



Education Board

Date: THURSDAY, 16 OCTOBER 2014

Time: 4.00 pm

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

Members: Deputy Catherine McGuinness (Chairman)
Henry Colthurst (Deputy Chairman)
Deputy John Bennett
Roy Blackwell
Nigel Challis
Jude Chin
Revd Dr Martin Dudley
Alderman Peter Estlin
Alderman Jeffrey Evans
Stuart Fraser
Virginia Rounding
Alderman William Russell
Ian Seaton
David Taylor
Philip Woodhouse

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

**John Barradell
Town Clerk and Chief Executive**

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **PUBLIC MINUTES**
To agree the public minutes and summary of the meeting held on 11 September 2014.

For Decision
(Pages 1 - 10)

 - a) Outstanding Actions Sheet (Pages 11 - 16)
To consider the outstanding actions since the last meeting of the Board.
4. **EDUCATION STRATEGY UPDATE REPORT**
Report of the Director of Community and Children's Services.

For Information
(Pages 17 - 28)
5. **GOVERNORS SKILLS AUDIT AND TRAINING PROGRAMME**
Report of the Director of Community and Children's Services.

For Information
(Pages 29 - 40)
6. **APPOINTMENT OF MEMBERS TO GOVERNING BODIES**
Report of the Director of Community and Children's Services.

For Decision
(Pages 41 - 52)
7. **APPOINTMENT OF GOVERNOR - THE CITY OF LONDON ACADEMY ISLINGTON**
Report of the Town Clerk.

For Decision
(Pages 53 - 58)
8. **VICE CHAIRMANSHIP OF THE CITY OF LONDON ACADEMY HACKNEY**
Verbal update.

For Decision

9. **CONTINGENCY APPLICATION - LIVERY SCHOOLS LINK CONSULTANT PROJECT MANAGER**
Report of the Town Clerk.

For Decision
(Pages 59 - 62)

- a) Contribution to Education by Livery Companies - Report to Policy and Resources Committee on 3 July 2014 (Pages 63 - 64)
- b) Report of the Livery Education Working Party (Pages 65 - 80)
- c) Resolution from the Policy and Resources Committee (Pages 81 - 82)

10. **REQUEST FOR THE CITY CORPORATION TO BECOME ACCOUNTABLE BODY FOR TWO NEW CENTRAL LONDON FORWARD EMPLOYABILITY PILOTS**
Report of the Director of Economic Development.

For Information
(Pages 83 - 92)

11. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

13. **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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act

For Decision

Part 2 - Non-Public Agenda

14. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 11 September 2014.

For Decision
(Pages 93 - 94)

15. **EDUCATION BOARD FINANCE REPORT AND OVERVIEW**

Joint report of the Chamberlain and the Director of Community and Children's Services.

For Information
(Pages 95 - 98)

16. **ANALYSIS OF UN-VALIDATED EXAMINATION RESULTS (2014) AND PRIMARY SCHOOL PERFORMANCE DATA**
Report of the Director of Community and Children's Services.
For Information
(Pages 99 - 120)

17. **ACTIONS TAKEN UNDER DELEGATED AND/OR URGENCY PROCEDURES SINCE THE LAST BOARD MEETING**
Report of the Town Clerk (To Follow).
For Information

18. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

19. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

EDUCATION BOARD

Thursday, 11 September 2014

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor
West Wing, Guildhall on Thursday, 11 September 2014 at 4.00 pm

Present

Members:

Deputy Catherine McGuinness (Chairman)	Alderman Jeffrey Evans
Henry Colthurst (Deputy Chairman)	Virginia Rounding
Deputy John Bennett	Alderman William Russell
Roy Blackwell	Ian Seaton
Nigel Challis	David Taylor
Revd Dr Martin Dudley	Philip Woodhouse
Alderman Peter Estlin	

Officers:

Rakesh Hira	Town Clerk's Department
Alistair MacLellan	Town Clerk's Department
Peter Kane	Chamberlain
Ade Adetosoye	Director, Community & Children's Services
Joshua Burton	Community & Children's Services
Mark Jarvis	Chamberlain's Department
Liz Skelcher	Economic Development Office

1. APOLOGIES

Apologies for absence were received from Jude Chin and Stuart Fraser.

The Board noted that due to a clash of the meeting dates for Jude Chin he would not be able to attend the Board meetings for the next few months and that whilst he would remain on the circulation list a replacement for his position would be considered.

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

The following standing declarations were made relating to the other bodies which Members of the Education Board served on.

Deputy John Bennett

Board of Governors City of London Freeman's School
Board of Governors of the Guildhall School of Music and Drama

Nigel Challis

Board of Governors of the City of London School for Girls
Board of Governors The City Academy, Hackney

Castle Baynard Educational Foundation & Alderman Samuel Wilson Fund
Chartered Institute of Securities and Investment Educational Foundation
Oxford University Council Integrity Committee

Henry Colthurst

Board of Governors, Mossbourne Community Academy
Board of Mossbourne Federation
Member of Court of the Worshipful Company of Grocers

Revd Dr Martin Dudley

Board of Governors City of London School for Girls

Alderman Peter Estlin

Treasurer, Bridewell Royal Hospital - King Edward's School, Witley

Alderman Jeffrey Evans

Board of Governors City of London Academy – Islington
St Paul's Chorister Trust
Council of Almoners, Christ's Hospital

Stuart Fraser

Board of Governors City of London Freeman's School
Board of Governors City of London School for Girls
Board of Governors City of London School

Deputy Catherine McGuinness

Board of Governors The City Academy, Hackney
Castle Baynard Educational Foundation & Alderman Samuel Wilson Fund
United Westminster Schools Foundation
Board of School Governors and Council of Almoners, Christ's Hospital
Barbican Centre Board
Guildhall School Development Fund

Virginia Rounding

Board of Governors City of London School for Girls
Board of Governors City of London Academy – Hackney
Hampstead Heath, Highgate Wood and Queen's Park Management Committee

Alderman William Russell

Board of Governors City of London School for Girls
Board of Governors of Guildhall School of Music and Drama
Board of Governors Knightsbridge Schools International

Ian Seaton

Board of Governors City of London School
Board of Governors Bridewell Royal Hospital
Donation Governor Christ's Hospital

Philip Woodhouse

Board of Governors of the City of London Freeman's School

Board of Mossbourne Federation
Mossbourne Victoria Park Academy, Hackney
Chairman of Governors of Wellesley House School
Member of the Court of Worshipful Company of Grocers

3. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 24 June 2014 were approved as a correct record subject to removing Deputy John Bennett from being present.

Matters Arising

Appointment of Education Board External Representatives

The Chairman commented that the external representatives on the Board provided an immense amount of expertise and skills which the Board would benefit from. She noted that the Board was pleased that both Roy Blackwell and David Taylor would continue to serve at least until December.

Safeguarding – Online Training Course

It was noted that safeguarding training for Members who served as Governors of educational governing bodies would be provided in due course and that on-line training courses would be explored, including 'EduCare' which was recently used for Governors of the Guildhall School of Music & Drama.

Prior Weston Primary School – Governor Vacancy

It was noted that Jeremy Mayhew CC had been appointed as a Governor of the Prior Weston Primary School following endorsement by the Court of Common Council on 11 September 2014.

3.1 **Outstanding Actions Sheet**

The outstanding actions sheet was noted.

4. **EDUCATION STRATEGY DEVELOPMENT PLAN**

A report of the Director of Community and Children's Services outlined the processes that the Education Unit had put in place to monitor the implementation of the Education Strategy and the processes on how the Board would be regularly updated to enable the efficient and effective exercise of the Board's responsibilities.

Members discussed the report in detail with the following points being made:-

- An Education Strategy update would be provided at each Board meeting as a standing item, highlighting key developments in the delivery of the Education Strategy.

- The Education Strategy Development Plan would be reported biannually rather than once a year.
- The progress against each individual action would be monitored regularly.
- A colour scheme would be developed for the development plan in order for Members to identify which actions were either short, medium or long term and to help prioritise.
- The leaflet which had been provided to all secondary academies illustrating EDO's offer (plus apprenticeships) would be circulated to the Board for information.
- In relation to Action 35, namely, 'liaise with the local authority and co-sponsors for each City academy to develop shared and co-ordinated arrangements for monitoring, challenge and support'; it was noted that it was vital to keep an open level of communication with our neighbours in the event that issues needed to be escalated with local authorities in areas outside of the City of London.
- The Board would continue to keep abreast of the various actions and have overall oversight.

RESOLVED – That the contents of the report be noted and that a colour scheme be developed of the actions list for future meetings.

5. **UN-VALIDATED EXAMINATION RESULTS 2014**

A report of the Director of Community and Children's Services provided Members with an early headline summary of the examination results for the three academy schools and the three independent schools. The report noted that the Department for Education had not yet validated the figures but that the report provided an outline summary of the results for 2014.

The Director of Community and Children's Services explained that a full analysis of the results would be provided at the October Board meeting but as the results currently stood good progress was being made.

A discussion took place and Members noted that the three academies had done particularly well with the GCSE results and that the 'Value Added' should be explored. It was noted that school leaver data should be looked at to identify what students went onto do after leaving school and whether those who were 'predicted' to do well did go onto delivering the results expected. The leaver data information would be added to the forward plan and considered at a future Board meeting.

RESOLVED – That the contents of the report be noted.

6. **CAREERS FAIR AND WORK-RELATED-LEARNING SUPPORT FOR LONDON'S YOUNG PEOPLE**

A report of the Director of Economic Development updating Members on the Careers Fairs activities and work related-learning support for London's young people was considered.

The Assistant Director of Economic Development explained that following the Hackney Careers in the City event 95% of young people agreed they now understood what skills and qualities were considered by potential employers. In relation to the employee volunteering scheme it was highlighted that during quarter one of the year approximately 54 volunteers from the City Corporation had been involved with the City's Academies.

A discussion took place and it was noted that the dates of the future careers events would be circulated to Members of the Board along with the names of the companies who engaged with the careers events, with a view to encouraging other companies to participate.

In relation to the 'Bridging the Gap' event for NEETs which took place on 10 March 2014, Members discussed the potential for this event to be delivered again in the future.

It was noted that these events involved a considerable amount of work for and could not be held as frequently as demand would like. Members suggested that the model being adopted for these events could be rolled out to the livery to allow them to run the event themselves, if they so wished.

RESOLVED – That the contents of the report be noted.

7. **APPOINTMENT OF GOVERNORS**

A report of the Director of Community and Children's Services setting out the two processes that the Board could follow when appointing Governors was considered. The report explained that the Board was responsible for recommending to the Court of Common Council the appointment of governors to the City's academies and representatives on school governing bodies where nomination rights were granted and where they did not fall within the remit of another Committee.

The Director of Community and Children's Services emphasised that the recommended appointment process was not for the three independent Schools and was a model to be adopted for the three academies and other external educational bodies which the City would appoint Members onto.

Members reiterated the critical importance of the school governor selection process and raised a number of preliminary thoughts about how it might be improved in the future. It was agreed to defer more detailed review until a later stage.

Members discussed the appointment process for both external representations and the appointment process for Members. The following points were noted:-

- Members of the Court of Common Council would be asked prior to a vacancy becoming available to express their interest as to whether they wished to serve as a Governor of an educational governing body. Once a vacancy became available the pool would be called upon to potentially visit the School to gain an understanding of the specific requirements of the vacancy.
- A 'work in progress' database was currently in place for external representatives. A similar database for Members of the Court of Common Council would be explored which could inform the appointment process and potentially be used by the three independent Schools if they wished to do so.
- In relation to paragraph 5 of the report an additional step would be inserted to include a pre-screening process.
- Appendix one would be amended to ensure that the information did not run over one page. Appendix 4 would be looked at again and re-submitted to the Board for approval.

RESOLVED – That the appointment process for external representatives be approved and that the appointment process for Members be re-submitted to the next Board meeting for approval together with the amended appendices.

8. **GOVERNOR VACANCY AT THE CITY OF LONDON ACADEMY, ISLINGTON**
 A report of the Director of Community and Children's Services explaining that the Chairman at the City of London Academy, Islington (COLAI) requested that the City provide a suitable nomination to fill the current vacancy for a City of London sponsor governor on the governing Body of COLAI. It should be noted that the Chairmanship of the Governing Body for COLAI reverts to the City of London in the winter of 2016 and therefore the successful candidate may take on a leadership role.

The Appointment of Governors Report, which had been tabled at this meeting, proposed a process for appointing governors that suggests requesting relevant supporting information from the school. In this instance the Chairman of Governors had provided supporting information which was consistent with the information suggested in the Appointment of Governors Report.

RESOLVED – That Members authorise Officers to seek expressions of interest from Members for the vacant position as a City of London sponsor governor on the Governing Body of The City of London Academy Islington, using the supporting information provided in this report and the application form appended to the Appointment of Governors Report.

9. **NOMINATIONS WORKING GROUP**
 A report of the Director of Community and Children's Services explained that at the previous Education Board meeting the Board resolved that a skills audit of Education Board Members should be conducted to assess what experience

was required from the four external representatives. The report proposed a Nominations Working Group to oversee the skills audit, reviewing the supporting statements for external representatives and to provide recommendations on external representatives to the Board.

Members agreed that the Group would comprise of the Chairman, Deputy Chairman and three (rather than two) additional Members.

RESOLVED – That the Nominations Working Group be established to oversee the skills audit and related activities comprising of the following Members:

Chairman, Deputy Catherine McGuinness
Deputy Chairman, Henry Colthurst
Stuart Fraser
Virginia Rounding; and
Philip Woodhouse

10. **CITY OF LONDON SCHOLARSHIP TO COMMEMORATE THE IRISH STATE VISIT 2014**

A report of the Town Clerk set out that at the Policy and Resources Committee meeting on 3 July 2014 the creation of a scholarship to commemorate the first visit by an Irish Head of State to the United Kingdom was noted and that it was agreed that the Education Board would oversee the administration and governance of the scheme.

RESOLVED – That the contents of the report be noted.

11. **DECISIONS TAKEN UNDER URGENCY AND/OR DELEGATED AUTHORITY PROCEDURES**

A report of the Town Clerk summarised the action taken under delegated authority procedures since the last meeting of the Education Board on 24 June 2014. In essence the Town Clerk exercised delegated authority to recommend the appointment of Jeremy Mayhew CC to the Board of Governors of Prior Weston Primary School to the Court of Common Council at its meeting on 11 September 2014.

RESOLVED – That the contents of the report be noted.

12. **FUTURE MEETING DATES**

RESOLVED – That the future dates of the Education Board meetings in 2014 and 2015 be noted as follows:

2014 (at 4.00pm)

16 October
4 December

2015 (at 4.00pm)

15 January
5 March
23 April

21 May
25 June
23 July
10 September
15 October
3 December

13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.

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

City of London Academies

A report of the Director of Community & Children's Services was considered as an urgent item. The report explained that The City Academy Hackney's first cohort achieved GCSE results in excess of the national average during 2014. Moreover the Secretary of State for Education approved in July 2014 the formation of a multi academy trust for The City of London Academy Southwark and Redriff Primary School. There was therefore an opportunity to mark both developments with events during autumn 2014, for which the endorsement of the Education Board was sought.

RESOLVED – That Members note the contents of the report and agree to fund both events using the Scheme of Delegated Powers to Officers.

15. **EXCLUSION OF THE PUBLIC**

RESOLVED – 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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

Item	Paragraph
16	3
17	1 & 3
18-19	-

16. **EDUCATION BOARD FINANCE REPORT**

A joint report of the Town Clerk and Director of Community and Children's Services was received.

17. **EMPLOYER FACING EMPLOYABILITY PROGRAMMES**

A joint report of the Director of Economic Development and the Director of Community and Children's Services was received.

18. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

One question was raised.

**19. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT
AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED
WHILST THE PUBLIC ARE EXCLUDED**

There were no items of urgent business.

The meeting ended at 5.31 pm

Chairman

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Education Board – Outstanding Actions

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
1.	24 June 2014	<p>Education Board Skills Audit An audit of the skills of the Education Board would be carried out to assess any additional requirements to inform the appointment of the external representatives.</p>	Education Policy Officer	December 2014	A Nominations Working Group was established at the 11 September meeting which would carry forward this piece of work.
2.	24 June 2014	<p>Appointment of Governors to fill Academy Vacancies</p> <ul style="list-style-type: none"> • Recommend that the Court of Common Council approve the appointment of Nigel Challis CC as a Governor at The City Academy, Hackney. • Delegated authority be given to the Town Clerk in consultation with the Chairman and Deputy Chairman to submit a candidate for the fifth governor vacancy at The City Academy, Hackney to the Court of Common Council. • Recommend that the Court of Common Council appoint Simon Atkinson as a Governor of the City of London Academy Southwark. 	Town Clerk	September 2014	<p>Completed.</p> <p>Vacancy Deferred</p> <p>Completed.</p>

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
		<ul style="list-style-type: none"> Delegated authority be given to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to submit a candidate for the governor vacancy at Prior Weston Primary School to the Court of Common Council for appointment. 			Completed.
3.	24 June 2014	Skills Audit of City Governors An audit of skills of the City Governors be carried out.	Education Strategy Advisor	October 2014	A skills audit of Governors is underway and the Education Board will receive a report on the outcomes in October 2014.
.4.	24 June 2014	Provision of Safeguarding Training to City Governors A training course to be provided to all Governors on safeguarding.	Education Strategy Advisor	December 2014	A skills audit of Governors is underway and once this has been analysed a training programme will be developed.
5.	24 June 2014	Funding Application to Policy Initiatives Fund An application be made to the Policy Initiatives Fund for the below areas: <ul style="list-style-type: none"> A three year school visits fund to provide schools with grants of up to £300 to help them visit the City; a fund which would involve a simple and quick application process. A teacher training programme with the working title 'Hard Education' to 	Town Clerk	On-going	Following further evaluation by the Education Unit and the Town Clerk's Department officers recommend that the Outreach Forum provides further detail on its proposals before funding is sought from the Policy Initiatives Fund.

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
		<p>help teachers tackle difficult subjects such as homophobia, racism and gang culture.</p> <ul style="list-style-type: none"> • A Head teachers event to promote the other three initiatives. 			
6.	11 September 2014	<p>Education Strategy Development Plan</p> <ul style="list-style-type: none"> • An Education Strategy update would be provided at each Board meeting as a standing item, highlighting key developments in the delivery of the Education Strategy. • The Education Strategy Development Plan would be reported biannually rather than once a year. • A colour scheme would be developed for the development plan in order for Members to identify which actions were either short, medium or long term. • The leaflet which had been provided to all secondary academies illustrating EDO's offer 	Education Policy Officer	October 2014	<p>The Education Strategy update report has been added as a standing item for all future meetings, and the Development Plan will be submitted to the Board in March and September 2015. The colour scheme will be developed and submitted at the October 2014 Board meeting and EDO's offer leaflet will be circulated before the next meeting.</p>

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
		(plus apprenticeships) would be circulated to the Board for information.			
7.	11 September 2014	<p>Un-validated Examination Results 2014</p> <ul style="list-style-type: none"> Student leaver data would be added to the forward plan and a report would be submitted to the Board on this issue. 	Education Policy Officer	October 2014	This item is on the forward plan and the Board will receive a report in April 2015.
8.	11 September 2014	<p>Careers Fair and Work-Related-Learning Support for London's Young People</p> <ul style="list-style-type: none"> The dates of the future careers events would be circulated to Members of the Board along with the names of the corporate companies who engaged with the careers events. 	Assistant Director of Economic Development	Prior to next Board meeting	No update provided.
9.	11 September 2014	<p>Appointment of Governors</p> <ul style="list-style-type: none"> A further report to be submitted to the Board setting out the appointment process for Members of the Court of Common Council. 	Education Policy Officer	October 2014	A report will be submitted at the next Board meeting.

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
10.	11 September 2014	<p>Governor Vacancy at The City of London Academy, Islington</p> <ul style="list-style-type: none"> Officers to seek expressions of interest from Members for the vacant position as a City of London sponsor governor on the Governing Body of The City of London Academy Islington. 	Town Clerk	October 2014	A report will be submitted to the October Board meeting with expressions of interest being considered by Board.
11.	11 September 2014	<p>Education Board Finance Report</p> <ul style="list-style-type: none"> A full overview of the City's spending on educational activities would be submitted to the Board. 	Town clerk/Education Policy Officer	October 2014, then ongoing	A full overview will be submitted at the October Board meeting and will then be updated as necessary.

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Committee:	Date:
Education Board	16 October 2014
Subject: Education Strategy Update Report	Public
Report of: Director of Community and Children's Services	For Information
Summary	
<p>This report provides Members with information about key developments in the delivery of the Education Strategy. A report including the full Education Strategy Development Plan will be submitted bi-annually.</p>	
Recommendation	
<p>Members are asked to note the information contained in this report.</p>	

Main Report

Background

1. The City of London Corporation Education Strategy 2013–2015 established five strategic objectives. Each objective is underpinned by a series of recommendations. Every recommendation identifies a key deliverable that the City is seeking to achieve and details specific actions that will facilitate this.

Purpose

2. This report provides Members with an update on key developments in the delivery of the Education Strategy. Each of the five strategic objectives is addressed with examples of recent work and future activities.

Education Strategy Update

Strategic Objective 1: To promote and support excellent education and access to higher education

3. The Headteachers' Forum met on 19 September and had a productive discussion. It was agreed that a series of joint events will be developed for the spring and summer terms and that Heads of Sixth Form would collaborate to raise attainment at Key Stage 5 and increase the number of students applying to Russell Group Universities and Oxbridge.

4. The Education Unit and Chamberlain's Department have submitted a report to the October Education Board which outlines the headline City funding contributions to education activity. Officers will update this paper and seek additional information so that a more detailed version can be reviewed by Members when they allocate the Board's funding for the next financial year.
5. The Education Strategy Adviser's report analysing this summer's examination results from the City schools, and the performance of the primary schools, provides Members with an overview of the current levels of educational attainment and access to higher education.

Strategic Objective 2: To strive for excellence in the City schools

6. A process for Governor appointments was tabled at the September meeting of the Education Board. The process for external representatives was approved and the process for Members has been revised for consideration at the October Education Board meeting.
7. The Education Strategy Adviser has produced a report detailing a proposed accountability framework for consideration at the October Education Board meeting.
8. The Education Unit has identified an online training programme which can be purchased for all governors in City schools and has agreed to fund a one year membership for all City schools. In addition, a training programme for Governors is being developed.

Strategic Objective 3: To inspire children through an enriched education and outreach opportunities

9. The Open Spaces Committee will be receiving a report on relevant education activities at their next meeting and this report will be tabled at the December meeting of the Education Board for information.
10. The Education Policy Officer will explore the opportunities available to expand the existing education section of the City's website to include sections that would provide useful information for teachers and schools.
11. The Outreach Forum is developing plans for: a school visits fund to enable the schools across London to access the City's offer; an initiative to address issues such as homophobia, racism and substance abuse; and a programme and website to mark the 350th anniversary of the Great Fire of London.

Strategic Objective 4: To promote an effective transition from education to employment

12. The Education Unit has produced two e-newsletters which were sent to the City schools and included information about EDO's offer, apprenticeships, and

other relevant initiatives. The Education Unit will seek to provide information about more opportunities in future newsletters.

13. Following a comprehensive review of activity, a post in EDO has been remodelled to take responsibility for co-ordinating all employer-facing employability activity. The new Business Engagement Manager will be in post by the end of October 2014.
14. The Education Policy Officer is working with EDO to ensure that the City schools are aware of, and engaging with, all suitable opportunities, such as Teen Tech City – a one day interactive event, sponsored by the City, which provides Year 8/9 students with an insight into careers involving Science, Technology, Engineering and Maths (STEM).

Strategic Objective 5: To explore opportunities to expand the City's education portfolio and influence on education throughout London

15. The Chairman of the Education Board is hosting a meeting between Lord Nash, Parliamentary Under Secretary of State for Schools, and senior business leaders to identify ways in which the City can support and encourage senior business leaders to support schools in a non-executive capacity.
16. Applications for the new Richard Cloudesley Primary School and a new primary academy on a site in Galleywall Road, Southwark, are being developed and will need to be submitted by 10 October 2014. The decision for an application to be prepared and submitted will be dealt with by the Town Clerk in consultation with the Chairman and Deputy Chairman under Urgency Procedure (Standing Order 41A). Officers will update the Education Board at its meeting on 16 October on activity undertaken by the officer-level project board.

Recommendation

17. Members are asked to the information contained in this report.

Appendix

- Appendix 1 – Education Strategy Development Plan

Background paper

City of London Corporation Education Strategy 2013–15
Education Strategy Development Plan – 11 September 2014

Joshua Burton

Policy Officer

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Deadlines
Completed
Ongoing
Over six months away
In the next 6 months
Overdue

Developing the City education portfolio and brand

	Recommendation	Action	Link to strategic objective	Lead department	Status/Next milestone	Progress Update
1	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.	2. To strive for excellence in the City schools 5. To explore opportunities to expand the City's role in education	Town Clerk's	Completed	The Court of Common Council approved the establishment of the Education Board on 1st May 2014. The Education Board held its inaugural meeting on 24 June 2014.
2		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.	2. To strive for excellence in the City schools 5. To explore opportunities to expand the City's role in education	Town Clerk's	Completed	Terms of reference have been scrutinised by the relevant committees, the Court of Common Council and were agreed by the Education Board on 24 June 2014.
3		Make funding provision to cover the cost of delivering the strategy and for implementing the governance framework of the City's education portfolio.	2. To strive for excellence in the City schools 5. To explore opportunities to expand the City's role in education	Chamberlain's	March 2015.	The Education Board has been allocated £700,000 for the financial year 2014/15. On 24 June, the Education Board approved the allocation of an additional £150,000 grants to each secondary Academy and a grant of £50,000 to Redriff Primary. The Education Board has been informed of the level of funding it will receive in financial year 2015/16 and will decide how to allocate this funding before the financial year begins.
4		Establish a dialogue with other organisations that manage a diverse schools portfolio, such as the City Livery companies, to share best practice.	2. To strive for excellence in the City schools 5. To explore opportunities to expand the City's role in education	Community and Children's Services	October 2014.	The report of the LEWP setting out its findings and outcomes will be tabled at the October Education Board meeting.
5		Review the education strategy and its associated actions after 18 months of it being approved.	5. To explore opportunities to expand the City's role in education	Town Clerk's	April 2015.	Begin the review in 2015 and report it to the relevant committees.
6		Review the educational outside bodies to which the City appoints representatives to identify if they are still relevant.	5. To explore opportunities to expand the City's role in education	Town Clerk's	December 2014.	A report will be tabled at the December meeting of the Education Board 2014.
7	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.	2. To strive for excellence in the City schools	Town Clerk's and Community and Children's Services	Completed	All schools have been made aware of the strategy and are now involved in implementing some of its recommendations. The Headteachers' Forum and the Chair of Governors' Forum have been established.
8		Identify the appropriate level of interaction each school has with the City and collaborate on how best to manage the relationship.	1. To promote and support excellent education and access to higher education. 2. To strive for excellence in the City schools	Community and Children's Services	July 2015.	The Education Strategy Adviser has visited the City schools. The Headteachers' Forum has met. The Policy Officer has contacted each school, is conducting a skills audit, and will circulate a monthly newsletter to City schools. The level of interaction will be reviewed at regular intervals and reported on at the end of the academic year.

9		Establish a regular forum for the City schools to meet, share best practice and discuss opportunities for collaboration and school to school support.	1. To promote and support excellent education and access to higher education. 2. To strive for excellence in the City schools	Community and Children's Services	Completed	The Headteachers' Forum has been established.
10		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.	1. To promote and support excellent education and access to higher education. 2. To strive for excellence in the City schools	Community and Children's Services	July 2015.	The Education Unit has been established, the Policy Officer is in post, and regular communications are being sent to the schools to outline the City's offer. This interaction will be reviewed at regular intervals and reported on at the end of the academic year.
11	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.	1. To promote and support excellent education and access to higher education 2. To strive for excellence in the City schools	Chamberlain's	December 2014 and March 2015.	The Education Board will consider the allocation of the 2015/'16 budget at its December 2014 and March 2015 meetings.
12		Clarify and review the various sources of funding, including the grant giving bodies, for the City's educational portfolio.	1. To promote and support excellent education and access to higher education	Town Clerks'	October 2014.	Education Unit/Chamberlain's will submit a report to the October Education Board outlining all City funding contributions to education activity.
13		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.	1. To promote and support excellent education and access to higher education. 5. To explore opportunities to expand the City's role in education	Town Clerk's	December 2014 and March 2015.	The funding arrangements for education bodies will be considered as part of the Board's financial planning for FY 2015/'16.
14		Identify appropriate funding arrangements to provide long-term central education support and educational outreach.	1. To promote and support excellent education and access to higher education. 5. To explore opportunities to expand the City's role in education	Chamberlain's	December 2014 and March 2015.	The Education Board will consider the allocation of the 2015/'16 budget at its December 2014 and March 2015 meetings.
15		Review the City's scholarship and bursary funding with a view to supporting those families most in need and removing non-means tested scholarships	1. To promote and support excellent education and access to higher education	Chamberlain's	December 2014 and March 2015.	The Education Board will consider the allocation of the 2015/'16 budget at its December 2014 and March 2015 meetings.
16		Establish a mechanism for monitoring the allocation and use of City funding across the City schools.	1. To promote and support excellent education and access to higher education 2. To strive for excellence in the City schools	Chamberlain's	December 2014 and March 2015.	The mechanism has been established for providing funding to the Academies. Proposals were considered and agreed by the Education Board. The Board will need to consider the allocation of funding to the City independent schools going forward.
17	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, such as the Greater London Authority, London Councils and the Department for Education, to identify areas of educational best practice.	1. To promote and support excellent education and access to higher education 5. To explore opportunities to expand the City's role in education	Town Clerk's and Community and Children's Services	July 2015.	The Policy Officer is in contact with DfE and will continue to develop additional relationships. This interaction will be reviewed at regular intervals and reported on at the end of the academic year.
18		Create an open dialogue with the Livery companies, businesses and other organisations to better understand how they contribute to the education environment.	1. To promote and support excellent education and access to higher education	Community & Children's Services	July 2015.	The Livery Education Working Party (LEWP) has now considered and analysed how Livery Companies are currently engaging with education. The report of the LEWP setting out its findings and outcomes will be tabled at the October Education Board meeting. In addition, the Education Strategy Adviser and Policy Officer attended a Livery Schools Link event and will continue to engage with them regarding proposals for the autumn and 2015.
19		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.	1. To promote and support excellent education and access to higher education 5. To explore opportunities to expand the City's role in education	Community and Children's Services	Autumn term 2015.	Plans to be developed in 2015.

20	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, King Edwards School Witley and Christ's Hospital School and ensure that it is directed towards the City's aims and priorities.	1. To promote and support excellent education and access to higher education	Town Clerk's and Chamberlain's	October 2014 and March 2015.	A report detailing this spending will be tabled at the October meeting of the Education Board. Once all of the funding has been identified accountability arrangements will be considered.
Children living and learning in the Square Mile						
21	Recommendation	Action	Link to strategic objective	Lead department	Status/Next milestone	Progress Update
22	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.	1. To promote and support excellent education and access to higher education	Community and Children's Services	January 2015.	Report to the December meeting of the Community and Children's Services Committee and January meeting of the Education Board.
23		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.	1. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Confirm funding arrangements for any school expansion. Confirm the legality of amending admission criteria to include other City parishes. Once agreed by the school, report the revised admissions criteria to the Community and Children's Services Committee.
24	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.	1. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Islington have agreed to the City having a representative on the school governing body. The City has also engaged with Prior Weston around volunteering opportunities. Ongoing engagement.
25		Create a stronger link between the City and Prior Weston Primary School through identifying opportunities for financial and/or in-kind contributions.	1. To promote and support excellent education and access to higher education 5. To explore opportunities to expand the City's role in education	Community and Children's Services	Completed.	Islington have agreed to the City having a representative on the school governing body. The City has also engaged with Prior Weston around volunteering opportunities.
26		Liaise with neighbouring boroughs to assess the future capacity of schools to meet the demand of City of London families.	1. To promote and support excellent education and access to higher education 5. To explore opportunities to expand the City's role in education	Community and Children's Services	January 2015.	Report will be tabled at the December meeting of the Community and Children's Services Committee and January meeting of the Education Board outlining the demand for 2015/16.
27	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.	2. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Direct engagement with City parents undertaken in 2014. Open evenings for the City academies will be advertised on the City's website.
28		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.	1. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Ongoing communication with the schools and engaging strategies from the Department of Community and Children's Services.
29	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.	1. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Direct engagement with schools following a review of performance data.
30		Review the quality of educational support for City of London children with special educational needs on an annual basis and monitor this against progress.	1. To promote and support excellent education and access to higher education	Community and Children's Services	May 2015.	Performance review with update reports were sent to the relevant committees in April 2014.
31		Identify those children highlighted as being gifted and talented and work with the schools to make sure these children fulfil their potential.	1. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Direct engagement with schools on the G&T provision.

32		Support schools and partners in engaging parents and carers in their children's learning.	1. To promote and support excellent education and access to higher education	Community and Children's Services	Ongoing	Lead from Community and Children's Services.
The City Schools						
33	Recommendation	Action	Link to strategic objective	Lead department	Status/Next milestone	Progress Update
34	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.	2. To strive for excellence in the City schools	Community and Children's Services	December 2014.	The Education Unit has conducted a skills audit of all City Schools which identified areas of common interest for collaborative work. The Headteachers' Forum considered proposals in September and the initial stages of implementation are underway. An update report will be tabled at the December Education Board.
35		Liaise with the local authority and co-sponsors for each City academy to develop shared and coordinated arrangements for monitoring, challenge and support.	1. To promote and support excellent education and access to higher education 2. To strive for excellence in the City schools	Community and Children's Services	October 2014.	Increased engagement between the City and the academy schools is already happening. An proposed accountability framework will be tabled at the October Education Board.
36		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.	2. To strive for excellence in the City schools	Community and Children's Services	October 2014.	Increased engagement between the City and the academy schools is already happening. An proposed accountability framework will be tabled at the October Education Board.
37		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.	1. To promote and support excellent education and access to higher education 2. To strive for excellence in the City schools 5.To explore opportunities to expand the City's role in education	Community and Children's Services	March 2015.	Learning from the Redriff/COLAS federation, the City will look to identify the criteria that should be applied when an opportunity arises to sponsor or support another/new school.
38	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.	2. To strive for excellence in the City schools	Chamberlain's	December 2014 and March 2015.	Members have agreed funding for the 2014/15 academic year. The Education Board agreed proposals for funding grants to the Academies in June 2014. The Education Board will consider the allocation of funds for the next financial year at its December 2014 and March 2015 meetings.
39		Establish regular forums for the co-sponsors to discuss issues relating to the academy schools and coordinated funding needs.	2. To strive for excellence in the City schools	Community and Children's Services and Town Clerk's	March 2015.	Forum between TCAH meets regularly. A forum bringing the City of London Corporation and City University will be established in 2015.
40	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.	1. To promote and support excellent education and access to higher education 2. To strive for excellence in the City schools	Town Clerk's	Completed	Members decided that the Board should remain independent but that the Headteachers' and Governors' forums, and ad hoc representations to the Education Board, would give the governing bodies sufficient linkage to the Board.
41		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.	2. To strive for excellence in the City schools	Community and Children's Services and Town Clerk's	October 2014.	A Governance Report will be submitted to the Education Board in October.

42	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.	2. To strive for excellence in the City schools	Community and Children's Services and Town Clerk's	October 2014.	A Governance Report will be submitted to the Education Board in October. A process for Governor appointments was tabled at the September meeting of the Education Board. The process for external representatives was approved and the process for Members will be revised for consideration at the October meeting.
43		Support school governors by providing a comprehensive programme of training and development matched to their needs, including induction for new governors.	2. To strive for excellence in the City schools	Community and Children's Services	December 2014.	This is being developed for the next academic year and will be informed by the governors skills audit.
44	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.	2. To strive for excellence in the City schools	Town Clerk's	December 2014.	To be assessed following the completion of the governors skills audit.
45		Provide access to high quality advice and guidance on governance procedures and best practice.	2. To strive for excellence in the City schools	Community and Children's Services	December 2014.	Following the governors skills audit appropriate advice and guidance will be issued.
46		Encourage governing bodies of the City schools to work with the overarching education body to reflect on their own effectiveness.	2. To strive for excellence in the City schools	Town Clerk's	Completed	The links between the governing bodies and the Education Board have been established.
47		Work in partnership with the relevant local authority and co-sponsor to ensure the effectiveness of governance at each City academy.	2. To strive for excellence in the City schools	Community and Children's Services and Town Clerk's	December 2014.	To be assessed following the completion of the governors skills audit.
48	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.	3. To inspire children through an enriched education and outreach opportunities	Chamberlain's	December 2014 and March 2015.	The Education Board will consider the allocation of the 2015/16 budget at its December 2014 and March 2015 meetings.
49	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.	3. To inspire children through an enriched education and outreach opportunities	Community and Children's Services	July 2015.	The Headteachers' Forum meetings will promote opportunities to interact with the City schools around collaboration, enrichment and employability. This process will be reviewed at regular intervals
50		Ensure all City schools deliver careers advice to support pupils beyond statutory education.	3. To inspire children through an enriched education and outreach opportunities	Community and Children's Services	April 2015.	The Education Unit and EDO are working closely together to ensure that all City Schools are aware of the opportunities open to them. To date, all secondary academies have been provided with a leaflet which shows EDO's offer and apprenticeship opportunities. A report will be tabled at the April meeting of the Education Board to outline current provision and identify areas for service improvement, based on best practice.
51		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.	1. To promote and support excellent education and access to higher education 3. To inspire children through an enriched education and outreach opportunities	Community and Children's Services	April 2015.	The Education Unit and EDO are working closely together to ensure that all City Schools are aware of the opportunities open to them. A report will be tabled at the April meeting of the Education Board to outline current provision and identify areas for service improvement, based on best practice.

52		Identify enrichment opportunities for all City schools that link to the activities of the Square Mile.	3. To inspire children through an enriched education and outreach opportunities	Community and Children's Services / EDO	July 2015.	Use the Headteachers' Forum to identify what enrichment activities schools would like to expose pupils to and liaise with relevant departments about what is available. This process will be reviewed at regular intervals.
53		Invite pupils and staff from the City schools to more City events.	3. To inspire children through an enriched education and outreach opportunities	Remembrances and the Public Relations Office	July 2015.	The Policy Officer will hold regular meetings with colleagues in the Public Relations Office. This process will be reviewed at regular intervals and reported on at the end of the academic year.
54		Host a seminar with businesses and livery companies to identify skills shortages in the workplace and exploring how to address this in schools.	2. To strive for excellence in the City schools	Community and Children's Services, Economic Development Office, and the Public Relations Office	Autumn 2015.	A series of events will be held beginning with an event in October to bring DfE, business leaders, and Livery Schools Link together. A seminar will be planned for the autumn term 2015
55		Showcase the talents of pupils in the City schools throughout the City.	3. To inspire children through an enriched education and outreach opportunities	Community and Children's Services	July 2015.	The Headteachers' Forum discussed opportunities for events and activities and proposals are being developed for the Spring and Summer terms. At the end of the academic year this process and the individual events will be reviewed before a programme is developed for the next academic year.
56	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.	3. To inspire children through an enriched education and outreach opportunities	Town Clerk's	Completed	Contacted relevant departments with contact details for the schools.
57		Work with learning providers to provide programmes that will support the curriculum focus of the City schools.	3. To inspire children through an enriched education and outreach opportunities	Community and Children's Services	Ongoing	The Policy Officer is working with relevant departments to advertise the educational offering of its institutions to the City schools, providing school contacts to support this.
Outreach						
	Recommendation	Action	Link to strategic objective	Lead department	Status/Next milestone	Progress Update
58	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.	3. To inspire children through an enriched education and outreach opportunities	Culture, Heritage and Libraries, Open Spaces, the Barbican Centre, the Guildhall School of Music and Drama and the Museum of London.	July 2015.	Overview report on the educational offering to be submitted annually to the Education Board.

59	Improve the co-ordination of the educational offer across the City's activities	Review grant applications being submitted for outreach programmes to identify duplications and opportunities for more collaboration on applications.	3. To inspire children through an enriched education and outreach opportunities	Culture, Heritage and Libraries, Open Spaces and the Barbican Centre	Ongoing	Using the officer forum to identify opportunities for a collaborative approach.
60		Use the information on current outreach programmes to identify gaps and duplications in the City's educational outreach activities.	3. To inspire children through an enriched education and outreach opportunities	Culture, Heritage and Libraries, Open Spaces and the Barbican Centre	January 2014.	Discussions between the relevant departments. It should be noted that there are opportunities to get involved with the GLA's London Curriculum proposals.
61		Support the provision of sporting facilities for schools in the City-owned open spaces.	3. To inspire children through an enriched education and outreach opportunities	Open Spaces	December 2014.	The Open Spaces committee will be receiving a report on their education activities at their next meeting and this report will be tabled at the December meeting of the Education Board for information.
62		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.	3. To inspire children through an enriched education and outreach opportunities	Culture, Heritage and Libraries, Open Spaces, the Barbican Centre and the Economic Development Office	Summer 2015.	Outreach Forum established with regular meeting slots and secretariat support. Outreach Forum provided an update report to the Education Board in June, individual reports will be tabled at Education Board meetings as appropriate, and the work of the Outreach Forum will be reported to the Education Board at the end of the academic year.
63	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.	3. To inspire children through an enriched education and outreach opportunities	Culture, Heritage and Libraries, Open Spaces and the Barbican Centre	Summer 2015.	Outreach Forum established with regular meeting slots and secretariat support. Outreach Forum provided an update report to the Education Board in June, individual reports will be tabled at Education Board meetings as appropriate, and the work of the Outreach Forum will be reported to the Education Board at the end of the academic year. The Education Policy Officer is meeting colleagues in CHL and OS to identify ways to increase engagement with the academies.
64	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.	3. To inspire children through an enriched education and outreach opportunities	Chamberlain's and Culture, Heritage and Libraries	November 2014.	Proposal to be raised by the Education Policy Officer at the next Outreach Forum.

From Education to Employment

	Recommendation	Action	Link to strategic objective	Lead department	Status/Next milestone	Progress Update
65	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.	4. To promote an effective transition from education to employment	Economic Development Office and Community & Children's Services.	Completed	Following a comprehensive review of activity, a post in EDO has been remodelled to take responsibility for co-ordinating all employer-facing employability activity. It is anticipated that the new Business Engagement Manager will be in post by the end of October 2014.
66		Review the membership of the City's Employability Group to meet the changing needs in this area.	4. To promote an effective transition from education to employment	Economic Development Office	Completed	All relevant internal departments are now represented on the group, membership of which will be kept under review by the new Business Engagement Manager.

67	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.	4. To promote an effective transition from education to employment	Community & Children's Services and Economic Development Office	April 2015.	EDO will explore the possibility of the Business Engagement Manager, once in post, reviewing the need for this as part of her ongoing work.
68	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.	4. To promote an effective transition from education to employment	Community & Children's Services and Economic Development Office	N/A	In view of various developments, it is suggested that this action be reviewed. The volume of activity likely to be underway in this area could suggest less available Officer capacity to take forward any recommendations for additional activity such a review could generate. For example, the Supporting London Group of Chief Officers is exploring apprenticeships as a major area for development and Central London Forward has secured two significant tranches of funding: £10m for a sub-regional pilot employment programme for unemployed claimants of Employment Support Allowance leaving the Work Programme; and a further £2m to set up a construction-focused sub-regional job brokerage scheme.
69		Implement recommendations from the above review.	4. To promote an effective transition from education to employment	Community & Children's Services and Economic Development Office	N/A	See comment above.
70	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.	4. To promote an effective transition from education to employment	Community & Children's Services and Economic Development Office	Ongoing	All (secondary) academies have the leaflet which shows EDO's offer (plus apprenticeships). This does not currently contain information on the offer from all CoL departments and there are challenges in ensuring it is widely circulated within the academies.
71		Monitor and review programme achievements and communicate this to the City schools and schools in neighbouring boroughs as appropriate.	4. To promote an effective transition from education to employment	Economic Development Office	Ongoing	EDO feeds into the Education Unit's series of bulletins to City Schools.

Committee:	Date:
Education Board	16 October 2014
Subject: Governors Skills Audit and Training Programme	Public
Report of: Director of Community and Children’s Services	For Information
<p>Summary</p> <p>On 1 May 2014 the Court of Common Council approved the establishment of an Education Board with a number of responsibilities, including:</p> <ul style="list-style-type: none"> • oversight of the City of London Corporation’s education activities and liaison with the City’s affiliated schools and co-sponsors, • oversight of the City’s role as a sponsor of academies, • ensuring that the City’s contribution to governance of the schools is effective, and • liaising with City-appointed governors at the City’s family of schools to monitor progress and contribution towards the Education Strategy. <p>This report provides the Education Board with an update on the skills audit which the Education Unit asked all Chairmen of Governors to complete, information about the training programme that is being developed for governors, and the opportunities for collaboration that were agreed at the recent Headteachers’ Forum.</p> <p>Recommendation Members are asked to note this report.</p>	

Main Report

Background

1. On 1 May 2014 the Court of Common Council approved the establishment of an Education Board with a number of responsibilities, including:
 - oversight of the City of London Corporation’s education activities and liaison with the City’s affiliated schools and co-sponsors,
 - oversight of the City’s role as a sponsor of academies,
 - ensuring that the City’s contribution to governance of the schools is effective, and
 - liaising with City-appointed governors at the City’s family of schools to monitor progress and contribution towards the Education Strategy.

Purpose

2. This report provides the Education Board with an update on the skills audit which the Education Unit asked all Chairmen of Governors to complete, information about the training programme that is being developed for

governors, and the opportunities for collaboration that were agreed at the recent Headteachers' Forum.

Governors Skills Audit

3. A paper from Sir Michael Wilshaw regarding the expectations to be placed on governors and the inclusion of Governance as an Ofsted Judgement was circulated at the first meeting of the Chairmen of Governors' Forum and was also circulated to the Education Board.
4. The Education Unit then circulated an audit for the Chairmen of Governors to complete so that it could assess the skillset and training needs of governors across the City schools. The audit included a question regarding safeguarding and DBS clearance checks. This is to ensure due diligence as Sponsors. The Education Unit has not received returns from all governing bodies. The Education Unit has reminded Chairmen of this outstanding action.
5. Lord Nash has now written to all Chairmen of Governing bodies emphasising their role in ensuring that their governors are equipped to govern effectively. He also refers to support that can be gained from various sources (Appendix 2). The Education Unit has advised Chairmen to subscribe to the National Governors Association or the sister organisation for the Independent sector in order that all governors can have access to the services.
6. The NGA has produced a skills audit for governing bodies and this has been circulated to Chairmen of Governors (Appendix 1). This will greatly assist in identifying training needs as well as the skills needed when a vacancy occurs. This should dovetail with the skills matrix that the Education Board has developed for governor vacancies.
7. The emphasis on high quality governance in our schools from government and Ofsted is not going to go away. Although not currently aimed at independent schools it is considered best practice and therefore will be looked at during an inspection.
8. The City of London is hosting, in partnership with the Department for Education (DfE), a breakfast event on the 14 November to explore what potential there is for City businesses, in particular the professional firms, to encourage their personnel to bring their experience to academy trusts in non-executive director roles. Lord Nash, Parliamentary Under Secretary of State for Schools, has kindly agreed to lead the discussion by outlining the impact of non-executive directors to bring their experience to academy trusts and to change the lives of students. The discussion will focus on the best ways to engage businesses from a variety of sectors.

Governors Training programme

9. The Education Unit recognises that governors receive training from local providers but the City has a responsibility to ensure that governors are able to fulfil their duties. We will therefore be running sessions on critical areas during the year. This term we will run two sessions at the Guildhall and they will be open to all governors. Brief details are as follows:

- *Understanding Your School Data* – This will enable governors to be able to examine the performance of the school in public examinations and identify where value added measures can be found. It will help governors to know where progress is being made and how to identify areas needing improvement. It will also cover the Data dashboard and Raise on Line and equip you to set targets for school improvement.
- *Safeguarding* – This course will cover the essentials to ensure schools comply with all safeguarding regulations.

10. The Education Unit has purchased an online training programme for all City governors. It breaks topics down into modules to be followed and provides certificates of completion. This is very useful to contribute to the training record for governors which will help to provide evidence during an inspection. It is entitled Modern Governor and is located at <http://www.moderngovernor.com/>.

Collaboration across the Family of Schools

11. At the Headteachers' Forum meeting on 19 September the following programme of activities was agreed for the coming year:

- The independent schools and academies will work together to raise the standards for attainment at Key Stage 5. This will bring subject teachers and leaders together across the schools to work at increasing the A*AB grades across the A level curriculum. Successful teachers will run workshops using exemplar exam material to mentor other staff. We will benchmark from the outset and set targets to demonstrate the success achieved by the sharing of best practice across the family.
- The Education Unit will be facilitating engagement with the Heads of Sixth Form across the schools bringing them together to support their development as leaders and sharing expertise.
- A further focus will be to raise the number of students gaining entrance to Oxbridge and Russell Group Universities. A programme of training for staff will take place to ensure good and appropriate applications are made. Additionally the students will attend Careers Fairs at the Independent schools and attend mock interviews. We aim to raise aspirations and prepare students better for successful placement at good universities. We will benchmark current placements and set targets for each school.
- The City schools have joined the United Learning Partnership to enhance professional development opportunities for staff. Sarah Fletcher, Headteacher at the City of London School (Boys) is leading this initiative.

- A Masters in Education programme is being jointly proposed. Ena Harrop, Headteacher at the City of London School for Girls and Clare Verga, Principal of the City of London Academy, Islington, are leading this initiative.
- The Primary schools will work to share best practice and will focus with the secondary schools on raising level 6 attainment. A summer school is planned at the City of London School for Girls aiming at high attaining Year 5 students. The Headteacher from Redriff Primary School, Mickey Kelly, is an experienced Headteacher and an accredited National Leader in Education and he will mentor Tim Wilson our new Headteacher at Sir John Cass Primary School.
- Events for students to come together during the year will be organised, including:
 - A debate in the Guildhall for Year 10 and Sixth Form students, with qualifying rounds.
 - A concert of Music, if possible in the Barbican, an Art Competition and exhibition in the gallery.
 - A Sports Day at the City of London Freeman's School.

Recommendation

12. Members are asked to note this report.

Background paper

City of London Corporation Education Strategy 2013 – 2015

Appendices

- Appendix 1 – NGA Skills Audit
- Appendix 2 – Lord Nash's letter to Chairmen of Governors

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Governing body skills audit

National Governors' Association

The National Governors' Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing bodies. NGA represents governors and trustees across England in both LA maintained schools and academies.

The NGA is a membership organisation: governing bodies can join at a standard (£75 for 2013/14) or GOLD rate (£260). To join NGA and receive regular updates, contact us:

Website: www.nga.org.uk • Telephone: **0121 237 3780** • Email: membership@nga.org.uk

Introduction

This audit is a useful way of assessing the skills, knowledge and experience of your governing body. In the 2013 NGA/TES survey, 80% of respondents said their governing body uses a skills audit. Of these, 78% used it to identify training needs and 45% used it when recruiting new governors.

NGA would like to see more governing bodies using the results of the skills audit to help them identify any skills and knowledge they still need to deliver their functions – particularly their core functions – effectively.

No individual is going to have all the skills listed in the audit. The governing body is a team, and the purpose of the audit is to ensure that each of the skills below are covered by at least one of the governors around the table. Therefore, we have also produced a skills matrix in which governors' responses can be collated – this can be found on the [NGA website](http://www.nga.org.uk). If there are any gaps, these can be filled when recruiting new governors or training existing governors. The way in which this exercise is introduced is crucial – the intention is to enable all members of the governing body to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. As such, the experience and skills below may come from either governors' professional or personal lives.

When considering the skills listed, it is important to understand that governance is a 'thinking' not a 'doing' role. This means that the skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders. For example, a governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and governors must not be tempted to do the staff's job: management must be left to the school leadership team.

Your Name	
------------------	--

Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Essential for all governors/trustees					
Commitment to improving education for all pupils					
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					
Willingness to learn					
Commitment to the school's vision and ethos					
Basic literacy and numeracy skills					
Basic IT skills (i.e. word processing and email)					
Should exist across the governing body					
Understanding and/or experience of governance					
Experience of being a board member in another sector or a governor/trustee in another school					
Experience of chairing a board/ governing body or committee					
Experience of professional leadership					
Vision and strategic planning					
Understanding and experience of strategic planning					
Ability to analyse and review complex issues objectively					
Problem solving skills					
Ability to propose and consider innovative solutions					
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)					
Understanding of current education policy					
Holding the head to account					
Communication skills, including being able to discuss sensitive issues tactfully					
Ability to analyse data					
Ability to question and challenge					
Experience of project management					
Performance management/appraisal of someone else					
Experience of being performance managed/appraised yourself					

Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Financial oversight					
Financial planning/management (e.g. as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
Knowing your school and community					
Links with the community					
Links with local businesses					
Knowledge of the local/regional economy					
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)					
Understanding of special educational needs					

Existing governors only

What contribution do you feel you have made to the governing body over the past year?

Please give brief details of courses you have undertaken in the past year - include governor training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing body's responsibilities to which you would like to contribute in the future?

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Lord Nash

Parliamentary Under Secretary of State for Schools

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tel: 0370 000 2288 www.education.gov.uk/help/contactus

September 2014

Dear Chair,

At the start of this new academic year I want to thank you directly for the vital role you play as the chair of governors/ trustees in overseeing the success of your school.

There's never been a better or more important time to serve as a governor to help improve children's lives and give them the best possible education. So I celebrate the work of governors. But I am particularly grateful to you as a chair for carrying the additional responsibility of leading and ensuring the effectiveness of your school's governance arrangements.

As the Minister responsible for school governance, I am writing to highlight my priorities and the support we are offering in 2014-15 to help you establish and maintain a professional standard of governance to drive improvement in your school.

As chair, you have a vital role in keeping governance focused on three core strategic functions – setting vision, ethos and strategic direction; holding your school leaders to account for the performance of pupils and the performance management of staff; and ensuring your school's finances are well spent.

These functions are defined in [law](#) and explained in the [Governors' Handbook](#). They are strategic in nature, highlighting the need for you and other governors to avoid being drawn into operational day-to-day matters – for which you should hold school leaders to account. A strong understanding of and focus on these core functions is essential and should underpin all aspects of governance, including your structures, the skills you look for and develop in your governors, and how you prioritise your time.

To build and maintain an effective board you will be aiming to recruit, induct and continuously develop high calibre governors with relevant skills and experience. As chair of governors it is your job to set high expectations of governors' role and conduct. You should ensure each governor understands their role and is making an active and valuable contribution.

When recruiting governors your focus should be on finding people with the necessary skills. Please make full use of the free service from [SGOSS Governors for Schools](#) which is funded by us to help you find the skilled governors you need. We have also worked with a range of partners to launch the [Inspiring Governors Alliance](#) to increase

both the supply of and demand for high calibre governors – including by promoting the benefits to individuals and to employers of supporting staff to be governors.

It is also important to make sure your governors and clerk undertake as necessary appropriate high quality induction and ongoing training and development. Most governors will recognise the need for and be willing to undertake suitable training. Some, however, may not. A misunderstanding of the nature of their role or lack of skills to deliver it effectively may lead to a governor bringing the governing body into disrepute or acting outside of the professional ethos I would expect you to maintain. Should this occur, the governor may be suspended from their duties while the situation is addressed.

Please make the most of the recently expanded range of free and subsidised [training available from NCTL](#). This includes training workshops for governors on some specific priority topics and a new training programme for clerks. It also includes a chair of governors' leadership development programme. I would very much encourage you to consider joining this programme, if you have not already done so, to add further insight to your work as a chair. The programme is also open to aspiring chairs to help you with succession planning given the benefits of chairs moving on after a reasonable time to share their experience and expertise with other schools. In 2014-15 we are funding scholarships of up to £320 towards the typical £399 cost of the programme.

NCTL also provides a number of free resources, including a recently updated publication, [Leading Governors](#), specifically for chairs.

At times, you may need expert support on a specific or significant challenge. We continue to fund the free [Governorline](#) advice service, and have now appointed around 300 [National Leaders of Governance](#) to provide chairs with free peer support.

In the same way that you strive to deliver the best possible education for your pupils you will also be striving to offer the best possible governance for your school. It is your role to lead by example, to encourage within the governing body a culture of self-review with regular evaluation of the impact of the governing body, of individual governors, and of yourself as chair. This will help you to reflect on whether the board's constitution and membership is fit for purpose, and identify whether you need to re-structure or recruit to address any identified gaps or weaknesses. An opportunity for such reflection will be created for many by the requirement we have placed on all maintained schools to be constituted under the recently revised 2012 Constitution Regulations by September 2015, having regard to new [statutory guidance](#).

This kind of reflection and self-evaluation is also crucial for academy trust boards, especially for those who have recently converted to academy status. In fact, we now require all new converters to commission a review of their governance arrangements and report to us on the changes they have made to ensure they are fit for their new purpose. If you chair a multi-academy trust board, as you keep your governance structures under review, you should be aware of new flexibilities we are introducing for local governing bodies to oversee more than one academy (the benefits of which are discussed further below).

We recently held workshops to look at how to approach reconstitution. A summary of

the key points raised by participants, who were from a range of backgrounds, have been summarised in the form of a possible process road map, which is available on the [NCOGS website](#).

If Ofsted judge your school's governance to be ineffective, you should be aware that inspectors will recommend that you commission an external review of governance. In these circumstances, it is vital that you commission a high quality review from an expert in line with [guidance](#) from NCTL, and that you develop and act swiftly to implement a SMART action plan for improvement.

Finally, your leadership of the board means you have a vital role in shaping the school's long term vision for the future. This includes decisions about academy status and about your relationship with other schools. Governance structures spanning more than one school can have significant benefits, including giving the board a more strategic perspective and the ability to compare and contrast between schools to create even more robust accountability. I believe these benefits are greatest in an academy context. NCTL has published resources on governance in [federations](#) and in [multi-academy trusts](#).

I hope you will take the time to look into and benefit from the support and resources I have highlighted, and that this in turn helps you deliver the best possible governance for the benefit of your pupils. One opportunity to celebrate high quality governance is through the [National Governors' Association](#) Outstanding Governance awards; nominations for the 2015 awards are now open.

Thank you again for your significant contribution to our education system. I wish you and your school all the very best for the year ahead.

Yours sincerely,



JOHN NASH

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Committee:	Date:
Education Board	16 October 2014
Subject: Appointment of Members to Governing Bodies	Public
Report of: Director of Community and Children's Services	For Decision
<p>Summary</p> <p>The Education Board is responsible for recommending to the Court of Common Council the appointment of governors to the City's academies and representatives on school governing bodies where nomination rights are granted and they do not fall within the remit of any other committee. This paper sets out a process that the Education Board could follow when recommending Members for appointment to school governing bodies.</p> <p>On 16 October 2014 the Education Board approved the appointment process for external representatives as set out in the Appointment of Governors Report. The Education Board also requested that the appointment process for Members be re-submitted to the next Board meeting, together with amended appendices. This report sets out the revised appointment process when recommending Members for appointment to school governing bodies.</p> <p>Recommendations</p> <p>It is recommended that Members of the Education Board approve the appointment process that is set out in this report and endorse the supporting templates which are submitted as appendices to this report.</p>	

Main Report

Background

1. The Education Board is 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. It is also responsible for recommending to the Court of Common Council candidates for appointment as the City of London Corporation's representatives on school governing bodies where nomination rights are granted and they do not fall within the remit of any other committee.

Purpose

2. This report sets out the revised appointment process when recommending Members for appointment to school governing bodies.

3. In addition to establishing the process for governor appointments, this paper also recommends that standard application documents should be used throughout the appointment process to enable the Education Board to conduct a rigorous skills-based assessment of candidates.

Appointment process for Members

4. The Education Board is responsible for recommending to the Court of Common Council candidates for appointment as the City of London Corporation's representatives on school governing bodies where nomination rights are granted and they do not fall within the remit of any other committee. This includes the appointment of Members, where it is proposed that the following process is followed:

- i. The school informs the City of a vacancy and provides a person specification, information about the school, the constitution of the Governing Body and the time commitment that is required.



- ii. The vacancy is sent to all Members.



- iii. The City consults with the lead City Member.



- iv. The Education Board recommends a candidate to the Court of Common Council.



- v. The Court of Common Council takes a decision.

Application format

5. It is proposed that, when the City is exercising its rights in relation to governor appointments, it should request that the school provides it with the following information: a person specification, summary information about the school, the constitution of the Governing Body and the time commitment that will be required. To assist with this process, and ensure consistency, it is recommended that the Education Board endorse the templates appended to this report.
6. To enable the Education Board to assess the skills of each candidate, it is proposed that all applicants should complete a standard application form and it is therefore recommended that the Education Board endorse the template

appended to this report. In addition, external candidates will be asked to identify a suitable referee.

Recommendations

7. It is recommended that Members of the Education Board approve the appointment processes which is outlined in this report and that Members endorse the supporting templates which are submitted as appendices to this report.

Appendices

- Appendix 1 – City governor appointments – person specification
- Appendix 2 – City governor appointments – school summary
- Appendix 3 – City governor appointments – constitution of the Governing Body and time commitment
- Appendix 4 – City governor appointments – application form

Background paper

Education Board Terms of Reference
Appointment of Governors Report - 11 September 2014

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City governor appointments – person specification
(to be completed by the school)

Position

[Insert the title of the position you are seeking to fill]

Experience required

[Insert the skills and previous experience that you would like applicants to demonstrate].

Specialist knowledge or experience

[Insert the skills and previous experience that you would like applicants to demonstrate].

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City governor appointments – school summary
(to be completed by the school)

[Insert school name]

1. Background

[Insert a summary of the school, including: relationship with CoLC, location, student data (year groups, intake size, male/female, free school meals), and a brief history]

2. Recent performance

[Insert a summary of recent performance data]

3. OFSTED inspections

[Insert a summary of recent inspection results]

[Insert name]

Chair of Governing Body

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**City governor appointments –
constitution of the Governing Body and time commitment**
(to be completed by the school)

1. Membership

The Governing Body is constituted with the following membership:

No.	Category of governor	Term of office

2. Committees (including vacant positions)

[Please list all committees and identify any vacancies you are looking to fill]

Committee 1:

Membership	
Chair	
Vice Chair	

Committee 2:

Membership	
Chair	
Vice Chair	

Committee 3:

Membership	
Chair	
Vice Chair	

3. Time commitment

[Please outline the time commitment the position requires]



APPLICATION FORM FOR
APPOINTMENT ON THE BOARD OF GOVERNORS OF
[INSERT SCHOOL NAME]

1. Name(s) (in full):

2. Current business/occupation and/or consultancy(ies) work:

.....

.....

.....

.....

.....

.....

Summary of past professional/business career:

.....

.....

.....

.....

The Board of Governors requires membership with expertise from the following areas:

- **[Insert areas]**

3. Please indicate your specific area(s) of expertise and give details thereof:

.....
.....
.....
.....
.....

4. Please give particulars of your interests in education and any governor appointments inside and outside the City of London Corporation:

.....
.....
.....
.....
.....

5. Please provide the name and contact details of one referee*:

Name:
Address:
Phone:
Email:

Signed..... Date.....

The details provided above will be seen by the Education Board.

*external candidates only

Committee(s):		Date(s):
Education Board	-	For Decision
Court of Common Council	-	For Decision
Subject: Appointment of Governor – City of London Academy Islington		Public
Report of: Town Clerk		For Decision
Summary		
<p>Members are asked to consider an application for appointment as Sponsor Governor to the Board of Governors of the City of London Academy Islington submitted by the Reverend Dr Martin Dudley.</p>		
Recommendation(s)		
<p>Members are asked to:</p> <ul style="list-style-type: none"> • Consider the application for appointment by the Reverend Dr Martin Dudley to be appointed City Governor of the City of London Academy Islington (COLAI) • Subject to the above, recommend the appointment of the Reverend Dr Martin Dudley to the Court of Common Council for approval. 		

Main Report

Background

1. At its meeting on 11 September 2014 the Education Board authorised Officers to seek expressions of interest from those Members of the Court of Common Council who wish to serve as Sponsor Governor on the Governing Body of the City of London Academy Islington, for a four-year term.
2. Members should note that the Chairmanship of the Board of Governors for COLAI reverts to the City of London during winter 2016 and therefore the successful candidate could take on a leadership role.

Current Position

3. Officers advertised the opportunity to Members of the Court of Common Council between 23 September and 1 October 2014, during which period one expression of interest was received, from Rev Dr Martin Dudley.
4. The Chairman of Governors of COLAI has indicated that the Board would benefit from the addition of a governor with the following skills and experience:
 - a. Direct experience and knowledge of pre-tertiary education (either in terms of governance or as a senior practitioner).

- b. Experience and knowledge of governance – and leadership in governance.
 - c. An affinity towards a project which is transforming the education of local school students in Islington.
 - d. Sufficient time to provide the required commitment, support and challenge to the academy (governing body meetings; subcommittee meetings; panels; links; visits' engagement with leadership team etc.)
 - e. Capacity to manage time flexibly – to perform duties and represent the governing body as and when required.
5. Members are therefore asked to consider Rev Dr Martin Dudley's application, which is included with this report as an appendix.

Appendices

- Appendix 1 – Rev Dr Martin Dudley Application for Appointment to the Board of Governors of the City of London Academy Islington

Background Papers:

Governor Vacancy at City of London Academy, Islington (Report of the Director of Community and Children's Services) – Education Board (11 September 2014)

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APPLICATION FORM FOR
APPOINTMENT ON THE BOARD OF GOVERNORS OF
CITY OF LONDON ACADEMY, ISLINGTON

1. Name(s) (in full): ...Martin Raymond DUDLEY.....

2. Current business/occupation and/or consultancy(ies) work:

...Rector of St Bartholomew the Great & Priest-in-charge of St Bartholomew the Less

...Common Councilman since 2002

...Governor of the Museum of London (Chair of Audit & Risk)

...Trustee, Trust for London

...Director, The Cloister Cafe Company Ltd

.....

Summary of past professional/business career:

...As at present, a mix of church, charities and consultancy

.....

.....

.....

The Board of Governors requires membership with expertise from the following areas:

- Direct experience and knowledge of pre-tertiary education (either in terms of governance or as a senior practitioner).
- Experience and knowledge of governance – and leadership in governance.
- An affinity towards a project which is transforming the education of local school students in Islington.
- Sufficient time to provide the required commitment, support and challenge to the academy (Governing Body meetings; subcommittee meetings; panels; links; visits; engagement with leadership team etc).
- Capacity to manage time flexibly – to perform duties and represent the Governing Body as and when required

3. Please indicate your specific area(s) of expertise and give details thereof:

...As Chairman of the Community & Children's Services Committee, I had oversight of the City's academies, including doing due diligence for the inclusion of Redriff Primary into the City's family of schools. I developed considerable knowledge of procedures, funding streams, etc.

...I was a governor of the City of London Academy Southwark for ten years, including being Deputy Chair of Governors. My younger son was a pupil there throughout his secondary career and head boy. I have a thorough understanding of academy governance. I served on a number of committees (including Finance and Senior Staff Pay) and on disciplinary exclusion hearing panels.

...I know the area well and have always supported the setting up of the Academy. As Chairman of C&CS I met with the Principal and made sure that the Academy was included in all opportunities offered by the City to its schools.

...I have sufficient time as a number of my other appointments (e.g. Trustee of Trust for London) are ending early next year. The Islington Academy is 15 minutes walk from my home, making it very easy for me to be there as required, and I manage my own time.

4. Please give particulars of your interests in education and any governor appointments inside and outside the City of London Corporation:

...I have a long standing interest in education at all levels and I have served as a governor of a VA primary school, a preparatory school, CLSG (2002-present) and CoLA.

...I also received this year an honorary Doctor of Arts from the City University.

Signed...*Martin Dudley*..... Date.....

The details provided above will be seen by the Education Board.

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Committee(s):		Date(s):
Education Board	- For Decision	16 October 2014
Policy and Resources Committee	- For Decision	6 November 2014
Subject: Contingency Application – Livery Schools Link Consultant Project Manager		Public
Report of: Town Clerk		For Decision

Summary

The Policy and Resources Committee received a report in July 2014 from the Livery Education Working Party (LEWP) and noted its contents. It also heard from the Chairman of the LEWP that the Livery Schools Link (LSL) service was under-resourced and in need of restructuring so that it was best placed to provide a service that supported the Livery and the aims of the City Corporation's education strategy. The Policy and Resources Committee supported the LEWP report's recommendations and directed that the LEWP report be referred to the Education Board for consideration and it is therefore appended. One-off funding is needed for a consultant project manager for a 6 month period to develop a business plan to assess the feasibility of a new Education Office, as recommended in the LEWP report. It is proposed that to take advantage of the existing knowledge and experience of the current part-time LSL administrator, this post holder should also undertake the additional part-time consultant project manager role.

Recommendations

- It is recommended that the Education Board note this report and support in principle the establishment of a temporary part-time consultant project manager role that will develop the business plan for the education office as proposed in the LEWP report.
- It is recommended that members of the Policy and Resources Committee agree the proposal to use £13k from 2014/15 and £3k from 2015/16 of the Committee's contingency fund, taken from City's Cash, to cover recruitment of the part-time consultant project manager for a one-off 6 month period.

Main Report

1. The LEWP report was noted by the Policy and Resources Committee on 3 July and agreed for the report to be submitted to the Education Board for consideration.
2. The LEWP proposes:
 - the creation of a central Education Office at a maximum cost of £75,000 per annum for two years, which would initially be funded by the City Corporation but thereafter ideally self-funded by supporting Livery Companies or funded partly from the City Bridge Trust, which will link the livery education contribution, promote collaboration and identify opportunities for further livery involvement
 - the establishment of a Management Board to oversee the work of the Education Office
and
 - to attract 100% support from all Livery Companies within the first 12 months of operation
3. The suggested £75,000 includes provision for 1 FTE. However, a preliminary scoping exercise is needed prior to this to establish the case for the new Education Office as recommended in the LEWP report.
4. It is therefore proposed that the Policy and Resources Committee contingency fund is used to recruit a consultant project manager at FTE 0.4 for 6 months. It is proposed that the current part-time LSL administrator takes on this additional part-time consultant project manager role, to take advantage of and retain the existing pool of knowledge and experience.
5. The consultant project manager would work 2 days a week for 6 months to oversee the development of the business case of the Education Office, including:
 - managing a full consultation of the livery envisaged in the LEWP report, including the production of a report on the results, possibly to include consultation with Livery Companies Skills Council (LCSC)
 - investigating if it is viable to set up an Education Office in Guildhall, including the possible establishment of an Education Office Board
 - producing an action plan for increasing the membership and involvement of Livery Companies with clear objectives and measurable targets
 - organising the events already envisaged for 2015 - Livery Showcase Event, Education Conference, an open meeting to promote school governance and the pilot WW1 project.
6. The balances of the contingency allocation (before consideration of items on the agenda for the 6 November Policy and Resources Committee meeting)

are:

- 2014/15 £95,400
 - 2015/16 £538,000
7. The consultant project manager rate would be £300 per day plus VAT and travel expenses. This means a total cost for 6 months of approximately £15,000 plus VAT and £1,000 for travel (at £20 per day). The rate would be subject to review after the 6 month period.
 8. This is a one off cost which is proposed to be taken from the Policy and Resources Committee contingency fund. The project manager will commence post in November 2014 meaning that £13k will be taken for the financial years 2014/15 and £3k from 2015/16, to be charged to City's Cash. Any further funding for the Education Office is to be identified from the Livery Companies and other funding sources such as the City Bridge Trust.
 9. This arrangement could:
 - offer a flexibility which is helpful in the developmental phase and would be more cost effective
 - maintain the momentum from this year's Showcase Event and Education Conference and enable work to continue
 - allow for a review at an early stage
 - mean that the City of London Corporation does not have to commit to long-term expenditure
 - allow time to identify future funding shared by Livery Companies and others such as the City Bridge Trust
 10. The overall position would be reviewed at the end of the fixed term of 6 months, to see if the establishment of the Education Office is feasible and if so how a longer-term funding structure could be put in place.

Appendices:

- (A) Contribution to Education by Livery Companies report to Policy and Resources Committee 3 July 2014
- (B) Livery Education Working Party – Report on the contribution to education by Livery Companies to Policy and Resources Committee 3 July 2014
- (C) Resolution of the Policy & Resources Committee dated 3 July 2014

Laura Donegani
Policy Officer
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Committee (s): Policy and Resources Education Board	Date (s): 3 July 2014 16 October 2014
Subject: Contribution to Education by Livery Companies	Public
Report of: The Town Clerk on behalf of the Livery Education Working Party	For Decision

Summary

At your meeting on 20 February 2014 you supported the establishment of a small working group to review and evaluate the contribution made to education by Livery Companies (LCs). The Livery Education Working Party (LEWP) has now considered and analysed how LCs are currently engaging with education. This includes the work undertaken by the Livery Schools Link (LSL) and other areas that the LEWP felt could be improved to enhance the sharing of experience and information. The report of the LEWP setting out its findings and outcomes is **attached** and it explains that whilst each LC has its own educational aspirations and traditions - some with educational links which are hundreds of years old - their LC involvement in education can be separated into three broad categories:-

- management and governance of schools
- grant giving; and
- direct association with industry.

The review found that whilst the LSL provided some sort of co-ordinating link and had ambitions to expand its membership and services there was little or no co-ordination of LC activities, whether with other LCs or the City Corporation. All LCs largely worked on an autonomous and stand-alone basis. Although there are some external bodies that may be able to provide assistance, there is no central resource able to support or facilitate educational activities. The LSL has neither the resource to achieve its intended aims or the “buy in” to make it fully representative and viable. It is also difficult to collate accurate information about all LC activities and as a result the full value provided by LCs to education is probably under-sung to the outside world.

The LEWP proposes (**see point E**):

- the creation of a central ‘Lord Mayor’s Education Office’ (LMEO) at an estimated cost of £75,000 per annum for two years, which would initially be funded by the City Corporation and thereafter ideally self-funded/or funded partly from the City Bridge Trust, which will link the livery education contribution, promote collaboration and identify opportunities for further livery involvement;
- the establishment of a Management Board to oversee the work of the LMEO; and
- the aim to attract 100% support from all LCs within the first 12 months of operation.

If the above were to be taken forward, through the relevant consultation channels, the LEWP believe that this would give rise to a number of benefits (**see points F & G**) such as:

- increased and possibly more targeted LC funding of education;
- creation of a genuine “working link” not only between different kinds of LCs, but also between children, parents and schools, for example able to highlight bursary availability, internship openings and potential funding opportunities which individuals might otherwise not know about or be unable to fill from their own resources;
- facilitation of a co-ordinated strategy which aligns LCs with the City Corporation in the medium term – enabling all parties to make better use of existing skillsets and publicising their contributions to the outside world;
- an opportunity to create a City Corporation link (potential consultancy service) with other London Boroughs and their schools; and
- greater awareness of educational opportunities.

Overall the above proposals aim to improve the access and quality of education for young people.

Recommendation: - That consideration be given by the Policy and Resources Committee to the findings of the LEWP and that the report be referred to the Education Board to progress as appropriate.

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Livery Education Working Party – Report on the contribution to education by Livery Companies

A. PURPOSE OF THIS PAPER

The City of London Corporation (COLC) is devoting increasing focus to provision of education across its remit – evidenced by the recently completed Education Strategy paper and establishment of a newly formed Education Board. During the course of the strategy review it became clear that contributions across the Square Mile towards education should usefully include and certainly not exclude those contributions made by the Livery Companies (LCs).

It was felt sensible to set up a small working group with connections to the Livery and ask it to:

- Document briefly the contribution of Livery companies to education and how it relates to the City
- Document work done by the Livery Schools Link (LSL)
- Suggest areas where more work might be done, how it might be taken forward to include possible sharing of experience, encouragement to review (and increase) contributions and explore the benefit of a better resourced central service.

This summary report represents the outcome of the review. It makes certain recommendations for simple changes which might work to the benefit of all parties.

B. BACKGROUND

The City of London has been involved in education since medieval City tradesmen began teaching their trades to apprentices. The introduction of Guilds led to the creation of LCs - each with a link to the practice of a particular trade. Some of those original working links still remain. New links have been established by newer LCs formed by more modern trades and professions. Some older links have vanished, as the original trade has changed or disappeared. In many of these cases, that trade link has been replaced by fiduciary responsibility for schools, often via will trusts (Mercers/Dean Colet, Grocers/Sir William Laxton, Haberdashers/William Jones, Fishmongers/Sir John Gresham, Skinners/Sir Andrew Judde) which have resulted in deep involvement in educational provision for hundreds of years.

The Livery Schools Link (LSL) was constituted in 2004 to promote support for schools in the Greater London area from LCs hoping to prepare young people for the world of work. Current membership comprises 55 LCs (out of 110) each of which subscribes £95 per year. The revenue is used to fund the administrator's post and meet the cost of events intended to link Companies to educational institutions, including the Livery Showcase and the June 2014 Headteachers Conference.

LSL holds a central register of volunteers who work in London schools or who are governors. Regular bulletins are published about educational programmes in London with volunteer vacancies. It has also embarked on a schools art project to mark the 100th anniversary of the First World War.

C. INITIAL FINDINGS

The group aimed to start its review with an open mind – aiming to gain a broad overview of what is currently provided by LCs across the City remit, and then provide an objective set of recommendations of how those workings might usefully be changed and improved.

One thing became very clear – there is no such thing as a “Livery Movement”. Each LC is different – holding individual purposes, aspirations and traditions. Governance structures are all different. Nevertheless it is possible to separate LCs into three broad categories of educational involvement:

1. Management and governance of schools

A small number of LCs have responsibility for direct management and governance of schools, either as proprietor or sponsor. In addition some LCs are responsible for the promotion of school governor positions from their membership, sometimes with allocated places to fill. Some LCs (eg Mercers and Haberdashers) have also chosen to appoint full time Executive Heads of Education given the scale of their commitments.

10 London LCs and 2 regional LCs have direct involvement. A further 2 London LCs and 1 regional LC are also involved in appointing school governors. These numbers reflect about 10% of whole.

5 of the Great 12 Companies are involved in this activity. 1 has a single school - increasing up to 14 from Haberdashers and 17 from Mercers. It is not clear which Companies promote school governors or how many each Company can appoint; nevertheless it seems unlikely that less than 200 school governors are appointed under the auspices of a LC to at least 60 schools.

2. Grant giving

The majority of Companies give grants to schools through scholarships, bursaries and prizes. Headline figures suggest that 77 Companies gave prizes to over 400 educational institutions, including schools, further and higher education institutions. Most funds are donated through trusts or endowments via a charitable structure. Some Companies have set up educational trusts in addition to the Company’s regular charitable trust, including some not directly associated with the management of schools.

The records available for charitable giving make it difficult to ascertain the full picture. In some cases, funds are too small to require accounting under Charity Commission guidelines; in other cases, it is not easy to strip out exact numbers without proper review. The most recent review produced for the Lord Mayor and Livery Committee suggests that in 2010 some £21m was donated by LCs to Education – with support provided to 37 primary schools, 16 preparatory schools, 54 secondary schools, 44 independent schools and 11 6th form colleges. The figures quoted in this report are the amount spent in any one year.

Although the majority of LCs donate to educational institutions, it appears that for many the association ends there. There also exists some “non-grant giving involvement” such as that provided by the Salters with Chemistry education.

3. Direct association with industry

25% of LCs are involved in promoting their trade through apprenticeships or direct links with the industry. Although some old trades no longer exist, the numbers of new LCs with modern professional relevance have increased – such as the Information Technologists and Educators.

There are two distinct areas of involvement in the associated industry – support of training and apprenticeships (eg Fishmongers and Spectacle Makers) and setting of industry standards, including kite marks and quality assurance (eg Goldsmiths and Butchers). Some LCs are involved

on both fronts. The Livery Company apprenticeship scheme will place up to 52 apprentices across 15 Livery trades, and intends to make that a sustainable trend.

D. MATTERS TO ADDRESS

Overall it is clear that there is material involvement and expertise in “Education”, particularly from a small number of the older LCs allied to widespread involvements from many of the newer LCs with their own “modern” industry. The likelihood is that a large number of all LCs would like to expand their involvement with education and training if other routes could be found.

At present the only real attempt to provide some sort of co-ordinating link is that provided by the Livery Schools Link. LSL has ambitions to expand its membership and the services it provides. It is currently working on a database that will enable schools and other organisations (such as Education and Business Partnerships) to publicise programmes and events requiring volunteers. This will increase the connectivity with LCs and make it easier for Companies to get involved. It also wants to increase its own resources and capacity to support Companies in engaging these opportunities and connecting organisations beyond schools, such as the School Governors One-Stop Shop (SGOSS).

Three points spring readily to mind.

1. There is little or no co-ordination of LC activities – whether with other LCs or COLC. All LCs largely work on an autonomous and stand-alone basis.
2. Although there are some external bodies that may be able to provide assistance, there is no central resource able to support or facilitate educational activities, LSL has neither the resource to achieve its intended aims nor the “buy in” to make it fully representative and viable.
3. It remains difficult to collate accurate information about all LC activities. As a result the full value provided by LCs to Education is probably undersung to the outside world.

It is unrealistic to expect individual LCs to change materially their existing strategy. In many cases educational links are hundreds of years old – and in other cases links with existing trades are too strong and proudly held.

Yet there do appear to be many advantages that might be gained for all stakeholders, if COLC was able to support a co-ordinated approach, which allowed LCs to continue with their current links, enabled a much greater degree of sharing of information and learning, and work towards aligning their educational strategies over a number of years.

This paper specifically excludes any material consideration of work currently performed by the Livery Company Skills Council (LCSC) which fell outside the working group’s brief. LCSC currently has no in-house secretariat. It does not require any great stretch of imagination to see how such work might be absorbed easily and logically into a single over-arching strategy – running from education, through skills/technical training and onwards into employment.

E. PROPOSALS

A number of simple proposals might be considered.

1. Create a central Lord Mayor's Education Office

LSL has limited resources and buy in from about half of all LCs, including some notable absentees from the major "Educating" LCs. The result is a link that is not fully utilised and unable to reach its proper potential.

It is therefore proposed that a central resource be created that will link the Livery education contribution, promote collaboration and identify opportunities for further Livery involvement in education. The resource should be branded by the Lord Mayor, be based at Guildhall, and initially funded by the COLC (thereafter ideally self-funded/or funded partly from a COLC resource such as the City Bridge Trust) up to an estimated cost of £75,000 per annum for two years, encompassing base salary, employment costs, and office space. The role is not expected to involve more than a single FTE, who over time should ideally also provide similar support for technical training and apprenticeships which would create a holistic "start to finish" schooling and skills resource.

The link should be facilitative NOT prescriptive. It should be given responsibility to:

- a. maintain a skills and volunteer database
- b. identify and/or arrange Livery wide training initiatives such as those for school governors
- c. document/update/disseminate educational activities and events organised by different LCs
- d. organise, and provide funding for, such educational activities as are seen to promote educational involvement from LCs across the City
- e. work to identify areas of education which could benefit from greater Livery involvement and/or funding.

2. Establish Livery-wide governance structure

LSL is currently administered by a management committee, with members drawn from 7 LCs. Its work is undertaken by an administrator, who is paid a small stipend.

It is proposed that a new management board be set up perhaps comprising:

- a. 9 LC representatives (three from each of the Educational, Training and Donor groups, including Master Educator as an ex officio post)
- b. 2 Common Councillors, at least one Member of the Education Board
- c. Chairman from whichever COLC body provides initial funding.

The board should meet no more than quarterly. Positions should ideally be held on a three year rotating basis to ensure the benefits of change and continuity.

After two years of operation, it is proposed to charge each LC a membership fee, perhaps adopting a two or three tier system, depending on individual LC desire to receive bulletins, access data, and/or attend events, with the aim to move to a more self-funded approach as the link starts to generate real value.

3. Provide clear goals based on a project based approach

The office should be set clearly defined goals. Those goals should be capable of being measured and reviewed at least every two years. The first aim must be to attract 100% support from all LCs within the first 12 months of operation.

Other goals that might be logical to adopt and easy to measure might include:

- Amount of donations made each year.
- Numbers of governors provided.
- Number of work experience openings on offer.
- Numbers of apprenticeships provided by current LC trades.
- New Academy “sponsorships” taken on.

F. BENEFITS OF CHANGE

Such approach should generate a number of obvious benefits – many of which could be measured easily:

1. Increased and possibly more targeted LC funding of education.
2. Production of more school governors and improvement in their training. Training events would also provide informal networking connections between state and independent sectors.(For example the Grocers have recently accepted an offer to provide 12 governors for four Academy schools).
3. Creation of a genuine “working link” not only between different kinds of LCs, but also between children, parents and schools – able for example to highlight bursary availability, internship openings, potential governors and funding opportunities, which individuals might otherwise not know about or be unable to fill from their own resources.(For example, the Haberdashers are stretched to provide governors for their extensive school commitments from their membership alone).
4. Provision of a simple Livery “ladder of opportunity” connecting schools with prospective employers. As mentioned above, such information might highlight also potential funding opportunities which LCs wishing to commit funds for education might like to consider.
5. Facilitation of a coordinated strategy which aligns LCs with COLC in the medium term – enabling all parties to make better use of existing skillsets and also publicise their contributions to the outside world.

These benefits above are all measurable. Success would be easy to judge. In general terms there are other less measurable but just as significant benefits:

- Gradually widening availability of increasingly expert governors
- “Bringing together” of COLC and LC supported schools from Independent and Academy sectors
- Greater awareness of educational opportunities
- Increased injection of “business acumen” into Academies
- Improved social mobility perhaps for pupils, teachers and governors alike
- Possibility of improved job availability for children within a more integrated network of schools and potential employers
- Opportunity to create a COLC link (potential consultancy service) with other London boroughs and their schools

G. CONCLUSION AND NEXT STEPS

These proposals are simple in their execution but far reaching in their possible outcome. The combined forces of LCs provide the COLC with a huge pool of proven expertise and possible extra funding if they can be marshalled in a way that can retain individuality but ally it to a sense of common purpose.

If accepted by the COLC the essential next stage would be to gain acceptance of this concept from the Livery. Given the conclusions of this paper, the most logical approach would involve appointment of a small action team comprising perhaps two Common Councilmen (ideally with strong links to the Livery) plus a nominated member of staff from Guildhall to discuss the broad approach with interested stakeholders.

Those stake holders, current and potential should reflect those entities set out below, and probably should be approached in the following order of appearance:

1. Chairman of the COL Policy & Resources Committee and thereafter the main Committee
2. 8-9 Livery Companies with significant involvement in management of schools or appointment of governors
3. Livery Companies with major involvement in training or standards of current trades
4. Livery Company of Educators who set up LSL

The team should be tasked with achieving consensus if at all possible by mid-autumn 2014 with a further remit to construct a simple action plan to take effect on or about the same date.

If successful, the plan will allow the COLC to optimise unique resources at its disposal, and provide a coordinated strategy for education across the City, across all sectors, allowing it to shape political debate, promote the City and above all improve life chances of young people.

Success will be easy to measure – full sign up for membership of the link from all Livery Companies, Livery funding for education not just increased but carefully targeted to achieve maximum benefit from students and trades, and a wider recognition from the public at large of the contributions given to education by City practitioners.

The result will underscore the relevance of LCs, highlight the extensive work of the COLC with broad provision of education across a diverse community, and ultimately improve access and quality of education across that community.

Finally it should be stressed that in the limited time available this paper has not sought to cover the broader aspects of education in which LCs and COLC are involved – whether cadets/BTEC qualifications, City and Guilds or support for tertiary education such as the Guildhall School of Music & Drama, City University or Gresham College. Nor has it sought to include or make similar proposals for a central resource to support the professional training or apprenticeships provided by many LCs. The addition of such support as promoted by LCSC has been briefly mentioned. Such resource would sit comfortably and logically with the proposed LMEO – able to allow all LCs to carry on doing what they do best, able to feed off each other's initiatives and provide added value to children, parents, teachers and employers as part of an enhanced COLC education strategy.

APPENDIX 1 – LIVERY COMPANY CONTRIBUTION TO EDUCATION

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Key to columns

A: Number of schools for which governance/ management is provided for
B: School governors provided by the company and number
C: Number of schools/FEIs/HEIs to whom bursaries/ scholarships/ prizes are given
D: Overall amount given as prizes/educational awards (£)
E: Apprenticeships
F: Training and/or standards
G: Y = Educational Programmes offered
H: V = Liverymen engage in volunteering in Schools
I: * = No contribution towards the Education Conference Booklet
J: Y = Member of the Livery Schools Link

Appendix 1

Company Name	Schools		Grant giving (<i>data subject to verification</i>)		Association with industry		Other Information			
	A	B	C	D	E	F	G	H	I	J
Actuaries	0	Yes	11	28,000 (2012-12)	No	Yes	Y	V		Y
Air Pilots	0		4 types of bursary	40,000 (2012 - Mainly in trade scholarships)	No	Yes		V		Y
Apothecaries	0	Yes	8 (At least)	38,400 (At least - 2012)	No	yes				Y
Arbitrators	0		3 (At least)	Unknown	Yes	http://www.ciarb.org/south-east/worshipful-company-of-arbitrators-apprentice-scheme.php	Y	V		Y
Armourers and Brasiers	0		0	50,000 (2012)	No				*	Y
Arts Scholars	0		4	250 (2012)	No	Yes				
Bakers	0		1	1,000 (2012)	Yes	Yes	Y	V		Y
Barbers	0		7	110,353 (At least - 2012)	No	Yes		V		Y
Basketmakers	0		0	Unknown	No	No	Y	V		Y

Blacksmiths	0		3	10,000 (Approx - 2012-13)	yes	yes - licensing of tutors	<u>Y</u>		*	Y
Bowyers	1	2	3	1,500 (2011)	No	No				
Brewers	2	14 (At least)	2	Unknown	No	No		V		
Broderers	0		0	0	No	No			*	
Builders Merchants	0		3	1,750 (At least - 2012-13)	No	Yes				
Butchers	0		1	23,000 (At least - 2012-13))	No	yes (supported establishment of a meat course)			*	
Carmen	2	2	2 (At least)	20,000 (Approx - 2012-13)	yes (apprentice to the WC Carmen)	no				
Carpenters	1	1	4	Unknown	No	Yes				
Chartered Accountants	0		1 (at least)	94,000 (At least - 2012)	No	No	Y			
Chartered Architects	0		3 (At least)	2,750 (2010-11)	no (but counselling offered)	Yes	Y	V		Y
Chartered Secretaries	1	Yes	3 (At least)	4,100 (2013)	yes	No		V		Y
Chartered Surveyors	0		4	95,357 (2013)		Yes		V		Y
Clockmakers	0		2	18,000 (2012)		Yes	Y			Y
Clothworkers	0		3	Unknown			Y			Y
Coachmakers	0		3	8,000 (2012)		Yes		V		Y
Constructors	0		11	1,750 (2012-13)						
Cooks	2	2	6	119,500 (At least - 2012-13)	Yes	Yes - training/work experience				Y
Coopers	2	7	3	12,000 (at least - 2012-13)	Yes - the apprentice to the Master of the company					Y
Cordwainers	0		9	240,000 (2012-13)	No	No	Y			

Curriers			5	12,000 (2011-12)	No	No				
Cutlers	0		6	Unknown	No	No				
Cutlers of Hallamshire	0		0	0	No	No				
Distillers	0		1	5,000 (2012-13)	No	No - But they created the Professional Certificate in Spirits in conjunction with the Wine and Spirit Education Trust				Y
Drapers	24	Yes	Unknown but ad hoc	240,000 (Approx - 2012-13)	No	No				Y
Dyers	0		13	53,500 (2012)	No	No		V		
Educators	0		Unknown	Unknown	No	No	Y	V		Y
Engineers	0		0	14,000 (at least - 2011-12)	No	Yes	Y			
Environmental Cleaners	0		5		No	Yes				Y
Fan Makers	1	1	2	3,600 (2011-12)	No	No				
Farmers	0		11 (agricultural colleges)	48,697 (2012-13)	Yes -The Attfield Brooks Apprenticeships Fund	financial assistance to travel overseas for chosen work		V		
Farriers	0		0	0	Yes - Farriery Apprentices	Award to 1 student from each Vet School to work with a senior farmer in final year				Y
Feltmakers	0		Ad hoc	1,000 (2012-13)	No	No				
Firefighters	0		0	0	No	No	Y	V		
Fishmongers	U/K		8	Unknown	No	No	Y			Y
Fletchers	0		0	0	No	No				Y
Founders	0		Unknown	Unknown	No	No				Y
Framework Knitters	0		0	13,500 (approx - 2012-13)	No	No			*	

Freemen of the City of London	0		0	up to 40,000 (2012-13)	No	No				
Fruiters	0		5	Unknown	Yes	Yes				
Fuellers	0		1	4,000 (2011-12)	Yes	Yes				
Furniture Makers	0		6	7,300 (2011-12)	Yes	Yes	Y	V		
Gardeners	0		5	3,500 (2011-12)	No	No				
Girdlers	0		3	Unknown	No	No				
Glass Sellers	0		2	20,000 (Approx, 2013)	No	Yes			*	
Glaziers	0		0	30,000 (2011-12)	No	Yes				
Glovers	0		6	22,500 (2012-13)	No	Yes				Y
Gold & Silver Wyre Drawers	0		5	8,500 (at least 2012-13)	No	Yes				
Goldsmiths	0		12 (at least)	300,000 (approx p.a)	Yes	Yes	Y			Y
Grocers	9	17 (at least)	17	300,000 (2013)	No	No	Y			
Guildable Manor of Southwark	0		0	0	No	No				
Gunmakers	0		0	0	Yes	Yes				
Haberdashers	14	Yes	18 (at least)	312,000 (at least - 2011-12)	No	No		V		Y
Hackney Carriage Drivers	1	1	1	0	No	Yes	Y	V		
Horners			4	Unknown	No	Yes	Y	V		Y
Information Technologists	2	2	2	250,000 (at least - 2011-12)	No	Yes		V		Y
Innholders	0		10	23,500 (approx and at least)	No	No		V		
Insurers	0		1 (at least)	50,000	No	No				
International Bankers	0		17	62,982 (2011-12)	No	No	Y			Y
Ironmongers	1	1	11	Unknown	No	No	Y			
Joiners & Ceilers	0		4	0	No	Yes				Y
Launderers	0		0	0	Yes	No				

Leathersellers	4		10	Up to £4K per student	No	Yes				Y
Lightmongers	0		8	6,800 (2012-13)	No	Yes	Y	V		Y
Loriners	0		0	0	No	Yes				
Makers of Playing Cards	0		5	11,248	No	No	Y	V		
Management Consultants	0		1	0	No	Yes			*	
Marketors	1	1	2	19,116 (2012-13)	No	No				
Masons	0		4	Unknown	Yes - via Craft Fund	Yes - via Craft Fund	Y	V		Y
Master Mariners	2	2	6	Unknown - Funding focused on trade training, not schools.	Yes - Honourable Company's Apprenticeship Scheme	Yes - strong links between apprenticeship and industry				Y
Mercers	17	87	37 (approx)	145,000 - at least. These were grants given out to improve attainment.	No	No				Y
Merchant Taylors	8	8 - at least	13	Charitable spending of the Merchant Taylors' Educational Trust was £17.54m in 2012-13.	Yes - Livery Companies Apprenticeship Scheme (level 4 NVQ qualification in bespoke tailoring)	Yes - work experience in their kitchens, 'Food Journey'				Y
Merchant Venturers of Bristol	3		3 (at least)	24,330 (2012-13 - at least)	No	No				
Merchants of the City of Edinburgh	3	24 (at least)	5 (HEIs)	Unknown - estimated at more than £11,000 p.a. Education Board expenditure is approx.£50m p.a.	No	No - but does give money via The Bank of Scotland Travel Scholarship to fund overseas work experience (no more than 3 months)			*	

Musicians	0		3 (with relationships across a host of music colleges)	103,500 (2012-13)	No	Yes	Y	V		Y
Needlemakers	0		11	19,900 (2012-13)	No	Unsure			*	
Painter-Stainers	0		4 (27 prizes)	Unknown	No	No	Y			Y
Parish Clerks	0		Unknown	Unknown	No	No				
Pattenmakers	0		7	20,000 (2012-13)	yes	No		V		Y
Paviors	0		9	15,000 (2011-12)	No	No			*	Y
Pewterers	0		4	Unknown	No	No		V		Y
Plasterers	0		1	30,000 approx (2012-13)	No	yes				
Plumbers	0		5	At least 23,356 (2013-14 awards)	yes	yes				
Poulters	0		Unknown	Unknown	No	No			*	
Public Relations Practitioners	0		Unknown	Unknown	No	No		V		Y
Saddlers	2	2	9	266,628 (2012-13)	No	yes		V		Y
Salters	1	5	4 (2012-13)	21,800 + 804,000 through the Salters Institute	No	No	Y			Y
Scientific Instrument Makers	1		8	30,950 (2012-13)	yes	No				Y
Scriveners	0		3	11,000 (2012-13)	No	No				Y
Security Professionals	0		4 (ad hoc 12/13)	3,550 (2012-13)	Yes	No				Y
Shipwrights	1	2	2	72,500 (2012/13)	yes	No				
Skinners	6	Yes	9	350,550 (2012/13)	No	No				
Solicitors	0		10 (2011 - changes year on year)	272,992 (2011) and 228,889 (2010)	No	No				

Spectacle Makers	0		0	Donations focused on sight charities, not education prizes.	Yes	Yes				Y
Stationers and Newspaper Makers	1	4	24 (10 HE, 11 schools, 3 Saturday schools)	123,674 (2012)	No	No		V		
Tallow Chandlers	0		9	Unknown	No	No				Y
Tax Advisers	0		2 (2012)	600	No	No		V		Y
Tin Plate Workers alias Wire Workers	0		11 (2013)	22,944 (2013)	No	No				Y
Tobacco Pipe Makers and Tobacco Blenders	0		2	10,920 (2012)	No	No				
Turners	0		1 (minimum - CoL Freemen's School. Others unknown)	30,194 (2012)	No	yes (register of turners)				
Tylers and Bricklayers	0		6	3,000	No	No			*	
Upholders	0		1 (LMU)		No	yes			*	Y
Vintners	0		2	21,242 (2012-13)	No	No				
Water Conservators	0		14 (2012-13)	56,275 (2012-13)	No	No			*	
Watermen & Lightermen	0		0	55,159 (2012 - apprentice and training costs)	yes	No			*	
Wax Chandlers	0		0	250 (Annual BBKA award)	No	No			*	
Weavers	0		10	30,000	yes (entry to work scheme)	No	Y	V		
Wales	0				No	No			*	
Wheelwrights	0				No	No			*	

Woolmen	0		4	18,300 (2013)	No	No				Y
World Traders	0		11	23,295	No	No			*	Y
Merchant Adventurers of the City of York	0		Unknown	Unknown	No	No			*	
Young Freemen of the City of London	0		2	Unknown	No	No		V		
TOTALS	X	Y	Z	Approx £23.2m	26 LCs	46 LCs	30 LCs	33 LCs	20 LCs	92 LCs

X = 28 companies and for at least 112 schools

Y = 26 companies and at least 187 school governors

Z = At least 77 companies at 408 institutions

TO: **EDUCATION BOARD**

Thursday, 16 October 2014

FROM: **POLICY AND RESOURCES COMMITTEE**

Thursday, 3 July 2014

LIVERY EDUCATION REVIEW

The Committee considered a report of the Town Clerk, together with a report of the Livery Education Working Party (LEWP), concerning the outcome of the Working Party's review of the contribution made by the Livery to education.

Henry Colthurst, the Chairman of the LEWP, was in attendance and was heard in support of the review. He highlighted the differing governance structures amongst Livery companies; the varying levels of involvement with education and the importance of maintaining a mechanism to co-ordinate and to facilitate educational activities. He advised that the Livery Schools Link in its current form was under resourced and that the Working Party was of the view that it needed to be restructured, with appropriate financial support from the City Corporation, so that it provided a service that worked for the City.

Members supported the broad thrust of the Working Party's proposal, particularly as it would provide much needed advice and support in this area of work. The Committee questioned whether it was appropriate to call the new office the "Lord Mayor's Education Office" as it might result in the perception that this was a City Corporation initiative. It was also felt that Livery companies should be encouraged to contribute to the funding of the new education office.

RESOLVED – That the findings of the LEWP be noted and that the report be referred to the Education Board together with the above-mentioned comments to be progressed as appropriate.

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Committee(s):	Date(s):
Policy and Resources Committee Education Board	- For Decision - For Information 4 September 2014 16 October 2014
Subject: Request for City of London Corporation to become Accountable Body for two new Central London Forward employability pilots	Public
Report of: Director of Economic Development	For Information

Summary

i. Central London Forward (CLF) – a partnership of 8 Central London authorities including the City – exists to influence policy and to promote the strategic importance and needs of Central London with a focus on economic development and quality of life.

ii. The City of London is the Accountable Body for CLF and has now been requested, by CLF partners, to become the Accountable Body for two significant programmes being developed by CLF - as follows:-

(a) a Central London element of the “London Growth Deal”, currently estimated to be to the value of £10m over 5 years, to help some 4000 long-term unemployed residents closer to employment; and

(b) a programme funded through the “New Homes Bonus” scheme which will deliver skills training and a cross-borough construction jobs brokerage (at a cost of £2m over 2 years) . This will support 1,200 central Londoners into construction jobs across 7 key central London developments, including in the City itself, and support 50 businesses to recruit pre-trained Central Londoners into employment.

iii. The precise shape of both of these fast-moving programmes, and the terms and conditions attached to them, are still subject to negotiation. It is therefore difficult at this stage to assess the resource implications for the City Corporation should it agree to undertake the Accountable Body role for one or both of them and the risks to the City in acting as Accountable body.

iv. The City Corporation will wish to ensure that it is adequately

resourced to do so, whether within existing resources or potentially by securing a proportion of the external funding to help cover it, and that arrangements are agreed with the other partners to ensure that the City exposure to liability are minimised.

v. It is proposed that the full amount of the City's own New Homes Bonus top-slice (estimated to be in the range £237k to £294k for 2015/16) be applied for these purposes, alongside contributions of the other 7 boroughs.

vi. Decisions will need to be taken over the next few weeks to meet Government deadlines, therefore delegated authority is requested.

Recommendation(s)

vii. The Committee is requested:

1. to note the work undertaken to date by CLF in developing two fast-moving and potentially ground-breaking employability pilots to benefit Central London -
 - (a) the first, a £10m Government/EU funded programme (as part of the London Growth Deal) to help move Employment Support Allowance claimants nearer to work, and
 - (b) the second, to develop cross-borough construction skills and job brokerage provision (at a cost of £2m, funded from the CLF boroughs' New Homes Bonus 'topslice');
2. to agree that authority be delegated to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to -
 - (a) take a decision as to whether the City becomes the Accountable Body for the two programmes mentioned above once issues become clearer in discussion with London Councils, the GLA, the LEP and with HM Government,
 - (b) confirm that the full amount of the City Corporation's New Homes Bonus top-slice (estimated to be in the range £237k to £294k) be contributed to the CLF construction brokerage programme;
 - (c) instruct the Comptroller and City Solicitor to negotiate and settle the terms of any relevant agreements to enable delivery of the two programmes.

Main Report

Background

1. The City of London has been requested to become the “Accountable Body” for two significant programmes being developed by Central London Forward (CLF).
2. CLF is a partnership hosted by the City Corporation which comprises the London boroughs of Camden, Islington, Lambeth, Southwark, Wandsworth, the City of London, City of Westminster and the Royal Borough of Kensington and Chelsea. The partnership was established in 2008 and operates under a contractual arrangement which is due to terminate on the 31 March 2015. These arrangements may be extended by agreement (as occurred in 2012). Each authority currently contributes £25, 000 per annum to the costs of CLF’s operation.
3. The City of London is the nominated Accountable Body under the “joint venture agreement”, employs all staff (in practice primarily the two full time staff) and enters into all contracts relating to the work of the partnership. Costs to, and expenses and liabilities of, the City in undertaking this role are currently met from the annual contributions of the CLF participating authorities.
4. The purposes of CLF are to:
 - (a) Influence policy on majority issues affecting Central London, including making the case for additional resources;
 - (b) Promote the strategic importance and needs of Central London with a focus on sustainable economic development and the improvement of the quality of life of workers, residents and visitors; and
 - (c) Identify and co-operate on areas of mutual interest of the partners.
5. Under the joint venture agreement between the CLF parties, CLF may develop and co-ordinate shared programmes and funding bids for work of mutual interest that will inter alia focus on sustainable economic development and improve the quality of life of workers and residents.
6. The arrangements were set up under section 2 of the Local Government Act 2000 (the well-being power) since dis-applied in England, but continue to be delivered relying upon section 1 of the Localism Act 2011 (the general power of competence).
7. Each authority is represented on the CLF Board by the authority’s Leader. The City is represented by your Chairman. The Board is supported by a Chief Executives Group (in the City’s case, the Town Clerk) and Officer Groups for the various themes.
8. Consistent with CLF’s role and remit, CLF has been engaging with HM Government, London Councils, the Greater London Authority (GLA) and the London Enterprise Panel (LEP) regarding two proposals as follows:-

- (a) **a Central London element of the London Growth Deal**, currently estimated to be to the value of **£10m over 5 years** to move some 4000 long-term unemployed residents closer to work.
- (b) **a cross borough construction jobs brokerage under the New Homes Bonus scheme (£2m over 2 years) to:**
 - (i) support 1,200 central Londoners into construction jobs in key developments, including in the City itself, facilitating their mobility between sites to ensure sustained employment, and
 - (ii) support 50 businesses to recruit pre-trained Central Londoners into employment across 7 key central London developments.

Current Position

a) The Central London element of the London Growth Deal - £10m over 5 years

8. The recently announced London Growth Deal – a ground breaking agreement between Government, the London Enterprise Panel, the GLA and London Councils - seeks to demonstrate how decentralising power from central government to London could bring significant benefits to the city and its people, the public purse and the UK economy. The London Growth Deal is perceived to be a step on the way to the sort of more devolved and better joined up services that London needs to tackle its future challenges.
9. Central London is the key driver of the UK economy, providing over half of London's economic output, and forecasts suggest that one in eight new jobs created nationally by 2023 will be in central London.
10. A CLF Growth Deal agreement follows several months of work by CLF, with London partners, to support the London Growth Deal, with CLF interested particularly in how the fruits of this growth are shared more widely in the capital.
11. The eight Central London boroughs which form CLF have worked, in partnership with London Councils, the Mayor of London, the London Enterprise Panel and Government, to establish a joint project team to develop a time-limited initiative for Employment Support Allowance (ESA, formerly known as Incapacity Benefit) claimants in Central London. This will focus on those who have been unsuccessful at finding work during two years of intensive support on the Government's flagship Work Programme and will trial an innovative locally led model of delivery.
12. Deadlines have been extraordinarily tight and CLF officers and partner agencies have had to move rapidly to develop a new programme of this scale over the last couple of months. Ministers will be asked to approve the model in October.
13. The precise terms of the pilot are still a matter of negotiation with Central Government (with decision expected in mid-September on the final detail) but the current proposition being discussed is for a £10m pilot, to be delivered over

5 years, to help some 4000 long-term unemployed residents in Central London to overcome barriers and move towards work. The model includes a network of caseworkers who will provide a hand-holding service for individual clients and signposting to local provision such as housing, health, drug and alcohol services within the local boroughs. The case workers, though employed centrally (probably by a single, expert, agency, on behalf of CLF), will be embedded in the boroughs and capable of being moved between boroughs to meet changes in local demands. Each client will be on the programme for up to two years.

14. The services will work with any eligible ESA claimants resident in the City, though at present the numbers are hard to establish in view of the way they are currently collected by JobcentrePlus.
15. Early success, against standards agreed jointly with Government and assessed independently, will see London working directly with Government to help design the next generation of employment support services, applying the lessons learnt from this initiative to shaping a more financially sustainable and integrated approach.
16. As CLF is not a legal entity, the partnership bid requires one Local Authority to take the lead and act as the “accountable” – or “contracting” – body, though all bid coordination and ultimately policy management will be undertaken by CLF.
17. The proposed London Growth Deal programme is of significant size and duration, consequently the City of London was asked by fellow CLF partners whether it was willing to become the Accountable Body for the £10m Government-funded programme. It is currently proposed that the funding is to be made available by Government through the new 2014-2020 European Structural and Investment Fund. This would mean that the City Corporation would, consistent with its current role for CLF as Accountable (or Contracting) Body:-
 - (a) receive, account for and be audited on correct application of the funds for the pilot on behalf of all of the CLF boroughs;
 - (b) procure and contract for all the services to be delivered through the external provider(s) through our City of London Procurement Service;
 - (c) contract with the CLF partners to ensure that risks are shared equitably ;
 - (d) retain all records for a period yet to specified; and
 - (e) take on all responsibility in the event of CLF closure before the end of the five year period.
18. However, at the time of writing there are a number of significant issues which are still subject to agreement in negotiation with Government, the LEP, the GLA and London Councils. These include -
 - (a) the final outputs in terms of size of cohort, funds allocated per client and total numbers worked with over the 5 year period; and

(b) the value of, and the monitoring and reporting conditions attached to, the funds which will be received from the Department for Work and Pensions (DWP), and which are likely to be drawn from the European Social Fund (ESF) requirements including whether any penalty or claw-back provisions will apply in certain circumstances as is usually the case with this type of Government funding. As this is a pilot it is possible that this will not apply.

19. Alongside this, it is anticipated that the CLF boroughs (including the City Corporation) will agree to extend their Joint Venture Agreement for a further 5 years from the 31 March 2015 for the life of the CLF Growth Deal programme.

b) a cross borough construction-jobs brokerage (£2m over 2 years)

20. In addition to the above pilot, CLF have been asked by the construction industry to develop a construction skills and job brokerage programmes for central London.

21. It is intended that all eight local authority parties to the CLF arrangements, including the City, contribute some of their New Homes Bonus (NHB) top-slice funding (should bidding be successful) to the CLF construction jobs brokerage programme. (The NHB top-slicing arrangements are explained more fully at Appendix A).

22. Preliminary bids have to be submitted by the end of August 2014 and there is a cut-off date of 1 October 2015 for the boroughs and the GLA to agree the allocation of this NHB top-slice funding. If bids are not agreed by that date, the Department for Communities and Local Government will claw back the funding. Spend should commence in 2015/16 but projects do not need to be completed within this timescale.

23. The partnership bid requires one local authority to take the lead and act as the “Accountable Body”, though all bid coordination and ultimately policy management will be undertaken by CLF.

24. The proposed construction sector provision would include:-

- (a) access, by jobseekers, to construction-related pre-employment preparation (by means of short-courses) which will result in earning of industry and occupation-specific cards and ‘tickets’ which are necessary to gain employment in these trades;
- (b) joining up, and dissemination, of construction vacancies across borough boundaries, to teams of specialist, construction industry job-brokers, supported by shared IT, vacancy and client relationship management platforms;
- (c) a federated franchise model with boroughs’ existing brokerage infrastructure sitting beneath a coordinated single employer interface.

Delivery will be aligned to robust forecasts of the skills and vacancy needs of key large-scale developments within the central London area to enable public sector

services better to respond to industry needs, thus enabling much greater take-up of these jobs by unemployed central Londoners.

25. The programme will be ground-breaking in several ways. The brokerage element will join up, standardise and unify existing borough brokerage activity as well as bolstering local delivery to fill identified gaps with additional specialist brokers; high-level cross-borough employer engagement; and support-provision capacity. A unique feature of this provision will be funding and delivering the industry demanded cards and 'tickets', not fundable via existing Skills Funding Agency provision, but essential to gain employment in these trades. This bid is one element of a significant and ambitious CLF construction sector strategy that seeks to transform delivery, addressing systemic market failures that have been inherent in this system for two decades or more.
26. This programme could work with major construction sites including developments at Nine Elms Vauxhall, Elephant and Castle, Kings Cross Central, Westminster/Victoria and in the City of London.
27. This proposed joint bid could also be very helpful to EDO and the City in providing a practical means of helping City developers deliver on the local training, skills and job brokerage strategies we ask them to submit through Section 106 agreements to secure employment and training benefits for residents of the City and neighbouring boroughs.
28. The City's own New Homes Bonus top-slice is estimated to be in the range £237k to £294k for 2015-16. As the City does not have a suitable programme within its own boundaries which could be put forward in compliance with the LEP guidelines, it is proposed that the full amount of our top-slice be contributed towards the CLF construction programme alongside those £250k (approximately) contributions of the other 7 boroughs participating in the CLF partnership. This would fit with the City's priorities to support employability in London, including supporting our work with City developers on promoting skills and employment through S106 agreements. The alternative would be for the top-sliced funds to be clawed back by Government.

Options

29. The City of London has the option either to accept or refuse the two requests to act as Accountable Body for one or both of these programmes.
30. Failure to do so may mean that these ground-breaking and high profile pilots, which could be a national model for future, more effective, provision fail to go ahead unless another Accountable Body can be found from among the CLF partners within a very short timescale. It would also be inconsistent with the current commitment given by the City to support the work of CLF in acting as the Contracting (or Accountable) Body for CLF work programmes.
31. As the City is already Contracting Body for CLF and has had a smaller part to play than the boroughs in helping to shape the new delivery arrangements for the two initiatives, it would seem reasonable for it to provide support in this way. As these projects are somewhat larger than, and/or differ from, those delivered previously by CLF, it may be appropriate that additional terms are agreed with

fellow CLF partners to ensure that risks to the City are properly shared and mitigated.

Proposals

32. Both proposals have been moving fast over the summer, and decisions will be needed before the next meeting of this Committee to meet funder deadlines, but in neither case is there sufficient clarity or agreement on some of the major issues which are required to form the basis of the decision as to whether the City should take on the responsibility of Accountable Body.
33. We therefore recommend that delegated authority be given to the Town Clerk in consultation with the Chairman and Deputy Chairman to consider and decide upon the two proposals as matters become clearer.

Corporate & Strategic Implications

34. Both proposals fit the City's strategic priorities in "Maximising the opportunities and benefits afforded by our role in supporting London's communities" (KPP4) by:
 - (a) encouraging regeneration and corporate social responsibility by working with City business and communities in neighbouring boroughs,
 - (b) working with our partners and neighbours to promote employability;

and provide jobs and growth
35. Using the City Corporation's expertise to act as Accountable Body for these two programmes would demonstrate the City's commitment to London and in helping to pioneer more effective operational and governance arrangements which could become national models.

Implications

36. There will be various legal and financial implications to the City in agreeing to one or both of these two proposals:-
 - (a) Staff time in Chamberlain's and Comptroller and City Solicitor's departments, as well as in EDO, required to set up the contracting and governance arrangements for the pilots and then in procuring, monitoring, reporting, auditing and legacy information management.

City Procurement is currently evaluating the procurement options in order to deliver the programmes within the tight deadlines laid down. Research is being undertaken to identify possible public sector framework options. Alternatively, it may be necessary to undertake an EU restricted procedure in order to procure the services.

It is not possible at this stage to assess the likely extent of staff time and consequent cost needed, until various issues connected with both programmes are clarified, not least those set out in paragraph 18.

The City Corporation will wish to ensure that it is adequately resourced to manage and monitor the contract with the external provider(s) – and will consider whether this can be achieved within existing resources or

whether it may be possible to secure a proportion of the external funding to contribute to the cost of undertaking this role.

- (b) The following levels of agreement are likely to be required:-
- (i) Contract between DWP/ESF and the City of London,
 - (ii) Contract between the Managing Agent and the City of London,
 - (iii) Shared liability and delivery agreement between City of London and the boroughs within CLF,
 - (iv) MOU/Service Level Agreement (SLA) between each borough and the MA
- (c) The current Joint Venture agreement between the partners is due to expire at the end of March 2015 and the agreement in principle of the partners will be needed to be renew the JVA for a substantial period, if not for an additional 5 years to the conclusion of the programmes.

Conclusion

37. The City Corporation has been asked to help facilitate, by acting as Accountable Body, two major pilot projects to help move over 5,000 people towards employment in Central London over the next two to five years. If successful, the two programmes could also be rolled out nationally as new models of more effective working. This support would fit with the City's commitment to use its expertise to support London, specifically in respect of skills and employment in London. Delegated authority is requested as decisions will need to be taken over the next few weeks as negotiations progress.

Appendices

Appendix A - New Homes Bonus topslicing

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Background Papers:

1. Report to Policy and Resources Committee, 19 April and 20 September 2007.
2. Report to Policy and Resources Committee, 9 July 2009
3. Report to Policy and Resources Committee, 22 March 2012

Appendix A

New Homes Bonus top- slicing

The Government introduced the New Homes Bonus grant in 2011/12 as a financial incentive to local authorities (LAs) to increase facilitate housing provision/ growth. It then announced it would “top slice” this money in 2015/16 to provide to the Local Enterprise Partnerships, LEPS, (in London the LEP is known as the London Enterprise Panel and is an advisory body to the Mayor). There was an adverse reaction from local authorities which prompted the Government to reverse its decision to top slice NHB for local authorities – except for those in London. This London only “top slice” will equate to £70 million in 2015-16.

The London LEP has taken the view that the top-sliced funds should be passed back to the boroughs. But whereas the NHB grant would normally have been passed to local authorities as unrestricted funds the London boroughs would have to bid back for the top- sliced element for activities to align with the LEP’s priorities. London Councils has set up seven Working Groups which cover the GLA and LEP priorities, these groups take an overview of the types of projects boroughs are considering to include in their bids and discuss mechanics of the managing the programmes including, for example, the draft quality threshold framework.

There is a cut -off date of 1 October 2015 for the boroughs and the GLA to agree what the NHB top-slice funding will be spent on. If not agreed, the Department for Communities and Local Government (DCLG) will claw back the funding. Spend should commence in 2015/16 but projects do not need to be completed within this timescale.

In addition to individual bids by each of the boroughs, both Central London and West London have decided to make bids for their respective sub regions.

CLF authorities have agreed jointly to bid for £2m (ie roughly £250k per CLF borough) for a construction skills and job brokerage offer for central London – the project is in development by a working group of the CLF borough employment officers.

This proposed joint bid could be very helpful to EDO and the CoL in providing a practical means of helping City developers deliver on the local training, skills and job brokerage strategies we ask them to submit through Section 106 agreements to secure employment and training benefits for residents of the City and neighbouring boroughs.

The City’s own New Homes Bonus top-slice for 2015-16 is estimated to be in the range £237k to £294k. As the City does not have a suitable programme within its own boundaries which could be put forward in compliance with the LEP guidelines, it is proposed that the full amount of our top-slice be contributed towards the CLF construction programme alongside those £250k (approx) contributions of the other 7 boroughs.

This would fit with the CoL’s priorities to support employability in London, including supporting our work with City developers on promoting skills and employment through S106 agreements. The alternative would be for the top-sliced funds to be clawed back by Government in the event that no other suitable programme could be identified by the City.

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