



Education Board

Date: THURSDAY, 4 DECEMBER 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 16 October 2014.

For Decision
(Pages 1 - 8)

4. **EDUCATION STRATEGY UPDATE REPORT**
Report of the Director of Community and Children's Services.

For Information
(Pages 9 - 12)

5. **EDUCATION OUTREACH - ENGAGING EVERY SCHOOL CHILD**
Report of the Director of the Museum of London.

The leaflets referred to in Appendix 1 are available from the Town Clerk's Department on request.

For Information
(Pages 13 - 24)

6. **BARBICAN CENTRE AND GUILDHALL SCHOOL OF MUSIC AND DRAMA - CREATIVE LEARNING AND OUTREACH**
Report of the Director of Creative Learning, Barbican and Guildhall School.

For Information
(Pages 25 - 38)

7. **OPEN SPACES EDUCATION STRATEGY**
Report of the Director of Open Spaces.

This report was considered and approved by the Open Spaces and City Gardens Committee at its meeting on 13 October 2014.

For Information
(Pages 39 - 56)

8. **EDUCATION STRATEGY - STRATEGIC OBJECTIVE 3**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 57 – 64
)
9. **REVENUE BUDGETS 2015/16**
Joint Report of the Chamberlain and the Director of Community and Children's Services.
- For Decision**
(Pages 65 - 68)
10. **EXPANSION OF SIR JOHN CASS PRIMARY SCHOOL**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 69 - 74)
11. **EDUCATION OF PRIMARY AGED CHILDREN IN THE CITY OF LONDON**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 75 - 106)
12. **ACTIONS TAKEN SINCE THE LAST MEETING**
Report of the Town Clerk.
- For Information**
(Pages 107 - 108)
13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
15. **EXCLUSION OF THE PUBLIC**
MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act

For Decision

Part 2 - Non-Public Agenda

16. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 16 October 2014.
- For Decision**
(Pages 109 - 112)

17. **NOMINATIONS WORKING GROUP REPORT ON THE APPOINTMENT OF EXTERNAL MEMBERS**

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

For Decision
(Pages 113 - 116)

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, 16 October 2014

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor
West Wing, Guildhall on Thursday, 16 October 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
David Arnold	Town Clerk's Department
Alistair MacLellan	Town Clerk's Department
Laura Donegani	Town Clerk's Department
Alison Elam	Chamberlain's Department
Ade Adetosoye	Director, Community & Children's Services
John Conway	Community & Children's Services
Angela Murphy	Community & Children's Services
Joshua Burton	Community & Children's Services
Liz Skelcher	Economic Development Office

1. APOLOGIES

Apologies for absence were received from Stuart Fraser.

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

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 The City 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 11 September 2014 were approved as a correct record.

3.1 **Outstanding Actions Sheet**

The outstanding actions sheet was noted.

4. **EDUCATION STRATEGY UPDATE REPORT**

A report of the Director of Community and Children's Services provided Members with information about the key developments in the delivery of the Education Strategy relating to each of the five strategic objectives.

The Chairman noted that the colour coding in the Education Strategy Development Plan was not clear and also represented an over simplistic approach to prioritisation. It was agreed that it would be better to draw out a few key priorities on the strands of the strategy.

In response to a Member's question regarding the Board's long term objectives and expectation for a 'first year' report, the Director of Community and Children's services advised that a further report on priorities and objectives would be presented to the next appropriate Board meeting.

RESOLVED – That the contents of the report be noted.

5. **GOVERNORS SKILLS AUDIT AND TRAINING PROGRAMME**

The Board received a report of the Director of Community and Children's Services that provided Members with an update on the skills audit which the Education Unit had asked all Chairmen of Governors to complete, information about the training programme that was being developed for Governors, and the opportunities for collaboration that were agreed at the recent Headteachers' Forum.

The Director of Community and Children's Services advised Members that the skills audit had not received as many responses as anticipated. He added that the skills audit was an important initiative as it demonstrated the need for Governors to be trained and be aware of the skills required to belong to a Board of Governors. A member of the Board added that group training for Governors had proved useful at his School as it provided a good opportunity for knowledge-sharing.

Members were also advised that the Nominations Working Group of the Education Board had agreed a skills audit form to be completed by all Members of the Education Board.

In response to a Member's question, the Board were advised Ofsted had been due to take over responsibility for the inspection of Association of Independent schools from the Independent Schools Inspectorate (ISI). However, this change had not been finalised.

RESOLVED – That the report be noted.

6. **APPOINTMENT OF MEMBERS TO GOVERNING BODIES**

A report of the Director of Community and Children's Services 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 into the remit of any other committee. The report set out the process which the Education Board should follow when recommending Members for appointment to school governing bodies.

A Member noted that the section requesting details of any governor appointments inside and outside the City of London Corporation on the Application Form for Appointment on the Board of Governors should be at the beginning of the form as they would need to be referred to during completion.

It was also noted that for some of the more distant independent schools to which the City appointed governors there could be persistent vacancies. It was suggested that the City might consider appointing liverymen or others with a close City interest to represent the City in such cases. The town clerk agreed to review this.

RESOLVED – That the Board approve the appointment process (set out in the report) and endorse the supporting templates.

7. **APPOINTMENT OF GOVERNOR - THE CITY OF LONDON ACADEMY ISLINGTON**

Members of the Education Board considered a report of the Town Clerk, with regard to an application for appointment as Sponsor Governor to the Board of Governors of the City of London Academy Islington, submitted by Revd Dr Martin Dudley.

The Town Clerk advised Members that their recommendation would be presented to the next meeting of the Court in Common Council in December 2014 instead of approval being sought under Urgency procedures. In the meantime it had been agreed with the chair of Islington governors that Revd Dr Martin Dudley could attend meetings before the approval.

RESOLVED – That:-

- the appointment of Revd Dr Martin Dudley as City Governor of the City of London Academy Islington, be approved; and
- the appointment of Revd Dr Martin Dudley be recommended to the Court of Common Council for approval.

8. **VICE CHAIRMANSHIP OF THE CITY OF LONDON ACADEMY HACKNEY**

The Chairman reported that her term as the Vice Chairman of the Board of Governors for the City of London Academy Hackney was ending and that a lead Member was to be nominated from the Education Board.

RESOLVED – That:-

- a) the appointment of Virginia Rounding as lead Member/Vice Chairman of the City of London Academy Hackney be approved; and

- b) Virginia Rounding be recommended to the governing body of the Academy as the City's nominee as vice chair.

9. **CONTINGENCY APPLICATION - LIVERY SCHOOLS LINK CONSULTANT PROJECT MANAGER**

The Board considered a report of the Town Clerk that sought approval in principle of the establishment of a temporary part-time consultant project manager role to develop a business plan to assess the feasibility of the proposed new Education Office. The report included a report which was submitted to the Policy and Resources Committee on 3 July 2014, a report of the Livery Education Working Party and a resolution from the Policy and Resources Committee.

The report noted that one-off funding was needed for a six month period to develop a business plan to assess the feasibility of a new Education Office, as recommended by the Livery Education Working Party.

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

- The Livery Schools Link (LSL) provided a valuable co-ordinating link between Livery Companies and the education sector but it was not able to be fully effective owing to lack of sufficient support as well as resources.
- The creation of an Education Office should be self-funded and would act in a facilitator role to link the livery education contribution, promote collaboration and identify opportunities for further livery involvement within the wider City context.
- The first aim to attract 100% support from Livery Companies within the first 12 months was felt laudable if over optimistic.
- Members were concerned about the costs involved with the proposals in light of the Service Based Review but supported the sentiment behind the proposals.
- Members also noted that whilst any review undertaken by the LSL would arguably not be entirely impartial, they felt that failure to proceed with current momentum of the proposal would likely lead to an opportunity being lost to improve the coordination of the Livery's role in education.
- It was noted that the Company of Educators were happy with the proposals.
- It was also felt that, if possible, transparency was required around recruitment to the role of consultant project manager.
- The Board would work closely with the Livery Committee as the consultation process progressed.

RESOLVED – That the Education Board:-

- Note the report and support in principle the establishment of a temporary part time consultant project manager role which will develop the business plan for the education office; and
- Recommend that 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 the recruitment of a part-time consultant project manager for a one-off six month period.

10. **REQUEST FOR THE CITY CORPORATION TO BECOME ACCOUNTABLE BODY FOR TWO NEW CENTRAL LONDON FORWARD EMPLOYABILITY PILOTS**

A report of the Director of Economic Development provided Members with information on a request for the City Corporation to become the accountable body for two new Central London Forward employability pilots.

RESOLVED – That the contents of the report be noted.

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

There were no questions.

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

There were no items of urgent business.

13. **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
14 - 16	3
18-19	-

14. **NON-PUBLIC MINUTES**

RESOLVED – That the non-public minutes of the meeting held on 11 September 2014 be approved as a correct record.

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

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

16. **ANALYSIS OF UN-VALIDATED EXAMINATION RESULTS (2014) AND PRIMARY SCHOOL PERFORMANCE DATA**

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

EXTENSION OF MEETING

In accordance with Standing Order 40, the Board agreed to extend the meeting beyond two hours.

17. **ACTIONS TAKEN UNDER DELEGATED AND/OR URGENCY PROCEDURES SINCE THE LAST BOARD MEETING**

A report of the Town Clerk was received.

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

There were no questions.

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 6.10 pm

Chairman

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Committee:	Date:
Education Board	4 December 2014
Subject: Education Strategy Update Report	Public
Report of: Director of Community and Children’s Services	For Information
<p>Summary</p> <p>This report provides Members with information about key developments in the delivery of the Education Strategy. Each of the five strategic objectives is addressed (paragraphs 3 – 7) with examples of recent work and future activities.</p> <p>A report including the full Education Strategy Development Plan will be submitted bi-annually.</p> <p>Recommendation</p> <p>Members are asked to:</p> <ul style="list-style-type: none"> • note the information contained in this report. 	

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

3. Strategic Objective 1: To promote and support excellent education and access to higher education
 - a. The Education Board has begun a review of school governance skill sets and structures in order to ensure that its own provision is efficient and expert to match "best practice".
 - b. Progress made with plans for Sir John Cass’s Foundation Primary School to become a Two Form Entry school (see Sir John Cass’s Foundation Primary School Expansion Report).
 - c. Jeremy Mayhew CC has been appointed to the Board of Governors of Prior Weston Primary School.

4. Strategic Objective 2: To strive for excellence in the City schools
 - a. On 1 December 2014 the Education Unit will hold two training sessions to help governors at City schools gain a deeper understanding of the key sources of school data.
 - b. The Education Unit has initiated an 'A level Subject Workshop Programme' to enable subject leaders across the City schools to share teaching and student management strategies for the benefit of all pupils.
 - c. The City of London Freeman's School is providing the opportunity for academy students who are applying to Oxbridge, or to study Medicine or Veterinary Science, to undertake mock interview practice.

5. Strategic Objective 3: To inspire children through an enriched education and outreach opportunities
 - a. At the December Education Board, Members will receive an update from the Barbican, Guildhall School of Music and Drama, and the Outreach Forum outlining how their work supports the City's commitment to support London.
 - b. On 15 October the GLA launched the 'London Curriculum', an initiative aimed at using the capital city as a context for learning, helping young Londoners better understand and engage with their city. The Museum of London has been closely involved in the development of this. The Outreach Forum and the Education Unit are looking at ways to support the London Curriculum. The City schools will be encouraged to participate
 - c. The Education Policy Officer met with a representative from The EDCLUB Movement to discuss potential opportunities for students at City schools to participate in the EDCLUB Movement as mentors to disadvantaged kids. The EDCLUB Movement will present this proposal to the City schools at the next Headteachers' Forum in January.
 - d. Adam Maddock (Assistant Director of PR) and the Chairman met with representatives from "Chess in Schools", an organisation using chess in primary schools as part of the curriculum. Already working in Sir John Cass and the City of London School, the organisation is interested to discuss what more it could do with the City.

6. Strategic Objective 4: To promote an effective transition from education to employment
 - a. On 7 November the author Andy McNab gave a motivational talk to some of the more challenging pupils in years 10 and 11, at the City of London Academy Southwark.

- b. EDO's new Business Engagement Manager is in post and has taken responsibility for co-ordinating all employer-facing employability activity.
 - c. The Employability Forum has agreed to provide the Education Board with an update on its activities in April 2015.
7. Strategic Objective 5: To explore opportunities to expand the City's education portfolio and influence on education throughout London
- a. Public consultation events were held in October for the proposed new City primary academies in Southwark and Islington. Both events demonstrated local need and support for the proposals.
 - b. The Education Board will receive a report at its January meeting recommending principles that can be applied when considering a request to sponsor a school or expand the City's family of schools, and the due diligence and decision framework that should be followed.
 - c. Progress has begun to encourage wider support and resource for a revamped Livery Schools Link in the hope of facilitating greater coordination between schools and training programmes supported by the Livery Companies with both City Corporation and employers.
 - d. Progress on the Lord Nash initiative – a meeting with DfE and FCA is scheduled for 3 December.

Recommendation

8. Members are asked to note the information contained in this report.

Background paper

City of London Corporation Education Strategy 2013–15

Joshua Burton

Policy Officer

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Committee(s):	Date(s):
Education Board	4 December 2014
Subject:	Public
Education Outreach – Engaging Every School Child	
Report of:	For Information
Director Museum of London	

Summary

The Museum of London’s Strategic Objective to: *Engage Every School child* has been adopted as a useful frame through which the collective work COLC sponsored cultural organisations/departments which “do” education can work better for greater impact.

Already outputs and activities are substantive, representing significant engagement in the field of formal and informal learning. Through joining up in a collective endeavour to; make a marked difference in the lives of young people, the group known as the Learning & Engagement Forum are making better use of the annual COLC investment.

Collectively the Forum engages annually through London’s 3,200 schools with over 200,000 pupils. The range of learning programmes developed and operated each year is extensive an indication of these is given in appendix 1. The partners engage across the education sector with primary, secondary and special schools through visits and outreach. In addition there is much self-directed, informal learning happening on a daily basis. When all of this is taken into consideration the impact across London is enormous.

In joining together the Learning & Engagement Forum has identified key areas where a greater contribution can be made for teachers, schools and pupils. This is an offering that can only be made because of the overarching support of COLC and its strategic aim of reaching out across London. The GLA is the only other body that takes a pan-London perspective on learning.

Leveraging the strength and value of this partnership of experts, who have complimentary knowledge, experiences and associations and which work under the umbrella of a forward thinking authority brings remarkable opportunity.

Recommendation(s)

Members are asked to:

- Note the report and progress to date.
- Support the programme of the Learning & Engagement Forum as a mechanism for delivery of strategic objectives, particularly the identified projects.

Main Report

1. Background

In June 2014 the Education Committee received a paper which was presented at the meeting by Frazer Swift, Head of Learning at the Museum of London. This outlined a range of opportunities and projects and made a request for funding. Funding decisions are pending.

COLC cultural organisations have a long history of engaging with formal and informal learning, at their sites, in-situ across all London boroughs, in the classroom, on the street and even in people's homes via digital outputs. The 10 organisations that comprise the Learning & Engagement Forum have a collective and strong expertise:

Organisation	Educational Specialism
Museum of London	Early Years, secondary school cross-curricular provision, SEN programmes
Barbican Centre	Progression & professional development, partnership working
Guildhall School of Music & Drama	Progression & professional development, partnership working
London Metropolitan Archives	Communities, critical analysis & research skills
Libraries	Basic Skills, local community impact
Open Spaces	Outdoor learning, science
Keats House	Poetry & place
The Monument	NA – but has much intrinsic value
Guildhall Art Gallery	Developing
Tower Bridge	Developing

Whilst each organisation delivers significant learning opportunities some have recognised sector leadership expertise.

Overall a collective skill is that all organisations are highly experimental and used to working across the curriculum – in this way it is possible to engage as many learners as possible.

The particular characters of each organisation provides a richness of offering and significantly the group is looking at ways of building on each other's strengths, creating projects together to be even more effective.

2. Current Position

2.1 The Learning & Engagement Forum members deliver many of the objectives of the City of London Corporation Education Strategy 2013 – 2015 notably;

a. To promote and support excellent education and access to higher education.

The total numbers of children and young people that the Forum members reach far exceeds the 100k outlined in the Education Strategy. This highlights the fact that in considering the Education Portfolio of COLC there is a lack of consciousness of the value and extent of the work being undertaken by cultural organisations.

We are confident that this is being addressed and welcome opportunities to embed this work in the delivery plan of the Board.

b. To strive for excellence in the City Schools

Each member of the Forum engages with the City's schools through its generic education offering. In order to deepen the connection with City schools the Forum has developed a pilot with the City of London Academy Southwark. On 22 January 240 pupils, an entire Year 7, will take part in a day-long event which aims to connect them to the City and its history. From this we hope to roll out the programme to other City schools.

c. To inspire children through and enriched education and outreach opportunities

The daily core learning activities of each cultural organisation singularly achieves this objective, with an annual range of programmes geared towards all ages and stages of an individual's learning life.

Examples of this core business, our programmes are outlined in Appendix 1.

d. To promote and effective transition from education to employment

The members of the Forum are actively involved in supporting vocational events for schools, work with a wide range of universities, and offer many volunteering opportunities, internships and work experience programmes.

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

Proposals to COLC regarding support for four initiatives have been made.

- **Hard Education** – key areas for the programme to address have been identified such as homophobia, racism and gang culture, to which the Forum could contribute significantly using evidence-based learning. A bid was made (£20k) for scoping and testing with teachers. This will enable a business plan to be developed and further funding to be secured for roll-out.
- **Fire of London website** – as part of the 2016 commemorations, the Museum of London and London Metropolitan Archives have agreed to cover the cost of pilot work with the view to a business case being made and a funding bid to the COLC. This aims to bring together the City’s entire Fire-related holdings online for the public and schools. Currently the Museum of London Fire of London learning website receives 1.5 million page views per year from schools across the UK, but is very out-of-date.
- **School Visits Fund** – a request was made to COLC to establish a fund that would assist schools making visits to the cultural organisations in the Forum and to the City. The cost was estimated at £100k over three years. A decision is pending.
- **Head Teachers’ event** – in order to extend awareness of what the City has to offer, it was agreed that a high profile event for all London head teachers at which the projects listed above along with a “get to know the City Learning offer” could be announced was planned. This will take place at the Guildhall and be fitted in at the appropriate time, depending on the timescales for the other initiatives. A request for support will be made once the business plan is produced.

2.2 Evaluation

2.2 All Forum members undertake evaluation of their learning programmes. It is too large a topic to outline here and would merit a separate focus at a future Board meeting. An outline of the types of evaluation and standards related to out of the classroom learning are below:

- Ongoing evaluation of programmes, eg through teacher and pupil questionnaires and observation, using Generic Learning outcomes.
- Ad hoc specific evaluation, eg the Museum of London is evaluating the impact of its London-wide prehistory teacher training programme on pupil attainment, in partnership with the Institute of Education.
- Learning Outside Classroom Quality Badge – is an award that recognises standards for organisations such as museums, tourist attractions, heritage sites, zoos etc. It gives assurance to teachers that there are a set of minimum standards.

- The Sandford Award is a recognised sector standard that recognises excellence in learning provision.
- Arts Council England's 7 quality principles for working with children and young people are part of the *Great Art & Culture for Everyone* strategic framework. This aims to a set of quality metrics for the arts and cultural sector. These can be used to demonstrate the impact of our programmes and will be particularly important for those organisations that receive ACE funding.

3. Conclusion

The quality and quantity of formal and informal learning taking place in and through the COLC funded cultural organisations is significant, it is a strength that is unacknowledged and one that has the potential from a reputational and delivery perspective to make a real impact on the lives of Londoners. Whilst the organisations are working hard to deliver within their own remits, there is a role for the Education Board to support joint initiatives that achieve COLC strategic goals. The support required is additional.

Appendices

1. Learning and Engagement Forum partners' education programmes examples.

Background Papers:

Outreach Forum Proposals – Report of the Town Clerk to the Education Board – 24 June 2014

Sharon Ament

Director, Museum of London

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Appendix 1. Learning and Engagement Forum partners' education programmes examples

Prepared Rhiannon Looseley, Museum of London

24 November 2014

1 Barbican Centre and Guildhall Schools of Music & Drama

At least 25,000 per annum attend performances/ exhibitions at the Barbican as part of schools/college groups. They think the actual figure is higher.

In 2013/14 financial year the work of the creative learning division reached over 20,000 people under 18 as participants and audiences, c. 2,000 of these were engaged in in depth participatory work through schools and community projects.

Website: For the creative learning specific content only there are 102,612 sessions / 64,239 unique visitors / 365,759 page views.

1.1 Barbican for schools

The Barbican offers schools and colleges a diverse range of bespoke and ready-made cross-arts projects, drawing inspiration from the Barbican and Guildhall School's exciting and vibrant programme. They offer one-off workshop or sustained projects. Wide breadth of cross-curricular outcomes.

These are some of the workshops they offer:

Barbican Box

A theatre education programme designed for schools and colleges. Barbican Box aims to ignite, support and facilitate theatre-making in schools through a process of devising and creating work from scratch.

Drum Works

Facilitate regular drumming ensembles in several schools across east London.

Film Screenings

Host special film screenings for schools throughout the school year.

The Big Barbican Workshop

A new cross-arts workshop day for primary school, secondary school and college groups looking to experience all the art forms on offer at Europe's largest multi-arts venue.

1.2 Barbican for young people

Barbican has a wide range of ensembles, groups, Saturday and summer courses for young people to join.

Future Band

Future Band is a space for young people and adults to come together and explore music making. Meets regularly in school holiday periods for three to four days of intensive work and often perform at the Barbican and beyond!

(Im)Possibilities

(Im)Possibilities is an ensemble which gives young artists from east London (Aged 14 – 25) the opportunity to collaborate with Guildhall School students and guest collaborators.

Barbican Young Orchestra

The Barbican Young Orchestra provides the opportunity to explore classical music with renowned musicians from all around the world, and will culminate with a performance at Milton Court Concert Hall, the Guildhall School of Music and Drama's new state-of-the-art venue.

Barbican Young Poets

Led by renowned poet Jacob Sam La Rose, we work together to discover, create and perform our poetry at the Barbican, meeting other creative people in the process. If you're aged 14-24, and have an interest in writing and performing your own poetry then the Barbican Young Poets is the group for you!

Young Programmers

The Barbican Young Programmers is an opportunity for a group of young people aged 14-24 to learn how to programme and review films; putting their skills into practice during our film festivals and our monthly events, curated by the Young Programmers themselves.

Barbican - BFI Film Academy

A fantastic chance for young, enthusiastic film fans between the ages of 16 and 19 to work with filmmakers to make your own short film, learn from professionals and industry experts and work towards gaining a Silver Arts Award.

Summer Schools

Spare time over the summer to study? The Guildhall School of Music & Drama offer a range of summer schools including, a **Jazz Summer School**, an **A Cappella Choral** school, courses in **Essential Music Theory**, **Beyond Grade 5 Theory** and **Advanced Jazz**, as well as a **Drama Summer School** and a range of **Technical Theatre Summer Schools**.

Junior Guildhall

The world renowned Guildhall School offers a Saturday morning programme, providing specialist training in music and drama for young people aged 4 to 18. Please visit their [website](#) for more information.

Centre for Young Musicians

Centre for Young Musicians, a division of the Guildhall School, provides specialist Saturday and holiday courses for young musicians at its base at Morley College in Lambeth.

Young Barbican

Become a Young Barbican member [16-25 year olds] and enjoy advance booking on over 50,000 discounted tickets a year across Gallery, Cinema, Music, Theatre & Dance.

2 Museum of London

Over 175,000 people per year attend learning programmes (130,000 school visits/sessions, 45,000 family/early years activities, 1500 HE students).

We offer 150 different school sessions from Early Years Foundation Stage to A Level, and run 750 family/early years events per year.

Our online learning resources receive 1.7m page views per year.

Programmes attached for:

- Primary schools
- Secondary schools
- Special schools and SEN units

Three PDFs attached.

3 LMA, Keats House, Guildhall Library and Guildhall Art Gallery

Schools prospectus for LMA, Keats House, Guildhall Library and Guildhall Art Gallery is attached as PDF.

3.1 Keats House numbers

The numbers for school groups engaged over the last three years by Keats House in visits + outreach was:

2011-2: 665

2012-3: 504

2013-4: 982

These figures include teachers as well as pupils (we've now changed this, as of Apr 2014, so future figures will separate the two).

3.2 LMA schools programme

LMA also offer:

- archive orientation sessions for Further and Higher Education student groups
- youth projects with a number of local, regional and national youth projects.
- community projects with a number of local, regional and national community projects.

PDF attached.

4 Libraries

Barbican and Community Libraries had 6,100 pupil visits last year

During the year 1/10/13 – 30/9/14 1,769 children attended events at the Barbican Children's Library which include regular monthly events such as craft events, drama sessions etc. plus special ones such as the Summer Reading Challenge awards presentation and author visits.

In addition there are 3000 child attendances at our weekly rhymetimes during the year and 288 at monthly reading groups. They also run Holiday Clubs, Monster Club and a monthly Comic Forum.

5 Open Spaces

Primary and secondary schools programmes attached. Also attached is a presentation for a 2012-13 review of their services.

The lines between education and events are blurred but taking their engagement categories of entertainment and cultural venues (e.g. music) then their total figure is **56,000** people. However, they think this is under-reported as we are getting to terms with recording our activities across sites.

They respond reactively to bookings so it fluctuates every year and therefore hard to give annual figure. 2012-13, **550 formal learning activities** took place (schools focused), and **280 informal learning activities** took place (public focused).

Each of the open spaces have downloadable events diaries. Hampstead Heath one is attached but there are nine open spaces and I didn't want to flood you with PDFs. More available here: <http://www.cityoflondon.gov.uk/things-to-do/green-spaces/Pages/default.aspx>.

PDF attached.

6 Tower Bridge

Programme only just started. c. 1900 school pupils visiting last year (although true number likely to be a lot higher). NB figures were sent to us in June.

For the website at Tower Bridge (which also covers the Monument), had 12,992 page views and 9,700 unique users in the period Mar 13 – Apr 14.

6.1 Schools

- Schools can book from a menu of three workshops
- Workshops take place every week accommodating up to 30 children per session.

Descriptions of workshops:

Workshop 1: Crunching codes and raising roads

A hands-on investigation of Tower Bridge's engineering story

KS2: Science, ICT, History

Discover the inner workings of this iconic structure, from Victorian steam power to modern day electronics. Students will gain an understanding of the Bridge's mechanics, modern day coding, and 3D printing. The workshop culminates in students working together to raise the road of a miniature Tower Bridge!

Workshop 2: Tower Bridge, 1894: open for business

A cross-curricular exploration of how Tower Bridge's ingenious design sustained the thriving pool of London and served a rapidly growing population

KS2: History (local history); Geography (human geography)

Looking closely at the unique circumstances necessitating Tower Bridge's construction, students will create a digital snapshot of the Pool of London in 1894. They will be encouraged to use a range of historical sources to uncover the interdependent relationship between the Thames, international trade and the extraordinary evolution of this area of London in the nineteenth century.

Workshop 3: Tower Bridge: a capital idea!

Explore the history and mechanics of Tower Bridge
Using Tower Bridge Exhibition's impressive high-level Walkways and magnificent Engine Rooms, the learning team will lead activities to tell the Bridge's story, in engaging and interactive ways.

6.2 Communities

Tower Bridge aims to improve community engagement group participation through developing working partnerships and activities with other charitable and community-facing organisations in the neighbouring boroughs. Currently, these include: The challenge Network, Family Holiday Association, Guy Fox History Project Ltd, Southwark Arts Forum and Southwark Young Pilgrims.

6.3 Families

Visits for families are self-directed.

7 Guildhall art gallery

Learning and education for all ages

7.1 Schools programme and outreach

The City of London runs a diverse programme of workshops in Art, History, Citizenship and Literacy for KS1-4.

School visits to the galleries and temporary exhibition are free.

7.2 Adult learning courses

Runs Evening Art Classes for beginners or more advanced artists.

8 The Monument

Schools visit as self-directed groups. Attached is the pack that schools can download. No standardised way of recording numbers unfortunately as booking not required.

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Committee(s):	Date(s):
Education Board	4 December 2014
Subject: Barbican and Guildhall School – Creative Learning and Outreach	Public
Report of: Director of Creative Learning, Barbican and Guildhall School	For Information

Summary

This report summarises the Outreach focussed work of the Barbican Centre and Guildhall School, with a particular focus on the work of their joint Creative Learning Division. It considers recent strategic developments, including the formation of the joint division, the establishment of an East London and City Culture Partnership, and the launch of a manifesto “Helping Young People Define their creative Voice. The report also outlines the key models delivered by the division and the reach, and impact achieved. It considers how the work relates to the City’s strategic objectives, and the Education Strategy, and outlines plans for the future.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

In September 2014 the Creative Learning Division will celebrate five years since its formation. Following several years of increasingly close partnership working between the Barbican and the Guildhall School, Creative Learning was the first public facing department to sit across both organisations.

Building on the outreach and community facing work delivered by Barbican Education for over 10 years, as well as the creative and professional development programmes at the heart of Guildhall Connect,

established 30 years ago, the joint division was a unique but complex proposition. Through drawing on the Barbican's world class artists and programming, and the school's vision to place craft and creativity at the forefront of cultural change, Creative Learning has delivered a vast range of work on and off site, reaching an average of 40,000 people each year and working in depth with well over 6,000 participants a year.

This report provides an overview of the current and planned work of the creative learning division with a particular focus on its work with children and young people. It considers how this work relates to the City's core values as set out in the corporate plan 2013- 17 and to the Education strategy.

1. Current Position

Manifesto:

In September 2015 the Barbican and Guildhall School launched their joint manifesto "Helping young people find their creative voice." This summarised the Barbican and Guildhall School's commitment to young people, particularly in East London in four pledges:

We will:

- Help you access and afford outstanding arts events
- Give you a platform to be creative
- Enable you to gain skills and get jobs in a 21st century economy
- Listen to what you want

STRATEGY

As a joint division Creative Learning is working to both the Barbican and Guildhall School's strategic objectives. This gives our work a distinctive edge and we aim to ensure that we maximise the opportunities offered by the partnership between an international arts centre and a leading conservatoire. Combining the Barbican and Guildhall's core propositions, we have defined the underpinning philosophy of Creative Learning as "World Class Arts and Learning at the Forefront of Cultural Change".

Truly achieving this vision presents a number of challenges: What we do must be integral to the Barbican's programme of world class arts and reach people and communities on a local level. It must be accessible

and engaging for the widest possible audience, and have a level of depth and impact which will enable it to achieve genuine change for the people and communities we work with. It must also address the needs of audiences whilst having the rigour and process required of an academic institution. In creating a strategic framework for our work which addresses and reconciles these demands, the potential for the division, as well as its USPs are revealed.

At the heart of this strategy is a **learning continuum** – a line which runs from a first engagement with the arts through to the professional development of established artists:

First Access projects engage a large number of people in a participatory arts activity in a light touch way which may lead to a deeper engagement in the future or contribute to audience development. Examples of these projects include; Weekenders, Barbican Arts Workshop, The Big Barbican Adventure as well as Off Site Arts programming.

Multiplier Models such as Barbican Box and Drum Works which engage young people, schools and their teachers in an in-depth programme of arts activity, which can then be rolled out into further schools. Young people are signposted to continuing development opportunities.

Young artist development provide a selection of opportunities for young people to develop their skills and creativity in particular areas of the arts. Examples include Barbican Young Poets, Filmmakers, and Programmers.

Young Arts Academy follows on from the success of Unleashed and will be piloting a range of activity which brings together young artists aged 14-25 from different artistic disciplines to learn, create and experiment together. Activity focuses on cross arts collaboration, socially engaged practice, career development and enterprise.

BA in Performance and Creative Enterprise is a proposed new undergraduate degree set up to run through the Guildhall School by Creative Learning in collaboration with the Music and Drama departments and the Barbican. This degree will develop future Creative Entrepreneurs with a focus on cross arts collaboration, socially engaged practice, enterprise, career preparation and reflection.

Masters in Leadership is our current postgraduate programme for musicians to extend their artistic practice by working across disciplines in a range of cultural and social contexts. The intention now is to develop this Masters programme into a cross arts MA in Contemporary Arts Practice (working title) in response to the introduction of the BA in Performance & Collaboration.

Professional Development and LAB programme includes; experimental OPEN LAB weeks in the Pit theatre, Artworks Lab weeks which are specifically focused on developing artists participatory practice, a rolling programme of Weekend LABs led by guest artists from the Barbican's programme, Multi artform Continuing Professional Development training weekends, student enterprise opportunities, discussion, talks and debates, networking events and industry seminars.

The East London and City Culture Partnership:

As cited in the Education strategy '*The Barbican Centre and The Guildhall School have formulated effective partnerships with City fringe and East London Boroughs to provide outreach for hard to reach and culturally deprived areas*'. At the heart of the thinking behind these areas is that we should work with strategic partners and infrastructure organisations with the local knowledge to enable us to ensure our work is delivered where it is most needed, without duplicating or competing with other providers.

Following many years of this type of partnership working, and in response to the Henley reviews of music education, the subsequent implementation of music education hubs, and the more recent review of cultural education, Barbican and Guildhall have taken the lead in the formation of an East London and City Culture Partnership (ELCCP). This initiative has been supported for three years with generous funding from the Esmée Fairbairn Foundation.

This ambitious initiative will bring together cultural and education organisations across East London to develop cultural experiences and talent development for young people. It will:

- address the areas where young people aren't able to access cultural opportunities and seek to ensure consistent, high quality provision.

- ensure young people feel East London's cultural offer is for them, and are able to develop their talents in appropriate ways.
- begin a conversation with East London's young people, communities, schools, local authorities and cultural organisations to understand the gaps, needs and opportunities.
- use this local intelligence to shape the work of the partners to ensure outstanding and relevant cultural experiences for young people.
- seek to encompass the full spectrum of cultural and education organisations across East London, ensuring a joined up offer through strategic planning, shared information and resources.
- capture and share learning on collaborative working to strengthen cultural provision for young people locally, nationally and internationally.

The ELCCP is currently finalising its structure as well as completing the first stage of its activity planning for the coming year.

The Education strategy includes the recommendation to improve the coordination of the educational offer across the City's activities - the ELCCP and its work in East London are very closely aligned to this overarching objective. In particular the placement and strategic development of the Barbican and Guildhall School's east London focussed work will be directly informed by the findings and needs analysis undertaken through the ELCCP.

Case Studies:

The Big Barbican Workshop:

Big Barbican Workshop is a one day, introduction to inspirational cross art form working at the Barbican for both secondary and primary schools. Last year we developed and piloted the project and have begun full delivery this year. There is high demand for this offer both from East London schools and those further afield.

Dialogue

Dialogue involved a total of 160 performers from 10 community groups, alongside young ensembles and Guildhall School Students

Dialogue is a festival which celebrates the diversity and creative talent of Guildhall School students working with a wide range of East London communities. This year, we brought together musicians, poets and visual artists to work with 11 different community groups to produce and create new work which culminated in venues across East London and in Milton Court Concert Hall on 25 February. The performances brought together a variety of people from all generations on stage and the audience was full of local friends, family and local organisations and community groups, some of whom took advantage of the free coach transport to and from the concert hall. The project worked with young people from Mencap, our ensemble Future Band, St Mungos, and the Arbour Project.

Schools Multiplier Models

Multiplier Models

Creative Learning aspires to ensure every secondary school in our east London partnership will have had access to either a first access project and/ or a school's multiplier model by 2018

Working with schools is one of Creative Learning's priorities. Through working in schools we can reach school children, their families and the surrounding community, who may not access the arts in any other ways. We work with special needs schools as often as we can and have received incredibly positive evaluations from staff and teachers at the schools.

The schools multiplier models relate to each of the Barbican art forms and make links to the world class programme. Work in these areas is designed to be flexible; where possible it fits with the school curriculum but can also be used as extracurricular activity.

Each model supports young people to create their own artistic work, and to present it in the Barbican context. In each of the artforms the models include:

- A package of resources curated in partnership with leading artists (The Barbican Box itself)
- A Professional development weekend for participating teachers, led by the artists
- A visit to the Barbican for the students to attend an appropriate performance

- An artist mentor who visits the school during the creation process and supports both the students and the teacher
- A platform for sharing the work at the Barbican

Barbican Box Theatre

In 2013/14 we worked with 13 schools from Hackney, 3 from Islington, 5 from Tower Hamlets and 1 from Barking and Dagenham, reaching around 700 students in total, 37.5% had not worked with Creative Learning before.

We commissioned Physical Theatre Company, Complicite, to design and curate a Barbican Theatre Box. The theme was Migration. The Box provides an artistic starting point from which teachers and students devise their own play. All students present their work at 'Sharing' events on Barbican stages, to which their friends and family are invited. This year 45% of participating schools used Barbican Box as part of student's GCSE coursework and teachers and students highlighted how taking part in the project helped students develop transferable skills – with all the teachers and over 80% of students agreeing they had developed team working skills, and over 70% reporting increased communication skills.

"They got to experience a real theatre at work, where expectations are high and deadlines NEED to be met! They arrived worried, lacking confidence and self-belief. They left high! We loved the day, it really challenged my students as they had to be ready!"

Teacher

Barbican Book

***"Most of that GCSE group were looking at B's and C's in their GCSEs, from this work they're now looking at As and A*s... It also leads to great retention to sixth Form"* [Mr. Burn at Stoke Newington School 20 Nov]**

The Barbican Book is based on photography, a form of image-making that runs throughout the Barbican Art Gallery exhibitions. The 2014 Barbican Art Book was 'Learning from London', inspired by the Barbican exhibition 'Pop Art Design. The book was launched at a Barbican event attended by all participating students, their family, friends and teachers. The book launch included students speaking publicly about their work. In

2013/14 we worked with 78 students aged 14 – 18. Half of the groups were using the project as part of an assessment at either GCSE or AS level. One school used the project specifically with a group of students with learning difficulties and found the medium of photography a particularly valuable way of working with these students:

“There are limited work opportunities for people with learning difficulties and this experience helped to broaden their knowledge of types of work they could do with limited reading and writing skills.”

In January 2014 an exhibition of the young people’s work from the first photo book *Everything Is Moving* was mounted in the Barbican Camera Café.

Barbican Box Film

In 2013 we began to scope and test Barbican Box Film, film is a very technical art form, which needs high level ‘mastery’ of skills. We aimed to provide teachers with the skills to teach film in their classrooms and to have the resources to guide students on to further training or careers advice within Media studies GCSE lessons. One programme revolved around using a title sequence for a film, using genre as your guide, not more than 3 minutes, with teams of 4-5, another included transposing poetry onto film. We engaged 5 primary and secondary schools with our film programme in Hackney, Islington and Tower Hamlets.

Barbican Box Music

Our first iteration of the Barbican Box for music is being delivered in 6 Hackney secondary schools this academic year. The project focuses on song writing and is based on the work of Alan Lomax. The project will climax in February with a performance in the Barbican Hall from all participating schools.

Measuring success: Reach and Impact

The overarching objectives for our Creative Learning programme are to:

- provide high quality, inspirational arts and learning experiences to people and communities identified as having low engagement in the arts;
- nurture and develop talent in young people, irrespective of their

- background;
- use the arts to enable people to develop their personal and employability skills;
 - ensure participants have opportunities to progress;
 - help people learn about opportunities within the cultural workforce; and
 - develop our partnerships with local organisations in east London (so that our projects are designed to meet local needs and reach the people who will benefit the most).

Each strand of our work has specific outcomes and outcomes identified which relate back to these headline objectives.

Monitoring - monitoring data is collected on all work delivered by the division. This enables us to identify the number of people reached, diversity, geographical spread and other demographic information.

Evaluation – more specific and detailed data is collected in relation to the overarching objectives. For example the schools multiplier models outlined above have the objective of developing employability skills – specifically those as identified by the CBI as being most desirable in school leavers – teamworking, communication, problem solving, and confidence. This is measured by pupils and teachers responses to surveys, as well as through data collected in reflective discussion sessions at the end of the project.

Research and wider impact – A developing area of our work relates to exploring wider questions around arts and learning practice. This manifests in several different ways, including projects which are part of a wider research programme – our drum works project in the Warren School Barking for example, is part of a youth music funded initiative to explore the impact of arts activities with young people at risk of exclusion. We have also been part of a national initiative, Artworks, exploring how best to train and support artists who deliver participative work, and have hosted two collaborative doctorate students.

Finance and Business Model

In the 14/15 year creative Learning as a whole (across the Barbican and Guildhall School has an expenditure of c. £1.8million. This includes

staffing and delivery, including those elements of the Guildhall School Curriculum delivered by Creative Learning – most notably the Master in Leadership. c. £800k is direct project expenditure.

48% of the department costs are from raised income – including a contribution from the Barbican’s Arts Council NPO budget, and Guildhall School tuition fees for the Masters in Leadership. The remainder of the costs are borne by the Barbican and Guildhall School and met through the City’s generous support for both organisations, and the income generated in other areas of the operations.

Earned income is projected to become increasingly important to the division’s business model especially as the City’s contribution to the Barbican is reduced in coming years. The future business model includes substantial fundraising targets as well as increased income generating activity in partnership with the Guildhall School’s enterprise division. Continued expansion and consolidation of the department’s offer is dependent upon successful delivery of this business model.

Conclusion

The work of the Barbican and the Guildhall School, and particularly its joint creative learning division contribute towards the strategic aim of providing valued services to London and the nation. In particular it places partnership working at its heart – with partners including other local authorities, with schools, cultural organisations and community groups. The East London and City Culture Partnership is a particularly relevant reflection of the City’s core values: This partnership project draws on the knowledge of existing and established partners to create something new – with a key driver being sharing knowledge in pursuit of new ways of working.

The Barbican and Guildhall Schools programmes are truly world class, and reflective of the City’s position as a world leader. The work of the Creative Learning Division responds to the City’s priority to increase the impact of this offer and to help it reach deeply and meaningfully across London and beyond.

The work of the Barbican and Guildhall Schools joint creative learning division is an important part of the City’s portfolio of activity relevant to the Education strategy. In particular it contributes towards the Education strategy’s strategic objectives:

- **To promote and support excellent education and access to higher education:** through its work in schools, its provision of training and progression for young artists and its new and existing pathways at the Guildhall school.
- **To strive for excellence in the City schools:** by making its schools offer of access and progression activities available to the City schools.
- **To inspire children through an enriched education and outreach opportunities:** by reaching young people across East London,
- **To promote and effective transition from education to employment:** through delivery of projects proven to develop the employability skills most sought after by employers, and the development of entrepreneurial skills in the young artists with whom it works
- **To explore opportunities to expand the City's education portfolio and influence on education throughout London:** through taking a strategic leadership role in initiatives such as the East London and City Cultural Partnership, and through collaborative work with other city departments.

Appendices

- Appendix 1 - Our Manifesto: Helping Young People find their creative voice – (printed leaflet)

Sean Gregory

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Our Role

Connector

We bring together our world-class artistic partners with students and communities in groundbreaking new ways to create inspiring arts experiences for all.

Catalyst

We are using our 30 years' experience of working in east London to launch cultural partnerships that offer outstanding creative opportunities for every young person across eight east London boroughs.

Curator

We create new routes for people to take part in the arts – from first experiences to higher education programmes and professional training – developing interests, skills, confidence and careers.

'Most of that group were looking at Bs and Cs in their GCSEs, from this work they're now looking at As and A*s... It also leads to great retention to Sixth Form.'

Teacher on Barbican Art Book school workshops



Our Manifesto: Helping young people find their creative voice

barbican

GUILD HALL
SCHOOL

The Barbican and Guildhall School are supported by the City of London Corporation

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ARTS COUNCIL ENGLAND



All images selected from *Learning from London: Photographs by young artists, 2014*, Barbican Art Book series.

Image credits:

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This page: Tanzina Miah, *Hiding in the City*
Overleaf: Hannah Piper, *Colours of the Street*

Thank you to our generous partners, funders and donors.

Barbican Guildhall Creative Learning

A pioneering cultural alliance between an arts centre and conservatoire transforming 21st century creative learning.

'When groups of young people get to work together on a project like this, they can see deeper into themselves and their situation, as well as seeing all the other opportunities out there for them.'

Student on Barbican Box school workshops

Our Pledge To Young People

We will:

Help you access and afford outstanding arts events:

By offering over 50,000 accessibly priced tickets to Barbican events for 16–25 year olds and putting on free events every year at the Barbican and in your community.

Give you a platform to be creative:

By delivering inspirational, hands on arts experiences for every 8–16 year old in east London by 2020 and giving you opportunities to perform and showcase your work.

Enable you to gain skills and get jobs in a 21st century economy:

By providing arts and training opportunities for over 10,000 young people and artists by 2020.

Listen to what you want:

Programming events by, with and for you. Listening to your ideas and supporting the teachers and artists working with you so, together, you can bring these ideas to life.

For more information visit barbican.org.uk/creativelearning or email creative.learning@barbican.org.uk.

Agenda Item 7

Committee:	Date:
Open Spaces Committee - For decision	13 th October 2014
Education Board - For information	4 th December 2014
Subject: Open Spaces Education Strategy	Public
Report of: Director of Open Spaces	For Decision
<p>Summary</p> <p>The City of London Open Spaces Department has delivered education services over a number of years. Although these services are not a statutory element of provision, prescribed in the Open Spaces Acts, they have been viewed as playing an important role in encouraging visitors to sites and increasing understanding of the ecology and heritage of the sites. In recent years grant funding from the City Bridge Trust and the Heritage Lottery Fund, as well as work with partners, has led to the expansion and development of provision. This report outlines current services provided and the associated costs. It also outlines the medium term impact of the service-based review exercise on funding for education provision. The report proposes the development of a single learning programme across sites. It proposes priorities for such a programme which will constitute an education strategy for the department.</p> <p>Recommendation(s)</p> <p>Members of the Education Board and Open Spaces committee are asked to:</p> <ul style="list-style-type: none">• Note the report <p>Members of the Open Spaces committee are asked to:</p> <ul style="list-style-type: none">• Agree the proposed strategy for development of a departmental education strategy• Delegate authority to the Director of Open Spaces, in consultation with the Chairman and Deputy Chairman, responsibility for development of an education, outreach and volunteering programme	

Main Report

Background

1. The City of London Open Spaces provides education services ranging from formal classroom-based sessions, to apprenticeships and guided walks.
2. In recent years provision has been improved and expanded through grant funding from a variety of sources, including the Heritage Lottery Fund project Branching Out at Epping Forest and the City Bridge Trust project Inspiring Londoners at Epping Forest, Hampstead Heath, West Ham Park, Queen's Park and Highgate Wood.
3. Education services are non-statutory and charges are made for some activities, although there is no uniformity of charging across sites.
4. The outcome of the Service Based Review, agreed by Policy and Resources Committee on the 4th September, identified some savings to be delivered through the reduction education provision at Hampstead Heath, City Gardens and West Ham Park. The report instead suggested that education in the Open Spaces could be appropriately funded through a long term grant from the charitable funds of the Bridge House Estates. Such funding would be subject to the development of a successful application for funding to the City Bridge Trust.

Current Position

City of London Education Policy

5. In October 2013 the City of London Education Strategy Working Group approved a report entitled *Education Policy 2013-16*. This policy drew together the varied contributions to education of the City of London. It described a clear vision for educational provision. The policy outlined a policy of expanding the scope and reach of educational activities, stating:

As the City achieves its ambition of providing excellent education throughout its current provision, opportunities will arise to expand its scope, whether by growing current provision or increasing its area of operation. The City will look positively on such opportunities

6. The policy also outlined a target audience for education programmes, stating:

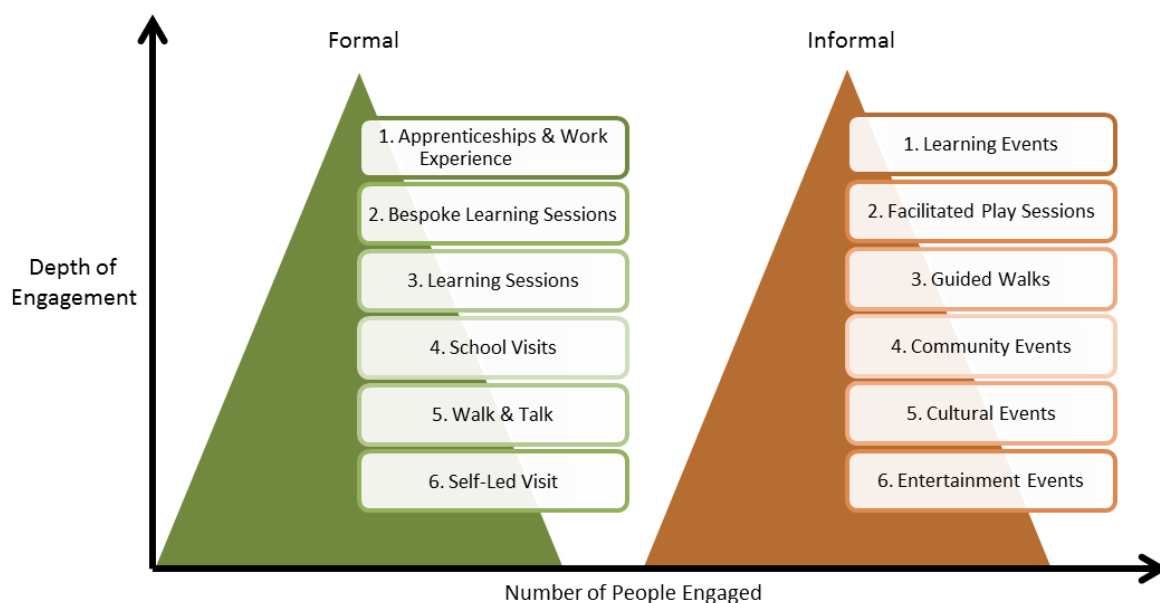
The City's cultural institutions and open spaces should specifically target the City's family of schools and those schools attended by a high proportion of children resident in the Square Mile.

7. The policy also obliged Open Spaces to coordinate with other areas of the City of London Corporation providing education outreach. An Open Spaces Education Officers currently attends the corporate education working group.

8. The role of the City of London in promoting education, skills and employability is also emphasised in the City of London Corporation's Community Strategy, where one of the eight themes is encouraging diverse skills development and learning for all.

Open Spaces learning provision

9. Education provision is a non-statutory service. While activities which might be classed as learning take place at all sites, formal education programmes can be found at Hampstead Heath and Epping Forest, with smaller programmes for local schools operating at West Ham and City Gardens. At other sites, events may be held on an ad hoc basis, but sessions are not actively marketed to schools and these activities form only a small part of officers' duties.
10. The review of education in the department in 2012/13 entitled *Learning and Engagement in the Open Spaces Department* and included as Appendix 1 proposed a classification for learning events, which is shown in the figure below.



11. In 2012/13 130,000 people across the Open Spaces participated in informal learning events and activities. 13,000 school children from seventeen local authorities attended formal learning activities. Evaluation of formal school sessions took place, with a 90% average satisfaction rating recorded.

Partnership work

12. At both Hampstead Heath and Epping Forest delivery of education takes place in partnership with other organisations. At Epping Forest the Epping Forest Field Centre (EFFC), the Suntrap Forest Education Centre (Suntrap) and the Epping Forest Centenary Trust (EFCT) all deliver education services within the Forest. While the EFFC received a grant of around £50,000 per annum from the City of London, the other providers are financially independent. As part of the Heritage Lottery Funded Branching Out project a successful partnership was run by all the providers in the Forest called Discovering Epping Forest (DEF).
13. The Wild About Hampstead Heath project started in 2012, arising from a partnership with the RSPB established in 2006. The project aimed to test and pilot new ways of working in areas such as volunteering, interpretation and 'narrow and deep' education. 'Narrow and deep' was defined as targeting engagement with a small number of schools, and engaging them on a range of subject areas and over several years. The volunteering programme sought to develop a diverse, self-motivated and self-led group of volunteers from the local community. The interpretation programme developed a new style of interpretation termed 'guerilla interpretation', with mobile 'Wild Heath Bikes' which take interpretation to visitors rather than expecting them to visit particular facilities. The Heath Friendly schools programme engaged four local schools and embedded outdoor learning into their curriculum across all subjects, from music, design and technology to maths, literacy and art. The project is roughly half way complete, and a full evaluation of impact will be carried out at project close.
14. City Bridge Trust has provided funding for education in the department from 2011 until the end of March 2015. This funding has led to the development of new sessions, a significant increase in attendance at events and the development of new facilities and resources.

Current costs

15. Currently a majority of costs associated with learning within Open Spaces are staffing costs. These costs include full salary costs and part salary costs for permanent members of staff involved in delivering education sessions. It also includes budgets held by Hampstead Heath and Epping Forest for casual staff to deliver education sessions. These staff costs amount to around £215,000 per annum and represent the base cost of the service. With additional costs associated with materials and management of education provision the entire cost of education provision in the department is £250,000 per annum.
16. Since 2011 the City Bridge Trust has funded staffing costs associated with formal learning provision and additional funding to develop the programme, including some capital expenditure. The proportion of this grant ascribed to educational activities amounted to £550,000 per annum from 2011-2013 and around £215,000 for the year 2014/15. The grant for education from 2011-2013 covered both education officers staff costs and the costs of other officers involved in outreach work, as well as funding for materials and development of facilities.

Measuring and evaluating provision

17. Currently formal education sessions are subject to teacher evaluation. Data is also collected relating to the children attending sessions. The need to introduce standardised data collection was noted in the *Review of Learning Provision in Epping Forest*. The review also highlighted the problems of collecting demographic data.
18. At Hampstead Heath there has been useful work done using demographic data for the ward in which the attending school is located. This overcomes the reticence of some teachers in providing such data, as it is freely available from the Office of National Statistics. This work has allowed the Hampstead Heath education team to target schools in particular wards to reach under-represented groups.
19. Little evaluation is carried out relating to informal learning sessions. In some cases satisfaction data is compiled, but this is not done in a standardised way, and only for a small number of events.

Proposals

20. The potential to secure a further City Bridge Trust grant provides an opportunity to set the strategic direction for education services in the Open Spaces Department, in particular aligning the focus of provision with the City of London Education Policy.
21. It is proposed that an education programme is developed as the basis for an application for funding to the City Bridge Trust. This programme would:
 - Focus on formal education sessions
 - Deliver sessions to primary and secondary age pupils across a broad range of curriculum areas
 - Target children at CoL sponsored and managed schools, and those located in the City Fringe
 - Also target children from deprived areas close to sites
 - Include informal and adult learning activities where they are targeted at a defined, under-represented user groups and clear outcomes of activities can be defined
 - Include other events if they can be run on the basis of full cost recovery
 - Be actively marketed to target schools
 - Be managed as a single programme across sites
22. In addition a funding strategy should be developed, which seeks to develop a sustainable funding strategy, in particular diversifying the sources of grant funding received for educational activities. In future there will be a presumption that educational activities should be funded not through deficit funding of the Open Space Charitable Trust, but through other charitable grants and income from activities. This is to reflect the fact that the Open Spaces Acts do not make reference to educational work.

Focusing provision

23. There is a need to focus provision; in particular clarifying the priority activities the City of London wishes to deliver directly and those which might be delivered by partners. Currently education provision spans a large number of activities. While formal educational activities are evaluated and impact on target groups measured, doing so has been difficult to achieve for informal learning events. There has also been some concern that attendance at informal events is dominated by regular visitors to sites and does not effectively reach unrepresented groups.
24. The requirement to develop and deliver a wide range of activities has also been identified by Epping Forest Education Review and the Learning and Engagement in the Open Spaces Department report as requiring significant staff input, which restricts time available to work on marketing and development of the programme.
25. Informal sessions have been identified in the Service Based Review as an area where savings could be made, either through ceasing provision or introducing charges.
26. It is proposed that the education programme focuses on schools sessions, in line with the City of London education policy. Sessions should be targeted at primary and secondary age pupils and should be offered, as at present, for a wide range of curriculum areas.
27. Informal learning events, as defined in the Learning and Engagement In the Open Spaces Department Review, would be reduced. Where it was felt demand was high for events, event could be continued with charges made so that the cost of an event is fully recovered. Volunteer led events could also be encouraged.
28. Provision would also be focused on specific groups which are identified as not being proportionately represented among visitors to Open Spaces. The opportunity to target provision at specific user groups has been highlighted as an area for development. Several City of London partners at Epping Forest identified disabled visitors as a group they wished to engage further during the Epping Forest Education Review.
29. These activities would aim to involve underrepresented groups through targeted programmes with specific outcomes. Models for such programmes would be the Happy Loppers project run by the Epping Forest Centenary Trust, or the City Bridge Trust funded conservation skills project at Hampstead Heath targeted at members of the Chagossian community in London. The focus on targeting provision, involving underrepresented groups and delivering specific outcomes would be more attractive to potential funders.

Developing a single education programme

30. A single education programme should be developed, which draws together the work at all sites. Currently development of sessions and materials, marketing and relationship development is duplicated across sites. Additionally different charges are made at sites and educational activities offered at other sites are not marketed to those attending events.
31. It is proposed that a single education programme covering the whole Open Spaces Department is developed. While sessions and materials would be unique to each site, sharing marketing administration and development resources would offer an opportunity to increase the resource available to develop the programme.
32. A single funding strategy should also be developed as well as a single schedule of charges.

Developing the audience and marketing

33. The education programme should be actively promoted to City of London managed and sponsored schools and to those on the City Fringe. Relationships should also be developed with relevant officers in the Children's Services departments of relevant London boroughs to increase awareness of the Open Spaces education programme.
34. Schools located in the most deprived wards of City Fringe and London borough neighbouring Open Spaces should also be targeted in marketing efforts. The targeting of the programme on particular schools would continue the 'focused and deep' model established at the Wild about Hampstead Heath Project.

Developing partnerships

35. The development of partnerships for delivery of education work has proved successful at several sites, leading to innovative and effective developments in provision. The education programme should look to develop partnerships and possibly form a consortium of education providers. Work should seek to build on the successful existing partnerships such as those with the RSPB at Hampstead Heath and the Epping Forest Centenary Trust. Links with other organisations with similar aims should also be explored.
36. The Epping Forest Field Studies Centre (EFFSC) currently receives a grant of around £50,000 per annum for delivery of education services.
37. It is proposed that the EFFSC should be invited to partner with City of London in developing its application for City Bridge Trust funds, and the EFFSC should report progress and outcomes of its education work to the City Bridge Trust, if the grant application were to be successful.

Evaluation

38. A future education programme would need to develop robust and searching evaluation techniques. Currently data on who the programme is reaching is limited. Data collected about participants should be standardised across sites, and where possible with partners. Standard evaluation techniques should be adopted and results used to develop the programme. Additional evaluation of the longer-term impacts of the programme must be developed. The sustainability of outcomes of our education provision is as yet un-evaluated.

Corporate & Strategic Implications

39. The proposed strategic direction for the Open Spaces Education Programme would align departmental activity with the City of London Education Policy.

Implications

40. The proposal sets a direction for the development of an education programme in the department. As such there are no financial, risk, legal or property implication arising from the report itself. However, the development of the programme may have implications in these areas, which will be considered as part of the programme development.

Conclusion

41. If agreed, the development of an education programme, based on the principles in this report, will be delegated to the Director of Open Space, in consultation with the Chairman and Deputy Chairman of the committee.

Appendices

- Appendix 1 - *Learning and Engagement in the Open Spaces Department*

Background Papers:

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Learning and Engagement in the Open Spaces Department

A review of 2012-13 and recommendations for the future



A. Brooker



Learning and Engagement in the Open Spaces Department

This report was funded by the generous support of the City Bridge Trust

City Bridge Trust

The City of London Corporation's Charity

PREPARED BY

Grace Rawnsley, Community Education Officer, NLOS

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HIGHLIGHTS FROM 2012-13

143,000

People directly engaged with our activities

90%

Of people gave our events and activities a thumbs up

130,000

People participated in our informal events and activities

13,000

School children attended a formal learning session

22,000

Hours of learning happened in our formal sessions

550

Formal learning activities took place

280

Informal events and activities were organised

17

Local authorities benefited from our work



THE IMPORTANCE OF LEARNING AND ENGAGEMENT IN OPEN SPACES

A recent, ground-breaking study by the Royal Society for the Protection of Birds highlighted that only 1 in 5 young people are connected to nature. Our connection to nature is a mediating factor in our emotional response towards, and future stewardship of, the natural environment. As a result, developing connections to nature is an essential tool in developing conscientious, informed citizens who will tackle the upcoming environmental challenges we face.

A key factor in developing connections to nature is the ability to learn and spend time in a natural or green space. This engagement is not limited to a focus on environmental subjects, studies show that learning a range of associated subjects within an open space such as history and social skills can also increase these benefits. However, less than a quarter of children in the UK spend time in their local green spaces (Natural Childhood, 2008).

This report reviews the range of learning and engagement opportunities provided across the Open Spaces Department to highlight our success, present a coherent terminology for discussing engagement, and recommend ways to strengthen this area of work.

‘Children spend more than 20 hours per week online and 17 hours per week watching television.’
(Natural Childhood, 2008)



The mutual benefit of learning and engagement in Open Spaces

While developing a connection to nature helps the environment by creating informed, active citizens, it also benefits the children themselves. For example, in 2005 Richard Louv’s paper on ‘nature deficit disorder’ caught the attention of government and illustrated the importance for children to connect to nature to reduce the occurrence of obesity, attention disorders and depression.

In 2011, two papers ‘The Natural Choice: Securing the value of nature’ and ‘Sowing the seeds: reconnecting London’s Children with Nature’, were published, highlighting the importance of outdoor learning, play and open spaces to young people’s healthy development. All three of these publications demonstrated the importance of open spaces in urban environments to young people’s lives, but that increasing numbers of young people are not engaging with their local open spaces.

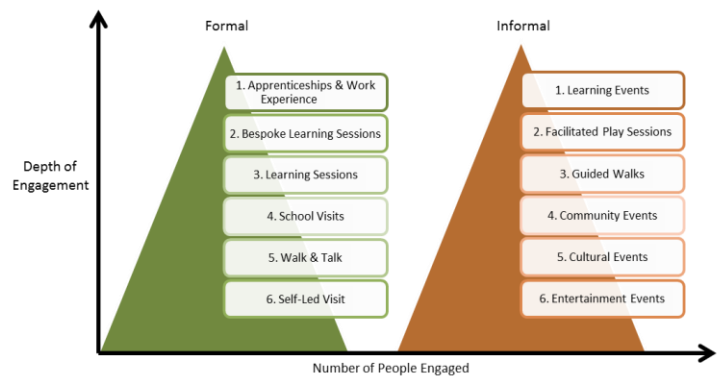




TYPES OF LEARNING AND ENGAGEMENT OPPORTUNITIES

Learning and engagement takes many forms across the Open Spaces Department. However, all our activities can be broadly categorised into formal and informal opportunities. Formal opportunities comprise our work with schools or education institutions whereas informal opportunities consist of our engagement with the general public. However, both types of opportunities share a common goal: they focus on helping others understand the value of our open spaces.

We provide a large range of activities under both formal and informal opportunities which vary in their depth of engagement and target audiences. The framework of opportunities we provide are described in Diagram 1. We have chosen to exclude sport related engagement activities from our analysis.



Learning and Engagement Activities and Depth of Engagement. Both formal and informal learning and engagement opportunities can be broken down into 6 main activity types with varying levels of depth of engagement. This diagram represents increasing depth of engagement as an activity moves up the pyramid. The diagram also highlights that activities with deeper levels of engagement often reach fewer participants and vice-versa. More detailed information on each type of activity can be found in Appendix 1.

Understanding our Audiences

Successful learning and engagement also takes into consideration the audiences it is designed for, in order to maximise potential engagement. The depth of engagement should also be considered in this process. For example, a detailed talk on the science behind lichens would not be appropriate for a group of young families on their first trip to an open space. As a result, we have defined our audiences in two basic ways described below. We recognise that these designations are very general and cannot give adequate insight into the true segmentation of our audiences.

Audience by type

- Families
- School Children (without their parents)
- Adults
- Community groups

Audience by frequency of use

- Regular visitors (3+ times per week)
- Frequent visitors (3+ times per month)
- Irregular visitors (3+ times per year)
- Non-visitors

LOCAL AUTHORITIES OUR WORK BENEFITS

Barnet	Ealing	Islington
Brent	Enfield	Kensington & Chelsea
Buckinghamshire	Essex	Newham
Camden	Hackney	Redbridge
City of London	Hammersmith & Fulham	Waltham Forest
Croydon	Haringey	



OUR ENGAGEMENT IMPACT

The Open Spaces Department currently fulfils an essential role in ensuring that Londoners engage with the natural environment through open spaces. We directly provide learning and engagement activities to over 140,000 people across 17 different local authorities per annum, as well as support partner organisations providing opportunities on our sites.

While we provide opportunities for engagement across our sites, the depth of engagement of our activities differs. Our work with schools illustrates that we are focused on deep engagement while our work with the general public demonstrates that we reach more people through our lighter or ‘entry’ level engagement activities such as cultural or entertainment events. These events are essential in engaging with our infrequent visitors, and are an excellent step into deeper engagement events.

Our Partners’ contributions

Learning and engagement activities are also conducted by a variety of partners at each of the Open Spaces and contribute to our success.

Epping Forest Partners

Field Studies Centre – 22,000 people engaged

Epping Forest Centenary Trust – 3358 people engaged

Suntrap – 12,794 people engaged

North London Open Spaces

Royal Society for the Protection of Birds – 750 students engaged



Number of participants in formal learning against depth of engagement. *The diagram illustrates that the majority of our work with schools centres around deep level engagement activities such as learning and bespoke learning sessions.*



Number of participants in informal activities against depth of engagement. *This diagram illustrates that our highest levels of participation in engagement activities centre around our lowest engagement depth activities. These activities are often large scale events and are not run as frequently. Our higher depth engagement activities have a higher frequency but engage with fewer people.*



MANAGING LEARNING & ENGAGEMENT

Learning and engagement is a key strategic priority for the Open Spaces Department and the City of London as represented in the Community Strategy and the Open Spaces Department Business Plan.

Each open space differs in their provision of learning and engagement. Hampstead Heath and Epping Forest both employ dedicated learning teams to manage their formal programmes and elements of their informal programmes. Smaller open spaces such as West Ham Park rely on support services staff or Rangers to provide opportunities.

These differences in staffing levels result in differences in the ability of sites to provide engagement opportunities. Learning and engagement activities are heavily weighted to the larger, higher profile open spaces.

In 2011, an informal learning group was set up across the department to help share resources and best practice. This group functioned on an ad-hoc basis with no strategic influence from senior level managers. Little coordination or alignment of activities, reporting and monitoring occurs within this area of work.

Open Spaces Department Business Plan – Learning & Engagement objectives

- *communicating with and learning from other leading Open Space providers*
- *promoting knowledge and appreciation for the environment and its heritage*
- *providing opportunities for children to learn about the natural environment and heritage through structured work programmes linked to the national curriculum*



C. Totman

What each open space provides:

Burnham Beeches & Stoke Common

Walk & Talks, Work Experience, Learning Events

City Commons

Walk & Talks, Work Experience, Guided Walks, Community Events

Epping Forest

Work Experience, Learning sessions, Bespoke learning sessions, Cultural Events, Entertainment Events, Learning Events, Guided Walks, Community Events

North London Open Spaces

All types of learning and engagement activities are represented. In particular - learning sessions, facilitated play sessions, cultural events.

West Ham Park & City Gardens

School Visits, Work Experience, Cultural Events, Learning Events



FUNDING LEARNING & ENGAGEMENT

Learning and engagement within the Open Spaces is at a critical and exciting point in its development as an area of work. All sites are currently working at capacity in their learning and engagement programmes within the current funding structures. However, there are many new and exciting opportunities for learning and engagement which the Open Spaces department is in an excellent position to capitalise on.

Most of our formal learning and engagement programmes are currently funded by large grant-giving organisations such as the City Bridge Trust and the Heritage Lottery Fund. These funds have allowed us to expand our work on many of our sites. For example, Hampstead Heath grew their formal learning sessions by 33% over the course of the funding and West Ham Park doubled the number school visits they provided. Where sites are not grant funded, formal learning is often provided in a responsive manner with lower levels of engagement. Informal learning and events are also often grant-funded or funded in partnership with other local authorities.

Funding of our activities is a major barrier and opportunity for increasing the quality and quantity of our learning and engagement work. It is essential that the department has a full understanding of our current provision, and looks forward at innovative ways of providing learning and engagement opportunities in order to stay relevant in a fast-moving and potentially lucrative field.

Room for a Strong Voice

The Open Spaces Department is an ideal champion and advocate for learning and engagement in the natural environment in London. However, our profile in the learning and engagement sector is quite low. We have an opportunity to use our reputation as a leading government body to effect the manners in which best practice and standards are set across the sector.

'1 in 3 children cannot identify a magpie'
(Natural Childhood, 2008)

The Funding Landscape

Learning and engagement in the natural environment is becoming an increasingly popular area for grant-giving organisations to fund. Programmes which can demonstrate their innovative nature or their need are regularly funded by a variety of sources including:

- *Trusts and foundations*
- *Large organisations (through CSR budgets)*
- *Big Lottery and Heritage Lottery Fund*
- *Government initiatives*



RECOMMENDATIONS FOR THE FUTURE

**'1 in 10
children play
in a 'wild'
place.'**
*(Natural
Childhood,
2008)*

The Open Spaces Department provides an essential provision of learning and engagement opportunities for Londoners and other local authorities. Further, our work is exceptionally successful at engaging participants with the value of our sites. However, our work lacks focus and coordination across the department and as a result is not maximising on its potential impact or opportunity for external funding. We make the following recommendations about how to strengthen our work across the department while ensuring that sites maintain their individual requirements.

1. Devise a vision for learning in Open Spaces.

This document will set the framework for strategy planning across the Department and ensure that learning and engagement opportunities are in line with best practice and current standards.

2. Develop a strategy for learning for each Open Space.

This document will allow each site to prioritise activities and opportunities to ensure that audiences and depth of engagement is adequately represented, assisting in the development of the 'menu' of opportunities

3. Agree a standard 'language' for learning, a minimum reporting criteria, and common evaluation techniques in Open Spaces.

Consistent and robust reporting will provide comparable data and assist the Open Spaces in identifying opportunities or gaps in provision more readily.

4. Create and promote an Open Spaces Learning Network.

The Learning Network will reinforce CoL's commitment to learning across all its Open Spaces and enable representatives to share issues around learning delivery and development.

5. Create a funding and promotional strategy for engagement in the Open Spaces.

The majority of learning and engagement opportunities are currently grant funded. Learning and engagement is consistently popular with grant-funding organisations and this strategy would allow the Open Spaces to capitalise on this area of work.

6. Develop opportunities for partnerships across Open Spaces sites and with external organisations.

Working in partnership is a key opportunity for the Open Spaces Department to deliver high quality learning and engagement.

7. Investigate the creation of a central role coordinating our work across Open Spaces.

A strategic coordinating role based in the Directorate would provide support in developing provision across Open Spaces, allowing the department to respond more quickly to opportunities and maintain relevancy.



APPENDIX 1 – A COMMON LANGUAGE

We propose the following common language to be used when planning, reporting and evaluating formal and informal learning activities:

Formal Learning & Engagement

Work Experience and Internship	Bespoke Learning Session	Learning Session	School Visit	Walk & Talk Visit	Self-led Visit
<ul style="list-style-type: none"> Planned in advance Focus on skills based learning Clearly defined learning objectives Involve a 1 to 1 learning environment 	<ul style="list-style-type: none"> Planned in advance using a lesson planning technique Clearly defined learning objectives Include a plenary and assessment Led by a learning specialist Joint development of the learning objectives with the teacher and education specialist 	<ul style="list-style-type: none"> Booked in advance Linked to the national curriculum or other curricula Planned in advance using a lesson planning technique Clearly defined learning objectives Include a plenary and assessment Evaluated by the teachers and/or students Led by a learning specialist 	<ul style="list-style-type: none"> Booked in advance by an education institution Planned in advance by the staff member Use age appropriate activities and resources Focus on a subject rather than the site itself 	<ul style="list-style-type: none"> Planned in advance by the staff member Focus on the site and its attributes Do not necessarily use activities or resources such as online teaching support material provided by CoL but could incorporate these 	<ul style="list-style-type: none"> Not booked in advance Not led by a staff member

Informal Learning & Engagement

Learning Events	Facilitated Play Sessions	Guided Walks	Community Events	Cultural Events	Entertainment Events
<ul style="list-style-type: none"> Planned in advance using a lesson planning technique Encompass a range of learning and engagement styles Clearly defined learning objectives Evaluated by the participants Involve site- or subject specific learning objectives 	<ul style="list-style-type: none"> Planned in advance Encompass a range of learning styles Focus on social learning and skills acquisition Led by a specialist play leader 	<ul style="list-style-type: none"> Involve site-specific learning objectives Planned in advance 	<ul style="list-style-type: none"> Engage specifically with target communities or groups Involve site-specific learning Aim to promote social cohesion by bringing communities together 	<ul style="list-style-type: none"> Provide elements of cultural learning No clear learning objectives Not site-specific 	<ul style="list-style-type: none"> Have no specific learning objectives Not site-specific

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Committee(s):	Date(s):
Education Board	4 December 2014
Subject: Education Strategy - Strategic Objective 3	Public
Report of: Director of Community and Children’s Services	For Information

Summary

Key Policy Priority 5 of the Corporate Plan 2013 – 17 is: Increasing the impact of the City’s cultural and heritage offer on the life of London and the nation.

Strategic Objective 3 of the Education Strategy 2013 – 2015 is: To inspire children through an enriched education and outreach opportunities.

To provide an overview of some of the excellent work that is already taking place Members have been provided with a series of reports, which will be supplemented by presentations at the Education Board meeting on 4 December 2014.

Recommendation(s)

Members are asked to:

- note the reports that have been provided and, following the presentations, consider how the work that is currently being delivered meets the aims of the Education Strategy (Appendix 2); and
- consider whether the Education Strategy might be expanded/amended in the future to further address the Policy Priorities set out in the Corporate Plan (Appendix 1).

Main Report

Background

1. The City of London Corporate Plan 2013 – 17 outlines five Key Policy Priorities (KPP). KPP5 is:
 - a. Increasing the impact of the City’s cultural and heritage offer on the life of London and the nation.

2. The City of London Corporation Education Strategy 2013 – 2015 established five Strategic Objectives. Strategic Objective 3 is:
 - a. To inspire children through an enriched education and outreach opportunities
 - i. *The best education incorporates both academic study and exposure to different experiences and learning environments. Children will be given opportunities to explore the world around*

them, learn new skills, and understand the communities they live in. London is culturally vibrant, historically significant and has a wealth of green spaces to explore. London's children should be able to learn about the community around them and the City can play a part in realising this.

Current Position

3. To provide an overview of some of the excellent work that is already taking place Members have been provided with a series of reports, which will be supplemented by presentations at the Education Board meeting on 4 December 2014.

Recommendation

4. Members are asked to note the reports that have been provided and, following the presentations, consider how the work this is currently being delivered meets the aims of the Education Strategy (Appendix 2), and consider whether the Education Strategy might be expanded/amended in the future to further address the Policy Priorities set out in the Corporate Plan (Appendix 1).

Appendices

- Appendix 1 – The City of London Corporate Plan 2013 – 17 (Strategic Aims; Policy Priorities).
- Appendix 2 – Education Strategy 2013 – 2015 (Strategic Objective 3)

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Corporate Plan 2013 – 2017
(extract)

Our vision and strategic aims

Our vision:

The City of London Corporation will support and promote the City of London as the world leader in international finance and business services, and will maintain high quality, accessible and responsive services benefiting its communities, neighbours, London and the nation.

From this overall vision we have three **strategic aims**:

- To support and promote The City as the world leader in international finance and business services.
- To provide modern, efficient and high quality local services and policing within the Square Mile for workers, residents and visitors with a view to delivering sustainable outcomes.
- To provide valued services to London and the nation.

Key policy priorities 2013-2017

Our vision and strategic aims are supported by five **key policy priorities**.

These are cross-cutting and support all three strategic aims to varying degrees. The priorities will be reviewed annually during the period 2013 - 2017 and updated as appropriate.

KPP1 Supporting and promoting the international and domestic financial and business sector.

KPP2 Maintaining the quality of our public services whilst reducing our expenditure and improving our efficiency.

KPP3 Engaging with London and national government on key issues of concern to our communities including policing, welfare reform and changes to the NHS.

KPP4 Maximising the opportunities and benefits afforded by our role in supporting London's communities.

KPP5 Increasing the impact of the City's cultural and heritage offer on the life of London and the nation Each of the key policy priorities is presented in more detail over the next five pages.

KPP5 Increasing the impact of the City's cultural and heritage offer on the life of London and the nation

We will build on our role as a major sponsor of culture and the arts by:

- Developing proposals for a “cultural hub” centred on the major cultural institutions of the Barbican Centre, Museum of London and Guildhall School of Music & Drama.
- Implementing the cultural and visitor strategies for the City, including building and enhancing cultural partnerships.
- Creating a Heritage Gallery to offer a display space for iconic documents (such as Magna Carta) and other important artefacts.
- Developing and improving the physical environment around our key cultural attractions; and providing safe, secure, and accessible Open Spaces.

City of London Corporation Education Strategy 2013 – 2015
(extract)

Vision

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

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

Strategic objectives

1. To promote and support excellent education and access to higher education
2. To strive for excellence in the City schools
3. To inspire children through an enriched education and outreach opportunities
4. To promote an effective transition from education to employment
5. To explore opportunities to expand the City's education portfolio and influence on education throughout London

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

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

Outreach

Background

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

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

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

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

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

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

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

Vision

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

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

Recommendations

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

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

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

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

Increase the effectiveness of educational outreach programmes to the City schools

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

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

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

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Committee(s):	Date(s):	Item no.
Education Board	4 th December 2014	
Subject: REVENUE BUDGETS - 2015/16		Public
Report of: The Chamberlain Director of Community & Children's Services		For Decision

Summary

This report is the annual submission of the revenue budgets overseen by your Committee. In particular it seeks approval to the provisional revenue budget for 2015/16, for subsequent submission to the Finance Committee. The budgets have been prepared within the resources allocated to the Director.

The provisional nature of the revenue budgets particularly recognises that specific allocation of funding to Academies and central support services has yet to be agreed by this Committee.

Summary Of Table 1	Latest Approved Budget 2014/15 £'000	Original Budget 2015/16 £'000	Movement £'000
Expenditure	700	1,000	300
Total Net Expenditure	700	1,000	300

Overall, the 2015/16 provisional revenue budget totals £1m, an increase of £300,000 compared with the Latest Approved Budget for 2014/15. This funding was transferred from City's Cash funds and the level of funding was agreed by the Court of Common Council.

Recommendations

The Committee is requested to:

- review the provisional 2015/16 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;

- authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to Academies and Central Support Services.

Main Report

Introduction

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporations vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition it will be responsible for the City academy schools and the City Corporations role as a school sponsor.
2. To ensure that provision is available, £700,000 was allocated from City's Cash funds in 2014/15 and £1m in 2015/16.
3. This report sets out the proposed revenue budget budgets for 2015/16. The revenue budget management arrangements are to:
 - Provide a clear distinction between local risk, and central risk.
 - Place responsibility for budgetary control on departmental Chief Officers
 - Apply a cash limit policy to Chief Officers' budgets
4. The budget has been analysed by service expenditure and compared with the latest approved budget for the current year.
5. The report also compares the current year's budget with the forecast outturn.

Education Strategy 2013-2015 – Strategic Objectives

6. The Education Strategy established five Strategic objectives, namely:
 - i. To promote and support excellent education and access to higher education.
 - ii. To strive for excellence in the City schools.
 - iii. To inspire children through an enriched education and outreach opportunities.

- iv. To promote an effective transition from education to employment.
- v. To explore opportunities to expand the City's education portfolio and influence on education throughout London.

Proposed Revenue Budget for 2015/16

7. The proposed Revenue Budget for 2015/16 is shown in Table 2 analysed between:
- Local Risk budgets – these are budgets deemed to be largely within the Chief Officer's control.
 - Central Risk budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budgets of a corporate nature (e.g. interest on balances and rent incomes from investment properties).
8. The provisional 2015/16 budgets, under the control of the Director of Community & Children's Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2 COMMUNITY & CHILDREN'S SERVICES SUMMARY – CITY FUND						
Analysis of Service Expenditure	Local or Central Risk	Actual 2013-14 £'000	Latest Approved Budget 2014-15 £'000	Original Budget 2015-16 £'000	Movement 2014-15 to 2015-16 £'000	Paragraph Reference
EXPENDITURE						
Employees	L	0	41	42	1	
Transport Related Expenses	L	0	1	1	0	
Supplies and Services	L	0	108	407	299	
Grants	C	0	550	550	0	
TOTAL NET EXPENDITURE / (INCOME)		0	700	1,000	300	11

9. Income and favourable variances are presented in brackets. An analysis of this Revenue Expenditure by Service Managed is provided in Appendix 1. Only significant variances (generally those greater than £100,000) have been commented on in the following paragraphs.

10. Overall there is an increase of £300,000 in the budget between the 2014/15 final budget and the 2015/16 original budget as agreed by Court of Common Council

Potential Further Budget Developments

11. The provisional nature of the 2015/16 revenue budget recognises that further revisions may be required, including in relation to:
 - Agreement of the specific allocation of grants to Academies and the allocation of funding to support services with the £1m 2015/16 budget.

Revenue Budget 2014/15

12. The forecast outturn for the current year is likely to be below the Latest Approved Budget of £700k.

Contact: Mark Jarvis (1221) or Alison Elam (1081)
Chamberlain's Department

Committee:	Date:	Item no.
Education Board	4 December 2014	
Subject: Sir John Cass's Foundation Primary School Expansion		Public
Report of: Director of Community and Children's Services		For Information
<u>Summary</u>		
<p>This report is to inform Members of the progress that has been made on the proposal to expand Sir John Cass's Foundation Primary School to a Two Form Entry (2FE) school.</p> <p>The City as a Local Authority has a statutory duty to ensure there are sufficient school places for its residents. By 2016, the shortage of primary school places in London is set to reach 118,000. The projected potential demand for primary school places for City children over the coming years shows a demand of 73 primary school places for City residents by 2016. Sir John Cass's Foundation Primary School has over the last four years had an increasing number of applications for the 30 Reception school places, rising year on year from 76 in 2010/11 to 116 for 2014/15.</p> <p>The Sir John Cass's Foundation Primary School Governing Body has been considering the expansion of the school to a 2FE since March 2013, and at their full Governing Body meeting on 24 September 2014 passed a resolution committing them to becoming a 2FE school from September 2016. At the same meeting, the Governing Body also decided to consult on a change to the school's Admissions Policy to add an Admission Priority Area criterion, which will enable more City families to secure a place at this outstanding school (Appendix 1). This consultation began on 3 November 2014, for an eight-week period, supported by the Department.</p> <p>Moving Sir John Cass's Foundation Primary School to a 2FE school will not be possible without a capital programme for the existing building, and the Governing Body has also decided on a proposed design for the capital programme. This proposed design went to the Sir John Cass Foundation Board towards the end of October, as the Foundation, being owners of the site, will need to approve the design and grant a licence. The school governors and the City are awaiting written confirmation of the decision but the indications are positive.</p> <p>In terms of funding, the estimated cost of the proposed development to the school is approximately £5m – £5.2m. It has been reported to Members previously that the City has received £2.6m Basic Needs funding from the Education Funding Agency to meet the projected demand for school places from City residents. Since that time a further £1.7m of funding has been secured, with an additional £200k Growth Fund for resourcing the school during completion.</p> <p>Once written approval has been received from the Sir John Cass Foundation, the proposed development will continue through the City Gateway process.</p> <p>Recommendation</p> <ul style="list-style-type: none"> • That Members note the progress made in Sir John Cass's Foundation Primary School becoming a Two Form Entry school. 		

Main Report

Background

1. The City as a Local Authority has a statutory duty to ensure there are sufficient school places for its residents. By 2016, the shortage of primary school places in London is set to reach 118,000.
2. Sir John Cass's Foundation Primary School has, over the last four years, had an increasing number of applications for the 30 Reception school places, rising year on year from 76 in 2010/11 to 116 for 2014/15.
3. The projected potential demand for primary school places for City children over the coming years shows a demand of 73 primary school places for City residents by 2016, using 2011 census and Department for Education projections.
4. The Governing Body of Sir John Cass's Foundation Primary School has been considering expanding the school from a One Form Entry school (30 children in each year) to a Two Form Entry (60 children in each year) since March 2013 by exploring options to extend the existing building, as well as a change to the Admissions Policy criteria, which will ensure City families have an opportunity to secure a place at the school.
5. In December 2013 the City secured £2.6m Basic Needs funding to meet the demand for school places for City residents, and NBP Partnerships were commissioned to develop a capital build design for the school to become a 2FE. This design was progressed to stage 2 of the City's Gateway process earlier in the year.

Current Position

6. At the meeting of the Sir John Cass's Foundation Primary School Governing Body held on 24 September, the Governing Body passed a resolution committing them to becoming a 2FE school by September 2016. They also agreed to consult on a change to the Admissions Policy to add an Admission Priority Area criterion, covering the whole of the City, to ensure City families have an opportunity to secure a place at this 'Outstanding' school. The proposed Admissions Priority Area is attached as Appendix 1.
7. In order for a revised Admissions Policy to be in place for children starting Reception in September 2016, an eight-week consultation on the policy must take place between 1 November 2014 and 1 March 2015. The Governing Body as the Admission Authority is required to carry out the consultation exercise, which the Department will support administering on behalf of the school governors. The consultation started on 3 November 2014.
8. With regards to the capital build, the initial design was produced by NBP Partnerships in consultation with all partners and had been progressed to Gateway 2 of the City's Gateway process, but the school governors subsequently considered that it had a number of drawbacks and commissioned a feasibility study on an alternative design. Although initial feedback from planners had raised some concerns, this design was approved at the full Governing Body meeting on 24 September 2014 and went to the Sir John Cass's Foundation Board in October, as the Foundation, being owners of the site, will need to approve the design and grant a licence. The school governors and the City are awaiting written confirmation of the decision but the indications are positive.

9. In terms of funding to expand the school, the Department has been successful in securing approximately £4.55m to date, which is made up of the following:
 - a. £2.6m Basic Needs funding
 - b. £0.5m Section 106 monies
 - c. £0.25m departmental capital funds
 - d. £0.5m 10% statutory contribution from Governing Body/Foundation
 - e. £0.5m of Direct Schools Grant monies converted to capital
 - f. £0.2m Growth Fund from Direct Schools Grant
10. Securing the remaining funds required for the capital build will need to be progressed as the project proceeds through the City's Gateway process.

Implications

11. There is a statutory duty for local authorities to secure sufficient school places for their residents. The work the City is undertaking with the Governing Body and the Sir John Cass's Foundation will ensure that the City meets this duty to provide high-quality primary education for local families.
12. A Governing Body of a voluntary-aided maintained school, such as Sir John Cass's Foundation Primary School, may propose an expansion of the school, including an enlargement of the premises, without the need for statutory consultation. However, the Governing Body is still required to engage with relevant stakeholders in making any changes. The Governing Body of the school is also its own Admission Authority, and in this case is not required to consult solely when increasing pupil admission numbers. However, it must consult where it is proposed that the Admissions Policy should be revised.
13. There are a significant number of developments taking place close to Sir John Cass's Foundation Primary School site, some of which contain housing. This is highly likely to further increase the number of applications the school receives for places over the coming years.

Conclusion

14. There is a projected increasing demand for primary school places for City children over the coming years, so the City is taking steps in order to ensure that families can secure the places they need, as well as 'taking into account' the demand from neighbouring Tower Hamlets. Proposed developments to the Sir John Cass's Foundation Primary School site, as well as changes to the Admissions Policy, will provide City families with access to high-quality education opportunities close to where they live.

Background Papers

Reports to the Community and Children's Services Committee:

Education of primary-aged children, 11 October 2013

Provision of affordable homes and additional nursery and primary school places,
13 December 2013

Demand for primary school places, 14 March 2014

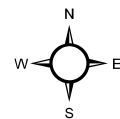
Appendices

Appendix 1: Sir John Cass's Foundation Primary School Admissions Policy proposed priority admissions catchment area

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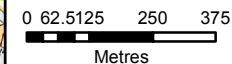


Priority Area Option 1

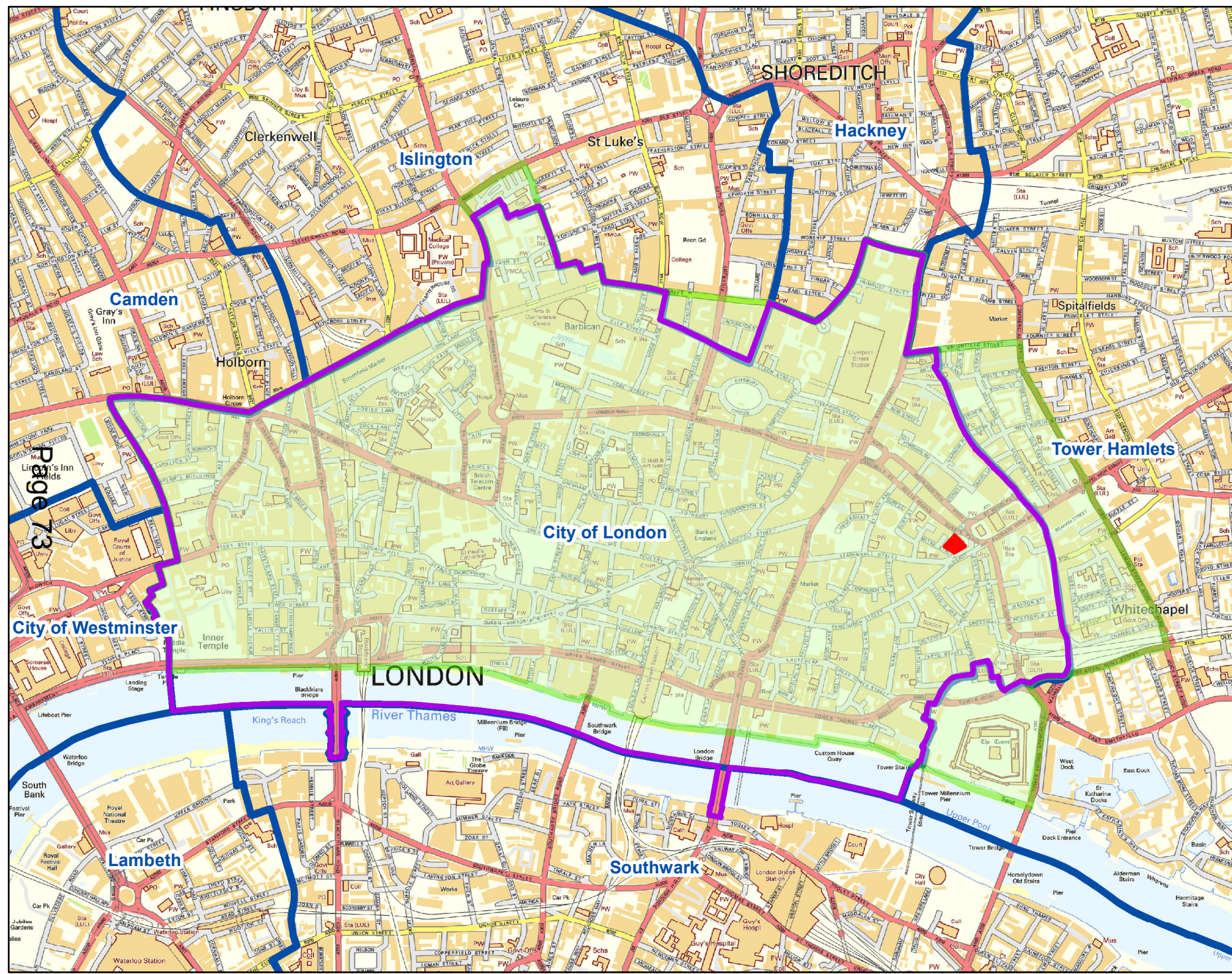
- Sir John Cass
- City of London Boundary
- Priority Area 1
- London Boroughs

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Committee:	Date:	Item no.
Community and Children's Services Education Board	14 November 2014 4 December 2014	
Subject: Education of Primary Aged Children in the City of London		Public
Report of: Director of Community and Children's Services		For Information
<u>Summary</u>		
<p>This report is to update Members on the education of primary aged children resident in the City of London.</p> <p>Attached to this report as Appendix 1 is the <i>Primary Education in the City of London Annual Report 2014</i>, which reports on the quality of provision, attainment, attendance and admissions for the majority of primary aged City children attending schools in Islington and the City.</p> <p>The key findings for Sir John Cass's Foundation Primary School are:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage outcomes improved between 2012/13 and 2013/14 with children performing well above the national benchmark. • In the phonics screening check outcomes for Year 1 children fell in 2013/14, below all other comparators. • Key Stage 1 outcomes dipped slightly in reading and mathematics. • Key Stage 2 outcomes for Level 4 and above in reading, writing and mathematics combined were at 93%, a slight dip compared with 2012/13. • Key Stage 2 outcomes at Level 5 and above declined, except in writing which improved, with reading now below all other comparators. <p>The key findings for all City resident children educated in the City and Islington schools are:</p> <ul style="list-style-type: none"> • Key Stage 1 outcomes at Level 2 in writing and mathematics were 100%, with a slight decline in reading. • Key Stage 2 outcomes at Level 4 were 100% in all areas. • Key Stage 2 outcomes at Level 5 in reading at Prior Weston were 100%. • All City children made at least two levels of progress in all areas. <p>Attached as Appendix 2 is a document for information explaining the National Curriculum, Key Stages and expected levels of attainment.</p> <p>This report will help to inform the Education Strategy for the City, and informs Members, governors and wider partners about the education performance of children at Sir John Cass's Foundation and Prior Weston primary schools.</p> <p>Recommendation</p> <ul style="list-style-type: none"> • That Members note the content of the <i>Primary Education in the City of London Annual Report 2014</i>. 		

Main Report

Background

1. This is the second Primary Education in the City of London Annual Report reported to this committee. In previous years the educational attainment of children attending Sir John Cass's Foundation Primary School has been reported to the Corporate Parenting Group.
2. Although Sir John Cass's Foundation Primary School has been judged as 'outstanding' in the previous two Ofsted inspections, the majority of primary aged children resident in the City attend schools in Islington, mainly Prior Weston Primary School, a school twice judged 'satisfactory' in previous inspections but subsequently judged as 'good' in its last Ofsted inspection in 2012. In order to support the outcomes of children attending Prior Weston, the Department has funded opportunities to raise attainment across areas of the curriculum within the school.

Current Position

3. Attached to this report as Appendix 1 is the *Primary Education in the City of London Annual Report 2014*. This is the second of what is intended to be a regular report which looks at how well the education service in the City is performing and meeting our aspirations for children and young people's educational outcomes. It is important to note that the numbers of children in some of these analyses are often very small, particularly when the outturns are split into sub-groups of individual year groups. In a small cohort a small change in numbers can lead to a large change in a percentage outturn. One should exercise caution when making comparisons on outturns based on small numbers of children.
4. The main findings of the report are:
 - Our one maintained primary school, Sir John Cass's Foundation Primary School, has been judged 'outstanding' in its last two Ofsted inspections.
 - Early Years Foundation Stage outcomes improved between 2012/13 and 2013/14 with children performing well above the national benchmark.
 - In the phonics screening check, outcomes for Year 1 children fell in 2013/14, below all other comparators.
 - Key Stage 1 outcomes dipped slightly in reading and mathematics for children attending Sir John Cass's Foundation Primary School. However, 100% of City children achieved Level 2 in writing and mathematics.
 - 100% of City children achieved Level 4 outcomes in all areas at Key Stage 2, the expected level of attainment, in the 2013/14 academic year.
 - Key Stage 2 outcomes at Sir John Cass's Foundation Primary School at Level 5 and above declined, except in writing which improved, with reading now below all other comparators.

5. With the exception of mathematics outcomes at Level 5, there have been improved outcomes for City children attending school at Prior Weston in all areas. Despite the ‘health warning’ in paragraph 3 above on making comparisons on outturns based on small numbers, the Department has been in conversations with Sir John Cass’s Foundation Primary School to improve outcomes above Level 4 at Key Stage 2, and has resourced a project to target higher achievement in this area for the 2014/15 academic year.

Corporate & Strategic Implications

6. The City of London Corporation Education Strategy 2013–2015, which encompasses all the education interests in the City, states: “*The City will ensure that every child resident in the City has access to high quality education that enables them to reach their academic and personal potential.*” The attached document demonstrates the support and the progress that the City is making in achieving this.

Implications

7. The City has a number of local authority statutory duties regarding education such as championing pupil and parent choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, coordinating fair admissions including for SEND, and promoting social justice by supporting vulnerable children.

Conclusion

8. *Primary Education in the City of London Annual Report 2014* is the second report which looks at how well the education service in the City is performing and meeting our aspirations for children and young people’s educational outcomes. It shows that progress has continued to be made, particularly for City children attending school in Islington. The report is one of the ways of informing Members, governors and wider partners about education performance in the City, and will help to inform the City’s Education Strategy as it continues to develop.

Background Papers

Education of primary aged children committee report, Community and Children’s Services Committee, 11 October 2013

City of London Corporation Education Strategy 2013–2015 (10 October 2013)

Appendices

Appendix 1: *Primary Education in the City of London Annual Report 2014*

Appendix 2: *Education overview for children aged up to 16*

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Primary Education in The City of London Annual Report 2014

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Report Produced by:
Data & Performance Team
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1. Introduction

This is a regular report which looks at how well the education service in the City of London is performing and meeting our aspirations for children and young people's educational outcomes. The report is one of the ways for informing member, governors and wider partners about education performance in the City of London.

The data in this report are drawn from a range of sources. Where available, comparisons have been made between performance of City of London resident children in Islington, Sir John Cass's School and the inner London and national performance. The analyses cover the most recent full academic year – 2013/14 – and include some trends from 2008/09, where the data are available.

2. Summary of key findings

Quality of provision

- Our one maintained primary school has been judged outstanding for overall effectiveness in its last two Ofsted inspections

Outcomes for children and young people

- **Early Years Foundation Stage** outcomes improved between 2012/13 and 2013/14 with Sir John Cass children performing well above the national benchmark
- **In the phonics screening check** outcomes for Year 1 children fell in 2013/14
- **Key Stage 1** outcomes dipped slightly in reading and mathematics
- **Key Stage 2** outcomes in reading, writing and mathematics combined were at 93% for Level 4 and above - a slight dip compared with 2012/13.
- **Key Stage 2** outcomes at **Level 5** and above declined except in Writing which improved

Attendance and behaviour

- **Absence rates** increased slightly between 2011/12 and 2012/13
- **Absence rates** were much better than the inner London and England benchmarks in 2012/13
- **Persistent absence** was reduced to zero in 2011/12 and was very low in 2012/13
- Ofsted inspection judgements on behaviour show that Sir John Cass's school is outstanding.

Sufficient good quality places

- There is a significant rise in the number of children living within the City of London who are reaching primary school age from 2012/13 onwards
- Fewer children are migrating into the independent sector than has previously been the case.

3. Demographics

3.1 Schools

The City of London has one maintained primary school and three sponsored City Secondary Academies, and one City Primary Academy in neighbouring boroughs. It also supports three independent schools based in the City.

The one maintained primary school is Sir John Cass's Foundation Primary School with Cass Child & Family Centre. Primary aged children attend Sir John Cass and a small number of schools in Islington, Camden and Westminster. Secondary age children attend a range of schools which includes Islington secondary's and schools in a number of other local authorities, including neighbouring Tower Hamlets and Hackney.

Table 1 shows the proportion of children who are eligible for Free School Meals (FSM) at Sir John Cass primary school from 2010/11 to 2013/14. During this period, the proportion of pupils known to be eligible for FSM have tended to be around a fifth of the cohort.

Table 1: Proportion of Children Eligible for Free School Meals (FSM) at Sir John Cass from 2010/11 to 2013/14

Free School Meal Status	2010/11		2011/12		2012/13		2013/14	
	Number	%	Number	%	Number	%	Number	%
FSM	48	21%	41	18%	52	22%	42	18%
Non-FSM	185	79%	191	82%	181	78%	191	82%
Total	233	100%	232	100%	233	100%	233	100%

Source: January School Census 2011 to 2014

Table 2 shows the proportion of children with special educational needs (SEN) at Sir John Cass primary school from 2010/11 to 2013/14. The proportion of children at School Action has dropped from 30% in 2010/11 to 9% in 2013/14 although the proportion of pupils at School Action Plus doubled to 6% during this period.

Table 2: Proportion of Children with Special Educational Needs (SEN) at Sir John Cass from 2010/11 to 2013/14

Special Educational Needs Category	2010/11		2011/12		2012/13		2013/14	
	Number	%	Number	%	Number	%	Number	%
No SEN	153	66%	173	75%	188	81%	190	82%
School Action	69	30%	32	14%	23	10%	22	9%
School Action Plus	7	3%	23	10%	19	8%	15	6%
Statement of SEN	4	2%	4	2%	3	1%	6	3%
Total	233	100%	232	100%	233	100%	233	100%

Source: January School Census 2011 to 2014

3.2 Population

Over the ten years since Census 2001, London's population has grown by 900,000 (11.6%). The population continues to grow and is set to increase further; by 2020, the population is forecast to exceed nine million residents. Within the City of London, the population is projected to grow from 7,400 in 2011 to 9,190¹ in 2021 (24%). The population data from the 2011 census provides projections (mid-year estimates for 2013) which suggests that in 2013 there are 269 primary age (4 - 10) and 147 secondary age (11 - 16) children living in the City of London out of an estimated 843 total of 0 - 19 year olds². Of the 843 young people aged 0 – 19 years, 361 (43%) are from Black and minority ethnic (BME) backgrounds.

The City of London has a database which holds information on children and young people resident in the local authority. As at November 2012, the database recorded that there were 898 young people aged 0 – 19 years resident in the borough, of whom 604 were aged 0 – 9 years and 294 were aged 10 – 19 years. Out of these 898 children and young people, 21% were identified as living in low income homes, i.e. homes with a low income supplemented by benefits.

¹ The source data is from the Greater London Authority (GLA) 2012 Round of Demographic Projections – SHLAA, which incorporate the projected levels of housing in the City of London, and are thus considered to be the most appropriate set of population projections.

² The source data is from the Greater London Authority (GLA) 2012 Round of Demographic Projections - SHLAA based borough projections and the mid-year estimates are for 2013.

4. Quality of provision - Ofsted Inspections

Sir John Cass's Foundation Primary School was last inspected by Ofsted in April 2013, when it was judged to be outstanding, for overall effectiveness and in all four areas where judgements are made. This sustains the judgement made in its previous inspection, when it was also judged to be outstanding for overall effectiveness. The Ofsted judgements from the last two inspections are shown in Table 3.

Table 3: The last two Ofsted Inspection Judgements for Sir John Cass's Foundation Primary School

Judgement	Latest inspection 19/04/13	Previous inspection 26/09/08³
Overall effectiveness	Outstanding	Outstanding
Achievement of pupils	Outstanding	NA
Quality of teaching	Outstanding	Good
Behaviour and safety of pupils	Outstanding	NA
Leadership and management	Outstanding	NA

Source: Ofsted Inspection Reports

There is one Islington primary school which has a significant number of City of London resident children on roll and that is Prior Weston. For the purposes of comparison the Ofsted judgements from Prior Weston's last two inspections are shown in Table 4.

Table 4: The last two Ofsted Inspection Judgements for Prior Weston Primary School

Judgement	Latest inspection 15/10/13	Previous inspection 25/01/12
Overall effectiveness	Good	Satisfactory
Achievement of pupils	Good	Satisfactory
Quality of teaching	Good	Satisfactory
Behaviour and safety of pupils	Good	Good
Leadership and management	Good	Good

Source: Ofsted Inspection Reports

³ The inspection of Sir John Cass primary school in 2008 was a reduced tariff inspection and judgements were not made against all of the inspection criteria.

5. Attainment outcomes

This section analyses the educational performance in the City of London, comparing the outcomes at Sir John Cass primary school with City of London resident children attending Prior Western School in Islington and all City of London resident children, alongside the inner London and England averages for benchmarking purposes. The 2012/13 performance outcomes are provisional at the time of writing this report and no benchmarking data is available for 2012/13.

5.1 Health warning about small numbers

Please be aware that the numbers of children in some of these analyses are often very small, particularly when the outcomes are split into sub-groups of individual year groups. In a small cohort a small change in numbers can make a large change in a percentage outcome. One should exercise caution when making comparisons of outcomes based on small numbers of children.

5.2 Early Years Foundation Stage

At the end of Reception children are assessed using the Early Years Foundation Stage Profile. This provides data on children across a range of domains, including communication, language and listening; as well as reading; number; and personal and social development. A percentage is derived for each cohort showing the proportion of children who have reached a 'Good Level of Development' (GLD).

Table 5: Percentage of pupils who have reached a Good Level of Development in 2013 and 2014

EYFS: Good Level of Development	2012/13		2013/14	
	No.s	%	No.s	%
Sir John Cass	18	64.0%	21	70.0%
CofL Residents	n/a	n/a	18	69.2%
Cof L Residents at Prior Weston	14	50.0%	11	81.8%
Inner London	n/a	53.0%	n/a	n/a
England	n/a	52.0%	n/a	n/a

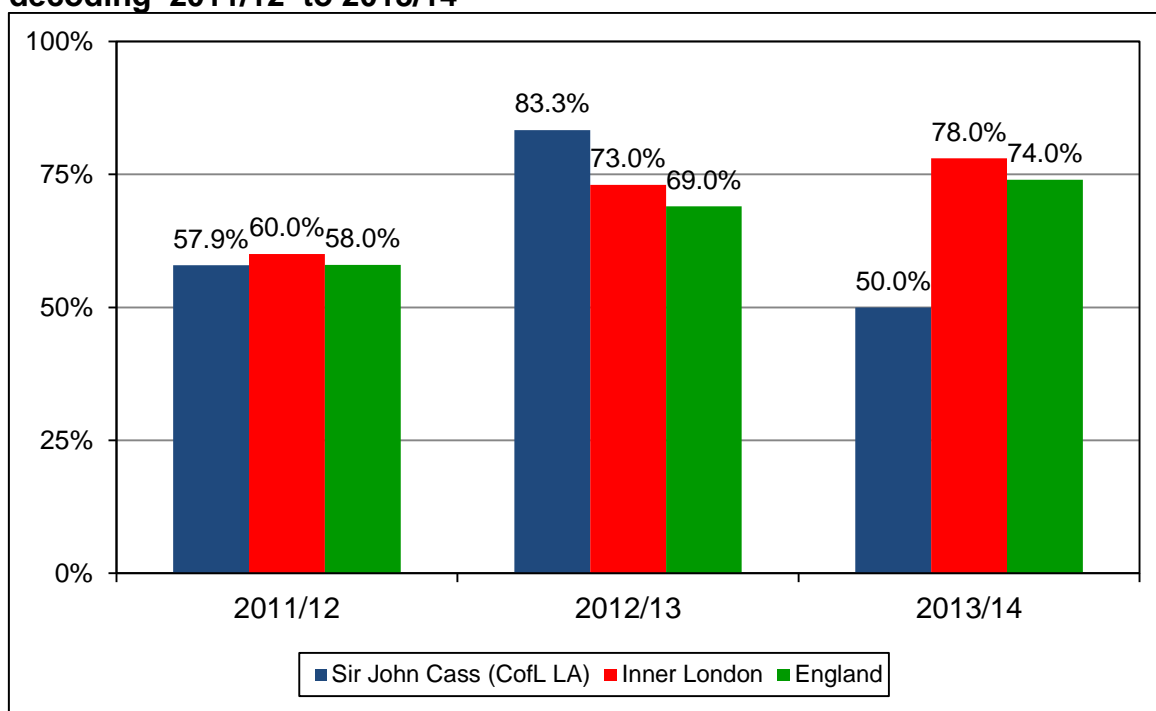
Source: Sir John Cass's School and Islington's Children's Services and DfE Statistical Release 2013.

5.3 Phonics in Year 1

Since the summer of 2012 schools have been required to administer a statutory phonics screening check⁴ of Year 1 pupils. Each pupil is required to read 40 words out loud to their teacher. Chart 1 shows the percentage of pupils in the City of London who reached the required standard. Performance in the City of London has, on average been about 63.7% across the three years from 2011/12 to 2013/14.

⁴ The range of phonic marks that can be achieved is between 0 and 40 and if a pupil's mark is at or above the threshold mark (32 was the threshold in 2012/13) they are considered to have reached the required standard.

Chart 1: Percentage of pupils meeting the required standard of phonic decoding 2011/12 to 2013/14



Source: DfE Statistical First Releases and City of London

Note: The phonics' outturns are based on children in Year 1 only

Table 6 shows the equivalent figures for City of London residents attending Sir John Cass and Islington schools as well as those for City of London residents attending Prior Weston School alongside the data for Sir John Cass. The three year average for City of London residents attending Sir John Cass and LBI schools passing phonics was 75.4%; the equivalent figure for City of London residents attending Prior Weston School was 81.2%

Table 6: The Proportion of pupils passing the Phonics Screening 2010/11 to 2013/14

Phonics Screening (32+ out of 40 to pass)	% Year 1 Passed		
	2011/12	2012/13	2013/14
Sir John Cass (CofL LA)	57.9%	83.3%	50.0%
CofL Residents at SJC & LBI	57.9%	91.3%	76.9%
CofL Residents at Prior Weston	72.7%	87.5%	83.3%
Inner London	60.0%	73.0%	78.0%
England	58.0%	69.0%	74.0%

5.3 Key Stage 1

All Year 2 pupils (7 year olds) are assessed at the end of Key Stage 1. Teacher assessments are moderated to ensure consistency and accuracy. Table 7 shows the numbers of children in each of the groupings for the Key Stage 1 outturns from 2010/11 to 2013/14. The largest group is the children on roll at Sir John Cass's School.

Table 7: Numbers of children in each group in the Key Stage 1 cohort from 2010/11 to 2013/14

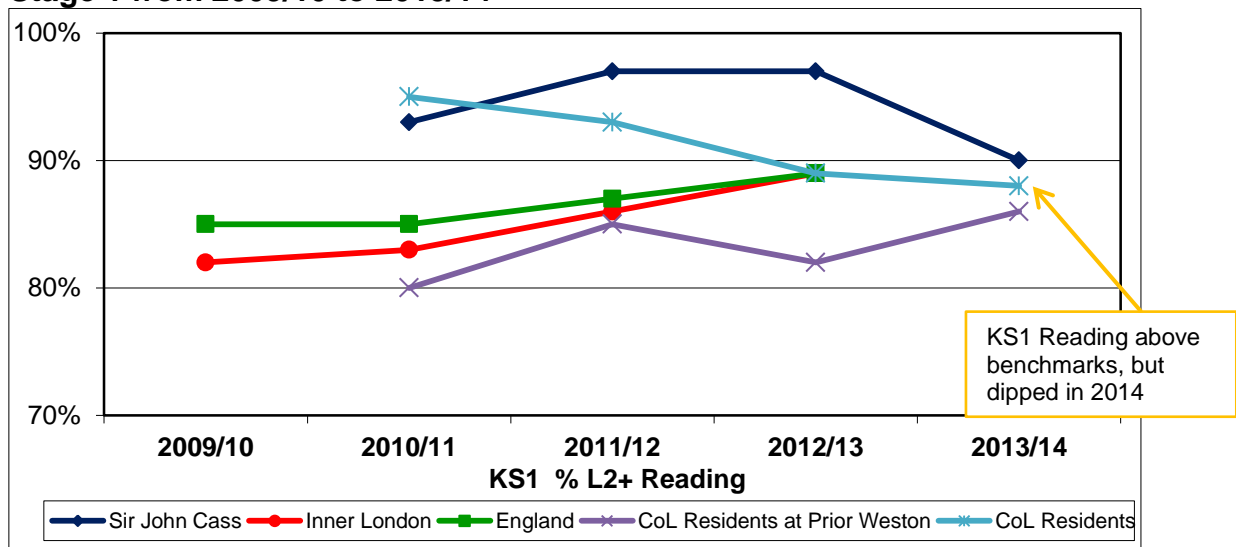
Key Stage 1	2010/11	2011/12	2012/13	2013/14
Sir John Cass Cohort	29	30	30	30
City of London Residents at SJC	11	12	7	8
City of London at Prior Weston	5	13	11	7
City of London in other Islington school	3	2	0	2
City of London Residents Total	19	27	18	17

Source: Sir John Cass's School and Islington's Children's Services

Note: The numbers in each of these groupings are not necessarily mutually exclusive

Charts 2 to 4 plot performance in reading, writing and mathematics at Key Stage 1 from 2009/10 to 2013/14. Performance at Sir John Cass's School at Key Stage 1 dipped slightly in 2013/14 in reading and mathematics but stayed the same in writing. Performance in reading and mathematics has been consistently above the inner London and national averages for some time.

Chart 2: Percentage of pupils attaining Level 2 and above in Reading at Key Stage 1 from 2009/10 to 2013/14



Source: DfE Statistical First Releases and City of London

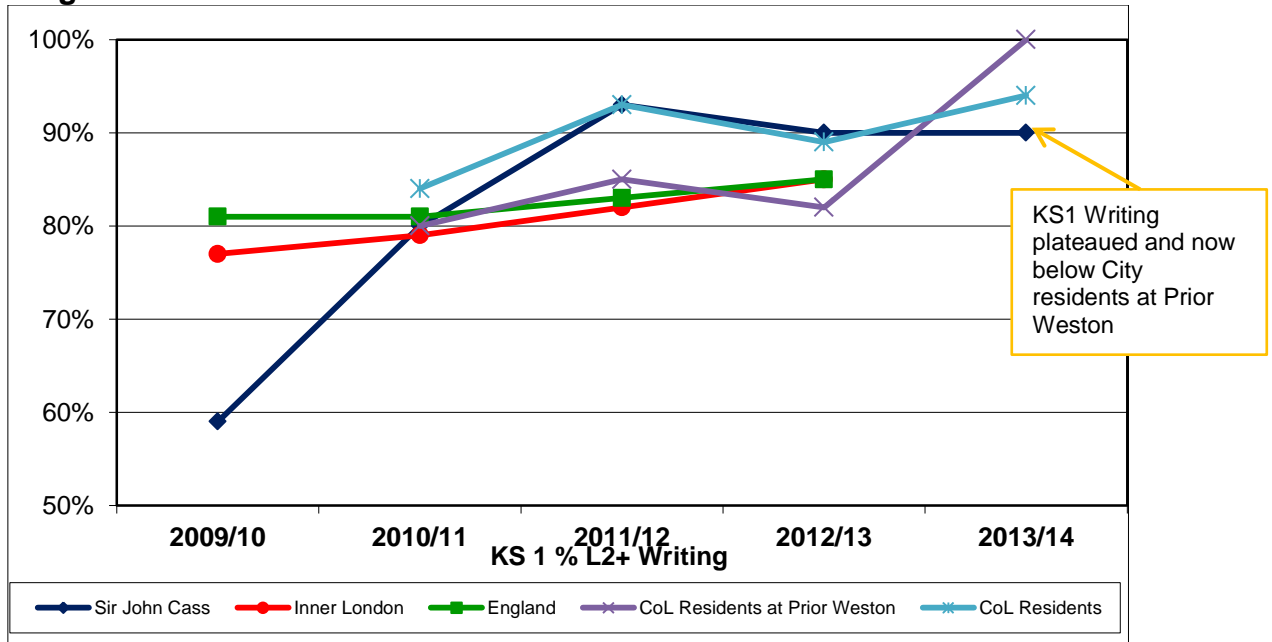
Note: The City of London data 2009/10 was suppressed by the DfE

Chart 2 shows that performance in Key Stage 1 reading at Sir John Cass's School in 2013/14 was above that of all City of London resident children and above City of London resident children attending Prior Weston School in Islington, although Prior Weston's performance improved.

Chart 3 shows that performance in Key Stage 1 writing at Sir John Cass's School in 2013/14 was just below that of all City of London resident children⁵ and of City of London resident children attending Prior Weston School in Islington.

⁵ City of London resident children includes all City of London resident children on the roll of Sir John Cass, Prior Weston and other Islington primary schools.

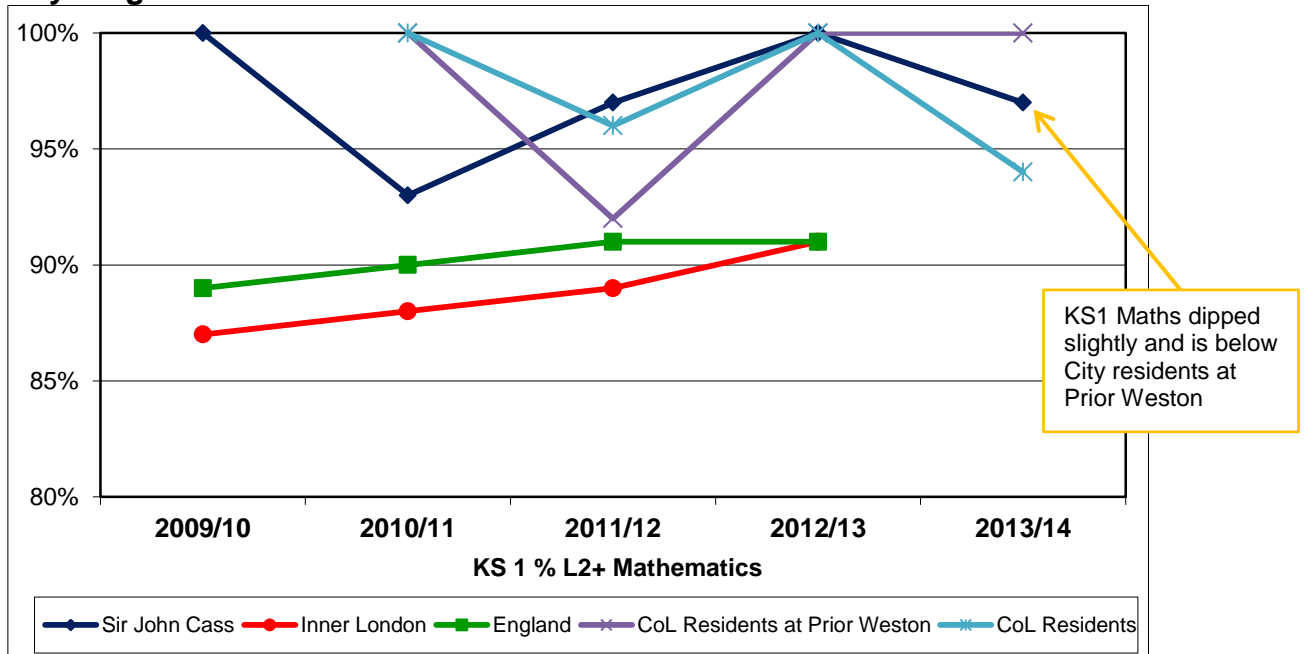
Chart 3: Percentage of pupils attaining Level 2 and above in Writing at Key Stage 1 from 2009/10 to 2013/14



Source: DfE Statistical First Releases and City of London

Chart 4 shows that performance in Key Stage 1 mathematics at Sir John Cass's School in 2013/14 was at 97% Level 2 and above and that this was above that of all City of London resident children, but below City of London resident children attending Prior Weston School in Islington.

Chart 4: Percentage of pupils attaining Level 2 and above in Mathematics at Key Stage 1 from 2009/10 to 2013/14



Source: DfE Statistical First Releases and City of London

5.4 Key Stage 2

All Year 6 pupils (11 year olds) are assessed at the end of Key Stage 2. Table 8 shows the numbers of children in each of the groupings for the Key Stage 2 outturns from 2010/11 to 2013/14. The largest group is the children on roll at Sir John Cass's School.

Table 8: Numbers of children in each group in the Key Stage 2 cohort from 2010/11 to 2012/13

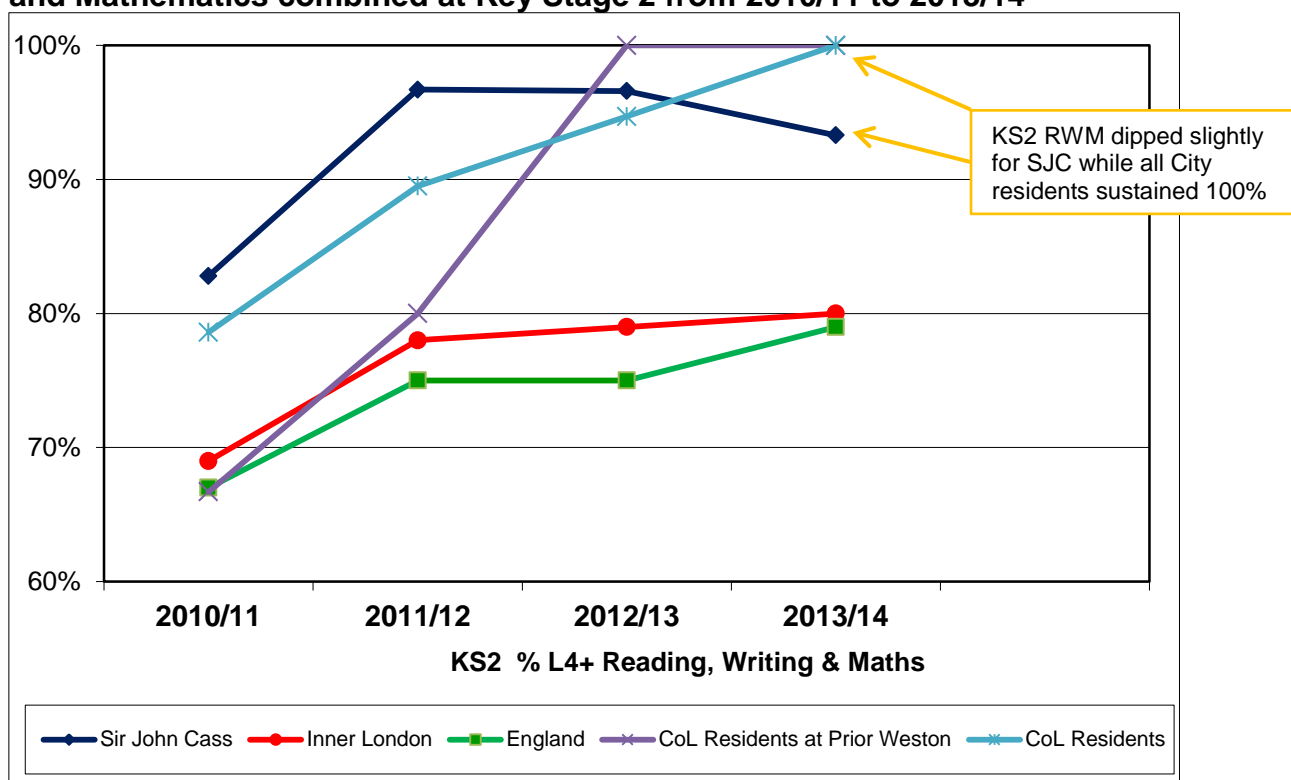
KS 2	2010/11	2011/12	2012/13	2013/14
Sir John Cass Cohort	29	30	29	30
City of London Residents at SJC	10	7	11	4
City of London at Prior Weston	3	10	7	8
City of London in other Islington school	1	2	1	1
City of London Residents Total	14	19	19	13

Source: Sir John Cass's School and Islington's Children's Services

Note: The numbers in each of these groupings are not necessarily mutually exclusive

Key Stage 2 performance in 2013/14 is now based on a reading test, a writing teacher assessment and tests in mathematics. This means that the combined measure is no longer Level 4 and above in English and mathematics but Level 4 and above in reading, writing and mathematics. Chart 5 shows that Sir John Cass's School has achieved 93% Level 4 and above in reading, writing and mathematics combined, slightly below the previous year, well above the inner London and England averages for 2011/12.

Chart 5: Percentage of pupils attaining Level 4 and above in Reading, Writing and Mathematics combined at Key Stage 2 from 2010/11 to 2013/14

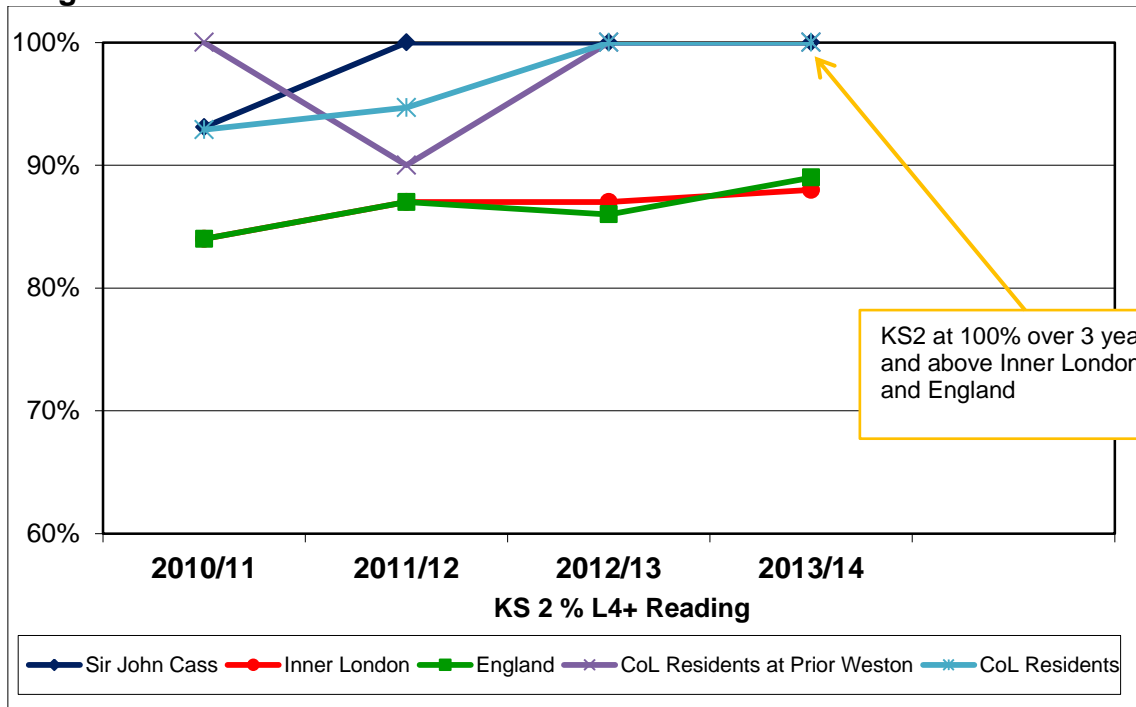


Source: DfE Statistical First Releases and City of London

Performance at Sir John Cass's School in 2013/14 was just below that of all City of London resident children and of City of London resident children attending Prior Weston School in Islington.

Chart 6 shows that Sir John Cass's School has achieved 100% Level 4 and above in reading, in line with the previous year, above 2010/11 and well above the inner London and England averages. Performance on this measure at Sir John Cass's School in 2013/14 was in line with that of all City of London resident children and of City of London resident children attending Prior Weston School in Islington.

Chart 6: Percentage of pupils attaining Level 4 and above in Reading at Key Stage 2 from 2010/11 to 2013/14



Source: DfE Statistical First Releases and City of London

Chart 7: Percentage of pupils attaining Level 4 and above in Writing at Key Stage 2 from 2010/11 to 2013/14

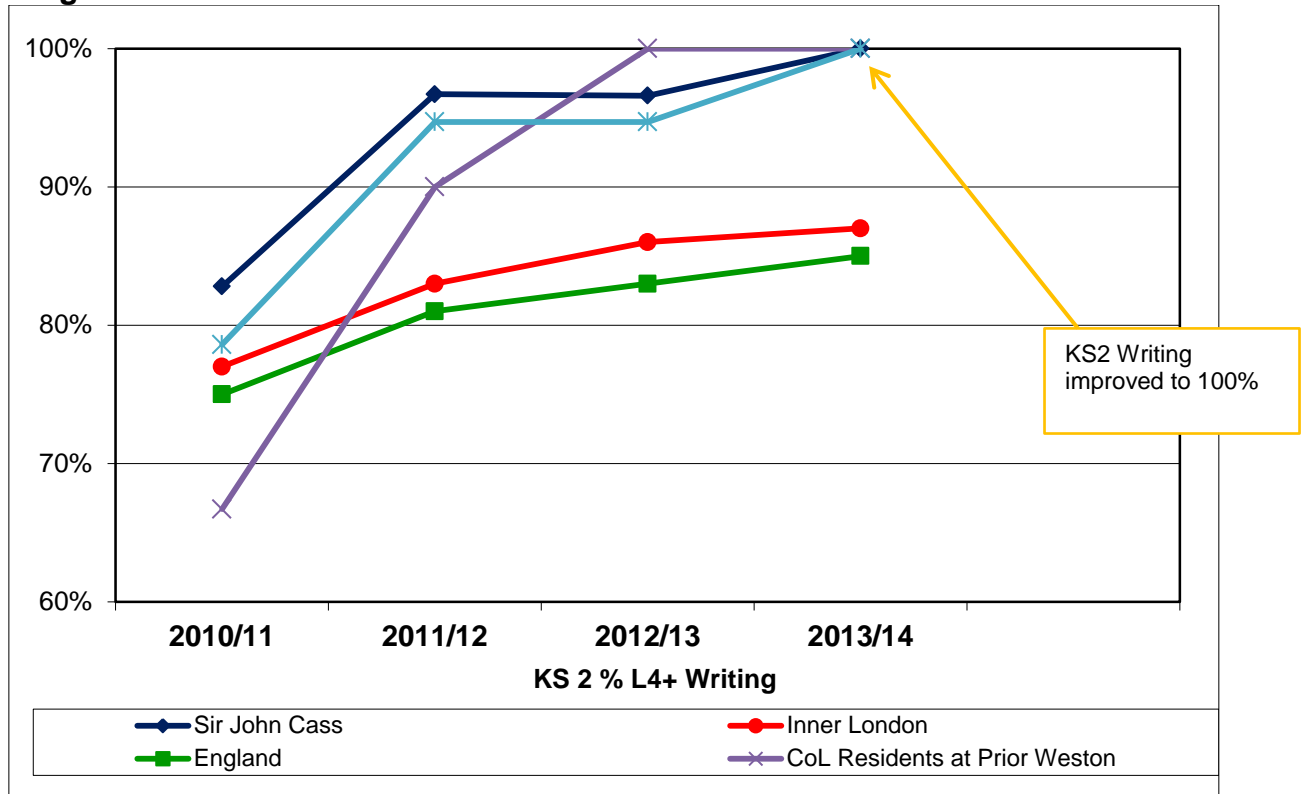
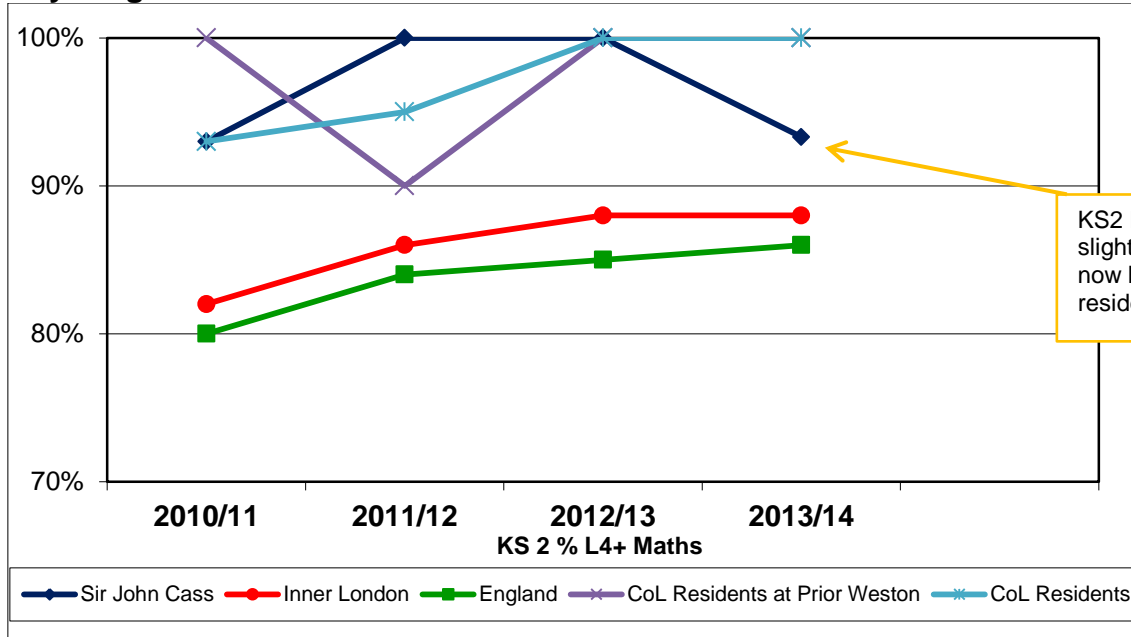


Chart 7 shows the Key Stage 2 performance in mathematics at Level 4 and above. Performance at Sir John Cass’s School was at 100% and in 2013/14 this was in line with all City of London resident children and City of London resident children attending Prior Weston School in Islington.

Chart 8: Percentage of pupils attaining Level 4 and above in Mathematics at Key Stage 2 from 2010/11 to 2013/14

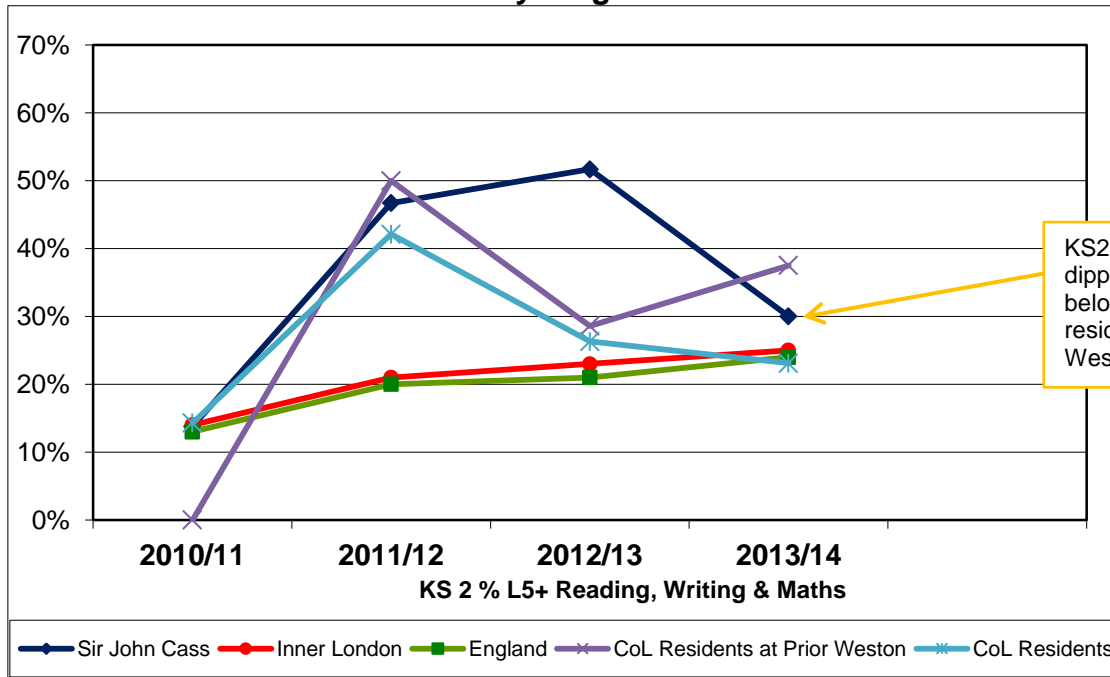


Source: DfE Statistical First Releases and City of London

5.4.1 Level 5 and above at Key Stage 2

Performance at Level 5 and above shows the proportion of children who achieved above the expected level for their age in reading, writing and mathematics combined. 2013/14 saw a drop in performance for this measure, largely as a result of reductions in reading and maths. However performance is still above Inner London and national and slightly below that for City of London residents as a whole and those at Prior Weston.

Chart 9: Percentage of pupils attaining Level 5 and above in Reading, Writing and Mathematics combined at Key Stage 2 from 2010/11 to 2013/14

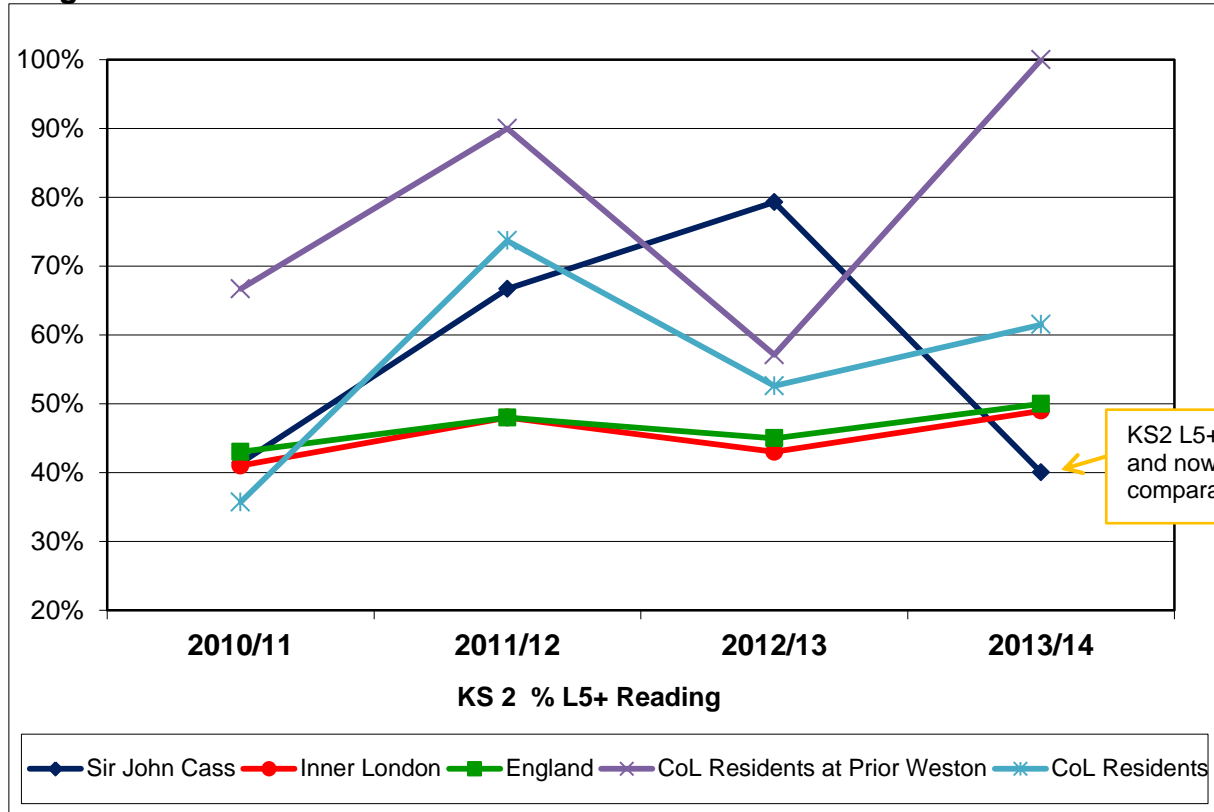


Source: DfE Statistical First Releases and City of London

Note: The change in the English measure in 2012/13, while still similar to the measure reported on in previous years, means that some caution should be applied when making direct comparisons

Chart 10 shows the Key Stage 2 performance in reading at Level 5 and above. Performance at Sir John Cass's School in 2013/14 fell below all comparators, having been above in the previous year.

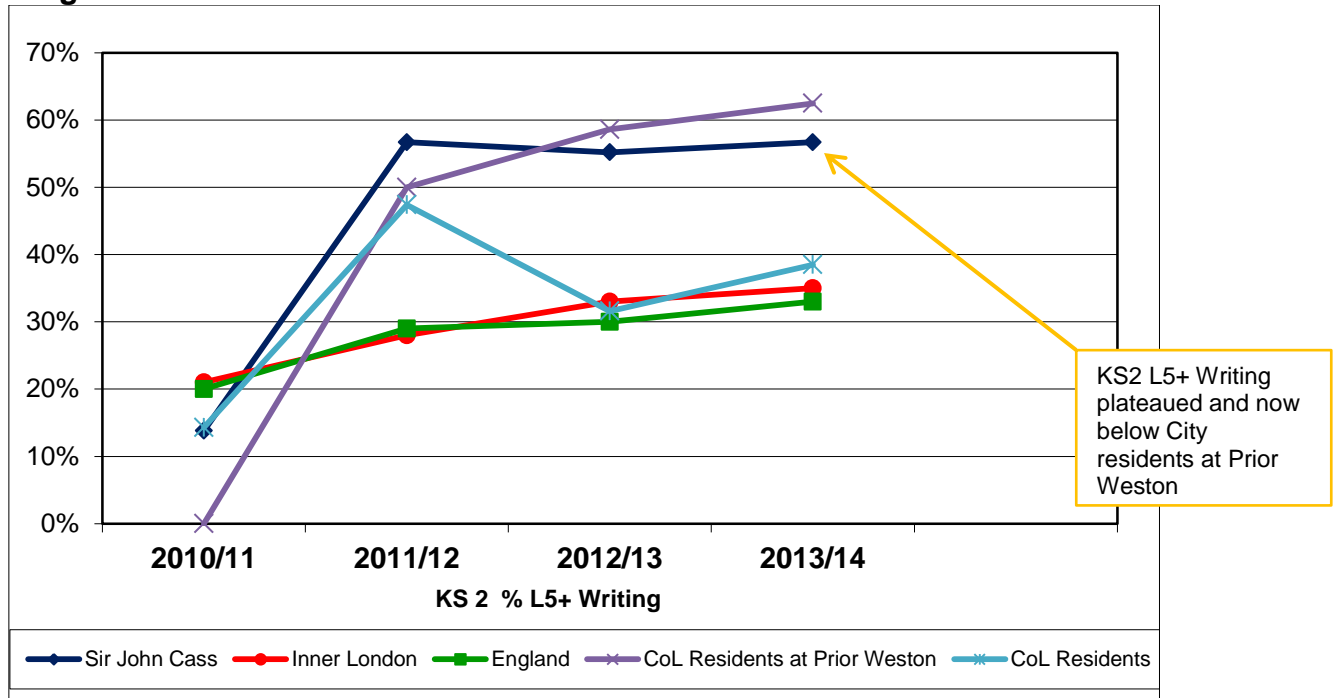
Chart 10: Percentage of pupils attaining Level 5 and above in Reading at Key Stage 2 from 2010/11 to 2013/14



However, as Chart 11 shows, pupils at Sir John Cass maintained performance in writing, with 57% attaining Level 5 plus, well above Inner London and national comparators, as well as City residents at Prior Weston.

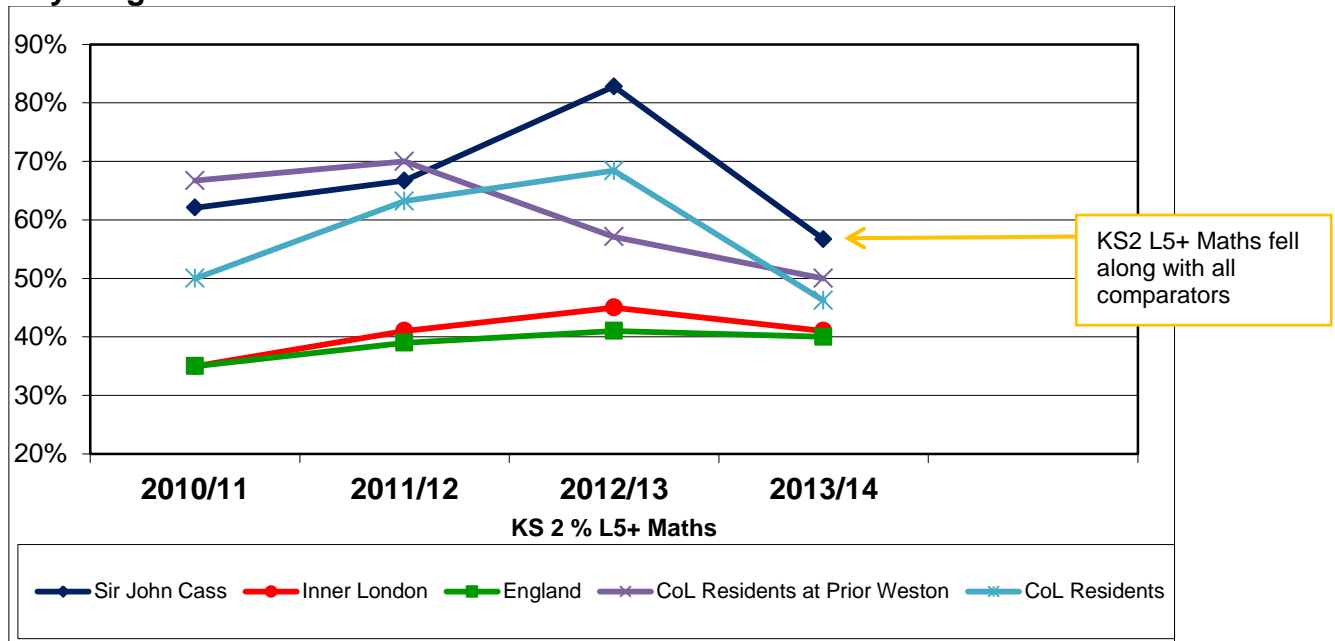
The picture for mathematics (Chart 12) is similar to that for reading with a reduction of 27 points compared with 2012/13 at Sir John Cass, although this is still above all comparators, all of which experienced a fall in 2013/14.

Chart 11: Percentage of pupils attaining Level 5 and above in Writing at Key Stage 2 from 2010/11 to 2013/14



Source: DfE Statistical First Releases and City of London

Chart 12: Percentage of pupils attaining Level 5 and above in Mathematics at Key Stage 2 from 2010/11 to 2013/14



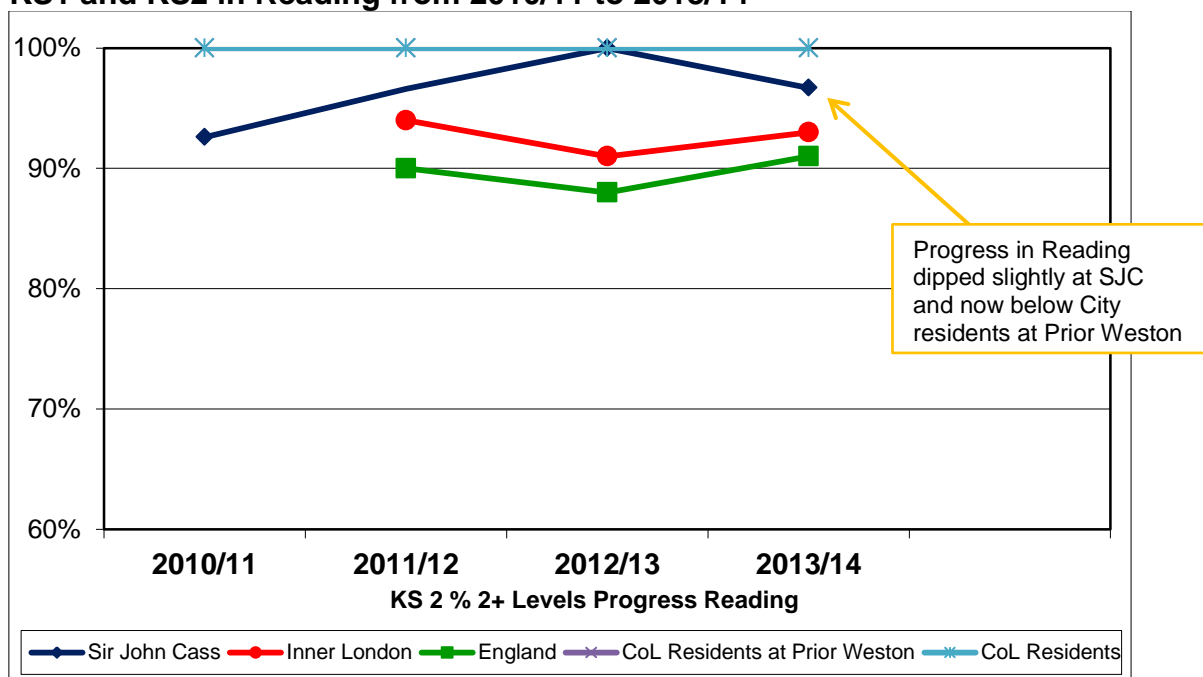
5.4.2 Progress from Key Stage 1 to Key Stage 2

The Sir John Cass's School has been very successful at achieving high rates of pupil progress between Key Stage 1 and Key Stage 2. Two levels progress is the minimum requirement that pupils are expected to achieve on these measures, i.e. two levels between Key Stage 1 and Key Stage 2. Two levels of progress are based on the average 7 year old attaining Level 2 at Key Stage 1 and the average 11 year old attaining Level 4 at Key Stage 2. Progress is therefore based on measuring how far each child has progressed between the two assessments; so a child who had been assessed at Level 1 when 7 who then attained a Level 3 at 11 would be considered to have made the required progress, despite having attained below the expected Level for their age.

Charts 13 and 14 show the percentage of pupils making at least 2 levels of progress between Key Stage 1 and Key Stage 2 in reading and mathematics.

Chart 13 shows that 97% of pupils at Sir John Cass made two or more levels progress in reading in 2013/14, above the inner London and England averages and slightly below that of all City of London resident children and City of London resident children attending Prior Weston School in Islington.

Chart 13: Percentage of pupils making at least 2 levels of progress between KS1 and KS2 in Reading from 2010/11 to 2013/14



Source: DfE Statistical First Releases and City of London

Note: Changes in the measures in 2012 mean that national statistics are not available for 2010/11.

Chart 14: Percentage of pupils making at least 2 levels of progress between KS1 and KS2 in Writing from 2010/11 to 2013/14

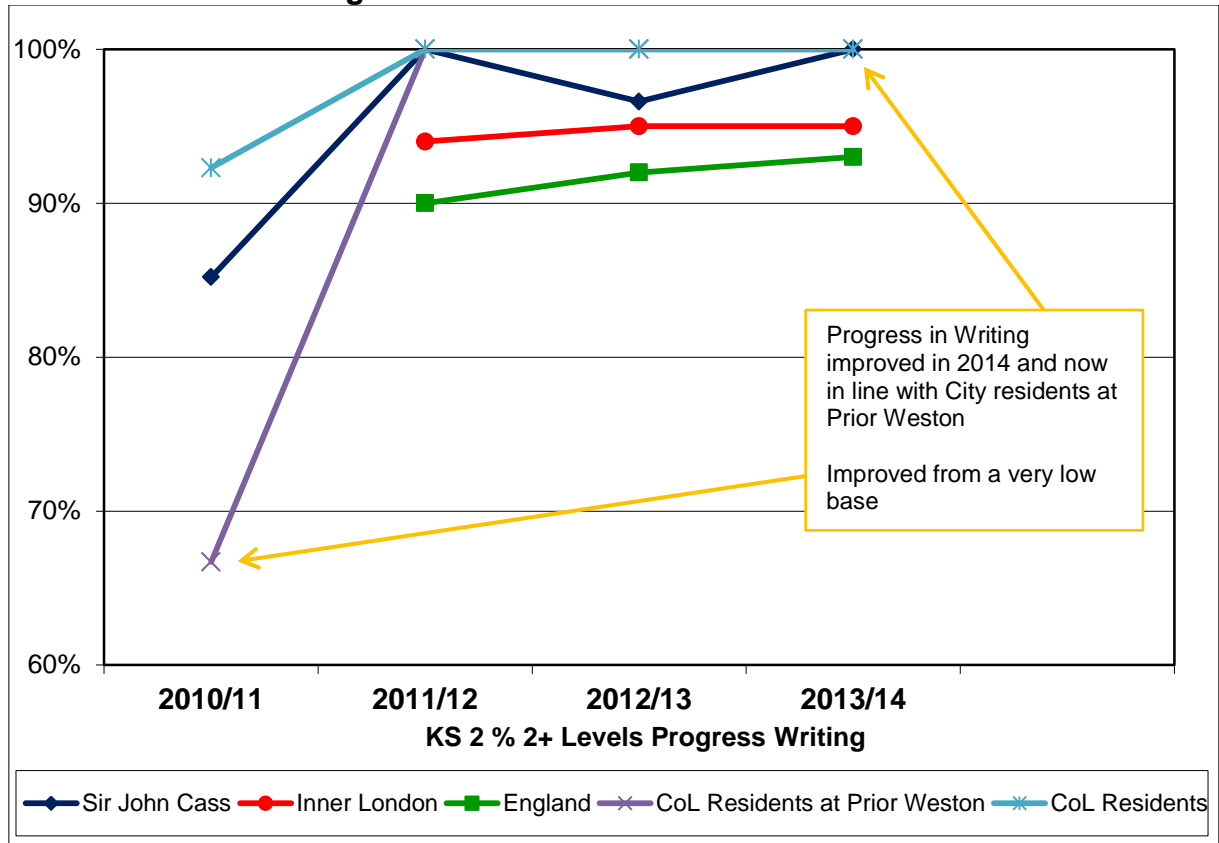
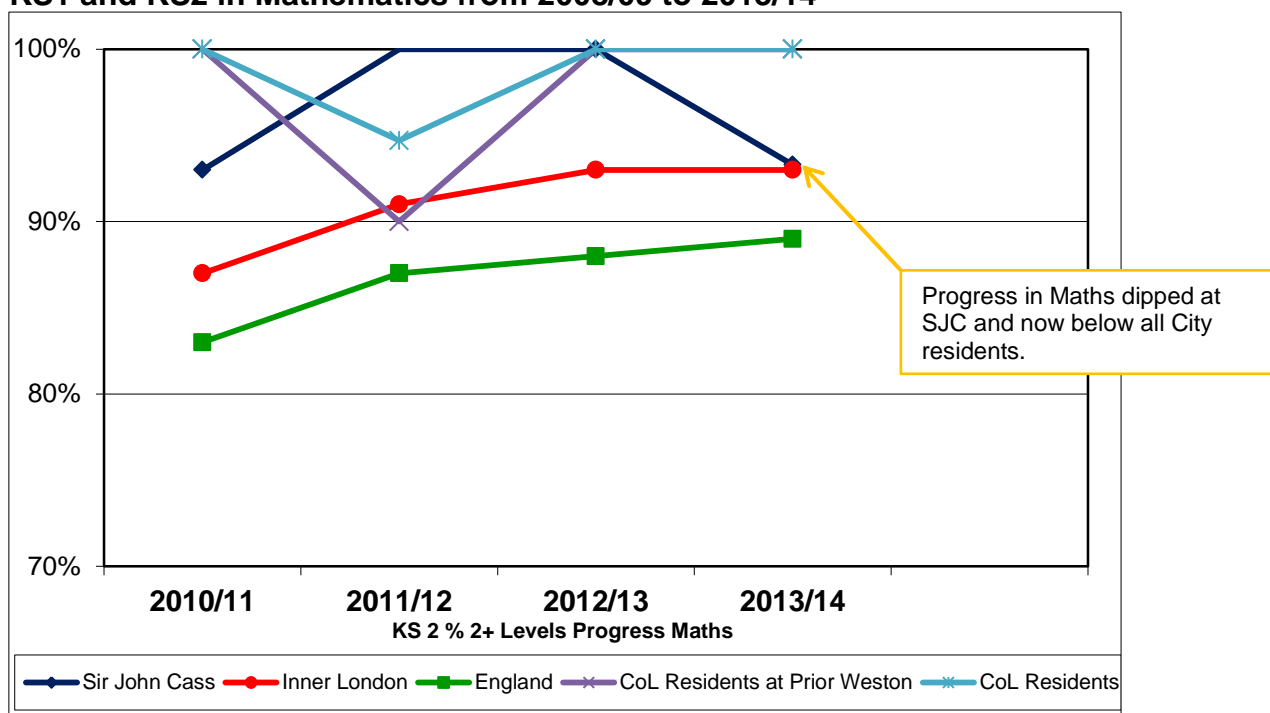


Chart 14 shows progress in writing, with 100% of Sir John Cass children making the expected progress, again above Inner London and national; and in line with other City residents. Chart 15 shows the performance for mathematics, with 93% of children at Sir John Cass making expected progress – in line with the Inner London average, above the national, but slightly below the residents data including for those attending Prior Weston.

Chart 15: Percentage of pupils making at least 2 levels of progress between KS1 and KS2 in Mathematics from 2008/09 to 2013/14



Source: DfE Statistical First Releases and City of London

5.5 Suggested Questions for Governors on Primary School Performance

How well are children doing compared to all City of London children in other schools and in relation to inner London and nationally?

What steps has the school taken to improve outcomes and what has the impact been?

How many pupils at my school made two levels of progress between Key Stage 1 and Key Stage 2?

How many pupils made three or more levels of progress?

Are progress rates equally good in reading, writing and mathematics?

Which pupil groups are performing less well? What are the reasons for this and what action has been taken to address their underperformance?

How is the Pupil Premium being used to 'close the gap' between different groups (gender, ethnicity, SEN, FSM)?

What progress is being made on the key areas for development identified at the last inspection and what has the impact been?

How do we currently judge quality in relation to the four key judgements in the Ofsted Framework and what action is being taken to sustain our school's judgement of outstanding?

How do we know if every child is reaching their full potential?

6. Attendance

Table 9 compares the City of London primary school overall absence rates with inner London and national over three years. The City of London's overall absence rate improved in 2011/12 and was better than the inner London and England averages. It remained better in 2012/13 but worsened slightly.

Table 9: Overall absence rates in 2010/11, 2011/12 and 2012/13

Absence rates	Overall absence %			Change from 2011/12 to 2012/13
	2010/11	2011/12	2012/13	
City of London	5.3%	2.1%	3.5%	1.4%
Inner London	5.3%	4.6%	4.5%	-0.1%
England (primary state-funded schools only)	5.1%	4.4%	4.7%	0.3%

Source: DfE Performance Tables and SFRs 2011, 2012, 2013

Note: Data on absence in 2013/14 is not available until December 2014

Table 10 compares the City of London primary school persistent absence rates with inner London and national over three years. The City of London's persistent absence rate was better than the inner London and England averages in 2010/11 and the City had no persistent absence in 2011/12. In 2012/13 although there was some persistent absence the numbers are too low to be published.

Table 10: Persistent absence rates in 2010/11, 2011/12 and 2012/13

Absence rates	Persistent absence (15%+ sessions)			Change from 2011/12 to 2012/13
	2010/11	2011/12	2012/13	
City of London	3.9%	0.0%	supp ⁶	n/a
Inner London	4.4%	3.8%	3%	-0.8%
England (primary state-funded schools only)	5.2%	3.4%	3.0%	-0.4%

Source: DfE Performance Tables and SFRs 2011, 2012 and 2013

Note: Data on absence in 2013/14 is not available until December 2014

⁶ Numbers of persistent absentees are too low to be published and are therefore suppressed.

7. Admissions

Islington Council processes the school admissions for the City of London resident children. The data reported in this section relate to children who are City of London residents.

7.1 Primary school admissions

Table 11 shows the number and percentage of children who were offered a City of London school, an Islington school or an out borough school. In 2012 and 2013 around one third were offered a City of London school, over 60% were offered an Islington school. In 2014, offers decreased slightly for Islington schools and increased slightly for Sir John Cass.

Table 11: Offers of reception school places to City of London resident children in 2012 to 2014

Reception Place Offers	2012		2013		2014	
	Number	%	Number	%	Number	%
Sir John Cass	12	33.3%	10	31.3%	13	40.6%
Islington Schools	22	61.1%	20	62.5%	18	56.3%
Out borough Schools	2	5.6%	2	6.3%	1	3.1%
Total	36	100%	32	100%	32	100%

Source: Islington Admissions Section, based on the position on offer day.

Note: These are offers to City residents only. Only offered pupils are included in each year. The rest of the reception applications for Sir John Cass are also processed by LBI but they are non-City residents.

7.2 Secondary school admissions

Table 12 shows the number and percentage of children who were offered an Islington secondary school or an out borough school. In 2014 the secondary transfer cohort reduced to 15 children, with 40% being offered Islington schools.

Table 12: Offers of secondary school places to City of London resident children in 2012 to 2014

Secondary Transfer Offers	2012		2013		2014	
	Number	%	Number	%	Number	%
Islington Schools	8	42.1%	6	28.6%	6	40.0%
Hackney	5	26.3%	4	19.0%	2	13.3%
Kensington & Chelsea	1	5.3%	1	4.8%	0	0.0%
Southwark	3	15.8%	1	4.8%	3	20.0%
Tower Hamlets	1	5.3%	6	28.6%	1	6.7%
Westminster	1	5.3%	2	9.5%	3	20.0%
Essex	0	0.0%	1	4.8%	0	0.0%
Out borough schools Sub-Total	11	57.9%	15	71.4%	9	60.0%
Grand Total	19	100%	21	100%	15	100%

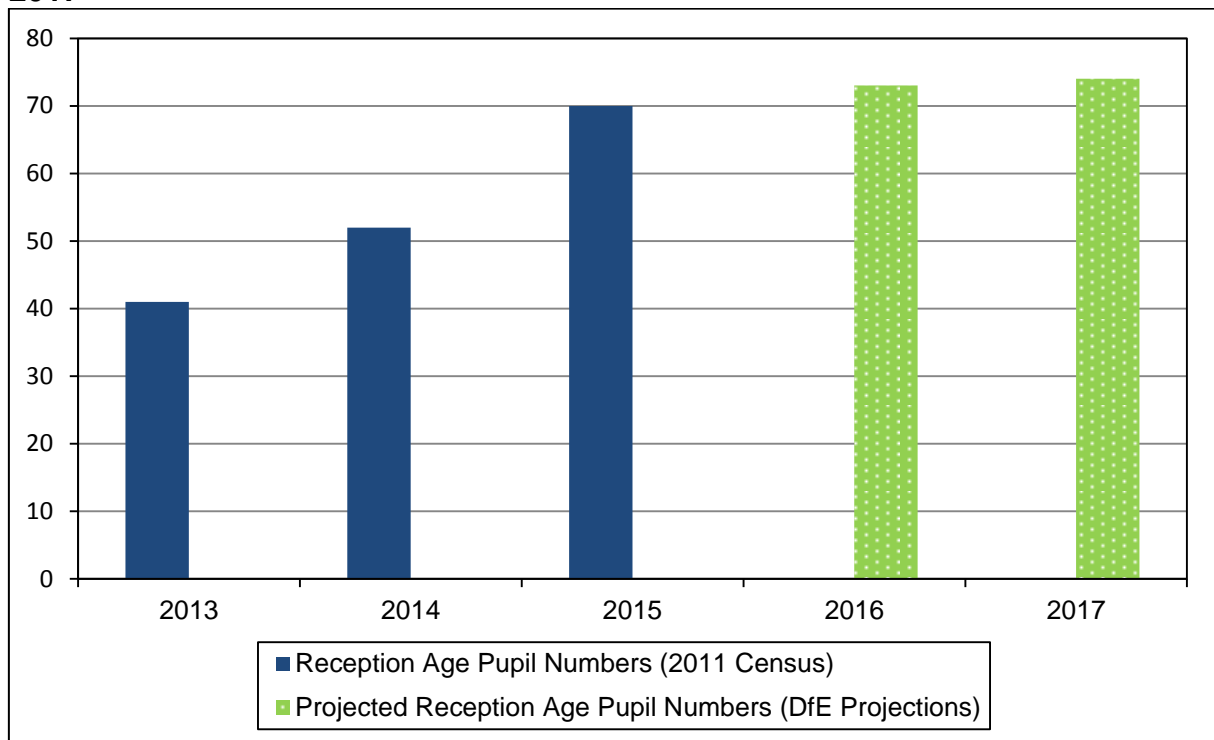
Source: Islington Admissions Section, based on the position on offer day.

Note: These are offers to City residents only. Only offered pupils are included in each year.

8. City of London Pupil Projections

Using data from the Office of National Statistics, the Department for Education, London Councils and the City of London itself, estimates have been made of the number of current and projected primary age starters, living within the City of London. The 2011 Census forms the main basis for this data as there is a definite correlation between the Census numbers and the applications that the City has received in recent years, indicating that the Census data therefore remains reasonably accurate and secure to use as a basis for the development of projections. However, the numbers being investigated are small and therefore, the margin for error is greater. These figures are therefore intended as a guide to future trends rather than exact predictions. Chart 12 plots the projected reception numbers using the 2011 Census for the projections from 2013 to 2015 and the Department for Education's projections for 2016 and 2017.

Chart 12: City of London - Reception age projected pupil numbers from 2013 to 2017



Source: City of London report: *Pupil analysis relating to the future demand for primary school places for City of London residents* (July 2013)

Table 13 shows the projected reception numbers and the percentage year on year increase. The greatest increase is expected between 2014 and 2015, when the numbers are projected to increase by 35%.

Table 13: City of London - Reception age projected pupil numbers from 2013 to 2017 with the percentage year on year increase

Basis for Projections	2013	2014	2015	2016	2017
Reception Age Pupil Numbers (based on 2011 Census)	41	52	70		
Percentage Increase	0%	27%	35%		
Projected Reception Age Pupil Numbers (based on DfE Projections)				73	74
Percentage Increase				4%	2%

Source: City of London report: *Pupil analysis relating to the future demand for primary school places for City of London residents* (July 2013)

Analysis of the 2011 Census data shows that traditionally, the City of London has had between 30 and 40 residents within each primary year group. There have previously been ‘bulges’ in the child population in certain year groups, but numbers have always returned to an average of between 30 and 40 by the following year group. However, over recent years, there has been a sustained increase in the number of children being born or moving into the City that are now beginning to reach Reception Class age and this is reflected in the 2013 to 2015 elements of the graph and table. Based on demographic forecasts for the Capital as a whole, this looks set to continue for the following years, but at a much lower rate of growth than in the years 2013 to 2015.

The recent trends indicate that there is a significant rise in the number of children living within the City of London who will start to reach primary school age from 2012/13 onwards. Similar pupil growth is also being seen in neighbouring Authorities, particularly in Tower Hamlets, and the number of primary school places required is increasing across the capital. These factors have a potential two-fold impact for the City of London:

- In future, the Authority may not be able to send as many children across the border to Prior Weston Primary School as has previously been the case. The London Borough of Islington are now projecting a significant increase in demand in the south of the borough from 2017/18 but have very limited room for expansion;
- Sir John Cass’s Primary School may also see a rise in applications from neighbouring Authorities, particularly Tower Hamlets, where the primary population growth is significant and potentially from Islington as well.

In addition, there is evidence to suggest that fewer children are migrating into the independent sector than had previously been the case, thus applying further pressure to the primary place shortage, albeit on a relatively small scale.

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Education overview for children aged up to 16

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

Assessments

There are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests for the child - the assessments are based on EYFS practitioners' observations. Information from these assessments is used for parents, practitioners and teachers to support children's learning and development. Early years learning concentrates on 7 areas split between prime and specific areas of learning.

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

Early Years Foundation Stage profile

At the end of the academic year when a child turns 5, the practitioner records each child's development by watching the child playing and in the classroom. The completed assessment is known as the 'Early Years Foundation Stage profile'. This is used to help the Year 1 teacher plan lessons for the children.

The National Curriculum

From age 5 (Year 1) to 16 (Year 11) all pupils follow the National Curriculum. Additionally, maintained schools must offer religious education, sex and relationships education from age 11 onwards, work-related learning and careers education for specified year groups. The national curriculum determines the content of what should be taught – statutory and non-statutory subjects/areas of learning – and sets attainment targets for learning. The national curriculum also determines how performance will be assessed and reported. Other types of school such as Academies and private schools do not have to follow the national curriculum. However, Academies must teach a broad and balanced curriculum including English, mathematics and science, and they must also teach religious education.

The national curriculum is divided into four Key Stages, which cover the statutory age ranges for school attendance. The assessments of Key Stages are as follows:

Key stage 1 and 2

Compulsory national curriculum subjects at primary school are:

- English
- maths
- science
- design and technology
- history
- geography
- art and design
- music
- physical education (PE), including swimming
- information and communication technology (ICT)

Schools can develop their own ICT curricula or follow the programmes of study. They must also provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it.

Schools often also teach:

- personal, social and health education (PSHE)
- citizenship
- modern foreign languages

Tests and assessments

Year 1 phonics screening check

This check takes place in June when a child will read 40 words out loud to a teacher who will assess whether he or she needs extra help with reading.

Key stage 1

Key stage 1 tasks and tests cover:

- reading
- writing
- speaking and listening
- maths
- science

The tasks and tests are taken when the school chooses with the teacher using children's work (including spoken work and homework) to work out what level they are at in each area.

Key stage 2

Key stage 2 tests cover:

- English reading
- English grammar, punctuation and spelling
- maths (including mental arithmetic)

The tests are taken in mid-May and last under 5 hours 30 minutes in total.

Key stage 3 and 4

Key stage 3

Compulsory national curriculum subjects are:

- English
- maths
- science
- history
- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- information and communication technology (ICT)

Schools can develop their own ICT curricula or follow the programmes of study.

They must also provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

Key stage 4

During key stage 4 most pupils work towards national qualifications - usually GCSEs.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- maths
- science

Foundation subjects are:

- information and communication technology (ICT)
- physical education
- citizenship

Schools must also offer at least one subject from each of these areas:

- arts
- design and technology
- humanities
- modern foreign languages

They must also provide religious education (RE) and sex education at key stage 4. Pupils don't have to take exams in religious studies but schools must provide at least one course where pupils can get a recognised RE qualification at key stage 4 and above.

At the end of each national curriculum Key Stage, pupils are expected to reach a certain level of knowledge, skills and understanding in each subject, although many will (and should) exceed it. The expected attainment level for children at the end of each Key Stage is as follows:

Age	Year	Key Stage	Assessment	Average Level of attainment
3 to 4		Early Years		
4 to 5	Reception	Early Years	Early Years Foundation Stage profile	
5 to 6	Year 1	KS1	Phonics screening check	
6 to 7	Year 2	KS1	Teacher assessments in English, maths and science	2
7 to 8	Year 3	KS2		
8 to 9	Year 4	KS2		
9 to 10	Year 5	KS2		
10 to 11	Year 6	KS2	National tests and teacher assessments in English, maths and science	4
11 to 12	Year 7	KS3	Teacher Assessments	
12 to 13	Year 8	KS3	Teacher Assessments	
13 to 14	Year 9	KS3	Teacher Assessments	5/6
14 to 15	Year 10	KS4	Some children take GCSEs	
15 to 16	Year 11	KS4	Most children take SCSEs or other national qualifications	

Committee(s):	Date(s):
Education Board	4 December 2014
Subject: Actions Taken under Delegated and Urgency Procedure Since the Last Meeting	Public
Report of: Town Clerk	For Information
Summary	
<p>This report summarises actions taken under urgent authority procedure since the last meeting of the Education Board on 16 October 2014. In summary, the Town Clerk exercised urgent authority to recommend to the Court of Common Council, on behalf of the Education Board, that the City of London Corporation forgo its appointment rights to the Aldgate and Allhallows Foundation.</p>	
Recommendation(s)	
Members are asked to:	
<ul style="list-style-type: none"> • Note the report 	

Main Report

Background

1. Standing Order 41 of the Court of Common Council allows for decisions to be taken between meetings of Committees. They can be taken if, in the opinion of the Town Clerk it is urgently necessary for a decision to be made, or if the Committee or Sub-Committee have delegated authority to the Town Clerk to make such a decision.
2. If such instances arise, then the powers of the Committee or Sub-Committee may where lawfully possible be exercised by the Town Clerk. Before exercising such power, the Town Clerk must seek and obtain the comments of the Chairman and Deputy Chairman of the Committee or Sub-Committee or, failing either of them, their nominees. Each action or decision shall then be reported to the next meeting of the Committee or Sub-Committee.

Current Position

3. The City of London Corporation was contacted in July 2014 by the Clerk and Chief Executive of the Foundation with a request that the City of London Corporation forgo its right to appoint a Governor to the Foundation's Governing Body. The Foundation's request followed a review of its governance structure that concluded that it would be in the best interests of the charity to amend its constitution to bring it into line with modern best practice, by reducing the size of the Governing Body and by giving the

Governing Body greater control over the appointment of trustees with the requisite independence, skills and experience.

4. The Aldgate & Allhallows Foundation is an independent educational grant-making charity based in the City of London and operating in both the City and in Tower Hamlets. Over 120 years old, it is an amalgamation of three older charitable trusts founded by Sir Samuel Starling, a previous Lord Mayor (1675), Anthony Death (1679) and Alderman James Hickson (1686). The charity has a close association with the Sir John Cass's Foundation.
5. Following the abolition of the Inner London Education Authority (ILEA) in 1990, a right to appoint one Representative Governor to the Foundation's Governing (and trustee) Body was allocated to the City of London Corporation. This right was accepted by the Court of Common Council at its meeting on 15 November 1990 following a recommendation made by the Education Committee. In order for the City of London Corporation to forgo its appointment rights, this process needed to be reversed.
6. It was considered that the Foundation provided sufficient information to support its request as being in the best interests of the charity. Charity trustees should keep their governance arrangements under review to ensure that they remain fit for purpose and enable the charity to effectively operate to further its charitable objectives. Amending the charity's constitution to reduce the size of the Governing Body, and to provide the Governing Body with the power and flexibility to appoint trustees who have the appropriate skills and experience, would achieve this therefore being in the best interests of the charity. As such it was recommended that the City Corporation forgo its trustee appointment rights, and a report of the Town Clerk was submitted to the Court of Common Council on behalf of the Education Board to that effect.
7. The Court of Common Council next met on the same day as the next meeting of the Education Board – 4 December 2014 – which would have delayed the decision making process until the next Court meeting on 15 January 2015. The Town Clerk therefore made the recommendation to forgo the appointment right to the Court of Common Council under urgency procedure in consultation with the Chairman and Deputy Chairman of the Education Board.

Conclusion

8. This report summarises the actions taken under urgent authority procedure since the last meeting of the Education Board on 16 October 2014.

Appendices

- None

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