



## Education Board

**Date:** TUESDAY, 24 JUNE 2014  
**Time:** 1.45pm  
**Venue:** COMMITTEE ROOM 4 – WEST WING – GUILDHALL

**Members:** Deputy John Bennett  
Henry Colthurst  
Revd Dr Martin Dudley  
Alderman Peter Estlin  
Alderman Jeffrey Evans  
Stuart Fraser  
Deputy Catherine McGuinness  
Virginia Rounding  
Alderman William Russell  
Ian Seaton  
Philip Woodhouse

**Enquiries:** Georgina Denis  
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Georgina.denis@cityoflondon.gov.uk

Lunch will be served in the Guildhall Club at 1pm

**John Barradell**  
Town Clerk and Chief Executive

# AGENDA

1. **APOLOGIES FOR ABSENCE**

2. **DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **TERMS OF REFERENCE**

To receive the Education Board terms of reference.

**For Information**  
(Pages 1 - 2)

4. **APPOINTMENT OF EDUCATION BOARD EXTERNAL REPRESENTATIVES**

Report of the Town Clerk.

**For Decision**  
(Pages 3 - 4)

5. **ELECTION OF CHAIRMAN**

To elect a Chairman in accordance with Standing Order 29.

**For Decision**

6. **ELECTION OF DEPUTY CHAIRMAN**

To elect a Deputy Chairman in accordance in Standing Order 30.

**For Decision**

7. **BACKGROUND TO THE EDUCATION STRATEGY AND EDUCATION BOARD**

Report of the Town Clerk.

**For Information**  
(Pages 5 - 8)

- a) Court Report - City of London Corporation Education Strategy 2013-2015  
(Pages 9 - 36)

Report of the Policy and Resources Committee on the City of London Corporation Education Strategy 2013-2015 presented to and approved by Court of Common Council on 24 October 2014.

- b) Court Report - Creation of an Education Board (Pages 37 - 46)

Report of the Policy and Resources Committee on the City of London Corporation Education Strategy 2013-2015 presented to and approved by Court of Common Council on 1 May 2014.

8. **GOVERNOR APPOINTMENTS TO CITY ACADEMY HACKNEY, CITY OF LONDON ACADEMY SOUTHWARK AND PRIOR WESTON PRIMARY SCHOOL**  
Report of the Town Clerk.

**For Decision**  
(Pages 47 - 52)

9. **EDUCATION STRATEGY UPDATE AND CITY OF LONDON EDUCATION INITIATIVE FUND PROPOSALS**  
Report of the Director of Community and Children's Services.

**For Decision**  
(Pages 53 - 60)

- a) Redriff Primary Academy (Pages 61 - 62)
- b) COLA Southwark (Pages 63 - 64)
- c) COLA Islington (Pages 65 - 76)
- d) COLA Hackney (Pages 77 - 82)

10. **OUTREACH FORUM PROPOSALS**  
Report of the Town Clerk.

**For Decision**  
(Pages 83 - 88)

11. **CITY UNIVERSITY MATHS PROJECT - RELEASE OF TWO YEAR FUNDING**  
Report of Town Clerk.

**For Information**  
(Pages 89 - 112)

12. **FUTURE MEETINGS**  
The Board are asked to decide how often and when the Education Board will meet in 2014/2015.

**For Decision**

13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

14. **ANY OTHER BUSINESS THE CHAIRMAN CONSIDERS URGENT**

15. **EXCLUSION OF THE PUBLIC**  
MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

**For Decision**

## **Part 2 - Non-public Agenda**

- 16. NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**
- 17. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

## EDUCATION BOARD

### Constitution

- 10 Members elected by the Court of Common Council, at least two of whom shall have fewer than five years' service on the Court at the time of their appointment;
- Up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights);
- One Member appointed by the Policy & Resources Committee
- One Member appointed by Community & Children's Services Committee

### Quorum

The Quorum to consist of any five Common Council Members and one of the four external representatives.

### Terms of Reference

- To monitor and review the City of London Education Strategy, and to oversee its implementation in consultation with the appropriate City of London Committees; referring any proposed changes to the Court of Common Council for approval.
- To oversee generally the City of London Corporation's education activities; consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of these Committees; and liaising with the City's affiliated schools and co-sponsors.
- To be responsible for the oversight and monitoring of the City of London's sponsorship of its Academies, including recommending to the Court of Common Council the appointment of governors.
- To recommend to the Court of Common Council candidates for appointment of the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee.
- To monitor the frameworks for effective accountability, challenge and support in the City schools\*.
- To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies.

- Oversight of the City of London Corporation’s education-business link activities.

\*The expression “the City schools” means, as stated in the education strategy, those schools for which the City has direct responsibility, as proprietor, sponsor or LA, namely : The Sir John Cass Foundation Primary School, The City Academy Hackney, the City of London Academy Southwark, the City of London Academy Islington, the City of London School, the City of London School for Girls, and the City of London Freeman’s School, and, when the federation with the City of London Academy Southwark is approved, Redriff Primary School.

Committee:	Date(s):
Education Board	24 June 2014
Subject: <b>Appointment of External Representatives to the City of London Education Board</b>	Public
Report of: Town Clerk	For Decision
<b><u>Summary</u></b>	
<p>On the 24 October 2014 the Court of Common Council approved the City of London Corporation Education Strategy 2013-2015. Contained within that strategy was a proposal for the establishment of an overarching education body. The establishment of the education body was approved on 1 May 2014 when the Court of Common Council approved the creation of the Education Board.</p> <p>The Membership of the Board is drawn from the Court and makes provision for the appointment of external representatives. This report provides the supporting statements of three candidates to be appointed to the Education Board as external representatives.</p> <p><b>Recommendations</b></p> <p>It is recommended that the Members of the Education Board approve the appointment of at least one external representative to the Board.</p>	

## **Main Report**

### **Current Position**

1. On the 24 October 2014 the Court of Common Council approved the City of London Corporation Education Strategy 2013-2015. Contained within that strategy was a proposal for the establishment of an overarching education body. The establishment of the education body was approved on 1 May 2014 when the Court of Common Council approved the creation of the Education Board.
2. The Membership of the Board is drawn from the Court and makes provision for the appointment of external representatives. The terms of reference states that up to four external representatives (i.e. non-Members of the Court of Common Council, who shall have voting rights) with appropriate expertise in the field of education can be appointed.
3. The following candidates have expressed an interest in being appointed to the Education Board as external representatives. Each candidate has provided a supporting statement, these are detailed below.

### **Supporting Statements**

4. John Taylor

As a former teacher, one of Her Majesty's Inspectors, Director of Inspection at Ofsted and, latterly, freelance Education Consultant, I have had a lifelong interest in and commitment to education. In the City of London, I am a Freeman of the City, member and Past Master of the Worshipful Company of Educators, member of the Ward of Cheap, and former Administrator and Chair of the Livery Schools Link. I am a governor at three schools, a trustee of AGBIS and am particularly interested in quality assurance, strategy and public/private partnerships, through my association with the United Westminster Foundation.

#### 5. Jude Chin

I am passionate about the role a good school can play in changing the lives of children, particularly those from underprivileged backgrounds. I have been a governor of the City of London Academy, Southwark and the City Academy, Hackney since their opening and have seen, first hand, how good leadership, good teaching, good behaviour and good governance can produce outstanding outcomes for students.

I am also a governor of the Seckford Foundation which owns an Independent school and three Free Schools and so have a good understanding of both the independent and state sectors of education.

I retired from KPMG in 2008 after a 30 year career with the firm; I am currently non-executive chair of SSAT (The Schools Network) Ltd, a provider of membership and education services to the state sector and a non-executive director of Colchester Hospital University NHS Foundation Trust. I have a degree in Biochemistry from Bristol University, am a Chartered Accountant and a Freeman of the City of London.

#### 6. Roy Blackwell

Roy Blackwell is Director of the United Westminster Schools/Grey Coat Hospital Foundation. He is Clerk to the Board of Trustees and to the governing bodies of the schools which make up the Foundation, an unusual mixture of independent and state schools, with the latter being inner city (London) academies.

He started his working life as a teacher then became Education Officer for a Local Authority, followed by a move to the civil service where he negotiated bi-lateral and multi-lateral treaties in Europe on behalf of HM Government. He is a Liveryman and Court Assistant of The Worshipful Company of Educators.

### **Implications**

7. The terms of reference for the Education Board states that for a meeting of the Board to be in quorate there must be a minimum of five Common Council Members and one external representative.

### **Recommendation**

8. Members are asked to confirm the appointment of at least one external representative.

### **Contact:**

*Georgina Denis | Georgina.Denis@cityoflondon.gov.uk | 02073321399*



Committee: Education Board	Date: 24 June 2014
Subject: Education Strategy and Education Board Background Report	Public
Report of: Town Clerk	For Information

## **Summary**

In January 2013 Policy and Resources Grand Committee approved the establishment of an Education Strategy Working Party. The Working Party held nine meetings over a four month period to review the Corporation's Schools portfolio and governance arrangements, its statutory education provision; education outreach work from City Corporation organisations; and the City Corporation's employability support.

The Working Party proposed endorsement from the Court of Common Council of an Education Strategy which would outline the vision for the City Corporation's Education offer. On the 24 October 2014 the Court of Common Council approved the Education Strategy.

Contained within that strategy was a proposal for the establishment of an overarching education body. The proposed Board would review and have oversight of the City Corporation's education-related activities and oversee the implementation of the Education Strategy. On 1 May 2014 Court approved the establishment of the Education Board and its membership was balloted upon by the Court on 12 June 2014.

## **Recommendation**

Members are asked to read and note the background information contained in this report. Members are also asked to review and note the further detail regarding the City of London Corporation Education Strategy 2013-2015 and the Education Board found in the attached Policy and Resources Committee Court reports.

## **Main Report**

### **City of London Corporation Education Strategy 2013-2015**

1. In January 2013 the Policy and Resources Grand Committee approved the establishment of an Education Strategy Working Party. The Working Party held nine meetings over a four month period to review the Corporation's Schools portfolio and governance arrangements, its statutory education provision; education outreach work from City Corporation organisations; and the City Corporation's employability support.
2. The Working Party worked closely with external organisations; with livery companies, businesses, local authorities and education institutions to identify educational best practice.

3. The Working Party proposed the endorsement from the Court of Common Council of an Education Strategy which would outline the vision for the City Corporation's Education offer. On the 24 October 2014 the Court of Common Council approved the Education Strategy (details of which can be found in Appendix A).
4. The strategy is limited to education provision between the ages of 4-18, covering primary and secondary, but not tertiary education.
5. The strategy states that the City Corporation's vision for education should be *to educate and inspire children and young people to achieve their full potential*.
6. The strategy is segmented into five strategic aims:
  - To promote and support excellent education and access to higher education
  - To strive for excellence in the City schools
  - To inspire children through an enriched education and outreach opportunities
  - To promote an effective transition from education to employment
  - To explore opportunities to expand the City's education portfolio and influence on education throughout London

#### City of London Corporation Education Board

7. Contained within that strategy was a proposal for the establishment of an overarching education body. The strategy recommended that the proposed body be responsible for providing strategic oversight and monitoring of the education strategy. The body would be distinct from other City committees and have a regular cycle of reporting on the performance of City schools, governance and enrichment opportunities.
8. On 1 May 2014 Court approved the establishment of an Education Board with a number of responsibilities, as outlined below:
  - Implementing, monitoring and reviewing the Education Strategy
  - Oversee generally the City of London Corporation's education activities and liaising with the City's affiliated schools and co-sponsors.
  - Promoting opportunities for children resident in the City
  - Oversight of the City's role as a sponsor of academies
  - Appoint the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee
  - Ensuring that the City's contribution to governance of the schools is effective
  - Liaising with City-appointed governors at the City's family of schools to monitor progress and contribution towards the education strategy
  - Oversight of the City's support of and liaison with the City's family of schools and their contribution to the City's education offer, and foster collaboration between the schools

- To have responsibility for the distribution of the City's education funding allocation.
  - Reviewing the City's Cash funding allocations and criteria for funding to the City schools
  - Oversight of proposals for expanding the City schools offer
  - Reviewing the City's educational outreach offer
  - Reviewing the City's activities to support the transition from education to employment and education-business link activities
9. The membership of the Board would be drawn from the Court and makes provision for the appointment of external representatives. The membership was balloted upon by the Court on 12 June 2014.
10. The Court report on the creation of the Education Board is attached as appendix B and was amended at the Court of Common Council on 1 May 2014 as follows:-

Motion – That an additional recommendation f) be added in the following terms 'f) for the avoidance of doubt the right of the Court of Common Council to directly elect its representatives on to the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School, and for those Boards to be directly accountable to the Court, shall not be abrogated in any way by the establishment of the Education Board and that the third and fourth bullet points of paragraph 9, at the top of the fourth page of the report be amended to read as follows: -

- To be responsible for the oversight and monitoring of the City of London's sponsorship of its Academies, including *recommending to the Court of Common Council* the appointment of governors.
- To *recommend to the Court of Common Council candidates for appointment* of the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee.

### Recommendation

Members are asked to read and note the background information contained in this report. Members are also asked to review and note the further detail regarding the City of London Corporation Education Strategy 2013-2015 and the Education Board found in the attached Policy and Resources Committee Court reports.

Appendix A: Policy and Resources Court Report - City of London Corporation Education Strategy 2013-2015.

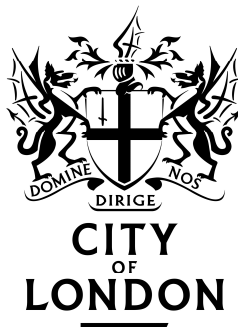
Appendix B: Policy and Resources Court Report - Creation of an Education Board

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## Report of the Policy & Resources Committee

# City of London Corporation Education Strategy 2013-2015

*To be presented on Thursday 24<sup>th</sup> October 2013*

*To the Right Honourable The Lord Mayor, Aldermen and Commons  
of the City of London in Common Council.*

### Summary

With the concurrence of your Policy and Resources, and Finance Committees we seek approval to the City of London Corporation Education Strategy 2013-2015. In doing so we are seeking endorsement of the recommendations and actions contained within the strategy and the need to ensure that resources are directed appropriately to implement them. We also seek your endorsement to review the strategy after 18 months of it being approved.

### Recommendation

We **recommend** that the City of London Corporation Education Strategy 2013-2015 be approved.

### Main Report

#### Background

1. In January 2013 this Committee approved the establishment of a working party to *devise an education strategy for the City Corporation, to focus on improving the quality of education in London, especially for disadvantaged children.*
2. The Education Strategy Working Party (ESWP) held its first meeting in May 2013 and has held nine meetings over the course of a four month review period. Throughout the consultation the ESWP reviewed the City Corporation's: schools portfolio and governance arrangements; its statutory education provision; education outreach work from City Corporation organisations; and the City Corporation's employability support. Meetings were also held externally with livery companies, businesses, local authorities and education institutions, which sought to identify

educational best practice. This strategy represents the culmination of all these meetings and considerations. It outlines a vision for the City Corporation's education offer and makes recommendations to achieve it. This strategy is limited to education provision between the ages of 4-18, covering primary and secondary, but not tertiary, education.

3. The strategy states that the City Corporation's vision for education should be *to educate and inspire children and young people to achieve their full potential*. This has been segmented into five strategic aims:
  - To promote and support excellent education and access to higher education
  - To strive for excellence in the City schools
  - To inspire children through an enriched education and outreach opportunities
  - To promote an effective transition from education to employment
  - To explore opportunities to expand the City's education portfolio and influence on education throughout London
4. There are several key themes to draw from the strategy that seek to define the City Corporation's approach to education. The first is a commitment to creating a family of schools from its schools portfolio, which will have a shared culture and a common ethos. This includes an increase in the support the City Corporation gives to its academy schools and expresses a desire to increase the number of schools within the City Corporation's 'family of schools' in the future. The second is to improve the governance and accountability frameworks of the education offer. It is recommended that this should be overseen by the creation of an overarching body that monitors the City Corporation's education offering and the implementation of this strategy. Thirdly it recognises the role the City Corporation can play in its outreach provision across London and seeks to strengthen this offer. Finally it confirms the City Corporation's commitment to providing pathways to employment and bridging the gap between education and employment, making use of the livery and business links within the Square Mile.

### **Proposal**

5. It is proposed that the City of London Corporation Education Strategy be approved and reviewed again after 18 months.

### **Conclusion**

6. This strategy sets out the framework for coordinating the City Corporation's education offering. It recommends a more coordinated approach to supporting and managing its education offer and looks to expand the offer beyond the Square Mile. Delivering it will take time and it is recognised that many of the recommendations and subsequent actions will need discussion with, and in some cases decisions by, various City Corporation committees.

All of which we submit to the judgement of this Honourable Court.

DATED this 10th day of October 2013.

SIGNED on behalf of the Committee.

Mark Boleat  
Chairman

**City of London Corporation Education**  
**Strategy 2013-2015**

## **Vision**

***To educate and inspire children and young people to achieve their full potential.***

*The City Corporation (the City) is committed to providing access to excellent education and learning opportunities within and beyond the Square Mile. The City will ensure that every child resident in the City has access to high quality education that enables them to reach their academic and personal potential. The City schools will provide outstanding education that enriches and inspires students. The City will maximise the educational opportunities that its cultural, heritage and environmental assets offer to City residents, the City schools and children throughout London. The City will also be responsive to the changing education landscape, and will welcome appropriate opportunities to expand its education portfolio.*



## Strategic objectives

### **1. To promote and support excellent education and access to higher education**

*The City reaches over 100,000 children and young people through its schools and educational activities every year and will always look to improve its current provision. This includes ensuring that its current portfolio is achieving positive results and high Ofsted, ISI and other inspection ratings. It will enhance the City's education offering through providing central support and effective governance and management arrangements. It will seek best practice to ensure that all pupils, regardless of background, are given opportunities to succeed and progress to higher education, where appropriate.*

### **2. To strive for excellence in the City schools**

*The City's diverse schools portfolio presents unique challenges in achieving and maintaining excellence across all schools but also presents an opportunity to benefit from working together. The City's schools will be outstanding and the City will support the provision of a learning environment that produces confident and well-rounded pupils who achieve to the best of their abilities.*

### **3. To inspire children through an enriched education and outreach opportunities**

*The best education incorporates both academic study and exposure to different experiences and learning environments. Children will be given opportunities to explore the world around them, learn new skills, and understand the communities they live in. London is culturally vibrant, historically significant and has a wealth of green spaces to explore. London's children should be able to learn about the community around them and the City can play a part in realising this.*

### **4. To promote an effective transition from education to employment**

*The City of London is the global centre of the financial services industry and is a leading international hub for professional services businesses. It is vitally important that business in the Square Mile continue to attract the best workers. The City can support this by helping young people into employment through training programmes, apprenticeships and employment pathways, and by raising their aspirations and awareness of career opportunities.*

### **5. To explore opportunities to expand the City's education portfolio and influence on education throughout London**

*The City will take advantage of opportunities to extend its impact on education in London through expanding its own education portfolio, providing extensive outreach opportunities for its City schools and schools throughout London, and working in partnership with neighbouring boroughs, businesses, livery companies and interested parties to realise these opportunities.*

## The scope of this Strategy

This education strategy outlines the City's long-term vision for education for children and young people aged 4 - 18. It makes recommendations aimed at maximising the educational opportunities for City of London children, children in City schools, and children who make use of the City's educational services.

In this strategy the term 'education' refers to learning through academic, extra-curricular, formal and informal means, and "the City schools" refers to City of London Academy, City of London Academy (Islington), City of London Freeman's School, City of London School, City of London School for Girls, Sir John Cass Primary School, The City Academy, Hackney, and any school or academy which enters into a formal federation with one of these schools or is otherwise sponsored by the City as a further City school..

Underlying the aims and objectives of this strategy are four core areas that will need to be addressed to realise the City's education ambitions. These are:

- **The City schools:** Defining the City's relationship with the City schools and the wider group of schools with which the City has links, and creating an effective governance framework.
- **Funding:** Ensuring that City funding is used effectively across its education portfolio to meet the City's vision.
- **Communication with external stakeholders:** Engaging with stakeholders who can have an impact on the City's education portfolio and help achieve the City's vision.
- **Administration:** Clarifying how the City will implement this strategy and realise its ambitions.

The ambitions outlined in the strategic objectives are in line with the City's core values, as set out in the *Corporate Plan 2013-17*. Pursuant to the Corporate Plan the City seeks to provide high quality local and valued services to London and the nation. Despite funding pressures the City remains committed to enriching education throughout London by supporting high-quality schools; a vibrant arts and culture offering; extensive open spaces and sporting facilities for local communities; and pathways to further/higher education, training and employment.

The City is unique as it is not a London borough and owns, maintains and supports a variety of services across London. This includes academy schools in three London boroughs, Hampstead Heath, Epping Forest, Coulsdon Common and the other City Commons, Billingsgate, New Spitalfields and Smithfield Markets. It has its own police force and a Lord Mayor that travels the world promoting the benefits of the Square Mile and for doing business in London. The City works with London boroughs, the Greater London Authority, London Councils and other partners to provide services and strategic support throughout the capital. The educational ambitions contained within this strategy cannot be achieved in isolation and the City will strengthen its relationships with these stakeholders so that children and young people are given the tools to be successful through an excellent and enriched education.

The recommendations outlined in this document will deliver a framework for unifying and improving the City's current education provision. It will address the need to

target funding where it is most needed. It will secure a commitment to provide outreach opportunities for the City's schools and schools throughout London, and it recognises the impact the City can have in supporting pathways to employment.

### **Why this strategy is needed**

The City's education portfolio continues to expand and it is important that the City can ensure that its schools provide excellent education. As an academy sponsor the City Corporation is held to account by the Secretary of State for Education and by host boroughs for the improving performance of its academies. The decline in standards and performance at one of these academies in 2011/12 caused significant concern to the City and indicated the need for improved governance, quality assurance and accountability. The Education Strategy includes proposals for strengthening governance and accountability to ensure sustained improvement and excellence in all City schools. This is considered to be an essential precursor to any expansion of the City's role in education.

The City believes it should go further than this and give children and young people an enriched education that exposes them to opportunities to explore the world around them. The City has a wealth of cultural and historical institutions, and open spaces that can provide programmes for schools. A unifying strategy will help to get the most out of these activities. The same is true of the links the City has with businesses and London stakeholders which can support schools to provide experiences for young people away from academic learning.

### **Implementing this Strategy**

The Education Strategy Working Party (ESWP) has consulted with a wide variety of educational stakeholders, including school sponsors, enrichment providers, school leaders, and employability programme leaders, to understand the City's current education portfolio and outline its vision of what the City should aspire to.

This strategy contains actions that need to be delivered in the immediate future. It is recommended that the ESWP continues to meet for an interim period to ensure that these short-term actions are implemented. This includes overseeing the creation of an overarching education body and monitoring the creation of an effective governance framework for the City schools. It is further recommended that this strategy is reviewed after 18 months.

In endorsing this strategy the City must ensure that it allocates sufficient resources to both implement the actions and to support the education infrastructure for the long-term. The actions outlined in this document are based on best practice models and the ESWP is confident that they will help deliver the City's ambition for education.

## **The City of London's contribution to education throughout London**

### *The City:*

- Spends over £30m per annum on educational initiatives and programmes.
- Has a statutory responsibility for one maintained school
- Is the proprietor of three independent schools, sponsors three academy schools, and provides extensive youth music provision through Centre for Young Musicians and Junior Guildhall, together supporting over 5,000 pupils.
- Funds over £2m worth of scholarships and bursaries in its schools
- Contributes over £350,000 per annum to support education for pupils from disadvantaged backgrounds in independent boarding schools
- Introduces over 18,000 young people to the Arts through the Barbican Centre, Guildhall School of Music & Drama, and Centre for Young Musicians, and supports the London Schools Symphony Orchestra. Further outreach is undertaken by the City supported London Symphony Orchestra and the City of London Festival.
- Hosts over 100,000 school children to learn about London's history and evolving culture.
- Provides environmental outreach and extensive sporting facilities in the City Corporation's open spaces to over 12,000 children every year
- Introduces over 1,500 young people to future employment opportunities
- Supports over 400 school leavers in to work placements within the City
- Provides over 40 apprenticeships through the City Corporation and City firms

## Developing the City education portfolio and brand

### **Background**

The City has a reputation for excellence and for providing quality services. It is also recognised for its links to businesses. It is clear that all the schools associated with the City believe that the partnership has benefits for them.

There is currently one maintained school, three independent schools and three academies within the City's immediate education portfolio. The majority of these schools operate in different local authorities. The schools have varying relationships with the City; with the Sir John Cass Foundation Primary School it is as the local authority, with the independent schools it is as proprietor, and with the academy schools it is as the sponsor or co-sponsor. Each operates as a single entity with a link with the City but not as part of a group which shares a defined culture and a common ethos. Each is proud of its association with the City, but the level of interaction with it differs as a result of location and the nature of the relationship with the City. One of the independent schools is outside of London and two of the academy schools are co-sponsored with other organisations.

The City wants each school to provide outstanding education and recognises that there is a reputational risk to the City should any one of these schools fall below standard expectations.

The experience of other groupings of schools, including those supported by livery companies such as the Haberdashers Company and the United Westminster Schools Foundation, suggests that increased collaboration and a shared ethos throughout the group can encourage quality teaching and learning. In each of these organisations the schools share a common ethos, the central organisations provide a robust governance framework, they provide financial support, and they support collaboration across the portfolio. There are opportunities for the City to support its own portfolio of schools through strengthening these areas, whilst being able to make use of its enrichment and outreach opportunities to develop well-rounded pupils at all of its schools.

The City also provides bursary support to pupils at King Edwards School, Witley and Christ's Hospital School. Additionally it has the right to nominate governors to a number of other schools and educational bodies, including Emanuel School, part of the United Westminster Schools Foundation group of schools, and the Central Foundation Schools of London. These institutions value the historic links to the City of London, although they are not part of the City's direct schools portfolio.

There are also education bodies on which the City has Board representation which provide provision for over-18s, such as the Guildhall School of Music and Drama, City Lit and City and Guilds, but this strategy has confined itself to provision for young people up to the age of 18.

There is currently disparity of funding, monitoring and coordination arrangements across the schools and education activities. The funding allocations for scholarships to the City independent schools are based on a historical calculation that has not been reviewed in recent times or measured against the City's core strategic aims and objectives. Nor has it been reviewed against the City's desire to provide access

to high quality education for children from all backgrounds, within the financial constraints which the City currently faces. The time has come to review the allocation of both scholarships and bursaries to ensure that funding is targeted to where it is most needed.

## **Vision**

In its pursuit of educational excellence the City will seek to draw together the schools it has close connections with and establish a family of schools, to be collectively known as *the City schools*. This will include:

- The Sir John Cass Foundation Primary School
- The City of London School
- The City of London School for Girls
- The City of London Freeman's School
- The City Academy, Hackney
- The City of London Academy Islington
- The City of London Academy

These schools will be encouraged to share a collective ethos that strives for educational excellence and high quality enrichment opportunities. Parents and pupils will be able to identify what it means to be a pupil at a City school and the advantages that this education offering will bring. These schools will be able to: collaborate with each other; share best practice; learn from each other; and explore opportunities to become more efficient through collaboration on back office functions.

The City will target its funding where it can have an effective impact. This includes ensuring that City funding for scholarships and bursaries is targeted to those most in need and reflect the City's strategic aims. It also means identifying possibilities for long-term investments in the City schools, such as specific block funding for classroom or recreational equipment, alongside ad hoc grant allocations.

City resources are not limited to financial support but also through using the City's assets, links to businesses, appointment of governors and governor time to support the City schools. These schools will also have a single point of contact within the City that will act as a central resource for information relating to the City's education provision.

The framework put in place to manage the portfolio must be flexible enough for the City to respond to opportunities for expanding its schools portfolio, including extending sponsorship to new schools, such as is already planned in creating a multi-academy trust between the City of London Academy and Redriff Primary School. The City should be clear about what its criteria will be when responding to calls to expand its education provision and be responsive to opportunities to work with businesses and livery companies in promoting its education offering.

These schools will also be supported through the establishment of an accountable body within the City's democratic structures overseeing the City's education portfolio and activity. It will oversee school performance, support access to enrichment opportunities alongside service departments, and promote opportunities for collaboration between the schools. The body will have representation from individuals with relevant experience and skills to be able to effectively challenge

current activity. In the pursuit of excellence the City will benchmark against the best performing schools across London and work with the schools to raise educational achievement.

## **Recommendations**

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

- Establish an overarching education body with responsibility for providing strategic oversight and monitoring of the education strategy. The body should be distinct from other City committees and have a regular cycle of reporting on the performance of City schools, governance and enrichment opportunities.
- Create terms of reference that appropriately differentiate the responsibilities of the education body and other City committees such as the Community and Children's Services Committee and the service committees providing the wider educational opportunities.
- Make funding provision to cover the cost of delivering the strategy and for implementing the governance framework of the City's education portfolio.
- Establish a dialogue with other organisations that manage a diverse schools portfolio, such as the City livery companies, to share best practice.
- Review the education strategy and its associated actions after 18 months of it being approved.
- Review the educational outside bodies to which the City appoints representatives to identify if they are still relevant.

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

- Outline the City's aims and priorities for the City schools and communicate these to the schools and stakeholders.
- Identify the appropriate level of interaction each school has with the City and collaborate on how best to manage the relationship.
- Establish a regular forum for the City schools to meet, share best practice and discuss opportunities for collaboration and school to school support.
- Have a link officer between the City and the City schools to support the collaborative approach and ensure each school in the City's family has access to the support and opportunities which the City can offer.

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

- Review, with the City schools, the level of funding needed from the City to sustain the schools, provide an enriched curriculum and achieve the City's objectives.
- Clarify and review the various sources of funding, including the grant giving bodies, for the City's educational portfolio.
- Identify those education bodies, such as Teach First and the School Governors One Stop Shop (SGOSS), funded by the City and task the overarching education body with reviewing these arrangements.

- Identify appropriate funding arrangements to provide long-term central education support for educational outreach.
- Review the City's scholarship and bursary funding with a view to supporting those families most in need and removing non-means tested scholarships
- Establish a mechanism for monitoring the allocation and use of City funding across the City schools.

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

- Build relationships with key education stakeholders in London, including the Greater London Authority, London Councils and the Department for Education, to identify areas of educational best practice.
- Create an open dialogue with the livery companies, businesses and other organisations to better understand the opportunities they have to contribute to the education environment.
- Host a conference on exploring how the City can contribute to London's education and employment landscape that brings together neighbouring boroughs, school sponsors, livery companies and education stakeholders.

**Clarify the relationship between the City of London and the schools associated with it, recognising the historic links that exists between them**

- As part of a wider review of the City's education funding, review the accountability arrangements and conditions of bursary support provided to the City schools, and King Edwards School Witley and Christ's Hospital School and ensure that it is directed towards the City's aims and priorities.



## **Children living and learning in the Square Mile**

### **Background**

The City has a statutory obligation to administer early years provision, school places for children resident within the City of London and to safeguard these children, and those being educated in schools within the Square Mile or attending other childcare or educational provision. In addition the City gives parents information and guidance on what school provision is available and provides support for the smooth transition between each stage of education.

The City of London has one maintained primary school which, whilst rated outstanding, cannot provide places for all children living in the Square Mile. It is also denominational, being a Church of England school. This has led to more than half of all City of London children being educated in other local authority schools. In particular, approximately 60% of City children educated in state primary schools currently attend Prior Weston, an Islington school. The desire to ensure that all City children have access to high quality education is not confined to those educated in the Square Mile but extends out to schools teaching City children in neighbouring boroughs. There is a great emphasis on developing and maintaining partnerships with other local authorities and schools to help promote the delivery of effective teaching and learning.

### **Vision**

The City will work to ensure that every child resident and/or educated in the City of London has access to high quality education and has the opportunity to achieve their maximum potential and thrive in their community.

By working in close partnership with the City schools and other educational institutions the City will strive to provide the best possible opportunities to learn and to develop. Its achievements will be measured not only by the opportunity for the strongest student to excel, but through providing the opportunities for the least able to achieve so that all children, including those in vulnerable groups, can match the progress of their highest performing peers. The City recognises its statutory responsibilities regarding children with special educational needs and disabilities (SEND) and will continue to improve its support in this area.

The measure of success of this will be in the educational outcomes that begin in schools and extend beyond education. This includes reducing the educational inequality gap between the best and least well performing pupils, securing an improved rate of progress for City children across the Early Years Foundation Stage and Key Stages 1 and 2. To support this, the City will need to support schools teaching significant numbers of City of London children to become or remain outstanding. Beyond this the City believes in the value of, and will promote, enrichment and extra-curricular activities to create well-rounded pupils that will have the necessary skills and confidence to succeed beyond statutory education.

### **Recommendations**

**Ensure that the City provides sufficient primary school places to meet the demand from City of London families**

- Review the current demand from City families for state primary schooling and identify the future growth of demand over the next five years.
- Work with the Sir John Cass Foundation and the Sir John Cass Foundation Primary School to increase its capacity and amend its admissions criteria to enable it to take in more City of London children.

### **Improve access for City children to outstanding state primary education**

- Work in partnership with Sir John Cass Foundation Primary School and Prior Weston Primary School to promote high standards, ensure fair access to opportunity for learning, access to extra-curricular activities and promote the fulfilment of learning potential by every child.
- Create a stronger link between the City and Prior Weston Primary School through identifying opportunities for financial and/or in-kind contributions.
- Liaise with neighbouring boroughs to assess the future capacity of schools to meet the demand of City of London families.

### **Improve access to outstanding state secondary education**

- Ensure all City of London parents are aware of the City academies and the places available for children resident in the Square Mile.
- Work with those primary schools, within and outside of the Square Mile, teaching City of London children to provide an effective transition from primary to secondary education.

### **Reduce the inequality gap between the highest and lowest performing City children**

- Work with schools to identify those primary school aged children resident in the City of London identified as performing below expectations and work with the schools to ensure appropriate improvement measures are in place.
- Review the quality of educational support for City of London children with special educational needs on an annual basis and monitor this against progress.
- Identify those children highlighted as being gifted and talented and work with the schools to make sure these children fulfil their potential.
- Support schools and partners in engaging parents and carers in their children's learning.

## The City Schools

### ***School Accountability and Improvement Framework***

#### **Background**

The City is responsible for one maintained school, three academy schools and three independent schools. In its role as a local authority and as an academy sponsor, the City has a statutory responsibility to the Secretary of State for Education to promote high standards and to provide support and challenge to help schools to improve. As the proprietor of three independent schools the City is held accountable to the Independent Schools Inspectorate (ISI) for the quality and standard of education provided.

Reports on Ofsted inspections and examination performance of Sir John Cass Foundation School and the three City academies are presented to the Community and Children's Services Committee but there is currently no coordinated accountability framework for monitoring and evaluating the performance of all City schools. The ISI inspection reports are presented only to the governing bodies of the independent schools.

The City has been an effective sponsor to the City academies in helping to establish the schools and creating a governance framework for them. However, the co-sponsors of the City Academy Hackney extend their support beyond governance responsibilities, through providing funding for tutoring, classroom equipment and capital projects. The City does not currently support the schools in this manner and is at risk from falling behind its co-sponsors, and indeed other sponsors of academies, in its support.

#### **Vision**

The City is committed to ensuring the very best education for children and families within the City of London and for children educated at City schools. The City will raise standards to create outstanding schools across the portfolio through promoting excellent teaching and learning, supporting a high quality learning environment, and promoting an enriched education. As a local education authority, academy sponsor, and independent school proprietor the City will support its schools to secure excellent outcomes for all pupils. The City will promote a culture of high expectations and aspiration and will establish a school improvement and accountability framework. A school improvement and accountability framework will support and challenge the City schools and the Sir John Cass Foundation Primary School to achieve year on year improvement in educational attainment and standards of teaching and learning. It will also be a mechanism for the early identification of any signs of underperformance to enable timely and effective intervention and action. The framework will be proportionate, reasonable and appropriate to ensure that the City can be able to challenge its schools and it will be flexible enough to include any additional schools that join the City family.

The City will encourage school-to-school support as an effective way of raising standards and improving outcomes. It will actively promote collaboration between schools and academies encouraging them to work together, share best practice and

to support other schools and academies in challenging circumstances to support excellent teaching and learning across the City schools.

The City demonstrated its broader commitment to education when it became an academy sponsor. As the City becomes an established sponsor and strengthens its systems for governance and accountability, the City will be able to develop this commitment further by exploring opportunities, either directly or through its schools, for future federations between schools and academies particularly where this will improve the educational opportunities of children in the Square Mile and its neighbouring boroughs.

In aspiring for excellence, the City recognises the importance of working with its partners; the academy co-sponsors, the Sir John Cass Foundation, City businesses and livery companies; to enhance the learning environment and academic, outreach, and employability opportunities within the schools.

## **Recommendations**

### **Create a framework for clearer accountability, challenge and support**

- Ensure effective arrangements are in place for supporting school and academy leadership and brokering school-to school support.
- Liaise with the local authority and co-sponsors for each City academy to develop shared and coordinated arrangements for monitoring, challenge and support.
- Work in partnership with schools, academies, co-sponsors and relevant local authority representatives to establish a shared view of how to promote school improvement, including arrangements for early identification and action to address any signs of underperformance.
- Develop arrangements for federation between schools and academies where this will improve the educational opportunities of children living in the Square Mile and/or those living in the fringe boroughs.

### **Strengthen the collaboration with academy co-sponsors to ensure that both sponsors play an equal part in the development of the school**

- Allocate funding to enhance the learning environment of the academy schools in line with that already being allocated by co-sponsors, working with the Headteachers to identify school needs.
- Establish regular forums for the co-sponsors to discuss issues relating to the academy schools and coordinated funding needs.

## ***Governance and accountability***

### **Background**

The City plays a very significant role in school governance across a diverse range of schools.

Members of the Court of Common Council sit as City representatives on the governing body for each of the City schools. The City is also represented, or has nomination rights, on the governing bodies of a number of other schools including: Christ's Hospital School, King Edward's School Witley, Emanuel School and the United Westminster Schools Trust.

The governing body for each school operates autonomously in fulfilling its responsibility to provide support and challenge and to hold school leaders to account. There is however no overarching body holding all City schools and City governors to account on behalf of the City.

### **Vision**

The City is committed to excellence in school governance and accountability to secure the very best educational outcomes for children and young people.

Accountability arrangements for the City schools will be strengthened through the establishment of one body with responsibility for the strategic oversight and monitoring of the City's complex education portfolio. An overarching body for education will monitor the implementation of the Education Strategy, provide strategic direction and oversight over the City's education priorities, and will review school performance and improvement measures. This will provide a forum for the governing bodies of the City schools to identify areas of both weakness and success in the governance framework and promote a culture of shared responsibility for the performance of the City's education portfolio.

Governing bodies are an essential part of the overall system of school accountability and the City will invest in the development of school governance. The administration of governing bodies should be based on best practice and up to date advice and guidance. The City will ensure that all school governors are committed to serving on the governing body, informed about the education environment, and are able to contribute their own skills to the work of the governing body for the benefit of the school. Comprehensive arrangements for the appointment, induction and training of City governors will be developed and all governing bodies will be supported by a knowledgeable and professional clerking framework.

The principles of trust, accountability and transparency will underpin school governance and governors will be encouraged to act as a critical friend, providing both challenge and support to school leaders.

### **Recommendations**

**Promote a shared commitment to a robust and challenging governance framework throughout the City schools portfolio**

- Include representation of the governing bodies of all City schools in the composition of the overarching education body.
- Review the latest guidance on governing bodies from organisations such as, the Department for Education, Ofsted, The National College and the Association of Governing Bodies of Independent Schools (AGBIS), with a view to implementing best practice where appropriate.

### **Improve arrangements for the appointment, support and training of school governors**

- Establish arrangements for the appointment of governors who have the right mix of skills, expertise and time to commit to the role.
- Support school governors by providing a comprehensive programme of training and development matched to their needs, including induction for new governors.

### **Support governing bodies to be effective in carrying out their duties**

- Ensure that all governing body meetings are supported by skilled and knowledgeable clerking arrangements, whether this is provided by the City or externally.
- Provide access to high quality advice and guidance on governance procedures and best practice.
- Encourage governing bodies of the City schools to work with the overarching education body to reflect on their own effectiveness.
- Work in partnership with the relevant local authority and co-sponsor to ensure the effectiveness of governance at each City academy.

## ***Enrichment***

### **Background**

The City has a long and proud history of providing education to London children from disadvantaged backgrounds. It was for this that the City of London School, the City of London School for Girls and the City of London Freeman's School were founded. This was before the Education Act 1918 created a universally available education system, which included the abolition of fees for elementary education. The quality of education on offer at the City of London schools enriched the education of these pupils above and beyond the statutory entitlement. Historic links with Christ's Hospital School and King Edwards School Witley, which educate children who would not be able to afford independent schooling, further reinforces this commitment.

In the 21<sup>st</sup> century the City provides bursaries and scholarships to widen access to the independent schools to children who might not have attended these schools otherwise. The historic links between Christ's Hospital School and King Edwards School Witley are further strengthened through the provision of bursary funding. The quality of education in these schools lies in the enrichment opportunities they provide, extending beyond the provision of a good academic education and preparing pupils for life after school. This includes exposing pupils to extra-curricular activities, cultural experiences and developing an understanding of the communities and areas in which they live.

In agreeing to sponsor three academy schools in areas with a history of poor educational attainment the City renewed its commitment to securing high quality education for all, including those living in areas of disadvantage. Since project managing the delivery of new buildings, the City has been supporting the academies primarily through governance arrangements and has provided access to the City's resources and opportunities on an ad hoc basis. There is scope for the City to coordinate its support to provide more effective provision and access to enrichment opportunities.

There is currently disparity of funding, monitoring and coordination across the schools and educational and outreach activities. Moreover, the City does not provide enrichment support to the students in the academies except where specific grant applications are successfully made to the City's educational charity. Those livery companies and Foundations that manage a portfolio of schools provide additional funding to promote extra-curricular activities and address the need for particular skills in the modern workplace in their schools. This is in addition to funding that is granted to enhance the learning environment. Funding to promote the delivery of a broad curriculum will bring the City's focus back to its historic tradition of providing high quality education to London's children above and beyond the statutory provision.

### **Vision**

It is the City's ambition to raise the standards of the City schools and promote a holistic education that will prepare pupils for life beyond school, develop confidence and create the business leaders and entrepreneurs of tomorrow. All pupils in City schools will have access to enrichment and its schools will be encouraged to be both academically strong and to provide opportunities for pupils to take part in sport,

music, drama and other extra-curricular activities. The City schools will collaborate in sport and the arts to bring the talents and resources of these schools together.

Enrichment also incorporates the transition from school to further and higher education. With the rising costs of such education there has been a slight downturn in the uptake of courses at these institutions. London has a wide array of world class education institutions and should be actively promoting these opportunities alongside employability programmes to give young people a variety of choice that will best suit their needs. Advice and guidance in schools will be imperative to achieving this, which will require an increase in the dialogue between the City schools, the City and further and higher education institutions. Establishing this ethos and commitment will send out a clear signal to prospective pupils, parents and schools that may become part of the family of what they can expect from a City school.

The Square Mile is home to a wide variety of businesses, many of which interact with schools to provide workplace opportunities for pupils; Ernst & Young run a summer programme with the City of London Academy. As part of an enrichment programme the City should promote links between the City schools and businesses, using its influence to open up access for pupils and inspiring them to succeed beyond education. This can be achieved through partnering with City stakeholders to promote the teaching of skills needed in the modern workforce, such as confident communication, and to address skills shortages, such as an understanding of technology.

The City will only achieve its vision for holistic education when the City schools undertake joint activities where pupils from different schools interact with each other. Success will also come from a tangible link between the businesses and City stakeholders having a continuous dialogue with the City schools to provide access to employment, further education and training opportunities in and around the Square Mile.

## **Recommendations**

### **Direct the City's schools funding across all City schools to provide financial support and enrichment opportunities**

- Establish a mechanism for allocating City funding for enrichment activities across the City schools.

### **Provide a school environment that fosters confidence, leadership, teamwork and high self-esteem in all City school pupils through promoting a broad and enriched curriculum**

- Promote and monitor enrichment opportunities in each City school through the overarching education body and identify opportunities for inter-school collaboration.
- Ensure all City schools deliver careers advice to support pupils beyond statutory education.
- Promote the array of London's further and higher education offering to pupils in the City schools and identify opportunities for these institutions to interact with pupils.



- Identify enrichment opportunities for all City schools that link to the activities of the Square Mile.
- Host a seminar with businesses and livery companies to identify skills shortages in the workplace and exploring how to address this in schools.
- Invite pupils and staff from the City schools to more City events.
- Showcase the talents of pupils in the City schools throughout the City.

**Ensure all schools receive information about school-based programmes within the City's open spaces and cultural institutions**

- Inform the relevant learning providers within the City's open spaces and cultural institutions about the composition of the City's family of schools and ensure that information on school-based programmes are directed to them.
- Work with learning providers to provide programmes that will support the curriculum focus of the City schools.

## Outreach

### **Background**

The City has responsibilities that go beyond its local authority remit in the areas of culture, the arts, history and the environment. It has a high concentration of arts and cultural organisations, creating an economic cluster recently judged to be worth over £200m to both the Square Mile and the wider London area. It is a steward of historical collections that have been formally designated as being of international significance and manages a significant number of historical and architectural buildings. Across London, the City has responsibility for 11,000 acres of open spaces which include various commons, heath and forest land, parks, gardens and a cemetery. These assets and activities are used and enjoyed by many audiences and as centres of learning and community engagement, they work with schools and young people to educate and inspire over 500,000 people every year.

These activities are well advertised across the London boroughs and various parts of the City have developed distinctive offerings suited to the opportunities they provide. For example, in the cultural sector the London Metropolitan Archives use their collections to bring history and social issues alive for many thousands of school pupils from every London borough each year, which included over 3,000 pupils in 98 onsite sessions in 2012/13. The Barbican Centre and the Guildhall School have formulated effective partnerships with City fringe and East London boroughs to provide outreach for hard to reach and culturally deprived areas. In 2012/13 The Barbican and Guildhall School Creative Learning team worked with 18,500 people as part of the Barbican and Guildhall School's programme.

The Museum of London, jointly sponsored by the GLA and the City Corporation, regards schools as a key audience and expanding the Museum's offer to schools is one of their key strategic priorities, with an aim to engage with every school child across London. It runs curriculum-based programmes that cater for both primary and secondary education, including in archaeology, art, citizenship, classical studies, English, geography and history. The learning section of the Museum's website reaches 1.5million views every year and in 2012/13, approximately 106,000 pupils visited the Museum and the Museum of London Docklands.

Furthermore the City-owned open spaces, such as Epping Forest and Hampstead Heath already have established education programmes, focusing on the environment, recreation and protecting the natural environment. These programmes, funded primarily through charitable grants, are popular with schools and reach out to thousands of children every year. These programmes are interactive and extend across many open space sites. Moreover, the open spaces also host apprenticeship and volunteering opportunities where training is provided on a multitude of areas, including conservation, surveying, and education and visitor services.

The City also plays a pivotal role in ensuring schools throughout London have access to sporting facilities on its open spaces, such as those on Wansted Flats. Providing this infrastructure has a positive effect on both the hundreds of school children that have access to it, and the local communities that are using it to provide opportunities for football, cricket, rugby and other sports. In maintaining these facilities the City is able to provide these opportunities that may not exist if it becomes derelict.

The Economic Development Office brokers volunteering opportunities for City business and City employees within schools in neighbouring boroughs, such as mentoring pupils or providing literacy and numeracy support.

Delivering these programmes is vitally important to retaining and enhancing the quality of the City's outreach offer. In general these activities are funded from the core grant of the service areas and may therefore come under pressure as funding for the service areas is reviewed. Some of the funding for these programmes is additionally delivered through grants. Having an understanding of what funding is available is an integral part of ensuring that the City can maintain this provision.

## **Vision**

The City is committed to using its outstanding cultural, heritage, open and recreational assets to enrich the education of children both in City schools and across London. This includes communicating the offer to every London school, and the City schools in particular, to increase awareness of the programmes on offer. To enhance the offer to schools, the City will open access to joint programmes that bring these different activities together.

Through providing community facilities the City will play a vital role in supporting London boroughs to be able to offer a wide variety of activities. This will strengthen the City's links with local authorities throughout London and offers an opportunity to make an impact to children and young people beyond the classroom.

## **Recommendations**

### **Improve internal awareness of the educational outreach programmes available to schools across the City**

- City departments to collate information on the take-up of their educational offering to City schools, and to schools across London, and provide an annual report to the overarching education body.

### **Improve the co-ordination of the educational offer across the City's activities**

- Review the grant applications being submitted for outreach programmes to identify duplications and opportunities for more collaboration on applications.
- Support the provision of sporting facilities for schools in the City-owned open spaces.
- Use the information on current outreach programmes to identify gaps and duplications in the City's educational outreach activities.
- Establish an officer forum consisting of representatives from the Barbican Centre, Open Spaces and Culture, Heritage and Libraries departments, and the Economic Development Office, to discuss opportunities for school programme collaboration, increase communication to City schools, and to avoid duplication of grant applications.

### **Increase the effectiveness of educational outreach programmes to the City schools**

- The City's cultural institutions and open spaces should specifically target the City's family of schools and those schools attended by a high proportion of children resident in the Square Mile.

**Increase the take-up and impact of City educational outreach programmes across London**

- Develop a section of the website specifically for teachers and schools that promote City educational outreach programmes, ensuring that London boroughs and other relevant local authorities are made aware of it.

## **From Education to Employment**

### **Background**

London's unemployment rate is currently 8.6% compared with a UK figure of 7.8%. Almost one third of London's unemployed people are aged 16-24. Studies show a significant mismatch between the career aspirations of young people and the reality of the labour market and that they lack the connections with people who can help them achieve an insight into those careers or how to achieve them.

The City of London attracts the best people to work in some of the world's most high profile companies. The City is committed to providing opportunities for young people to develop the skills that will help people into employment and to achieve their goals. This philosophy extends beyond the City boundary into fringe boroughs and throughout London. This support is broken down into two areas:

1. Schools based support - helping students make the transition from education to employment.

In 2012 around 1,700 school pupils were introduced to future employment opportunities in the City of London through initiatives such as work experience in and taster visits to City offices, Careers Academy UK, and support for Teach First. Through its Corporate Responsibility programme the City also sends volunteers to schools and celebrate excellence in community engagement through the Lord Mayor's Dragon Awards.

2. Post-education training - providing training opportunities to boost employment opportunities for people outside of statutory education.

In 2012 training was provided for around 3,800 residents; almost 410 people from the City and neighbouring boroughs were helped into work; around 110 local school leavers were helped into prestigious paid work placements in firms based in the Square Mile; and 15 City of London residents into work through the City STEP programme. In addition, the City actively supports apprenticeships that offer nationally accredited qualifications and a minimum of a twelve month employment contract. In 2012/13 40 young adults completed an apprenticeship, whilst a new traineeship programme preparing people for the demands of an apprenticeship is underway. Organisations such as City and Guilds also provide training and pathways to employment programmes which provide young people with opportunities to gain accredited qualifications. Through these programmes the City works in close partnership with over 1,000 businesses, including UBS, KPMG and Standard Chartered.

### **Vision**

The City is committed to providing opportunities for all young people in the City of London and neighbouring London boroughs to access a wide range of training and employability initiatives to raise aspirations and increase their chances of getting a job. This will be through opening up opportunities for schools to interact with businesses to develop an understanding of the workplace. The City of London should be at the forefront of enhancing employability as well as a place to do

business. It should therefore lead the way in providing high quality apprenticeships and training courses, reducing the number of young people not in employment, education or training. As the requirement for all people up to the age of 18 to be in education, training or employment is implemented, the City should be best placed to provide support not only for its residents and pupils, but also pan-London as part of a coordinated approach to tackle youth unemployment.

## **Recommendations**

### **All City employability programmes and initiatives are integrated and focused on the City's priorities**

- Explore how best to join up the City's range of employer-facing employability activities to ensure that a coordinated approach is adopted across the various programmes.
- Review the membership of the City's Employability Group to meet the changing needs in this area.

### **Raise awareness among the City of London business community, specifically small and medium sized enterprises, of the value of and need for business engagement in improving the employability of young people**

- Develop a communications plan to increase engagement with City of London-based employers and SMEs, with a focus on communicating Government funding and incentives available to employers.

### **Identify gaps in the provision of education-business link activity across London and explore ways to improve and sustain this provision**

- Commission a review of gaps in the provision of education-business link activity, to include recommendations as to how the City could improve on the current provision and identify new areas to target.
- Implement recommendations from the above review.

### **Raise awareness of the extent of employability provision provided by the City amongst schools in the neighbouring boroughs, with a specific focus on the City academies**

- Develop promotional materials covering the 'ladder' of aspiration-raising and employability provision provided by the City Corporation and communicate this to the City schools and neighbouring boroughs.
- Monitor and review programme achievements and communicate this to the City schools and schools in neighbouring boroughs as appropriate.

## **The Education Strategy Working Party**

The Education Strategy Working Party (ESWP) was established to undertake a review of the City Corporation's education contribution and devise an education strategy that promotes high quality education.

The group was made up of Members from the City of London Court of Common Council and independent members from different education sectors. These included higher education, academies and the City livery.

Over the course of a three-month consultation period the group took evidence of the City Corporation's education activities, including: local authority statutory provision, schools, outreach programmes, and employability and training initiatives.

This Strategy sets out the priorities of the ESWP following the consultation process and outlines recommendations that will shape the Corporation's education activity over the next three years.

The Chairman would like to thank all the members of the ESWP and officers who have supported it for the hard work and commitment they have put in to creating this strategy. This thanks is extended to all those who gave evidence to the group, showcasing the variety of activity undertaken across the organisation; activities that will continue to go from strength to strength.

The work of the ESWP would not have been undertaken without the contributions from, and meetings with, those organisations that have helped shape the City's education portfolio:

- Academy school host boroughs
- Christ's Hospital School
- The City Academy, Hackney
- The City of London Academy Islington
- The City of London Academy
- The City of London Freeman's School
- The City of London School
- The City of London School for Girls
- City University
- Departments of the City of London Corporation
- The Haberdashers Company
- King Edward's School, Witley
- KPMG
- Prior Weston Primary School
- Redriff Primary School
- The Sir John Cass Foundation
- The Sir John Cass Foundation Primary School
- The United Westminster Schools Foundation
- United Learning Trust
- University College London

**Membership of the Education Strategy Working Party**

Catherine McGuinness – Chairman

Ade Adetosoye

John Bennett

Roy Blackwell – United Westminster Schools Foundation

Jude Chin – Specialist Schools and Academies Trust/Academy school governor

Billy Dove

The Revd. Dr Martin Dudley

Marianne Fredericks

Sir Malcolm Grant – University College London

David Graves

Gordon Haines

Peter Lisley

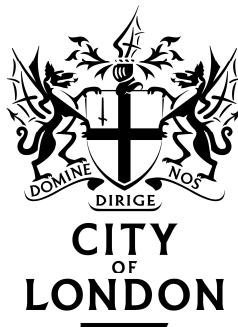
Virginia Rounding

Ian Seaton

Dr Giles Shilson

David Taylor – Livery Schools Link





## Report of the Policy & Resources Committee

### Creation of an Education Board

*To be presented on Thursday 1<sup>st</sup> May 2014*

*To the Right Honourable The Lord Mayor, Aldermen and Commons  
of the City of London in Common Council.*

#### Summary

On the 24<sup>th</sup> October 2014 the Court of Common Council approved an Education Strategy. Contained within that strategy was a proposal for the establishment of an overarching education body. Your Policy and Resources, with the concurrence of the Community and Children's Services Committee, now seeks to establish an Education Board as a grand committee of the Court of Common Council. The recommendations also have the full support of the Education Strategy Working Party.

The proposed Board will review and have oversight of the City Corporation's education-related activities and oversee the implementation of the Education Strategy. It will be responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board will have responsibility for distributing funds allocated to it for educational purposes. It will also be responsible for the City academy schools and the City Corporation's role as a school sponsor. Further information on how the Board will exercise its duties is given in paragraph 10 of the report.

The membership of the Board will be drawn from the Court and makes provision for the appointment of external representatives. The structure of the Board and its activities is also outlined, including the creation of officer forums designed to promote communication and collaboration across the City Corporation's education offer, which will link with the Education Board.

## Recommendations

We **recommend** that the Court of Common Council grants approval to:

- a) Establish a grand committee of the Court of Common Council, to be known as the Education Board;
- b) Set the terms of reference of the Education Board as set out in paragraph 9 of the report, including to:
  - i. Transfer responsibility for the City Corporation's academy schools and appointment of academy school governors from the Community & Children's Services Committee to the Education Board.
  - ii. Delegate responsibility to the Education Board to appoint the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee.
  - iii. Delegate responsibility to the Education Board to distribute the funds allocated to it for educational purposes.
- c) Establish the membership of the Board as set out in paragraph 11 of the main report, including reserving two places on the Education Board for existing Common Council Members of the Education Strategy Working Party for one year only.
- d) Require the Education Board to report on its activities and outcomes after one year of its operation.
- e) Approve City-school governor appointments to follow the academic rather than civic year.

## Main Report

### Background

1. The recently adopted Education Strategy recommended that the City Corporation establishes *an overarching education body with responsibility for providing strategic oversight and monitoring of the education strategy. The body should be distinct from other City committees and have a regular cycle of reporting on the performance of City schools, governance and enrichment opportunities.*
2. It further recommended that the City Corporation should *create terms of reference that appropriately differentiate the responsibilities of the education body and other City committees such as the Community and Children's Services Committee and the service committees providing the wider educational opportunities.*
3. The City Corporation previously had an Education Committee that had responsibility for overseeing the City Corporation's role as a local authority (LA). These statutory responsibilities were amalgamated into the work of the Community and Children's Services Committee when that committee was established.
4. The LA function is, however, only one part of the City's much wider education offer. This includes education at primary, secondary and higher levels in the maintained, independent and academy sectors. It also includes non-academic

education through its cultural and historical institutions, learning programmes in its open spaces, and training and employability services through the City Corporation itself and via a range of partner organisations and businesses.

5. As the education strategy highlighted, there has hitherto been no central oversight of these activities that has the ability to identify links, bring these activities together, and maximise their contribution to the City's corporate strategy.

### **Current Position**

6. The proposals set out in this report represent the culmination of discussions at the Education Strategy Working Party, Policy and Resources Committee and the Community and Children's Services Committee. These discussions have focused on:

- the proposed role of the body;
- its functions;
- the level of oversight of the City Corporation's education offer;
- its interaction with other City Corporation committees;
- its membership; and
- how information would flow to the body.

7. The primary purpose of the new body is to have oversight of the education strategy, its implementation and review. The strategy is split into five parts: developing the portfolio, the City community, the City schools, educational outreach, and the education to employment link. To ensure that the new body can effectively discharge its function as custodian of the strategy it should be incorporated into the review process for activities within these parts.

### **Terms of reference**

8. Except where specific responsibilities are recommended for transfer to it, the Board will not take over the role of other City Corporation committees. Rather, it is proposed as a vehicle for taking a strategic overview and looking holistically at the City's overall education offer, to ensure that the City's spending in this area is being used in accordance with the City's education strategy and more generally its corporate strategy. These are reflected in the following terms of reference which are recommended for adoption.

9. It is proposed that the following terms of reference are adopted for the Education Board:

- To monitor and review the City of London Education Strategy, and to oversee its implementation in consultation with the appropriate City of London Committees; referring any proposed changes to the Court of Common Council for approval.
- To oversee generally the City of London Corporation's education activities; consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of these Committees; and liaising with the City's affiliated schools and co-sponsors.

- To be responsible for the oversight and monitoring of the City of London's sponsorship of its Academies, including the appointment of governors.
- To appoint the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee.
- To monitor the frameworks for effective accountability, challenge and support in the City schools\*.
- To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies.
- Oversight of the City of London Corporation's education-business link activities.

*\*In this report the expression "the City schools" means, as stated in the education strategy, those schools for which the City has direct responsibility, as proprietor, sponsor or LA, namely : The Sir John Cass Foundation Primary School, The City Academy Hackney, the City of London Academy Southwark, the City of London Academy Islington, the City of London School, the City of London School for Girls, and the City of London Freeman's School, and, when the federation with the City of London Academy Southwark is approved, Redriff Primary School.*

## **Responsibilities**

10. Through exercising its responsibilities the Board will have oversight of the City's wider education offer. This is particularly true of its responsibility to implement, monitor and review the Education Strategy. Below is an assessment of those responsibilities and a guide on how these would be discharged:

### ***Implementing, monitoring and reviewing the Education Strategy***

The Board would monitor the implementation of the recommendations and undertake the review of the strategy after 18 months. It would also consider how the City's educational activities for under-4 and post-18 could be incorporated into the strategy.

### ***To oversee generally the City of London Corporation's education activities and liaising with the City's affiliated schools and co-sponsors.***

The Board would feed into the City's education activities across the organisation. Where these activities fall within the remit of other City committees the Board will seek to consult with these Committees on these areas. The Board will also have oversight of the City's relationship with the affiliated schools, such as King Edward's School Witley and Christ's Hospital School. It will also ensure that the City has regular communication with the other City academy co-sponsors.

### ***Promoting opportunities for children resident in the City***

The strategy outlined the City Corporation's vision for ensuring that every child resident in the City has access to high quality education and opportunities. The primary responsibility for children resident in the City rests with the Community & Children's Services Committee. The new Board would liaise with this committee to ensure that the vision is being realised.

### ***Oversight of the City's role as a sponsor of academies***

The expectation placed on academy sponsors has changed significantly since the City Corporation opened its first academy in 2003. There is more scrutiny from government and leadership and governance has become one quarter of the Ofsted inspection framework. Additionally there are proposals that OFSTED should inspect sponsors themselves. The City Corporation must ensure that it exercises its responsibilities as an academy sponsor so that it continues to strive for academic excellence whilst providing the effective leadership, scrutiny and support expected of it. It is therefore proposed that the Board will have responsibility for the appointment of City academy school governors and for liaising with those governors to monitor progress and contribution to the Education Strategy. If approved, this responsibility will be transferred from the Community & Children's Services Committee.

### ***Appoint the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee.***

The City Corporation may be awarded nomination rights to school governing bodies based on factors such as association, support and sponsorship. For example, the City Corporation has been granted a position on the governing body of Prior Weston Primary School, located on the edge of the City in Islington. In addition to appointing governors to the City academies, the Education Board will appoint these City representative governors.

### ***Ensuring that the City's contribution to governance of the schools is effective***

The scrutiny of school governance arrangements has increased and the City will be under pressure from government to ensure that it has effective governance arrangements in its schools. It is proposed that more comprehensive arrangements are developed to ensure that City governors are appropriately appointed, inducted, trained and have the necessary support to be effective in their roles. This would include feeding into the process for appointing City governors to the City schools, although only directly appointing sponsor governors to the City academy schools through its role as a sponsor.

### ***Liaising with City-appointed governors at the City's family of schools to monitor progress and contribution towards the education strategy***

Besides the City's responsibility as an academy sponsor, its responsibilities as an independent school proprietor are as equally important. It must ensure that the schools are academically strong and provide the opportunities to fee-paying pupils expected of a top independent school. The governing bodies of these schools are well-established in the City's corporate governance framework. To ensure that the City continues to provide the effective leadership, scrutiny and support expected of an independent school proprietor, the Board should review this through liaising with the respective governing bodies.

### ***Oversight of the City's support of and liaison with the City's family of schools and their contribution to the City's education offer, and foster collaboration between the schools***

The body would bring together the activities directed through the Heads Forum outlined below to coordinate the City Corporation's education offer and provide a central point for activities being promoted and taken by the City schools. It will also promote areas and activities where the City schools can collaborate, share knowledge and support each other.

***To have responsibility for the distribution of the City's education funding allocation.***

It is proposed that the new body is responsible for the new City's Cash funding provision for schools. This funding allocation will include provision for central education-related resources. This funding will not be confined to one aspect of the education offer but will be made available for educational purposes. It will be for the new body to decide how much will be allocated and for what purpose.

***Reviewing the City's Cash funding allocations and criteria for funding to the City schools***

The City contributes funding from City's Cash across its education offer. It is delivered to a variety of organisations through a myriad of funding streams and under different criteria. The Education Board will advise the Resource Allocation Sub-Committee on how existing funds are spent in line with City priorities. As part of this the Board would take responsibility for reviewing the criteria for funding allocated from this provision.

***Oversight of proposals for expanding the City schools offer***

One of the strategy's strategic objectives is to explore opportunities to expand the City's education portfolio. To achieve this, a mechanism needs to be created to assess opportunities to increase the number of City schools. The responsibility for reviewing the results of this process will fall under the remit of the Board.

***Reviewing the City's educational outreach offer***

The Board would have oversight of the activities directed through the officer Outreach Forum to coordinate the City's educational enrichment offer and provide central coordination and monitoring of the opportunities being made available to both City schools and schools across London. It would receive reports from the group and be made aware of any new opportunities that the City will take advantage of in this area.

***Reviewing the City's activities to support the transition from education to employment and education-business link activities***

The oversight of employability activities of the Economic Development Office would remain within the remit of the Policy & Resources Committee. The Education Board would, however, review those activities that directly link to the transition from full-time education to employment. The Education Board would have oversight of those activities that link education with businesses through training programmes, apprenticeships, and work experience amongst others, through its link to the Employability Group. The scrutiny of work of individual departments is already contained within the terms of reference of some committees, such as: adult services within the responsibility of the Community & Children's Services Committee; and economic development activity within the responsibility of the Policy & Resources Committee. Where

there is crossover, the Education Board will work in consultation with these committees.

## **Membership**

11. Following an assessment of the membership of other City Corporation committees and the recommendations of the last City Corporation governance review, the following membership is proposed:

*A Non-Ward Committee consisting of,*

- Ten Members elected by the Court of Common Council, at least two of whom shall have fewer than five years' service on the Court at the time of their appointment
- up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights)
- one member appointed by the Policy & Resources Committee
- one member appointed by the Community & Children's Services Committee

*Quorum*

The quorum to consist of any five Common Council Members and one of the four external representatives.

*Meetings*

The Education Board will generally meet six times a year.

*Chairman*

The Chairman of the Board will be appointed by Board members and will be a member of the Court of Common Council and not an external representative.

12. To provide continuity with the work already underway by the ESWP, it is proposed that for the first year only two places on the Education Board are reserved for existing Common Council Members of the ESWP should they not be elected in the popular vote. These Members would be appointed from within the ESWP and would serve to stagger the appointments of members to the Education Board.

## **Terms**

13. To stagger the membership of the Board and to avoid an all-out election every four years it is proposed to stagger the terms of these Members elected to it in its first year in relation to the number of votes received by the Court in the following way. Of the ten Members appointed:

- The three candidates with the most votes – four year terms.
- The fourth and fifth placed candidates – three year terms.
- The sixth, seventh and eighth placed candidates – two year terms.
- Two places reserved for members of the ESWP, should they not be elected in the popular vote. If two ESWP members are elected in the popular vote in the top six places then this falls to the seventh and eighth placed candidates – 1 year term.

## **Education Board support – Officer groups**

14. The strategy highlighted the need for greater information sharing across the organisation and promoted joint working to improve the provision of education-related services. To achieve this, the work of the Board would be complemented by the creation of three officer groups that will report to the Board periodically and undertake activities as requested by Members.

- *Heads Forum*

A forum for the Heads of all the City schools to promote partnerships, peer to peer support, and share best practice. This will not replace the Joint Consultative Committee of the three independent schools as this discusses issues relevant and common to these schools alone, such as human resources and staff pay.

- *Outreach Forum*

A forum for officers from the City departments that provide educational outreach and programmes to schools.

- *Employability Group*

The City Corporation already has this group established and its work feeds into the employability framework overseen by the Policy & Resources Committee. The strategy highlighted the need for the City to support effective education to employment arrangements and this group will feed its work and progress back to the Education Board as it implements and monitors the strategy.

15. The establishment of these groups does not need Member approval but Members should be aware of the support being directed to the new Board to ensure it is effective in carrying out its responsibilities.

## **Proposals**

16. It is proposed that an Education Board is established that will have oversight of the City Corporation's education-related activity. It will have responsibility for implementing and monitoring the education strategy and strengthening the City Corporation's education offer. It is further proposed that responsibility for the City academy schools is transferred from the Community & Children's Services Committee to the Education Board and that the Board has responsibility for distributing funding allocated to it.

17. It is proposed that for the first year only two places on the Education Board are reserved for existing Common Council Members of the ESWP. These appointments would provide continuity and serve to stagger the appointments of members to the Education Board.

18. To allow governor terms of office to include whole academic years and to prevent a situation where terms expire midway through the school year, it is proposed that Members approve City school governor appointments to follow the academic, rather than civic, year.



### **Corporate & Strategic Implications**

19. The desire to focus on, improve and strengthen the City Corporation's education offer stems from the corporate aim of providing valued services to London and the nation.
20. If Members choose to establish the Education Board then a new committee would be added to the City Corporation's governance framework. This will require Members to sit on the Board and officers to support it.
21. If approved, nominations will be sought for the 12<sup>th</sup> June meeting of the Court of Common Council. The first meeting of the Education Board will be held on the 24<sup>th</sup> June 2014.
22. Its primary activity would be to oversee work that is currently being undertaken within the organisation. It complements the City Corporation's focus on improving its education offer and supports the corporate priority to maximise the opportunities and benefits afforded by our role in supporting London's communities, as set out in the Corporate Plan 2013-2017.
23. Members should also note that through having responsibility for the distribution of a funding allocation the Board would be determining the priorities in this area.

### **Conclusion**

24. There is a renewed focus on the City Corporation's education offer that stems from the need to improve the current provision. The plethora of activities falling under this offer has grown considerably without any single central coordination to be able to link these together. The Education Strategy recommended creating a new education body that would do this and this report represents the culmination of Member-led discussions which proposes a set of responsibilities and membership for a new Education Board.

All of which we submit to the judgement of this Honourable Court.

DATED this 20th day of March, 2014.

SIGNED on behalf of the Committee.

Mark Boleat,  
Chairman

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<b>Committee(s):</b>	<b>Date(s):</b>
Education Board	24 June 2014
<b>Subject:</b> Governor Appointments to City Academy Hackney, City of London Academy Southwark and Prior Weston Primary School	<b>Public</b>
<b>Report of:</b> Town Clerk	<b>For Decision</b>
<b>Summary</b>	
<p>The Education Board is asked to consider issues relating to the appointment of governors at the City Academy Hackney (CAH), the City of London Academy Southwark (COLAS) and Prior Weston Primary School in Islington (PWPS), namely:</p> <ul style="list-style-type: none"> <li>• The composition and appointment of City of London Corporation Governors at the CAH</li> <li>• The proposed appointment of Nigel Challis CC as governor at CAH</li> <li>• The proposed appointment of Simon Atkinson and Lucas Green as Governors at COLAS</li> <li>• The appointment of a community governor to the PWPS</li> </ul> <p><b>Recommendation(s)</b></p> <p>Members are asked to:</p> <ul style="list-style-type: none"> <li>• Endorse the proposed arrangement whereby the five City of London Corporation Governors at CAH be composed of at least one member of the Court of Common Council, and any four additional members</li> <li>• Subject to the above, recommend to the Court of Common Council that it approve the appointment of Nigel Challis CC as Governor at CAH</li> <li>• Grant delegated authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to submit candidates for the fifth governor vacancy at CAH to the Court of Common Council for appointment</li> <li>• Recommend to the Court of Common Council the appointment of Simon Atkinson and Lucas Green as Governors of COLAS</li> <li>• Grant delegated authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to submit candidates for the governor vacancy at PWPS to the Court of Common Council for appointment</li> </ul>	

## Main Report

### Background

#### 1. **City Academy, Hackney – Composition of Governors**

The City of London Corporation has to date appointed four governors to the Board of Governors of the City Academy, Hackney. When appointment of governors to both the City Academy, Hackney and the City of London Academy Islington was formalised by the Court of Common Council in July 2008 it was envisaged that the four City governors would be composed of two members of the Court of Common Council and two persons who were not members of the Court, but who had particular skills and experience that would be of benefit to the Board.

2. However due to an unforeseen vacancy, Nigel Challis CC was appointed as third governor (with the approval of the Community and Children's Services Committee) on an interim basis to the Board at City Academy, Hackney in November 2013. This has meant that the City governors have been composed of three members of the Court plus one external member, thus contravening the envisaged 50:50 split of members of the Court and non-Court members with requisite skills and experience.
3. Nevertheless this interim arrangement has proved a success and both the co-sponsor KPMG and the wider Board of the City Academy, Hackney are keen to confirm the appointment of Nigel Challis CC as the City's third governor on the Board to ensure his skills and expertise are retained.
4. Given this *de facto* arrangement, the opportunity exists to reconsider the composition of the City's nominated governors and to potentially introduce a more flexible arrangement.

#### 5. **City Academy, Hackney – Appointment of Governors**

As noted above, both the Board of Governors and the co-sponsor KPMG are keen to have the interim appointment of Nigel Challis CC approved for a full term to ensure his skills and expertise are retained and a skills audit of preferred skills and expertise has been conducted.

6. The Education Board is also asked to note that there is now a vacancy for a fifth City-appointed governor due to recent expansion. It is proposed that the appointment to this vacancy is conducted via delegated authority procedure to ensure the governor is in place for the start of the academic year.

#### 7. **City of London Academy Southwark – Appointment of Governors**

Following the resignation of an existing City of London-appointed governor and its recent expansion into a Multi Academy Trust with Redriff Primary School, there exists two vacancies for City-appointed governors at COLAS.

8. The Chairman of Board of Governors has identified two suitable candidates for appointment to these vacancies. The first of these is Simon Atkinson, the Deputy Chief Executive of Ipsos MORI, an organisation that has close links to the Academy. The second nominee is Lucas Green, the Chairman of the Board of Governors of Redriff Primary School.

9. *Simon Atkinson's supporting information is as follows: 'Simon Atkinson is the Assistant Chief Executive at Ipsos MORI. He has responsibility for the company's human resources, marketing & communications and quality & compliance teams. He has more than 20 years' experience of research, working with clients across the public and private sectors. Simon has particular expertise in local government, political polling, customer engagement and employee research. His roles within the company have included Partner at MORI, Head of Political Research, Acting Head of Human Resources, Managing Director of Ipsos MORI Social Research Institute and Managing Director of Ipsos MORI Loyalty. He currently sits on the Management Committee of the British Polling Council and has been co-editor of the Political Communications General Election book series since 2001. Simon is a judge for the Management Consultancies Association Annual Awards and a blogger for the Huffington Post. Prior to joining Ipsos MORI in 1990, Simon graduated from Cambridge University with a first class degree in Social & Political Sciences. Outside work, Simon likes cycling, skiing and Oxford United.'*
10. *Lucas Green's supporting information is as follows: 'I have lived in the London Borough of Southwark since 1999 after I graduated with an Upper Second Class degree in Modern History from Balliol College, Oxford. Before that I attended the Perse School in Cambridge where I was lucky enough to receive an Assisted Place Scholarship. My professional career is in television production. In 1999 I won a rare place on a Graduate Trainee Scheme and soon became a producer of popular entertainment programmes, working for all major British channels. I have produced shows for Graham Norton and Ant & Dec in the UK and New York and in 2011, I set up my own company, Superhero Television. By 2013 Superhero was the sixth largest supplier of content to Channel 4, turning an immediate profit in the company's first three years. I Executive Produce all our output, which has included award-winning programmes across many genres. Outside media I am passionate about working with the local community and within education in particular. I joined the Governing Body of Redriff Primary School in 2004 and became Chair in 2008. In 2011 we were judged by Ofsted to be 'Outstanding' and in the same year we also opened a new Children's Centre. In September 2012 we became one of the first local Primary Schools to make the transition to Academy status, which we feel was a big success. Our main projects in 2013/14 have been to work more closely with COLA, consider expansion of our premises and roll, and prepare for Ofsted with a view to maintaining our 'Outstanding' status. During this period we have also established five Redriff values, which are at the heart of everything we do. They are: 'Aspirational, Adventurous, Enlightened, Individual and Compassionate'. I am extremely proud to be associated with the school and its positive learning environment created by the Head and his team. I attend regular Governor training and work closely with the Senior Leadership Team to challenge progress and outcomes. I take a keen interest in Literacy and Performing Arts and am the Special Educational Needs Link Governor as well as Chairing the Head's Annual Performance Management Review. I have a good relationship with the Head, staff and other Governors and take an active and progressive approach to school improvement. In my spare time I am a keen footballer and have run five marathons. I grew up on a small farm in East Anglia and believe that*

*growing up around trees and green spaces have an enormous impact on our emotional intelligence and wellbeing.'*

**11. Prior Weston Primary School**

The City of London Corporation has the opportunity to nominate a community governor to the Board of Governors of Prior Weston Primary School in Islington.

12. Two-thirds of the City children who attend maintained schools are educated at Prior Weston. The school is currently rated as 'Good' by Ofsted, and in this context the successful governor will want to consider how this can be built upon to ensure Prior Weston students can match the achievements of their counterparts at the City's one maintained primary school, Sir John Cass. Moreover, given the close proximity of Prior Weston to the learning opportunities in the City of London, a City governor will ideally be able to support the school's ability to take advantage of these opportunities to best effect.
13. Similarly, the Governor's Handbook, published by the Department of Education, provides guidance on the typical inputs expected of school governors, such as the ability to contribute to improvement plans and budget data and provide critique of established practices and ways of working.
14. As with the appointment of a fifth governor to the City Academy Hackney it is proposed that the appointment of the City's governor on the Board of Governors at Prior Weston be carried out under delegated authority procedure to ensure the governor is in place for the start of the academic year.

## **Proposals**

**15. City Academy, Hackney – Composition of Governors**

- It is recommended that the Education Board support the establishment of a 1:4 Composition of City of London Corporation nominees to the Board of Governors. This would ensure that the Chairman or Vice Chairman of the Board of Governors would be a Court of Common Council member. This member would be joined by a combination of four other governors who were either Court of Common Council members or external members chosen on the basis of their skills and expertise.

**16. City Academy, Hackney – Appointment of Governors**

- Subject to the above, it is recommended that the Education Board endorse the appointment of Nigel Challis CC to a full term as governor subject to the agreement of the Court of Common Council.
- It is recommended that the Education Board grant delegated authority to the Town Clerk in consultation with the Chairman and Deputy Chairman for the appointment of the fifth governor vacancy at CAH.

## **17. City of London Academy Southwark**

- It is recommended that the Education endorse the two appointments recommended by the Chairman of the Board of Governors to the Court of Common Council.

## **18. Prior Weston Primary School**

- It is recommended that the Education Board grant delegated authority to the Town Clerk in consultation with the Chairman and Deputy Chairman for the appointment of the governor to PWPS.

## **Corporate & Strategic Implications**

19. The appointment of school governors is in line with the City's strategic aim set out in the Corporate Plan 2013-17 to provide valued services to London and the nation.
20. The appointment of school governors supports the strategic objectives set out within the City of London Corporation's Education Strategy 2013-15.
21. The selection of governors based upon identified skills, expertise and experience is in line with the stated priorities of Her Majesty's Chief Inspector of Education, Children's Services & Skills, who has drawn attention to the fact that each Ofsted Section 5 Report now contains a section on the quality of governance.

## **Conclusion**

22. This report outlines recommended courses of action concerning the composition and appointment of governors to the City Academy Hackney, City of London Academy Southwark and the Prior Weston Primary School.

## **Appendices**

- None

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<b>Committee(s):</b>	<b>Date(s):</b>
Education Board	24 June 2014
<b>Subject:</b> Education Strategy Update	<b>Public</b>
<b>Report of:</b> Director of Community and Children’s Services	<b>For Decision</b>
<p>This report updates the Education Board on the progress made in implementing the Education Strategy in the following areas:</p> <ol style="list-style-type: none"> <li>1. The establishment of the Education Unit</li> <li>2. The Head Teachers’ Forum and developing work across the City family of Schools</li> <li>3. Developing the Accountability Framework</li> <li>4. Chairs of Governors Forum</li> <li>5. Future training for Governors</li> <li>6. Additional funding resource to Schools. Project proposals from the three Secondary and one Primary Academy Schools are attached (Appendix 1)</li> </ol> <p>Good progress has been made overall with the establishment of the Education Unit and the recruitment of experienced education staff into the team.</p> <p>Key groups which will assist in the implementation of the Education Strategy have been established and both the Headteachers’ Forum and the Chairs of Governors’ Forum met in May 2014.</p> <p>Work has commenced on developing the Accountability Framework which will provide a benchmark for performance across the City family of schools and similar schools across London and nationally. It will be used to celebrate attainment and progress as well as to challenge and support.</p> <p>Proposals for additional funding available for the City family of schools were returned to the Education Unit on 12 June 2014. Details of these proposals are outlined in this report in paragraphs 24-30.</p> <p style="text-align: center;"><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Members are asked to note the report.</li> <li>2. Members are asked to approve the additional funding resource to the Academy Schools as outlined in paragraphs 24-30 and submitted as Appendix 1.</li> </ol>	

## **Main Report**

### **Background**

1. The Education Strategy 2013-15 was approved in October 2013, a key recommendation was to establish an Education Board to have oversight of the City of London's education related activity. The Court of Common Council approved the establishment of the Education Board on 1st May 2014. An Education Unit is being set up to assist in the implementation of the Education Strategy and this is the first of termly reports to the Education Board updating on progress in respect of the key aims set out in the strategy which are detailed below:
  - To promote and support excellent education and access to higher education
  - To strive for excellence in the City schools
  - To inspire children through an enriched education and outreach opportunities
  - To promote an effective transition from education to employment
  - To explore opportunities to expand the City's education portfolio and influence on education throughout London

### **Education Unit**

#### **Purpose and Function**

2. The Education Unit will be responsible for delivering the Education Strategy in relation to the City Family of Schools and will provide information to the Education Board on the activities under its remit. It has been established to:
  - To create a framework for clearer accountability, challenge and support for the City schools and report to the Education Board on the performance of the schools within the City Family of Schools
  - Provide information on best practice across London and benchmark and improve the City School education offer
  - To promote collaboration between the City schools and the City academies through the setting up of a forum that will share good practice and raise standards across the family of schools. This forum will meet termly to discuss ways of collaborating and providing school to school support
  - To provide a forum for the Chairs of Governors and co-sponsors to meet to share information and develop working practice and expectations across the family of schools
  - To provide advice and training for Governors to ensure that our schools are compliant with the arrangements necessary for good governance and accountability within our schools

- Create a central point of contact and information flow by establishing the post of an Education Policy Officer who will ensure regular briefings to the schools and co-ordinate the activities of the Education Strategy
- To establish a mechanism for assessing opportunities to expand the City schools offer
- To work with other partners to explore the City's role in London's education landscape.

### **Staffing and Resources:**

#### **The Education Strategy Adviser**

3. The Education Strategy Adviser will lead the Education Unit. This post is full time and will be filled by two part time staff who will be accountable to the Director of Children's and Community Services. Both appointees are education professionals with significant experience as successful and are outstanding head teachers of secondary schools.
4. This role will be to support the implementation of the Education Strategy taking responsibility for engaging with the City Family of Schools on the development of a school improvement and accountability framework; advising on governance arrangements and working closely with the Director of Community and Children's Services and the Assistant Town Clerk on any proposals to expand the City's education portfolio.
5. The role includes the following principle functions to develop and implement the Education Strategy:
  - Establish and coordinate a regular forum for City Heads and Principals to meet, share best practice and develop opportunities for collaboration and school-to-school support.
  - To secure the agreement and implementation of a school improvement and accountability framework for the City schools to ensure the identification of any early signs of underperformance and to promote continuous improvement and excellent education outcomes.
  - To work with co-sponsors to strengthen collaboration and to secure robust and shared accountability for the academies and to represent the Director of Community and Children's Services at sponsor meetings.
  - To work with co-sponsors and local authorities on the development of coordinated arrangements for monitoring, challenging and supporting the academies, including arrangements to intervene in the event of serious risks to performance.

- To work closely with the Director of Community and Children's Services on the development of opportunities to expand the City's role in education, including the provision of additional school places, the expansion of existing provision and the development of federations and multi academy trusts.
  - To work closely with the Town Clerk's department providing expert educational advice to governing bodies where necessary and to support the development of a robust and challenging governance framework across the City schools portfolio.
6. It is anticipated that the team will expand in September when expertise in the Primary School sector will be brought in.

### **Education Policy Officer**

7. An experienced Policy Officer will commence on 16 June 2014. The Policy Officer will be accountable to the Education Strategy Adviser with the following responsibilities:
- To support the development of an overarching education body to provide strategic oversight and monitoring of the Education Strategy
  - To ensure the overarching education body receives a regular cycle of performance reports on the City schools.
  - To provide policy officer support for the overarching body including the management of the agenda and work programme including progress reports on the implementation of the education strategy.
  - To act as the City's central point of contact for the City schools with responsibility for coordinating the City's offer.
  - To work closely with the Education Strategy Adviser to establish and coordinate the Heads Forum supporting the administration of the meetings and the development of collaboration and cooperation across the family of schools.
  - To ensure effective communication links across the City schools governing bodies and sponsors, Local Authorities and other partners, through the provision of regular reports.

### **The Headteachers Forum**

8. The Forum has been established and held its first meeting in May 2014. Considerable time was spent discussing the new structure and the accountability to the Education Board. Each of the City schools is constituted differently and therefore the accountability lies with the separate Governing bodies. It was recognised that accountability to the Education Board therefore exists through the governors' representation on the Education Board.

9. The Forum agreed the starting point for the Accountability Framework and identified areas of common interest for collaborative work across the Academies and City Schools. Two of the aims from the strategy that are to be prioritised are: defining the 'City Brand', and the Sharing of Good Practice to raise standards across the City schools.

#### 'City Brand'

10. As each school is a unique entity it is important that we define together our common purpose and aims as a family of schools. It is proposed that we work together to define the common features of the brand and will be facilitated by Ipsos a partner working with the Southwark Academy to achieve this.

#### Sharing of Good Practice

11. There is a wealth of experience and practice across our schools and we have considered the ways in which we can collaborate more to raise standards across the City family of schools. Some examples of collaboration opportunities for professional exchange that have arisen in discussion so far are:

- Developing an outstanding 6<sup>th</sup> form,
- Outreach to Primary Schools,
- Master classes to achieve A\*,
- Peer mentoring,
- Achieving the Best 8 outcomes,

12. There is clearly a unique opportunity to look at developing Continuing Professional Development across the City family of schools. Four key areas have been agreed as a way forward to deepen the expertise in our schools:

- Subject Leader conferencing across the Independent and Academy schools
- Masters in Teaching and Learning Programme with Kings College
- Becoming a COL Direct School Provider for Training teachers
- Linking with The United Learning Trust in evidence based learning

13. An audit has begun to determine the lead schools and participants for each of the activities listed in order to begin the programme in the next academic year. A next step is to consider organising pupil engagement activities across the schools e.g. Music concert, Debates and Sports events.

#### **Developing the Accountability Framework**

14. The Framework will be devised in collaboration with the schools and co-sponsors. It has been agreed that all schools will use the Ofsted Framework as the basis for reporting and provide a copy of their self evaluation against these standards.

15. Headteachers will provide a copy of their report to the Governing Body termly to the Education Unit. This should avoid unnecessary burden of additional report writing as both this aspect should be standard in each of the schools.
16. Each school has its own data system for measuring progress and attainment. The Ofsted Data Dashboard and Raise on Line reports will be used as the baseline for discussion on pupil progress and attainment as well as the schools own data. This will be applicable for the Academies and Primary schools. Comparable progress data measures will be used for the Independent schools including National benchmarking.
17. The Education Unit will commission one of its Education partners to provide the necessary support to ensure that the data on school attainment and the assessment function against the school standards required by Ofsted are collated and analysed to provide robust and appropriate reports for the Education Board on the performance of the City's family of schools. The data will be analysed and provide a benchmark for performance across the City family of schools and similar schools across London and nationally. It will be used to celebrate attainment and progress as well as to challenge and support. Other aspects that will be measured, e.g. participation and collaboration, will be agreed over the next half term and be in place for September.

### **Chairmen of Governors Forum**

18. The Forum for Chairmen of the Governing Bodies of the Academies has been established and the first meeting took place in May. It has been agreed to extend this group to include the Deputy Chairs in order to ensure the involvement of the co-sponsors going forward as the Chairs change to City governors. In addition we have also agreed to involve the other City School Chairmen in the forum in future meetings.
19. The meeting focussed on the shift in Ofsted emphasis on Leadership and Governance in Inspections. Ofsted is now reporting on governance in much greater depth and every report now includes a separate paragraph on the quality of governance.
20. The Court of Common Council approved the arrangements for the appointment of Governors to the City schools. It is essential that all governing bodies have the skill set necessary to fulfil their functions. It will be necessary to work closely with the co-sponsors to ensure that correct representation is achieved and that our governors can meet the new standards required by Ofsted. The risk to the school is that the Ofsted judgement for Leadership and Management will go down a grade and affect the category awarded to the school.

### **Future Training for Governors**

21. Comprehensive training for governors should be provided by Local Authorities. In addition, the National Association for School Governors is an excellent resource for Chairmen. There are several other providers in this field.

22. The Education Unit does not wish to duplicate the comprehensive services provided elsewhere and encourages the schools to buy in to the local offer. However it will provide training sessions on critical issues as required by the schools. The following topics are offered as examples of areas that are critical for Governors that could be centrally offered: Exclusions, Examining the Data Dashboard, the Ofsted Framework and Safeguarding.
23. Chairmen of governing bodies have been asked to identify areas most in need and to advise the strengths of their governing body. An audit of City school Governors will be conducted this half term in order to ascertain the role they fulfil on the governing body committees and to identify their training needs in order to further develop the central training programme.

### **Additional Funding Resource for Schools**

24. Funding has been allocated to the new Education Board to support projects in the City Academies for the 2014/15 academic year.
25. Each Academy has been allocated a grant of £150,000 and Redriff Primary £50,000. The grant allocated to each school is additional money and should be used to make a difference and add value to the educational offer already provided at the school. While Academies are responsible for their own financial management, they are subject to public standards of accountability. Therefore, as with all funds, governors hold the accountability function and the responsibility for ensuring appropriate spend complies with the financial accountability framework and assurance arrangements. Governors have been advised to ensure that the standards as set out in the Financial Management and Governance Self-Assessment (FMGS) are applied.
26. There is no intention to increase bureaucracy unnecessarily, but the Education Unit have requested an outline of the project to be supported through the grant, their target audience and the educational outcomes expected. A brief evaluation will be completed at the end of the project. Forms have been circulated to the schools and the proposals were received by 12 June 2014. All projects proposed are supported by detailed descriptions of aims and expected outcomes. The proposals are attached as Appendix 1
27. Redriff Primary school has submitted a proposal to enhance the playground by creating an adventure play area on site. This will help students access to physical activity as well as increase social interaction. The project is a result of consultation that has been done with architects, parents and the student council.
28. COLA Southwark submitted a bid which is directed at raising the standards of Teaching and Learning and Attainment in Maths. It includes staffing for 2 additional Maths specialists as well as provision for intervention classes, Saturday boosters and Holiday revision schools. It also has an element of outreach work to the primary school to raise the number of students attaining level 6 in the Standards Assessment Tests (SATS).

Maths has been correctly identified as an area that needs additional input to raise standards.

29. COLA Islington submitted a proposal consisting of 7 different activities as follows: developing ICT across the school through the purchase of tablets, lap tops and storage trolleys; accessing an external Pastoral Care programme; developing music provision and providing instruments for an orchestra; providing alternative provision for those unable to access the full curriculum; developing ICT in Science.
30. COLA Hackney submitted a proposal consisting 4 activities as follows: Saturday and holiday provision; lap tops for 6<sup>th</sup> form students beginning in September; enhancing music technology; overseas trips to raise the standards in Modern Foreign Languages and increase the outcomes in EBACC.

### **Corporate & Strategic Implications**

31. There are no Corporate or Strategic implications associated with this report

### **Financial Implications**

32. Members are asked to approve the sum of £150,000 to each of the Secondary Academy Schools and £50,000 to Redriff Primary Academy.

### **Background Papers:**

Education Strategy 2013 - 15

### **Appendix**

The proposals for use of funding submitted by the Academy schools are enclosed as:

Appendix 1 Redriff Primary Academy

Appendix 2 COLA Southwark

Appendix 3 COLA Islington

Appendix 4 COLA Hackney

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## Appendix 1

### Redriff Primary Academy Activity proposal

<b>Title and purpose of the activity</b>
<p><b><u>Key Stage 1 &amp; 2 Playground Development</u></b> Here at Redriff we have begun to develop the playground and opportunities for our younger children from which we have clearly seen benefits such as increase in children's confidence, gross motor skills which in turn have helped in the progress of their writing, social skills, communication skills amongst others. Unfortunately we do not have those opportunities for our Key stage 1 and Key Stage 2 children who equally need those opportunities. We would like to raise funds to be able to create a playground which will give our children aged 6-11 play opportunities similar to those offered to the younger children.</p>
<b>Description</b>
<p>We have been working with several architects over the year to create a vision to include physical play opportunities such as climbing, swing, rolling etc with a natural landscape approach. The aim is to also include areas for quiet play activities such as reading, quiet games and areas to gather as a group and talk. We have also been working alongside Barratt homes as they are building next to the school to try to save and recycle some of the trees they are removing to use as in the playground for climbing, seating and for tree houses.</p>
<b>Total funding and breakdown of funding required</b>
<p>Our vision for the playground development requires £50,000. Breakdown:</p> <ul style="list-style-type: none"> <li>• Equipment octagonal Tower (£8557.00)</li> <li>• Climbing ropes (£1966.00)</li> <li>• Planting (£2719)</li> <li>• Preliminaries for installation (£4352)</li> <li>• Rope Bridge (£1451)</li> <li>• Small Children's slide (£4196)</li> <li>• Tree removal and transportation (£1500)</li> <li>• Tree walkways (£1250)</li> <li>• Tree platforms x 2 (£3000)</li> <li>• Treehouses x 3 (£12000)</li> <li>• Safety surfacing (£8989)</li> </ul>
<b>How will it improve attainment?</b>
<p>Having more opportunities for physical play, areas for social interaction and reading areas we hope to see an improvement in the assessed levels of physical fitness of the children as well as improvement in social, communication and reading skills. Having a more active and stimulating playtime and lunchtime we hope for the children to return to lessons ready to learn and more enthusiastic about their learning.</p>
<b>What is the target outcome?</b>
<p>By rescoring and evaluating the measured outputs we hope to see improvements in:</p> <ul style="list-style-type: none"> <li>• Parent satisfaction via parent survey</li> <li>• Increased scores from the children's survey regarding safety, opportunities and enjoyment</li> <li>• Increased physical fitness scores</li> <li>• Increased scores from the Barnardos quantitative survey regarding feelings about bullying, emotional competence and mental health</li> <li>• Improvements in handwriting due to more opportunities for gross motor play</li> </ul>

<b>How will outputs be measured?</b>
<p>We have undertaken several surveys and measures to gauge effects of the current opportunities in the playground. These include:</p> <ul style="list-style-type: none"><li>• A Parent Survey</li><li>• A scored survey by children relating to how they feel about safety, opportunities and enjoyment in the playground</li><li>• Scored Physical fitness tests</li><li>• A questionnaire on how the children feel about bullying, emotional competence and mental health – a quantitative survey by Barnardos</li><li>• Feedback from school council</li></ul> <p>All of these surveys and measures can be used again following the installation of the new playground to assess the difference the playground has made to our children's lives.</p>
<b>How will it be evaluated?</b>
<ul style="list-style-type: none"><li>• Regular monitoring and surveys delivered by SLT</li><li>• Feedback from Children &amp; Parents</li><li>• Review of targets by SLT following completion of the playground</li></ul>

## Appendix 2

### Proposal from City of London Academy School for Additional Funding

#### Activity proposal

<b>Title and purpose of the activity</b>
<p>To improve our students' progress in Maths across KS4 at the City of London Academy (Southwark) and support local feeder Primary schools in Southwark in raising Level 6 Maths results. This in turn significantly improves their life chances and reflects positively on the Academy and the City of London.</p>
<b>Description</b>
<p>To implement strategies and deploy resources to further improve Key Stage 4 Maths results by:-</p> <ul style="list-style-type: none"> <li>• Employing a Head of Learning and Teaching in Maths (Advanced Skills Teacher)</li> <li>• Employing a Lead Teacher in Maths</li> <li>• To staff and run Saturday and holiday Maths Master classes for KS4 students</li> <li>• To host and send specialist Maths teachers into primary feeder schools to teach and empower their staff and Year 6 students to be able to achieve Level 6 in Maths</li> </ul>
<b>Total funding and breakdown of funding required</b>
<p>£150,000 Maximum bid allowed – CoLA (Southwark) Funding Breakdown</p> <ul style="list-style-type: none"> <li>• Head of Learning and Teaching Maths (AST) £54,000 plus 20% on costs = £64,800</li> <li>• Lead Teacher Maths £39,000 plus 20% on costs = £46,800</li> <li>• Additional 0.5 Teacher hours for intervention classes = £26,400</li> <li>• Saturday classes 40 weeks for 2 staff @ £100 per session = £8,000</li> <li>• Holiday Maths Master Classes @ 50 days for 4 staff @ £70 per session = £14,000</li> <li>• KS2 Master Classes to enable students to try to achieve Level 6 in Maths = £ included in staffing cost above</li> </ul>
<b>How will it improve attainment?</b>
<p>To support up to 360 KS4 students at City of London Academy (Southwark) to improve their levels of progress and eventual GCSE grade in Maths and support up to 20 Primary students to aspire and achieve their aspiration of a Level 6 in Maths.</p> <p><b>How it will improve attainment</b></p> <ul style="list-style-type: none"> <li>• Additional high quality teaching staff will help students make improved levels of progress in Maths by providing better teaching, smaller class sizes and where necessary small group and 1:1 tuition to best meet the individual student needs.</li> <li>• These teaching staff will also be able to effectively train and develop capacity within the faculty and lead in the development of best practice in Maths teaching.</li> <li>• Saturday and holiday Maths classes enable students to have additional tuition, mentoring and exam practice dramatically increasing their chance of getting a better Maths grade.</li> <li>• Training primary staff will increase their skill level and knowledge to be able to better support students in getting Level 6 in Maths.</li> </ul>

- Teaching and coaching Year 6 students with expert specialist Maths teachers increases the student's chances of getting a better KS2 results.

**What is the target outcome?**

- To improve students levels of progress and GCSE results in Maths year on year at KS4 at City of London Academy (Southwark).
- To enable primary students to achieve Level 6 Maths.

**How will outputs be measured?**

- Raised progress in Maths GCSE at City of London Academy (Southwark)
- Raised level 6 KS2 outcomes from students participating.

**How will it be evaluated?**

- Student Examination Outcomes
- Feedback from Partner Primary Schools
- Feedback from Director of Maths

## Appendix 3

### City of London Academy Islington Proposal consisting 5 Activities

#### SUMMARY OF CITY OF LONDON INITIATIVE FUND PROPOSAL

	REF	PURPOSE	AMOUNT (£)
1	Paper A	City Year - Pastoral Care & Enrichment opportunities for Students	65,000
2	Paper B	Providing Alternative bespoke provision care for vulnerable students who not accessing main stream curriculum due to learning disabilities and/or behavioural challenges	30,000
3	Paper C	Team UP – Tuition programme targeting disadvantaged and underachieving students in Year 8 & 9.	7,800
4	Paper D	In Harmony – Form Musical ensembles and Orchestra	10,283
5	Paper E	Use of Tablets – Maths -develop depth of mathematical understanding, increase independent learning skills and increase student engagement	10,000
6	Paper F	ICT Resources – Increase provision of Computer Science and help in fulfilling Curriculum needs.	11,000
7	Paper G	Laptop + Laptop Trolleys – develop independent research skill within the Academy.	20,150
	<b>TOTAL</b>		<b>154,233</b>

#### **Paper A - City Year**

City Year – This is an international organisation that operates in schools in the USA and UK. It recruits young volunteers to work for a year to support outstanding pastoral care and enrichment opportunities for students.

For further information about this organisation and the invaluable support that they provide to schools, please see their website: <http://www.cityyear.org.uk/>

#### **Description**

City Year works with secondary schools with children from disadvantaged backgrounds (Over three-quarters of our students are eligible for free school meals, compared to a national average of one quarter).

The volunteers are uniquely well placed to create meaningful relationships with children who need extra help to succeed. The scheme allows for flexibility in the deployment of volunteers to allow individual schools to design a bespoke programme that best suits their cohort. It would be our intention to use them to support the work of school staff in delivering one-to-one support in lessons, a wide range of enrichment activities, mentoring to young people who are at risk of underachievement etc.

#### **Total funding and breakdown of funding required**

The total cost for one year is £65k. This would give COLAI an allocation of 11 volunteers. City Year would use this money to cover all overhead administrative and training costs.

<b>How will it improve attainment?</b>
It will support improvements in pupil attainment by providing in class support to students who are struggling to access the curriculum or maintain good behaviour for learning. It would also enable us to provide additional after-school and lunchtime interventions, such as study and homework clubs.
<b>What is the target outcome?</b>
<ul style="list-style-type: none"> <li>• Improved levels of engagement and motivation amongst some of our more disaffected students.</li> <li>• Improved progress and attainment through support to those who are struggling to access the curriculum.</li> <li>• Improved enrichment opportunities and broader experiences for a student cohort that experiences limited opportunities and higher than average levels of deprivation.</li> </ul>
<b>How will outputs be measured?</b>
<ul style="list-style-type: none"> <li>• Progress data</li> <li>• Attendance at extra-curricular clubs</li> <li>• Regular reviews of the effectiveness of activities and interventions</li> </ul>
<b>How will it be evaluated?</b>
<ul style="list-style-type: none"> <li>• Analysis of behaviour logs and exclusions</li> <li>• Student focus groups/questionnaires</li> <li>• SLT monitoring of activities</li> <li>• Parental feedback</li> </ul>

<b>Paper B - Providing Alternative Provision</b>
Alternative bespoke educational provisions for vulnerable students who are not accessing the mainstream curriculum due to specific learning disabilities and/or behavioural challenges.
<b>Description</b>
Many of our students need alternative, tailored provision as they find it very difficult to access the full curriculum and can't cope with a full timetable of subjects or have severe learning needs or behavioural issues. We have strong relationships with a number of outstanding offsite providers. These alternative pathways often focus on key skills in English, Maths, ICT (GCSE) and a more vocational/practical course identified by the student, parent and school as being appropriate to that student. Without these options, a number of pupils are at serious risk of underachieving or being permanently excluded, both of which the school wants understandably to avoid at all costs.
<b>Total funding and breakdown of funding required</b>
£30,000 would provide alternative curriculums/placements for 6 students for one year one a full-time basis.

### **How will it improve attainment?**

This initiative will allow identified students to achieve better Key Stage 4 results as the curriculum is designed for smaller classes, more one-to-one support and courses which will engage and motivate students to want to succeed and achieve as they are courses of particular interest to those students. The alternative providers offer a number of vocational courses which we can't offer at our school such as mechanics, construction, digital media, and hair and beauty.

### **What is the target outcome?**

For all students to finish KS4 and achieve grades in line with the level of progress they should make in mainstream education. To reduce the number of permanent exclusions and to increase attendance for those identified. Finally, these providers offer post 16 courses which guarantee a secure pathway and therefore improves students' employability and reduces the risk of unemployment at the end of their time in education.

### **How will outputs be measured?**

- Progress data
- Pupil and parent questionnaires
- Attendance data
- Exclusion data
- Post-16 educational or training progression success rates

### **How will it be evaluated?**

Analysis of::

- Results
- Pupil and parent feedback
- Enrolment onto post-16 courses
- Attendance data

### **Paper C – Tuition Programme**

'TEAM UP' - a small group tuition programme sponsored by the Cabinet Office.

### **Description**

This programme provides 20 hours of tuition over 15 sessions (90 minute sessions after school) primarily targeting disadvantaged and underachieving students in year 8 and year 9. The majority of the tuition is on a 1:3 tutor to student ratio. All tutors are fully trained and DBS checked.

<b>Total funding and breakdown of funding required</b>
<ul style="list-style-type: none"><li>• £130/pupil</li><li>• £6.50/hour</li><li>• We are targeting 60 pupils</li><li>• Total cost is £7,800</li></ul>
<b>How will it improve attainment?</b>
This initiative will have a direct impact on pupil attainment in maths and English as small group and one to one tuition is proven to have significant impact on student learning so that they make rapid progress.
<b>What is the target outcome?</b>
For students who are underachieving in maths and English to make outstanding progress and close the attainment gap. To also build self esteem and confidence in maths and English so that these students are more motivated to learn and are more engaged in their learning.
<b>How will outputs be measured?</b>
Progress data in English and maths. The tutors also provide impact reports which are presented at the end of the programme.
<b>How will it be evaluated?</b>
Progress data in English and maths



**Paper D - In Harmony, Sistema COLAI**

To form musical ensembles and an orchestra

**Description**

To support the Music Department's ambition to provide all students with high quality music provision through providing all students with the opportunity to learn a musical instrument and play in elite ensembles. The funding will be used to purchase the additional musical instruments to support the formation of ensembles and and 3 orchestras. Two will include every student in year 7. The rehearsals for this will be as part of the students' curriculum time. One orchestra will become an elite orchestra which students can hope to progress to.

**Total funding and breakdown of funding required**

Description of Goods/Services	Quantity	Total
Stentor Student1 Viola – 15"	10	£910
Stentor student1 Cello – full size	3	£735
Stentor student 1 Cello – ¾ size	4	£952
Elkhart 100cl Bb clarinet	10	£1180
Monzani MZTR-400s Trumpet	6	£525
Pbone trombone blue	2	£192
Monzani MZFL – 6237s flute	8	£480
Ms essential stand (music stand)	30	£300
Rockstand 7 guitar stand	3	£141
Yamaha DD65 drum machine	3	£447
J&D PB Vintage 1963 bass (black)	5	£495
Squier Affinity Strat Sunburst Guitar	5	£605
JamHub BedRoom	4	£796
Mono to Stereo Jack Adaptor	20	£50
Behringer k900fx	5	£695

Stentor Standard Violin ( $\frac{3}{4}$ size)	10	£580
Stentor Valencia guitar (Full size)	20	£700
Strings/leads/services	-	£500

**Total = £10, 283**

**How will it improve attainment?**

The expansion of the music provision supports the Academy's vision to deliver 'outstanding' outcomes for its students and provide them with a rich cultural capital:

Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self esteem, and maximising their progress in education and not just in music (ofsted, 2009);

Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not (Hallam);

The majority of our students are from socially deprived backgrounds, the schools percentage of students that receive free school meals is 70%: while music touches the lives of all young people, the disadvantaged can benefit most (Gove, 2011);

Studies have shown different benefits from participating in music groups and needing to work together towards a common goal, for example school bands. These include discipline, teamwork, cooperation, self confidence, responsibility and social skills (Brown, 1980; Hallam and Prince, 2000).

**What is the target outcome?**

For every student to play a musical instrument and 3 COLAI orchestras to be established. To continue to build on the whole class instrument lesson work that has been developed this year.

**How will outputs be measured?**

Through whole school data collection of students attendance and attainment.  
Through regular concerts within school and at external venues.  
By entry of groups into competitions.

**How will it be evaluated?**

Data will be collected through lesson observations, musical performances and concerts, student participation, student and parental interviews and student data.

*Gove, The Forward of The Importance of Music: A National plan for Music, 2011, DfE*  
*Hallam 'The power of music: its impact on the intellectual, social and personal development of children and young people'*  
*Ofsted, Making more of music: an evaluation of music in schools 2005/08, February 2009.*  
*Prince and Hallam, Research into instrumental Music Services, 2000, DfE*

**Paper E - The use of tablets in Mathematics**

The purpose is to develop the depth of students' mathematical understanding, to empower students with independent learning skills and to increase student engagement.

**Description**

The use of tablets would be used to support learning at all key stages. Tablets would be used to effectively enhance the depth of students understanding of mathematical concepts such as graphing, transformations angles, circle theorems and sequences. They would provide the platform to support the use of software such as dynamic geometry software. The current Head of Maths has used them to effectively raise standards in a previous school; testament to the success of tablets to support accelerated progress is that the school has now purchased them for all pupils.

The use of tablets in Maths would support the department to meet the demands of the reforms that have been made to the curriculum through supporting greater level of functional application by providing quick and easy access to the internet and supporting problem solving. They would also drive forward the vision of the Head of Maths by supporting more independent investigative learning in the classroom.

**Total funding and breakdown of funding required**

£8,000 for the tablets

£2,000 for the tablet safe to keep and charge the tablets

Total:£10,000

**How will it improve attainment?**

Attainment will be improved through increasing engagement and a greater level of differentiation of learning, by providing a mechanism student to challenge themselves and work at their own pace. Research, *Tablet PCs in schools Case study report*, Open University(2005) conducted into the use of tablets has demonstrated:

It was clear both from the interviews and observations in all of the schools that using the Tablet PCs had a substantial impact on students' motivation (p.13)

In maths ..... the children, who felt that the Tablet PCs helped them learn by making learning more fun and by giving them different experiences. (p.14)

**What is the target outcome?**

Improved progress ad Key Stages 3,4 and 5

Greater numbers taking Maths at Key Stage 5 due to higher attainment and greater understanding of the functional application of Maths.

**How will outputs be measured?**

Through half termly collection of student attainment data.

**How will it be evaluated?**

By comparing student progress data with that of the previous years.

<b>Paper F - Purchase of PCs for ICT Department.</b>
<b>Description</b>
One classroom suite of desktop PCs for ICT Department
<b>Total funding and breakdown of funding required</b>
20 x £550 = £11,000
<b>How will it improve attainment?</b>
<p>These PCs would significantly increase our ability to provide all students with frequent access to high-spec computer equipment. This suite of 20 PCs would enable us to replace an older set of desktops which are no longer fit for purpose. This would enable us to increase our provision of computer science and ensure that all students gain experience of programming and coding. This upgraded ICT suite would be available for other departments to book when required, for example when completing a piece of research or coursework. This investment would therefore have an impact on all students in the academy.</p> <p>The acquisition of these PCs would also enable us to improve our enrichment provision e.g. lunchtime computer clubs.</p>
<b>What is the target outcome?</b>
<ul style="list-style-type: none"> <li>• Access to high-spec PCs for all of our students</li> <li>• New courses and units will be able to be delivered within the ICT and Computer Science curriculum</li> <li>• Launch a computer coding club</li> </ul>
<b>How will outputs be measured?</b>
<ul style="list-style-type: none"> <li>• Attainment of students in ICT</li> <li>• Frequency of access to ICT suites for students in other subjects</li> <li>• Attendance to computer coding club</li> </ul>
<b>How will it be evaluated?</b>
<ul style="list-style-type: none"> <li>• Impact of new hardware will be reviewed on a termly basis following installation to ensure that the transition to new hardware is smooth.</li> <li>• Annual ICT audit will track impact of the upgrade.</li> </ul>

<b>Paper G -Purchase laptop trolleys</b>
Purchase of a 25 unit laptop trolley to include laptops plus the charging unit itself
<b>Description</b>
A single laptop charging trolley plus a maximum of 25 laptops
<b>Total funding and breakdown of funding required</b>
<p>1x LapSafe Mentor SmartLine E30 Laptop Charging Trolley £3649.99  The Mentor provides secure storage and safe charging for up to 30 laptops housed in secure chassis to deter theft, and comes with a FREE Lifetime Warranty. The Smart Line charging system offers our unique 'Low Voltage Ultra Safe Charging' which eliminates the use of multiple AC adaptors in the trolley, saving time in the classroom and removeing ongoing costs of damaged AC adapters The user simply plugs the small power connector directly into the laptop power port and the intelligent power management charges all laptops at the same time.</p> <p>30x Laptops E5440 / i3-4010U(1.7Ghz, 3MB) / E5440 / i5-4300U (1.9GHz, 3MB) / 4GB (1x4GB) 1600MHz / 500GB SATA 5.4k 2.5' / 14' HD(1366X768) AntiGlare / 3YR NBD £550 Per Laptop</p> <p>Lapsafe £3,649.99  Laptops £16,500.00  Total £20 149.99</p>
<b>How will it improve attainment?</b>
<p>This trolley and the incumbent laptops will allow us to develop independent research skills at KS3-5. KS3 students will be able to bolster their work with secondary research on a topic and will develop their sense of enquiry. It will allow us to improve the quality of work and the attainment and progress levels at GCSE due to the ability to proof and draft work instantly instead of working with handwritten pieces. It will allow us to enable the students to engage with and use our online Virtual Learning Environment from within the school. At KS5 our Media Studies A level students will be able to access the ICT based coursework tasks such as video editing, media production and games creation and our Literature students will have access to online resources such as thesis papers and research work.</p>

**What is the target outcome?**

- Developed independent thinking skills
- Developed research skills
- Improved coursework grades
- The ability to access ICT based coursework tasks
- The ability to access online higher education resources

**How will outputs be measured?**

- A better quantity of independently generated research and ideas in pupil essays
- Improved contextual knowledge when dealing with authors and their works
- Improved coursework grades at GCSE
- Greater uptake of complex tasks at A level Media
- Improved use of literary criticism and reference to other academic work in A Level English

**How will it be evaluated?**

- Through the monitoring of written work and the accompanying grades at KS3
- Through the improvement of grades for coursework at KS4
- Through the tracking of grades at KS5 and the monitoring of coursework choices

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## City of London Education Initiative Fund proposal

The City of London Corporation is committed to ensuring the very best education for children and families within the City of London and for children educated at City schools. As part of this it has established in Education Initiative Fund to support projects that seek to raise attainment and enhance learning outcomes.

You are invited to submit a funding proposal for a project or projects that fit these criteria. Your proposal must address each of the following points:

- Title and purpose of the activity
- Activity description
- Funding required
- Audience
- How it will improve attainment
- Target outcome
- Evaluation processes

Please submit your proposals to Angela Murphy : [Angela.Murphy@cityoflondon.gov.uk](mailto:Angela.Murphy@cityoflondon.gov.uk)

### Activity proposal

<b>Title and purpose of the activity</b>
The City Academy Hackney Multiple projects
<b>Description</b>
<p>There are four main projects which require funding:</p> <ul style="list-style-type: none"> <li>• Year 11 Saturday and holiday revision workshops <ul style="list-style-type: none"> <li>○ In order to improve the Year 11 GCSE results interventions will be put in place where extra tuition outside normal school days will be provided to ensure students reach their highest possible attainment targets. These interventions will cover the entire curriculum and will ensure students are prepared for their GCSE exams.</li> </ul> </li> <li>• Sixth Form Laptops <ul style="list-style-type: none"> <li>○ Information technology has become a fundamental part of education. The majority of Sixth Forms now provide some sort of computer device for students to take home. The proposal is to provide an appropriate specification device to every student on entry in September with the parent/carer only paying the premium for a two year insurance contract. The devices will help improve attainment as students can easily prepare professional coursework, conduct research and access school and other resources more easily. These devices will be particularly essential for students from backgrounds which need extra support and those whose families face hardship.</li> </ul> </li> </ul>

## City of London Education Initiative Fund proposal

- Music classrooms and Technology upgrades
  - Music is an integral part of the City Academy ethos of high expectations which contributes to the achievement for all cultures
  - Building on the KPMG funded three year programme of Year 8 music lesson initiative that started at the beginning of this academic year 2013-14 and will continue through 2014-15 and 2015-16
  - Continued forecast demand from those students moving into Year 9 and subsequently Year 10 who wish to continue to learn an instrument
  - Introduction of A Level music starting in September

As a consequence there are currently insufficient rooms for the peripatetic music teachers and students. The project involves creating 1 new music practice room and enlarging the 4 current rooms by sub-dividing the existing large music recital room.

As well as the physical limitation of the classrooms and teaching space the Music Department technology is in need of upgrade. The proposal is to decommission the Apple Mini Macs and redeploy Apple iMacs to the Music Department. Provide new back-up storage, upgrade devices memory from 2GB to 4GB and install the latest Logic Pro Studio and Sibelius Pro software and lastly upgrade the Apple Mac Server to integrate the Apple Mac and Microsoft Windows networks. Within 2 years there will be the need for Apple devices to be replaced as we can only extend our current devices life by a further 2 years to a total of 7 years life

- eBacc MFL overseas trips
  - improve the students preparation for the GCSE exams with the provision of overseas trips with the specific aim of raising attainment

### **Total funding and breakdown of funding required**

#### **1) Year 11 Saturday and School holiday revision**

50 teacher days per annum at 7 hours a day preparation and teaching at £40/hour - £14,000  
 Student lunches 180 students at £2.35/lunch for 3 weeks (5 day weeks) - £6,345

**Total £20,345 recurring annually**

#### **2) Sixth Form laptops**

Student devices for 100 Sixth Form students in 2014-15 rising to 120 students per year from 2015-16 onwards

100 students per device at £250 per device (including Office licences and maintenance and support Agreement). Excluding parent contribution for Device Insurance of £45 for two year full accidental damage / replacement cover

**Year 1 – 100 students at £250 - £25,000 in year 1 (2014-15)**

**Year 2 – 120 students at £250 - £30,000 in year 1 (2015-16 onwards)**

**3) Music classroom and technology upgrades**

Classroom reconfiguration £25,000 in 2014-15

Music Department technology hardware and software upgrades planned over three years £20,000 per annum

**Year 1 – £45,000 in year 1 (2014-15 for classroom reconfiguration and Apple products)**

**Year 2 - £20,000 (2015-16 onwards)**

**4) eBacc MFL overseas trips**

2014-15 Year 11 Autumn (2014) trip for 180 students at £200 each - £36,000

2014-15 Year 10 Spring (2015) trip for 180 students at £200 each - £36,000

Appointment of a MFL 2ic post for trips a 2b increment is required for the post costing £4,000

2015-16 and thereafter

Year 10 Spring Trip for 180 students at £200 each - £36,000

MFL 2ic increment £4,000

**Year 1 – £76,000 in year 1 (2014-15 for trips and increment of new post)**

**Year 2 - £40,000 (one MFL trip and increment of new post 2015-16 onwards)**

**Total Funding required**

**Year 1 (2014-15) £166,345**

**Year 2 and beyond (2015-16 onwards) - £110,345 annually**

**How will it improve attainment?**

**1) Year 11 Saturday and School Holiday revision**

- Targeted work with students to improve grades C/D and C/B to A/A\*

**2) Sixth Form laptops**

- Improve the A-Level attainment for 6<sup>th</sup> Formers and improve the learning experience to prepare them for Higher Education and the professional work.

**3) Music Classroom and technology upgrades**

**Music Practice Rooms**

- With an additional practice room the Sixth Form students will be able to use their free time to practice their instruments. This is approximately one third of their course and pupils need to work independently on these skills in order to achieve the required results for their A-Levels. Also the Year 8's and Year 9's will be able to continue to learn an instrument and build on their music skills with the tuition funding given by KPMG.
- Pupils need to learn to work independently and in small groups. They take a main idea from a lesson and are given time to be creative and work in groups to produce their own work. This is an essential part of music education and currently, there are no breakout spaces available due to the large amount of peripatetic teachers using the rooms during the day. If pupils do not get to learn these skills in KS3 it can greatly affect pupil's ability to work independently when they begin their A Levels. Music teaching should not always be so teacher led as pupils need to learn to learn independently to become more all rounded pupils. The skills they learn in music are not only music skills, but life skills and they need the opportunities to build on these areas.

**Apple Technology**

- The current Apple technology as procured and installed in 2009 on the academy opening often freezes or breaks down in the middle of lessons. This is extremely time consuming and affects the teaching of the lesson and the attainment of pupils. Some pupils are unable to get on to a computer and complete the work set. A teacher should be teaching rather than dealing with these constant problems due to old system software and insufficient memory on devices to run music programmes.
- Upgrading programmes to the latest versions will provide pupils in the older groups with better opportunities to produce more advanced work leading to GCSE and beyond. The new programmes are also easier to use so there will be less time giving instructions and more time learning and doing. We have also allowed for additional staff training for ongoing support and future development from the ICT Support Team. This will ensure interruptions and problems during lessons will be reduced.
- GCSE and A Level pupils will be able to create more professional sounding work leading them to achieve higher grades in their coursework.

**4) eBacc MFL overseas trips**

- Currently EBACC predicted grades are significantly below those of Year 11. This is mainly to do with the introduction of GCSE French which has proved more difficult for students.
- MFL trips will increase motivation and support the improvement of speaking controlled assessment which will be carried out after the revision and emersion trip.

**What is the target outcome?**

**1) Year 11 Saturday and School Holiday revision**

- Maintenance of achievement in 2014/15 at 2013/14 levels in 5 A\*-C plus Eng and Maths at approximately 90%

**2) Sixth Form laptops**

- Achievement for Sixth Form targeting A Level Predicted Scores at level 1 – the top 5% of schools in the country by ALPS predictions

**3) Music Classroom and Technology upgrades**

**Music practice rooms**

- Independent learning evident in all or most lessons
- Pupils being more confident to create their own ideas based on a topic/skill
- Improved standard of pupil's work in all key stages
- Increased number of pupils being involved in performances such as recitals
- Increased number of pupils learning an instrument
- Increased numbers of pupils choosing to study music in KS4 and KS5 as they will feel more capable and enthused about the subject
- One classroom is a 1/3<sup>rd</sup> increase in capacity for the Music Department

**Music Department Technology**

- Uninterrupted lessons with all pupils engaged and on the task
- Working computers allowing pupils to work independently and in pairs as a maximum
- Upgrade/replace the 40 apple devices in use by the Music Department

**4) eBacc MFL overseas trips**

- Students improve their attainment at GCSE MFL subjects after taking the trips targeting approximately 70% Ebacc grade C and above

**How will outputs be measured?**

**1) Year 11 Saturday and School Holiday revision**

- GCSE results data

**2) Sixth Form laptops**

- A Level results data
- Student numbers data of those applying to the Sixth Form

**3) Apple technology and Music practice rooms**

- Logging of problems to ICT Support
- KS3/GCSE/A Level results
- Numbers of GCSE/A Level pupils
- Numbers of pupils involved in extra-curricular activities

**4) eBacc MFL overseas trips**

- GCSE results data

**How will it be evaluated?**

**1) Year 11 Saturday and School Holiday revision**

- Analysis of the GCSE results

**2) Sixth Form laptops**

- Analysis of the A-Level results
- Comparing application data with previous years and benchmarking with other academies

**3) Apple technology and Music practice rooms**

- Analysis of levels/grades
- Regular meetings with ICT Support Team
- Regular meetings with peripatetic music teachers
- Regular analysis of pupils involved in extra-curricular activities focusing on groups such as Free School Meals and Black Caribbean

**4) eBacc MFL overseas trips**

- Comparison between Controlled Assessments results before the trip with the students assessments completed after the trip
- Analysis of GCSE results

<b>Committee:</b>	<b>Date(s):</b>
Education Board	24/06/2014
<b>Subject:</b>	<b>Public</b>
Outreach Forum proposals	
<b>Report of:</b>	<b>For Decision</b>
Town Clerk	
<b>Summary</b>	
<p>The purpose of this report is to update the Education Board on the work of the Outreach Forum and to request support for its proposals to develop four initiatives that draw on the collective strengths of the City's cultural venues to reach out to schools across London with the aim of making a positive impact on the educational lives of pupils. These are:</p> <ol style="list-style-type: none"> <li>i. a three-year school visits fund which would provide schools with grants of up to £300 to help them visit City venues (to be launched in January 2015)</li> <li>ii. a three-year programme of outreach performances, online resources and teacher training to help secondary school teachers tackle difficult subjects such as homophobia, racism, gang culture and substance abuse (to be launched in September 2015)</li> <li>iii. a new website to mark the 350<sup>th</sup> anniversary of the Great Fire of London (to be launched in September 2016)</li> <li>iv. a head teachers' event to promote all the above (in January 2015).</li> </ol> <p>The report highlights the need for funds to carry out teacher consultations and scoping between September and December 2014 in order to progress these initiatives. In addition, in principle support for funding is requested for the two initiatives to be delivered in January 2015 (i and iv).</p>	
<b>Recommendations</b>	
<p>Members are asked to:</p> <ol style="list-style-type: none"> <li>i. note the report</li> <li>ii. endorse the proposals for the development of coordinated programmes as outlined in the proposal section of this report.</li> <li>iii. endorse the Forum's request for funding to be found from appropriate sources.</li> </ol> <p>The funds required are as follows:</p> <ul style="list-style-type: none"> <li>• £50,000 in September 2014 to fund consultation and scoping exercise for the projects</li> <li>• £100,000 for the school visits fund, over three years (from January 2015); and</li> <li>• funding for a head teachers' event at the Guildhall in January 2015 (cost to be confirmed).</li> </ul>	

## Main Report

### **Background**

1. The Education Strategy recommended the establishment of an officer forum consisting of representatives from the Barbican Centre, Open Spaces and the Culture, Heritage and Libraries department to discuss opportunities for schools programme collaboration, to increase communication with City schools, and avoid duplication of grant applications.
2. This forum is now meeting at least quarterly (it was previously known as the 'Engage every school child' steering group which was informally established in October 2013) and is chaired by the Director of the Museum of London. It consists of representatives of the following City cultural venues:
  - Museum of London
  - Barbican Centre
  - Guildhall School of Music & Drama
  - London Metropolitan Archives
  - Libraries
  - Open Spaces
  - Keats House
  - The Monument
  - Guildhall Art Gallery
  - Tower Bridge.
3. Collectively, with their unique collections, buildings, spaces and expertise, these venues represent a powerful educational offer to the 3,200 schools and 1.3 million pupils in London. Every year they engage over 200,000 pupils in primary, secondary and special schools through visits and outreach; receive around 2 million page views of their online educational resources, deliver training to teachers and student teachers; and support teaching and learning across the National Curriculum, for example in history, art, English, geography, drama, dance, citizenship and science.

### **Proposals**

4. The forum has identified a number of ways in which these venues can work together to provide innovative, impactful, world-class initiatives for schools across London and beyond. These are outlined below.

#### *(a) School visits fund*

5. Making a visit to one of the City's cultural venues can be difficult for many schools from a financial point of view, especially those in disadvantaged areas or those in the outer boroughs, where the cost of transport into central London is higher. The cost of providing cover for teachers accompanying pupils on visits can also be a barrier for secondary schools.



The creation of a school visits fund would enable all state schools throughout London to apply for grants of up to £300 to help cover the costs of visiting one or more of the City venues above (eg coach hire or teacher cover). Schools that have not previously visited the venues and those from disadvantaged areas would be given priority. We envisage a fund of £100,000 over three years, with the fund being launched in January 2015. If we assume an average grant of £200, then the fund has the potential to benefit 500 schools over three years, so making a significant impact on the capital's schools sector.

*(b) Hard Education*

6. Issues such as homophobia, racism, gang culture and substance abuse are real problems for many secondary schools in London. For example, research by Stonewall revealed that 55% of gay young people experience homophobic bullying at secondary school. Teachers often find these issues very difficult to address in the classroom. 'Hard Education' would build on the programmes already offered by the Museum of London and London Metropolitan Archives that use historical perspectives to depersonalise these issues and so open up discussion and debate with young people.
7. Working in partnership with specialist organisations such as Schools Out, Show Racism the Red Card and DrugScope, we aim to offer, for example, drama-based performances in schools for whole year groups, teacher training and online resources that will provide teachers with the strategies and confidence to tackle these issues. Offering this programme to all secondary schools in London would make a real difference to individual pupils and their communities across the city.
8. We aim to launch the initiative in September 2015, with programmes addressing three specific issues, to give focus and impetus. We estimate that the cost of developing and delivering this project over a three year period would be in the region of £300,000.

*(c) Great Fire of London website and programme*

9. September 2016 marks the 350<sup>th</sup> anniversary of the Great Fire of London. We wish to capitalise on this key City of London event by creating a high quality, interactive website that brings together and showcases the Great Fire-related collections within the City. This would include a dedicated section for schools which builds on the Museum of London's hugely popular, but now dated, Fire of London website for key stage 1 (5-7 year olds) – see [www.fireoflondon.org.uk](http://www.fireoflondon.org.uk). The site was developed in partnership with the London Metropolitan Archives and other organisations, including the National Portrait Gallery and The National Archives, and receives around 1.5 million page views per year from schools throughout the country.
10. Launching in September 2016, we anticipate the site would cost in the region of £200,000 and would be supported by a programme of events for schools that would run throughout 2016. This would form part of the wider Great Fire programme being planned by the City to mark the anniversary.

*(d) Head teachers' event*

11. We wish to hold an event at the Guildhall in January 2015 that would be promoted to all head teachers in London. We would use the event to launch the school visits fund, raise awareness of the Education Strategy, and inform teachers about Hard Education and the Great Fire website. Head teachers would be encouraged to visit our venues to see for themselves what is on offer, ensuring they become advocates within their schools. We would also invite the GLA to the event to promote the London Curriculum, which is currently being developed in partnership with the Museum of London, to highlight the role City cultural venues can play in delivering the new curriculum.

**Financial Implications**

12. We would like the Board's support for the proposals outlined above.

13. In order to progress these initiatives, it is vital that we carry out thorough consultation with teachers to gauge demand and to ensure that our proposals meet their needs, and to commission consultants to scope and cost the projects. This work needs to begin in September and be completed by the end of December 2014 in order to meet the timescales proposed above – this is especially critical for the Great Fire website as the launch date is fixed by the anniversary.

14. We will need £50,000 to carry out this work. This breaks down as follows:

- i. £15,000 to commission a research company to consult teachers London-wide, through focus groups and surveys, to test the demand for and appeal of the forum's proposals
- ii. £20,000 to commission a consultant to liaise with participating City venues to scope the Hard Education project, carry out more detailed testing of the concept with teachers, and develop a project plan with costings
- iii. £15,000 to commission a consultant to liaise with participating City venues and other potential partners to scope the Great Fire of London website and schools programme project, carry out more detailed testing of the concept with teachers, and develop a project plan with costings.

15. Funding in principle, pending the consultation and scoping work, for the two initiatives that we hope to deliver in January 2015, ie the school visits fund (£40,000 in year 1 and £30,000 in years 2 and 3), and the head teachers' event (cost to be confirmed).

**Conclusion**

16. The Education Forum's proposals represent a hitherto unexploited opportunity to use the collective strengths of the City's cultural venues to engage schools throughout London, and nationwide in the case of the Great Fire website, and make a real impact on the lives of pupils. Within the City of London family there is an extraordinary set of resources embodied by the cultural

organisations and the collections, archives and talent under their care, gaining more value from these assets for the benefit of young people will make a significant contribution. Just as importantly, they would demonstrate very visibly the City's commitment to supporting education across London and raise the profile of its outstanding cultural offer.

### **Contact**

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<b>Committee(s):</b>		<b>Date(s):</b>
Finance Committee Education Board	For Decision For Information	27 <sup>th</sup> May 2014 24 June 2014
<b>Subject:</b> City University maths project – Release of year two funding		<b>Public</b>
<b>Report of:</b> Town Clerk		For information
<b>Summary</b>		
<p>In August 2012 this Committee agreed under urgency powers to award City University with a three-year grant of £181,000 to undertake a maths programme with the City of London Academy Islington. Following the first year, funding for subsequent years was conditional on an annual evaluation report being submitted. The year 1 evaluation report is appended to this report.</p> <p>The programme deployed 20 City University undergraduates into the Academy to tutor targeted groups of students that were achieving grade C or below at GCSE mathematics. Feedback from academy students demonstrates that the project has made an impact in enthusing Academy students towards the study of Mathematics. Following feedback from students the following was noted:</p> <ul style="list-style-type: none"> <li>• 87% of year 11 pupils reported that they found their student tutor helpful in motivating them in their studies. The project provided with an additional intervention opportunity to support learning in Math - at a pace suited to the needs of student.</li> <li>• Initially, 76% of year 11 students and 52% of year 10 students said that the found mathematics to be a difficult subject. After the tutoring began, the majority agreed that mathematics was not such a hard subject and, they saw that they could improve with the additional help provided by their tutors.</li> <li>• Anxiety about examinations eased with 67% of year 11 and 76% of year 10 students reporting they were confident about their upcoming exam.</li> </ul> <p>The first year of this project has proved to be a successful start - providing a helpful addition to the range of work undertaken by the Academy to support improved attainment. This has been reflected in the increase in GCSE maths performance from the previous year.</p> <p><b>Recommendation</b></p> <p>City University are requesting that Members release the year 2 funding of £60,000.</p>		

## Main Report

### Background

1. In 2011 only 31% of pupils at the City of London Academy Islington (COLAI) gained 5 or more GCSE passes (grades A\* to C). This placed the school in the lowest 100 performing schools in England for 2011. City University applied for three-year funding to run a project that utilises City University's expertise in mathematics to improve the standards of numeracy and maths at the Academy.
2. The project has the following aims:
  - **Better Academy Results:** To improve levels of attainment in Mathematics and numeracy within the Academy by working with able students and identified (borderline) students who were not fully realising potential to achieve better results at GCSE examinations.
  - **More Academy students studying Mathematics:** To encourage and route greater numbers of Academy students towards the study of Mathematics in Further and Higher Education (City University and/or other FHE institutions).
  - **Utilising City University's strength in Mathematics for the Academy:** To direct City University and other specialist HE Academic expertise in Mathematics to support teaching staff in the Academy thereby further developing subject knowledge and enhancing teaching practice.
  - **City University Students routed towards teaching:** To actively support and develop City University students towards careers in the teaching of Mathematics.
  - **Opportunities for City University students to make even greater contribution to the Community:** To offer City University students opportunities to enhance their skills and make a significant contribution to education within local communities.

### Current Position

3. The first year of the project has finished and the evaluation report is appended to this report. Over the past year City University has supported the teaching staff at COLAI and deployed City University students as paid mentors to encourage and motivate Academy pupils and in particular those with the ability to achieve good grades and go on to further and higher education.
4. GCSE grades, A\*-C with English and Maths, have improved from 32.7% in 2012 to 61% in 2013, with maths alone seeing a comparable and significant jump.
5. The programme coordinators gathered feedback from COLAI students, City University mentors and staff. These results can be found in paragraph 5 of the attached appendix. The feedback demonstrates that the project has made an impact in enthusing Academy students towards the study of mathematics.

### Proposals

6. City University are seeking the second tranche of funding, amounting to £60,000, to run the second year of the programme.

### Conclusion

7. The evaluation report shows that the first year of this project has proved to be a successful start - providing a helpful addition to the range of work undertaken by the Academy to support improved attainment. This has been reflected in the increase in

GCSE maths performance from the previous year.

8. City University are requesting that the second tranche of funding is released to run the second year of the project.

## **Appendices**

**Appendix 1** - City University Mathematics Project – Evaluation: Year 1.

**Katie Odling**

**Committee and Member Services – Town Clerk’s Department**

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**Appendix 1: City University Mathematics Project – Evaluation: Year 1**



**City of London Academy, Islington**

Mathematics Project

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Evaluation Year 1

**Karan Pattni and Zohra Moledina  
2012/2013**

City University London and City of London Corporation working to improve mathematical ability and numeracy of students at the City of London Academy Islington.



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## **1. Introduction**

This report provides an evaluation of the first year of a City of London funded project - providing support for the City of London Academy, Islington. Utilising the academic strength of the Centre for Mathematical Sciences at City University London, the project deploys undergraduate student tutors, fully supported by academic staff of the Centre of Mathematical Sciences, providing direct support to Academy students. This project seeks to contribute toward the Academy's extensive work in achieving step change improvements in numeracy - visibly demonstrated through improved attainment in Mathematics:

The Academy and City University is grateful to the City of London for their considerable financial support, oversight and input throughout the course of the project, without which, year one of the project would not have been successful.

## **2. Project Aims**

The project has a duration of 3 years. The agreed aims of the Project over this time frame are to contribute towards:-

- **Better Academy Results:** To improve levels of attainment in Mathematics and numeracy within the Academy by working with able students and identified (borderline) students who were not fully realising potential to achieve better results at GCSE examinations.
- **More Academy students studying Mathematics:** To encourage and route greater numbers of Academy students towards the study of Mathematics in Further and Higher Education (City University and/or other FHE institutions).
- **Utilising City University's strength in Mathematics for the Academy:** To direct City University and other specialist HE Academic expertise in Mathematics to support teaching staff in the Academy thereby further developing subject knowledge and enhancing teaching practice.
- **City University Students routed towards teaching:** To actively support and develop City University students towards careers in the teaching of Mathematics.
- **Opportunities for City University students to make even greater contribution to the Community:** To offer City University students opportunities to enhance their skills and make a significant contribution to education within local communities.

## **3. Background Information/Context**

The City of London Academy is situated in the St Peters Ward of Islington. The Academy is sponsored by City University and The City of London Corporation.

The Academy launched in 2008. It is housed in a new building, which was completed in 2010 and has Richard Cloudesley, a local authority special school co-located on the site. Islington is the 14th most deprived Borough in the country and the 5th most deprived in London. The St Peters Ward, in which the school is situated, suffers from high levels of unemployment – 15% compared to 12% nationally, with 1/6 of households with an income under £15K per year. There are also low levels of historical household educational attainment, with the ward being the second worst in Islington. Crime in the area immediately around the school is high with St Peters having levels of robbery which rank it as the second worst in the Borough, and the fourth worst for criminal damage. In relation to health statistics the average life expectancy in the ward is 5 years lower than the national levels and the incidence of mental health illness are significantly higher. (*Source: St Peters Ward Profile 2011 - Islington Council.*)

The Academy is an 11-19 school with 120 students in each year group in years 7–11 and 85 students in the Sixth Form. Approximately 58% of Academy students are boys, with approximately 57% receiving free school meals. There are 69% of ethnic minority students, and 20% are statemented or on School Action Plus, with approximately 36% in total on the code of practice. The highest proportion of special needs students are those with emotional and behavioural difficulties. The levels of deprivation experienced by students is approximately 2.5 times the national average with the Academy having a deprivation index of

0.54 compared to 0.21 nationally. Typically students enter the Academy with prior attainment levels significantly below national averages. The percentage of low attainers in each year cohort is approximately twice the national average, and consistently around 36%.

The Academy's Vision is to be an outstanding Academy; with a total commitment to improving the lives of the young people of Islington by serving the local community as a vibrant centre of learning, known for our academic excellence and our unrelenting determination for everyone to succeed.

The Academy's results were a significant disappointment in 2011. However, the current leadership and management are making a significant difference. In November 2012, OFSTED found that the Academy was a 'Good' school with the capacity to be Outstanding. The GCSE Results for 2013 (published in August 2013) demonstrated significant improvement in levels of attainment

**5 A\*-C with English and Math = 61% (33% in 2012)**

Students made outstanding progress in this year. The results are the Academy's best ever examination results by far. The student's higher academic achievement was the result of hard work throughout the year on the part of students and the staff of the Academy - who delivered a raft of significant changes within the Academy to raise standards. This project formed one component part of this work.

## **4. Summary Project Description**

As part of a range of actions taken to support the Academy's agenda for improvement, City University was invited to utilise the expertise available within the Centre for Mathematical Science and direct undergraduate student tutors for a project to help the Academy in its work to raise mathematical ability and numeracy.

The project deployed 20 City University undergraduates into the Academy to tutor targeted groups of students that were achieving grade C or below at GCSE mathematics.

As part of the project, City University established a partnership with **Teach First**, the organisation that trains and supports Graduates with leadership potential to become inspirational teachers in schools across the UK. to assist with implementation of the project. Teach First provided the University students with additional training on tutoring together with sessions promoting teaching as a career.

City University was able to draw on the experience of a successful and well established tutoring scheme - where students are deployed across London schools to tutor a variety of subjects. The Math Project used the outline of this successful model to create a unique and bespoke tutoring scheme that directly caters for the Academy's needs.

### **4.1. Delivery of Student Tutoring**

The student tutoring opportunity at the Academy was advertised to City undergraduate students by the University's Widening Participation and Outreach team. This took the form of short presentations to students studying subjects that contained significant elements of mathematics. The opportunity was also advertised via email to a pool of student ambassadors (students trained to undertake voluntary and ambassadorial work).

40 students applied to take part in the project, 28 were short listed for interviewing of which 20 were successful. Each shortlisted applicant was interviewed and selection was made using the following criteria:

- Students that demonstrated a real passion for math;
- Students that had an interest in, had previously worked with or enjoyed working with young people;
- Students with excellent communication skills – who were articulate and confident during the interview
- Students that demonstrated the ability to draw on their own experiences of mathematics at GCSE and relate this to pupils who may be struggling in their studies.

Each successful student tutor then received training relating to child protection and how to work with young people. All participating students were cleared through the Disclosure and Barring Service (DBS).

Student tutors were deployed to work with Key Stage 3 (year 10) and Key Stage 4 (year 11) pupils. A total of 96 students (36 year 11 pupils and 60 year 10 pupils) from the Academy participated in the project and were tutored in Mathematics for up to 2 hours on a weekly basis.

## **4.2. Teach First Seminars**

Teach First provided valuable input and support by delivering 4 bespoke sessions throughout the course of the project. The overall goals of these sessions were to help the student tutors understand how to explain concepts and strategies; support young people effectively; and encourage student tutors to give serious consideration towards a career in teaching. A detailed list of the sessions offered by Teach First can be found in the appendix.

## **4.3. Mathematics Residential Weekend**

In addition to receiving tutoring, 26 year 11 pupils attended a Mathematics Residential with 5 of their teachers at the beginning of March 2013 - a short time before they were due to sit their public GCSE examination in Mathematics. The students spent the weekend at Cardfields Education Centre that provides educational and recreational support for schools. During the Residential, Academy pupils received over 24 hours of Mathematics revision.

Those pupils who attended the Mathematics Residential were part of a 'target group' that were forecast to achieve between grade D/E in their GCSE and were considered borderline students. As well as improving attainment, the goal of the Mathematics Residential was to boost self-esteem and confidence in preparation for the upcoming exam.

A range of topics were covered based upon the past exam papers. The pupils were divided into four groups: two following the higher tier GCSE math syllabus and two groups following the foundation tier GCSE math syllabus. Students were taught in carousel style where each teacher was assigned to teaching a set block of topics. On the final day of the Mathematics Residential the pupils sat a practice mock exam to assess progress.

Feedback from staff and students was that the residential was a success. Students came back feeling motivated and enthused towards the impending examination. The carousel style teaching enabled students that were struggling with specific topics to spend more time refining their understanding. Intense revision sessions allowed for deeper learning.

## **4.4. Project Steering Group/Governance**

At the outset, the project established a steering group consisting of the following:

- Di Smith, Academies Adviser, City of London.
- Zohra Moledina, Partnerships Officer, City University London.
- Eamon Martin, Director of Educational Relationships City University, London.
- Dr Anton Cox, Head of Centre of Mathematics, City University London.
- Members from Widening Participation and Outreach team at City University London.
- Sophie Galley, Teach First.
- Kunal Vora, Head of Mathematics, City of London Academy, Islington.
- Akram Tarik, Vice Principal, City of London Academy, Islington.
- Karan Pattni, Project Evaluator, Centre of Mathematical Sciences, City University London.

Regular meetings of the Steering group were held to monitor project delivery; assess progress being made, address logistical and operational issues and resolve any concerns raised. These meetings proved to be effective. At the outset of the project, a number of (teething) operational issues were identified that required intervention by the Project Steering group.

- Compatibility of Academy and University terms: The Academy operates teaching over 39 weeks and the University for 24 weeks. With four weeks dedicated to holidays and five weeks dedicated to exams this resulted in only 15 out of 39 weeks available for direct contact, teaching, outreach and intervention from City University students tutors. The number of dates compatible for both parties were less than originally envisaged. In response to this, the Steering Group was able to direct project resource for a Mathematics residential weekend for Academy students. This weekend proved to be of significant value to students in their preparations for GCSE examinations
- Later start date for Project: The confirmation of project funding came in October 2012, and this allowed less than optimal time for recruitment, training and the deployment of students. Tutorial sessions began from January 2013 (once the selection process had been completed) - allowing for a total of 12 tutorial sessions, one drop down mathematics revision day and one mathematics residential.

## **5. Summary of feedback and responses**

### **5.1. Academy student responses/perceptions**

The project evaluator collected information from the participating Academy students at the beginning and the end of the project. This enabled a careful comparison to be made with regards to students' attitudes toward Mathematics and Higher Education at the beginning and end of the project. A detailed compilation of responses is set out in the appendix.

Broad conclusions drawn from the feedback are:

- 85% of year 11 students and 69% of the year 10 students were new to the student tutoring experience. These students recognized that they required extra support - but lacked confidence in seeking help from their mathematics teacher or parent. The project provided a valuable opportunity for Academy students to reflect on the difficulties they faced. 87% of year 11 pupils reported that they found their student tutor helpful in motivating them in their studies. The project provided with an additional intervention opportunity to support learning in Math - at a pace suited to the needs of student.
- Initially, 76% of year 11 students and 52% of year 10 students said that they found mathematics to be a difficult subject. After the tutoring began, the majority agreed that mathematics was not such a hard subject and, they saw that they could improve with the additional help provided by their tutors. Despite having ability, many students appeared to be demotivated when studying mathematics - because they thought it was difficult. The project helped to address this by providing students with an avenue of extra support. The project appears to have played a part in boosting confidence and motivation towards learning in mathematics. Anxiety about examinations eased with 67% of year 11 and 76% of year 10 students reporting they were confident about their upcoming exam.
- 84% of the year 11 and 85% of the year 10 students agreed that student tutors presented learning material clearly. This is a positive indication of how highly Academy students valued the one-to-one /small group attention received. The project was designed such that each tutor worked with a maximum of three students at a time. This allowed them to form effective working relationships. In fact, any changes/redeployment of the tutors was generally met with a negative response from the Academy students. The development of an effective learning partnership between Undergraduate students and the Academy students proved to be a strong and positive feature of the project.

## 5.2. City University students responses to the Project

Feedback from City University tutors was collected at the end of the project to evaluate their experience. A detailed compilation of their responses is in the appendix.

Broad conclusions drawn from the feedback are:

- Undergraduate student tutors valued the training and support offered to them in this project. In particular, the training - providing guidance and support on the most effective tutoring methods – was highly valued as it taught students how to break down topics into smaller manageable concepts.
- Those undergraduate student tutors who are considering teaching as a career indicated that they are now more confident to go on and pursue this career path.
- This project has given University students an opportunity to make a difference to the lives of other students - by helping them get the most out of their education. Many of the tutors flagged that they were in a similar position to their students during their own GCSE's,
- The Undergraduate student tutors served as excellent role models – in their behaviours, and in demonstrating that Higher Education could be an attainable goal with consistent application and determination.

## 5.3. Participating Staff

The participating staff ( Academy, Islington and other participants )were asked for their feedback at the end of the first year of the project. A number of conclusions can be drawn from their feedback:

- Academy, Islington staff were very positive about the impact of this project – confirming that it had been helpful in their work to raise standards.
- The project had helped to raise the self-esteem of students at the Academy.
- Student tutors had delivered effective provision with 1:1 and 1:3 groups being established to support and reinforce concepts and learning.
- The Math residential provision for Year 11 had been effective in supporting student's revision and preparation for examinations.
- The tutors were recognised to be of high calibre that had an enthusiasm for mathematics. They helped change a number of pupils' perceptions about the study of mathematics.
- The Steering Group was effective. The Group identified issues that arose during the year and provided effective solutions. A troubleshooting mechanism that proved useful throughout the project.
- It will be useful to highlight one or two 'case studies' of individual University and Academy students showing how the project has been of benefit to them as a means of further demonstrating the value of this initiative (this will be done as part of the second year of the project).

## 6. Conclusion

The first year of this project has proved to be a successful start - providing a helpful addition to the range of work undertaken by the Academy to support improved attainment. Academy GCSE results over this period showed significant improvement from the previous year. The credit for this performance rests with the Academy students; together with the Senior Leadership Team and all the staff of the Academy – all of

whom are to be congratulated. The project has played its part - as one component of a raft of actions taken to help students succeed.

Feedback demonstrates that the project has made an impact in enthusing Academy students towards the study of Mathematics.

The project has been of direct benefit to City University students - in enhancing their tutoring skills; encouraging them to think positively of a career in teaching; and in enabling them to make a real contribution to education within the local community in Islington.

We look forward to the continuation of this project in Years 2 and 3.

## 7. Appendix

### 7.1. COLAi Student Feedback

#### 7.1.1. Pre-Evaluation Questionnaire Year 11

Response Rate: 33/37 (89%)

Equality and Diversity	
White - British	<b>52%</b>
Black - Caribbean	9%
Mixed	9%
Turkish	9%
Black - African	6%
White - Irish	6%
Bangladeshi	3%
Slovakian	3%
Other	3%

Part A	Yes	No	Not Sure
One or both of my parents have been to university.	13%	42%	<b>45%</b>
One day I would like to go to university.	<b>61%</b>	9%	30%
Have you ever been tutored before? (Not this programme, but generally).	15%	<b>85%</b>	-
Do you find that mathematics is a difficult subject?	<b>76%</b>	24%	-

Part B	Totally Agree	Agree to some extent	Unsure	Disagree to some extent	Totally Disagree
Having a student tutor in class will make me more likely to go to university.	27%	24%	<b>42%</b>	0%	6%
I am looking forward to working with my student tutor	<b>63%</b>	31%	6%	0%	0%
Having a student tutor in class will help my motivation.	<b>48%</b>	39%	12%	0%	0%
Having a student tutor help me in class will make me more confident.	<b>48%</b>	30%	21%	0%	0%
Having a student tutor will help me to develop revision skills and exam technique.	<b>61%</b>	36%	3%	0%	0%



Having extra help will help me get good grades. 58% 36% 6% 0% 0%

**How have you been dealing with your difficulties in mathematics?**

*49% said they have been revising.*

I've put in more effort.

More revision will help me in math.

Extra revision in the mornings.

I have been trying to come back after school for extra math.

Attending morning math classes.

After getting my results for my November exam, I have been revising at home more than usual.

I have been dealing with my difficulties in math by revising at home.

Trying my best to put more effort.

By getting on with it.

Revision morning 08:00 am. If I don't understand my work, I will speak to my teacher.

I have been more concentrated in lessons and I'm trying to revise more.

I have extra sessions in math which have made me have a better understanding.

I attend a morning math group every day from 8 to 8:40.

I have been dealing with them by doing morning classes and after school classes which help me concentrate more and focus on my work.

Attending morning revision classes and revising at home.

*9% said they would seek help.*

Asking teacher for help.

Not really but I need some help to develop my grades.

I have had some difficulty in math and hopefully by having a student mentor I will achieve good grades.

*42% did not say what they would do.*

I have been doing alright it's just that I forget a lot.

I find it hard to remember stuff in exams, and I hardly revise.

Yes, sometimes I find it hard to understand some things.

I am alright at certain stuff in math e.g. algebra.

**What do you hope to gain from the scheme?**

A better grade in mathematics.

A C grade.

Better grade.

To try to get a higher grade.

I hope I will get better at my math.

A C in my exam.

Achieving at least a grade C.

I hope to get a B grade.

To achieve a C grade.

I hope to gain higher grades, and gain more confidence in math.

Better grades, confident in math.

I hope to gain a grade C in math.

Learn more math.

Improvement in my understanding in math.

To get to know my tutor and succeed in my future exams.

To get better with math.

New Skills.

Build my confidence, learn something new.

A better understanding when doing math.

I hope I learn more topics and become more confident with math.

Better Understanding in math.

A better understanding about graphs and algebra.

Everything that I didn't know.

I hope to gain more understanding on math as a subject in order to pass my exam.

Learn more and understand more.

I hope to gain confidence.

Learn and improve on my math, and try more difficult things.

I will do better at math and learning how to do different math methods.

Confidence in math.

**What are your career ambitions?**

Music Producing; Journalism; Lawyer; Rugby coach; Professional Rugby player; Gym Instructor; Electrician; Plumber; Mechanic; IT; Go To College; Child Care; Health and Social Care; Social Work with Children; Support Worker; To be rich; Professional Vocalist; Music Teacher; Young Offender's; Team Worker; Youth Worker; Musician; TV Presenter; Dancer; Construction; Civil Engineering; Business Teacher; Businessman; Career out of Media Studies; Actor; Theatre; Directing; Go to 6th form.

## 7.1.2. Pre-Evaluation Questionnaire Year 10

Response Rate 43/60 (72%)

Equality and Diversity	
White - British	23%
Black - African	19%
Mixed	12%
Black - Caribbean	12%
Other	10%
Bangladeshi	7%
Turkish	5%
White - Irish	2%
Serbian	2%
Indian	2%
Chinese	2%
Albanian	2%

Part A	Yes	No	Not Sure
One or both of my parents have been to university.	37%	37%	26%
One day I would like to go to university.	67%	2%	30%
Have you ever been tutored before? (Not this programme, but generally).	31%	69%	-
Do you find that mathematics is a difficult subject?	52%	48%	-

Part B	Totally Agree	Agree to some extent	Unsure	Disagree to some extent	Totally Disagree
Having a student tutor in class will make me more likely to go to university.	14%	23%	33%	19%	12%
I am looking forward to working with my student tutor	53%	37%	9%	0%	0%
Having a student tutor in class will help my motivation.	23%	26%	35%	16%	0%
Having a student tutor help me in class will make me more confident.	19%	40%	28%	12%	2%
Having a student tutor will help me to develop revision skills and exam technique.	42%	47%	9%	2%	0%
Having extra help will help me get good grades.	47%	51%	0%	2%	0%

### How have you been dealing with your difficulties in mathematics?

37% said they have been revising:

By working on my math.

Been revising more.  
Revision.  
By revising the topics I have trouble in.  
Revising math at home.  
I revise at night.  
I revise I am dealing with math okay.  
Revising.  
Revise and answer questions.  
I have revised at home.  
Revising, asking my tutor.  
Revising over topics that are difficult.  
I tried to revise but I find it very hard to concentrate and do so.  
I usually revise at home using My Math and the Math Watch CD.  
Looking and trying to find the subject on the Math Watch CD.  
Doing a bit more of my own research, reading books about math.

*7% said they would seek help:*

Asking my tutor.  
Asking my dad.  
I've found it difficult in the beginning and I still do find it difficult, but I just ask for help or go on math resource and sites.

*7% said they attend before and after school classes:*

Yes I have been going to morning classes to help me with this.  
Before and after school classes.  
I have been going before and after school on most days to help me in math.

*7% use other sources:*

Try online math through My Math or YouTube.  
I use what my math teacher gave to me.  
Haven't really as there hasn't been a proper way, just using the math CD.

*42% do not do anything or did not say.*

I haven't, I just procrastinate.  
I haven't been.  
I just shut off and don't bother.  
Nothing.  
I haven't had much difficulty.  
Haven't got round to them yet.  
I haven't but I will start.

**What do you hope to gain from this scheme?**

A great chance of getting an A.  
An A\* in math.  
At least A or B in math.  
An A\*.  
A\*.  
Better grades.  
I hope this scheme improves my grade.  
An improvement in my grade.  
Pass my GCSEs.  
Extra support.  
Better understanding of the subject.  
Motivation, help etc.  
Improvement in my math skills.  
Finding an easy way to solve hard equations.  
A better understanding in math.

Extra revision and learning.  
A better understanding of the subject.  
I'll like to get more familiar with different topics in math.  
Knowledge.  
I hope to gain more knowledge on geometry and shapes.  
More knowledge.  
Knowledge, confidence.  
Get better at math.  
To have a better understanding of some of the topic I don't understand.  
Confidence.  
To be able to figure out things more easily and understand more easily.  
Develop my skills in math.  
More knowledge.  
Knowledge.  
Understand math better.  
Better understanding in the subject.  
More techniques on math.  
Better understanding.  
To improve my math skills.  
I hope to learn things that I would have found difficult otherwise.  
More knowledge and to be more confident doing math.  
A solid understanding of the topics.  
The ability to do shapes.  
Better understanding in topics I'm not comfortable with.  
Nothing.

**What are your career ambitions?**

Accountant; Actor; Animator; Architect; Artist; Banker; Child doctor; Designer; Doctor; Electrical Engineer; Engineer; Find a job in the science field; Forensic Scientist; Formula 1 driver; Go to university and get my certificates; Law; Mechanical engineering; Midwife; Musician; Not sure/still deciding; Pilot; Psychologist; Web Designer; Work in business; Work in the film industry; Work with kids.

### 7.1.3. Post Evaluation Questionnaire Year 11

**Response rate: 30/37 (81%)**

<b>Part A</b>	<i>Yes</i>	<i>No</i>
Are you confident about the upcoming exam?	67%	33%
Was the tutoring as you expected?	73%	27%

<b>Part B</b>	<i>Totally Agree</i>	<i>Agree to some extent</i>	<i>Unsure</i>	<i>Disagree to some extent</i>	<i>Totally Disagree</i>
I feel more motivated about learning mathematics.	13%	53%	17%	10%	7%
My exam grade will improve because of the tutoring.	33%	30%	23%	7%	7%
Mathematics is not a hard subject. Instead, I can do well with the right amount of help.	17%	57%	17%	3%	7%
Since the tutoring began, I prefer asking my tutor for help.	17%	13%	37%	17%	17%
My tutor presented the material clearly.	42%	47%	9%	2%	0%

#### **What did your tutor do best?**

The way they broke down the questions.

Explain in detail.

Explaining the work.

Explain.

Explained well.

They explained things very clearly.

My tutor explained how to solve specific questions in a way that I understand.

Made us understand fully instead of moving on to other subjects.

My tutor has helped me to understand different topics thoroughly.

Guided through the parts I didn't understand.

Listened to us and was patient.

Went at a pace I understood.

It was better than expected.

Everything.

#### **Suggest how we can improve:**

Not on a Wednesday.

More help.

More help in lessons.

They kept changing tutor and some of them I had I wasn't comfortable.

Better people who can teach.

Explain things a little better.

Don't send weird people.

Offer more rooms so less people in one class.

**How has your tutor helped you?**

*35% of the comments mentioned increased confidence:*

Made me more confident.

More confident on answering questions.

I wasn't confident in plotting on graphs and my tutor helped me improve on that.

Made me feel confident in math.

Made me confident.

Confidence.

More confident.

Helped me feel a bit more confident about the exam.

Broke the stuff I can't do down to make it easier and went over stuff I could do to help me improve and become more confident.

He has made me more confident when doing math.

My tutor has helped my gain confidence in doing well in math.

He made me more confident in doing math.

I am a better learner and more enthusiastic about math.

*35% of the comments mentioned improved understanding:*

They were very helpful due to the way they helped me and how clearly they explained the work.

My tutor has helped me to understand different topics thoroughly.

He was also very understandable and also the way he taught was good.

Made everything clear.

She made everything clearer.

Helped me understand linear and quadratic equations.

My tutor has helped me understand the difference between e.g. equations, and how to apply the correct equation the correct question.

Gave me a better understanding.

Explained the math sums to me properly.

Made it easier to answer the questions.

Understand the question more.

My tutor has helped me break down the question.

He clearly explained how to work out tricky questions.

*18% of the comments mentioned being taught different techniques:*

Taught me a different way of solving problems.

She also helped me to use special techniques on how to answer simultaneous equations.

I can now work out math questions by using many methods.

Taught me new ways of solving questions.

Showing me different method how to solve problems.

Help me to understand different techniques.

Got through a lot of math, learnt new skills.

*Other comments:*

They were good at pointing out my weaknesses and helping me improve them.

Related to my problems and helped me understand clearly at my pace.

Helped with some skills in math.

She challenged me with high grade questions (which are a good thing, because now I know I can achieve higher grades).

She's fun to work with.

### 7.1.4. Post Evaluation Questionnaire Year 10

**Response Rate 21/60 (35%)**

<b>Part A</b>	<i>Yes</i>	<i>No</i>
Are you confident about the upcoming exam?	76%	24%
Was the tutoring as you expected?	67%	33%

<b>Part B</b>	<i>Totally Agree</i>	<i>Agree to some extent</i>	<i>Unsure</i>	<i>Disagree to some extent</i>	<i>Totally Disagree</i>
I feel more motivated about learning mathematics.	29%	52%	10%	5%	5%
My exam grade will improve because of the tutoring.	14%	62%	14%	10%	0%
Mathematics is not a hard subject. Instead, I can do well with the right amount of help.	24%	52%	10%	10%	5%
Since the tutoring began, I prefer asking my tutor for help.	19%	48%	14%	14%	5%
My tutor presented the material clearly.	33%	52%	10%	5%	0%

**What did your tutor do best?**

- Her writing it down had helped me a lot, also the way she explained it.
- Explaining really helps me learn.
- He explained the things I didn't know in detail.
- Explained methods and gave useful tips.
- Help me and showed me through explaining.
- Clear explanation.
- Their explanations and the methods of solving any problems.
- Explained questions clearly and gave help when needed.
- Continue to teach properly and explain things properly.
- She kept on trying to explain even after explaining it more than 3 times.
- He made me understand things I have not come across yet in class.
- Helped me to learn new ways of answering questions.
- He helped us with the questions.
- They talked us through the questions that were hard to understand.
- Went through how to check my answers.
- They provide significant support.
- Giving me some advice on how to work things out easily.
- Worked things out in a style I like and showed me step by step.
- Helped me when we were unsure about some questions.

**Suggest how we can improve:**

- Finish earlier.
- An easier way for us to understand.
- Explaining and presenting things on the board.
- Be more prepared question wise.
- A range of questions from A\*-D grade.
- Stick to one tutor the whole time.
- Learn new subjects instead of revising over everything again and again.



### **How has your tutor helped you?**

*35% of the comments mentioned increased confidence:*

Made me feel more confident in math.

Improved confidence.

Become a little more confident with my answers.

Also helped us on any question we weren't confident on.

*35% of the comments mentioned improved understanding:*

Made me understand things I have not come across.

Explaining and writing it down.

Help if you're confused.

Improved understanding.

Helped me understand certain methods easier.

Explained things in an easy way.

Understand things I usually don't.

Better understanding.

My tutor has explained questions and methods I was unsure about.

Understand things more.

I feel more knowledgeable about quadratic equations.

*18% of the comments mentioned being taught different techniques:*

Methods for working out.

Helped me learn new math techniques.

*Other comments:*

Clear in speaking which is good.

How to get full marks.

Told me where I'm going wrong and corrected me.

Strengthened my abilities.

Talked through questions.

With formulas needed for specific questions.

Learnt new things.

Finding the value of  $x$  in an equation.

How to work out the ratio.

They have prepared us for the upcoming test.

Helped me revise methods and formulas.

Worked things out the way I liked.

## 7.2. Tutor Feedback

### **What skills have you gained from the tutoring experience?**

*All tutors said they improved their communication skills, some comments are:*

"...being able to explain mathematical concepts in a way that students can understand easily and grasp the material..."

"...I learned how to approach the age group (year 10 and 11) I was tutoring, so that they are more interested and feel more motivated."

### **Are you considering teaching as a career once you have finished your studies? If so, did participating in the tutoring project influence this decision and how does it help you prepare for this career?**

*50% of the tutors said they would consider teaching as a career:*

"I am considering teaching as a career and I think the project has given me the confidence to be able to teach in the future. I would say that the project has made me more likely to go in to teaching over other jobs."

"From a young age, mathematics and numbers have always played a big part of my life, and I wanted to share my enthusiasm with other young people. I also wanted to show the pupils, especially the ones who hated math, that it can be an enjoyable and stimulating subject."

### **In what ways have you contributed to the community by participating in this project?**

*All tutors mentioned helping struggling students perform better and the knock on effect this has in terms of improving the community:*

"...by giving up some time to tutor pupils that are very keen to learn and want to do well in math. I hope that after we have tutored the pupils, they will go on to college and university, to study what they are passionate about and become successful individuals in the future. In terms of my own community where I live, in Kent, I haven't done any tutoring as of yet, but I have applied for a few job roles in math tuition centres, so hopefully, with the skills and experience I've gained at COLAi, that will make me a desirable candidate."

### **Were you upset about anything and how do you think we can improve?**

*A third of the pupils were upset about the changing of their pupils:*

"...Even though I have no issue with tutoring another pupil, I think in some ways it's better to have the same pupils throughout the year as you get to know their strengths and weaknesses properly."

### **Are you going to participate in the project again next year?**

*All tutors said they will or would like to return again next year:*

"I thoroughly enjoyed tutoring and I am looking forward to meeting new pupils and sharing my enthusiasm for mathematics with them."

"I unfortunately can't participate in the project next year as I will be graduating this year but I have enjoyed my time tutoring and if I could do another year I would."

### 7.3. Teach First Sessions

The sessions were broken down into seminars which covered the following topics:

**Behaviour for Learning Seminar:**

Explored the various things that influence children and how this is manifested in their behaviours. Some theory and positive strategies were taught to understand and deal with these behaviours as and when they happen.

**Communication Seminar:**

Examined communication with focus on written and verbal channels. Participants were given the opportunity to practice their written and spoken skills, and think about the way they communicate. This helps assess the impact of the messages they are trying to convey.

**Assessment in the Classroom Seminar:**

Explored how to assess the learning of children in the classroom, and provided some practical tools to help measure the progress that students make. It provided a valuable insight into teaching as career.

**Tutoring and Mentoring Seminar:**

Explained the principles of one-to-one and small group tuition and provided a toolbox of techniques to tutor pupils of all ages. It enables tutors to understand their pupils' misconceptions and help with their planning.

**Creativity and Innovation Seminar:**

Discussed creativity and development of ideas. A range of activities involving unlearning, wondering, discussing and thinking outside the box were organised.

**Presentation Skills Seminar:**

Covered techniques for effective presenting, including the structure, visual aids and delivery.

### 7.4. Cost Breakdown

Costs incurred in the delivery of this project were in line with the initial application

		2012-13
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<b>Recruitment, training and support for student tutors</b>	Recruitment and publicity. Interview/selection processes. CRB administration/clearances. Training sessions for student tutoring (working in schools/effective mentoring etc.). Career and skills developments (teaching as a career)	
	Sub total	15
<b>Payments for student tutors.</b>		
	Sub total	12
<b>Centre for Mathematics academic leadership, co-ordination and delivery</b>	Leadership/liaison with Academy staff. Session/workshops on subject developments (at University and/or academy as required) External expertise/consultancy (Maths/ numeracy) Workshops/ lectures at University for Academy students	
	Sub total	20
<b>Academy co-ordination and management</b>	On site management and deployment of student tutors	

	Sub total	12
<b>Gen. administration/running costs</b>	Print/stationery/comms Governance/steering group support. Project/scheme evaluation.	
	Sub total	5
	<b>TOTAL</b>	<b>64</b>