiring 12 July 2021
Oleander Ogbetu	Parent Governor (elected)	4 years expiring 12 July 2021
Rob Hortopp	KPMG sponsor governor	4 years expiring 27 September 2021
Mark Essex	KPMG sponsor governor	4 years expiring 27 September 2021
Tamas Kiss	Non-teaching staff governor	4 years expiring 1 October 2022
Nina Kuh	Teaching staff governor	4 years expiring 1 October 2022
Darren Thompson	CoL Sponsor Governor	4 years expiring 24 September 2023
Dawn Elliot (Chair)	KPMG Sponsor Governor	4 years expiring 26 Sept 2023
Roisin Sharkey	KPMG sponsor governor	4 years expiring 1 October 2023
Mark Malcolm	Head teacher	During term of office as Principal

City of London Academy Islington Limited (6426966)

Name	Basis of Appointment	Term of Office
Lady Helen Curran	City University Sponsor Governor	4 Years expiring 20 May 2020
Marion O'Hara	City University Sponsor Governor	4 Years expiring 31 August 2020
HH Philip Katz	CoL Sponsor Governor	4 Years expiring 31 August 2021
Russell Wilmer (Vice Chair)	CoL Sponsor Governor	4 Years expiring 31 August 2021
Ronald Zeghibe	City University Sponsor Governor	4 Years expiring 31 August 2021
William Paulton	Parent Governor	4 Years expiring 11 October 2021
Michael Laurie	Governor Co-opted by the Board	4 Years expiring 31 August 2022
Eric Sorensen	Community Governor (appointed by Board)	4 Years expiring 31 August 2022
Natasha Lloyd-Owen	CoL Sponsor Governor	4 years expiring 11 March 2023
Professor Richard Verrall (Chair)	City University Sponsor Governor (Chairman)	4 years expiring 31 August 2023
Henry Colthurst, CC	CoL Sponsor Governor	4 Years expiring 31 August 2023
Cllr Vivien Cutler	Local Authority Governor	4 Years expiring 31 August 2023
Sonia Jacob	Principal – Ex officio Governor	During term of appointment as Principal
Clare Verga	Executive Principal	During term of appointment as Executive Principal (attendee)

¹³ The directors/trustees of the co-sponsored academy trust companies are also the governors for the relevant school, as each trust company is responsible for only one school.

VACANCY	Governor Co-opted by the Board	
VACANCY	Teaching staff governor	
VACANCY	Non-teaching staff governor	
VACANCY	Parent Governor	

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
Caroline Haines	Commoner	3 years expiring April 2020
Alderman Vincent Keaveny	Alderman	1 year expiring April 2020
Lord Levene (Co-Opted)	Co-Opted	2 years expiring June 2020
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the City of London School for Girls)	1 year expiring June 2020
Dominic Christian	Commoner	3 years expiring July 2020
Paul Madden (Co-Opted)	Co-Opted	2 years expiring June 2020
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the City of London Freeman's School)	June 2020 (term linked to Chairmanship of CLFS)
Tim Levene (Deputy Chair)	Commoner	4 years expiring April 2021
Alexander Barr	Commoner	4 years expiring April 2021
Deputy Keith Bottomley	Commoner	4 years expiring April 2021
Edward Lord OBE JP, Deputy	Commoner	4 years expiring April 2021
Paul Stein (Co-Opted)	Co-Opted	3 years expiring June 2021
James Thomson (Chair)	Commoner	4 years expiring April 2022
Rosie Gill (Co-Opted)	Co-Opted	4 years expiring June 2022
Ronel Lehmann (Co-Opted)	Co-Opted	4 years expiring June 2022
Marianne Fredericks	Commoner	4 years expiring July 2023
Sylvia Moys	Commoner	4 years expiring July 2023
Ian Seaton	Commoner	4 years expiring July 2022
Andrew Jones	Co-Opted	4 years expiring July 2023
Lesley Cartmell	Co-Opted	4 years expiring July 2023
VACANCY	Co-Opted (Board of Governors to appoint)	

City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
Deputy James Thomson (Ex-Officio)	Ex officio (Chairman of the Board of the City of London School)	July 2019 (term linked to Chairmanship of CLS)
Rehana Ameer	Commoner	3 years expiring July 2020
Dr Stephanie K Ellington (Co-Opted)	Co-Opted	3 years expiring July 2020
Elizabeth Phillips (Co-Opted)	Co-Opted	3 years expiring July 2020
Deputy Richard Regan	Commoner	4 years expiring July 2020
Sir Michael Snyder	Commoner	4 years expiring July 2020
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the City of London Freeman's School)	July 2020 (term linked to Chairmanship of CLFS)
Soha Gawaly (Co-Opted)	Co-Opted	4 years expiring December 2020
Deputy Clare James (Deputy Chair)	Commoner	4 years expiring July 2021
Alderman Emma Edhem	Alderman	4 years expiring July 2021
Mary Ireland (Co-Opted)	Co-Opted	3 years expiring July 2021

Dhruv Patel OBE	Commoner	3 years expiring July 2021
Mary Durcan	Commoner	4 years expiring July 2021
Nick Bensted-Smith (Chair)	Commoner	4 years expiring July 2022
Peter Gordon Bennett	Commoner	3 years expiring July 2022
Mark Bostock	Commoner	4 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Randall Anderson	Commoner	4 years expiring July 2023
Deputy Tom Hoffman	Commoner	4 years expiring July 2023
Sylvia Moys	Commoner	4 years expiring July 2023
1 x Co-opted Vacancy	Board of Governors to appoint	

City of London Freeman's School

Governor	Basis of Appointment	Current Term Ends
Alderman Susan Langley	Alderman	1 year expiring April 2020
Alderman Bronek Masojada	Alderman	1 year expiring April 2020
Deputy James Thomson (Ex-Officio)	Ex Officio (Chairman of the Board of the City of London School)	June 2020 (term linked to Chairmanship of CLFS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of the City of London School for Girls)	June 2020 (term linked to Chairmanship of CLSG)
Graham Packham	Commoner	4 years expiring July 2020
Deputy Roger Chadwick (Deputy Chair)	Commoner	4 years expiring July 2021
Brian Harris (Co-Opted)	Co-Opted	3 years expiring July 2021
Hugh Morris	Commoner	4 years expiring July 2021
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2022
Tracey Graham	Commoner	3 years expiring 2022
Deputy Elizabeth Rogula	Commoner	4 years expiring July 2022
Nicholas Goddard (Co-Opted)	Co-Opted	1 year expiring February 2023
Andrew McMillan (Co-Opted)	Co-Opted	4 years expiring February 2023
Cllr Chris Townsend (Co-Opted)	Co-Opted	4 years expiring February 2023
Lady Gillian Yarrow (Co-Opted)	Co-Opted	4 years expiring February 2023
John Bennett	Commoner	4 years expiring July 2023
Kevin Everett	Commoner	4 years expiring July 2023
Michael Hudson	Commoner	4 years expiring July 2023
3 x Common Councillor vacancies	CCC to appoint	
1 x Co-opted Vacancy	Board of Governors to appoint	

Local Authority Maintained School

Sir John Cass's Foundation Primary School

Name	Appointed By	Term of Office
Mrs J Greenlees	Sir John Cass Foundation	4 years expiring 6 September 2021
Mr D Williams	Sir John Cass's Foundation	4 years expiring 7 September 2021
Ms S Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Ms I Culpan	Parent Governor	4 years expiring March 2022
Ms Z Lawley	Parent Governor	4 years expiring March 2022
Ms B Ryan	Deanery	4 years expiring June 2022
Mr M Ali	LA Governor	4 years expiring 8 January 2023
Mr M Piper (Chair)	St Botolph Aldgate	8 years expiring 31 August June 2023
Ms A Frain	Teaching Staff Governor	4 years expiring 17 October 2021 or during term of employment at the School if this ends earlier.
The Revd. L Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Ms A Allan	Headteacher	During term of office as Head
VACANCY	Sir John Cass's Foundation	
VACANCY	Sir John Cass's Foundation	
VACANCY	Co-opted governor	

Appendix 2 – Governor Appointments Update

CoLAT Governance Review and Appointments Cycle

	September	October	November	December
Autumn Term	<ul style="list-style-type: none"> <u>City of London Academies Trust (CoLAT) Central Team:</u> Distribute Scheme of delegations and Trust-wide LGB terms of reference to Local Governing Bodies (LGBs) and Headteachers for annual review. 			
	January	February	March	April
Spring Term	<ul style="list-style-type: none"> <u>CoLAT Central Team:</u> Consider review feedback from LGBs and Headteachers on schemes of delegations and Trust-wide terms of reference and develop any proposals for amendment. <ul style="list-style-type: none"> Submit any proposals for amendment to CoLAT Board of Trustees prior to consultation with the Education Board. <u>CoLAT LGBs:</u> Conduct a skills audit of the current LGB and identify upcoming vacancies. 	<ul style="list-style-type: none"> <u>CoLAT Central Team:</u> Submit any proposed amendments to scheme of delegations and Trust-wide terms of reference to the CoL Education Unit to be considered and submitted to the March Education Board. <u>CoLAT LGBs:</u> Lead the recruitment process for governor vacancies, which includes informing the CoL Education so they may advertise to Education Board, Court of Common Council and Governors for Schools. Source governors elsewhere, incl. local community. 	<ul style="list-style-type: none"> <u>Education Board:</u> Provide views on proposed amendments to scheme of delegations and Trust-wide terms of reference through consultation. <ul style="list-style-type: none"> Note governor vacancies on CoLAT LGBs and submit nominations. 	

	May		June	July	August
Summer Term	<ul style="list-style-type: none"> • <u>CoLAT LGBs</u>: Appoint governors to vacancies for appointments commencing in September. <ul style="list-style-type: none"> ○ Submit governor appointments to CoLAT Board of Trustees for ratification. ○ Submit Chair of Governor appointments to CoL Education Unit to be considered by the Education Board for approval at the July meeting. 			<ul style="list-style-type: none"> • <u>CoLAT Central Team</u>: Submit final amendments to scheme of delegations and Trust-wide terms of reference to the CoLAT Board of Trustees for final approval. • <u>Education Board</u>: Consider CoLAT Chair of Governor appointments for approval and note governor appointments to LGBs starting in September of the following academic year. 	

Appendix 1 – Culture Mile Learning Update

Report author(s):

Frazer Swift, Head of Learning & Engagement (Museum of London)
Beth Crosland, Senior Programme Manager (Culture Mile Learning)

Summary

This report provides an update on the activities of Culture Mile Learning (CML) since the previous report at the 14 November 2019 meeting. This report includes:

1. Key programme updates for 2019/20
2. Headlines about the development of our programme for 2020/21
3. Details of future events
4. A reporting timeline

More information about the finalists shortlisted for the Fusion Prize is provided in **Appendix 2**.

Main Report

1. Key programme updates for 2019/20

- **Fusion Prize** – This challenge prize, to find ways to upskill future generations through participation in cultural activities, is run in partnership with Foundation for Future London. A total of 66 applications, many to a high standard, were submitted to the competition. Six finalists were selected by our judging panel on the 6 February 2020 and each will be given £1,000 to develop their idea. On 30 April 2020, the finalists will pitch their ideas to the judging panel and one will be chosen as the overall winner and receive £50,000 to pilot and evaluate their idea by the end of 2020. The Lord Mayor William Russell hosted a lunch for the finalists on 18 February 2020 and will host the award ceremony at Guildhall on 7 May 2020. The six finalists are:
 - Muted Media: an online curated platform for marginalised groups of young people to showcase their creativity.
 - The Pattern: a cultural production incubator using the power of co-creation and peer learning from subcultural leaders to empower young talent from fringe communities.
 - AWAKE: a foundation style training programme for 18-25-year-olds for the growing profession of experience designers.
 - The Great Create: a model to turn schools into hotbeds of creativity through youth designed creative challenges.
 - THE NEXUS: project-based learning and work experience for young people to support them to coproduce digital media assets with and for charities in East London.
 - Knolo: a digital badging scheme for young people to enable them to capture skills development gained through cultural activity.
 - Further details about the finalists and their ideas are provided in **Appendix 1**.
- **School Visits Fund** – The Fund has continued to be popular with 106 successful applications during the autumn term from 81 primary schools, 16 secondary schools and six non-school groups. The average Pupil Premium rate for these schools was 44.72%. £8,507 was paid out in this period and we anticipate that

the Fund will spend out by the end of the financial year. Any shortfall will be met from underspend in other budget areas.

- **Work Experience – Culture Mile Learning** piloted a new delivery model for work experience with Islington-based Pupil Referral Unit, New River College, as part of their careers week in January 2020. The first of three sessions was a workshop delivered in the school based on fusion skills and which helped the young people to identify their strengths and creative potential. Two of our new partners, The Goldsmiths' Centre and the Bank of England Museum, then hosted visits from pupils in Year 10 and Year 11. Pupils were given tours of the venues and short careers sessions which covered the range of jobs in their respective sectors highlighting the fusion skills required in those sectors and giving information about apprenticeships and entry-level roles. All three sessions received very positive feedback from teachers and students and our intention is to develop this work further to help schools deliver the Gatsby Benchmarking¹.
- **Culture Mile website** – a new, improved CML section has recently been launched which includes details about our partner organisations including case studies about their work, details of current CML projects including the Schools Visits Fund and the Fusion Prize. See <https://www.culturemile.london/learn>

2. Headlines about the development of our programme for 2020/21

- Work has begun on the implementation of the delivery plan for 2020/21 which was agreed by the Education Board in at their meeting on 14 November 2019:
 - The first CML Outreach Week for the City Family of Schools will take place in October 2020.
 - Work experience for young people excluded from mainstream school and/or with experience of the care system will take place from 6 – 17 July.
 - Our first training scheme in partnership with The Prince's Trust for young people not in education, employment or training (NEET) will take place in November 2020. Four participants will then be offered paid work placements.

3. Future events

- 16 and 23 March 2020 – poetry performances at St Paul's Cathedral by students involved in the Young City Poets project. Members of the Education Board are invited to attend.
- 1 and 2 April 2020 – pilot of new secondary school dual site visit, 'John Keats: How to Get Ahead in the 19th Century' designed by London Metropolitan Archives (LMA) and Keats House to mark the bicentenary of the death of John Keats.
- 26 March 2020 – CML CPD session for all staff at Sir John Cass Primary School to support history teaching.
- 2 April 2020 – CML CPD day for English Department at City of London Academy Highgate Hill. This day, which will be held at the LMA, has been especially designed to support the teaching of the Year 7 curriculum.

4. Reporting timeline

¹ A framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice, and guidance

Education Board Date (2020/21)	Primary reporting topic
November 2020	Annual report on 2020/21 programme to date and request for funding for 2021/22.
March 2021	Update on 2020/21 programme

Appendices

- Appendix 2 – Details of finalists shortlisted for the Fusion Prize

Beth Crosland

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Appendix 2: Fusion Prize Finalists

Muted Media

Muted Media is taking a new approach to creativity, discourse and journalism, one that nurtures a new type of talent and changes the landscape of the media industry. We intend to engage with and showcase creative skills from the margins of society, highlighting perspectives anywhere from inside the care system to the criminal justice system, via the curation and production of various types of content, including podcasts, documentaries and music. Arguments for ending austerity and tackling inequality are gaining ground, but it is still rare to hear from individuals who have experienced them first-hand. Both members of our team met at HMP YOI Isis in Greenwich offering different interventions and support to prisoners. Jason Mitchell has extensive experience in the music and Radio industry (National Prison Radio, BBC Radio 1Xtra) whilst Rachel Rigby's experience lies mostly within the NHS, therapy and counselling, addiction and the care system.

The Pattern

The Pattern is a cultural production incubator using the power of co-creation and peer learning from subcultural leaders to empower young talent from fringe communities. Giving them the power to co-produce events, which bring their creativity and their communities to the forefront. This will include peer learning workshops with subcultural leaders who are at the forefront of cultural shifts in the city; seminars exploring the theories behind creating change in community groups; and helping the cohort to programme a series of live projects that allow young people to build inclusive spaces for their communities. We will keep up with them as their projects evolve @playniceldn on Instagram. Ayo Fagbemi (Strategist at Wieden + Kennedy) and Nate Agbetu (Freelance Creative Strategist + Cultural Producer, Ex Nike) will come together to make Play Nice, a studio working to build intersections between communities. They will focus on the people making change; developing creative communications and moments that highlight the culture, heritage and the future of fringe groups.

AWAKE

AWAKE is a new initiative led by BitterSuite and Dr John Fass, designed to nurture a new wave of socially conscious experience designers. AWAKE will help this new generation make sense of the world around them through the realisation of innovative, human centred experiences. AWAKE is a process leading to the design of experiences and events that take inspiration from urgent social issues and are oriented towards social and personal transformation. We offer a foundation style programme aimed at 18-25 year olds who are experiencing barriers to creative opportunity or who have felt uninspired by the exam-led, tick-box approach taken by UK schools. Experience Design is an emerging creative sector with experience designers working on brand management, government services, in protest groups, and in science communication. Experience Design requires new types of thinkers and makers, people able to move between traditional disciplines, consider the collective issues and individual concerns of society, express new realities, foreground new voices, and push at the boundaries of current practice.

The Great Create (name TBC)

The Great Create is a whole-school approach to embedding a culture of creativity in a school and its wider community. A group of 10-15 young leaders will be trained to facilitate co-creation workshops with teachers and students, designing a bank of over 100 responsive creative challenges that will be taken on daily over a 6 month period. Individual students and teachers, whole classes and whole schools will compete to see who can be the most inventive and collaborative, and bring the most diverse approaches to embedding a creative life in their school. The team includes Jo Hunter, Laura Saxton and Jemima Frankel from 64 Million Artists, educational consultant Ed Watson, Head of Community and Cultural Learning at Westminster Adult Education Service, Sabirah Ali, and Filip Hnizdo, the co-founder and director of Octophin Digital. We also have Michaela Tranfield, a student at King's College London and the Director of the Education Policy Centre at King's Think Tank, Dominic Abrokwa a student and creativity ambassador at ELAM and Simon Throssell, the Communications and Content Officer at Common Vision.

THE NEXUS

THE NEXUS fuses project-based learning, workshops from five specialist practitioners and authentic work experiences, supporting six local charities through the co-production of digital media assets (logos, UI, photography, social media, podcasts, 360 video, AR maps), by young Londoners, aged 15-25, within Olympic Boroughs. Situated within the inspiring Plexal complex, and grouped by shared interests to promote meaningful experiences and motivation, 18 participants will research, pitch and deliver these projects, populating online portfolios to reflect on their activities, processes and experiences. Supporting participants, the team will foster and formatively assess the development of fusion skills, namely communication, critical thinking, problem solving, creative thinking, collaboration and empathy. Academic research and frameworks will be embedded into the programme materials, delivery and assessment processes to ensure transferable and reliable competencies are developed by participants, who will be awarded digital open badges, which will also be created in line with international standards and frameworks. Additionally, an open-source toolkit will be produced to support programme iterations, accredited by HEIs, for use as part of the East London Framework. Finally, projects will be showcased, in order to celebrate the achievements of the participants, which will be attended by digital industry professionals. The diverse team of experts spans a range of interdisciplinary practice, with strong connections and partnership opportunities, comprising: Atif Mohammed Ghani (Producer), Creative Director Martin Percy (BAFTA Director), Dr. Janghir Hussain (Senior Educational Advisor), Jay Younes (Chief Technical Officer), Peter Collis (VR Cinematographer), Amber Ghani (Research Director), Sofia Siddiqui (Executive Director) and Ian Hurd (Digital Learning Specialist).

Knolo

Knolo lets young people develop and gain accreditation of their soft skills, by using gamification mechanics to leverage their hobbies and interests to develop their skillset and increase their employability. The team is a highly creative, proactive and flexible team that has a collective background in technology, design, apps and innovation. Between us we have created and launched several physical and digital products for a variety of large companies, alongside a few startup projects of our own!

Agenda Item 8

Appendix 1

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Number of senior scholarships	280	309	365	384	352	411	460	474

At its meeting in July 2018, The Education Board agreed that, in future, Guildhall should seek to restrict the allocation of this grant to a category of scholarship which will:

“Focus on supporting skills development in performance, production arts and creative enterprise, provide support where the need is greatest, particularly students from a broad cultural and socio-economic demographic, and strengthen progression opportunities to the Guildhall School, and its associated Young Artist programme, for pupils from the City of London Academies.

Providing greater support for Guildhall Students on pathways such as those mentioned above would help to ensure greater alignment between the School’s own Widening Participation strategy and the City of London’s Education, Skills and Cultural and Creative Learning strategies.”

While none of the students currently in receipt of scholarship support from these funds have graduated from City of London Academies, all these examples relate to the broader ambition of widening access and participation.

For the Academic Year 2019/20, the funds have been allocated as follows:

Subject	Year of Study	Course	Instrument / Voice	Nationality	Award £
Opera	1st year	Guildhall Artist Masters (Opera Studies)	Tenor	South Africa	4,500
Opera	2nd year	Guildhall Artist Masters (Opera Studies)	Tenor	United Kingdom	4,000
Opera	1st year	Guildhall Artist Masters	Soprano	Latvia	4,000
Vocal	1st year	Guildhall Artist Masters	Tenor	South Africa	5,000
PACE	3rd year	BA (Hons) in Performance and Creative Enterprise		United Kingdom	5,000
Opera	1st year	Guildhall Artist Masters (Opera Studies)	Baritone/Bass	South Africa	4,000
Vocal	2nd year	Bachelor of Music (Hons)	Baritone/Bass	United Kingdom	3,500

CASE STUDIES

Student A

CT

PACE

Black British

£5,000 award

Student A, a mature student and single parent, has lived in London their whole life. Student A is self-funded, and their student loan only goes part of the way to covering their tuition fees and living costs.

The maintenance support that student A has received has relieved the pressure that being both a single parent and full-time student carries. It has allowed them more concentrated time to focus on their studies, assignments and performance practice, without the added stress of financial worries, therefore enabling them to unlock their full potential as a performer.

Student B

CS

Guildhall Artist Masters – Opera Studies

South African

£4,000 award

Student B grew up in a small township near Johannesburg in a low income, single parent family. Their mother is unable to contribute towards the cost of their studies, which amount to more per year than her income. Without scholarship support, student B would have been unable to come to London to pursue their studies at an elite level.

Student B says “When I was still studying in South Africa I saw that I needed to continue with my studies abroad. It was impossible at first, thinking about my financial background. Getting a scholarship for my studies highlighted that by financially supporting someone it makes a huge change in his/her life. I am motivated now to not only reach for my goals but also be a helping hand to others to reach theirs.”

Working in Partnership

2019

Our partnerships in numbers

£69,232 raised for charity Tiny Tickers in 2019 by the pupil-led Charity Appeal

90% of pupils actively involved in raising money for the Charity Appeal

6,908 hours voluntary service invested by pupils in 2019

200+ pupils actively involved each week in community service projects

48 pupils on full-fee means-tested bursaries

250 visiting pupils hosted each week at CLS by the London Youth Choir

Our economic impact

Total fee-remission assistance to families of CLS pupils:

£1,821,679

Total savings to the UK Taxpayer as a result of pupils attending CLS:

£8,729,770

Total UK Tax contributed by CLS and its supply chain:

£5,041,280

Total amount of UK tax supported by CLS Activities:

£10,896,707

Total sum contributed to UK GDP:

£29,928,808

Total sum contributed to City of London GDP:

£18,075,520

Number of jobs supported by CLS supply chain:

415

Value of the external use of our facilities by charitable organisations:

£200,000

Source: ISC Economic Impact Assessment Tool



I am delighted to introduce our 'Working in Partnership' report for 2019. As you will see from the pages that follow, staff and pupils across the School have worked in varied – and often creative – ways to support the communities and organisations with which we work. However, in so doing, pupils and staff have themselves been enriched. Meaningful partnership is of true mutual benefit, and it is imperative that our pupils leave understanding their responsibility to the society of which they are part, and appreciate that they have the capacity to contribute and make a difference right now. Collaboration and service, as part of a school community that truly looks outwards, is a central component of a true 21st century education.

Over the course of 2019, the School published its new Strategic Vision for 2019-24. The continued development of our partnership work is at the very heart of that Vision, primarily within the pillar of being a community that is 'Aware'. In that context, therefore, we are working to expand the partnership

work that we undertake, and to analyse more fully – in both qualitative and quantitative terms – the impact of that work, so that we can be sure that we are directing our efforts in ways that have the greatest possible effect. This booklet represents a start – but it is just that.

I would like to extend my sincere thanks to those staff, both within the School and the organisations with which we work, who have helped to bring the projects highlighted in this report to fruition. Their vision and their energy have made some wonderful things happen, and I am very grateful.

If you should like to discuss the School's partnership work in any further detail, please do not hesitate to contact me or Andrew McBroom (Deputy Head, Co-Curricular and Operations).

Alan Bird

Head

Partnerships

We have a long-held and deep commitment to working in collaboration with other schools and institutions. Meaningful partnerships improve the educational opportunities for young people and enhance the professional development of staff. In doing so, they also provide a vehicle for tackling disadvantage by improving educational outcomes and promoting social justice.

Project Rousseau

Project Rousseau is an organisation based in New York whose mission is to empower youth in communities to reach their full potential and pursue higher education. They achieve this by delivering mentoring, academic support, community service programs and international cultural exchanges for the young people referred to them. All of their students live well below the poverty line.

Since 2016, we have worked in partnership with Project Rousseau and, in 2019, families from CLS hosted students from the US who were participating in their visits programme. We also supported Project Rousseau in devising a suitable schedule for their time in London, provided educational experiences at the School and held a celebration dinner to conclude the visit. At this event the students, who typically come from families on an average annual income of less than \$10,000, spoke about the positive impact of their visit. We were also delighted both to welcome and hear from Andrew Heinrich, Project Rousseau's Founder and President.



"We've had the pleasure of partnering with City of London School since 2016. Our partnership is centered on our annual exchange programme, where our students spend a week with CLS host families, experiencing daily school life in London. The exchange is an enriching and profound experience for our students, and our partnership has since involved CLS pupils interning with us in New York. We also offer Old Citizens the opportunity for a 'Gap Year Fellowship'."

Andrew Heinrich
President & Founder, Project Rousseau

Virtual School

We are proud to have pioneered a ground-breaking partnership with the City of London Corporation's Virtual School, which caters for young people in care, the majority of whom are unaccompanied asylum-seekers.

Many Junior Sixth Form pupils (year 12) volunteered to participate in this programme and played an extensive role in hosting, supporting and planning activities. In Summer Term 2019, a group of Virtual School students visited CLS weekly to take part in enrichment sessions in paired-reading, Art, Music, Science and Drama. There were visits to Tate Modern, and students participated in a 'Film School' run by the Young Film Academy.

The programme concluded with a celebration event, during which the young people talked movingly about what they had gained from their weekly visits. We are now supporting other local authorities and schools to help them replicate this programme.



"I was absolutely delighted by the project with City of London School. The enthusiasm from all pupils and staff was infectious, and the young people from the Virtual School benefitted enormously from the programme. Many of them have endured terrible hardship, so to see them so engaged, developing their skills and visibly growing in confidence, was amazing."

Andrew Russell

Headteacher, City of London Virtual School



Ark Bentworth Primary Academy

For over 10 years, we have worked with this primary academy in West London to provide enrichment experiences for their pupils, including Modern Languages, English, Science and Physical Education.

In 2019, all their Year 6 pupils came to CLS during the Summer Term to take part in Science workshops, a 'Debate School' and a range of sporting activities. Their visit began with lunch and a chance to meet our Old Grammar and First Form pupils (years 6 and 7), which helped with their transition to secondary school. We also hosted the academy's annual Graduation and Prizegiving Ceremony.

A member of CLS staff serves on the governing body at Ark Bentworth Primary Academy; currently this is our Deputy Head (Co-curricular & Operations).



Shared Facilities

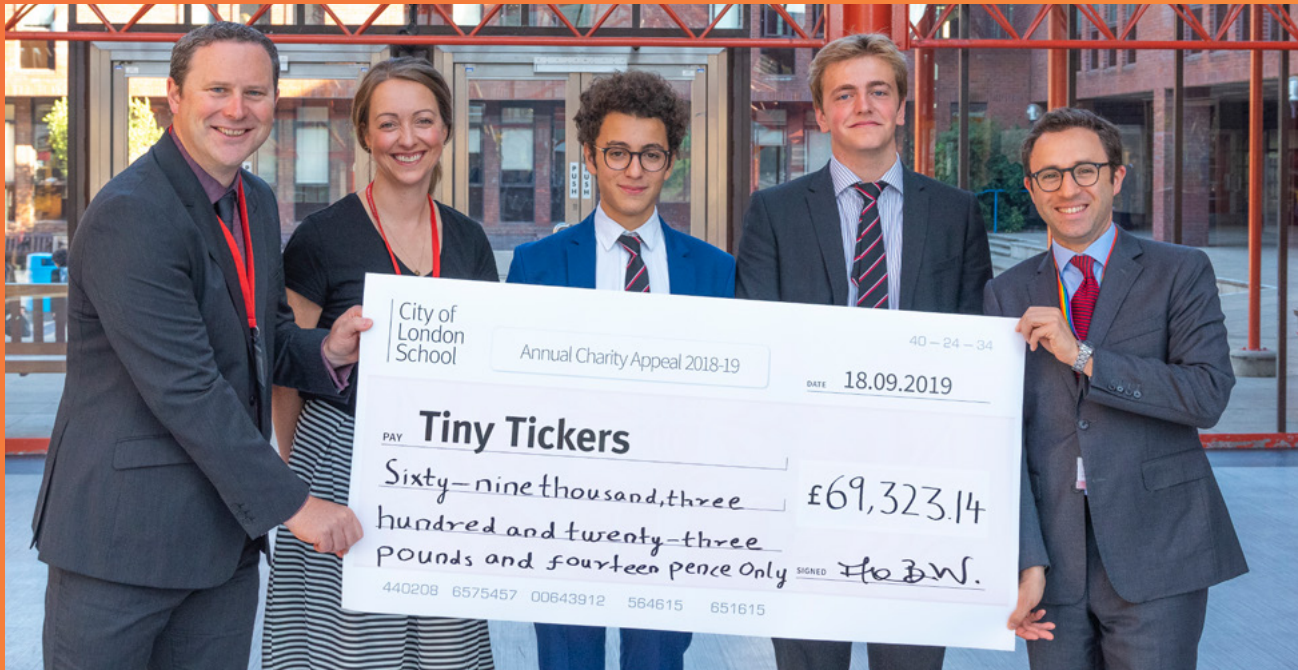
We make our facilities available to a range of organisations. In the past year this has included:

- **The Samaritans**
Annual National Conference
& Summer Party
- **IntoUniversity**
Big City Bright Future Preparation Days
- **Switchback** (charity)
Quarterly Mentoring training
- **London Youth Choir**
Weekly rehearsals and termly concerts
for over 250 pupils
- **Temple Church**
Weekly use of sporting facilities, annual
conferences.
- **Physics Partners Charity**
Regular meetings
- **Firefighters' Memorial Trust**
Annual Memorial Day
- **Independent Schools Inspectorate (ISI)**
Training Conference



Charity Appeal

We nurture a deep sense of social responsibility, and our pupils know that there are others less fortunate than they are. This is reflected in the pupil-led annual Charity Appeal.



We are proud of our fundraising efforts in recent years:



give homeless young people a future

2016-17:

£78,079



2017-18:

£84,062



2018-19:

£69,232

Each year pupils vote to select a charity, and the appeal is coordinated by a committee of Sixth Form pupils. Money is raised through a wide range of schemes, activities and events. The pupils demonstrate extraordinary levels of dedication to the cause, and go to great efforts to highlight the work of their chosen charity to the School and wider community.

In October 2019, pupils selected **Switchback**, a charity that helps young adults after leaving the prison system, as their nominated charity for 2019-20. We are pleased that this is also aligned with one of Alderman Russell's Mayoral themes, to 'increase opportunities for cultural rehabilitation in prisons'.

The School Charity Committee also supports the work of other organisations on a permanent basis, for example they help the Salvation Army with their food bank collections.

The **Friends of CLS**, our parents' association, make a significant contribution to the charity appeal. They organise fundraising activities, for example the annual Spring Soirée, and provide support for events such as the Sponsored Walk.

"It was a pleasure and a privilege to work with CLS in 2018/19. There is a strong culture of charitable giving that runs throughout the School, and Tiny Tickers is very grateful to have benefitted from the collective effort. All involved can be proud of the impact they have had on our small charity and all the beneficiaries we support."

Jon Arnold
CEO, Tiny Tickers



City of London Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools, one of which is City of London School. In its pursuit of educational excellence, the City Corporation has drawn these schools together, collectively known as the 'City of London Family of Schools'. They are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City Schools'.

The family of schools include

- Sir John Cass's Foundation Primary School
- Galleywall Primary, City of London Academy
- Redriff Primary, City of London Academy
- City of London Primary Academy, Islington
- City of London Academy, Southwark
- City of London Academy, Highgate Hill
- City of London Academy, Shoreditch Park
- City of London Academy, Highbury Grove
- Newham Collegiate Sixth Form, City of London Academy
- The City Academy, Hackney
- The City of London Academy, Islington
- City of London School
- City of London School for Girls
- City of London Freeman's School
- The Guildhall School of Music & Drama



CLS has started a partnership with **Sir John Cass's Foundation Primary School**. In 2019, their pupils in Years 4, 5 and 6 visited to take part in workshops, including Science, Art & Design and Mandarin. Exciting plans are in place for further visits in 2020.

In 2019, we collaborated with the Family of Schools in the following areas:

- Pupils from City of London academies participated in a **Fundamentals of Financial Services** course, run by our Economics Department.
- We hosted an annual **debating workshop** delivered by the English Speaking Union, in which teams of pupils from the academies participated.
- Our US and Overseas Universities teacher provided support to Newham Collegiate Sixth Form, City of London Academy, to help develop their **Higher Education programme**.
- Pupils from the academies attended our biennial **Careers Fair**.
- Pupils from the academies have been invited to participate in our annual **Model United Nations Conference**. Training workshops will be offered to help any pupils who do not currently have MUN provisions in their school.
- Our Head Librarian serves on the **National Committee of the School Libraries Group**, representing librarians from all types of schools. We hosted a Regional Training Day and have helped to foster links between School Librarians at the Family of Schools.
- We have provided financial support to enable participation, for the first time, of academies in the annual **Trinity Schools Book Award**.
- Groups of pupils from the academies have attended a range of **guest author talks**, hosted at CLS.
- Pupils from the academies participated in our annual **Medical Society Conference** for aspiring medical school applicants.
- We have invited pupils to participate in an **A-Level Shakespeare Day**, which we are running in partnership with the Globe theatre.



We are confident that these partnerships, projects and initiatives allow CLS to make meaningful contributions to the City of London Corporation's Education Strategy 2019-23. In so doing, CLS will also support the aims of their Corporate Plan for 2018-23, in particular:

#1: People are safe and feel safe;

#3: People have equal opportunities to enrich their lives and reach their full potential;

#8: We have access to the skills and talent we need;

#10: We inspire enterprise, excellence, creativity and collaboration.

Higher Education

We work closely with a number of local maintained schools to support their pupils' applications to leading universities. In Years 12 and 13, their pupils attend a number of events to support them for this potentially transformative experience.

University Applications

In 2019, we provided Oxbridge and medical school preparation and mock interviews for pupils from local schools, including Oasis Academy Southbank, St Paul's Way Trust School and Borehamwood School.

Medical school applicants from Oasis Academy took part in a Multiple Mini Interview (MMI) workshop.

Pupils from the City of London academies take part in our annual US Universities Forum, which helps prepare them for applications to US universities.

The Economics Department have provided teaching and academic support for pupils from a local school where, due to teacher shortages, they had no formal teaching for their A Level course.

"Thank you again so much for the experience for the students and taking time to give them detailed feedback. It is invaluable experience that we find really difficult to offer here."

Sophie Collis
Head of Sixth Form, Oasis Academy



IntoUniversity

Through a number of local centres, IntoUniversity offers an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or other aspiration. We have sponsored a centre in Islington since its opening in 2016, and significant numbers of our Sixth Form pupils have contributed to the programme.

In 2019, over 25 of our pupils made weekly visits to centres across London to participate in IntoUniversity's Academic Support Programme, acting as role models to young people and providing help with their homework, coursework, revision and study skills.



Our staff have also volunteered to support IntoUniversity's work, which includes providing advice to their students on university applications, interview technique, and helping them prepare for public examinations.

IntoUniversity also make use of our facilities to host regional and national events, most recently their 'Big City Bright Future' event.

King's
College
London



For over twenty years, we have worked with King's College London, providing teaching placements for their PGCE students. Each year, aspiring teachers are mentored by our staff in a range of subjects, including Modern Languages, Religion & Philosophy, Classics and Science.

"City of London School is a keen and proactive partner, providing vital support for the work of IntoUniversity in London. We are impressed by the enthusiasm shown by CLS pupils for sharing their knowledge and skills with our young people, and it is fantastic to see them dedicate time by volunteering. By hosting several of our events, CLS has enabled us to provide valuable experiences for our young people in a new setting, which helps them develop their professionalism, communication and networking skills. This is a testament to the dedication shown by the school to support our work."

Claire Standcliffe
N&W London Cluster Manager, IntoUniversity

Community Service

Large numbers of our pupils contribute their time to serve their communities, developing their understanding of the responsibilities they have to society.

We are a licensed provider of the **Duke of Edinburgh's Award Scheme**, and over 120 pupils complete either the Gold, Silver or Bronze Award each year. The awards require them to undertake and complete volunteering work for at least an hour a week over 6-18 months, depending on the level of award.

As part of the **Community Service Organisation**, pupils in the Fourth Form (year 10) complete a minimum of 60 hours volunteering. Many pupils are involved in projects local to their homes, such as after-school groups, volunteering at local libraries and charity shops, helping out at local places of worship and social centres, and teaching musical or linguistic skills in their communities. Other pupils volunteer in organisations with which our School has more formal partnerships.

Through all these opportunities for voluntary service, our pupils develop an understanding of the responsibilities they have to society. They also receive, in return, social and physical health benefits for themselves which stand them in good stead for their life after CLS.

In 2019, the number of hours of community service completed by our pupils was:

Community Service:
4,200 hours

Duke of Edinburgh's
Award Scheme:
2,708 hours



"City of London School have been a huge support to us. The volunteers have helped to raise awareness and income for our centre through completing day-to-day tasks, brainstorming ideas, and hosting their own assemblies at CLS about our charity. It is a pleasure to work with them and to watch as they grow in confidence, putting their skills and enthusiasm to good use for the benefit of people with cancer, their families and friends."

Hannah Bosley
Fundraising Manager, Maggie's Centre, Barts

Maggie's Centre

Built on the grounds of NHS cancer hospitals, Maggie's Centres provide free practical, emotional and social support to people with cancer and their family and friends. In 2019, a group of our pupils worked with their Barts Centre, helping with administration and fundraising.

Salmon Youth Centre

For many years we have worked in partnership with the Salmon Youth Centre in Bermondsey, reaching out to young people in inner-city London. During 2019, a group of our pupils have helped to support sessions in activities including art, drama, music and sport.

"We have a very fruitful partnership with City of London School, and a great number of their pupils contribute to our youth club sessions. Not only do these pupils give us much needed support, but we witness their growth into young men as they develop communication and leadership skills. It is wonderful to see young people from diverse settings get stuck-in, supporting and building relationships with disadvantaged young people."

Jamie Anglesea
Deputy Director, Salmon Youth Centre



Our Bursary Programme

We receive support from parents, alumni, livery companies, corporate sponsors and legators, and are proud that the City of London Corporation match-funds every pound raised.

CLS has a long-standing tradition of providing financial assistance to academically-gifted pupils whose families do not have the financial means to pay for an independent education. This tradition dates back to our 15th century origins, where the Will of the Town Clerk, John Carpenter, provided for the education of 'poore boys' in the city of London.

Fundraising for bursaries is integral to the School's work, and in 2018 we appointed a Director of Development and Alumni Relations. Widening access is crucial to the sustainability and success of the School, ensuring that our community is enriched by pupils from all parts of London.



In summer 2019, nine bursary recipients left CLS with outstanding A Level results and headed off to universities including Oxford, LSE, UCL and Imperial. This included Edwin (above) who headed to Oxford to read German. He joined the School in the Thid Form on a full-fee bursary.

For the academic year 2020-21, we will be able to offer **22 full-fee bursaries** to bright, young pupils. We are grateful to all our donors who make this possible.



"Coming from a low income background, a school like City might not have been an option for me at all. And I honestly feel that I would be a very different person to who I am today, had I not received a bursary and been given the opportunity to make CLS my home. Thanks to the generosity of the bursary scheme, any inquisitive boy like me can get an amazing education with endless opportunities, regardless of background or family income"

Zak, 21,
now in his third year at the **University of Cambridge**

"I honestly believe that City of London School changed my life. It broadened my horizons and helped me realise that whatever your background, it's a very egalitarian place where you learn to take people as they come, for who they are. There's a good mix of people that maybe some other private schools don't have – so it prepares CLS boys to deal with the world out there. I've been all over the world and all these opportunities I've had, I think, have been the result of going to this School. It's an incredible place and their dedication to providing bursaries is one of its greatest assets. The people who support bursaries are changing kids' lives."

Lawrence, 28, now works for JP Morgan



Music

We are proud of our wide range of musical partnerships, which open opportunities to talented and enthusiastic young people.



London Youth Choir

LYC is a family of five choirs established in 2012 by Suzi Digby OBE and Rachel Staunton, and they have been dubbed the “*coolest choirs inside the M25*” by their patron, Gareth Malone. Their vision is to inspire young people to achieve the highest possible standard in choral singing, musicianship and vocal production in a supportive and welcoming environment, whilst representing the city of London. The Choir also leads Aspire, a community engagement programme in collaboration with music hubs across all 33 London boroughs.

“Many of our members are from communities with little or no music provision and their involvement in LYC is therefore truly life-changing. We are incredibly fortunate to be able to use CLS’ facilities for our Monday rehearsals and concerts. This partnership, now in its second year, has enabled many more young people to benefit from involvement in our choirs, and we are deeply grateful to the School for their generosity and enthusiasm towards our work.”

Nina Camilleri

Executive Director, London Youth Choir

CLS provides the home for LYC. Every week, hundreds of young people take advantage of our facilities, and our Great Hall also serves as their main performance venue. This partnership has provided several opportunities for collaboration, including when LYC and the CLS Chamber Choir joined forces to perform Benjamin Britten’s cantata *Rejoice in the Lamb* at our Spring Concert in March 2019.

Temple Church Choir

CLS has a long-standing relationship with this choir, a group of 18 boys who sing at Temple Church. In recent years the choir has produced four critically acclaimed CDs in addition to their regular concerts, services and evensongs. The choristers enjoy a cathedral-style education whilst living at home; musical training, development of skills, being part of a team striving for musical excellence and becoming an heir to a tradition that has its roots in the twelfth century.

Most choristers come from state primary schools, and many are educated at CLS with bursary support from Temple Church.

The School enjoys a positive working relationship with Temple Church, helping to support choristers with the challenges of balancing their singing commitments and academic work.



Chapel Royal Choir

The Chapel Royal is a body of clergy and musicians who serve the spiritual needs of the Sovereign. CLS are responsible for the Full Choristers of the choir who, in addition to the regular services on Sunday mornings, sing for The Queen at the annual Service of Remembrance at the Cenotaph, the Royal Maundy Service, as well as at ceremonial events such as royal weddings and funerals. They also sing at ceremonial services at Buckingham Palace, St. James's Palace and Kensington Palace.

Recently, we have initiated the Preprobationer Scheme; these boys sing with the choir once a week at CLS, and at some of the principal Sunday services. They learn vital musical skills such as music theory and sight singing in small groups, as well as benefitting from singing with a cathedral-style choir. The majority of preprobationers attend primary schools in the maintained sector.

"Joining the choir has enabled me to join a group of really excellent boys (who will remain good friends after I leave) and has also given me a routine and discipline. It set me on the track to join CLS, which I would not have had the chance to do without joining the choir. In a way, it is like being part of a big family, and we help and learn from each other as we move through the choir. Being a member of the choir has given me opportunities that I simply would not

have had otherwise, such as tours to Singapore & Australia, USA and various European countries. I have had the opportunity to perform with fantastic singers and musicians and have built up my musical skills, which will be incredibly useful as I prepare for my singing exams and Music GCSE."

Lucas
Head Chorister, Temple Church Choir



Diversity & Inclusive Education

We have an active pupil LGBT+ society, which meets weekly, hosts regular speakers, delivers assemblies, and celebrates Pride and LGBT History Month with events and a flag-raising. The School is also a Stonewall Champion.

Our Head sponsors the City of London Corporation Pride Network.

CLS is part of a network of London independent schools who discuss issues concerning LGBT+ and help with the provision of inclusive education in schools. We were proud to collaborate with the Lord Mayor's Office to participate in the celebrations of the 50th Anniversary of Stonewall and to share experience and practice of our work in the LGBT+ space.

In November 2019, we partnered with the City Pride Network and the City Parents and Carers Network to provide an event about Inclusive Education. We presented exemplar practice of inclusive education and answered questions about how to engage pupils, parents, teachers and carers and how to effect inclusive education.

In the coming months, the Society will be consulting with a London primary school on setting up an LGBT+ group and on inclusive education provision.

The member of staff who leads the society has been asked to present to the Head's Forum (City of London Network of schools from the maintained and independent sector) on inclusive education.



The Future

2019 was an exciting year for working in collaboration with other schools and institutions. Longstanding partnerships have been maintained and new ones developed. Given the incredibly important role of the City of London Corporation Virtual School, we are particularly proud of this developing relationship. Not only does it have a meaningful impact on participants, it also serves to raise an awareness in the school community about the plight of young asylum seekers.

We are quite explicit in our Strategic Vision 2019-24 about seeking to embed a culture of commitment to service and so it has been particularly heartening to see the numbers of pupils already so fully engaged in voluntary work both within and beyond CLS. The work our Junior Sixth Formers do in IntoUniversity centres across London is making a significant contribution to the

success of this charity - their impact report for 2019 details that 68% of IntoUniversity students progress to Higher Education, against a national average of 26% for pupils on free school meals.

Looking ahead, links have been forged with Sir John Cass's Foundation Primary School and hosting their breath-takingly enthusiastic Year 5 and 6 pupils in the building has been a joy. Plans are also afoot for other new partnerships.

We are also pleased to announce that plans are taking shape for City of London School and City of London School for Girls to work together to develop and implement a systematic, strategic and impactful partnership strategy; particularly as it relates to the City of London Corporation's 'Family of Schools'. Alongside this, we intend to develop a more rigorous approach to assessing the impact of our partnerships.

Andrew McBroom

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City of London Freeman's School – Community and Partnerships Report

Summary

This paper outlines:

- a) Partnership work with City of London schools
- b) Activities involving other schools
- c) Charitable work undertaken by the school community
- d) Other community and partnership successes
- e) Future collaborations and events currently being planned.

This report aims to provide a comprehensive account of the extent to which the school engages with schools, charities and other organisations, along with events planned for 2020.

Background

In 2008-9, the Board of Governors requested that the Headmaster provide an annual account of its charitable and community activities that could be considered as advancing 'public benefit'. Although the City of London Freeman's School is not a charity itself, and is therefore not bound by the 'public benefit' tests that apply to fee-paying schools which are, the Governors have rightly expressed a clear desire to monitor the School's public benefit, partnership and community activities, given the charitable origins and founding ethos of the School. Given the pressure that the independent schools' sector is under politically (nationally and internally at Guildhall), community and partnership work is especially important.

Freemen's aims to produce young people who 'Learn, Lead and Make a Difference'; community and partnership work is one of the most valuable ways of helping pupils here to address the last of these three aspirations and to make them aware of their social responsibilities.

An Outreach and Partnerships Officer was appointed in June 2016 to formalise existing arrangements and initiate and sustain, where appropriate, new partnerships; the role has been re-appraised and 'Outreach' has become 'Community' to avoid the suggestion of patronage. Catherine Bennett joined the School as Community and Partnerships Officer at the start of this academic year.

Main Report

A. Partnership work with City of London schools

1. Freeman's has worked with other City of London schools on a number of events during 2018-19, the majority of which take place on an annual basis. The main events are shown below:

Name of school / City event	Details of activity
City of London Academy, Southwark	COLA Southwark asked for support in delivering some sections of the A level syllabus. A scheme of work was developed based around 'Encounters' exhibition at the National Gallery. Students from both schools met at the National Gallery to work on the project. A printmaking workshop and life drawing day at Freeman's included students from COLA Southwark.
City Schools' Concert	A colleague from the Guildhall created a piece of music involving all City schools, with Freeman's taking the lead parts.
City Schools' Art Exhibition	A group of Freeman's pupils worked with students from all City Academies, Secondary and Primary, to display art work and develop joint curriculum initiatives.
Tacitus Inter-Schools Speaking Competition	The Competition involves all City schools. Freeman's students worked with a Livery Company mentor over a number of months before presenting at the final schools debate.

B. Activities involving other schools

- The School continues to work with a number of primary and secondary schools, predominantly in the local area and in the state sector. The intention over the coming year is to broaden these relationships to encompass a wider range of subject areas in order to maximise the opportunity for sharing resources and knowledge.
- In line with the School's mission to 'Learn, Lead and Make a Difference', all pupils engage in activities (Enrichment afternoon) on a weekly basis designed to enhance the social, physical and personal development of each individual pupil. The younger pupils take part in activities on site, whilst the older children go out into local schools and other organisations to help in a wide variety of ways.
- A large number of activities are undertaken each year involving other schools, however the tables below highlight the main activities (including Enrichment), split into primary and secondary phases.

Infant, Junior and Primary schools	
Name of school	Details of activity

Pennthorpe, Avenue Primary, Newland House, Ashford Prep, The Raleigh, Epsom Primary, Kingswood House, The Greville, St David's, Box Hill	Ten schools took part in the MFL 'Love Languages' competition held at Freeman's on an annual basis. The competition involves pupils singing, dancing and acting, with prizes awarded by three external judges who are experienced linguists.
Infant, Junior and Primary schools - continued	
Name of school	Details of activity
Leatherhead Trinity Primary School & Children's Centre	£500 book voucher donated to Trinity school, as a result of commission from Book Fair.
St Christopher's School	Children attended the final rehearsal of the year 6 play.
St Giles' Infant School	As part of Enrichment afternoon, pupils help with various activities in the classroom.
	Use Freeman's swimming pool free of charge for two hours every week, throughout the school year.
	Annual event - each term the Year 2 children from St Giles' visit Freeman's to take part in a Design Technology or Science or ICT activity. Each activity is led by a member of Freeman's staff, with assistance from pupils.
St Martin's Infant School	Use Freeman's swimming pool free of charge for two hours every week, for two terms each year.
The Vale Primary School	As part of Enrichment afternoon, pupils help with various activities in the classroom.
Walton-on-the-Hill Primary School	£500 book voucher donated to the school, as a result of commission from Book Fair.
Woodlands Special School	As part of Enrichment afternoon, pupils help with various activities in the classroom.
Various schools	Freeman's organise a free after school activity session (called Freeman's Fun) twice a year for Year 1 children, involving a range of activities such as art, music, drama, PE games and fun science experiments.

Secondary schools	
Name of school	Details of activity
Carshalton Boys Sports College	Carshalton boys watched Freeman's pupils perform plays they were studying at A level and GCSE.
Epsom College	Head of Biology from Epsom College attended a networking event held at Freeman's to share good practice.

Glyn School	Ongoing joint initiative running a Combined Cadet Force, based at Freeman's. See paragraph X for more details.
	Teacher from Glyn attended a network training event on Food Technology run by Freeman's staff.
	A Freeman's Mathematics teachers is paid to take a small number of intervention and stretch lessons at Glyn. Last year, one of these pupils was successful in gaining an offer from Oxford.
Howard of Effingham School	Thirty five students attended Freeman's Careers, Education and Gap Convention (CEG).
Oxted School	Freeman's host a mini swimming gala twice a year, to enable other schools to complete GCSE moderation. Teachers and pupils from Oxted participated in this event.
Secondary schools - continued	
Name of school	Details of activity
Reed's School	Ten students attended three evening sessions at Freeman's school to get interview advice and practice regarding university applications for veterinary science or medical degrees.
Rosebery School	History textbooks donated to Rosebery school; no longer required by Freeman's due to change in exam board.
	Rosebery use the Freeman's pool on an ongoing basis.
	Freeman's host a mini swimming gala twice a year, to enable other schools to complete GCSE moderation. Teachers and pupils from Rosebery participated in this event.
	Twelve students attended Freeman's Careers, Education and Gap Convention (CEG).
St Andrew's School	Teacher from St Andrew's attended a network training event on Food Technology run by Freeman's staff.
	Seven students attended three evening sessions at Freeman's school to get interview advice and practice regarding university applications for veterinary science or medical degrees.
	Ninety four students attended Freeman's Careers, Education and Gap Convention (CEG).
St John's School	Head of Biology from St John's attended a networking event held at Freeman's to share good practice.
Therfield School	Two members of staff from Freeman's presented at a Biology TeachMeet organised by Therfield, which was attended by over 100 teachers.

Wimbledon High School	Head of Biology from Wimbledon High attended a networking event held at Freeman's to share good practice.
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C. Charitable work undertaken by the school community

5. A number of staff and pupils continue to volunteer with organisations in their free time, for example: holding governorships at other schools; serving for the Independent School's Inspectorate; serving on ASCL Council and Society of Heads Committee; coaching the Year 9 players for Harlequins Rugby Club Developing Player Programme. However, the table below aims to demonstrate the diversity of events carried out under the direct remit of Freeman's School.
6. Some of the principal community activities undertaken by the school.

Name of organisation	Details of activity
Ashtead Rangers	Biology staff and pupils worked with Ashtead Rangers to conduct field work on Ashtead Common, and inform how to manage Ashtead meadow.
Born Free, Canine Partners, Five Talents UK , Mediart charities	Charities selected by different sections of the school for 2018-19. A variety of fundraising activities resulted in a total of £5,400 being donated across the four charities.
Cambridge Assessment International	Biology staff provided two days of subject specific training for Cambridge International trainers.

Name of organisation	Details of activity
Children In Need, Jeans for Genes, Macmillan Coffee Morning	Over £1,000 was raised for these nationwide charitable initiatives.
Community tea parties	Held every half term, involving one group of students baking cakes to be served at the tea party, whilst another group of students prepare activities and run them on the day.
Epsom & Ewell Food Bank	Annual Harvest collection of food and toiletries, with a total weight of 322kg.
Griffin Court sheltered housing, The Red House Care Home, Walton Heath Manor Care Home	Students participate in a variety of activities at these elderly care homes on a weekly basis as part of their Enrichment afternoon.
Harrison's Fund (Duchenne Muscular Dystrophy)	Local charity - given free use of the Recital Hall for a charity fundraising concert.
Labaid Foundation	Donation of surplus science equipment sent to schools in Africa.
Leatherhead Start - Meeting Room	Pupils prepared meals on a regular basis for a local homeless charity as part of their Enrichment afternoon.

Medecins Sans Frontieres	As part of Enrichment, students helped with the Missing Maps Project (ongoing), to map the most vulnerable parts of the world for the benefit of MSF, the Red Cross and local people.
Save The Children	A tennis tournament is held each year to raise money for Save The Children.
St Giles' Church	Freemen's choristers sing with the Church choir at two Sunday services each term.
Woodland Trust	Major two year project. Approximately one thousand saplings were grown from seeds donated by the Woodland Trust. School staff and pupils transplanted the saplings to Langley Vale Centenary woodland.

D. Other community and partnership successes

7. Counterpoint:

The Counterpoint programme was devised by Roland Martin and Professor Sonia Blandford (CEO and Founder of Achievement for All) to provide a delivery and research framework for partnership activities between independent and maintained schools, aimed at improving academic, social, economic and cultural outcomes for all children.

Freemen's School launched the flagship pilot project in September 2018, along with their partner schools, Walton-on-the-Hill Primary School and Rosebery School (secondary). A cohort of pupils in each school are being tracked during the two year pilot, during which time there is an increased focus on parent and carer engagement, community and social understanding, as well as educational outcomes. In addition, Freemen's has involved, and continues to involve, the partner schools in knowledge sharing opportunities for staff and pupils. The impact of partnership activities will be evaluated as part of an Action Research project during this academic year. It should be noted that Walton-on-the-Hill joined the pilot towards the end of the first year. There has already been a significant amount of knowledge sharing across a number of subject areas since the start of the academic year, which will be captured in the 2019-20 report.

8. Royal National Children's SpringBoard Foundation:

Freemen's has continued to provide full boarding bursaries for students from disadvantaged backgrounds coming from inner-city London, via the SpringBoard Foundation.

Five SpringBoard students benefitted from a Freemen's education during 2018-19. Two of these students completed their A levels in Summer 2019 and have since been replaced by one student in Year 9 and another student in the Lower Sixth.

9. Bursaries:

The number of students in receipt of bursaries has continued to grow, in line with our aim to provide 5% of pupils with a significant bursary. This year we will be continuing to strengthen our relationships with the livery companies, who provide a substantial proportion of the funding for bursaries.

10. Duke of Edinburgh's Award:

A large number of Freeman's pupils participate in the award scheme, supported by members of staff. A total of one hundred and thirty five pupils achieved awards during 2018-19, either directly through school or via the Combined Cadet Force. Sixty five pupils gained a Bronze award, fifty eight Silver, and twelve Gold.

The completed awards represent approximately:

- 3000 hours of voluntary service
- 2500 hours of physical activity
- 2500 hours of learning new skills
- 700 days on expedition
- 60 days of residential activities

A further one hundred and fifty pupils are currently working towards an award.

11. Combined Cadet Force (CCF):

Freeman's continues to employ a full-time Contingent Commander, who leads a CCF unit involving pupils from Freeman's and Glyn schools, based at Freeman's school.

Numbers have remained fairly consistent over the past couple of years, with eighty two pupils from Freeman's and twenty three pupils from Glyn attending during 2018-19. The partnership with Glyn is invaluable as their CCF staff are predominantly female, and 40% of the total unit are female. The majority of Freeman's staff involved in CCF are male.

E. Future collaborations and events currently being planned

12. GCSE revision course for City Academies:

Following the success of the three day GCSE maths and English Easter revision course held in 2017, Freeman's will again be hosting the event in April 2020 for forty pupils from five City Academies. One of the aims is to bring up the grade boundaries of the most able students, in view of the Government's Progress 8 and Attainment 8 measures. Making use of our boarding facilities, the students will have an opportunity to experience a residential education in preparation for life beyond school, as well as booster sessions in Maths and English. Our Counterpoint partner Achievement for All will be running workshops on resilience and positive self-talk, with Freeman's staff leading pastoral sessions on Art and Drama.

13. We are actively seeking to increase our partnership working with the other City of London schools, looking for opportunities to network, share knowledge and resources.

14. A number of partnership working activities have already been planned for this year with our Counterpoint partner schools, involving sharing best practice as well as events with children from all schools taking part.

15. A project will be taking place later this year involving young people from Leatherhead Youth Project (LYP) working with pupils from Freeman's on a crowdfunding project, to raise money for LYP. The Community and Partnerships

Officer from Freeman's will run the project with the combined group at the LYP location during the summer term.

16. Freeman's will be running a Model United Nations (MUN) Conference in the summer term, involving Freeman's pupils and students from two local secondary schools. The group of around one hundred students will practice their leadership, negotiation and speaking skills whilst role-playing delegates attending various UN committees.
17. A visually impaired cricket event is planned for the summer term, in celebration of the Paralympic games, and in line with the Freeman's focus for 2020 on charitable events relating to eyesight. Pupils from local schools will be invited to take part with Freeman's pupils in fun, visually impaired cricket games, which will be followed by a cricket match with Freeman's staff playing against a team of visually impaired cricketers.

Appendices

Nil

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Working in Partnership

2019

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Our partnerships in numbers

£25,736 raised for charity Street Child in 2019

100% of pupils involved in raising money for our Mission Appeal

5,928 hours voluntary service carried out by our pupils in 2019

300+ pupils actively involved in community service projects

100 pupils in receipt of financial assistance

80 pupils on full means-tested bursaries

42% of teaching staff currently leading a partnership project

Our economic impact

Total financial assistance:

£1,842,692

Total sum contributed to UK GDP:

£22,971,876

Total savings to the UK Taxpayer as a result of pupils attending CLSG:

£6,432,462

Total amount of UK Tax supported by CLSG activities:

£5,795,980

Number of jobs supported by CLSG supply chain:

328

Source: ISC Economic Impact Assessment Tool



Partnership lies at the heart of CLSG, and I am delighted to present this 2019 partnership report. We pride ourselves on building pioneering learning partnerships and embedding them in our core values.

We aim to build adventurous, resourceful pupils, who are collaborative, who appreciate and understand the society around them and are keen to forge valuable connections with their local communities. They understand the importance of making connections, sharing and serving their communities and each other. We celebrate in this report the power that partnership teaching and learning has, not just to enrich, but also to transform lives, and thank everyone in and beyond our school community that supports this work.

Together with the City of London Corporation, we want to equip young people in London with the skills to succeed and thrive in the 21st Century workplace. The pioneering spirit that inspired our founders 125 years ago to lead the way in girls' education still prevails. CLSG pupils learn to take intellectual risks, be curious and collaborative in their learning. These are the intellectual skills our partnerships develop, in pupils and staff. We are honoured to have an impact on so many lives around us and we look forward to building on the success that this report records, by working closely with our peers at City of London School (CLS), the Corporation and the City Family of Schools.

Jenny Brown

Headmistress

City of London Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools, one of which is City of London School for Girls. In its pursuit of educational excellence, the City Corporation has drawn these schools together, collectively known as the 'City of London Family of Schools'. They are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City Schools'.

The family of schools include

- Sir John Cass's Foundation Primary School
- Galleywall Primary, City of London Academy
- Redriff Primary, City of London Academy
- City of London Primary Academy, Islington
- City of London Academy, Southwark
- City of London Academy, Highgate Hill
- City of London Academy, Shoreditch Park
- City of London Academy, Highbury Grove
- Newham Collegiate Sixth Form, City of London Academy
- The City Academy, Hackney
- The City of London Academy, Islington
- City of London School
- City of London School for Girls
- City of London Freeman's School
- The Guildhall School of Music & Drama



Since 2018, a group of our Year 12 pupils have run a weekly Robotics Clubs for Year 5 and Year 6 girls at **Sir John Cass Foundation Primary School**. Up to 20 girls attend the club, with two robotics teams going on to participate in a national level robotics event hosted by CLSG.

Sharing Facilities

We regularly share our facilities with local schools and community groups, in order to support the work of their organisation. Ongoing partnerships include:

- **CodeBlue: WSBC**
Annual debating boot camps
- **City of London Primary Academy Islington**
Christmas Concert
- **Barbican Association**
General Council Annual
General Meetings
- **London Symphony Orchestra**
weekly rehearsals and concerts
- **London Gay Men's Chorus**
rehearsals and concerts
- **Justin Craig Education**
termly GCSE tuition and revision classes
- **FunTech**
coding and tech camps for children
- **Royal Choral Society**
rehearsals and concerts
- **The City of London Police**
staff swimming sessions



Bursary Support

In 1881, successful manufacturer William Ward left a bequest in his will for the opening of a girls' school. During a period of rapid social change, he understood the power of education to support social mobility. Today, his vision lives on in our approach to bursaries.

The journey a bursarial pupil takes with us matters. For some they start in the City Girls Scholars Programme in Year 5, for others we meet them for the first time at interview stage for the 11+. We believe that every girl who would benefit from the kind of education we can offer should be able to attend City, no matter what her background or family finances. We have much to thank these pupils for - our unique atmosphere (City girls speak over 40 languages), our special diversity (our location means that girls attend from all across London), and a focus on a genuine love of learning (something all our girls have in common).

In 2019/20, 100 of our pupils receive a Bursary; 80% are fully funded. However, our ambition is to never turn a girl away and endow the fund to ensure its future.

None of this would be possible without the generous support of our donors including parents, alumnae, Livery companies and corporate sponsors. We are also very grateful for the support of the City of London Corporation, who give 32 Bursary places and match fund the donations we raise.



In 2019/20, **100** of our pupils receive a Bursary; **80% are fully funded**. However, our ambition is to never turn a girl away and endow the fund to ensure its future.

"Getting the bursary has been an enabler not a differentiator. I was given the chance to show off my talents on a completely equal playing field where money isn't crossing anyone's mind and only one's ability and personality matters. I think that this is social mobility in its truest form."

Shana Prethestan
Head Girl in 2018 and bursary recipient

"My parents have always done their best for me, but tough circumstances meant I would not have been able to attend a school like City of London School for Girls without full financial support. I could not have dreamt of the opportunities this would lead to. As a Bermondsey girl living in social housing, I am also struck by the difference in my social horizons. I have friends from every walk of life, across the UK and the World."

Sarah O'Keefe, former bursary recipient,
now studying at the University of Oxford

English Partnership Project

We have established an ongoing partnership with City of London Academy Shoreditch Park (COLASP). In 2017-2018, one member of our English department spent two periods a week teaching gifted Year 7 pupils at COLASP in a small withdrawal group. This was a pilot project for eight sessions, with the initial focus being on critical thinking and oracy. Pupils discussed unseen poetry and prose as stimuli to enable them to think about writers and emotions in a text.

In the 2018-19 academic year, the partnership work extended to four periods a week led by the same staff member from our English department. Building on the work done so far, a double focus for the year was created: teaching more able Year 7/8 pupils, looking at oracy and supporting the Head of English at COLASP by creating resources for the most able pupils in the classrooms. CLSG pupils from Year 10/11 also volunteered to attend COLASP to mentor pupils as part of their community service.

In March 2019, we hosted a workshop for 25 Year 7 pupils from COLASP and 25 Year 7 pupils from CLSG. This was supported by Year 10/11 pupils from CLSG, with pupils producing shared writing from an unseen poem. Year 12 pupils are currently involved in a pilot project, mentoring Year 9 pupils at COLASP with homework and vocabulary work. These sessions take place every Tuesday during General Studies and are coordinated by the same member of the English department. A workshop is planned for Summer 2020.



Mathematics Masterclass & Collaborative Projects

Our Head of Maths has hosted the same two masterclass days for a number of years, inviting City of London Academies and East London Consortium schools to attend.

During 2016-17 and 2017-18, members of the Maths department taught a Year 12 Maths lesson once a week to a group of seven pupils for 3 periods a week at The City Academy, Hackney. In addition, a member of staff worked at City of London Academy Shoreditch Park for three periods a week, supporting the Head of Maths and teaching extraction groups from Year 7.

The teacher also organised an enrichment day at City of London School for Girls (CLSG) for the pupils she had been working with. This work was carried forward by another member of staff in 2018-19, who on alternate weeks took the best 12 mathematicians from each half of the year out of PSHE time to practise UKMT style questions. Each session lasted about 45 minutes. The teacher then spent 40 minutes or so helping a new Teach First non-mathematician trainee to plan her Year 7 double lesson. They then both delivered the lesson, with the CLSG member of staff supporting the trainee



As a result of this collaboration, most able pupils were more engaged in Maths, and the percentage of higher attainers on track in Maths was the 2nd highest of all subjects in the school. 19 certificates were awarded to Year 7s in UK Maths Challenge and The Teach First non-mathematician passed her first Teach First observation with flying colours.

In 2019-20 the Maths department became involved in our English Partnership Project, sending Sixth Form pupils to City of London Academy Shoreditch Park to mentor younger pupils.

Music Partnership Projects

Our Music Department organises a number of partnership activities. Recent projects include:

- City of London Sinfonia Strings workshop - 20 pupils from three schools took part in a Strings workshop including CLSG, CoLA Islington and CoLA Hackney.
- London Symphony Orchestra - 70 pupils from Shoreditch Park, Highbury Grove, COLAI and CoLA Hackney took part in a whole day workshop with visiting conductor and players from the LSO
- Young Leaders with VCM Foundation - 30 pupils drawn City of London schools, developed leadership skills through a series of workshops,

culminating in workshops delivered by the pupils to 200 pupils at Galleywall Primary School.

- The Director of Music at CLSG helps organise the City Schools Concert involving nearly 300 pupils from across all the schools, including hosting the finale workshop.
- Year 7 pupils from City of London Academy Shoreditch Park attended a string quartet workshop by Tippett Quartet at CLSG.
- Two teachers from The City Academy, Hackney visited to discuss approaches to A-level teaching with the Director of Music at CLSG.





The aim of these projects is for pupils to develop their musical leadership skills by working with professional musicians. We have seen the success of the projects in the ongoing engagement pupils have made with work, such as the Young Leaders project with the VCM Foundation.

Our Director of Music was keen to share expertise and opportunities with those schools that might find it challenging to offer workshops or connect with partners. From the range of workshops that have been offered, three have continued to be delivered on an annual basis for the past four years.



The Music department hosts a number of new and ongoing partnership activities each academic year. A new pilot project is planned for 2020, creating a partnership between City of London Academy Shoreditch Park and a music record company in Bethnal Green. This project will culminate in an exhibition at the Gresham Centre in March, and if successful will be expanded to include other schools.

Higher Education and Careers

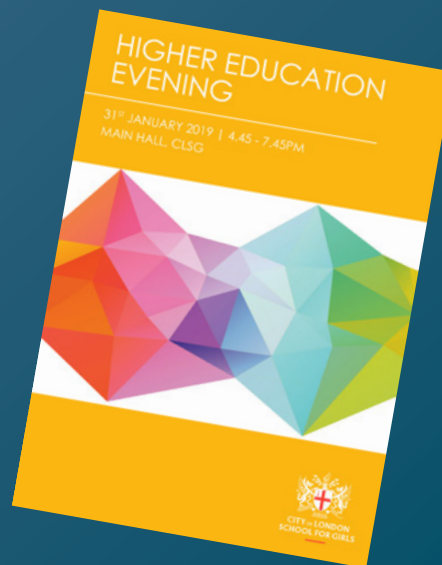
We have worked closely with a range of partner schools to support pupils with their university applications for a number of years. The support we offer includes:

University Entrance Courses

We host courses in school via the Medic Portal and the COL Education Department, to support pupils applying for Medicine and Law. Pupils from our partner schools are offered funded places to attend BMAT, UCAT and LNAT courses with CLSG pupils.

Higher Education Evening

Every year, the Careers Department at CLSG runs a large Higher Education Evening for Year 12 parents and pupils from all of the City family of schools. There are, on average, 25 visiting Admissions Officers from a variety of Russell Group universities who all speak in depth about their particular subject at degree level. There are also specialist Oxbridge sessions, and in 2020 the event will include a guest speaker who will talk about Apprenticeship opportunities.



"Thanks again for your much valued time and support. Your contribution is very much appreciated by the students, myself and my team."

Diana Mensah
Higher Education & Careers Manager
Bridge Academy, Hackney

Soap Box

A number of our Year 12 pupils take part in a programme called Soap Box as part of their weekly community service. These pupils support sessions in English and Maths for KS2 children, aged between 7 and 12. The children often come from disadvantaged backgrounds and are in receipt of pupil premium.

"Our boys have just come back buzzing from the day and said it was one of the best things they have done during their schooling here - so thank you! Clearly a great day!"

A teacher from one of the family of City of London Schools

Mock Interviews

Year 13 applicants from our partner schools are given one-to-one mock interview opportunities with subject staff from CLSG.

"Thank you very much for organising the Leadership Day today; it was a very enjoyable event. Right from the workshops in the morning to the Treasure Hunt at the end, it was a brilliant opportunity to learn more about ourselves, ponder issues surrounding leadership that we would never otherwise have thought about and make new friends too. We would certainly recommend it continuing for future year groups if possible."

A teacher from one of the family of City of London Schools

Leadership Day

80 prefects from other City of London schools visited CLSG for a Leadership Day organised by our Head of Sixth Form. The pupils were involved in workshops with a team of inspirational speakers, in which they discussed leadership qualities and the importance of voice and presence. The pupils then took part in an

energetic and highly competitive Apprentice/Treasure Hunt style activity around the city.

This annual event has proved hugely popular with our partner schools, and has now been running for over five years. We plan to continue to run the event annually.

Community Service

Community Service plays an important part in the lives of our pupils. In 2019, over 80% of pupils in Years 10 to 13 were actively involved in community-based projects.

The Duke of Edinburgh's Award Scheme is extremely popular in the school, and in 2019 over 200 pupils complete either the Gold, Silver or Bronze Award. The awards require them to undertake and complete volunteering work for at least an hour a week over 6-18 months, depending on the level of award. Many pupils become involved in local projects, including running homework clubs for children in their neighbourhood; assisting with computer programming, Girlguiding groups and volunteering at charity shops. Others choose to complete their voluntary work in school, by helping with sports coaching, robotics club or volunteering in the school library.

In Year 12, pupils complete one hour of community service per week. Pupils are encouraged to choose an activity they have never participated in before, gaining valuable life experience whilst making a real difference to the wider community. Pupils are given the option to arrange their own community service or make contact with one of our long-standing partners, including local state primary schools and hospices. Many of our pupils chose to continue with their voluntary work in Year 13.



In 2019, the number of hours of community service completed by our pupils was:

Community Service:
2,436 hours

Duke of Edinburgh's
Award Scheme:
3,492 hours

Diversity & Inclusive Education

We have an active pupil LGBTQ+ society, which meets weekly, hosts regular speakers, delivers assemblies, and celebrates Pride and LGBT History Month with events and a flag-raising ceremony. The School is also a Stonewall Champion.

City of London is part of a network of London Independent Schools who discuss issues concerning LGBTQ+ and to help with the provision of inclusive education in schools outside the City Network. We were proud to collaborate with the Lord Mayor's Office to participate in the celebrations of the 50th Anniversary of Stonewall and to share experience and practice of our work in the LGBTQ+ space.

In 2018, members of our Pride Society were invited to take part in the Pride in London Parade. This was an historic moment, and the first year that the City of London Corporation had been involved in the parade. The member of staff who leads the society has met with teachers from other schools, providing advice on establishing their own school Pride Societies.



Mission Charity Committee

As a school community, we recognise how fortunate we are in comparison to so many other people around the world. We have a strong tradition of supporting charities and raising funds in a variety of ways.

The School's Mission Committee is a team of Sixth Form pupils, assisted by a member of staff. The aim of the committee is to raise funds/goods for nominated charities and to provide an opportunity for student-led activities that support a policy of vertical integration. At the end of each year, the money raised is divided between our main school charity, Street Child, and various other local charities.



CLSG has supported Street Child since December 2013. In the past six years we have raised **£169,885** for the charity.



2016-17: **£25,125**

2017-18: **£31,450**

2018-19: **£25,737**



"Street Child are incredibly proud of our partnership with City of London School for Girls which continues to go from strength to strength. Our shared educational values, passion and commitment have enabled a real impact for children in some of the toughest parts of the world. From bake sales and pantomimes to gala balls and royal visits, the last year has seen impressive amounts of activity.

As we look forward to the year ahead and the addition of the Prep School to the partnership, I would like to take the opportunity to thank the parents, Mrs Brown and the teachers and of course Miss Stephens, the Mission Committee and all of the girls who have supported Street Child."

Tom Dannatt
Street Child CEO & Founder

The Future

We are delighted that we will be working more closely with the City of London School over the coming years to fulfil our Joint Partnership Strategy. We have a number of exciting ideas and plans already in place for next academic year. A new Director of Partnerships will be working across both schools and we are hoping to introduce elements of a mixed education via the sixth form General Studies and Form Prefects programmes, with pupils delivering assemblies at both schools. We also welcome the opportunity to work with CLS on the City of London Corporation Virtual school programme.

Other plans for the future include developing our fundraising, mentoring and community service programmes, as well as continuing to support our school charity Street Child, and the refugee crisis charity Care4Calais.

We look forward to continuing to review and expand our current partnerships within the Family of Schools, being careful to ensure that each link continues to be as worthwhile as possible for all involved, by regularly assessing their impact.

Rosie Lockyear

Deputy Head, Partnerships and Co-curricular (from September 2020)





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Proud to be part of the
City of London Corporation

Guildhall School Partnerships Report

Guildhall Young Artists

1. Guildhall Young Artists (GYA) centre model and Overview 2018/19

Vision – Delivering a national training network transforming the potential of school age performers/creatives of all backgrounds with clear pathways to higher education or employment within the creative sector and beyond.

- The Guildhall School is the largest provider of pre conservatoire arts training in the UK through its GYA division. Primary and secondary age students attend our centres for specialist training on Saturdays or after school. Music is currently the largest element of our work, but we are now introducing Drama and Production Arts to reflect the School's Higher Education offer.
- GYA annually reaches 1.6k under 18's across 7 centres (excludes Barbican Guildhall Creative Learning and Senior School outreach/recruitment activities). In London this includes: Guildhall School (Junior Guildhall - JG), CYM London (Lambeth) and Islington. 4 regional centres are found in Norfolk (Norfolk), Peterborough City, Essex (Saffron Walden) and Somerset (Taunton).
- Learners predominately access sustained intermediate and advanced level training in music on a variety of programmes for 2 to 10 hours, 30 weeks per year. Benefits include development of interpersonal and personal skills as well as musical advancement (fusion skills).
- A suite of shorter holiday/summer schools and other projects are being introduced to explore drama, production arts, and a wider range of more contemporary music disciplines such as music tech/digital production, song-writing and jazz.
- Each centre (excluding JG), whilst operationally run by the Guildhall School, partners with local providers including a host school, Music Education Hub (MEH) and a regional theatre/venue.
- Links are maintained with Guildhall School/Barbican Centre via a national and local management team, regular senior school student visits, referred tutors (Guildhall alumni), preferential access to events/courses and quality oversight e.g. staff development and continuing professional development (CPD) for tutors.
- A mixed-income funding model is employed and includes fees (parents and carers), trust and foundations, national Music & Dance scheme, music hub commissioning and Guildhall School funds (Access bursaries)

2. Access and diversity

GYA is developing talent pathways across the country connecting and supporting a fragile creative education infrastructure within rural as well as urban communities and for pupils from all social backgrounds. GYA believes it can offer cultural provision to support a shift away from the social disconnectedness many feel in deprived areas of the country, with 'rebalancing Britain' now a national priority.

GYA's development of programmes for disadvantaged under 18 students is a central part of Guildhall Schools' Access and Participation Plan from 2021 to 2025. This plan was signed off by the Office for Students in 2019.

Over 150 concerts and events are programmed every year across the division, most of which are free and open for local schools to attend. Junior Guildhall has devised a "Big Gig" project in collaboration with the Associated Board (ABRSM, which is now based within the City's Culture Mile), providing free workshops for people of all ages and experience to get together, create and take part in a musical performance. The Guildhall School (in close partnership with the Barbican) is also leading the National Open Youth Orchestra London partnership, giving talented young disabled musicians a progression route by participating in a pioneering ensemble.

2.1. Numbers engaged in 2018/19

- 1,626 students were enrolled in the 7 centres, an increase of 11% from 2017/18. Centres outside of London saw further attendance increases of 18% from 418 to nearly 500 in September 2019, and the newly created centre in Islington attracted over 100 new students in less than a year.
- Students come from every London borough and 15 English counties/unitary authorities – geographically representing one third of the country. In all centres there are students who travel more than 50 miles to attend. At Junior Guildhall students travel from across the UK and sometimes abroad to access the specialist training on Saturdays. Over 60% of Junior Guildhall Music course students travelled from outside the Greater London area and 3% from overseas in 2018/19.
- The majority are state schooled: 100% Islington, 80% for regional centres, 74% CYM London and Junior Guildhall (43%)
- Demographic profiles broadly represent centre geographies/catchment areas. Nearly 40% of CYM London students come from black and minority ethnic backgrounds (BAME). In Peterborough this is 30% and Somerset 17%. Junior Guildhall has 36% of students from BME profiles.
- Social mobility statistics regarding POLAR4 (social mobility) and Indices of Multiple Deprivation are steadily being collected. For 2018/19 a partial dataset exists. Data for regional centres shows nearly 30% of students (excluding Essex) come from POLAR 4 quintile 1 and 2 areas, or those who

are the very least likely to access higher education. Nearly 50% of Peterborough students come from POLAR 4 quintile 1 and 2 areas.

- Around a third of all students attending GYA centres receive bursaries, scholarships or other types of financial support.

3. Impact and progression

There are a variety of different indicators we are working to in measuring progression of GYA students. These include:

- Retention - correlation in all educational settings between student attendance and attainment
- Performance, academic assessment and contribution within other ensembles
- Progression into higher education or employment connected to involvement in music, performing arts or other creative courses

3.1. Outcomes

- There are high levels of retention for this 'beyond school' training, including those who are economically disadvantaged. Data collected from autumn 2019 indicates that of the 86 recipients of Access bursary support 70% are continuing from the previous year.
- 12 students from GYA were accepted for 2019 BMus courses at Guildhall senior School (nearly 10% of the total annual co-hort). This included 10 from Junior Guildhall.
- Over 60% of leavers from Junior Guildhall, 25% of CYM London leavers went onto music conservatoires or university to study music and 8 from the first cohort of the regional centres.
- Many students make a rich contribution to the cultural life of the UK. Some Junior guildhall students already have international performance profiles. 12-year-old Leia Zhu made history in being the youngest violinist to perform a concerto with the world famous Mariinsky Orchestra in St Petersburg, Russia. Students from every centre are members of various national and regional ensembles.
- Alumni of the most established GYA centres have gone on to a wide range of careers including Dido (singer/songwriter), Douglas Booth (actor), Jonathan Dove (composer), Thomas Ades (composer), Alison Balsom (trumpet soloist), Lucy Parham (concert pianist), Mylene Klass (pianist/presenter), Naga Machetty (BBC journalist), JB Gill (popstar).

3.2. What did students, parents and carers say?

"Thank you so much for organising the wonderful trip to London to watch the Magic Flute. We all thoroughly enjoyed it." **Peterborough Student**

"Just wanted to send a quick note - E was struggling this week. She'd been very focused on revision and not sleeping very well this past week and I think it got the better of her. She was so grateful for all the support she got from the staff - so much empathy and advice without making her feel 'childish' or out of order. She'd been worried about letting people down or them thinking she was being 'silly' - a particular thanks to Steve and David whose advice and reflections really helped. And the reception ladies who helped her...I was reminded of the quote about it taking a village to raise a child and thought this was the musical village. Another fabulous example of how valuable this experience is - for both music and life." **Parent**

"So sad that the government undervalues the sense of well-being, achievement, community, teamwork etc that comes from such events, but so glad the boys have got the CYM connection. We're really grateful to you and the amazing staff for providing such a great facility". **Parent**

"I chose to come to Junior Guildhall because the moment I walked in I felt alive with the buzz of the music. It was everywhere!" **JG student**

"NCYM exposed me to music I had never experienced before, opening up an entire world of chamber music." **Norwich student**

"It was so rewarding to see that our Peterborough children are so musical!" - **Parent**

"Saturday is my favourite day of the week: I love every minute of it. I feel extremely lucky to do so many exciting musical activities in a day, in such a friendly and supportive centre of excellence. I cannot imagine my life without Junior Guildhall!" **Junior Guildhall Student**

Report of:

Sean Gregory – Vice-Principal and Director of
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Report authors:

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Appendix One Summer Enrichment Pilot 2019

– Learning Report

Executive Summary



In January 2019, the City of Corporation) approved a £100,000 pilot for a summer enrichment pilot tackling summer learning loss and summer hunger and offering meaningful and enjoyable activities for pupils and young people in the London Borough of Islington during July and August 2019. The pilot was part of a wider programme of work relating to the City Corporation's Social Mobility Strategy for 2018-28 – in particular the strategic outcome that '*Opportunity is accessed more evenly and equally across society*', by removing barriers, overcoming gaps and improving access and participation in order to improve attainment for our pupils experiencing disadvantage or poverty¹.

There is strong evidence that pupils from all backgrounds tend to make comparable achievement gains during the school year. However, during the long summer holiday, pupils experiencing poverty and socio-economic disadvantage make more learning losses, than their more advantaged counterparts, and this is exacerbated for pupils experiencing summer hunger². Summer enrichment programmes, which are a combination of learning, enrichment and meals, have may work effectively in tackling summer learning loss and summer hunger³.

The pilot took place as three separate projects delivered by:

1. **The City of London Academy Highbury Grove (CoLAHG) in partnership with Future Foundations**
2. **Global Generation** (registered Charity No. 1106420)
3. **All Change** (registered Charity No. 293972).

The three projects cost £96,683.20 to deliver, with the work of Global Generation and All Change taking place in community-based venues in Islington, and the work of Future Foundations taking place on-site at the CoLAHG. There is much that the three projects had in common in terms of the activities and quality of food offered, with many focussing on experiential learning, fusions skills, and creative and participatory projects. The projects lasted for one to six weeks, and many adhered to some, but not all of the design principles that were set out when the pilot was originally designed – namely the pilots being delivered as four hours a day, for four days a week, over four weeks.

It is recommended that based on the findings the City Corporation does not continue to fund summer enrichment activity of this sort in 2020, but the City of London family of schools is invited to apply for funding to support enrichment work through the City

¹ <https://www.cityoflondon.gov.uk/business/responsible-city/Documents/social-mobility-strategy-2018-28.pdf>

² https://www.mayorsfundforlondon.org.uk/wp-content/uploads/2018/12/Mayors-Fund-for-London_Kitchen-Social_Evaluation-Report-1_Nov18.pdf

³ https://www.mayorsfundforlondon.org.uk/wp-content/uploads/2018/12/Mayors-Fund-for-London_Kitchen-Social_Evaluation-Report-1_Nov18.pdf

Premium Grants fund. The City Corporation should advocate for enriching summer-based activities aimed at young Londoners, but schools and local organisations are best places to design and deliver programmes. Likewise, it is hoped that this evaluation will inform the work of other organisations, such as the Mayor's Fund for London who provide vital advocacy and leadership support in London on summer hunger, and those who are considering offering activities aimed at children and young people over the summer. Ultimately, the City Corporation is supportive of enrichment opportunities.

Background and Acknowledgements

1. The idea for the City Corporation to deliver a summer enrichment pilot aimed at tackling summer hunger and summer learning loss, whilst also supporting summer enrichment activities, was led on by Sir Mark Boleat, a former elected Member and Chairman of Policy and Resources for the City Corporation⁴. It is evidenced and supported that pupils from all backgrounds tend to make comparable achievement gains during the school year. However, during the long summer holiday, pupils experiencing poverty and socio-economic disadvantage may make more learning losses than their more advantaged counterparts. This summer learning loss is suspected, in part, to be due to a paucity of stimulating and enriching summer activities, resources and investments for pupils, and tends to be exacerbated by summer hunger – again something that most impacts pupils on free school meals (FSM) and/or those experiencing other forms of poverty and disadvantage⁵. Summer hunger is also a UK Government priority, as evidenced through their launch of a £2 million fund by the Children and Families Minister in the Department for Education for pilots to provide free holiday activities and meals to disadvantaged families in the 2019 Easter and summer holidays⁶. This decision was motivated by evidence showing the positive impact of enrichment provision on children's educational, health and wellbeing outcomes, as well as continued campaigning on the summer hunger issue by Frank Field MP.
2. The design and delivery of the pilot required extensive levels of project management delivered by the City Corporation's Corporate Strategy Manager and Corporate Strategy Officer based in the Town Clerk's department, with expert input from the Strategic Education and Skills Director based in the Community and Children's Services department. The City Corporation extends deep gratitude to the following partners that were instrumental in designing the pilot:
 - a) The Mayor's Fund for London Kitchen Social Programme Team
 - b) The Cripplegate Foundation
 - c) The City of London Academy Highbury Grove
 - d) Northumbria University
 - e) Future Foundations

⁴<http://democracy.cityoflondon.gov.uk/documents/s108130/Summer%20Enrichment%20Pilot%20PR%20and%20PRED%20Paper%20-%20Jan%2019%20FINAL.pdf>

⁵ https://www.mayorsfundforlondon.org.uk/wp-content/uploads/2018/12/Mayors-Fund-for-London_Kitchen-Social_Evaluation-Report-1_Nov18.pdf

⁶ <https://www.gov.uk/government/news/boost-to-support-disadvantaged-families-during-the-holidays>

- f) Global Generation (registered Charity No. 1106420)
- g) All Change (registered Charity No. 293972).

The Pilot – Design Principles

3. £100,000 of private City Corporation funding was allocated to the pilot, and a target to support 400-450 children and young people was set. The pilot was designed as a test and learn pilot, with Northumbria University engaged to deliver a learning and evaluation report on the work, alongside this learning report compiled by internal officers.
4. The pilot was carried out in the London Borough of Islington. Islington is ranked in the most deprived 30 per cent of English local authorities in the 2019 Indices of Multiple Deprivation (IMD) Index, with it also scoring 27.5 per cent in the IMD Index 2019 for the proportion of children living in income deprived households, ranking tenth in the country, and first across the London Boroughs⁷.
5. The CoLAHG, which is part of the City Corporation's family of schools was chosen as a test site for the pilot as 70% of its pupils are on pupil premium, over half are on free school meals (FSM) and the school were keen to be selected as a pilot test site. Given that there is a range of research suggesting that the most socio-economically disadvantaged pupils and their families are less likely to engage with schools during the summer⁸, the community-based summer enrichment pilots were open to any and all children and young people with a connection to Islington, i.e. they do not have to be a pupil at one of the City Corporation's schools.
6. The design of the pilot was primarily supported by colleagues working at the Mayor's Fund for London on their Kitchen Social programme. The pilot was designed to be delivered in both a school and non-school based environment, and to include activities that addressed summer learning loss, summer hunger and summer enrichment, with the following embedded principles:
 - a) A varied range of activities that attract a diverse range of pupils from different socio-economic backgrounds, in order to support summer learning, summer hunger and enrichment, such as cooking classes, sports, meaningful exposure to the world of work, access to and enjoyment of cultural activities etc.
 - b) An emphasis on attracting pupils experiencing the most socio-economic disadvantage and involving families in order to further catalyse a whole family approach to education.
 - c) Implementation of the 4x4x4 formula, meaning a programme of activities delivered for four hours a day, over four days a week, for four weeks.
 - d) Setting stretch targets for the number of pupils engaging with the pilots and the duration of their commitment, e.g. 50% attendance.

⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IdD2019_Statistical_Release.pdf

⁸ <https://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>

The Pilot – What Was Commissioned

7. The following partners and their role in delivering this pilot are summarised below:

- a) **The Mayor's Fund for London Kitchen Social Programme Team** – provided advice and insights into the criteria that the projects, including their learning and evaluation, should meet.
- b) **The Cripplegate Foundation** – commissioned the two community-based project partners to deliver the pilot.
- c) **The City of London Academy Highbury Grove** – hosted the school-based pilot and commissioned the project partner to deliver the pilot based within the school, as well as providing their own staffing and resources to support the project's delivery.
- d) **Northumbria University** – the delivery partner for the learning and evaluation report.
- e) **All Change** (registered Charity No. 293972) – delivered a community-based pilot in Islington.
- f) **Global Generation** (registered Charity No. 1106420) – delivered a community-based pilot in Islington.
- g) **Future Foundations** – led the delivery of the school-based pilot at CoLAHG.

8. The costs of the pilot are summarised below:

Partner	Summary of work	Cost
All Change	Delivery of a community-based summer enrichment pilot.	£17,400
CoLAHG	Hosting and supporting the delivery of the school-based summer enrichment pilot.	£12,249.20; split into £10,845.20 (Staffing) and £1,404.00 (Catering)
Cripplegate Foundation	Administration fees for commissioning both All Change and Global Generation on behalf of the City Corporation	£7,000
Future Foundations	Delivery of a school-based summer enrichment pilot.	£31,510
Global Generation	Delivery of a community-based summer enrichment pilot.	£23,524
Mayor's Fund for London	Delivery of a learning and evaluation report of the City Corporation's Summer Enrichment Pilot	£5,000
Total		£96,683.20

9. The three projects delivered the following work:

Programme name:	CoLAHG Summer School
Partners involved:	Future Foundation and CoLAHG
Dates of programme:	Create Your Future (Years 5 and 6), from 29 July 2019 to 31 July 2019 Bright Futures (Years 8 and 9), from 19 August 2019 to 23 August 2019

	(8.45am to 3.30pm daily, for five days, for one week per project)
Location of programme:	CoLAHG, with two off-site days on 31 July 2019 and 22 August 2019
Summary of activities delivered:	
<ul style="list-style-type: none"> • Each programme offered breakfast and lunches and healthy snacks/refreshments during break times and were led by team coaches. • The programmes focussed on experiential learning, physical activity, workshops and team building exercises that promoted critical thinking, communication, collaboration and creativity. • Each day was structured with specific timings for each activity. • The Bright Futures programmes focussed specifically on English, sustainability, future world of work skills sessions and leadership development. • The Create Your Future programme focussed specifically on preparing participants for success in secondary school by improving general skills, confidence, aspirations, team working and friendship building. This programme also aimed to engage parent/carers of attendees positively with the CoLAHG. 	

Programme name:	B Creative
Partners involved:	All Change
Dates of programme:	29 July 2019 to 2 August 2019 6 August 2019 to 9 August 2019 12 August 2019 to 15 August 2019 19 August 2019 to 22 August 2019 (11am to 4pm daily, for four days, for four weeks)
Location of programme:	Various, including Platform Youth Hub, Autograph ABP, Impact Hub Islington, Apple Store Covent Garden
Summary of activities delivered:	
<ul style="list-style-type: none"> • Lunch was offered on each day of the project. • The programme was run as an integrated arts summer school, that was co-produced by young women, for young women aged 16-19 years old, with a particular focus on attracting young women who face barriers to participation, including young carers, looked after young women, those on low incomes, women with disabilities and young parents. Some young women were still in education, others were looking to sustain learning while not accessing formal education. • The programme aimed to bridge the summer learning gap by developing new skills and confidence in participants, introducing participants to new experiences and opportunities, giving participants a chance to meet new people as well as helping to shape ideas about their own futures. • All participants were invited to complete the Arts Award accreditation Level 1-3, • The programme involved collaborations with professional artists, opening up local spaces and partnership working with other arts organisations in Islington. • The focus of each week was as follows: <ul style="list-style-type: none"> - Week 1: integrated dance project with Candoco Dance Company - Week 2: Photography activism project with Autograph ABP - Week 3: Tech activism project with Furtherfield - Week 4: Arts Award and event planning, leading to a two-day arts festival 	

Programme name:	Global Generation Summer 2019
Partners involved:	Global Generation
Dates of programme:	23 July 2019 to 26 July 2019 (pre-programme, optional) 30 July 2019 to 2 August 2019 (pre-programme, optional) 6 August 2019 to 9 August 2019 13 August 2019 to 16 August 2019 20 August 2019 to 23 August 2019 27 August 2019 to 30 August 2019 (Four hours, for four days, for up to six weeks)
Location of programme:	When not off site, activities took place between the King's Cross Skip Garden on Tapper Walk, N1C 4AQ and the Cally Resource Centre in the Caledonian ward of Islington, at 140 Copenhagen Street, N1 0SG
Summary of activities delivered:	
<ul style="list-style-type: none"> The pre-programme offered lunch each day, as well as cooking and carpentry classes and an opportunity to design elements of the main programme. The main programme offered lunch every day, and a range of activities including design, cookery and carpentry classes; off-site trips and visits outside of Islington, including a trip to Lion King at the Lyceum Theatre; and youth leadership sessions and volunteering opportunities. The programmes were co-created by a group of specially recruited Youth Leaders. The Youth Leaders were supported through the pre-programme to develop the skills necessary to work together, to design a service and to lead activity sessions within the community. The three core strands to the programme included: <ul style="list-style-type: none"> - Bringing young people, children and families together in the centre of the ward through the creation of a vibrant, shared, pop-up cooking, eating and making space - 'The Cally Table'. - Taking young people out of their local area to experience something new. - Giving a core group of young people the opportunity to develop a range of leadership skills, leading to the delivery through August of activities for the community. 	

Learning and Evaluation for the Pilot

10. To analyse the effectiveness of this pilot, five pieces of learning and evaluation were organised – with three of the projects being delivered through Northumbria University and Mayor's Fund for London, and these will be reported on in separate reports. A further two studies were organised internally by City Corporation staff, and the findings of these will be covered in this report. The learning and evaluation that was commissioned is summarised in the table below:

Learning and Evaluation Commissioned		CoLAHG and Future Foundations	All Change	Global Generation
Part 1 – Northumbria University (in partnership with Mayor's Fund for London)	a) Data collection booklet (child characteristics, daily attendance log, daily activity log*)	✓	✓	✓

	b) Physical Activity Study	✓	-	-
	c) Young People's Perspective Study	-	✓	-
Part 2 – City of London Corporation	a) Fusion skills evaluation survey	✓	✓	✓
	b) Learning loss study	✓	-	-

* Under each of these headings, the following data is collected:

- *Child characteristics: Age, Gender, FSM eligibility*
- *Daily attendance log: Logs attendance for half day or fully day, and meal only.*
- *Daily activity log: Total number of meals served, types of meal served, total hours of activity, range of activities, total hours of structured physical activity, photos of meals served.*

11. A more detailed description of each component of the learning and evaluation programme is outlined below:

Study 1a - Data collection booklet

This booklet was completed by all three programmes as follows:

- Child (participant) characteristics: to be completed at the beginning of the programme, or as when new participants join the programme.
- Daily attendance log: to be completed each day of the programme.
- Daily activity log: to be completed each day of the programme. Photos of all meals served should be taken and saved with the data for digital submission.

Study 1b) Physical activity

This study involved a questionnaire that collected data on what activities children take part in and how long they take part in them at the summer programme during the school holidays. The research picks up on any physical activity they take part in i.e. walking, running, activities, and also how they travel to and from the programme. The visits to the project to administer the questionnaire took place on 2 July 2019 and 23 August 2019.

Study 1c) Young People's Perspective

This study captured the insights of young people taking part in the summer enrichment programmes, to gather their views on the programmes, how they are run, and what improvements could be made. The purpose of this study is to gather the views of young people to help design the future provision of summer enrichment programmes.

Study 2a) Fusion skills evaluation survey

This study was designed to capture participants views about the programme from all three projects and their own self-perception about the impact of the programme on their 'soft' or 'fusion' skills. It is being used as a measure of 'proxies' for learning i.e. the presence or absence of general qualities and behaviours associated with better educational progress, attainment and employability.

Study 2b) Learning loss

This study was carried out at CoLAHG only as it is only the education-based provider who can access pupil level data to evaluate whether participation in summer programmes has an impact on learning loss. The study reviewed Year 6 pupil progress, attainment and school attendance as proxies for measures to track learning. The study compared the SATs results of participants prior to involvement in the programme, with their academic achievement and progress post-programme as evidenced through the first termly data assessment reporting period in November 2019. This data was compared with a control group (those not involved in the programme) to provide comparison data. The study looked at potential changes in the behaviour (as evidenced through 'behaviour points') and through the school attendance of the pupils who participated in the summer programme compared with other pupils in the same year (the control group) to assess whether attendance was higher or lower and whether behaviour was better or worse.

Findings from the Pilot

12. The findings outlined in this section relate to the fusion skills evaluation survey and the learning loss study, described as Studies 2a and 2b respectively in the previous section of this report. There were 85 responses to the fusion skills evaluation survey, and the findings are as follows:

CoLAHG Summer School – 49 (57.7%) of the 85 responses received.

B Creative – 28 (32.9%) of the 85 responses received.

Global Generation Summer 2019 – 8 (9.4%) of the 85 responses received.

In total each project reached the following number of people:

CoLAHG Summer School – 56 children and young people

B Creative – 26 children and young people

Global Generation Summer 2019 – 40 children and young people

This means that 57.7%, 32.9% and 9.4% of participants in the CoLAHG Summer School, B Creative and Global Generation Summer 2019 pilots engaged with the fusion skills evaluation survey. The greatest level of take up with the survey was seen at CoLAHG, with the least amount of take up with the survey in Global Generation Summer – and this should be taken into consideration when reviewing the survey results.

Study 2a, Fusion Skills Evaluation Survey – Key Findings

Age and location of attendees

The pilots supported 122 children and young people – of those the 85 that completed the survey were aged 11-25 years. They all had a connection to Islington, with 66 (78%) living in the borough too, alongside 19 (22%) other participants living in the London Boroughs of Barnet, Bromley, Camden, Enfield, Greenwich, Hackney, Haringey, Harrow, Hounslow, Redbridge and Tower Hamlets.

Perspectives on the programme

Those filling in the survey were asked if they **agreed (A)**, **disagreed (D)** or **neither agreed or disagreed (N)** on if they liked the room/s they were in; if the place/s were interesting; if they felt safe; and if they felt relaxed. The results are summarised below:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
Did you like the room/s you were in?	76% A 24% N	100% A	87% A 13% N
Was the place/s interesting?	59% A 39% N 2% D	89% A 11% N	100% A
Did you feel safe?	90% A 8% N 2% D	96% A 4% N	100% A
Did you feel relaxed?	59% A 33% N 8% D	96% A 4% N	87% A 13% N

The majority of participants in all three pilots agreed with the statements given, however it is worth noting that for the CoLAHG Summer School there were greater levels of participants selecting the 'neither agree or disagree' option – however the numbers surveyed were higher for this pilot.

Participants were also asked if they would come to another summer programme, and if they would recommend the pilot they attended to other people. The results are summarised below:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
Would you like to come to another summer programme?	10% No answer 29% Yes 10% No 51% Maybe	96% Yes 4% Maybe	100% Yes
Would you recommend this summer programme to other young people?	76% Yes 6% No 18% Maybe	93% Yes 7% Maybe	87% Yes 13% Maybe

The majority of participants in all three pilots would come to another summer programme, although for the CoLAHG Summer School 51% selected Maybe and 29% selected Yes. This could mean that non-school based locations for summer schools are preferred – indeed that is borne out in some of the free text

comments from the CoLAHG Summer School detailed below. All participants were positive about recommending the pilot they attended to others.

Free text responses were sought on the things that the children and young people particularly liked about the pilots they attended, which included responses such as:

Pilot	Feedback
CoLAHG Summer School	The games; the trip; the variety; the debate; the lava challenge; the coaches; the teachers; meeting new people; the games; hanging out with friends; team working; and the games.
B Creative	The dancing; creating placards; the dancing; the variety; having space to be creative; the photography; feeling inspired, united and able to be myself; meeting new people and learning about different perspectives.
Global Generation Summer 2019	The Lion King; the restaurant trip; the variety; meeting new people; and exploring my culture.

Free text responses were sought on the things that the children and young people thought could be improved about the pilots they attended, which included responses such as:

Pilot	Feedback
CoLAHG Summer School	Use a different location; start later; less school work; more sports; more outdoor activities; more breaks; and more trips.
B Creative	Very few responses – but some feedback on more breaks; an extra day; doing the arts award work in the mornings.
Global Generation Summer 2019	More trips; and more people.

Free text responses were sought for any other responses, which included:

Pilot	Feedback
CoLAHG Summer School	Quote from participant: <i>It helped with my confidence, in terms of leadership and communications. And everybody was different from the previous.</i>
B Creative	Quote from participant: <i>I have thoroughly enjoyed my time participating in the 'change the conversation' project. Getting to know a load of different people and hear about the things that are most important to them and acting on them in the form of a protest at the end of the week. When I am participating in the all change projects, I feel like my opinion matters I feel like my opinion matters and it is a safe space to discuss them freely.</i>

Global Generation Summer 2019	Quote from participant: <i>Thank you! I hope we can have more programmes like this in the future. I'd love to participate.</i>
--------------------------------------	--

Feedback on what participants saw, heard or learned

Those filling in the survey were asked if they **agreed (A)**, **disagreed (D)** or **neither agreed or disagreed (N)** with the following statements:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
The adults who spoke were interesting	76% A 20% N 2% D 2% No answer	100% A	100% A
The adults were easy to talk to	73% A 22% N 3% D 2% No answer	96% A 4% N	87% A 13% No answer
They listened to me	84% A 10% N 4% D 2% No answer	96% A 4% N	87% A 13% No answer
I saw interesting things	69% A 24% N 5% D 2% No answer	86% A 14% N	87% A 13% No answer
I met new people	76% A 16% N 6% D 2% No answer	100% A	74% A 13% N 13% No answer
I was able to talk to people	84% A 12% N 2% D 2% No answer	93% A 7% N	74% A 13% N 13% No answer
I was able to work with new people	82% A 14% N 2% D 2% No answer	96% A 4% D	74% A 13% N 13% No answer
I could use initiative	69% A 27% N 2% D 2% No answer	96% A 4% N	61% A 13% N 13% D 13% No answer
There was problem solving	61% A 29% N 8% D 2% No answer	75% A 25% N	61% A 13% N 13% D 13% No answer
I was more organised	53% A 41% N	75% A 25% N	61% A 13% N

	4% D 2% No answer		13% D 13% No answer
I tried something new	76% A 16% N 6% D 2% No answer	96% A 4% N	87% A 13% No answer
There were chances to read and write	64% A 33% N 1% D 2% No answer	68% A 11% N 21% D	74% A 13% N 13% No answer
I had to work at something challenging	59% A 27% N 12% D 2% No answer	86% A 14% N	62% A 25% D 13% No answer
I could be creative	73% A 20% N 3% D 4% No answer	100% A	87% A 13% No answer
I could work on my own and in groups	73% A 18% N 5% D 4% No answer	100% A	62% A 25% D 13% No answer
The adults helped with me new ideas	78% A 18% N 2% D 2% No answer	89% A 11% N	87% A 13% No answer

The majority of participants in all three pilots have demonstrated progress in the areas covered in the survey, with no real issues to flag in terms of participants disagreeing with the statements.

Feedback on how helpful participants found the programme
with participants being asked to compare themselves to before they joined the programme

Those filling in the survey were asked if they **agreed (A)**, **disagreed (D)** or **neither agreed or disagreed (N)** with the following statements:

Question	CoLAHG Summer School (49 responses)	B Creative (28 responses)	Global Generation Summer 2019 (8 responses)
Feel more confident	69% A 27% N 2% D 2% No answer	96% A 4% N	74% A 13% N 13% No answer
Feel optimistic about the future	70% A 24% N 4% D 2% No answer	89% A 11% N	74% A 13% N 13% No answer

Bring my ideas to life	72% A 20% N 6% D 2% No answer	96% A 4% N	74% A 13% N 13% No answer
Be a better leader	64% A 31% N 4% D 2% No answer	68% A 29% N 3% D	63% A 25% N 12% No answer
Feel excited about my future	72% A 22% N 4% D 2% No answer	79% A 21% N	74% A 13% N 13% No answer
Think about new opportunities	74% A 22% N 2% D 2% No answer	89% A 11% N	63% A 25% N 12% No answer
Understand myself better as a person	61% A 31% N 6% D 2% No answer	71% A 29% N	50% A 25% N 12% D 13% No answer
Start to make some good choices	65% A 33% N 2% No answer	75% A 25% N	74% A 13% N 13% No answer
Feel more inspired	69% A 27% N 2% D 2% No answer	96% A 4% N	63% A 25% N 12% No answer
Take personal responsibility for my future	76% A 20% N 2% D 2% No answer	82% A 18% N	63% A 25% N 12% No answer
Pursue something I am interested in	71% A 27% N 2% No answer	89% A &% N 4% No answer	74% A 13% N 13% No answer
Get things done on time	67% A 29% N 2% D 2% No answer	82% A 18% N	50% A 25% N 25% No answer
Be my true self	74% A 20% N 4% D 2% No answer	93% A 7% N	87% A 13% No answer
Contribute my talents to the group	74% A 22% N 2% D 2% No answer	93% A 7% N	50% A 37% N 13% No answer
Be happy with myself	78% A 16% N 4% D 2% No answer	93% A 7% N	87% A 13% No answer

Other people like me	72% A 22% N 4% D 2% No answer	86% A 14% N	74% A 13% N 13% No answer
To have fun	80% A 18% N 2% No answer	100% A	87% A 13% No answer
Think about different things	74% A 22% N 4% No answer	89% A 11% N	87% A 13% No answer

The majority of participants in all three pilots have demonstrated progress in the areas covered in the survey, with no real issues to flag in terms of participants disagreeing with the statements. B Creative noted the greatest positive change.

Study 2b) Learning loss

Student	English attainment	English VA	Maths attainment	Maths VA	Attendance	Achievement points	Behaviour points
1	1.7	0.3	1	0	94.44	92	16
2	2	-0.3	1	-1.3	100	55	118
3	2.3	-0.7	2	-1	100	93	6
4	1.7	-1	2	-0.7	100	113	14
5	3	0.3	1.7	-1	100	165	17
6	2.7	1.3	1	-0.3	92.22	147	3
7	0	0	-0.3	-0.3	100	96	18
8	2.3	0	1.3	-0.7	100	135	0
9	0	-0.7	1.3	0	82.22	115	89
10	3	1	2	0	100	132	11
11	3.3	0.7	2	-0.7	100	66	3
12	3.3	0.3	1.7	-1.3	97.78	118	2
13	1.7	0.7	1	0	95	123	14
14	1.7	0.3	1.3	0	100	86	9
15	3	-0.7	3	-0.7	100	123	0
16	2.3	0.7	1.3	-0.3	100	82	38
17	1.7	-0.3	1.3	-0.7	100	113	11
18	1	-0.3	1	-0.3	94.44	62	73
19	2.3	1.3	-0.3	-0.7	86.67	112	6
20	2	0	1.3	-0.7	100	63	24
21	4	1	2.7	-0.3	100	90	0
22	4	0.3	3	-0.7	100	121	0
23	3	0.7	2	-0.3	100	58	3
24	2	0	1	-1	97.78	13	16
25	1.7	0.3	1	-0.3	86.67	43	29
26	1.7	0.7	-1.3	-1.7	100	85	5
27	2.7	0.3	1.3	-1	100	127	5
28	1.7	0	1.3	-0.3	100	112	6

29	0	-0.07	1	-0.3	95.56	87	107
Average for this group	2.13103448	0.21137931	1.331034483	0.57241	97.33724138	97.48275862	22.172414
Average for whole year group	2	0.49	1.02	-0.29	96.054	101.74	16.2

Based on the data collected above, there is no statistically significant evidence that those pupils participating in the CoLAHG Summer School first week achieved better outcomes. Their English and Maths attainment were slightly above average, but their VA (value added – i.e. progress towards targets which are based on their KS2 results) is below average. Their achievement (positive) points are lower than average, whilst their behaviour points (negative) are higher. There are some significant ‘outliers’ within the group – such as students 2 and 9 who have a very high number of behaviour points – this may be due to the fact that when recruiting to the pilot, primary schools that were approached were asked to put forward those who they felt needed more support with the transition, and so as it was a stratified sample, pupils with existing behaviour challenges were also included in the initial sample.

Other feedback received

Overall, the organisers involved in delivering the three projects in the pilot spoke positively about their experiences. Although they did cite the following difficulties and considerations that would improve such work in the future:

- Combine the **learning and evaluation** into one unified process, rather than having a programme of work that split into five areas.
- **Scaling up** existing projects was not as easy as some originally thought it would be.
- **Recruitment and retention** were more difficult for the projects than anticipated, especially given the **short lead-in times** from funding being awarded and the projects beginning. For example Global Generation recruited 35 people to the project, but only 17 participants attended regularly and for the CoLAHG Summer School many families had already organised summer holiday provision for their children.
- **Retention was not an issue** in the one-week programmes run as part of the CoLAHG Summer School.
- Offering provision **at different times of the day**, such as in the evenings, may benefit some children and young people more.
- The **offer of food and meals** was not always the main pull into a project, although in the CoLAHG Summer School breakfast was more important to participants than lunch, and B Creative and Global Generation Summer 2019 found that participants would try new cuisines if they cooked them.
- The **involvement of teaching assistants and sixth form mentors** at the CoLAHG Summer School was helpful in supporting participants to build relationships and rapport with them.

Proposals

13. Whilst the findings demonstrated some positive outcomes for participants in terms of their fusion skills, there is no compelling evidence that the pilots addressed summer learning loss or summer hunger. Furthermore, supporting 122 participants at a cost of circa £96,683.20 does not represent the best value for money. The City Corporation does have a City Premium Grants programme which is available to all of the City of London 'family of schools', including CoLAHG, and funding for summer activities aimed at pupils should be granted through this.

Conclusion

14. There are many potential approaches to delivering enrichment programme aimed at children and young people in formal or informal education. Some offer residential and non-residential options to pupils, some take place outside of school premises, in order to attract those pupils that are least likely to engage with the school environment outside of term-time, some are subsidised or free for all with no means testing in order to attract a mixture of pupils from different economic backgrounds, and some are run by schools with others run by independent third parties or charities. Often summer schools aim to address one of the following key issues – not all of them: summer hunger, summer enrichment and summer learning.
15. The reader is invited to share the findings outlined in this pilot to inform their own thinking on summer enrichment work aimed at young people to address issues of summer hunger, summer learning loss and a paucity of enriching, meaningful and affordable activities to participate in. Whilst the City Corporation is unable to continue funding enrichment pilots in 2020, it is hoped that this evaluation will inform the work of other organisations, such as the Mayor's Fund for London who provide vital advocacy and leadership support in London on summer hunger, and those who are considering offering activities aimed at children and young people over the summer. Ultimately, the City Corporation is supportive of initiatives to enhance social mobility.

Detailed Acknowledgements

16. It would not have been possible to deliver this pilot without the ongoing support and expertise of the following people, to whom the City Corporation is incredibly grateful:

Anne Bamford	City of London Corporation
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Emily Mann	Northumbria University
Naomi Blanche	All Change Arts
Lina Akbar	Future Foundations
Rachel Solomon	Global Generation

Sufina Ahmad

Corporate Strategy Manager
City of London Corporation

Please direct all enquiries relating to this report to:

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Additional reading:

Northumbria University Evaluation of City of London Corporation's Summer 2019 Holiday Provision



FINAL City of
London Corporatio

Kitchen Social - Young people's perspectives on holiday provision



Young People's
Perspectives on Holi

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CoLC sponsored academies - Key Stage 4 performance in 2019

Overall performance at end of key stage 4 in 2019 - all pupils ?

Showing 6 schools

School name ?	Type of school ?	Number of pupils at end of key stage 4	Progress 8 ?		Entering EBacc ?	Staying in education or entering employment (2017 leavers) ?	Grade 5 or above in English & maths GCSEs ?	Attainment 8 score ?	EBacc average point score ?
			Number of pupils included in this measure	Score & description ?					
City of London Academy, Highgate Hill Add to My schools list	Academy	67	60	Average 0.23 ?	13%	=	48%	47.2	3.89
The City Academy, Hackney Add to My schools list	Academy	172	163	Average 0.08 ?	97%	96% (168 of 175 pupils)	37%	47.8	4.42
City of London Academy Islington View My schools list X Remove	Academy	113	108	Average -0.07 ?	50%	93% (82 of 88 pupils)	31%	41.1	3.79
City of London Academy Highbury Grove ? Add to My schools list	Academy	196	189	Below average -0.41 ?	67%	=	37%	41.8	3.94
City of London Academy (Southwark) Add to My schools list	Academy	234	229	Below average -0.47 ?	79%	95% (180 of 190 pupils)	36%	44.7	3.85
City of London Academy, Shoreditch Park Add to My schools list	Academy	No data available or applicable for this school or college							
England - state-funded schools		542568	512912	-0.03	40%	94% (497037 of 528139 pupils)	43%	46.7	4.07
England - all schools		604907			37%		40%	44.7	3.87

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Outcomes 2019 - Primary

KS2 - Progress

School	Reading Progress				Writing Progress				Maths Progress			
	16	17	18	19	16	17	18	19	16	17	18	19
				Act				Act				Act
Redriff	2.8	2	3.2	-2.1	5.2	2	4	3.4	0	-0.6	4.8	2
Galleywall												
Primary Islington												
Sir John Cass	2.7	2.8	0.9	4.8		2.5	4	2.5		3.1	2.8	3.9

KS2 - Expected Level

School	% Expected Standard R,W+M				% Expected Standard Reading				% Expected Standard Writing				% Expected Standard Maths			
	16	17	18	19	16	17	18	19	16	17	18	19	16	17	18	19
				Act				Act				Act				Act
Redriff	65	80	79	69	85	85	85	70	92	89	91	97	75	82	94	95
Galleywall																
Primary Islington																
Sir John Cass	89	88		82	93	85		89	96	89		86	100	93		96
National	53	61	64	65	66	72	75	73	74	76	78	78	70	75	75	79

KS2 Greater Depth

School	% Greater Depth R,W+M				% Greater Depth Reading				% Greater Depth Writing				% Greater Depth Maths			
	16	17	18	19	16	17	18	19	16	17	18	19	16	17	18	19
				Act				Act				Act				Act
Redriff	15	13	23	20	29	38	45	20	50	33	45	46	21	16	47	46
Galleywall																
Primary Islington																
Sir John Cass	7	15	25	29		18	30	50		14	30	39		18	30	54
National	5	9	10	65		19	25	73		15	18	78		17	23	79

KS1 - Expected Level

School	% Expected Score R,W+M				% Expected Score Reading				% Expected Score Writing				% Expected Score Maths			
	16	17	18	19	16	17	18	19	16	17	18	19	16	17	18	19
				Act				Act				Act				Act
Redriff	79	77	77	73	85	85	83	78	87	85	82	77	90	87	78	78
Galleywall				73				83				80				80
Primary Islington																
Sir John Cass	89	>89		84	80	>80		91	70	>70		86	70	>70		95
National					74	76	75		65	68	70		73	75	76	

KS1 - Greater Depth

School	% Greater Depth R,W+M				% Greater Depth Reading				% Greater Depth Writing				% Greater Depth Maths			
	16	17	18	19	16	17	18	19	16	17	18	19	16	17	18	19
				Act				Act				Act				Act
Redriff	24	21	15	17	48	34	32	27	32	33	23	27	40	28	22	24
Galleywall				20				32				30				27
Primary Islington																
Sir John Cass	89	>89		11	30	>30		40	20	>20		19	23	>23		51
National	NA				24	25	26		13	16	16		18	21	22	

Phonics Test

School	% Pass Phonics Year 1				% Pass by end of Y2			
	16	17	18	19	16	17	18	19
				Act				Act
Redriff	84	82	87	86	97	100	95	95
Galleywall			90	88				97
Primary Islington				98				
Sir John Cass	90	>90		93	97	>97		82
National	77	81	82		91	92	92	

EYFS

School	% Good Level of Development				% Exceeding GLD			
	16	17	18	19	16	17	18	19
				Act				Act
Redriff	71	74	73	73	0		13	
Galleywall		71	76	76		0	12	
Primary Islington			81	89			24	7
Sir John Cass	70			83	7			0
National	69	71	72		NA	NA	NA	

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Outcomes 2019 - Secondary and Post-16

GCSE

School	Progress 8				Attainment 8				English Bacc 4+				English Bacc 5+		
	16	17	18	19	16	17	18	19	16	17	18	19	17	18	19
				Act				Act				Act			Act
Highbury Grove	-0.35	-0.46	0.32	-0.41	45.5	40.9	49.3	41.8	24	24	34	28	22	29	18
Highgate Hill	0.20	0.28	0.05	0.23	48.2	43.6	44.7	47.2	18	21	10	9	21	8	8
Shoreditch Park															
Southwark	0.15	0.31	0.09	-0.47	57.4	56.5	53.0	44.7	27.1	37	42	31	34	27	14
Hackney	1.02	1.06	0.46	0.08	59.0	55.7	49.8	47.8	44	59	53	34	46	33	19
Islington	0.81	0.50	0.45	-0.07	54.4	47.2	49.2	41.1	31	43	42	29	36	21	16
CoL															
CoLSG															
CoLFS															
National (state-funded)		-0.03	-0.02	-0.03		46.3	46.5	46.7	24	24		25	19.7		17

School	En & Ma 4+				En & Ma 5+		
	16	17	18	19	17	18	19
				Act			Act
Highbury Grove	45	58	69	59	40	49	37
Highgate Hill	61	58	60	58	33	38	48
Shoreditch Park							
Southwark	78	77	73	62	55	54	36
Hackney	82	77	72	65	52	46	37
Islington	68	67	71	60	45	46	31
CoL				100			99
CoLSG				100			100
CoLFS				100			99
National (state-funded)	63	63		65	39.6	39.9	43

A Level

School	Progress				Average Grade				%AAB Facilitating Subjects				Average Best			
	16	17	18	19	16	17	18	19	16	17	18	19	16	17	18	19
				Act				Act				Act				Act
Highbury Grove	-0.07	0.11	0.19	-0.04	D+	C-	C	C-	6.5	10	9	7	C	C	C+	C-
Highgate Hill																
NCS			0.58*	0.5		A	A-	A-		46	49	41.9		A	A-	A-
Shoreditch Park																
Southwark	0.07	0.27	-0.16	-0.43	C	C	C	C	11	5	8	7	C+	B-	C+	C
Hackney	-0.06	0.08	-0.38	-0.32	C+	C+	C	C	13	9	9	1.3	B-	B-	C	C
Islington	-0.10	0.26	-0.30	0.08	D+	C	C-	C+	0	5	0	7.7	C+	B-	C+	C+
CoL	0.08	-0.10	-0.16	0.21	A-	A-	A-	A	60	63	55	22.2	A	A	A	B
CoLSG	0.05	0.09	0.16	0.07	A	A-	A	A	72	71	71	69	A	A+	A+	A
CoLFS	0.04	0.22	0.22	0.28	B+	A-	A-	A-	52	46	53	54.5	A-	A-	A-	A-
National (all schools)	0.0	0.0	0.0	0.0	C	C+	C+	C+	21.6	21.8	20.6	16.5	C+	C+	C+	C+

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Department
for Education

Music education: call for evidence

Launch date 9 February 2020

Respond by 13 March 2020

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Introduction

The Department for Education is seeking views on music education, to inform its proposals for the refresh of the National Plan for Music Education.

Who this is for

- Parents and carers
- Young people
- Primary schools
- Secondary schools
- Further Education (FE) and sixth-form colleges
- School and college staff, including governors
- National and local voluntary and community organisations providing musical activities for children and young people
- Music Education Hubs and other music services
- Musicians
- Employers in the music industry
- Other educational professionals including academics and researchers

Issue date

The consultation was issued on 9 February 2020.

Enquiries

If your enquiry is related to the policy content of the call for evidence you can contact the DfE music policy team by email: Music.CONSULTATION@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: Consultations.Coordinator@education.gov.uk or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

The response

This call for evidence closes at 11.59pm on 13 March 2020. The results of the call for evidence and the Department's response will be published on [GOV.UK](#) later in 2020.

Confidentiality of your responses

Information provided in response to this call for evidence, including personal information, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018 or the Environmental Information Regulations 2004.

If you want all, or any part, of a response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department for Education will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 2018 and, your personal information will only be used for the purposes of this call for evidence. Your information will not be shared with third parties unless the law allows it.

You can read more about what the DfE does when we ask for and hold your personal information in our [personal information charter](#).

About this call for evidence

The National Plan for Music Education (the Plan), published in November 2011 and running to 2020, set out the Government's vision for music education, that children:

‘from all backgrounds and every part of England have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence’.

To help ensure this vision is a reality, the Plan announced a range of measures, including the establishment of music education hubs to drive up the quality and consistency of music education.

Music education hubs are funded to develop and deliver a local strategic vision which supports high-quality music education both in and out of schools. There are 120 hubs nationally, working in place-based partnerships to meet the core and extension roles as set out in the Plan. These partnerships often include the local music service, local authority, schools, arts organisations, and community or voluntary organisations.

Our ambitions for music education are high – the opportunity to study and understand music isn't a privilege, it's a vital part of a broad and balanced curriculum. That is why it is compulsory in the National Curriculum up to Key Stage 3. It is in this context that we are now refreshing the National Plan for Music Education, to ensure we continue to deliver high-quality music education for all pupils.

This call for evidence forms part of that process. It invites views on music education, the current level of provision, the National Plan for Music Education and how it should be revised. As the current Plan states, great music education is a partnership between classroom teachers, specialist teachers, professional performers and a host of other organisations, including those from the arts, charity and voluntary sectors. We are therefore seeking to hear from a range of interested parties, including young people, parents, teachers, employers in the music industry and music educators. The insights shared will help us ensure the National Plan for Music Education remains fit for purpose.

Wider Departmental policy, for example on assessment, accountability or school funding, does not fall within the scope of the National Plan for Music Education, and therefore does not fall within the scope of this call for evidence.

Following the closure of the call for evidence, responses will be analysed and considered as part of the formulation of proposals for the refreshed Plan.

Respond online

To help us analyse the responses please use the online system wherever possible. Visit www.education.gov.uk/consultations to submit your response.

Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request a word document version of the form and email it or post it to the Department.

By email

- Music.CONSULTATION@education.gov.uk

By post

Music team, Department for Education, Sanctuary Buildings, 2nd Floor, Great Smith Street, London, SW1P 3BT.

Deadline

The consultation closes on 13 March 2020.

Foreword

Music is not a nice-to-have part of the curriculum for the privileged few. It is a vital part of a broad and balanced curriculum for all pupils. It builds confidence, helps children live happier, more enriched lives, and discover the joy of expressing themselves. There is evidence that actively making music with others promotes wellbeing from infancy to old age, develops identity and builds self-esteem. And, importantly, it opens doors to our world-renowned music industry.

For all these reasons and more, we want to give all children the opportunity to develop a love of music: we want all children to have the opportunity to play an instrument, to sing and to perform in choirs and orchestras at their school and to learn to read and write musical notation. We have made great strides towards this, investing in a network of music hubs working with schools to nurture the budding seeds of musical passion that can unlock so much pleasure throughout life. In 2016/17 alone, hubs worked with 89% of state-funded schools on at least one core role and helped over 700,000 pupils begin to learn to play a musical instrument in whole class teaching.

These hubs were established by our 2011 National Plan for Music Education. The Plan expressed our ambition that every child should have the opportunity to play a musical instrument; to make music with others; to sing; and to progress to the next level of proficiency. Our commitment to this remains as strong as ever: already this year, we have announced continued funding for the music hubs programme totalling £80million. With music compulsory in the National Curriculum to Key Stage 3, we want to see it taught in all schools. And our plans to introduce a £100million Arts Premium, funding creative opportunities in secondary schools, will mean the arts and music will become an increasingly important part of the secondary school curriculum and extra-curricular opportunities for young people.

Much has changed since 2011, and with a renewed mandate, we want to ask if we're still doing the right things to support our schools in providing a world-class music education. That is why we are refreshing the National Plan for Music Education, starting by building understanding of experiences of music education through this call for evidence. We want our future Plan to be informed by as wide a range of evidence and good practice as possible, and I am grateful to my colleagues in the Department for Digital, Culture, Media and Sport for supporting this. We would like to hear from heads and teachers in all kinds of schools and colleges, representatives from our music industry, from academia and from the organisations up and down the country that provide musical opportunities. We would also like to hear from young people themselves, their parents and carers, so that they too have a voice in shaping our future Plan.

I'd like to thank you for taking an interest in the future of music education. Studying, and playing music is a vital part of a child's education and we want to make sure that every child can benefit.

The Rt Hon Nick Gibb MP

Minister of State (Minister for School Standards)

Questions

Before you start answering the questions in this call for evidence, please note that:

It would be helpful if you would first give some information about yourself as context for your other responses. This information is confidential and we will not publish any information that could identify you without your permission.

You may want to answer all or just some of the questions, but please note that some questions may not be particularly relevant to you:

- Questions 1 – 24 are for everyone responding to the call for evidence
- Questions 25 – 33 are for young people aged 13 - 25
- Questions 34 – 40 are for parents and carers
- Questions 41 – 50 are for teachers and those who are working in schools, colleges, music education hubs and other music services
- Questions 51 – 55 are for head teachers and other leaders in education
- Questions 56 – 62 are for employers in the music industry

Q1-10: Personal Information

1. Name

First Name:

Last Name:

Please note: It is helpful to have your name if we want to contact you about your answers to the questions in this call for evidence. You do not have to give your name, and your views will be considered whether or not you give your name.

2. What is your email address?

Email address:

Please note: It is helpful to have your email address if we want to contact you about your answers to the questions in this call for evidence. You do not have to give your email address, and your views will be considered whether or not you give your email address.

3. Are you happy to be contacted directly about your response (required)?

- a) Yes
- b) No

We may wish to speak to you directly about your responses to help our understanding of the issues. If we do, we will use the email address you have given above.

4. Are you responding as an individual or as part of an organisation (required)?

- a) Individual
- b) Organisation

5. If you are responding as an individual, how would you describe yourself (required)?

- a) A young person aged 13 - 25
- b) A parent or carer
- c) A teacher or someone working in a school, college, music education hub or other music service
- d) A head teacher or other leader in education
- e) An employer in the music industry
- f) Other (please specify)

6. If you are responding for an organisation, what type of organisation is this (required)?

- a) A school
- b) A college
- c) A music education hub
- d) A music service (not a music education hub)
- e) A music industry employer
- f) Other (please specify)

7. What is the name of your organisation?

8. What is your role?

9. In which local authority are you located?

We are interested in knowing what the picture is in different parts of the country. Knowing the local authority in which your school, college or activity is situated will help us to understand the context of your responses. If you are a national provider, or if you are not based in any particular local authority (for example a national charity), then please indicate this.

10. What is your postcode?

Please note - for the open questions, we would recommend keeping your answers concise (up to approximately 250 words).

Q11-14: Music Education for All

All children regardless of experience or background should expect a high-quality music education. However, evidence shows that levels of engagement in music and rates of progression are inconsistent.

11. Music is compulsory in the curriculum from Key Stages 1 to 3, and pupils in maintained schools have an entitlement to study an arts subject, including music, at Key Stage 4 if they wish.

11.1 Were you aware of this?

11.2 To what extent do you believe that it is being delivered? Please explain your answer.

- a) Fully - high quality music education is available to all children
- b) Fairly - music education is available to all children but the quality could sometimes be better
- c) Poorly - music education is not available to all children and the quality could be better
- d) Other (please give details)

12. What could Government do to ensure greater awareness of the entitlement to music education in school?

Inclusivity

In accordance with the Equality Act 2010, public bodies must have “due regard”, when making decisions, to the need to eliminate discrimination, harassment, victimisation; advance equality of opportunity; and foster good relations, in relation to relevant protected characteristics (disability, gender reassignment, race, religion or belief, age, pregnancy and maternity, sex and sexual orientation).

13. Please let us know whether you think that any one or more group sharing one or more of the protected characteristics listed above is underrepresented in music education? If so, please let us know which group(s) and what you think might be done to improve their representation, including any examples you might have of good practice.

14. We are keen to understand how access to music education opportunities can help make the greatest positive difference to groups of children and young people vulnerable to poorer life outcomes, such as those living in poverty/with economic disadvantage, having a disability or special educational needs (SEN), being a young carer, living in care and others.

14.1 Please share up to three examples of good practice you have seen that facilitates inclusive education for children with SEN, young carers, those living in care, or with economic disadvantage.

14.2 Please share up to three examples of positive impact music has had particularly for children with SEN, young carers, those living in care, or with economic disadvantage.

Q15-17: The National Plan for Music Education

15. Which of the following best describes your level of awareness of the National Plan for Music Education, prior to being made aware of this call for evidence?

- a) I am very familiar with it, have read it in full and refer to it often
- b) I am familiar with it and have read all of it or some of it
- c) I am aware of it but have not looked at it
- d) This is the first I have heard of it

- e) Other level of awareness

16. How effective do you think the National Plan for Music Education has been in meeting the Government's vision that children 'from all backgrounds and every part of England have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence' since 2012? You may expand on your answer if you wish.

- a) Very effective
- b) Fairly effective
- c) Neither effective nor ineffective
- d) Ineffective
- e) I don't know

17. If I have a query relating to music education, I am most likely to turn to:

- a) The National Plan for Music Education
- b) My local music education hub
- c) A head teacher or music teacher
- d) A music specialist or performer
- e) None of the above (please provide details)

Q18-23: Music Education Hubs

While it is the responsibility of schools to deliver the music curriculum, music education hubs have played an important role in ensuring young people have opportunities to sing, learn a musical instrument, play together and progress. Hubs are made up of groups of organisations working in partnership and were introduced in the current National Plan for Music Education. Their work focuses on four core roles:

- ensure that every child aged 5 to 18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching;
- provide opportunities to play in ensembles and to perform from an early stage;
- ensure that clear progression routes are available and affordable to all young people;
- develop a singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available in the area.

In addition, the current Plan outlines 'extension' roles for hubs, which they are expected to deliver where possible. These are that hubs:

- offer continuing professional development (CPD) to school staff, particularly in supporting schools to deliver music in the curriculum;
- provide an instrument loan service, with discounts or free provision for those on low incomes;
- provide access to large scale and/or high-quality music experiences for pupils, working with professional musicians and/or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

18. Were you aware of music education hubs before reading this?

- a) Yes
- b) No

19. Which of the following descriptions most closely matches your impression of the effectiveness of your local music education hub in meeting the roles listed above?

- a) My local music education hub is extremely effective
- b) My local music education hub is fairly effective
- c) My local music education hub is not effective
- d) I don't know

20. Hubs are groups of organisations and partnerships which seek to work together to ensure the best use of resources. How well do you feel your hub engages with local stakeholders, communities and partners?

- a) My local music education hub is extremely effective
- b) My local music education hub is fairly effective
- c) My local music education hub is not effective
- d) I don't know

21. What challenges do you think your local music education hub faces to effectively meet the roles listed above in your area?

22. Do you think the current core and extension roles for hubs are appropriate?

- a) Yes
- b) No
- c) I don't know

23. Please provide up to three examples of good practice that demonstrate a music education hub working effectively.

Q24: Music Technology

Music technology has evolved since the publication of the National Plan for Music Education in 2011, and supports the creation, recording and production of music. It also appears in both GCSE and A level syllabuses.

24. Please detail up to three uses of technology to deliver music education you are aware of which are particularly effective, and explain their effectiveness.

Q25-33: Questions for Young People aged 13-25

25. Which of these best describes your current stage in education?

- a) Secondary school student
- b) FE student
- c) Apprentice
- d) University or conservatoire student
- e) Attending a specialist music school
- f) I am no longer in education
- g) Other (please specify)

26. Why do you think music education is important?

- a) Music education is important to me because I want a career in music
- b) Music education is fun

- c) Music education improves my mental wellbeing
- d) Music education improves my confidence
- e) Music education helps me with my wider studies
- f) Music education isn't important to me
- g) Other (please provide details)

27. What music education activities do you currently engage in?

- a) I listen to music
- b) I take music as a subject in school
- c) I receive lessons on an instrument or for singing in school
- d) I receive lessons on an instrument or for singing outside of school
- e) I am learning an instrument or learning to sing using lessons online
- f) I am part of an ensemble (e.g. wind band, orchestra, choir, rock band) at school
- g) I am part of an ensemble (e.g. wind band, orchestra, choir, rock band) outside of school
- h) I create music
- i) I don't do any music
- j) Other (please provide details)

28. If you are engaged in musical activities outside of your normal school lessons, how did you find out about them?

- a) From my teachers
- b) From my parents/carers
- c) From my friends
- d) I found them online
- e) Other (please provide details)

29. Has anything stopped you taking up musical activities?

- a) I'm not interested
- b) I don't have time
- c) It's too expensive

- d) I'm not good enough
- e) The activities offered are not what I want
- f) My parents/carers don't think I should
- g) Other (please provide details)

30. Do you have any examples of music opportunities you have had either through your school or other organisations that have been positive? Please explain what they were, who provided them, whether you had help in some way to be able to take part, and what was so good about them.

31. If you have chosen to study a music qualification (e.g. GCSE or A level), please explain why.

32. If you wanted to study a music qualification but weren't able to, please explain why that was.

33. How would you find information about careers in music?

- a) Teachers
- b) Parents
- c) Friends
- d) Online, please specify
- e) I struggle to find any information
- f) Other (please provide details)

Q34-40: Questions for Parents and Carers

34. Which of these best describes your child's current stage in education?

- a) Primary school student
- b) Secondary school student
- c) FE student
- d) Apprentice
- e) University or conservatoire student

- f) Attending a specialist music school
- g) No longer in education
- h) Other (please specify)

35. Why do you think music education is important for your child?

- a) Music education is important because it will help my child's career
- b) Music education is fun for my child
- c) Music education improves my child's mental wellbeing
- d) Music education improves my child's confidence
- e) Music education helps my child with their wider studies
- f) Music education isn't important to me/my child
- g) Other (please provide details)

36. What music education activities does your child currently engage in?

- a) They listen to music
- b) They take music as a subject in school
- c) They receive lessons on an instrument or for singing in school
- d) They receive lessons on an instrument or for singing outside of school
- e) They are learning an instrument or learning to sing using lessons online
- f) They are part of an ensemble (e.g. wind band, orchestra, choir, rock band) at school
- g) They are part of an ensemble (e.g. wind band, orchestra, choir, rock band) outside of school
- h) They create music
- i) They don't do any music
- j) Other (please provide details)

37. How do you find the music education opportunities that you would like your children to take up?

- a) Recommendations from people I trust (e.g. teachers, parents, relatives, friends)

- b) Found online
- c) I only choose activities offered by the school my child attends
- d) Through the local music service or music education hub
- e) I have not found any
- f) Other (please provide details)

38. How do you decide which music education opportunities would be good for your child?

39. What is your opinion of the quality of the music education opportunities available to your child?

40. Has anything stopped your child taking up musical activities?

- a) They're not interested
- b) They don't have time
- c) It's too expensive
- d) They're not good enough
- e) It's more important for them to focus on other activities
- f) There's nothing available for them in our area
- g) Other (please provide details)

Q41-50: Questions for all Teachers and Schools, Colleges, Music Education Hubs and other Music Services

41. Are you responsible for delivering music education?

- a) Yes [if Yes, please go on to question 42]
- b) No [if No, please go on to question 46]

42. If you answered Yes to question 41, please indicate what sort of activity or activities you offer.

- a) School/FE or higher education (HE) music teaching in the classroom
- b) Individual or group instrumental, singing, theory or composition lessons
- c) Individual or group instrumental, singing, theory or composition lessons – out of school

- d) Ensembles and choirs
- e) Workshops or group sessions in or out of school
- f) Other (please provide details)

43. If you answered Yes to question 41, what differences (if any) have you seen in children and young people as a result of the music education activities that you are responsible for? Please tick all that apply and provide examples.

- a) Improved career prospects
- b) Improved mental wellbeing
- c) Improved confidence
- d) Improved attainment in their wider studies
- e) Improved attendance
- f) Improved engagement with peers
- g) Other (please provide details)

44. If you answered Yes to question 41, how do you know that these activities are having an impact on the children and young people and how do you evaluate this? If any of your evaluation is published, please provide links. Please provide up to three examples.

45. If you answered Yes to question 41, how do you ensure that these activities are high-quality?

Q46-50: For Classroom Teachers Only

46. What type of institution do you teach in?

- a) Primary School and/or Infant School
- b) 11-16 school
- c) 11-18 school
- d) FE or sixth-form college
- e) Other (please specify)

47. Which of the following statements best describes your level of confidence in delivering music education?

- a) Very confident
- b) Quite confident
- c) Somewhat lacking in confidence
- d) Extremely lacking in confidence

48. Which of the following sources would you look to in order to improve your knowledge and/or skills in teaching music?

- a) CPD offered through my school
- b) Training offered by my local music education hub
- c) Training offered by another music education provider
- d) Private learning done in my own time
- e) Other (please provide details)

49. Do you have any examples of music training you have had either through your school or other organisation that have been positive? Please explain what they were, who provided them and what was so good about them. Please provide up to three examples.

50. The Government supports a range of funded music programmes, including music education hubs. Based on any experience you have had working with these programmes, how could they better support you to deliver effective music provision?

Q51-55: Questions for Head Teachers and other Leaders in Education

51. What do you consider the key benefits of effective music provision in your school?

- a) Greater levels of confidence amongst pupils/students
- b) Improved academic performance in other subject areas
- c) Improved behavioural standards
- d) Greater sense of collegial spirit and togetherness
- e) More students choosing to study music at a higher level

- f) It is a valuable subject in its own right
- g) Music improves pupils' wellbeing
- h) Other (please specify)

52. When designing music provision, which of the following resources would you regularly use?

- a) National Curriculum on gov.uk
- b) The National Plan for Music Education
- c) Local music education hub
- d) Other music provider
- e) Other (please specify)

53. If you chose music education hub in the question above, how would you describe your relationship with your hub? You may provide additional detail if you wish.

- a) Excellent
- b) Good
- c) Adequate
- d) Poor
- e) Other (please specify)

54. If you are not engaging with your local music education hub, which of the following best explains why? You may provide additional detail if you wish.

- a) Lack of awareness of support available
- b) A negative previous experience
- c) The hub is not able to offer the support required
- d) No support required
- e) Other (please specify)

55. The Government supports a range of funded music programmes, including music education hubs. Based on any experience you have had working with these programmes:

55.1 Please provide up to three examples of how they have effectively supported you to deliver good music education.

55.2 How could they better support you to deliver effective music provision?

Q56-62: Questions for Employers in the Music Industry

56. Have you/your business actively engaged with a music education hub or other music education provision in your local area?

- a) Yes [if Yes, please go on to question 57]
- b) No [if No, please go on to question 58]

57. If you answered Yes to question 56, please provide up to three examples of good practice you experienced during this engagement which you consider to be mutually beneficial to both students and the music industry.

58. If you answered No to question 56, please tell us why?

- a) I am not aware of music education hubs/other music education provision in my local area
- b) My local music education hub is not effective
- c) The music education hub offer is not relevant for a career in the music industry
- d) Other (please specify)

59. Do you/your business offer any kind of skills/training to young people aiming to pursue a career in the music industry?

- a) Yes [if Yes, please go on to question 60]
- b) No [if No, please go on to question 61]

60. If you answered Yes to question 59, please give details.

61. If you answered No to question 59, please tell us why.

62. If you answered No to question 59, is there anything that might incentivise you to consider offering skills/training to young people

aiming to pursue a career in the music industry in the future? Please give up to three examples.

Thank you very much for completing the call for evidence. The results will be used to help us better understand what good music education looks like.

Please let us know any further comments or thoughts that you would like to share with us by emailing us at: Music.CONSULTATION@education.gov.uk



Department
for Education

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Appendix 1 - Calendar of forums and events over the 2019/20 academic year

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums/training for governors

Events and Meetings 2019/20	Date	Time	Location
September			
Headteachers' Forum (Autumn 1)	19/09/2019	08.00-10.30	West Wing - Alderman's Court Room
Arts, Creativity and Culture CPD Event	23/09/2019	18:00-20:00	Level 5 Function Room, Royal Festival Hall, South Bank Centre
October			
Skills' Forum (Autumn)	01/10/2019	08.30-10.30	West Wing - Committee Room 2
Cultural and Creative Learning Forum (Autumn)	16/10/2019	08.30-10.30	West Wing - Committee Room 4
Scrutiny Meetings (Standards)	30/10/2019	All day	North Wing - Room 10, Ground Floor
Governor Training: Safeguarding	31/10/2019	08.30-12.30	West Wing - Committee Room 2
November			
City Schools Conference	04/11/2019	12:00-16:00	Livery Hall
Lord Mayor's Show	09/11/2019	All Day	Various
Headteachers Forum (Autumn 2)	27/11/2019	08:00-10:30	West Wing - Committee Room 1
December			
City Students Conference and Prefects' Dinner	02/12/2019	16:00-18:00 18.30-21:00	Livery Hall Old Library
Chair of Governors Forum (Autumn)	04/12/2019	08:30-10:30	West Wing - Committee Room 2
Christmas Holidays			
January			
Skills' Forum (Spring)	15/01/2020	08:30-10:00	Allen and Overy, Bishops Square
Headteachers' Forum (Spring 1)	22/01/2020	08:00-10:30	West Wing – Committee Room 1
City Schools Concert Rehearsal Day	29/01/2020	All Day	City of London School
City Schools Concert Final Rehearsal and Performance Day	30/01/2020	Performance is 17:00-18:00	City of London School
February			
Cultural and Creative Learning Forum (Spring)	05/02/2020	08:30-10:00	Clore Learning Centre, Museum of London
Education Board Dinner	12/02/2020	19:00-21:00	Grocer's Hall
March			
Governor Training: Finance	03/03/2020	08:30-10:30	West Wing - Committee Room 2
Debating Competition	04/03/2020	12:00-16.00	Livery Hall
Chair of Governors Forum (Spring)	10/03/2020	08:30-10:30	West Wing - Committee Room 1
Chess Tournament	20/03/2020	12:30-15:30	Basinghall St Entrance - Livery Hall
Christ's Hospital Maths Challenge	25/03/2020	09.00-12.30	Basinghall St Entrance - Livery Hall
Headteachers Forum (Spring 2)	26/03/2020	08:00-10:30	West Wing - Committee Room 2

Easter Holidays				
April				
Governor Training: School data and performance	23/04/2020	08:30-10:30	West Wing - Committee Room 2	
Skills Forum (Summer)	29/04/2020	08:30-10:00	West Wing - Committee Room 2	
May				
Headteachers’ Forum (Summer 1)	07/05/2020	08:00-10:30	West Wing - Committee Room 2	
Cultural and Creative Learning Forum (Summer)	12/05/2020	08:30-10:00	West Wing - Committee Room 2	
Chair of Governors’ Forum (Summer)	19/05/2020	08:30-10:30	West Wing - Committee Room 2	
June				
Fusion Cities Meeting	05/06/2019	08:00-15:00	Mansion House	
Scrutiny Meetings (Finance)	22/06/2020 – 23/06/2020	All day	North Wing - Room 8, Ground Floor	
City Schools Subject Dinner (STEM Industries)	25/06/2020	17:00-21:00	Livery Hall	
London Careers Festival <ul style="list-style-type: none">Mon 29/06/2020 (Year 11, 12 and 13)Tues 30/06/2020 (Year 8, 9 and 10)Weds 01/07/2020 (Primary, Year 5 and 6)	29/06/2020 30/06/2020 01/07/2020	10:00-15:30 10:00-15:30 10:00-14:30	Guildhall Complex, Livery Halls and external workplaces in and around the City.	
July				
Headteachers Forum (Summer 2)	02/07/2020	08:00-11:00		West Wing - Committee Room 4
Primary Results Day	09/07/2020	All day		
Results Day (A levels)	13/08/2020	All day		
Results Day (GCSE)	20/08/2020	All day		

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